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**Fit for purpose? A new approach to evaluating the  
suitability of textbooks for the teaching of Chinese as a  
foreign language in the UK**

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## **Abstract**

A new approach was adopted for this research, combining qualitative research methods and textbook evaluation to develop a definitive list of criteria for the evaluation of teaching Chinese as a foreign language (TCFL) textbooks. The criteria for the textbook evaluation were derived from interviews with and surveys of teachers, administrators, learners, and textbook writers. The list of criteria developed thus includes some that have not been mentioned by previous researchers, showing that some textbook user needs have not been previously identified.

It is hoped that the comprehensive and workable list of textbook evaluation criteria developed here will be of use not only for future researchers, but also for those who seek to choose appropriate textbooks with which to teach TCFL, including administrators and teachers. More immediately, the results of individual and group evaluations conducted as part of this research show how the TCFL textbooks currently in the market could be improved. The in-depth analysis of the three pairs of textbooks carried out in this research both highlights the merits of a good textbook and supports the results of the evaluations.

Theoretically, this research has developed its own theoretical framework by proposing an approach to textbook evaluation based on the analysis of qualitative research. This framework bridges the fields of L2 learning, L2 teaching, learners' needs, and the field of resource development and evaluation. This research also reveals much about how textbooks are designed, used and evaluated.

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## **1 Chapter 1: Introduction**

Textbooks serve as one of the major instruments for language teaching and learning. Research on textbooks benefits teachers and textbook designers in different teaching contexts. Teachers and textbook writers design teaching materials, including textbooks, based on the findings of textbook research. The teaching and designing processes are guided by research on textbooks used in different teaching contexts (e.g. second/foreign language contexts), textbooks designed for various pedagogical approaches, and those for diverse audiences. Research can direct teachers in their selection, adaptation, and evaluation of textbooks. Textbook designers follow the results of textbook research to identify gaps in textbook provision, decide the purposes of textbooks, and assess the validity of the books they write.

The current research is an exploratory study, which attempts to investigate the suitability of the textbooks for teaching Chinese as a foreign language (TCFL) in the UK. This introductory chapter outlines the reasons for doing this research, the research questions, and the structure of the thesis.

## **1.1 Rationale for this research**

Textbooks have been researched widely in the field of second language (L2) teaching. Several criteria lists have been developed for evaluating textbooks (Sheldon, 1988; Cunningsworth, 1995; Byrd, 2001). There is still a great deal of dissatisfaction among textbook users on the quality of textbooks for L2 teaching, however. Furthermore, there has also been criticism of the methodology of L2 textbook research. In this section I will review the different opinions on textbooks and textbook research, the development of TCFL textbooks in the global market, and why the needs of textbook users and writers should be investigated. This will illustrate how I arrived at the area of interest for the current research.

### **1.1.1 Textbooks in L2 teaching**

Textbooks are used widely in L2 classrooms. In the teaching and learning process in L2 education, textbooks form the basis of everyday teaching and are the most important element of some programmes, especially in formal schooling systems (Sheldon, 1988). Some teachers use a textbook as the core of a course: they prepare, deliver and review their lectures based on the textbook. Textbooks not only provide convenient assistance for teachers, but also help students. They can provide guidance and support to students by offering exposure to the new language and classroom activities for them (Mares, 2003).

In addition to having an impact on the teaching and learning process, textbooks are also scrutinised by practitioners in various groups. Textbooks serve as a tool to provide support to teachers when the curriculum changes (Hutchinson and Torres, 1994). Parents tend to rely on textbooks to help their children with their studies, because they can have a sense of what the children should know and they can measure their progress according to the book. McGrath (2002) also states that textbook writers, publishers, and governments who want to spread their language to enhance their influence have economic considerations and political motives behind their need for textbooks.

With digital technology spreading in L2 classrooms, the focus on textbooks is reducing. Textbooks are increasingly viewed as out of date within a modern context

(Kumar, 2013). Kumar (2013) advocates for replacing textbooks in L2 classrooms with self-instruction materials, e.g. applications on PCs or tablets. Digital materials are, however, still seen as complementary to textbooks rather than replacements for them. Jarvis and Szymczyk (2010) found that students preferred to work with paper-based materials in class despite the growth of digital media.

The main motivation for me to conduct the current research was that even though teachers and students see textbooks as important and necessary, they have also been the subject of complaints from users. Complaints relate to the content of textbooks, e.g. unclear descriptions of their goals and entry/exit language levels, failing to identify the target learners, providing incomprehensible input, and using too many jargons (Sheldon, 1987, 1988). Textbooks have been criticised for not satisfying learners' needs, e.g. violating local customs, and offering unrealistic experiences that students find difficult to understand (McGrath, 2002; Biok and Mohammad, 2013).

The unsatisfactory nature of textbooks both in and outside the L2 classroom implies that more attention should be paid to the process of textbook design and analysis. Research on textbooks, especially on the production of textbooks and their consumption by teachers and students, is not sufficient, however (Tomlinson and Masuhara, 2010; Harwood, 2014). Since the mid-1990s, publications on how to design and evaluating teaching materials have been flourishing (Andon and Wingate, 2013); however, there are fewer studies on the design and evaluation of textbooks than in other areas of L2 teaching. There has also been criticism of the research of textbook production, especially the methodology. As discussed by Harwood (2014), some of the studies conducted may not fully reflect the writers' real behaviour when writing a textbook, because they are not conducted in a naturalistic environment. He suggests that methodologies such as think-aloud or stimulated recall interviews could provide a better understanding of the design process. Future research on the ethnography of resource production and use is therefore needed.

Theoretical development in the field of textbook design and evaluation could benefit textbook users, especially language teachers. It is believed that even though designing a course under the guidance of a textbook sounds unreliable, a textbook-based course is still possible if the teachers can make careful and critical judgement in textbook

selection and use (McGrath, 2002). Moreover, textbooks can be used effectively when teachers, or the people who select textbooks, have ability to discern the most suitable textbooks for the specific context. Samuda (2005) cited Tsui (2003)'s study to claim that inexperienced teachers often have no principles to follow when judging whether the activities in textbooks are designed well. Ball and Feiman-Nemser's (1988) study found that some novice teachers had difficulties in using and adapting textbooks. It means that effective guidance should be provided to teachers, which requires theoretical development in the area of textbook design and evaluation.

The crucial role of textbooks in the teaching context, the complaints about the quality of textbooks, and the requirement for more research on textbook design and evaluation were the driving force for me to carry out this research. In addition, I had noticed the rising number of students learning Chinese and thus the higher demand for TCFL textbooks, which also raised my interest in exploring this area in depth.

### **1.1.2 Textbooks for teaching Chinese as a second language <sup>1</sup>**

Since the beginning of the 21<sup>st</sup> century, there has been a growing global trend for learning Chinese. Chinese has never been so popular as a second language until recently (Long, 2011). With economic globalisation and increasing cross-cultural communication, foreign language teaching in the UK has likewise received unprecedented attention. The rising international status of China has promoted trade and cultural exchange with the UK, whereas Chinese language teaching highlights the importance in the field of education.

In England, Chinese is among the lesser-taught languages (such as Arabic, Polish, etc.). Despite this, however, there has been a clear rising trend from 2008 to 2015 in entries for GCSE Chinese (Tinsley and Board, 2016). There were 3100 entries for GCSE at the end of Key Stage 4 in 2016, an increase of about one third since 2008.

Chinese is taught in more schools than other lesser-taught languages. According to Tinsley and Board, Chinese is offered by 13% of state schools and 46% of independent schools in England. In most state schools, it is offered as an enrichment

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<sup>1</sup> I discuss the teaching of Mandarin Chinese in the current study, but the term Chinese will be used for simplicity.

subject at Key Stage 3. About 5% of state schools offer it as a GCSE subject. Chinese is frequently offered as an enrichment subject in the independent sector, but more of these schools offer Chinese as a GCSE course at Key Stage 4 than simply as an enrichment option.

Chinese has been identified as one of the 10 most important foreign languages for the future prosperity of UK, according to the Languages for the Future report (British Council, 2013). In the Language Trend Survey, Tinsley and Board (2016, p. 23) reported that Chinese teaching is “strongly promoted by the government and is growing as a curriculum subject”. A four-year programme with a budget of £10 million has been launched to teach Chinese intensively to 5,000 pupils and aims to bring them to post-A-level standard by the end of Year 10<sup>2</sup>.

While Chinese teaching and learning is getting popular, different kinds of TCFL textbooks have emerged in the market (Li, 2002). Supplementary materials are becoming common and increasingly more varied and innovative, such as CDs, online resources, and multimedia resources. In addition, there is a tendency to design TCFL textbooks targeting different countries and languages, influenced by the idea that language teaching should be based on different teaching environments. It is believed that TCFL textbooks should be designed according to learners’ concepts of Chinese and China, the native culture, and the teaching styles in the target country (Zeng, 2009).

At the same time, TCFL teachers and learners hope that textbooks will come to encompass more variety and better quality. Zhao (1998) raises several problems regarding TCFL textbooks when he talks about the necessity of forming a system to evaluate the current TCFL textbooks. He argues, for example, that current TCFL textbooks lack creativity; the content and forms of texts and exercises lack variety; there are insufficient exercises to satisfy teachers’ needs, and the quality of the translation provided for vocabulary and texts is lower than expected. The reason might be that research on Chinese language and TCFL is not sufficient to provide effective guidance for Chinese teaching. The designers of TCFL textbooks may also have neglected the results of the TCFL research that does exist in the design process.

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<sup>2</sup> <https://ciforschools.wordpress.com/mandarin-excellence-programme/> [accessed 19 July 2017]



Zhao (1998) also points out that many TCFL textbooks contain too much vocabulary and are short of interesting content. In *Zhongji hanyu jiaocheng* (Intermediate Chinese Learning Course), for example, 82% of its texts are dated before 1976. In *Sucheng hanyu chuji jiaocheng* (Intensive Chinese Course for Beginners), the vocabulary list incorporates all the words at Level 1 and most of the words at Level 2 in *Hanyu shuiping kaoshi dagang*<sup>3</sup>. There are 3667 new words in total. Long and tedious texts with lots of new words can be challenging for learners. They could lose interest easily and come to believe that Chinese is too difficult to learn. Eventually, they may even give up.

Recent research on TCFL textbooks has focused on the topics, language elements, contents, and cultures embedded in the textbooks. Yu et al. (2012) studied the gaps between the topics that teachers and learners are interested in and the topics chosen by TCFL textbooks. Zhou and Cheng (2013) studied the idioms included in 31 sets of TCFL textbooks by comparing them with *Hanyu shuiping cihui yu hanzi dengji dagang*<sup>4</sup>. Wang (2013) studied how to mark the syntactical features of the words in TCFL textbooks. The design of exercises in TCFL textbooks has also been discussed (Xu, 2013; Huang, 2012; Liu et al, 2011). These studies explore some aspects of TCFL textbooks and contribute to their development. None of the studies has systematically analysed the TCFL textbooks in the market with a set of credible criteria and principles, however.

Even though research on TCFL textbooks in China is thriving, research on TCFL textbooks in the UK is still limited. Zeng (2009) states that the lack of suitable TCFL textbooks designed for the UK-specific language teaching environment is a problem that has been identified by textbook designers and researchers.

From the review above, it is clear that there is a demand for suitable TCFL textbooks, while on the other hand, the design and research of TCFL textbooks needs to be improved. Zhao (1998) suggests that an objective and effective evaluation criteria list for TCFL textbooks is needed to highlight the advantages and disadvantages of the existing resources. A comprehensive and complete list of principles for evaluating TCFL textbooks would improve the quality of designing and publishing TCFL

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<sup>3</sup> The outline of graded vocabulary for the Chinese Proficiency Test, often known as HSK.

<sup>4</sup> The outline of graded vocabulary and characters for the Chinese Proficiency Test.

textbooks. Zhao's (1998) evaluation form is currently the only complete criteria list for evaluating TCFL textbooks, however (Wu and Lin, 2010). Furthermore, there is little research on how Chinese is taught and learnt in the UK, not to mention on the analysis and design of TCFL textbooks for the UK market. The current research will therefore contribute to the development of theories on design and analysis of L2 textbooks, especially in the UK context.

### **1.1.3 Obtaining the needs of textbook users and designers**

Learners' needs have been widely discussed in the field of L2 teaching and learning. For textbook design and evaluation, it is not only the needs of learners, but also the needs and expectations of other textbook users, as well as those of the textbook designers, should be satisfied. Dougill (1987) suggests that an evaluator should know who the target learners are when deciding on the presumptions and aims of the textbooks. The needs of TCFL teachers and learners should be understood before more TCFL textbooks are published.

There is not sufficient and established research on the needs of textbook designers and users, even though this factor has been mentioned frequently in past criteria lists (Ur, 1996; Garinger, 2002; Tomlinson, 2011). In those lists, the descriptions of needs are often subjective, since they are usually solely based on the researchers' knowledge or accumulated teaching experience. These researchers tend to provide lists of facts about learners and teachers, without giving theoretical justification or empirical evidence to underpin them.

There are also some studies that have collected empirical data for describing the needs of textbook users, including Peacock (1997), McGrath (2006), Rashidi and Kehtarfard (2014) on English language teaching (ELT) textbooks and Yu et al. (2012) on TCFL textbooks. Their methodological choice, however, I find concerning. To my surprise, all of them chose quantitative research methods as the main methodology (Yu et al. used interviews as a complement method) in their studies. It is believed that to understand the needs of a group, a researcher needs to enter the context, get access to the subjects, and talk in-depth with them (Mason, 2002). A qualitative research design is thus considered to be more suitable for this study.

From the above outline of the current situation in TCFL textbook design and evaluation, it is not difficult to see that there is a clear need for more research in this area, especially TCFL textbooks in the UK. It is also clear that there is a methodological gap in this area, which also contributes to my interest in carrying out this study. In Section 1.2 I will discuss the aims and research questions for the current study.

## 1.2 Research questions and methodology

This thesis aims to clarify the suitability of the content of the textbooks used in the UK for learning Chinese as a foreign language by assessing a sample of the textbooks available in the market. With this research, I aim to identify the needs of textbook designers and users and decide a valid list of criteria through a qualitative research approach. This will then be used to evaluate whether the textbooks are appropriate and sufficient for the teaching of Chinese as a foreign language, or whether there are gaps in provision. If there are gaps, the aim will be to identify what is missing and the reasons.

As mentioned in Section 1.1.2, even though the need for TCFL textbooks is growing and the publication of TCFL textbooks has been flourishing, TCFL textbooks have been receiving negative comments from teachers and learners for their lack of creativity, variety and authenticity, etc. (Zhao, 1998). Li (2002) also points out that there are few textbooks that can fully satisfy the needs of teachers and learners, both in and outside China. I have 10 years' experience of teaching Chinese in both China and the UK. I frequently hear my colleagues complaining about the textbooks they use.

Taking the above reasons into account, the driving question of this research is:

Teachers always complain about the quality of the TCFL textbooks they use, even though hundreds of new TCFL textbooks are published in the market every year. What is it about these textbooks that they are not satisfied with?

The main research question is:

Can the textbooks available in the market meet the needs and expectations of the textbook users? If not, what can be improved?

Sub-research questions proposed to assist in answering the main research question are:

- 1) What are the needs and expectations of the target group of textbook users and textbook designers?
- 2) What criteria should be followed for evaluating the textbooks to see whether they meet these needs and expectations?

- 3) Is there a list of valid criteria available in the literature? If not, how can it be developed?

The current research adopts the methodology of case study and evaluation.

Qualitative research methods such as interviews and questionnaires are used for investigating the needs of textbook users and designers. Based on the results of the qualitative research, a list of criteria will be provided to evaluate TCFL textbooks. I will then select a sample of 10 textbooks and evaluate them using a checklist method and in-depth analysis. A list of criteria from the literature will also be used to assess the textbooks, in order to show any new criteria identified by this research.

Evaluation plays an important role in this research, because it is the main method of answering the research question. With the checklist method and in-depth analysis, the results of the analysis of the needs and the content of the textbooks will be compared to highlight the gaps between the content of the current TCFL textbooks and the needs of textbook users in the UK.

### 1.3 Thesis structure

The thesis is structured into 10 chapters. Chapter 2 reviews theories on textbook design and evaluation, aiming to suggest a general and basic framework for textbook evaluation based on existing research models. Chapter 3 introduces the theories and research on L2 learning, L2 teaching, learners, and teaching material development, which serve as the theoretical background for developing a refined and substantiated framework to guide the current study.

After constructing the framework for evaluating TCFL textbooks, Chapter 4 introduces the methodology of the study. Chapter 5 to 8 present the findings and analysis of the qualitative research. From the findings and analysis, a list of criteria based on the needs of textbook designers and users will be constructed. Chapter 9 presents the results of the textbook evaluation. It will also discuss the gaps between the needs of the target group and the content of existing TCFL textbooks. Chapter 10 is the conclusion.

The structure of the thesis is as follows. Because of the complexity of this multi-dimensional topic, Chapters 3, 5, 6, 7, and 8 are divided into two sections for the convenience of the reader.

- **Chapter 1: Introduction**
- **Chapter 2: Literature review on the design and evaluation of second language textbooks and materials**
- **Chapter 3: A refined theoretical framework for TCFL textbook evaluation**
  - Section 1: Theories about language learning, teaching and learners
  - Section 2: Influence of the three theoretical areas upon textbook design
- **Chapter 4: Methodology**
- **Chapter 5: Findings and analysis from teachers' interviews**
  - Section 1: Findings from teachers' interviews
  - Section 2: Data analysis and conclusions from teachers' interviews
- **Chapter 6: Findings and analysis from writers' interviews**
  - Section 1: Findings from writers' interviews

- Section 2: Data analysis and conclusions from writers' interviews
- **Chapter 7: Findings and analysis from administrators' interviews**
  - Section 1: Findings from administrators' interviews
  - Section 2: Data analysis and conclusions from administrators' interviews
- **Chapter 8: Findings and analysis from learners' questionnaires**
  - Section 1: Findings from the questionnaires
  - Section 2: Analysis of qualitative data and conclusions
- **Chapter 9: Results of textbook evaluation**
- **Chapter 10: Conclusion**

## **2 Chapter 2: Literature review on the design and evaluation of second language textbooks and supplementary teaching materials**

Chapter 2 is the literature review around the key topic of this thesis, which is resource design and evaluation. I will review the frameworks and models for the design and evaluation of teaching materials in the literature and present the principles and criteria adopted or proposed by them. Firstly, I will present the existing theoretical frameworks and models on resource design. Following Section 2.1, I will review the research on resource evaluation, with a summary of criteria from the literature. The purpose of the present chapter is to get a comprehensive view of the key elements required for an evaluation model by exploring the relevant literature around designing and analysing L2 textbooks. Through critically reviewing the past literature, I also aim to show the need for the construction of a new model for evaluating materials.



## **2.1 Existing theoretical frameworks on teaching material design**

The design of learning materials seems to be a simple job that a teacher experiences everyday when preparing his/her lectures; however it involves a range of complex tasks and should be seen as a theory-led process.

Cui (1997) provides a detailed definition of the theory on TCFL textbook design, which reveals certain features of L2 resource design. He claims that the theory of TCFL textbook design includes principles, types, process, and methods. The designing process includes how to choose and decide the content according to the learners' goals for learning, language level, and course. Textbook content should include the introduction of linguistic elements, pragmatic principles, culture, and training in language and communication skills. The process also concerns how to choose, organise, and decide the order of the content, such as vocabulary, grammar, texts, and exercises according to the learning process, in order to achieve the desired teaching objectives.

The detailed definition above shows that textbook design is not a simple task. It involves a wide range of knowledge, skills and experience. Teachers may decide to design their own textbook because they are not satisfied with the textbooks available, or when a new course is set up but no suitable textbook can be found. McGrath (2002) also mentions that a considerable amount of time, effort and skills are required to design a textbook.

To navigate the complicated and exhaustive work ahead, several models and frameworks for material design have been proposed. In the following discussion, I will review four key models for material design to illustrate what has been found and what is missing in the existing literature in this area. The models are listed in order of the date that they were developed to show the development of this research area over time.

Before embarking on the review of the models, it is necessary to clarify two terms in the field of second language teaching: 'teaching materials' and 'textbooks'. 'Teaching materials' are "anything which is used by teachers or learners to facilitate the learning of a language" (Tomlinson, 1998, p.2). They are "not simply the everyday tools of the language teacher, they are an embodiment of the aims, values and methods of the

particular teaching/ learning situation” (Hutchinson, 1987, in Sheldon, 1987, p.37). ‘Teaching materials’ is a general term that refers to both commercial textbooks (or course books) and self-designed teaching materials such as in-house textbooks, worksheets, and activity books. Teaching materials could also include the teaching techniques and exercises used in classroom teaching (Brown, 1995). Teaching materials can come in different forms, such as paper-based or audiovisual.

Textbooks are often the main teaching materials used in the classroom setting. In his work about evaluation of textbooks and materials, Sheldon (1987, p.1) defines textbooks as “a published book, most often produced for commercial gain, whose explicit aim is to assist foreign learners of English in improving their linguistic knowledge and/or communicative ability”. In Sections 2.1 and 2.2 of this thesis, the term ‘teaching materials’ is used in the four models of resource design and some of the resource evaluation models. The term ‘textbook’ is used in the evaluation model proposed by Cunningsworth (1995) and some of the criteria lists. Since ‘teaching materials’ is a broader term that includes the notion of ‘textbooks’, all the models referring to ‘teaching materials’ can also guide textbook design and evaluation. As a result, they will all be reviewed in the next section.

This research focuses on published textbooks and the teaching aids accompanying them, e.g. teachers’ guides, workbooks, and multimedia materials. There is a distinction made between general textbooks for teaching Chinese for general language learning, and the textbooks used for teaching Chinese for specific purposes. The criteria to differentiate between these two types of textbooks come from the field of teaching English for Specific Purposes (ESP). Cunningsworth (1995) suggests two criteria for distinguishing between general textbooks and ESP materials:

- 1) ESP materials have more emphasis on content;
- 2) Very often teachers are not familiar with the content in ESP materials.

He further argues that in terms of meeting learners’ needs, ESP textbooks are often seen as more advanced than general textbooks. They were developed for learners with more specific needs for textbooks. In this research, the focus will be on general textbooks for several reasons. Firstly, even though textbooks for teaching Chinese for specific purposes have their own characteristics, they still include the features of

general textbooks. Enquiring about the needs of learners for general textbooks and constructing a valid criteria list for evaluating general textbooks would also benefit the design and selection of textbooks for specific purposes. Furthermore, the requirements for specialised textbooks are usually more advanced, with emphasis on particular aspects of the textbooks (e.g. the theme of the book), therefore it would be more appropriate to conduct a separate study to investigate this area. Since the scope of this research is limited, I will focus on general textbooks and the needs of general textbook users and designers.

### **2.1.1 A design model for teaching materials (Hutchinson and Waters, 1987)**

This framework, as proposed by Hutchinson and Waters (1987), focuses on the procedure of designing teaching materials, from the selection of input to the production of exercises. Before presenting this model, Hutchinson and Waters define the purposes of teaching materials, in which they consider language learning, teachers, and learners.

For language learning, Hutchinson and Waters suggest that materials need to reveal a certain view of language and learning, as well as the nature of the learning task. Unlike other researchers, who have expressed their ideas about language and learning and propose them as principles in their models (e.g. the text-driven approach proposed by Tomlinson (2003), or McDonough et al.'s (2013) adoption of CLT principles), Hutchinson and Waters did not outline their own beliefs, rather leaving such choices to textbook designers. They suggest that textbook designers should decide their own views and the nature of the tasks to be completed before writing the book and stick to their own views of language and learning during the writing process. This approach seems to be more flexible for the designers and allow more freedom; however I would argue that it reduces the model's ability to guide and inform. If the textbook designers do not have a linguistic background, it could be difficult for them to decide what principles of language and language learning they should follow.

Hutchinson and Waters mention another function of classroom materials, which is to provide models of correct and appropriate use of language. The authors argue that materials can help teachers to organise the teaching and learning process. A flexible

and systematic structure with a suitable pace for teaching and learning is desirable. In addition, teachers need to learn new techniques from their materials; i.e. the materials should also play the role of teacher-trainer. For learners, Hutchinson and Waters mostly consider that teaching materials should trigger their motivation to learn and should be suitable for their conceptual levels and language proficiency.

Hutchinson and Waters' clear objectives for teaching materials design means that their model of design is easier to understand. It is worth examining the steps in the design process, along with the objectives met by each step. As shown in Figure 2.1 below, this model constructs a coherent framework for the different aspects of learning, from which an integrative picture of the phases of designing teaching materials can be viewed. It also shows what the materials can provide to the learners during various phases of learning.

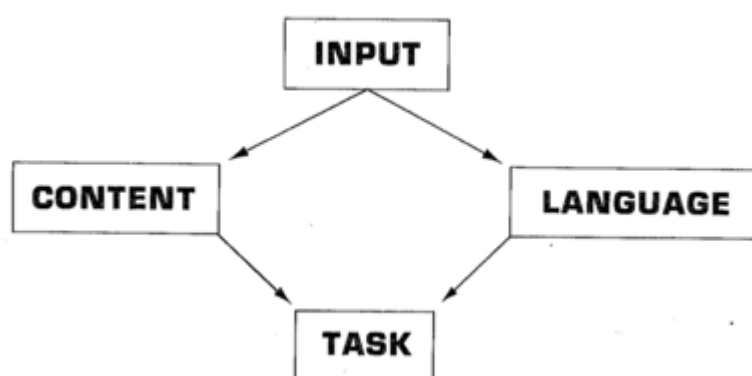


Figure 2.1 Teaching materials design model (Hutchinson and Waters, 1987, p.109)

The first step of designing a textbook is to select the input. The forms of input may be, for example, a text, dialogue, recording, or diagram, aiming to provide the learners with a stimulus for activities and topics, as well as supply new language concepts and model use of language. With the help of the input, learners can not only meet new language concepts and models, but also have opportunities to use their existing knowledge and skills to learn the new concepts and use them in communication. The input phase meets the objectives of providing language models and a stimulus for language learning.

Content focus and language focus are two phases that follow the input phase. In the content focus phase, learners are directed to make meaning from the input, extract

information from it, and even go beyond the information provided by the input. Activities designed for this phase aim to get the learners engaged with the activities and stimulate the use of learners' previous knowledge and experience. The non-linguistic content of the input is also presented in this step in order to generate communication among learners. Deciding on the content is an important phase, since it is intended to stimulate learners' interest. If the content is boring or irrelevant to the learners, it can be difficult for them to relate their own knowledge to it, resulting in a loss interest in pursuing language learning, not to mention completing the tasks.

On the other leg of the model, the language phase focuses on developing linguistic competence. In this phase, activities are designed to help the learners to practise the language they need to complete the task. Useful language points are selected from the input to help learners complete the set task. The language phase focuses on the objectives of providing a view of language and language learning, as well as a model of language use. Hutchinson and Waters stress the importance of providing learners with opportunities to analyse the language and study language structures.

The last phase of the model is the task phase, which the two researchers believe is the primary focus of the model. As mentioned above, both content and language phases are intended to work towards the completion of tasks. Together the phases bring the unit together into a coherent whole. Tasks provide opportunities for learners to apply the content and language to accomplish the purpose of communication in the new language. Production and communication, as illustrated in this phase, are the ultimate goals of language learning. This step demonstrates that the nature of the learning tasks should be considered when designing materials, which is another objective.

Moreover, Hutchinson and Waters discuss the application of the model by explaining the procedure for designing a sample material using the model, following which they present an expanded model (see Figure 2.2)

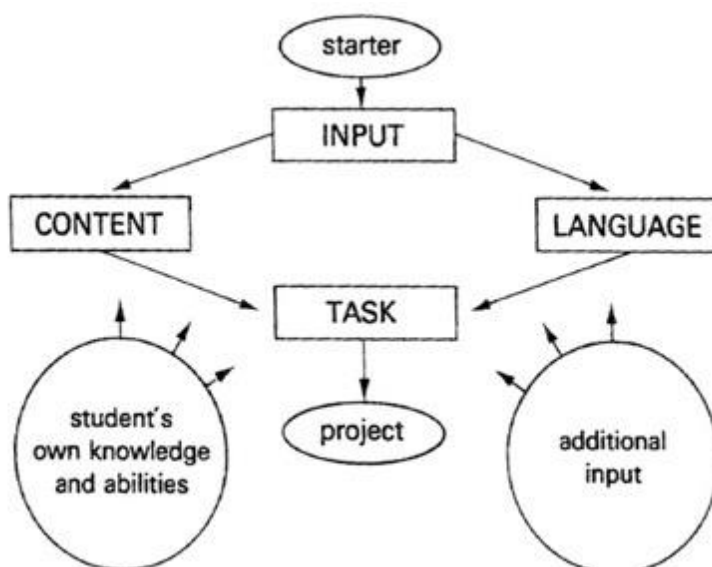


Figure 2.2 The expanded model (Hutchinson and Waters, 1987, 118)

In the expanded mode in Figure 2.2 above, four additional components are included: ‘starter’, ‘project’, ‘students’ own knowledge and abilities’, and ‘additional input’.

The ‘starter’ is a precursor to the input. It introduces the topic of the input and sometimes asks a question to stimulate learners to think. The primary function of the starter is setting the scene: providing the context for comprehending the content and familiarising the learners with the language items in the input. Other roles of the starter can be arousing the learners’ interests, triggering their thinking, and revealing the learners’ existing knowledge in terms of language and content.

At the end of this model, a ‘project’ phase is added. It is an expansion of tasks that gives opportunities for learners to apply new knowledge into wider contexts. For the other two new components, the purpose of using students’ own knowledge and abilities is to arouse their interests, while additional input is added to show the learners wider contexts in which they could apply the knowledge they have learnt.

Hutchinson and Waters (1987) provide a systematic and coherent model for materials design, which presents the major steps involved in the designing process. It is enlightening and inspiring and it lays the foundation for other frameworks. Inevitably it has several drawbacks, however.

Compared with the original framework, the new components are added mostly to provide learners with more opportunities to understand the contexts and apply their knowledge into different contexts. Tasks are designed for the aim of communication. This implies that the two researchers assume that successful and appropriate use of the new language is the ultimate goal of language learning. This is not necessarily always true, however. When evaluating Hutchinson and Waters' model, McGrath (2002) argues that for learners who need training for reading and listening skills, receptive tasks can be more suitable than productive tasks.

Following the discussion on learners' needs, this model shows how students' responses can be taken into consideration. Input and content should be interesting and learners' own knowledge should be considered during the designing process. This shows a certain degree of integrating materials users' needs, but these needs are not directly obtained from the learners. They are pre-determined by the researchers themselves. As a result, the researchers have only considered the intrinsic interests of learners and their existing knowledge, rather than giving a comprehensive overview of learners' potential needs.

Another drawback of this model is that it did not demonstrate much consideration for teachers, even though Hutchinson and Waters have addressed the importance of providing an organised teaching process and teacher training and experience in designing learning materials in the same book. Again, the model needs more discussion on what teachers need and how to meet their needs through designing appropriate materials for the classroom.

### **2.1.2 A framework for writing teaching materials (Jolly and Bolitho, 1998)**

This framework shows the procedure that a teacher needs to go through when they want to develop a new piece of material. It is worth noting that this framework is developed according to an investigation into teachers' and students' ideas, which is one step closer to the actual needs of material users. Jolly and Bolitho (1998) summarised the implications of the textbook users' comments and went on to develop a framework to show a pathway for writing teaching materials, which is shown in Figure 2.3 below.

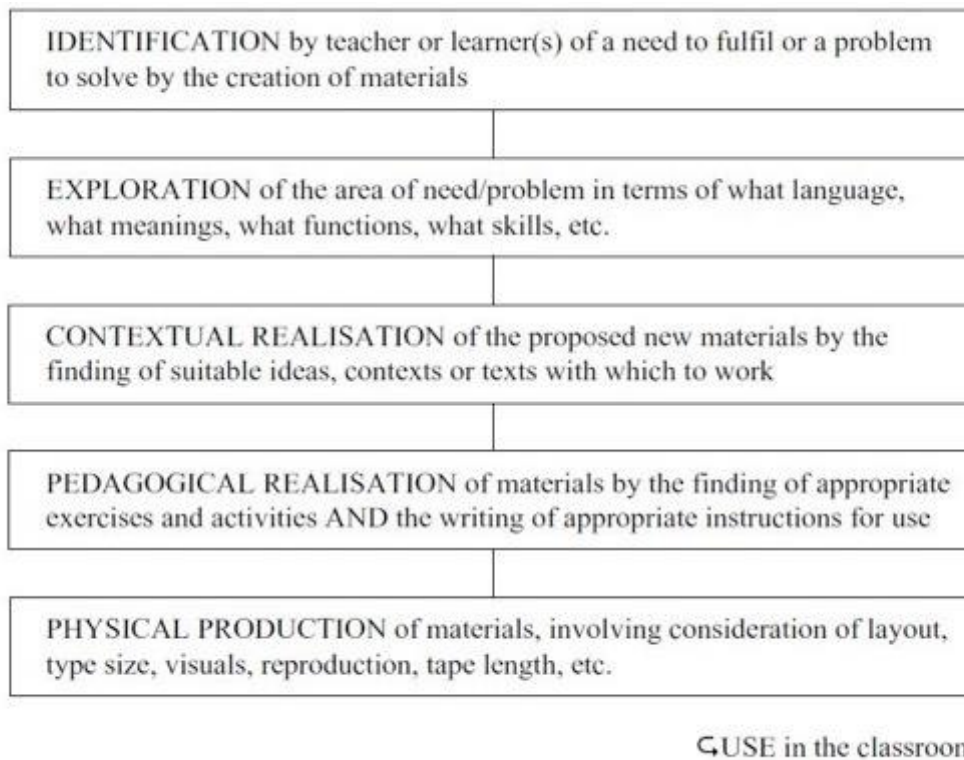
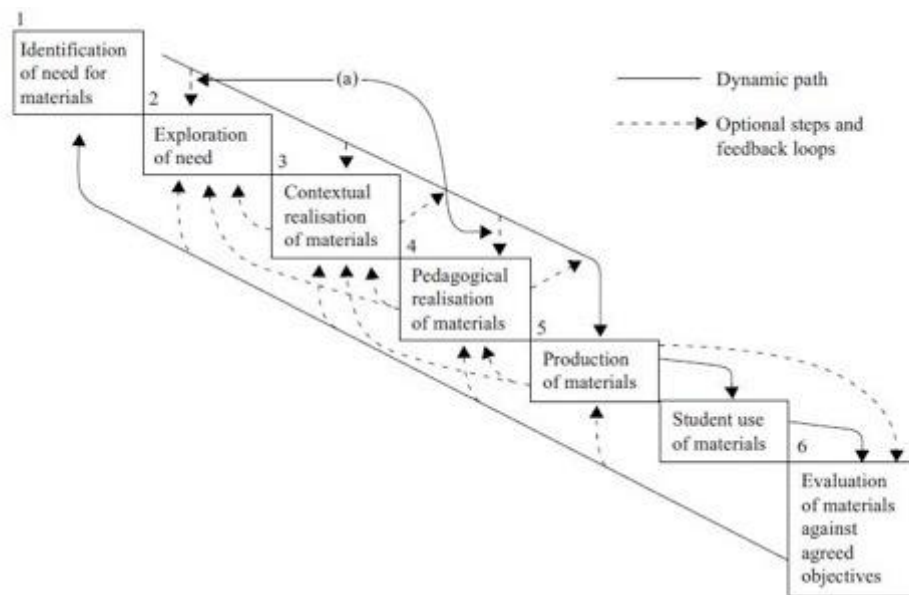


Figure 2.3 A pathway for writing materials (Jolly and Bolitho, 1998, p. 112)

The researchers believe that the above framework is simple but not dynamic enough to show the writing process, because resource evaluation was not included. Jolly and Bolitho suggest that evaluation is a way to identify the suitability of the materials and show what can be improved with it. As a result, they provide another diagram to show the possible pathways and feedback loops involved in the process of executing the above framework (see Figure 2.4).





### Notes

- a) Even in the creation of entirely new materials, it may be the case that some of the steps envisaged have already been done for the writer.
- b) Materials may be produced and evaluated without student use, e.g. by a colleague or professional. Most publishers still work this way. This does not reduce the need for evaluation after use by specific groups of students.

Figure 2.4 A teacher's path through the production of new or adapted materials (Jolly and Bolitho, 1998, p. 113)

This framework has two major considerations: the needs of users (including general needs and needs related to language learning), and the consumption of materials in the context of teaching and learning. The procedure of developing the framework also shows that the researchers take the opinions of textbook users into consideration. Teachers' needs are also included at the pedagogical realisation phase. The provision of a model, including pathways and an evaluation process enhances the flexibility and validity of the original model. Compared with the model proposed by Hutchinson and Waters (1987), Jolly and Bolitho's model shows their consideration of the teaching context, as well as the needs of teachers and learners.

### 2.1.3 Text-driven approach (Tomlinson, 2003; 2013a; 2013b)

Tomlinson is one of the few scholars who openly stresses the importance of applying theories from other linguistic fields into material development. His text-driven approach for the development of teaching materials interweaves several strings of theories in SLA and applies them to material design. In Tomlinson (2013a; 2013b), he

suggests the theories underpinning the text-driven approach, which are summarised below:

- 1) Learners should have contact with an environment with varied and meaningful language;
- 2) Learners should be emotionally and intellectually engaged;
- 3) Resource used in L1 communication can be used in L2 learning;
- 4) Opportunities for purposeful and meaningful communication should be provided;
- 5) Learners need to be helped to notice the features of language use;
- 6) Interaction is encouraged;
- 7) Learners should be allowed to focus on meaning.

A wide range of SLA theories were brought into his discussion, especially those directly relating to learners, e.g. affective and cognitive factors in language learning. Another focus of Tomlinson's theoretical framework is the context of language learning. He suggests that an encouraging, communicative and meaningful language environment should be provided to aid language learning.

On the basis of the above background theories, Tomlinson (2013a) gives a detailed introduction to the steps involved in the framework of the text-driven approach. The steps are outlined below:

- 1) *Text collection*: Collect or create texts to engage learners. The texts collected have the function of triggering an interaction between texts themselves and the senses, feelings and opinions of learners. They can achieve affective impact and develop learners' confidence and skills. In this stage, Tomlinson suggests building a library of potentially engaging texts.
- 2) *Text selection*: Select texts from the library. A list of criteria for selection is provided. The texts selected should not only be cognitively suitable and affectively engaging for the learners, but also be linguistically varied in genres and types.
- 3) *Text experience*: the material developer re-experiences the texts to make sure that they are engaging, in order to avoid merely focusing on the

linguistic features of the texts and failing to design activities that are likely to engage learners.

- 4) *Readiness activities*: design activities that can activate learners' thinking. Readiness activities aim to achieve mental readiness and enable the learners to make personal connections with the texts.
- 5) *Experiential activities*: design activities that can engage learners to further experience the texts in multidimensional ways, such as using inner speech or visualisation. These activities can be given before presenting the texts. Instructions should be provided for learners to follow during listening to or reading the texts.
- 6) *Intake response activities*: at this stage, textbook writers should design activities that help the learners to articulate what they have taken from the texts. Unlike traditional comprehension questions, these activities give learners opportunities to express their feelings about the texts, or give their own opinions about parts of the texts. It has more focus on how the texts relate to the learners rather than what is said in the texts.
- 7) *Development activities*: design activities that give opportunities for meaningful language production. Learners can go back to the texts and then produce new language patterns. Since learners have already understood the texts, they can make use of the language they have learnt. They will also keep learning new language with the help of the teacher or peers in these activities.
- 8) *Input response activities*: design activities that can take learners back to the texts and help them to discover the purposes and language of the texts. Two kinds of input response activities, interpretation tasks and awareness tasks, are introduced. Interpretation tasks aim to provoke deeper thinking about the texts, such as the intention of the text writers. Debates, critical reviews, and in-depth questions are typical interpretation tasks. Awareness tasks are those focusing on specific features of the texts, such as linguistic features, discourse level, and types of texts.

Reading through the stages of the text-driven approach, it is not difficult to see how theories are used through the model. Maintaining learners' interest and engaging them are always put before language acquisition. Language-related activities are presented

at the end of the approach when the learners are ready for them. This approach highly appreciates the affective needs of learners, e.g. their intrinsic interests and personal connection to what they are going to learn. It never pushes the learners towards production unless they are ready for it.

Tomlinson's ongoing research shifted the teaching material design trend from focusing on the procedure and process of design to identifying and applying theories and principles into practice. Tomlinson incorporates the theories of noticing, output hypothesis, interaction hypothesis, learners' psychological needs, and the importance of real language context into his approach. Adopting a wide range of theories from a vast field (SLA) could be tempting, since material design is not a procedure that can be easily explained with a single theory. His way of selecting theories may ignore the inner connections among the theories, however, which could be a problem. There are debates and controversial ideas about these theories, as well as disadvantages, but the pragmatic approach adopted by Tomlinson may have overlooked these, which may decrease the validity of his framework. Although I do believe that bringing in multiple theories is helpful, I would also argue that the key to explaining the procedure of materials design is to have analysed these theories to back up any discussion. The point made here is that a thorough discussion around the theories, their effectiveness, and the relationships between them is necessary before applying them.

Another argument made about Tomlinson's framework is that even though it highlights the learners' needs during most of the stages, it has little discussion around learners' general attributes, such as their age, background, and competency level. As eventually the goal of language learning is to help learners to learn the language, the general needs of learners should be considered before deciding what kinds of texts and activities would be most suitable for them. I would argue that these general needs are not addressed enough in this approach. Furthermore, teachers' needs were not discussed either.

#### **2.1.4 Designing principles based on CLT (McDonough et al., 2013)**

The most recent framework for designing materials was developed by McDonough et al (2013). As already noted, the research trend in the field of resource design has

shifted from focusing on the procedure and process of designing to the theories and principles behind the practice. Tomlinson's text-driven approach is one such example. Similarly, McDonough et al. present the principles behind the designing process rather than simply a procedure for design. The theories underlining this framework are from the Communicative Language Teaching (CLT) approach. The researchers provide an overview the discussion and debates on CLT and summarise six implications of CLT on materials design, which are paraphrased here:

- 1) The goal of language education is communication. Materials should identify the roles of functions as well as linguistic structures;
- 2) Other than language forms and functions, other dimensions of communication, such as topics, context, and people's roles in the communication, should be considered;
- 3) Appropriate use of language in the context is as important as accurate use of language;
- 4) Language can be described on discourse level. Language learning can take place through longer texts, e.g. conversations and paragraphs;
- 5) A communicative approach can refer to all four skills rather than just focusing on the teaching of spoken language;
- 6) A communicative approach can refer both to a view of language as well as how the language should be taught.

These principles of CLT lay the ground for discussion on the claims in the materials available. Even though these principles impact material design, McDonough et al. believe that it is impossible for all the textbooks to include all the principles and that it would not be appropriate to require that they do so. They state that each teaching context is different and has its unique features, therefore evaluation and adaptation according to different requirements and expectations in different teaching situations is necessary.

McDonough et al.'s model generally focuses on CLT and provides further discussion on the ideas within it. Compared with Tomlinson (2003), McDonough et al. apply theories more directly into material design and evaluation; they followed only one set of theories and formed their ideas about material design around those principles. This way of constructing a model has its merit, as it focuses and organises the discussion

rather than bringing theories from different fields. As acknowledged above, however, the field of teaching material design covers a wide range of issues, hence it could embrace various theories. Undoubtedly, CLT marked a great shift in the field of language teaching in the 20<sup>th</sup> century, with its principles now having been widely accepted around the world. It continues to influence classroom teaching and resource design today (Richards and Rodgers, 2001). Due to the complexity of textbook design, however, principles suggested from just one perspective may not be enough. It is difficult to see how the CLT principles adopted by McDonough et al. could guide the sequencing of content (either linguistic or non-linguistic content, e.g. topics and information) in a textbook, for example. According to CLT principles, topics and information that stimulate communication should be selected. Among all the topics of this kind, however, it is difficult to determine which ones should be presented at the beginning and which should be placed in the end. To answer such questions, it is necessary to bring other theories into the discussion around the design of classroom materials.

### **2.1.5 A summary of the existing frameworks on teaching material design**

A summary of the reviewed frameworks on material design will be given in this section. Going through the four key frameworks, it is evident that research on material design has experienced a transition:

- 1) From giving suggestions from researchers' points of view to considering and prioritising the needs of the users of teaching materials;
- 2) From describing the procedure of material design to showing a growing interest in theory-supported design.

On the other hand, the review of the literature enables us to see what has not yet been covered in the existing frameworks, such as:

- 1) More consideration is given to learners than teachers;
- 2) Bringing various theories into play is necessary, but more research and critical analysis of theories and the relationships between them are also needed.

This review of the material design in the literature laid the foundation for this research. In the current study, I will follow the increasing trend towards considering the needs of textbook users and valuing their perceptions. The needs of textbook users, especially teachers, are the primary concern of this research.

Past research also informs us that in order to carry out textbook-related research, a range of theories are needed to underpin the study. Researchers such as Tomlinson (2013) have already identified this need. After analysing a few global textbooks, Tomlinson suggests that the match between SLA theory and materials for English language teaching is weak (Tomlinson et al., 2001; Masuhara et al., 2008). He therefore calls for more theories to be brought from SLA into material design.

It is further argued here that adopting one theory or theories within one field is probably not sufficient to guide the design of everything in a textbook. As mentioned above, the principles of CLT are helpful for guiding the selection of input and designing activities in the textbooks, but they cannot guide the sequencing of topics and linguistic items. In this case, theories such as Krashen's "i+1" principle (Krashen, 1988) or the notion of 'scaffolding' (Wood et al., 1976) in sociocultural theory could be more helpful. Similarly, research on learners' needs tells us what kind of content might engage learners and facilitate their language learning; however, such research cannot guide the design of explanations and instructions in the textbook without also knowing about teachers' needs and desires.

Furthermore, when multiple theories from various fields are brought into application, an in-depth review of them and their relationships is essential, otherwise their potential to be used for material design, as well as the downsides of the theories, may be neglected. Tomlinson (2013b), for example, values the affective needs of learners and stresses the importance of constructing personal connections at every stage of his text-driven approach. His review of the related theories appears too simple, however. He states that "[l]earners who are stimulated to laugh, smile, feel joy, feel excited and feel empathetic are much more likely to acquire communicative competence than learners who are restricted to bland, safe, neutral materials which do not stimulate any emotional response" (Tomlinson, 2013b, p.12). What kind of materials could make learners feel excited, joyful, and empathetic? Is this notion applicable to all learners of different ages, e.g. both young and adult learners? Do adult learners prefer texts to be

interesting than having a systematic introduction to grammar rules, for example? The approach that Tomlinson develops could be applied to a wider range of textbooks if he considered SLA research on learners' needs; hence it is argued that his review of theories does not go into enough depth. As a result, the strength of the text-driven model in real-life application is reduced.

In the next section, the focus of the discussion will move to the frameworks and criteria lists for textbook evaluation. To construct a comprehensive and substantiated model for evaluation, principles for both material design and evaluation are equally important. The reasons for reviewing the frameworks and criteria for textbook evaluation are:

- 1) This research aims to evaluate the suitability of TCFL textbooks in the UK, therefore the literature on textbook evaluation should be reviewed so that the current research can be located in its context;
- 2) Criteria may emerge during the process of evaluation that could be different from those identified for material design. Evaluation happens when the textbooks are brought into real teaching contexts. Each context has its own features. Textbooks designed according to certain principles may not suit the features of the teaching contexts, thus new criteria may need to emerge;
- 3) The criteria used by teachers and learners to evaluate textbooks could be different from those suggested by the researchers for designing textbooks. Textbook users have their own needs, which researchers or textbook designers may not always be able to identify;
- 4) Most importantly, categories for a comprehensive criteria list have not yet been identified. 'Categories' refer to the aspects of a textbook that should be examined when evaluating it, such as incidental content, topics, vocabulary, grammar, exercises, and so on. Even though the frameworks and theories for textbook design have been reviewed, such theories did not show what the categories were. Following Hutchinson and Waters' design model, for instance, we can see that the general phases of textbook design are input, content, language, and tasks. When evaluating a textbook designed according to this model, however, what exactly in the book should be reviewed? Text? Language? Exercises? Instructions? The



identification of the categories for evaluation is the prerequisite for constructing a workable list of criteria.

## **2.2 Existing theoretical frameworks for evaluating teaching materials**

The aim of the review in this section is to present the frameworks and criteria lists for evaluating materials that have arisen from the field of textbook evaluation, so that it is the present study can be clearly located. This research is an evaluation study by nature. The most appropriate method to answer the main research question: “Can the textbooks available in the market meet the needs and expectations of textbook users?” is an evaluation of a sample of the current textbooks in the market. A review of the criteria list also aims to summarise the essential categories to construct a comprehensive list of criteria for evaluation. As mentioned in Chapter 1, one of the sub-research questions is “What criteria should be followed for evaluating textbooks to see whether they meet users’ needs and expectations?” At the end of this section, with the help of this literature review on the frameworks for evaluating materials and the existing criteria lists, a list of categories will be presented for use in this study. In total, four frameworks for evaluating materials and 31 lists of criteria, developed between 1972 and 2011, will be reviewed.

### **2.2.1 Stressing the importance of the teaching situations – the idea of matching (Hutchinson, 1987)**

The first framework addressed here is a notion proposed by Hutchinson (1987). He proposes that materials should be matched with the situations in which the materials are to be used. He suggests that a “thorough analysis of the teaching/learning situation that the materials are required for” is essential for an evaluation, and identification of “the nature of need” is a prerequisite for satisfying the need (Hutchinson, 1987, p.42).

In the work of Hutchinson and Waters (1987), they explain the process of material evaluation in the teaching context in more detail. Hutchinson and Waters suggest four major steps of evaluation, as outlined below:

- 1) Defining criteria
- 2) Subjective analysis
- 3) Objective analysis
- 4) Matching

(Hutchinson and Waters, 1987, 97)

The first step is to decide on the criteria. Teachers are encouraged to define their own criteria for evaluation, alongside the criteria list Hutchinson and Waters provide for reference. Five aspects (audience, aims, content, methodology, and other criteria) are included. The researchers warn the readers that this criteria list is never exhaustive. I would argue that a framework with a purpose to guide teachers should be as complete as possible, but Hutchinson and Waters' guidelines fall short here. This argument will be discussed further at the end of this section.

As the term 'analysis' was mentioned in this framework, it is worth making a distinction between 'analysis' and 'evaluation' at this point. It has been suggested that at the basic level, 'analysis' is a process that illuminates objectives and a demonstrable description, while 'evaluation' involves making judgements (Littlejohn, 1998; Tomlinson, 1999). Cunningsworth (1995) makes similar suggestions, saying that analysis is a more neutral process than evaluation, which involves value judgements. To analyse is to make interpretations from the data collected. It requires professional judgement and experience for determining the implications of the analysis. On the other hand, evaluations are more subjective, being based on a number of factors such as learners' expectations, methodological and personal preferences, and so on.

In Hutchinson and Waters' framework, analysis was included as a step in the evaluation process. 'Subjective analysis' and 'objective analysis' are defined in Steps 2) and 3). For 'subjective analysis', they refer to the analysis of the course, and for 'objective analysis', they mean the analysis of the materials being evaluated. The last step is 'matching', which refers to linking the analysis of the overall course and its associated materials.

Hutchinson is not the only researcher who has realised the importance of identifying the contexts in which teaching materials are to be applied, but he is the first to emphasise this key issue and put it into discussion. His ideas influenced the development of the criteria lists that followed. Nunan (1988), for example, stresses the link between materials and the curriculum they serve. Jolly and Bolitho (1998) suggest that materials must be contextualised, not to mention Tomlinson's (1998;

2003; 2011) ongoing emphasis on catering to the needs of learners in his work. The fact that many researchers have kept bringing this notion into their work reveals that the teaching context is a key factor to consider. In addition, there were more researchers who made efforts to clarify the factors to be considered in the teaching situations, which shows that Hutchinson's original proposal is not complete enough. As mentioned above, questions emerge right from the beginning of the evaluation process when deciding on the categories for the criteria list, for example, why have these five aspects been selected for analysing this situation and its materials? How do teachers apply the criteria into their teaching situations? Researchers since Hutchinson have made efforts to provide answers to these questions.

### **2.2.2 Evaluation model (Cunningsworth, 1995)**

Cunningsworth (1995) proposes a procedure for carrying out textbook evaluation and selection. He also provides a list of criteria and a list of questions to describe different learning and teaching situations. He proposes the process of combining an impression overview and in-depth evaluation. According to Cunningsworth, 'impression overview' is looking through the textbook quickly to get a general impression of it. It is useful for forming a general idea of the material or making a preliminary choice out of a lot of textbooks. An impression overview cannot provide details of the textbook's contents, however, or ensure that the textbook can match the requirements of the teaching context. For these purposes, an in-depth evaluation is needed. 'In-depth evaluation' refers to the process of examining the specific items written in the textbooks.

Cunningsworth (1995) suggests that it is helpful to pick out some units of a book that might represent the material as a whole, then analyse them in detail. The aspects to look in in-depth evaluation, according to him, vary from one teaching context to another. They can be about the topics, aspects of language, organisation of the content, teaching methods, and so on.

Combining an impression overview with in-depth evaluation is not an uncommon approach; other researchers after Cunningsworth have also suggested similar methods, but with different terminology. This approach has its advantages, such as time-saving, because the impression overview can filter out unsuitable books quickly.

The rest of the textbooks can then be put into a second round of in-depth evaluation and checked more carefully.

The list of criteria suggested by Cunningsworth will be discussed together with other criteria lists in Section 2.2.5. Here, I present a summary of the categories in his criteria list. His list of criteria includes the following categories:

- 1) Aims and approaches
- 2) Design and organisation
- 3) Language content
- 4) Skills
- 5) Topic
- 6) Methodology
- 7) Teachers' books
- 8) Practical consideration

Even though this is a relatively comprehensive list, this researcher did not mention exercises and activities, or other supplementary materials such as workbook and multimedia materials.

Cunningsworth also emphasises the importance of finding out the requirements of different teaching contexts before carrying out an evaluation. In addition to his list of criteria, he suggests a list of questions for analysing the teaching context. These questions are sorted into the following categories:

- 1) **Aims and objectives:** including general aims and specific objectives of the programme, syllabus, current textbooks, and current methods for assessment;
- 2) **The learning/teaching situations:** including role of L2 in the country, time allowance for the course, resources, size of classes, range of ability of the class, and values of the educational systems;
- 3) **The learners:** including their age, proficiency level, learning experience, expectations of the teaching methods, learning styles, attitudes, motivations, and interests;

- 4) **The teachers:** the role of teachers, teachers' proficiency level, teaching methods, freedom to adapt (or not), personal teaching styles, and ability to adapt the materials.

This list is fairly comprehensive. It considers the critical issues in the situation, such as aims and objectives, as well as including key players in the classroom, i.e. teachers and learners. Compared to Hutchinson, Cunningsworth not only stresses the importance of knowing the teaching context, but also tells the readers how to identify the key features of the teaching and learning situation.

### **2.2.3 3-step analysis and a model of evaluation (Littlejohn, 1998; 2011)**

Littlejohn (1998; 2011) provides a more detailed explanation about how to analyse the materials. He endeavours to facilitate a thorough analysis of the materials themselves and their nature, because he believes this is a prerequisite for being able to evaluate the suitability of materials for specific contexts. Littlejohn also made the steps as comprehensive as possible, which assists in providing an analytical description of the materials which evaluators can use to make further decisions.

A thorough analysis of materials requires a framework to describe the categories of items in the materials under examination. Littlejohn's focus is the linguistic content and methodology advocated by the materials, as he views materials as a pedagogic device. The categories for analysing materials are listed in Figure 2.5 below.

<p><b>1. Publication</b></p> <ol style="list-style-type: none"> <li>1. Place of the learner's materials in any wider set of materials</li> <li>2. Published form of the learner's materials</li> <li>3. Subdivision of the learner's materials into sections</li> <li>4. Subdivision of sections into sub-sections</li> <li>5. Continuity</li> <li>6. Route</li> <li>7. Access</li> </ol> <p><b>2. Design</b></p> <ol style="list-style-type: none"> <li>1. Aims</li> <li>2. Principles of selection</li> <li>3. Principles of sequencing</li> <li>4. Subject matter and focus of subject matter</li> <li>5. Types of teaching/learning activities <ul style="list-style-type: none"> <li>• what they require the learner to do</li> <li>• manner in which they draw on the learner's process competence (knowledge, affects, abilities, skills)</li> </ul> </li> <li>6. Participation: who does what with whom</li> <li>7. Learner roles</li> <li>8. Teacher roles</li> <li>9. Role of the materials as a whole</li> </ol>
---

Figure 2.5 Aspects of an analysis of language teaching materials (Littlejohn, 2011, 183, in Tomlinson, 2011)

In the *Publication* section, Littlejohn considers the physical aspects of the materials and how the textbook is constructed into a complete work. He considers the position of students' books among other materials (e.g. workbook, teacher's guide, tapes, videos, etc.), and the form of the book (whether it is durable enough, whether it is a pile of worksheets or a full book). Littlejohn also examines the sections and subsections in the textbook, regarding their continuity and coherence, the order of the content, and how learners access the content (e.g. whether there are any indexes, vocabulary lists, and content lists available).

The *Design* section incorporates the aims, design, subject content, tasks and roles of learners, teachers, and materials. This is a rather comprehensive list compared with what Cunningsworth (1995) has included in his framework; Littlejohn considers more

in terms of the analysis of tasks and activities. Later, in the introduction to his model of 3-step analysis, he provides a definition of tasks and a schedule of task analysis, which represents a development over the researchers before him.

Littlejohn's most influential contribution is perhaps the provision of three levels of textbook analysis (see Figure 2.6 below):

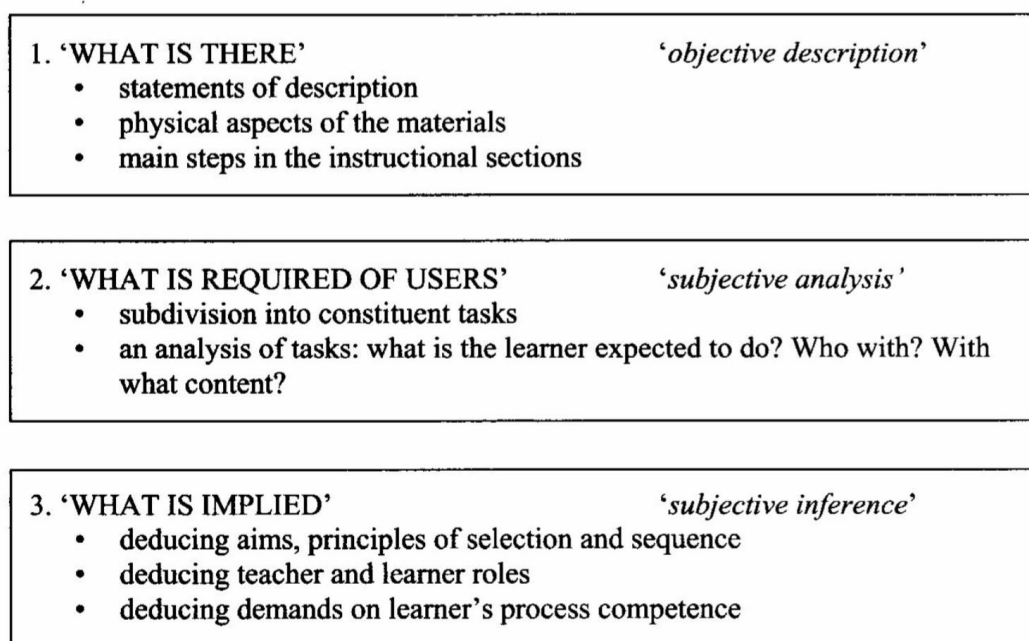


Figure 2.6 Levels of analysis of language teaching materials (Littlejohn, 2011, p.185)

This model shows how the evaluators can go from the surface to the implications of the materials. As suggested by Littlejohn, the analysis of teaching materials should not only examine different aspects of the materials, but also move through different levels of analysis, going from easily definable features to more abstract and complicated ones. The focus is on the materials, but not the teaching context, however. Level 1 gives the evaluators general information and an 'objective description' of the textbook. Level 2 is a closer examination of extracts from the materials, including the students' book, teacher's book, and other components. Littlejohn calls the Level 2 analysis 'subjective analysis' because it focuses on what the learners are required to do. The aims of Level 2 analysis are to grasp the ideas embedded in the materials in order to fulfil the roles of teachers and learners in the classroom, as well as to discover whether there is a mismatch between the objectives



of the textbook and the tasks written in it. Level 3, or ‘subjective inference’ focuses on drawing conclusions and implications. This level considers the aims of the materials, the roles of the teacher and learners, and the basis for the selection and order of the content. The overall goal of the analytical process should be to obtain a general perspective of the philosophy across all the materials.

Finally, even though Littlejohn (2011) keeps pointing out that the focus of the analysis is the materials themselves, he still outlines a framework for the possible actions to take following material analysis and evaluation (see Figure 2.7 below).

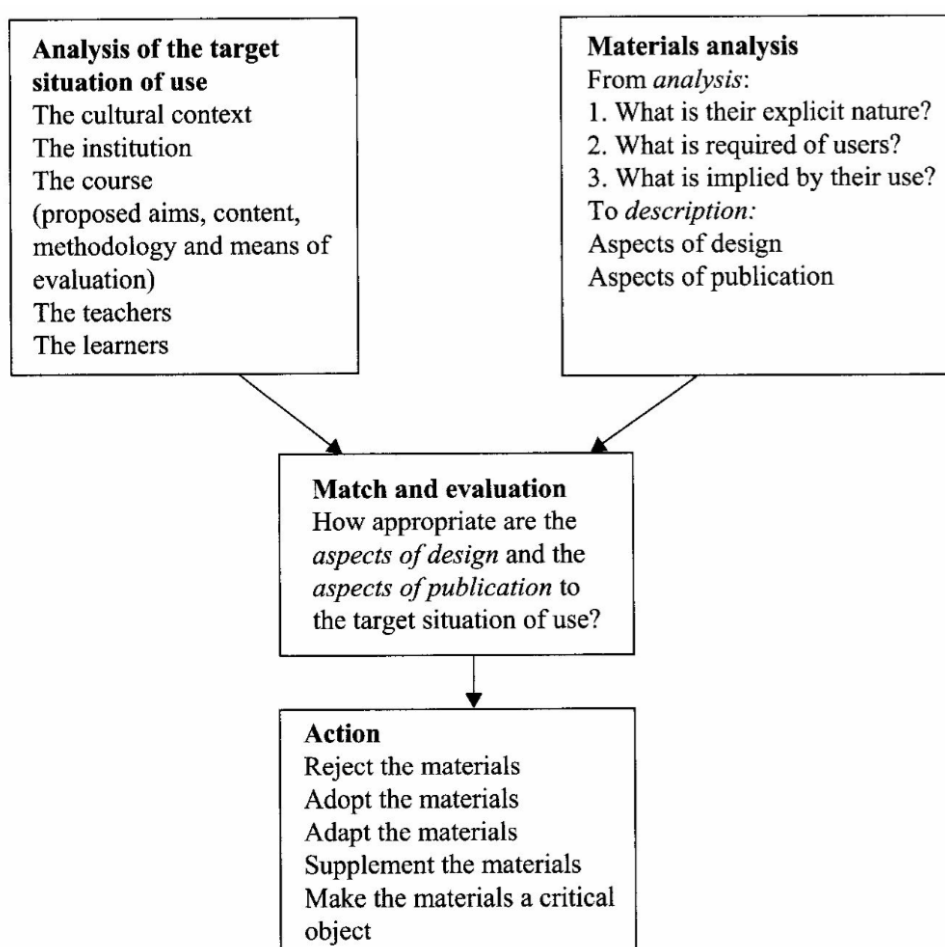


Figure 2.7 A preliminary framework for material analysis, evaluation and action (Littlejohn, 2011, p.202)

This model is quite similar to the idea of Hutchinson and Waters (1987), as they both look at how well materials and situations are matched. Littlejohn adds a further step,

‘Action’, at the end of the model to list five possibilities for dealing with the materials after evaluation.

Unlike previous researchers, Littlejohn (1998, 2011) designed a model to analyse materials in depth in order to prepare for the actual evaluation. His discussion on the aspects of materials analysis, especially those regarding the analysis of tasks with theories such as process competence (Breen and Candlin, 1987), has great value for the current research on textbooks.

#### **2.2.4 Other evaluation pathways**

Researchers in the early 21<sup>st</sup> century have tended to illustrate how an effective evaluation can be carried out. They have proposed a few similar pathways for evaluators to follow. Some researchers have offered a combination of impression overview and in-depth evaluation similar to Cunningsworth’s (1995) ideas, but with different terminology. McGrath (2002) claims that ‘first-glance evaluation’ and ‘close evaluation’ can be combined, for example. ‘First-glance evaluation’ is used for an initial selection, while ‘close evaluation’ is a more thorough examination of the materials. Through the process of close evaluation, he suggests using either checklists or in-depth analysis to scrutinise the book.

Some researchers adopt the ‘matching’ pathway. They argue that the gap between what is claimed by the materials and what has actually been written is crucial and should be examined. Ellis (2011) suggests that ‘micro-evaluation’ and ‘macro-evaluation’ should be used for evaluating materials in language teaching programmes. ‘Micro-evaluation’ is for obtaining information about the materials, while ‘macro-evaluation’ can be used to decide whether the materials are effective and able to meet their goals. McDonough et al. (2013) suggest ‘external evaluation’ and internal evaluation’. Their approach is a combination of McGrath’s (2002) and Ellis’ (2011) methods. McDonough et al.’s ‘external evaluation’ is not just for excluding those materials that are not suitable at first glance, but also for collecting essential information about the materials. Such information will be useful to evaluate the internal consistency and organisation of the materials.

From this review of evaluation models, it is clear that researchers agree that teaching and learning contexts are important and should be taken into consideration when carrying out evaluations. For materials, they suggest moving from an impression overview of textbooks to a more in-depth analysis.

### **2.2.5 Summarising the criteria lists available (1972-2011)**

Other than the evaluation models and claims reviewed above, there are a number of researchers that have suggested criteria lists for textbook evaluation. Reviewing the existing criteria lists will highlight why the current study is needed. It will also help me to build a comprehensive criteria list of my own with which to evaluate TCFL textbooks. In Chapter 9, a comparison between the list of criteria from the literature and the list from this research will be conducted to show how this research has contributed to the discovery of new criteria. The list of criteria from the literature will also be used to evaluate 10 textbooks.

Ranging from 1972 to 2011, there are 31 criteria lists in total (including four lists designed solely for teachers) that this research reviews. All the criteria proposed in these lists are put together and categorised according to the aspects of textbook to which the criteria refer, i.e. the categories. The categories follow what the previous researchers identified in the models reviewed in previous sections of this chapter, especially those proposed by Cunningsworth (1995) and Littlejohn (1998; 2011). The categories identified by Cunningsworth (1995) are:

- 1) Aims and approaches
- 2) Design and organization
- 3) Language content
- 4) Skills
- 5) Topic
- 6) Methodology
- 7) Teachers' books
- 8) Practical consideration: cost, durability, access, equipment in the context.

(Cunningsworth, 1995)

The categories identified by Littlejohn (1998; 2011) are:

**1) Publication, including**

- a) The place of the learners' materials among the wider set of materials
- b) Published form of the learners' materials (practical considerations)
- c) Subdivision of the learners' materials into sections
- d) Subdivision of the sections into sub-sections
- e) Continuity
- f) Route
- g) Access

**2) Design, including**

- a) Aims
- b) Principles of selection
- c) Principles of sequencing
- d) Subject matter and focus of subject matter
- e) Types of teaching/learning activities
- f) Participation
- g) Learner roles
- h) Teacher roles
- i) Role of the materials as a whole

A comprehensive list of categories can be constructed with these two lists, which includes aims, design and layout, organisation, language content, skills, topics and selection of information, methodology, teachers, learners, the roles of the textbooks, supplementary materials, and practical considerations.

In addition, even though they did not mention it in their models, both researchers stress the importance of considering the teaching context in their work, hence this will be included in my category list. One category that has not been mentioned by either of the researchers, but has been mentioned by a few criteria lists (e.g. Rivers, 1981; Cunningsworth, 1995; Miekley, 2005) is the 'instructions and explanation' in the textbook. This will be added to the category list for this research as well.

All the criteria from the 31 criteria lists can be put into the categories I identified in the literature review, which further proves that my list of categories is complete enough to use as an initial list for this research. The full lists of criteria reviewed and the categories they belong to are presented in Appendix 1. Here, an example is shown

to illustrate how I have organised and presented the criteria from the 31 criteria lists in this research:

**Language content** (including pronunciation and *pinyin*, lexis, grammar, written forms)

- 1) Gives guidance on the presentation of language items (Williams, 1983)<sup>5</sup>
- 2) Is based on contrasting analysis of English and the target language (Rivers, 1981; Williams, 1983)
- 3) Sound system/pronunciation is taught as an interdependent whole (Tucker, 1975; Rivers, 1981; Ur, 1996; Cunningsworth, 1995)
- 4) Select vocabulary according to frequency, functional load (Rivers, 1981; Williams, 1983; Cunningsworth, 1995; Zhao, 1998; Wu and Lin, 2006)
- 5) Vocabulary load is appropriate for the level (Daoud and Celce-Murcia, 1979)
- 6) Sufficient grammar for the level (Rivers, 1981; Daoud and Celce-Murcia, 1979; Cunningsworth, 1995)
- 7) Provide adequate and understandable models featuring the structures to be taught (Stevick, 1972; Tucker, 1975; Rivers, 1981; Williams, 1983; Zhao, 1998; Daoud and Celce-Murcia, 1979; Byrd, 2001; Wu and Lin, 2006)
- 8) There are many texts provided for reading, of which the length is beyond the unit of a sentence (McDonough and Shaw, 1993; Cunningsworth, 1995)
- 9) Provide the situations where the grammar should be used (Zhao, 1998; Daoud and Celce-Murcia, 1979; Wu, 2010)
- 10) Designed basing on one view of language, e.g. functional or structural (Zhao, 1998)
- 11) Providing language knowledge and training language skills (Zhao, 1998)
- 12) Distinguishing between spoken and written language (Zhao, 1998)
- 13) Using mandarin (Zhao, 1998)
- 14) Provide materials for reciting at the beginning (Zhao, 1998)
- 15) Language styles match the social situations (Cunningsworth, 1995)

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<sup>5</sup> References are given at the end of each criterion, showing which researchers mentioned this criterion in their criteria list.

One common feature of these 31 criteria lists is that they try to be as comprehensive as possible, i.e. they aim to include as many factors that they think teachers/evaluators should consider when evaluating textbooks. These suggestions are rarely underpinned by sufficient discussion of the relevant theories in related fields, however. Even though the researchers may know the theories and will have been using them to develop the criteria, the criteria lists are often presented alone with little theoretical justification around language learning or teaching.

Among the 31 criteria lists, two of them have been designed particularly for evaluating TCFL textbooks, which are Zhao (1998) and Wu and Lin (2006). Since the current research aims to construct a criteria list especially for evaluating TCFL textbooks, these two criteria lists have been picked out and reviewed below.

Zhao (1998) proposes the following aspects of textbooks to examine:

- 1) Preparation: understanding learners' needs and the syllabus.
- 2) Theories for language teaching: linguistic theory, teaching method, skills, formality of language, etc.
- 3) Theories for language learning: learners' affective needs, proficiency, existing knowledge, etc.
- 4) Language content: vocabulary, dialogues, context of using the language.
- 5) Information: topics, sequencing of topics,
- 6) Exercises and activities
- 7) Explanations and instructions
- 8) Supplementary materials
- 9) Other considerations.

Like most of the researchers who have presented criteria lists in their works, Zhao (1998) proposes these criteria solely based on literature and his experience of language teaching, rather than on the results of any empirical research. Wu and Lin (2006) suggest that this list is comprehensive enough, but lacks the involvement of textbook users.

In Wu and Lin's (2006) research, they stress the importance of understanding learners' needs. They designed their study on the basis of accessing and obtaining

their needs, using learners' needs as the foundation for their criteria list. They claim that there are six aspects of textbooks that should be included in an evaluation model:

- 1) General design
- 2) Vocabulary and explanation
- 3) Texts
- 4) Grammar and grammatical explanations
- 5) Exercises
- 6) Formats and supplementary materials

I would argue that the proposal of the above aspects is not well supported by robust references to other criteria lists or evaluation models. Wu and Lin's endeavours should be appreciated, however, because they involved learners in the process of developing their criteria list.

All the aspects that both researchers propose are common aspects of L2 learning. Compared with the categories mentioned in other criteria lists, the differences are small. Since these two criteria lists have been designed specifically for TCFL textbooks, I believe that they should reflect some features of Chinese language. For example, two prominent features of Chinese, *pinyin* (the romanisation system for mandarin Chinese) and characters (the written form of Chinese), were not mentioned in either of the lists. In order to compensate for this drawback and make the criteria list more comprehensive, this research will include *pinyin* and characters as sub-categories under the category 'Language content'.

With the help of the evaluation models and a summary of the criteria lists, I could identify the categories that a comprehensive criteria list should include. These will be listed in Section 2.2.6.

### **2.2.6 Proposing the categories for a new evaluation model**

With the help of past models and criteria lists, an initial category list for looking at TCFL textbooks has been structured as follows:

- 1) Input
- 2) Layout
- 3) Supplementary materials

- 4) Goals and objectives
- 5) Learners (including)
- 6) Teachers and teaching methodology
- 7) Teaching environment
- 8) Practical considerations

This is a preliminary list of categories and I am aware that it currently stands alone without any support from the relevant theories. A review will thus be carried out in next chapter around these categories, with the aim of making strong links with theories in four main research areas: L2 learning, L2 teaching, learners' needs, and textbook design. All the categories will be justified through the application of appropriate theories in the next chapter.

The relationships among the eight categories and their sub-categories are illustrated in eight diagrams, which will be presented fully in Chapter 4, Section 4.4.2. The theories in Chapter 3 will not only justify the main categories, but also the sub-categories included in them. The below diagram presents an example of one representation for the 'input' category and its sub-categories to show what kind of sub-categories are likely to be included under the main categories.

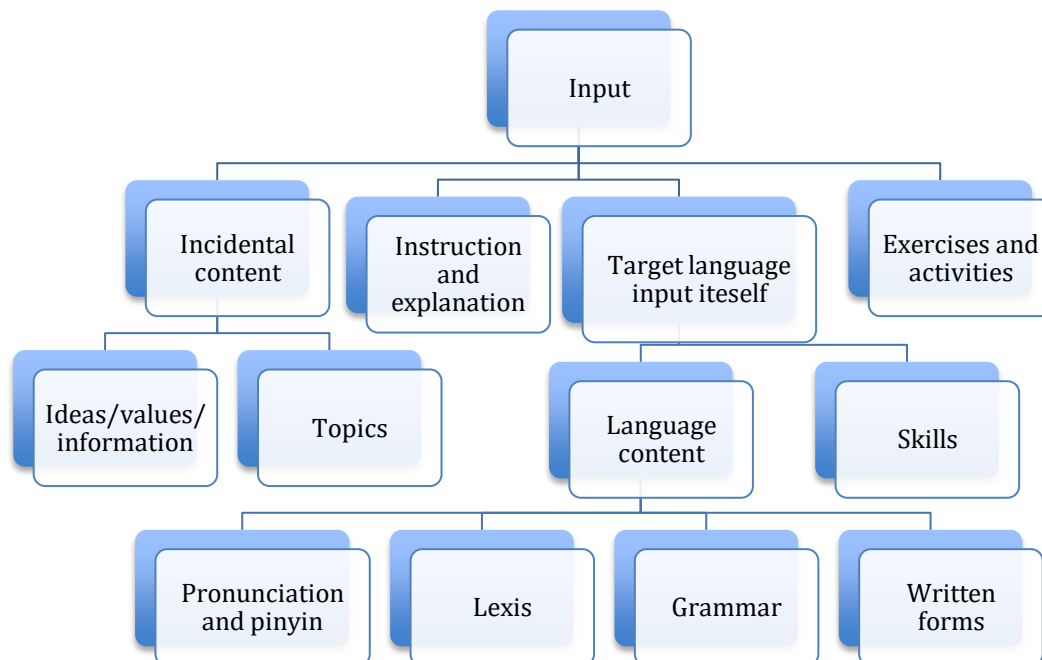


Figure 2.8 'Input' category and its sub-categories



The discussion and review above highlights that the current research is urgently needed, because it incorporates both the aspects included in the evaluation models and past criteria lists with the aim of constructing a more comprehensive model for textbook evaluation. The criteria list summarised in this research will be different from the criteria lists presented by other researchers, because the current research makes efforts to review the theories in related fields to justify the inclusion of the categories and substantiate the criteria within them. In terms of methodology, this research will include textbook users as key informants when developing the criteria, which have not been used by many previous researchers. Finally, since there are only two criteria lists available in the literature for evaluating TCFL textbooks, both of which have significant flaws, an evaluation model constructed specifically for evaluating TCFL textbooks will be invaluable to the field.

### **2.3 Conclusion**

This chapter has reviewed the past frameworks and models on the design and evaluation of teaching materials. The review of these models that I carried out helped me to construct an initial list of categories for TCFL textbook evaluation for use in this research. In this chapter, I also reviewed the criteria lists and allocated them to preliminary categories. As mentioned previously, these categories have not been sufficiently substantiated as yet; they need more justification and support from relevant theories. The next chapter will be devoted to the review of theories in the key areas that relate to the categories in my model.

### **3 Chapter 3: A refined theoretical framework for TCFL textbook evaluation**

In the previous chapter, I argued that a closer link between theories and the principles for materials development was needed, because the links between the theories of language learning and teaching and those around designing learning materials are currently weak (Tomlinson, 2011, 2013b; Nunan, 1999). At the end of Chapter 2, I also argued that when carrying out textbook design and evaluation, theories from a range of academic fields are needed, because one textbook could incorporate many aspects for designers and evaluators to consider. These aspects were shown in my initial list of categories to be included in my framework for evaluating TCFL textbooks. The aim of this chapter is to support this list with theories from three areas of research: L2 learning, L2 teaching, and learners' needs. These areas are included for two key reasons:

- 1) The ultimate goal of language learning is to acquire a new language. In the context of a classroom, textbooks are used to help learners to learn the new language. Theories explaining how languages are learnt form the foundation of how a language is taught. As a result, these theories can inform the process of textbook design.
- 2) Teachers and learners are the key players in the process of language learning. They are also the main users of textbooks. Without knowing the needs of teachers and learners, it is impossible to provide a textbook suitable for any teaching situation.

I understand that the three areas are quite broad, that lots of theories are included, and it is impossible to review all of them. I therefore chose three criteria to direct me in the selection of the theories to be reviewed in this chapter: Firstly, I will review the theories that have influenced or could potentially influence textbook design and evaluation. Such theories can be found in the literature on textbook evaluation and design. Tomlinson (2011) refers to the notion of 'noticing' when he proposes his approach to designing a textbook, for example, therefore I decided to review the concept of 'noticing' in this section. Secondly, more theories were added into this section after I finished the analysis of the raw data. It was found at that stage that the

theories that had been reviewed were not enough to explain all the criteria proposed by research participants in this research. As a result, I read more literature, aiming to find an explanation for such criteria. These theories were thus added into this chapter at a later stage. Thirdly, the review of theories in this chapter was also directed by the categories identified at the end of Chapter 2. For some of the theories I reviewed, there were not many textbook researchers referring to them or many participants that mentioned them. The theories did, however, support some of the categories which formed important elements in the criteria list, e.g. teaching methodology and the training of skills. I went on to review key teaching methodologies and training in four skills in particular because of this.

This chapter is divided into two sections:

Section 1: Introducing theories about language learning, theories about language teaching, and theories about the needs of learners.

Section 2: Further discussion on how the theories from the three areas influence textbook design, presenting other theories in the field of textbook design and evaluation, and finally presenting the principles of the refined theoretical framework.

## **Section 1: Theories about language learning, teaching and learners' needs**

The introduction of theories will begin with theories about L2 learning. In Section 3.1, I will first introduce the key theories related to L2 learning from three perspectives: second language acquisition (SLA), the sociocultural view of language learning (SCT), and the cognitive perspective of language learning. In Section 3.2, the research in language teaching methodology and the research on needs of teachers is summarised, aiming to reveal how teachers and teaching methodology-related factors influence textbook design and evaluation. Section 3.3 will be devoted to a review on factors relating to learners, referring both to general needs and those related to the particular needs of learners in textbook evaluation.

### **3.1 Textbook design and evaluation: how a language is learnt**

Before discussing how a language is learnt, it is necessary to mention the prominent ideas about language in the literature. There are three main views on language that inform the area of language learning (Richards and Rodgers, 2001). The first view is the structural view, which believes that language is composed of related elements, such as phonological units, grammatical units, and lexical items. These serve as codes for meaning. The second view is the functional view. This view suggests that except for grammatical function, language also has the components of semantics and functions for communication. The importance of topics, notions, and concepts needed for communication are emphasised by this theory. The third view is the interactional view. This view sees language as a vehicle for building up interpersonal relations between individuals. This theory focuses on the patterns of interactions (exchanging of messages) in the conversations.

All three views are influential in the study of L2 learning. They are also reflected in textbooks because textbook designers may hold any of the views. The reviews in Sections 3.1.1 to 3.1.3 demonstrate that researchers have different views of language, which are played out in different theoretical positions. Some theories follow the functional and interactional views, stressing the processes of meaning-making and communication, while some theories deal particularly with the components of languages, such as the stages of acquiring grammatical items.

In Section 3.1.1, I will first introduce key theories in the field of SLA, such as the input and interaction hypotheses. Following the review of SLA theories, the key theories from the sociocultural view of language learning (SCT), e.g. scaffolding (Wood et al, 1976), ZPD (Lantolf, 2000), private and inner speech (Lantolf, 2000) etc. will be introduced in Section 3.1.2. In Section 3.1.3, key theories borrowed from the cognitive approach, such as Processability Theory (Pienemann, 1998; 2007), and Skills Acquisition Theory (DeKeyser, 2007), etc. will be reviewed.

The theories involved may not appear to relate to each other closely. I would argue, however, that all together they have influenced different aspects of textbook design. I also included some more theories after I finished the analysis of the data. I did not initially include the cognitive perspective when I reviewed the theories proposed by

other researchers doing textbook evaluation, for example, but I later found that those theories could explain the criteria proposed by teachers, e.g. the design of *pinyin*. They were therefore added into the theoretical framework.

In Section 1, I will focus on reviewing the theories first. Their influence on the field of textbook design and evaluation will be discussed in Section 3.4.

### 3.1.1 SLA perspective on L2 learning

As has already been noted, making meaning and building up communication skills are important in language learning. As a medium for language teaching and learning, a textbook should reflect these goals in its design. Meaning-making and the functions of language will be discussed first in this section. Textbooks also provide a great amount of input for learners, both in and outside the classroom. Reviewing theories about input can show us how to choose optimal inputs for a textbook. Finally, I will review the role of interaction in language learning, because this is an important aspect of language that is regarded as a facilitator of language learning. Section 3.1.1 is structured as below:

SLA perspective	Meaning making and functions of language
	Input hypothesis
	Interaction hypothesis

#### 3.1.1.1 Meaning making and functions of language

The functional perspective views language as a way of making meanings (Mitchell and Myles, 1998). Functionalists believe that attention should be paid to the functions of language. They are concerned with how L2 learners make meanings and achieve personal communicative goals (Mitchell et al., 2013). From this perspective, the driving force for continuous L2 development is the effort made by the learners to make meanings from the new language. Researchers advocating communicative language teaching such as Littlewood (1981) propose that the functional viewpoint of language does not suspend the structural view, however. With the structural view alone, learners are not able to discover various functions of language, as one linguistic feature (i.e. the structure or form) can be linked to a variety of functions.

After establishing the role of meaning-making in language learning, the next questions are: How do learners make meaning from what they are exposed to? How does comprehension happen? Answering these questions can provide insight into the kind of inputs that should be provided by textbooks. The next section will, therefore,



deal with the problem of comprehension, adopting Krashen's (1982; 1985) input hypothesis of comprehensible input and the 'i+1' principle.

### 3.1.1.2 Input hypothesis and comprehensible input

Before embarking on an introduction to the input hypothesis, to avoid misunderstandings, it is necessary to define the term 'input' because it is used extensively in this research. In this research, 'input' is defined as the content in a book for learners that has been selected and designed directly for language learning, including both content for providing information and for presenting language items such as grammar and vocabulary. It also includes exercises and instructions. The sub-categories included in the 'input' category can be found in the diagram provided at the end of Chapter 2.

Giving a definition of the term 'input' can help to determine the concepts of input used by Krashen and in this research. In this research, 'input' has a wider scope than Krashen's definition. Furthermore, it excludes the design and arrangement of content. Design and arrangement of content are listed under another category, 'Layout'.

In Krashen's study, 'input' refers to the speech and language that the learners will be exposed to in order to help them acquire the language. The key point of his idea is that the input should be made comprehensible for learners. In Krashen (1988), he said that "the major function of the L2 classroom is to provide intake for acquisition" (Krashen, 1988, p.101). Here, 'intake' refers to the input that has been understood by the learners. Krashen introduces the characteristics of "caretaker speech" to present the components of comprehensible input (Krashen, 1988, p.102). 'Caretaker speech' is a speech style used with children who are learning their first language. Two characteristics of 'caretaker speech' are listed below, with which I hope to present a general idea about the nature of comprehensible input:

- 1) Both linguistic and non-linguistic clues can be used to facilitate comprehension of input. Krashen (1982) proposes that linguistic aids can help to generate comprehensible input. The speaker talks in a slower speech rate and uses clearer pronunciation, for example, in order to help the listener to identify the words easily and give the listener more time to

react. The speaker can also use high frequency words, avoid slang and idioms, or simplify the sentences by using grammatical modification and shorter sentences (Krashen, 1982; Ellis, 1994). Craig (1988) summarises that he observed frequent and longer pauses, overstated and simplified pronunciation, vocabulary at lower levels, more use of declaratives and statements, and self-repetition in teacher talk to lower-level non-native speakers. Apart from linguistic support, the caretaker also provides children with non-linguistic support e.g. actions, body gestures, etc., in order to help them understand unfamiliar words.

- 2) In caretaker speech, language starts from simple sentences and becomes more complex to suit the development of the children's language proficiency. The input does not contain too many new forms that have not been acquired by the children. Krashen suggests that acquisition occurs when we understand the language that is "a little beyond" our present level of language proficiency (Krashen, 1988, p.103). In his input hypothesis, this rule is formulated as 'i+1; if the acquirer is in stage i of syntax, he needs the input at the 'i+1' level to help him to achieve to the next level of proficiency. Despite the fact that the 'i+1' principle is taken as an important characteristic of comprehensible input, the speaker does not need to consciously consider including 'i+1' or just 'i+1' in their speech. Krashen believes that if the input is comprehensible and the communication is successful, 'i+1' input will occur naturally.

Krashen (1982) proposes that input should also be interesting, relevant to the learners, and in sufficient quantity. This notion is shown in another of Krashen's hypotheses: the Affective Filter hypothesis, which suggests that emotions and attitudes play an important role in language learning. They can determine whether the learners are 'open' to the input or not. Affective Filter Hypothesis is one of the earliest studies to have brought affective factors into L2 learning. I will discuss affective factors further in the section relating to learners' needs. Here, the emphasis is on providing interesting and relevant input, which is stressed as being closely related to the input itself.

Another requirement of input is that it should be presented in sufficient quantity. In a similar fashion with Krashen, Ellis (1994) also suggests frequency as an input factor. This aligns with some other theories proposed in the field of cognitive language learning, such as Skills Acquisition Theory (DeKeyser, 2007), which stresses the role of repeated practices.

Mitchell and Myles (1998) summarise that Krashen's research contributes to L2 learning because it:

- 1) Emphasises the importance of comprehensible input;
- 2) Describes the route of language development: from stage 'i' to 'i+1';
- 3) Describes the driving forces in language development, including rough tuning of the input and communication as the purpose (Ellis, 1985);
- 4) Considers affective factors (Ellis, 1985).

In the field of language teaching, Krashen's input hypothesis underpins the research on communicative approaches and language pedagogy, because it reveals the importance of meaning-oriented exposure to the target language (TL) (Mitchell et al., 2013).

Krashen's research has often been criticised for several issues, however. White (1987) suggests that Krashen's formulation is not precise enough, so that we are not clear about what the optimal input in stages 'i' and 'i+1' would be. Krashen's research has been judged as too general and too vague on the descriptions of levels 'i' and 'i+1', as well as on how a learner can progress to the next stage when they only receive input and knowledge of the insufficiency of the current stage (White, 1987).

Interestingly, such criticism has led to a further step in the discovery of the driving forces for language development. Long (1983a; 1985) and Ellis (1984a) both found more ways to make input comprehensible and discovered the influence of comprehensible input. Long (1983a; 1985) proposes four ways of generating comprehensible input (in Ellis, 1985), which are:

- 1) Carrying out linguistic modifications;
- 2) Using structures and vocabulary that are familiar to the learners;

- 3) Sticking to the here-and-now principle, so that the learners can utilise the linguistic and non-linguistic contexts, as well as their existing knowledge about the world to make sense of the input;
- 4) Modifying the interactional features in the conversation.

Ellis (1985) suggests that input can influence the rate and route of L2 development if

- 1) The learners have control of the content they would like to communicate;
- 2) A range of speech-based tasks can be acted between the teacher and learners;
- 3) Input contains high quantity of instructions;
- 4) Input contains high quantity of actions requiring reaction, e.g. clarification or confirmation;
- 5) Unconstrained practices are provided;
- 6) Input provides formulaic speech, or chunks of speech as materials for language mechanisms to work with;
- 7) Input includes vertical structures, i.e. structures constructed by the learners with chunks of speech from the previous interaction.

From the above principles, it can be seen that input is no longer the only concern for researchers such as Long and Ellis. The role of interaction was brought to attention and taken into consideration. As Mitchell et al. (2013) acknowledge, however, the input hypothesis contributed to the launch of a tradition for research and theorizing about interaction, a trend which still endures today. I will give a further summary of the interaction hypothesis in the following section.

### 3.1.1.3 Interaction hypothesis

The interaction hypothesis was proposed by Long (1981; 1983a; 1983b). As discussed before, during the mid-1980s, the attention formerly focused on comprehensible input shifted to interaction. Interaction refers to the process of constructing discourse by learners and their interlocutors. The primary premise of interaction research is that interactions can promote L2 acquisition (Ellis, 1985).

How do interactions promote L2 acquisition? Long (1985) starts the discussion by

connecting it with comprehensible input, stating that making modifications to interactions can promote comprehension of the input. Offering interaction modification is more efficient than using linguistic modifications only, therefore they are useful for L2 acquisition (Mitchell et al., 2013). It is also suggested that language proficiency can be improved when learners make collaborative interactions with those who are at a higher level, as these interactions can provide 'i+1' input for those at lower levels (Mitchell and Myles, 1998).

Interactions can also provide speakers with opportunities to make modifications to their language. One type of modification is called 'input modification', or input simplifications/elaborations. A speaker in a conversation will try to clarify a statement by elaborating or simplifying it when their interlocutor has an enquiry about what they said before. This process changes what the learners receive in the input and may facilitate the statement changing from input to intake.

Furthermore, through interactions, positive or negative feedback is made available to the learners. Learners notice the mismatches between their own interlanguage and the TL in the interaction. What they notice could be forms or prompts and such evidence can urge them to reorganise their original statement so that they can express the message more effectively (Mitchell et al, 2013). Learners can also make use of the language items provided by their interlocutors (often with a higher level of proficiency, such as teachers or native speakers), and perform meaning negotiations (Mitchell and Myles, 1998). They also suggest that paying attention to forms may affect how much input/interaction can turn into L2 intake. This notion has also been raised in the research on 'noticing' in the field of cognitive approach, which will be elaborated fully in Section 3.1.3.

We have seen that input and interactional modifications can promote language development. According to Long (1996)'s revised version of Interaction Hypothesis, "negotiation for meaning" is put in a central position in language development. He believes that "negotiation for meaning" can bring together selective attention and the learners' processing capacity, then facilitate language acquisition with the input received by the learners (i.e. the "environmental contributions" proposed by Long). During negotiation, any negative feedback obtained can facilitate structural

development in TL, such as vocabulary, morphology, syntax, etc. (Long, 1996, p.414).

Mitchell et al. (2013) suggest that the revised version of interaction hypothesis emphasises the effects of negative feedback on the structure of L2, as well as bringing some cognitive concepts, e.g. selective noticing and processing capacity, into discussion. They believe that Long (1996)'s revised version had an ongoing influence on interaction research in the 1990s.

Before ending the review of the key theories in SLA, it is worth taking a look at another hypothesis related to input and interaction in the 1980s, which is the 'output hypothesis' proposed by Swain (1985). This hypothesis suggests that learners' own outputs in the process of interaction can generate noticing and facilitate the transition from input to intake. Swain's claims about the functions of output overlap with some of the ideas proposed by Long, such as raising learners' consciousness and giving opportunities to notice certain features of the language. In a later discussion of output hypothesis, however, Swain (1995) introduced new ideas into the research, e.g. hypothesis-testing and metalinguistic and reflective functions. She argues that making outputs may encourage learners to experiment with new structures and forms and also provide them with opportunities to reflect on their problems.

In this section, some theories in the field of SLA have been reviewed with a focus of input, output and interaction. Many researchers believe that these theories are particularly useful for selecting texts and designing activities in textbooks. Their influence on textbook design and evaluation will be explored in Section 3.4.1 in the second part of this chapter. In 3.1.2, the focus will shift to another perspective, which uses sociocultural theory to explain the process of L2 learning.

### **3.1.2 The sociocultural Theory (SCT) perspective of L2 learning**

This section will be devoted to the introduction of the main theories in the field of sociocultural theory (SCT). Theories following this perspective are proposed primarily by Lev Vygotsky (1978; 1987). He was a Russian researcher in the Soviet era who made great contribution to child development research. His theoretical

framework has been applied to research on L2 learning since the 1980s. James Lantolf and his associates are major contributors in this area.

The central concept of Vygotsky's theories is 'mediation'. It is believed that humans use symbolic tools to mediate and regulate their relationships with others and themselves (Lantolf, 2000). Many other ideas originating from Vygotsky have been applied to explain L2 learning, including regulation (self-regulation and other-regulation), scaffolding, the Zone of Proximal Development (ZPD), private and inner speech, and activity theory.

Firstly, I will briefly address how SCT theorists think about language and language learning. Sociocultural theorists believe that language is an outcome of social communicative activity. Knowing the intention of other people in the interactions, pattern finding, and categorisation are the basic requirements (Thorne and Lantolf, 2006). From this perspective, learning is also a mediated process. Learners make progress in the use and control of mental tools during the mediation. Language is the central tool of learning and the key symbolic tool of mediation.

SCT researchers believe that language learning adopts the same learning mechanisms as other learning processes. Communicational activities aid acquisition of language, for example, because they provide opportunities for mediation among experts and peers. During the process, the experts or peer learners regulate the attention of the learners and they use language to achieve communicative goals. Grammar and vocabulary are also learnt through mediated language experiences (Mitchell et al., 2013). Mediation can be seen between experts and novices, among peers, by oneself (through private and inner speech) and between humans and artefacts (e.g. portfolios, tasks, computer technology, etc.). Lantolf (2000) carried out a thorough discussion of research on L2 learning within the theoretical framework of SCT.

The key principles of SCT research will be presented separately in three sections under three key concepts: scaffolding, private and inner speech, and ZPD. These theories have been reviewed because from the SCT perspective, language learning is a mediating process and textbooks provide expert scaffolding for learners to aid their learning. In addition, scaffolding should also be carried out within the ZPD. Textbook design involves the work of sequencing, such as sequencing the topics and linguistic

elements, which can be discussed under the umbrella of the ZPD concept. Textbooks can also provide opportunities for learners to use private and inner speech as a thinking tool.

The structure of this section is shown in the table below:

SCT perspective	Scaffolding
	ZPD
	Private and inner speech

### 3.1.2.1 Scaffolding

According to early scholars such as Wood et al. (1976), the ‘scaffolding’ metaphor refers to the process whereby a knowledgeable person helps a less knowledgeable person during their interaction, so that the novice can acquire a higher level of skill or knowledge. During the process of interaction, learners are directed to notice key features in the context and are encouraged to go through successive steps in order to solve problems (Mitchell et al., 2013).

Wood et al (1976) propose six functions of scaffolding in their research, which are:

- 1) *Recruitment*. The tutor is responsible for linking the learners’ interests to the requirements of the task;
- 2) *Reduction in degrees of freedom*. This refers to the tutor simplifying the task to ensure that the learners can complete the task and reach the requirements;
- 3) *Direction maintenance*. The tutor keeps the learners going towards the objectives, while sometimes the tutor also pushes the learners to move to the next level rather than staying with their successes at the lower level;
- 4) *Marking critical features*. The tutor signposts certain features that are related to the tasks, in order to interpret the distance between what the learners have achieved and the expectations of the tutor;



- 5) *Frustration control*. Some aspects of this function involve giving the learner praise or encouragement when necessary. Too much dependency on the tutor should be avoided, however;
- 6) *Demonstration*. Demonstration of the task includes showing the learners how to do the task, as well as outlining the final solution or explaining the acts the learners will complete.

Another four features of scaffolding are summarised by Stone (1998) and presented in Daniels (2007). They are listed below as complementary to the above six functions.

- 1) The activities designed should be meaningful and culturally desirable. This principle corresponds to the function of *Recruitment* suggested by Wood et al. (1976).
- 2) In time, observation and evaluation as well as assistance to the learner should be provided. The amount of help should be estimated. This function is related to *Direction maintenance* and *Marking critical features* above, emphasising control over the amount of help provided for the sake of learners' development.
- 3) Various forms of support can be used, e.g. physical gestures, verbal hints, and dialogues. The amount varies as well.
- 4) As gradually the learners gain control of the task, support should be reduced.

In the field of L2 learning, scaffolding in the classroom has been extensively researched. Research often involves the concept of ZPD, because the features of scaffolding include estimating the students' levels of proficiency and providing a suitable amount of support. I will discuss ZPD separately in 3.1.2.2, as it is a key concept for understanding and evaluating levels of development for individuals and groups (Lantolf, 2000).

Scaffolding can happen between novices and experts (often teachers). The research of Aljaafreh and Lantolf (1994) was the first study on scaffolding between teachers and learners. In their study, the ESL (English as a L2) learners were provided feedback weekly from a language tutor about their writing assignments. The tutor provided scaffolding support to correct the learners' errors. From their study, Aljaafreh and

Lantolf developed a scale for error feedback, which shows that learners moved from explicit mediation to implicit assistance in the process of language development.

Scaffolding can also happen among peers through pair and group work. Past research under the SCT umbrella has shown that learning can happen without the presence of an expert (Lantolf, 2000). Learners can benefit from the assistance and contribution of other people in the group. In a study by de Guerrero and Villamil (2000), learners were found to engage in two-way scaffolding to support each other. Four consistent patterns of mediation between learners were identified:

- 1) Sustaining and stimulating their interests;
- 2) Indicating inconsistencies in the text;
- 3) Providing mini-grammar lessons;
- 4) Modeling appropriate forms.

Scaffolding should happen within ZPD and much of the research on scaffolding has been carried out with the notion of ZPD embedded within it, hence this concept will be reviewed in the next section.

### 3.1.2.2 Zone of Proximal Development (ZPD)

Proposed by Vygotsky (1978) for researching on the cognitive development of adolescents, the Zone of Proximal Development (ZPD) refers to the scope of knowledge or skills in which the learner cannot function alone, but is able to achieve with scaffolding (Mitchell and Myles, 1998). Vygotsky (1987) comments further that what children can do with help of others can be more revealing than what they can do on their own.

Why is the concept of ZPD important for research in L2 learning? For Vygotsky, knowing what a learner can do alone is only part of the picture showing the history of the learner's development. What individuals can do with assistance or mediation demonstrates their potential future development. Lantolf (2000) suggests that the course of future development is determined with knowledge of ZPD.

Research on ZPD is often associated with mediation. Research on this trend has found that:

- 1) Giving appropriate instructions during language learning within the ZPD is important (Ellis, 1998);
- 2) Knowledge is constructed through the process of interaction within the ZPD (Nassaji and Swain, 2000);
- 3) Learning with the help of instructions from a senior person or peer is more effective than learning independently (Greig and Taylor, 2004).

These notions related to ZPD can inspire the development of teaching materials, e.g. the design of instructions in a textbook. It is worth pointing out some similarities between the concepts of ZPD and the 'i+1' principle proposed by Krashen, because the 'i+1' principle is also about sensing the next level of development and giving appropriate support in learning. It is argued by Dunn and Lantolf (1998) that input hypothesis and 'i+1' focus simply on the features of language, however, while ZPD concerns the individuals involved in the negotiations associated with learning. In other words, the 'i+1' principle is concerned with language, but the ZPD theory considers language learners and their activities. They have different focuses and should not be taken as identical.

### 3.1.2.3 Private and inner speech

According to Lantolf (2000), mediation emerges not only between novices and experts, it can also happen between the speaker and themselves. This is called 'private speech'. Private speech has been used to direct the design of activities in textbooks. Tomlinson (2013a) suggests, for example, that when designing an activity for a textbook it is important to give learners time to prepare what they want to say in their mind before performing the task.

Private speech is primarily found in the behaviour of young children. They can be observed talking apparently to and for themselves instead of talking to any external conversational partner. In sociocultural theory, private speech is seen as evidence that children are able to regulate their behaviours. Based on the theory of Vygotsky (1987), through private speech, humans gain control over their abilities to remember, think, attend, plan, evaluate, and learn. Vygotsky suggests that private speech will then develop into inner speech, which represents the use of language to regulate

internal thinking without any real articulation. Inner speech is developed as a tool of thinking.

Research on private and inner speech in L2 learning has been reviewed extensively in Lantolf (2000). Three different functions of private speech have been studied: the metacognitive function of private speech (e.g. Frawley and Lantolf, 1985; Appel and Lantolf, 1994), the rehearsal function of private speech (de Guerrero, 1987; 1994; 1999), and the links between private speech and appropriation of second languages (e.g. Broner and Tarone, 1999). The aforementioned researchers found that:

- 1) The use of private speech between ESL learners and foreign language (FL) students was different. ESL speakers relied more on private speech than FL students when they tried to keep control of the tasks. It was also found that ESL learners used their L2 in their private speech (Frawley and Lantolf, 1985; Lantolf and Frawley, 1984);
- 2) Students at beginner levels have a lower frequency of using language play (playing with the language in the private speech) than advanced learners. Learners who learn a language out of their own interests or relevance to the future have higher levels of private speech than those who learn the language just to fulfil the requirement of their degrees (Lantolf, 1997);
- 3) Increasing mental rehearsal (students practicing language that they have learnt or will use in their mind) comes with increased proficiency (de Guerrero, 1999);
- 4) Private speech can be an effective way to understand L2 grammar (Swain et al., 2009).

The concepts of ‘private speech’ and ‘mental rehearsal’ were adopted by researchers in the field of material development to develop exercises (e.g. Tomlinson’s text-driven approach). The application of these concepts will be discussed in more detail in the second part of this chapter.

In Section 3.1.2, three concepts in the field of SCT have been reviewed because they are relevant to explaining the process of L2 learning. These theories can guide the design of L2 textbooks. The influence of these theories will be reviewed in Section

3.4.2. In Section 3.1.3, I will continue to discuss the process of L2 learning from another perspective: cognitive theory.

### **3.1.3 Cognitive perspective of L2 learning**

Similar to the sociocultural perspective of language learning, the cognitive perspective did not originate from the field of SLA. It borrows ideas from cognitive theory to explain the phenomenon of language learning. In the cognitive theory domain, there have been a number of theories and models proposed. It would be difficult and unrealistic for this research to present all the theories, however. There are two main groups of cognitive researchers, each holding different positions on how L2 are acquired. I will present one theory/model from each group of researchers in order to reveal the possible influence of the cognitive perspective on textbook design and evaluation. For one group of researchers, learning a L2 requires the same cognitive mechanisms as other human learning activities. ‘Learning’ here does not refer to study and deliberate efforts to learn a new skill, but to the unconscious perception of patterns and knowledge from the environment. This learning process is related to implicit learning mechanisms. For other researchers, however, L2 learning is more explicit and it uses different mechanisms from L1 learning.

Processability theory (Pienemann, 1998) comes from the first group and Skills Acquisition Theory (DeKeyser, 2007) comes from the other group. These two opposing theories will be reviewed in this section. Following these, two major ideas that have influenced textbook design – noticing and working memory – will be discussed.

The cognitive perspective is important to the current research because a range of major concepts in this field impact on issues in textbook design. In the previous two fields, for example, the reasons why learners acquire some grammar forms earlier than others have not been explained. Theories from the cognitive perspective can provide explanations and guide the design of textbooks in this regard. This perspective provides a different angle from which to look at language and language learning. The table below shows the structure of this section:

Cognitive perspective	Processability Theory
	Skills Acquisition Theory
	Noticing
	Working memory

### 3.1.3.1 Processability Theory

The first theory is Processability Theory (PT), which focuses on implicit knowledge acquisition. Pienemann (1998) claims that in order to understand the process of SLA, a theory of grammar and process should be adopted. This theory aims to explain the process of how learners apply procedural skills to compute linguistic knowledge.

The central work of PT is a developmental hierarchy of syntax and morphology. This processability hierarchy is based on Levelt's (1989) approach to language production and Lexical-Functional Grammar (Bresnan, 2001). Pienemann (2007) suggests that PT is a universal framework that can predict a learner's "developmental trajectory" for any L2 (2007, p.138).

Processability hierarchy is presented below. Linguistic knowledge that can be processed in each hierarchy is shown at each stage (Pienemann, 1998; 2007, p.140):

- 1) *No procedure*: Learners only have access to the conceptual structures of individual words and phrases that are formulated. Syntactic knowledge is missing;
- 2) *Category procedure*: At this stage the lexical items have grammatical category, which produces morphological markers for the lexicon. Grammatical information is still missing;
- 3) *None phrase procedure*: Learners develop phrasal procedures. They can share the information at phrase level, e.g. within a head and its modifiers. Information over phrases is not possible;
- 4) *Verb phrase procedure*: Phrases are assembled into sentences. Each phrase has a clear function within the sentence;
- 5) *Sentence procedure*: Learners are able to process the syntactic

information at the level of sentences;

- 6) *Subordinate clause procedure*: At this stage, learners are able to use subjunctive in subordinate clauses triggered by the main clause.

Later Pienemann et al. (2005) suggested an extended version of PT, which includes more aspects of language generation. It discusses the relationship between argument structure and grammatical structure. Language learners follow an internal hierarchy when developing their grammatical competence. The hierarchy is implicationaly ordered, which means that each procedure has to be completed before going into the next one. Learners are not able to generate language unless they are ready for this stage.

The teachability hypothesis is the potential pedagogical implication from Processability theory, though it was proposed long before PT. The basic principle of the teachability hypothesis is that the effects of teaching are constrained by the development stage of learners (Pienemann, 1984). It is suggested that the stages of acquisition cannot be skipped through formal instruction. Instruction should focus on the structures in the next stage in order to benefit learning (Pienemann, 1998). According to Pienemann (2007), The teachability hypothesis has been supported by a range of empirical studies. These studies show that formal L2 learners follow the same developmental trajectories as the learners in their natural state, no matter what aspects of language the formal teaching focuses on (Pienemann, 1984; 1989).

Other researchers have proposed similar notions to the teachability hypothesis. Corder (1981) suggests that L2 learners have an internal learning order of the TL. According to this view, learners may not be able to acquire a grammar rule shown later in the internal syllabus if it is taught by the teacher at an earlier stage. In the domain of SLA, there are also studies focusing on the order of acquisition, which have yielded fruitful results. Ellis (1994) summarises that such research often focuses on morpheme studies, such as pronouns, and syntactic structures, e.g. negatives, relative clauses, word order rules, and so on. Judging by the results, studies of acquisition order of syntactic structures had the greatest uniformity and some of them even showed a universal order across different second languages, e.g. research on the initial stage of preverbal negotiation.

Pienemann suggests that the processability hierarchy can be varied because of the TL. As the current research has a focus on TCFL textbooks, a review of research on the acquisition order of syntactic structures in Chinese learning is presented below. Shi (1998) studied the acquisition order of 22 sentence forms, which are all major forms in Chinese that learners need to acquire. Her study made a major step forward in proving the existence of a natural acquisition order in the process of learning Chinese as a L2. Other studies in this area include the acquisition of interrogative questions, complements, *shi* sentence (to be...), 'you' sentence (to have) and so on (Qian, 1997; Shi, 1998; Ding, 2007). The number of studies in this area is not many, however, and no research has been found that links such research with materials design. It is therefore hard to say whether these results can be used as criteria for materials design and evaluation.

In summary, PT and the teachability hypothesis are useful for language teaching because they can provide guidance around the hierarchies in language. The research may not be as convincing for Chinese as it for English, however. In the next section, another model will be presented, which explains language learning in terms of explicit learning.

### 3.1.3.2 Skill Acquisition Theory

The previous models explored the process of implicit learning. Next, I will explore a theory on the language learning process inherent in explicit learning - Skill Acquisition Theory. The central idea of Skill Acquisition Theory is that learning a skill follows a developmental path from receiving the initial presentation of new knowledge to using the skills in a fluent, effortless, and highly skilled manner. A set of principles are followed in this development process (DeKeyser, 2007). The skills to which this theory refers are wide-ranging, e.g. cognitive skills and psychomotor skills. DeKeyser (1997; 2001; 2007) first applied Skills Acquisition Theory to L2 learning.

There are three developmental stages: declarative, procedural and automatic (DeKeyser, 2007):

- 1) *Declarative stage*: The aim of this stage is to establish new explicit knowledge. Abstract descriptions of the knowledge with some examples



are given in this stage. The storage of knowledge requires usage of working memory, constrained by its limited capacity (The view of working memory from the cognitive perspective will be presented in Section 3.1.3.4). In order to retain the knowledge, learners should pay attention to how it is used.

- 2) *Procedural stage*: In this stage, the learners practice the skill by putting the knowledge they learnt into action. Performance can be restructured in this stage. Through repeating activities, learners can reach proceduralisation. At the same time, the burden of working memory reduces. Proceduralised knowledge is more useful than declarative knowledge; it is no longer necessary for the learners to retrieve pieces of information and assemble them to make a programme for use. The knowledge can be used as a single unit.
- 3) *Automatic stage*: Automatisation is achieved in this stage. This enables the usage of proceduralised knowledge more reliably and in a higher speed. It is difficult to make change or eliminate the knowledge that has been automatised because it is outside the control of the learner's attention in this stage. Progressive stages are found throughout the skill training; firstly, simple skills become automatic, and then more complex ones can be learnt.

Another two key concepts under this theory are 'power law' and the restrictions of transference of skills. 'Power law' refers to the fact that both reaction time and error rate decrease after practice and improvement slows down sharply before stabilising without reaching an end point (DeKeyser, 2007). Through the development in these three stages, this law can be observed. The other concept relates to the transference of knowledge. It is believed that an automatised skill is so specific that it cannot be transferred into use in another situation, even though the other task is quite similar. Evidence has been found in research about comprehension and production in language learning (DeKeyser, 1997; DeKeyser and Sokalski, 2001).

To conclude, language learning can be either an implicit or explicit process. For textbook design, PT is more useful in informing the arrangement of linguistic elements, while Skills Acquisition Theory can guide the design of exercises. Such

influences will be further discussed in Section 3.4.3.

### 3.1.3.3 Noticing

In Sections 3.1.3.3 and 3.1.3.4, I will present two cognitive theory concepts that have influenced teaching material design: noticing and working memory. They are both important factors that have been researched extensively in the domain of cognitive language learning. In this section I will concentrate on the main research findings and their implications for textbook design.

‘Noticing’ (or focal awareness, conscious awareness) refers to paying conscious attention to certain forms in the input. Schmidt is a key researcher to have disseminated the importance of noticing in language learning (Schmidt, 1990; 1994; 2001). Supported by the evidence from his personal diary, Schmidt advocates that noticing is both necessary and sufficient for input to turn into intake. He later revised this view to suggest that noticing is beneficial for learning (Schmidt, 1994).

There are some studies showing that asking students to pay attention to the connections between language forms and meanings can facilitate language learning (e.g. VanPatten, 2004). In the field of L2 learning, the form-focused approach (Long, 1991; Ellis, 2002), which has been mentioned in the functional view of language learning, suggests that learners should be asked to focus on the meaning of a text, followed by paying attention to the form and function of a certain linguistic feature. This can be done through instruction and/or consciousness-raising.

Since we know that noticing and attention is beneficial for language learning, then how it is allocated? Attention is controlled by central executive functions in the working memory. The characteristic of working memory will be discussed next.

### 3.1.3.4 Working memory

‘Working memory’ (WM) refers to a mechanism functioning on temporary storage, manipulation, and the maintenance of information during online cognitive tasks such as comprehending and producing language, as well as general learning (Miyake and Shah, 1999, cited in Mitchell et al., 2013). It is commonly believed that WM is used for language comprehension, which is necessary for language learning. WM is

composed of two essential components: ‘short-term memory’ and ‘central executive ability’. The former is used for storing information temporarily (and feeding some information into long-term memory later), and the latter controls the information when the requirement of carrying out complex tasks emerges (summarised by Williams, 2012). The storage part can encode, store and rehearse information such as phonological and visual spatial information. The mechanisms for doing these are called ‘phonological memory’ and ‘visuo-spatial sketchpad’.

The most prevailing characteristic of WM is its limited capacity and how it controls the allocation of attention. The limited capacity of WM is the main element that could potentially impact materials development. Other studies related to WM include correlations between general L2 proficiency and measures of WM, the role of WM in online processing of syntactic relations within sentences, phonological memory in WM, and so on. These studies have little connection with current research relevant to this thesis, hence they will not be discussed here.

In Section 3.1, I have reviewed the theories related to L2 learning from three different perspectives: SLA, SCT, and cognitive theory. I aimed to show how much the current research about how a language is learnt is relevant to the research topic, so that their influence on textbook design can be fully explored in later parts of this thesis.

Theories about language learning are the foundation for textbook design. In Section 3.2, I will move on to discuss another important factor related to textbook design and use, which is teaching methodology and teachers.

## **3.2 Textbook design and evaluation: Teaching and teachers' perspectives**

Textbooks serve as an important tool for L2 teaching. As mentioned in Chapter 1, some language courses are entirely based on a textbook. Textbook design and analysis impacts L2 teaching, while the key roles in L2 teaching, such as the goals of teaching, teaching methodology, and teachers' characteristics, also impact textbooks.

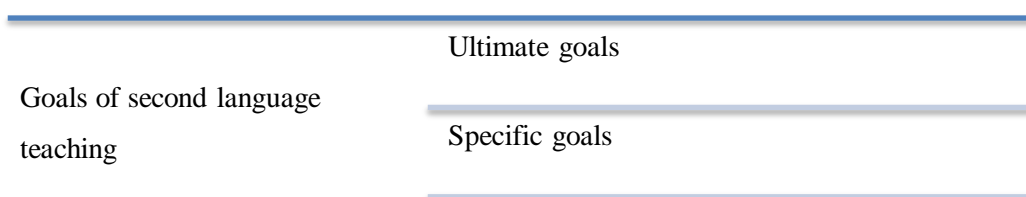
This section aims to explore how L2 teaching and teacher-related factors interact with textbook design and analysis. The starting point will be three related aspects of L2 teaching, including the goals of language teaching, teaching methodology, and skills training. As has been noted already, teachers are the key players in language teaching as well as the main users of textbooks. Knowing their needs and preferences would therefore surely influence the design of textbooks. I will then present the factors of teachers that are related to textbook design, as well as teachers' needs and desires for textbooks. At the end of this section, I will discuss the role of textbooks in language teaching and learning.

### **3.2.1 Goals of L2 teaching**

Before embarking on the discussion of the goals and objectives of L2 teaching, I will define the two terms: 'goals' and 'objectives'. Researchers have interpreted goals from a range of different perspectives. Cook (1991; 2013) takes the broader context into consideration and makes a distinction among central goals (goals related to the country), international goals (goals that look beyond the country) and individual goals (the goals of individual learners), whereas Nunan (1988) uses the term 'goal' in the context of language programmes and discusses it from the perspective of learners. He suggests that goals refer to "the general purposes for which a language programme is being taught or learned" (Nunan, 1988, p.25). In his work, learning goals are categorised into affective goals, learning goals, communicative goals, and cognitive goal. Objectives, on the other hand, are often used in specific teaching situations, referring to the outcomes of learning or teaching (e.g. Wilkins, 1976). Generally, goals have a broader scope than objectives.

In the current research, 'goals' are defined as the purposes of learning or teaching a language, including ultimate goals and specific goals. Discussion of ultimate and

specific goals will be presented in Sections 3.2.1.1 and 3.2.1.2, with the aims of clarifying the concepts and revealing the impacts of goals on materials development. In this research, objectives are defined as the reflection of goals in textbooks. They refer to the requirements or learning outcomes presented in each book or each chapter/unit of the textbook. Because objectives are closely related to the textbook itself, issues related to deciding and presenting objectives in textbooks will be discussed in Section 3.5.1 when I present the influence of language teaching goals on textbook design.



### 3.2.1.1 Ultimate goals

Textbooks serve as tools for L2 learning. As a result, they are required to meet the ultimate goals of L2 learning. It seems to be obvious that the ultimate goal of learning a L2 is to learn the language. Learning a language is not only related to the language itself, however, because reaching the goal of learning a language can be interpreted from different perspectives. Views of language can change the nature of the ultimate goal of language learning.

Different views on language were mentioned in Section 3.1. Structural, functional, and interactional perspectives could all be regarded as ultimate goals of language learning. Here, I refer to Nunan's discussion to illustrate the shift in views on ultimate goals. Nunan (1999) posits that in the last century, there was hot debate on the function of the educational system, which in turn affected language education. The debate now is between researchers that suggest the function of an educational system is to transmit facts, values, and concepts to the body of knowledge, and those who believe the function of education is to encourage the learners to construct their own skills and knowledge.

Against this background of this debate, Nunan further describes the transition between 1960s and 1970s ideas about languages and language teaching. Before and

during 1960s, language was viewed as a construct of rules, with the aim of learning being to acquire these rules. Vocabulary was far less important than grammar. The ultimate goal of the learner was to master the norms of native speakers. Nevertheless, during 1970s, this view of language started to change. Language was seen as a system to express meanings, which can be analysed, described, and taught (Nunan, 1999; Larsen-Freeman, 2000). As a result, the aim of language teaching was redirected to helping learners to build up skills for expressing various communicative meanings.

### 3.2.1.2 Specific goals

The discussion on the ultimate goal of language learning was narrowed down to language itself, however language learning does not happen in a vacuum. In this research, I therefore brought in the notion of ‘specific goals’. They are specific because in different learning and teaching situations their scope can be very different. Specific goals can be discussed from either a broader perspective, relating to the language programme or courses, or even the social context, or from a smaller-but-important perspective, referring to the learners themselves. The discussion below will be grouped according to these two perspectives.

Cook (2011) believes that the environment of using a L2 should be considered when deciding the goal of a teaching programme. Preparing students to communicate in a monolingual environment should not be the only goal, because many learners still need to operate in bilingual or multilingual environments. Regarding to the environment, Cook (1991) also discusses the goals of language teaching in a broader social context. She defines ‘local goals’ as the language learning goals of the people who speak a minority language in a society where other people speak the majority language. Local goals include language teaching with the aim of assimilation, transition, or language maintenance and bilingualism. Goals focusing outside the immediate social context are defined as ‘international goals’, which include goals such as learning a L2 for a career, for pursuing higher education, for getting access to research and information, or for travelling to other countries. Other researchers such as McDonough et al (1993) suggest that the overall goals may be embedded in the framework of national language policy, for example, to reveal the role of TL in a society, or set out to fulfil the needs of a particular programme.

When taking learners' perspective into account, 'specific goals' can also refer to the special needs of learners when they learn a L2. Transference of focus in language teaching also requires putting a high premium on learners' needs. In the last few decades, the focus of language teaching has transitioned to language learners, who have now been given the priority position. Learner-centred education and learner needs analysis have emerged during this period. Cook (1991) defines the specific goals of learners as individual goals. McDonough et al (1993) also mention that people learn languages for their own interests, including understanding culture or language itself, training the brain, general educational values, and learning language as an academic subject or for social change.

The specific goals of learners can be identified through making contact with learners. Nunan (1988) addresses this issue in his framework of syllabus design, proposing that different syllabi should be designed for learners with different needs. He suggests that the goals can be derived directly from the learners. Product-oriented goals, for instance, are derived by asking why they are learning the L2. Goals can also be derived by syllabus designers with specific purposes. Nunan states that when the learners are all at a similar proficiency, it is possible to identify some common aspects, such as grammar or fundamental vocabulary, communication needs (obtaining survival skills and building relationships). As a result, the goals of learners can be discovered.

Understanding the goals of L2 learning is related to textbook design because textbooks are tools to achieve the goals of teaching. The decision and presentation of teaching objectives in the textbooks are also determined by the goals of language learning.

### **3.2.2 Teaching methodology**

In the context of classroom, teaching methodologies are closely associated with the process of L2 teaching. Teaching methodology has been widely researched. It is important to review the methods of teaching when doing research on textbooks because textbooks are delivered to the students through these methods. Furthermore, the language-teaching approach underlying the methods can also be the rationale with which textbooks are designed. Here, the term 'teaching methodology' (or teaching

methods’) has a rather comprehensive meaning. Applied linguist Anthony (1963) once mentioned that ‘methods’ are based on approaches and they are at the level where approaches and theories are put into practice (Richards and Rodgers, 2001). Richards and Rodgers (2001) emphasise, however, the need to extend Anthony’s model to incorporate approach (theories), design (design of method, roles of teachers, learners and instructional materials) and procedure (technique) into their model.

It is believed that the content of a teaching method can be more comprehensive, especially in the current research where the focus of discussion is teaching materials. Following the suggestion of Richards and Rodgers (2001), this research uses ‘method’ as a broader term. Methods will be introduced with the approaches or theories on which the method is based, then the procedure of the method, as well as the role of the instructional materials required by the method.

Common teaching methods, such as the grammar-translation method, direct method, Communicative Language Teaching, etc., are familiar to L2 teachers, Larsen-Freeman (2000) provides a detailed and useful introduction to the teaching methods applied in the L2 classroom. Based on Larsen-Freeman’s classification, seven of the most commonly recognised methods will be reviewed in this section, which are: Grammar-translation method, Direct method, Situational language teaching, Audio-lingual method, Total Physical Response, Communicative Language Teaching, and Task-based approach. They are listed according to the date of their emergence.

As mentioned above, for each method, I will begin with a brief introduction to the method and the approach on which it is based, followed by the design of the method (goals, requirements, activities, etc.), and the roles of learning materials in the method.



Teaching methodology	Grammar-translation method
	Direct method
	Situational language teaching
	Audiolingual Method
	Total Physical Response (TPR)
	Communicative Language teaching (CLT) and Task-Based Language Teaching (TBLT)

### 3.2.2.1 Grammar-translation method

The grammar-translation method is the offspring of the approach that was used to teach Latin. The method was used for teaching French and German and popular in Europe between the 1840s and the 1940s. The grammar-translation method is still used in L2 classrooms in some regions of the world nowadays (Richards and Rodgers, 2001). Zhao (1998) states that in the field of TCFL, this method can still be found in classes and textbooks. The grammar-translation method is based on the structural view of language and behaviourism.

The goal of the grammar-translation method is to enable learners with skills of reading literature written in the TL. Learners learn to grasp grammar rules and remember vocabulary, as well as undertake mental exercises. They are trained to use translation as the way of studying a language. Learners analyse grammar rules and then use the grammar knowledge to finish translation tasks. During the training, accuracy is demanded and errors are undesirable. With this method, reading and writing skills are emphasised, and there are limited training of speaking and listening skills (Larsen-Freeman, 2000).

In teaching materials, FL is presented as grammar rules and a list of vocabulary, followed by some sentences for translation. Vocabulary is selected from the reading texts. They are presented in the form of word lists, and learnt through dictionary skills, translation, and memorisation skills. The first language (L1) is used as the medium of learning. Translation practices are the main exercises.

As stated at the beginning of this section, this method can still be found in some textbooks. It is not uncommon to see grammar and mechanical drills in TCFL textbooks and workbooks. The grammar-translation method is not considered an effective method to improve the language ability of learners, however, as it ignores the meaning and functions of language. It also overlooks the importance of interaction and totally omits the specific goals of individual learners. It may have its role in the teaching of literature reading, but it is not usually regarded as the most effective method for language teaching.

#### 3.2.2.2 Direct method

Gradually, language teaching experts and linguists became aware of the importance of communication. With the establishment of phonetics as a discipline and the invention of International Phonetic Alphabet (IPA), learning and studying spoken language was advocated during the late 19<sup>th</sup> century (Richards and Rodgers, 2001). The innovative ideas during that period led to the development of natural approach for language teaching. The direct method was a well-known presentation of the natural approach.

This method advocates that learning how to communicate and think in the TL is the goal of teaching. Direct method reveals the importance of communication and resists the usage of translation. It teaches everyday speech in the TL. Grammar is taught in an inductive way. Spoken language is prioritised over written language and vocabulary is superior to grammar. Correct pronunciation and grammar were advocated (Richards and Rodgers, 2001).

The direct method had its most enthusiastic supporters in Europe before the 1920s. It experienced a decline in interest after that period because some of its principles were difficult to implement. Teachers have to stick to the TL and are forbidden to use the L1 to translate, for example. Sometimes this can be time-consuming (Brown, 1973). It was also believed that this method misunderstood the similarities between L1 and L2 acquisition and it failed to consider the reality of classroom language teaching.

#### 3.2.2.3 Situational language teaching

Situational language teaching, also known as the oral approach, was developed by a group of British Applied Linguists at the beginning of the 20<sup>th</sup> century. This approach is based on the structural view of language and behaviourist habit-learning theory. In the situational language teaching approach, the selection of vocabulary and grammar that should be included in the teaching content is guided and the grading and presentation of the content is also suggested. This approach was widely accepted in Britain during the 1950s and a lot of textbooks for teaching English were designed according to its principles. The main characteristics of this approach are:

- 1) Spoken language is put in first place. The written form is presented after oral materials;
- 2) TL is used solely in the classroom;
- 3) It advocates situational practice of language points;
- 4) Essential vocabulary is covered;
- 5) Grammar points are graded according to the difficulty of their forms;
- 6) When the students have a sufficient basis of vocabulary and grammar, training in reading and writing will be added.

(Richards and Rodgers, 2001)

The instructional materials for this method are normally textbooks and visual aids, such as wall charts, flashcards, and pictures. Textbooks organise lessons with different grammatical structures that are carefully graded. Textbooks serve as a guide for teachers and a director of learning process (Richards and Rodgers, 2001).

The notions proposed by situational language teaching, such as learning language in situations, considering the meanings of language, emphasising the learning of grammar structures, following the procedure based on the well-recognised Presentation-Practice-Production (PPP) model, etc., are well accepted among language teachers. Even though the theoretical principles of this method were criticised later in the 1970s by researchers who advocated the importance of communication, it is still a popular method in L2 classrooms and it also formed the basis of many commercial textbooks used around the world today.

#### 3.2.2.4 Audiolingual Method

The audiolingual method emerged in the United States in the late 1950s. The emergence of this method was influenced by the notions of structural linguistic theory, contrastive analysis, aural-oral procedures, and behaviourism. The audiolingual method has the following characteristics:

- 1) In the early stage, the development of oral skills is placed at the centre. Other skills will be trained later when oral ability has developed;
- 2) It starts with a linguistic syllabus including key language items. The language items included are summarised from comparative analysis between L1 and TL;
- 3) Dialogues and drills are the basic exercises in the classrooms.

(Richards and Rodgers, 2001)

Normally, there are no materials provided to beginners. They are asked to listen, repeat, and respond to their teacher. Teaching materials are teacher-oriented, providing grammatical structures and drill activities. Tape recorders and audiovisual equipment are in the central place of teaching.

The audiolingual method was criticised and questioned by American linguists such as Chomsky in the 1960s. Based on the review of SLA theories, it is not difficult to see why this method was rejected. Language learning is far more complicated than forming a habit by repetition. The audiolingual method overlooks the meanings of language and contexts of language use, leading to difficulty in transferring the skills learnt in the classroom into communication in the real world (Richards and Rodgers, 2001). In addition, drills and pattern practices are not the best way to stimulate the interests of learners.

### 3.2.2.5 Total Physical Response (TPR)

TPR is an innovative method developed by James Asher during the 1970s. The method advocates building connections between actions and speech by teaching language through actions. The procedure of this method is teaching learners with some commands of actions or action sequences with physical movements. At the beginning, the general aim is to improve oral proficiency. Class activities include

imperative drills, role-play, and slide presentations (at intermediate level). Textbooks are normally not available at the beginner level. At the intermediate and advanced levels, teachers may use supporting materials such as pictures, realia, slides, etc.

TPR was popular during the 1970s and 1980s, because it is compatible with the idea of providing comprehensible input to the learners. As reviewed in Section 3.1.1.2, actions are seen as non-linguistic aids that can be used to assist comprehension. Hill and Tomlinson (2013) suggest that TPR can help to build up beginners' listening confidence when learners respond physically to the teacher's instructions. It is a method that can be combined with other methods of teaching. There are few textbooks that are based on this method.

#### 3.2.2.6 Communicative Language teaching (CLT) and Task-Based Language Teaching (TBLT)

CLT was developed as the communicative approach gained popularity. It views communicative competence as the goal of language teaching and values the needs and experience of learners. The main theories that influenced CLT are:

- 1) Communicative competence proposed by Hymes (1972);
- 2) Halliday's (1970) functional account of language use;
- 3) Munby's (1978) account of learners' needs analysis.

Influenced by these theories, CLT reflects the following characteristics of communicative language approach:

- 1) Language is seen as a system to express meanings;
- 2) The premium function of language is interaction and communication;
- 3) Structures of language are related to its functions;
- 4) The units of language are not only grammatical and structural, but also functional and communicative.

(Richards and Rodgers, 1986, p.161)

The design of CLT follows the above theories and principles. It adopts the notional syllabus originally developed by Wilkins (1976), which includes both the semantic-

grammatical categories and communicative functions. There has been extensive and continuous discussion on the syllabus of CLT. Even though the focus of the discussion is different, the central elements of the CLT syllabus are structures, notions and functions. Typical activities of CLT include tasks and problem-solving activities, which enable learners to communicate and interact. Naturally, the role of instructional materials is to influence classroom interaction and language use. Richards and Rodgers (1996) mentioned three kinds of materials used in CLT classrooms: text-based materials, task-based materials, and realia.

I will address a little bit more here on the Task-Based Language Teaching (TBLT) method. This method is not discussed separately, because it also draws on some of the principles of CLT. The task-based approach provides learners with a natural context and encourages them to focus on meaning. Teachers provide the students with tasks that replicate real-world situations and learners are asked to perform these tasks. Project work is included as well. It is believed that through tasks, learners are given opportunities to comprehend, negotiate, and interact in the TL, which will promote language development (Nunan, 1989). The key materials used in TBLT classrooms aim to supply sufficient and appropriate tasks and realia.

Since the CLT and TBLT both focus on the use of language outside the classroom, materials provided for these two methods require a certain degree of authenticity (Realia is in the key materials of both methods). The notion of providing authentic materials has been widely discussed in the field of teaching material development and it will be reviewed below.

Authentic texts have authentic communication purpose, and their original forms are authentic to the learners. As Breen (1985, p.61) suggests, authentic texts are the “basis for genuine communication”. They can provide data that reflect the knowledge systems and facilitate communication in TL. Breen makes a comparison between a poem and a text, for instance. The poem is original without any modification. The text describes a person in a dilemma. In the text, sentences are constructed with the auxiliary word “could” in a repeated fashion on purpose. Breen suggests that the difference between the poem and the text mainly hinges on whether it has a genuine communicative purpose. The poet expects the readers to cooperate with him, e.g.

interpreting the meanings of the poem. The main purpose of the text is to provide language items to the learners, however, rather than communicating it with the learners, hence it is not authentic.

Apart from providing a communicative purpose, authentic texts should allow the learners to interpret the texts in the same ways as fluent users of the TL. For example, when processing the authentic input, learners should not be required to understand everything in detail, since the native speakers of a language never do that. They just need to grasp the main ideas to get a global meaning of the text (Clarke, 1989).

From another perspective of view, learners' response to the texts can also reflect its authenticity. Widdowson (1979) believes that genuineness is a text's own quality, while authenticity has something to do with the learners' appropriate responses to the text. Textbook designers should select texts that will encourage learners to participate in authentic communication, engage the learners, make them curious, and relate to their previous knowledge (Breen, 1985). Taking a poem again as an example, it is an authentic text that the learners are expected to interpret it by themselves. It should not be selected if the learners are not interested in reading poems at all, however, because learners may refuse to process it if they lack interest.

The types of authentic texts that teachers can select include:

- Novels, plays, cartoons, nursery rhymes...
- Letters, postcards, notes...
- Newspapers and magazines – and particular sections in these, such as advertisements or letters to the editor...
- Reports, statistics, diagrams...
- Travel brochures, guidebooks, timetables...
- Instructions, road signs...
- Menus, bills...
- Telephone directories, dictionaries...

(McGrath, 2002, p.107)

The list above provides a primary resource of potential authentic texts for textbook designers. Each category can be expanded into several subcategories, to which more items can be added. As previously acknowledged, the selection of authentic texts depends greatly on the needs of learners, so learners' participation in the different stages of selection is valuable (Breen, 1985).

Many researchers hold the viewpoint that authentic texts should not be edited or modified. Widdowson (1979) rejects simplification of the texts, such as changing syntax and vocabulary in order to make the texts more readable for learners. He also rejects extracting a text from its original source, because the extracted text then loses its original context (Widdowson, 1978). Similarly, Grellet (1981) insists that nothing in the original text should be changed, including the layout and presentation. Breen (1985) suggests that it is not necessary to adapt texts because learners can separate out the information that is not accessible in order to use the text for their language development. It is believed that revising the texts may prevent the learners from accessing the actual TL and using their knowledge of communication in their L1.

Despite this, in reality it can be very difficult to find authentic materials for some groups of learners. Clarke (1989) proposes two difficulties in providing authentic materials to beginners. One is that the language used in authentic materials is so difficult to the learners that they may be prevented from accessing the meaning of the texts. Secondly, it requires a great amount of effort to obtain simplified and authentic texts suitable for beginners. Due to the difficulty of getting suitable texts and the restrictions on adaptation, it seems that producing authentic materials according to learners' needs is necessary. In Section 3.5.2, I will present the influential implications of the idea of authenticity on production of authentic materials.

In this section, seven key teaching methods were introduced, including the theories they are based on, their goals, design, and for some methods, the instructional materials accompanying them. Since these methods emerged during different time periods and some of them are used less in the classroom, they do not all have an equal amount of influence on current textbook design. They do, however, represent different ideas about language teaching, which can in turn influence textbook design. The impact of these on textbook design will be discussed in Section 3.5.2.



### 3.2.3 Skills training

As well as general language teaching courses, there are some courses designed for training certain language skills (e.g. listening classes and reading classes). There are also textbooks that are designed specially for these courses. Even though these specialised textbooks have not been researched in the current study, reviewing research on skills training can provide ideas about how to evaluate the components of teaching skills in the textbooks. In addition, from the list at the end of Chapter 2, ‘Skills’ is a sub-category under the category ‘Input’. This section will hence be devoted to reviewing the literature related to skills training.

There are four main skills involved in language teaching. They can be categorised into receptive skills, including listening and reading, and productive skills, including speaking and writing. With the influence of the communicative view of language and the trend for CLT, it is commonly believed that skills should be integrated rather than taught separately, because in reality, people rarely use only one or two skills to communicate. Although in the specialised textbooks (i.e. the textbooks designed specially for training a single skill), it is inevitable that the tasks and activities require more than one skill to complete. Moreover, teachers may also teach the learners (consciously or unconsciously) more than one skill. There are a huge number of studies addressing the training of language skills in L2 teaching. I will not attempt to review all of them because a) research about teaching skills is informed by studies on language learning and I have already reviewed key approaches to SLA in the previous sections and b) it is not realistic to review and present all the literature about language skills within one section. This section will thus be structured under the guidance of the following three questions:

- 1) What is the goal of teaching the skill?
- 2) What are the key concepts and approaches for teaching the skill?
- 3) How are they related to the presentation and teaching of the skill in a textbook?

The four macro-skills will be reviewed separately, in the sequence of listening, speaking, reading and writing. For each skill, I will give a brief introduction on the goal, key concept and approaches of teaching the skill. After talking about the four

skills, I will discuss the inclusion of culture in language teaching and learning, as intercultural ability can also be seen as a skill in language learning.

	Listening
	Speaking
Skills training	Reading
	Writing
	Culture

### 3.2.3.1 Listening

Listening is the first skill to be reviewed. In many L2 textbooks, it is also the skill that is presented before others. Listening is often reported as an under-researched area, given the fact that it is an important skill to develop in L2 learning. One goal for teaching listening (and for all the four macro-skills) is to prepare learners for using the skill in the real world. Being different from other skills, listening requires learners to deal with spoken language in real time, which means that a) what they hear is unpredictable and needs to be dealt with in a short time, and b) the features of spoken language can influence the outcome of listening. What learners hear can be fast, blended with words and accents, informal, include redundancy and repetition, and be incomplete (Renandya and Farrell, 2011; Mendelsohn, 2006). Furthermore, the absence of vision increases the difficulty of comprehension (Cunningsworth, 1995).

Two processes of listening, ‘bottom-up’ and ‘top-down’ processes, are often discussed in the literature. The ‘bottom-up’ process of listening refers to decoding the segments of the speech, including phoneme detection and word recognition, before analysing the meaning of the whole sentence. ‘Top-down’ process refers to the use of previous knowledge to predict the speech before analysing the individual elements of it (Rost, 2006). The famous notion of schemata comes with the top-down process. It is suggested that the information in the listening text may trigger listeners’ previous formed patterns of knowledge, i.e. schemata, as well as other related features and patterns about the world. This can facilitate the process of listening and communication.

These key concepts of the listening process lead to further thoughts about the training of listening skills. In order to apply listening skills successfully in the real world, materials used for training listening skills should be as authentic and relevant as possible to the listeners. They need to be similar to what people would hear in reality.

### 3.2.3.2 Speaking

To prepare learners for using speaking skills in the real world, they need to identify and understand the features of speech. As mentioned in the previous section, spoken language has its unique features. It is fast and often contains redundancy and repetition, for example, which makes the process of comprehension difficult.

Comparing to written language, spoken language is more fragmented, not logically organised, interactive, interpersonal, and context-embedded (Bygate, 2006). Bygate (2006, p.160) uses the word “impermanence” to describe the main feature of speech. Other features include unpredictability and uncertainty (Cunningsworth, 1995).

Applying speaking skills is more difficult than listening skills, because learners have to express the ideas themselves through speech.

In Burns and Hill (2013), they suggest that speaking can either be a process or a product. The cognitive process of speaking includes conceptualisation, formulation, and articulation. It is an affective process because speaking may cause anxiety or nervousness in speakers. Speaking skills are also related to using knowledge of pronunciation, discourse, and genres; as a result it is also a product.

Due to the unique features and processes of speech, training speaking skills is different from other skills. Firstly, linguistic knowledge, especially knowledge of pronunciation, is essential. Martinez-Flor et al. (2006) propose that the ability to use a variety of discourse features to fulfil the needs of speaking in a situation is defined as ‘discourse competence’. Discourse competence is also important. Discourse features include knowledge of discourse markers, conversational rules, cohesion and coherence, and formal schemata (i.e. how discourses are organised). In addition to linguistic competence, interactive, interpersonal and communicative skills are needed for learners to facilitate a conversation, because speech happens within a context. Speaking skills should thus include knowledge and understanding about the context.

### 3.2.3.3 Reading

Traditionally, reading is regarded as a receptive and passive skill, similar to listening. Recently, reading has been recognised as an interactive, constructive, and contextualised process (Uso-Juan and Martinez-Flor, 2006). The purposes of reading in L1 are various: reading for information, reading for understanding, reading to learn, etc. With the different purposes of reading, people go through different cognitive processes and use different reading strategies (e.g. skimming, scanning, etc.). In L2 learning, reading skills are often used for understanding and learning (Grabe, 2006).

As mentioned when discussing listening skills, teaching reading also involves preparing the learners for applying the skill in the real world. Ediger (2006) points out that the instructions in L2 classrooms ignore the needs of using reading skills in real contexts. She believes that learners should be given a purpose to read when reading skills are trained. She also points out that current L2 textbooks require all the reading texts to be read in the same fashion, which is contradictory to the real reading process.

What are the key concepts and approaches for teaching reading? Masuhara (2013) discussed four approaches for designing reading materials in L2 classrooms. They are the comprehension-based approach, language-based approach, skill/strategy-based approach, and schema-based approach. Grabe (2006, p.282-283) lists nine abilities for effective reading:

- 1) Ensure word recognition fluency;
- 2) Emphasise vocabulary learning and create a vocabulary-rich environment;
- 3) Activate background knowledge in appropriate ways;
- 4) Ensure effective language knowledge and general comprehension skills;
- 5) Teach text structures and discourse organisation;
- 6) Educate strategic readers rather than teach individual strategies;
- 7) Build reading fluency and enhance rate;
- 8) Promote extensive reading;
- 9) Develop intrinsic motivation for reading.

Concerning the development of reading strategies, Ediger (2006) categories three areas of strategies: metacognitive strategies, cognitive strategies, and affective and social strategies.

In summary, developing reading abilities and skills requires the development of

- 1) Linguistic abilities (for recognising words, familiarising text structures and discourse, and achieve fluency and rate);
- 2) Background knowledge activation with the help of schemata;
- 3) Reading strategies;
- 4) Learners' own motivation.

#### 3.2.3.4 Writing

It has been argued that the goals of teaching writing are different for beginners and learners at the upper levels. Currie and Cray (2004) suggest that the writing assignments that beginners are asked to do are mainly for developing their general linguistic fluency, because their vocabulary and grammatical knowledge is limited at that stage. When the learners reach intermediate and advanced levels, the goals of teaching writing switch to produce writing work that expresses or creates meaning in ways that resemble well-formed texts in the TL (Kroll, 2006). Kroll also mentions that teachers teach writing with a different teaching philosophy; as a result they produce different teaching assignments. I will look at the approaches and the assignments in order to review in detail what is involved in teaching writing.

- 1) *Patterns, models and genre approaches*. This is a common philosophy held by many writing teachers. They believe that the goal of teaching writing is to make sure that students are familiar with standard organisational patterns in the L2 and common academic genres in the L2 context. A typical assignment following this approach is to show a sample text as a model for the learners to study, then ask them to produce a piece of writing using the same pattern. At a higher level, this approach is more like a genre-based approach; the teacher aims to familiarise the learners with the specific textual features (often in academic writing) that they will use in their disciplines.

A common opposition to this approach is that it does not represent the process of writing in the real world. In reality, people write with a purpose rather than just following a pattern and inserting content into that pattern. I would argue, however, that the task may not be as authentic; rather it provides models and examples for learners to study that can help them to develop writing skills. Learners need to be exposed to different styles before they can produce a piece of appropriate writing.

Another objection to this approach is the lack of consideration of the audience. In the real world, writing is often carried out with its audience in mind; writers aim to produce appropriate writing for the audience (Cunningsworth, 1995). This approach shows little consideration for this aspect.

- 2) *Reading-to-write approach.* Teachers provide students with texts to read, then ask them to write their response or analysis to the texts. This approach is more like the process of writing a literature review. Teachers adopting this approach hold the idea that their students may need such skills for future academic endeavours. Compared to the first approach, this one gives learners real purposes of writing; however Kroll argues that reading texts may take up a considerable amount of time in the classroom and it takes up the time for developing their writing skills.
- 3) *Student-to-world approach.* Students are asked to write something that relates to their personal experience. The assignment provides a personal ‘hook’ to the learners so that they can write with a purpose. Compared to the second approach, learners do not need to read or refer to extra materials to complete the task.

The above section illustrates that teaching materials can act different roles in each approach; they can serve as a model, a stimulus, a reference or a personal ‘hook’ that learners can relate to (Hyland, 2013). It is arguable that some approaches can be a bit distorted from reality. Nonetheless, these approaches can help teachers to identify ways in which learners can be trained in order to develop writing skills.

### 3.2.3.5 Culture

The teaching and display of culture in the textbooks is introduced in this section because it is commonly believed that culture and language are inseparable. Kramersch (1993) suggests that L2 learners can also be defined as learners of another culture, because no one can learn a language without making contact with the cultural context in which the language is used. Meyer (1991) proposes that linguistic knowledge alone is not enough for successful communication. Barro et al. (1993) also state that advanced language proficiency and skills do not naturally link to a high cultural proficiency. From the perspective of communicative competence, learning the ways of communication is bound with culture because culture is part of communicative contexts (Cortazzi and Jin, 1999). Because of its importance in language learning, culture is perceived as the fifth skill of language learning by some language teachers.

There are various definitions for ‘culture’ in language teaching. In her work about the view of culture from the US, Kramersch (1991, p.217) mentions that Americans use the term ‘culture’ as “traditions, beliefs, institutions shared by a social group or a whole society”. Cortazzi and Jin (1999) define culture as a set of principles/systems, including background information, cultural products, behaviour and attitudes, and social knowledge that people use to interpret experience. Some researchers define culture in language learning as ‘intercultural competence’, which is regarded as part of the competence of a foreign speaker. Meyer (1991, p.137) suggests that intercultural competence reflects the ability of a learner to behave “adequately” and “in a flexible manner”. He further explains that adequacy and flexibility show understanding of the differences between native and target cultures, as well as the ability to handle problems that may occur because of the differences. Byram (1997, p.7) defines intercultural communicative competence as the “ability to communicate and interact across cultural boundaries”. Cook (1991) has a similar suggestion when describing the aims of language teaching. He believes that one aim of language teaching is to train the learners to function in two languages, i.e. standing between two perspectives and cultures with their own identity.

Even though intercultural competence is seen as important in language teaching classrooms, it has been identified that teachers may not be aware of the importance or

the ways to include culture in their teaching. Byram et al. (1994) suggest that language teachers do not often receive as enough professional training on aspects of culture as the structural aspects of language. To illustrate how to teach culture, Byram (1991, p.138) proposes a model (see Figure 3.1 below). This model includes four aspects: language learning, language awareness, cultural awareness, and cultural experience, each of which receives support from the aspects next to it.

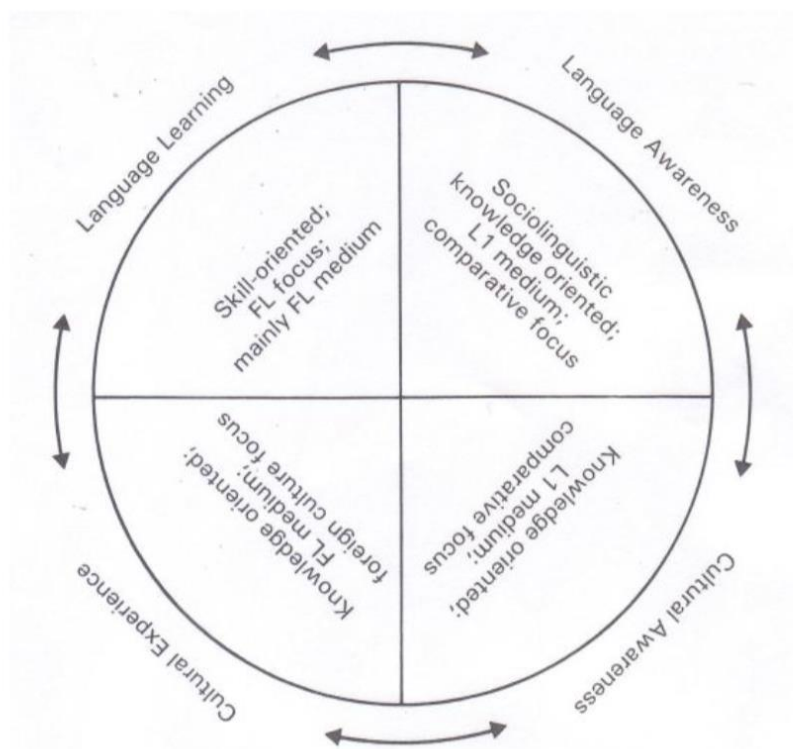


Figure 3.1 The model of language and culture teaching (Byram, 1991, p.138)

This model incorporates culture teaching in language teaching. At the same time, it gives suggestions on the aims of teaching, the medium of language that should be used (L1 or TL), and the focus of the teaching. According to the model, cultural awareness and cultural experience have equal priority to language learning and language awareness. The introduction of culture should concentrate on knowledge transfer. The L1 and FL are both used in the process. Furthermore, introduction of the foreign culture and comparison between L1 and FL culture are both needed.

Having looked at the general idea of involving culture in language teaching, it is worth looking at the kind of content that can help to develop learners' cultural



awareness and ability. It is commonly believed that culture refers to the life routines of people in the society, such as food, music, literacy, etc., just like the '4 Fs' discussed by Kramsch (1991): food, fairs, folklore, and statistical facts. An expanded list has been provided by Byram and Risager (1999, p.93), which presents more themes for teaching foreign cultures:

- History
- Daily life and routines
- Shopping, food and drink
- Youth culture (e.g. fashion, music)
- School and education
- Geography and regions
- Family life
- Social and living conditions
- Festivities and customs
- Ethnic relations, racism
- Tourism and travel
- Working life and unemployment

Furthermore, cultural content should not only be about daily life, even though communication events are normally associated with scenes in daily life. In their criteria list, Byram et al. (1993; 1994, p.51-52) present more ideas about cultural content for textbook design:

- Social identity and social groups
- Social interaction
- Belief and behaviour
- Socio-political institutions
- Socialisation and the life-cycle
- National history
- National geography
- National cultural heritage
- Stereotypes and national identity

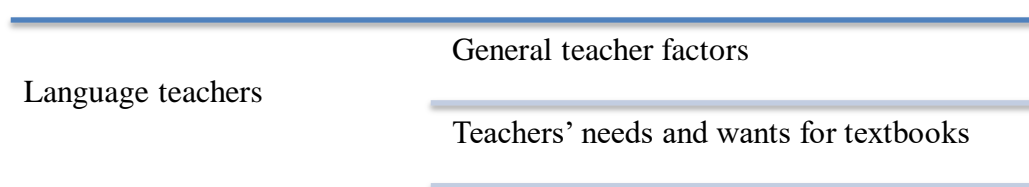
In summary, a variety of content should be provided so that learners have a chance to develop their cultural awareness, cultural experience, and eventually, their intercultural ability.

In this section, four macro skills in language teaching and culture teaching have been reviewed, with the aim of providing guidance for training skills and introducing culture in textbooks. The impacts of this research on textbook design will be presented in Section 3.5.3. In the next section, I will review the factors related to language teachers and their relationships with textbooks.

### 3.2.4 Language teachers

The discussion in this section will be devoted to L2 teachers. They have a close relationship with teaching materials. On the one hand, teachers are the main consumers of textbooks. They use the textbooks in everyday teaching. Their characteristics, attitudes and opinions about the textbooks, therefore, are first-hand resources when evaluating the textbooks. On the other hand, teachers are one major group of textbook developers. Many teachers develop their own textbooks; indeed almost all teachers have to design teaching materials to supplement textbooks. In addition, teachers are direct beneficiaries if the quality of textbooks is improved, and they can benefit from individual progress in their careers by practicing adaptation and developing new materials.

The discussion will focus on the impact of teacher-related factors on textbook design. I will start from the general teacher factors, and then talk about the needs and desires of teachers.



#### 3.2.4.1 General teacher-related factors

McGrath (2002) suggests that the individual characteristics of teachers are important in the process of language teaching. The teacher's language competence, familiarity

with the TL and the culture of their learners, and their methodological competence and awareness, for example, impact greatly on the quality of teaching. In addition, whether or not teachers have the ability to adapt textbooks and prepare supplementary teaching materials relates closely to the development of teaching materials.

Cunningsworth (1995) states that teachers' experience of teaching the target group of learners, attitude to teaching and learners, time available for preparation, beliefs about teaching and learning, preferred teaching style, and preferred method should also be taken into consideration.

Teachers' teaching experience affects textbook use. Experienced teachers are more independent and selective of textbooks and other resources (Tsui, 2003). Their ability to reflect on the use of teaching materials can also benefit their use. Breen and Candlin (1987) proposed three questions that teachers can use for reflecting on material usage, which include how to help the learners with language learning, how this can be done with the materials, and whether the materials give the the teacher enough freedom to do so.

Teachers' attitudes towards textbooks can also affect their use of them. Pelly and Allison's (2000) research shows that some teachers only use those parts of textbooks that are related to the examination because the book is only used for test preparation.

Conversely, the process of evaluating learning materials can benefit teachers. Hutchinson (1987) believes that material evaluation is not only a method of selecting materials, but it can also develop teachers' awareness of the teaching and learning situation. Teachers are required to think about the assumptions behind their practices, from which they find coherence between their knowledge and practice. In addition, material evaluation encourages teachers to understand their priorities and to be aware of learners' needs. It can also prompt teachers to think more about teaching materials/textbooks within their teaching and learning situation.

Even though various factors related to teachers have great impact on the usage, selection, and evaluation of teaching materials, institutions may not recognise that teachers have important roles and should be involved in the process of material selection. McGrath (2002) suggests that institutions should not only listen to the teachers' voices, but also research their needs in detail when they are developing or

selecting textbooks. In the next section I will discuss teachers' needs and preferences for textbooks based on Masuhara's (2011) research.

#### 3.2.4.2 Teachers' needs and desires for textbooks

Masuhara's (2011) frameworks can reveal a closer and clearer relationship between teachers and materials. Masuhara proposed two theoretical frameworks that summarise the sources, types and investigation methods for teachers' needs and desires (see Figures 3.2 and 3.3 below).

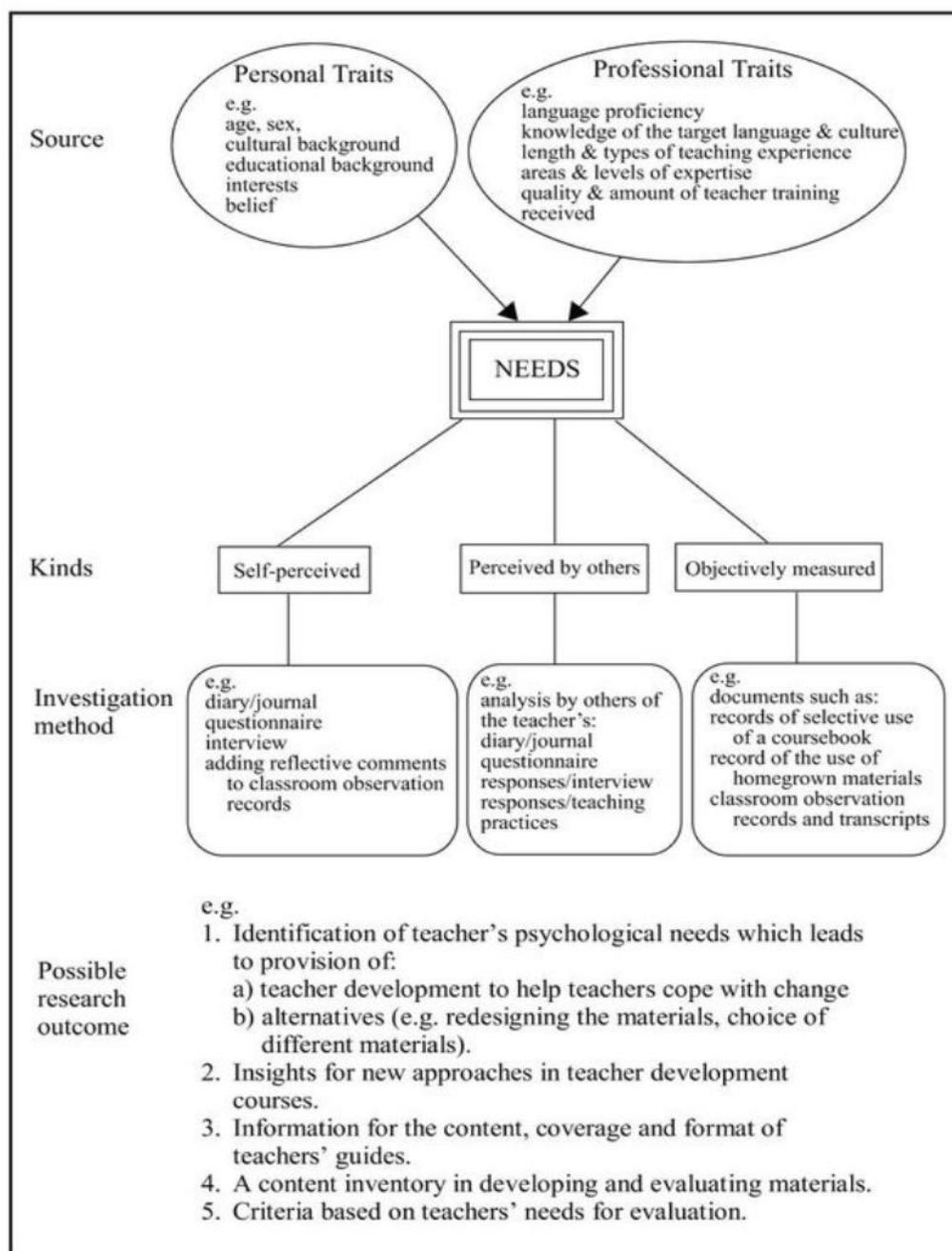


Figure 3.2 Teachers' own needs (Masuhara, 2011, p.241)

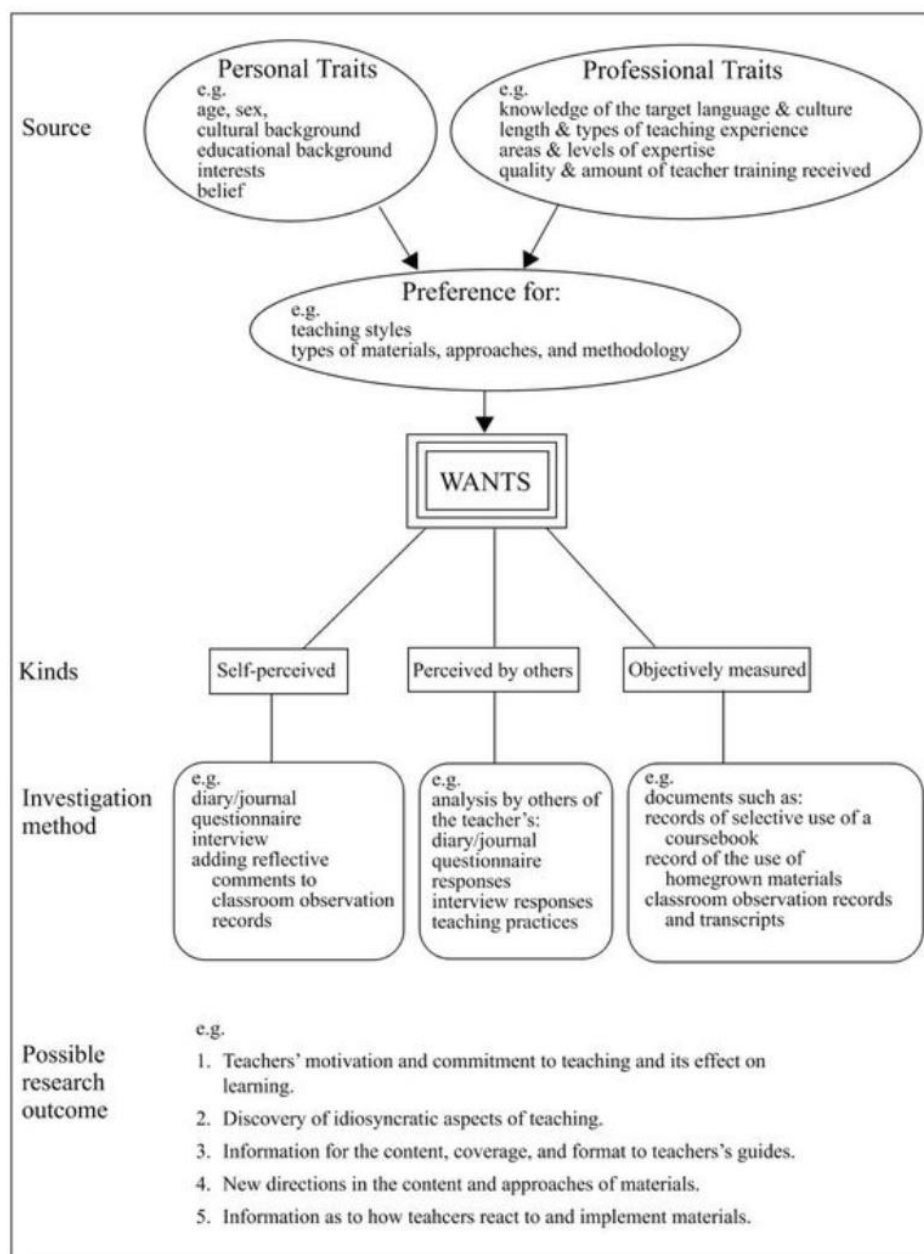


Figure 3.3 Teachers' own wants (Masuhara, 2011, p.242)

Masuhara identifies two sources of teachers' needs: their personal traits and professional traits. 'Personal traits' include the age, gender, cultural and educational background, interests of teachers, etc., while professional traits include the language proficiency, knowledge of the culture and TL, teaching experience and expertise, etc. The study of teachers' needs provides useful information about how to arrange the

content, coverage, and format of the teacher's guide, and it can also help to develop the content of the materials and criteria for evaluation.

It is also discovered by Masuhara that teachers' wants, or preferences, can also be useful in the development of materials. Teachers' preferences are influenced by personal traits and professional traits as well. The study of teachers' wants presents more information about how teacher react to and implement the materials, and it reveals teachers' motivation for teaching and its effects on their teaching. Masuhara argues that a lot more research needs to be done on teachers' needs and wants. Such studies could provide useful information for textbook design, e.g. providing suitable content, coverage, and format for the teacher's guide.

Having reviewed the research on four aspects of language teaching, I will next bring the focus back to textbooks. The last part of Section 3.2 will be an introduction of the roles of textbooks in language teaching.

### **3.2.5 Roles of textbooks in language teaching**

As mentioned in Section 1.1.1, textbooks play an important role in everyday teaching. Further exploration of the roles of textbooks in the classroom is necessary, as it can help to identify their value (Tomlinson, 2003). In addition, for current research, understanding the roles of textbooks can help to find out what aspects should be stressed in textbook design and provide guidance for evaluation.

Textbooks play a dominant role in the teaching process, but their roles vary in different classrooms and from different perspectives:

- 1) They can be seen as providers of input, e.g. texts, activities, and explanations, for the classroom (Hutchinson and Torres, 1994);
- 2) They can define the coverage of items in the syllabus and suggest everyday teaching objectives (Richard and Rodgers, 2001);
- 3) They can provide grading of language items such as vocabulary and grammars (Harmer, 2007);
- 4) They can also play a role that facilitates both teaching and learning for teachers and students. Allwright and Bailey (1991) suggest that the class is an interaction between teacher, students, and materials. This interaction

can provide opportunities for learning. Textbooks give teachers confidence teachers by helping them to manage the class (Hutchinson and Torres, 1994), and they can also help to verify points of disagreement and prompt answers that are embedded in the book (Alvermann, 2010);

- 5) Textbooks provide learners with a framework by which they can improve their learning both in and after a class. It gives them the possibility to preview and review the lessons before or after class (Tomlinson, 2003).

The roles of textbooks are not always positive, however. Richards (1993) proposes that there are negative impacts of using commercial textbooks in language teaching:

- 1) Some textbooks are not designed to meet students' needs and the local context. Relying on textbooks too much may lead to ignorance of the actual teaching and learning situation;
- 2) Teachers may have beliefs that all the content in the textbook is true. The drawbacks of the textbook may be overlooked because teachers place it in a superior position.

From the above outlines, it is clear that the roles of textbooks can be different from one situation to another. Textbook designers need to go through a matching process. One indicator of the role of textbooks in the target situation is the teaching methodology suggested by the textbook. Richards and Rodgers (2001) state that the design of an instructional system may imply a special set of roles for materials that support the teachers and learners. For textbook evaluators, understanding the roles of textbooks as perceived by the textbook users, i.e. teachers and students, can make the matching process easier. Moreover, by looking at the possible drawbacks of textbooks, it is worth emphasising again that bringing teachers and learners into the evaluation process and valuing their contribution is important.

In Section 3.2, five large areas of research have been discussed: the goals of language teaching, teaching methodology, skills training, teacher-related factors and the roles of textbooks. They are all crucial and all have a significant impact on textbook design. The influence of these theories on textbook design and evaluation will be presented in Section 3.5.



Learners are the main users of textbooks. Without knowing their needs, it is impossible to design a satisfactory book. In the next section, I will review the factors related to learners and their needs for textbooks.

### 3.3 Textbook design and evaluation: learner needs

Learner needs are often mentioned when discussing theories related to L2 learning. The SCT perspective of language learning, for example implies that the designers of classroom materials should pay attention to learners' proficiency and conceptual levels, while the cognitive view of language learning suggests that the age of learners should be attended to when designing textbooks for them. The review in this section will concentrate on the needs of learners and the impact of learner needs analysis on textbook design.

Knowing the needs of learners before designing or evaluating textbooks is essential. Firstly, textbooks are contextual and textbook evaluation should be done with the real teaching situation in mind (Hutchinson, 1987). The target group of textbook users should also be taken into account. Japanese learners are familiar with Chinese characters, for example because their L1 contains thousands of characters that are similar or the same as their Chinese counterparts. When designing textbooks for Japanese learners, their L1 is therefore an issue that requires attention (Hu, 1999). Another example is that learners of different age groups may have different requirements of textbooks. They will have different goals, interests and learning strategies, all of which are decisive factors for designing a suitable textbook.

Secondly, understanding learners' needs is also a requirement for teachers when they evaluate the materials. McGrath (2002) suggests that teachers should not only have the ability to evaluate the materials in different teaching/learning contexts, but also to perceive the inadequacy of existing materials against course objectives and learner needs. I previously addressed the issue in Section 3.2.4.1 that it is beneficial for language teachers if they can improve their ability to develop and evaluate textbooks. Understanding the needs of learners will also clearly help to improve the quality of teaching.

The last reason for discussing learners' needs is that there is no specific description of needs in the field of learning material development and evaluation. In many criteria lists, evaluators are required to get information about the age of learners, language background and learning context, etc., but the researchers who developed these criteria lists did not specify what the evaluators should do with such information.

Every group of learners is different and they require different kinds of textbooks. Textbook evaluators may have some knowledge about L2 learning; however they may not be able to identify which textbook is most suitable for the group of learners they face. This is the job of textbook designers and textbook researchers. Even with a criteria list at hand, evaluators still have to rely on their own judgment and teaching experience to decide which book to use for their own group. They have nothing to guide them through the evaluation process. As Littlejohn (2011, p.181-182) suggests, the checklists “do not offer the teacher-analyst much assistance in how to ascertain if a particular feature is present or absent”.

The review in this section aims to inform the textbook evaluators with the factors to consider when evaluating textbooks for a particular group of learners. I will also discuss why these factors are included, and how they are related to textbook design. No discussion can ever be exhaustive or universally applicable, however, as I have already stated that each group of learners is different. I hope, however, that this section can provide a structure or framework that teachers can follow independently when they need to investigate the needs of their learners.

The structure of this section is as follows: I will start from a brief review of needs analysis and learner needs as they have been researched in the field of materials development. The purpose of this is to identify the factors that can and should be considered in textbook design and evaluation. The rationales for selecting these factors will be justified. Next, I will review the theories and literature that underpin learner-related factors in the domain of L2 teaching and learning, and then address how these learner needs are related. Their impact on textbook design and evaluation will finally be presented in 3.6.

### **3.3.1 Learner needs – what should be looked at?**

The origin of carrying out needs analysis is associated with the popularity of courses on Teaching English for Specific Purpose (ESP) (e.g. Munby, 1978; Nunan, 1988). ‘Needs analysis’ refers to the procedure of gathering information about learners for use when designing the curriculum (Nunan, 1988).

There are different definitions and classifications of learner needs. Widdowson (1981) states that 'learner needs' refers to what they expect to learn from the language course, as well as the requirements of learners in the present or in the future. This definition shares some similarities with the goals of language learning. Brindley (1984) classifies learner needs into 'objective' and 'subjective' needs. 'Objective needs' include information such as age, gender, L1, language proficiency, educational level, and social background. 'Subjective needs' include goals, purposes and reasons of learning a new language, previous language-learning experience, expectation and specific wants, attitude and aptitude to learning, preferred learning styles, interests, motivation, personality, social settings, and contexts. The difference between objective and subjective needs is whether the needs can be obtained by the teachers through learner data, or if the needs must be stated by the learners themselves or through further investigation with them (McGrath, 2002). Hutchinson and Waters (1987) define needs as 'target needs' and 'learning needs'. They define 'target needs' with three terms: "Necessities, Lacks, and Wants" (Hutchinson and Waters, 1987, p.55-56). They state that 'target needs' refer to the knowledge that the learners need to function well in the target situation (necessities), the distance between learners' existing knowledge and the necessities (lacks) and learners' views of their own needs (wants). Learning needs are defined with a framework constructed with four questions: Why are the learners taking the course? How do the learners learn? What sources are available? Who are the learners? Brindley (1989) also suggests that the desire for learning a language outside of classroom hours is important. Such desire is related to 'Wants' among the outlined learner needs.

In the field of materials design, there has also been research on the needs of learners. McDonough et al. (2013), for example, consider learners' age, interests, level of proficiency, aptitude, L1, academic and educational level, attitude, motivation, reasons for learning, preferred learning styles, and personality. These are similar aspects to those identified by Brindley (1984). Regarding the arrangement of the incidental content and language elements in a textbook, Nunan (1999, p.149) makes a distinction between "content needs [and] process needs". 'Content needs' refers to the decision on the topics and linguistic items to be selected for inclusion, e.g. grammar, notions, etc. 'Process needs' refers to the selection and sequencing of tasks. For learners, Nunan addresses how the ultimate goals of language learning can be met,

similar to the ‘Necessities’ proposed by Hutchinson and Waters (1987). Table 3.1 below summarises the definition and classifications of learners’ needs:

Table 3.1 The definition and classification of learners' needs

Researcher(s)	Date	Classifications	Needs included
<b>Widdowson</b>	1981	-	What they expect to learn from the language course, and the requirement of learners at the moment or in the future
<b>Brindley</b>	1984	Objective needs	Age, gender, L1, language proficiency, educational level and social background
		Subjective needs	Goals, purposes and reasons of learning a new language, previous language-learning experiences, expectation and specific wants, attitude and aptitude to learning, preferred learning styles, interests, motivation, personality, social settings and contexts.
<b>Hutchinson and Waters</b>	1987	Target needs	What learners need to know to function well in the target situation (Necessities), the distance between learners’ existing knowledge and the necessities (Lacks) and learners’ views of their own needs (Wants).
		Learning needs	Why are the learners taking the course? How do the learners learn? What sources are available? Who are the learners?
<b>Nunan</b>	1999	Content needs	The decision on selecting topics and linguistic items, e.g. grammar, notions.
		Process needs	The decision on selecting and sequencing tasks.
<b>McDonough et al</b>	2013	-	Learners’ age, interests, level of proficiency, aptitude, L1, academic and educational level, attitude, motivation, reasons for learning, preferred learning styles and personality

The above theories show the different aspects of learners’ needs, which range from basic information about the learners to more subjective ones that are not as easy to measure. Based on the above review, here is a list of needs that have been discovered by the researchers in L2 teaching:

- Age

- Goals of language learning
- Gender
- L1
- Language proficiency
- Educational level
- Social background
- Orientation
- Previous language-learning experiences
- Expectation and specific wants
- Attitude to learning
- Aptitude
- Preferred learning styles
- Interests
- Motivation
- Personality
- Social settings and context
- Existing knowledge

It is believed that all the above needs should be considered by textbook designers because all of them impact language learning. There are some questions, however, such as whether this entire list can reasonably be catered for during material design and evaluation? How do textbook designers cater for some of them, for example learners' gender, when designing the book?

Firstly, it is important to assert that almost all the needs are individually different, which means that if looking at the learners as individuals, no textbook can meet all an individual's needs. Secondly, if looking at learners as groups, only some needs can be identified and seen as common to a group, such as age, goals of language learning, language proficiency (more or less), educational level (can be known from learners who are in the educational system but not those outside of it), social background (more or less), and social context. The rest in the list are almost impossible to consider because they vary between groups. Thirdly, among the rest of the needs, based on the existing research, some links between these and the common needs of a

group can be made. Research results are not entirely substantive, but at the moment they are the only reference point to rely on. It has been recognised that children learn faster through play, for example (Elkind, 1981). Interests and preferred learning styles can be deduced if the age of the target group is determined. A link between age and interests is thus established. Other links identified include:

- ‘Age’ and ‘gender’ linking to ‘Interests’;
- ‘Age’ and ‘goals’ linking to ‘Orientation’;
- ‘Social context’ and ‘social background’ linking to ‘Learning experience’, ‘Learning styles’, ‘Expectations’, ‘Existing knowledge’.

Based on the above information, I have classified the learner needs that can and should be considered during textbook design as:

- 1) *Common needs*, i.e. needs that can be shared by the learners in one group. These are: age, goals of language learning, language proficiency, educational level, social background, and social context;
- 2) *Inferred needs*, i.e. needs that can be inferred if the common needs are known based on existing research. These are: interests (related to age), orientation (related to age and goals), learning experience, learning styles, expectations, and existing knowledge (all related to social context and social background).

I have identified from my review of the existing research that the above factors relate the most to textbook design and thus should be catered for by textbook designers.

### **3.3.2 Literature review on learners’ needs**

In Section 3.3.2, the literature on learners’ needs will be reviewed. The aims for reviewing the relevant literature are:

- 1) To justify that the needs identified relate to language learning and thus should be considered in textbook design;
- 2) To provide a theoretical foundation for designing textbooks according to these needs;

- 3) To introduce ‘inferred needs’ based on the discussion of ‘common needs’.

To recap, ‘common needs’ include age, goals of language learning, language proficiency, educational level, social background, and social context. The goals of language learning have already been discussed in Section 3.2.1, hence no repetition is necessary here. Educational level will not be discussed separately, because it is closely related to age if the learners are in school and cannot be identified if learners are outside the educational system. This leaves age, language proficiency, social background, and social context. These factors will be discussed separately in the following sections. ‘Inferred needs’ relating to common needs will be discussed in the corresponding sections.

	Age and other factors
Learner needs	Language proficiency
	Social background and social context

### 3.3.2.1 Age and other factors

Textbooks are often designed for a specific age group. For the convenience of this discussion, I have classified the age of learners into three groups: children (4-11), adolescents (12-17), and adults (18+). This grouping is based on cognitive development researcher Jean Piaget’s (cited in Greig and Taylor, 1999) four stages of human intellectual/cognitive development, as well as the education system in the UK (the research context of the current study).

Piaget suggested that children reach the ‘formal operational stage’ at age 11, when they have developed the capacity for abstract and logical thinking. The stage after age 11 is further divided into ‘adolescents’ and ‘adult’s because there are features of adolescents that are different from adults and thus impact on their language learning. Furthermore, as the current study is carried out in the UK with learners and teachers located in its education system, the UK education system is a reference for defining the groups. Normally, children at age 12 are in Year 7, which is the first year of



secondary education. Children aged between 12 and 17 are therefore defined as the 'adolescent group'.

### *SLA perspective*

Research about the effects of age on L2 learning mainly focuses on two aspects: the starting age of L2 learning and the years of exposure to the L2 context. Both are suggested to have close relationships with L2 learning, such as proficiency in pronunciation, vocabulary, grammar, the final attainment of native-like proficiency, and language preference.

It is commonly believed that an early starting age of learning a L2 has a positive effect on the results of L2 learning. Singleton (2003) states that the final proficiency in the L2 will be higher if L2 learning starts earlier in life. Jia and Aaronson (2003) conducted a longitudinal study with two groups of native Chinese learners who started to learn English when they arrived in US at different ages. The results showed that the younger group, in which the participants' starting age was under 9, had a preference for the L2 and became more proficient in their L2 than their L1, while the older group preferred using their L1 as the predominant language for three years after they arrived.

Starting age can affect accuracy, especially in pronunciation. Scovel (1988) suggests that if the exposure of L2 is after the age of 12, it is impossible for the learner to achieve native-like pronunciation. Ellis (1985) states that starting age has an influence on the rate of learning in different aspects of language: in terms of vocabulary, adolescent learners outperform children and adults under constant exposure to a L2. The starting age may determine the language preference and dominant language of the learners.

The notion 'the younger the better' is not always true, however. There are contradictory results on the effects of starting age and exposure time. Lecumberri and Gallardo (2003) studied speech acquisition among three groups of students who were learning English as a third language (L3) in a formal context. The age ranges of the groups were 9-11, 13-15, and 16-18, while the starting ages were 4, 8 and 11 respectively. Their findings contradicted the early-starting-age advantage; the older group showed better perception results than the other groups, leading to the

conclusion that the early starting age cannot always aid the progress of sound acquisition of L2 learning in the context of a language classroom. It is thus suggested that in such a context a longer exposure period (more than 6-7 years) is needed. Lasagabaster and Doiz (2003) also found that older students had better written competence than younger students. Older students showed a more developed ability to make communication and write longer sentences and they achieved better lexical and syntactical complexity and accuracy.

Another explanation for the better performance of older students can be that they are better users of strategies such as pronunciation guessing and making use of the learning context. This explanation proves that individual strategies and teaching methods are important in a formal L2 learning context (Lasagabaster and Doiz, 2003). Higher communication skills and writing competence in the L1 can also make older students perform better in pronunciation and writing production (Lecumberri and Gallardo, 2003).

Based on the above review, it can be summarised that child learners may have some advantage because of their age, but it is not always the case that adult groups will perform worse, as the studies showed that in some aspects they outperformed the child group.

#### *Cognitive development perspective*

Next, I will look at the effect of age from the perspective of cognitive development. Starting with groups of children, Elkind (1981) clarifies several misunderstandings about how children learn, two of which apply to the process of textbook design. Firstly, children like to learn through actions and performance more than sitting quietly and listening to other people, for example through play. This explains why encouraging acting and performing in the textbooks may be more suitable for children than providing long and tedious texts.

Secondly, the vertical acceleration of mental abilities is not as efficient as the horizontal elaboration of abilities in children, which means that it is easier for children to attend to a range of things than focusing on a particular academic skill. Teachers and parents, as well as textbooks, should provide more opportunities for the

children to get access to a wide range of inputs and various chances to practice what they have learnt.

The second age group of this research – adolescents – also has its unique features. In terms of cognitive development in adolescence, Elkind (1981) discusses several characteristics that were also mentioned by Inhelder and Piaget (1958), aiming to emphasise the role of cognitive structure during the period of adolescence. Firstly, adolescents can use symbols for symbols. They can understand the double meanings of one word, for example. Elkind believes that this capability enables young people to introspect their own thoughts and character. Secondly, one adolescent can see themselves as an object, which leads him to think about how other people might judge his appearance, intelligence, and character. As a result, they are more concerned about the reactions of other people. Gradually, they realise the distance between who they are in reality and who they want to be. This introspection makes adolescents more sensitive to their own thoughts. Their thoughts are more private; they tend to keep the real thoughts with themselves and use contradictory verbal expression. This characteristic implies that adolescents may be more strongly influenced by their peer groups than learners in other age groups.

The notion of identity is an important factor for the adolescent group. Elkind (1981) states that it is easy for an adolescent to think that what they are concerned about is exactly the same for others. This makes adolescents think that other people are judging their appearance and behaviours, which often results in vulnerable feelings, lowered self-image, and higher self-consciousness. Such thoughts can lead to the rise of an affective filter, according to the affective hypothesis in L2 learning (Krashen, 1988). Consequently, the ability to acquire a L2 is reduced. Krashen (1988) believes that pronunciation seems to be the most difficult aspect for adolescents to acquire, since adolescents may feel embarrassed when they are required to pronounce unfamiliar sounds.

For the adult group, Ellis (1985) explains that adults have an advantage when learning a language with a cognitive explanation. He suggests that adults have a higher level of thinking ability, so they like to learn in a systematic way (Ellis, 1985). Grammar is easier to comprehend for adults. They like to follow clear patterns when learning.

### *Affective perspective*

What would interest a child the most? Why would an adolescent want to learn a L2? What about adults? These issues relate to two affective factors that influence language learning: orientation and motivation. I will first introduce the general effect of these affective factors on L2 learning, then try to discuss the related differences among the three age groups, if there are any.

Orientation to language study refers to the reasons for learning a L2 (Masgoret and Gardner, 2003). ‘Instrumental orientation’ and ‘integrative orientation’ are the main concepts involved. ‘Instrumental orientation’ includes the practical reasons for learning the language, while ‘integrative orientation’ refers to the integrative motive, i.e. the willingness of the learner to join another linguistic group (Gardner and Lambert, 1972). Integrative orientation, which drives the learner to be a representative of the TL community and to be associated with it, is seen as the decisive factor for successful acquisition of an L2 (Gardner and Lambert, 1972). Driven by integrative orientation, learners are willing to act like the members of the TL community and imitate their words, grammar, and pronunciation. They are eager to join in the community as a cultural group and associate with the group.

Motivation in language learning refers to the behaviours involved in making the effort to learn an L2 (Masgoret and Gardner, 2003). The following model proposed by Gardner et al (1974) illustrates the effect and importance of orientation and motivation in L2 learning. Orientation is influenced by the social milieu, which is linked to motivation. They both have an impact on formal L2 learning.

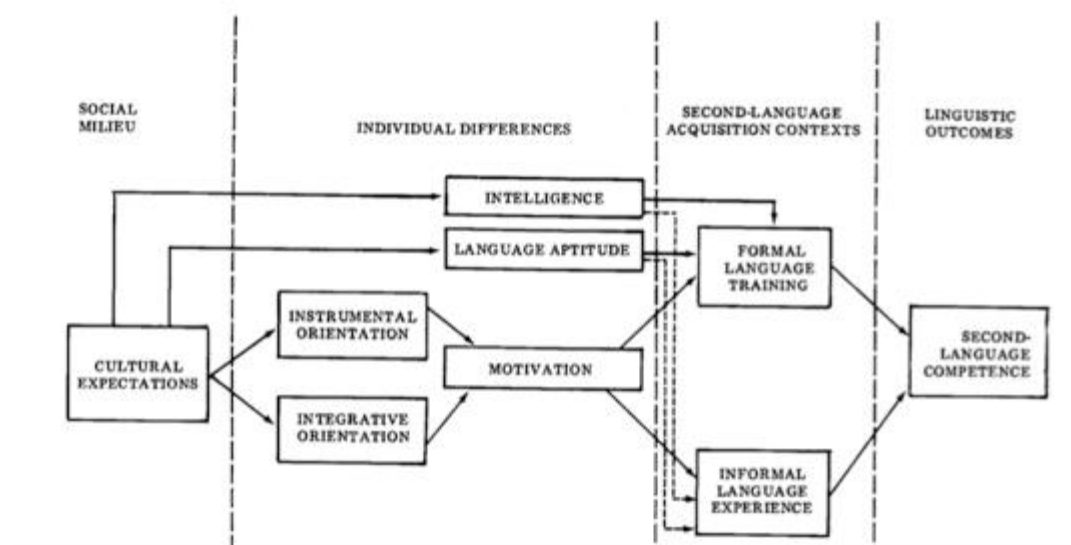


Figure 3.4 Theoretical model of orientation and motivation (Gardner et al, 1974; in Schumann, 1975, p.216)

In addition to the concepts of orientation and motivation as introduced above, another concept of ‘intrinsic motivation’ is presented here, with the aim of illustrating a learner’s interest in learning a language. As human beings, we have an inherent tendency to like new things and challenges, to develop our capacities, to explore and to learn. Ryan (1995) uses the idea of ‘intrinsic motivation’ to describe this tendency. Intrinsic motivation drives us to master and explore things in order to seek enjoyment in our lives.

According to Cognitive Evaluation Theory (CET) proposed by Deci and Ryan (1985), intrinsic motivation can be enhanced through social-contextual events, e.g. feedback and reward, which contributes to the feeling of competence. Later research has proven that the feeling of competence alone is not enough to improve intrinsic motivation without the sense of autonomy, however. This means that people need to experience the feeling of self-determination when completing tasks or exploring things, so that their intrinsic motivation can be developed (deCharms, 1968). The notion of intrinsic motivation is used to explain human cognitive development and it is borrowed here to explain the activity of learning a L2.

In summary, integrative orientation, instrumental orientation, and intrinsic motivation can all positively enhance L2 achievement. We know that it is difficult to detect affective factors before putting the textbooks in use or to carry out a needs analysis in every teaching situation, so is it possible to find some links between them and the age of the learners?

For the child group, intrinsic motivation can be used to establish some principles for designing textbooks for children. Ryan and Deci (2000) suggest that people can only feel intrinsic motivation when they do activities that interest them. Such activities have the features of “novelty, challenge, or aesthetic value” (Ryan and Deci, 2000, p.71). This could apply to all three age groups. When designing activities in textbooks, using novel and aesthetic activities with suitable challenge can increase intrinsic motivation for language learning.

Related to autonomy and intrinsic motivation, Deci and Ryan (1985) found that some feedback, such as tangible rewards and imposed goals, may reduce intrinsic motivation because the learners may perceive them as external rather than self-directed. This result can be applied to children and adolescent groups, who often have less control of their choices in language learning. Social values, especially the values of their parents and schools, have more impact on them. They need to be motivated more through the language learning process. Increasing the autonomy among these groups is key to developing their intrinsic motivation.

Adolescence is a transitional period in which teenagers form their social identity and build relationships with their peers and surroundings. These social developments may impact the process of L2 acquisition. From the cognitive development perspective, the formal operation period (age 12 and later) is the last stage of mental systems emergence and intellectual development. At this stage, adolescents think about their own thoughts. They can construct their ideas and reason realistically about the future. They are able to see possibilities and make hypotheses in relationships (Greig and Taylor, 1999). Compared to the child group, they have more autonomy. As a result, they are more likely to develop intrinsic motivation. Their integrative and instrumental orientations will contribute to the development of their motivation.

Adolescents may find learning a language difficult, just like the adult group. As discussed before, adolescents can find it difficult to acquire the pronunciation of a FL due to their identity formation in this developmental stage. From the affective perspective, difficulties in learning a L2 can also be attributed to the psychological and social changes at this age (Schumann, 1975). During puberty, children start to form their personality, thus it becomes more difficult for them to conform to another culture associated with a new language and linguistic community. Around the age of 10, children undergo a transition: they stop viewing foreign people as different and interesting and start to view them as different and threatening (Lambert and Klineberg, 1967). These results show a tendency to reject L2 learning; diminished motivation for learning is more prevalent in adolescent and adult groups.

For the adult group I would like to address the importance of instrumental orientation. As a relatively independent group, adults have greater control of their choices, thus the purposes for learning an L2 are clearer for them. Instrumental orientation forms a major part of their motivation.

### 3.3.2.2 Language proficiency

‘Language proficiency’ refers to the language ability developed through the course of language learning. It is not a decisive factor for learning rate or route, but more of a performance observed and measured for certain purposes. In textbook design, knowing the language proficiency of the target learners is crucial for selecting and sequencing the content in the books. When doing textbook evaluation, the language proficiency of the textbook users is a factor to consider in the teaching situation.

Even though it is an important feature, language proficiency is not a feature that can be identified directly from learners. It needs to be measured, but the methods for measuring proficiency are varied and with different levels of validity. For textbook designers, it is difficult to precisely predict the language proficiency of its target users before producing a book. It is also impossible for all teachers to use the same test to decide the language proficiency of learners before selecting a book.

The range of literature about language proficiency is vast and the focus is normally on what factors can affect language proficiency, e.g. whether the learners’ aptitude links

with language proficiency, whether learners with a different capacity for working memory have different language proficiency, etc. They are not relevant to the present research. My discussion will concentrate on how textbook designers determine the language proficiency of their target learners and how textbook design can improve in this regard.

A common way to divide language proficiency levels in textbook design is beginner, intermediate, and advanced level. Sometimes there are levels added in between, such as upper beginner, upper intermediate, etc. According to Cunningsworth (1995), selecting, sequencing, and staging the content in the textbooks often relies on the cumulative experience of textbook designers and feedback from users and there are few principles to guide the writers. Focusing on TCFL textbooks, it is common for a textbook to claim it uses certain grammar lists and vocabulary lists (e.g. *Zhongwen*), or some test specification (e.g. the HSK Standard Course), to decide what language items to include for learners with different proficiency levels. Some textbooks state that they use a proficiency framework to decide the level (e.g. *Chinese in Steps* adopted the Common European Framework of Reference (CEFR) in its design). Such lists and frameworks can be handy when the designers do not have enough teaching experience or knowledge about the complexity of linguistic items.

Since this research has been carried out in the UK on Chinese learning, I will give a brief review on a proficiency framework that is popular in Europe – the CEFR. There are many tests that are available for learners in the UK, e.g. The Youth Chinese Test (YCT), Chinese tests within the educational system such as GCSE Chinese, A-level Chinese, and the Chinese proficiency test (HSK). I will use the HSK as an example to illustrate how the specification of a test is related to the proficiency framework.

#### *Common European Framework of Reference for Languages (CEFR)*

The CEFR is a language proficiency framework developed by a group of experts under the Council of Europe in 2001. It has a descriptive scheme that illustrates language use and learning. The scheme includes six levels – A1 to C2, which describes the communicative functions that learners should be able to perform at different levels. The six levels of the Global Scale are shown in Figure 3.6 below:



## Common Reference Levels: Global Scale

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### Proficient User

- C2 Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
- C1 Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

### Independent User

- B2 Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- B1 Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

### Basic User

- A2 Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
- A1 Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

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Figure 3.5 Common Reference Levels: Global Scale (Little, 2007, 647)

In addition to the Global Scale, the CEFR also provides 34 illustrative scales for listening, reading, oral and written production, spoken and written interaction, note-taking, and processing text (Little, 2007). Little suggests that CEFR impacts on the development of the L2 curriculum, L2 teaching programmes, and assessment. It has the most impact on language testing.

It is worth noticing that the CEFR is not language-specific, as a result it is not clear whether it can be applied to all European languages (Alderson, 2007). As suggested by Alderson, more research is needed to reveal the development of languages over time in Europe and to collect data on the proficiency of learners. Since Chinese is a

non-European language, there is a long way to go before the CEFR can be fully adopted into the design of Chinese teaching programmes and language tests. If textbook designers want to design TCFL textbooks based on the CEFR, or to use this proficiency framework to illustrate the language proficiency of target learners, they should note the differences between Chinese and European languages.

### *Hanyu Shuiping Kaoshi (HSK)*

The HSK is a standardised test launched by Hanban (The Chinese National Office for Teaching Chinese as a Foreign Language) to test and rate Chinese language proficiency. The old version was developed by Beijing Language and Culture University and put into use in 1992 and the current structure was introduced in 2010. The new HSK has six levels. Similar to the CEFR, HSK also uses the “Can-do” pattern to describe learners’ proficiency, and it also stresses communicative ability. The following description is from Hanban’s website<sup>6</sup>:

Test takers who are able to pass the HSK (Level I) can understand and use very simple Chinese words and phrases, meet basic needs for communication and possess the ability to further their Chinese language studies.

Test takers who are able to pass the HSK (Level II) have an excellent grasp of basic Chinese and can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

Test takers who are able to pass the HSK (Level III) can communicate in Chinese at a basic level in their daily, academic and professional lives. They can manage most communication in Chinese when travelling in China.

Test takers who are able to pass the HSK (Level IV) can converse in Chinese on a wide range of topics and are able to communicate fluently with native Chinese speakers.

Test takers who are able to pass the HSK (Level V) can read Chinese newspapers and magazines, enjoy Chinese films and plays, and give a full-length speech in Chinese.

Test takers who are able to pass the HSK (Level VI) can easily comprehend written and spoken information in Chinese and can effectively express themselves in Chinese, both orally and on paper.

Figure 3.6 Description of the six levels in the HSK (Official website of HSK)

In 2010, Hanban claimed the equivalence of HSK with the six levels of CEFR, which is shown in the following diagram<sup>7</sup>, however this statement is not accepted by some

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<sup>6</sup> [http://english.hanban.org/node\\_8002.htm](http://english.hanban.org/node_8002.htm) [accessed 23 July 2017]

<sup>7</sup> [http://english.hanban.org/node\\_8002.htm](http://english.hanban.org/node_8002.htm) [accessed 23 July 2017]

associations of language teachers, such as the Association of Chinese Teachers in German Speaking Countries (2010) <sup>8</sup>.

Table 3.2 Equivalence of HSK and CEFR (Official website of HSK)

New HSK	Vocabulary	CLPS	CEF
HSK (Level VI)	Over 5,000	Level V	C2
HSK (Level V)	2500		C1
HSK (Level IV)	1200	Level IV	B2
HSK (Level III)	600	Level III	B1
HSK (Level II)	300	Level II	A2
HSK (Level I)	150	Level I	A1

Tests are the most common way to decide the language proficiency of learners. Researchers often use standardised tests such as the HSK or self-designed quizzes or tests to determine language proficiency in their studies. It has been argued that textbook design may not be able to use the same method, however, because textbooks are used in a wider context than tests and research. It is suggested that textbook designers can be informed by suggested vocabulary lists and test specifications when grouping and staging the content of textbooks. At the same time, they should take the target context of textbooks into consideration, e.g. the teaching hours. In addition, Chinese textbook designers should note the differences between Chinese and English and whether the test has equivalence with the common language framework before putting it into use.

### 3.3.2.3 Social context and social background

In Section 3.2.4, I discussed teacher-related factors in textbook design. It is clear that certain traits of teachers can influence the selection and development of textbooks, while involving teachers in the process of selecting textbooks can benefit learners as well as teachers. Also mentioned were the advantages of considering teachers' needs

<sup>8</sup> [http://www.fachverband-chinesisch.de/sites/default/files/FaCh2010\\_ErklaerungHSK\\_en.pdf](http://www.fachverband-chinesisch.de/sites/default/files/FaCh2010_ErklaerungHSK_en.pdf)  
[accessed 23 July 2017]

and wants for the effective selection and development of textbooks. Here, it is suggested that except for teachers, other aspects of the school context, such as curriculum, syllabus, and classroom settings, are also related to textbook design. Factors outside the school context, such as the educational system and society, and the FL learning context, also impact greatly on L2 learning and teaching, therefore they should all be taken into consideration.

The discussion in this section will start from the immediate context of learners, i.e. the school context, with the review of research on syllabus and curriculum. As the current research is based in the UK, I will also introduce key aspects of educational policy in the UK. Next I will discuss the importance of the FL context. At the end of this section, other needs inferred from social context, such as learning experience, learning styles, expectations, and existing knowledge, will be discussed.

#### *School context*

In this research, ‘school context’ refers to the institutions in which learners study Chinese. This can be in or outside the mainstream educational system. The review of the theories will include hierarchy in the school context, curriculum, and syllabus, as well as other factors related to classroom teaching.

It has been mentioned before that teachers have relatively limited control over the process of textbook selection. It is common that they are given a book and asked to use it in their classes. In the school context, administrators often have more power to make decisions on the selection and use of textbooks. Even if teachers are involved in the selecting process, they often need to conform to the requirements of administrators or school committees (see Hadley, 2014 for a report of his experience of aiding the selection of a textbook in Japan). The current research hopes to explore further issues of hierarchy and the roles of teachers during interviews.

The major impact of curriculum and syllabus on materials selection is on the goals and objectives of teaching, which is in turn related to the institution’s perception of the goals of language teaching. White (1988) introduces three curriculum models that reflect different perspectives on language teaching. The models are the means-ends approach, process approach, and situational model. Respectively, they promote the

importance of learning outcomes, learning process, and a combination of the two. The goals of teaching are closely related to the institution's vision.

White (1988) states that a syllabus is only a document for administrative convenience and can be influenced by not only theories but also other factors, such as values, beliefs, and convenience. A syllabus itself cannot be used as decisive guidance for textbook selection. In fact, textbooks are often used as the main reference for designing a syllabus for a language course, which means that the syllabus may not be available when the textbook is selected. In such cases, the goals and objectives of teaching become an important reference for textbook evaluation. In Section 3.2.1 I highlighted the importance of recognising the roles of goals and objectives in materials design, hence no repetition will be made here.

#### *Socio-political system, education system and language policy*

This section concerns the wider context outside the institutions. It is believed that social context, education system and language policy in the country should also be considered when designing textbooks. These factors impact more on learners in the child and adolescent groups as they are mainly learning Chinese within the national educational system.

The social context has impact on the willingness to learn a L2. In the section of orientation and motivation, I mentioned Gardner et al.'s (1974) model. They suggest that the social milieu and cultural expectations can affect the learners' acquisition of the language. They further argue that if social views of the TL in the target community are positive, then the learners' will to learn the TL is likely to be strong. If social views are negative, however, their motivation to learn the TL will be hindered (Schumann, 1975).

Regarding the education system, McGrath (2002) suggests that the aims of language education in the overall socio-political system should be taken into account before analysing textbooks. The aims of education could influence the content of the curriculum, the nature of the public examination system, teaching methodology, and the position of teachers and learners.

Since the social context and educational system impact textbook design and selection, it is worth looking at them in the context of current research. The National Curriculum of the UK has three aims<sup>9</sup>. The curriculum should support the students to become:

- 1) Successful learners who enjoy learning, make progress and achieve;
- 2) Confident individuals who are able to live safe, healthy and fulfilling lives;
- 3) Responsible citizens who make a positive contribution to society.

(Department for Education, UK, 2013)

In the UK, the purpose for setting up the National Curriculum was “to establish national standards for children’s performance that can be shared with children, parents, teachers, governors and the public”. One of the purposes of the school curriculum in the UK is to “make children more aware of, and engaged with, their local, national and international communities” (Department for Education, 2013, ‘Purposes’). This could explain the reason of setting up Chinese as a L2 classes in the secondary schools. The aims of the National Curriculum can also be used for directing the selection and design of input in textbooks. Incidental content in the textbooks should thus be enjoyable, generate positive feelings in learners, and portray citizens who can contribute to the society.

Moreover, language policy and the role of FL in the country also affect teaching materials (McDonough et al., 1993). Taking the secondary curriculum for Modern Foreign Language (MFL) provided by Department for Education of UK as an example, the MFL curriculum is a compulsory subject at Key Stage 3. Foreign languages will soon become a compulsory subject at Key Stage 2 as well. It is suggested that languages construct part of the cultural richness of the society and the world. Teaching a new language should help pupils to understand different cultures and people, enable them to gain the skill of communicating in another language, and provide them with chances to compare English with other languages. During this process, pupils are trained to appreciate their own language, culture, and society, and

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<sup>9</sup><http://webarchive.nationalarchives.gov.uk/20130123124929/http://www.education.gov.uk/schools/teachingandlearning/curriculum/b00199676/aims-values-and-purposes/aims> [accessed 23 July 2017]

develop literacy skills in their own language. These suggestions should be taken into consideration for textbook design. The content of TCFL textbooks designed for use in the UK should, for example, include an introduction to Chinese culture and people, promoting the use of communication skills, and make comparisons between Chinese and English.

#### *Foreign language context*

In his work on TBLT, Shehadeh (2012) distinguishes a foreign language (FL) context and a second language (SL) context. A 'FL context' refers to a setting in which the language taught is not the native language of the learners and the teaching happens in the learners' own country. Normally, a FL is a subject in school. A 'SL context' refers to a setting that TL is not the learners' native language but is the medium of instruction and the L1 for the majority of society. For the current research, learners are learning Chinese in the UK, where English is the mainstream language in the society and the L1 of most learners, hence it is a FL context. The paragraph below will outline the specific features of FL context and whether this has any impact on textbook design.

The most significant feature of FL contexts is its limited TL exposure. As Mitchell and Myles (2004) described, in this context, FL has no direct local use or speakers. This may result in difficulties in using the FL for communication. In addition, the purposes for teaching a FL in an FL context are normally to communicate with foreigners or to read materials in the FL (Richards and Schmidt, 2010). Compared to SL contexts, learners are more likely to see the TL as a bunch of grammar rules and vocabulary lists, rather than a live language. As summarised by Bell (2011), learners in an FL context need to practice speaking skills extensively to be exposed to the real language and culture, and to be motivated by linking their own interest to the TL.

#### *Inferred needs from social context*

As mentioned at the beginning of Section 3.3, learner needs such as learning experience and learning styles differ from one individual to another, therefore it is difficult to satisfy all learners with one single textbook. If the social context and education system are shared among the learners, it is possible to infer their needs so that textbooks can be designed accordingly. Learning experience, learning styles,



expectations, and existing knowledge are perceived as inferred needs. In the current research, learners share the same social context, language policy, and national curriculum, so what are their needs in regard to their learning experience, learning styles and existing knowledge?

First, language policy of UK encourages the learning new languages. The Department of Education encourages schools to offer a variety of languages for learners to choose. It can therefore be inferred that most learners in the UK will have experience of learning a FL before they start learning Chinese (more likely if this happens at a later stage, e.g. Key Stage 3 or in a university), because they often have the choice to learn other languages in schools. Their learning experience and existing knowledge of learning a language can be wider than learners who have no experience of learning a FL.

Secondly, following the discussion on FL contexts, it can also be inferred that learners who learn Chinese in the UK have less experience of contact with Chinese people and culture than those study in China. The existing knowledge of China for learners in the UK could be quite stereotyped and limited, most of which could be gained from TV or other media.

Thirdly, the UK National Curriculum suggests that learners should enjoy learning, make progress, and achieve. Enjoyment of learning is put before progress and achievement, which means that the interests of learners are in a priority position. Learners in the UK, as a result, may have higher expectations for an engaging and interesting class when they are learning Chinese. A teacher-centred classroom may not meet their expectations.

Learners are a primary consideration in language teaching, especially in recent years due to the trend of promoting learner-centred teaching. In Section 3.3, I discussed the main factors related to learners' needs. Common needs such as age, language proficiency and social context were discussed. Inferred needs such as learning experience, learning styles, expectations and existing knowledge that are related to social context were also introduced. Even though learners' needs have been mentioned a few times in the previous sections, this section serves as a review and summary for all the factors about learners that should be considered. This review also



formed the foundation for designing the questionnaires for the students who participated in this research, as well as the basic framework for analysing the results. The influence of these factors on textbook design will be presented in Section 3.6.

In this section, the literature has been reviewed, with the aim of underpinning the initial category list I proposed at the end of Chapter 2. In total, there are three sections related to three general fields: theories about L2 learning, theories about teaching methodology and teachers, and theories about learners. In Section 2 of this chapter I will start to discuss how these theories have influenced the area of textbook design and evaluation, as well as present the principles summarised from these influences. With these theories and the principles suggested, a refined theoretical framework can then be constructed for the current research.

## **Section 2: Influence of the three theoretical areas on textbook design**

As mentioned at the beginning of Chapter 3, all the three theoretical areas (L2 learning, L2 teaching, and learner needs) impact on textbook design and evaluation. To construct a framework for TCFL textbook evaluation, links between theories in the three areas and textbook design will be presented, followed by further discussion on the influence of the theories on the discovery of principles for textbook design.

This section will be structured as follows: in Sections 3.4 to 3.6, I will discuss the influence of the theories reviewed in the first part of the chapter. References to the research in the field of textbook design and evaluation will be given for each implication. For some of the theories, however, the field of textbook design has not yet built much research of its own around them. In such cases, I will present these promising research links with my own analysis.

In Section 3.7, I will introduce other factors that relate more to the area of textbook design. These factors contribute to summarising principles under the category ‘Practical consideration’ in the initial framework. In Section 3.8, a summarised list of principles based on the discussion in this chapter will be presented.

### 3.4 Influence from theories of L2 learning

In Section 3.1, I explained the process of L2 learning from three perspectives: SLA, SCT, and the cognitive perspective. Their influence on textbook design will be discussed in this section.

#### 3.4.1 SLA perspective of L2 learning

To recap, three sets of theories related to L2 learning were reviewed:

SLA perspective	Meaning making and functions of language
	Input hypothesis
	Interaction hypothesis

- 1) The implications of functional perspective on textbook design and evaluation are:
  - In Tomlinson (2013a), he suggests that learners should be allowed to focus on meaning before leading to attend to forms. His text-driven approach for textbook design is an experiential approach to engage the learners first with a text and get them respond to it personally, then lead them to notice a certain feature of language use in order to prompt form acquisition. He believes that this process can help learners to acquire the language.
  - Another application-oriented functional perspective is functional syllabus. Cunningsworth (1995) mentioned the popularity of using functional syllabus for textbook design during the 1970s and early 1980s. At that time, language functions were used extensively for selecting and organising language content in the textbooks. In this approach, communicative functions are selected and ordered according to whether they are useful to the learners and whether they can meet their communicative needs. The items on the syllabus are decided by the situations that learners will need most in the real world. Textbooks designed following functional syllabus makes more sense to learners, as they can understand what they are going to

learn from the introduction of the syllabus, e.g. making a request, expressing an invitation. It is clearer than syllabi written according to linguistic forms, e.g. modal verbs, past tenses. Another advantage of this notion suggested by Cunningsworth (1995) is that learners can make practical use of what they have learnt outside the classroom.

Adopting a functional syllabus to design textbooks is very common these days in TCFL textbook design. The influence of functional syllabus can be seen in a wide range of textbooks in the market, especially those for adult learners. It is argued that functional syllabus is an application of the functional perspective; however it is rather simplified. As discussed at the beginning of Section 3.1.1, the correspondence between linguistic forms and their functions is complicated. More research on presenting appropriate forms and functions in different communicative situations could benefit the area of materials development.

- The research on discourse analysis – which sees language with meaning in context - has influence on materials design (Fenton-Smith, 2013). According to Fenton-Smith (2013), the design of most commercial textbooks has features that have been influenced by discourse analysis. They include contexts from the real world, familiar genres, different types of communication (email, telephone, face-to-face), texts with different levels of formality that relate to sociolinguistic concerns, and grammar activities linking functions to forms. Textbook design also reveals the differences between spoken and written discourses.
- 2) The implications of the input hypothesis in textbook design and evaluation are:
- Textbooks are a major resource of input (language exposure) both in and outside the classroom, especially for learners whose learning context is a FL one. It plays a decisive role on providing input with high quality in the classroom and it should be made as comprehensible as possible.
  - The ‘i+1’ principle is a useful principle for selecting and sequencing the language content in the textbook. Cunningsworth (1995) points out that

there are few principles to guide writers for arranging new items and components in textbooks. The work is largely drawn on the cumulative experience of teachers and feedback from learners. Items that are regarded as easier are presented first, with relatively more difficult and complex ones presented later. In past checklists of criteria, many researchers (e.g. Tucker, 1975; Davison, 1976; Ur, 1996; Zhao, 1998; Mukundan et al., 2011) have indicated that the sequencing of teaching points should be appropriate for learners. Even though there was no overt statement that these principles came from Krashen, there is no doubt that his notion for providing fine-tuned input that stages progress from easy to difficult has influenced the field of textbook design and evaluation.

- Affective factors should be considered when input is selected. Tomlinson (2013a) suggests that textbooks should ask learners to do free reading about topics chosen by learners themselves. He believes that this approach can enhance L2 learning and skills development (Krashen, 2004; Maley, 2008)
- 3) The implications of the interaction hypothesis to textbook design and evaluation are:
- Interactions should be encouraged through the teaching process. Teachers can use turn-taking skills in the classes to initiate interactions (Allwright and Bailey, 1991). Instead of responding to the teachers, learners should also be given opportunities to interact in class. According to Tomlinson, textbooks should indicate the importance of interactions in class and provide such opportunities (Tomlinson, 2013b). When designing the activities in a book, for example, activities that require the learners to interact (either with peers or with the teachers) should be added.
  - Tomlinson (2013b) suggests that interaction creates meaningful feedback, which enables the learners to adjust their output. This shows the influence of Long's Interaction Hypothesis in his work. Tomlinson (2003) proposes the text-driven approach, providing learners with opportunities to interact with texts in various activities, e.g. they can use inner speech or visualisation to experience the texts in some of the activities.

- In the materials designed particularly for some teaching methods, interactions are also placed in a central position, especially for the design of exercises and activities. In TBLT materials, for example, learners are provided with opportunities to interact in L2 to achieve a certain goal (Van den Branden, 2006). In problem-based approaches, learners are asked to communicate with their peers and solve a problem together (Mishan, 2010). In Content and Language Integrated Learning (CLIL) approaches, learners are also required to interact, because interaction can result in affective and cognitive engagement (Snow, 2005).

### 3.4.2 SCT perspective of L2 learning

In this section, the links between SCT and textbook design and evaluation will be presented.

SCT perspective	Scaffolding
	Private and inner speech
	ZPD

- 1) The implications of scaffolding to textbook design and evaluation are:
  - On the basis of the ideas proposed by Vygotsky (1978), Hughes (2013) suggests that teachers of young learners should be modellers of thinking and learning and use ‘talk aloud’ skills to demonstrate how they structure their thinking and learning. He also stresses that meaningful and purposeful interaction should be provided through activities in reading classes. In the light of above discussion, he suggests a range of teaching materials that could be used to create an English literacy environment for young learners of English, including picture dictionaries, English games, card games, story books, and graded readers, etc.
  - Another study that shows the idea of scaffolding is Beck et al (1995) and Tomlinson (2011). They suggest that textbooks should have a personal and chatty voice to talk to the readers, like a good teacher.

Furthermore, textbooks are not only designed for learners. As experts, teachers are required to provide appropriate support to their learners. Textbooks should indicate the amount of support needed for the learners in each level to provide guidance for teachers. They can be more useful to teachers if textbooks are able to suggest what and how much support is needed.

Surprisingly, there are not many studies that have adopted the idea of scaffolding in the field of material development. Scaffolding is generally regarded as a sound concept that can be adopted in textbook design and evaluation. As Lantolf (2000) mentions, mediation can happen between learners and artefacts. Textbooks and other teaching materials can mediate the development of language learning through the provision of scaffolding. All the ideas in this area, such as providing stimulation and interests to learners, supporting learners with materials at appropriate levels, giving learners encouragement to keep them engaged, and providing opportunities for peer or group work, impact on the proposal of criteria for textbook evaluation (e.g. the criteria lists proposed by Dougill (1987), Sheldon (1988), Mukundan et al. (2011) etc.).

- 2) The implications of private and inner speech on textbook design and evaluation are:
  - The leading researcher who brought the idea of private and inner speech to the field of material development is Tomlinson. In his text-driven approach for material design, he suggests using visual imaging and inner speech to form a representation of the intended message in the brain and using inner speech to prepare the intended verbalisation (Tomlinson, 2013a). Activities designed following this principle can encourage the full use of both brains. He also believes that learners should be given time, silence, and encouragement to use their inner voices (Tomlinson and Avila, 2007a, 2007b).
- 3) The implications of ZPD on textbook design and evaluation are:

Similar to the concept of scaffolding, research related to ZPD and textbook design is sparse. The concept of ZPD should be considered in material development. From past criteria lists, it can be seen that researchers have been influenced by this idea. In Sheldon (1988), he suggests that the selection of content should be suitable for the conceptual level of the learners. Since language learning is primarily a learning process, it has to consider the future development of learners. The concept of ZPD can direct the sequencing of content (both language content and incidental content) in the textbooks. In addition, ZPD shows the extent to which the teaching of knowledge should be stretched. ZPD could aid in the development of optimal instructions and group activities, which provide opportunities for collaboration between learners and their peers and the development of language.

### 3.4.3 Cognitive perspective

Cognitive perspective	Processability theory
	Skills Acquisition Theory
	Noticing
	Working memory

- 1) The implications of processability theory on textbook design and evaluation are:
  - The significance of adopting Piensmann's PT and teachability hypothesis is obvious. If the hierarchy is not taken into consideration, teachers may keep providing the students with rules that they are not able to learn and they may eventually stop learning at some point. Teachers may find that input is not comprehensible, but it would be difficult for them to keep the students learning without a hierarchy of the language items as a reference.
  - Regarding material development, there are also practical reasons for referring to the notions of PT and the teachability hypothesis. It is believed that the timing of providing instructions to learners is important for their grammatical development (even though it is impossible to change the order). Ghosn (2013) suggests that materials should be developmentally



suitable for learners regarding both cognitive development and linguistic readiness.

- The design and development of TCFL textbooks requires a sequence of lexical or grammatical items in Chinese. At the current time, there are no solid or convincing studies available to construct such a list. More empirical studies adopting PT and the teachability hypothesis to research the hierarchy of Chinese are needed.
- 2) The implications of Skill Acquisition Theory on textbook design and evaluation are:
- It is important to provide correct, clear and generalisable declarative knowledge in the first stage of learning. Formal instructions in the classrooms should be used to provide such knowledge. For textbook design, clear examples are desirable and should be presented to the learners with description of the usage of structures (Ellis, 1995).
  - Conceptualising the abstract rules is the first step of acquiring a skill, and complex rules may be hard to process. Lower-aptitude learners may find it hard to acquire a skill following the route suggested in Skill Acquisition Theory. This explains the phenomenon that textbooks designed for children usually do not present the grammar rules directly, because young learners are not able to conceptualise them (Sheldon, 1988).
  - This theory supports the provision of opportunities for learners to practice, because through practice learners can reach the proceduralisation stage. Many criteria lists include this principle (e.g. Zhao, 1998; Zabawa, 2001; Miekley, 2005; Wu and Lin, 2006; Mukundan et al., 2011).
  - It is not easy for learners to transfer one skill into another skill or situation. This suggests that textbook should provide the same number of opportunities to train all four skills (Dougill, 1987; Cunningsworth, 1995; Zhao, 1998; Wu and Lin, 2006).
  - In addition, situations for applying the skills should be presented precisely,

so that the learners will find it easier to apply the skill in the real world (Williams, 1983; Miekley, 2005; Nation and Macalister, 2010).

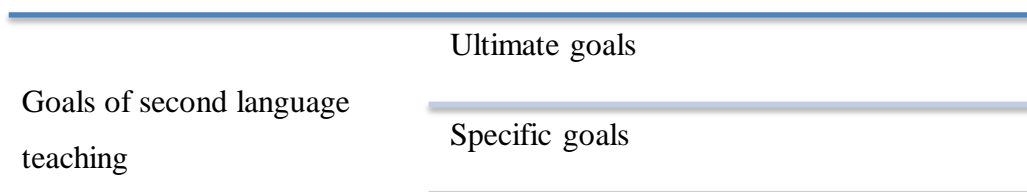
- 3) The implications of noticing on textbook design and evaluation are:
  - In his experiential discovery approaches, Tomlinson (2013a) proposes similar ideas supporting the notion of paying attention to certain features or forms in the text. He suggests that at first, learners should relate to the content of the texts personally, then return to discover the form and function or a certain feature in the text (Tomlinson, 1994; 2003). Again, he also suggests using language awareness activities in the text-driven approach to design textbooks.
- 4) The implications of working memory (WM) on textbook design and evaluation are:

The application of WM in materials development has not yet been explored; however I argue that its limited capacity could be something that has been considered during textbook design. When deciding the amount of content (including topics, information, language elements etc.) arranged in each unit/chapter/book, the author needs to think about the capacity of the learners' WM so that they will not provide too much knowledge for the learners in a short period of time.

### 3.5 Influence from theories on teachers and teaching methodology

In Section 3.2, theories from five areas related to teachers and L2 teaching were reviewed. Influence of these theories on textbook design will be discussed in this section.

#### 3.5.1 Goals of L2 teaching



The implications of goals on textbook design and evaluation are:

- The setting of goals directs the selection of materials. Here, I use McDonough et al.'s (2013) model to show the relationships between goals and teaching materials. They believe that goals and materials cannot be separated. The figure below presents their view:

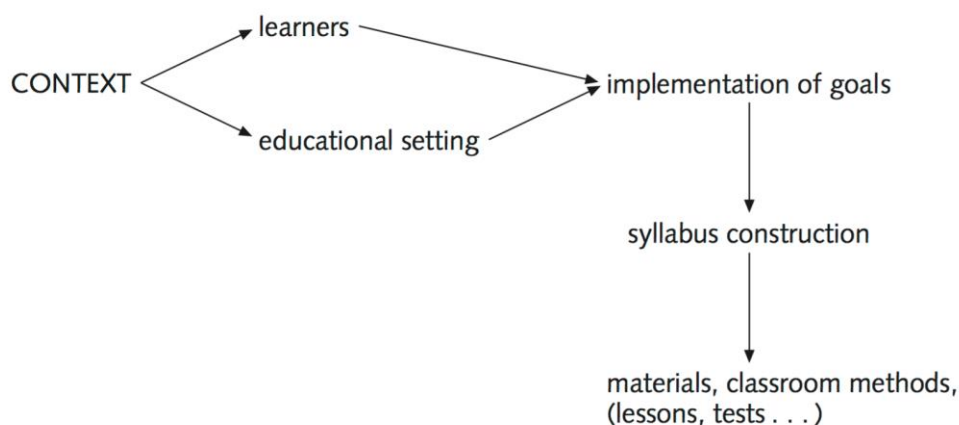


Figure 3.7 The framework of language teaching (McDonough et al., 2013, p.6)

As discussed previously, goals can be stated in terms of national language policy (the wider range of goals), or in a specific environment (a specific goal, e.g. a school or institute), both of which are included in ‘context’ in the framework. The process of setting goals involves consideration of learners’

needs and the educational setting, the result of which will lead to the implementation of the goals and the type of syllabus. The syllabus will then have implications for the selection of materials.

- Teaching objectives should be guided by the goals of teaching and learning. The term ‘objectives’ in this research is used more practically. It refers to the teaching objectives presented in the textbooks, either for the entire book or for each chapter/unit. The function of objectives is to guide the teachers or students and remind them what they need to achieve at the end of the section/book. The central question I would like to address here is how to decide these objectives and how to present teaching objectives in the textbooks.

It is clear that there are often gaps between ultimate and specific goals in the real teaching situations. It is difficult to fulfil all these goals within one textbook. Some textbooks put the ultimate goals first, providing a long list of vocabulary and grammar and explanations of how to use them. Some textbooks value specific goals more; they present cultural introductions, and other activities that the textbook designers think may interest the learners. Sometimes they fail to consider whether such information is related to language learning, however.

When deciding the teaching and learning objectives in the textbooks, ultimate and specific goals should be balanced. The specific goals of language learning and teaching mean that learner needs should be considered first when designing and evaluating textbooks. At the same time, textbook designers should bear in mind that the ultimate goal of language learning is to acquire a language. The objectives of the textbooks, presented through the texts or dialogues, tasks or activities and exercises, as well as the instructions for the teachers, should thus be compatible with the ultimate goal of language learning and facilitate language learning.

Another issue is the presentation of objectives. It is a common practice that a textbook presents the overall objectives first (e.g. on the cover, in the preface), and has several teaching objectives set in every chapter/unit (e.g. in

textbooks such as *New Practical Chinese Reader, Jinbu 1*). In such fashion, it is important to make sure that the individual objectives match with and contribute to the overall objectives of the book.

### 3.5.2 Teaching methodology

Teaching methodology	Grammar-translation method
	Direct method
	Situational language teaching
	Audiolingual Method
	Total Physical Response (TPR)
	Communicative Language teaching (CLT) and Task-Based Language Teaching (TBLT)

As mentioned in the end of Section 3.2.2, these methods do not have the same degree of influence on textbook design nowadays. They do, however, represent different ideas about language teaching, which can influence textbook design. Situational Language Teaching, for example, suggests that language can be taught through situations. Many existing textbooks adopt such notions (e.g. *Great Wall Chinese*). Using pictures and actions to teach speaking is a method that textbook designers like to use, which is suggested by TPR.

Among these methods, CLT has had the greatest impact on L2 teaching and textbook design. The communicative view of language has been widely promoted around the world in the recent decades. Convincing evidence has been found that a communicational classroom setting can benefit the learners (Ellis, 1994). Research on communication in classrooms shows that learners at the beginner level can develop linguistic proficiency if they receive opportunities for meaningful communication and communicative ability development.

Researchers such as Clarke (1989) have proposed adopting CLT for material design. Tomlinson (2013a) also states that to achieve the optimum communicative effect, the

input provided to the learners in textbooks should include information about real-life language use. As discussed in Section 3.1.1, the design of many textbooks has been influenced by the functional view of language, which is one characteristic of CLT. The most influential implication is the idea of authenticity. The review below will focus on the provision of authentic texts and authentic activities in textbook design.

1) The implications of CLT for selecting and developing authentic texts are:

- Simple content that is familiar to everybody is desirable. Widdowson (1978) rejects the simplification of syntax or structure in the materials, but he suggests producing an integrated text with a simplification of propositional content. Liu et al. (1990) also claim that some scientific knowledge can be introduced to draw the interest of the students. Driven by the desire to learn some scientific knowledge that relates to their daily lives, learners acquire the vocabulary and grammar in the texts. When designing this kind of materials, teachers should pay attention to the proportion of linguistic and scientific knowledge. They should also be aware of the integrity of the whole set of textbooks.
- The development of authentic materials should include real information gaps and communication. Widdowson (1978) suggests that meaningful interactions can create a real information gap in the language classroom. He suggests using a real scenario to teach present progressive verbs in English, for example. A real interaction can be created by showing a situation where one person is talking to another on the telephone. One person tries to describe the third person's actions using present progressive verbs. Such situations can be presented in the form of audio or video materials.
- The language classroom itself can be a place for authentic communication. When talking about the contribution of a classroom, Breen (1985) suggests that language classroom is ideal for learning how to communicate in a new language. It has a unique social context in which learners come together to communicate in a new language and talk about their learning. They can share their experience of language learning, problems they encounter, and

discuss how to solve their problems. Making use of the real context of the language classroom is better than creating fake situations for the students, because in fake situations the communication purpose is lost and the situation can be irrelevant to the learners. Textbook design can also make use of the language classroom, e.g. encouraging them to construct authentic texts in the context of classroom based on texts provided in the book.

2) The implications of CLT for designing authentic activities are:

- Authentic activities should be designed to generate real communication. Johnson (1979) suggests that characteristics of real communication, such as information gaps, unpredictability, meaningful context, and purposeful use of language, should form the basis of authentic language learning activities. To keep the integrity of activities, Johnson (1982, p.170) proposes the “task dependency principle”, which encourages designers to design activities in a sequence so that learners can use the information of one activity to complete the next activity. This principle manifests three characteristics of communication: information gap, unpredictability, and meaningful context (White, 1990).
- Authentic activities should have communicative value. Clarke (1989) suggests that activities should reflect the purpose of communication. He rejects activities that fail to achieve authentic purposes, e.g. asking the students ‘true or false’ questions about a map. This kind of activity loses the value of authentic texts, because they focus on what may be problematic to the learners rather than the communicative value of the texts. Compared to this, practising how to use a map would be more appropriate, for example. Clarke (1989) mentions that modifying the original texts to make an activity, e.g. modifying literature works to make a cloze test, is not appropriate either. He believes that this kind of activity fails to offer the learners a specific purpose for carrying out the tasks, not to mention a purpose with communicative value.

Some tasks have “fake” communication purposes and thus cannot fulfill the role of authentic activities either. Clarke (1989) believes that role-play, an activity often used in the classroom, has a seemingly communicative purpose. He suggests that if role-play requires the learners to act an experience that is not familiar to them, such as asking a teenager to pretend to be a doctor in a hospital, it is not authentic, because it neglects the learners’ perspectives and purposes of communication.

- Authenticity of tasks can also be seen as what the learners do, or are required to do, with the material. Focusing on learners’ needs is also required in communicative theory, since only the learners can decide whether the activities are authentic to them (Widdowson, 1978; Candlin and Breen, 1979). Nunan (1988) discusses how task analysis relates to authenticity. He suggests that task analysis aims to classify and indicate the language skills needed to participate in real-world communication. Task analysis involves the learner’s purpose and aims of communication with the TL.

In general, most of textbooks are designed under the influence of the above teaching methodology. When designing and evaluating the textbooks, it is necessary to consider the kind of methods for which the textbooks are designed and whether there are clear suggestions provided for textbook users. It is better for one textbook to be compatible with many teaching methods. Teachers therefore need to consider whether a textbook suits their preferred teaching methods.

### 3.5.3 Skills training

	Listening
	Speaking
Skills training	Reading
	Writing
	Culture



1) The implications of research on listening skills on textbook design are:

Current research shows that the presentation of listening skills in textbooks is not satisfactory. Cunningsworth (1995) mentioned that listening is presented in the textbooks in two ways: it plays a complementary role to speaking in oral exercises, or it is trained as a skill in its own right. Ableeva and Stranks (2013) summarise that a common approach for training listening in the current textbooks is to use activities related to the sub-skills of listening, such as listening for gist and listening for specific information. Most of the activities related to listening skills are ‘bottom-up’ rather than ‘top-down’ (Bulk, 2001). Most listening tasks have focus on the products of listening rather than the process. Learners are forced to focus on obtaining information and looking for answers to questions (Field, 1998; 2012; Ableeva and Stranks, 2013).

Following the suggestions from the literature about training listening skills and a review of the current performance of textbooks, the implications are presented below:

- Learners should be taught with a sub-skill approach in which phonological features are included, as well as with a task-based strategy approach in which strategies for comprehension are taught (Field, 2012). Learners should talk about the strategies before beginning listening activities (Hill and Tomlinson, 2013). Pre- and post-listening activities that can get learners to know the topic and train sub-skills should be designed (Hill and Tomlinson, 2013; Cunningsworth, 1995).
- Learners should be exposed to language in use through extensive listening (Tomlinson, 2013b; Renandya and Farrell, 2010; Hill and Tomlinson, 2013).
- Learners should be provided with types of input from various sources. Intake-rich activities that can attract learners should be designed. Input should be relevant to learners’ experiences (Hill and Tomlinson, 2013). Answering comprehension questions and being tested to recall certain features of a text does not benefit learners.

- Authentic, relevant input with appropriate level of difficulty should be given (Rost, 2006; Mendelsohn, 2006). Hill and Tomlinson (2013) propose that the input provided by materials should provide listening texts that learners can relate to and should engage them both cognitively and emotively.
- Learners should be encouraged to use “multidimensional representation” to illustrate what they have heard (Hill and Tomlinson, 2013, p.437). ‘Multidimensional representation’ refers to the ways of approaching the texts, such as using inner speech or visualisation (Tomlinson, 2013a).
- Listening materials should be good quality, appropriate speed, and include various accents. The use of video materials is encouraged (Cunningsworth, 1995).

2) The implications of research on speaking skills for textbook design are:

- Textbook provides topics for discussion (Cunningsworth, 1995). It should include language events decided jointly by teachers and students, or select a topic or a text which can prepare learners for real-world conversations (Burns, 2006). Burns and Hill (2013) mention that authentic dialogues that represent models of interaction in the real world should be provided. They also suggest that activities should be designed to help students to cope with both interlocutors in a real dialogue.
- Communicative activities should be designed to facilitate interactions and train interactive and interpersonal skills. Such activities should reflect the features of speaking, e.g. unpredictability and uncertainty (Cunningsworth, 1995), repetition (Bygate, 2006), turn-taking (Hughes, 2006), interruption, hesitation and pauses (Burns and Hill, 2013). Bao (2013) suggests that currently the communication reproduced in materials is far less complicated than in real life, therefore textbook writers should keep modifying and reconsidering what they have written to present real-life situations for learners.

- Communication strategies should be included in textbook design (Bao, 2013). One suggestion is that activities should be designed to raise the learners' awareness of the strategies used by the interlocutors.
- 3) The implications of research on reading skills on textbook design are:
- Textbook should provide learners with a real purpose for reading rather than just training reading skills (Ediger, 2006).
  - Reading strategies should be developed by textbooks (Ediger, 2006).
  - Reading materials given to the learners should be engaging (Masuhara, 2013), up to date, and authentic, with a suitable level of linguistic items (Cunningsworth, 1995). The meaning of reading texts should be attended to before language is analysed (Masuhara, 2013).
  - Other skills (e.g. listening, writing) can be trained together with reading to reduce the burden of linguistic demands on learners (Masuhara, 2013) and generate responses to the content of the materials (Maley and Prowse, 2013).
  - Textbook should help learners to create mental representations in their mind through teaching reading (Masuhara, 2013).
- 4) The implications of research on writing skills on textbook design are:
- Texts and references provided by textbooks should allow the learners to study the language and features of written texts. It is believed that materials should provide models of various written styles as references for learners to study (Cunningsworth, 1995; Tribble, 2010; Hyland, 2013). Materials should provide a variety of texts and activities to assist learners to write correct sentences and cohesive texts (Hyland, 2013).
  - The training of writing skills and exposure to different genres of writing in the materials should meet learners' needs (Kroll, 2006). Hyland (2013) also suggests that it is important to match materials to the language proficiency of learners.

- Materials should provide personal ‘hooks’ so learners will be interested in the writing tasks (Kroll, 2006). Through the “student-to-world” task type, Kroll suggests setting a topic to which students can relate themselves. By connecting to the writing assignment personally, students connect with the world outside. An example task could be writing about one’s activities in their leisure time to a hypothetical interested audience (e.g. a pen-pal).

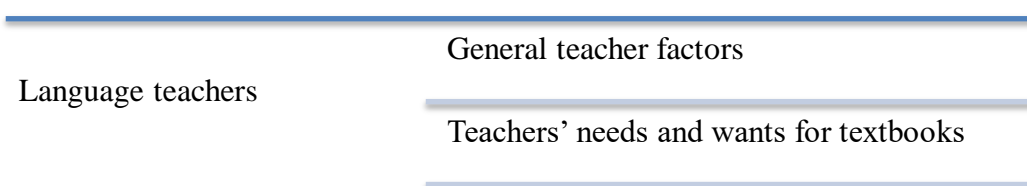
5) The implications of research on culture for textbook design are:

- Cultural knowledge should be included in textbooks as well as linguistic knowledge. Textbook can and should provide various kinds of cultural knowledge, as well as cultural background knowledge (Byram et al., 1993; 1994)
- Both L1 and TL can be used as media for presenting culture (Byram, 1991).
- Cultural knowledge can be introduced directly or in a comparative way (Byram, 1991). There should be content emphasising the difference between L1 and TL cultures, trying to develop learners’ awareness of these differences, and providing suggestions or possible solutions if any problems should occur. Such content can develop learners’ ability to identify the differences in cultural frameworks between their own and others’. Tomlinson and Masuhara (2013b, p.151) present criteria for evaluating materials with more emphasis on intercultural education (see Table 3.3). They divide the objectives of teaching intercultural competence into knowledge, awareness, attitudes towards the learners themselves and others, and skills of exploring, interpreting, relating, and interacting.

Table 3.3 Criteria for evaluating materials with more emphasis on intercultural education (Tomlinson and Masuhara, 2013b, p.151)

To what extent are the materials likely to help the learners to:		
Knowledge	K1	discover the diversity of cultures (theirs and others) at different levels (e.g. individual, community, nation)
	K2	understand the historical backgrounds of diverse cultures (theirs and others)
	K3	understand the social backgrounds of diverse cultures (theirs and others)
Awareness	Aw1	become aware of assumptions, values and attitudes of the self and others beneath utterances and behaviours
	Aw2	reappraise what they take for granted in the light of how others from different cultures may see them
Attitudes	At1	treat cultures including their own in a relative or decentralised way
	At2	be open when interpreting what they see and read without being judgemental
	At3	be empathetic
	At4	be wary of stereotyping
	At5	retain their identities and acknowledge those of others
Skills	S1	interact effectively with people from different social groups
	S2	learn about the cultures of various social groups
	S3	interpret perceived differences within historical and social contexts
	S4	assess situations sensitively
	S5	identify options for preventing or solving cultural conflicts
	S6	acquire appropriate language from exposure to language in use in various cultures
	S7	acquire effective language use from purposeful opportunities to use it in various cultural contexts

### 3.5.4 Language teachers



The implications of research on teacher factors for textbook design are:

- The design and evaluation of teaching materials should consider teacher factors, e.g. teaching experience, attitude to textbooks, ability to adapt materials, etc. (McGrath, 2002; Cunningsworth, 1995).

- Teachers should be involved in the process of textbook selection (McGrath, 2002).
- The design of the teachers' guide should consider teachers' needs and preferences (Masuhara, 2011).

### **3.5.5 Roles of textbooks in language teaching**

The implications of research on the roles of textbooks are:

- Textbooks can be engaged actively in the teaching and learning process in the classroom. Textbook designers should be familiar with the roles that textbooks can play in different teaching situations and design accordingly (Tomlinson, 2003).
- Teaching methodology is related to the roles of textbooks in the classroom (Richards and Rodgers, 2001).

### 3.6 Influence from theories of learner needs

In Section 3.3, I introduced the needs of learners and the factors that are related to textbook design. Their influence will be discussed in this section.

#### 3.6.1 Implications of common needs

	Age and other factors
Common needs	Language proficiency
	Social background and social context

As noted at the beginning of this section, some of the implications are my own conclusions based on the discussion in 3.3.1. No references have been given for these, as these are my own deductions.

- 1) The implications of research on age and related factors to textbook design are:
  - Textbooks designed for all ages should include novel and aesthetic activities with suitable challenges.

Textbooks designed for children should:

- Consider their writing competence in L1 and their limited communication skills.
- Include activities that require them to learn through actions and performance.
- Provide a wide range of materials and various opportunities for them to practice. Textbooks designed for adolescents and adults can emphasise pronunciation training (Scovel, 1988).

Textbooks designed for adolescents should:

- Reduce activities that may require them to be evaluated by their peers, as they are sensitive to comments from peers in this age group.
- Train pronunciation skills carefully, in order to avoid learners developing a negative attitude to language learning.
- Provide learners with more opportunities to make their own choices for learning, especially for children and adolescents.
- Provide content for children and adolescents that can help the learners build a positive view of the TL.

Textbooks designed for adults should:

- Provide a clear pattern to follow. Grammar can be introduced in a more systematic way (Ellis, 1985).
- Emphasise how the knowledge can be used in the future, in order to trigger learners' instrumental motivation. This applies to both adolescent and adult groups.

2) The implications of research on language proficiency to textbook design are:

- Textbook designers can refer to vocabulary size and test specification when designing textbooks, while considering the target context of textbooks.
- Textbook designers can consult official documents published by test agencies for linguistic knowledge when writing textbooks.
- Textbook designers should state clearly how they decided on learners' language proficiency levels, either based on a framework, test, or vocabulary/grammar lists, so that evaluators and textbook users have something to refer to. This aligns with the matching process suggested by Hutchinson (1987).

3) The implications of research on social context and social background for textbook design are:



### *School context*

- Since the goals and objectives of teaching can guide textbook evaluation, curriculum and syllabus (if available) should be considered when selecting textbooks because they reflect these goals and objectives. If they are not available, the goals of teaching in the institutions should be considered as a minimum.
- Other factors considered in the school context are mostly practical. Past literature of textbook analysis and design mentions the timetable and size of the classes, physical and socio-cultural environment, usable resources, support personnel, types of tests and evaluation, structure of evaluation, decision-making instruments, and restrictions on teachers (McGrath, 2002; McDonough et al, 1993; Skierso, 1991). Types of classes and teaching hours can also be considered by textbook designers. McDonough et al. (1993) consider whether there is enough economic support for language learning, how many of speakers of the TL and authentic materials the learners and teacher can access, attitude to language teaching and learning, and even the preference for different dialects. Cultural and religious considerations fall into their discussion as well.

### *Socio-political system, education system and language policy*

- Research on textbook evaluation considers the position of institutions and specific language programmes within the educational system, the characteristics of them (public or private), the position of the TL in the institution, and the time allocated for the study of the TL (McGrath, 2002).

### *Foreign language contexts*

- Textbook design in FL contexts should consider the provision of opportunities for using the TL, e.g. giving tasks that require language production in the real context.

- Learners' motivation should be particularly protected in FL contexts and accuracy should not be the only target for learning the language.

*Inferred needs from the social context*

- TCFL textbook designers in the UK can predict that learners here will have more knowledge about learning skills and learning strategies. It could therefore be easier for them to compare Chinese with other foreign languages.
- Learners in the UK may lack knowledge of China and Chinese culture, hence such knowledge should take a significant part in TCFL textbooks.
- Teaching methodology promoted in the textbooks should engage the learners and protect their interest in learning Chinese.

### **3.7 Other factors related to textbook design and evaluation**

In Section 1 of this chapter, I discussed a number of factors that need to be considered in textbook design and evaluation. They incorporate the theories of language learning and teaching, as well as the main textbook users; teachers and learners. There are still some factors that have not been included yet, however. These factors are more practical than the previous ones. They have their places in many criteria lists (see Appendix 1), and in some of the criteria lists they are categorised as “practical considerations”. Because they are often seen as practical, there are few theoretical discussion or research on them, but they are also important and should be considered in the process of textbook design. Some of the factors relate to the textbooks and others relate more to publishers.

#### **3.7.1 Book design and reading experience**

The first factor that should be considered is the physical presentation of the book. The book cover is the first impression the audience will have of a book. As a textbook for language teaching, the design of the front cover is normally related to the culture or society of the TL. On the cover, there is often some information about the book, such as reviews and comments, a brief introduction of its goals, and new features if it is an updated edition. The size of the book is another feature of the physical presentation. The suitability of the size is something that an editor may consider. The colour of the cover and illustrations should be vivid.

The layout of the content is another factor. A textbook is a book; therefore it should have the characteristics of a good book. According to Day and Bamford (2002, p.138), “The purpose of reading is usually related to pleasure, information and general understanding”. For users of textbooks, searching for information and understanding may be their main purposes. A book that has a clear layout and coherent content is therefore desirable.

#### **3.7.2 Publisher**

Other factors under this category are related to publishers. How convenient it is to obtain the book (Sheldon, 1988; Cunningsworth, 1995; Garinger, 2002; Nation,

2010), how easily publishers can be contacted (Sheldon, 1988), durability (Tucker, 1975; Daoud and Celce-Murcia, 1979; Williams, 1983; Sheldon, 1988; Bailey, 1988; Cunningsworth, 1995; Wu, 2010; Mukundan et al., 2011), whether it is a recent edition (Brown, 1998), cost and price (Tucker, 1975; Rivers, 1981; Cunningsworth, 1995; Garinger, 2002; Nation, 2010; Wu, 2010), good quality (Tucker, 1975; Rivers, 1981; Williams, 1983; Dougill, 1987), whether it has been reviewed and tested before being printed (Rivers, 1981) are the main factors mentioned in the past criteria lists.

It is believed that the above features are not vital factors in the selection of a textbook. If a textbook can also meet the practical requirements, however, it has an advantage in the market.

### **3.8 A refined framework for TCFL textbook design and evaluation**

In this section I will further summarise the implications of the research and theory reviewed for textbook design and evaluation and present them as a list of principles. These principles are grouped according to the category list I constructed in the end of Chapter 2. With the support of these principles, a refined framework for designing and evaluating TCFL textbook is then constructed. To make the framework easier to follow, at the end of each principle, I have noted the number of sections where the principle was summarised and discussed.

#### **1) Input**

##### **i. Incidental content (including ideas/information and topics)**

- a) Functional perspective and focus on meaning encourages textbook designers to select texts that learners can relate to (3.4.1).
- b) Discourse analysis research suggests that texts related to real-world contexts (including both the texts and types of communication) should be selected (3.4.1).
- c) The selection of input (mainly the incidental content) should consider t learners' affective factors . Ideas and information provided in the textbooks should be stimulating and be attractive to the learners (3.4.1, 3.4.2).
- d) For beginners, simple authentic content that everybody is familiar with can be provided (3.5.2).
- e) Authentic texts and activities should have real information gaps (3.5.2).
- f) Textbook design can make use of real communication in the language classroom (3.5.2).
- g) Textbook should encourage teachers and students to select language events jointly (3.5.3).

- h) Textbook should provide knowledge of the TL culture as well as linguistic knowledge. Both L1 and TL can be used as media for presenting culture (3.5.3).
- i) There should be content that emphasises the difference between different cultures, tries to develop learners' awareness of these differences, and provides suggestions or possible solutions if any problems occur (3.5.3).

**ii. Target language input (including language content and skills)**

- a) Focusing on forms is as important as focusing on meaning, but training on focusing on forms can be included when learners have understood the meaning of the texts (3.4.1, 3.4.3, 3.5.3).
- b) As an important source of input, the content of textbooks should be comprehensible to the learners, e.g. language content should be designed at suitable levels of difficulty (3.4.1).
- c) Discourse analysis research influences the selection of texts with familiar genres, different levels of formality, and modes of communication. Selection of texts should also address the difference between spoken and written discourses (3.4.1).
- d) Material design should be developmentally suitable for learners according to their linguistic readiness (3.4.3).
- e) Textbooks should provide clear examples for the learners with descriptions of the usage of structures (3.4.3).
- f) Textbook design should consider the development of the four skills (3.4.3).
- g) Situations for applying the skills should be precisely presented (3.4.3).
- h) Textbook should train sub-skills of listening, including the phonological features of the TL (3.5.3).

- i) Textbook should include training in comprehension and communicative strategies (3.5.3).
- j) Learners should be exposed to language in use through extensive listening (3.5.3).
- k) Textbook should provide pre- and post-listening activities to familiarise learners with the topic (3.5.3).
- l) Intake-rich activities should be designed to attract the learners (3.5.3).
- m) Learners should be encouraged to use ‘multidimensional representation’ to illustrate what they hear and read in activities (3.5.3).
- n) Topic or a text selected for training speaking skills should prepare learners for real-world conversations (3.5.3).
- o) Textbook should provide learners with a real purpose for reading rather than just training reading skills (3.5.3).
- p) Skills can be trained together to reduce learners’ burden of linguistic demands and generate responses to the content (3.5.3).
- q) Materials should provide models of various written styles as references for learners to study the features of written language (3.5.3).
- r) The genres of writing in the materials should be suitable for the learners’ needs (3.5.3).
- s) Materials should provide a variety of texts and activities to assist learners to develop correct sentences and cohesive texts (3.5.3).

### **iii. Exercises and activities**

- a) Grammar activities should link form to function, which is suggested by discourse analysis research (3.4.1).
- b) Interactions should be promoted through the teaching process, and this is often realised in exercises and activities. Interactions can be promoted between learners and teachers, learners and learners, and learners and textbooks. (3.4.1, 3.4.2).
- c) Textbook should provide opportunities for peer or group work (3.4.1, 3.4.2).
- d) Activities that include the use of inner speech and mental rehearsal are desirable (3.4.1).
- e) Textbook should provide exercises for learners to practice what they learnt (3.4.3).
- f) Language awareness activities are needed in textbooks (3.4.3).
- g) Authentic texts and activities should have a real purpose of communication (3.5.2).
- h) Authentic activities should have real information gaps (3.5.2).
- i) Authentic texts and activities should be compatible with the needs of learners, e.g. their interests (3.5.2, 3.5.3).
- j) Communicative activities should be designed to facilitate interactions and train interaction and interpersonal skills. These activities should reflect the real-world features of language (3.5.3).
- k) Activities should be designed to raise the learners' awareness of the strategies used for speaking and reading (3.5.3).
- l) Materials should provide personal 'hooks' to promote learners' interested in the writing tasks (3.5.3).



**iv. Instructions and explanations**

- a) Textbooks should have a personal and chatty voice to address the readers, just like a good teacher (3.4.2).

**2) Layout (including design, sequencing and structuring)**

- a) The 'i+1' principle can be used for selecting and sequencing the language content in the textbook (3.4.1).
- b) The sequencing of content (both language content and incidental content) in the textbooks should consider the learners' ZPD (3.4.2).
- c) The capacity of learners' WM should be considered when deciding the amount of content (including topics, information, language elements, etc.) to be included in each unit/chapter/book (3.4.3).

**3) Supplementary materials (including the teacher's guide, workbook, and multimedia materials)**

- a) Listening materials should be of good quality, appropriate speed and various accents. Video materials are encouraged (3.5.3).
- b) The design of the teacher's guide should consider teachers' needs and wants (3.5.4).

**4) Goals and objectives**

- a) When selecting textbooks, the goals and objectives of the curriculum in the institutions should be considered first (3.5.1).
- b) The first and most important goal of textbook is to facilitate language teaching and learning (3.5.1).
- c) Both the ultimate and specific goals of language teaching should be considered. A balance between these goals should be realised in the textbooks (3.5.1).
- d) It is important to make sure that the individual objectives set in each unit/lesson match the overall objectives of the book (3.5.1).

## 5) Learners

- a) Textbooks designed for all ages should include novel and aesthetic activities with suitable amounts of challenge (3.6.1).
- b) Textbooks designed for children should include activities that require them to learn through actions and performance (3.6.1).
- c) Textbooks designed for children should consider their writing competence development in their L1 and their limited communication skills (3.6.1).
- d) Textbooks designed for children should provide a wide range of materials and various opportunities for them to practice (3.6.1).
- e) Textbooks designed for adolescents should reduce activities that may require them to be evaluated by their peers, as they are sensitive to comments from peers at this age (3.6.1).
- f) Textbooks designed for adolescents and adults can emphasise pronunciation training, but for adolescents, pronunciation skills should be trained carefully, to avoid learners developing a negative attitude to language learning (3.6.1).
- g) Textbooks should provide learners with more opportunities to make their own choices, especially for children and adolescents (3.6.1).
- h) Textbooks for children and adolescents should provide content that helps the learners to build a positive view of the TL (3.6.1).
- i) Textbooks for adults should have a clear pattern to follow. Grammar can be introduced in a more systematic way (3.6.1).
- j) Textbooks designed for adolescents and adults can emphasise the links between their knowledge and its future use, in order to stimulate their instrumental motivation (3.6.1).

- k) Textbook designers can refer to vocabulary size and test specifications when designing textbooks and consider the target context in which the textbook will be used (3.6.1).
- l) Textbook designers can consult official documents published by test agencies for linguistic knowledge when writing textbooks (3.6.1).
- m) Textbook designers should state clearly how they decided on the language proficiency level, either based on any framework, test, or vocabulary/grammar lists (3.6.1).
- n) Material design should pay attention to learners' proficiency and conceptual levels (3.4.2, 3.6.1).
- o) Textbook design should consider the age of learners to decide appropriate methods to present abstract rules (3.4.3).

**6) Teachers and teaching methodology**

- a) Teachers should be involved in the textbook selection process (3.5.4).
- b) Textbooks should indicate the type and amount of support needed for the learners at each level (3.4.2).
- c) Textbook designers need to consider what kind of methods the textbooks are designed for and provide clear suggestions for textbook users (3.5.3).
- d) The design and evaluation of teaching materials should consider teacher factors, e.g. teaching experience, attitude to textbooks, ability to adapt materials, etc. (3.5.4).
- e) Textbook designers should be familiar with the roles that textbooks can play in different teaching situations and adjust their design accordingly (3.5.5).
- f) Teaching methodology is related to the roles textbooks play in the classroom (3.5.4).

## **7) Teaching environment**

- a) Functional syllabus can be a basis for textbook design, since it makes more sense to learners and is more practical for learners to use the language in their lives (3.4.1).
- b) When selecting textbooks, the goals and objectives of the curriculum in the institutions should be considered first (3.6.1).
- c) Practical factors, such as the school timetable and size of classes, should be considered if a textbook is designed for a specific teaching situation (3.6.1).
- d) National curriculum, language policy, and the role of the TL in the country can be used as guidance for textbook development (3.6.1).
- e) Textbook design for FL contexts should consider the provision of opportunities for using the TL (3.6.1).
- f) Learners' motivation should be protected, particularly in FL contexts. Accuracy should not be the only target for learning the language (3.6.1).
- g) The learning experience, learning styles, expectations, and existing knowledge of learners can be inferred from the social context. These should be taken into consideration when designing a textbook for use in a specific context (3.6.1).

## **8) Practical consideration**

- a) Textbook should have a book cover that reflects the culture of the TL (3.7.1).
- b) The book cover should include essential information about the book (3.7.1).
- c) The size of the textbook should be appropriate (3.7.1).
- d) The layout in the textbook should be clear and coherent (3.7.1).

- e) Publishers of the textbooks should meet the practical needs of textbook users, such as the ease of obtaining the book, how easily publishers can be contacted, durability, recent edition, cost and price, good quality, whether it has been reviewed and tested before printing etc. (3.7.2).

This refined framework is like a bridge connecting the field of textbook design and evaluation and the areas related to L2 learning and teaching. It shows the aspects that should be considered for textbook design and evaluation, as well as the rationale for the value of these aspects. When this framework is used, textbook design and evaluation is no longer an intuitive process and it does not entirely depend on cumulative experiences. It has its roots in the area of learning material development as well as other important research fields. This refined framework will also serve as the reference for analysing the results of the current research. In the next chapter, I will discuss the methodology of this research.

## **4 Chapter 4: Methodology**

In Chapter 2, I tried to identify the categories that should be examined in the process of textbook evaluation by presenting the existing models and criteria available in the literature. In Chapter 3, I reviewed and discussed the theories and principles justifying the criteria under those categories. Through the discussion, I demonstrated how I identified and developed my own criteria for textbook evaluation on the basis of past research.

Only listening to the researchers' voices is not enough, however. Researchers have suggested their principles for a good set of textbooks by referring to the results of L2 learning and teaching research, but they cannot represent the ideas of people who actually carry out the design of textbooks and use them. In a real teaching context, textbook designers, school teachers, administrators, and learners (who can be ignored very easily) are all involved in textbook design, use, and evaluation. What are their perspectives on and needs from textbooks? What principles do textbook designers follow when writing and editing the textbooks? What are the needs of students and teachers? The primary aim of this research is to answer these questions through a qualitative research study involving textbook users and designers. By answering these questions, I can also address the sub-research question 1), which is related to the needs of textbook users and designers. With the criteria list decided and the needs identified, I can address the main research question, which is related to the quality of the TCFL textbooks currently in the market.

In this chapter, I will outline the design of the present study and introduce the methods used to conduct the research. This chapter will then present a description of the methods used to collect data, followed by the techniques used for analysing and interpreting the data.

## 4.1 Design of the research

As presented in Chapter 1, the driving question behind this research is:

Teachers always complain about the quality of the textbooks they use, even though hundreds of new textbooks are published in the market every year. What is it about the textbooks that they are not satisfied with?

The main research question of this research is:

Can the textbooks available in the market meet the needs and expectations of textbook users? If not, what can be improved?

Sub-research questions proposed for answering the main research question are:

- 1) What are the needs and expectations of the target groups of textbook users and textbook designers?
- 2) What criteria should be followed for evaluating the textbooks to see whether they meet these needs and expectations?
- 3) Is there a list of valid criteria available in the literature? If not, how could one be developed?

The design of this research is based on the rationale for textbook analysis discussed by Hutchinson (1987), which was introduced in 2.2.1. An important stage of analysis is to analyse the particular needs in the teaching/learning situation. As Hutchinson proposes, “You cannot, after all, effectively match a solution to a need, if you do not also identify the nature of the need.” (Hutchinson, 1987, p.42).

The setting for this current research is TCFL classrooms in the UK. As TCFL textbooks used and published in the UK are mainly for three age groups: children, adolescents (secondary and high school students), and adults, these groups of learners, together with their school administrators and teachers, will be the target groups of users for this research. In this study, needs from textbooks are defined as the needs articulated by the users of the textbooks, i.e. administrators, teachers and students, and textbook designers. In order to get a better understanding of their needs and expectations of TCFL textbooks, I will carry out interviews with TCFL teachers in the UK, administrators in the institutions and schools, and textbook designers who have

experience of designing TCFL textbooks for the UK market. I will also send questionnaires to the target learner groups to obtain their needs. Justifications will be given with the help of the theories reviewed. The results of interviews and questionnaires will be summarised into one criteria list, which will represent the needs and expectations of textbook users.

The findings from the interviews and questionnaires may not identify all the criteria that the teachers/textbook writers/students could possibly come up with. They may, for example, provide more criteria if they are given more time to do so. In order to provide a comprehensive list of criteria that people can use when they evaluate or design TCFL textbooks, I have therefore also presented the criteria lists identified by previous researchers in the field of materials development and evaluation (see Appendix 1). The two lists have been presented together and their differences are marked (see Appendix 3, in which different colours represent new criteria in both lists). By doing this assessment, the gaps between the two lists can be identified, which may also help to explain why textbook users often give negative feedback about textbooks (see Chapter 9, Section 9.3.2).

After comparing the two criteria lists, I will analyse the content of the TCFL textbooks available in the UK market. A sample of 10 textbooks will be selected and analysed using a checklist method and in-depth analysis. Sample individual evaluation lists and group evaluation lists are presented in Appendix 5-8 and the results are shown in Chapter 9. By comparing the results of the analysis of the identified needs and the content of the textbooks, I can discover gaps between the provision of the TCFL textbooks and the needs of textbook users in the UK.

Through the evaluation process, I will be able to develop a set of evaluation tools that could be useful for future textbook evaluators and teachers. This set of tools will include a comprehensive criteria list (including the criteria summarised from past criteria lists and this research), and an explanation of how to use the criteria, together with references that underpin the criteria proposed (see Appendix 4).

Crotty (1998) suggests that when designing a research proposal, four aspects need to be considered: the epistemology informing the research, the theoretical perspective behind the methodology, the methodology that directs the use of the methods, and the



methods to be used. In Section 4.2, I will discuss the first three aspects of the current research. Section 4.3 will be devoted to research ethics. The methods of this research will be discussed in detail in Section 4.4.

## **4.2 Epistemology, theoretical perspective, and methodology**

### *Constructivism*

The epistemology followed by this research is constructivism. Constructivists believe that individuals look for meaning in the world around them. Through their experiences, they develop subjective meanings. It is important for constructivists to discover the world of the subjects by entering the world, describing it and interpreting it (Greig and Taylor, 1999). Constructivist researchers aim to study the varied and complex views of their subjects. They rely on the subjects' views to research the situations in their studies (Creswell, 2003). In addition, Creswell suggests that constructivist researchers are aware that their own background and experiences shape their interpretation through the study. Normally, they would aim to generate theory or inductively build a theory or pattern of meanings.

This research takes a constructivist position because it depends on the knowledge and experiences of textbook designers and textbook users to develop a valid list of criteria for evaluating a sample of the textbooks in the market. I believe that textbook designers and users are the experts when it comes to the ways in which textbooks are written or used. Their opinions should thus be valued.

### *Qualitative research*

Constructivists tend to use a qualitative method to interpret data. This research follows qualitative research methodology. Qualitative research and quantitative research are traditionally seen as distinct. In the field of Applied Linguistics, however, people may argue that the distinction is too simple, as mentioned by Nunan (1992), who states that the two methodologies are indistinguishable. I agree with Nunan that the distinction still exists, because two different views of human nature and knowledge underline them.

According to Crotty (1998), by visiting the context and collecting information in person, qualitative researchers aim to understand the context and setting of their subjects. The experiences and backgrounds of researchers shape their interpretations of the data. The process of qualitative research is usually inductive; researchers generate meanings from the data collected. Creswell (1993) also suggests other characteristics of qualitative research, including:

- Qualitative researchers aim to promote the active involvement of participants in the research, and try to build rapport and credibility with them.
- Qualitative researchers see the phenomena being researched as a complex process.
- Qualitative researchers keep reflecting on the roles of themselves and their impact on the research.

Creswell (1993) points out that the strategies of inquiry for qualitative research can be narratives, phenomenology, ethnographies, or case studies, which are used to generate open-ended data. As mentioned above, the current research aims to obtain data from individuals who have experience of either writing or using textbooks in the setting of UK. Their perceptions will then form the basis for developing criteria lists and carrying out textbook evaluation. Case study is therefore the main methodology of this study. Evaluation can be a research method (Nunan, 1992), as long as the evaluator assures internal and external reliability and internal validity in their investigations. I am using evaluation as the methodology for textbook analysis.

#### *Case study and evaluation*

As previously stated, this research adopts the methodology of case study and evaluation. Case study is a common methodology adopted in the qualitative research approach. “A case is a single instance of a class of objects or entities, and a case study is the investigation of that single instance in the context in which it occurs” (Nunan, 1992, p.79). Case study has the feature of being able to investigate a contemporary phenomenon, with multiple sources of evidence being used (Yin, 1984, cited in Nunan, 1992). Nunan compares case study with ethnography, pointing out that case study has some unique characteristics. Its scope is smaller than ethnography and it does not necessarily focus on the cultural context and cultural interpretation of the investigation, as ethnography does. Case study can employ both qualitative and quantitative data and statistical methods.

The current study adopts a case study methodology mainly because of the research questions. The best way to investigate the needs of textbook designers and users is to approach them and enquire about their needs. I chose multiple sources, i.e. teachers,

textbook designers, administrators, and learners, because they are all closely related and involved in the “life cycle” of a textbook. They can provide first-hand information of instances that have influenced their decisions, though each of them goes through different stages of textbook production and usage and views textbooks from different perspectives. Based on such considerations, four case studies will be included.

After obtaining needs from textbook users and designers, evaluations will be carried out on a group of TCFL textbooks. Nunan suggests that “[programme] evaluation is concerned with determining what learners have learned from a program, and also with making judgments about why instruction has or has not been successful” (Nunan, 1992, p.190). From his definition, evaluation involves decision-making and judgements, with the goal of judging the success of a programme. Tomlinson (2011, p.3) defines materials evaluation as: “...attempts to measure the value of materials. In many cases this is done impressionistically and consists of attempts to predict whether or not the materials will work, in the sense that the learners will be able to use them without too much difficulty and will enjoy the experience of doing so”. The procedure of evaluation can involve an impressionistic overview, when evaluators browse the introduction of a few textbooks and get an initial idea of their suitability for the programme. Evaluation can also be more in-depth, with an examination of the specific items in a textbook in order to see how it is designed (Cunningsworth, 1995). A judgement can be made after the examinations: whether to adopt, reject, adapt or supplement the book (Littlejohn, 2011).

Evaluation is not often introduced as a methodology in the literature, as generally it is not considered as a research methodology. The reasons behind this can be a lack of theories and empirical research to support the process of evaluation (Harwood, 2014). Moreover, evaluation is often treated as the job of individual practitioners rather than an academic field (Tomlinson, 2012). When discussing the topic of programme evaluation, however, Nunan (1992) argues that evaluation involves questions, data, and interpretation, hence it should be recognised as a form of research. Nunan points out that there are two characteristics of evaluation: firstly, it involves not only collecting information but also interpretation of the information, which means evaluation involves making value judgements. Researchers carrying out evaluation

have to make judgements and the validity of the evaluation needs to be considered. It is believed that the instrument for carrying out evaluation is the key to ensure the validity of the evaluation. Among the strategies suggested by Beretta (1986, cited in Nunan, 1992), providing standardised tests is the most commonly used strategy. For textbook evaluation, it is suggested that providing a clear, unbiased and theoretically-based criteria list should be the first concern. The second characteristic of evaluation is that it involves action. Evaluation is carried out for the purpose of making changes. This means that after finishing an evaluation, recommendations or suggestions for improvement should be given.

Evaluation is a crucial step in this research, because this step shows the suitability of the TCFL textbooks and helps to answer the main research question “Can the textbooks available in the market meet the needs and expectations of textbook users? If not, what can be improved?”. The evaluation will reveal the quality of TCFL textbooks in the market, as well as providing suggestions on what could be improved in these textbooks.

The last aspect that Crotty (1998) highlights is the methods used for research. The discussion of methods is more complicated; it introduces both the rationale for and the procedure of adopting the method. These aspects will hence be explored in detail in Section 4.4. I will use interviews and questionnaires to investigate the needs of the target groups. I will use the checklist method and in-depth method to evaluate the textbooks according to the list of criteria summarised from the literature and the needs of target groups identified from my research.

### 4.3 Research ethics

Before introducing the research procedure, it is necessary to address the implicit ethical issues because human subjects are involved in carrying out interviews and sending out questionnaires. Ryen (2011) discusses three of the most frequently raised concerns in ethical guidelines: codes and consent, confidentiality, and trust. The discussion in this section will follow these guidelines.

Consent needs to be obtained from the research subjects. The researcher has an obligation to inform the subjects about the nature of the research and their right to withdraw at any time, even in the middle of the process, or to refuse to participate. The ethical and moral principles of the participants should be respected and they must not be compelled to take part in any research. According to the guidelines of each institution<sup>10</sup>, consent can be given in oral or written form. Ryen (2011) advises that researchers consult with experienced researchers in the same field about ethical issues if they encounter problems or dilemmas around ethics. In this research, for adult subjects, consent was obtained from them directly in a written form. For adolescent subjects, as the study was carried out in a classroom setting, a written consent was obtained from their teacher before carrying out the study. I also explained the purpose of the research and participants' rights to the students orally before sending out the questionnaires.

'Confidentiality' refers to the protection of participants' personal information, including their identity and place of research (Ryen, 2011). Ryen suggests that confidentiality issues may not be accepted in every cultural context, as some participants may want their names to be included in some circumstances. This kind of dilemma may happen when keeping confidentiality equal to the sacrifice of power implicit in participating in the study, e.g. interviewing an important political figure. Researchers agree that confidentiality is a key guideline that needs to be followed, especially when sensitive questions are asked. This issue links to the third concern, which is trust.

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<sup>10</sup> <https://www.sheffield.ac.uk/ris/other/gov-ethics/ethicspolicy/general-principles/homepage> [accessed 23 July 2017]

'Trust' refers not only to the trust between the researcher and the participants, but also between the participants and future researchers in the same field (Ryen, 2011). As previously stated, protecting the identity of subjects can enhance their trust in the researcher. Moreover, the researcher's honesty and cultural sensitivity can also contribute to building trust.

McKay (2006) mentions respecting the participants, which means that a researcher has an obligation to use the research data for the benefit of the subject group. Taking the language classroom as an example, a researcher should not only carry out the studies on the teachers and students, but also with them and for their benefit (Cameron et al., 1992). I believe that doing the current research with teachers and learners will benefit them, as they are the main consumers of the TCFL textbooks I will be evaluating.

## **4.4 Research procedure**

In this section, the sampling rationale and methods used for this research will be introduced.

### **4.4.1 Sampling**

Creswell (1993) suggests that the idea of ‘sampling’ in qualitative research is purposeful selection. Participants should be able to help the researcher to understand the research problem and answer the research questions. Mason (2002) proposes that when selecting their subjects, researchers should consider empirical and theoretical aspects. On the one hand, the samples should enable the researcher to generate data and ideas; on the other hand, the samples should be theoretically effective to support the research, e.g. the data generated from the samples is sufficient to answer the research questions.

As the focus of this research is textbooks, the participants of this research were selected because of their knowledge and experience of designing and using textbooks. I selected textbook writers with experience of designing textbooks, either published or used in TCFL classrooms in the UK. They have first-hand information about the principles of textbook design. I also selected teachers and administrators who have experience of teaching Chinese in TCFL classrooms in the UK. Teachers and administrators were selected because they are ‘controllers’ of textbook selection and they use textbooks. The data generated from them would thus be closely related to the situation in TCFL classrooms in the UK. The research setting for teachers and administrators was Sheffield, UK, where the researcher’s institution is also located, for convenience and to reduce cost. The research setting for textbook designers is both within and outside the UK, because they work at different locations.

For learners, I selected students who were learning Chinese as a foreign language in the UK classrooms. The age groups are adolescents (age 11-18) and adults (age 18+). Even though young children are also one of the learner groups, they lack the experience and ability to complete questionnaires, hence they were not included in the sample. The same as teachers and administrators, the setting for learners was two institutions located in Sheffield.



#### 4.4.2 Diagrams to illustrate categories and sub-categories

In Section 2.2.5, a framework for evaluating textbooks was structured, including a list of categories and sub-categories that had been summarised based on past models and criteria lists. This framework was used for constructing the questions for interviews and questionnaires, as well as summarising the findings and analysing the results. The framework includes eight categories, each having several sub-categories. Their relationships are presented below.

The eight categories identified in the literature for design and evaluation of textbooks are:

- I. Input (the content of the textbook)
- II. Layout
- III. Supplementary materials
- IV. Goals and objectives
- V. Learners
- VI. Teachers and teaching methodology
- VII. Teaching environment
- VIII. Practical consideration

The sub-categories are:

- I. Input. The content of the textbooks is further divided into:
  - 1) Incidental content expressed through the language used in the textbook (important in contextualisation of language to be taught). This includes:
    - a) Ideas/ values/ information (e.g. family values, social norms, cultural conventions, etc.)
    - b) Topics (e.g. shopping, family, asking for directions, etc.)
  - 2) Target language input itself, including:
    - a) Language content (pronunciation and *pinyin*, lexis, grammar, written forms)
    - b) Language skills (listening, speaking, reading, writing,)
  - 3) Exercises and activities.
  - 4) Instructions and explanations, including:

- a) Instructions given for using the book (e.g. instructions for how to do the exercises)
- b) Translations of vocabulary and texts
- c) Explanations given for language content

Figure 4.1 below shows the input category and its sub-categories and the relationships between them.

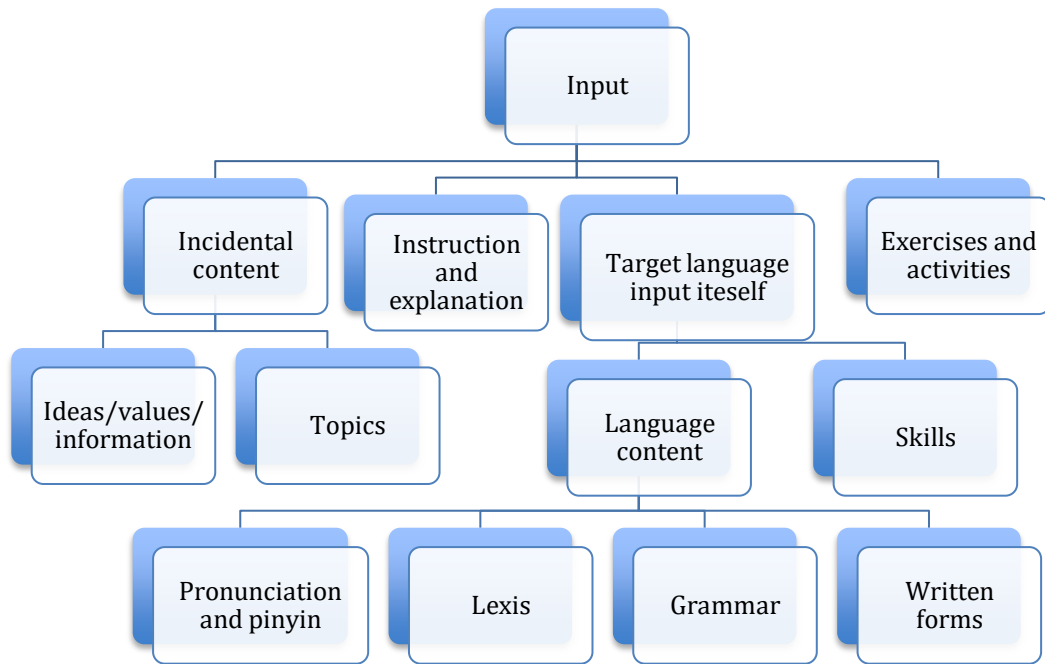


Figure 4.1 Input category and sub-categories

II. Layout. The layout of the book is further divided into:

- 1) Sequencing and structuring the content
  - a) Sequencing the language content
  - b) Sequencing the incidental content
- 2) Design, including:
  - a) Physical characteristics of the book, including cover design, size, length, colour, font etc.
  - b) Arrangement and presentation of content, including use of illustrations, photos, borders etc.

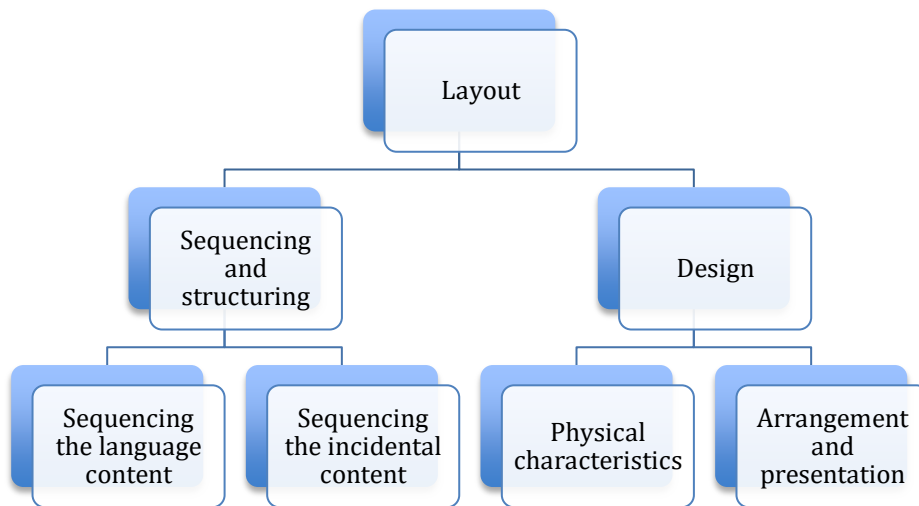


Figure 4.2 Layout category and sub-categories

III. Supplementary materials. The materials other than the student's book include:

- 1) Teacher's guide
- 2) Workbook
- 3) Media and multimedia materials (e.g. CDs, videos, online learning resources, etc.)

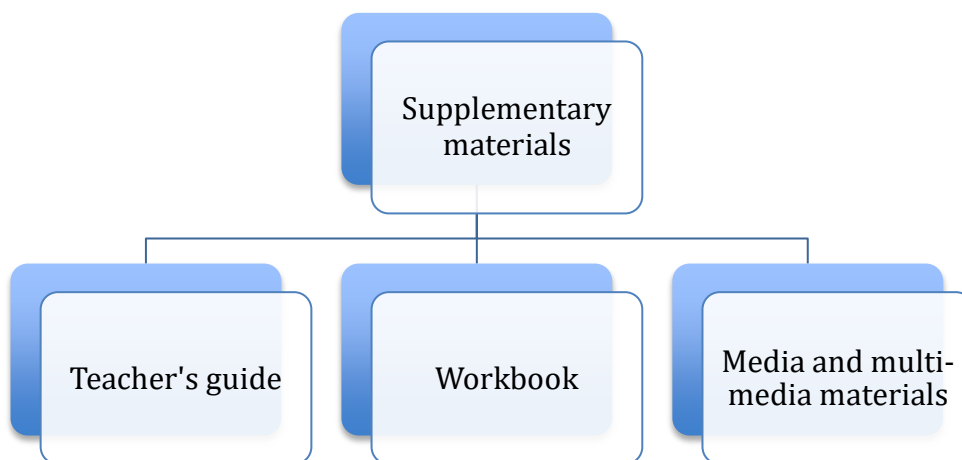


Figure 4.3 Supplementary category and sub-categories

IV. Goals and objectives, referring to both the goals and objectives of teaching and learning in reality and those decided by the textbooks. They include:

- 1) Overall goals intended for the textbook (or set of textbooks of which it is a part), e.g. to reach a certain specified language level
- 2) Specific learning objectives

3) Key points in each lesson/chapter/unit

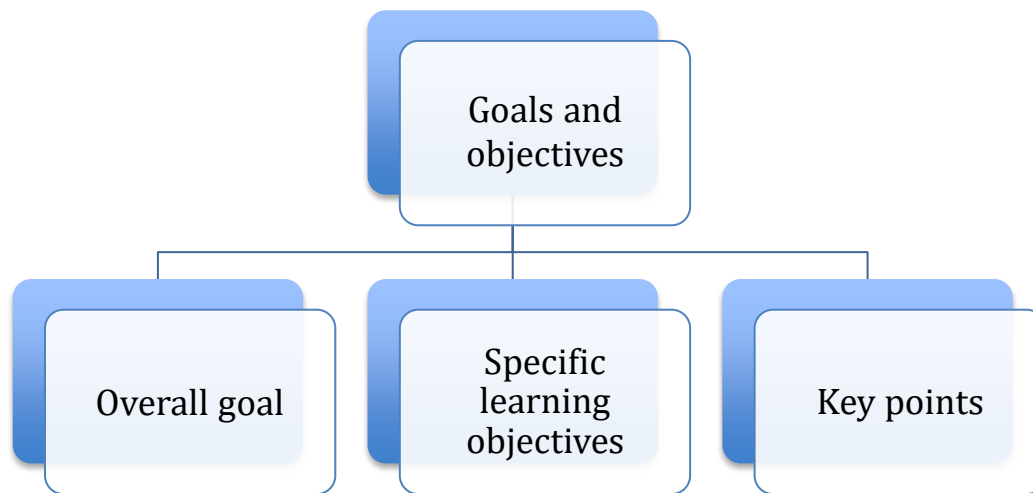


Figure 4.4 Goals and objectives category and sub-categories

V. Learners, including factors related to learners:

- 1) Age of learners
  - a) Child group
  - b) Adolescent group
  - c) Adult group
- 2) Cultural background of learners
- 3) Levels of learners
  - a) Conceptual level
  - b) Language proficiency level
- 4) Orientation and motivation
- 5) Learning strategies catered for

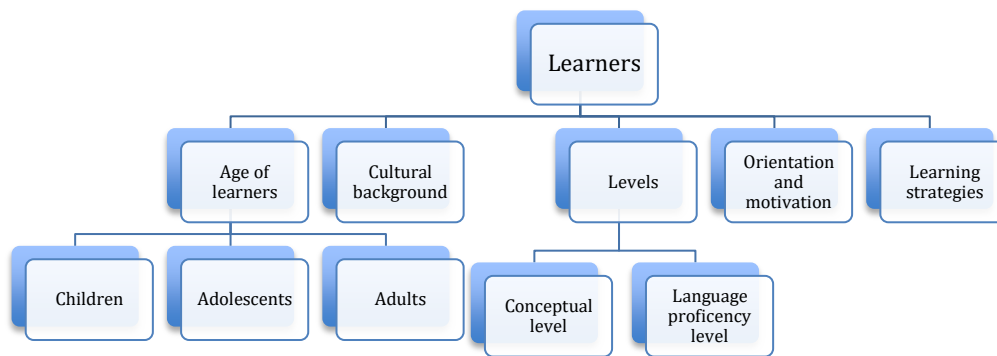


Figure 4.5 Learners category and sub-categories

VI. Teachers and teaching methodology. The sub-categories are:

- 1) Qualifications/experience of teachers
- 2) Teaching methods
- 3) Making adaptations (adding, adjusting the instructions, changing of order, skipping, etc.)
- 4) Roles of textbooks in teaching

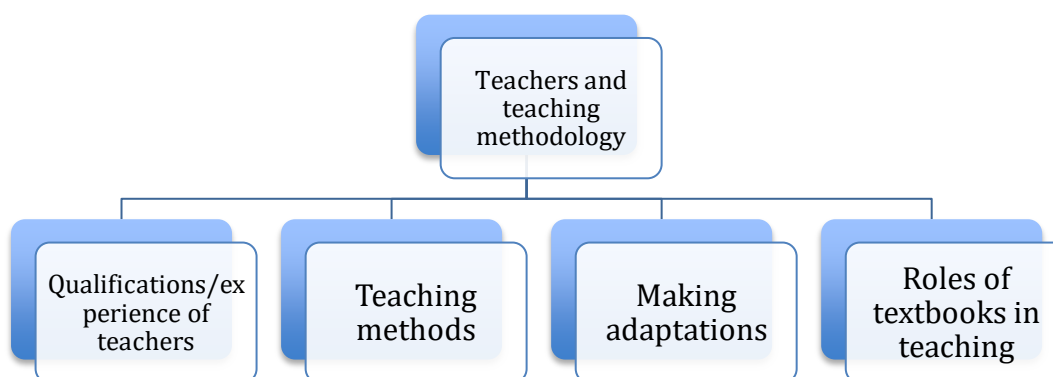


Figure 4.6 Teachers and teaching methodology category and sub-categories

VII. Teaching environment. This is further divided into:

- 1) Language learning context.
- 2) Curriculum and syllabus
- 3) Types of classes

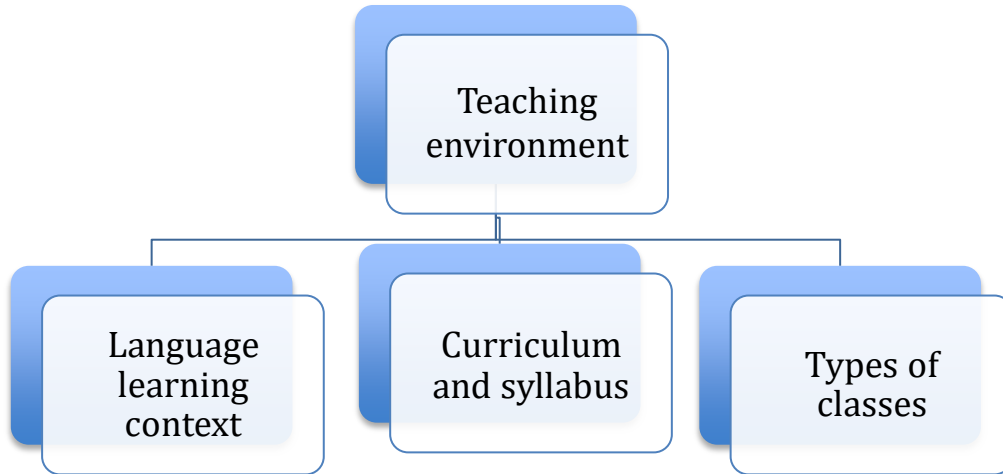


Figure 4.7 Teaching environment category and sub-categories

VIII. Practical considerations

There are no sub-categories under this category because the related criteria lack focus. A possible list of criteria could be: how convenient it is to obtain the book, how easily publishers can be contacted, durability, whether it is a recent edition, cost and price, whether the quality is good, and whether been reviewed and tested before printing, etc.

#### 4.4.3 Methods

Interviews and questionnaires are the main methods for discovering the needs of textbook designers and users in this study. For analysing the textbooks, I used the checklist method and in-depth method. In this section I will introduce the rationale for selecting these methods, the aims of using these methods, the questions I will ask to get the data needed in this research, the process of data analysis, and the expected results from applying these methods.

#### 4.4.3.1 Interviews

The main method employed in this research was interview. The aim of doing interviews was to investigate the needs and expectations of textbook writers and users of textbooks.

##### *Rationales*

Mason (2002) mentions several reasons for choosing qualitative interviews. The following three reasons would match with my reasons for using this method in the present study:

- 1) People's knowledge, opinions and understandings are meaningful for the study. For this study, teachers' and students' backgrounds, reported behaviour, and their opinions and attitudes about language learning were useful for answering the research questions (McKay, 2006).
- 2) Talking to people is a meaningful way to generate data. I reviewed the national policy and objectives of L2 teaching; however, it would not have been easy to find out how the implementation and value of these policies affected educators and institutions without talking to school administration. Conducting interviews helped to generate this kind of data.
- 3) In-depth understanding is required for knowing social processes or meaning. I needed to carry out in-depth interviews to get a better understanding about what the teachers and students thought about the textbooks they used.

Patton (1990) categorises interviews into informal conversational interviews, the general interview guide approach, and the standardised open-ended interview. Patton's general interview guide approach is quite similar to the notion of qualitative interviews introduced by Mason (2002). Qualitative interviews are usually in-depth, semi-structured or loosely structured. It features interactive exchange, informal style, and a thematic and topic-centred approach. Through interviews, knowledge is constructed.

In this study I used the general interview guide approach, which is neither unstructured nor highly structured. Firstly, the same series of questions are designed and each subject is interviewed on the same topics, but for different interviewees the order and wording of questions can differ.

*Adopting the method*

The interviews were structured based on the categories generated at the end of Chapter 2. When developing the interview questions, I referred to the seven steps of planning and preparation procedure for qualitative interviews (Mason, 2002, p.72).

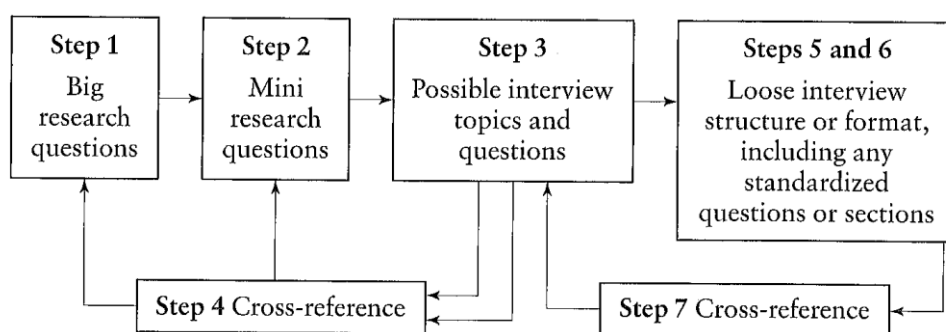


Figure 4.8 Planning and preparation procedure for qualitative interviews (Mason, 2002, p.72)

I carried out semi-structured interviews with the teachers about their opinions on the textbook(s) they had used or were currently using. They were also asked about the roles of textbooks in their teaching and any adaptations they had made when using the textbooks. 11 teachers were invited for interviews. They all had experience of teaching Chinese in the UK, but their number of years of teaching experience varied. All the teachers were native speakers of Chinese and most of them were based in Sheffield, UK. Their educational backgrounds are also varied (as shown in Table 4.1).

The information about the teachers is presented in Table 4.1 below.



Table 4.1 Information of the teachers

Number	Educational background	Location	Teaching experience (Years)	Teaching contexts
T1	Unknown	Sheffield	10	Community, night schools, secondary schools, colleges
T2	PhD candidate in Education	Sheffield	3	Night schools, weekend school, one-to-one
T3	Master in TCFL	Sheffield	6	Summer school, university, night schools, weekend schools, secondary schools
T4	PhD candidate in Education	Sheffield	3	Night schools, weekend school
T5	Master in TCFL	Sheffield	10	University, night schools
T6	Master in TCFL	Lancashire	6	Summer school, university, night schools, weekend schools, primary schools
T7	Master in Education	Manchester	7	Night schools, secondary schools
T8	Master in TCFL	Sheffield	5	Primary school, university, night schools.
T9	PhD candidate in Education	Sheffield	4	Weekend school, university
T10	Master in TCFL	Sheffield	7	University, night school, one to one
T11 (pilot)	Master in TCFL	Sheffield	7	University, community,

I also carried out semi-structured interviews with textbook designers in and outside the UK. The questions were mainly about their experiences of designing textbooks, their reasons for making decisions, and any principles that had guided them during the designing process. Eight textbook designers were invited to the interviews. W4 and W6 were based in China, while the other writers were based in the UK. Like the teachers, all the writers were native Chinese speakers. Their information is presented in Table 4.2 below.

Table 4.2 Information about textbook designers

<b>Number</b>	<b>Features of textbook designed</b>	<b>For which group of learners</b>
W1	Self-study textbook	Adult
W2	Textbook for adolescent beginners	Adolescents
W3	Textbook developing writing skills	Adult
W4 (Pilot)	Learn Chinese online (Unpublished)	Adult
W5	Teaching materials for business classes	Adult
W6	Online teaching materials	Adult
W7	Textbook for adult beginners	Adult
W8	Textbook developing speaking skills	Adult

I carried out semi-structured interviews with the administrators or the person that selected the TCFL textbooks for the students in each school to get their principles for textbook selection and evaluation. Two administrators were invited into the interviews. Their information is presented in Table 4.3.

Table 4.3 Information about the administrators

<b>Number</b>	<b>School nature</b>	<b>Title</b>
A1	Secondary school	Director of Modern Foreign Language
A2	Night/weekend classes	Director of Confucius Institute

The representativeness of the sample has been considered. On the one hand, I have tried to approach as many informants as possible. Due to the time limit and the availability of participants, however, only a few teachers, writers and administrators agreed to attend the interviews. As a result, the number of informants is not as many as I would have liked. In addition, none of the interviewees were non-native Chinese teachers or writers, which could have influenced the representativeness of this sample. The needs of non-native Chinese teachers and the perceptions of non-native Chinese textbook writers could be overlooked in this study because they were not involved in the interviews.

All the informants did, however, have experience of using, designing or selecting textbooks in their professional lives. As I mentioned in Section 4.4.1, they all had first-hand information to help me to answer the research questions. Even though the number of informants was not large, the informants had a variety of teaching experiences, educational background, and teaching contexts. This shows the representativeness of these groups. In addition, I made effort to carry out an in-depth interview with each informant and gave them opportunities to bring up any information they believed was related to textbooks, in order to ensure the reliability of the data I obtained from the interviews.

All three groups of interviews were designed to answer the sub-research question 1) “What are the needs and expectations of the target group of textbook users and textbook designers?”. To ensure the suitability of the interview questions, I carried out a pilot study with one teacher and one textbook writer. Interviews were conducted in either Mandarin Chinese or English (depending on the L1 of the interviewee). Where interviews were conducted in Chinese, English summaries of the raw data were based upon my own translation. The final sets of interview questions for each group of subjects are listed in Appendix 9.

#### *Data analysis plan and results expected*

The interviews were fully transcribed by the researcher before analysis. Thematic analysis was then performed to analyse the data. The first step of thematic analysis is to read the data. Mason (2002) suggests that researchers read their data literally, interpretively, and reflexively. The data needs to be read in their literal forms, e.g. the

content, structure, style, etc. Researchers should be able to read the data from their own perspective as well as that of the interviewees and explore their own role in the process of data generation.

The primary process for developing themes is coding. Saldana (2009) provides a definition of 'code', suggesting that "a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (Saldana, 2009, p.3). The data coded can be as short as a single word, a full sentence, or an entire page of text or a series of images. Saldana (2009) suggests that one of the main goals of the coder is to find repetitive patterns in the human affairs documented in the data.

The codes I used to index the transcripts are the categories and sub-categories suggested in the refined framework (presented in Section 4.4.2). Layder (1998) believes that pre-established theories can inform, or even drive the initial coding process itself. Mason (2002) agrees that acknowledging the pre-existing theories can benefit the research no matter whether the researcher is aware of them or not.

The process of coding can help to discover principles that are not included in the interviews. In the process of coding, researchers have a systematic overview of the data so that he/she can have an idea of its coverage and scope (Mason, 2002). An overview of the data can also show what is not included in the data. One aim of this research is to discover principles and criteria that had not been suggested by the literature. By coding the data, it was possible to identify any outstanding criteria that could be added into the final criteria list.

When doing qualitative research, researchers should be aware that it is unlikely that the indexed slices of data will be neat and tidy. In addition, the labelled variables should not be treated as variables by qualitative researchers (Mason, 2002). They should be treated as "unfinished resources" (Mason, 2002, p.157). In coding the data, qualitative researchers can put the relevant data together and explore them in further analysis.

The analysis process for this research followed a sequence. I read the transcripts to familiarise myself with the data and identified segments in the texts that were related to the codes. I compared and contrasted what I found in order to see the patterns in the

texts. If I found that some texts that could not be assigned to any pre-determined codes but were important to the research, I assigned them new codes, which became new categories or sub-categories. Sometimes there were words or sentences that matched or clearly related to a certain category or sub-category. These were coded into the corresponding category. I often had to read between the lines and interpret the meaning of the interviewees in order to assign them into a category, however.

After coding, I summarised the raw data into themes and presented them in the form of a criteria list. Table 4.4 is an example showing how I presented the findings and summarised the criteria. The full findings and analysis of each group will be presented in Chapters 5 to 8.

Table 4.4 Example of presenting raw data and summary of the whole data

I. Input			
Sub-categories		Raw data (Examples)	Summary of the whole data
<b>Incidental content</b>	<b>Ideas/values/information</b>	<p><b>Teacher 10 (T10):</b> 那本书有一定的时效性, 说的是北京奥运会的那段时间的事情...他们那个书肯定一开始特别受欢迎, 北京奥运会然后中国人的生活, 谈到胡同, 脸谱, 风筝什么的非常有意思。 (That book introduces what happened during Olympic in Beijing. That book must be popular when it was published, because it is about Olympics, life of Chinese, Hu Tong, Masks of Beijing Opera, kites...)</p> <p><b>Teacher 2 (T2):</b> 还有一点就是它可能有些课外常识, 就是 <i>Chinese in steps</i> 的 cultural notes, 可能会比较有意思 (Some extra-curriculum knowledge, such as cultural notes in <i>Chinese in steps</i>, can be interesting.)</p>	<ul style="list-style-type: none"> <li>- Be up to date</li> <li>- Be interesting</li> <li>- Be varied in genre</li> <li>- Be authentic</li> <li>- Be appropriate for the learning context</li> <li>- Be familiar to the learners</li> </ul>

#### 4.4.3.2 Questionnaires

Questionnaire is another method I used to generate data. The aim of sending out questionnaires was also to investigate the needs and expectations of textbooks, this time from learners who were learning Chinese as a foreign language in the UK at the time of the study.

##### *Rationale*

Questionnaire is a popular method of data collection. With questionnaires, it is relatively easier to get a larger number of responses and the data obtained are more amendable to quantification (Nunan, 1992). Both closed and open-ended questions can be used in questionnaires. Even though the data obtained through closed questions are easier to organise and analysis, open-ended questions enable researchers to get more useful information, which is often a more accurate reflection of the subjects' thoughts (Nunan, 1992).

Questionnaires are different from interviews because they are not face-to-face communication. As a result, careful attention should be paid to the wording of questionnaires. Nunan (1992) listed several pitfalls that a researcher may encounter when writing the questionnaire items:

- 1) Questions should not review the researchers' own attitude, i.e. using leading questions;
- 2) Questions should not be complex or confusing;
- 3) Questions should not be asked more than one at a time;
- 4) Culturally biased questions (actually all biased questions) should be avoided.

The reason for adding questionnaires as a method in this research is that I hoped to include learners in the process. Because of time restrictions and difficulty in recruiting

learners (especially adolescent learners) for interviews, I decided to use questionnaires with open-ended questions instead.

It is worth noting that when involving children in the research, the adult researcher should inform the children about the aims of the research and what their rights are during the process, especially that they can withdraw at any time (France, 2004). Continuous review of the willingness of the young people to stay in the research and emphasis of their right to withdraw are good practice.

### *Adopting the method*

As mentioned before, the questionnaire method was only used with learners, and the aim was to elicit their opinions about textbooks that they had used or were using at the time of data collection. The questionnaire was constructed mainly with open-ended questions. Some closed questions were added for the convenience of collecting answers. A sample questionnaire is provided in Section 8.2.1.

Questionnaires were sent to adolescent learners who were learning Chinese in a secondary school and a Chinese teaching institution, and to adult learners in a university. The adolescent learners were given time at the end of their Chinese classes to complete the questionnaires and the adult learners were asked to complete their questionnaires after class and bring it back to the researcher in their next class. 40 adolescent learners and 13 adult learners filled in the questionnaires. Their information is presented in Table 4.5. The learners' groups were named after the textbooks used by the learners, e.g. students in the *Jinbu* group used the book *Jinbu* for learning Chinese.



Table 4.5 Information about the learners

Learners group	Number of learners	Age range
<i>Jinbu</i> group	36	11-16
<i>Zhongwen</i> group	4	11-16
<i>Great Wall Chinese</i> group	13	18+

*Data analysis plan and results expected*

As questionnaires are designed for collecting qualitative data, the data analysis procedure for the answers to the open-ended questions was the same as the process for analysing the interview data. The opinions of learners were categorised and then summarised into a list of criteria.

4.4.3.3 Checklist method and in-depth analysis

After analysing the data obtained from textbook designers and users, I was able to construct a valid criteria list for textbook evaluation. A group of TCFL textbooks was evaluated against the criteria list, aiming to find out the gaps between the textbooks and the needs and expectations of this study’s target group of learners. The checklist method and in-depth analysis are the main methods for evaluating the textbooks in this study.

*Rationale*

The checklist method provides a list of items for evaluation. It has four advantages (Chambers, 1997; McGrath, 2002):

- 1) It systematically considers all the key elements;
- 2) It is cost effective and time saving;
- 3) When the comparison between two sets of materials is needed, the format of a checklist makes it easy to conduct;

- 4) It is an explicit method. It contains clear categories for group evaluation and provides a general framework for decision-making.

Piloting is a key step for checklist evaluation, which involves applying one checklist to several textbooks and then providing it to group to evaluate. This process can help to revise and develop the checklist. Questions of validity and reliability should be addressed during checklist evaluation.

The checklist method is convenient and time saving, but it has limitations as well. It needs to be tailored to suit a particular context, for instance. It can also be subjective, because it depends on when the checklist was invented and the designer's knowledge and beliefs.

Another problem with the existing checklists is the validity of the evaluating system. The evaluating system mainly uses two scoring methods: Likert scale or Yes/No. For example, the checklist provided by Garinger (2002) for ESL textbook selection asks the evaluator to answer the questions with Yes or No. It can be very difficult to answer some of the questions with a simple Yes or No, however, e.g. "Is the textbook sensitive to the cultural background and interests of the students?" (Garinger, 2002, p.2). The Likert scale method can solve this kind of problem, but the implications of the scores in a Likert scale should be clearly defined.

In-depth analysis involves analysing specific features, extracts or units in the textbook, which can avoid any superficial judgements brought about by the checklist method (Cunningsworth, 1995; Hutchinson, 1987). This method can be used as a substitute for or an addition to a checklist method. In-depth analysis allows the researcher to examine whether the materials can represent their claims, such as the language description, or the assumptions and values against which they are designed.

In-depth analysis can reveal the details of materials. It also has its drawbacks, however. Firstly, the representativeness of the samples selected for in-depth analysis

is difficult to evaluate, which leads to the problem of partiality. In addition, time and expertise are both required to carry out in-depth analysis (McGrath, 2002).

### *Sampling the textbooks*

There are 10 textbooks in the sample group of textbooks under evaluation. Their information is presented in Table 4.6.

Table 4.6 Information about the textbooks

<b>Textbook title</b>	<b>Publisher</b>	<b>Target learners age</b>	<b>Date of publication</b>
Jinbu 1	Heinemann	11-14	2010
Chinese Paradise (Elementary)	Beijing Language and Culture University Press	N/A	2009
Experiencing Chinese 2A (Middle school)	High Education Press	13-15	2009
New Practical Chinese Reader	Beijing Language and Culture University Press	18+	2002
Chinese in Steps 1	Cypress Book Co. UK Ltd.	18+	2006
Kuaile Hanyu Beginners	People's Education Press	11-16	2009
Chinese Express – Talk Chinese	Cypress Book Co. UK Ltd.	18+	2006
Youer Hanyu 1	Jinan University Press	4-6	2004
Zhongwen 1	Jinan University Press	N/A	2006
Greatwall Chinese 1	Beijing Language and Culture University Press	18+	2005

These 10 books were selected according to the following criteria:

- 1) Availability. As the context of this research is the UK, all the books under evaluation can be found in the UK market. They are available in the Confucius Institute at the institution where the researcher is located.
- 2) Language proficiency level. Only textbooks at the beginner level were selected, because the content of textbooks vary considerably from beginner to advanced levels. This variable was controlled for assuring the validity of the evaluation.
- 3) Variety. Among the textbooks that met the previous two criteria, I aimed to select a group of textbooks that embraced a range of features, e.g. different ages of learners, different contexts of learning, etc. The features covered by these textbooks are:
  - Age of learners: children (*Chinese Paradise*, *Youer Hanyu*), adolescents (*Jinbu*, *Experiencing Chinese*, *Zhongwen*, *Kuaile Hanyu* Beginners), adults (*New Practical Chinese Reader*, *Chinese in Steps*, *Chinese Express – Talk Chinese*, *Great Wall Chinese*).
  - Context of learning: FL (*Zhongwen*, *Chinese in Steps*), SL (*New Practical Chinese Reader*).
  - Types of courses: Degree courses (*New Practical Chinese Reader*), non-specialist courses or courses for night schools (*Chinese in Steps*, *Great Wall Chinese*), self-study (*Chinese Express – Talk Chinese*).
  - Language background of learners: heritage learners (*Youer Hanyu*, *Zhongwen*), non-heritage learners (*Chinese Paradise*, *Experiencing Chinese*).
  - Publishers: Based in China (People’s Education Press, Higher Education Press), based in the UK (Heinemann, Sinolingua London).

#### *Adopting the methods*

In this research, checklist and in-depth methods were used together for textbook analysis. In-depth analysis was used after the checklist method to complement it. Each textbook in the group went through the checklist for evaluation. Three options were provided in the checklist: Yes, No, and N/A, each corresponding to the scores: 1, -1 and 0. Providing scores was for the convenience of getting a number with which to

rank the textbooks. The scores were also used as a preparation for in-depth analysis.

The scores were calculated according to the following criteria:

- “Yes” will be chosen if most of the content met the criterion; The corresponding score is 1;
- “No” will be chosen if very little of the content met this criterion; The corresponding score is -1;
- “N/A” will be chosen if the criterion is not applicable to this textbook, or the textbook is neutral – it neither met nor failed to meet the criterion. The corresponding score is 0.

The problem of assigning suitable scores has been discussed above. The same problem may apply to the current research as well. For some criteria, it is difficult to assign a Yes/No. I tried to solve this problem using two ways: firstly, lists of references for explaining why the criteria were provided (see Appendix 4). The reference lists are presented to help evaluators to break down some criteria that can be difficult to evaluate, so that an answer can be reached. Secondly, some techniques for providing answers were given. I will discuss how the answers were reached in detail in Chapter 9. Table 4.7 is a section of the checklist. The full checklist adopted in the evaluations can be seen in Appendix 5 and 6.

Table 4.7 Section of the checklist

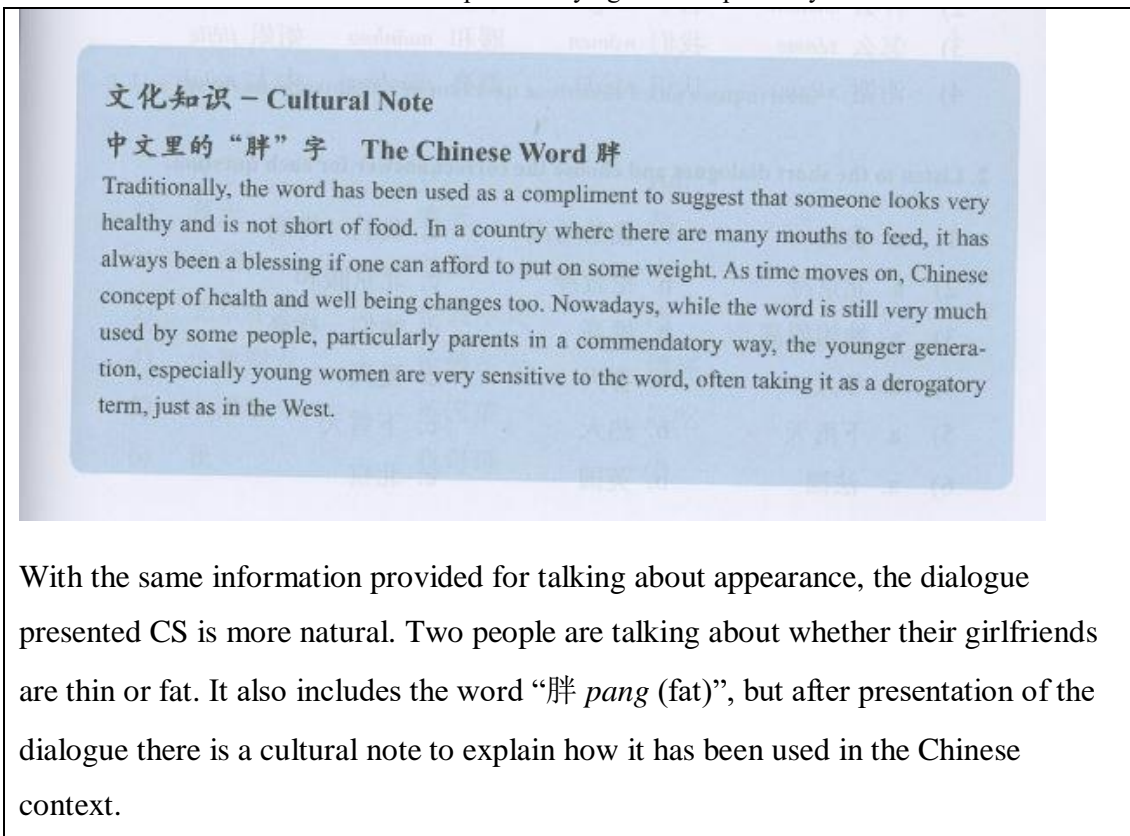
Category		Criteria	Yes	No	N/A
<b>Ideas and information</b>	1	Up to date			
	2	Interesting			
	3	Authentic			
	4	Appropriate for the learning context			
	5	Familiar to the learners			
	6	Varied			
	7	Include culture information			

*Data analysis plan and results expected*

After carrying out the checklist analysis on the textbooks, scores were added both for individual books and for the group of textbooks. Firstly, each book has a score, showing in general how it performed in the evaluation. The ranking of the 10 textbooks is provided in Chapter 9.

An in-depth analysis was then applied to examine the textbooks for more detail and their specific features. Just like the checklist method, doing an in-depth analysis can be inevitably subjective, because they are both evaluations and I am the only evaluator. To strengthen the validity of the evaluation, after each statement made about the textbook I presented example(s) to support my judgement (see Table 4.8). In addition, each time I selected two textbooks that had a relatively wide gap between their scores and reviewed the same sections in them. With examples and comparison, I could explain why I assigned the scores to the textbooks and justify the evaluating statements I made for each section. Below is an example of carrying out in-depth analysis. The full account will be presented in Chapter 9.

Table 4.8 Example of carrying out in-depth analysis



The image shows a screenshot of a cultural note from a textbook. The note is titled "文化知识 - Cultural Note" and "中文里的“胖”字 The Chinese Word 胖". The text explains that traditionally, the word "胖" (fat) is used as a compliment to suggest someone looks healthy and is not short of food. It notes that in a country with many mouths to feed, it has always been a blessing to be able to put on weight. However, as time moves on, the Chinese concept of health and well-being changes. Nowadays, while the word is still used by some people, particularly parents in a commendatory way, the younger generation, especially young women, are very sensitive to the word, often taking it as a derogatory term, just as in the West.

With the same information provided for talking about appearance, the dialogue presented CS is more natural. Two people are talking about whether their girlfriends are thin or fat. It also includes the word “胖 *pang* (fat)”, but after presentation of the dialogue there is a cultural note to explain how it has been used in the Chinese context.

Then a checklist analysis was applied to the textbooks as a group to see how they perform in each criterion, in order to find out which needs are met successfully by this set of textbook and which needs are not. The sum of the scores for each criterion can demonstrate the gap between the provision of TCFL textbooks in the market (represented by the textbook sample in this research) and the needs of learners. Table 4.9 is an example showing how the group evaluations were carried out to the 10 textbooks. The full list will be presented in Appendix Seven and Eight.

Table 4.9 How checklist method is used in group evaluations

	Criteria	Yes	No	N/A	Well - met	Adequately - met	Badly - met
<b>1</b>	Up to date	3	0	7	√		
<b>2</b>	Interesting	3	7	0			√
<b>3</b>	Authentic	6	4	0		√	
<b>4</b>	Appropriate for the learning context	10	0	0	√		
<b>5</b>	Familiar to the learners	10	0	0	√		
<b>6</b>	Varied	8	2	0	√		



## **4.5 Conclusion**

In this chapter I discussed the design of the present study and the rationales behind the methodology. Methods used to conduct the research have been discussed in details. I also introduced the procedure of adopting the methods and the techniques used for analysing and interpreting the data. In the next four chapters, findings and analysis of this research will be presented.

## **5 Chapter 5: Findings and analysis of teachers' interviews**

This chapter will present the findings and analysis of the teachers' interviews. The findings will initially be organised into eight categories, based upon findings by previous researchers about important factors in textbook design and evaluation. These categories have already been discussed in the earlier literature review section of this thesis (see Section 2.2.6). The same eight categories were used to organise the questions used for conducting interviews with the research subjects and when preparing the questionnaires given to the research subjects.

These initial eight categories were further broken down into sub-categories that emerged during the interpretation of the data. If findings that appeared recurrently in the data fitted naturally into categories or subcategories that had been mentioned in the literature, they were assigned to the corresponding categories. Some items of data fitted into more than one category or sub-category; for example, one teacher suggested, "The grammar put in one lesson should be at the same level of difficulty". This opinion is related to sub-categories 'Grammar' and 'Sequencing the language content'. These kind of opinions are included in each of the categories/ sub-categories to which they are relevant and are discussed in the light of each category to which they belong.

For any data that did not fit into one of the eight pre-determined categories (or one of their sub-categories) a new category was created, defined and explained. New categories and sub-categories are presented at the beginning of the findings. If there was no data found for specific categories, the category names were retained, but there was no data entered for them. Some data is missing because the category was not applicable to the group. Learners were not able to comment on the teachers' guide or teaching methods, for example, so this category does not contain any data or discussion from the learners' results. If the subjects were able to provide information on the category but they did not, it meant either that they did not think about this issue or this issue was not important to them. The categories and sub-categories with no

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data, namely the 'empty' categories, will be discussed together in the conclusion section.

Once the data had been categorised, samples of raw data were presented in the form of tables to illustrate how they fitted into the various categories and how they were interpreted. Then findings of the teachers' interviews were then summarised. I will present the summary of the findings from the research with each group in the first section of each of the three findings chapters, followed by the analysis of the findings in the second section.

## **Section 1: Findings from teachers' interviews**

### **5.1 New categories/sub-categories**

To recap, the categories identified in the literature for the design and evaluation of textbooks were:

- I. Input (the content of the textbook)
- II. Layout
- III. Supplementary materials
- IV. Goals and objectives
- V. Learners
- VI. Teachers and teaching methodology
- VII. Teaching environment
- VIII. Practical considerations

The lists of categories and sub-categories were presented in Section 4.4.2. All the data in the four groups of interviews have been organised with the same set of categories. Under the category 'Teaching environment', teachers identified other factors that could influence textbook selection and usage in the context, for which I added another sub-category 'other factors influencing choice of textbooks'. It includes institutional influence and parental influence (for children).

### **5.2 Summary of raw data**

In this section, the raw data from the teachers' interviews will be categorised and presented. A sample transcription of one of these interviews can be found in Appendix 10. The full version of the raw data from interviews can be found at: [10.15131/shef.data.5217256](https://doi.org/10.15131/shef.data.5217256). The data will then be summarised in the order of the categories mentioned in Section 4.4.2.

The following methods were used to code the raw data into categories:

- The topic word for the category is in the raw data. For example, teachers mentioned ‘Children’ in the segment, so it is categorised under the sub-category ‘Children’.
- There is a clear reference to the category in the data. If a teacher talked about ‘flashcards on smartphones’, for example, then this segment would be grouped into the category ‘Multimedia materials’.
- The meaning is gained through reading between the lines. The teachers may not talk about the issue overtly, but the researcher interpreted the meaning and then categorised them.

The following table includes an overall summary of the raw data relating to each category/sub-category. It also includes a few specific examples of the raw data findings for each category/sub-category to give an idea of the sources from which the summarised findings were derived. In the analysis of the data from the interviews, I will refer back to the raw data in order to further explain the criteria. An English translation of the gist of the examples will be given.

Table 5.1 Summary of raw data under the category ‘Input’

<b>I. Input</b>			
<b>Sub-categories</b>		<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>
<b>Incidental content</b>	<b>Ideas/values/information</b>	<p>Teacher 10 (T10): 那本书有一定的时效性, 说的是北京奥运会的那段时间的事情...他们那个书肯定一开始特别受欢迎, 北京奥运会然后中国人的生活, 谈到胡同, 脸谱, 风筝什么的非常有意思。(That book introduces what happened during Olympic in Beijing. That book must be popular when it was published, because it is about Olympics, life of Chinese, Hu Tong, Masks of Beijing Opera, kites...)</p> <p>Teacher 2 (T2): 还有一点就是它可能有些课外常识, 就是 <i>Chinese in Steps</i> 的 cultural notes, 可能会比较有意思 (Some extra-curriculum knowledge, such as cultural notes in <i>Chinese in Steps</i>, can be interesting.)</p>	<ul style="list-style-type: none"> <li>- Be up to date</li> <li>- Be interesting</li> <li>- Be varied in genre</li> <li>- Be authentic</li> <li>- Be appropriate for the learning context</li> <li>- Be familiar to the learners</li> </ul>
	<b>Topics</b>	<p>T8: 它的课文里包括好几个不同的内容。第一个就是介绍自己和自己的同学, 自己的老师。第二个是介绍自己的教室。第三个是介绍自己的家人。它都是关于介绍, 但是有三块内容, 很不同的内容, 对国外的学生来说, 这三块其实没有太多重叠的。都放在一课里...这个时候我就觉得重点有些分散了。(There are three different topics included one lesson: one is introducing oneself and classmates, the second is introducing classroom, and the third is introducing family members...for foreign students, there are no overlaps among these topics (but they are arranged in the same lesson), and I feel that the lesson is not focused enough.)</p>	<ul style="list-style-type: none"> <li>- Be relevant</li> <li>- Be suitable for learning objectives</li> <li>- Be coherently organised</li> </ul>
<b>Target language input (Language)</b>	<b>General</b>	No data	No data
	<b>Pronunciation and pinyin</b>	<p>T10: 我觉得初级阶段还是有一些拼音会更好, 他们(学生)有的会花很多时间, 赶快(写上拼音)。(I feel that it is better to have some pinyin for beginners in the book.)</p>	<ul style="list-style-type: none"> <li>- There should be clear guidance for teaching tones</li> <li>- Pinyin should be used to aid</li> </ul>

<b>content)</b>			<p>pronunciation learning</p> <ul style="list-style-type: none"> <li>- The use of pinyin beneath texts should be progressively phased out</li> <li>- There should be an appendix about the knowledge of pinyin at the back of the book</li> </ul>
	<b>Lexis</b>	<p>T2: 然后他们需要用到哪些生词，他们 pick 一些他们感兴趣的，他们在生活当中可能会用到的这些东西，然后让他们自己操练一下，然后还有他们对哪些相关的感兴趣的，可以提出来，让我可以给他们一些 additional vocabulary. (The students can pick some vocabulary that they are interested and will be used for daily life, I will ask them to practice with these vocabs. I also offer them additional vocabulary that they are interested.)</p>	<ul style="list-style-type: none"> <li>- Be relevant to the learners</li> <li>- Be up to date</li> <li>- Be seen as important</li> <li>- Provide additional vocabulary</li> <li>- Include an appendix summarising vocabulary</li> <li>- Have a summary for to explain the usage of vocabulary in higher level</li> <li>- Be presented appropriately and reinforced for effective learning</li> </ul>
	<b>Grammar</b>	<p>T8: 这个也比较难平衡，它有的那个点很难，有的点比较容易，是学生学过的，但是它同样在一课里出现了...比如说，“你去哪？”这个话题，它可能里边既包含了“你去哪儿，我去超市”这样一个最简单的句型，同时它可能后边还有“你去哪儿买菜？”或者说“你去图书馆做什么？”类似于这样的句型...(It is difficult to balance. Some of the grammar points are difficult, and some are easier or have appeared before. Both kinds of the grammars appear in one lesson.)</p>	<ul style="list-style-type: none"> <li>- Be seen as important</li> <li>- Be arranged progressively</li> <li>- Be introduced clearly and in details</li> <li>- Be taught with adequate models featuring the structures</li> <li>- Be introduced using methods appropriate to the learners' age</li> <li>- Have a periodic summary of grammars</li> </ul>

	<b>Written forms</b>	<p>T6: 我反对的是那种就所谓的怕学生认为汉语汉字太难了，一开始就不教他们汉字，我不赞成这种说法。我觉得是教法或者侧重的的问题，但是需要一开始就要让他们知道。因为汉语我们本来就是用汉字的，所以我不赞成上来都是用拼音的书 (I am object to the notion that the textbook doesn't teach learners characters because they are difficult. At the beginning they should know we use characters in Chinese. I don't like the book with no characters but only pinyin.)</p> <p>T10: 生字，我们看是注重了复现率，是反复出现的，人名什么的编者是很讲究的，但是这些学生没有意识，对他们来说只是一群乱码，所以你觉得这个出现了很多次，他们根本意识不到。(The characters are arranged repeatedly. The writer designed the names carefully. However the students have no idea. For them the names are just nonsense codes. Therefore you feel that the characters repeated many times, but they did not realise at all.)</p>	<ul style="list-style-type: none"> <li>- The arrangement of characters should be suitable for learners and teaching objectives</li> <li>- Characters teaching should provide achievable challenge to the learners</li> <li>- There should be frequent review of learnt characters</li> <li>- Characters should be made salient for the learners</li> <li>- Writing characters should be taught with the same pace of speaking</li> </ul>
<b>Target language input (Skills)</b>	<b>Language skills</b>	<p>T6: 它里面“听说读写”几个技能都包括了(It has four skills – listening, speaking, reading and writing.)</p>	<ul style="list-style-type: none"> <li>- The four skills should be taught together in an integrated fashion</li> <li>- The teaching of four skills should be balanced</li> <li>- The skills, if any, emphasised in textbooks should be appropriate for learners' age</li> </ul>
<b>Exercises and activities</b>	<p>T2: 像这个地方（涂颜色），但是可能因为学生年纪太小吧，可能会感兴趣，我主要是觉得跟我们上课的 language 关系不太大，跟语言学习关系不太大，但也不失为保持兴趣的一个办法。(For example, this exercise (colouring the pictures) may attract the young children because of their age, however I think it is not quite related to the language we learnt. It may be a way to maintain their interests.)</p>	<ul style="list-style-type: none"> <li>- Exercises should help the learners to consolidate what they learnt</li> <li>- The design of exercises should achieve variety</li> <li>- There should be sufficient exercises</li> </ul>	



			<ul style="list-style-type: none"> <li>- The exercises should be suitable for the learners' age</li> <li>- The exercises should provide opportunities for communication</li> </ul>
<b>Instruction and explanations</b>	<b>Instruction for using the textbooks</b>	T8: 对, 你看它每一个活动, 它都有一个重点, 就是 reading, 还是 listening, speaking, 它每一个内容, 每一块, 每一个活动, 都是有重点的, 都是有技能的侧重点的, 技能的要求, 对老师来说也是一个很清晰的一个指导 (Each of the activities has a key point, to practice reading, or listening, speaking skills. It is a useful guidance for the teachers.)	<ul style="list-style-type: none"> <li>- Information about teaching and learning objectives should be provided</li> <li>- The book should provide directions for self-study</li> <li>- Instructions on character writing should be provided</li> <li>- Textbook should provide clear instructions on which skills are trained</li> <li>- The instructions for carrying out activities should be clear</li> </ul>
	<b>Translations to vocabulary and texts</b>	T8: 比如说: 我喝绿茶。它的翻译是 I prefer green tea, 那学生就问那“喝”是“prefer”的意思吗? ...就是在初级阶段, 因为学生他对句子的理解, 或者是课文的理解更依赖于词汇...(The translation for 我喝绿茶 is “I prefer green tea”, so one student asks “Does 喝 means ‘prefer’ then?”...at the beginners level, the understanding of sentences and texts relies on vocabulary....)	<ul style="list-style-type: none"> <li>- English should be given to aid learning</li> <li>- English should have a high quality, i.e. precise and with no mistakes</li> <li>- Translation should be given to each word in the stage of beginners</li> <li>- There should be no English provided in the textbook</li> </ul>
	<b>Explanation given for</b>	T8: 要少而精的介绍, 不要大段大段的介绍, 我就觉得这个《书名》关于语音方面介绍的过于详细, 就是太多了, 介绍了四五	<ul style="list-style-type: none"> <li>- Be precise and kept short</li> <li>- Given where the learners have</li> </ul>

	<b>language content</b>	页，关于发音的生理方面、科学方面的知识有点过多.. (I think the introduction should be concise and accurate, rather than long and detailed.)	problems – Have no terminology
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Table 5.2 Summary of raw data under the category ‘Layout’

II. Layout			
Sub-categories		Raw data (Examples)	Summary of the whole data
Sequencing and structuring the content	Sequencing the language content	T8: 内容方面, 层次要比较明显, 一定要由易到难, 后面的语言点的难度要能够cover到前边的, 而且, 前面学过的后面能用到, 也是一个语言点的复现率, 重复性。(The content should be presented from easy to difficult. The language points which appear later should be able to cover those appear at the beginning. In addition, what they learn before can be used later. Language point should appear repeatedly.)	<ul style="list-style-type: none"> <li>- Language content should be sequenced progressively</li> <li>- Grammars and vocabulary learnt should be reinforced frequently</li> <li>- There should be no clear steps (from words to discourse level) missing in the book</li> <li>- Grammars being put together, e.g. in one lesson, should have similar level of difficulty</li> </ul>
	Sequencing the incidental content	T4:就是从体系这方面来讲它还是比较连贯的。像我们现在上到3册嘛, 然后它第一课它就是讲颜色, 然后第二课又讲颜色, 巩固一下, 并且把“喜欢”这种内容加进来, 然后等到第3课就又是“喜欢”, 只不过就是变成食物, 然后食物在前面的书里面也有提到过, 但只不过就是吃不同的, 这个是吃蔬菜, 前面可能是吃水果, 但是老师就可以把前面的内容再加入到里面, 让他们复习。(The content is consistently in the book. For example, the first two lessons are both about colours, and in Lesson Two it added “Like something”. In Lesson Three it talked about “Likes something” and the vocabulary is about food.)	<ul style="list-style-type: none"> <li>- Topics and content should be coherently organized</li> <li>- Content in the units sequenced later in the book should contain some knowledge from the previous ones</li> </ul>

<b>Design</b>	<b>Physical characteristics</b>	T2: 我最先考虑的是，这个我觉得要对对象而言，一个是如果你是教小的小孩子的话，首先你要看这本书是不是有很多 colourful 的图片，可以吸引小孩子，它们如果能吸引小孩子，小孩子才有兴趣去学。(The first thing I would consider is whether the book has many colourful pictures if it is for young children. They can attract the children so that the children have motivation to learn.)	<ul style="list-style-type: none"> <li>- Colourful covers are attractive to younger learners</li> <li>- It should include cultural elements on the cover</li> <li>- Books for children should have a bigger size</li> <li>- The book should not be too long</li> </ul>
	<b>Arrangement and presentation of content</b>	T1: 这个（书名）内容适合中学生，但是图适合小学生，这个图案中学生看得有点小儿科，有时候就哈哈大笑一下。(The illustrations are too naïve for adolescents and they laughed at them. These illustrations are more suitable for primary school students.)	<ul style="list-style-type: none"> <li>- Illustrations should be interesting</li> <li>- The styles of illustrations should suit learners' age</li> <li>- Illustrations should have pedagogical functions</li> <li>- Appendix about language content should be provided</li> <li>- Language points should be highlighted for learners to locate</li> <li>- Separable working sheets should be provided</li> </ul>

Table 5.3 Summary of raw data under the category ‘Supplementary materials’

<b>III. Supplementary materials</b>		
<b>Sub-categories</b>	<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>
<b>Teacher’s guide</b>	<p>Researcher: 那你不会希望教师用书里面再多一些什么样的内容?</p> <p>T3: 多一些游戏, 还是游戏和练习, 而且游戏是要让学生脱离开课本的活动。</p> <p>(Researcher: What do you want to add into the teacher’s guide?</p> <p>T3: More games, exercises. Games that students can do without the textbook.)</p>	<ul style="list-style-type: none"> <li>– Provide guidance on teaching objectives</li> <li>– Provide suggestions on teaching methods</li> <li>– Suggest extra activities to be used</li> <li>– Provide explanations for language content</li> <li>– Introduce the teaching context where the book is to be used</li> </ul>
<b>Workbook</b>	<p>T2: 然后还有 workbook 比较有用, 因为它是当作业来做 enhancement. (Workbook is useful, because it can be used for enhancement.)</p>	<ul style="list-style-type: none"> <li>– Provide exercises for revision</li> <li>– Include separable working sheets</li> </ul>
<b>Media and multi-media materials</b>	<p>T2: 那些游戏真的是很, 我个人觉得是很 boring 的一些游戏, 就是重复性太高, 就是学生可能还是感兴趣的玩游戏, 但是后来就是, 哦怎么又来这个啊, 就这种感觉。它的内容是不变的, 就是它比如说...它只是用不同的游戏让你填拼音, 比如说让你射个泡泡, 射个气球, 气球上面有拼音你把它的拼音点下来, 或者是来一个独轮车, ... 就是它的内容不变, 形式在变, 这样的话学生还是会感觉到太重复了。(The games in the CD are very boring. They are too repetitive. At the beginning students may be interested, but later they will feel bored. The content is the same, for example, to fill in pinyin, and the game itself changes. Shooting a balloon, or riding a bike, etc. The aim stays the same while the game changes, so students still feel bored.)</p>	<ul style="list-style-type: none"> <li>– The content of the videos/animations should be up to date and authentic</li> <li>– Be designed suitable for self-study</li> <li>– Be meaningful and useful for language learning</li> </ul>

Table 5.4 Summary of raw data under the category ‘Goals and objectives’

<b>IV. Goals and objectives</b>		
<b>Sub-categories</b>	<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>
<b>Overall goals intended for the textbook</b>	T7: 因为我们现在使用的教材呢，这套教材它是跟那个 Edexcel 的考试局他们是联合出版的。所以说这套教材是非常贴合最后的中考和高考的内容的，在这点上是我们选择教材的可以说是最重要的一个原因之一了。(The textbook we are using (Book name) is published with Edexcel, therefore the content is close to the content of GCSE and A-Level. This is the very first reason for selecting this textbook.)	<ul style="list-style-type: none"> <li>– Meet the requirement of the course, such as passing an exam, or understanding Chinese culture</li> <li>– State objectives clearly</li> <li>– Meet specific teaching objectives such as enhancing a certain skill or all 4 skills to a certain level, or mastering language content (e.g. grammars)</li> </ul>
<b>Specific learning objectives</b>	T10: 有的（学生）现在就是说我会背很多词了，我想考 HSK，用一个 Certificate 来证实一下自己的水平，但有的就是说我们不要背这个（生词），我们不考也不要浪费这个时间。(Some students would like to take HSK to test what proficiency level they are at. However some of them said we do not want to learn HSK words because we are not interested in taking exams.)	<ul style="list-style-type: none"> <li>– State objectives clearly</li> <li>– Meet the specific objectives of learners, such as understanding the culture of Chinese, improve certain skill(s), or learning Chinese as an interest</li> </ul>

<p><b>Key points in each lesson</b></p>	<p>T7: 他这样的设计我觉得首先对学生来说是非常好的, 因为, 学生啊这样的话比较能够突出什么是学习的重点, 然后学生不容易忽略。那么在老师设计, 设计这个课程的过程当中的这个, 哎你一目了然知道这节课最重要的 (是什么)。(Such a design is good for students, because it can emphasis the key points of learning, and students will be attracted. Furthermore when the teacher is designing the class, the most important points in this lesson are very clear to her.)</p> <p>T8: 它的课文里包括好几个不同的内容。第一个就是介绍自己和自己的同学, 自己的老师。第二个是介绍自己的教室。第三个是介绍自己的家人。它都是关于介绍, 但是有三块内容, 很不同的内容, 对国外的学生来说, 这三块其实没有太多重叠的。都放在一课里...这个时候我就觉得重点有些分散了。(There are three different topics included one text: one is introducing oneself and classmates, second is introducing classroom, and the third is introducing family members...for foreign students, they are not overlaps, and I feel that it is not focused enough.)</p>	<ul style="list-style-type: none"> <li>- Provide clear guidance about teaching emphasis</li> <li>- Avoid providing too many teaching emphasis in one lesson</li> </ul>
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Table 5.5 Summary of raw data under the category ‘Learners’

V. Learners			
Sub-categories		Raw data (Examples)	Summary of the whole data
Age of learners	General	No data	No data
	Children group	T11: 就是小孩子，就是音乐下来了他就记得快，可是要是死板的要他背啊他肯定忘得精光，他还有别的课呢。所以除了唱以外还有跳舞，就是靠着动作记下来的 (Children learn fast when they learn with music, e.g. singing and dancing. They learn with movements.)	<ul style="list-style-type: none"> <li>– Textbook for young learners should attract their interests</li> <li>– Young learners welcome activities involving physical movements</li> <li>– Textbook should provide opportunity for children to get feedback from their teachers</li> </ul>
	Adolescents group	T4: 因为像大一点的孩子像青少年的话有些时候太简单他们上课就不听了，反而有些时候给他们不要太难，就是有些挑战，他们就会觉得我每节课都会学到新东西，然后老师都会教一些他们从来都没听过的一些知识，然后他们就会被吸引住，这样的话他们也能够慢慢提高他们的中文水平。(Adolescents like to have some challenges. If the content is too simple they will lose interests. They feel that they are learning some new things every day, and the teacher tells them what they haven’t heard before. It will attract them.)	<ul style="list-style-type: none"> <li>– Textbook should provide sufficient and interesting activities for adolescents</li> <li>– Textbook for adolescent learners should encourage them to question and being critical</li> <li>– Textbook for adolescent learners should avoid activities requiring presenting individually and feedback to individuals</li> <li>– For adolescent learners, content should provide achievable challenge</li> </ul>
	Adults group	T8: 成人来说，他就会比较想很固定的按照一个模式来这样学习，他自己也有自己的学习方法了，所以，老师一般来说会带他们以一种固定的方式来进行...(For adults, they prefer to learn in a way that they are used to, so teachers will guide them in such a way.)	<ul style="list-style-type: none"> <li>– Textbook for adult learners should provide a systematic learning experience</li> <li>– Textbook for adult learners should have a focus on grammars</li> </ul>



<p><b>Cultural background of learners</b></p>	<p>T4: 我觉得就是起头有一点简单，因为像我班上的小朋友本身父母都是中国人，所以刚开始的时候，像问好之类的占了挺大篇幅的，其实没有什么必要...(I feel that the beginning (of the book) is a bit easy. The children in my class are from heritage families, so the content about greeting etc. are not that necessary.)</p> <p>T2: 比如说有一堂课有一个诗，叫《悯农》那首诗，这边学生完全不能够理解那首诗是干什么，就是还是有文化差异在这边。(For example, students here (in the UK) cannot understand the poem “Min Nong” (Showing empathy to the farmers) at all. There is cultural difference here.)</p>	<ul style="list-style-type: none"> <li>- Textbook for heritage learners can include more difficult language content than those for non-heritage learners</li> <li>- The selection of cultural elements should consider whether the learners have background knowledge of China</li> <li>- Textbook targeted especially for heritage learners should not include topics of daily conversation</li> </ul>	
<p><b>Levels of learners</b></p>	<p><b>Conceptual level</b></p>	<p>T1: 但唯一不好的就是说在很小的儿童中间，有些比如讲在第几个路口往几个路口转，往左拐，那个中学生是可以学的，但是有时候我们用这个书，不管中学生小学生都用，就不适合。小学生还是要，这种具体的概念是少一点比较好 (Some topics are about turning left in a certain crossing, which I think is not suitable for teaching young children. Such concept should be reduced.)</p>	<ul style="list-style-type: none"> <li>- The incidental content should be suitable for the conceptual level of the learners</li> </ul>
	<p><b>Language proficiency level</b></p>	<p>T4: 如果不符合他们的水平，无论是太难了还是太简单了（都不行），如果太难了的话他们学不下去，如果太简单了的话他们上课可能就不能保证他们能够学到知识 (The language should be neither too difficult nor too simple. If it is too difficult they cannot continue, and if it is too simple they cannot learn what they need.)</p>	<ul style="list-style-type: none"> <li>- The selection of language content should consider the proficiency level of learners</li> <li>- The language content should be flexible for adaptation to different levels</li> </ul>

<b>Orientation and motivation</b>	<p>T10: 那如何能让课堂气氛更活跃, 就看老师的个人魅力或者看老师和学生能不能互动得好。(The atmosphere of the class depends on the character of the teacher, or the interaction between teacher and students.)</p>	<p>The following elements in the textbooks can make learners intrinsically motivated:</p> <ul style="list-style-type: none"> <li>- Pictures and cartoons</li> <li>- Instructions and activities promoting interactions between students and teachers or among students, e.g. tasks</li> <li>- Characters</li> <li>- Content related to learners' life</li> <li>- Games</li> <li>- Cultural elements, e.g. historical stories, cultural elements on the covers</li> <li>- Up to date content</li> <li>- Content providing achievable challenge</li> </ul>
<b>Learning strategies</b>	<p>No data</p>	<p>No data</p>

Table 5.6 Summary of raw data under the category ‘Teachers and teaching methodology’

<b>VI. Teachers and teaching methodology</b>		
<b>Sub-categories</b>	<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>
<b>Qualifications/experience of teachers</b>	No data	No data
<b>Teaching methods</b>	T5: 然后可能也不能完全只用一种方法，可能一种方法比较喜欢可能用的比较多一点，像在这边大部分就是大家在一起work in pairs比较多一些 (I don't use only one method. Some method I use more than others, e.g. in the UK I use work in pairs more.)	– Provide the resource or outline for teachers to use their preferred teaching methods
<b>Making adaptations</b>	T5: 就是用一本书，然后那个课话题比较接近的我会跳着上，特别是口语课，因为我们的课，你看到那个话题的时候，每课的设置如果有相近的，我们学比如说第一课和第三课比较近，那我们可以把第二课跳过去，学完第一课然后就学第三课，因为话题太近了，有这样的。(Sometimes I adjust the order of teaching the lessons according to the topics, especially for speaking classes. For example, if Lesson 1 and 3 talk about the same topic, I will skip Lesson 2 and teach Lesson 1 and 3 first.)	– Teachers do various adaptations to the textbooks, including adding, adjusting the instructions, changing of order and skipping

<p><b>Roles of textbooks in teaching</b></p>	<p>T3: (教科书的角色)觉得要根据不同的教学目的吧，就是要是现在的话就是一个辅助的作用，然后提供教学的素材。就相当于我们自己编了大纲，然后把活动往里填。 (I feel that (role of textbooks) relates to different teaching objectives. At the moment the book I use serves as a supportive role and provides the resource of teaching. We have an outline and use the activities in the textbook.)</p>	<ul style="list-style-type: none"> <li>- Resource provider, which provides them teaching resources</li> <li>- Director, which gives them guidance through their teaching</li> <li>- Support provider, which provides supports for teaching and self-learning of learners</li> </ul>
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Table 5.7 Summary of raw data under the category ‘Teaching environment’

<b>VII. Teaching environment.</b>		
<b>Sub-categories</b>	<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>
<b>Language learning context</b>	T8: 因为尤其是在非第二语言的国家, 你学习一种外语嘛, 他们学习外语的时间很短, 所以尽量在课堂上有足够大的复现率...(Especially in a FL context, the learners are learning a foreign language. They have a limited time, so in class the language they learnt should be repeated.)	<ul style="list-style-type: none"> <li>– Textbook design should consider whether it is used in a L2 teaching context or a FL teaching context</li> <li>– Textbook design should consider the learning styles and the requirement of educational system</li> </ul>
<b>Curriculum and syllabus</b>	T3: 然后现在因为进步这本书是根据 Asset 编的, 然后英国 Asset 这个考试已经取消了, 所以要让他们考 YCT。所以根据 YCT 大纲的内容, 然后加上 Jin Bu, 因为这本书活动很多, 有一些可以用, 而且跟 YCT 一级的大纲重合率很高, 所以我们就从里面挑了一些活动和自己编的一些东西一起用。(Jinbu was designed for ASSET (Asset Languages assessment scheme), however this test has been replaced. The students have to take YCT (Youth Chinese Test) now. Therefore we use the outline of YCT and the activities in the textbook. There are many activities in the book, and we also designed something by ourselves.)	<ul style="list-style-type: none"> <li>– Textbook design should consider the limited time allocated for Chinese course</li> <li>– Textbook design should encourage critical thinking and encourage free discussion</li> <li>– Textbook should meet the requirement of syllabus</li> </ul>

<b>Types of classes</b>	T8: 比较适合那种不太，不是那种大学的 degree course 的，或者自学，一对一的，不是特别 intensive 的。 (The book is) suitable for self-study, one to one, not intensive course, rather than degree courses in university.)	<ul style="list-style-type: none"> <li>- Textbook design should suggest the types of class to use the book</li> <li>- Textbook should train the skill which the type of class focuses</li> </ul>
<b>Other factors influencing textbook selection</b>	<p><b>Institutional influence</b></p> <p>T11: 有时候我到这个学校教书，选这个书不是我决定的，是学校决定的，那学校决定的背后因素很有可能就是汉办送的，所以你就教这本没的选，就是因为我们有经费考量，这本比较便宜...(The decision of using which book is not made by me but the institution. The reason for the institution to choose this book may be the cost: it is from Hanban and it is free, so teachers have to use it)</p> <p>T9: 但是这个最后是有期中考试，期末考试，如果你（书）上面的内容没有讲到，或者你延伸出去太多内容，学生是会去 complain 的。(There are middle-semester exam and final exams for students. If you didn't teach everything in the textbook or taught too much extra knowledge, the students may complain.)</p>	<ul style="list-style-type: none"> <li>- Institutions normally have the control of the selection of textbooks</li> <li>- Teachers feel obligated to use textbooks because of the requirement of the institutions (for passing exams, showing teaching is systematically carried out, etc.)</li> </ul>

	<p><b>Parental influence</b></p>	<p>T11: 虽然课本很好玩，我不能否认那本课本的确很好玩的，画画还有唱歌，但是关于家长最关心的是，会唱会跳，但能写几个字? (I can't say the book is not interesting, because it includes drawing and singing activities. However parents may ask "Well they can sing and dance, but how many characters can they write?")</p> <p>T4: 这个书我也会用，因为是这样像课本上的活动如果不用的话，家长会说书没有讲完 (I will use all the activities on the book, because if I don't use them, parents will say I didn't finish the book.)</p>	<ul style="list-style-type: none"> <li>- Parents influence the way that teachers use textbooks</li> <li>- Due to the fact that some of the children are forced to learn Chinese by their parents, whether the textbook can be attractive to the students is important</li> </ul>
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Table 5.8 Summary of raw data under the category ‘Practical considerations’

<b>VIII. Practical consideration</b>		
<b>Sub-categories</b>	<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>
<b>Publisher, date of publication, durability, cost...</b>	No data	No data



In Section 2 of this chapter, I will present the analysis of the findings in the light of theories about SLA, theories about teaching methodology, theories about learners, and theories about textbook design.

## **Section 2: Data analysis and conclusions of teachers' interviews**

The findings presented in Section 1 of Chapter 5 will be interpreted in the light of the theories in the framework I developed in Chapter 3, in order to begin to draw up a set of rigorous criteria for the design and evaluation of TCFL textbooks. The criteria resulting from this process will then be compared to the criteria found in existing theories on textbook design and evaluation to identify gaps in already established criteria and move towards a more definitive and exhaustive set of criteria. The analysis of the data will use the same series of categories and sub-categories used in the data summary. Under each category, I will first list the criteria summarised in the raw data, and then present theories that can support the criteria. If the criteria cannot be supported by the theories presented in the theoretical framework, I will introduce and review new theories from the areas of L2 learning, teaching methodology, learners' needs, or textbook design.

The purpose of the analysis is to provide support from the theoretical framework, show that the criteria proposed by the textbook users are grounded in the research areas, and justify why they should be included as criteria. The reason for doing the analysis is to show that the criteria are in line with theories proposed by other researchers and they are the important elements to be included as criteria. In addition, most of the theories have been discussed fully in Chapter 2 and 3. As a result, the discussion in the analysis will not be overly extensive. Showing how the criteria proposed can be backed up with theories is the main aim.

## 5.3 Input

### 5.3.1 Incidental content.

As demonstrated in the summary of the interviewees' views presented in Table 5.1, 'incidental content' refers to two things;

- a) The ideas, values and information contained in texts (e.g. some teachers criticised certain textbooks for containing political values not appropriate to certain learning contexts);
- b) Topics (e.g. some topics, such as renting a house in China, not being relevant to students learning in the UK).

Such content is not the direct aim of language teaching, but from the functionalists' point of view, it is nevertheless an important part of the language-learning process. For functionalists, language learning is not only about teaching language structures, but also about providing learners with opportunities to use language and to communicate using it (Hymes, 1972; Halliday, 1970).

#### 5.3.1.1 Ideas/values/information contained in texts.

The summary in Table 5.2 showed that teachers felt that the information provided in textbooks should be up to date, interesting, authentic, appropriate for the learning context, familiar to the learners and varied in genre. Should these therefore be considered as essential criteria for the design and evaluation of TCFL textbooks?

A number of elements of textbook input that teachers identified as important have already been recognised by existing research or theory, e.g. 'up to date', 'interesting', 'authentic', 'appropriate for the learning context', and 'varied in genre'. Theories which identify the importance of these elements are: communicative theory, the functionalist approach, and research about intrinsic motivation, among others. I will

look at how each of these fields address the importance of the elements identified by teachers in turn. Providing information that is familiar to the learners is a new finding, however. I will give my own justification for including this with the help of existing research on ZPD and scaffolding.

### *Communicative approach*

This approach recognises the importance of textbook input being up to date, authentic, and varied in genre. Proponents of the communicative approach believe that linguistic forms should be related to communicative functions, non-linguistic reality, and social context (e.g. Littlewood, 1981). The communicative approach suggests linking classroom language learning with language activities outside the classroom (Nunan, 1991) and it explains why teachers believe varied genres of input are needed.

### *Research about intrinsic motivation*

It is believed that intrinsic motivation can promote language learning (Ellis, 2001; Gardner, 1972; Ryan, 1995). Teachers believe that two kinds of content may increase the intrinsic interests of learners. The first type of content that has been found to interest learners is content that is up to date (see raw data – T10). The teacher used the 2008 Beijing Olympics as an example. If this topic had been used around 2007-2008, it would have interested the learners, because this topic related to modern China and a phenomenon that learners could relate to, perhaps having seen coverage on the TV or on the news. If a teacher presented this content to learners today, however, learners may find it boring and have less interest in it since it happened nine years ago. Another type of interesting content is that which introduces learners to things that they do not know, such as cultural notes, extra-curricular knowledge, classical Chinese writings, and so on (see raw data – T2).

### *Characteristics of FL context*

As discussed in Section 3.3.2.3, in the FL context, learners have limited TL exposure, and little opportunities to make contact with people using the TL (Bell, 2011). The previous knowledge of learners can be limited because of their learning context. Information related closely to the TL context, e.g. Confucian Analects and traditional poems, may be difficult to comprehend.

#### *ZPD and scaffolding*

The notion of ZPD (as discussed in Section 3.1.3) suggests that there is knowledge or skills that learners cannot achieve by themselves at first, but can be achieved with the help of scaffolding (Mitchell and Myles, 1998). Textbooks can provide suitable background knowledge by foreseeing the difficulties that learners might encounter when comprehending the content (Fisher and Frey, 2009). Knowledge that is familiar to the learners can be given based on their existing knowledge. All learners have previous knowledge when they are learning a new language. This could be knowledge about language (e.g. their L1), knowledge about learning (e.g. learning strategies), or knowledge about the world. By providing familiar content in the textbooks, learners are assisted to progress to the other end of their ZPD.

#### 5.3.1.2 Topics

The views of teachers are that topics should be relevant, suitable for learning objectives, and coherently organised. Among these views, teachers stressed the importance of coherence in textbook design. This was a new criterion found in this research. Theories which identify the importance of these elements are: the functionalist approach, metacognitive regulation, and ultimate and specific goals of language learning.

#### *The functionalist approach*

This approach suggests that the meaning-making process is crucial for language development of learners (Mitchell et al., 2013). If learners are not able to relate the

content in the classroom to their own lives, it is difficult for them to understand the meaning of the input. As a result, they may not be motivated to make progress in SLA. This approach underpins the notion that topics should be relevant to the learners.

### *Metacognitive regulation*

The idea of coherence is supported by the perspective of metacognitive regulation. This suggests that learners need to monitor their learning outcomes. It is easier for them to organise their thinking if topics are arranged in an integrative way (Livingstone, 1997). The idea of coherence in textbook design has been mentioned in many criteria lists, e.g., textbook designers should ensure that all the books in one series are cohesive (Rivers, 1981; Sheldon, 1988), and there should be obvious connections between all the units and exercises (Stevick, 1972; Dougill, 1987; Sheldon, 1988; Rahimy, 2007; Zabawa, 2001; Miekley, 2005). Below is a further discussion based on the teachers' views.

Firstly, the teachers' views complied with what the above textbook researchers had mentioned, suggesting that content in the units of one book or books in one series should display cohesion. For the whole book, it is better to arrange the units so that similar topics are placed together, for example. It is also better if the lessons in each unit have a common theme.

Furthermore, the teachers believed that there are some benefits to arranging similar topics together. This makes it easier for the learners to get a general idea about what they have learnt. It can also benefit the teachers if they need to introduce some basic knowledge, such as vocabulary, about the topic before teaching.

Since the aim of doing this is to regulate the learners' way of thinking and for making teaching more convenient, the topics in one lesson or organised together should have

definite and obvious relationships with each other, otherwise both teacher and students will be confused (see raw data – T8).

Moreover, if more than one topic is to be included in a lesson, textbook designers should pay attention to the linguistic features of the content. The difficulty of the linguistic features, e.g. the grammar, should be kept equal and consistent. I will discuss this point further under the sub-category ‘Grammar’.

#### *Ultimate and specific goals of language learning.*

Research on the goals of language learning was reviewed in Section 3.2.1. Topics should be suitable for the objectives of learners. Since objectives are decided by the ultimate and specific goals of learning, these should be considered when topics are selected.

### **5.3.2 Target language input.**

#### 5.3.2.1 Language content

##### 5.3.2.1.1 Pronunciation and *pinyin*

In the summary section, teachers felt that

- There should be clear guidance for teaching tones.
- *Pinyin* should be used to aid pronunciation learning.
- The use of *pinyin* beneath texts should be progressively phased out.
- There should be an appendix on knowledge of *pinyin* at the back of the book.

As reviewed in Chapter 2, the past criteria lists and models for evaluating TCFL textbooks have not focused much on the design of *pinyin*. The first two criteria were mentioned in some of the criteria lists (e.g. Williams, 1983, Tucker, 1978; Rivers,

1981; Ur, 1996; Cunningsworth, 1995) when the researchers discussed the presentation of sound systems in the textbooks. The other two criteria are new findings from this research. I am going to analyse them with the support of Skill Acquisition Theory. This is also a new application of this theory.



### *Skills Acquisition Theory*

The first stage of Skills Acquisition Theory (DeKeyser, 2007), the declarative stage, aims to establish new explicit knowledge. At this stage, learners need to pay attention to their use of knowledge, because they are using their relatively limited working memory to store the knowledge (Williams, 2012). This theory explains the teachers' suggestion that *pinyin* and guidance about tones should be provided at the beginner level when learning Chinese, because without the help of *pinyin*, students may find it difficult to remember both the meaning and pronunciation of the characters in a short time, due to the limited capacity of working memory. For beginners who have little knowledge about characters, *pinyin* is particularly important for comprehension.

In most of the textbooks, designers stop providing *pinyin* with characters after the first few lessons or at the beginning of the second book in a series. In this case, the teachers felt that an appendix for *pinyin* would be helpful for the learners to review what they learnt and to use as a reference. Skills Acquisition Theory also supports this finding. After knowing the rules for using *pinyin* (which suggests that the first stage of Skills learning has passed), learners come to the procedural stage, when they need to apply the new knowledge many times in order to reach autonomy. During this stage, if textbook writers stop providing *pinyin*, students will need an appendix to remind them when they have to review the rules.

#### 5.3.2.1.2 Lexis

In the summary section, teachers felt that the vocabulary selected in the textbook should

- Be relevant to the learners,
- Be up to date,
- Be seen as important,
- Provide additional vocabulary,

- Include an appendix summarising vocabulary,
- Have a summary to explain the usage of vocabulary at higher levels,
- Be presented appropriately and reinforced for effective learning.

New findings from this research include: providing up to date vocabulary, providing additional vocabulary, and having a summary to explain the usage of vocabulary at higher levels. Being relevant to learners and up to date is supported by the functionalist view of language and communication approach. Providing additional vocabulary is supported by the theory of intrinsic motivation. Including an appendix of vocabulary can be explained by Skills Acquisition Theory. These theories were mentioned and discussed in the above categories, so they will not be discussed again.

The rest of the criteria will be explained according to research on vocabulary in language learning, research on noticing, and the guidance role of the textbook.

#### *Research on vocabulary in language learning*

Vocabulary is the core of language. Without vocabulary it is impossible to convey meanings (Wilkins, 1972; Lewis, 1993). Vocabulary provided in textbooks is usually the starting point for the teaching, therefore it should be seen as important.

#### *Research on noticing*

‘Noticing’ refers to paying conscious attention to certain forms in the input (Schmidt, 1994; 2001). Past research has suggested that noticing is beneficial for learning. Appropriately presented and reinforced vocabulary will lead the learners to pay attention to them, which will aid the acquisition of vocabulary.

#### *The guidance role of textbook*

Textbooks’ role in providing guidance for teachers has been recognised by previous researchers. Harmer (2007) mentions that textbooks give teachers confidence and provide directions on linguistic items. He believes that textbooks can provide a grading of language items such as vocabulary and grammar. This supports the idea

that textbooks should have a summary to explain the usage of vocabulary at higher levels for teachers. According to the results of the interviews, teachers expected textbooks to provide explanation on functional words such as linking words and prepositions. This finding adds to the literature on the guidance role of textbooks; textbook can provide guidance on not only the grading of linguistic items, but also on the explanation of them.

#### 5.3.2.1.3 Grammar

In the summary part, teachers felt that grammar presented in textbooks should

- Be seen as important,
- Be arranged progressively,
- Be introduced clearly and in details,
- Be taught with adequate models featuring the structures,
- Be introduced using methods appropriate to the learners' age,
- Have a periodic summary of grammar points.

The importance of grammar can be supported by the claims of some teaching methodology, e.g. situational language teaching; however, there are disputes on its degree of importance (see the review in Section 3.2.2). Clear introduction and explanations are related to the guidance role of textbooks, which has been discussed in the sub-category 'Lexis'. The necessity of periodic reviews of grammar can be explained by research on noticing.

The rest of the criteria will be discussed below with the help of the teachability hypothesis and Skills Acquisition Theory. "Grammar should be introduced using methods appropriate to the learners' age" is a new finding, and will be discussed according to cognitive theory-based explanation around how a learner's age impacts on their learning process.

### *Teachability hypothesis and 'i+1' principle*

It is proposed by the teachability hypothesis (Pienemann 1984; 1989) that there is a sequence in grammar learning. Only when the learners are 'ready' for the grammar can they acquire the structures. The 'i+1' principle also suggests arranging the linguistic items progressively. One teacher suggests that textbook design needs to arrange grammar progressively. She mentioned that within the same text, the grammar points covered should be at the same level of difficulty (see raw data-T8).

### *Skills Acquisition Theory*

DeKeyser (2007) proposed that the first stage of his theory includes getting an abstract description of the knowledge to be learnt with some examples. In the case of teaching grammar, this stage can involve the description of grammar rules with models featuring the grammar structures. Ellis (1994) also suggests that rules should be presented in conjunction with examples to facilitate language learning. These theories support the idea for providing adequate models featuring the grammar structures.

### *Cognitive theory-based explanation of impact of learners' age on learning*

Ellis (1985) suggests that adults have higher levels of thinking ability, so they like to learn in a systematic way. Grammar tends to be easier to comprehend for adults because they like to follow clear patterns in learning. From the perspective of Skills Acquisition Theory, adults have a higher central executive ability, which can help them to progress to the proceduralisation stage more quickly. Children, on the other hand, have less systematic thinking and it is easier to lose their interest if they cannot follow the explanation of the grammar. For young learners, it is therefore better to teach them to memorise formulaic speeches that contain grammar points, or encourage them to do communicative activities rather than merely forcing them to memorise grammatical rules. These theories support the notion that grammar introduction should be treated differently according to the age of the target learners.

#### 5.3.2.1.4 Written forms (characters)

Teachers felt that

- The arrangement of characters should be suitable for learning and teaching objectives.
- Character teaching should provide achievable challenges for the learners.
- There should be frequent review of learnt characters.
- Characters should be made salient for the learners.
- Writing characters should be taught at the same pace as speaking.

The supporting theories for these criteria are: ultimate and specific goals of learning, achievable challenge, research on noticing, and the resource role of textbooks. Some of the theories have been mentioned previously in sub-categories such as ‘Topics’ and ‘Lexis’; however characters are a unique feature of Chinese, hence a detailed analysis is provided below.

##### *Ultimate and specific goals of learning.*

In Section 3.2.1, I reviewed different perspectives for identifying the goals of language learning. It was pointed out that goals of teaching can be different in different teaching situations or when being perceived by different learners. Teachers and learners can also hold different views on the goals of learning.

In the interviews, some teachers shared the belief that students should be aware that characters are the writing system of Chinese rather than *pinyin* (see raw data-T6). For these teachers, whether the book emphasises characters and provides activities to raise the awareness of writing characters is important. Such goals may not necessarily coincide with the specific goals of learners, however. For some of the learners who will only use Chinese for speaking, however, they are not keen on learning how to write characters. Other learners, e.g. scholars and school teachers who need to read

literacy in Chinese, may want to learn how to recognise and write characters. They like to have some content-related characters in the textbooks. I believe that the specific goals of learners should be considered. The following discussion is provided to explain why the provision of characters should be suitable for teaching objectives.

### *Achievable challenge*

Tomlinson (2011) proposed the term ‘achievable challenge’ to describe a challenge that is suitable for the learners’ level. This is a similar idea to the ‘i+1’ principle from input hypothesis and ZPD in the sociocultural approach. Characters are usually more difficult for students whose L1 is English. The complexity and quantity of characters can increase the difficulty of learning Chinese. As a result, textbook designers should be aware of this factor and increase the complexity and quantity of characters gradually.

Even though characters are difficult, it is found from the interviews that for some learners this is a unique feature of Chinese. Some of them even want to learn both forms of characters (traditional and simplified). They are fascinated by finding out about the characters and their historical stories.

### *The concept of noticing and comprehensible input*

The theory of noticing was used to explain the frequent review of vocabulary in the previous section. Schmidt’s (1994, 2001) theory of noticing proposes that the frequent review of characters already learnt can also enhance the learning of characters. In some of the textbooks, the designer named the leading roles in the story with the characters taught in the first few lessons. It is believed that when these names come up repeatedly in the following lessons, learners will notice these characters and acquire them naturally.

One teacher suggested, however, that learners at the beginner levels are not that sensitive to characters. Furthermore, they are not able to recognise the recurrence of characters (see raw data – T10). In this situation, it could be explained in terms of

input not having been turned into intake, because the characters are not comprehensible to the learners. According to Krashen (1981), comprehensible input is necessary for language acquisition. This means that as well as providing opportunities to notice characters in textbooks, textbook designers should also design content to make these characters comprehensible to the learners.

*The resource role of textbooks and teaching objectives.*

These theories are used to explain a debatable criterion proposed by the teachers, which is whether characters should be taught at the same pace as speaking.

Some teachers believe that learners should not only be taught to speak, but also to write out what they can say. This originates from the idea of balancing the four skills in language teaching. The notion of integrating the four skills is advocated by the communicative approach; however, there are also other approaches suggesting that the pace of teaching the four skills can vary. The Audiolingual method and Situational Language Teaching approach, for example, suggest that listening and speaking can be trained prior to reading and writing.

In the case of Chinese language teaching, the situation is more complicated. Usually, teachers are reluctant to introduce characters when spoken language is taught at the beginning of a course, because the characters representing the spoken language can be too complex for learners to recognise and write. For example, in Chinese, 谢谢 *Xiexie* means “Thank you”. From the perspective of communicational purposes, this phrase should be taught at the beginning of a course. Obviously, however, the characters representing this phrase (谢谢) are very difficult to write for a beginner.

Another dilemma is whether the characters taught are useful. Some teachers or textbook designers do not want to teach character writing, but they feel that learners should still have some contact with Chinese characters, so they introduce the characters that are easy to write. These characters are not necessarily the characters

representing what the learners are taught to speak, however, because they are chosen according to their complexity rather than their meaning. They can thus be no use for the learners at the beginner level.

Here, I try to use the resource role of textbooks (Hutchinson and Torres, 1994) and specific goals of learning to explain the issue. Textbooks play the role of a resource, which requires it to provide as many resources as possible. Characters and *pinyin* (even translations) should therefore be provided for the convenience of teaching and learning. The choice of teaching characters should be given to the teachers or the learners according to their specific goals of learning. Learners can be involved in the selection of characters. This will enhance their autonomy of learning and improve their intrinsic motivation (Ryan, 1995). Teachers can also adapt textbooks according to the needs of learners.

#### 5.3.2.2 Language skills

In the summary section, teachers believed that

- The four skills should be taught together in an integrated fashion.
- The teaching of the four skills should be balanced.
- The skills, if any, emphasised in textbooks should be appropriate for the learners' age.

The first two criteria were discussed in Section 5.3.2.1.4 when discussing the pace of teaching speaking and writing. The last criterion is a summary of what the teachers said; however, I believe an interpretation is needed to explore this view further.

Again, the specific learning objectives of learners are at the fore.

*The specific objectives of language learning.*

Teachers felt that the training of skills should be appropriate for the learners' age.

They suggest that very young learners are not able to conduct reading and writing activities, while older learners need to be trained in reading and writing skills. This is



not related to the age of learners, however. Young learners can be taught to read and write, while older learners may not learn reading and writing (e.g. for an adult who would just like to learn how to speak in Chinese). This is more related to the learning objectives. Again, how to balance the teaching of skills should be tailored to the objectives of learners.

### **5.3.3 Exercises and activities**

In the summary section, teachers felt that:

- Exercises should help the learners to consolidate what they have learnt.
- Exercises should be designed to be varied.
- There should be sufficient exercises.
- The exercises should be suitable for the learners' age.
- The exercises should provide opportunities for communication.

The theories supporting these criteria are optimal input, Skills Acquisition Theory, the resource role of textbooks, intrinsic motivation, the functionalist view of language and age, and the interests of learners. Among the criteria, providing exercises that are suitable for the learners' age is a new finding. A brief discussion of all the criteria is be given below.

#### *Optimal input and Skills Acquisition Theory*

In the research of input, it is suggested that input should be presented in sufficient quantity to aid language learning (Krashen, 1982; Ellis, 1994). In addition, Skills Acquisition Theory suggests that the stage of proceduralisation can be reached after repetition (DeKeyser, 2007). Consolidation is the key purpose for giving exercises to learners. Both theories support the criterion saying that sufficient exercises should be provided.

### *Research on intrinsic motivation*

Ryan (1995) uses the idea of intrinsic motivation to describe the human tendency to like new things and challenges. Various exercises can provide the learners opportunities to discover and contact with new things. Teachers suggest that a sufficient variety of exercises can be achieved through the following ways: adopting various forms of exercises (e.g. for young learners, introducing movement and quiet activities alternately is better than providing the same kind of activity all the time), as well as providing exercises that teach different linguistic elements and train different language skills.

### *Functionalist views and communicative approach.*

As discussed in Section 5.3.1.1, these theories support the notion of increasing opportunities for communication.

### *Research about learners' needs at different ages.*

As discussed in Section 3.3.2.1, children's cognitive development means that they are often interested in activities requesting physical movement, while adults may not have such interests (Elkind, 1981). Exercises designed for learners at different ages should therefore be varied. Apart from the consideration of age, it should be noted that the design of activities should have pedagogical functions as well. The ultimate goal of learning is to learn the language, therefore activities that are not related to language learning (even though they might fit into the learners' interests) should be reduced (see raw data – T2).

## **5.3.4 Instructions and explanations**

### 5.3.4.1 Instructions given for using the book

Teachers believed that:

- Information about teaching and learning objectives should be provided.

- The book should provide directions for self-study.
- Instructions on character writing should be provided.
- Textbooks should provide clear instructions on which skills are to be trained.
- The instructions for carrying out activities should be clear.

*The notion of “matching”*

As discussed in Section 2.2.1, Hutchinson (1987) suggests that the process of evaluating textbooks is a ‘matching’ process. Textbook designers should decide the objectives the textbook aims to achieve and state them clearly. In different situations the objectives may be varied, of course, and the objectives for the course may not be compatible with the specific goals of the students (see raw data - T10). Stating objectives clearly in the textbook can provide more information to which textbook evaluators can refer.

*The guidance role of textbooks*

It is believed that textbooks provide guidance for teachers and learners, such as providing a grading of linguistic items (Harmer, 2007), defining the coverage of the syllabus, and suggesting teaching objectives (Richard and Rodgers, 2001), and providing the learners with a framework to preview and review the lessons before or after class (Tomlinson, 2003). The remaining four criteria related to the provision of clear instructions can also be supported by this research.

5.3.4.2 Translations of vocabulary and texts

Teachers held two views on providing translations in the textbooks. Some teachers believed that English<sup>11</sup> translations can be given. They proposed three criteria:

- English should be given to aid learning.

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<sup>11</sup> In this research all the textbooks are targeted to learners with English as their L1 or having English as a media to learn Chinese, so here I use English for simplicity.

- English should be of a high standard, i.e. precise and with no mistakes.
- Translations should be given for each word at the beginner stage.

The other view suggests that there should be no English provided in the textbook.

Only one teacher held this view. She suggested that as a published work, a textbook should achieve high standards, including the English presented in it. There were many mistakes (e.g. spelling mistakes, or wrong usage of words for translation) in the textbooks she used, which made her believe that it would be better not to give translations. This view was not mentioned by other textbook researchers, however. A debate does exist around the use of the L1 in FL teaching, as well as on the guidance role of textbooks, which will be explored below.

#### *Research about using L1 in FL teaching and guidance role of textbooks*

The two opposing views on the use of English in the textbooks reflected the general debate on using L1 in FL teaching in the field. Some argue that using the TL exclusively can provide the learners with more realistic FL environment and force them to communicate in it, which will improve their language proficiency (e.g. the idea promoted by the Direct Method). Some argue, however, that appropriate use of the L1 can facilitate language learning and provide an affective attitude among the learners (e.g. Schweers, 1999). In the past checklists, the use of English for explanation was not banned completely, but using as little native language as possible was mentioned in one criteria list (Rivers, 1981).

For textbook design, this debate can be settled by referring to the theory around the guidance role of textbooks. If L1 is not to be used, the designer should follow the guidance role of the textbook and provide clear directions for the use of the textbook with other methods of explanation. More pictures, signs and hints could be provided to communicate the ideas to the readers, for example. This makes more demands on textbook designers, however, because providing translations is an easier way to explain the topic being covered.

Among the criteria proposed by the teachers who were in favour of providing translation, support for giving word-to-word translation at the beginner level is a new finding. I will provide an explanation for this with the help of Processability Theory. This is also a new application of Processability Theory to account for translation provision in textbooks.

### *Processability Theory*

Beginners have limited linguistic knowledge. As a result, they rely mostly on word-for-word translation to achieve comprehension (Pienemann, 1998). In the interviews, one teacher had the same notion and suggested that a translation should be given for each word at the beginner stage (see raw data – T8). According to Processability Theory, at this stage, translation should be given word-for-word in order to avoid misunderstandings. At the intermediate or advanced levels, English is used to aid comprehension and provide explanations, thus content can be translated more naturally rather than in a word-for-word format. Moreover, at this stage, learners should have accumulated enough linguistic knowledge to comprehend the texts, so translations of whole texts may not be necessary. To conclude, at both beginner and upper levels, translations can be provided just for the vocabulary, in order to avoid misunderstanding and redundancy.

#### 5.3.4.3 Explanations given for language content

Teachers felt that the explanations should

- Be precise and kept short,
- Be given where the learners may have problems,
- Have no terminology.

Before analysing these criteria, the aims for providing such explanations should be clarified first. I separate the explanations for language content into two types based on

their target users. Explanations can either target the teachers or the learners. I would argue that if explanations are designed for teachers, a different set of criteria should be applied to them. They can be long and detailed and include terminology, because teachers have the background knowledge of language or linguistics and they may need the explanations as references. The guidance role of the textbook can explain why such explanation is actually needed. Such explanations should, however, be put in the teacher's guide, which is there to support teachers.

In the interviews, most of the teachers evaluated the explanations from the perspective of their learners. To explain why these criteria are important, Skills Acquisition Theory is adopted here.

#### *Skills Acquisition Theory*

This theory suggests that declarative knowledge should be presented first so that knowledge can be processed and proceduralised for future use (DeKeyser, 2007). The aim of the explanation should be to provide declarative knowledge about the language to aid language learning. They aim to help learners to establish new explicit knowledge. For learners, as the teachers said, explanations should be precise, short, targeted to where the errors happen the most, and free of terminology, so that they can understand them, remember them, and use them at the proceduralisation stage.

## 5.4 Layout

### 5.4.1. Sequencing and structuring the content

#### 5.4.1.1. Sequencing the language content.

In the summary section, teachers suggested that:

- Language content should be sequenced progressively
- Grammar and vocabulary already learnt should be reinforced frequently
- There should be no clear steps (from words to discourse level) missing in the book
- Grammar points that have been put together, e.g. in one lesson, should have a similar level of difficulty

The criteria for reinforcement of grammar and vocabulary was discussed earlier in the chapter with the help of research on noticing, therefore it will not be discussed again here. Criteria 1 and 3 have both been mentioned by other textbook researchers. The ‘i+1’ principle and Processability Theory are used to support these findings in the following discussion. The last criterion is a new finding. I will use the teachability hypothesis to give my own explanation.

#### *The ‘i+1’ principle*

The ‘i+1’ principle (Krashen, 1982) requires a gradual increase in difficulty to aid learning. This supports the suggestion that the sequencing of language content should be progressive.

#### *Processability Theory*

As discussed in Section 3.1.3, Processability theory (Pienemann, 1998) explains the process by which the learners apply procedural skills to compute linguistic knowledge. There are five stages of language acquisition, which describe the growth

in learners' ability to construct words, phrases and sentences. Based on this theory there is a sequence for progressing through the steps, which supports the criterion that there should not be clear steps missing in the book.

### *Teachability Hypothesis*

It is suggested that a certain sequence of developmental stages (Pienemann, 1984) exists, which claims that learners should be 'ready' before certain grammar points can be acquired. This hypothesis supports the teachers' belief that the grammar points in one lesson should all have similar levels of difficulty.

#### 5.4.1.2. Sequencing the incidental content

- Topics and content should be coherently organised.
- Content in the units sequenced later in the book should contain some knowledge from the previous ones.

Analysis has been given about why the topics and content should be coherently organised under the category 'Topics'. The requirement for the reappearance of content can be supported by Skills Acquisition Theory. When content reappears, teachers are given opportunities to review the knowledge taught before, in order to help the students to consolidate their knowledge.

### **5.4.2. Design**

#### 5.4.2.1. Physical characteristics of the book.

In summary, the teachers felt that:

- Colourful covers are attractive to younger learners
- It should include cultural elements on the cover
- Books for children should be of a bigger size
- The book should not be too long



The physical characteristics of textbooks are not often discussed in the literature, because normally they are not considered as factors that directly influence language learning. In the theoretical framework of this research, I categorised them into ‘other factors related to textbook design and evaluation’. Section 3.7 was devoted to discussing these features. Among the above criteria, “providing cultural elements on the cover” can be explained by the research on culture in language learning. I will discuss it first, and then I will give my own justification for the rest of the criteria.

#### *Culture in language learning*

It has been discussed in Section 3.2.3.5 that enhancing cultural awareness is equally important as passing knowledge of language (Byram, 1991). This model supports the presentation of cultural elements on the cover.

#### *My own justification of the other three criteria*

The cover of a textbook is the first impression readers get. Most learners, especially young learners, would prefer a colourful, vivid and innovative cover for a book. From the perspective of marketing, an attractive and appropriate cover can make its readers more interested in reading the book (see raw data –T2).

There are no theories suggesting that a larger sized book would be more attractive for children. I argue that there can be three benefits for designing the book with a bigger size. Firstly, the book for children should include a lot of pictures and illustrations, which would be difficult to fit in a small book. Secondly, a bigger size means a bigger font, which is good for the children’s visual development. Thirdly, a big book is easier for children to hold.

It is suggested that textbooks should not be too long, otherwise the learners will lose their confidence or feel more pressure if they need a long time to finish one book.

This is also related to the experience of reading. Day and Bamford (2002, p.138) suggest that pleasure, gathering information, and understanding are the main purposes

of reading. Finishing a book can give the learners a feeling of accomplishment because they get what they need to know. Shorter books are quicker to be finish; learners would thus feel that they are one step closer to their final goal. With shorter books, the designer can divide the ultimate learning goals into short-term goals and put them into a series of books. This is more achievable for the learners than using only one book to achieve a long-term goal. Finally, from a logistical perspective, shorter books are thinner so they are easier to carry around.

#### 5.4.2.2. Arrangement and presentation of content

- Illustrations should be interesting.
- The styles of illustrations should suit the learners' age.
- Illustrations should have pedagogical functions.
- Appendix about language content should be provided.
- Language points should be highlighted for learners to locate.
- Separable worksheets should be provided.

Criteria 1 and 3 can be explained by intrinsic motivation and the ultimate goal of learning. The importance of providing appendices have been mentioned under the categories of 'Lexis' and 'Pronunciation and pinyin' based on Skills Acquisition Theory. Highlighting language points can be explained through the research on noticing. Highlighted parts can attract learners' attention and make them notice key language points. These criteria have all been proposed by other researchers and have been discussed in other categories, therefore they will not be stressed again.

The rest of criteria are new findings. I will give my explanation with the support of research about intrinsic motivation and the age of learners, and the supportive role of textbooks.

### *Age of learners and intrinsic motivation*

Deci and Ryan (2000) suggest that activities should have novelty or aesthetic value to attract the audience. Learners from different age groups have different aesthetic needs. The kinds of pictures children like would be different from those that would attract adults, for example. Providing illustrations that are suitable for the age of the learners is therefore suggested (see raw data – T1).

### *Supportive roles of textbooks*

Supportive role of textbooks for learners was proposed by Allwright (1981), who suggests that the learning process should be taken into consideration and textbooks should be designed to support learners (Hedge, 2000, p.36). The supportive role of textbooks explains why the provision of separate worksheets is important, since learners can use them for their homework.

## **5.5. Supplementary materials**

### **5.5.1. Teacher's guide**

Teachers felt that a teachers' guide should

- Provide guidance on teaching objectives;
- Provide suggestions on teaching methods;
- Suggest extra activities to be used;
- Provide explanations for language content;
- Introducing the teaching context where the book is to be used.

These findings are largely supported by the theory on the roles of textbooks as guidance and resources for teaching. Among these criteria, suggesting extra activities for teachers is a new finding.

### **5.5.2. Workbook**

Teachers felt that a workbook should

- Provides exercises for revision;
- Including separate worksheets.

'Workbook' can be defined as a collection of exercises and activities. The rationale for providing separate worksheets was explained in Section 5.4.2.2. It is a new finding from this research and can be explained by the supportive role of textbooks.

### **5.5.3. Media and multimedia materials**

Teachers felt that media and multimedia materials should

- Be up to date and authentic;
- Be designed suitable for self-study;

- Be meaningful and useful for language learning.

Before discussing the above criteria, it is necessary to address the function of providing media and multimedia materials in language learning. Media and multimedia materials can provide the learners with a multi-sensory experience of the language. Textbooks themselves can only provide a single channel with which to process the language, but multimedia resources can simulate the real linguistic environment for the learners.

Pandey (2014) suggests that using multimedia materials can increase the comprehension of materials during the class, as the memorisation of the materials was improved during the later test. As a result, Pandey proposes that multimedia materials can raise the interest level of learners, enhance their understanding, and increase the chances of retrieval of knowledge.

All the criteria proposed are new findings of this research. The discussion can be supported by research about authenticity in material development, the supportive role of textbooks, and the intrinsic motivation of learners.

#### *Authenticity in learning material development*

In Section 3.2.2.6, I mentioned the communicative approach and its influence on selecting and designing authentic texts and activities in teaching materials. These researchers believe that authenticity should also be achieved in material design. Breen (1985) suggests, for example, that authentic texts can facilitate communication, while Tomlinson (2013a) promotes providing information about language use in real contexts in textbooks. Their ideas support the teachers' suggestions for providing authentic and up to date multimedia resources. Multimedia resources work well to reveal the real linguistic environment for the learners. By illustrating different communicative situations, up-to-date and authentic multimedia materials can provide learners with more information on how to use the language in the real world.

### *Supportive role of textbooks*

The supportive role of textbooks was mentioned under the discussion in the sub-category ‘Arrangement and presentation of content’. Researchers such as Allwright (1981) and Hedge (2000) suggest that textbooks should be designed to support learners. The supportive role of textbooks underpins the idea of requesting media and multimedia resources that are suitable for self-study.

### *Ultimate goal of language learning*

In Section 3.2.1, I presented the implications of recognising the ultimate goal and specific goals of language learning, and the importance of balancing the two kinds of goals. Since the ultimate goal of language learning is to acquire a language, the first objective of tasks or activities and exercises should be to facilitate language learning. This notion supports the assertion that multimedia games and software should be meaningful and useful for language learning. One teacher pointed out that some of the interactive games are repetitive and not meaningful for language learning (see raw data – T2).

## 5.6. Goals and objectives.

### 5.6.1. Overall goal of the textbook

Teachers felt that textbooks should:

- Meet the requirements of the course, such as passing an exam, or understanding Chinese culture;
- State objectives clearly;
- Meet specific teaching objectives such as enhancing a certain skill or all four skills to a certain level, or mastering language content (e.g. grammar).

These criteria will be discussed using the research about specific goals of language learning and the matching process of textbook evaluation.

#### *Specific goals of language learning*

In Section 3.2.1.2, the notion of specific goals was reviewed. In different learning and teaching situations, the scope of goals can be very different. From the perspective of learners, the goals of learning can also be different. This suggests that understanding the needs of the target teaching situations and target learners are crucial when designing a textbook.

#### *A ‘matching’ process*

When discussing the instructions in the textbooks, it has been mentioned that the process of evaluating textbooks is a ‘matching’ process (Hutchinson, 1987). The same theory can be applied here to explain why textbooks should state their objectives clearly.

### **5.6.2. Specific learning objectives**

Textbooks should

- State objectives clearly
- Meet the specific objectives of learners, such as understanding Chinese culture, improving certain skill(s), or learning Chinese as a hobby.

The need to state objectives clearly was discussed in Section 5.6.1, in which consideration of the specific objectives was also mentioned. I will discuss the second criterion further with the help of the research on learners' orientations.

#### *Orientations of learners*

Learners have different orientations for learning a language (Gardner and Lambert, 1972; Ellis, 2001). It was found in this research that learning objectives can be varied and may not be complied with teaching objectives, or even be different from the goals of the course. Different orientations lead to different specific goals, therefore learners can have different needs of textbooks.

### **5.6.3. Key points in each lesson/chapter/unit**

Textbooks should:

- Provide clear guidance about teaching emphasis;
- Avoid providing too many teaching emphasis in one lesson

Providing clear guidance about teaching emphasis can be explained by the guidance role of textbooks. It has been discussed previously, so a brief explanation will be given here. The second criterion is explained by theories such as the goal of teaching, staging, and working memory.

#### *Guidance role of textbooks*



The guidance role of textbooks has been discussed several times before, e.g. under sub-categories such as 'Lexis' and 'Instructions and translation'. In the literature, the role of textbooks as a guide is demonstrated in the grading of linguistic items. In this research, it was found that textbooks can also give guidance on what to emphasise in each lesson, because teaching emphasis is helpful for teachers when planning their lessons (see raw data- T7).

#### *Achieving the goal of teaching*

As Ur (1991) suggests, one aspect of teaching is the goal-oriented effort involved, which includes the "awareness of a clear, worthwhile objective, the necessity of effort to attain it and a resulting sense of satisfaction and triumph ..." (Ur, 1991, p.124). Cunningsworth (1995) also mentioned the appropriate arrangement of content in textbook design. He refers to it as 'staging'. These theories support the notion that too many topics in one lesson may cause problems (see raw data – T8). Attempting to focus on too many things in one lesson may result in less effort being devoted to each emphasis and a less satisfying and accomplishing feeling among learners. In addition, due to the limited nature of working memory, extra burdens could be laid on learners.

## **5.7. Learners**

### **5.7.1. Age of learners**

The criteria identified under this section relate to students' learning preferences and learning styles, which has been proposed as an important factor to be considered in textbook design. These criteria are new findings of this research because previous criteria lists did not specifically assign each criterion to learners in different age groups. One contribution of this research is that it has developed a list of criteria that can be targeted to different age groups with opinions from both textbook users and theories.

According to the age of the learners they refer to, teachers' ideas have been assigned into three groups: children, adolescents and adults. They will be discussed one by one below.

#### **5.7.1.1. Child group**

Teachers felt that:

- Textbooks for young learners should attract their interests.
- Young learners welcome activities involving physical movements.
- Textbooks should provide opportunities for children to get feedback from their teachers.

Attracting children with interesting activities and illustrations has been discussed under the sub-categories 'Exercises' and 'Arrangement and presentation of content'. Children's interest in activities with physical movement has been discussed alongside the theories about the cognitive development of young learners (Elkind, 1981). The last criterion can be explained by the theory of scaffolding.

### *Scaffolding*

As reviewed in Section 3.1.2.1, ‘scaffolding’ refers to the process of interaction that directs learners to notice the key features in the context and encourages them to go through a series of steps to solve a problem (Mitchell et al., 2013). It has been proven that people who receive appropriate and effective scaffolding learn faster than those who do not (Wood et al., 1976). Providing opportunities for teachers to give learners personal feedback can be viewed as a way to provide scaffolding.

#### 5.7.1.2. Adolescent group

Teachers felt that:

- Textbooks should provide sufficient and interesting activities for adolescents.
- Textbooks for adolescent learners should encourage them to question and be critical.
- Textbooks for adolescent learners should avoid activities requiring them to present individually and feed back to their peers.
- For adolescent learners, content should provide achievable challenge.

### *Research on learners’ motivation*

The requirement for interesting activities has been discussed under the category of ‘Exercises’. Here, the focus will be on why such activities should be designed for adolescents.

Gardner et al. (1974) believe that adolescent learners may lack intrinsic interest or integrative motivation to learn an L2 (see also the discussion in Section 3.3.2.1). Their motivation to learning Chinese may not be as strong as adults, who can make their own choices about learning. In addition, it has been reviewed previously that a feeling

of competence alone is not enough to trigger intrinsic motivation without a sense of autonomy. Self-determination helps to develop intrinsic motivation (deCharms, 1968). It was mentioned by the teachers that in secondary schools, the syllabus and goals of the course are often decided by the schools. Lack of autonomy in learning Chinese might be a reason for a lack of intrinsic interest.

#### *Skills Acquisition Theory and optimal input*

The need for sufficient exercises can be explained by consolidation in the procedural stage of acquisition (DeKeyser, 2007) and optimal input (Krashen, 1982).

#### *Educational system*

In Section 3.3.2.3, I presented the requirements of the social context and its possible influence on L2 teaching. It showed that from the language policy and the National Curriculum in the UK, it can be inferred that learners would normally have experience of learning an L2 and they would expect an enjoyable learning process and a learner-centred classroom (Department for Education, UK, 2013). The views of the teachers in this research extended this thread of discussion, proposing that adolescents should be allowed to ask questions and be critical in language learning. Since they are educated in a system that encourages them to think critically and raise questions, textbooks that match these requirements would be desirable.

#### *The forming of social identity*

It has been reviewed in the literature that children form their social identity during adolescence, which often causes them to think they are at the centre of other people's focus (Elkind, 1981). As a result, they are more likely to be shy and sensitive to the judgment of other people. This supports the suggestion that activities requiring individual presentation and giving feedback to peers should be avoided in textbooks for adolescents. On the contrary, activities such as group presentations, feedback given to a group rather than individuals, and authentic and natural topics are more suitable for adolescents.

### *Intrinsic motivation and achievable challenge*

The curious nature of adolescents may mean that they could lose their interest if they already know what they are going to learn. Providing achievable challenge (Tomlinson, 2013), which has been discussed under the category ‘Written forms’, can protect their intrinsic interest. It has also been mentioned before that adolescents may not have much interest in learning because they cannot choose whether and what to learn. Provision of knowledge at an appropriate level (e.g. a suitable ‘1’ following the ‘i+1’ principle) can stimulate learners’ interest because they will have a sense of achievement.

#### 5.7.1.3. Adult group

Teachers felt that:

- Textbooks for adult learners should provide a systematic learning experience.
- Textbooks for adult learners should have a focus on grammar.

### *Systematic learning of adults*

The key feature of language learning in the adult group is systematic learning. Adult learners have more learning experiences and educational training than young learners; as a result they are likely to have formed their own habits of learning. Most of them are analytically-minded learners who like to follow clear patterns when learning (Ellis, 1985). This research supports the criterion that adults welcome a systematic learning experience. Since grammar knowledge is more systematic than other linguistic elements, it is important and easier for adults to comprehend.

Compared with the previous two groups, interesting activities and active classroom atmosphere were not mentioned for this group.

### 5.7.2. Cultural background of learners

Teachers felt that:

- Textbooks for heritage learners can include more difficult language content than those for non-heritage learners.
- The selection of cultural elements should consider whether the learners have any background knowledge of China.
- Textbooks targeted especially for heritage learners should not include topics of daily conversation.

Similar to the age factor, the language background of learners has been mentioned in many criteria lists as a factor to consider when evaluating textbooks (e.g. Davison, 1976; Bruder, 1978; Williams, 1983; Sheldon, 1988; Zabawa, 2001). There has been little discussion on the needs of learners from different backgrounds, however. In this research, different language proficiency and the context of learning were brought in to further explain this issue. The focus of teachers in the interviews was the needs of heritage and non-heritage learners. Research about heritage and non-heritage learners will therefore be included to explain these criteria.

#### *Language proficiency and cultural background*

Criteria 1 and 3 will be explained with research on the language proficiency of heritage and non-heritage learners. Valdes (2001) defines ‘heritage learners’ as those who are raised in a home where a non-English language is spoken or bilinguals who have some degree of both languages. ‘Non-heritage learners’ are defined as true beginners with no exposure to the TL or culture (Lee and Shin, 2008). It is suggested that language skills should be trained differently between heritage and non-heritage learners (Lee and Shin, 2008; Kondo-Brown, 2003). Heritage learners generally have a high ability of listening skills and relatively high speaking skills, but their literacy skills may be limited, therefore this should be emphasised in the training.

These theories support the teachers' idea of providing different tasks for both groups of learners. They believed that suitable tasks for heritage learners could be writing composition with Chinese characters or comprehension of classical articles. For non-heritage learners, teachers tended to give them tasks such as translation, making dialogues, etc., in order to train their speaking skills. Similarly, heritage learners who learnt the TL at home were mostly fluent in speaking, especially for daily situations such as greetings, apologising, etc. This type of topic usually appears in the first few lessons of a communication textbook, but they are often too easy and not useful to heritage learners (see raw data – T4).

#### *Learning context of heritage learners*

Non-heritage children may have a higher level of language proficiency, but their educational background and context of learning are the same as non-heritage learners, hence for them understanding the context of the TL is as difficult as non-heritage learners. From this perspective, the constitution of 'heritage' and 'non-heritage' learners is not clear (Wiley and Valdes, 2000). This explains why the poem *Min Nong* (Showing empathy to the farmers), a very simple poem that can be learnt by young children in China, is very difficult for heritage children to understand (see raw data – T2). Even though they have a high language proficiency and a Chinese family background, heritage children are nonetheless unfamiliar with the scene portrayed by the poem.

### **5.7.3. Levels of learners**

#### 5.7.3.1. Conceptual level

Teachers felt that:

- The incidental content should be suitable for the conceptual level of the learners.

This criterion can be explained with background knowledge and ZPD, which has been discussed in Section 5.3.1.1.

#### 5.7.3.2. Language proficiency level

Teachers felt that:

- The selection of language content should consider the proficiency level of learners.
- The language content should be flexible for adaptation to different levels.

#### *'i+1' principle*

Regarding language content, these two criteria can be supported by Krashen (1981)'s 'i+1' principle. It has previously been discussed under the sub-categories such as 'Written forms' and 'Sequencing the language content', hence no repetition will be made here.

#### **5.7.4. Orientation and motivation**

In this research, the teachers proposed a list of elements they thought could make learners interested in learning Chinese. Even though the notion of designing an interesting textbook has been proposed several times in the previous lists (e.g. Rivers, 1981; Cunningsworth, 1995; Roberts, 1996; Nation and Macalister, 2010; Wu and Lin, 2006; Mukundan et al., 2011), the elements that promote learners' interest have not been discussed in detail. This list is hence regarded as a new finding of this research, as it can contribute to the literature and make the 'designing interesting content' criterion more workable.

Teachers felt that the following elements in the textbooks could make learners interested in Chinese learning:

- Pictures and cartoons;
- Instructions and activities promoting interactions between students and



teachers or among students, e.g. tasks;

- Characters;
- Content related to learners' lives;
- Games;
- Cultural elements, e.g. historical stories, cultural elements on the covers;
- Up-to-date content;
- Content providing achievable challenge.

Providing this list aims to help textbook designers to select content for textbooks.

Most of the elements have been mentioned and discussed with theories in previous categories. Only one element, interactions, has not yet been discussed. This can be supported by the interactive view of language.

#### *Interaction view of language*

In the interactive view of language, interaction between the learners and the interlocutors is crucial for language learning. Through interaction, learners may notice their interlanguage and make modifications to their output, which can facilitate language learning. According to the interaction hypothesis (Long, 1985), by interacting with the interlocutors in a high level (either native speakers (NS) or the teacher) learners will carry out meaning negotiation, which promotes language acquisition. According to this view, activities and instructions in the textbooks should provide opportunities for interactions between teacher and students.

#### **5.7.5. Learning strategies catered for**

No data

## **5.8. Teaching and teaching methodology**

### **5.8.1. Qualification/experience of teachers**

No data

### **5.8.2. Teaching methods**

Teachers felt that:

- Textbooks should provide a resource or outline for teachers to use their preferred teaching methods.

#### *Resource and guidance role of textbooks*

Cunningsworth (1995) suggests that textbooks should help to facilitate learning through multiple methods. In this research, several teachers reported that they had their preferred teaching methods and used textbooks as a resource or an outline to supplement their teaching method. Textbooks, as a resource or guide, should provide clear instructions and explanations about suitable teaching methods to use.

### **5.8.3. Making adaptations**

Teachers said that they:

- Made various adaptations to the textbooks, including adding to or adjusting the instructions, changing of order, and skipping.

This is a finding about teachers' use of textbooks rather than a criterion for textbook evaluation. Various ways of making adaptations to TCFL textbooks were found among the teachers, which were compatible with what had been mentioned in the literature (e.g. McGrath, 2002). This finding shows that teachers have the ability to adapt textbooks to suit their teaching contexts.

#### **5.8.4. Roles of textbooks in teaching**

Theory on the roles of textbooks has been used as to explain several of the criteria in this section. In the meantime, ‘roles of textbooks’ is also a code that was searched among the data. It was found that teachers saw textbooks as resource provider, director, and support provider. This finding is compatible with what has been discussed in the literature on roles of textbooks (e.g. Hutchinson and Torres, 1994; Tomlinson, 2003). In order to explain why teachers thought that textbooks should have the above roles, I will adopt the theory about the roles of teachers.

##### *Roles of teachers*

In Harmer (2007) he suggests five teacher roles: controller, prompter, participant, resource, and tutor. According to his research, teachers have to give explanations and organise work, encourage students to think by providing hints, take part in discussions sometimes, provide information or answers to questions, and offer guidance.

To successfully play these roles, teachers need help from textbooks. As a resource provider, textbooks can help teachers to perform their role of resource and prompter. In the director/guidance role, teachers can rely on the guidance provided by textbooks when they act as controller, prompter, and tutor. As a support provider, textbooks are useful for those teachers who want to participate or are being a tutor for their students. In addition, support can be given to students as well as teachers. Ur (1991) proposed that one advantage of textbooks is that learners can use them to learn new knowledge, and review and monitor their progress, which is in line with the supportive role of textbooks for learners.

To summarise, the key roles of textbooks are director (guidance), resource, and support. In the previous literature, even though there was some discussion on what roles textbooks could play, the roles of textbooks were not summarised through

interviews with teachers, or used as a theory to explain other criteria proposed by teachers. In this research, the roles of textbooks are a critical theory for explaining the criteria identified. By applying this to explain and support the criteria identified, I am also able to suggest the kind of content in textbooks that could be designed to make textbooks successfully fulfil their roles.

## **5.9. Teaching environment**

It has been identified that evaluating a textbook should consider the teaching environment in which it will be used. The analysis in this category will present the teachers' opinions about the factors they considered when they evaluated textbooks in their teaching environments. If necessary, I will also take Chinese teaching in the UK as an example to show how the teaching environment and textbook design can be linked together.

### **5.9.1. Language Learning context**

Teachers felt that:

- Textbook design should consider whether it is used in a L2 teaching context or a FL teaching context.
- Textbook design should consider the learning styles and the requirements of the educational system.

#### *Foreign language learning context*

'FL context' and 'L2 learning context' were defined in Section 3.3.2.3 (Shehadeh, 2012). The context of this research is the FL context.

As mentioned in Section 3.3.2.3, the most significant feature of the FL context is the limited TL exposure in the context, because there are no local users or speakers of the FL there (Mitchell and Myles, 2004). This may result in difficulties in using the TL for communication. In this research, teachers mentioned that compared to the teaching of Chinese in China, time allocated for Chinese classes is very limited in the UK. Meanwhile, learners spent less time after class reviewing what they had learnt. Limited contact with people using the TL explains why students in the UK spent less time learning Chinese outside class.

In addition, learners in a FL context are more likely to see the TL as a collection of grammar rules and vocabulary lists, rather than a live language (Richards and Schmidt, 2010). Because the main language used in the society is not Chinese, learning Chinese is not essential for learners in the UK, as it would be those in an L2 context. This can be another reason for the limited time spent in and outside the classroom.

#### *Learning styles and educational system*

As discussed in Section 3.3.2.3, learning styles can be affected by the educational system. Learners in the UK are used to a particular educational style which can in turn influence their own learning style. The effects of the educational system were recognised by the teachers in this research. Teachers also proposed that the general learning experience may affect learners' attitude towards learning Chinese, teachers, and textbooks.

#### **5.9.2. Curriculum and syllabus**

Teachers felt that:

- Textbook design should consider the limited time allocated for Chinese courses.
- Textbook design should encourage critical thinking and encourage free discussion.
- Textbooks should meet the requirement of the syllabus.

#### *National curriculum for modern language teaching*

In the past checklists, several researchers have suggested that it is necessary to consider the goals of the course when designing and evaluating textbooks (e.g. Davison, 1976; Sheldon, 1988; Cunningsworth, 1995; Mukundan et al., 2011). Hedge (2000) suggests that general goals are often decided in the national curriculum or by policymakers, hence investigation into the national curriculum is needed when

textbook designers decide the goals of the course. The position of Chinese in the UK National Curriculum decides the time allocated for Chinese courses. In most schools, Chinese is taught as an additional language at the moment. In Chapter 1, I introduced the current Chinese teaching context in the UK and I explained that Chinese teaching can only be allocated limited time in schools. Textbooks designed for this specific context should therefore consider this factor.

#### *Requirements of higher education in the UK*

Thinking critically is required for university level study in the UK (Huang, 2008). It is clarified by Vandermensbrugge (2004) that there are two groups of definitions for ‘critical thinking’:

- 1) The ability to develop a capacity to reason logically and cohesively;
- 2) The ability to question and challenge existing knowledge and social order.

(Huang, 2008, p.3)

In the past literature, some of the criteria lists also stressed that the broader educational context should be considered in textbook design (Dougill, 1987; Tomlinson, 2011). Such literature supports the criterion that the content of TCFL textbooks should consider the training of critical thinking.

#### *A ‘matching’ process*

The notion of ‘matching’ between textbooks and the teaching situation has been discussed several times before. It supports the idea that textbooks should meet the requirements of the syllabus.

### **5.9.3. Types of classes**

Teachers felt that:

- Textbook design should suggest the types of class with which the book should be used;
- Textbooks should train the skill/s on which the type of class is focused.

The notion of ‘matching’ can also be used here to support the above two criteria. Past literature of textbook analysis and design mentions many factors in the school contexts that should be considered by textbook designers (McGrath, 2002; McDonough et al., 1993; Skierso, 1991). The type of class is one such factor.

Here, I give a further review of the types of TCFL classes in the UK, because it is the research context of this study. Generally speaking, there are five types of Chinese classes in the UK: weekend schools or night schools, curriculum subject in private schools, extra-curricular courses, specialist course in higher education, and public module opened in higher education<sup>12</sup>. Online courses are not included in the discussion, since they often use self-developed teaching materials. Because the types of classes are different, the time allocated to each lesson and the goals of teaching and learning are varied.

Due to this variation in goals, each type of class may have a different focus on skills. Extra-curricular courses may decide that the goal is to train speaking and listening skills in daily situations, for example, therefore textbooks focusing on all four skills may not be suitable for such classes.

#### **5.9.4. Other factors influencing the choice of textbooks**

##### 5.9.4.1. Institutional factors

Teachers mentioned that:

- Institutions normally have control over the selection of textbooks.

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<sup>12</sup><http://www.telegraph.co.uk/education/educationnews/10878445/Mandarin-on-the-school-curriculum-under-languages-shake-up.html> [accessed 23 July 2017]



- Teachers feel obligated to use textbooks because of the requirements of the institutions (for passing exams, showing teaching is systematically carried out, etc.)

The findings under this sub-category are not criteria related to the design of textbooks, but they reflect the current situation of using TCFL textbooks in schools in UK.

It was found that institutions are often in charge of selecting textbooks and teachers do not have many choices (see raw data – T11). This means that teachers sometimes struggle when using the books chosen by the school. It is not only that schools are in charge of selection; some institutions even mandate the teachers to use the textbooks exclusively or thoroughly. The findings showed that some institutions believed that passing exams was a main goal of the classes, which led to a fear among teachers that students would complain if they taught content that was irrelevant to the exam (see raw data - T9). Some institutions also used textbooks as a reference to show parents that teachers had carried out systematic teaching, hence teachers felt obliged to finish everything in the book before introducing extra knowledge.

#### 5.9.4.2. Parental influence (for children)

Teachers mentioned that:

- Parents influenced the way they used textbooks.
- Due to the fact that some of the children are forced to learn Chinese by their parents, whether or not the textbook can be attractive to the students is important.

No links between parental influence and textbook design were found in the past literature reviewed in this study. Criteria identified under this sub-category are therefore new findings from this research. The same as the influence of institutions,

influence from parents also painted a picture about the use of textbooks for children in schools.

The first finding showed that parents saw textbooks as an authority, which may lead to some restrictions on teachers. Parents' opinions influenced teachers' ways of using the textbooks, e.g. whether to follow the book strictly, how much homework to give the learners per week, etc. Parents liked to check the learning process according to the content of the textbook; as a result teachers tended to follow the textbook strictly in order to avoid any complaints.

#### *Research of motivation*

In Section 5.7.1.2, I mentioned the reasons for designing attractive and interesting activities for adolescents. For some of the adolescent learners, their decisions for learning Chinese are not made by themselves, but by their schools. The same situation applies to young learners. Very often their decision to learn Chinese is not made by themselves or out of intrinsic interest. The influence of parents often takes a significant role, especially for heritage learners. Their parents would either like them to have some connections with their heritage or hope for them to have some advantages in the job market as a bilingual in the future. This means that these learners may lack intrinsic motivation to learn Chinese, because they do not have enough self-determination for learning.

#### **5.10. Practical considerations**

No data

## **5.11. Conclusion**

From the above presentation of the findings and analysis, it has been shown that teachers have specific needs of textbooks. The interview data revealed the criteria that teachers used for textbook evaluation. There were some criteria identified that had not been discovered before by other textbook researchers; furthermore, teachers in this research also gave some insight into textbook use in the TCFL classrooms in the UK. The new findings of this research thus include both the new criteria proposed by the teachers and the information about the current situation regarding textbook use in UK classrooms. In the following section, I will discuss them separately. At the end of Section 5.11, the ‘empty’ categories will be discussed.

### **5.11.1. New criteria and their implications**

It is clear from the presentation of findings and analysis above that in most cases, the expectations of the teachers had already been mentioned by previous textbook researchers in the lists they developed. There were, however, criteria identified in the interviews with the teachers in this study that have not been mentioned before. With the help of the theoretical framework constructed in Chapters 2 and 3, I have provided my analysis and interpretation of these new criteria.

Theoretically, the analysis showed the potential application of some theories into the field of material development. Practically, the presentation of the new criteria showed that some textbook users’ needs had not yet been identified by previous research. Teachers identified new criteria related to learners’ needs, for example. I also found new criteria to evaluate the presentation of *pinyin* and the design of characters. These new criteria in turn explain why teachers are not satisfied with the quality of the textbooks currently in the market. The implications of the new findings are presented below.

#### 5.11.1.1 Application of new theories into materials development

For the first time, Skills Acquisition Theory, the teachability hypothesis, and Processability Theory have been used to analyse the criteria for textbook evaluation. In Section 5.3.2.1.1, four criteria relating to the design of *pinyin* were presented. Skills Acquisition Theory was used to explain the reasons for providing *pinyin* above characters or in a form of appendix were discussed. In Section 5.3.4.2, it was found that English translations should be given to aid learning and given for each word at beginner stage. These criteria were analysed according to Processability Theory. In Section 5.4.1.1, for sequencing the linguistic elements, two new criteria were found, which were both analysed by Processability Theory and the teachability hypothesis. In addition, metacognitive regulation was adopted to explain why topics should be arranged coherently in a textbook, which is also a new finding of this research. This theory was not included in the original theoretical framework. The discussion on this can be found in Section 5.3.2.1.

Theoretically, the analysis of the new criteria revealed the possibility of applying Skills Acquisition Theory, the teachability hypothesis, Processability Theory, and metacognitive regulation into the area of textbook design.

#### 5.11.1.2 New criteria about the needs of learners

As mentioned in Section 2.1.5, the needs of textbook users are the primary concern of this research. In the findings, it was identified that teachers thought a lot about the needs of learners. Many of the new criteria they proposed were related to learners, such as learners' age, cultural background, interests, and learning styles.

In Sections 5.7.1 and 5.7.2, lists of criteria were summarised, and specifically assigned to learners from different age groups or different cultural backgrounds. Furthermore, some theories, such as cognitive theory, research on language proficiency, and the context of learning, were used to underpin these criteria,

validating them for further use. The necessity of considering the needs of learners is one of the most important findings of this research. Even though previous checklists have mentioned this aspect, they have not gone into detail, for example what the needs are for each age group, and what the needs are for heritage and non-heritage learners. The findings of this research are therefore particularly helpful for developing a workable and detailed criteria list for specific groups of learners.

Other results related to learners included the presentation of a list of elements that could make learners intrinsically motivated in Chinese learning. In addition, teachers proposed one of the inferred needs from the UK context, which was the learning style of the learners.

#### 5.11.1.3 New criteria about TCFL textbooks

In Section 2.2.5, I identified the need to construct a specific list of criteria for evaluating TCFL textbooks. *Pinyin* and characters are key features of Chinese teaching. In this research, some new criteria were found to evaluate these features, e.g. the presentation of *pinyin* (as shown and analysed in Section 5.3.2.1.1) and the teaching of character writing (as shown and analysed in Section 5.3.2.1.4).

### **5.11.2. Information about how textbooks are used in the UK**

There were also findings reflecting the current situation regarding how textbooks are used in institutions. Such findings were not directly related to textbook evaluation; however they are valuable for understanding how textbooks are used and discovering factors that may influence textbook use. They can contribute to further research on evaluation of textbooks that are currently in use.

#### 5.11.2.1. Adaptation

It was found that teachers made various adaptations to textbooks, including adding to or adjusting the instructions, changing the order, and skipping. Adaptation appears to be a common practice among teachers when using textbooks.

#### 5.11.2.2.Roles of textbooks

We have seen that teachers see textbooks as:

- Resource provider, which provides them teaching resources
- Director, which gives them guidance through their teaching
- Support provider, which provides support for teaching and self-directed learning among learners.

As discussed in Section 5.8.4, teachers' views on roles of textbooks were compatible with the literature. Another contribution this research has made is the summarising of these roles as a complete theory. They were also used to support many of the criteria (e.g. under the sub-categories 'Written forms', 'Exercises and activities', 'Instructions and explanations'), which gave a more detailed description of how the roles of textbooks were reflected in the books themselves.

#### 5.11.2.3.Influences from outside the classroom

There were many factors identified that could influence selection of textbooks

- Institutions normally have control over the selection of textbooks.
- Teachers feel obligated to use textbooks because of the requirements of the institutions (for passing exams, showing teaching is systematically carried out, etc.).
- Parents influence the way that teachers use textbooks.
- Due to the fact that some of the children are forced to learn Chinese by their parents, whether or not the textbook can be attractive to the students is important.

The findings about the influence of institutions and parents suggest that it is important to consider the context of teaching when designing textbooks, because in different contexts, the textbook users can have different requirements.

### **5.11.3. The ‘empty’ categories**

It was found that three of the sub-categories had no data under them: ‘Learning strategies catered for’ under Category V: ‘Learners’, ‘Qualifications/experience of teachers’ under Category VI: ‘Teachers and teaching methodology’, and Category VIII: ‘Practical considerations’. The sub-category related to the qualifications and experience of teachers is not relevant to this group of subjects, because this is about teachers themselves and they cannot have requirements of their own group. Teachers should have been able to comment about learning strategies in the textbooks, but they did not, which shows that this group of teachers did not see developing learning strategies as a role of textbooks. This is an important factor about textbooks, however; other groups of subjects may require textbooks to play a role in developing learning strategies.

The reason that teachers did not mention any practical considerations may be due to the nature of their roles. Practical considerations have little relation to the learning and teaching process; most of the practical factors cannot be improved or changed. The development and improvement of the content of textbooks is more related to the actual teaching process; as a result, these could be more important to teachers than practical factors. Furthermore, because teachers are not often involved in the process of selecting textbooks and often are simply given a textbook to use, it is reasonable to suggest that they do not usually consider factors such as price, durability, etc.

The discussion and analysis in this chapter can help to answer the question: “What are teachers’ needs and expectations of textbooks?” By identifying new criteria, it also

proves that involving teachers in the evaluation process is necessary and will assist in the development of criteria for evaluation.





## **6 Chapter 6: Findings and analysis from the writers' interviews**

This chapter will present the findings and analysis from the writers' interviews. As with the chapter on the findings of the teachers' interviews, the findings will be organised into categories and sub-categories. The structure of this chapter is the same as Section 1 in Chapter 5: first, the presentation of new categories/sub-categories, examples of raw data, and finally, the summary of the data. The data analysis will be presented in Section 2. To avoid repetition, criteria that have already been sufficiently established following analysis in previous chapters will simply be listed here but not discussed further. New criteria that emerged from the writers' interviews will be fully discussed here. Finally, conclusions will be drawn.

## **Section 1: Findings from the writers' interviews**

### **6.1 New categories/sub-categories**

Two new sub-categories were identified in the data, which are under Category VII 'Teaching environment' and Category VIII 'Practical considerations'.

Under Category VII 'Teaching environment', the new sub-category is 'Other factors influencing the design of textbooks'. Under Category VIII 'Practical considerations', the new sub-category is 'The influence of the publisher'. Further sub-categories under this sub-category include:

- a) Marketing needs
- b) Publisher's house style and standards
- c) Editing process (including peer review, ensuring compliance with publisher's style, etc.)

## **6.2 Summary of raw data**

In this section, writers' views on textbooks will be summarised under each of the categories and sub-categories identified above, as with the teachers' views in Chapter 5, Section 5.2. The summaries are a distillation of the raw data using the researcher's own language to capture the essence of what the interviewees said about various points.

Table 6.1 Summary of raw data under the category ‘Input’

<b>I. Input</b>			
<b>Sub-categories</b>	<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>	
<b>Incidental content</b>	<b>Ideas/values/information</b>	<p>Writer 8 (W8): Culture 的内容是根据这五章学的内容, 第一个肯定讲家庭, 是讲名字和 title, 第二个就是家庭, 然后如果说到 restaurant, shopping 就是说 shopping in china, 就是根据它的课有关的。(The information about cultures will follow the topics, e.g. if the topic is shopping, then I will introduce shopping in China.)</p> <p>W5: 一开始就开始介绍了数字啊, culture 方面, 因为文化方面对他们比较重要吧, 比如说不要给中国的 tenants 介绍有 4 的房子...(At first I introduced numbers and culture elements, because culture is important to them. For example, it is inappropriate to recommend a house with a house number “4”...)</p>	<ul style="list-style-type: none"> <li>- Be up to date,</li> <li>- Be interesting (including new and different to learners),</li> <li>- Be coherently organized,</li> <li>- Be appropriate for learners (in terms of their age, cultural conventions, etc.) and their learning goals</li> <li>- Be varied</li> <li>- Be relevant to the topics, especially information about cultures</li> </ul>
	<b>Topics</b>	<p>W7: 教材的三个原则, 第一个原则就是交际, 如果要交际的话, 就不可避免的遇到主题的问题, 而且这 Topic 应该跟他们的生活相关。否则的话, 谁也不会去学你中文的东西。(Topics should be relevant to the learners’ life, otherwise no one would like to learn this language.)</p>	<ul style="list-style-type: none"> <li>- Be interesting to learners</li> <li>- Be relevant to learners’ needs</li> </ul>
<b>Target language input (Language content)</b>	<b>General</b>	No data	No data
	<b>Pronunciation and pinyin</b>	<p>W2: 所以说老师还得像学生找一些关于拼音的资料, 学生要会拼音, 以拼音为一个助手, 拐棍, 然后拐棍的作用越来越小, 随着汉字的认知呢, 汉字认识得越来越多, 即使有拼音, 也有限...(Pinyin should be used as an aid. With the accumulation of knowledge of characters, pinyin will be used less. Even if pinyin is provided, the amount should be limited.)</p>	<ul style="list-style-type: none"> <li>- Pinyin should be provided to help learners to use the book.</li> </ul>

<b>Lexis</b>	W3: 但词汇主要是按照语义群来组织, 前面还没有这样, 到后面这个比如说描写人的性格, 倾听, 聆听, 旁听, 偷听, 听候, 听从, 这些都让他们, 同义词, 近义词, 关于跑啊, 就是根据语境, 语义来把它进行归纳。(The vocabulary are organised according to the semantic groups. For example, the words about listening are presented together, including their synonyms, etc.)	<ul style="list-style-type: none"> <li>- Be appropriate to the learners' language proficiency</li> <li>- Be organised in lexical semantic groups</li> </ul>
<b>Grammar</b>	W7: 语言是千变万化的, 成人是会推理的, 你给他的东西, 他就会想, 而且成人的思维远远超出你现在给他的语言的形式, 他想表达的东西, 跟你给他的语言形式是不符的, 不匹配的, 所以, 他一定会想办法千方百计要生成新的语言, 这个句型, 其实就给了他生成语言的一个抓手。(Adults are willing to producing new language to express themselves. The sentence patterns textbook gives them are an aid for them to produce new language.)	<ul style="list-style-type: none"> <li>- Be arranged progressively</li> <li>- Be appropriate to the learners' language proficiency</li> <li>- Be introduced in context, with a minimal use of jargon</li> <li>- Be presented with a good range of examples so as to demonstrate different correct usages</li> <li>- Be presented to adult learners with clear grammatical explanations and analysis</li> </ul>
<b>Written forms</b>	<p>W1: 这里头的汉字呢, 他们叫 artwork, 就是说 Road Sign 啊 ( “出口” ), 对对, 就是看这个, 不学汉字... (The characters in this book are presented as artwork. They are shown as pictures rather than characters for learning.)</p> <p>W7: 由于主题, 由于句型, 它本身对汉字就有一个制约, 在这里边最难的一个问题就是怎么去处理有些话题...同时你自己的字量的限制, 这三者之间的矛盾其实是非常难的。(Topics and sentence patterns decide what characters need to present, but the number of characters is also limited. Dealing with the contradictions among them is very difficult.)</p>	<ul style="list-style-type: none"> <li>- View 1. Teaching characters is not an objective of this kind of textbook. This view held that Chinese characters are presented simply to give learners an idea of what Chinese written forms look like, not to be learned. They can also help to foster the learners' interest</li> <li>- View 2. Learning Chinese characters is an important goal, and should be taught. Characters appropriate to learners' level should be presented and introduced through reading and writing exercises. They should be frequently reviewed through the course of the textbook. The</li> </ul>

			number of characters introduced in each lesson and book should be carefully determined by learners' level and goals.
<b>Target language input (Skills)</b>	<b>Language skills</b>	W2: 第一个基本上是听, 听说, 然后后面是读和写, 当然后面也有穿插的, 读和写之间有听的技能, 但基本上是第一个是听, 前面的是听说领先, 然后是读写 (The first skill will be listening, listening and speaking, and then reading and writing.)	<ul style="list-style-type: none"> <li>- Of the four language skills, listening and speaking should be introduced before reading and writing</li> <li>- There should be emphasis on the practice of language skills, not simply the learning of language content</li> </ul>
<b>Exercises and activities</b>		W2: 这个除了我们编排课堂上的活动呢, 其他的我感觉相对来说还比较丰富, ...这 5 个 unit 之后, 有汉字的专门的介绍, 训练, 然后是 extension 扩展练习, 因为课文中那几个活动技能远远不够, 你要让他的知识技能加强只有练习...(I feel that the activities are various. After the five units, there are introductions and exercises for characters, and extension exercises. The activities in the main units are not enough. In order to strengthen the skills, the only way is to practice.)	<ul style="list-style-type: none"> <li>- Exercises should help the learners to consolidate what they learnt</li> <li>- There should be enough exercises to give learners sufficient opportunities to memorise, consolidate and practice language</li> <li>- Exercises should take various forms, to make lessons more interesting and to demonstrate how language is used in different contexts and situations</li> </ul>
<b>Instruction and explanations</b>	<b>Instruction for using the textbooks</b>	No data	No data

	<b>Translations to vocabulary and texts</b>	W8: 我这本书当初设计的时候, 等于是无论在 key sentences, situational dialogues, 以及到练习各个部分三种语言都有, 英语, 拼音和汉字全有...(All the content in the book, including key sentences, situational dialogues and exercise, have been presented in English, pinyin and Chinese characters.)	<ul style="list-style-type: none"> <li>- English translations should be provided to aid learning</li> </ul>
	<b>Explanations given for language content</b>	W8: 因为我都用最通俗的语言, 我这里很少用的这个解释, 都完全是通俗的语言来解释这个语法, 而不是用比较特别 academic, 那种学术词来做, 这样他们看起来也特别的简单易懂...(I use the simplest language to explain grammars, with no academic words. The explanation is easy to understand.)	<ul style="list-style-type: none"> <li>- Explanations of language context should be clear and concise</li> <li>- Explanations should, where possible, avoid the use of jargon</li> </ul>



Table 6.2 Summary of raw data under the category ‘Layout’

<b>II. Layout</b>			
<b>Sub-categories</b>	<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>	
<b>Sequencing and Structuring the content</b>	<b>Sequencing the language content</b>	<p>W1: ...第二个就是说它有一个大致的分布，每一课不要太多，按语法编也要考虑这个问题，但是我们这个问题就更明显，所以有的时候你会发现比较awkward, 就是说它在本来应该用什么语法点，但又觉得太多了，所以就尽可能避开什么的， (...the grammars should be distributed to different lessons, and there should not be too many in one lesson. Sometimes the text sounds awkward (not naturally written), because some grammar points were supposed to be used but they were eliminated to reduce the burden.)</p>	<ul style="list-style-type: none"> <li>- Language content should be sequenced progressively</li> <li>- There should not be too much new grammar input in any one lesson</li> </ul>
	<b>Sequencing the incidental content</b>	<p>W1: 但功能它是一个伸缩性很大的领域，同样的功能，做一件事情，你可以很简单说几句话，比如说到这个旅馆来，我比如就跟他说，一晚上，多少钱，就完了，但是如果你会这个语言你就完全靠语言来表述。所以但是它的意思就是在功能里头呢你找最简单的，比如说能数到10，...买东西只说多少钱，完了。(A function corresponds to different language structures. To achieve a function/do a task, you can just say a few words (or use a complicated paragraph to express). For example, in the hotel, I can just ask ‘one night, how much?’ or if I know the language well, I can speak a lot. What I mean is the language can be either easy or difficult, e.g. counting from 1 to 10, ask how much. etc..)</p>	<ul style="list-style-type: none"> <li>- The topics themselves should be sequenced so that they develop from more basic situations requiring more basic language input to more complex topics requiring more sophisticated language input</li> </ul>

<b>Design</b>	<b>Physical characteristics</b>	<p>W8: 还有，其实当初设计我们特别感激我们的编辑，这本书，你看一般就是 A4 size 对吧，你看我们这本书，比 A4 size 小，为什么设计这样？而且当初我们控制页数，也就控制在 250 页左右，这样大小，就是因为给成年人，他们白天去上班，女同志的包一搁，就天天可以带着，他们还可以看。所以当初是我们的编辑他们提醒的。所以它特别好，又轻巧，又好拿。这也是这个教材我们考虑的问题。</p> <p>(Our editor suggested us to limit the page number within 250 pages, and designed the book smaller than A4. It is convenient for adults to carry with them during the day when they are at work. It is light and easy to handle.)</p>	<ul style="list-style-type: none"> <li>- When designing books, the physical characteristics (size etc.) should be appropriate for the learners using them. For example, books for adult learners should be designed so that they are small enough so that they can be put in a pocket or handbag</li> </ul>
	<b>Arrangement and presentation of content</b>	<p>W2: 有些 Figure 片是涉及到比如中国孩子喜欢去唱卡拉 ok，这边好像没有，就配一个去唱卡拉 ok 的 Figure 片，这种的感觉很新鲜。(Some pictures show children doing Karaoke, which is not seen much in the UK. It is new to learners here.)</p> <p>W3: 再一个还有呢，字的大小我觉得很小，因为不是像大学生，很多老人也是学汉语，字很小很小，戴花镜都看不清，很密集这个我不满意。(The font is too small. Many old people who learn Chinese will find it difficult to see the characters.)</p>	<ul style="list-style-type: none"> <li>- Photographs used should be as authentic as possible, to represent real life</li> <li>- Illustrations should be interesting</li> <li>- Illustrations should be designed to help language learning</li> <li>- Books should be designed to meet the expectations/ preferences of particular target users (for example, young learners prefer bright colours, older learners prefer bigger sized font, etc.)</li> </ul>

Table 6.3 Summary of raw data under the category ‘Supplementary materials’

<b>III. Supplementary materials</b>		
<b>Sub-categories</b>	<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>
<b>Teacher’s guide</b>	<p>Researcher (R): 您觉得还是希望会有一个像配套练习册, 或者是</p> <p>W7: 是, 这套教材出的时候, 当时在写的时候, 我们就考虑了编教师用书的问题, 还是因为种种原因吧, 第一, 第二册教师用书最近刚出版, 这个应该是七八年以前就出来的东西...</p> <p>(Researcher (R): Do you feel that you would like to have a workbook to company it? W7: Yes, when the book was published we considered designing teachers’ guide. Because of many reasons, the teachers’ guide for Book one and two was just published, which should have been produced 7-8 years ago.)</p>	<p>– Supplementary materials are important to enable the textbooks to be used to their full potential</p>
<b>Workbook</b>	<p>R: 咱们这本书除了光盘有没有其它的辅助材料?</p> <p>W7: 现在还没有, 我曾经想做过一个跟它配套的东西, 就是它的练习, 以及在网络的测试, 但是做了一些, 当时做的一些是我在原来那个单位做的, 是用 blackboard 做的。但是后来因为经费呀时间的问题就没有再做下去。</p> <p>(R: Do you have any other supplementary materials other than CD? W7: No. I thought about designing a workbook and tests. I did part of them using blackboard, but due to time and costs I didn’t continue.)</p>	<p>– Publishers were sometimes reluctant to publish supplementary materials, even when writers wanted to include these</p>
<b>Media and multi-media materials</b>	No data	No data

Table 6.4 Summary of raw data under the category ‘Goals and objectives’

IV. Goals and objectives		
Sub-categories	Raw data (Examples)	Summary of the whole data
<b>Overall goals intended for the textbook</b>	<p>W7: 欧洲语言框架是一个指导性框架，所谓指导性框架，就等于说任何的在欧洲目前，尤其是在西欧，语言教学领域基本上你可以看到所有的语言教学最终的目的，它的能力的描述，都是以“欧洲语言共同参考框架”来作为基础，来进行参照的。(CEFR is a guidance framework, which means that the goals of teaching all the European language, especially those in western Europe, are based on CEFR.)</p> <p>W7: 那么同时也可以看到它(CEFR)的基础完全是欧洲语言，其实并没有非欧洲语言参加，其实也不是他们考虑的重点。...那么(汉语)作为它承认的外语之一，它迟早都会受到这个框架的影响。可是，这个框架因为是以欧洲语言为基础，它肯定对中文不合适。(CEFR is based on European languages. It has little consideration on the non-European languages. As an additional language recognized by UK government, it will be influenced by CEFR. However, because this framework is based on European language, it must be inappropriate for Chinese teaching.)</p>	<p>– Textbooks should be designed to meet the standards of language proficiency set by various different national or international educational bodies (e.g. in the UK, the Common European Framework of Reference, CEFR).</p>

<b>Specific learning objectives</b>	W8: 设计的时候, 这本书, 当时我们为什么叫 Chinese express – Talk Chinese, 因为当初还是想有第二本可能更 Reading Chinese, 对吧, 所以这个主要以口语为主。(This book is called Chinese express – Talk Chinese and focuses on speaking, because we thought the next book can be: Chinese express -Reading Chinese.)	<ul style="list-style-type: none"> <li>– The specific learning objectives of a book in a series should be related to other books in the series. E.g. if speaking is decided as the specific learning objective of the first book in one series, the next book in this series may focus on reading.</li> <li>– Writers consider the specific objectives of learners when designing textbooks.</li> </ul>
<b>Key points in each lesson</b>	W1: 这样的(列出学习目标), 就是通过这种形式呢一个是给作者, 你编课文的时候要反映出这个来, 第二个是读者, 到时候学这课的时候知道哦我得会这几句话。大概这个思路。(Listing the goals of learning for each lesson is to remind the author that the texts designed needs to follow these goals. In addition, readers will know what they will learn in each lesson.)	<ul style="list-style-type: none"> <li>– It is necessary to state the key learning points in each lesson</li> </ul>

Table 6.5 Summary of raw data under the category 'Learners'

V. Learners			
Sub-categories		Raw data (Examples)	Summary of the whole data
Age of learners	General	No data	No data
	Children group	W2: 对, 当然还有趣味性, 因为在西方跟在中国不是很一样...这边呢它强调是一种, 学生要感兴趣, 能体验一种乐趣, 这样他才肯学, 才能学得更好。所以编教材呢尤其是给孩子的教材, 这个趣味性肯定是很重要的。(In the western world it emphasizes the interests of students. Only when they enjoy learning they will learn better. Therefore the textbooks for children should be interesting.)	– Textbooks designed for children should be interesting
	Adolescents group	W2: 这个是属于文化和国情类的, 而且配的这些图片学生们练乐器啊, 现在 teenager 的衣着打扮的, 还有 daily routine 日常生活是一种什么状态啊, 这些孩子们都是感兴趣, 因为这是他的同龄人在世界另一端的生活状态。(The content is about culture and the life in China, e.g. pictures about playing instruments, dressing, daily routine of teenagers. They can attract the adolescents because this is the life of people at their age in the other end of the world.)	– Textbook should provide topics that are related to the life of adolescents
	Adults group	W7: 成人学习最大的特点是一定要他理解, 以及其它的一些, 包括时间不够啊, 运用自己的语言他去正负迁移, 他就去推理, 他不能像小孩一样的去重复, 他不可能说是学习一种语言, 不去考虑自己的语言等等。因为成人学习他(有)自己的特点。(The learning features of adults are: they need to	– Textbooks designed for adults should aim to address the problem of language transfer – Textbooks designed for adults should include more grammar input, and be more systematically organised, than textbooks designed for children

		understand what they are learning, they have limited time, they do language transfer, they know how to deduce, they do not just repeat the language like children, and they have their L1s, etc.)	
<b>Cultural background of learners</b>		W5: 你怎么去称呼你的客户，就像我们的话会觉得叫你的经理名字是挺没礼貌的。大家就说她是我们的经理我们就叫她 Sharon。就是这样的。但现在他们都改过来叫 Sharon 经理了，这是我们教学的成果。(How to address the customers (is also a topic we taught). Chinese people would think it is impolite to address the manager with her name, however students in the UK think it is OK to call their manager Sharon. They changed to call their manager “Manager Sharon” now,	– Textbook design should consider the cultural background of learners and bridge the learners’ culture to the culture of TL.
<b>Level of learners</b>	<b>Conceptual level</b>	No data	No data
	<b>Language proficiency level</b>	W1: 她那个书也是 beginners, 但是她那个跨度比较大，她是希望从零到快恨不得 low intermediate, 就是出版社觉得那个可能不适合广大读者因为大部分就是可能入门，就学一点就不学了。一般它那个 title 里面有 beginners, 有人就觉得我是 beginner...(The book is for beginners, but the content is suitable for total beginners till low intermediate learners. The publisher feels that it is not suitable for most of the readers, because they will not learn that much. In the book title it says beginners, so people would think it is just for beginners...)	– Textbook design should not only consider the proficiency level of learners, but also their learning objectives. For example, do target students want simply a taster course; basic conversational Chinese for travelling; or to learn systematically and progress to more advanced Chinese?

<b>Orientation and motivation</b>	W8: 这就是为什么成人和小孩不一样，你教成人，如果我有这个目的，我有 self-motivation, 我自己就会主动去学的。孩子可不一定。所以那就是在你编教材的时候，跟成人不一样的，一定要做的非常有趣，让孩子感兴趣，他愿意去学。(Teaching adults is different from teaching children. Adults will learn actively if they have self-motivation and learning goals. Children do not. Therefore the textbook for children should be attractive, so that the children are willing to learn.)	– Textbook should be interesting in order to keep learners motivated
<b>Learning strategies</b>	W1: 我们怎么能在书的过程中呢，告诉一些学生学习的策略。其实这个也很有道理。(If we can teach students some strategies in the book, it will be helpful.)	– Textbooks should be designed so as to help students identify and develop learning strategies



Table 6.6 Summary of raw data under the category ‘Teachers and teaching methodology’

<b>VI. Teachers and teaching methodology</b>		
<b>Sub-categories</b>	<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>
<b>Qualifications/experience of teachers</b>	<p>W7: 其实教师是最重要的。教师要是有经验，意识很强的话，他们会对教材进行非常灵活的处理。但是，非常遗憾的是，汉语教师队伍，第一个因为汉语发展时间比较短，英国的汉语教师，百分之九十以上是母语使用者。母语使用者的好处是语言非常地道，不好的地方就很难去理解学生是怎么学的。很多教师都是以自己怎么学汉语的经历来教学生，因此，效果非常，会大打折扣吧。(Teachers are the most important. If the teachers have experience and ideas of teaching, they will use the textbook well. However, unfortunately, 90% Chinese teachers in the UK are native Chinese because the teaching of Chinese has just started. The native Chinese teachers have a high language level, but they have no idea how the learners learn. They only know how to learn Chinese themselves and use their own experience to teach. The results are not satisfying.)</p>	<ul style="list-style-type: none"> <li>– Writers expect teachers to have sufficient Chinese language ability to use the book, e.g. being native speakers of Chinese or fluent speakers of Chinese and English.</li> <li>– Writers expect the teachers to work out how best to use the book</li> <li>– Writers expect teachers to be trained, and write their books accordingly. Some have expressed concern, however, that many new teachers are inadequately trained. The books are not designed for untrained teachers.</li> </ul>
<b>Teaching methods</b>	<p>W3: (用的方法)还是 PPP, presentation, practice, production. ((The teaching method) is PPP, presentation, practice, production.)</p>	<ul style="list-style-type: none"> <li>– Writers would consider the teaching method that is suitable for the use of the textbook when they design it</li> </ul>

<p><b>Making adaptations</b></p>	<p>W7: 练习并不等于说都得做，因为，不同的对象，不同的课程设置，它其实不需要都做。你可以有重点的去做它。课时多和课时少它有不同处理。如果不够你可以再去加，多了你可以把它删掉。教材使用的一大忌就是照本宣科，教材是什么样的你就怎么样。那就非常的麻烦。所以这就回到老师的问题。(Teachers do not need to use all the exercises. They are not all needed because there are different learners, different syllabus and different type of classes. Teachers can use it flexibly. You can add if it is not enough, and you can delete if it is too many. Teachers should use textbook flexibly, rather than following it strictly.)</p>	<p>– Writers expect teachers to be able to adapt the textbook to the needs of their course/lesson</p>
<p><b>Roles of textbooks in teaching</b></p>	<p>W2: 从我们编者来说呢，你编教材不是说 student book 就够了，我们应该提供多方面的资源供选择，他（教师）不一定每一个活动都去用，但是她有选择就可以拿来给学生用...(Textbook writers are not just writing a student book. We should provide more resource for teachers to choose. They may not use all the activities, but they can choose which one to use.)</p>	<p>– The role of the textbook is to serve as a resource for teachers</p>

Table 6.7 Summary of raw data under the category 'Teaching environment'

<b>VII. Teaching environment.</b>		
<b>Sub-categories</b>	<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>
<b>Language learning context</b>	W2: 所以你要考虑英国的这个情况，不能光以你中国人的思路去考虑。了解这儿的的教学，了解这儿的的孩子，了解这儿的的社会是很重要的。(You need to consider the context in the UK. It is not enough to think as a Chinese. It is important to understand the pedagogy, children and society in the UK.)	<ul style="list-style-type: none"> <li>- The particular features of a FL learning context should be taken into consideration when designing a textbook</li> <li>- The expectations of learners in different FL learning contexts should be taken into consideration when designing textbooks</li> </ul>
<b>Curriculum and syllabus</b>	W2: 如果中文教学在学校主流化了就是它在学校里算一个大纲课程，从校长，老师学生来说对这个课程的态度肯定是不一样的，那这个是我们的目标。那么呢实现这个目标，就应该考虑到接轨的问题.....所以怎么接轨呢，你看他这个是一个什么要求 (Modern Foreign Language) 你要跟他靠近 (If Chinese becomes a mainstream language in the schools, the headmasters, teachers and students will have a different attitude to it. This is our goal. To meet this goal, we need to think about integration. We should read about the requirement of MFL, and conform the textbook to the requirement.)	<ul style="list-style-type: none"> <li>- Textbooks designed for students who want to reach a certain proficiency level should meet the requirements of an appropriate national curriculum for modern foreign language learning</li> <li>- Textbooks can be designed according to the syllabus of the course that the textbook is for</li> </ul>

<p><b>Types of classes</b></p>	<p>W8: 像我那时候教学的班里有律师，有银行家，全是这种 professional，他们一个星期只有两个小时过来学中文，针对他们的设计那肯定跟刚才我说的那完全不一样。再说，大学里...他们就是 Choose Chinese as a degree 那些学生...那他们的教材又不一样...(For example I taught a class which has professional students such as bankers. They have only two hours to learn Chinese in a week. The book designed for them is different from what I said before. Furthermore, the book designed for students who learn Chinese as a degree course will be different again.)</p>	<p>– The type of class in which the textbook is to be used should be taken into consideration</p>
<p><b>Other factors that influencing the design of textbooks</b></p>	<p>W2: 还有我们编写这个教材那个时候我们是参考了很多其他的外语教材，比如法语的教材，就也是培生集团...实际你打开这个书一看，如果你不细看，你可能以为这个是法语教材还是什么...这样实际也是一个接轨，你跟其他的教材在设计上内容上风格上有一致性，这样的话从学生到老师各方面都比较容易接受一些，你也吸收了他们的优点。这个对于中文教学的主流化也是有帮助。(We read many other FL textbooks when designing this book, e.g. the French textbook published by Pearson as well. The design of this book is quite similar with other books, so that the students and teachers are more likely to accept it. It also has the merits of other books. This kind of design can get Chinese into the list of mainstream foreign languages.)</p>	<p>– Existing textbooks provide a reference and framework for the design of new textbooks</p>

Table 6.8 Summary of raw data under the category ‘Practical consideration’

VIII. Practical consideration			
Sub-categories		Raw data (Examples)	Summary of the whole data:
The influence of the publisher	Marketing needs	W7: 我们这个教材是 2005 年出版的第一册，其实在出版之前已经使用了有将近两年多的时间，试用了很长时间内然后才出版。因为任何一个教材不可能说不经过试用就出版，它经过了好几轮的试用。(We published this book in 2005. Before publication we had put it on trial for about two years. All the textbooks should be put on trial before publication).	– Textbooks should be put on trial before publication
	Publisher’s house style and standards	W3: 第一就是这个出版商他把这个排得很紧很紧的，他是为了价钱，太厚了贵了，没人买，但填空填的一页纸里面内容太多了，对于语言学习来说 too condensed...所以他们从商业角度来考虑。我们是从学生 user friendly 来考虑，所以这个我是不满意的。(Firstly the publisher put too much content on one page. They considered the price. If the book is too thick it will be expensive and no one would buy it. However it is too condensed if the exercise is about filling in the blanks. ..so publishers’ consideration is for doing business, and we consider the learning effects. This is why I am not satisfied.)  W1:另一个是越来越受出版社的控制，不一定是坏的方面，出版社说我们有成功的模式，就像快餐似的，到哪都是一样的。但是这个有的人就不喜欢这样了，我就没有发挥和创作的余地了。我不是在创作了，我是你委托我做这件事我给你做。这样我觉得从这一点来讲就是失去兴趣了。(Another thing is the publisher controls the writers. It may not be a bad thing. The publisher has a success model, like fast food, it is the same in every store. However some people are not fond of this model because it is	– Considerations of cost, book length and the needs of the market will influence the content and design of the book – Writers may be required to produce books that are part of a series with a fixed house style, or to follow models of textbook design that have already proved successful. Some writers find such restrictions demotivating

		not writing anymore. It is just following a pattern. I think my interests have lost.)	
	<b>Editing process</b>	<p>W2:有些语法点我回头看看解释得也未必那么清楚. 所以说第二版的话我们都可以提高一些。(Some grammar points are not explained well, so we can improve them in the second edition.)</p> <p>W1: 有时候出版社说不让你做成持久性的, 因为他到时候要换嘛, 要这样的, 现在是这样你就这么做, 反正过两年改版, 所以作者不完全是独立的, 从另一个角度讲应该从这点上来谈。(Sometimes the publishers would not let you to design a book that can last for a long time, because they want to publish a new edition later. The writer does not need to think about the changes in a few years, because the publisher wants to publish a new edition any way. Therefore writers are not entirely independent.)</p>	<ul style="list-style-type: none"> <li>- Publication of subsequent editions of a book may provide opportunities for it to be improved</li> <li>- Writers may have different opinions from publishers on the content of the book, but will ultimately conform to the publisher's requirement. This may result in them designing a book that is different to what they originally intended</li> </ul>

## **Section 2: Data analysis and conclusion of writers' interviews**

As with the teachers' interviews, the findings of the writers' interviews presented above will be interpreted through the lens of theories in the theoretical framework in order to continue to develop a set of rigorous criteria for the design and evaluation of TCFL textbooks.

Any criteria resulting from this analysis that are identical to criteria already established from the analysis of the teachers' interviews will be acknowledged here, but not discussed further. Any criteria identified from this analysis which had not already been identified following analysis of the teachers' interviews will, as before, be compared to the criteria found in the existing theory on textbook design and evaluation, to further identify gaps and continue to move towards a more definitive and exhaustive set of criteria. Because some of the criteria identified in this process were new, there may be no reference to them in the existing literature. Such criteria will be further discussed as a potential contribution to the field of textbook design.

Once again, the analysis of the data will use the same series of categories and sub-categories used in the data summary.

## 6.3 Input

### 6.3.1 Incidental content.

#### 6.3.1.1 Ideas/values/information contained in texts.

In the summary session above, we saw that writers felt that the information provided in texts should be:

- Up to date
- Interesting (including new and different to learners)
- Coherently organised
- Appropriate for learners (in terms of their age, cultural conventions, etc.) and their learning goals
- Varied
- Relevant to the topics, especially information about cultures.

The criteria above were all discussed in the analysis of the teachers' interviews according to the corresponding theories.

Providing cultural information has been discussed in Section 5.4.2.1 when introducing the 'Physical characteristics of the book' sub-category. Cultural information was not mentioned under this sub-category in the teachers' interviews, so it will be further expounded in this section. The writers believed that cultural information should be relevant to the topics and selecting cultural notes should consider the goals of target learners. Research on contextualised communication and specific goals of learners are adopted to support these ideas.

#### *Providing contextualised communication*

Tomlinson (2013) suggests that giving learners contextualised communication opportunities in L2 will facilitate language learning. Following his view, textbooks



should not only provide language content, but also other information such as cultural information, in order to provide a context for learners to use the language appropriately. This principle in the field of textbook design supports the idea that choosing cultural information to include should be coherent with the topics covered in the book.

### *Specific goals of learners*

We have seen that learners decide their specific goals of learning. Researchers such as Cook (1991) and McDonough et al. (1993) suggest that learners can decide what their goals of learning are; understanding the culture(s) in which the TL is used can be one of them. Such specific goals decide what kinds of cultural information need to be included in the textbooks. As the writers suggested, learners who are learning Chinese for business purposes may want to know about some of the cultural taboos in China (see raw data - W5).

#### 6.3.1.2 Topics

Writers believe that topics should be interesting to learners and relevant to learners' needs. The same explanation was given under the sub-category 'Incidental content' in the analysis of teachers' interviews, so there will not be any further discussion here.

### **6.3.2 Target language input.**

#### 6.3.2.1 Language content

##### 6.3.2.1.1 Pronunciation and *pinyin*

In the interviews, writers felt that

- *Pinyin* should be provided to support learners in using the book.

Under the same sub-category in the analysis of teachers' interviews, the design of *pinyin* was discussed with the help of Skills Acquisition Theory. In addition, this

criterion can be explained by the supportive role of textbooks (Allwright, 1981). The writers suggested that *pinyin* should be provided to satisfy those learners who are not willing to learn Chinese characters.

#### 6.3.2.1.2 Lexis

In the summary section, writers believed that the vocabulary presented in textbooks should be:

- Appropriate to the learners' language proficiency;
- Organised in lexical semantic groups.

These criteria were proposed by other textbook researchers in the previous checklists (e.g. Daoud and Celce-Murcia, 1979). They can be supported by the theories on needs analysis and semantic mapping.

#### *Needs analysis and language proficiency*

Nation (2011) suggests that language courses should choose the most suitable vocabulary for the learners, therefore needs analysis is included in many models of course design. Needs analysis aims to look at the current state of the learners' knowledge and the next stage they need to achieve in order to be able to do what they want to do (Nation, 2006). Measuring the size of learners' vocabulary, or checking their knowledge about high-frequency words in the language, is an essential step of needs analysis. Needs analysis could support the writers' belief that finding suitable vocabulary for learners with different proficiency levels is important. In Section 3.6.1, I presented how the specification of tests and vocabulary lists can be used in textbook design to decide the proficiency of target learners. These documents could be useful for textbook designers.

#### *Semantic mapping*

‘Semantic mapping’ is a classroom technique for vocabulary teaching. The teacher provides a couple of words with the same theme on the board and asks the students to brainstorm any other words that are related to the theme. Later, the teacher and students have discussions about the use of words. This approach provides a sound base of vocabulary for developing reading and writing skills at later stages (Nagy, 1988). Researchers such as Johnson et al. (1982), and Johnson and Pearson (1984) have studied this approach extensively. This method of organising vocabulary is often used in textbooks where a group of topics and communicative goals are provided for learners. One of the writers in this research mentioned that he provided the words according to the themes of writing in his textbook, e.g. words for describing the action of ‘listening’ are grouped together in one lesson. Providing vocabulary in semantic groups can lay a foundation and provide resources for the learners to practise writing.

#### 6.3.2.1.3 Grammar

In summary, writers felt that grammar in textbooks should be:

- Arranged progressively
- Appropriate to the learners’ language proficiency
- Introduced in context, with a minimal use of jargon
- Presented with a good range of examples to demonstrate different correct usages
- Presented to adult learners with clear grammatical explanations and analysis.

All the criteria were proposed before. ‘Be arranged progressively’ was discussed under the same category in the analysis of the teachers’ interviews. Criteria such as ‘appropriate to learners’ language proficiency’ and ‘introduced in context’ were discussed under the sub-category ‘Lexis’. Reducing the use of jargon was discussed in Section 5.3.4.3 in the analysis of the teachers’ interviews. The last two criteria can be

explained by the research about providing instructions with models for adult language acquisition.

#### *Instructions and models provision*

Ellis (1985) explains the process of learning for adults from the perspective of cognitive development (see Section 3.3.2.1). One of the writers believes that introducing grammar patterns to learners can provide adult learners with opportunities and ability to produce new language forms (see raw data –W7). He believes that adult learners should not be taught with formulaic speech, because adults have the ability and willingness to make deductions. They have to know the grammar patterns in order to create new language forms, rather than just memorising words and sentences with no internal relations. His notion can be supported by Ellis's research about providing instructions with models for adult language acquisition.

#### 6.3.2.1.4 Written forms (characters)

In the summary, it was shown that the writers interviewed had two different views on presenting characters in textbooks. They were not mentioned in the past literature on textbook evaluation, therefore I will give my own explanation to stress their importance here.

View 1. Teaching characters is not an objective of this kind of textbook. This view held that Chinese characters are presented simply to give learners an idea of what Chinese written forms look like, not to be learned. They can also help to foster the learners' interest.

#### *The importance of characters and intrinsic motivation*

This view is not supported by much of the literature. From the perspective of research in Chinese language teaching, even though teaching Chinese characters is normally seen as very difficult, ignoring characters completely in teaching is not promoted or

encouraged (Wan, 2009). The reasons writers gave for not teaching characters included:

- The learning objectives do not require using characters
- Character learning takes a long time and often requires more effort from learners
- The written forms in Chinese are independent from the spoken forms so can be taught separately at a later stage.

Even though this view is not supported by the literature, this writer's suggestions showed that he wanted to protect the intrinsic motivation of learners, which is also important for language learning. He hoped to attract learners with characters rather than forcing them to recognise and write characters.

View 2. Learning Chinese characters is an important goal and characters should be taught. Characters appropriate to the learners' level should be presented and introduced through reading and writing exercises. They should be frequently reviewed through the course of the textbook. The number of characters introduced in each lesson and book should be carefully determined by the learners' level of proficiency and goals.

View 2 has more support from the literature. The writers holding this view believed that characters are more than just written forms. Characters carry cultural information with them, therefore they are important and should be taught. Among the criteria following this view, providing characters appropriate to the learners' level was discussed under the sub-category 'Lexis'. Frequent review of learnt characters can be explained by the concepts of noticing and comprehensible input, which was done under the same category in the analysis of teachers' interviews. The rest of the criteria can be supported by the importance of writing systems for reading and writing and the goal of teaching characters.

### *Importance of word recognition for reading and writing*

It has been identified that fluency and automaticity in word recognition are important elements of reading abilities (Grabe, 2006). To learn to read in Chinese, learners initially need to learn how to recognise characters. The process of recognising a character includes three aspects: recognising its shape, knowing the pronunciation, and knowing its meaning (Wan, 2009). For learners who have been learning speaking and listening before reading and writing, matching the pronunciations and meanings with the shapes of the characters seems to be the chief task.

Wan (2003) suggests that character recognition is more important than character writing because it comes before the reciting process. It is obvious that writing characters requires more effort than recognising them. Learners need to see the differences between the shapes as well as memorise the shapes.

Since characters are the written system of Chinese, there is no doubt that characters must be learnt if learners want to read and write in Chinese. This explains why characters can and should be presented through reading and writing exercises.

### *The goal of teaching characters and interests of learners*

It is suggested that the goals of teaching and learners' interests should be considered when characters are taught in textbooks. In addition, one of the writers proposed that topics and grammar patterns should determine the number of characters included (see raw data – W7). He did not mention how many characters should be given to the learners in his book, but he said a rough guide would be 220 characters in one book, with 70-80 of them being taught within one semester for non-specialist Chinese learners.

The goals of learning Chinese are different from course to course and learner to learner. It is difficult to say how many characters should be taught. In addition, the interests of learners are also varied. Even though some learners are interested in

characters, generally learners who are used to the Roman alphabet think characters are more complicated and difficult to master. Too many characters at the beginner level may hinder their interest in learning Chinese.

### 6.3.2.2 Language skills

In summary, writers believed that:

- Of the four language skills, listening and speaking should be introduced before reading and writing
- There should be emphasis on the practice of language skills, not simply the learning of linguistic content.

A brief explanation will be made here to explain these criteria.

#### *The influence of the Audio-lingual method*

In Section 3.2.2.4, I reviewed the Audio-lingual method, which promotes presenting listening skills before other skills. In the early stage of training with this method, the development of oral skills is central. Other skills are trained later when oral ability was established.

Writers who propose training listening and speaking before the other skills tend to be influenced by the Audio-lingual method. As discussed in the literature review, the Audio-lingual method has been critiqued by some linguists because it overlooks the meanings of language and the contexts of language use. In addition, they do not believe that using drills and pattern practices are the best ways to maintain learners' interests. Since characters, the unique feature of Chinese, can make it more difficult for learners to master reading and writing skills (especially learners who are used to Romance languages), however, it is possible that presenting listening and speaking skills before reading and writing may help to maintain the interest and motivation of learners.

### *A framework of communicative competence*

Uso-Juan and Martinez-Flor (2006) proposed a communicative competence framework showing the integration of four skills:

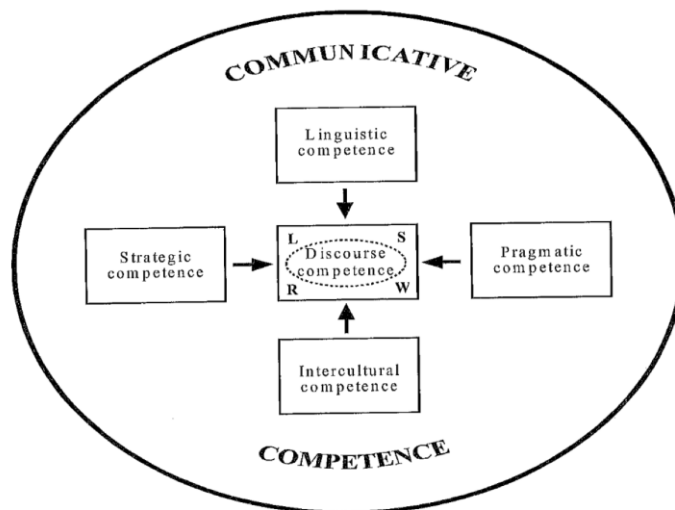


Figure 6.1 Framework of communicative competence integrating the four skills (Uso-Juan and Martinez-Flor, 2006, 16)

The model above shows that the four skills are at the centre of the framework, while linguistic competence has a close relationship with the training of the skills.

‘Linguistic competence’ includes the elements in linguistic system, e.g. phonology, grammar, vocabulary etc. This model supports the idea that both skills and linguistic competence should be involved and trained to develop discourse competence and the communicative competence of learners.

### **6.3.3 Exercises and activities**

To summarise, the writers felt that:

- Exercises should help the learners to consolidate what they had learnt



- There should be enough exercises to give learners sufficient opportunities to memorise, consolidate and practice language
- Exercises should take various forms to make lessons more interesting and to demonstrate how language is used in different contexts and situations

All these three criteria have been proposed before and can be explained with the comprehensible input hypothesis, Skills Acquisition Theory, intrinsic motivation, and the resource role of textbooks, which have all been discussed in the analysis of teachers' interviews under the same sub-category.

### **6.3.4 Instructions and explanations**

#### 6.3.4.1 Instructions given for using the book

No data

#### 6.3.4.2 Translations of vocabulary and texts

- English translations should be provided to aid learning

Generally, the writers believed that English translations and explanations should be provided in the textbooks to aid language learning, which was compatible with the opinions of most of the teachers in this research. The theories supporting this view were discussed in 5.3.4.2 in the analysis of teachers' interviews.

#### 6.3.4.3 Explanations given for language content

Writers felt that:

- Explanations of language context should be clear and concise
- Explanations should, where possible, avoid the use of jargon.

These criteria have already been explained in Section 5.3.4.3 in the analysis of the teachers' interviews.

## 6.4 Layout

### 6.4.1 Sequencing and structuring the content

6.4.1.1 Sequencing the language content, i.e. vocabulary, grammar, and characters.

In summary, writers suggested that:

- Language content should be sequenced progressively.
- There should not be too much new grammar input in any one lesson.

Both criteria have been mentioned before. The first criterion has been explained according to the comprehensible input and “i+1” principles. The second criterion is supported by the research on the arrangement of the content within a lesson, which has already been discussed in the category ‘Key points in each lesson’ in the analysis of the teachers’ interviews.

6.4.1.2 Sequencing the topics

Writers felt that:

- The topics themselves should be sequenced so that they develop from more basic situations requiring more basic language input to more complex topics requiring more sophisticated language input.

#### *Cyclical design of a notional syllabus*

Wilkins (1976, p.59) provides a detailed discussion on designing and sequencing items in a notional syllabus, in which he suggests that a notional syllabus can be designed in a cyclical fashion. There are a number of functions in languages, each of which can, he believes, be achieved with various forms of expressions. A ‘notional syllabus’ is a recycling of the same group of concepts and functions using different forms to express them. He suggests that at the lower level, learners can only express the function in a simplest manner, but at an advanced level, they may learn the same

function again but with more complicated expressions of it. The aim of learning is to enlarge the learners' repertoire for expressing the functions. The syllabus design of CLT adopts the idea of a notional syllabus.

One of the writers mentioned that in his book, functions (i.e. what the learners can do with the language) were sequenced progressively from easy to difficult, with different forms of language representing these functions (see raw data – W1). This writer has clearly been influenced by Wilkins' notion of designing a cyclical notional syllabus.

## **6.4.2 Design**

### 6.4.2.1 Physical characteristics of the book.

Writers felt that:

- When designing books, the physical characteristics (size etc.) should be appropriate for the learners using them. Books for adult learners, for instance, should be designed so that they are small enough to be put in a pocket or handbag.

This suggestion was made by the editor of a textbook (see raw data – W8). The same criterion has been proposed in existing criteria lists (Daoud and Celce-Murcia, 1979; Sheldon, 1988; Zhao, 1998; Wu and Lin, 2006; Nation and Macalister, 2010). The size of textbooks was mentioned under the same sub-category in the analysis of the teachers' interviews (about providing large-sized books for children). Designing a book of a suitable size for its target users shows consideration of learners' practical needs.

Throughout the raw data, a list of suggestions was given by the writers regarding designing textbooks to meet learners' practical needs:

- Providing answer keys (but upside down) (see raw data - W3<sup>13</sup>);
- Using a bigger font for the convenience of older readers (see raw data - W3);
- Designing a clear layout for learners to locate what they need (see raw data - W5);
- Providing *pinyin* for each character rather than each word (see raw data - W2).

#### 6.4.2.2 Arrangement and presentation of content

Writers felt that:

- Photographs used should be as authentic as possible, to represent real life
- Illustrations should be interesting
- Illustrations should be designed to help language learning
- Books should be designed to meet the expectations/preferences of particular target users (for example, young learners prefer bright colours, older learners prefer larger-sized fonts, etc.)

The points that illustrations should be ‘interesting’ and ‘designed to help language learning’ were discussed in the analysis of teachers’ interviews according to the research on learners’ interests and the goal of learning a language. The last criterion was mentioned in Section 6.4.2.1 around the consideration of learners’ practical needs. The first criterion will be analysed using research on authenticity.

#### *Research about TBLT and authenticity*

It was mentioned in Section 3.2.2.6 that providing tasks can give learners opportunities to practise comprehension, negotiation, and interaction in the TL. Their language proficiency will be developed in this way (Nunan, 1989). It was also

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<sup>13</sup> See the full version of raw data through [10.15131/shef.data.5217256](https://doi.org/10.15131/shef.data.5217256)

discussed in the same section that authentic texts with real communication purposes should be provided in their original forms. The functions of providing authentic texts include reflecting the knowledge systems of the TL and facilitating communication in the TL (Breen, 1985). If we extend the notion of authenticity to the design of textbooks, it can be inferred that the illustrations in and layout of textbooks should also reflect an authentic TL community. One of the textbooks used the design of a 'chat room' website to illustrate a text, for example. It was mentioned by the writer that this form of presentation was welcomed by the learners. Photos reflecting the modern lives of Chinese people were used in the same textbook. This finding shows that authenticity can be reflected not only from the texts or dialogues selected by the textbooks, but also the design and illustrations in them.

## 6.5 Supplementary materials.

To summarise, the writers believed that:

- Supplementary materials are important to enable the textbooks to be used to their full potential.
- Publishers were sometimes reluctant to publish supplementary materials, even when writers wanted to include them.

The first criterion has wide support behind it in the literature. Textbook researchers have shown interest in the evaluation of supplementary materials. In the past criteria lists, there are studies that particularly focused on the evaluation of teacher's guides (e.g. Cunningsworth and Kusel, 1991; Gearing, 1999). It was identified that providing supplementary materials is important and useful for teachers and learners, because many researchers proposed the availability of these as one of their criteria (e.g. Ur, 1996; Brown, 1998; Zhao, 1998; Rahimy, 2007; Wu and Lin, 2006; Mukundan et al., 2011). As noted under the same category when analysing the teachers' interviews, this notion can be explained using the theories about the resource and supportive roles of textbooks.

The writers in this research stressed the importance of providing supplementary materials. They proposed that workbooks and teacher's guides could provide teachers with more resources for teaching. One writer mentioned that they had considered providing a workbook, teachers' guide, and some tests together with the student book, however due to their limitations in funding, time, and other factors (not specified), these supplementary materials were not published (see raw data – W7).

The second criterion shows that the writers had little control over the publication of supplementary materials. The findings under this category were also very different from those in teachers' interviews. The writers did not talk much about the design of

supplementary materials, while the teachers proposed 11 criteria about their needs for supplementary materials. From the findings, it was clear that writers were aware of the importance of designing supplementary materials to accompany the student textbook. It can thus be inferred that they did not talk much about designing supplementary materials because they did not have much control over the publication of these, as discussed above. Regarding publication, the decision lies mainly with the publisher. This research found that if writers wanted to have such materials published, they had to develop them themselves and publish them through other channels, e.g. online platforms (see raw data – W7).

## **6.6 Goals and objectives.**

### **6.6.1 Overall goals**

Writers felt that:

- Textbooks should be designed to meet the standards of language proficiency set by various different national or international educational bodies (e.g. in the UK, the Common European Framework of Reference, CEFR).

This is a new finding from this research because it shows the standards that writers in the UK follow when they design a TCFL textbook.

#### *The application of the CEFR in TCFL textbook design*

In Section 3.3.2.2, an introduction of the CEFR was presented. Teachers and writers based in the UK often use it as guidance for deciding the learning objectives for the target learners. The design and use of textbooks are influenced by language policy in the context of teaching. It was mentioned that even though the CEFR provides a number of scales that are useful for developing the L2 curriculum, L2 teaching programmes, and assessments, more research is needed to actually apply it to other languages across or outside Europe. It is noteworthy that the differences between Chinese and English or other European languages should be thoroughly discussed before applying the CEFR to designing textbooks. One writer expressed the same idea (see raw data – W7).

### **6.6.2 Specific objectives**

Writers felt that:



- The specific learning objectives of a book in a series should be related to other books in the series. E.g. if speaking is decided as the specific learning objective of the first book in one series, the next book in this series may focus on reading.
- Writers consider the specific objectives of learners when designing textbooks.

The first criterion can be supported by the review of the coherence of textbook design, which was discussed under the category of ‘Topics’ in the analysis of the teachers’ interviews. The second criterion was discussed under the same sub-category in the analysis of teachers’ interviews.

### **6.6.3 Key points in each lesson/chapter/unit**

Writers felt that:

- It is necessary to state the key learning points in each lesson.

The notion of stating objectives clearly has been discussed in the analysis of teachers’ interviews. According to one of the writers, key learning points can serve as an outline for designers when they design a textbook and they can also be used as guidance for learners so that they know what they are going to learn in each lesson (see raw data- W1).

## **6.7 Learners**

### **6.7.1 Age of learners**

#### 6.7.1.1 Child group

The writers believed that:

- Textbooks designed for children should be interesting.

This criterion has been discussed several times before, hence no repetition is needed here.

#### 6.7.1.2 Adolescent group

The writers believed that:

- Textbook should provide topics that are related to the lives of adolescents.

The issue of providing relevant topics was discussed in the analysis of the teachers' interviews and the sub-category 'Topics' in this chapter according to the functionalist approach.

#### 6.7.1.3 Adult group

Writers believed that:

- Textbooks designed for adults should aim to address the problem of language transfer
- Textbooks designed for adults should include more grammar input and be more systematically organised than textbooks designed for children.

Both criteria are related to the characteristics of adults in language learning, such as the need for grammar input and systematic learning processes, which were discussed under the category 'Grammar' in the analysis of the teachers' interviews.

## **6.7.2 Cultural background of learners**

Writers believed that:

- Textbook design should consider the cultural background of learners and bridge the learners' culture with the culture of TL.

In the analysis of the teachers' interviews, the discussion under this category focused on the needs of heritage and non-heritage learners. For textbook writers, the cultural background of learners is more related to the learners' country of origin. Differences between western and eastern cultures were brought up in the interviews. This shows that writers are more likely to be concerned with the development of learners' intercultural competence. The importance of developing cultural awareness and cultural experiences was discussed in Section 3.2.3.5 (Byram, 1991) and the content that can be included in textbooks for developing intercultural competence was also reviewed.

## **6.7.3 Levels of learners**

### **6.7.3.1 Conceptual level**

No data

### **6.7.3.2 Proficiency level**

Writers believed that:

- Textbook design should not only consider the proficiency level of learners, but also their learning objectives. Students may want simply a taster course, or basic conversational Chinese for travelling, or to learn systematically and progress to more advanced Chinese, for example.

### *Specific learning objectives*

This finding is classified under this category because the key words are related to language proficiency. It is interpreted here as more related to learning objectives, however. The importance of meeting the specific learning objectives was discussed in the analysis of teachers' interviews, but this finding is different because it indicates that meeting learning objectives is more important than suiting learners' language proficiency.

Writers in this study believed that proficiency level alone cannot represent the needs of learners. The learning objectives for individual learners can be different and they can be decisive in selecting a suitable textbook. In the data, one writer described that they had designed a book for 'beginners'; however, later the publisher found out that this book was not suitable for all beginners because it incorporated too many words for a self-study beginner. As it was a book intended for self-learning, the target learners found it hard to finish the whole book all by themselves. Eventually, the publisher asked that writer to design another book, which would be simpler and easier to finish (see raw data- W1).

Even when proficiency levels are the same among learners, learners with different learning objectives have different needs. Self-taught beginners and beginners in the educational system have different learning objectives, therefore they have different expectations of textbooks. Language proficiency alone, therefore, cannot decide the selection of linguistic items.

#### **6.7.4 Orientation and motivation**

Writers felt that:

- Textbooks should be interesting in order to keep learners motivated.

This is a criterion that has been discussed before, hence no repetition is made here.

### **6.7.5 Learning strategies**

Writers felt that:

- Textbooks should be designed to help students identify and develop learning strategies.

#### *Learning strategies*

For textbook design, Cunningsworth (1995) suggests strategies that help learners to take responsibility for their own learning. He believes that study skills for vocabulary development, inductive and deductive learning, and metacognitive strategies should be included in textbooks. This supports the idea that writers should design a textbook to help learners to learn with different learning strategies or metacognitive strategies.

## **6.8 Teachers and teaching methodology.**

### **6.8.1 Qualifications/ experience of teachers**

The writers felt that:

- Writers expected teachers to have sufficient Chinese language ability to use the book, e.g. being native speakers of Chinese or fluent speakers of Chinese and English.
- Writers expected teachers to work out how best to use the book.
- Writers expected teachers to be trained and wrote their books accordingly. Some expressed concern, however, that many new teachers are inadequately trained. They asserted that their books were not designed for untrained teachers.

These are new findings, as they show the expectations of TCFL textbook writers for the UK market. These criteria showed that writers had two conflicting views on teachers' use of textbooks: on the one hand, they have lots of requirements of teachers, e.g. language proficiency, ability to adapt the book, etc. On the other hand, they complained about the lack of teacher training and understanding.

My interpretations of these opinions are: Teacher training is inevitably needed if writers depend on teachers to use textbooks effectively. If appropriate teacher training is not available in the teaching context, however, textbook designers should do more to aid the teachers. There are criteria suggesting the provision of advice for teachers in the past checklists, e.g. "(Textbooks should provide) advice about how to supplement the book" (Dougill, 1987; Sheldon, 1988), "(Textbooks should provide) appropriate hand-holding" (Sheldon, 1988; Daoud and Celce-Murcia, 1979). To justify my interpretation, some key research on teacher training and textbook design will be reviewed below.

### *Teacher training and textbook design*

Saraceni (2013) proposed that textbook adaptation is an accepted practice in language teaching and often it is left in teachers' hands. He also argued that in most cases, teachers make adaptations to textbooks following their own intuition and teaching experience. In the same book, Tomlinson (2013) proposes the importance of adding material development courses in teacher training, because this has theoretical, developmental and practical benefits. Regarding textbook use and adaptation, Tomlinson suggests that teacher training courses can help teachers to develop greater skills as adapters, even producers, of teaching materials.

From the discussion above, it is clear that teacher training is surely needed. This research found, however, that the textbook writers interviewed were not satisfied with the teachers for whom they had designed their textbooks (see raw data – W7). In this case, since the textbook writers have identified teachers' limitations and the lack of teacher training in the context, I believe that textbook designers should include more guidance for teachers about making adaptations, rather than leaving the entire job to teachers to carry out alone.

#### **6.8.2 Teaching methods**

Writers felt that:

- They would consider teaching methods that would align with the textbook when they design it.

Providing directions on teaching methods can be supported by the theory on the resource role of textbooks.

#### **6.8.3 Making adaptations**

- Writers expected teachers to be able to adapt textbooks to the needs of their

course/lessons.

This is another new finding showing textbook writers' expectations. The writers interviewed for this study expressed that they expected teachers to have ability to adapt textbooks. One writer criticised that some teachers used the textbook too strictly and intended to use all the exercises without considering the real teaching context (see raw data – W7). Adaptation of textbooks is widely encouraged in the literature on textbook design and evaluation (e.g. McGrath, 2002). From the perspective of textbook design, however, I would argue that the questions here should be “Has the writer indicated these requirements clearly in the textbook?” and “Did the writer give enough explanation to teachers on how to use and adapt the textbook?” Similar criterion can also be found in the past criteria lists, e.g. “Textbooks should be flexible to modify” (Sheldon, 1988; Cunningsworth, 1995; Zabawa, 2001; Nation and Macalister, 2010). As said before, even though textbook evaluation is seen as a matching process, it should not always be teachers who are entirely responsible for matching the book to the teaching context. More guidance and introduction in textbooks should be provided.

#### **6.8.4 Role of textbooks in teaching**

- The role of the textbook is to serve as a resource for teachers

Providing a resource for teachers can be supported by the theory on the resource role of textbooks.



## 6.9 Teaching environment

### 6.9.1 Language learning context

Writers felt that

- The particular features of a FL learning context should be taken into consideration when designing a textbook.
- The expectations of learners in different foreign language learning contexts should be taken into consideration when designing textbooks.

#### *Foreign language learning context*

As discussed in the analysis of teachers' interviews, lack of social exposure to the TL is a key feature of the FL context. The writers also considered this. It was found that they made extra effort in the design of character teaching in their books, which shows that they had identified the lack of Chinese language exposure in the UK.

#### *Educational system and expectations of learners*

In Section 3.3.2.3, it was discussed that the aims of language education in the society should be taken into account before analysing textbooks (McGrath, 2002), because these aims can influence the design of the curriculum, the nature of exams, the choices of teaching methods, and the roles of teachers and learners. The National Curriculum of the UK was reviewed as a reference and based on this, I inferred that UK learners need an engaging learning context rather than a teacher-centred classroom. This review supports the notion of advocating student-centred teaching methods when writers design textbooks. Compared with learners in China, writers believe that learners in the UK or Europe are more used to student-centred classrooms. The writers thus believed that students in the UK would have the same expectations of Chinese language classes.

## 6.9.2 Curriculum and syllabus

Writers felt that:

- Textbooks designed for students who want to reach a certain proficiency level should meet the requirements of an appropriate national curriculum for modern foreign language learning.
- Textbooks can be designed according to the syllabus of the course with which the textbook is to be used.

Under the same sub-category in the analysis of teachers' interviews, the importance of considering the national curriculum has been discussed. In the UK, the position of Chinese in the education system is that of an additional language rather than a mainstream subject. As a result, the time allocated to Chinese classes in schools is usually limited. Designing textbooks according to the syllabus was also proposed as a criterion. Here, I will give a brief review of the notions the writers held in this area.

### *National curriculum for modern foreign languages*

Some of the writers believed that meeting the requirements of the UK National Curriculum would make it easier for local schools and teachers to include Chinese as a subject, which may enhance the position of Chinese as a modern foreign language.

### *Syllabus and textbook design*

This was one opinion identified from the data from both the writers and teachers. The teachers required that textbooks meet the requirement of the syllabus decided by the institution, while writers also considered the syllabus. They considered the length of the course and designed the content to fit into the timetable.

### **6.9.3 Type of classes**

Writers felt that:

- The type of class in which the textbook is to be used should be taken into consideration.

Five typical types of Chinese classes in the UK and their goals were reviewed under this category in the teachers' analysis, as well as the need to considering types of classes. Some writers referred to the differences between degree courses and public Chinese courses in higher education in particular. This is partially because some of the writers had experience or currently were working in higher education. They were more familiar with the discrepancies between these two types of classes.

The differences they mentioned were time constraints and the goals of learning the language. Degree courses normally have more teaching time than public courses. The goals of learning a language can vary no matter which type of class, but it is common that learning a language as a degree involves more academic motivation than learning it through a public course.

### **6.9.4 Other factors that influencing the design of textbooks**

Writers mentioned that:

- Existing textbooks provide a reference and framework for the design of new textbooks.

This is a new finding from this research, presenting one step that is involved in the process of designing a textbook. There are practical reasons and curriculum considerations for reading other books when designing a new book. Firstly, writers reported that they read other textbooks for ideas for topics, grammar, skills to be

trained, and so on. Secondly, one of the writers mentioned that researching other widely used FL textbooks and following their pattern of design could help to integrate Chinese teaching into the local curriculum (see raw data –W2 in the sub-category ‘Curriculum and syllabus’). She suggested that the design of her book was similar to other FL textbooks published by the same publisher. These are more acceptable to the teachers and learners who used other FL books to teach and learn other languages (see raw data-W2).

## **6.10 Practical considerations**

One new sub-category was established based upon the data under ‘practical considerations’ from the writer interviews: ‘The influence of the publisher’. This would not normally be considered an essential criterion for the design and evaluation of textbooks; nevertheless, it affects how a textbook is designed and written and it shows what is involved in the process of writing, therefore it has been listed.

### **6.10.1 The influence of the publisher**

#### **6.10.1.1 Marketing needs**

Writers felt that:

- Textbooks should be put on trial before publication.

#### **6.10.1.2 Publisher’s house style and standards**

Writers felt that:

- Considerations of cost, book length, and the needs of the market would influence the content and design of books.
- Writers may be required to produce books that are part of a series with a fixed house style, or to follow models of textbook design that have already proved successful. Some writers find such restrictions demotivating.

#### **6.10.1.3 Editing process (including peer review, ensuring compliance with publisher’s style, etc.)**

Writers felt that:

- Publication of subsequent editions of a book may provide opportunities for it to be improved.
- Writers may have different opinions from publishers on the content of the book, but will ultimately conform to the publisher's requirements. This may result in them designing a book that is different to what they originally intended.

As said before, these findings are not criteria, rather descriptions of one step in the process of TCFL textbook design in the UK. They are valuable data obtained from the qualitative research, because they reveal the interactions between writers and publishers, which are not usually visible to textbook researchers.

## **6.11 Conclusion**

It was found that like teachers, the writers in this study also had various needs and expectations of textbooks, from the physical design to the content. They also considered the target learners and teaching environment. They had expectations of the teachers who use textbooks. Most of the principles they followed when designing the textbooks complied with theories on language teaching, SLA, the needs of learners, and textbook design.

Analysing the findings allowed me to identify not only the criteria, but also the tensions and struggles the writers encountered during their writing process, which reflects that writing a textbook is not always a straightforward and simple process. Writers must consider textbook users, but at the same time, the publisher has a strong influence on the writing and publishing process.

Like I did in the analysis of teachers' interviews, the implications of the findings of this research will be presented here, including the new criteria proposed by writers, the implications of them, and new findings related to the relationships among writers, teachers and publishers.

### **6.11.1 New criteria and their implications**

Many of the findings from this study have previously been mentioned by other textbook researchers in the lists they developed. Some of these were also discussed in Chapter Five. There are still criteria identified here that have not been mentioned before, however. I have provided my analysis and justification for these criteria. Through justifying these new criteria with theories from the framework, new applications of theories have been found. Some theories have been used together to resolve conflicting ideas.

#### 6.11.1.1 The provision of characters

There were two conflicting views identified around the provision of characters in the textbooks. One writer suggested that in his book, Chinese characters are presented simply to give learners an idea of what Chinese written forms look like and to foster the learners' interest, but not to be learned. Character teaching is not a goal of his book. Most of the writers held the opposite view, however, believing that learning Chinese characters is an important goal and characters should be taught.

Theories such as word recognition for reading and writing, intrinsic motivation, and the specific goals of learners were adopted as a group to explain these two points of view. Since word (character) recognition is crucial in Chinese learning, the importance of providing and teaching characters was understood. At the same time, when designing and arranging characters (e.g. deciding the number of characters in each lesson), some factors, such as whether the learners have interest in learning to read and write in Chinese and whether their learning objectives related to character learning, should be considered.

#### 6.11.1.2 Goals and objectives of learners

There are two new findings related to goals and learning objectives. It was found that writers designed books to meet the standards of language proficiency set by various different national or international educational bodies. The CEFR was mentioned several times in the interviews. As a common guidance for deciding learning objectives among the writers based in the UK, the CEFR certainly has a critical role. As CEFR is a guided framework targeted to European languages, however, the risk of designing TCFL textbooks based on this should be noted.

The specific objectives of learners were brought up again to further explain the needs of learners. It is suggested that textbooks designed for learners with the same language proficiency level may not always suit all of them, as their specific objectives



could be different. This finding indicates that even though language proficiency and specific objectives are often seen as factors that are equally important in textbook evaluation, the objectives of learners should be prioritised and seen as a more decisive factor.

### **6.11.2 New findings about the relationships among writers, teachers and publishers**

One key implication of the findings from the writers' interviews was the relationships between teachers and writers, and between writers and publishers. It was found that the writers had requirements of teachers. They reported that they had also been pushed into compromising situations by publishers when they designed textbooks.

Firstly, writers not only have the principles of textbook design in mind, they also have consideration and an estimation of the ability of the teachers who are going to use the textbooks. They hoped for teachers to be sufficiently trained and qualified so that they can use the textbook well. Writers in this research also pointed out the inadequate training of Chinese teachers in the UK.

At the same time, writers receive restrictions from publishers. From the review and editing process to the publishing of supplementary materials, writers are not in an entirely independent situation, as they have to consider the publishers' requirements. Some writers were not totally satisfied with the books they had designed. The reasons they gave for this were related to publishers. Publishers care more about cost and marketing, for example, while writers would like the books to be user-friendly. Sometimes there are some fixed models of successful textbooks, but the writers described them as "fast food" which diminished the creativity and motivation of writers (see raw data – W1 under the sub-category 'Publisher's house style and standards'). Publishers influenced the choices that writers made, such as the number

of language points in a book and the forms of exercises. Interference from publishers could possibly lead to writers being dissatisfied with the quality of the textbooks, as reported in the interviews.

### **6.11.3 The ‘empty’ categories**

Two sub-categories had no data under them: ‘Instructions given for using the book’ under Category I: ‘Input’, and ‘Conceptual level’ under Category V: ‘Learners’. Writers should have been able to comment on these categories, but they did not. These two factors are important and should be considered during the process of designing a textbook. Since the number of textbook writers involved in this research was not large and the time given for interviews was limited, to assert that writers lack consideration of these factors would be unfair. The evaluation of the textbooks in the market (see Chapter 9) will present a better perspective on this issue.

In this chapter, the summary and analysis of writers’ interviews were presented. In Chapter 7, I will continue to present the results of the interviews with two administrators and analyse them within the theoretical framework.



## **7 Chapter 7: Findings and analysis of the administrators' interviews**

In this chapter, the findings and analysis of the administrators' interviews will be presented. The organisation of findings follows the same pattern as the analysis of teachers' and writers' interviews. The main categories will be based upon the theory outlined in the literature review. Sub-categories will then be developed as required by the data.

The structure of this chapter is the same as the previous two chapters: first, the presentation of categories and subcategories, examples of raw data, a summary of the data, and data analysis using relevant theories. To avoid repetition, criteria that have already been sufficiently established following analysis in previous chapters will simply be listed here but not further discussed. New criteria that emerges from the analysis of the administrators' interviews will be fully discussed here. Finally, conclusions will be drawn.

## **Section 1: Findings from the administrators' interviews**

### **7.1 New categories/sub-categories**

One new sub-category was identified following the interviews with administrators. This sub-category is 'influence from other schools', and comes under Category VII 'Teaching Environment'. It is included in the presentation of the findings and will be further discussed in due course.

## **7.2 Summary of the raw data**

In this section, the raw data from the administrators' interviews is categorised and presented. The principles for grouping the raw data were presented in Chapter 5. The data will then be interpreted and analysed.

Table 7.1 Summary of raw data under the category 'Input'

<b>I. Input</b>			
<b>Sub-categories</b>		<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>
<b>Incidental content</b>	<b>Ideas/values/information</b>	Administrator 1 (A1): ...hopefully it's going to be up to date, contemporary, authentic, have some authentic materials...	<ul style="list-style-type: none"> <li>– Be up to date</li> <li>– Be authentic</li> <li>– Contain cultural information</li> </ul>
	<b>Topics</b>	A1: With the younger children it is not as important, you just need to have such a wide range of topics...	<ul style="list-style-type: none"> <li>– Contain a wide range of topics</li> </ul>
<b>Target language input (Language content)</b>	<b>General</b>	No data	No data
	<b>Pronunciation and pinyin</b>	No data	No data
	<b>Lexis</b>	No data	No data
	<b>Grammar</b>	No data	No data
	<b>Written forms</b>	No data	No data
<b>Target language input (Skills)</b>	<b>Language skills</b>	A1: And for language, you need to have all the four skills, to be practiced in the books, so you know I try and listen for, and see whether there is good listening there as well, maybe video materials nowadays.	<ul style="list-style-type: none"> <li>– Include all 4 skills</li> </ul>
<b>Exercises and activities</b>		A1: GCSE, whether they have the same type of questions practiced, and sort of same types of tasks that are going to be in the exams, for example, if it is the reading task, if they have text with multiple choice, whether they have text with English questions, similar to the ones they are going to have to do in the exam. Or in A-level, whether they have these cloze type texts, which they have to do in the A-level exam, or	<ul style="list-style-type: none"> <li>– Provide exercises to achieve specific teaching objectives, e.g. providing exercises with the same format as those in the exams.</li> </ul>

		translation exercises, you'd like that...	
<b>Instruction and explanations</b>	<b>Instruction for using the textbooks</b>	No data	No data
	<b>Translations to vocabulary and texts</b>	No data	No data
	<b>Explanations given for language content</b>	No data	No data



Table 7.2 Summary of raw data under the category 'Layout'

<b>II. Layout</b>			
<b>Sub-categories</b>		<b>Raw data (Examples)</b>	<b>Summary of the whole data:</b>
<b>Sequencing and structuring the content</b>	<b>Sequencing the language content</b>	No data	No data
	<b>Sequencing the incidental content</b>	No data	No data
<b>Design</b>	<b>Physical characteristics</b>	<p>A2: 所以以前我们有编教材啊，有一个教材编的特别厚，...学生学了半天怎么学也学不完，所以后来我们真的找了出版社，把书进行了拆分，分成了三册，学生很有成就感，这本书学完了。</p> <p>Researcher (R): 这个很有意思。</p> <p>A2: ...学生每天带着那个可能有两本这么厚，他就会有压力。变薄了之后就兴趣增强了。</p> <p>(A2: There was a really thick textbook, and the students couldn't finish in over a long time. So we found the publisher and they divided the book into 3 volumes. Then the students can finish one volume easily, which gave them a sense of achievement.</p> <p>R: This is interesting.</p> <p>A2: ...When carrying a thick book everyday students may feel the pressure from it. Their interests in learning increased when the book became thinner.)</p>	<ul style="list-style-type: none"> <li>- Have a colourful and attractive looking</li> <li>- Not be too long</li> </ul>

	<b>Arrangement and presentation of content</b>	A1: be quite attractive looking for the children, you know, maybe have brighter colours, pictures, things to attract the children..	– Include illustrations
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Table 7.3 Summary of raw data under the category ‘Supplementary materials’

<b>III. Supplementary materials</b>		
<b>Sub-categories</b>	<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>
<b>Teacher’s guide</b>	A2: 它有教师手册，你基本按它那个流程走，就不至于课上的多离谱，课的流程很清楚，然后练习都有了，这就是给新手教师的准备的...(It has teacher’s guide. If the teacher follows the instructions, they can deliver the class rather smoothly. The structure of the classes is presented clearly, and exercises are included. This kind of teacher’s book is for novice teachers.)	– Include teacher’s guide to help novice teachers
<b>Workbook</b>	A2: 他们用这感觉还挺好，挺高兴，因为比较浅，有配套的教具，卡片练习，孩子们有田字格一样让孩子们写汉字练习册配套的，孩子在里面写汉字。(They (Students) felt happy. The workbook is not difficult, has teaching equipment such as cards, papers for practicing characters writing, etc.)	– Have workbook for consolidation
<b>Media and multi-media materials</b>	A1: so you know I try and listen for, and see whether there is good listening there as well, maybe video materials nowadays. And some of the new materials also have interactive CD roms, or interactive sites for the white board, that can always be really useful in teaching. Something that got the wide range really.	– Have interactive CD-ROMs or websites with the book – Include good quality listening materials.

Table 7.4 Summary of raw data under the category ‘Goals and objectives’

<b>IV. Goals and objectives</b>		
<b>Sub-categories</b>	<b>Raw data (Examples)</b>	<b>Summary of the whole data:</b>
<b>Overall goals intended for the textbook</b>	A1: I’ll try to consider whether, I suppose first and foremost, whether it is appropriate for the examination that they are going to do. I mean not so much in the younger years because they don’t have the GCSE, but certainly in the later years when it’s available of GCSE course, then we tend to look at which is the best suited for the examination board.	– Meet the goals of the course
<b>Specific learning objectives</b>	A2: 第一点就是从学生的学习目的啊，比如说像我们在国内这种长期的本科的教学，它的学习目的是将来进入到北大去读专业课，那么我们就按照比如HSK考试将来的目标，来选择教材，比如他的词汇量，他应该达到3000词，他达到几千词，然后我们选择教材，这个是学习目的；如果在国外，如果学生是商务汉语，那我们肯定要选商业方面的教材，...就是从学生学习目的角度出发。(First of all we think about the learning objectives. If the students are in China, and their aim is to study a degree course in a university in China, then we will choose the textbook according to, e.g. the requirement of HSK. For example, we select the book that can help students to learn 1000 words, which is required by HSK. If students are in the UK, we may choose the book for teaching business Chinese...based on the learning objectives of students)	– Meet the specific objectives, e.g. passing an exam – Meet the learning objectives which are different for individual learners, e.g. to pursue further study in China, to improve their skills for their job, etc.
<b>Key points in each lesson</b>	No data	No data

Table 7.5 Summary of the raw data under the category 'Learners'

V. Learners			
Sub-categories		Raw data (Examples)	Summary of the whole data
Age of learners	General	A2: 然后第二部分就是从学生自己的特征，比如年龄特征，不同的年龄段，...如果学生是小孩子，幼儿园的我们就选择A，这样的教材，再大一点的中学生选择B，根据年龄段，然后再大的我们就C...等等这一类的。如果是老人，想了解中国文化的，我们可能还要重新给他们编教材。(Secondly, we consider the age of learners...we choose different books for children, adolescents, adults. If they are elder people and would like to know Chinese culture, we may design a new book for them.)	– Consider the age group that the book was designed for
	Children group	A1: be quite attractive looking for the children, you know, maybe have brighter colours, pictures, things to attract the children	– Be attractive looking
	Adolescents group	No data	No data
	Adults group	No data	No data

<b>Cultural background of learners</b>		A2: 我们这里好多学汉语的是华裔家庭，华裔家庭特点就是听说没大问题了，不认字...所以你这个教材的选用还要适应学生能力的发展，...，他看那个对话太简单了，远远落后于他的听说能力。所以那只好甩掉，最后老师根据学生的特点，自己去编写教材，或去强化读和写。听说就弱一些，...我觉得华裔的和母语为英语的选教材上差别很大。(Many of the students in our school are heritage learners. They are good at listening and speaking, but they don't know many characters...so the selection of textbooks should consider the development of language skills...the dialogues in some textbooks are too easy for the heritage learners. Teachers need to design a new book, or emphasize reading and writing...I feel that there is huge difference in selecting textbooks for heritage and non-heritage learners.)	– Consider the language proficiency of learners from different background (heritage or non-heritage background)
<b>Levels of learners</b>	<b>Conceptual level</b>	No data	No data
	<b>Language proficiency level</b>	No data	No data

<b>Orientation and motivation</b>	<p>A2: 比如说我们这有2008年在这读书的，我们希望孩子就这样一册一册跟下来，会有成就感的...这样我们可以一本一本这样用下来。</p> <p>R: 它是一个系列。</p> <p>A2: 对，...所以我们选教材还有一个考虑就是让他有成就感, 价值感。</p> <p>(For example, we have students who started learning Chinese since 2008. We hope they can use the volumes in one series of books, so they can have a sense of achievement.</p> <p>R: It is a series.</p> <p>A2: Yes, so one consideration is the sense of achievement of the students)</p>	<p>– It is better to use the books from the same series than use random books from different series because it can motivate the learners to learn</p>
<b>Learning strategies</b>	<p>No data</p>	<p>No data</p>

Table 7.6 Summary of raw data under the category ‘Teachers and teaching methodology’

<b>VI. Teachers and teaching methodology</b>		
<b>Sub-categories</b>	<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>
<b>Qualifications/experience of teachers</b>	A2: 比如说现在的教材，从编写的角度来说，有的教材是给一些可能不是特别有经验的老师，也能拿起来就用得很好的教材，...你也不太可能对教材有太大的删改和处理。还有一种编教材的方法是，在编的时候我就考虑到了，我是给比较有经验的老师编的，让老师对我教材进行处理的...教师要对教材进行很多的删减，哪些语法点讲哪些不讲，课文怎么处理，所以这个跟编写的初衷有关系，我是为谁服务的。(For example, some of the textbooks are designed for teachers with less experience. Teachers will not do many adaptations to the book, and they can still teach well. Another way of designing is the author has considerations of teachers when he/she designed the book. Teachers who use the book should have experiences and know how to adapt the book, e.g. deleting some of the grammar points, revising the texts, etc. Therefore it is related to the orientation of designing a textbooks, and consideration of the textbook users.)	– Administrators consider whether the book is for experienced or novice teachers.
<b>Teaching methods</b>	No data	No data



<b>Making adaptations</b>	A1: I mean we've had 2 years of Chinese here, and it's been experimental, and we wanted the kids to have, some sorts of certificates that would be nice, but what we've found maybe a little bit restrictive in that certainly at the moment everything seems to be just going towards doing the test, it's very restrictive amount of vocabulary that they have practicing, and I don't know whether using something like this as a structure may be better but we will see.	<ul style="list-style-type: none"> <li>- Administrators hope teachers to do adaptations to the book according to the teaching context.</li> </ul>
<b>Roles of textbooks in teaching</b>	A1: it's useful if the textbook has some of those exercises which will be good for practicing for the kids to practice for the exams.	<ul style="list-style-type: none"> <li>- Textbook provides the resource for teaching</li> <li>- Textbook supports learners to achieve their objectives</li> <li>- Textbook provides a structure and direction for teachers</li> </ul>

Table 7.7 Summary of raw data under the category 'Teaching environment'

<b>VII. Teaching environment.</b>		
<b>Sub-categories</b>	<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>
<b>Language learning context</b>	<p>A2: 还有一个看学生的学习环境，是在目的语国家吗？如果在北京学汉语，跟在谢菲尔德学汉语，那我觉得选择教材也会有所区别，不一样。比如说在国内选择教材尽量是前几课过后我们选择不加拼音的教材，但是在这呢，因为不是强化学习，每周只有两节课，再来学第二周就忘了，那么我们会考虑到学生然后会选择那些拼音一直会持续10几课这样的教材。这就是目的语、非目的语学习环境，就是从学生的角度这一方面 (Another thing is to consider the context of learning: whether the students are learning in a SL or FL context? The selection of textbook would be different in different contexts, e.g. in Beijing and Sheffield. For example, in China, after the first few lessons, we select the textbook with no pinyin. However in Sheffield, we will choose the book which has pinyin for the first 10 lessons, because they have only two classes every week and they can forget what they learnt easily. This is the difference between the SL and FL contexts.)</p>	<p>– Consider whether learning happens in a FL learning context or a SL learning context.</p>

<b>Curriculum and syllabus</b>		A1: Just what the teacher put together as a scheme of work to try to meet the needs of the test, and also the other classes are slightly different really, because ones aren't doing the test, they have a slightly different path, I think, that they follow. Yeah, it's really up to them to sort that out. We don't impose that on them.	– Administrators said that often there was no syllabus imposed by the institution, so it was up to teachers to design their own syllabus.
<b>Types of classes</b>		No data	No data
<b>Other factors influencing textbook selection</b>	<b>Influence from other schools</b>	A1: Well really the only reason we chose this one is because I went into another school where they were doing Chinese, I went into S school, OK, and this is the textbook they use there, and I spoke to the teacher there who was running the Chinese course, and he recommended this as a good one for English learners.	– Administrators would take the books used in other institutions into consideration when they select textbooks for their own school.

Table 7.8 Summary of raw data under the category 'Practical consideration'

<b>VIII. Practical consideration</b>		
<b>Sub-categories</b>	<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>
Publisher, date of publication, durability, cost...	A1: I mean yeah the fact that Heinemann as a publisher that I know, we have used with the other textbooks. I guess that the fact even that they have the stamps of the specialist schools looks as if maybe this is quite good.	– The administrators consider publisher, date of publication and the author when selecting textbooks.

## **Section 2: Data analysis and conclusions from the administrators' interviews**

As before, the function of the analysis is to discuss the views of the administrators interviewed about what criteria they believe are important when selecting a textbook for use. The analysis seeks to discuss their views in the light of prevailing theories to arrive at a definitive list of criteria for the design, evaluation, and ultimately the selection of textbooks.

The findings presented will be interpreted in the light of the theories presented in the framework. Some of the criteria that have arisen from these findings are the same as those have already been explained in the previous discussions. These will not be analysed again. Only criteria that have not been encountered before will be discussed here. The discussion will focus on the ways in which the administrators' views were supported by the existing theories in these areas and whether there is anything in the findings that contradicts these theories. Any new criteria/findings will also be listed and justified. The analysis will follow the same pattern as has been used in the previous chapters.

## **7.3 Input**

### **7.3.1 Incidental content.**

#### 7.3.1.1 Ideas/values/information contained in texts.

The administrators felt that the information provided in textbooks should be up to date, authentic, and include cultural information; also that textbooks should cover a wide range of topics. These opinions have been analysed in previous chapters.

Providing up-to-date information has been discussed several times in previous chapters and is supported by the approach of functionalists such as Littlewood (1981). Providing authentic materials can be supported by the communicative linguists and task-based teaching advocators such as Nunan (1989; 2004), as well as research on textbook evaluation such as Tomlinson (2013). Providing cultural information has been mentioned in both teachers' and the writers' interviews and can be explained by developing intercultural competence, which was discussed in Section 3.4.3.5 (Cortazzi and Jin, 1999).

#### 7.3.1.2 Topics

The requirement for a wide range of topics is supported by researchers on material development such as Cunningsworth (1995).

### **7.3.2 Target language input.**

#### 7.3.2.1 Language content

There was no data found under the category of 'Language content'. This is partially because there were no questions particularly targeted to each component of language content. Considering their roles played in the institution, the questions designed for administrators were more general and targeted to their opinions about selecting

textbooks rather than the actual use of textbooks. Through interpretation of the interview data, it was found that administrators did mention *pinyin*, vocabulary, and grammar, but language content was mainly mentioned when they talked about their consideration of factors such as the goals of the course, learning objectives, the cultural background of learners, and so on. It is therefore inferred here that administrators do consider language content, but to them this factor was not as decisive as it was to the teachers. Language content is an important factor in helping administrators to decide whether textbooks are suitable for the learners in their institutions, however.

### 7.3.2.2 Language skills

To summarise, the administrators hoped that a textbook could include all four skills. The integration of the four skills can be supported by the linguists such as Widdoson (1978) and Nunan (1989), who discussed communicative competence in their researched.

### 7.3.3 Exercises and activities

The administrators expected textbooks to provide exercises to achieve specific teaching objectives, e.g. providing exercises using the same format of those in the exams.

The matching of textbooks and specific objectives is advocated by researchers on material development such as Hutchinson (1987). This is a new indicator found in the data from the interviews with the administrators. Compared to the teachers and writers, who mostly saw exercises as consolidation, administrators looked at more practical factors; they linked exercises with the goals of the course. As administrators, they were more concerned with the outcomes of the course and the student

experience. If the goal of the course is to help students to pass a certain exam, they regarded the role of the exercises as preparation for the exams.

### **7.3.4 Translations and explanations**

No data

## **7.4 Layout**

### **7.4.1 Sequencing and structuring the content**

No data

### **7.4.2 Design**

#### 7.4.1.1 Physical characteristics of the book

Administrators felt that:

- Textbooks should be colourful, attractive looking, and not too long.

The importance of textbooks being colourful and attractive looking can be explained by the need to stimulate the intrinsic interest of learners, which has been discussed before using research such as Ellis (2001) and Gardener (1972).

#### *Size of the textbooks*

Researchers of textbook design have made suggestions regarding the size of textbooks, e.g. the size of the book should be appropriate, easy for the learners to handle or take away (e.g. Daoud and Celce-Murcia, 1979; Sheldon, 1988; Zhao, 1998; Nation, 2010, Wu, 2010). The need to pay attention to the length of the book can also be supported by research on the attitude of learners (Gardener, 1972) and for achievable challenge to be provided to the learners (Tomlinson, 2011). The problem



of length was mentioned by both the teachers and writers in this study. It is one of the criteria that was supported by all the three groups of participants.

#### 7.4.1.2 Arrangement and presentation of content

Administrators felt that:

- Textbooks should include illustrations. This criterion is related to the learners' interests, as discussed above.

## **7.5 Supplementary materials.**

### **7.5.1 Teacher's guide**

Administrators felt that

- Textbooks should include a teacher's guide to help novice teachers, which can be supported by the theory on the resource role of textbooks.

#### *Resource role of textbooks*

Even though the administrators did not say specifically what elements they thought were important in the teacher's guide in the way teachers did, they did emphasise the importance of the teacher's guide for novice teachers. All three groups had a clear conviction that a teacher's guide is necessary for teachers. The need for supplementary materials indicates that textbook has a role as a resource, which has been mentioned by Harmer (1991) and Tomlinson (2003).

### **7.5.2 Workbook**

Administrators felt that:

- Textbook should include a workbook for consolidation.

A workbook can be seen as a compilation of exercises, which has the major function of helping the learners to consolidate what they have learnt. In Chapter 5, the teachers also mentioned the revision function of a workbook. The need for textbook to help the learners to consolidate their knowledge is supported by Skills Acquisition Theory (DeKeyser, 2007).

### **7.5.3 Media and multimedia materials**

Administrators felt that having interactive materials such as CD-ROMs or websites was useful for teachers and that textbooks should include good quality listening materials. This can be explained by the resource role of textbooks (discussed under the sub-category 'Teacher's guide' above). Cunningsworth (1995) also mentions that listening materials should be of good quality. Administrators hoped to provide teachers with a wide range of resources to use in class.

## **7.6 Goals and objectives.**

### **7.6.1 Overall goals**

Administrators felt that:

- Textbooks should meet the goals of the course.

Meeting the goals of the course is supported by the ‘matching process’ proposed by Hutchinson (1987).

The importance of matching between textbooks and the course goals/objectives has been discussed repeatedly in previous chapters and it appeared again in the data from the administrators’ interviews. One administrator said that the goals of Chinese courses in their school were: to provide students opportunities to learn Chinese and Chinese culture, and to lead to a certificate/recognition in Chinese proficiency for the students. No single textbook was not used extensively in the course, because they had not found one that was compatible with the exam they are going to take. This proves that the administrators believed that meeting the goals of the course was crucial when selecting a textbook.

### **7.6.2 Specific learning objectives**

Administrators felt that:

- Textbook should meet the specific objectives, e.g. passing an exam, and meet the learning objectives which are different for individual learners, e.g. to pursue further study in China, to improve their skills for their job, etc.

Meeting specific learning objectives is supported by the ‘matching process’ proposed by Hutchinson (1987). It has been discussed before that various learning objectives can be found among learners, which is related to the different orientations of learning a L2

(Gardner and Lambert (1972) and Ellis (2001)). Designing a textbook should take the specific learning objectives into consideration.

### **7.6.3 Key points in each lesson/chapter/unit**

No data

The findings under the category ‘Goals and objectives showed that learning objectives are major concerns of administrators when selecting textbooks. They considered both the general goals of the course as well as the objectives of individual learners.

## **7.7 Learners**

### **7.7.1 Age of learners**

Administrators felt that

- Textbook selection should consider the age group that the book was designed for.

Textbooks designed for different age groups have different characteristics. Usually, textbook designers make it clear in the prefaces which age group the book is designed for. Such information provides a reference for administrators to choose textbooks for certain groups. The consideration of age factors in textbook design was discussed in Section 3.6.1.

#### **7.7.1.1 Child group**

Administrators felt that

- Textbooks for children should look attractive.

Attractive-looking books make children more interested in learning Chinese, which has been discussed in the theory of learners' intrinsic interests of learners.

#### **7.7.1.2 Adolescent group**

No data.

#### **7.7.1.3 Adult group**

No data

## **7.7.2 Cultural background of learners**

Administrators felt that textbook selection should consider the language proficiency of learners from different background, e.g. heritage or non-heritage background.

### *Language proficiency and learning orientation of heritage and non-heritage learners*

The different requirement for textbooks between heritage and non-heritage learners can be supported by the research about the language proficiency and learning orientation of heritage and non-heritage learners.

In the teachers' interviews, it was pointed out that the language content in textbooks for heritage learners can be more difficult than those aimed at non-heritage learners, because due to family influences, heritage learners usually have a higher language proficiency, especially in listening and speaking skills (Lee, 2008; Kondo-Brown, 2001; McGinnis, 1996).

The orientation for learning a L2 can also be different for learners from different backgrounds. Noels (2005) suggests that heritage learners are more likely to learn German to complete their self-concept, for example. Heritage learners are more motivated to contact with the German community, hence their integrative motivation is stronger.

Stronger motivation and higher language proficiency means that heritage learners need more challenging language content in order to achieve higher levels, especially for skills such as reading and writing.

## **7.7.3 Levels of learners**

### 7.7.3.1 Conceptual level

No data

### 7.7.3.2 Language proficiency level

No data

The administrators did not talk much about the levels of learners. ‘Proficiency’ was only mentioned when they talked about learners’ cultural background (see previous sub-category ‘cultural background of learners’).

### 7.7.4 Orientation and motivation

Administrators felt that:

- It is better to use the books from the same series than to use random books from different series.

#### *Learners’ motivation*

This criterion can be explained by research about learners’ motivation (see research on motivation by Gardner (1972) and Dörnyei (1998)). Learners would be more interested in attending classes that will allow them to move up to higher levels. Using the books from one series can maintain their motivation, but using random books from different series cannot have the same effect. In Section 5.4.2.1 of Chapter 5, teachers mentioned that they thought textbooks should not be too long and that shorter books could give the learners more sense of accomplishment. This criterion contained similar suggestions from the administrators. They argued that the length of textbooks is an important factor to consider during the selection process and should be recognised as a criterion for textbook design. Even though publishing a series of textbooks can be more difficult than publishing one textbook, writers should make efforts to do so, as a series of textbooks can encourage learners to keep learning and achieve at higher levels.



### **7.7.5 Learning strategies catered for**

No data

## **7.8 Teachers and teaching methodology**

### **7.8.1 Qualifications/experience of teachers**

Administrators considered whether the books were suitable for experienced or novice teachers. According to one administrator, some textbooks are designed for novice teachers, which typically have clear guidance and sufficient exercises, therefore the teachers do not need to adapt or supplement it much if they do not have the ability to do so. Other textbooks are designed for experienced teachers, which need more adaptation and place higher requirements on the abilities of teachers.

This idea shows that during textbook selection, administrators would consider to what degree the textbook is designed to be adapted, as well as how much experience their teachers have. This finding also suggests that textbook designers should make it clear in the book about how much teaching experience teachers need to use the book successfully, in order to assist administrators in their decision-making process.

### **7.8.2 Teaching methods**

No data

### **7.8.3 Making adaptations**

Administrators felt that:

- Teachers should be able to adapt the textbook to the needs of their teaching context.

Just like the writers, administrators also expected the teachers to adapt the book according to the teaching situation. One administrator did mention that supplementing the textbook with too many self-designed materials could be restrictive for the

students, however. In her school, most of the teaching was led to help the students to pass a GCSE and the teachers had developed their own teaching materials. Textbooks were not used much (see raw data – A1). She wanted to use textbooks more in the future to provide a structure for the course. This reflects the importance of selecting the right textbook(s) in the first place. Teaching objectives should be decided in advance and should be considered when selecting textbooks. When a decision has been made, a moderate amount of adaptation can be carried out to match the textbook better with the teaching situation. Significant adaptation is not recommended, however, because it may impact on the structure of the course and require more effort from teachers.

#### **7.8.4 Roles of textbooks in teaching**

Administrators felt that textbook should have the following roles:

- Providing a resource for teaching;
- Supporting learners to achieve their objectives;
- Providing a structure and direction for teachers.

It was found that administrators also agreed that textbooks should serve as a resource, support, and guidance, just like the roles suggested by the teachers.

## **7.9 Teaching environment.**

### **7.9.1 Language learning context**

Administrators felt that:

- When choosing a textbook, it is important to consider whether learning happens in a FL learning context or a SL learning context.

Both the teachers and writers agreed that the FL context is a key factor to consider for either designing or using the textbooks. Features of the FL context, such as limited TL exposure (Mitchell and Myles, 2004) and less motivation among learners, should be considered in textbook design (see the discussion in Section 3.5.2.3).

Administrators also mentioned this factor. They believe that it is necessary to prolong the time for teaching *pinyin* in a FL context, because learners in this context lack opportunities to be exposed to the TL.

### **7.9.2 Curriculum and syllabus**

Administrators said that often there was no syllabus imposed by the institution, so it was up to teachers to design their own syllabus.

Both the writers and teachers mentioned that textbooks should meet the requirements of the syllabus. In the interviews with administrators, however, it was found that they had no syllabi designed for Chinese courses and they did not think syllabi should be prepared by the institution. They believe that teachers can develop their own syllabi for teaching according to the objectives of the learners. This result has its limitation, as only two institutions were involved in this research. A discussion will be given to explain why the course syllabus is crucial for evaluating the suitability of textbooks.

### *The importance of deciding a syllabus*

Mickan (2013) defined ‘syllabus’ as one core component of curriculum, which involves what is to be taught, how to teach, and how to assess the outcome. A syllabus is a set of objectives and/or the teaching methods to achieve these objectives (White, 1988). White proposes that a syllabus is a document for administrative convenience. The choice of syllabus should be negotiated among individuals with different interests and a syllabus should be decided by the values and aims of the learning system, custom, belief, and convenience. It means that it is not necessary to have a syllabus to follow in the institution, and teachers, as a group of people with expertise, have the rights to decide their own syllabus just as the institution does. Administrators’ thoughts around this are therefore reasonable.

Not having a syllabus can cause two problems. Firstly, it can be difficult to achieve uniformity and consistency among teachers if they design their own syllabus separately. Secondly, the selection of textbooks needs to match the syllabus, but teachers are not often in a position to select the textbooks. There might be a mismatch between the teacher-designed syllabus and the syllabi in the textbooks selected by administrators/headmasters.

### **7.9.3 Types of classes**

No data

### **7.9.4 Other factors influencing textbook selection**

#### 7.9.4.1 Influence from other schools

Administrators said they would take the books used in other institutions into consideration when they select textbooks for their own school.

One administrator expressed that she felt she lacked sufficient knowledge to select a textbook for a Chinese course, therefore she went to another local school and asked about their opinions. In the end, she chose the book that the local school recommended (see raw data- A1). This participant also suggested that due to this lack of knowledge, she was not sure about which book would be useful, even though she knew that there were a lot of textbooks coming from Hanban. This could be a reason that she had to refer to the choice of another school.

## **7.10 Practical considerations**

Administrators considered the publisher, date of publication, and the author of the book when selecting the textbooks.

Similar considerations about the date of publication has been proposed before, such as Brown (1998). The consideration of the reputation of the publisher and author were not mentioned in previous criteria lists, but administrators felt they were helpful for their decision-making process. Being different from teachers, administrators often have less knowledge about the quality of the language content of textbooks, so they chose to trust the knowledge of the author and the quality control of the publisher.

## 7.11 Conclusion

All the criteria found in the administrators' interviews are supported by the theories and have been mentioned by the groups of teachers and/or writers. The opinions of the administrators showed more consideration to issues at the institutional level.

Compared with the previous two groups, administrators were more concerned with the goals of the course and the objectives of learners. Even when they talked about the language content or the exercises in the books, they linked them with the goals of the course. This can be explained by their job roles. Being different from teachers, their administrative role requires them to consider the entire course and institution when selecting textbooks.

One new criterion emerged that had not been mentioned before by either of the other two groups, which is:

- It is better to use the books from the same series than use random books from different series because it can motivate the learners to learn.

This shows that the administrators thought about the intrinsic interests of learners.

It was also found that administrators considered whether a book was to be used by experienced or novice teachers. They needed a clear introduction to the book to aid their decision. Compared with the other groups, administrators had more practical considerations during selection, e.g. date of publication, publisher, and author of the book.

At the institutional level, administrators depended on their teachers to develop syllabus for the Chinese course. They also consulted other schools that had already opened Chinese courses about their textbook selection. The findings showed that administrators may lack knowledge about the languages taught in their schools and



this may limit their ability to choose textbooks for the courses. This further proves that teachers should be involved in the selection process.

## **8 Chapter 8: Findings and analysis of questionnaires for learners**

In this chapter, the findings from the learners' questionnaires will be presented. There were 53 questionnaires in total completed by adolescents and adults. The content of the questionnaires related to three textbooks: 36 questionnaires were about *Jinbu 1*, 4 questionnaires were about *Zhongwen 12*, and 13 questionnaires were about *Great Wall Chinese 2* and 4 (The uneven numbers are due to the uneven numbers of students who used the textbooks). The results of the questionnaires for each book will be discussed.

The findings are then categorised into the eight categories and corresponding subcategories. Any findings which did not fit into any pre-determined categories were assigned to a new category or subcategory. All the new categories will be justified. Examples of raw data and a summary of the data are presented by category.

In Section 2 of this chapter, the qualitative data will be analysed using theories from the theoretical framework. Finally, conclusions will be drawn.

## **Section 1: Findings of the questionnaires**

### **8.1 New categories/sub-categories**

There were no new categories or sub-categories identified in the findings with learners.

## **8.2 Raw data**

When designing the questionnaires, to make it easier for the learners to express their ideas about textbooks, questions generating quantitative data were designed.

Quantitative data were generated by questions asking learners to make a choice from a list, or to evaluate a section of the book using a 5-level Likert scale. The aim of the questionnaires was to collect the criteria for textbook evaluation rather than evaluating the books. The ranking of the chapters/activities was used as indicators to gather reasons for liking or disliking the content of the textbooks, rather than being used as quantitative evidence. It does not matter which chapters were liked/disliked by the learners and how many learners like/disliked them, or which book gets a higher average score. The reasons why these units and activities were liked/disliked is more important. As a result, quantitative data will only be presented, but not be analysed. For the quantitative data, I will list the three top choices or the average score if it was a question requiring evaluation.

The key data generated by the questionnaires are qualitative, including the reasons supporting different choices and opinions about the textbooks. Qualitative data will be analysed in the same way as the interview data, i.e. categorised into eight categories and discussed according to the theories.

### **8.2.1 Sample of raw data**

I inserted a sample of questionnaires here to show what the raw data is like:

### Questionnaire about your Chinese textbook

Thank you for spending time to complete this questionnaire. The questions are about how you think about the textbook you are using to learn Chinese. Please have your textbook at hand when you complete this questionnaire. There is no right or wrong answer. Any comments from you are valuable to my research.

1. Browse through the textbook.

Please pick one unit/chapter/lesson that you like the most, and give your reason.

- I picked Food, because \_\_\_\_\_ (Please choose from the following list. You can choose as many as you like).

- a. I'm interested in the topic; ✓
- b. I enjoyed doing the activities;
- c. The content is very practical;
- d. The content is suitable for learning in our age;
- e. It is neither too difficult nor too simple for me;
- f. The content is up to date.
- g. It is appropriate to learn the content in the UK.
- h. It helps me to know more about China and Chinese people through this lesson; ✓
- i. It helps me to complete the required tasks of the teacher;
- j. I feel motivated to learn Chinese by learning this lesson; ✓
- k. I learnt something that will be useful for my exam;
- l. I feel learning this can help me to achieve my goal of learning Chinese.
- m. I feel the content is unsatisfactory.
- n. The words and grammars are useful to my language study;
- o. If I speak to Chinese people with the sentences I learnt in this lesson, I feel comfortable and confident;
- p. I think what I learnt in the lesson is useful for daily communication;
- q. I like the illustrations; ✓
- r. I like the arrangement of the content; ✓
- s. The content can help me with my listening skills;
- t. The content can help me with my reading skills; ✓
- u. The content can help me with my writing skills; ✓
- v. The content can help me with my speaking skills; ✓
- w. The introduction about Chinese culture attracts me. ✓

Other \_\_\_\_\_

Please also choose one unit/chapter/lesson that you dislike the most, and give your reason.

- I picked Family, because \_\_\_\_\_.
    - a. The content is boring; ✓
    - b. The content is too difficult for me;
    - c. The content is too simple for me;
    - d. The content is not suitable for language learning in our age;
    - e. It is weird to learn this content in the UK.
    - f. The words and grammars are not useful to my language study;
    - g. The language I learnt is artificial;
    - h. The language I learnt is not useful for daily communication
    - i. I don't feel like practising any language skill through learning this chapter;
    - j. The content is outdated;
    - k. The content is appropriate for learning Chinese.
    - l. I learnt nothing practical;
    - m. I don't like the illustration;
    - n. I don't like the arrangement of the content;
    - o. It can't help me to complete the teacher's requirement;
    - p. I feel depressed when learning the content;
    - q. My language level didn't improve after learning this chapter;
    - r. The content can't help me to achieve my goal of learning Chinese.
    - s. I don't like the culture stuff.
- Other \_\_\_\_\_

2. Look at the activities/tasks set for you to do in this book.

Please pick one activity/task that you like the most, and give your reason.

- I picked Reading (on Page \_\_\_\_\_), because \_\_\_\_\_.
  - a. I have opportunity to use the language for communication;
  - b. I feel I can use the language naturally when doing this activity;
  - c. I can practise what I learnt by doing this activity; ✓
  - d. I have a clear purpose when I do this activity;
  - e. The activity can satisfy my needs of learning Chinese;
  - f. It's neither too difficult nor too easy to finish;
  - g. I can do this task with my classmates;
  - h. I feel that the exercise is not helpful.
  - i. I like it because I can do it myself rather than doing it with others;
  - j. I feel the activity suits my learning habits;
  - k. I like it because it can help me to practise my pronunciation;
  - l. I can have fun when I do this activity; ✓
  - m. I like the format of the exercise. ✓

n. Other \_\_\_\_\_

Please also pick one activity/task that you dislike the most, and give your reason.

- I picked Listening (on Page \_\_\_\_ ) because \_\_\_\_\_.
- a. I don't think I learnt anything through doing this activity;
- b. This activity can't help me to practise what I learnt;
- c. I don't know the purpose of doing this kind of activity;
- d. The activity can't satisfy my needs of learning Chinese;
- e. This activity is too repetitive to me;
- f. It is too difficult for me to do it;
- g. It is too simple for me to do it; ✓
- h. The activity can help me to finish the homework.
- i. I think I will never use the language in the real life like I did in the activity;
- j. I feel that doing this activity contradicts my habits of learning;
- k. I feel embarrassed to do this activity;
- l. I feel bored when doing this activity.

Other \_\_\_\_\_

3. Could you circle one metaphor in the following list to describe your textbook and tell us why you choose it? <sup>1</sup>

- The textbook is \_\_\_\_\_ to me.

A guide	A nightmare	A key	A friend	A bridge	A map
A window to the world	A superman	A barrier	A mountain	A devil	
Nothing	A bed	An elder	Sleeping pills	A rubbish bin	

- Because It helps me to learn new Chinese words.

Or you could make your own statement here by completing this sentence:

- This textbook is useful to me, because I can learn and understand the characters of Chinese.

<sup>1</sup> The choices in this question are adapted from McGrath, I (2006) –The metaphors used by students to describe textbooks. P176

4. When do you use the textbooks? Please tick all that apply:

- Looking for the answers to a question;
- Doing my homework;
- When my teacher asks me to do so;
- Doing an activity;
- During the exams;
- When I want to review what we learnt today;
- When I want to learn Chinese by myself;
- Other \_\_\_\_\_

5. Do you use any other materials **attached to this textbook**, e.g. videos, recordings, workbooks, etc?

- Yes - go to question 6.
- No - go to question 7.

6. What are they? Please tick all that apply:

- Workbook;
- CDs;
- Videos;
- Flashcards;
- Other \_\_\_\_\_

Can you rate how much you like them with a scale of 1-5 please (1 for you don't like it at all, and 5 for you like it very much)?

1      2      3      4      5

Can you give us your reason please?

\_\_\_\_\_

7. Look at the covers of the textbook, and also take a look at the arrangement of the content inside the book (e.g. where the vocabulary is presented, where the explanations of grammars are presented, where the illustrations are, etc).

- If you were asked to give a score from 1 to 5 (1 for very bad and 5 for very good), you will give:

The cover	1	2	3	4	5
The layout inside the book	1	2	3	4	5



- Please can you give reasons for your scores:

The cover is plain and dull, the layout inside is colourful and it stands out.

8. Do you have any other comments on this textbook? You could say anything that you feel about this book. It will be very helpful if you could also tell us why you feel like this.

9. If you are an editor for a textbook designed for your classmates and yourself to learn Chinese, what kind of book would you design? Please give a brief introduction/description about your book. If you don't feel like writing a paragraph, it's all right to use some bullet points to summarise your ideas.

- Pictures on front cover.
- Colourful layout inside.

This is the end of the questionnaire. Your answers are highly appreciated.

Thank you very much for your time and good luck with your study!

## 8.2.2 Summary of raw data

### 8.2.2.1 Summary of findings for *Jinbu 1*

There are nine questions in total in the questionnaire. I will present the findings following the order Question 1- Question 9.

#### *Summary of the findings for Question 1 and Question 2.*

Firstly, the procedure for summarising the findings from Question 1 and 2 will be described. Question 1 and question 2 were designed to elicit the opinions of learners on the content of textbooks, including the information, topic, activities and language content. I listed the three units/activities that were most liked and disliked by the learners, and a brief description about the content of the units/activities.

In the questionnaire, learners were also asked to provide reasons for their choices. A list of reasons was given for them to choose from, and also a space to write down their own reasons (see the sample of questionnaire). I used two methods to present the reasons: if the reasons are simply a rewording of one of the reasons provided in the questionnaire, it will be counted as a vote for that reason; if the reasons are not included in the questionnaire originally, they will be listed and marked as “+ reason”. These reasons are ranked according to the votes in the questionnaires. I listed the three reasons which got the highest votes from the learners. The number of votes will be presented next to the choices (see Table 8.1 and 8.2).

Question 1: Browse through the textbook...Please pick one unit/chapter/lesson that you like the most, and give your reason. ...Please also choose one unit/chapter/lesson that you dislike the most, and give your reason. (A list of reasons was provided for the learners to choose from. For the list, see the sample of questionnaire).

The three most popular units in *Jinbu 1* were Chapter 5 (15 votes), which deals with “Food and drink”, Chapter 2 (13 votes), which deals with “Family and home” and

Chapter 1 (3 votes), which deals with “Numbers and greetings”. The three units learners liked least in *Jinbu 1* were Chapter 4 (13 votes) about school, Chapter 2 (6 votes), and Chapter 1 (6 votes). The reasons given for liking and disliking these units are given in Table 8.1.

Table 8.1 The top three reasons for liking and disliking these units in *Jinbu 1*

	Unit/Chapter	Reasons for liking/disliking (Votes)
<b>The three most popular units</b>	Chapter 5	<ul style="list-style-type: none"> <li>• I’m interested in the topic (9)</li> <li>• The content is very practical (7)</li> <li>• The introduction about Chinese culture attracts me (7)</li> </ul>
	Chapter 2	<ul style="list-style-type: none"> <li>• I learnt something that will be useful for my exam (7)</li> <li>• I’m interested in the topic (6)</li> <li>• I enjoyed doing the activities (5)</li> <li>• It is neither too difficult nor too simple for me (5)</li> <li>• I like the illustrations (5)</li> <li>• The content can help me with my listening skills (5)</li> </ul>
	Chapter 1	<ul style="list-style-type: none"> <li>• I like the illustrations (3)</li> </ul>
<b>The three least popular units</b>	Chapter 4	<ul style="list-style-type: none"> <li>• The content is too difficult for me (5)</li> <li>• The content is boring (4)</li> <li>• I don’t like the illustration (3)</li> <li>• I don’t like the arrangement of the content (3)</li> </ul>
	Chapter 2	<ul style="list-style-type: none"> <li>• The content is boring (4)</li> <li>• The content is outdated (2)</li> <li>• The content is too difficult for me (1)</li> <li>• The content is too simple for me (1)</li> <li>• The content is not suitable for language learning in our age (1)</li> <li>• It is weird to learn this content in the UK (1)</li> <li>• The language I learnt is artificial (1)</li> <li>• I don’t feel like practising any language skill through learning this chapter (1)</li> <li>• The content is outdated (1)</li> <li>• It can’t help me to complete the teacher’s requirement (1)</li> <li>• My language level didn’t improve after learning this chapter (1)</li> <li>• I don’t like the culture stuff (1)</li> </ul>
	Chapter 1	<ul style="list-style-type: none"> <li>• The content is boring (4)</li> <li>• I don’t like the illustration (3)</li> <li>• I don’t like the culture stuff (2)</li> </ul>

Question 2: Look at the activities/tasks set for you to do in this book...Please pick one activity/task that you like the most, and give your reason...Please also pick one activity/task that you dislike the most, and give your reason (A list of reasons was provided for the learners to choose from. For the list, see the sample questionnaire).

The three most popular activities in *Jinbu 1* were Listening (6 votes), Reading (6 votes), Speaking (4 votes), and Test (4 votes). The three activities that learners liked least in *Jinbu 1* were Reading (9 votes), Listening (8 votes), and Speaking (4 votes). The reasons given for liking and disliking these activities are given in Table 8.2.

Table 8.2 The top three reasons for liking and disliking these activities in *Jinbu 1*

	Activities	Reasons for liking/disliking (Votes)
<b>The three most popular activities</b>	Listening	<ul style="list-style-type: none"> <li>I can practise what I learnt by doing this activity (4)</li> <li>It's neither too difficult nor too easy to finish (4)</li> <li>I feel the activity suits my learning habits (4)</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>I like the format of the exercise (4)</li> <li>I can have fun when I do this activity (3)</li> <li>I can practise what I learnt by doing this activity (2)</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>I can practise what I learnt by doing this activity (3)</li> <li>It's neither too difficult nor too easy to finish (3)</li> <li>I can have fun when I do this activity (3)</li> </ul>
	Test	<ul style="list-style-type: none"> <li>I can practise what I learnt by doing this activity (3)</li> <li>I feel the activity suits my learning habits (2)</li> <li>I have a clear purpose when I do this activity (1)</li> <li>The activity can satisfy my needs of learning Chinese; (1)</li> </ul>
<b>The three least popular activities</b>	Reading	<ul style="list-style-type: none"> <li>I feel bored when doing this activity (5)</li> <li>I don't think I learnt anything through doing this activity (4)</li> <li>It is too difficult for me to do it (4)</li> </ul>
	Listening	<ul style="list-style-type: none"> <li>This activity is too repetitive to me (3)</li> <li>It is too difficult for me to do it (2)</li> <li>I feel bored when doing this activity (2)</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>It is too difficult for me to do it (3)</li> <li>I feel bored when doing this activity (2)</li> <li>I don't know the purpose of doing this kind of activity (1)</li> <li>The activity can't satisfy my needs of learning Chinese (1)</li> <li>This activity is too repetitive to me (1)</li> </ul>

		<ul style="list-style-type: none"> <li>• I feel that doing this activity contradicts my habits of learning (1)</li> <li>• I feel embarrassed to do this activity (1)</li> </ul>
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*Summary of the findings for Questions 3 -4.*

Questions 3 and 4 are both related to the role of textbooks in language learning.

Question 3: Could you circle one metaphor in the following list to describe your textbook and tell us why you chose it? (A list of metaphors was provided for the learners to choose from. For the list, see the sample questionnaire)

This question is designed to find out what role textbooks played in students' learning.

The top three metaphors chosen for *Jinbu 1* are Guide (11 votes), Nothing (5 votes) and Map (3 votes), Key (3 votes), Mountain (3 votes).

Table 8.3 The reasons for choosing these metaphors to describe the role of *Jinbu 1*

	Metaphors	Reasons for choosing these metaphors
<b>The top three metaphors</b>	Guide	<ul style="list-style-type: none"> <li>• It helps me through lessons and goes into more detail helping me understand</li> <li>• It helps me to understand the language of Chinese and culture</li> <li>• It is a guide</li> <li>• It helps me learn and gives good examples for me to follow</li> <li>• It helps me with my work.</li> <li>• It helps me with different subjects.</li> <li>• The textbook is helpful, it is making learning Chinese easier</li> <li>• It helps me to learn new Chinese words</li> <li>• It had the basic information in the book.</li> </ul>
	Nothing	<ul style="list-style-type: none"> <li>• I don't need to know Chinese yet</li> <li>• I find textbook boring and use less.</li> <li>• We don't use it very often</li> <li>• I just used it for Chinese</li> </ul>
	Map	<ul style="list-style-type: none"> <li>• It helps me find a way to being successful in learning Chinese</li> <li>• It helps me with my homework</li> <li>• It's fun to read and guides me to the right path</li> </ul>
	Key	<ul style="list-style-type: none"> <li>• It unlocks my Chinese knowledge</li> <li>• It helped me with my understanding of Chinese</li> </ul>
	Mountain	<ul style="list-style-type: none"> <li>• It is quite hard to achieve but it is possible to do</li> <li>• It is hard to get at first but when you get there you feel proud</li> </ul>

Question 4: When do you use the textbooks? Please tick all that apply: (A list of occasions for using the textbook was provided. For the list, see the sample questionnaire).

This question was designed to find out more about the role textbooks played in students' learning. It was found, however, that the results did not add much to the findings. They only showed whether the learners used textbooks in the class or outside the class. I will leave this question out in the analysis, but will briefly present the findings. The top three occasions when students used the textbooks were: "When

my teacher asks me to do so” (24 votes), “Doing an activity” (17 votes) and “When I want to learn Chinese” (3 votes).

*Summary of findings for Questions 5-7.*

Questions 5 and 6 were about the supplementary materials.

Question 5: Do you use any other materials attached to this textbook, e.g. videos, recordings, workbooks, etc.?

Question 6: What are they? Please tick all that apply: (A list of supplementary materials was given. For the list, see the sample questionnaire)...Can you rate how much you like them with a scale of 1-5 please (1 for you don't like it at all, and 5 for you like it very much)? ...Can you give us your reason please?

The average score for supplementary materials of *Jinbu 1* was: **3.6**. The reasons given by the learners are listed in Table 8.4.

Table 8.4 The reasons for giving the scores for supplementary materials of *Jinbu 1*

	Reasons for giving the scores
<b>Media and multi-media materials (including videos, recordings, flashcards, CDs)</b>	<ul style="list-style-type: none"> <li>• It needs more English so we slowly introduced to Chinese I can't understand them.</li> <li>• (It) is OK but not that good</li> <li>• find it boring</li> <li>• They are not bad but OK. Chinese is too difficult</li> <li>• Because it is boring but you learn from it</li> <li>• It can sometimes be too easy or too difficult</li> <li>• Some of them are interesting but others can be repetitive and boring</li> <li>• They are quite boring I prefer it when I am free to work</li> <li>• They help me remember</li> <li>• (I) found them useful and make me remember character</li> </ul>
<b>Workbook and sheets</b>	<ul style="list-style-type: none"> <li>• It is OK but not that good</li> <li>• Some of the textbook is fun whereas some is really boring.</li> <li>• They were too repetitive because we kept writing the same symbols over and over again.</li> <li>• Most of it helps me</li> <li>• The text book isn't really helpful for my coursebook.</li> <li>• Easy sometimes hard.</li> <li>• It means I can practice writing characters</li> </ul>

Question 7 aimed to get their opinions on the physical characteristics of the textbook.

Question 7: Look at the covers of the textbook, and also take a look at the arrangement of the content inside the book (e.g. where the vocabulary is presented, where the explanations of grammars are presented, where the illustrations are, etc.)...If you were asked to give a score from 1 to 5 (1 for very bad and 5 for very good), you will give: ...Please can you give reasons for your scores:..

The average score for cover of *Jinbu 1* was: **3.5**; The average score for the layout of *Jinbu 1* was: **4**. The comments for the cover and layout are summarised in Table 8.5.



Table 8.5 The reasons for giving the scores for cover and layout of *Jinbu 1*

	Reasons for giving the scores
<b>Cover</b>	<ul style="list-style-type: none"> <li>• It highlights culture</li> <li>• The cover is good but a bit boring</li> <li>• It's very bland</li> <li>• The front cover could have nicer/brighter colours</li> <li>• Cover does not relate to the purpose of the textbook</li> <li>• The cover does not relate to the topic we are learning</li> <li>• The front cover doesn't really express Chinese, so it could have more things to show China</li> <li>• I do not think they are bright</li> <li>• I don't like the pictures of people on the cover</li> <li>• I don't know what <i>Jinbu 1</i> means and I find it hard to read</li> <li>• It decorates but the people on the cover make it awkward,</li> <li>• The cover isn't eye catching</li> <li>• It's bright so it's appealing</li> <li>• I like the cover because it is very eye catching.</li> <li>• They should have well known cartoons instead of people</li> <li>• They show you what its about and gives you information</li> <li>• They are visually interesting</li> </ul>
<b>Layout</b>	<ul style="list-style-type: none"> <li>• The text is useful</li> <li>• It isn't that good to learn from.</li> <li>• Good layout and presentation</li> <li>• The layout is good and interesting.</li> <li>• Because I do not think they are bright</li> <li>• I like the illustrations</li> <li>• Inside is well set out but a lot of writing</li> <li>• The content is boring</li> <li>• I gave the content a 4 because it's easy to read</li> <li>• The layout can be confusing</li> <li>• It is easily understood and set out neatly and clearly</li> <li>• It is simple to understand and is bright and colourful</li> <li>• I gave the layout a three because sometimes it is hard to understand</li> <li>• They should have well known cartoons instead of people</li> <li>• They are eye-catching</li> <li>• The layout inside is colourful and it stands out,</li> <li>• They are visually interesting</li> <li>• Well set out and easy to read</li> </ul>

*Summary of findings for Question 8 – 9*

Questions 8 and 9 provide qualitative data about the textbook in use and features of an ideal textbook.

Question 8: Do you have any other comments on this textbook? You could say anything that you feel about this book. It will be very helpful if you could also tell us why you feel like this.

Question 9: If you were an editor for a textbook designed for your classmates and yourself to learn Chinese, what kind of book would you design? Please give a brief introduction/description about your book. If you don't feel like writing a paragraph, it's alright to use some bullet points to summarise your ideas.

They are designed to ask other opinions about the textbook that the students used, as well as the ideal textbook the learners wished to design. The findings are listed in Table 8.6.

Table 8.6 The opinions about *Jinbu 1* and the features of an ideal textbook

	<b>Reasons for giving the scores</b>
<b>The opinions about <i>Jinbu 1</i></b>	<ul style="list-style-type: none"> <li>• I think some parts are complicated in it when it use fluent Chinese context</li> <li>• This book is helpful but quite confusing, especially like the illustrations. It is quite confusing because I don't know what they are saying</li> <li>• I really like the illustrations, because they're cute and colourful</li> <li>• This book is very helpful but I think learners would need someone to guide them on some of the exercises – there needs to be more on Chinese myths and legends.</li> <li>• I suppose its not bad but the lay out is hard to understand</li> <li>• It is good but I can't understand Chinese very good</li> <li>• The book activities are some times hard to follow because they are sometimes in Chinese. Also the colours can be very plain and boring</li> <li>• It would be better if we used them more because it would help me learn</li> <li>• It is quite helpful with the pictures</li> <li>• It makes learning Chinese easier; it helps to understand things more</li> <li>• This book wasn't helpful for my exams and assessment. It doesn't have enough vocabularies.</li> <li>• I felt it was very useful and helpful</li> </ul>
<b>The features of an ideal textbook</b>	<ul style="list-style-type: none"> <li>• Clear, edited, illustrated</li> <li>• Mix of English, amazing illustrations</li> <li>• More illustrations on the cover, less repetitive test</li> <li>• I would design a book with bright colours on to grab attention.</li> <li>• Lots of animations, straightforward talks, colourful, very informative, topics to do with upcoming tests/events, modern, updated</li> <li>• (Have) topics which will be in a test</li> <li>• Something that makes Chinese enjoyable, something that is explanatory, the cover would be cheerful and inviting</li> <li>• More pair work, a variety of leveled work</li> <li>• Small</li> <li>• Bold, interesting exercises, more reading exercises, more group work.</li> <li>• The cover would show culture pictures; the illustrations would be less weird; there would be a part in the back all about China without activities so people can just read about it; activities would be less boring; the layout would be more simple; the illustrations would be cuter.</li> <li>• I would make it bright and fun and happy</li> <li>• Less pictures of real people as it can be destructing and awkward; more fun activity; the writing will be more friendly</li> <li>• Eye catching front covers; more exiting content; easy topics at start; more pinyin less symbols; Chinese translation of questions as well as English</li> </ul>

	<ul style="list-style-type: none"> <li>• The cover would have a china flag and places in China; the start would have a contents page but it would have easy topics at the start and harder topics towards the end of the book so it's easier to understand</li> <li>• Simple; everything would not be squeezed together; examples;</li> <li>• I would set it out neatly and clearly and use a mix of Chinese and English; I would explain things in Chinese and then translate into English to make easier to understand and also I would use clear illustrations.</li> <li>• Answers in the book; hints and clues; clear instructions; organized easy to hard; simple font.</li> <li>• Pictures with the Chinese next to them so you know what they are</li> <li>• Gives all the information needed; has games/activities; challenging</li> <li>• Medium difficulty, cartoons that are well-known</li> <li>• Lots of little tests, calligraphy practice</li> <li>• Key vocab for each page or topic</li> <li>• Add more photos</li> </ul>
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#### 8.2.2.2 Summary of findings for *Zhongwen 12*

The findings from the questionnaires on *Zhongwen 12* are listed below, following the same structure as in Section 8.2.2.1. To avoid repetition, the original questions will not be presented again in this section and in the following section, 8.2.2.3.

*Summary of the findings for Question 1 and Question 2.*

The three most popular units in *Zhongwen 12* were Lesson 7 (2 votes), which is about the city of music - Vienna; Lesson 3 (1 vote), which is a fairy tale about a brook, and Lesson 6 (1 vote), which tells a story about Charles de Gaulle. The three units learners liked least in *Zhongwen 12* were Lesson 1 (2 votes), which is the tale of “The Little Match Girl”; Lesson 4 (1 vote), which is a story about Tagore; and Lesson 7 (1 vote). The reasons given for liking and disliking these units are given in Table 8.7 below.

Table 8.7 The top three reasons for liking and disliking these units in *Zhongwen 12*

	Unit/Chapter	Reasons for liking/disliking (Votes)
<b>The three most popular units</b>	Lesson 7	<ul style="list-style-type: none"> <li>• I’m interested in the topic (1)</li> <li>• I enjoyed doing the activities (1)</li> <li>• The content is suitable for learning in our age (1)</li> <li>• The content is up to date (1)</li> <li>• +It’s helpful to understand music (1)</li> </ul>
	Lesson 3	<ul style="list-style-type: none"> <li>• I feel learning this can help me to achieve my goal of learning Chinese (1)</li> <li>• The content can help me with my reading skills (1)</li> <li>• The content can help me with my speaking skills (1)</li> <li>• The content is suitable for learning in our age (1)</li> </ul>
	Lesson 6	<ul style="list-style-type: none"> <li>• It helps me to know more about China and Chinese people through this lesson (1)</li> </ul>
<b>The three least popular units</b>	Lesson 1	<ul style="list-style-type: none"> <li>• The content is boring (1)</li> <li>• The content is not suitable for language learning in our age (1)</li> </ul>
	Lesson 4	<ul style="list-style-type: none"> <li>• The content is boring (1)</li> <li>• It is weird to learn this content in the UK (1)</li> <li>• The language I learnt is not useful for daily communication (1)</li> <li>• The content can’t help me to achieve my goal of learning Chinese (1)</li> <li>• I don’t feel like practising any language skill through learning this chapter (1)</li> <li>• I learnt nothing practical (1)</li> <li>• +I’m not gonna use that in my age (1)</li> </ul>
	Lesson 7	<ul style="list-style-type: none"> <li>• The content is too simple for me (1)</li> </ul>

The most popular activities in *Zhongwen 12* were Writing (2 votes) and Reading (1 vote). The three activities that the learners liked least in *Zhongwen 12* were Dialogues (2 votes) and Comprehension exercises (1 vote). The reasons given for liking and disliking these activities are given in Table 8.8.

Table 8.8 The top three reasons for liking and disliking these activities in *Zhongwen 12*

	Activities	Reasons for liking/disliking (Votes)
<b>The most popular activities</b>	Writing	<ul style="list-style-type: none"> <li>• I feel I can use the language naturally when doing this activity (1)</li> <li>• I feel the activity suits my learning habits (1)</li> <li>• I like the format of the exercise (1)</li> <li>• It's neither too difficult nor too easy to finish (1)</li> <li>• +I can practice my Chinese handwriting (1)</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• I can have fun when I do this activity (1)</li> <li>• + 能帮我记住汉字 (It can help me to remember characters) (1)</li> </ul>
<b>The least popular activities</b>	Dialogues	<ul style="list-style-type: none"> <li>• I feel bored when doing this activity (2)</li> <li>• I don't think I learnt anything through doing this activity (1)</li> <li>• + 浪费时间 (It's a waste of time) (1)</li> </ul>
	Comprehensive exercises	<ul style="list-style-type: none"> <li>• + It's hard and boring (1)</li> </ul>

*Summary of the findings for Questions 3 -4.*

The top metaphors chosen for *Zhongwen 12* were 'Guide' (2 votes), 'Key' (1 vote), and 'Rubbish bin' (1 vote). The reasons given for choosing these metaphors are given in Table 8.9.

Table 8.9 The reasons for choosing these metaphors to describe the role of *Zhongwen 12*

	Metaphors	Reasons for choosing these metaphors
<b>The top three metaphors</b>	Guide	<ul style="list-style-type: none"> <li>• By learning Chinese as the textbook says, I can get a better job by knowing more than one language.</li> <li>• (It) helps my learning towards Chinese.</li> </ul>
	Key	<ul style="list-style-type: none"> <li>• 帮助我学中文 (helped me to learn Chinese)</li> </ul>

	Rubbish bin	<ul style="list-style-type: none"> <li>太简单了 (It's too simple.)</li> </ul>
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The top three occasions when students used the textbooks were: “When my teacher asks me to do so” (3 votes), “Doing an activity” (2 votes) and “Looking for an answer to a question” (2 votes).

*Summary of findings for Question 5-7.*

The average score for the supplementary materials with *Zhongwen 12* is: **4**.

Table 8.10 The reasons for giving the scores for *Zhongwen 12* supplementary materials

	Reasons for giving the scores
<b>Media and multi-media materials</b>	No data
<b>Workbook and sheets</b>	<ul style="list-style-type: none"> <li>It's not that I enjoy it, but it's not that I hate it either.</li> <li>做笔记 (Taking notes)</li> </ul>

The average score for the cover of *Zhongwen 12* is: **2.3**; The average score for the layout of *Zhongwen 12* is: **3**. The comments for the cover and layout are listed in Table 8.11.

Table 8.11 The reasons for giving the scores for the cover and layout of *Zhongwen 12*

	Reasons for giving the scores
<b>Cover</b>	<ul style="list-style-type: none"> <li>The cover pictures are lame</li> <li>Just feel like it</li> <li>It should be more complicated for my age</li> </ul>
<b>Layout</b>	<ul style="list-style-type: none"> <li>The colour of the pages is healthy for the human.</li> </ul>

*Summary of findings for Questions 8 – 9*

The findings of Questions 8-9 are listed in Table 8.12.

Table 8.12 Opinions about *Zhongwen 12* and the features of an ideal textbook

	Reasons for giving the scores
<b>The opinions about <i>Zhongwen 12</i></b>	<ul style="list-style-type: none"> <li>• I think this textbook is more simple, because I know some Chinese already.</li> <li>• Change the book to Ren Jiao Ban (a textbook used in the primary schools in mainland China))</li> <li>• It would be nice if the illustrations were a bit better, if you're going to learn, why not have a bit more fun with it?</li> <li>• Some of the chapters fit my learning habits but some of them is boring and not practical</li> </ul>
<b>The features of an ideal textbook</b>	<ul style="list-style-type: none"> <li>• Photo-if they don't no (know) any word. More keyword</li> <li>• It would have to have a colour comfortable for the eyes; a design appropriate for children in my age; have a bit of fun in the textbook; have a chance to illustrate yourself.</li> <li>• Appealing stories; fun activities; easy to learn; colourful; a book;</li> </ul>

### 8.2.2.3 Summary of findings for *Great Wall Chinese*

There were five questionnaires about *Great Wall Chinese 2* and eight questionnaires about *Great Wall Chinese 4*. Because it was in the middle of the spring semester when the questionnaires were sent out, some of the students chose to give their opinions about the book they had finished in the autumn semester, as they felt it made more sense to evaluate a book they had finished. As a result, the findings also included opinions about *Great Wall Chinese 1* and *Great Wall Chinese 3*.

#### *Summary of the findings for Question 1 and Question 2.*

The three most popular units in *Great Wall Chinese* were Unit 2 in Book 4 (4 votes), which talks about subjects in the university; Unit 8 in Book 4 (3 votes), which deals with the issue of studying abroad, and Unit 3 in Book 2 (2 votes), which introduces the topic 'Colours'. The unit learners liked least in *Great Wall Chinese* was Unit 6 in Book 4 (3 votes), which deals with the procedure of enrolling at a university. Because all other units got only 1 vote apiece, they will be grouped into one. These units are: Unit 5, 6, 10 in Book 1, Unit 3, 4 in Book 2, Unit 1, 3, 5, 7, 8 in Book 4 (1 vote each). The reasons given for liking and disliking these units are given in Table 8.13 below.



Table 8.13 The top three reasons for liking and disliking these units in *Great Wall Chinese*

	Unit/Chapter	Reasons for liking/disliking (Votes)
<b>The three most popular units</b>	Unit 2 in Book 4	<ul style="list-style-type: none"> <li>• The content is very practical (3)</li> <li>• The content is suitable for learning in our age. (3)</li> <li>• I enjoyed doing the activities (2)</li> </ul>
	Unit 8 in Book 4	<ul style="list-style-type: none"> <li>• The content is very practical (2)</li> <li>• The content can help me with my reading skills (2)</li> </ul>
	Unit 3 in Book 2	<ul style="list-style-type: none"> <li>• I'm interested in the topic (1)</li> <li>• The content is very practical (1)</li> <li>• It helps me to complete the required tasks of the teacher (1)</li> <li>• I feel motivated to learn Chinese by learning this lesson (1)</li> <li>• I learnt something that will be useful for my exam (1)</li> <li>• The words and grammars are useful to my language study (1)</li> <li>• I think what I learnt in the lesson is useful for daily communication (1)</li> <li>• The content can help me with my listening skills (1)</li> <li>• The content can help me with my speaking skills (1)</li> </ul>
<b>The three least popular units</b>	Unit 6 in Book 4	<ul style="list-style-type: none"> <li>• The content is boring (2)</li> <li>• The language I learnt is not useful for daily communication (1)</li> <li>• + Too specific situation (1)</li> </ul>
	Other units	<ul style="list-style-type: none"> <li>• The content is too simple for me (5)</li> <li>• I don't like the arrangement of the content (3)</li> <li>• My language level didn't improve after learning this chapter (3)</li> <li>• + too short</li> <li>• + not well organized</li> <li>• + random vocab</li> <li>• + too specific to Chinese grammar</li> </ul>

Question 2 asked about the top three activities that were liked and disliked the most by the learners. As the student book of *Great Wall Chinese* has no activities, Question 2 has no findings.

*Summary of the findings for Question 3-4.*

The top metaphors chosen for *Great Wall Chinese* were ‘Guide’ (5 votes), ‘Map’ (2 votes), ‘Key’ (2 votes) and ‘Bridge’ (2 votes). The reasons given for choosing these metaphors are given in Table 8.14.

Table 8.14 The reasons for choosing these metaphors to describe the role of *Great Wall Chinese*

	<b>Metaphors</b>	<b>Reasons for choosing these metaphors</b>
<b>The top three metaphors</b>	Guide	<ul style="list-style-type: none"> <li>• It helps illustrate the topics used in daily life</li> <li>• It is helpful in my Chinese studies</li> <li>• I can learn many phrases from the book</li> <li>• It has the basic necessities for the course</li> <li>• It leads me to more Chinese grammar.</li> </ul>
	Map	<ul style="list-style-type: none"> <li>• Maybe more like an Atlas = series of maps explaining different sceneries in Chinese language, WITH ILLUSTRATIONS help explain and a vocab list (which is like a key or an index to find reality) Also they help you to EXPLORE the world and visit new places like languages.</li> <li>• I can review the grammar easily</li> </ul>
	Key	<ul style="list-style-type: none"> <li>• It allows me to communicate with Chinese people that I could not have done before</li> <li>• It contains all the necessary vocabulary</li> </ul>
	Bridge	<ul style="list-style-type: none"> <li>• It helps me remember what I’ve forgotten. AND it’s a bridge to learn fluent Chinese.</li> <li>• It is helping me learn but could do a lot more.</li> </ul>

The top three occasions when students used the textbooks were: “Doing my homework” (13 votes), “When my teacher asks me to do so” (12 votes) and “When I want to review what we learnt today” (11 votes).

*Summary of the findings for Questions 5-7.*

The average score for the supplementary materials of *Great Wall Chinese* is: 3.7. The reasons for giving the scores for supplementary materials are given in Table 8.15.

Table 8.15 The reasons for giving the scores for supplementary materials of *Great Wall Chinese*

	<b>Reasons for giving the scores</b>
<b>Media and multi-media materials</b>	<ul style="list-style-type: none"> <li>– Conversation speed is quite fast;</li> <li>– CD is very good option when I study for exam</li> <li>– They are good but they talk very slowly so aren't useful when listening to real people talking</li> <li>– Okay, Good to listen to pronunciation of words</li> </ul>
<b>Workbook and sheets</b>	<ul style="list-style-type: none"> <li>• Very good engaging exercises – challenging but not Too hard – sometimes vocab does not match the chapter in the textbook and this can be confusing</li> <li>• Lack of difficult topics or vocabulary</li> <li>• It gives you good tasks to help with writing</li> </ul>

The average score for the cover of *Great Wall Chinese* is: **3.9**; The average score for layout of *Great Wall Chinese* is: **3.9**. The comments for the cover and layout are listed in Table 8.16.

Table 8.16 The reasons for giving the scores for the cover and layout of *Great Wall Chinese*

	Reasons for giving the scores
<b>Cover</b>	<ul style="list-style-type: none"> <li>• A bit boring</li> <li>• Nothing wrong or good about the cover</li> <li>• They look nice and friendly</li> <li>• Cover is simple and not over complicated</li> <li>• The cover + layout are suitable, perhaps lacking some more inspirational elements of China</li> <li>• Fine</li> <li>• The book is Okay.</li> <li>• The cover is not attractive enough to read</li> </ul>
<b>Layout</b>	<ul style="list-style-type: none"> <li>• Layout is very good/easy to understand</li> <li>• The arrangement of grammar, illustrations etc are good enough to follow</li> <li>• Easy to understand</li> <li>• Layout is good but not perfect</li> <li>• Easy to follow, review (especially the vocabulary section)</li> <li>• The cover + layout are suitable, perhaps lacking some more inspirational elements of China</li> <li>• It's clearly layed (laid) out; easy to read and find answers from</li> <li>• Colourful, simple layout so it is easy to read, also each section is based on one theme, so it is very useful</li> <li>• It would be better if the layout could be improve and insert English together with the paragraph.</li> <li>• Everything is easy to find – except for specific words. The vocabulary list is very short.</li> </ul>

*Summary of findings for Question 8-9*

The findings from Question 8-9 are listed in Table 8.17 below.

Table 8.17 Opinions about *Great Wall Chinese* and the features of an ideal textbook

	<b>Reasons for giving the scores</b>
<p><b>The opinions about <i>Great Wall Chinese</i></b></p>	<ul style="list-style-type: none"> <li>• I think it is a good book to cover all the basics</li> <li>• Insert more pictures</li> <li>• The phrases or info in the book seems a bit outdated, it would be better if add more modernized material inside the book</li> <li>• I like how it has new words to learn, then the dialogue, so you can learn new words and sentences structure</li> <li>• Lots of words we learnt teacher then says they wouldn't use in China, so feel the text book isn't up to date</li> <li>• The book, while highlighting many useful things, does not push for improvement too drastically. It would be better if there was a greater speed to the books + rising levels of difficulty</li> <li>• The textbook is Okay, however some of the content is not very useful and is extremely formal.</li> <li>• Some of the context from textbook 1 and 2 are not used often in English and therefore makes it hard to understand</li> <li>• Conversation in book is quite boring</li> <li>• Sometimes the English translation is wrong</li> <li>• It would be group things in the same category together, e.g. Colours, adjectives, etc.</li> <li>• Include the correct negatives, e.g. 不 or 没</li> <li>• Some vocab is not very useful, e.g. “antique store” and “aerobic exercise competition”</li> <li>• More practical vocab would be better, e.g. transport/food/hotels/school/etc</li> <li>• Vocab could be better grouped, i.e. all the colours together in the same chapter</li> <li>• Why have numbers only come up in the vocab list in Lesson 5, book 2!! (We should learn them first!)</li> </ul>
<p><b>The features of an ideal textbook</b></p>	<ul style="list-style-type: none"> <li>• I would combine the two books – text + exercise in one</li> <li>• Colour code the text for easier reference to the grammar</li> <li>• A small size book (look like a notebook)</li> <li>• More pictures</li> <li>• Change the cover</li> <li>• I would also put the new words at the front. Maybe add a little more on grammar, and then show dialogue. Therefore you can practice the grammar before reading the sentences. For example, if the information in the powerpoint were also in a textbook that'd be great.</li> <li>• Also maybe add a quick, short (list of) questions at the end of each chapter to see if you're learnt well.</li> <li>• More actual colour photos of China</li> <li>• Increased reliance on video conversations, rather than recordings</li> <li>• Space out vocabulary between texts, rather than in a single book at the beginning</li> <li>• More vocabulary, given in example sentences, building on individual dictionary skills</li> <li>• Questions + exercises written in Chinese + English</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Demonstration of grammar through texts, but longer texts.</li><li>• I would personally put more images in the textbook to help illustrate words/descriptions.</li><li>• Make it more about real conversations that people would use</li><li>• More relatable to the students</li><li>• Simple,</li><li>• colourful,</li><li>• pictures,</li><li>• explanation of grammar,</li><li>• guidelines for how to write Chinese characters</li><li>• correct English translation</li><li>• Chinese written in a written font</li><li>• Sentences will (have) the same meaning with a single word difference kept to a minimum.</li><li>• Vocab could be better organized</li><li>• More relevant vocab</li><li>• Vocab ordered better, e.g. basic stuff (colours and numbers) first</li><li>• More explanation of origin of words</li><li>• Have more grammar instructions within the book.</li></ul> |
|--|---|

### **8.2.3 Categorisation of the qualitative data**

This section is devoted to present and categorising the qualitative data, which are all the reasons and comments from the learners about textbooks. In the following tables, the data will be summarised according to the categories and sub-categories identified previously. Specific examples of the findings for each category/sub-category will also be presented to give an idea of the sources for the summary.

Table 8.18 Summary of qualitative data under the category ‘Input’

<b>I. Input</b>			
<b>Sub-categories</b>		<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>
<b>Incidental content</b>	<b>Ideas/values/information</b>	<p>“The introduction about Chinese culture attracts me.” (<i>Jinbu 1</i>)</p> <p>“It is weird to learn this content in the UK” (<i>Jinbu 1</i>)</p> <p>“The content is up to date” (<i>Zhongwen 12</i>)</p>	<ul style="list-style-type: none"> <li>– Include information about culture</li> <li>– Be up to date</li> <li>– Be suitable for the age of learners</li> <li>– Be suitable for the context of learning Chinese</li> <li>– Not use too specific situations to present the language</li> </ul>
	<b>Topics</b>	<p>“I’m interested in the topic” (<i>Great Wall Chinese</i>)</p>	<ul style="list-style-type: none"> <li>– Be interesting</li> <li>– Be practical</li> </ul>
<b>Target language input (Language content)</b>	<b>General</b>	<p>“The language I learnt is artificial” (<i>Jinbu 1</i>)</p> <p>“Too specific situation” (<i>Great Wall Chinese</i>)</p>	<ul style="list-style-type: none"> <li>– Use authentic materials</li> <li>– Be useful for daily communication</li> <li>– Not use too formal language</li> </ul>
	<b>Pronunciation and pinyin</b>	<p>“...more pinyin less symbols” (<i>Jinbu 1</i>)</p>	<ul style="list-style-type: none"> <li>– Use Pinyin to aid pronunciation learning.</li> </ul>
	<b>Lexis</b>	<p>“Key vocab for each page or topic” (<i>Jinbu 1</i>)</p> <p>“It would be group things in the same category together, e.g. Colours, adjectives, etc.” (<i>Great Wall Chinese</i>)</p> <p>“More vocabulary, given in example sentences, building on individual dictionary skills” (<i>Great Wall Chinese</i>)</p>	<ul style="list-style-type: none"> <li>– Have sufficient lexis for meeting specific learning objectives, e.g. passing an exam.</li> <li>– Present key vocabulary for each page or topic</li> <li>– Group vocabulary into same categories, e.g. semantic group, feature groups.</li> <li>– Presented vocabulary with sentences illustrating how to use them</li> <li>– Train dictionary skills</li> <li>– Have more explanation of origin of words</li> </ul>
	<b>Grammar</b>	No data	No data



	<b>Written forms</b>	“...calligraphy practice” ( <i>Jinbu 1</i> )	<ul style="list-style-type: none"> <li>– Provide calligraphy practice</li> <li>– Help the learners to memorise characters.</li> </ul>
<b>Target language input (Language Skills)</b>	<b>Language skills</b>	“The content can help me with my speaking skills” ( <i>Zhongwen 12</i> )	<ul style="list-style-type: none"> <li>– Help the learners to meet specific learning objectives, e.g. developing speaking skills, reading skills, etc.</li> </ul>
<b>Exercises and activities</b>		<p>“I feel the activity suits my learning habits” (<i>Zhongwen 12</i>)</p> <p>“It’s neither too difficult nor too easy to finish” (<i>Zhongwen 12</i>)</p> <p>“能帮我记住汉字 (It can help me to remember characters)” (<i>Zhongwen 12</i>)</p> <p>“I can have fun when I do this activity” (<i>Jinbu 1</i>)</p> <p>“I can practise what I learnt by doing this activity” (<i>Jinbu 1</i>)</p> <p>“I have a clear purpose when I do this activity” (<i>Jinbu 1</i>)</p>	<ul style="list-style-type: none"> <li>– Provide enjoyable activities</li> <li>– Include activities that consolidate what has been taught</li> <li>– Include activities that suits needs, e.g. learning styles, of the learners</li> <li>– Include activities that have a clear purpose</li> <li>– Not use too repetitive activities</li> <li>– Have straightforward questions</li> <li>– Include pair work and group work</li> <li>– Include activities for a variety of levels</li> <li>– Have answers/hints/clues for activities</li> <li>– Have sufficient activities</li> <li>– Have authentic activities</li> <li>– Have activities that are interactive with learners</li> </ul>
<b>Instruction and explanations</b>	<b>Instruction for using the textbooks</b>	“...clear instructions” ( <i>Jinbu 1</i> )	<ul style="list-style-type: none"> <li>– Have more guidance on how to do the exercises</li> <li>– Have clear instructions</li> </ul>

	<b>Translations to vocabulary and texts</b>	<p>“...correct English translation” (<i>Great Wall Chinese</i>)</p> <p>“I would set it out neatly and clearly and use a mix of Chinese and English;” (<i>Jinbu 1</i>)</p>	<ul style="list-style-type: none"> <li>– Include English to aid learning</li> <li>– English translation should be precise</li> </ul>
	<b>Explanations given for language content</b>	<p>“I would explain things in Chinese and then translate into English to make easier to understand...” (<i>Jinbu 1</i>)</p>	<ul style="list-style-type: none"> <li>– Have straightforward explanations</li> <li>– Include both Chinese explanations and English translations</li> </ul>

Table 8.19 Summary of qualitative data under the category 'Layout'

<b>II. Layout</b>			
<b>Sub-categories</b>		<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>
<b>Sequencing and structuring the content</b>	<b>Sequencing the language content</b>	No data	No data
	<b>Sequencing the incidental content</b>	"...it would have easy topics at the start and harder topics towards the end of the book so it's easier to understand" ( <i>Jinbu 1</i> )	– Topics should be arranged progressively
<b>Design</b>	<b>Physical characteristics</b>	"The cover + layout are suitable, perhaps lacking some more inspirational elements of China" ( <i>Great Wall Chinese</i> ) "It should be more complicated for my age" ( <i>Zhongwen 12</i> ) "Cover does not relate to the purpose of the textbook" ( <i>Jinbu 1</i> ) "The cover does not relate to the topic we are learning" ( <i>Jinbu 1</i> )	– Highlight Chinese culture – Be interesting – Have brighter colours – Relate to the purpose of the textbooks – Relate to the topics learnt – Be suitable for the age And the size of the textbook should – Be appropriate for the learners to use them.
	<b>Arrangement and presentation of content</b>	"More pictures" ( <i>Great Wall Chinese</i> )  "I gave the layout a three because sometimes it is hard to understand." ( <i>Jinbu 1</i> )  "The colour of the pages is healthy for the human." ( <i>Zhongwen 12</i> )	– Have illustrations – Have neat, clear and easy-to-read layout – Have bright and colourful illustrations – Have clear explanation for what the illustration is about – Have colours which are healthy for human – Include characters printed in a hand-writing font

Table 8.20 Summary of qualitative data under the category ‘Supplementary materials’

<b>III. Supplementary materials</b>		
<b>Sub-categories</b>	<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>
<b>Teacher’s guide</b>	Not applicable	Not applicable
<b>Workbook</b>	<p>“Some of the textbook is fun whereas some is really boring.” (<i>Jinbu 1</i>)</p> <p>“They were too repetitive because we kept writing the same symbols over and over again.” (<i>Jinbu 1</i>)</p> <p>“Sometimes vocab does not match the chapter in the textbook and this can be confusing” (<i>Great Wall Chinese</i>)</p>	<p>Workbook should</p> <ul style="list-style-type: none"> <li>– Be interesting</li> <li>– Be at the suitable level</li> <li>– Not be too repetitive</li> <li>– Match the student book, e.g. have the same vocabulary</li> </ul>
<b>Media and multi-media materials</b>	<p>“Conversation speed is quite fast” (<i>Great Wall Chinese</i>)</p> <p>“They are good but they talk very slowly so aren’t useful when listening to real people talking” (<i>Great Wall Chinese</i>)</p> <p>“Some of them are interesting but others can be repetitive and boring” (<i>Jinbu 1</i>)</p> <p>“It needs more English so we slowly introduced to Chinese I can’t understand them.”(<i>Jinbu 1</i>)</p>	<p>Media and multi-media materials should</p> <ul style="list-style-type: none"> <li>– Include more English</li> <li>– Be interesting</li> <li>– Be at the suitable level</li> <li>– Have more video resources than recordings</li> </ul> <p>The recording should</p> <ul style="list-style-type: none"> <li>– Be read in a suitable speed, not too fast or too slow</li> </ul>

Table 8.21 Summary of qualitative data under the category ‘Goals and objectives’

<b>IV. Goals and objectives</b>		
<b>Sub-categories</b>	<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>
<b>Overall goals intended for the textbook</b>	No data	No data
<b>Specific learning objectives</b>	<p>“I learnt something that will be useful for my exam” (<i>Jinbu 1, Great Wall Chinese</i>)</p> <p>“The words and grammars are useful to my language study” (<i>Great Wall Chinese</i>)</p> <p>“(Have) topics which will be in a test” (<i>Jinbu 1</i>)</p>	– Include content that satisfies the learning objectives, e.g. passing an exam
<b>Key points in each lesson</b>	No data	No data

Table 8.22 Summary of qualitative data under the category ‘Learners’

<b>V. Learners</b>			
<b>Sub-categories</b>		<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>
<b>Age of learners</b>	<b>Children group</b>	Not applicable	Not applicable
	<b>Adolescents group</b>	“It is hard to get at first but when you get there you feel proud” ( <i>Jinbu 1</i> )  “(An ideal textbook should be) challenging” ( <i>Jinbu 1</i> )	– Be challenging
	<b>Adults group</b>	No data	No data
<b>Cultural background of learners</b>		No data	No data
<b>Levels of learners</b>	<b>Conceptual level</b>	No data	No data
	<b>Language proficiency level</b>	“Medium difficulty” ( <i>Jinbu 1</i> )  “Lack of difficult topics or vocabulary” ( <i>Great Wall Chinese</i> )	– Consider the proficiency level of learners when selecting language content
<b>Orientation and motivation</b>		No data	No data
<b>Learning strategies</b>		No data	No data

Table 8.23 Summary of qualitative data under the category ‘Teachers and teaching methodology’

<b>VI. Teachers and teaching methodology</b>		
<b>Sub-categories</b>	<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>
<b>Qualifications/experience of teachers</b>	Not applicable	Not applicable
<b>Teaching methods</b>	Not applicable	Not applicable
<b>Making adaptations</b>	Not applicable	Not applicable
<b>Roles of textbooks in teaching</b>	<p>“It helps illustrate the topics used in daily life” (<i>Great Wall Chinese</i>)</p> <p>“It’s fun to read and guides me to the right path” (<i>Jinbu 1</i>)</p> <p>“I find textbook boring and useless.” (<i>Jinbu 1</i>)</p> <p>“We don’t use it very often” (<i>Jinbu 1</i>)</p> <p>“太简单了 (It’s too simple.)” (<i>Zhongwen 12</i>)</p> <p>“It is quite hard to achieve but it is possible to do” (<i>Jinbu 1</i>)</p> <p>“It is hard to get at first but when you get there you feel proud” (<i>Jinbu 1</i>)</p>	<ul style="list-style-type: none"> <li>– Guidance: it helps learners through the learning process and achieve the learning goals.</li> <li>– Worthless: it does not play a significant role in learning.</li> <li>– Constraint and obstacle: the book can be difficult, but it gives sense of achievement if they overcome it.</li> </ul>

Table 8.24 Summary of qualitative data under the category ‘Teaching environment’

<b>VII. Teaching environment.</b>		
<b>Sub-categories</b>	<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>
<b>Language learning context</b>	<p>“Some of the context from textbook 1 and 2 are not used often in English and therefore makes it hard to understand” (<i>Great Wall Chinese</i>)</p> <p>“It is weird to learn this content in the UK” (<i>Jinbu I</i>)</p>	– Be suitable for the learning context
<b>Curriculum and syllabus</b>	No data	No data
<b>Types of classes</b>	No data	No data



Table 8.25 Summary of qualitative data under the category ‘Practical considerations’

<b>VIII. Practical consideration</b>		
<b>Sub-categories</b>	<b>Raw data (Examples)</b>	<b>Summary of the whole data</b>
<b>Publisher, date of publication, durability, cost...</b>	No data	No data

## **Section 2: Analysis of the qualitative data and conclusions**

The findings presented above can be interpreted against theories in the framework.

Discussion will be provided on the ways in which the findings are supported by the existing theories, and whether there are any new criteria requiring justification. The analysis will follow the same pattern as in previous chapters.

## 8.3 Input

### 8.3.1 Incidental content.

#### 8.3.1.1 Ideas/values/information contained in texts.

In the summary section above, we saw that the learners felt that the information provided in texts should:

- Include information about culture
- Be up to date
- Be suitable for the age of learners
- Be suitable for the context of learning Chinese
- Not use too specific situations to present the language

The first four criteria have been discussed in the analysis of the teachers' and writers' interviews. The last criterion is related to the situations provided in the textbooks and can be supported by the notion of the transference of knowledge as discussed in Section 3.1.3.2 in Chapter 3.

#### *Transference of knowledge*

The difficulty of transferring knowledge is an idea associated with Skills Acquisition Theory (DeKeyser, 1997). This theory posits that an automatised skill is very specific; as a result the transference of it into another situation, even if it is quite a similar one, can be difficult. Past research on language learning (DeKeyser, 1997; DeKeyser and Sokalski, 2001) has proven this theory. Learners, in this research, believed that language should not be presented in very specific situations, which is compatible with the notion of transference of language.

Presenting language in very specific situations can make it difficult for learners to apply the knowledge into other contexts.

### 8.3.1.2 Topics

Learners believe that topics should be interesting and practical, and both criteria were discussed in the analysis of writers' interviews.

## 8.3.2 Target language input.

### 8.3.1.3 Language content

The learners that participated in this study hoped that textbooks could use authentic material, be useful for daily communication, and that the language in the textbook should not be too formal.

Using authentic material and being useful for daily communication are compatible with the discussion around authenticity (Breen, 1985) and the communicative approach, which have both been discussed before. The last criterion is supported by the notion of controlling the formality of language.

#### *Formality of language in textbook design*

Fenton-Smith (2013) mentions that the design of most commercial textbooks shows the influence of research in the domain of discourse analysis, because they select texts with different levels of formality. The last criterion is compatible with the notion that the formality of language in the textbook should be controlled and be suitable for the learners' needs.

#### 8.3.1.3.1 Pronunciation and *pinyin*

In the summary section, learners felt that textbooks should have more *pinyin* and fewer characters. This perception is compatible with research on the difficulty of learning Chinese characters and the importance of adding *pinyin*, which were discussed under the same sub-category in the analysis of teachers' interviews.

#### 8.3.1.3.2 Lexis

In the summary, the learners felt that textbooks should:

- Include sufficient vocabulary for meeting specific learning objectives
- Include key vocabulary for each page or topic
- Group vocabulary into same category such as semantic and feature groups
- Present vocabulary in sentences illustrating how to use them

- Train dictionary skills
- Have more explanation of origin of words.

Among these criteria, the desire for sufficient vocabulary and key vocabulary whenever necessary can be explained by the importance of vocabulary (Wilkins, 1972; Lewis, 1993), which has been discussed in the analysis of the teachers' interviews. Learners' opinions also reflected that specific learning goals should be taken into consideration when selecting vocabulary. Requiring the vocabulary given in sample sentences showed the learners' need for contextualised information around vocabulary. Discussion on the same issue was given under the category of 'Incidental content' in the analysis of the writers' interviews.

Criteria such as grouping vocabulary into groups, presenting the origins of words, and requiring training in dictionary skills can be supported by the strategies for memorising vocabulary.

#### *Introducing learning strategies in textbook design*

Cunningsworth (1995) suggests that learning strategies such as skills for vocabulary development should be included in textbooks for the sake of facilitating language learning. Grouping vocabulary and presenting dictionary skills and origins of words are all learning strategies that can help the learners to memorise vocabulary more easily. These suggestions from the learners in this study are therefore compatible with Cunningsworth's suggestions.

#### 8.3.1.3.3 Grammar

There was no data found under 'Grammar'. The reason could be that none of the three textbooks emphasised grammar. *Jinbu 1* was designed with the idea of task-based language teaching, so it is composed of all kinds of activities. Grammar rules are explained with straightforward words in the forms of tips/notes. *Zhongwen 12* has no introduction to grammar at all, because learners who have reached this level should have mastered all the grammar knowledge they need for communication. *Great Wall Chinese* has no presentation of grammar either.

#### 8.3.1.3.4 Written forms (characters)

Learners felt that textbooks should provide calligraphy practice and help learners to memorise characters.

Providing calligraphy practice is compatible with the idea of providing achievable challenge for learners (Tomlinson, 2003) and preserving the intrinsic interest of the learners (Ellis, 2001; Gardner, 1972). The requirement to provide activities for character memorisation can be explained by Skills Acquisition Theory (DeKeyser, 2007), which has been discussed under the sub-category ‘Pronunciation and *pinyin*’.

#### 8.3.1.4 Language skills

The summary section showed that the learners believed textbooks should help learners to meet specific learning objectives, e.g. developing speaking skills, reading skills, etc.

Unlike the teachers, the learners did not stress the development of all four skills. They hoped that textbooks would help them with certain skills that they needed to develop. This further proves that learners have specific goals and they like textbooks that can cater for these goals.

### 8.3.3 Exercises and activities

In the summary section, it was seen that learners felt activities and exercises should:

- Be enjoyable
- Consolidate what has been taught
- Suit needs, e.g. learning styles of the learners
- Have a clear purpose
- Not be too repetitive
- Have straightforward questions
- Include pair work and group work
- Be at a variety of levels
- Have answers/hints/clues
- Be sufficient
- Be authentic
- Be interactive for learners.

Even though this seems to be a long list, many of them have already been discussed under the same sub-category in the analysis of teachers’ and writers’ interviews, such as “Be enjoyable”, “Be sufficient”, “Not be too repetitive” and “Have a function of consolidation”.

Some of the rest of the criteria can be supported by theories that have been discussed in other categories. These theories include:

- Supportive role of textbooks (Allwright, 1981), supporting the criteria ‘Activities should have a clear purpose’ and ‘Have straightforward questions’;
- The theory of scaffolding (Wood et al, 1976) and the interactive view of language (Long, 1996), support the criteria ‘Should include pair work and group work’ and ‘Activities should be interactive for learners’;
- ‘i+1’ principle (Krashen, 1981), supports the criterion ‘Activities should be at a variety of levels’.

The remaining two criteria, ‘Activities should suit the needs of learners, e.g. learning styles’ and ‘Tasks should be authentic’, have not been mentioned before. A brief introduction is therefore made below.

#### *Inferred needs – learning styles*

In Section 3.3.2.3, inferred needs such as learning styles were discussed under the sub-category ‘social context’. It was suggested that learning styles vary among learners and it is difficult for a textbook designer to predict and suit the needs of every learner. Information about the educational system and social backgrounds of learners may help designers to infer some features of the learning styles among the group of target learners.

#### *Authentic tasks*

It has been argued by many researchers (e.g. McGrath, 2002; Nunan, 1988) that the principles of authenticity should also be followed in the process of task design (see discussion on authenticity in Section 3.2.2.6). Their notions support the requirement of authentic tasks in textbooks.

### **8.3.4 Instructions and explanations**

#### 8.3.4.1 Instructions given for using the book

The learners believed that textbooks should provide clear instructions and more guidance on how to do the exercises. These two criteria can be supported by Harmer's (2007) ideas about the guidance role of textbooks.

#### 8.3.4.2 Translations of vocabulary and texts

Just like their teachers, learners in this research were also in favour of the provision of precise English translations. Their view is compatible with the views of most of the teachers and writers and can be supported by the literature that using appropriate amounts of the L1 in L2 teaching can benefit language learning (e.g. Schweers, 1999).

#### 8.3.4.3 Explanations given for linguistic content

The learners felt that the explanations should be straightforward and include both Chinese explanations and English translations. These criteria can be explained by the role of declarative knowledge explained by Skills Acquisition Theory (DeKeyser, 2007).

#### *Declarative knowledge*

According to Skills Acquisition Theory, declarative knowledge can help learners to construct new knowledge explicitly. Later, new knowledge can be processed and proceduralised for further usage (DeKeyser, 2007). This theory can be used to support the request for English translations of the explanations. English translations can make the explanations clear and comprehensible.



## **8.4 Layout**

### **8.4.1 Sequencing and structuring the content**

#### 8.4.1.1 Sequencing the language content

No data

#### 8.4.1.2 Sequencing the incidental content

Learners felt that topics should be arranged progressively. They believed that the arrangement of topics in the textbook should start from easy topics and move to more difficult ones later. This notion has been discussed with the help of the research on the cyclical design of a notional syllabus under the same sub-category in the analysis of the writers' interviews.

### **8.4.2 Design**

#### 8.4.2.1 Physical characteristics of the book

It was seen in the summary part that learners felt that the cover should:

- Highlight Chinese culture
- Be interesting
- Have brighter colours
- Relate to the purpose of the textbooks
- Relate to the topics learnt
- Be suitable for their age.

And the size of textbooks should:

- Be appropriate for the learners to use them.

The criteria related to cultural elements were discussed in the analysis of teachers' interviews. Providing an interesting cover with bright colours can be supported by the research on intrinsic motivation (Ryan, 1995). Asking for the book to be an appropriate size was discussed under the same category in the analysis of the writers' interviews.

The remaining three criteria, 'Cover should relate to the purpose of the textbooks', 'Cover should relate to the topics learnt', and 'Cover should be suitable for learners' age', are new

criteria identified by the learners. There was limited literature relating to the kind of message that should be sent by the cover, nor was there much on the relationship between the age of learners and their interests in the design of the book cover. I will give my own justification about these criteria with the help of research on the coherence of books and the age and interest of learners.

### *Coherence of a book*

It was discussed previously that coherence should be achieved between the units and exercises in a textbook and among different books in one series (e.g. Rahimy, 2007; Zabawa, 2001; Miekley, 2005). Learners' suggestions on presenting the purpose and topics of the book show that the coherence of a book should be achieved not only through its content, but also the cover design. Even though designing the cover is usually the job of the editors and publisher, who are more concerned about the attractiveness and aesthetic value of the cover, I believe that writers should also be involved in the process because they are more aware of the aim of designing the textbook and the topics introduced in it. Random pictures irrelevant to Chinese or language learning, or the topics introduced in the book, should not be presented on the cover.

### *Age and interests*

In Section 3.3.2.1, I discussed factors such as the age of learners, their interests, and other affective factors. It was identified that illustrations and cover of the book should have features of "novelty, challenge, or aesthetic value" (Ryan and Deci, 2000, p.71), which I believe could apply to all the learners. Another finding is the importance of generating intrinsic motivation in children and adolescents, in order to compensate for the lack of autonomy and the effects of transition during puberty (see the discussion in Section 3.3.2.1). Literature directly showing what kind of designs would be suitable for each age group is scarce, however, except for the mention of young learners' preference for bright colours. More research needs to be done on the interests of learners at different ages, especially their interests concerning the physical presentation of textbooks.

#### 8.4.2.2 Arrangement and presentation of content

The learners believed that textbooks should:

- Have illustrations
- Have a neat, clear, and easy-to-read layout

- Have bright and colourful illustrations
- Have clear explanation for what the illustrations are about
- Have appropriate colours, neither too bright nor too dark.
- Include characters printed in a handwriting font.

All of these criteria have been discussed before. Criteria related to clear layout, explanations for illustration and fonts of characters can be explained by the supportive role of textbooks. Asking for bright and colourful illustrations can be supported by research on intrinsic motivation. The criterion related to colours means that the book has appropriate colours so that it is easy to read and does not strain the eyes. This criterion can be explained by the practical needs of learners (see Section 6.4.2.1 for the discussion about practical needs).

## **8.5 Supplementary materials.**

### **8.5.1 Teacher's guide**

Not applicable

### **8.5.2 Workbooks**

Learners felt that workbooks should:

- Be interesting
- Be at a suitable level for them
- Not be too repetitive
- Match the student book, e.g. have the same vocabulary.

Having interesting and various exercises has been discussed before in terms of learners' interests. The proficiency levels of learners and the requirement for various forms of exercises were both discussed under the category 'Exercises and activities'.

The last criterion is related to the role of workbooks. In the literature, there was no criteria relating to the role of workbooks, hence I will give my own discussion here. Because a workbook is often seen as a supplementary material and is often designed for self-study, its language content should match the student book. According to the findings from the teachers' and administrators' interviews (see Sections 5.5.2 and 7.5.2), workbooks were mainly used for revision and consolidation, which indicates that the workbook plays a supportive role.

### **8.5.3 Media and multi-media materials**

Learners felt that the media and multimedia materials should:

- Include more English
- Be interesting
- Be at the suitable level
- Have more video resources than recordings.

And the recordings should:

- Be read at a suitable speed, not too fast or too slow.

All the criteria except the last one have been discussed before, with the help of the supportive role of textbooks, the intrinsic motivation of learners, ZPD, and authenticity in textbook design.

A further discussion is made below to support the last criterion: ‘providing recordings at a suitable speed’. Cunningsworth (1995) suggests that listening materials should be played at an appropriate speed. The aim of providing audio files is to provide learners with opportunities to follow the speakers and to practice speaking. To fulfil this aim, the recordings should be recorded at a suitable speed at which the learners can follow them. Someone may argue that if it is too slow, the speech will lose its authentic flavour. The main aim of providing such materials, however, is to support learning rather than discourage the learners. Another solution is to record the audio files with two versions: one at the normal speed and the other one at a slower rate, so that recordings of a suitable speed are provided without losing the authentic flavour of the conversations.

## **8.6 Goals and objectives.**

Only the second sub-category 'Specific learning objectives' had any data.

### **8.6.1 Specific learning objectives**

Textbooks should include content that satisfies the learners' learning objectives, e.g. passing an exam. This can be supported by the specific goals of learners.

## **8.7 Learners**

### **8.7.1 Age of learners**

In the summary section, it was seen that learners felt textbooks should be suitable for their age.

Learners' age and related factors were discussed from the perspectives of SLA and cognitive development in Section 3.3.2.1. The idea that the content and design of the textbook should suit the age of learners can be supported by the research on the effects of age on language learning.

#### 8.7.1.1 Child group

Since only adolescents and adults were invited to fill in the questionnaires, responses relating to the child group are not applicable here.

#### 8.7.1.2 Adolescents group

Learners felt that textbooks designed for adolescents should be challenging. This criterion can be explained by the idea of achievable challenge (Tomlinson, 2013), which was discussed under the same category in the analysis of the teachers' interviews.

#### 8.7.1.3 Adult group

No data

### **8.7.2 Cultural background of learners**

No data

### **8.7.3 Levels of learners**

#### 8.7.3.1 Conceptual level

No data

#### 8.7.3.2 Language proficiency level

The learners felt that the selection of language content should consider their proficiency level. This issue has been discussed under the category of ‘Exercises and activities’ according to the ‘i+1’ principle (Krashen, 1982; 1985).

#### **8.7.4 Orientation and motivation**

No data

#### **8.7.5 Learning strategies catered for**

No data



## **8.8 Teachers and teaching methodology**

The first three sub-categories are not applicable to the learners. The last sub-category is used to discuss the roles of textbooks in language learning and how the learners use textbooks.

### **8.8.1 Qualifications/experience of teachers**

Not applicable

### **8.8.2 Teaching methods**

Not applicable

### **8.8.3 Making adaptations**

Not applicable

### **8.8.4 Roles of textbooks in learning**

The learners interviewed saw textbooks as:

- Guidance: helping learners through the learning process and to achieve the learning goals
- Worthless: do not play a significant role in learning
- A constraint and obstacle: the book can be difficult, but it gives them a sense of achievement if they overcome it.

This question about the role of textbooks in the questionnaire was designed according to McGrath (2006)'s research about learners' images of textbooks. The results showed that learners see textbooks as providing guidance, but also as being worthless, as well as providing constraints and obstacles. In the analysis of the interviews with other three groups, three roles of textbooks in teaching were identified: resource provider, director, and support provider, which are all positive roles. Not all the learners who participated here saw textbooks as having a positive role, however. Some of them perceived textbooks as "Nothing", "Worthless", or "Rubbish bin". In the following sessions, I will present the views

of the interviewed learners, and provide some extracts to show their reasons for viewing textbooks in the ways they reported.

### *Guidance*

One group of learners selected metaphors such as ‘Guide’ and ‘Key’. For these learners, textbooks could help them through the learning process and achieve their learning goals. Learners who voted for this role thought that textbooks could direct them through lessons, help them to learn, and make the learning experience enjoyable and easy.

A selection of quotes:

- “It helps me through lessons and goes into more detail helping me understand”;
- “It helps me learn and gives good examples for me to follow”;
- “It shows me the way of learning the language, and also teaches me about the culture”;
- “It is making learning Chinese easier”;
- “It’s fun to read and guides me to the right path”;
- “By learning Chinese as the textbook says, I can get a better job by knowing more than one language”.

### *Worthless*

Learners under this group selected metaphors such as ‘Nothing’, and ‘Rubbish bin’. Textbooks did not have a significant role in their learning. It was found that only the learners in the *Jinbu* group selected these metaphors, however. This group of learners did not actually have much experience of using this textbook because the content of the book was not compatible with the exam they were taking. It was thus inferred that this is the reason that they do not think the textbook is valuable.

A selection of quotes:

- “We hardly ever use it and I find textbook boring and use less”;
- “We don’t use it”;
- “It’s too simple”.

### *Constraint and obstacle*

Learners who chose ‘Mountain’ showed that they viewed textbooks as constraints and obstacles. For them, a textbook could be difficult, but finishing it could also bring a sense of achievement.

A selection of quotes:

“It is quite hard to achieve but it is possible to do”;

“It is hard to get at first but when you get there you feel proud”.

Because the degree to which textbooks are used in the classroom is not controlled by learners, the negative role of *Jinbu 1* may not reflect the role it plays in a real teaching situation.

Presenting the roles of textbooks from the perspective of learners is a new way of identifying the roles of textbooks, however. More research of this kind is needed to find out more about the real roles of textbooks in the language learning process.

## **8.9 Teaching environment**

### **8.9.1 Language learning context**

Learners felt that textbooks should be suitable for the learning context. The context of learning and using the textbook is a key factor to consider when designing the textbooks. It has been discussed in the analysis of the interviews of teachers, writers, and administrators.

Other sub-categories were either not considered by the learners or not applicable to the group.

### **8.9.2 Curriculum and syllabus**

No data

### **8.9.3 Types of classes**

No data

## **8.10 Practical considerations**

No data

## **8.11 Conclusion**

From the presentation of the findings and analysis, it was evident that most of the criteria proposed by the learners had already been mentioned in other groups. All the criteria proposed conformed to generally accepted theories. Learners in this study proposed very specific requirements for the textbooks they needed. The new criteria proposed by learners mostly related to the textbooks themselves rather than other factors such as teachers and the teaching environment. The new criteria depicted a detailed illustration for an ideal TCFL textbook that the learners would want to use. The specific criteria directly related to the content of textbooks that are invaluable for refining and improving the selection of incidental and language content, the physical design of textbooks, and the design of supplementary materials.

### **8.11.1 New criteria and their implications**

The new criteria from the learners' questionnaires are:

Incidental content and language content:

- Situations to present the language should not be too specific
- Should have more explanation of the origin of words
- Textbook should help the learners to memorise characters
- Exercises and activities should be authentic

Design of the textbook:

- The cover should relate to the purpose of the textbook
- The cover should relate to the topics learnt
- The cover should be suitable for the age range
- Should have clear explanations for what the illustrations are about

About supplementary materials:

- The workbook should match the student book, e.g. have the same vocabulary.
- The recordings should be read at a suitable speed, not too fast or too slow.
- Should have more video resources than recordings.

Generally, learners proposed two new issues that were not touched upon before by the other groups. Firstly, they showed interest in the cover of the book. They believed that the cover should be linked to the content of the book. Randomly selected pictures were not welcomed. The cover design also contributes to the integrity of a book. Secondly, the cover should suit the interests of learners at different ages. There is little research on the relations between age and their interests in illustrations and book covers; the findings here would indicate that more research needs to be done.

In addition, how the learners perceived the roles of textbooks was different from those mentioned by other groups. Learners saw both positive and negative roles to textbooks. Since the teaching situation of the *Jinbu* group in this research was different, it is suggested that more research on the role of textbooks needs to be done from the learners' perspective, to find out whether learners do perceive textbooks as having negative roles in their learning.

### **8.11.2 The 'empty' categories**

The categories that had no data generally fell into two groups: 'not applicable' and 'no data'. The categories that were not applicable to learners were: 'Teacher's guide', 'Qualifications/experience of teachers', 'Child group' (because children were not selected as subjects), 'Teaching methods', and 'Making adaptations'.

The categories that yielded no data were: 'Cultural background of learners', 'Sequencing the language content', 'Overall goals', 'Key points in each lesson', 'Adult group', 'Conceptual level', 'Orientation and motivation', 'Learning strategies', 'Curriculum and syllabus', 'Types of classes', and 'Practical considerations'. It is reasonable that no data were obtained under these categories, because learners are not in a position to comment on these issues. Compared to the other three groups, they are the group that has the least knowledge about language learning and teaching; they do not consider factors such as goals and objectives, curriculum and syllabus, etc.

In the past research related to materials development (e.g. Hutchinson and Waters, 1987; Tomlinson, 2003; 2013a; 2013b), learners' needs have always been put in first place. There is no doubt that collecting and analysing learners' opinions about textbooks is useful for constructing a comprehensive criteria list for TCFL textbook evaluation.

Based on the criteria summarised from the four groups of subjects and analysed with the existing theories and research, a list of criteria for evaluating TCFL textbooks was drawn up (see Appendix 2). In the next chapter, this list will be used together with the criteria lists from the past literature for evaluating a group of TCFL textbooks in the market.

## **9 Chapter 9: Results of textbook evaluation**

In this chapter, the results of the textbook evaluation will be presented. Firstly, I will discuss how the evaluation was carried out, including the measures used for evaluating the textbooks against the criteria, how evaluations were arrived at, and other techniques for evaluation. Then, I will present the results of the individual evaluation of 10 textbooks. The 10 books were evaluated against the criteria obtained from the literature (see Appendix 1) and the criteria summarised from this research (see Appendix 2). A rank of the scores for the books will be given.

In order to find out why some textbooks scored higher than the others, in-depth analysis was carried out on three pairs of textbooks. Textbook pairs were chosen for comparison at the same time. The scores between the two books chosen to evaluate comparatively in pairs had a relatively large gap, and their target learners or contexts shared some common features, e.g. they were both designed for adults, or for learners who are learning Chinese in a foreign language context. The reason for analysing these textbooks in pairs was to show the difference between the books that scored well and not very well. By doing in-depth analysis, I could see what made the good textbooks better and why they outperformed other textbooks.

After doing the in-depth analysis, I will carry out a group evaluation for the 10 books, in which I will look at how the 10 books did as a group against all the criteria from the literature and from this research. The results will give a barometer of the quality of the textbooks in the market and what improvements could be made in textbook design.



## **9.1 Evaluation of individual textbooks**

### **9.1.1 The measure for evaluating textbooks against criteria**

The textbooks were evaluated against each criterion using a simple three-point measure: Yes, No and N/A.

- “Yes” was chosen if most of the content met the criterion; The corresponding score is 1;
- “No” was chosen if very little of the content met this criterion; The corresponding score is -1;
- “N/A” was chosen if the criterion is not applicable to this textbook, or the textbook was neutral – it neither met nor failed to meet the criterion. The corresponding score is 0.

For sample evaluation forms and the calculation of the scores, see Appendix 5 and 6.

### **9.1.2 How evaluation was arrived at**

It was not always easy to decide whether a textbook fully met a criterion. This section includes possible situations encountered in the evaluation process and provides solutions with examples.

#### **9.1.2.1 Categorising criteria**

To explain how the evaluation score was arrived at, the criteria were first categorised into ‘easy’ and ‘difficult’ criteria, based on how difficult it was to decide whether a textbook met the criterion.

##### **9.1.2.1.1 Easy criteria**

For some of the criteria, the evaluation was straightforward, so these are called ‘Easy criteria’ (E criteria) in this research. An example of an E criterion is “[Textbook] Includes cultural information”. If the textbook includes cultural information, then it gets a ‘Yes’; if the textbook does not include any cultural information, it will get a ‘No’. The decision is relatively easy.

#### 9.1.2.1.2 Difficult criteria

For some criteria, reaching an answer can be more difficult, either because a lack of context-specific information about the teaching situation the book is intended for, or because of the obscurity of the criteria. These will be discussed separately below. Difficult criteria are designated 'D'.

##### *D criteria requiring context-specific information*

Some of the D criteria could only be used when context-specific information is available, e.g. goal of the course, orientation of the learners, etc. There are eight criteria of this type in the list of criteria from the literature, which are:

- 1) Texts style and register are suitable for students' objectives
- 2) The goals presented in the textbook should match the objectives of the course and curriculum
- 3) The goals presented in the textbook should match the objectives of the students
- 4) The textbook should be appropriate to the learning/teaching situation;
- 5) The textbook should be suitable for the school district
- 6) The textbook should be easy to obtain
- 7) The textbook should be at a reasonable cost and price
- 8) Teacher's guide should be at a reasonable price and should be available (in the list for evaluating the teacher's book).

There are seven criteria of this type in the list of criteria identified in this research, which are:

- 1) Topics should be appropriate to the specific learning aims;
- 2) The goals presented in the textbook should meet the goal(s) of the course;
- 3) The textbook should be designed to meet the standards set by various national or international educational bodies;
- 4) The goals presented in the textbook should meet the specific teaching objectives;
- 5) The textbook should be designed for students who want to reach a certain proficiency level and should meet the requirements of an appropriate national curriculum for modern foreign language learning;
- 6) Language content selection should consider the orientation of learners;
- 7) The textbook should meet the requirements of the syllabus.

Evaluating textbooks according to these context-dependent ‘D’ criteria requires specific information from a real teaching context. Here, I have provided two sample situations to illustrate how such information can be collected (see Table 9.1 and 9.2). These examples are:

- 1) A non-specialist Chinese course in a university;
- 2) A Chinese course opened in a middle school as one of the FL courses that students can choose.

In a real teaching context, the following information should be provided to the evaluators prior to the evaluation:

Table 9.1 Information about a non-specialist Chinese course in a university

Criteria	Information required for evaluation	Source of information
Meets the goal of the course	The goal of the course is to enable students with no prior knowledge of Mandarin Chinese to acquire basic practical language skills. With an emphasis on communicative abilities, all four language skills – listening, reading, speaking and writing – are developed through classroom practice and self-directed learning.	Module organisers, headmaster or head teacher.
Meets the specific teaching objectives	Specific teaching objectives of the course: <ol style="list-style-type: none"> <li>1) Students will master ca. 250 words related to daily life;</li> <li>2) Students will be able to understand simple sentences and classroom expressions related to personal and daily activities;</li> <li>3) Students will be able to obtain main points from written and audio materials;</li> <li>4) Students will be able to communicate with others in daily situations;</li> <li>5) Students will be able to write ca. 140 characters in simple sentences or forms.</li> </ol>	Teachers
Meets the specific learning aims	Some students have Chinese as their L1, so they are more interested in developing reading and writing skills through the course.	Students
Whether the textbooks suits preferred teaching methodology	Methodology suitable for the learners. Communicative language teaching.	Teachers, module organisers
Meets the specific requirement in the school district	None	Teachers, institution
Affordable in the financial situation	Textbooks can be purchased by the students	Institution
Availability of contacting to	Easy to obtain books	Institution

publishers/book suppliers		
Meets the standards set by national or international bodies	Unknown.	Institution
Suitable for the orientation of the learners	Intrinsic interests to Chinese language and China; instrumental motivation such as hoping to learn Chinese for finding a job.	Students
Meets the requirement of syllabus	Content syllabus, which provides the situations and language content (grammar) that students need to learn through the course.	Module organiser or head teacher

Table 9.2 Information about a Chinese course in a middle school

Criteria	Information required for evaluation	Source of information
Meets the goal of the course	1) Develop the communicative abilities of the learners through training 4 language skills. 2) Develop the cultural awareness of the learners. 3) Lead to a certificate in Chinese language.	Module organisers, headmaster or head teacher.
Meets the specific teaching objectives	Specific teaching objectives are decided according to the exam requirement.	Teachers
Meets the specific learning aims	Some learners join the course out of personal interests.	Students
Whether the textbooks suits preferred teaching methodology	Methodology suitable for adolescents.	Teachers, module organisers
Meets the specific requirement in the school district	Limited time for Chinese classes (two hours/week); Students are going to take The Youth Chinese Test (YCT).	Teachers, institution
Affordable in the financial situation	Limited funding; textbooks need to be provided by the institution	Institution
Availability of contacting to publishers/book suppliers	Have no contact to publishers/book suppliers.	Institution
Meets the standards set by national or international bodies	CEFR, National curriculum for modern foreign language	Institution
Suitable for the orientation of the learners	Instrumental motivation such as exam orientated	Students
Meets the requirement of syllabus	Content syllabus. Syllabus is closely related to the requirement of the exam.	Module organiser or head teacher

Once the necessary information has been obtained, the book can be evaluated against the context-dependent D criteria. The evaluation procedure is the same as evaluating against other criteria.

In this research, I had no context-specific information available for carrying out the evaluations. I still kept these context-dependent D criteria in both criteria lists for the convenience of future evaluation in the real teaching situations, however.

#### *D Criteria requiring references*

Some of the D criteria are very subjective and it is therefore difficult to apply them in an evaluation. One criterion is ‘The ideas and information of the textbook should be interesting’, for example. It is very difficult for the evaluators to decide whether the information is interesting or not, as this will be inevitably subjective. If we go through the past criteria lists in the literature, it is evident that many of the criteria belong to this type.

I argue that the lack of clarity in this type of criteria may hinder the application of a criteria list in the real evaluation. In this research, I have therefore broken down these D criteria into sub-criteria with the help of existing research or interview data. The sub-criteria are more applicable during the evaluation, so the evaluation process will be carried out more easily and will be more readily substantiated. If we follow Cunningsworth (1995) and break down the criteria ‘The ideas and information of the textbook should be interesting’ into a series of sub-criteria and evaluate the textbook against the sub-criteria, then the evaluation will be easier because the sub-criteria are more transparent and straightforward.

The sub-criteria suggested by Cunningsworth (1995) are:

- The information provides continual challenge, either linguistically or intellectually
- Information is lively and well presented
- Textbook has a variety of topics and activities
- It can help students to realise how much progress they have made
- It encourages them to review their achievements.

In order to decide on the sub-criteria, the first choice would be searching for references from the existing research as I did with the example above. For some of the criteria, however, the current research on materials development did not provide a detailed explanation. More

research therefore needs to be done. Due to the scale of this research, the researcher is not able to conduct further research to assist with this, but this research will point out to what extent the existing research can suggest sub-criteria to select, as well as what kind of further research is needed.

If there is no research at all or the current research cannot suggest sufficient sub-criteria, the second choice is to use the data from the interviews/questionnaires. It is inevitable that the opinions of the subjects in this research cannot represent the opinions of the entire population; however, as a sample group of textbook users, they have first-hand experience about textbooks, therefore their opinions have their own value.

Two reference lists will be provided in Appendix 4. These present the classification of each criterion (E or D), where to get the references or information for deciding sub-criteria if needed, notes for carrying out the evaluation, and whether further research is needed.

Textbook evaluators can use these sub-criteria as references when reaching a decision in their evaluation. There are some overlapping criteria between the criteria list from the literature and from this research, therefore I have only presented the references for the new D criteria from the literature.

#### 9.1.2.2 Other techniques for evaluation

I have discussed how textbooks can be evaluated; however, the real evaluation process is more complex, so instructions are needed for carrying out the evaluations. Below, three typical occasions are listed to show how the evaluation can be done in practice.

##### *Using sample units as evidence*

If the criterion requires closer examination of the book, the researcher will sample 2-3 units to do an in-depth analysis. It is difficult to examine the book against criteria such as ‘The lexis should be presented appropriately and reinforced for effective learning’ without looking at the arrangement of all the vocabulary in the book, for example, but to look at everything would be too time-consuming. The researcher will therefore select 2-3 units randomly and examine whether there is any repetition of lexis in these units, then provide the answer.

##### *Using contradictory evidence as sub-criteria*

Some of the criteria are more difficult to evaluate, for example, ‘The ideas and information should be up to date’. It is difficult to give an answer because not all the information in the



book would be constrained by time. Some information is neutral in this regard, e.g. greetings between people, getting food and drink, etc. For such criteria, the researcher will search for evidence that is contradictory to the criterion, i.e. any information that is out of date and then assess the percentage of such information. If none of the information provided in the textbook is time constrained, then it can be either that the textbook designer has considered this and has deliberately selected information that will not be affected by time, or the textbook designer has no idea about the criterion so they never made any effort to select up-to-date information. In this case, the textbook design would be marked as “N/A” as it the researcher would not know the orientation of the author.

#### *Missing categories*

If a category/sub-category is entirely missing, e.g. the textbook has no workbook to accompany it, all the criteria under the category ‘Workbook’ will get a ‘No’.

## 9.2 Results of individual textbook evaluations

The process of evaluation was introduced in Chapter 4, Section 4.4.3.3. The total score is counted with the equation:

$$(\# \text{ of Yes}) * 1 + (\# \text{ of No}) * (-1) + (\# \text{ of N/A}) * 0.$$

### 9.2.1 Results of evaluation

Among the 10 books, the rank of total scores after evaluation against the criteria from literature is shown in Table 9.3 below.

Table 9.3 Ranking of scores for the 10 textbooks (Criteria from literature)

No.	Book title	Total score
1	<i>Jinbu 1</i>	117
2	<i>Experiencing Chinese</i> (Middle school)	79
3	<i>Chinese in Steps 1</i>	75
4	<i>Chinese Paradise</i> (Elementary)	68
5	<i>New Practical Chinese Reader</i>	54
6	<i>Kuaile Hanyu</i> Beginners	37
7	<i>Zhongwen 1</i>	26
8	Chinese Express – Talk Chinese	25
9	<i>Youer Hanyu 1</i>	22
10	<i>Great Wall Chinese 1</i>	0

Among the 10 books, the rank of total scores after evaluation against the criteria from this research is shown in Table 9.4.

Table 9.4 Ranking of scores for the 10 textbooks (Criteria from this research)

No.	Book title	Total score
1	<i>Jinbu 1</i>	105
2	<i>Chinese Paradise</i> (Elementary)	88
3	<i>Experiencing Chinese</i> (Middle school)	65
4	<i>Chinese in Steps 1</i>	64
5	<i>New Practical Chinese Reader</i>	63
6	<i>Kuaile Hanyu</i> Beginners	30

7	Chinese Express – Talk Chinese	17
8	<i>Youer Hanyu 1</i>	-12
9	<i>Zhongwen 1</i>	-23
10	<i>Great Wall Chinese 1</i>	-54

For all the evaluation sheets and the scores, see [10.15131/shef.data.5236336](https://doi.org/10.15131/shef.data.5236336).

In addition to evaluating the textbooks, I made a comparison between the list of criteria from the literature and from this research. The gaps between these two lists have been marked as blue and light green (see Appendix 3). A discussion of the results of the comparison and individual evaluation will be presented in Section 9.2.2.

### 9.2.2 Discussion of the results of the evaluation

In Appendix 3, I presented a comprehensive criteria list that could be used for textbook evaluation. This list contains both the criteria identified by previous textbook researchers as well as the criteria identified in this research. I believe that these two lists complement each other and presenting both of them can provide a complete guidance for future evaluators. I also marked the differences between these two lists (see Appendix 3, different colours represent new criteria in both lists) to show the gaps between the two lists. I argue that textbook designers should already have been aware of the criteria summarised in the literature, but they may not be aware of the new criteria identified in this research. The gaps between these two lists show which criteria have not been identified before, which may help to explain why many textbook users are not currently satisfied with the textbooks they are using.

This study found that there were considerable differences between the list of criteria from the literature and the list identified from this research (see Appendix 3). Some key points about these differences are:

- 1) More criteria about the design of general language content were identified in the literature than in this research
- 2) More criteria about the design of the lexis in textbooks were identified in this research than in the literature;

- 3) More criteria about the design of the teacher's book were identified in the literature, but no criteria identified on workbooks, and fewer criteria were identified about media and multimedia materials in the literature.

This research therefore contributes more criteria about the design of textbook lexis, workbook and media and multimedia materials to the literature. It also demonstrates that a systematic approach to textbook evaluation can be useful.

Comparing the results of the evaluation of the 10 textbooks against the criteria from the literature, and against the criteria identified in this research, the ranking of the textbooks did not change much in these two evaluations (The scores of the evaluation against the criteria from literature are higher than those from this research because of the different number of criteria in the two lists). The first five books and the last five books scored the same in both evaluations. This means that even though there are differences between the criteria identified by this research and the past literature, well-designed textbooks always perform well, no matter which list they are evaluated against. They can thus meet the criteria identified both in the literature and this research.

### 9.3 In-depth analysis

In-depth analysis was carried out with three pairs of the 10 textbooks: *Jinbu 1* and *Kuaile Hanyu Beginners 1*, *Chinese in Steps 1* and *Great Wall Chinese 1*, *Chinese Paradise (Elementary)* and *Youer Hanyu 1*.

#### 9.3.1 In-depth analysis 1: Comparing *Jinbu 1 (JB)* and *Kuaile Hanyu beginners 1 (KH)*

These two books were selected because their target learners have the same age features and language background. Both are designed for learners from an English-speaking background, aged 11-16, at the beginner level (see the back cover of *JB* and Foreword of *KH*). In addition, there was a relatively large gap (80 when evaluated against the criteria from the literature, and 75 from this research, see Table 9.3 and Table 9.4) in between their scores, which means that *JB* did much better in some criteria than *KH*. By comparing them, differences between a book that was designed well and one that was not designed not very well could be revealed. To carry out the analysis, I will first list the criteria that were well met by *JB* but not by *KH*, then the criteria met by *KH* but not *JB* (because even though *KH* scored lower, it still performed better against some criteria), and then I will look at the content of these two textbooks in detail and discuss why *JB* is generally a better textbook than *KH*.

##### 9.3.1.1 How the two books performed in the evaluations

The criteria not met by *KH* generally fell into the following categories (see Table 9.5).

Table 9.5 List of criteria not met by *KH*

Category	Criteria in the literature that not met by KH	Criteria in this research that not met by KH
<b>Ideas, information and topics</b>	<ul style="list-style-type: none"> <li>• Using authentic materials and authentic situations</li> <li>• Variety of content</li> <li>• Selects structures with regard to differences between L1 and L2 cultures</li> <li>• Suitable sense of humour from the author</li> <li>• Texts should promote critical thinking</li> <li>• Materials providing ground for imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Interesting</li> <li>• Include culture information</li> </ul>
<b>Language content general</b>	<ul style="list-style-type: none"> <li>• Gives guidance in the presentation of language items</li> <li>• Is based on contrastive analysis of English and the target language</li> </ul>	
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Provide adequate and understandable models featuring the structures to be taught</li> </ul>	
<b>Characters</b>		<ul style="list-style-type: none"> <li>• Characters teaching should provide achievable challenge to the learners</li> <li>• There should be frequent review of learnt characters.</li> <li>• Writing characters should be taught with the same pace of speaking</li> <li>• Have activities about characters memorization</li> </ul>
<b>Exercises</b>	<ul style="list-style-type: none"> <li>• Should not include too much controlled practice</li> <li>• Indication given of extra activities (e.g. games, songs, poems, puzzles) to add variety to the lessons</li> <li>• Interesting exercises</li> <li>• Have activities that need to complete with others interactively</li> <li>• Have tasks</li> <li>• Have inter connections between exercise</li> <li>• Design exercises following “controlling - less controlling – no controlling”</li> <li>• Exercises develop comprehension of main ideas details and sequence of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• The design of exercises should achieve variety</li> <li>• Extra activities should be provided by textbooks to aid teaching</li> <li>• Be interactive with learners</li> <li>• Have pair work and group work</li> </ul>
<b>Instructions and Explanation</b>	<ul style="list-style-type: none"> <li>• Have an introduction and instructions about how to use the</li> </ul>	<ul style="list-style-type: none"> <li>• Be precise, kept short and straightforward</li> </ul>

	<ul style="list-style-type: none"> <li>• book, e.g. do the exercises</li> <li>• There should be an introduction about why the book is developed and the gap it is intended to fill</li> <li>• Enough explanation about teaching points</li> <li>• Clear explanation</li> <li>• Precise explanation</li> <li>• No terminology in explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Given where the learners have problems</li> <li>• Avoid use of jargon when possible</li> </ul>
<b>Arrangement and presentation of the content</b>	<ul style="list-style-type: none"> <li>• Clear objectives of this book should be presented</li> <li>• Have an up to date illustration</li> <li>• Illustrations show the contrasts between the foreign culture and the students' own culture</li> <li>• Have a realistic illustration</li> </ul>	
<b>Learners general</b>	<ul style="list-style-type: none"> <li>• Materials should facilitate the use of both brains, i.e. stimulating thoughts and feelings of the learners.</li> <li>• Thought-provoking texts</li> </ul>	
<b>Age of the learners – adolescents</b>		<ul style="list-style-type: none"> <li>• Textbook should provide sufficient and interesting activities for adolescents</li> <li>• Textbook for adolescent learners should encourage them to question and being critical.</li> <li>• For adolescent learners, content should provide achievable challenge.</li> </ul>
<b>Learning preference and styles</b>	<ul style="list-style-type: none"> <li>• Learning preference and styles of students</li> </ul>	<ul style="list-style-type: none"> <li>• The design of textbook should consider the learning preference of the learners.</li> </ul>
<b>Orientation</b>		<ul style="list-style-type: none"> <li>• Textbook design should be flexible to suit the needs of learners with different orientation</li> </ul>
<b>Learning strategies</b>	<ul style="list-style-type: none"> <li>• Training language learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks should be designed so as to help students identify and develop learning strategies</li> </ul>
<b>Teaching methods</b>	<ul style="list-style-type: none"> <li>• Should provide opportunities for outcome feedback</li> <li>• Have suggestions on teaching styles and methodology</li> <li>• Appropriate hand-holding</li> <li>• Help to build up connections and interaction between teacher and learners</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook design should consider the updated teaching methods</li> <li>• Textbook should provide the resource or outline for teachers to use their preferred teaching methods</li> </ul>
<b>Teachers' language background</b>		<ul style="list-style-type: none"> <li>• Explanation of language content should be included because native teachers</li> </ul>

		depend on them to provide better explanation.
<b>Learning context</b>	<ul style="list-style-type: none"> <li>• Focuses on problems of usage related to social background</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook design should consider whether it is used in a SL context or a FL teaching context.</li> <li>• Textbook design should consider the learning styles and the requirement of educational system.</li> <li>• The expectations of learners in different foreign language learning contexts should be taken into consideration when designing textbooks</li> </ul>
<b>Curriculum and syllabus</b>	<ul style="list-style-type: none"> <li>• Take account of broader educational concerns, e.g. learning skills, knowledge of the world, cognitive development of the learners, responsibility of learning</li> <li>• Syllabus; Written according to a syllabus (e.g. controlling the lexis, grammar, topics)</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook design should encourage critical thinking and encourage free discussion.</li> </ul>
<b>Criteria specifically designed for evaluating Teacher's Guide</b>	<ul style="list-style-type: none"> <li>• Refer to different learning styles and strategies and give suggestions to develop them</li> <li>• Provide assistance to teachers with unpredictable situations</li> <li>• Suggestions about providing corrections</li> </ul>	

Even though *JB*'s evaluation score is much higher than *KH*, there are also some criteria that were not met by *JB*. No textbook is perfect. Analysing these criteria can show the merits of both textbooks, which can help build a more complete picture of what an outstanding textbook is made of. The criteria met by *KH* but not by *JB* are:

Table 9.6 List of criteria not met by *JB*

Category	Criteria in the literature that not met by <i>JB</i>	Criteria in this research that not met by <i>JB</i>
<b>Arrangement and presentation of the content</b>	<ul style="list-style-type: none"> <li>• Space to write in the book</li> </ul>	
<b>Supplementary materials</b>	<ul style="list-style-type: none"> <li>• Have transcripts of the recording</li> </ul>	
<b>Adolescents</b>		<ul style="list-style-type: none"> <li>• Textbook for adolescent learners should avoid activities requiring presenting individually and feedback to individuals.</li> </ul>
<b>Criteria specifically designed for evaluating</b>	<ul style="list-style-type: none"> <li>• Cater for native and non-native</li> </ul>	



In the next section, these criteria will be examined in detail with the support of content extracts from these two textbooks.

### 9.3.1.2 In-depth analysis of the textbooks

*Kuailie Hanyu Beginners* (KH), according to the evaluation, fails to satisfy many of the criteria for that could reasonably be expected of a book with its stated learning objectives and target audience. It is important to examine in more detail precisely why it fails, however, which will be outlined next. The criteria that were not met by *Jinbu 1* (JB) will also be discussed. Each category will be discussed with sample pages selected from both the books.

#### 1) Ideas and information

Here, I present an extract from *JB* to illustrate why its information is considered ‘interesting’.

Figure 9.1 Example of information provided in JB (p.80) <sup>14</sup>

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<sup>14</sup> Images from some textbooks have been removed because the right-holder did not give permission for the use of them in the thesis. A hard copy of the completed thesis has been deposited to University of Sheffield Library.

JB has features which Cunningsworth (1995) identified as being ‘interesting’. It uses authentic pictures, promotes interactions between students, and includes cultural elements. It not only introduces cultural elements, but also provides reading exercises to give learners the motivation and challenge of reading the cultural information.

Comparing with JB, the information provided in KH is not as interesting. The example lesson I have chosen is about drinks. One person was asking: “What do you drink?”. The other two people answered: “I drink Coffee” and “I drink milk” respectively (see Figure 9.2).

According to the criteria proposed by Cunningsworth (1995), the information is provided purely for the purpose of presenting language content. The situation is not lively or authentic. The scene presented can hardly trigger any interest in the learners or challenge learners at an intellectual level. There were no cultural elements found in the text and it included only one picture.

Figure 9.2 Example of information provided in KH (p.28)

- 2) Language content
- a) Grammar

As discussed in Section 3.1.3.2, it is important to provide adequate and understandable models featuring the structures because at the declarative stage, learners need them to understand the grammar rules and store the knowledge for use in the future (DeKeyser, 2007). In *JB*, new grammar items are explicitly introduced, and examples given to illustrate them.

Figure 9.3 Grammar note in *JB* (p.55)

In *KH*, however, there is no explicit introduction of key grammar. Sentence patterns are presented after the main text and new words. The sentence patterns include four sample sentences in Chinese using the same grammar. They can be seen as models of the grammar, but it would be better if they could be presented along with a brief introduction of grammar, so that learners can use them to aid the understanding of new grammar rules.

Figure 9.4 Sentence patterns in *KH* (p.43)

## b) Characters

*JB* starts to introduce characters and includes character writing exercises from Unit 1. It also has reading exercises to practise character recognition without the help of *pinyin* in each lesson right from Lesson 1. Learners are not exposed to the very complicated characters from the beginning, just the easier ones, such as numbers, and they have plenty of opportunities to review the characters they have learnt. Below are two examples showing the ways that *JB* introduces characters:

Figure 9.5 Character training in *JB* (p.3)

Figure 9.6 Character training in *JB* (p.4)

In *KH*, each lesson has only one exercise that is designed specifically to practice character writing. All the characters in other exercises are accompanied with *pinyin*, which means that learners have little chance to be trained in character recognition and memorisation because they can make use of *pinyin*.

Figure 9.7 Character writing practice in *KH* (p.3)

This approach to training character writing is basically satisfactory (showing the learners how the strokes are sequenced), but the selection of characters is not considered to provide an achievable challenge. In Lesson One, the students are asked to write “你” “很” “好”. Even though they are the language items that the learners would have learnt to speak in Lesson One, these characters are too complicated to write for the first lesson. As mentioned in Section 5.3.2.1.4, introducing complicated characters at the beginning of a book can give teachers a dilemma. Learners are not ready to remember and write these characters at this stage, even though they can understand and speak the words.

From the arrangement of Lesson One, it seemed that *KH* wished to present writing at the same pace as speaking, but in fact this is not the case. In the following lessons, the author selected four characters for the learners to write in each lesson, which are selected randomly (see Figures 9.8 and 9.9). There is no review of learnt characters (or even the learnt radicals) included. The presentation of characters is not sequenced properly.

Figure 9.8 Character writing practice in *KH* (p.22)

Figure 9.9 Character writing practice in *KH* (p.26)

### 3) Exercises

*JB* has a variety of exercises, which are not repetitive. Many of the exercises are open and require the learners to be creative, e.g. interview five classmates and report the results to the class, do some research in groups, and have a discussion on the topic.

Figure 9.10 Sample exercise in *JB* (p.55)

Figure 9.11 Sample exercise in *JB* (p.27)

Some of the exercises in *JB* have inner connections. According to the “Task dependency principle” (Johnson, 1982), designing activities with inner connections can attract learners because they provide information gaps and meaningful context for the learners. In *JB*, comprehension skills were also trained.

Figure 9.12 Exercises with inner connections in *JB* (p.20)

Figure 9.13 Exercises training comprehension skills in *JB* (p.49)

The design of exercises in *JB* also considers the development of interactions among learners. A lot of pair work and group work are required when completing the exercises. At the end of each unit, there are 5-6 extra exercises provided for learners to review and consolidate the knowledge learnt. At the end of the book, there are five groups of extra exercises designed for training reading and writing.

The exercises in *KH*, on the other hand, have a relatively low degree of variety. Only nine types of exercises are provided throughout the book and they appear repeatedly in each unit. Almost all the exercises in *KH* are controlled practice, e.g. asking the learners to read aloud or complete dialogues according to a sample dialogue, etc. (see the example below). There are no inner connections between exercises, while comprehension skills, e.g. searching for details, summarising main ideas, are not trained at all. Compared to *JB*, no extra activities are provided. None of the exercises requires pair or group work. There is almost no interaction between the learners and the book. They are just doing exercises according to the requirements.

Figure 9.14 Sample exercises in *KH* (p.39)

#### 4) Instructions and explanation

It has been seen in the criteria lists that textbooks should have an introduction and instructions about how to use the book, e.g. how to do the exercises, why the book is developed, and the gap it is intended to fill. In Section 3.4.2, I discussed how textbooks can scaffold learning. The provision of scaffolding, textbooks, and other teaching materials can mediate the development of language learning. Information and instructions about the aims of the textbook and how to use the textbook can aid the learners through their language learning process.

In *JB*, such information was provided in the introduction section and on the back cover.

Figure 9.15 Introduction page in *JB*

Figure 9.16 Backcover of *JB*

In *JB*, the explanations are given in the form of ‘notes’ which are right beside the activities or the language items with which learners may need support. Explanations of language content such as grammar and *pinyin* are concise, which are normally less than 100 words. Lots of examples are used with the explanation. Jargon is kept minimal.

Figure 9.17 Explanation for verbs in *JB* (p.8)

There is no similar introduction or explanation in *KH* at all. The only summary it gives is the one at the end of each unit, but the summary includes only sentence patterns and 2 - 3 model sentences for each pattern. Moreover, it is all written in Chinese with no English translation. Jargon and difficult language such as “某人 *mou ren* (someone)” “数量 *shu liang* (quantity)” “某处 *mou chu* (somewhere)” are used frequently. It is impossible for the learners to understand such content at their proficiency level of Chinese.

Figure 9.18 Grammar summary in *KH* (p.55)

#### 5) Arrangement and presentation of the content

Under the category ‘Ideas and information’, it was mentioned that the illustrations in *JB* are diverse and authentic. They represent the social life of modern Chinese society and show

contrast between Chinese culture and western culture. On the contrary, the illustrations in *KH* are not realistic. The cartoon features do not reflect Chinese culture. As noted before, one purpose of language education for learners at this age (11-16) is to make them aware of, and be engaged with, the international community (Department for Education, 2013), but the type of illustrations provided by *KH* cannot help to achieve this (see the two pages presented under the category ‘Ideas and information’).

There is one criterion that was met by *KH* but not *JB*, which is that *KH* provides more space for learners to write in the book. The layout of *JB* looks more compact than *KH*, which makes it difficult for the learners to take notes on the book. Compared to *JB*, the layout of *KH* looks more user-friendly

Figure 9.19 Layout in *JB* (p.40)  
Figure 9.20 Layout in *KH* (p.45)

#### 6) Teacher’s guide

The teacher’s guide for *JB* has two unique features: it assists teachers with unpredictable situations and provides suggestions about error corrections. As we know, the teaching experience of teachers can be varied. Providing such assistance could help novice teachers to plan their lessons. The teacher’s guide to *KH*, however, lacks these features.

Figure 9.21 Explanation in the teacher’s guide for *JB* (p.15)

Figure 9.22 Explanation in the teacher’s guide for *JB* (p.11)

#### 7) Learners

It has been mentioned that *JB* provides achievable challenge for learners and the content is varied and interesting. These features are particularly important to adolescents. In addition, the designers of *JB* have considered the fact that adolescents like to question and should be trained in critical thinking. They included exercises such as research on certain topics about China (see Figure 9.23).

Figure 9.23 Research project in *JB* (p.45)

There is no definite ‘right answer’ for such exercises, which is different from traditional language exercises. This type of exercise can stimulate learners’ thoughts and feelings.

On the contrary, *KH* has not considered the characteristics of adolescents. I present a text in *KH* as an example:

Figure 9.24 Sample text in *KH* (p.23)

In this lesson, the text is: “His house is big, there are 10 rooms in his house; My house is not big, there are five rooms in my house”. I would say that this text lacks creativity. It is difficult for both the learners and the teacher to conduct interesting and thought-provoking discussions or activities based on the content.

Under the category ‘Exercises’ I presented two examples of exercises in *KH* (see Figure 9.14). All the exercises require definite answers. Learners are asked to follow a fixed pattern to make sentences, or to do word-to-word translation, neither of which require or develop the creativity and critical thinking ability of learners. This shows that the writer of *KH* has not considered much about the needs of learners at this age.

#### 8) Learning preference and styles

It has been mentioned in the analysis that learners in the UK are more active in class. They like to have fun in learning, and they are curious and like to think critically (see the discussion in Sections 3.3.2.3 and 6.9.1). This feature is well catered for in *JB*, but not in *KH*. *KH* did not consider the preferred learning styles of UK learners, for example, it has exercises such as “Read aloud” and “Pronunciation practice”, which are very mechanical and likely to demotivate adolescent learners. It has been mentioned that the book lacks activities that could trigger discussion and critical thinking. Since learners in the UK are used to this learning style, with this book they could easily lose their interest in Chinese classes.

#### 9) Orientation

The design of *JB* can meet the needs of learners with different learning orientations. It balances the training of the four skills, which gives learners opportunities to choose which skills they need to develop. If the learners decided to learn Chinese out of interest in Chinese culture, for example, they would find the cultural information useful. The main aim of the book is to provide a foundation for GCSE, so it can also meet the needs of learners who want to prepare for the exam.

*KH* can also cater for the needs of learners who want to train listening and speaking skills, and it is also suitable for those who do not want to learn Chinese characters. It has listening and speaking exercises, all of which have *pinyin* with them. The training of characters and reading and writing skills are not sufficient for learners who want to develop those skills, however. In addition, there is no cultural information provided, which is not suitable for learners who are interested in Chinese culture. There is no grammar knowledge presented either; as a result it cannot meet the needs of the learners who want to gain a systematic knowledge of grammar.

#### 10) Learning strategies

*JB* has sections designed for learners to review what they have learnt by themselves, which can develop their metacognitive awareness of language learning (see Figure 9.25).

Figure 9.25 Review in *JB* (p.50)

In addition, it has instructions to remind the learners what they can refer to if they have trouble completing the exercises (see Figures 9.26 and 9.27).

Figure 9.26 Writing practice in *JB* (p.23)

Figure 9.27 Writing practice in *JB* (p.39)

Such information was not found in *KH*. The unit summaries in *KH* may have the function to remind the learners to review what they learnt, but as discussed above, these are written in Chinese without English and a lot of jargon is used; as a result it is not helpful for learners (see Figure 9.18).

#### 11) Teaching methods

The designer of *JB* has clearly considered the approach of task-based language teaching, which currently is a popular teaching method for L2 teaching. The design of the book follows this approach. At the same time, it can also be used to suit traditional teaching methods, such as PPP, because the linguistic content in each unit are sequenced from words to grammar patterns and sentences. The sequence also follows the audio-lingual approach, which puts listening and speaking before reading and writing. In general, it could suit different teaching methods as well as the more current ones.



*JB* provides teachers suitable ‘hand-holding’ in the book. The instructions for carrying out each activity are clear, which will help teachers to adopt the task-based teaching method in their teaching. Grammar and cultural information are also introduced clearly (see Figure 9.29). Many of the activities facilitate interactions between teacher and learners. Opportunities for outcome feedback are given through summary and self-checking (see Figure 9.25).

Figure 9.28 Grammar explanation in *JB* (p.61)

Figure 9.29 Cultural information in *JB* (p.11)

The designer of *KH* has not considered up-to-date teaching methods. Although almost 80% of each unit is comprised of exercises, the exercises are not tasks, in that they are not suitable for adopting a task-based language teaching approach (see Figure 9.20). There are no activities aimed for developing communicative competence either.

The best match for the design of *KH* in terms of teaching method is PPP. Because of the lack of explanations, however, teachers have to supplement a great deal of knowledge and exercises, e.g. explanation of goals, grammar explanations, vocabulary introduction, and exercises for consolidation and examining learning results, to complete the lesson. There is little ‘hand-holding’ information provided for teachers regarding suitable teaching methods.

## 12) Teachers’ language background

The criterion related to teachers’ language background is about whether sufficient and clear explanations are provided in the textbook. For *JB*, the explanations are concise, clear and detailed, with enough examples. It would suit a teacher with English as a L2.

Figure 9.30 Explanation of “吗” in *JB* (p.22)

In contrast, there are no explanations at all in *KH*.

## 13) Learning context

Having been designed for use in the UK, the design of *JB* considered the lack of language exposure in the context, so interactions in the classroom are central to the book. It also includes a number of cultural introductions to compensate for the lack of cultural exposure in

the teaching context. The emphasis on character teaching can also enhance memorisation of the language content in a FL context, as seen in Section 6.9.1.

On the contrary, *KH* has no activities requiring interactions among students/students and teacher. There is no cultural information provided and characters are not emphasised in the book.

#### 14) Syllabus and curriculum

Between the two books, it is clear that *JB* was designed according to a syllabus (see back cover in Figure 9.16). Following the lead of a syllabus, lexis, grammar, and topics can be controlled, so that textbook evaluators and students can match their learning objectives with the book. It was not specified in *KH* whether it was designed according to any syllabus.

The requirement to match a relevant national curriculum was reviewed in Section 3.3.2.3. The National Curriculum in the UK suggests that the teaching of a new language should help pupils to understand different cultures and people, gain the skill of communicating in another language, and have opportunities to compare English and other languages. During this process, pupils are trained to appreciate their own language, culture, and society, and develop literacy skills in their own language.

The design of *JB* reflects its consideration of the development of communication skills, understanding culture and people, and make comparisons between English and Chinese. Examples of introducing culture can be found in Figure 9.1 and 9.29. The next two figures will show examples of communication skills training and comparison between English and Chinese respectively.

Figure 9.31 Exercises training communication skills in *JB* (p.66)

Figure 9.32 Grammar explanation in *JB* (p.76)

It was hard to find any parts of *KH* that emphasised communication skills, culture, and comparison between English and Chinese.

*JB* shows consideration of the cognitive development of learners, from the design of activities to the illustrations. It pays attention to the development of critical thinking and learners'

independent study abilities, and the illustrations are suitable for the age of the learners (see the discussion under the categories 'Learners' and 'Learning preference and styles'). On the contrary, the design of *KH* lacks the above features.

### **9.3.2 In-depth analysis 2: Comparing *Chinese in Steps 1 (CS)* and *Great Wall Chinese 1 (GW)***

*Chinese in Steps 1 (CS)* and *Great Wall Chinese 1 (GW)* were selected because a) they are both designed for adult learners at the beginner level and b) they both claim that they can be used either for degree study or self-development (see Prefaces of both books). The differences between these two books are a) *CS* was developed and published in the UK but *GW* was done in China, and b) *CS* is specifically designed for English-speaking learners but *GW* does not specify the language background of its users. The gap between the scores for *CS* and *GW* is 75 when evaluated against the criteria in the literature and a surprising 118 when evaluated against the criteria in this research. This drew my interest in looking at the differences between them. The procedure of the in-depth analysis is the same as in the last section.

#### **9.3.2.1 Criteria met by *CS* but not *GW***

The criteria not met by *GW* generally fell into the following categories (see Table 9.7 and 9.8):

Table 9.7 List of criteria not met by GW

Category	Criteria in the literature that not met by GW	Criteria in this research that not met by GW
<b>Ideas and information</b>	<ul style="list-style-type: none"> <li>Selects structures with regard to differences between LI and L2 cultures</li> </ul>	<ul style="list-style-type: none"> <li>Include culture information</li> <li>Situations to present the language should not be too specific</li> <li>Relevant to the learners' needs</li> <li>Suitable for learning objectives</li> </ul>
<b>Language content general</b>	<ul style="list-style-type: none"> <li>Gives guidance in the presentation of language items</li> <li>Is based on contrastive analysis of English and the target language</li> <li>Learners' attention should be drawn to the linguistic features of the input</li> </ul>	
<b>Pronunciation and pinyin</b>	<ul style="list-style-type: none"> <li>Sound system/pronunciation is taught as an interdependent whole</li> <li>Suggests ways of demonstrating and practising speech items</li> </ul>	<ul style="list-style-type: none"> <li>There should be clear guidance for teaching tones</li> <li>There should be an appendix about the knowledge of pinyin at the back of the book.</li> </ul>
<b>Lexis</b>	<ul style="list-style-type: none"> <li>Select vocabulary according to frequency, functional load</li> <li>Vocabulary load is appropriate for the level</li> </ul>	<ul style="list-style-type: none"> <li>Provide additional vocabulary</li> <li>Be presented appropriately and reinforced for effective learning</li> <li>Suitable for the learning objectives</li> <li>Present key vocabulary when necessary</li> <li>Appropriate to the learners' level and needs</li> <li>Have more explanation of origin of words</li> </ul>
<b>Grammar</b>	No introduction of grammar in GW.	No introduction of grammar in GW.
<b>Characters</b>		<ul style="list-style-type: none"> <li>The arrangement of characters should be suitable for learners' and teaching objectives;</li> <li>Characters should be made salient for the learners.</li> <li>Writing characters should be taught with the same pace of speaking</li> <li>Have exercises designed to practice character writing</li> <li>Have activities about characters memorization</li> </ul>
<b>Skills</b>		<ul style="list-style-type: none"> <li>The four skills should be taught together in an integrated fashion</li> <li>The teaching of four skills should be balanced.</li> <li>Skill training should be suitable for learning objectives</li> </ul>

		<ul style="list-style-type: none"> <li>• Of the four language skills, listening and speaking should be introduced before reading and writing</li> </ul>
<b>Exercises</b>	No exercises or activities are provided in GW.	No exercises or activities are provided in GW.
<b>Instructions and explanation</b>	No introductions or explanations are provided in GW	No instructions or explanations are provided in GW.
<b>English</b>		<ul style="list-style-type: none"> <li>• English should have a high quality, i.e. precise and with no mistakes</li> </ul>
<b>Sequencing language content</b>	<ul style="list-style-type: none"> <li>• There is a discernible system for selecting and grading the linguistic items</li> <li>• Have a clear view of the learning progress</li> <li>• Have ready-made revision and tests and self-checks.</li> <li>• One teaching point presented for one time</li> </ul>	<ul style="list-style-type: none"> <li>• Language content should be sequenced progressively</li> <li>• Grammar and vocabulary learnt should be reinforced frequently</li> <li>• There should be no clear steps (from words to discourse level) missing in the book</li> <li>• Grammar being put together, e.g. in one lesson, should have similar level of difficulty</li> <li>• There should not be too much new grammar input in any one lesson</li> </ul>
<b>Sequencing the topics</b>		<ul style="list-style-type: none"> <li>• The language elements introduced through topics should be sequenced so that the language builds up progressively.</li> </ul>
<b>Arrangement and presentation of the content</b>		<ul style="list-style-type: none"> <li>• Language points should be highlighted for learners to locate</li> <li>• The sequence of modules should reflect a teaching method</li> </ul>
<b>Teacher's guide</b>		<ul style="list-style-type: none"> <li>• Provide suggestions on teaching methods</li> <li>• Introducing the teaching context where the book is to be used</li> <li>• Teachers' guide should consider the language background of the learners.</li> </ul>
<b>Media and multimedia</b>	<ul style="list-style-type: none"> <li>• Have transcripts of the recording</li> </ul>	<ul style="list-style-type: none"> <li>• The recording should be read in a suitable speed, not too fast or too slow</li> </ul>
<b>Goals and objectives</b>		<ul style="list-style-type: none"> <li>• State teaching objectives clearly (for the whole book and each lesson)</li> <li>• The specific learning objectives in each lesson/book</li> </ul>

	<ul style="list-style-type: none"> <li>are related to the overall goal</li> <li>Avoid putting too many teaching objectives in one lesson/unit</li> </ul>
<b>All age</b>	<ul style="list-style-type: none"> <li>Textbook should be practical and interesting.</li> </ul>
<b>Age of the learners – adults</b>	<ul style="list-style-type: none"> <li>Textbook for adult learners should be more systematically organised.</li> <li>Textbook for adult learners should include more grammar input</li> <li>Textbooks designed for adults should aim to address the problem of language transfer</li> </ul>
<b>Language background</b>	<ul style="list-style-type: none"> <li>Textbook design should consider the language background of the learners.</li> </ul>
<b>Language proficiency level</b>	<ul style="list-style-type: none"> <li>The selection of language content should consider the proficiency level of learners</li> <li>Textbook design should not only consider the proficiency level of learners, but also their learning objectives</li> </ul>
<b>Learning preference and styles</b>	<ul style="list-style-type: none"> <li>The design of textbook should consider the learning preference of the learners.</li> </ul>
<b>Orientation</b>	<ul style="list-style-type: none"> <li>Textbook design should be flexible to suit the needs of learners with different orientation</li> </ul>
<b>Learning strategies</b>	<ul style="list-style-type: none"> <li>Textbooks should be designed so as to help students identify and develop learning strategies</li> </ul>
<b>Teaching methods</b>	<ul style="list-style-type: none"> <li>Appropriate hand-holding</li> <li>There is homework</li> <li>Textbook design should consider the updated teaching methods</li> <li>Fit for the use of multiple teaching method</li> </ul>
<b>Teachers' language background</b>	<ul style="list-style-type: none"> <li>Explanation of language content should be included because native teachers depend on them to provide better explanation.</li> </ul>
<b>Learning context</b>	<ul style="list-style-type: none"> <li>Textbook design should consider whether it is used in a SL teaching context or a FL teaching context.</li> <li>Textbook design should consider the learning styles and the requirement of educational system.</li> </ul>

	<ul style="list-style-type: none"> <li>The expectations of learners in different foreign language learning contexts should be taken into consideration when designing textbooks</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>Textbook design should consider the feature of the course, e.g. Time.</li> </ul>
<b>Type of classes</b>	<ul style="list-style-type: none"> <li>Textbook design should suggest the types of class to use the book</li> <li>Textbook should train the skill which the type of class focuses.</li> </ul>
<b>Criteria specifically designed for evaluating Teacher's Guide</b>	<ul style="list-style-type: none"> <li>Suggests the views of language and the aspects of language it covered</li> <li>Explain language-learning process</li> <li>Provide a rationale for the guidance</li> <li>Help users to gain more understanding of the language-teaching principles involved</li> <li>Suggestions about providing corrections</li> <li>Encourage the teachers to evaluate each lessons and explain how it can be done</li> <li>Consider users' knowledge and experience of language teaching</li> </ul>

Table 9.8 List of criteria not met by CS

Category	Criteria in the literature that not met by CS	Criteria in this research that not met by CS
<b>Ideas and information</b>	<ul style="list-style-type: none"> <li>Using authentic materials and authentic situations</li> <li>Variety of content</li> <li>Suitable sense of humour from the author</li> <li>No didactic content</li> </ul>	<ul style="list-style-type: none"> <li>Varied</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>Topics help expand students' awareness and enrich their experience</li> </ul>	
<b>Language content general</b>		<ul style="list-style-type: none"> <li>Using authentic materials</li> </ul>
<b>Sequencing language content</b>	<ul style="list-style-type: none"> <li>The sequencing of the content should allow for some learners being absent for some classes</li> </ul>	
<b>Physical characteristics</b>		<ul style="list-style-type: none"> <li>It should include cultural elements on the cover</li> </ul>
<b>Arrangement and</b>	<ul style="list-style-type: none"> <li>Colourful/appealing illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Illustrations should be bright</li> </ul>



<b>presentation of the content</b>	<ul style="list-style-type: none"> <li>and layout</li> <li>• Have a mix of appropriate illustration with texts</li> <li>• Have an up to date illustration</li> <li>• Illustrations show the contracts between the foreign culture and the students' own culture</li> <li>• Is up to date in the technical aspects of textbook design</li> </ul>	and colourful
<b>Supplementary materials</b>	<ul style="list-style-type: none"> <li>• Have supplementary for training single skill</li> </ul>	<ul style="list-style-type: none"> <li>• Supplementary materials are important to enable textbook to be used to their full potential</li> </ul>
<b>Teacher's guide</b>	<ul style="list-style-type: none"> <li>• Have a teacher's book published at the same time</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Workbook</b>		No workbook was published with CS
<b>Media and multi-media materials</b>		<ul style="list-style-type: none"> <li>• The content of the videos/animations should be up to date and authentic.</li> <li>• Have interactive CD-ROMs or websites with the book</li> <li>• Should be interesting</li> <li>• Should have more video resources than recordings</li> </ul>
<b>Learners general</b>	<ul style="list-style-type: none"> <li>• Materials should facilitate the use of both brains, i.e. stimulating thoughts and feelings of the learners</li> <li>• Content is interested and attractive</li> <li>• Thought-provoking texts</li> </ul>	
<b>Orientation</b>	<ul style="list-style-type: none"> <li>• Affective factors, e.g. Attitude, motivation</li> </ul>	

### 9.3.2.2 In-depth analysis of the textbooks

As before with *JB* and *KH*, an in-depth comparison will be made of the two textbooks, to analyse how *GW* failed to meet many of the criteria and why *CS* is a more successful textbook given its target audience and aims. In this section, each category will be discussed in light of sample pages selected from *CS* and *GW*.

#### 1) Ideas, information and topics

Generally, *GW* fails to meet the criteria under this category because some information it introduces is too specific and thus cannot meet the learners' needs and objectives. Here, I present an extract from *GW* to illustrate why its information is not appropriate:

Figure 9.33 Extract from *GW* (p.35)

This paragraph is about people's appearance. The instructor asked Miss Zhang to have a rest tomorrow, but Miss Zhang insisted she is coming to the gym because she is too fat. Then the instructor asked about Miss Zhang's weight and height. It has the word “胖 *pang* (fat)” which would not normally be used during conversations in the English context because it could be received as rude or inappropriate. It is all right to introduce the topic of appearance, but an additional introduction discussing the cultural differences between China and the UK in this regard should be included. This conversation happens in a gym between a coach and a customer, so in this context, directly asking people's weight and height would not be inappropriate. It is very difficult for the learners to apply it to other contexts, however because outside of this specific context it would be considered impolite.

Compared with *GW*, the information provided in *CS* is more commonly used and practical.

**对话 1 Dialogue One**

方：小王，你女朋友很漂亮！  
 王：谢谢。你有没有女朋友？  
 方：有，可是她没有你女朋友漂亮。  
 王：她胖不胖？  
 方：不胖，她很瘦。比你女朋友瘦多了。  
 王：瘦好，胖不好。  
 方：太瘦也不好。你女朋友比你小吧？  
 王：对，她比我小三岁。




Figure 9.34 Sample dialogue in CS (p.92)

**文化知识 - Cultural Note**

**中文里的“胖”字 The Chinese Word 胖**

Traditionally, the word has been used as a compliment to suggest that someone looks very healthy and is not short of food. In a country where there are many mouths to feed, it has always been a blessing if one can afford to put on some weight. As time moves on, Chinese concept of health and well being changes too. Nowadays, while the word is still very much used by some people, particularly parents in a commendatory way, the younger generation, especially young women are very sensitive to the word, often taking it as a derogatory term, just as in the West.

Figure 9.35 Cultural note in CS (p.93)

With the same information provided for talking about appearance, the dialogue presented CS is more natural. Two people are talking about whether their girlfriends are thin or fat. It also includes the word “胖 *pang* (fat)”, but after presentation of the dialogue there is a cultural note to explain how it has been used in the Chinese context. If we walk a bit further and look at the linguistic content of the two texts, which is the main aim for providing situations and ideas in the textbook, the one in CS is still better than the one in GW. The GW one includes redundant grammar points that are not available to use by beginners yet, such as “啊 (*ah*)”, “

还可以 *Hai keyi* (it's OK)". This presents teachers with a dilemma as to whether they should introduce such grammar points or not. On the contrary, the dialogue in *CS* introduces grammar that is suitable for the learners' proficiency, such as “比 *Bi* (compared with)” and sentences that can be understood easily, e.g. “瘦好, 胖不好 *Shou hao, pang bu hao*. (Thin is good, fat is not good)”. The paragraph introduces linguistic content as well as keeping the incidental content easy enough so that the learners to comprehend the information.

On the other hand, *GW* outperformed *CS* in terms of providing a variety of authentic and interesting information. The scenery portrayed in *GW* is livelier and some dialogues show the author has a sense of humour (see Figure 9.36). The text was converted from a joke in Chinese. It can be seen from Table 9.8 that *GW* met criteria such as ‘Materials should facilitate the use of both brains’, ‘Content is interesting and attractive’ and ‘[The design considers] affective factors, e.g. attitude, motivation’ under the category ‘Learners’ and ‘Orientation’ in the list of criteria from the literature. *CS* failed to meet the above criteria.

Figure 9.36 Sample text in *GW* (p.52)

## 2) Language content, instructions, goals and objectives, learning strategies

I grouped these categories together because *GW* as a book lacks information about linguistic content; there is no introduction to *pinyin*, grammar, character writing, or additional vocabulary. There are no exercises or activities in the book, and no instructions or explanations presented. Moreover, it has no introduction to goals and objectives, or which skills the book aims to train, let alone any learning strategies for learners to develop. All it has is a list of vocabulary and three dialogues in each unit. It has been discussed before that textbooks have the role of providing a resource and reference to teachers (Hutchinson and Torres, 1994). From this perspective, *GW* can hardly fulfil either of the roles.

The missing linguistic content leads to a low mark in the categories relating to sequencing. It is difficult to see the links between the dialogues and the development of language proficiency throughout the book. Learners are led to different topics and presented with vocabulary and grammar at different levels of difficulty. Even though such a flexible way to sequence the content can allow for some learners being absent for some classes, however for the target learners – adults - who prefer learning a language in a systematic way, this type of introduction is not very helpful.

## 3) English

In *GW*, some of the English translations of the vocabulary appeared confusing or even wrong. The following examples are from the vocabulary list of Unit Five (Figures 9.37 and 9.38) and Unit Ten (Figure 9.39):

Figure 9.37 Translation of “阿姨” in *GW* (p.26)

Figure 9.38 Translation of “大妈” in *GW* (p.27)

In one unit, two words having the same translation can be confusing.

Figure 9.39 Translation of “次” in *GW* (p.57)

Translation without explanation can be misleading. Other than the nouns, the methods used by *GW* for translating functional words are not suitable (see Figure 9.40).

Figure 9.40 Translation of “几” in *GW* (p.26)

In *CS*, the same word is translated as:

几	jǐ	q.w	how many (used for less than 10)
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Figure 9.41 Translation of "几" in *CS* (p.40)

The above examples demonstrate that *CS* is concerned with the clarity of the translation and tries to deliver it with enough explanation. It is not easy or even possible to translate words directly from English and keep their original flavour. If translations of words are to be given, however, they should be accompanied with a context or sentence to explain the differences if there is a possibility of confusion.

#### 4) Arrangement and presentation of the content

*GW* outperforms *CS* with its internal design and the illustrations. The illustrations are more colourful, attractive and up to date. Such kind of illustration can attract learners and develop their intrinsic motivation to learn Chinese (see the discussion in Section 3.3.2.1). Compared with *GW*, *CS* has few illustrations. It has only black-and-white sketching next to dialogues, which reflect very little of modern Chinese society. It is noteworthy to mention that the 2<sup>nd</sup> edition of *CS* includes more updated illustrations, which shows that the publisher has noticed this problem and improved it (see Figure 9.44).

Figure 9.42 Illustration in GW (p.42)

**对话 1 Dialogue One**

方：你好，我叫方京。  
李：你好，我叫李英。  
方：你学什么专业？  
李：我学中文。你呢？  
方：我学英国文学。你今天晚上做什么？  
李：我写汉字。  
方：你明天晚上做什么？  
李：我写汉字。




Figure 9.43 Illustration in CS (p.52)

**对话 1 Dialogue One**

李东：小王，**上星期五<sup>①</sup>**你怎么没来上课？  
王京：我去看病了。我感冒了。  
李东：你吃药了吗？  
王京：吃了。  
李东：现在天气冷了，  
**感冒的人<sup>②</sup>**也多了。  
王京：去医院看病的人<sup>②</sup>也多了。  
李东：**你得多休息两天<sup>③</sup>**。




Figure 9.44 Illustration in CS (2nd edition, p.55)

### 5) Teacher's guide

CS has a very well-designed teacher's guide, which met almost all the criteria proposed in the literature and this research. GW also provides a teacher's version, but it still misses some of the criteria. Table 9.7 shows that the teacher's guide for CS performs well by meeting the

criteria specifically designed for evaluating the teacher's guide. The main features that are met by the teacher's guide for *CS* are:

- It is designed based on the theories and research of language learning (e.g. views of language, aspects of language, language-learning process), and it explains the rationale for the guidance provided so that teachers learn not only how to teach, but also why they should teach in that way (see Figure 9.45).

**句型和语法：**由于汉语不像英语等欧洲语言那样具有那么丰富的词形变化，而基本的主-谓-宾句法结构和英语的又相似，英语为母语的汉语学习者普遍认为汉语的语法入门相对比较容易。根据成人学习者较倾向于理解记忆的特点，本教材根据相关的英语基本句型，采用了以现实生活中常见且具有生成能力的句型为基础的汉语句型教学法，将语法学习尽可能地融入于句型教学，旨在让学习者在语言学习和使用过程中习得相关语法知识，避免了传统汉语语言教学中枯燥的机械句型练习和语法单列教学之弊端。

Figure 9.45 Extract in teacher's guide for *CS* (p.vii)

Translation of the extract<sup>15</sup>:

**“Sentence structures and grammar:** Since the inflection of Chinese is less complicated than English and other European languages, and the basic sentence structure is similar with English (Subject+verb+object), English learners of Chinese normally think that Chinese grammar are easy at the beginning. Based on the characteristics of learning of adult learners, who love to learn through understanding and then memorising, this book introduces common and basic sentence structures. With these structures learners will be able to generate more sentences, and they will learn grammar at the same time. This design avoids the downsides of using drills and introducing grammar separately in traditional language teaching methods”

- It suggests how to provide corrections (see Figure 9.46):

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<sup>15</sup> This is the researcher's translation.



3. 若对两个人或事物比较的结果相同，则要用“A跟B +一样 (+形容词)”的句型。运用这个句型表达时，学生很容易与“比”的句型混淆，从而出现“A比B +一样 (+形容词)”这样的错句。所以要通过练习使学生正确使用这两种不同的句型。

Figure 9.46 Extract in teacher's guide for CS (p.48)

Translation of the extract:

“Students may make a mistake when using “A跟B+一样 (+形容词) (A is the same with B + adj) and use “比” in the sentence. More practices can help students to differentiate these two structures”

- It encourages the teachers to evaluate each lesson and explain how it can be done (see Figure 9.47):

重点进行有效地教学和怎样有效实现一课的教学目标。根据编辑的建议，每课后都加了“教师笔记”部分，以供教师及时记下一些有关的想法和经验，既可供今后参考，也可与他人交流。作者也希望能够听到这些宝贵的意见。在进入每课的具体内容教学之前，

Figure 9.47 Extract in teacher's guide for CS (p.iv)

Translation of the extract:

“According to the suggestions of the editor, we added a ‘Teacher’s notes’ section after each lesson, so that the teachers can write down their reflections and thoughts about the lesson. They can use the notes as a reference for future use, or discuss them with other teachers.”

- It considers users’ knowledge and experience of language teaching (see Figure 9.48):

编写《步步高中文》第一册和第二册配套的教师用书的目的首先是为了与使用本系列教材的各位教师同仁共享本书作者们在本系列教材编写和教学过程中的一些经验和体会。同时，我们也考虑到目前在英国及他处从事汉语外语教学的教师相当部分还属于兼职教学，备课时间不足或工作量超负荷情况相当普遍，希望本教师用书可以帮助减轻他们的工作负担。在目前的教师队伍中，尚未受过系统的汉语教学师资培训和汉语外语教学经验不足的教师也不在少数，而母语为非汉语的汉语教师的人数也在增加。所以，本教师用书也希望能帮助他们充分认识本系列教材的特点，有效地利用此教材并取得良好的教学效果。

Figure 9.48 Extract in teacher's guide for CS (p.iv)

Translation of the extract:

“We considered that most of the TCFL teachers in the UK are part-time teachers. It is very common that they have limited time to prepare their classes. The work-load is very heavy for them. ...there are also many inexperienced or untrained teachers among the TCFL teachers, and the number of non-native Chinese teachers is also increasing.”

The above features make the *CS* teacher's guide outstanding, because these features were not found in any other teacher's guide accompanying the other textbooks.

#### 6) Media and multimedia materials

The functions of providing recordings are to enhance the accuracy of learners' pronunciation, and to help learners to review and practice pronunciation when the teacher is not around. The speed of the recordings in *GW* is slightly faster than the other books, which may lead to difficulty for learners in comprehending them. *CS* has recordings of a moderate speed and it provides transcripts of the recordings, which can be helpful.

*GW* has more up-to-date multimedia materials. It has videos, animations, interactive websites and online learning tools for learners to use after class, while *CS* has only recordings in a CD accompanying the student's book. Technically *GW* outperforms *CS* in this area.

#### 7) Language background

Both *CS* and *GW* are designed for adult learners who are learning Chinese as a foreign language. Comparing these two books, *CS* uses more English to explain grammar and information, which helps the learners to comprehend the grammar rules and information. On

the contrary, *GW* only provides English translations for the vocabulary list. It makes little effort to cater for the language background of learners.

#### 8) Proficiency levels

It has been mentioned that in *GW* the language content provided through the dialogues is not suitable for beginner level learners. Here, I will discuss this issue in terms of vocabulary and grammar.

Some of the vocabulary chosen in *GW* has no consideration of the proficiency of beginners.

Figure 9.49 is an example from *GW*:

Figure 9.49 Vocabulary list in *GW* (P14)

It is difficult to see any situation in which a beginner could use the words “国籍 *Guoji* (nationality)” and “哦 (*oh*)” in their conversations. In addition, this list is from Unit 3. It is not reasonable that the learners who have had only two lessons in Chinese have to learn the word “nationality”.

I also mentioned the redundancy of the grammar points provided by *GW*. In the real teaching situation, it not only presents teachers with a dilemma, but also could make students frustrated. Their proficiency is far from having the ability to understand those grammar points, not least to put them into use. Some of the grammar, such as “啊 (*ah*)”, is neither useful nor applicable for beginners and would only confuse learners. Figure 9.50 is another example of a difficult grammar point in Unit 6, Book 1 of *GW*.

Figure 9.50 Extract of a dialogue in *GW* (p.34)

It is arguable that with these vocabulary and grammar points, *GW* aims to provide authentic information to illustrate the context of real language use. For beginners, however, a mismatch between the language content and their proficiency could result in the breakdown of comprehension. According to Krashen (1982; 1985), a rough tuning of input can make the input comprehensible, and an inappropriate ‘1’ (in the ‘i+1’ principle) could hinder the progress of learning.

#### 9) Orientation

With the linguistic content missing, *GW* can hardly meet the orientation of learners who want to learn Chinese in a systematic way (i.e. the book’s target learners - adults). It is assumed

that listening and speaking are the main skills that *GW* aims to train, but without enough knowledge of grammar, vocabulary, and sufficient exercises, it is difficult to see how these skills can be trained.

On the contrary, in *CS* the introduction of linguistic knowledge is very systematically organised. It is suitable for their target learners, who tend to prefer learning languages progressively. It also provides cultural information and character training, which can meet the orientations of different learners.

#### 10) Teaching methods and teachers' language background

The design of *CS* follows a typical PPP method. The modules in the book also follow this approach. It is therefore easy for the teachers to follow the steps to deliver the lessons. The book provides teachers appropriate 'hand-holding' by providing detailed explanations of linguistic items and sufficient English explanations. Exercises that train all four skills are provided after each lesson (see Figures 9.51 and 9.52).

句型		Speech Patterns	
<b>S</b>	<b>ADV 是</b>	<b>Day/Date</b>	
jīntiān 今天	shì (是)	èr hào 二号。	The verb 是 is often omitted when talking about time and date in Chinese, especially in spoken Chinese. But 是 can not be omitted when an adverb 不, 也 or 都 is in the sentence.
míngtiān 明天	bù shì 不是	jiǔ yuè shí hào 九月十号。	
nà tiān 那天	yě shì 也是	xīngqī tiān 星期天。	
<b>S</b>	<b>是</b>	<b>QW</b>	
jīntiān 今天	shì (是)	jǐ hào 几号?	The special question word 几, not 什么, is used to ask about the day and date because the answer is a number.
jīntiān 今天	shì (是)	xīngqī jǐ 星期几?	
míngtiān 明天	shì (是)	jǐ yuè jǐ hào 几月几号?	
<b>S</b>	<b>TW ADV 是</b>	<b>NUM 岁</b>	
wǒ dìdì 我弟弟		jiǔ suì 九岁。	Like in speech pattern 1, when talking about age, the verb 是 is usually omitted, but it can not be omitted when 不是 is present.
wǒ jiějie 我姐姐	jīnnián 今年	èrshí suì 二十岁。	
wǒ 我	jīnnián bù shì 今年不是	shíbā suì 十八岁。	
<b>S</b>	<b>TW</b>	<b>QW</b>	
nǐ dìdì 你弟弟	jīnnián 今年	jǐ suì 几岁?	When asking about age, 几岁 is usually used for children, while 多大 is for adults.
nǐ jiějie 你姐姐		duō dà 多大?	
nǐ 你	jīnnián 今年	duō dà 多大?	

Figure 9.51 Speech patterns in *CS* (p.41)

## 练习 Exercises

### 口语练习 Speaking Practice

1. Work in pairs to talk about the weather in London or places you know.
2. Work in small groups to describe someone or something (food, drink etc.) by means of comparison. For example:

I am tall.

I am taller than my elder brother.

I am a bit taller than my elder brother.

I am much taller than my elder brother.

I am not as tall as my elder brother.

### 听力练习 Listening Practice

1. Listen and repeat, pay attention to the neutral tone in each word.

- 1) 先生 *xiānsheng* 医生 *yīsheng* 他们 *tāmen* 商人 *shāngren*
- 2) 什么 *shénme* 名字 *míngzi* 学生 *xuésheng* 朋友 *péngyou*
- 3) 怎么 *zěnmē* 我们 *wǒmen* 暖和 *nuǎnhuo* 姐姐 *jiějie*
- 4) 谢谢 *xièxie* 认识 *rènshi* 漂亮 *piàoliang* 太太 *tàitai*

2. Listen to the short dialogues and choose the correct answer for each question.

- 1) a. 我高                      b. 我弟弟高                      c. 我们一样高
- 2) a. 北京冷                      b. 伦敦冷                      c. 北京暖和
- 3) a. 她姐姐高                      b. 她高                      c. 她们一样高
- 4) a. 冬天                      b. 春天                      c. 夏天
- 5) a. 下雨天                      b. 热天                      c. 下雪天
- 6) a. 法国                      b. 英国                      c. 北京

Figure 9.52 Exercises in CS (p.94)

The design of *GW*, on the other hand, hardly reflects any teaching method. With no language content or exercises or activities presented, teachers have to make a lot of effort to supplement the materials. One point in *GW*'s favour, however, is that it provides ready-made teaching slides for each unit, which could be handy for teachers. Figures 9.53 and 9.54 are examples of the slides:

Figure 9.53 Slides for *GW* (Unit 2)

Figure 9.54 Slides for *GW* (Unit 2)

I suggest here that information included in the slides can be presented in the textbooks as well, e.g. grammar explanations. Adult learners need this information to learn. From the slides, it can be inferred that *GW* also follows a PPP method. Again, this should be reflected in the textbook to give learners a feeling of control over their learning process.

#### 11) Learning context

It appears that *GW* has considered the overseas learning context by trying to provide authentic conversations in the book. Figure 9.33 shows, however, that *GW* fails to consider the appropriateness of the information. In addition, *GW* has no introduction to Chinese culture either, which shows its failure to compensate for the lack of cultural exposure in a FL learning context. Character writing is not emphasised either.

On the contrary, *CS* introduces some culture and it emphasises the training of characters, which can satisfy the needs of overseas learners who have little contact with character reading and writing (see Figures 9.55, 9.56 and 9.57).



Indicative Characters 指事字

Indicative characters make use of some indicative sign to refer to an implied idea. Compared to a pictographic character, they are more abstract and symbolic.

There are two types of indicatives. One is composed of a pictograph and an indicating sign. For example, the character for knife and its derivative for knife-edge.

Pictograph

刀

add indicative **dot** near the edge of the knife to refer to the edge, thus

dāo knife

Indicative

刃

rèn knife-edge

The other type of indicatives is constructed purely of abstract strokes to indicate a meaning. For example, 一, 二 and 三 are used to indicate one, two, and three. A slightly more abstract pair of indicatives are positional words, as shown below.

上

flipped upside down

shàng above

下

xià below

Figure 9.55 Exercise introducing characters in CS (p.47)

汉字笔顺		Stroke Order																		
几	ノ	几																		
大	一	ナ	大																	
天	一	二	天	天																
日	丨	日	日	日																
月	ノ	月	月	月																
今	ノ	人	今	今																
号	丨	口	号	号	号															
明	丨	日	明	明	明	明														
的	丨	白	的	的	的	的														
年	ノ	年	年	年	年	年														
多	ノ	夕	多	多	多	多														

Figure 9.56 Exercise training character writing in CS (p.48)

**写字练习 Character Writing Exercise**

Can you recognise these characters? Test yourself if you are able to write the pinyin and English meaning on top of each character. Then copy each character following its stroke order on the opposite page. Try to have a feel of the structure of the character when copying, especially those consisting of two or three components.

几						今														
大						天														
日						月														
明						的														

Figure 9.57 Character writing exercise in CS (p.49)

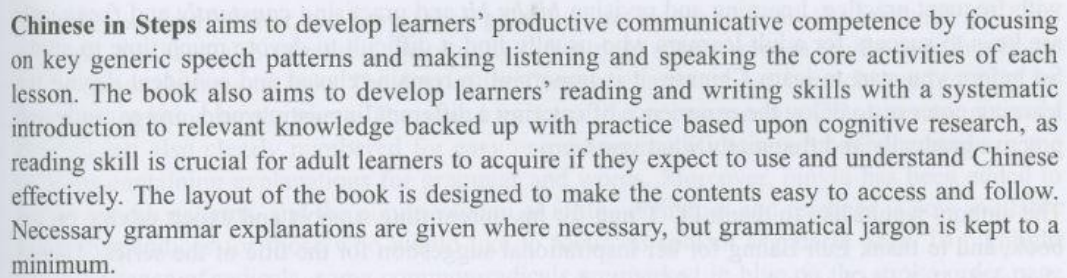
## 12) Curriculum and types of classes

GW has no introduction explaining suitable classes in which to use the book. In its preface, it claims that it can “meet the needs of learners of Chinese learning at any time, any place, and any level in China or overseas” (*Great Wall Chinese* 1, 2). This is an expectation that no



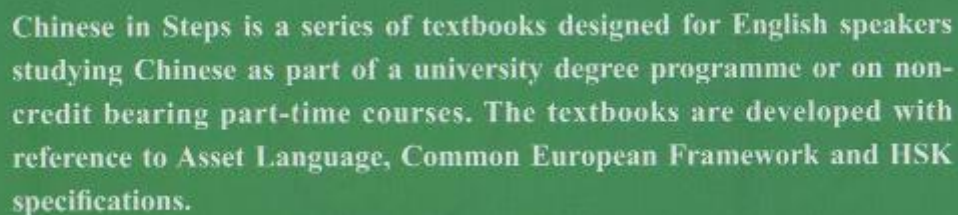
textbook can live up to. The statement shows that GW has failed to consider the teaching situations for which it would be most suited.

On the contrary, *CS* introduces its aim and the target learners of the book. It also suggests suitable courses to use with the book (see Figures 9.58 and 9.59).



**Chinese in Steps** aims to develop learners' productive communicative competence by focusing on key generic speech patterns and making listening and speaking the core activities of each lesson. The book also aims to develop learners' reading and writing skills with a systematic introduction to relevant knowledge backed up with practice based upon cognitive research, as reading skill is crucial for adult learners to acquire if they expect to use and understand Chinese effectively. The layout of the book is designed to make the contents easy to access and follow. Necessary grammar explanations are given where necessary, but grammatical jargon is kept to a minimum.

Figure 9.58 Extract from preface in *CS*



**Chinese in Steps** is a series of textbooks designed for English speakers studying Chinese as part of a university degree programme or on non-credit bearing part-time courses. The textbooks are developed with reference to Asset Language, Common European Framework and HSK specifications.

Figure 9.59 Extract from back cover of *CS*

### 9.3.3 In-depth analysis 3: Comparing *Chinese Paradise (Elementary) (CP)* and *You'er Hanyu 1 (YH)*

The last two books were selected because a) they are both designed for children aged 4-11 and at the beginner level and b) the target context for using the textbooks is English-speaking countries or foreign countries (see the teacher's guide for *CP* and Foreword in *YH*). The main difference between these two books is that *CP* is designed for pupils in an English-speaking country, while *YH* is specifically designed for heritage learners. The gap between the scores for *CP* and *YH* is 46 when evaluated against the criteria in the literature, and a larger gap of 100 when evaluated against the criteria in this research. The procedure for the in-depth analysis is the same as the last two groups. In order to avoid repetition, I will not provide more examples if the category and criteria are the same as the last two groups.

#### 9.3.3.1 Criteria met by *CP* but not *YH*

Table 5.9 below outlines the key criteria not met by *YH*:

Table 9.9 List of criteria not met by YH

Category	Criteria in the literature that not met by YH	Criteria in this research that not met by YH
<b>Ideas and information</b>	<ul style="list-style-type: none"> <li>• Texts style and register are suitable for students' objectives</li> <li>• Variety of content</li> <li>• Suitable sense of humour from the author</li> <li>• Materials providing ground for imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Authentic</li> <li>• Varied</li> <li>• Include culture information</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Variety and range of topics</li> <li>• Topics help expand students' awareness and enrich their experience</li> </ul>	<ul style="list-style-type: none"> <li>• Have a wide range of topics</li> </ul>
<b>Pronunciation and Pinyin</b>	<ul style="list-style-type: none"> <li>• Suggests ways of demonstrating and practising speech items</li> </ul>	
<b>Lexis</b>	<ul style="list-style-type: none"> <li>• Vocabulary load is appropriate for the level</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate to the learners' level and needs</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Sufficient grammar for the level</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate to the learners' level and needs</li> </ul>
<b>Characters</b>		<ul style="list-style-type: none"> <li>• Characters are taught for fun and to give learners an idea of what Chinese written forms look like</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• All four skills adequately covered and integrated skills</li> <li>• Have a balance between language proficiency and communicative proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• The four skills should be taught together in an integrated fashion</li> <li>• The teaching of four skills should be balanced.</li> </ul>
<b>Exercises</b>	<ul style="list-style-type: none"> <li>• Various forms of activities</li> <li>• Should not include too much controlled practice</li> <li>• Have tasks</li> </ul>	<ul style="list-style-type: none"> <li>• The design of exercises should achieve variety</li> <li>• Extra activities should be provided by textbooks to aid teaching</li> <li>• Have clear purpose</li> <li>• Have straightforward questions</li> <li>• Be authentic</li> </ul>
<b>Instructions</b>		<ul style="list-style-type: none"> <li>• Textbook should provide clear instructions on which skills are trained.</li> <li>• The instructions for carrying out activities should be clear</li> </ul>
<b>English</b>		<ul style="list-style-type: none"> <li>• English should be given to aid learning</li> <li>• English should have a high quality, i.e. precise and with no mistakes</li> </ul>
<b>Explanations</b>		<ul style="list-style-type: none"> <li>• Be precise, kept short and straightforward</li> <li>• Avoid use of jargon when possible</li> </ul>
<b>Sequencing</b>	<ul style="list-style-type: none"> <li>• Have ready-made revision and</li> </ul>	

<b>language content</b>	tests and self-checks.	
<b>Physical characteristics</b>		<ul style="list-style-type: none"> <li>• It should include cultural elements on the cover</li> <li>• The cover design should be interesting</li> <li>• It should include cultural elements on the cover</li> <li>• The cover design should be interesting</li> <li>• The cover should relate to the purpose of the textbooks</li> <li>• Illustrations should be interesting</li> </ul>
<b>Arrangement and presentation of the content</b>	<ul style="list-style-type: none"> <li>• Illustrations show the contracts between the foreign culture and the students' own culture</li> </ul>	<ul style="list-style-type: none"> <li>• Language points should be highlighted for learners to locate</li> </ul>
<b>Supplementary materials</b>	<ul style="list-style-type: none"> <li>• Have supplementary for training single skill</li> <li>• Is up to date in the technical aspects of textbook design</li> </ul>	
<b>Teachers' guide</b>	<ul style="list-style-type: none"> <li>• Textbook writer provides and justify the premises and principles for the materials in teacher's guide</li> </ul>	
<b>Workbook and Media</b>	No workbook and media materials provided	No workbook and media materials provided
<b>Goals and objectives</b>		<ul style="list-style-type: none"> <li>• The specific learning objectives in each lesson/book are related to the overall goal</li> </ul>
<b>Learners general</b>	<ul style="list-style-type: none"> <li>• Thought-provoking texts</li> </ul>	
<b>Children</b>		<ul style="list-style-type: none"> <li>• Textbook should attract their interests</li> </ul>
<b>Language background</b>	<ul style="list-style-type: none"> <li>• (Consider) language background of students</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook design should consider the language background of the learners.</li> </ul>
<b>Language proficiency level</b>		<ul style="list-style-type: none"> <li>• The selection of language content should consider the proficiency level of learners</li> <li>• Textbook design should not only consider the proficiency level of learners, but also their learning objectives</li> </ul>
<b>Learning context</b>		<ul style="list-style-type: none"> <li>• The expectations of learners in different foreign language learning contexts should be taken into consideration when designing textbooks</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Take account of broader educational concerns, e.g. learning skills, knowledge of the world, cognitive development of the learners, responsibility of learning</li> </ul>	

<b>Practical consideration</b>	<ul style="list-style-type: none"> <li>The book is a recent publication</li> </ul>
<b>Criteria specifically designed for evaluating Teacher's Guide</b>	<ul style="list-style-type: none"> <li>Suggests the views of language and the aspects of language it covered</li> <li>Cater for native and non-native users</li> </ul>

There are also three criteria that met by YH but not CP.

Table 9.10 List of criteria that are not met by CP

Category	Criteria in the literature that not met by CP	Criteria in this research that not met by CP
<b>Grammar</b>	<ul style="list-style-type: none"> <li>The reading description have many texts, of which the length is beyond the unit of a sentence</li> </ul>	
<b>Instructions and explanation</b>	<ul style="list-style-type: none"> <li>There should be an introduction about why the book is developed and the gap it is intended to fill</li> <li>Use less native language in the book</li> </ul>	

### 9.3.3.2 In-depth analysis with the textbooks

In this section, as before, each category will be discussed with sample pages selected from *CP* and *YH*.

#### 1) Ideas and information and topics

Generally speaking, the information and topics provided in both books are quite similar. The information in *CP* is more authentic, however, because it has a module called *Story time* that links the topic with the real context. The text in Figure 9.60 talks about two girls looking around a house:

Figure 9.60 *Story time* in *CP* (p.41)

With the help of pictures, it is easier for young learners to comprehend the meaning of the sentences. In addition, the context illustrated in the story is close to real life. The stories are interesting, innovative, and attractive to children. Using stories is more suitable for learners at this age. In *YH*, on the other hand, the sentences are presented in different situations and no

coherence was found among them. The scenarios are provided specifically for the training of using the language taught, which lack authenticity. Even though providing different situations can facilitate the application of language in the real world, for simple sentences such as “Thank you” it is not necessary, because the scenarios for using it are the same in English and Chinese contexts. These kinds of scenarios would be unlikely to inspire learners to use their brains or imagination.

Figure 9.61 Sample text in *YH* (p.15)

Regarding topics, there are more numerous and varied topics provided in *CP* than *YH*. The topics included in *CP* are: greetings, names, numbers, body parts, age, appearance, home, school, and food, while in *YH* only includes greetings, name, occupations, and numbers. Providing a variety of topics expands students’ awareness and enriches their experience.

In addition, in *CP*, there are activities designed for introducing Chinese culture in each lesson. Figure 9.62 is an example:

Figure 9.62 Cultural information in *CP* (p.24)

The question in the circle can generate comparisons between Chinese culture and learners’ own culture. Such activities not only give learners opportunities to experience Chinese culture, but also give teachers ideas for adding more information about culture into their lessons.

## 2) Pronunciation and *pinyin*

*CP* has suggestions for demonstrating and practising pronunciation, but *YH* does not.

Figure 9.63 Pronunciation training in *CP* (p.28)

## 3) Lexis and grammar

These two categories have been grouped together because they are related to a major design problem found in *YH*. In the introduction to *YH*, it defines the target learners of the book as “Overseas heritage children aged 4-6 in pre-school and nursery or at home”. Throughout the book there is no English included. All the content is presented with characters and *pinyin*. Songs, Chinese poems, and rhymes, which can be difficult to pronounce, are included with no

translations. It indicates that target learners should have some basic knowledge of Chinese in order to use this book; however, it seems that the lexis and grammar provided in the book are more suitable for total beginners with no Chinese knowledge at all. The lexis introduced includes words for greetings, numbers 1-10, and grammar as simple as “这是 Zhe shi (This is)” “她是 Ta shi (She is)”, etc. This shows that the author did not think enough about the needs of the learners when selecting the topics and the lexis and grammar to go with them, e.g. whether children from heritage backgrounds need to learn greetings, family members, and numbers in Chinese. If they do, can they comprehend the Chinese instructions, songs and poems?

*CP* presents similar topics, lexis and grammar, but it does not specify the language background of its target learners. Non-heritage learners may be its potential audience. It provides English instructions and translations for new words, which would also be suitable for non-heritage learners.

One criterion that was not met by *CP* is ‘The reading descriptions have many texts, of which the length is beyond the unit of a sentence’. Most of the content in *CP* is presented in the form of sentences rather than texts. As discussed in Section 3.2.3.2, discourse competence is required to fulfil the needs of situational speaking tasks. The ability to construct discourse should be trained in textbooks in order to facilitate language acquisition (Ellis, 1985). In *YH*, a number of texts with different genres are provided, such as poems, songs, and rhymes, which can help to develop discourse competence (see Figure 9.64 for a children’s rhyme in Chinese).

Figure 9.64 A song in *YH* (p.42)

#### 4) Characters

Both *CP* and *YH* have activities to teach the writing and memorisation of characters. *CP* presents a picture next to the character, which can remind learners of the meaning of the characters. Pictures can also attract learners’ attention. To protect learners’ interest, *CP* does not teach the names of strokes directly or require the learners to practice writing characters repeatedly. Characters are taught for fun and designed to give the learners some background to Chinese characters. As discussed in Section 3.3.2.1, activities that are attractive to children should have features such as novelty, challenge, and aesthetic value (Ryan and Deci, 2000). I

present two examples of character writing activities in the two books below (see Figures 9.65 and 9.66). Through this comparison, it is easier to see why *CP* presents a more interesting way of introducing characters.

Figure 9.65 Writing exercise in *YH* (p.53)

Figure 9.66 Writing exercise in *CP* (p.39)

## 5) Skills

It seems that the main teaching objective in *YH* is to train reading and writing skills. Language proficiency, especially grammar and writing skills, is emphasised more than communicative proficiency. Activities such “读一读 (Reading aloud)” and “说一说 (Speaking)” are more like drill training substitution than communicative activities. In Figure 9.67, learners are required to replace the word underlined “宝宝 baby” with the words below, such as 爸爸 dad, 妈妈 mum, etc.

Figure 9.67 Reading activity in *YH* (p.26)

Figure 9.68 Speaking activity in *YH* (p.27)

*CP*, by contrast, trains the four skills together in an integrated fashion and the teaching of four skills is balanced. It starts with a dialogue followed by a group activity, both of which focus on the training of communicative ability. Activities such as “Learn to write” and “Story time” for training reading and writing are also provided.

Figure 9.69 Speaking activity in *CP* (p.16)

Figure 9.70 Group activity in *CP* (p.17)

Figure 9.71 Writing activity in *CP* (p.20)

Figure 9.72 Story time in *CP* (p.21)

## 6) Exercises, Instructions, English and Explanations



Another major problem with *YH* is the instructions accompanying the exercises. It has been mentioned above that no English is included in the book. Learners need to know Chinese to understand the instructions.

Figure 9.73 Instructions in *YH* (p.29)

In addition, instructions for doing some exercises are missing, which makes it difficult for teachers and learners to know the purpose and structure of the activities (see Figure 9.74). In Figure 9.74, the activity was called *Play House*, but no further instructions or explanation to link this activity with this lesson was given.

Figure 9.74 Instructions in *YH* (p.48)

Jargon is used for presenting the strokes of the characters. For the target learners – children, using jargon is not suitable or helpful for language learning.

Figure 9.75 Stroke teaching in *YH* (p.47)

Concerning the provision of an introduction to the book, *YH* outperforms *CP* because its introduction provides an outline of the book for teachers. The introduction to *YH* provides the reasons for developing the book, a description of the target learners, and the objectives of the textbooks. *CP* also has an introduction, but it mainly focuses on introducing China and the Chinese language, as well as an introduction to the content in the book. It appears that the introduction to *CP* is designed for learners, while *YH*'s is directed towards teachers. It is difficult to say which introduction is better, because the aims of them are different. Based on the criterion against which it was being measured, however, *YH* met the criterion and *CP* did not.

Another criterion met by *YH* is that it uses less native language (English), in the book. As discussed before, however, instructions written in Chinese may hinder the use of the textbooks, especially for young learners who cannot read Chinese. I cannot say, therefore, that this is a merit of *YH*.

## 7) Sequencing language content

*CP* has a review section at the end of the book, which can be used for self-checking (see Figure 9.76). This section presents Chinese sentences below the squares and learners can

draw according to what the sentences said, or choose from the stickers in the appendices of the book to match the sentences. *YH* has no such content.

Figure 9.76 Review in *CP* (p.64)

#### 8) Physical characteristics and presentation of the content

The cover of *YH* does not satisfy many of the criteria. Compared to the cover of *CP*, it has only a few pictures that do not even appear to be related. There are no cultural elements presented. The cover does not link with the purpose of the book. On the contrary, the cover of *CP* depicts a classroom where a teacher is teaching Chinese characters. Cultural elements such as the Great Wall, pandas, and Tian'anmen were presented in the picture. The picture shows a lively Chinese class with lots of teacher-pupil interactions. As a result, its design is better than the cover of *YH*.

Figure 9.77 Cover of *YH*

Figure 9.78 Cover of *CP*

Furthermore, the internal design of *YH* lacks thought. The method for stressing language points is just to underline them (see Figure 9.79). On the contrary, key points in *CP* are highlighted with different colours or fonts, which makes them easier for learners to locate (see Figures 9.80 and 9.81).

Figure 9.79 Reading activity in *YH* (p.50)

Figure 9.80 Illustration in *CP* (p.22)

Figure 9.81 Illustration in *CP* (p.24)

In addition, illustrations in *CP* are designed to show the contrasts between Chinese culture and western culture (for an example see Figure 9.62). On the contrary, *YH* hardly shows any Chinese culture through its illustrations.

#### 9) Supplementary materials

*CP* has a teacher's guide, a workbook, a set of cards with words and expressions, and four CDs with multimedia materials. *YH* has only a teacher's guide. In terms of the technical aspects of textbook design, *CP* is more up to date and comprehensive than *YH*.

In the teacher's guide for *CP*, the author provides and justifies the premises and principles for the materials (see Figure 9.82), while teacher's guide for *YH* has no such content.

Figure 9.82 Extract from Teacher's guide for *CP* (p.1)

*YH* has no workbook or media materials accompanying it. The importance of having a workbook for consolidation has been discussed already and multi-media materials are also crucial for developing listening and speaking skills.

#### 10) Age of learners

As discussed under the category 'Information and topics', comprehending the information in the sceneries presented in *YH* hardly requires any thought or imagination. Activities such as "Story time" and "Do you know?" in *CP*, on the other hand, could encourage learners to think and do more research about the topic.

Another criterion that was not met by *YH* is that its design would not be interesting or attractive to children. Compared with the illustrations in *CP* (see Figure 9.80) and the illustrations in *YH* (see Figure 9.83), apparently the one from *CP* has more interesting elements than *YH*. The cartoon has exaggerated eyes and nose. Robots and robot dogs are both popular toys among children. *YH*, on the other hand, only presents a scene in which two children meet in a playground, one asking who the other boy is. This could hardly draw much attention from young learners.

Figure 9.83 Illustration in *YH* (p.31)

#### 11) Learners' background, proficiency and learning context

The reason *YH* missed the criteria under these categories has been mentioned before. *YH* fails to identify the needs and objectives of target learners in this regard, according to the criteria against which it was being evaluated. If the learners already have a basic knowledge of Chinese (which is normally the case for overseas Chinese heritage children), then a different set of information and topics should be provided. If the learners are defined as total

beginners, then the book should include more English explanations, easier songs with English translations, and clearer and easier instructions to follow.

#### 12) Curriculum and syllabus

As mentioned under the category ‘Lexis and grammar’, the design of *YH* did not take the target learners’ background knowledge into consideration. This mismatch between the needs of learners and the content provided in the book could make it difficult to use.

#### 13) Practical considerations

*YH* missed this criterion because it was published in 2003, which is more than 10 years ago.

#### 14) Criteria specifically designed for evaluating the teacher’s guide

In the teacher’s guide for *CP*, the views of language and aspects of language it covers are suggested (see Figure 9.84).

Figure 9.84 Introducing views of language in the teacher’s guide – *CP* (p.2)

The teacher’s guide is written in two languages: Chinese and English, which makes it suitable for both native and non-native teachers.

Figure 9.85 Teacher's guide for *CP* (Chinese version, *PI*)

Figure 9.86 Teacher's guide for *CP* (English version, p.1)

## **9.4 Group evaluation of all 10 books**

The scores of individual evaluations were presented in Section 9.2.1. This section presents and discusses the results of evaluating the 10 books as a group. In this section, the 10 textbooks are looked at as a group and evaluated against the criteria from the literature and this research. The aim of carrying out a group evaluation is to identify how this group of textbooks is used in the UK, and how they perform according to the criteria. I will firstly define the three types of criteria, then I will present the results.

### **9.4.1 Defining ‘well-met’, ‘adequately-met’, and ‘badly-met’ criteria**

Altogether, 10 textbooks have been evaluated. ‘Well-met’ and ‘badly-met’ criteria were defined according to the percentage of the books that was marked as ‘Yes’ or ‘No’.

- If more than 70% (including 70%) of the textbooks were marked as ‘Yes’, the criterion is defined as ‘well-met’;
- If less than 70% but over 30% of the textbooks met the criterion, then it is defined as ‘adequately-met’;
- If 30% or less than 30% of the textbooks met the criterion, then it is defined as ‘badly-met’.

The calculation of the results excludes the books that were marked ‘N/A’ against any of the criteria. For example, if three books were marked ‘N/A’ against one criterion, then the total number of books for calculation would be 7 rather than 10.

### **9.4.2 Results**

See Appendix 7 and 8 for the two tables showing the group evaluation against the criteria lists from literature and this research.

### **9.4.3 Analysing the results of group evaluation**

In this section, I will first present the results of the group evaluation, then provide a discussion of the ‘well-met’ and ‘badly-met’ criteria.

#### 9.4.3.1 The distribution of ‘well-met’ and ‘badly-met’ criteria

From Appendix 7 and 8, it is evident that among the criteria summarised from the literature, there were 108 ‘well-met’ criteria (58.1%), 32 ‘adequately-met’ criteria (17.2%) and 46 ‘badly-met’ criteria (24.7%). Among the criteria obtained from this research, there were 89 ‘well-met’ criteria (49.7%), 51 ‘adequately-met’ criteria (28.5%) and 39 ‘badly-met’ criteria (21.9%). Generally, the 10 textbooks performed satisfactorily on most of the criteria. 75.37% of the criteria in the literature and 78.2% of the criteria from this research were either ‘adequately-met’ or ‘well-met’. This shows that TCFL textbook design in the UK follows most of the criteria identified by the researchers and subjects in this research, and their quality is generally satisfactory.

Looking at the distribution of ‘well-met’ and ‘badly-met criteria’, the ‘well-met’ ones fell into certain categories. In the criteria list from the literature, for example, categories such as skills, exercises, and physical characteristics included many ‘well-met’ criteria. On the contrary, categories such as teachers’ language background, teaching experience, learning context, and curriculum and syllabus had no ‘well-met’ criteria within them. In the criteria list from this research, there were no ‘well-met’ criteria under categories such as teaching methods and learning strategies.

This result shows that the textbooks in the market did well on skills training, exercises design and physical design, but they seem to have ignored other factors related to textbook design, e.g. teachers, learning strategies, school context, syllabus, and curriculum. In the next section, I will further analyse the distribution of the ‘badly-met’ criteria in order to see what TCFL textbooks in the UK market can improve on.

#### 9.4.3.2 ‘Badly-met’ criteria

The ‘badly-met’ criteria are listed below in Table 9.11.

Table 9.11 List of 'badly-met' criteria

Category	Badly-met criteria in the literature	Badly-met criteria in this research
<b>Ideas and information</b>	<ul style="list-style-type: none"> <li>Using authentic materials and authentic situations</li> <li>Texts should promote critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Interesting</li> <li>Coherently organized</li> </ul>
<b>Topics</b>		<ul style="list-style-type: none"> <li>Coherently organised</li> <li>Interesting</li> </ul>
<b>Language content general</b>	<ul style="list-style-type: none"> <li>Is based on contrastive analysis of English and the target language</li> <li>Provide materials for reciting at the beginning</li> </ul>	<ul style="list-style-type: none"> <li>Using authentic materials</li> </ul>
<b>Pronunciation and Pinyin</b>	<ul style="list-style-type: none"> <li>Sound system/pronunciation is taught as an interdependent whole</li> </ul>	
<b>Lexis</b>		<ul style="list-style-type: none"> <li>Organised in lexical semantic groups</li> <li>Dictionary skills should be trained</li> </ul>
<b>Grammar</b>		<ul style="list-style-type: none"> <li>Be seen as important</li> <li>Be introduced clearly and in details</li> <li>Be taught with adequate models featuring the structures</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Distinguishing spoken and written language</li> <li>Relates written work to structures and vocabulary practiced orally</li> </ul>	
<b>Exercises</b>	<ul style="list-style-type: none"> <li>Have inter connections between exercise</li> <li>Design exercises following "controlling-less controlling – no controlling"</li> </ul>	<ul style="list-style-type: none"> <li>The design of exercises should achieve variety</li> <li>Be authentic</li> </ul>
<b>Instructions and explanation</b>	<ul style="list-style-type: none"> <li>Precise explanation</li> <li>No terminology in explanation</li> </ul>	<ul style="list-style-type: none"> <li>The book should provide directions for self-study</li> <li>Textbook should provide clear instructions on which skills are trained</li> </ul>
<b>English</b>		<ul style="list-style-type: none"> <li>Translation should be given to each word in the stage of beginners</li> </ul>
<b>Explanations</b>		<ul style="list-style-type: none"> <li>Include both Chinese explanations and English translation</li> </ul>
<b>Sequencing language content</b>	<ul style="list-style-type: none"> <li>There is a discernible system for selecting and grading the linguistic items</li> <li>The sequencing of the</li> </ul>	

	content should allow for some learners being absent for some classes	
<b>Sequencing the topics</b>		<ul style="list-style-type: none"> <li>• Topics and content should be coherently organised</li> </ul>
<b>Physical characteristics</b>		<ul style="list-style-type: none"> <li>• The cover design should be interesting</li> <li>• The cover should relate to the purpose of the textbooks</li> <li>• The cover should relate to the topics learnt</li> </ul>
<b>Arrangement and presentation of the content</b>	<ul style="list-style-type: none"> <li>• Illustrations show the contrasts between the foreign culture and the students' own culture</li> <li>• Have a realistic illustration</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrations should be interesting</li> <li>• Separable working sheets should be provided</li> <li>• Should have clear explanation for what the illustration is about</li> <li>• Photographs used should be as authentic as possible, to represent real life</li> </ul>
<b>Supplementary materials</b>	<ul style="list-style-type: none"> <li>• The book is complete enough and no extra materials needed to develop by the teachers</li> </ul>	
<b>Teachers' guide</b>		<ul style="list-style-type: none"> <li>• Introducing the teaching context where the book is to be used</li> <li>• Teachers' guide should consider the language background of the learners.</li> </ul>
<b>Workbook</b>		<ul style="list-style-type: none"> <li>• Include separable working sheets</li> <li>• Should be interesting</li> </ul>
<b>Media and multimedia</b>		<ul style="list-style-type: none"> <li>• The content of the videos/animations should be up to date and authentic</li> <li>• Should be interesting</li> </ul>
<b>Goals and objectives</b>		<ul style="list-style-type: none"> <li>• Stage teaching objectives clearly (for the whole book and each lesson)</li> </ul>
<b>Learners general</b>	<ul style="list-style-type: none"> <li>• Have an investigation on learners' needs</li> </ul>	
<b>Language background</b>	<ul style="list-style-type: none"> <li>• Should take account of the learners speak different L1</li> </ul>	<ul style="list-style-type: none"> <li>• Books for learners who have Chinese as L1 should include more difficult language content and advanced topics and cultural information</li> </ul>



<b>Orientation</b>		<ul style="list-style-type: none"> <li>Textbook design should be flexible to suit the needs of learners with different orientation</li> </ul>
<b>Learning strategies</b>	<ul style="list-style-type: none"> <li>Training language learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>Textbooks should be designed so as to help students identify and develop learning strategies</li> </ul>
<b>Teaching methods</b>	<ul style="list-style-type: none"> <li>Materials should take into account the delayed effects of instructions (e.g. providing frequent exposure and recycle to vocabulary and structures, not requiring production straightaway after presentation).</li> <li>Should provide opportunities for outcome feedback</li> <li>Have suggestions on teaching styles and methodology</li> <li>Advice about how to supplement the book</li> </ul>	<ul style="list-style-type: none"> <li>Textbook should provide suggestions or guidance for suitable teaching methods</li> </ul>
<b>Adaptation</b>		<ul style="list-style-type: none"> <li>Textbook should pursue flexibility to aid adaptation.</li> </ul>
<b>Teacher's language background</b>	<ul style="list-style-type: none"> <li>Native teachers or not</li> </ul>	
<b>Teaching experience</b>	<ul style="list-style-type: none"> <li>Teaching experience</li> </ul>	<ul style="list-style-type: none"> <li>Textbook should indicate whether it is for novice or experienced teachers</li> </ul>
<b>Learning context</b>	<ul style="list-style-type: none"> <li>Time allocated to the students to learn the book</li> <li>Focuses on problems of usage related to social background</li> </ul>	
<b>Curriculum and syllabus</b>	<ul style="list-style-type: none"> <li>Time allocated to the class, and length of the course</li> <li>Syllabus; Written according to a syllabus (e.g. controlling the lexis, grammar, topics)</li> </ul>	<ul style="list-style-type: none"> <li>Textbook design should encourage critical thinking and encourage free discussion</li> </ul>
<b>Types of classes</b>	<ul style="list-style-type: none"> <li>Class size</li> <li>Classroom geography</li> <li>Consider the equipment in the teaching situation</li> </ul>	
<b>Criteria specifically designed for evaluating Teacher's Guide</b>	<ul style="list-style-type: none"> <li>Suggests the views of language and the aspects of language it covered</li> <li>Explain language-learning process</li> <li>Refer to different learning styles and strategies and give suggestions to develop them</li> <li>Provide a rationale for the</li> </ul>	

guidance

- Help users to gain more understanding of the language-teaching principles involved
- Predict difficulties in understanding the culture setting
- Explain the rationale of selecting, sequencing and integrating the content
- Provide assistance to teachers with unpredictable situations
- Suggestions about providing corrections
- Cater for native and non-native users
- Encourage the teachers to evaluate each lesson and explain how it can be done
- Consider users' knowledge and experience of language teaching
- Not giving prescriptive suggestions
- Consider teaching experiences

In summary, there are 13 aspects mentioned above:

- 1) Interesting: there should be more interesting information, interesting exercises, and interesting design
- 2) Authentic: there should be authentic information and exercises, and more up-to-date videos
- 3) Promoting critical thinking: information and topics should promote critical thinking
- 4) Coherent: organisation of the topics and information needs to be more coherent
- 5) Various: exercises should be more varied
- 6) Theory-oriented: design should be based on theories of linguistics
- 7) Clear, detailed explanation and instructions: clear detailed explanation and instructions for self-study should be provided; explanation for linguistic

items, e.g. pronunciation should be provided; there should be no terminology in explanation

- 8) Balanced between writing and speaking skills: The book should cover both written and spoken languages
- 9) Complete: no further supplementation is needed
- 10) Consider teachers' needs and provides suggestions: e.g. teaching methods, teachers' background, teaching objectives, teaching experience should be considered during the designing process
- 11) Consider learners: should have knowledge of learners' needs, consider the language background of learners, time allocated to learning, and developing learning strategies
- 12) Consider the types of classes: consider the class size, classroom geography, and equipment in the teaching situation
- 13) Consider the context: consider curriculum requirements, syllabus, wider learning context, and social background of learners.

There are also four aspects summarised about the design of the teacher's guide:

- 1) Theory-oriented: should explain view of language, process of language learning, and principles of language teaching
- 2) Suggestions for teaching process: should help to develop learning strategies, provide corrections, and show how to do self-evaluation
- 3) Suggestions for difficult points: provide suggestions on difficulty in the cultural setting and preparation of unexpected situations
- 4) Considering different users, e.g. native and non-native users; experienced and inexperienced teachers.

The reasons that the above aspects are important in textbook design have been discussed extensively in the literature and previous chapters of analysis, therefore they are not going to be stressed again. The list above provides information on how textbook design could be improved in the future, however.

## **9.5 Conclusion**

In this chapter, the results of the evaluation of the 10 books were presented along with the procedure and instructions for carrying out the evaluation. I have tried to explain the procedure and illustrate it with examples where necessary in order to show how the criteria list can be put into use. The in-depth analysis on the content in the three sets of books provided insight into why some books are better designed than others. The model therefore provides a useful tool for the evaluation of new textbooks. The results and analysis of the group evaluation with the 10 books also provided information about the quality of the design of TCFL textbooks in the market, suggesting which aspects of textbooks could be improved in the future.

## **10 Chapter 10: Conclusion**

In this conclusion chapter, I will pull together the findings of this research and look at the implications for textbook users, textbook designers and writers, researchers investigating textbook design, the better evaluation of textbooks, and the identification of need gaps in textbook provision. I will finish by discussing the limitations of the study, as well as identifying potential areas for future research.

## 10.1 Summary of the research

The question driving this research was this:

Teachers always complain about the quality of the textbooks they use, even though hundreds of new textbooks are published in the market every year. What is it about textbooks that they are not satisfied with?

In order to attempt to answer this, a main research question was formulated:

Can the textbooks available in the market meet the needs and expectations of textbook users? If not, what can be improved?

Other sub-research questions were proposed for answering the main research question:

- 1) What are the needs and expectations of the target group of textbook users and textbook designers?
- 2) What criteria should be followed for evaluating the textbooks to see whether they meet these needs and expectations?
- 3) Is there a list of valid criteria available in the literature? If not, how can it be developed?

A qualitative research approach was adopted to answer these questions. Four different groups of subjects were approached (12 teachers, 53 learners, 2 administrators and 8 textbook writers) and invited, through interviews and questionnaires, to give their views on what they need and expect from textbooks (in the case of teachers, administrators and learners) and on what they aimed to achieve through the textbooks they wrote, and what their views of users' needs/experiences were (in the case of writers). The aim was to develop a definitive list of criteria for the evaluation of TCFL textbooks that could be used to evaluate those currently in the market in order to assess their strengths and weakness and identify gaps in provision.

The raw data from the interviews and questionnaires was grouped into eight main categories derived from the existing literature on textbook design and evaluation. These main categories were: input, layout, supplementary materials, goals and objectives, learners, teachers and teaching methodology, teaching environment, and

practical considerations. New categories and sub-categories were added as necessary to accommodate the findings from the interviews/questionnaires. The data was then analysed and compared to the criteria from the literature to develop a definitive list of criteria for evaluating textbooks.

A sample of 10 TCFL textbooks currently on the market was then evaluated using the criteria identified in this research and in the literature. For the convenience of evaluation, additional referencing lists for carrying out textbook evaluation are also provided (in Appendix 4). The evaluation shows what can be improved in the TCFL textbooks in the market, as well as what further research could be done to substantiate the development of these criteria. Examples of the evaluation lists and the additional referencing lists can be found in Appendix 4-6.

Finally, the results of evaluation were presented. I conducted individual evaluation with each of the books, a group evaluation with all the 10 textbooks, and in-depth analysis with three pairs of books. A list of criteria that were defined as ‘badly met’ by the sample group of textbooks was presented in Table 9.11.

## **10.2 How the research questions were addressed**

This section aims to present how the research questions have been answered.

Without answering the sub-research questions, it is impossible to answer the main research question; therefore I will first address how the three sub-research questions are answered, followed by the main question and the driver.

### **10.2.1 Sub-research questions:**

- 1) What are the needs and expectations of the target group of textbook users and textbook designers?

To answer this research question, I conducted interviews with three groups of textbook users: teachers, administrators, learners, and one group of textbook writers. Their opinions were categorised and analysed in Chapters 5-8. By answering this question, the criteria they used to judge the textbooks were also identified.

- 2) What criteria should be followed for evaluating the textbooks to see whether they meet these needs and expectations?
- 3) Is there a list of valid criteria available in the literature? If not, how can it be developed?

To answer these research questions, I firstly reviewed the relevant literature in textbook design in Chapter 2, and then the related areas of research in Chapter 3. I found that though there had already been lists of criteria and models proposed for designing and analysing textbooks, they all had their limitations. It is crucial to identify and include all the categories relating to textbooks and the teaching situations in which textbooks are used, as well as adopting relevant theories to justify the criteria included in each category. With the criteria obtained from the interviews and questionnaires with the textbook users and designers, and justified by the theories reviewed, a full list of valid criteria was obtained, which is fully presented in Appendix 2.



### 10.2.2 Main research question:

The main research question is:

Can the textbooks available in the market meet the needs and expectations of the textbook users? If not, what can be improved?

With the criteria list developed and textbook sample selected, I conducted individual evaluation, in-depth analysis, and a group evaluation with the textbooks. The results presented in Chapter 9 answered this research question. Through the evaluation of the 10 textbooks in the market, it was found that although the quality of TCFL textbooks is satisfactory, they cannot fully meet the needs of the textbook users (and are not satisfactory for the textbook designers based on their conceptions). The list of ‘badly-met’ criteria showed that TCFL textbooks in the market can be improved from the following aspects:

- 1) Interesting: there should be more interesting information, interesting exercises and interesting design
- 2) Authentic: there should be authentic information and exercises, and more up to date videos
- 3) Promoting critical thinking: information and topics should promote critical thinking
- 4) Coherent: organisation of the topics and information needs to be more coherent
- 5) Various: exercises should be more varied;
- 6) Theory-oriented: design should be based on theories of linguistics
- 7) Clear, detailed explanation and instructions: clear detailed explanation and instructions for self-study should be provided; explanation for linguistic items, e.g. pronunciation should be provided; there should be no terminology in explanation
- 8) Balanced between writing and speaking skills: The book should cover both written and spoken language
- 9) Completed: no further supplementation is needed

- 10) Consider teachers' needs and provides suggestions: e.g. teaching methods, teachers' background, teaching objectives, teaching experience should be considered during the designing process
- 11) Consider learners: should have knowledge of learners' needs, consider the language background of learners, time allocated to learning, and developing learning strategies
- 12) Consider the types of classes: consider the class size, classroom geography, and equipment in the teaching situation
- 13) Consider the context: consider curriculum requirements, syllabus, wider learning context, and social backgrounds of learners.

There were also four aspects summarised about the design of the teacher's guide:

- 1) Theory-oriented: should explain view of language, process of language learning, and principles of language teaching
- 2) Suggestions for teaching process: should help to develop learning strategies, provide corrections, and show how to do self-evaluation;
- 3) Suggestions for difficult points: provide suggestions on difficulty in the cultural setting and preparation of unexpected situations;
- 4) Considering different users, e.g. native and non-native users; experienced and inexperienced teachers.

### **10.2.3 Driving question:**

The driving question for this research is:

Teachers always complain about the quality of the textbooks they use, even though hundreds of new textbooks are published in the market every year. What is it about textbooks that they are not satisfied with?

The answer to the research questions above shows why teachers are always complaining about the quality of textbooks. Too often textbooks are failing to meet the language needs of learners, to stimulate their interest, to provide clear and substantial explanations and instructions, etc. In addition, no matter which list the textbooks were evaluated against, it was found that well-designed textbooks always performed well and could meet both the criteria from the literature and this research.

From this result, it is thus inferred that the quality is not the same among the textbooks in the market and the complaints of teachers may come from certain textbooks, i.e. the ‘badly-designed’ ones, rather than all textbooks. There are good textbooks that have met both the criteria from the literature and the needs and expectations of textbook users. This implication shows that more attention and guidance is needed in the selection of textbooks and that there is an urgent need to improve the quality of all the textbooks in the market.

The reality and problems of the evaluation process revealed by the research may also be a cause of these complaints. This will be discussed in Section 10.3.4.

### **10.3 Contribution of this research**

This research has made the following contributions:

#### **10.3.1 Constructed and tested a refined theoretical framework for textbook design and evaluation**

This research considers three groups of textbook users: teachers, administrators, and students. The criteria for good textbook design that they identified covered all eight categories identified in previous research. This suggests that their knowledge of textbook users largely fell within the theoretical framework constructed by this research.

Even so, not all the criteria proposed by the textbook users could be accommodated within the framework. This means that even though the existing theories of material development adopted in this study, as well as previous studies, have considered the scale of theories needed to support empirical research, the actual theories themselves are not strong enough to explain all the criteria that could be used for textbook design and evaluation. ‘Be suitable for the age of learners’ is a popular criterion mentioned by textbook researchers as well as designers and users, for example. To the best of my knowledge, however, research in the field of L2 learning and teaching can only inform textbook design on the aspects of learners’ language ability, learners’ cognitive development, and learners’ orientation and motivation (see Section 3.5.2.1 for detailed discussion on these aspects). They cannot accommodate aspects such as interests and age of learners. Another example is the link between research about

communicative language teaching and learning material development. A common practice for textbook design is to create a communicative situation and introduce the linguistic forms and functions applicable into that situation. It was also mentioned in Section 3.4.1 that research on the matching between communicative situations and the forms and functions can guide material development. The fields of SLA and L2 teaching are developing rapidly. There is now a need to link this fruitful research with material development, in order to generate more criteria that could guide textbook design.

### **10.3.2 Identified hidden needs of textbook users**

This study found new needs from textbook users that have not been identified before. New criteria that have not been mentioned by previous researchers on textbook evaluation were identified by teachers, learners, and administrators. Teachers suggested, for example that a coherent design for the topics in the textbooks is important. Administrators stressed the consideration of teachers' qualifications and experience. Learners proposed the need to consider the link between their age and their interests.

According to researchers in the field of need analysis (e.g. Brindley, 1984) and material development (e.g. McDonough and Shaw, 1993), the needs of students should be examined before evaluation. They argue that obtaining new criteria requires that textbook users should be included in the process of developing criteria for evaluation. The findings of this research are compatible with their arguments.

In addition, by obtaining new criteria in categories such as 'teaching environment' and 'teachers and teaching methodology', this research readdresses the importance of considering the context of teaching, including the institutional level (syllabus, type of classes) and on the wider educational environment (requirements of the educational system, national examinations and standards, etc.).

### **10.3.3 Provided a comprehensive and practical working criteria list for use**

Compared to the previous checklists from the literature, the criteria proposed by this research are more detailed, which could be more helpful for using in practice (see

Appendix 3). There are more criteria about the design of lexis, workbooks, and media and multimedia materials identified in this research than in the literature. Moreover, the reference list providing sub-criteria is useful for putting the criteria list into use when textbook evaluators have little guidance.

#### **10.3.4 Revealed the reality of textbook evaluation and design**

Other than a refined theoretical framework and a comprehensive and workable criteria list, this research also reveals much about the reality of the way in which textbooks are designed. It is already known that textbook users, especially teachers and learners, are important groups that should be involved in the evaluation process, but it is often not the case in reality. Teacher 11 in this research suggested, for example, that teachers are often neglected and put in a passive position when it comes to selecting textbooks (see Section 5.9.4.1). Very often teachers reported that they were just given a textbook and asked to teach with it. Listening to teachers' perceptions and needs is therefore a necessary step before deciding which book(s) to use. It should not always be the teacher's job to get used to textbooks being thrown at them and try to learn how to adapt to it.

It was also found from the research with administrators that they showed more consideration to the institutional level rather than the actual teaching process. This could be a facet of their job role, since their administrative role enables them to influence textbook selection more than teachers. This means that administrators, who are often in charge of the selecting process, are actually the least suitable for this role. Some of them do not have enough knowledge to guide them in evaluating textbooks. In this research, the administrators did not provide any criteria regarding the linguistic content of the textbooks, for instance. As mentioned previously, their primary requirements were at the institutional level, which is not always sufficient. Their lack of knowledge about the real teaching process may limit their ability to evaluate textbooks thoroughly enough.

Considering the designing process, it has been found that textbook designers' principles are influenced by theories. It was also found that textbook designers are not always totally independent when they design textbooks. They consider the principles

for textbook design and the key factors that may influence textbook consumption, but at the same time they have restrictions from other interest groups, e.g. publishers.

Since textbook writers have certain constraints (mostly from publishers) during writing, they should be given more scope to develop the textbooks according to quality, over and above the requirements of the publishers. They should be informed about the needs of the textbook users (information provided from either the publisher or their own teaching experience), rather than using publishers' opinions as the main reference.

## **10.4 Implications of this research**

This section aims to discuss the implications of this research for the various groups of people involved in textbook design, use, and research. I included three groups, textbook designers, researchers in the field of material development, and practitioners, in the discussion. The reason for having them in the discussion is that these are the groups that stand to benefit the most from the results of this research.

### **10.4.1 Implications for textbook design and textbook writers**

Through the evaluation of the 10 textbooks in the market, the list of ‘badly-met’ criteria showed that the TCFL textbooks currently in the market cannot fully meet the needs of the textbook users (and are not satisfactory according to the opinions of the textbook writers). These findings show that TCFL textbooks designers should select more interesting, authentic, and varied information. It was also found that the organisation of textbooks should be coherent, and explanations should be clearer. As for the physical design and supplementary materials, the design of these should be interesting and up to date. In addition, current textbooks should pay more attention to the textbook users and the context in which they are using the textbooks, which could increase user satisfaction.

This research also contributes to the design of the teacher’s guide. According to the results, the design of the teacher’s guide should be theory-oriented, provide suggestions for the teaching process and difficult points, and it should consider the needs of different users.

### **10.4.2 Implications for researchers of materials development**

This research is important for researchers in the field of materials development in the following aspects:

- 1) As its theoretical foundation, this research adopted theories from four key areas: L2 learning, L2 teaching, learners’ needs, and textbook design. Compared with previous research, it extends the scope of the theoretical framework of the current research in material development. Tomlinson (2009), for example, only referred to the main findings from SLA when developing

the text-driven approach of textbook design.

- 2) The process of analysing the interview data identified more theories that could be useful in textbook research. It was suggested, for example, that theories about the characteristics of a textbook and the aims of reading them should be included in the framework for evaluating textbooks, since these can explain why the topics and units need to be coherent. More research on how to provide interesting and up-to-date information is also needed.
- 3) This research identified new user needs from the perspectives of the textbook users themselves, which proves that it is important to consider users' needs during textbook evaluation. Furthermore, it demonstrates a qualitative research path to obtain and understand the needs of textbook users and the development of criteria. From a methodological point of view, this study widens the scope of textbook research.
- 4) Currently, using a qualitative research approach to study TCFL textbooks for an overseas (FL) context is rare. This research has not only pioneered the possibility of using qualitative research approach in this field, but has also brought the research in the field of Chinese language teaching into the general research on L2 materials development. It links the research on Chinese characters with textbook design, for example. In addition, the list of criteria designed specifically for Chinese textbooks in the UK has formed a base for further research on L2 textbooks in a specific environment.
- 5) This research contributes to develop not only a substantiated list of criteria with which future researchers could carry out research, but also instructions to guide the use of the criteria list. The investigation into the opinions of administrators (who are often the chief operators of textbook evaluation) showed that they are not entirely capable of identifying and applying criteria into the evaluation. Such a model opens a window for further research on the actual application of criteria, rather than simply developing checklists that may not be usable in real situations.



### **10.4.3 Implications to the practitioners**

‘Practitioners’ here refers to people whose jobs involve textbook development, selection or evaluation, e.g. publishers, school administrators, and teachers. This research firstly identifies the needs of textbook users, which can be used as market surveys by institutions or companies developing teaching materials. This research also develops a practical criteria list and a reference list for carrying out evaluation in real teaching situations, making it more convenient for schools and novice teachers. In addition, this study presents the pros and cons of some current TCFL textbooks in the market, which provides direction on future textbook design for practitioners.

## 10.5 Limitations of the research

Inevitably this research has its limitations. Three limitations will be addressed below.

- 1) The first limitation concerns the scale of the research. Due to the limitation of time and availability of subjects, the number of subjects for interviews was not many. The criteria list could have been further expanded if the scale of the study had been wider and time is not limited. Moreover, all the textbook users invited to this research were based in Sheffield. These may affect the generalisation of the results to some extent. Efforts were made to select subjects and to carry out the interview process carefully, however. The subjects are all informants with first-hand information about textbooks and they were selected based on their varied teaching experiences and backgrounds, which provided a broad range of perspectives (see Table 4.1-4.3). In addition, during the interview process, the researcher made every effort to investigate each subject's opinions thoroughly, in order to elicit in-depth and good quality data.
- 2) A large piece of the study was the evaluation of textbooks. Even though a reference list has been developed to provide guidance for the evaluation process, the nature of evaluation means that sometimes the researcher has to rely on subjective concepts to make a decision, especially when knowledge of theories is limited or unavailable. When providing answers for some of the difficult (D) criteria, for instance, 'Activities should be enjoyable', it is possible that another evaluator may have different views on what is 'enjoyable' from me, thus a different answer could be achieved. As Nunan (1992) suggests, evaluation also involves making judgements; as a result it is influenced by the values of the evaluator. I believe that assigning the evaluation job to a team of evaluators could be one solution. A consensus reached by several evaluators over several rounds of evaluation could provide reliability, as well as contribute to the refinement of the criteria for evaluation.
- 3) Due to the lack of experience I had in interviewing, some questions could have been better addressed. Some of the follow-up questions were missing during the interviews, for example, which could result in a misinterpretation

of the data. In addition, my own shortcomings as a student researcher may have affected the interview process with the textbook designers. With the subjects being experienced textbook designers and mostly experienced teachers, I felt sometimes that being a student myself left me feeling not confident enough to ask questions to challenge their views. When reflecting on the interview process, I felt that some of the subjects behaved more like they were giving a lecture to me rather than doing an interview with me. To minimise the interference from this, I kept doing reflections after each interview, wrote down notes, and adjusted my questioning strategies in the next interview.

## 10.6 Recommendations for future research

Having identified the contribution and limitations of this study, this section will propose some suggestions for further research.

- 1) In order to provide a substantial list of criteria for evaluation, more research on the theories that link with material development is needed. No research about providing interesting and updated content with textbooks is available, for example. The existing research on developing interesting and varied content, including information, exercises, and design, is not sufficient. After all, without a solid theoretical foundation from research, it is difficult to develop valid criteria for textbook evaluation. Further research linking materials development and other fields is therefore urgently needed. Theories from other fields, e.g. theories about humour, would be useful for underpinning the research on the design of textbook content.
- 2) Factors that influence textbook design and selection should also be studied. Questions that could be covered here include:
  - How does the orientation of the learners affect their attitude to textbooks and teaching materials?
  - What are suitable textbooks for learners with different learning preferences in different educational contexts?
  - What are the needs of textbooks for different kinds of learners (e.g. different ages, language backgrounds, interests)?
  - How should textbooks be selected for different types of classes?
  - How do parents' attitudes towards textbooks influence young learners?

These issues have not been discussed fully in the past research on textbook evaluation. It is hence suggested that further empirical research, especially those adopting experiments that can eliminate the irrelevant factors, should be done.

- 3) Larger scale qualitative and quantitative research with textbook users and textbook designer would be valuable to build on the results of this study. These could greatly enhance the transferability and generalisability of the results. Further research on the needs of textbook users in different teaching contexts will grow the body of research focusing on local contexts.
- 4) Further empirical research is needed to examine the relationship between the categories and sub-categories in this research. Due to the nature of qualitative research, this research is not able to determine the relationships between the categories and sub-categories. Teachers' choices of teaching methods could be affected by the teaching methods suggested by the textbooks, for example but how so these two factors relate to each other? What are the relationships? Empirical research on such issues could be interesting and would be feasible based on the findings of the current study.

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## Appendices

### Appendix One: A summary of criteria in the literature <1972-2011>

#### 1. Input (content of the textbook)

##### i. Incidental content

##### A. Ideas/values/information

- 1) Texts style and register are suitable for students' objectives (Davison, 1976; Miekley, 2005; Wu and Lin, 2006).
- 2) Using authentic materials and authentic situations (Tucker, 1978; Rivers, 1981; Sheldon, 1988; McDonough and Shaw, 1993; Cunningsworth, 1995; Ur, 1996; Zhao, 1998; Zabawa, 2001; Daoud and Celce-Murcia, 1979; Miekley, 2005; Wu and Lin, 2006; Tomlinson, 2011; Mukundan et al, 2011; Opoku-Amankwa et al, 2011)
- 3) Up-to-date texts (Bailey, 1988; Daoud and Celce-Murcia, 1979; Zabawa, 2001)
- 4) Provide a meaningful context to train grammars and vocabulary (Stevick, 1972; Tucker, 1978; Williams, 1983; Dougill, 1987; Zabawa, 2001; Aski, 2003; Miekley, 2005; Mukundan et al, 2011)
- 5) Variety of content (Davison, 1976; Ur, 1996; Garinger, 2002; Miekley, 2005; Zhao, 1998; Wu and Lin, 2006; Tomlinson, 2011)
- 6) Culture and social situation in the book is suitable for students' culture and learning context (Stevick, 1972; Tucker, 1978; Davison, 1976; Williams, 1983; Sheldon, 1988; McDonough and Shaw, 1993; Roberts, 1996; Ur, 1996; Zhao, 1998; Zabawa, 2001; Byrd, 2001; Garinger, 2002; Miekley, 2005; Nation and Macalister, 2010; Wu and Lin, 2006; Tomlinson 2011; Mukundan et al, 2011).
- 7) Selects structures with regard to differences between LI and L2 cultures (Williams, 1983)
- 8) Suitable sense of humour from the author (Sheldon, 1988)
- 9) Texts should promote critical thinking (Bailey, 1988)
- 10) The material has comprehensiveness and balance (Bailey, 1988; Daoud and Celce-Murcia, 1979)
- 11) Include minority and women (Bailey, 1988; Cunningsworth, 1995)
- 12) The length of texts and sentences in the texts are appropriate (Zhao, 1998; Daoud and Celce-Murcia, 1979; Wu and Lin, 2006)
- 13) Materials providing ground for imagination (Zhao, 1998)



14) No didactic content (Zhao, 1998)

**B. Topics**

15) Is topical (Sheldon, 1988; Miekley, 2005)

16) Subject matter is organised functionally. (Tucker, 1978; Miekley, 2005)

17) Variety and range of topics (Cunningsworth, 1995; Daoud and Celce-Murcia, 1979)

18) Topics help expand students' awareness and enrich their experience (Cunningsworth, 1995)

19) Social and cultural contexts presented are relevant to the learners. (Cunningsworth, 1995)

**ii. Target language input itself**

**A. Language content (grammar, vocabulary, phonetics, written form)**

16) Gives guidance in the presentation of language items (Williams, 1983)

17) Is based on contrastive analysis of English and the target language (Rivers, 1981; Williams, 1983)

18) Sound system/pronunciation is taught as an interdependent whole (Tucker, 1978; Rivers, 1981; Ur, 1996; Cunningsworth, 1995)

19) Select vocabulary according to frequency, functional load (Rivers, 1981; Williams, 1983; Cunningsworth, 1995; Zhao, 1998; Wu and Lin, 2006)

20) Vocabulary load is appropriate for the level (Daoud and Celce-Murcia, 1979)

21) Sufficient grammar for the level (Rivers, 1981; Daoud and Celce-Murcia, 1979; Cunningsworth, 1995)

22) Provide adequate and understandable models featuring the structures to be taught (Stevick, 1972; Tucker, 1978; Rivers, 1981; Williams, 1983; Zhao, 1998; Daoud and Celce-Murcia, 1979; Byrd, 2001; Wu and Lin, 2006)

23) The reading description have many texts, of which the length is beyond the unit of a sentence (McDonough and Shaw, 1993; Cunningsworth, 1995)

24) Provide the situations where the grammars should be used (Zhao, 1998; Daoud and Celce-Murcia, 1979; Wu and Lin, 2006)

25) Designed basing on one view of language, e.g. functional or structural (Zhao, 1998)

26) Distinguishing spoken and written language (Zhao, 1998)

27) Using mandarin (Zhao, 1998)

- 28) Provide materials for reciting at the beginning (Zhao, 1998)
- 29) Language styles match social situation (Cunningsworth, 1995)
- 30) Learners' attention should be drawn to the linguistic features of the input (Tomlinson, 2011)

**B. Language skills (reading, writing, speaking, listening)**

- 1) Relates written work to structures and vocabulary practiced orally (Williams, 1983)
- 2) All four skills adequately covered and integrated skills (Dougill, 1987; Cunningsworth, 1995; Zhao, 1998; Wu and Lin, 2006)
- 3) Providing language knowledge and training language skills (Zhao, 1998)
- 4) Teach the skills that the book have claimed to focus (Garinger, 2002;)
- 5) Present oral form first (Rivers, 1981)
- 6) Suggests ways of demonstrating and practising speech items (Williams, 1983)
- 7) Provide opportunity for communication in speaking and writing (Daoud and Celce-Murcia, 1979; Rivers, 1981; Sheldon, 1988; Zabawa, 2001; Garinger, 2002; Miekley, 2005; Tomlinson, 2011; Mukundan et al, 2011)
- 8) Gives practice writing in controlled and guided composition in the early stages (Williams, 1983; Cunningsworth, 1995; Daoud and Celce-Murcia, 1979)
- 9) Dialogues are not too long to memorise and to be useful (Rivers, 1981)
- 10) Has authority in language and style of writing (Williams, 1983)
- 11) Design the content according to language skills (Zhao, 1998)
- 12) Have a balance between language proficiency and communicative proficiency (Zhao, 1998)

**iii. Exercises and activities**

- 1) The activities let students to practice something they will use outside the classroom (Williams, 1983; Dougill, 1987; Brown, 1998; Miekley, 2005; Nation and Macalister, 2010)
- 2) Various forms of activities (Rivers, 1981; Zhao, 1998; Wu and Lin, 2006; Mukundan et al, 2011)
- 3) Exercise practice language items, e.g. vocabulary and structures (Daoud and Celce-Murcia, 1979)
- 4) Sufficient exercises (Tucker, 1978; Davison, 1976; Rivers, 1981; Dougill, 1987; Ur, 1996; Brown, 1998; Zhao, 1998; Zabawa, 2001; Miekley, 2005; Wu and Lin, 2006; Mukundan et al, 2011)

- 5) Activities could be used for self-study (Dougill, 1987; Cunningsworth, 1995; Nation and Macalister, 2010)
- 6) Activities can work well with methodology in SLT (Mukundan et al, 2011)
- 7) Should not include too much controlled practice (Tomlinson, 2011)
- 8) Indication given of extra activities (e.g. games, songs, poems, puzzles) to add variety to the lessons (Rivers, 1981;)
- 9) The relationship between examination and exercise correlate the learner's demand and the textbook's contents (McDonough and Shaw, 1993)
- 10) Interesting exercises (Wu and Lin, 2006)
- 11) Exercises cover the content of each lesson and are related to the content (Zhao, 1998; Wu and Lin, 2006)
- 12) Have activities that train the accuracy of language use (Zhao, 1998; Wu and Lin, 2006)
- 13) Have activities that train the fluency (Wu and Lin, 2006)
- 14) Have activities that need to complete with others interactively (Wu and Lin, 2006)
- 15) Have tasks (Wu and Lin, 2006)
- 16) Activities should train grammars particularly (Wu and Lin, 2006)
- 17) Activities should train communication particularly (Zhao, 1998; Wu and Lin, 2006)
- 18) Every exercise is short (Zhao, 1998)
- 19) Have inter connections between exercise (Zhao, 1998)
- 20) Design exercises following 'controlling-less controlling – no controlling' (Zhao, 1998)
- 21) Exercises training 4 skills (Zhao, 1998)
- 22) Exercises develop comprehension of main ideas details and sequence of ideas (Daoud and Celce-Murcia, 1979)

## **2. Explanation and instructions**

- 1) Have an introduction and instructions about how to use the book, e.g. do the exercises (Davison, 1976; Dougill, 1987; Sheldon, 1988; Ur, 1996; Zabawa, 2001; Byrd, 2001; Garinger, 2002; Miekley, 2005, Wu and Lin, 2006)
- 2) Use less native language in the book (Rivers, 1981;)
- 3) Enough explanation about teaching points (Davison, 1976; Cunningsworth, 1995; Miekley, 2005; Nation and Macalister, 2010; Wu and Lin, 2006)
- 4) Clear explanation (Dougill, 1987; Sheldon, 1988; Brown, 1998; Zhao, 1998; Daoud and Celce-Murcia, 1979; Byrd, 2001; Miekley, 2005; Wu and Lin, 2006)
- 5) There should be an introduction about why the book is developed and the gap it is intended to fill (Sheldon, 1988)

- 6) English translation is correct (Zhao, 1998; Wu and Lin, 2006)
- 7) No terminology in explanation (Zhao, 1998; Wu and Lin, 2006)
- 8) Precise explanation (Zhao, 1998)

### 3. Layout

#### i. Sequencing and structuring

- 1) The sequencing of teaching points is appropriate, e.g. from easy to difficult levels (Tucker, 1978; Davison, 1976; Rivers, 1981; McDonough and Shaw, 1993; Ur, 1996; Zhao, 1998; Rahimy, 2007; Daoud and Celce-Murcia, 1979; Zabawa, 2001; Garinger, 2002; Miekley, 2005; Wu and Lin, 2006; Mukundan et al, 2011)
- 2) There is a discernible system for selecting and grading the linguistic items (Sheldon, 1988; Daoud and Celce-Murcia, 1979; Mukundan et al, 2011)
- 3) The sequencing of the content should allow for some learners being absent for some classes (Nation and Macalister, 2010)
- 4) Frequent and periodic review of learnt material (Tucker, 1978; Davison, 1976; Daoud and Celce-Murcia, 1979; Rivers, 1981; Dougill, 1987; Sheldon, 1988; Cunningsworth, 1995; Ur, 1996; Zhao, 1998; Daoud and Celce-Murcia, 1979; Miekley, 2005; Wu and Lin, 2006; Mukundan et al, 2011)
- 5) Have a clear view of the learning progress (Dougill, 1987; Sheldon, 1988; Wu and Lin, 2006)
- 6) New content is presented in an appropriate rate so that students can understand and learn something new (Miekley, 2005). Achievable challenge – (Tomlinson 2011; Mukundan et al, 2011) (Garinger, 2002; Tomlinson, 2011).
- 7) Have ready-made revision and tests and self-checks. (Sheldon, 1988; McDonough and Shaw, 1993; Brown, 1998; Zhao, 1998; Zabawa, 2001; Miekley, 2005; Nation and Macalister, 2010; Wu and Lin, 2006)
- 8) One teaching point presented for one time (Davison, 1976; Miekley, 2005)
- 9) Have obvious connection between the units and exercises (Stevick, 1972; Dougill, 1987; Sheldon, 1988; Rahimy, 2007; Zabawa, 2001; Miekley, 2005)
- 10) Have coherence between books in one series (Rivers, 1981; Sheldon, 1988)

#### ii. Design

- 1) Clear layout to identify teaching points and other information (Stevick, 1972; Davison, 1976; Dougill, 1987; Cunningsworth, 1995; Ur, 1996; Zabawa, 2001; Wu and Lin, 2006)

- 2) Clear objectives of this book should be presented (Ur, 1996; Sheldon, 1988; Rahimy, 2007; Miekley, 2005)
- 3) Colourful/appealing illustrations, cover and layout (Daoud and Celce-Murcia, 1979; Sheldon, 1988; Cunningsworth, 1995; Zhao, 1998; Miekley, 2005; Nation and Macalister, 2010; Wu and Lin, 2006; Mukundan et al, 2011)
- 4) Have a mix of appropriate illustration with texts (Daoud and Celce-Murcia, 1979; Dougill, 1987; Sheldon, 1988; Zhao, 1998; Wu and Lin, 2006; Mukundan et al, 2011)
- 5) Have clear signposts of the content, e.g. table of content, indexes, vocabulary lists, section headings (Rivers, 1981; Sheldon, 1988; McDonough and Shaw, 1993; Rahimy, 2007; Zabawa, 2001; Wu and Lin, 2006)
- 6) Space to write in the book (Dougill, 1987; Sheldon, 1988; Wu and Lin, 2006; Tomlinson 2011)
- 7) The book is convenient for learners to handle (Daoud and Celce-Murcia, 1979; Sheldon, 1988; Zhao, 1998; Nation and Macalister, 2010)
- 8) The spine is labelled (Sheldon, 1988)
- 9) No offensive content (Sheldon, 1988; Dougill, 1987; Zabawa, 2001; Miekley, 2005; Nation and Macalister, 2010)
- 10) Illustration should have pedagogic purpose (Daoud and Celce-Murcia, 1979; Dougill, 1987; Sheldon, 1988; Roberts, 1996; Brown, 1998; Rahimy, 2007; Miekley, 2005)
- 11) Have an up to date illustration (Rivers, 1981;)
- 12) Illustrations show the contracts between the foreign culture and the students' own culture (Rivers, 1981;)
- 13) Have a realistic illustration (Bailey, 1988)
- 14) Is up to date in the technical aspects of textbook design (Williams, 1983)
- 15) Have a lexicon or index (McDonough and Shaw, 1993)
- 16) Different fonts and sizes for different content (Zhao, 1998; Wu and Lin, 2006)
- 17) Appropriate fonts that are easy to read and distinguishing sections (Daoud and Celce-Murcia, 1979; Wu and Lin, 2006)
- 18) Harmonious colours (Wu and Lin, 2006)
- 19) Clear layout, no need to turn for content and exercise (Wu and Lin, 2006)
- 20) Appropriate size, suitable to take away. (Wu and Lin, 2006)

#### **4. Supplementary materials**

- 1) The visual and aural supplements are with a good quality (Dougill, 1987; Bailey, 1988; McDonough and Shaw, 1993; Zhao, 1998; Zabawa, 2001; Miekley, 2005; Wu and Lin, 2006)

- 2) The book is complete enough and no extra materials needed to develop by the teachers (Sheldon, 1988; Zabawa, 2001)
- 3) Have a teacher's book published at the same time (Sheldon, 1988; Bailey, 1988; Brown, 1998)
- 4) Teacher's guide has meaningful and valuable suggestions (Bailey, 1988; Cunningsworth, 1995; Zhao, 1998)
- 5) Textbook writer provides and justify the premises and principles for the materials in teacher's guide (Cunningsworth, 1995)
- 6) Teacher's guide has suggestions on teaching techniques, language items and cultural-specific information. (Cunningsworth, 1995)
- 7) Tape scripts, answer keys, technical notes (ESP), vocab lists, structural/functional inventories and lesson summaries in the Teacher's book (Sheldon, 1988; Cunningsworth, 1995; Miekley, 2005)
- 8) Availability of supplementary materials (Tucker, 1978; Rivers, 1981; Bailey, 1988; McDonough and Shaw, 1993; Ur, 1996; Brown, 1998; Zhao, 1998; Rahimy, 2007; Wu and Lin, 2006; Mukundan et al, 2011)
- 9) Have transcripts of the recording (Dougill, 1987)
- 10) Have supplementary for training single skill (Zhao, 1998)

## **5. Goals/objectives**

- 1) Objectives of students (Davison, 1976; Bruder, 1978; Dougill, 1987; Roberts, 1996; Wu and Lin, 2006)
- 2) Objectives of course and curriculum (Davison, 1976; Rivers, 1981; Dougill, 1987; Sheldon, 1988; Bailey, 1988; Cunningsworth, 1995; Roberts, 1996; Zhao, 1998; Daoud and Celce-Murcia, 1979; Garinger, 2002; Miekley, 2005; Nation and Macalister, 2010; Mukundan et al, 2011)

## **6. Learners**

- 1) Training language learning strategies (Cunningsworth, 1995; Ur, 1996; Rahimy, 2007; Miekley, 2005)
- 2) Thought-provoking texts (Zabawa, 2001; Miekley, 2005)
- 3) Age of students (Davison, 1976; Bruder, 1978; Williams, 1983; Dougill, 1987; Sheldon, 1988; Roberts, 1996; Zabawa, 2001; Garinger, 2002; Nation and Macalister, 2010; Wu and Lin, 2006; Mukundan et al, 2011)
- 4) Language background of students (Davison, 1976; Bruder, 1978; Williams, 1983; Sheldon, 1988; Zabawa, 2001)
- 5) Level of students (Stevick, 1972; Tucker, 1978; Davison, 1976; Bruder, 1978; Williams, 1983; Sheldon, 1988; Cunningsworth, 1995; Roberts, 1996; Zhao, 1998; Ur, 1996; Brown, 1998; Zabawa, 2001; Nation and Macalister, 2010; Wu and Lin, 2006; Tomlinson, 2011; Mukundan et al, 2011)

- 6) Learning preference and styles of students (Bruder, 1978; Sheldon, 1988; Cunningsworth, 1995; Roberts, 1996; Ur, 1996; Nation and Macalister, 2010; Tomlinson, 2011)
- 7) Affective factors (Zhao, 1998); Motivation (Dougill, 1987); Attitude (Tomlinson, 2011)
- 8) Content is interested and attractive (Rivers, 1981; Williams, 1983; Dougill, 1987; Sheldon, 1988; Cunningsworth, 1995; Roberts, 1996; Ur, 1996; Rahimy, 2007; Zabawa, 2001; Garinger, 2002; Miekley, 2005; Nation and Macalister, 2010; Wu and Lin, 2006; Tomlinson, 2011; Mukundan et al, 2011)
- 9) Suitable for the conceptual level of the learners (Sheldon, 1988)
- 10) The content should be relevant and useful to the learners (Daoud and Celce-Murcia, 1979; Wu and Lin, 2006; Tomlinson 2011)
- 11) Materials should facilitate the use of both brains (Bailey, 1988; Tomlinson, 2011)
- 12) Encourage learners to become independent learning (Ur, 1996; Cunningsworth, 1995)
- 13) Have an investigation on learners' needs (Zhao, 1998)

## **7. Teaching methods and teachers**

### **i. Teaching process and methods**

- 1) Materials should take into account the delayed effects of instructions (Tomlinson, 2011)
- 2) Materials should permit a silent period at the beginning of instruction. (Tomlinson, 2011)
- 3) Should provide opportunities for outcome feedback (Dougill, 1987; Tomlinson, 2011; Mukundan et al, 2011)
- 4) Have suggestions on teaching styles and methodology (Davison, 1976; Rivers, 1981; Williams, 1983; Dougill, 1987; Roberts, 1996; Ur, 1996; Miekley, 2005; Zhao, 1998; Mukundan et al, 2011)
- 5) Methodology appropriate to the learning/teaching situation (Cunningsworth, 1995)
- 6) Advice about how to supplement the book (Dougill, 1987; Sheldon, 1988)
- 7) Appropriate hand-holding (Sheldon, 1988; Daoud and Celce-Murcia, 1979)
- 8) There is homework (Roberts, 1996)
- 9) Textbook should be flexible to modify (Sheldon, 1988; Cunningsworth, 1995; Zabawa, 2001; Nation and Macalister, 2010)
- 10) Help to build up connections and interaction between teacher and learners (McDonough and Shaw, 1993)

### **ii. Teachers**

- 1) Native teachers or not (Davison, 1976; Sheldon, 1988; Roberts, 1996; Miekley, 2005)
- 2) Teaching experience (Davison, 1976; Rivers, 1981; Roberts, 1996)

## **8. Teaching environment**

- 1) Time allocated to the students to learn the book (Davison, 1976; Bruder, 1978; Sheldon, 1988)
- 2) Ideological constraints (Davison, 1976)
- 3) Take account of broader educational concerns, e.g. learning skills, knowledge of the world, cognitive development of the learners, responsibility of learning etc. (Dougill, 1987; Sheldon, 1988; Garinger, 2002; Miekley, 2005; Tomlinson, 2011; Opoku-Amankwa et al, 2011)
- 4) Should take account of the learners speak different L1 (Nation and Macalister, 2010)
- 5) focuses on problems of usage related to social background (Williams, 1983)
- 6) Time allocated to the class, and length of the course (Davison, 1976; Dougill, 1987; Roberts, 1996; Garinger, 2002; Nation and Macalister, 2010)
- 7) Class size (Davison, 1976; Sheldon, 1988; Roberts, 1996; Nation and Macalister, 2010)
- 8) Classroom geography (Sheldon, 1988; Nation and Macalister, 2010)
- 9) Syllabus (Dougill, 1987; Roberts, 1996; Ur, 1996; Rahimy, 2007; Zhao, 1998; Opoku-Amankwa et al, 2011)
- 10) Consider the equipment in the teaching situation (Sheldon, 1988; Cunningsworth, 1995; Roberts, 1996)
- 11) Suitable for the school district (Bailey, 1988)
- 12) Written according to a syllabus (e.g. controlling the lexis, grammars, topics) (Zhao, 1998)

## **9. Practical consideration**

- 1) Easy to obtain (Sheldon, 1988; Cunningsworth, 1995; Garinger, 2002; Nation and Macalister, 2010)
- 2) Can contact the publisher (Sheldon, 1988)
- 3) The durability (Tucker, 1978; Daoud and Celce-Murcia, 1979; Williams, 1983; Sheldon, 1988; Bailey, 1988; Cunningsworth, 1995; Wu and Lin, 2006; Mukundan et al, 2011)
- 4) The book is a recent publication (Brown, 1998)
- 5) Cost and price (Tucker, 1978; Rivers, 1981; Cunningsworth, 1995; Garinger, 2002; Nation and Macalister, 2010; Wu and Lin, 2006)
- 6) Of good quality with the book and supplementary materials (Tucker, 1978; Rivers, 1981; Williams, 1983; Dougill, 1987;)
- 7) The book has been pre-tested before printed (Rivers, 1981)



#### **Teacher's book checklists (4)**

- 1) Suggests the views of language and the aspects of language it covered (Cunningsworth and Kusel, 1991; Gearing, 1999).
- 2) Explain language-learning process (Cunningsworth and Kusel, 1991; Hemsley, 1997; Gearing, 1999)
- 3) Refer to different learning styles and strategies and give suggestions to develop them (Cunningsworth and Kusel, 1991; Hemsley, 1997; Gearing, 1999)
- 4) Teachers' roles in different activities (Cunningsworth and Kusel, 1991; Hemsley, 1997; Gearing, 1999)
- 5) Provide a rationale for the guidance (Cunningsworth and Kusel, 1991; Hemsley, 1997; Gearing, 1999)
- 6) Help users to gain more understanding of the language-teaching principles involved (Cunningsworth and Kusel, 1991; Hemsley, 1997; Gearing, 1999)
- 7) Provide objectives and content of teaching (Cunningsworth and Kusel, 1991; Hemsley, 1997; Gearing, 1999)
- 8) Give out guidance to teach language items (Cunningsworth and Kusel, 1991; Hemsley, 1997)
- 9) Predict difficulties in understanding the culture setting (Cunningsworth and Kusel, 1991; Hemsley, 1997; Gearing, 1999)
- 10) Explain the rationale of selecting, sequencing and integrating the content (Cunningsworth and Kusel, 1991; Hemsley, 1997)
- 11) Suggest procedures for planning, preparing and conducting lessons (Dougill, 1987; Cunningsworth and Kusel, 1991; Hemsley, 1997; Gearing, 1999)
- 12) Provide assistance to teachers with unpredictable situations (Dougill, 1987; Cunningsworth and Kusel, 1991; Hemsley, 1997; Gearing, 1999)
- 13) Suggestions about providing corrections (Cunningsworth and Kusel, 1991; Hemsley, 1997)
- 14) Make a positive contribution to heightening and maintaining students' motivation (Cunningsworth and Kusel, 1991; Hemsley, 1997)
- 15) Suggest the ways to use TG (Rivers, 1981; Cunningsworth and Kusel, 1991; Hemsley, 1997)
- 16) Organization and layout is easy to use (Cunningsworth and Kusel, 1991; Hemsley, 1997; Gearing, 1999)
- 17) Cater for native and non-native users (Tucker, 1978; Cunningsworth and Kusel, 1991; Gearing, 1999)

- 18) Encourage the teachers to evaluate each lessons and explain how it can be done (Cunningsworth and Kusel, 1991; Hemsley, 1997; Gearing, 1999)
- 19) Price and availability (Hemsley, 1997; Gearing, 1999)
- 20) Consider users' knowledge and experience of language teaching (Hemsley, 1997)
- 21) Involve a variety of English (Williams, 1983; Hemsley, 1997)
- 22) Not giving prescriptive suggestions (Hemsley, 1997)
- 23) Not using confusing meta-language (Hemsley, 1997)
- 24) Provide answers to the tasks (Williams, 1983; Hemsley, 1997; Gearing, 1999; Wu and Lin, 2006)
- 25) Give enough information about other topics included in the course (Gearing, 1999)
- 26) Give more confidence to the teachers (Gearing, 1999)
- 27) Free of mistakes (Gearing, 1999)
- 28) Durability (Gearing, 1999)
- 29) Consider teaching experiences (Dougill, 1987;)
- 30) Easy to use with the student's book (Dougill, 1987;)

**Appendix Two: A list of criteria summarised from this research**

<b>Category</b>		<b>Criteria</b>
<b>Ideas and information</b>	1	Up to date
	2	Interesting
	3	Authentic
	4	Appropriate for the learning context
	5	Familiar to the learners
	6	Varied
	7	Include culture information
	8	Appropriate for learners (in terms of their age, cultural conventions, etc)
	9	Coherently organized
<b>Topics</b>	10	Situations to present the language should not be too specific
	11	Relevant to the learners' needs
	12	Suitable for learning objectives
	13	Coherently organized
	14	Have a wide range of topics
	15	Interesting
	16	Practical
<b>Language content general</b>	17	Using authentic materials
	18	Useful for daily communication
<b>Pronunciation and pinyin</b>	19	There should be clear guidance for teaching tones
	20	Pinyin should be used to aid pronunciation learning
	21	The use of pinyin beneath texts should be progressively phased out (for upper levels)
	22	There should be an appendix about the knowledge of pinyin at the back of the book.
<b>Lexis</b>	23	Be relevant to the learners
	24	Up to date
	25	Be seen as important
	26	Provide additional vocabulary

	27	Include an appendix summarizing vocabulary
	28	Have a summary for to explain the usage of vocabulary in higher level
	29	Be presented appropriately and reinforced for effective learning
	30	Suitable for the learning objectives
	31	Present key vocabulary when necessary
	32	Appropriate to the learners' level and needs
	33	Organised in lexical semantic groups
	34	Dictionary skills should be trained
	35	Have more explanation of origin of words
<b>Grammar</b>	36	Be seen as important
	37	Be arranged progressively
	38	Be introduced clearly and in details
	39	Be taught with adequate models featuring the structures
	40	Be introduced using methods appropriate to the learners' age.
	41	Have a periodic summary of grammars
	42	Appropriate to the learners' level and needs
	43	Introduced in context, with a minimal use of jargon
<b>Characters</b>	44	The arrangement of characters should be suitable for learners' and teaching objectives;
	45	Characters teaching should provide achievable challenge to the learners;
	46	There should be frequent review of learnt characters.
	47	Characters should be made salient for the learners.
	48	Writing characters should be taught with the same pace of speaking
	49	Have exercises designed to practice character writing
	50	Have activities about characters memorization
	51	Characters are taught for fun and to give learners an idea of what Chinese written forms look like
<b>Skills</b>	52	The four skills should be taught together in an integrated fashion
	53	The teaching of four skills should be balanced.
	54	The skills, if any, emphasized in textbooks should be appropriate for learners' age.
	55	Skill training should be suitable for learning objectives
	56	Of the four language skills, listening and speaking should be introduced before reading and writing

	57	There should be emphasis on the practice of language skills, not simply the learning of language content
<b>Exercises</b>	58	Exercises should help the learners to consolidate what they learnt.
	59	The design of exercises should achieve variety
	60	There should be sufficient exercises
	61	The exercises should be suitable for the learners' needs (e.g. Age, learning styles).
	62	The exercises should provide opportunities for communication.
	63	Exercises should be suitable for the learning objectives
	64	Extra activities should be provided by textbooks to aid teaching
	65	Activities should be enjoyable
	66	Have clear purpose
	67	Activities for a variety of levels
	68	Have straightforward questions
	69	Be authentic
	70	Be interactive with learners
	71	Have pair work and group work
<b>Instructions</b>	72	Information about teaching and learning objectives should be provided
	73	The book should provide directions for self-study
	74	Instructions on character writing should be provided
	75	Textbook should provide clear instructions on which skills are trained.
	76	The instructions for carrying out activities should be clear
<b>English</b>	77	English should be given to aid learning
	78	English should have a high quality, i.e. precise and with no mistakes
	79	Translation should be given to each word in the stage of beginners
<b>Explanation</b>	80	Be precise, kept short and straightforward
	81	Given where the learners have problems
	82	Avoid use of jargon when possible
	83	Include both Chinese explanations and English translations
<b>Sequencing language content</b>	84	Language content should be sequenced progressively
	85	Grammars and vocabulary learnt should be reinforced frequently
	86	There should be no clear steps (from words to discourse level) missing in the book

	87	Grammars being put together, e.g. in one lesson, should have similar level of difficulty
	88	There should not be too much new grammar input in any one lesson
<b>Sequencing the topics</b>	89	Topics and content should be coherently organized
	90	The language elements introduced through topics should be sequenced so that the language builds up progressively.
	91	Topics should be appropriate to specific learning aims
<b>Physical characteristics</b>	92	Colourful and attractive looking
	93	It should include cultural elements on the cover
	94	The size of the textbook should be appropriate for the learners to use them.
	95	The book should not be too long
	96	The cover design should be interesting
	97	The cover should relate to the purpose of the textbooks
	98	The cover should relate to the topics learnt
	99	The cover should be designed suitable for the age
<b>Arrangement and presentation of the content</b>	100	Should have illustrations
	101	Illustrations should be interesting
	102	The design should suit learners' age
	103	Illustrations should have pedagogical functions
	104	Appendix about language content should be provided
	105	Language points should be highlighted for learners to locate
	106	Separable working sheets should be provided
	107	Layout should be neat and clear and easy to read
	108	Illustrations should be bright and colourful
	109	Should have clear explanation for what the illustration is about
	110	Have colours which are healthy for human
	111	Photographs used should be as authentic as possible, to represent real life
	112	Characters should be printed in a hand-writing font
<b>Supplementary materials</b>	113	Supplementary materials are important to enable textbook to be used to their full potential
<b>Teachers' guide</b>	114	Have teachers' guide

	115	Provide guidance on teaching objectives
	116	Provide suggestions on teaching methods
	117	Suggest extra activities to be used
	118	Provide explanations for language content
	119	Introducing the teaching context where the book is to be used
	120	Teachers' guide should consider the language background of the learners.
<b>Workbook</b>	121	should match the student book
	122	Provides exercises for revision
	123	Including separable working sheets
	124	Should be interesting
	125	Should be at the suitable level
<b>Media and multimedia</b>	126	The content of the videos/animations should be up to date and authentic.
	127	Should be designed suitable for self-study
	128	Should be suitable for classroom teaching
	129	Should be meaningful and useful for language learning.
	130	Have interactive CD-ROMs or websites with the book
	131	Have listening materials, including audios and videos, with good quality
	132	Should include English to help understanding
	133	Should be interesting
	134	Should be at the suitable level
	135	The recording should be read in a suitable speed, not too fast or too slow
	136	Should have more video resources than recordings
<b>Goals and objectives</b>	137	Meet the goal of the course
	138	Textbooks should be designed to meet the standards set by various different national or international educational bodies
	139	State teaching objectives clearly (for the whole book and each lesson)
	140	Meet specific teaching objectives
	141	The specific learning objectives in each lesson/book are related to the overall goal
	142	Avoid putting too many teaching objectives in one lesson/unit
<b>Age-general</b>	143	Suitable for the age
<b>Children</b>	144	Involving activities requiring physical movements for young learners

	145	Textbook should provide opportunity for children to get feedback from their teachers
	146	Attractive looking
	147	Interesting
<b>Adolescents</b>	148	Textbook should provide sufficient and interesting activities for adolescents.
	149	Textbook for adolescent learners should encourage them to question and being critical.
	150	Textbook for adolescent learners should avoid activities requiring presenting individually and feedback to individuals.
	151	For adolescent learners, content should provide achievable challenge.
<b>Adult</b>	152	Textbook for adult learners should be more systematically organised.
	153	Textbook for adult learners should include more gramamr input
	154	Textbooks designed for adults should aim to address the problem of language transfer
<b>Language background</b>	155	Textbook design should consider the language background of the learners.
	156	Books for learners who have Chinese as L1 should include more difficult language content and advanced topics and cultural information.
	157	Books for learners who have Chinese as L1 should emphasize reading and writing skills
<b>Cultural background of learners</b>	158	Textbook design should consider the cultural background of learners and bridge the learners' culture to the culture of TL.
<b>Conceptual level</b>	159	The incidental content should be suitable for the conceptual level of the learners.
<b>Language proficiency level</b>	160	The selection of language content should consider the proficiency level of learners
	161	The language content should be flexible for adaptation to different levels.
	162	Textbook design should not only consider the proficiency level of learners, but also their learning objectives
<b>Learning preference and styles</b>	163	The design of textbook should consider the learning preference of the learners .
<b>Orientation and motivation</b>	164	Textbook design should be flexible to suit the needs of learners with different orientation
<b>Learning strategies</b>	165	Textbooks should be designed so as to help students identify and develop learning strategies
<b>Teaching methods</b>	166	Textbook design should consider the updated teaching methods
	167	Textbook should provide suggestions or guidance for suitable teaching methods.



	168	Textbook should provide the resource or outline for teachers to use their preferred teaching methods.
<b>Adaptation</b>	169	Textbook design should pursue flexibility to aid adaptation.
<b>Teachers' language background</b>	170	Explanation of language content should be included because native teachers depend on them to provide better explanation.
<b>Teaching experience</b>	171	Textbook should indicate whether it is for novice or experienced teachers
<b>Learning context</b>	172	Textbook design should consider whether it is used in a second language teaching context or a foreign language teaching context.
	173	Textbook design should consider the learning styles and the requirement of educational system.
	174	The expectations of learners in different foreign language learning contexts should be taken into consideration when designing textbooks
<b>Curriculum</b>	175	Textbook design should consider the feature of the course, e.g. Time.
	176	Textbook design should encourage critical thinking and encourage free discussion.
	177	Textbooks designed for students who want to reach a certain proficiency level should meet the requirements of an appropriate national curriculum for modern foreign language learning
<b>Syllabus</b>	178	Textbook should meet the requirement of syllabus
<b>Types of classes</b>	179	Textbook design should suggest the types of class to use the book
	180	Textbook should train the skill which the type of class focuses.
<b>Practical consideration</b>	181	The textbook should be newly published.
	182	Textbooks should be put on trial before publication
	183	Have listening materials, including audios and videos, with good quality
	184	The textbook should be designed by trusted author
	185	The textbook should be published by trusted publisher

### Appendix Three: Comparison between the list of criteria from the literature and the list from this research

Category	Criteria from literature	Criteria from this research
Ideas and information	Up-to-date texts	Up to date
	Suitable sense of humour from the author	Interesting
	Using authentic materials and authentic situations	Authentic
	Culture and social situation in the book is suitable for students' culture and learning context; No offensive content	Appropriate for the learning context
	Variety of content	Varied
	Selects structures with regard to differences between L1 and L2 cultures	Include culture information
	Include minority and women; Social and cultural contexts presented are relevant to the learners	Appropriate for learners (in terms of their age, cultural conventions, etc)
	Have obvious connection between the units and exercises; Have coherence between books in one series	Coherently organized
	Texts should promote critical thinking	Textbook for adolescent learners should encourage them to question and being critical.
	The material has comprehensiveness and balance	The four skills should be taught together in an integrated fashion; The teaching of four skills should be balanced.
	The length of texts and sentences in the texts are appropriate	Situations to present the language should not be too specific
	Materials providing ground for imagination	Familiar to the learners
	No didactic content (e.g. propaganda, imposing content)	
Topics	Social and cultural contexts presented are relevant to the learners; The content should be relevant and useful to the learners	Relevant to the learners' needs
	Is topical, Variety and range of topics	Have a wide range of topics
	Suitable sense of humour from the author	Interesting
	Have obvious connection between the units and exercises; Have coherence between books in one series	Coherently organized

	The content should be relevant and useful to the learners	Practical
	Subject matter is organised functionally	Practical; Coherently organized
	Topics help expand students' awareness and enrich their experience	Suitable for learning objectives
<b>Language content general</b>	Using authentic materials and authentic situations	Using authentic materials
	The reading description have many texts, of which the length is beyond the unit of a sentence	Useful for daily communication
	Designed basing on one view of language, e.g. functional or structural	
	Distinguishing spoken and written language	
	Using mandarin	
	Provide materials for reciting at the beginning	
	Language styles match social situation	
	Texts style and register are suitable for students' objectives	
<b>Pronunciation and pinyin</b>	Gives guidance in the presentation of language items	There should be clear guidance for teaching tones
	Sound system/pronunciation is taught as an interdependent whole	Pinyin should be used to aid pronunciation learning
		The use of pinyin beneath texts should be progressively phased out (for upper levels)
		There should be an appendix about the knowledge of pinyin at the back of the book.
<b>Lexis</b>	Have a lexicon or index	Include an appendix summarizing vocabulary
	Frequent and periodic review of learnt material	Be presented appropriately and reinforced for effective learning
	Vocabulary load is appropriate for the level	Appropriate to the learners' level and needs
	Learners' attention should be drawn to the linguistic features of the input	Be seen as important
	Select vocabulary according to frequency, functional load	Be relevant to the learners; Be presented appropriately
		Have a summary to explain the usage of vocabulary in higher level
		Suitable for the learning objectives
		Present key vocabulary when necessary

		Organised in lexical semantic groups
		Dictionary skills should be trained
		Have more explanation of origin of words
		Be relevant to the learners
		Up to date
		Provide additional vocabulary
<b>Grammar</b>	Provide adequate and understandable models featuring the structures to be taught	Be taught with adequate models featuring the structures
	Frequent and periodic review of learnt material	Have a periodic summary of grammars
	Sufficient grammar for the level	Appropriate to the learners' level and needs
	Provide the situations where the grammars should be used	Introduced in context, with a minimal use of jargon
	The sequencing of teaching points is appropriate, e.g. from easy to difficult levels	Be arranged progressively
	Enough explanation about teaching points; Clear explanation	Be introduced clearly and in details
	Learners' attention should be drawn to the linguistic features of the input	Be seen as important
		Be introduced using methods appropriate to the learners' age.
<b>Characters</b>	Frequent and periodic review of learnt material	There should be frequent review of learnt characters.
	Gives practice writing in controlled and guided composition in the early stages	Have exercises designed to practice character writing
	Relates written work to practices orally	Writing characters should be taught with the same pace of speaking
	Learners' attention should be drawn to the linguistic features of the input	Characters should be made salient for the learners.
		The arrangement of characters should be suitable for learners' and teaching objectives;
		Characters teaching should provide achievable challenge to the learners;
		Have activities about characters memorization

		Characters are taught for fun and to give learners an idea of what Chinese written forms look like
<b>Skills</b>	All four skills adequately covered and integrated skills; The material has comprehensiveness and balance	The four skills should be taught together in an integrated fashion
	All four skills adequately covered and integrated skills; The material has comprehensiveness and balance	The teaching of four skills should be balanced.
	Present oral form first	Of the four language skills, listening and speaking should be introduced before reading and writing
	Providing language knowledge and training language skills	There should be emphasis on the practice of language skills, not simply the learning of language content
	Provide opportunity for communication in speaking and writing	The exercises should provide opportunities for communication.
	Design the content according to language skills	There should be emphasis on the practice of language skills, not simply the learning of language content
	Have a balance between language proficiency and communicative proficiency	Useful for daily communication
	Teach the skills that the book have claimed to focus	The skills, if any, emphasized in textbooks should be appropriate for learners' age.
	Suggests ways of demonstrating and practising speech items	Skill training should be suitable for learning objectives
<b>Exercises</b>	Exercise practice language items, e.g. vocabulary and structures; Exercises cover the content of each lesson and are related to the content; Have ready-made revision and tests and self-checks.	Exercises should help the learners to consolidate what they learnt.
	Various forms of activities	The design of exercises should achieve variety
	Sufficient exercises	There should be sufficient exercises
	Activities should train communication particularly	The exercises should provide opportunities for communication.
	The relationship between examination and exercise correlate the learner's demand and the textbook's contents	Exercises should be suitable for the learning objectives
	Indication given of extra activities (e.g. games, songs, poems, puzzles) to add variety to the lessons	Extra activities should be provided by textbooks to aid teaching

Interesting exercises	Activities should be enjoyable	
Every exercise is short	Have straightforward questions	
The activities let students to practice something they will use outside the classroom	Be authentic	
Have activities that need to complete with others interactively	Be interactive with learners	
Have activities that need to complete with others interactively	Have pair work and group work	
Activities could be used for self-study	Should be designed suitable for self-study	
Activities can work well with methodology in SLT	Textbook should provide suggestions or guidance for suitable teaching methods.	
Exercises training 4 skills	The four skills should be taught together in an integrated fashion	
Activities should train grammars particularly	Grammars should be seen as important	
Have inter connections between exercise	Topics and content should be coherently organized	
Should not include too much controlled practice	The exercises should be suitable for the learners' needs (e.g. Age, learning styles).	
Have activities that train the accuracy of language use	Have clear purpose	
Have activities that train the fluency	Activities for a variety of levels	
Have tasks		
Design exercises following 'controlling-less controlling – no controlling'		
Exercises develop comprehension of main ideas details and sequence of ideas		
<b>Instructions</b>	There should be an introduction about why the book is developed and the gap it is intended to fill	Information about teaching and learning objectives should be provided
	Have an introduction and instructions about how to use the book, e.g. do the exercises	The book should provide directions for self-study
		Instructions on character writing should be provided
		Textbook should provide clear instructions on which skills are trained.

		The instructions for carrying out activities should be clear
<b>English</b>	Use less native language in the book	Use less English translation
	English translation is correct	English should have a high quality, i.e. precise and with no mistakes
		English should be given to aid learning
		Translation should be given to each word in the stage of beginners
<b>Explanation</b>	Precise explanation	Be precise, kept short and straightforward
	No terminology in explanation	Avoid use of jargon when possible
		Include both Chinese explanations and English translations
		Given where the learners have problems
<b>Sequencing language content</b>	The sequencing of teaching points is appropriate, e.g. from easy to difficult levels	Language content should be sequenced progressively
	Frequent and periodic review of learnt material	Grammars and vocabulary learnt should be reinforced frequently
	There is a discernible system for selecting and grading the linguistic items	There should be no clear steps (from words to discourse level) missing in the book
	New content is presented in an appropriate rate so that students can understand and learn something new	Grammars being put together, e.g. in one lesson, should have similar level of difficulty
	One teaching point presented for one time	There should not be too much new grammar input in any one lesson
<b>Sequencing the topics</b>	Have obvious connection between the units and exercises; Have coherence between books in one series	Topics and content should be coherently organized
	The sequencing of teaching points is appropriate, e.g. from easy to difficult levels	The language elements introduced through topics should be sequenced so that the language builds up progressively.
	Have a clear view of the learning progress	Language content should be sequenced progressively
	The sequencing of the content should allow for some learners being absent for some classes	Topics should be appropriate to specific learning aims
<b>Physical characteristics</b>	Colourful/appealing illustrations, cover and layout	Colourful and attractive looking

	The book is convenient for learners to handle	The size of the textbook should be appropriate for the learners to use them.
	Colourful/appealing illustrations, cover and layout	The cover design should be interesting
	Clear objectives of this book should be presented	The cover should relate to the purpose of the textbooks
	The spine is labelled	The cover should relate to the topics learnt
		The cover should be designed suitable for the age
		The book should not be too long
		It should include cultural elements on the cover
<b>Arrangement and presentation of the content</b>	Colourful/appealing illustrations, cover and layout; Have a mix of appropriate illustration with texts	Should have illustrations
	Colourful/appealing illustrations, cover and layout	Illustrations should be interesting
	Illustration should have pedagogic purpose	Illustrations should have pedagogical functions
	Have clear signposts of the content, e.g. table of content, indexes, vocabulary lists, section headings	Appendix about language content should be provided
	Clear layout to identify teaching points and other information	Language points should be highlighted for learners to locate
	Clear layout to identify teaching points and other information	Layout should be neat and clear and easy to read
	Colourful/appealing illustrations, cover and layout	Illustrations should be bright and colourful
	Harmonious colours	Have colours which are healthy for human
	Have an up to date illustration; Have a realistic illustration	Photographs used should be as authentic as possible, to represent real life
	Different fonts and sizes for different content	Characters should be printed in a hand-writing font
	Space to write in the book	Layout should be neat and clear and easy to read
	Appropriate fonts that are easy to read and distinguishing sections	Layout should be neat and clear and easy to read



	Illustrations show the contracts between the foreign culture and the students' own culture	Textbook design should consider the cultural background of learners and bridge the learners' culture to the culture of TL.
		The design should suit learners' age
		Separable working sheets should be provided
		Should have clear explanation for what the illustration is about
<b>Supplementary materials</b>	Availability of supplementary materials	Supplementary materials are important to enable textbook to be used to their full potential
	The book is complete enough and no extra materials needed to develop by the teachers	
	Have transcripts of the recording	
	Have supplementary for training single skill	
<b>Teachers' guide</b>	Have a teacher's book published at the same time	Have teachers' guide
	Provide objectives and content of teaching	Provide guidance on teaching objectives
	Teacher's guide has suggestions on teaching techniques, language items and cultural-specific information	Provide suggestions on teaching methods
	Give out guidance to teach language items	Provide explanations for language content
	Predict difficulties in understanding the culture setting	Introducing the teaching context where the book is to be used
	<b>See Appendix list A</b>	Teachers' guide should consider the language background of the learners.
		Suggest extra activities to be used
<b>Workbook</b>		should match the student book
		Provides exercises for revision
		Including separable working sheets
		Should be interesting

		Should be at the suitable level
<b>Media and multimedia</b>	The visual and aural supplements are with a good quality	Have listening materials, including audios and videos, with good quality
	Is up to date in the technical aspects of textbook design	Should have more video resources than recordings; Have interactive CD-ROMs or websites with the book
		The content of the videos/animations should be up to date and authentic.
		Should be designed suitable for self-study
		Should be suitable for classroom teaching
		Should be meaningful and useful for language learning.
		Have interactive CD-ROMs or websites with the book
		Should include English to help understanding
		Should be interesting
		Should be at the suitable level
		The recording should be read in a suitable speed, not too fast or too slow
		Should have more video resources than recordings
<b>Goals and objectives</b>	Objectives of course and curriculum	Meet the goal of the course
	Objectives of course and curriculum	Textbooks should be designed to meet the standards set by various different national or international educational bodies
	Objectives of students	Meet specific teaching objectives
		The specific learning objectives in each lesson/book are related to the overall goal
		Avoid putting too many teaching objectives in one lesson/unit
		State teaching objectives clearly (for the whole book and each lesson)
<b>All learners</b>	Age of students	Suitable for the age

	Have an investigation on learners' needs	Appropriate to the learners' level and needs
	Materials should facilitate the use of both brains	
<b>Children</b>	Content is interested and attractive	Attractive looking
	Content is interested and attractive	Interesting
	Should provide opportunities for outcome feedback	Textbook should provide opportunity for children to get feedback from their teachers
		Involving activities requiring physical movements for young learners
<b>Adolescents</b>	Content is interested and attractive; Sufficient exercises	Textbook should provide sufficient and interesting activities for adolescents.
	Texts should promote critical thinking; Thought-provoking texts	Textbook for adolescent learners should encourage them to question and being critical.
	Learning preference and styles of students	Textbook for adolescent learners should avoid activities requiring presenting individually and feedback to individuals.
	Achievable challenge	For adolescent learners, content should provide achievable challenge.
<b>Adult</b>	Learning preference and styles of students	Textbook for adult learners should be more systematically organised.
	Learning preference and styles of students	Textbook for adult learners should include more grammar input
		Textbooks designed for adults should aim to address the problem of language transfer
<b>Language background</b>	Language background of students	Textbook design should consider the language background of the learners.
	Should take account of the learners speak different L1	Textbook design should consider the language background of the learners
	Ideological constraints	Textbook design should consider the cultural background of learners and bridge the learners' culture to the culture of TL.

		Books for learners who have Chinese as L1 should include more difficult language content and advanced topics and cultural information.
		Books for learners who have Chinese as L1 should emphasize reading and writing skills
<b>Cultural background of learners</b>		Textbook design should consider the cultural background of learners and bridge the learners' culture to the culture of TL.
<b>Conceptual level</b>	Suitable for the conceptual level of the learners	The incidental content should be suitable for the conceptual level of the learners.
<b>Language proficiency level</b>	Level of students	The selection of language content should consider the proficiency level of learners
	Textbook should be flexible to modify	The language content should be flexible for adaptation to different levels.
	Objectives of students	Textbook design should not only consider the proficiency level of learners, but also their learning objectives
<b>Learning preference and styles</b>	Learning preference and styles of students	The design of textbook should consider the learning preference of the learners .
	Encourage learners to become independent learning	
<b>Orientation and motivation</b>	Affective factors, e.g. Attitude, motivation	Textbook design should be flexible to suit the needs of learners with different orientation
<b>Learning strategies</b>	Training language learning strategies	Textbooks should be designed so as to help students identify and develop learning strategies
<b>Teaching methodology</b>	Have suggestions on teaching styles and methodology	Textbook should provide suggestions or guidance for suitable teaching methods.
	Appropriate hand-holding	Instructions should be given where the learners have problems
	There is homework	Provides exercises for revision

	Materials should take into account the delayed effects of instructions	Textbook design should consider the updated teaching methods
	Materials should permit a silent period at the beginning of instruction.	Textbook should provide the resource or outline for teachers to use their preferred teaching methods
	Help to build up connections and interaction between teacher and learners	
<b>Teachers' language background</b>	Native teachers or not	Explanation of language content should be included because native teachers depend on them to provide better explanation.
<b>Teaching experience</b>	Teaching experience	Textbook should indicate whether it is for novice or experienced teachers
<b>Learning context</b>	Methodology appropriate to the learning/teaching situation	Textbook design should consider whether it is used in a second language teaching context or a foreign language teaching context.
		Textbook design should consider the learning styles and the requirement of educational system.
		The expectations of learners in different foreign language learning contexts should be taken into consideration when designing textbooks
	Time allocated to the students to learn the book	Textbook design should consider the feature of the course, e.g. Time.
	focuses on problems of usage related to social background	Textbook design should consider the learning styles and the requirement of educational system.
	Suitable for the school district	
<b>Curriculum</b>	Time allocated to the class, and length of the course	Textbook design should consider the feature of the course, e.g. Time.
	Take account of broader educational concerns, e.g. learning skills, knowledge of the world, cognitive development of the learners, responsibility of learning	Textbook design should encourage critical thinking and encourage free discussion.

	Take account of broader educational concerns, e.g. learning skills, knowledge of the world, cognitive development of the learners, responsibility of learning	Textbooks designed for students who want to reach a certain proficiency level should meet the requirements of an appropriate national curriculum for modern foreign language learning
<b>Syllabus</b>	Syllabus; Written according to a syllabus (e.g. controlling the lexis, grammars, topics)	Textbook should meet the requirement of syllabus
<b>Types of classes</b>	Class size	Textbook design should suggest the types of class to use the book
	Classroom geography	Textbook should train the skill which the type of class focuses.
	Consider the equipment in the teaching situation	
<b>Practical consideration</b>	The book is a recent publication	The textbook should be newly published.
	The book has been pre-tested before printed	Textbooks should be put on trial before publication
	Of good quality with the book and supplementary materials	Have listening materials, including audios and videos, with good quality
	Easy to obtain	The textbook should be designed by trusted author
	Can contact the publisher	The textbook should be published by trusted publisher
	The durability	
	Cost and price	
	<b>Appendix list A: Other criteria for evaluating Teacher's book</b>	
	Suggests the views of language and the aspects of language it covered	
	Explain language-learning process	
	Refer to different learning styles and strategies and give suggestions to develop them	
	Teachers' roles in different activities	
	Provide a rationale for the guidance	

	Help users to gain more understanding of the language-teaching principles involved	
	Explain the rationale of selecting, sequencing and integrating the content	
	Provide assistance to teachers with unpredictable situations	
	Suggestions about providing corrections	
	Make a positive contribution to heightening and maintaining students' motivation	
	Encourage the teachers to evaluate each lesson and explain how it can be done	
	Involve a variety of English	
	Not giving prescriptive suggestions	
	Not using confusing meta-language	
	Provide answers to the tasks	
	Give enough information about other topics included in the course	
	Give more confidence to the teachers	
	Easy to use with the student's book	

**Appendix Four: Reference list to explain how to reach an answer during individual evaluations <sup>16</sup>**

<b>Category</b>		<b>Criteria from literature</b>	<b>Type</b>	<b>Notes/Sub-criteria</b>
<b>Ideas and information</b>	1	The length of texts and sentences in the texts are appropriate	E	
	2	Materials providing ground for imagination	D	see if the information is relevant to the learners, regarding to their personal needs and wants
	3	No didactic content (e.g. propaganda, imposing content)	E	
<b>Topics</b>	4	Topics help expand students' awareness and enrich their experience	D	Same as 2; see if learners are given opportunities to choose the information by themselves, see if the topics are suitable for the learners and the learning context
<b>Language content general</b>	5	The reading description have many texts, of which the length is beyond the unit of a sentence	E	
	6	Designed basing on one view of language, e.g. functional or structural	E	
	7	Distinguishing spoken and written language	E	
	8	Using mandarin	E	
	9	Provide materials for reciting at the beginning	E	
	10	Language styles match social situation	D	
	11	Texts style and register are suitable for students' objectives	D	
<b>Skills</b>	12	Teach the skills that the book have claimed to focus	E	
	13	Suggests ways of demonstrating and practising speech items	E	
<b>Exercises</b>	14	Should not include too much controlled practice	E	
	15	Have activities that train the accuracy of language use	E	
	16	Have activities that train the fluency	E	

<sup>16</sup> Due to the limitation of space, only the criteria, type, notes/sub-criteria lists and references are presented here. For the completed list, visit [10.15131/shef.data.5236336](https://doi.org/10.15131/shef.data.5236336).



	17	Have tasks	E	
	18	Design exercises following ‘controlling-less controlling – no controlling’	E	
	19	Exercises develop comprehension of main ideas details and sequence of ideas	E	
<b>Sequencing the topics</b>	20	The sequencing of the content should allow for some learners being absent for some classes	E	
<b>Physical characteristics</b>	21	The spine is labelled	E	
<b>Supplementary</b>	22	The book is complete enough and no extra materials needed to develop by the teachers	D	
	23	Have transcripts of the recording	E	
	24	Have supplementary for training single skill	E	
<b>All age</b>	25	Materials should facilitate the use of both brains	D	See if learning activities can stimulate left and right brain activities, e.g. activities requiring logical thinking and emotional connections
<b>Learning preference and styles</b>	26	Encourage learners to become independent learning	E	
<b>Teaching methodology</b>	27	Materials should take into account the delayed effects of instructions	D	See if the book requires immediate production following initial presentation; see if features are recycled and exposed frequently.
	28	Materials should permit a silent period at the beginning of instruction.	E	
	29	Help to build up connections and interaction between teacher	E	

		and learners		
<b>Teaching context</b>	30	Suitable for the school district	D	
	31	Consider the equipment in the teaching situation		
<b>Types of classes</b>	32	Class size	D	
	33	Classroom geography	D	
<b>Practical consideration</b>	34	Easy to obtain	E	
	35	Can contact the publisher	E	
	36	The durability	E	
	37	Cost and price	E	
<b>Teacher's guide</b>	38	Suggests the views of language and the aspects of language it covered	E	
	39	Explain language-learning process	E	
	40	Refer to different learning styles and strategies and give suggestions to develop them	E	
	41	Teachers' roles in different activities	E	
	42	Provide a rationale for the guidance	E	
	43	Help users to gain more understanding of the language-teaching principles involved	E	
	44	Explain the rationale of selecting, sequencing and integrating the content	E	
	45	Provide assistance to teachers with unpredictable situations	E	
	46	Suggestions about providing corrections	E	
	47	Make a positive contribution to heightening and maintaining students' motivation	E	
	48	Encourage the teachers to evaluate each lesson and explain how it can be done	E	
	49	Involve a variety of English	E	
	50	Not giving prescriptive suggestions	E	

	51	Not using confusing meta-language	E	
	52	Provide answers to the tasks	E	
	53	Give enough information about other topics included in the course	E	
	54	Give more confidence to the teachers	D	See if the teacher's guide provides detailed and theory-oriented suggestions; see if there are enough resource provided for every procedure of a class
	55	Easy to use with the student's book	E	

Category		Criteria from this research	Type	Notes/Sub-criteria
<b>Ideas and information</b>	1	Up to date	D	Search for information that is more than 10 years old
	2	Interesting	D	The information provided continually challenged either linguistically or intellectually, lively and well presented, with variety of topic and activity, helping students to realize how much progress they have made, encouraging them to review their achievement.
	3	Authentic	E	Search for information that are not designed for language teaching; See if real topics are selected
	4	Appropriate for the learning context	D	Search for information that cannot transfer to English context or hard to understand because of the context
	5	Familiar to the learners	E	
	6	Varied	E	
	7	Include culture information	E	
	8	Appropriate for learners (in terms of their age, cultural conventions, etc)	D	Materials should be culturally appropriate and meaningful, meaningful for the context.
	9	Coherently organized	E	See if links can be seen among units/lessons/chapters,
	10	Situations to present the language should not be too specific		
	11	Relevant to the learners' needs	D	See if can satisfy 2 kinds of needs: 1) goals as suggested in the book, 2) suitable for the age and interests
	12	Suitable for learning objectives	E	
	13	Coherently organized	E	same as 9
	14	Have a wide range of topics	E	
	15	Interesting	D	same as 2
<b>Topics</b>				

	16	Practical	D	See if topics can be applied for communication in the situations suggested by learning objectives
<b>Language content general</b>	17	Using authentic materials	E	same as 3
	18	Useful for daily communication	E	
<b>Pronunciation and pinyin</b>	19	There should be clear guidance for teaching tones	E	
	20	Pinyin should be used to aid pronunciation learning	E	
	21	The use of pinyin beneath texts should be progressively phased out (for upper levels)	E	
	22	There should be an appendix about the knowledge of pinyin at the back of the book.	E	
<b>Lexis</b>	23	Be relevant to the learners	D	See if there are any words that are not relevant to the learners' life; See if learners may experience such lexis in their life
	24	Up to date	D	same as 1
	25	Be seen as important	E	See if there is a separate list of vocabulary and vocabulary exercises in the book
	26	Provide additional vocabulary	E	
	27	Include an appendix summarizing vocabulary	E	
	28	Have a summary for to explain the usage of vocabulary in higher level	E	
	29	Be presented appropriately and reinforced for effective learning	D	See if items are encountered in a structured way on several occasions in different contexts; See if 2 units include repeated vocabulary, and the difficulty sequenced from low to high

	30	Suitable for the learning objectives	E	
	31	Present key vocabulary when necessary	E	Have not only just one list for all vocabulary, but also presenting vocabulary in other occasions, e.g. exercises.
	32	Appropriate to the learners' level and needs	D	See if vocabulary learning strategies are introduced; See if the lexis are suitable for the goals of learning, as well as age and the interests .
	33	Organised in lexical semantic groups	E	
	34	Dictionary skills should be trained	E	
	35	Have more explanation of origin of words	E	
<b>Grammar</b>	36	Be seen as important	E	See if grammars are introduced overtly
	37	Be arranged progressively	E	See if it includes repeated presentation of grammars
	38	Be introduced clearly and in details	E	See if there is detailed introduction or explanation knowledge of grammars
	39	Be taught with adequate models featuring the structures	E	
	40	Be introduced using methods appropriate to the learners' age.	D	There are different methods that are suitable for adults and children, see if the book follows.
	41	Have a periodic summary of grammars	E	
	42	Appropriate to the learners' level and needs	D	same as 31
	43	Introduced in context, with a minimal use of jargon	E	See if contexts of using grammars are included, and no jargons
<b>Characters</b>	44	The arrangement of characters should be suitable for learners' and teaching objectives;	E	See whether learning objectives require character teaching or not, and see if there is a matching between character teaching exercises and objectives

	45	Characters teaching should provide achievable challenge to the learners;	D	See if there are tasks that trigger the learners to think.
	46	There should be frequent review of learnt characters.	E	See in the sample units whether the latter one includes repeated characters from the previous one
	47	Characters should be made salient for the learners.	D	See if both the form and meanings of the characters are introduced.
	48	Writing characters should be taught with the same pace of speaking	E	See if characters are taught from the beginning
	49	Have exercises designed to practice character writing	E	
	50	Have activities about characters memorization	E	
	51	Characters are taught for fun and to give learners an idea of what Chinese written forms look like	E	
<b>Skills</b>	52	The four skills should be taught together in an integrated fashion	E	Has exercises for training all 4 skills,
	53	The teaching of four skills should be balanced.	E	Has equal or similar number of exercises for training 4 skills
	54	The skills, if any, emphasized in textbooks should be appropriate for learners' age.	D	Should not train reading and writing in young age. Should train all 4 skills for adults and teenagers.
	55	Skill training should be suitable for learning objectives	E	same as 42
	56	Of the four language skills, listening and speaking should be introduced before reading and writing	E	See in one chapter, listening and speaking exercises are arranged before reading and writing. Or in the whole book, listening and speaking are taught before reading and writing
	57	There should be emphasis on the practice of language skills, not simply the learning of language content	E	Has skills training exercises or introduction of skills
<b>Exercises</b>	58	Exercises should help the learners to consolidate what they	E	

		learnt.		
	59	The design of exercises should achieve variety	E	
	60	There should be sufficient exercises	E	See if the exercises can cover all the language content taught in the texts.
	61	The exercises should be suitable for the learners' needs (e.g. Age, learning styles).	D	See if the exercises are suitable for 1) proficiency of the learners 2) goals and purpose of learning the language 3) expectations of the learners
	62	The exercises should provide opportunities for communication.	E	
	63	Exercises should be suitable for the learning objectives	E	
	64	Extra activities should be provided by textbooks to aid teaching	E	
	65	Activities should be enjoyable	D	Same as 2
	66	Have clear purpose	E	See if the instructions of the exercises show the purpose of the exercise, and whether it is easy to identify.
	67	Activities for a variety of levels	D	Should have both easy and difficult activities
	68	Have straightforward questions	E	same as 64
	69	Be authentic	E	See whether the learners will encounter the same kinds of activities in the real world.
	70	Be interactive with learners	D	Has exercises that require learners to draw or write on the book.
	71	Have pair work and group work	E	
<b>Instructions</b>	72	Information about teaching and learning objectives should be provided	E	



	73	The book should provide directions for self-study	E	Has instructions for self-learning
	74	Instructions on character writing should be provided	E	
	75	Textbook should provide clear instructions on which skills are trained.	E	
	76	The instructions for carrying out activities should be clear	E	
<b>English</b>	77	English should be given to aid learning	E	
	78	English should have a high quality, i.e. precise and with no mistakes	E	English should have no mistakes; It presents correct translation from Chinese.
	79	Translation should be given to each word in the stage of beginners	E	New words that are not in the vocab list should have translation with them
<b>Explanation</b>	80	Be precise, kept short and straightforward	E	
	81	Given where the learners have problems	D	When introducing new language content or exercises, see whether there is explanation
	82	Avoid use of jargon when possible	E	
	83	Include both Chinese explanations and English translations	E	
<b>Sequencing language content</b>	84	Language content should be sequenced progressively	E	See if the vocabulary, grammars, characters in previous units are easier than the later ones.
	85	Grammars and vocabulary learnt should be reinforced frequently	E	Same as 28 and 35
	86	There should be no clear steps (from words to discourse level) missing in the book	E	Has introduction of vocabulary, grammar, sentences, and paragraph (if applicable), and follow the sequence from vocabulary to discourse

	87	Grammars being put together, e.g. in one lesson, should have similar level of difficulty	D	Check there is no particular difficult grammar in one lesson, if one grammar is too difficult, should have fewer grammar points introduced.
	88	There should not be too much new grammar input in any one lesson	D	See if the content includes thorough presentation, extensive exercises, detailed work for skills and pronunciation
<b>Sequencing the topics</b>	89	Topics and content should be coherently organized	E	Same as 9
	90	The language elements introduced through topics should be sequenced so that the language builds up progressively.	E	Same as 83
	91	Topics should be appropriate to specific learning aims	E	Search for information about the specific aims which are different from the overall goal of the course
<b>Physical characteristics</b>	92	Colourful and attractive looking	E	Includes many colours (not just black and white, or black white and another colour); Has pictures
	93	It should include cultural elements on the cover	E	
	94	The size of the textbook should be appropriate for the learners to use them.	E	The book is not too big or too small for the learners
	95	The book should not be too long	E	
	96	The cover design should be interesting	D	same as 2
	97	The cover should relate to the purpose of the textbooks	E	The cover relates to the learning objectives
	98	The cover should relate to the topics learnt	E	The cover relates to the topics
	99	The cover should be designed suitable for the age	D	It is attractive to children; It is not too naïve to adults
<b>Arrangement and presentation of</b>	100	Should have illustrations	E	

<b>the content</b>	101	Illustrations should be interesting	D	same as 2
	102	The design should suit learners' age	D	same as 8
	103	Illustrations should have pedagogical functions	E	The illustrations are not only for decoration, they are related to the teaching content, e.g. used for doing activities.
	104	Appendix about language content should be provided	E	
	105	Language points should be highlighted for learners to locate	E	Has different sections for different language points, and the sections are clearly separated
	106	Separable working sheets should be provided	E	
	107	Layout should be neat and clear and easy to read	E	
	108	Illustrations should be bright and colourful	E	
	109	Should have clear explanation for what the illustration is about	E	
	110	Have colours which are healthy for human	E	
	111	Photographs used should be as authentic as possible, to represent real life	E	
	112	Characters should be printed in a hand-writing font	E	
<b>Supplementary</b>	113	Supplementary materials are important to enable textbook to be used to their full potential	E	Has supplementary materials
<b>Teachers' guide</b>	114	Have teachers' guide	E	
	115	Provide guidance on teaching objectives	E	
	116	Provide suggestions on teaching methods	E	
	117	Suggest extra activities to be used	E	
	118	Provide explanations for language content	E	
	119	Introducing the teaching context where the book is to be used	E	
	120	Teachers' guide should consider the language background of the learners.	E	See if the learners' background are introduced

<b>Workbook</b>	121	Should match the student book	E	See if there are a lot of content that were not mentioned by the student book
	122	Provides exercises for revision	E	
	123	Including separable working sheets	E	
	124	Should be interesting	D	same as 2
	125	Should be at the suitable level	D	same as 31
<b>Media and multimedia</b>	126	The content of the videos/animations should be up to date and authentic.	D	Up to date-same as 1; Authentic refers to both the situation and the language content
	127	Should be designed suitable for self-study	E	It is convenient for self-study; Has instructions on how to use them; Portable
	128	Should be suitable for classroom teaching	D	Clear voice; Suitable format for classroom use, e.g. mp3, CD, websites.
	129	Should be meaningful and useful for language learning.	D	Accompanied with the textbooks; Media files are given wherever necessary
	130	Have interactive CD-ROMs or websites with the book	E	
	131	Have listening materials, including audios and videos, with good quality	E	
	132	Should include English to help understanding	E	Has English instructions
	133	Should be interesting	D	same as 2
	134	Should be at the suitable level	D	same as 31
	135	The recording should be read in a suitable speed, not too fast or too slow	E	
	136	Should have more video resources than recordings	E	
<b>Goals and objectives</b>	137	Meet the goal of the course	D	The goal of the course

	138	Textbooks should be designed to meet the standards set by various different national or international educational bodies	D	National curriculum or other language standard about second language teaching.
	139	State teaching objectives clearly (for the whole book and each lesson)	E	
	140	Meet specific teaching objectives	D	Specific teaching objectives that are different from the overall goal
	141	The specific learning objectives in each lesson/book are related to the overall goal	E	Each lesson's objectives are clearly presented, and by completing them learners can make progression towards the overall goal.
	142	Avoid putting too many teaching objectives in one lesson/unit	D	Has an introduction of teaching objectives, and it matches the time allowed for each lesson.
<b>Age-general</b>	143	Suitable for the age	D	same as 8
<b>Children</b>	144	Involving activities requiring physical movements for young learners	E	
	145	Textbook should provide opportunity for children to get feedback from their teachers	E	
	146	Attractive looking	E	
	147	Interesting	D	same as 2
<b>Adolescents</b>	148	Textbook should provide sufficient and interesting activities for adolescents.	D	same as 2 and 58
	149	Textbook for adolescent learners should encourage them to question and being critical.	E	Has activities for learners to ask question; Has activities requiring no right or wrong answer; Has discussion activities

	150	Textbook for adolescent learners should avoid activities requiring presenting individually and feedback to individuals.	E	
	151	For adolescent learners, content should provide achievable challenge.	D	Includes not too many learning objectives in one lesson; Suitable for the level
<b>Adult</b>	152	Textbook for adult learners should be more systematically organised.	D	Has clear explanation, clear layout; Learners can see the learning process; Has instructions for self learning; Has explicit instructions
	153	Textbook for adult learners should include more grammar input	D	Has overt introduction for grammar; Includes grammar exercises
	154	Textbooks designed for adults should aim to address the problem of language transfer	E	Has comparison (or exercises showing comparison) between Chinese and English
<b>Language background</b>	155	Textbook design should consider the language background of the learners.	E	Has introduction of learners' language background; Has exercises related to the learners' backgrounds
	156	Books for learners who have Chinese as L1 should include more difficult language content and advanced topics and cultural information.	D	There should be less content related to daily communication; Includes content more advanced than the usual level of non-heritage learners
	157	Books for learners who have Chinese as L1 should emphasize reading and writing skills	E	Has exercises to train reading and writing skills
<b>Cultural background of learners</b>	158	Textbook design should consider the cultural background of learners and bridge the learners' culture to the culture of TL.	D	

<b>Conceptual level</b>	159	The incidental content should be suitable for the conceptual level of the learners.	D	Includes content that the learners do not know or familiar with, so they can learn something new
<b>Language proficiency level</b>	160	The selection of language content should consider the proficiency level of learners	E	
	161	The language content should be flexible for adaptation to different levels.	D	The activities are possible to be divided into small and easier ones; Has different levels of language content and exercises so teachers can adapt; Gives teachers suggestions on how the exercise can be extended or adapted
	162	Textbook design should not only consider the proficiency level of learners, but also their learning objectives	E	
<b>Learning preference and styles</b>	163	The design of textbook should consider the learning preference of the learners .	D	Helps learners to progress; Provides guidance on how to use the book; Has a key to exercises.
<b>Orientation and motivation</b>	164	Textbook design should be flexible to suit the needs of learners with different orientation	D	See if there are considerations on match learners with different orientations
<b>Learning strategies</b>	165	Textbooks should be designed so as to help students identify and develop learning strategies	E	Has introduction or exercises training language learning strategies; Offers reflecting opportunities for learners; Offers advices on learning strategies; Encourages the use of dictionaries and books.
<b>Teaching methods</b>	166	Textbook design should consider the newly developed teaching methods	D	Suggests or indicates using newly developed methods, e.g. task-based teaching, communicative language teaching, content-based language teaching, flipped class, etc.

	167	Textbook should provide suggestions or guidance for suitable teaching methods.	E	
	168	Textbook should provide the resource or outline for teachers to use their preferred teaching methods	D	Should fit at least 2 different teaching methods
<b>Adaptation</b>	169	Textbook design should pursue flexibility to aid adaptation.	D	same as 156
<b>Teachers' language background</b>	170	Explanation of language content should be included because native teachers depend on them to provide better explanation.	E	Has explanation of language content written in English
<b>Teaching experience</b>	171	Textbook should indicate whether it is for novice or experienced teachers	E	
<b>Learning context</b>	172	Textbook design should consider whether it is used in a second language teaching context or a foreign language teaching context.	D	Includes the teaching context; Provides more English to aid learning in foreign language teaching context; Information should be suitable for the context.
	173	Textbook design should consider the learning styles and the requirement of educational system.	D	The content should match the requirement of UK national curriculum; It should promote independent learning
	174	The expectations of learners in different foreign language learning contexts should be taken into consideration when designing textbooks	D	
<b>Curriculum</b>	175	Textbook design should consider the feature of the course, e.g. Time.	E	Has introduction of suitable course
	176	Textbook design should encourage critical thinking and encourage free discussion.	E	same as 145
	177	Textbooks designed for students who want to reach a certain proficiency level should meet the requirements of an appropriate national curriculum for modern foreign language learning	D	See if the learners want to meet a certain proficiency level



<b>Syllabus</b>	178	Textbook should meet the requirement of syllabus	D	Syllabus
<b>Types of classes</b>	179	Textbook design should suggest the types of class to use the book	E	same as 169
	180	Textbook should train the skill which the type of class focuses.	E	Has introduction of the type of class, and also train the corresponding skills, e.g. reading, writing, ...
<b>Practical consideration</b>	181	The textbook should be newly published.	E	
	182	Textbooks should be put on trial before publication	D	Search information on the covers and the foreword. .
	183	Have listening materials, including audios and videos, with good quality	E	
	184	The textbook should be designed by trusted author	E	
	185	The textbook should be published by trusted publisher	E	

**Appendix Five: Individual evaluation to the criteria in the literature (Jin Bu 1)**

Category		Criteria from literature	Yes	No	N/A
<b>Ideas and information</b>	<b>1</b>	Texts style and register are suitable for students' objectives	✓		
	<b>2</b>	Using authentic materials and authentic situations	✓		
	<b>3</b>	Up-to-date texts	✓		
	<b>4</b>	Provide a meaningful context to train grammars and vocabulary	✓		
	<b>5</b>	Variety of content	✓		
	<b>6</b>	Culture and social situation in the book is suitable for students' culture and learning context	✓		
	<b>7</b>	No offensive content	✓		
	<b>8</b>	Selects structures with regard to differences between LI and L2 cultures	✓		
	<b>9</b>	Suitable sense of humour from the author	✓		
	<b>10</b>	Texts should promote critical thinking	✓		
	<b>11</b>	The material has comprehensiveness and balance	✓		
	<b>12</b>	Include minority and women	✓		
	<b>13</b>	The length of texts and sentences in the texts are appropriate	✓		
	<b>14</b>	Materials providing ground for imagination	✓		
	<b>15</b>	No didactic content	✓		
<b>Topics</b>	<b>16</b>	Is topical	✓		
	<b>17</b>	Subject matter is organised functionally	✓		
	<b>18</b>	Variety and range of topics	✓		
	<b>19</b>	Topics help expand students' awareness and enrich their experience	✓		
	<b>20</b>	Social and cultural contexts presented are relevant to the learners	✓		
<b>Language content general</b>	<b>21</b>	Gives guidance in the presentation of language items	✓		
	<b>22</b>	Is based on contrastive analysis of English and the target language	✓		
	<b>23</b>	Designed basing on one view of language, e.g. functional or structural	✓		
	<b>24</b>	Using mandarin	✓		

	25	Provide materials for reciting at the beginning		✓	
	26	Language styles match social situation	✓		
	27	Learners' attention should be drawn to the linguistic features of the input	✓		
<b>Pronunciation and pinyin</b>	28	Sound system/pronunciation is taught as an interdependent whole		✓	
	29	Suggests ways of demonstrating and practising speech items		✓	
<b>Lexis</b>	30	Select vocabulary according to frequency, functional load	✓		
	31	Vocabulary load is appropriate for the level	✓		
<b>Grammars</b>	32	Sufficient grammar for the level	✓		
	33	Provide adequate and understandable models featuring the structures to be taught	✓		
	34	The reading description have many texts, of which the length is beyond the unit of a sentence	✓		
<b>Characters</b>	35	Provide the situations where the grammars should be used	✓		
	36	Distinguishing spoken and written language		✓	
	37	Relates written work to structures and vocabulary practiced orally		✓	
	38	All four skills adequately covered and integrated skills	✓		
	39	Providing language knowledge and training language skills	✓		
<b>Skills</b>	40	Teach the skills that the book have claimed to focus	✓		
	41	Present oral form first	✓		
	42	Provide opportunity for communication in speaking and writing	✓		
	43	Gives practice writing in controlled and guided composition in the early stages	✓		
	44	Dialogues are not too long to memorise and to be useful	✓		
	45	Has authority in language and style of writing	✓		
	46	Design the content according to language skills	✓		
	47	Have a balance between language proficiency and communicative proficiency	✓		
<b>Exercises and activities</b>	48	The activities let students to practice something they will use outside the classroom	✓		
	49	Various forms of activities	✓		
	50	Exercise practice language items, e.g. vocabulary and structures	✓		
	51	Sufficient exercises	✓		

	<b>52</b>	Activities could be used for self-study		✓	
	<b>53</b>	Activities can work well with methodology in SLT	✓		
	<b>54</b>	Should not include too much controlled practice	✓		
	<b>55</b>	Indication given of extra activities (e.g. games, songs, poems, puzzles) to add variety to the lessons	✓		
	<b>56</b>	The relationship between examination and exercise correlate the learner's demand and the textbook's contents	✓		
	<b>57</b>	Interesting exercises	✓		
	<b>58</b>	Exercises cover the content of each lesson and are related to the content	✓		
	<b>59</b>	Have activities that train the accuracy of language use	✓		
	<b>60</b>	Have activities that train the fluency	✓		
	<b>61</b>	Have activities that need to complete with others interactively	✓		
	<b>62</b>	Have tasks	✓		
	<b>63</b>	Activities should train grammars particularly	✓		
	<b>64</b>	Activities should train communication particularly	✓		
	<b>65</b>	Every exercise is short	✓		
	<b>66</b>	Have inter connections between exercise	✓		
	<b>67</b>	Design exercises following 'controlling-less controlling – no controlling'	✓		
	<b>68</b>	Exercises training 4 skills	✓		
	<b>69</b>	Exercises develop comprehension of main ideas details and sequence of ideas	✓		
<b>Instructions</b>	<b>70</b>	Have an introduction and instructions about how to use the book, e.g. do the exercises	✓		
	<b>71</b>	There should be an introduction about why the book is developed and the gap it is intended to fill	✓		
<b>English</b>	<b>72</b>	Use less native language in the book		✓	
	<b>73</b>	English translation is correct	✓		
<b>Explanation</b>	<b>74</b>	Enough explanation about teaching points	✓		
	<b>75</b>	Clear explanation	✓		
	<b>76</b>	Precise explanation	✓		

	77	No terminology in explanation	✓		
<b>Sequencing language content</b>	78	The sequencing of teaching points is appropriate, e.g. from easy to difficult levels	✓		
	79	There is a discernible system for selecting and grading the linguistic items	✓		
	80	The sequencing of the content should allow for some learners being absent for some classes		✓	
	81	Frequent and periodic review of learnt material	✓		
	82	Have a clear view of the learning progress	✓		
	83	New content is presented in an appropriate rate so that students can understand and learn something new	✓		
	84	Have ready-made revision and tests and self-checks.	✓		
	85	One teaching point presented for one time	✓		
	<b>Sequencing the topics</b>	86	Have obvious connection between the units and exercises	✓	
87		Have coherence between books in one series	✓		
<b>Physical characteristics</b>	88	Colourful/appealing cover	✓		
	89	The book is convenient for learners to handle	✓		
	90	The spine is labelled	✓		
	91	Appropriate size, suitable to take away	✓		
<b>Arrangement and presentation of the content</b>	92	Clear layout to identify teaching points and other information	✓		
	93	Clear objectives of this book should be presented	✓		
	94	Colourful/appealing illustrations and layout	✓		
	95	Have a mix of appropriate illustration with texts	✓		
	96	Have clear signposts of the content, e.g. table of content, indexes, vocabulary lists, section headings	✓		
	97	Space to write in the book		✓	
	98	No offensive content	✓		
	99	Illustration should have pedagogic purpose	✓		
	100	Have an up to date illustration	✓		

	<b>101</b>	Illustrations show the contracts between the foreign culture and the students' own culture	✓		
	<b>102</b>	Have a realistic illustration	✓		
	<b>104</b>	Have a lexicon or index	✓		
	<b>105</b>	Different fonts and sizes for different content	✓		
	<b>106</b>	Appropriate fonts that are easy to read and distinguishing sections	✓		
	<b>107</b>	Harmonious colours	✓		
	<b>108</b>	Clear layout, no need to turn for content and exercise	✓		
<b>Supplementary materials</b>	<b>109</b>	Availability of supplementary materials	✓		
	<b>110</b>	The book is complete enough and no extra materials needed to develop by the teachers		✓	
	<b>111</b>	Have supplementary for training single skill	✓		
	<b>103</b>	Is up to date in the technical aspects of textbook design	✓		
<b>Teachers' guide</b>	<b>112</b>	Have a teacher's book published at the same time	✓		
	<b>113</b>	Teacher's guide has meaningful and valuable suggestions	✓		
	<b>114</b>	Textbook writer provides and justify the premises and principles for the materials in teacher's guide	✓		
	<b>115</b>	Teacher's guide has suggestions on teaching techniques, language items and cultural-specific information	✓		
	<b>116</b>	Tape scripts, answer keys, technical notes (ESP), vocab lists, structural/functional inventories and lesson summaries in the Teacher's book	✓		
	<b>117</b>	<b>Other criteria see Appendix list A</b>			
<b>Workbook</b>	<b>118</b>	<b>NONE</b>			
<b>Media and multimedia</b>	<b>119</b>	The visual and aural supplements are with a good quality	✓		
	<b>120</b>	Is up to date in the technical aspects of textbook design	✓		
	<b>121</b>	Have transcripts of the recording		✓	
<b>Goals and objectives</b>	<b>122</b>	Objectives of course and curriculum			
	<b>123</b>	Objectives of students			
<b>Learners general</b>	<b>124</b>	Age of students	✓		

<b>Language background</b>	<b>125</b>	Have an investigation on learners' needs			✓
	<b>126</b>	Materials should facilitate the use of both brains, i.e. stimulating thoughts and feelings of the learners.	✓		
	<b>127</b>	Content is interested and attractive	✓		
	<b>128</b>	Thought-provoking texts	✓		
	<b>129</b>	Achievable challenge	✓		
	<b>130</b>	The content should be relevant and useful to the learners	✓		
	<b>131</b>	Should take account of the learners speak different L1		✓	
<b>Cultural background of learners</b>	<b>132</b>	Language background of students	✓		
	<b>133</b>	Ideological constraints, e.g. ideology, religious or political intervention to textbook selection			✓
<b>Conceptual level</b>	<b>134</b>	Suitable for the conceptual level of the learners	✓		
<b>Language proficiency level</b>	<b>135</b>	Level of students	✓		
<b>Learning preference and styles</b>	<b>136</b>	Learning preference and styles of students	✓		
	<b>137</b>	Encourage learners to become independent learning	✓		
<b>Orientation</b>	<b>138</b>	Affective factors, e.g. Attitude, motivation	✓		
<b>Learning strategies</b>	<b>139</b>	Training language learning strategies	✓		
<b>Teaching methodology</b>	<b>140</b>	Materials should take into account the delayed effects of instructions (e.g. providing frequent exposure and recycle to vocabulary and structures, not requiring production straightaway after presentation).		✓	
	<b>141</b>	Materials should permit a silent period at the beginning of instruction.		✓	
	<b>142</b>	Should provide opportunities for outcome feedback	✓		

	<b>143</b>	Have suggestions on teaching styles and methodology	✓		
	<b>144</b>	Advice about how to supplement the book		✓	
	<b>145</b>	Appropriate hand-holding	✓		
	<b>146</b>	There is homework	✓		
	<b>147</b>	Help to build up connections and interaction between teacher and learners	✓		
<b>Teachers' language background</b>	<b>148</b>	Native teachers or not		✓	
<b>Teaching experience</b>	<b>149</b>	Teaching experience		✓	
<b>Learning context</b>	<b>150</b>	Methodology appropriate to the learning/teaching situation			
	<b>151</b>	Time allocated to the students to learn the book		✓	
	<b>152</b>	focuses on problems of usage related to social background	✓		
	<b>153</b>	Suitable for the school district			
<b>Curriculum</b>	<b>154</b>	Time allocated to the class, and length of the course		✓	
	<b>155</b>	Take account of broader educational concerns, e.g. learning skills, knowledge of the world, cognitive development of the learners, responsibility of learning	✓		
<b>Syllabus</b>	<b>156</b>	Syllabus; Written according to a syllabus (e.g. controlling the lexis, grammars, topics)	✓		
<b>Types of classes</b>	<b>157</b>	Class size		✓	
	<b>158</b>	Classroom geography		✓	
	<b>159</b>	Consider the equipment in the teaching situation		✓	
<b>Practical consideration</b>	<b>160</b>	The book is a recent publication	✓		
	<b>161</b>	The book has been pre-tested before printed			✓
	<b>162</b>	Of good quality with the book and supplementary materials	✓		
	<b>163</b>	Easy to obtain			
	<b>164</b>	Can contact the publisher	✓		
	<b>165</b>	The durability	✓		
	<b>166</b>	Cost and price			





	<b>183</b>	Cater for native and non-native users		✓	
	<b>184</b>	Encourage the teachers to evaluate each lessons and explain how it can be done		✓	
	<b>185</b>	Price and availability			
	<b>186</b>	Consider users' knowledge and experience of language teaching		✓	
	<b>187</b>	Involve a variety of English			✓
	<b>188</b>	Not giving prescriptive suggestions		✓	
	<b>189</b>	Not using confusing meta-language	✓		
	<b>190</b>	Provide answers to the tasks	✓		
	<b>191</b>	Give enough information about other topics included in the course	✓		
	<b>192</b>	Give more confidence to the teachers	✓		
	<b>193</b>	Free of mistakes	✓		
	<b>194</b>	Durability	✓		
	<b>195</b>	Consider teaching experiences		✓	
	<b>196</b>	Easy to use with the student's book	✓		
	<b>Total</b>			151	34
		Final score		117	

**Appendix Six: Individual evaluation against criteria from this research (Jinbu 1)**

<b>Category</b>		<b>Criteria</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
<b>Ideas and information</b>	1	Up to date	✓		
	2	Interesting	✓		
	3	Authentic	✓		
	4	Appropriate for the learning context	✓		
	5	Familiar to the learners	✓		
	6	Varied	✓		
	7	Include culture information	✓		
	8	Appropriate for learners (in terms of their age, cultural conventions, etc)	✓		
	9	Coherently organized		✓	
<b>Topics</b>	10	Situations to present the language should not be too specific	✓		
	11	Relevant to the learners' needs	✓		
	12	Suitable for learning objectives	✓		
	13	Coherently organized		✓	
	14	Have a wide range of topics	✓		
	15	Interesting		✓	
	16	Practical	✓		
<b>Language content general</b>	17	Using authentic materials		✓	
	18	Useful for daily communication	✓		
<b>Pronunciation and pinyin</b>	19	There should be clear guidance for teaching tones	✓		
	20	Pinyin should be used to aid pronunciation learning	✓		
	21	The use of pinyin beneath texts should be progressively phased out (for upper levels)			✓
	22	There should be an appendix about the knowledge of pinyin at the back of the book.		✓	
<b>Lexis</b>	23	Be relevant to the learners	✓		
	24	Up to date	✓		

	25	Be seen as important	✓		
	26	Provide additional vocabulary	✓		
	27	Include an appendix summarizing vocabulary	✓		
	28	Have a summary for to explain the usage of vocabulary in higher level			✓
	29	Be presented appropriately and reinforced for effective learning	✓		
	30	Suitable for the learning objectives	✓		
	31	Present key vocabulary when necessary	✓		
	32	Appropriate to the learners' level and needs	✓		
	33	Organised in lexical semantic groups		✓	
	34	Dictionary skills should be trained		✓	
	35	Have more explanation of origin of words	✓		
<b>Grammar</b>	36	Be seen as important		✓	
	37	Be arranged progressively	✓		
	38	Be introduced clearly and in details		✓	
	39	Be taught with adequate models featuring the structures		✓	
	40	Be introduced using methods appropriate to the learners' age.	✓		
	41	Have a periodic summary of grammars	✓		
	42	Appropriate to the learners' level and needs	✓		
	43	Introduced in context, with a minimal use of jargon	✓		
<b>Characters</b>	44	The arrangement of characters should be suitable for learners' and teaching objectives;	✓		
	45	Characters teaching should provide achievable challenge to the learners;	✓		
	46	There should be frequent review of learnt characters.	✓		
	47	Characters should be made salient for the learners.	✓		
	48	Writing characters should be taught with the same pace of speaking	✓		
	49	Have exercises designed to practice character writing	✓		
	50	Have activities about characters memorization	✓		
	51	Characters are taught for fun and to give learners an idea of what Chinese written forms look like		✓	
<b>Skills</b>	52	The four skills should be taught together in an integrated fashion	✓		

	53	The teaching of four skills should be balanced.	✓		
	54	The skills, if any, emphasized in textbooks should be appropriate for learners' age.	✓		
	55	Skill training should be suitable for learning objectives	✓		
	56	Of the four language skills, listening and speaking should be introduced before reading and writing	✓		
	57	There should be emphasis on the practice of language skills, not simply the learning of language content	✓		
<b>Exercises</b>	58	Exercises should help the learners to consolidate what they learnt.	✓		
	59	The design of exercises should achieve variety	✓		
	60	There should be sufficient exercises	✓		
	61	The exercises should be suitable for the learners' needs (e.g. Age, learning styles).	✓		
	62	The exercises should provide opportunities for communication.	✓		
	63	Exercises should be suitable for the learning objectives	✓		
	64	Extra activities should be provided by textbooks to aid teaching	✓		
	65	Activities should be enjoyable	✓		
	66	Have clear purpose	✓		
	67	Activities for a variety of levels	✓		
	68	Have straightforward questions	✓		
	69	Be authentic		✓	
	70	Be interactive with learners	✓		
71	Have pair work and group work	✓			
<b>Instructions</b>	72	Information about teaching and learning objectives should be provided	✓		
	73	The book should provide directions for self-study		✓	
	74	Instructions on character writing should be provided	✓		
	75	Textbook should provide clear instructions on which skills are trained.	✓		
	76	The instructions for carrying out activities should be clear	✓		
<b>English</b>	77	English should be given to aid learning	✓		
	78	English should have a high quality, i.e. precise and with no mistakes	✓		
	79	Translation should be given to each word in the stage of beginners	✓		

<b>Explanation</b>	80	Be precise, kept short and straightforward	✓		
	81	Given where the learners have problems	✓		
	82	Avoid use of jargon when possible	✓		
	83	Include both Chinese explanations and English translations		✓	
<b>Sequencing language content</b>	84	Language content should be sequenced progressively	✓		
	85	Grammars and vocabulary learnt should be reinforced frequently	✓		
	86	There should be no clear steps (from words to discourse level) missing in the book	✓		
	87	Grammars being put together, e.g. in one lesson, should have similar level of difficulty	✓		
	88	There should not be too much new grammar input in any one lesson	✓		
<b>Sequencing the topics</b>	89	Topics and content should be coherently organized		✓	
	90	The language elements introduced through topics should be sequenced so that the language builds up progressively.	✓		
	91	Topics should be appropriate to specific learning aims			
<b>Physical characteristics</b>	92	Colourful and attractive looking	✓		
	93	It should include cultural elements on the cover	✓		
	94	The size of the textbook should be appropriate for the learners to use them.	✓		
	95	The book should not be too long	✓		
	96	The cover design should be interesting		✓	
	97	The cover should relate to the purpose of the textbooks		✓	
	98	The cover should relate to the topics learnt		✓	
	99	The cover should be designed suitable for the age	✓		
<b>Arrangement and presentation of the content</b>	100	Should have illustrations	✓		
	101	Illustrations should be interesting	✓		
	102	The design should suit learners' age	✓		
	103	Illustrations should have pedagogical functions	✓		
	104	Appendix about language content should be provided	✓		
	105	Language points should be highlighted for learners to locate	✓		

	106	Separable working sheets should be provided		✓	
	107	Layout should be neat and clear and easy to read	✓		
	108	Illustrations should be bright and colourful	✓		
	109	Should have clear explanation for what the illustration is about	✓		
	110	Have colours which are healthy for human	✓		
	111	Photographs used should be as authentic as possible, to represent real life	✓		
	112	Characters should be printed in a hand-writing font	✓		
<b>Supplementary materials</b>	113	Supplementary materials are important to enable textbook to be used to their full potential	✓		
	114	Have teachers' guide	✓		
	115	Provide guidance on teaching objectives	✓		
	116	Provide suggestions on teaching methods	✓		
<b>Teachers' guide</b>	117	Suggest extra activities to be used	✓		
	118	Provide explanations for language content	✓		
	119	Introducing the teaching context where the book is to be used		✓	
	120	Teachers' guide should consider the language background of the learners.	✓		
	121	should match the student book	✓		
<b>Workbook</b>	122	Provides exercises for revision	✓		
	123	Including separable working sheets		✓	
	124	Should be interesting	✓		
	125	Should be at the suitable level	✓		
	126	The content of the videos/animations should be up to date and authentic.		✓	
<b>Media and multimedia</b>	127	Should be designed suitable for self-study	✓		
	128	Should be suitable for classroom teaching	✓		
	129	Should be meaningful and useful for language learning.	✓		
	130	Have interactive CD-ROMs or websites with the book	✓		
	131	Have listening materials, including audios and videos, with good quality	✓		

	132	Should include English to help understanding	✓		
	133	Should be interesting		✓	
	134	Should be at the suitable level	✓		
	135	The recording should be read in a suitable speed, not too fast or too slow	✓		
	136	Should have more video resources than recordings		✓	
<b>Goals and objectives</b>	137	Meet the goal of the course			
	138	Textbooks should be designed to meet the standards set by various different national or international educational bodies			
	139	State teaching objectives clearly (for the whole book and each lesson)		✓	
	140	Meet specific teaching objectives			
	141	The specific learning objectives in each lesson/book are related to the overall goal	✓		
	142	Avoid putting too many teaching objectives in one lesson/unit	✓		
<b>Age-general</b>	143	Suitable for the age	✓		
<b>Children</b>	144	Involving activities requiring physical movements for young learners			✓
	145	Textbook should provide opportunity for children to get feedback from their teachers			✓
	146	Attractive looking			✓
	147	Interesting			✓
<b>Adolescents</b>	148	Textbook should provide sufficient and interesting activities for adolescents.	✓		
	149	Textbook for adolescent learners should encourage them to question and being critical.	✓		
	150	Textbook for adolescent learners should avoid activities requiring presenting individually and feedback to individuals.		✓	
	151	For adolescent learners, content should provide achievable challenge.	✓		
<b>Adult</b>	152	Textbook for adult learners should be more systematically organised.			✓
	153	Textbook for adult learners should include more gramamr input			✓
	154	Textbooks designed for adults should aim to address the problem of language transfer			✓
<b>Language background</b>	155	Textbook design should consider the language background of the learners.	✓		
	156	Books for learners who have Chinese as L1 should include more difficult language content and advanced topics and cultural information.			✓
	157	Books for learners who have Chinese as L1 should emphasize reading and writing skills			✓



<b>Cultural background of learners</b>	158	Textbook design should consider the cultural background of learners and bridge the learners' culture to the culture of TL.	✓		
<b>Conceptual level</b>	159	The incidental content should be suitable for the conceptual level of the learners.	✓		
<b>Language proficiency level</b>	160	The selection of language content should consider the proficiency level of learners	✓		
	161	The language content should be flexible for adaptation to different levels.	✓		
	162	Textbook design should not only consider the proficiency level of learners, but also their learning objectives	✓		
<b>Learning preference and styles</b>	163	The design of textbook should consider the learning preference of the learners .	✓		
<b>Orientation and motivation</b>	164	Textbook design should be flexible to suit the needs of learners with different orientation	✓		
<b>Learning strategies</b>	165	Textbooks should be designed so as to help students identify and develop learning strategies	✓		
<b>Teaching methods</b>	166	Textbook design should consider the updated teaching methods	✓		
	167	Textbook should provide suggestions or guidance for suitable teaching methods.		✓	
	168	Textbook should provide the resource or outline for teachers to use their preferred teaching methods.	✓		
<b>Adaptation</b>	169	Textbook design should pursue flexibility to aid adaptation.	✓		
<b>Teachers' language background</b>	170	Explanation of language content should be included because native teachers depend on them to provide better explanation.	✓		
<b>Teaching experience</b>	171	Textbook should indicate whether it is for novice or experienced teachers		✓	
<b>Learning context</b>	172	Textbook design should consider whether it is used in a second language teaching context or a foreign language teaching context.	✓		
	173	Textbook design should consider the learning styles and the requirement of educational system.	✓		
	174	The expectations of learners in different foreign language learning contexts should be taken into consideration when designing textbooks	✓		

<b>Curriculum</b>	175	Textbook design should consider the feature of the course, e.g. Time.		✓	
	176	Textbook design should encourage critical thinking and encourage free discussion.	✓		
	177	Textbooks designed for students who want to reach a certain proficiency level should meet the requirements of an appropriate national curriculum for modern foreign language learning			
<b>Syllabus</b>	178	Textbook should meet the requirement of syllabus			
<b>Types of classes</b>	179	Textbook design should suggest the types of class to use the book		✓	
	180	Textbook should train the skill which the type of class focuses.		✓	
<b>Practical consideration</b>	181	The textbook should be newly published.	✓		
	182	Textbooks should be put on trial before publication			✓
	183	Have listening materials, including audios and videos, with good quality	✓		
	184	The textbook should be designed by trusted author	✓		
	185	The textbook should be published by trusted publisher	✓		
<b>Total</b>			137	-32	
<b>Final score</b>			105		

## Appendix Seven: Group evaluation against criteria from the literature

Category		Criteria from literature	Yes	No	N/A	Well - met	OK	Badly - met
Ideas and information	1	Texts style and register are suitable for students' objectives						
	2	Using authentic materials and authentic situations	2	8				✓
	3	Up-to-date texts	3	1	6	✓		
	4	Provide a meaningful context to train grammars and vocabulary	8	2		✓		
	5	Variety of content	7	3		✓		
	6	Culture and social situation in the book is suitable for students' culture and learning context	9	1		✓		
	7	No offensive content	10			✓		
	8	Selects structures with regard to differences between LI and L2 cultures	4	6			✓	
	9	Suitable sense of humour from the author	5	5			✓	
	10	Texts should promote critical thinking	2	8				✓
	11	The material has comprehensiveness and balance	10			✓		
	12	Include minority and women	10			✓		
	13	The length of texts and sentences in the texts are appropriate	10			✓		
	14	Materials providing ground for imagination	4	6			✓	
	15	No didactic content	6	4			✓	
Topics	16	Is topical	10			✓		
	17	Subject matter is organised functionally	10			✓		
	18	Variety and range of topics	9	1		✓		
	19	Topics help expand students' awareness and enrich their experience	4	6			✓	
Language content general	20	Social and cultural contexts presented are relevant to the learners	9	1		✓		
	21	Gives guidance in the presentation of language items	7	3		✓		
	22	Is based on contrastive analysis of English and the target language	3	7				✓
	23	Designed basing on one view of language, e.g. functional or structural	10			✓		

	24	Using mandarin	10			✓		
	25	Provide materials for reciting at the beginning	1	8	1			✓
	26	Language styles match social situation	9	1		✓		
	27	Learners' attention should be drawn to the linguistic features of the input	9	1		✓		
<b>Pronunciation and pinyin</b>	28	Sound system/pronunciation is taught as an interdependent whole	3	7				✓
	29	Suggests ways of demonstrating and practising speech items	5	5			✓	
<b>Lexis</b>	30	Select vocabulary according to frequency, functional load	9	1		✓		
	31	Vocabulary load is appropriate for the level	8	2		✓		
<b>Grammar</b>	32	Sufficient grammar for the level	7	3		✓		
	33	Provide adequate and understandable models featuring the structures to be taught	6	4			✓	
	34	The reading description have many texts, of which the length is beyond the unit of a sentence	8	2		✓		
<b>Characters</b>	35	Provide the situations where the grammars should be used	7	3		✓		
	36	Distinguishing spoken and written language	1	9				✓
	37	Relates written work to structures and vocabulary practiced orally	2	8				✓
<b>Skills</b>	38	All four skills adequately covered and integrated skills	7	3		✓		
	39	Providing language knowledge and training language skills	9	2		✓		
	40	Teach the skills that the book have claimed to focus	10			✓		
	41	Present oral form first	9	1		✓		
	42	Provide opportunity for communication in speaking and writing	10			✓		
	43	Gives practice writing in controlled and guided composition in the early stages	8	2		✓		
	44	Dialogues are not too long to memorise and to be useful	8	2		✓		
	45	Has authority in language and style of writing	10			✓		
	46	Design the content according to language skills	8	2		✓		
	47	Have a balance between language proficiency and communicative proficiency	8	2		✓		

<b>Exercises and activities</b>	48	The activities let students to practice something they will use outside the classroom	10			✓		
	49	Various forms of activities	8	2		✓		
	50	Exercise practice language items, e.g. vocabulary and structures	9	1		✓		
	51	Sufficient exercises	9	1		✓		
	52	Activities could be used for self-study	5	5			✓	
	53	Activities can work well with methodology in SLT	8	2		✓		
	54	Should not include too much controlled practice	4	6			✓	
	55	Indication given of extra activities (e.g. games, songs, poems, puzzles) to add variety to the lessons	7	3		✓		
	56	The relationship between examination and exercise correlate the learner's demand and the textbook's contents	3	1	6	✓		
	57	Interesting exercises	6	4			✓	
	58	Exercises cover the content of each lesson and are related to the content	8	2		✓		
	59	Have activities that train the accuracy of language use	8	2		✓		
	60	Have activities that train the fluency	8	2		✓		
	61	Have activities that need to complete with others interactively	6	4			✓	
	62	Have tasks	4	6			✓	
	63	Activities should train grammars particularly	9	1		✓		
	64	Activities should train communication particularly	8	2		✓		
	65	Every exercise is short	9	1		✓		
	66	Have inter connections between exercise	2	8				✓
	67	Design exercises following 'controlling-less controlling – no controlling'	3	7				✓
68	Exercises training 4 skills	7	3		✓			
69	Exercises develop comprehension of main ideas and sequence of ideas	4	6			✓		
<b>Instructions</b>	70	Have an introduction and instructions about how to use the book, e.g. do the exercises	5	5			✓	

	71	There should be an introduction about why the book is developed and the gap it is intended to fill	6	4					✓	
English	72	Use less native language in the book	5	5					✓	
	73	English translation is correct	10				✓			
Explanation	74	Enough explanation about teaching points	4	6					✓	
	75	Clear explanation	4	6					✓	
	76	Precise explanation	3	7						✓
	77	No terminology in explanation	3	7						✓
Sequencing language content	78	The sequencing of teaching points is appropriate, e.g. from easy to difficult levels	10				✓			
	79	There is a discernible system for selecting and grading the linguistic items	3	7						✓
	80	The sequencing of the content should allow for some learners being absent for some classes	2	8						✓
	81	Frequent and periodic review of learnt material	8	2			✓			
	82	Have a clear view of the learning progress	5	5					✓	
	83	New content is presented in an appropriate rate so that students can understand and learn something new	9	1			✓			
	84	Have ready-made revision and tests and self-checks.	8	2			✓			
	85	One teaching point presented for one time	8	2			✓			
Sequencing the topics	86	Have obvious connection between the units and exercises	5	5					✓	
	87	Have coherence between books in one series	4	1	5		✓			
Physical characteristics	88	Colourful/appealing cover	7	3			✓			
	89	The book is convenient for learners to handle	10				✓			
	90	The spine is labelled	10				✓			
	91	Appropriate size, suitable to take away	10				✓			
Arrangement and	92	Clear layout to identify teaching points and other information	10				✓			
	93	Clear objectives of this book should be presented	9	1			✓			

<b>presentation of the content</b>	<b>94</b>	Colourful/appealing illustrations and layout	7	3		✓		
	<b>95</b>	Have a mix of appropriate illustration with texts	9	1		✓		
	<b>96</b>	Have clear signposts of the content, e.g. table of content, indexes, vocabulary lists, section headings	9	1		✓		
	<b>97</b>	Space to write in the book	8	2		✓		
	<b>98</b>	No offensive content	10			✓		
	<b>99</b>	Illustration should have pedagogic purpose	6	4			✓	
	<b>100</b>	Have an up to date illustration	5	4	1		✓	
	<b>101</b>	Illustrations show the contracts between the foreign culture and the students' own culture	3	7				✓
	<b>102</b>	Have a realistic illustration	2	8				✓
	<b>103</b>	Is up to date in the technical aspects of textbook design	8	2		✓		
	<b>104</b>	Have a lexicon or index	10			✓		
	<b>105</b>	Different fonts and sizes for different content	10			✓		
	<b>106</b>	Appropriate fonts that are easy to read and distinguishing sections	10			✓		
	<b>107</b>	Harmonious colours	10			✓		
	<b>108</b>	Clear layout, no need to turn for content and exercise	10			✓		
<b>Supplementary materials</b>	<b>109</b>	Availability of supplementary materials	10			✓		
	<b>110</b>	The book is complete enough and no extra materials needed to develop by the teachers	1	9				✓
	<b>111</b>	Have supplementary for training single skill	7	3		✓		
<b>Teachers' guide</b>	<b>112</b>	Have a teacher's book published at the same time	7	3		✓		
	<b>113</b>	Teacher's guide has meaningful and valuable suggestions	8	1	1	✓		
	<b>114</b>	Textbook writer provides and justify the premises and principles for the materials in teacher's guide	7	2	1	✓		
	<b>115</b>	Teacher's guide has suggestions on teaching techniques, language items and cultural-specific information	8	1	1	✓		

	116	Tape scripts, answer keys, technical notes (ESP), vocab lists, structural/functional inventories and lesson summaries in the Teacher's book	8	1	1	✓		
	117	<b>Other criteria see Appendix list A</b>						
<b>Workbook</b>	118	<b>NONE</b>						
<b>Media and multimedia</b>	119	The visual and aural supplements are with a good quality	10			✓		
	120	Is up to date in the technical aspects of textbook design	8	2		✓		
	121	Have transcripts of the recording	5	5			✓	
<b>Goals and objectives</b>	122	Objectives of course and curriculum						
	123	Objectives of students						
<b>Learners general</b>	124	Age of students	10			✓		
	125	Have an investigation on learners' needs	1		9			✓
	126	Materials should facilitate the use of both brains, i.e. stimulating thoughts and feelings of the learners.	5	4	1		✓	
	127	Content is interested and attractive	6	4			✓	
	128	Thought-provoking texts	4	6			✓	
	129	Achievable challenge	9	1			✓	
<b>Language background</b>	130	The content should be relevant and useful to the learners	10			✓		
	131	Should take account of the learners speak different L1	1	9				✓
	132	Language background of students	9		1		✓	
<b>Cultural background of learners</b>	133	Ideological constraints, e.g. ideology, religious or political intervention to textbook selection			10		✓	
<b>Conceptual level</b>	134	Suitable for the conceptual level of the learners	10			✓		
<b>Language proficiency level</b>	135	Level of students	9	1		✓		
<b>Learning</b>	136	Learning preference and styles of students	7	3		✓		



<b>preference and styles</b>	137	Encourage learners to become independent learning	7	3		✓		
<b>Orientation and motivation</b>	138	Affective factors, e.g. Attitude, motivation	7	3		✓		
<b>Learning strategies</b>	139	Training language learning strategies	3	7				✓
<b>Teaching methodology</b>	140	Materials should take into account the delayed effects of instructions (e.g. providing frequent exposure and recycle to vocabulary and structures, not requiring production straightaway after presentation).	2	6	2			✓
	141	Materials should permit a silent period at the beginning of instruction.		10		✓		
	142	Should provide opportunities for outcome feedback	2	8				✓
	143	Have suggestions on teaching styles and methodology	2	8				✓
	144	Advice about how to supplement the book	1	9				✓
	145	Appropriate hand-holding	5	5			✓	
	146	There is homework	7	3		✓		
147	Help to build up connections and interaction between teacher and learners	5	5			✓		
<b>Teachers' language background</b>	148	Native teachers or not	2	8				✓
<b>Teaching experience</b>	149	Teaching experience		10				✓
<b>Learning context</b>	150	Methodology appropriate to the learning/teaching situation						
	151	Time allocated to the students to learn the book	3	7				✓
	152	focuses on problems of usage related to social background	1	9				✓
153	Suitable for the school district							
<b>Curriculum</b>	154	Time allocated to the class, and length of the course	2	8				✓

	<b>155</b>	Take account of broader educational concerns, e.g. learning skills, knowledge of the world, cognitive development of the learners, responsibility of learning	6	4				✓	
<b>Syllabus</b>	<b>156</b>	Syllabus; Written according to a syllabus (e.g. controlling the lexis, grammars, topics)	3	7					✓
<b>Types of classes</b>	<b>157</b>	Class size		10					✓
	<b>158</b>	Classroom geography		10					✓
	<b>159</b>	Consider the equipment in the teaching situation		10					✓
<b>Practical consideration</b>	<b>160</b>	The book is a recent publication	6	4				✓	
	<b>161</b>	The book has been pre-tested before printed	2	1	7	✓			
	<b>162</b>	Of good quality with the book and supplementary materials	10			✓			
	<b>163</b>	Easy to obtain							
	<b>164</b>	Can contact the publisher	10			✓			
	<b>165</b>	The durability	10			✓			
	<b>166</b>	Cost and price							
		<b>Appendix list A: Other criteria for evaluating Teacher's book</b>							
	<b>167</b>	Suggests the views of language and the aspects of language it covered	3	6	1				✓
	<b>168</b>	Explain language-learning process	2	7	1				✓

	<b>169</b>	Refer to different learning styles and strategies and give suggestions to develop them	1	8	1			✓
	<b>170</b>	Teachers' roles in different activities	7	2	1	✓		
	<b>171</b>	Provide a rationale for the guidance	2	7	1			✓
	<b>172</b>	Help users to gain more understanding of the language-teaching principles involved	2	7	1			✓
	<b>173</b>	Provide objectives and content of teaching	8	1	1	✓		
	<b>174</b>	Give out guidance to teach language items	8	1	1	✓		
	<b>175</b>	Predict difficulties in understanding the culture setting		9	1			✓
	<b>176</b>	Explain the rationale of selecting, sequencing and integrating the content		9	1			✓
	<b>177</b>	Suggest procedures for planning, preparing and conducting lessons	8	1	1	✓		
	<b>178</b>	Provide assistance to teachers with unpredictable situations	1	8	1			✓
	<b>179</b>	Suggestions about providing corrections	3	6	1			✓
	<b>180</b>	Make a positive contribution to heightening and maintaining students' motivation	7	2	1	✓		
	<b>181</b>	Suggest the ways to use TG	8	1	1	✓		
	<b>182</b>	Organization and layout is easy to use	8	1	1	✓		
	<b>183</b>	Cater for native and non-native users	2	7	1			✓
	<b>184</b>	Encourage the teachers to evaluate each lesson and explain how it can be done	1	8	1			✓
	<b>185</b>	Price and availability						
	<b>186</b>	Consider users' knowledge and experience of language teaching	2	8	1			✓
	<b>187</b>	Involve a variety of English			10		✓	
	<b>188</b>	Not giving prescriptive suggestions		9	1			✓
	<b>189</b>	Not using confusing meta-language	8	1	1	✓		
	<b>190</b>	Provide answers to the tasks	8	1	1	✓		

	<b>191</b>	Give enough information about other topics included in the course	8	1	1	✓		
	<b>192</b>	Give more confidence to the teachers	8	1	1	✓		
	<b>193</b>	Free of mistakes	8	1	1	✓		
	<b>194</b>	Durability	8	1	1	✓		
	<b>195</b>	Consider teaching experiences	2	7	1			✓
	<b>196</b>	Easy to use with the student's book	8	1	1	✓		
	<b>Total (186)</b>					108	32	46

### Appendix Eight: Group evaluation against criteria from this research

Category		Criteria	Yes	No	N/A	Well - met	OK	Badly - met
<b>Ideas and information</b>	1	Up to date	3	0	7	√		
	2	Interesting	3	7	0			√
	3	Authentic	6	4	0		√	
	4	Appropriate for the learning context	10	0	0	√		
	5	Familiar to the learners	10	0	0	√		
	6	Varied	8	2	0	√		
	7	Include culture information	7	3	0	√		
	8	Appropriate for learners (in terms of their age, cultural conventions, etc)	10	0	0	√		
	9	Coherently organized	2	8	0			√
<b>Topics</b>	10	Situations to present the language should not be too specific	8	2	0	√		
	11	Relevant to the learners' needs	9	1	0	√		
	12	Suitable for learning objectives	9	1	0	√		
	13	Coherently organized	2	8	0			√
	14	Have a wide range of topics	9	1	0	√		
	15	Interesting	1	9	0			√
	16	Practical	10	0	0	√		
<b>Language content general</b>	17	Using authentic materials	2	8	0			√
	18	Useful for daily communication	9	1	0	√		
<b>Pronunciation and pinyin</b>	19	There should be clear guidance for teaching tones	4	5	1		√	
	20	Pinyin should be used to aid pronunciation learning	10	0	0	√		
	21	The use of pinyin beneath texts should be progressively phased out (for upper levels)	1	1	8		√	
	22	There should be an appendix about the knowledge of pinyin at the back of the book.	4	6	0		√	
<b>Lexis</b>	23	Be relevant to the learners	10	0	0	√		

	24	Up to date	7	0	3	√		
	25	Be seen as important	9	0	1	√		
	26	Provide additional vocabulary	5	5	0		√	
	27	Include an appendix summarizing vocabulary	10	0	0	√		
	28	Have a summary for to explain the usage of vocabulary in higher level	0	0	10		√	
	29	Be presented appropriately and reinforced for effective learning	7	3	0	√		
	30	Suitable for the learning objectives	8	2	0	√		
	31	Present key vocabulary when necessary	8	2	0	√		
	32	Appropriate to the learners' level and needs	7	3	0	√		
	33	Organised in lexical semantic groups	0	10	0			√
	34	Dictionary skills should be trained	0	10	0			√
	35	Have more explanation of origin of words	5	5	0		√	
<b>Grammar</b>	36	Be seen as important	3	7	0			√
	37	Be arranged progressively	6	4	0		√	
	38	Be introduced clearly and in details	2	8	0			√
	39	Be taught with adequate models featuring the structures	3	7	0			√
	40	Be introduced using methods appropriate to the learners' age.	6	3	1		√	
	41	Have a periodic summary of grammars	4	6	0		√	
	42	Appropriate to the learners' level and needs	7	3	0	√		
<b>Characters</b>	43	Introduced in context, with a minimal use of jargon	7	3	0	√		
	44	The arrangement of characters should be suitable for learners' and teaching objectives;	7	3	0	√		
	45	Characters teaching should provide achievable challenge to the learners;	4	6	0		√	
	46	There should be frequent review of learnt characters.	5	5	0		√	
	47	Characters should be made salient for the learners.	9	1	0	√		
	48	Writing characters should be taught with the same pace of speaking	6	4	0		√	
	49	Have exercises designed to practice character writing	9	1	0	√		
	50	Have activities about characters memorization	5	5	0		√	

	51	Characters are taught for fun and to give learners an idea of what Chinese written forms look like	1	9	0			√
<b>Skills</b>	52	The four skills should be taught together in an integrated fashion	7	3	0	√		
	53	The teaching of four skills should be balanced.	6	4	0		√	
	54	The skills, if any, emphasized in textbooks should be appropriate for learners' age.	8	1	1	√		
	55	Skill training should be suitable for learning objectives	8	2	0	√		
	56	Of the four language skills, listening and speaking should be introduced before reading and writing	8	2	0	√		
	57	There should be emphasis on the practice of language skills, not simply the learning of language content	9	1	0	√		
<b>Exercises</b>	58	Exercises should help the learners to consolidate what they learnt.	9	1	0	√		
	59	The design of exercises should achieve variety	3	7	0			√
	60	There should be sufficient exercises	8	2	0	√		
	61	The exercises should be suitable for the learners' needs (e.g. Age, learning styles).	9	1	0	√		
	62	The exercises should provide opportunities for communication.	8	2	0	√		
	63	Exercises should be suitable for the learning objectives	7	3	0	√		
	64	Extra activities should be provided by textbooks to aid teaching	5	5	0		√	
	65	Activities should be enjoyable	4	6	0		√	
	66	Have clear purpose	7	3	0	√		
	67	Activities for a variety of levels	7	3	0	√		
	68	Have straightforward questions	7	3	0	√		
	69	Be authentic	1	9	0			√
	70	Be interactive with learners	5	5	0		√	
	71	Have pair work and group work	7	3	0	√		

<b>Instructions</b>	72	Information about teaching and learning objectives should be provided	4	6	0		√	
	73	The book should provide directions for self-study	1	9	0			√
	74	Instructions on character writing should be provided	8	2	0	√		
	75	Textbook should provide clear instructions on which skills are trained.	3	7	0			√
	76	The instructions for carrying out activities should be clear	7	3	0	√		
<b>English</b>	77	English should be given to aid learning	8	2	0	√		
	78	English should have a high quality, i.e. precise and with no mistakes	7	3	0	√		
	79	Translation should be given to each word in the stage of beginners	2	7	1			√
<b>Explanation</b>	80	Be precise, kept short and straightforward	4	6	0		√	
	81	Given where the learners have problems	4	6	0		√	
	82	Avoid use of jargon when possible	4	6	0		√	
	83	Include both Chinese explanations and English translations	0	10	0			√
<b>Sequencing language content</b>	84	Language content should be sequenced progressively	8	2	0	√		
	85	Grammars and vocabulary learnt should be reinforced frequently	8	2	0	√		
	86	There should be no clear steps (from words to discourse level) missing in the book	6	4	0		√	
	87	Grammars being put together, e.g. in one lesson, should have similar level of difficulty	7	2	1	√		
	88	There should not be too much new grammar input in any one lesson	7	3	0	√		
<b>Sequencing the topics</b>	89	Topics and content should be coherently organized	2	8	0			√
	90	The language elements introduced through topics should be sequenced so that the language builds up progressively.	8	2	0	√		
	91	Topics should be appropriate to specific learning aims						
<b>Physical characteristics</b>	92	Colourful and attractive looking	6	4	0		√	
	93	It should include cultural elements on the cover	5	5	0		√	
	94	The size of the textbook should be appropriate for the learners to use them.	10	0	0	√		
	95	The book should not be too long	10	0	0	√		
	96	The cover design should be interesting	1	9	0			√



<b>Physical characteristics</b>	97	The cover should relate to the purpose of the textbooks	2	8	0			√	
	98	The cover should relate to the topics learnt	3	7	0			√	
	99	The cover should be designed suitable for the age	10	0	0	√			
<b>Arrangement and presentation of the content</b>	100	Should have illustrations	10	0	0	√			
	101	Illustrations should be interesting	2	8	0			√	
	102	The design should suit learners' age	10	0	0	√			
	103	Illustrations should have pedagogical functions	7	3	0	√			
	104	Appendix about language content should be provided	9	1	0	√			
	105	Language points should be highlighted for learners to locate	7	3	0	√			
	106	Separable working sheets should be provided	0	10	0			√	
	107	Layout should be neat and clear and easy to read	10	0	0	√			
	108	Illustrations should be bright and colourful	7	3	0	√			
	109	Should have clear explanation for what the illustration is about	2	8	0			√	
	110	Have colours which are healthy for human	10	0	0	√			
	111	Photographs used should be as authentic as possible, to represent real life	3	7	0			√	
112	Characters should be printed in a hand-writing font	7	3	0	√				
<b>Supplementary materials</b>	113	Supplementary materials are important to enable textbook to be used to their full potential	8	2	0	√			
<b>Teachers' guide</b>	114	Have teachers' guide	9	1	0	√			
	115	Provide guidance on teaching objectives	5	1	4	√			
	116	Provide suggestions on teaching methods	5	1	4	√			
	117	Suggest extra activities to be used	2	4	4			√	
	118	Provide explanations for language content	5	1	4	√			
	119	Introducing the teaching context where the book is to be used	1	3	5				√
<b>Workbook</b>	120	Teachers' guide should consider the language background of the learners.	1	3	5				√
	121	should match the student book	6	4	0	√			
	122	Provides exercises for revision	7	3	0	√			

	123	Including separable working sheets	0	10	0			√	Green	
	124	Should be interesting	3	7	0			√	Green	
	125	Should be at the suitable level	7	3	0	√	Red			
<b>Media and multimedia</b>	126	The content of the videos/animations should be up to date and authentic.	2	8	0				√	Green
	127	Should be designed suitable for self-study	6	4	0			√	Yellow	
	128	Should be suitable for classroom teaching	9	1	0	√	Red			
	129	Should be meaningful and useful for language learning.	9	1	0	√	Red			
	130	Have interactive CD-ROMs or websites with the book	5	5	0			√	Yellow	
	131	Have listening materials, including audios and videos, with good quality	9	1	0	√	Red			
	132	Should include English to help understanding	7	3	0	√	Red			
	133	Should be interesting	2	8	0				√	Green
	134	Should be at the suitable level	9	1	0	√	Red			
	135	The recording should be read in a suitable speed, not too fast or too slow	7	3	0	√	Red			
	136	Should have more video resources than recordings	4	6	0			√	Yellow	
<b>Goals and objectives</b>	137	Meet the goal of the course								
	138	Textbooks should be designed to meet the standards set by various different national or international educational bodies								
	139	State teaching objectives clearly (for the whole book and each lesson)	2	8	0				√	Green
	140	Meet specific teaching objectives								
	141	The specific learning objectives in each lesson/book are related to the overall goal	5	5	0			√	Yellow	
	142	Avoid putting too many teaching objectives in one lesson/unit	8	2	0	√	Red			
<b>Age-general</b>	143	Suitable for the age	9	1	0	√	Red			
<b>Children</b>	144	Involving activities requiring physical movements for young learners	2	1	7			√	Yellow	
	145	Textbook should provide opportunity for children to get feedback from their teachers	2	1	7			√	Yellow	
	146	Attractive looking	3	0	7	√	Red			
	147	Interesting	2	1	7			√	Yellow	

<b>Adolescents</b>	148	Textbook should provide sufficient and interesting activities for adolescents.	2	1	7		√	
	149	Textbook for adolescent learners should encourage them to question and being critical.	1	2	7		√	
	150	Textbook for adolescent learners should avoid activities requiring presenting individually and feedback to individuals.	1	2	7		√	
	151	For adolescent learners, content should provide achievable challenge.	2	1	7		√	
<b>Adult</b>	152	Textbook for adult learners should be more systematically organised.	3	1	6	√		
	153	Textbook for adult learners should include more gramamr input	2	2	6		√	
	154	Textbooks designed for adults should aim to address the problem of language transfer	3	1	6	√		
<b>Language background</b>	155	Textbook design should consider the language background of the learners.	7	3	0	√		
	156	Books for learners who have Chinese as L1 should include more difficult language content and advanced topics and cultural information.	0	3	7			√
	157	Books for learners who have Chinese as L1 should emphasize reading and writing skills	1	2	7		√	
<b>Cultural background of learners</b>	158	Textbook design should consider the cultural background of learners and bridge the learners' culture to the culture of TL.	9	1	0	√		
<b>Conceptual level</b>	159	The incidental content should be suitable for the conceptual level of the learners.	10	0	0	√		
<b>Language proficiency level</b>	160	The selection of language content should consider the proficiency level of learners	8	2	0	√		
	161	The language content should be flexible for adaptation to different levels.	5	5	0		√	
	162	Textbook design should not only consider the proficiency level of learners, but also their learning objectives	6	3	1		√	

<b>Learning preference and styles</b>	163	The design of textbook should consider the learning preference of the learners.	5	5	0	√	
<b>1.1.1.1 Orientation and motivation</b>	164	Textbook design should be flexible to suit the needs of learners with different orientation	3	7	0		√
<b>Learning strategies</b>	165	Textbooks should be designed so as to help students identify and develop learning strategies	2	8	0		√
<b>Teaching methods</b>	166	Textbook design should consider the updated teaching methods	4	6	0	√	
	167	Textbook should provide suggestions or guidance for suitable teaching methods.	0	10	0		√
	168	Textbook should provide the resource or outline for teachers to use their preferred teaching methods	4	6	0	√	
<b>Adaptation</b>	169	Textbook design should pursue flexibility to aid adaptation.	3	7	0		√
<b>Teachers' language background</b>	170	Explanation of language content should be included because native teachers depend on them to provide better explanation.	4	6	0	√	
<b>Teaching experience</b>	171	Textbook should indicate whether it is for novice or experienced teachers	0	10	0		√
<b>Learning context</b>	172	Textbook design should consider whether it is used in a second language teaching context or a foreign language teaching context.	4	6	0	√	
	173	Textbook design should consider the learning styles and the requirement of educational system.	5	5	0	√	
	174	The expectations of learners in different foreign language learning contexts should be taken into consideration when designing textbooks	4	6	0	√	
<b>Curriculum</b>	175	Textbook design should consider the feature of the course, e.g. Time.	6	4	0	√	

	176	Textbook design should encourage critical thinking and free discussion.	2	8	0			√	
	177	Textbooks designed for students who want to reach a certain proficiency level should meet the requirements of an appropriate national curriculum for modern foreign language learning							
<b>Syllabus</b>	178	Textbook should meet the requirement of syllabus							
<b>Types of classes</b>	179	Textbook design should suggest the types of class to use the book	4	6	0		√		
	180	Textbook should train the skill which the type of class focuses.	4	6	0		√		
<b>Practical consideration</b>	181	The textbook should be newly published.	10	0	0	√			
	182	Textbooks should be put on trial before publication	1	0	9	√			
	183	Have listening materials, including audios and videos, with good quality	10	0	0	√			
	184	The textbook should be designed by trusted author	10	0	0	√			
	185	The textbook should be published by trusted publisher	10	0	0	√			
<b>Total (179)</b>							89	51	39

## Appendix Nine: Interview questions

<b>Questions asked to the teachers</b>	
1.	How long have you been teaching? Where did you teach? What kind of students have you taught? 您做对外汉语教师多长时间了？您教学的对象和国家/地区是在哪里？ / 能否请您介绍一下您做对外汉语教师的经历？
2.	Do you have any ideas about what makes a good TCFL textbook? What criteria for you to decide? 您觉得什么样的教科书比较好？在评价一本教科书时，您会考虑哪些比较重要的因素？
3.	How do you get information about the teaching objectives? Can the textbooks help you to achieve the teaching objectives? 您在教学开始之前，可以从什么渠道了解教学的目标？您的教科书可以帮助您达到这些目标吗？
4.	In your view, what roles the textbooks play in your teaching? 在您看来，教科书在您的教学过程中扮演什么样的角色？
5.	How do you normally judge whether the content in the book is appropriate for the students? How do you think about the English translations in this textbook? 通常您用什么标准来评价书的内容好不好？您觉得您使用过的书中的英文翻译怎么样？
6.	How do you think the language and skills presented in the textbooks? 您觉得用过的书里面，语言和语言技能方面的内容编写的怎么样？
7.	Are you satisfied with the activities provided in the textbooks? If not, why? (Ask for a specific book); What kind of activities should be provided? Why? (Ask for general criteria) 您对书中提供的活动/练习满意吗？如果不，为什么？您认为什么样的练习/活动是比较好的？为什么？
8.	Do you have the freedom to adapt the textbooks you used if you want to? If yes, what kind of adaptations did you do? Can you give an example? 如果您在课堂上，希望能调整书上的内容，比如顺序，或者添加您想要教的内容，您可以自由地调整吗？如果是的话，您经常做的调整是什么？可以举一个例子吗？
9.	How do you think about the supplementary materials (if any) with the textbooks you used? 您认为这些书配套的辅助材料怎么样？
10.	Can you describe the teaching methods you normally use? Is there any relationship between the way of teaching and the textbook you use? If yes, what is it? 您可以描述一下您通常使用的教学方法是什么吗？您所使用的教学方法跟您用的教材有没有关系？如果有，是怎样的关系？

11.	How do you think about the presentation and layout of the textbooks you have used? Are you happy with them? 您认为这些书的外观设计和内部的设计怎么样？您认为合适吗？ / 您喜欢哪种？为什么？您觉得哪种比较好？
12.	What other criteria would you consider if you are asked to select a textbook? 如果您要选择一本教科书，您还会考虑哪些其他的因素？

<b>Questions asked to the administrators</b>	
1.	<p><b>Questions about choosing any textbooks:</b> For teaching a second language, normally how do you decide which textbook to choose? Who makes the decision on textbook selecting? Do you have any criteria to select textbooks? / Do you have any procedure for deciding which textbook to choose?</p> <p>您的学校在选择用来教一门外语的教科书时，一般来说是谁来决定用哪一本教材？如果是您，通常您是怎样决定教科书的选择的？学校是否有一套选择教科书的固定程序？在选择教科书时，您（或其他负责人）有没有一些一定会考虑的标准？</p>
2.	<p><b>Questions about the TCFL textbook:</b> Now let's talk about the specific textbook you have chosen for teaching Chinese. Could you tell me why you choose this textbook? Any factors you think are particularly important for choosing this one?</p> <p>现在我们谈谈用来教汉语的这本教科书。能不能请您介绍一下，为什么会选择这本教材？在选择教汉语的教材时，有没有一些因素是您认为一定会考虑的？</p>
3.	<p><b>Aims/purposes:</b> As the administrator of the programme, what are your aims for setting up Chinese courses? Do you think the textbook could help to achieve the set aims?</p> <p>您可以谈谈为什么会开设汉语课程吗？您认为现在这本教科书可以帮助您达到开设汉语课的目的吗？</p>
4.	<p><b>Syllabus and curriculum:</b> Are you following any curriculum for Chinese language courses? If yes, what are they? What roles do you think the textbook play when you design/decide the syllabus?</p>

	能不能请您介绍一下您是否使用任何汉语教学大纲来指导贵校汉语教学课程的安排？您认为这本教科书在教学大纲设计或选择的过程中起到什么样的作用？
5.	<p><b>Practical consideration:</b> When you chose the book, do you have any practical consideration, e.g. the price, availability, durability, author/publishers, dates of publication, etc?</p> <p>当您选择这本书的时候，是否会考虑一些实际的情况，比如说价格，是否容易买到这本书，是否能持续使用，作者/出版社/出版时间等？</p>
6.	<p><b>General:</b> Are there any feedbacks you've heard from the teachers/students/parents in your school? Do you have any comments on the textbooks?</p> <p>您学校的老师 / 学生 / 家长对于这本书有没有什么评价？对于这本书您还有没有其他的评价？</p>

<b>Questions asked to the textbook designers</b>	
1.	<p>Do you have any guidelines to follow when you design this book? If not, are you aware of any criteria for evaluating textbooks in the field of material development?</p> <p>在您编写这本教材的时候，您有没有在其他方面得到指导？类似于一组需要遵守的规则之类的？如果没有，可否谈谈在设计教材的过程中，您是否借鉴过其他研究者的一些理论/指导原则？</p>
2.	<p>Who are the target users of this book? What do you hope the readers to learn from this book?</p> <p>这本书的目标读者是谁？您希望您的读者在这本书中学到什么？</p>
3.	<p>How do you decide the content of this book?</p> <p>在编写这本教材时，请问您是怎么决定书里的内容的？</p>
4.	<p>Have you considered the language and skills you would like to involve in the textbook? Do you have any criteria for selecting the language points and language skills?</p> <p>您是否考虑过书中选择的语言和想要训练的语言技能？在选择这些语言点和语言技能时，您是秉持着什么样的原则的？</p>
5.	<p>What are the elements that you considered when you designed the tasks/activities? Can you describe the process of designing a task/activity?</p> <p>您在编写练习和活动时，考虑过什么样的因素？能否请您给我描述一下您设计某一个练习/活动的过程？</p>



6.	Where did you find the resource to be used in the book? How do you select from them? Why? 您是怎么找到书里需要使用的资源的？您在选择它们的时候有过什么样的考虑？
7.	Are you involved in deciding the presentation and layout of the textbooks? If yes, what elements you considered for the presentation/layout of your book? 您是否参与了书的外观和内部安排设计工作？如果是的话，您在这个设计过程中有过什么样的考虑？
8.	Have you considered how teachers should use this book? If yes, what are they? 在编写过程中，您是否将老师列为考虑的因素之一？如果是，您考虑过哪些相关的因素？
9.	Is there any English translation in your book? Who translate the content of the textbook into English? How do you think about the translation? 您的书中有英文翻译吗？如果有，是谁翻译的？您觉得翻译内容怎么样？
10.	What kind of supplementary materials are designed with the textbook? What criteria have you considered when designing these supplementary materials? 这本书是否有其他辅助的材料？如果有，在您设计这些辅助材料的时候，曾考虑过哪些因素？
11.	Are you satisfied with the book you have produced? If not, why? 您对自己设计的这本书满意吗？如果不满意，为什么？
12.	What other criteria have you considered for designing the book? 在设计这本书的过程中，您还考虑过其他的因素吗？

## Appendix Ten: Sample transcription of an interview

C: OK, I'll ask you some questions about the textbook you are using. Can you talk about some of the general criteria to select a textbook for second language teaching? What kinds of things you will consider?

G: I'll try to consider whether, I suppose first and for most, whether it is appropriate for the examination that they are going to do. I mean not so much in the younger years because they don't have the GCSE, but certainly in the later years when it's available of GCSE course, then we tend to look at which is the best suited for the examination board. With the younger children it is not as important, you just need to have such a wide range of topics, hopefully it's going to be up to date, contemporary, authentic, have some authentic materials, be quite attractive looking for the children, you know, maybe have brighter colours, pictures, things to attract the children. And for language, you need to have all the four skills, to be practiced in the books, so you know I try and listen for, and see whether there is good listening there as well, maybe video materials nowadays. And some of the new materials also have interactive CD roms, or interactive sites for the white board, that can always be really useful in teaching. Something that got the wide range really.

C: Yeah, when you think about like the CD or the interactive, softwares, are you considering for the teachers to..

G: Yeah, we have that in French and German, so the textbooks we use now well in Key stage 3, I'm in Key stage 4, they both have interactive license that you can buy, it's not a CD rom any more, it's a website address you can go on, and then they you have the book sort of an electronic copy of the book which is on the board, and all the listening files, but also with it there are some videos and some extra resources, that you can use.

C: So you will definitely think about that if they have

G: Yeah I think that would be attractive, yeah if they have it. I mean it's always a cost implication, because they are quite expensive, you have to buy a license normally for the school, in the past you have to buy a license per child, now you have to buy a license for a school. So it's quite expensive, in the current climate, when budgets have been cut, it's difficult to afford, like that, but I would certainly look at it, yeah.

C: OK, and you talked about the exam when you are saying the older students. Em can you give me an example that what kind of materials you will look?

G: So say for example, GCSE, whether they have the same type of questions practiced, and sort of same types of tasks that are gonna be in the exams, for example, if it is the reading task, if they have text with multiple choice, whether they have text with English questions, similar to the ones they are gonna have to do in the exam. Or in A-level, whether they have these cloze type texts, which they have to do in the A-level exam, or translation exercises, you'd like that, otherwise you will have to do more, I mean we always have supplements to our textbooks, and I think that's right, we wouldn't like just to teach textbooks, but it's useful if the textbook has some of those exercises which will be good for practicing for the kids to practice for the exams.

C: So now let's talk about the specific textbook we used for teaching Chinese. I think we used this one before right? Can you remember that why you think this one is good?

G: Well really the only reason we chose this one is because I went into another school where they were doing Chinese, I went into S school, OK, and this is the textbook they use there, and I spoke to the teacher there who was running the Chinese course, and he recommended this as a good one for English learners OK, when I looked at it, I thought you know it does have those criteria, it looks colourful, there is listening materials with it, they have texts, there's also some I quite liked they have some culture information on it as well, so that was really the main reason that we chose this one, because I didn't really know much about Chinese textbooks, I knew that the Hanban have a there were all sorts of books arrived, but I didn't really know whether any of them were useful. So in the end we decided it was before couldn't come really, we should have something in school, so we decided to use this, because I didn't really know what else is available. But to be honest you haven't used this massively, a lot, this year,

C: yeah, because you have to prepare for the exam

G: I think because it's not matched up with the YCT, in that sense, I don't think we realized that the will be going to go down at the beginning, so I don't think they've used it that much, but I think maybe next year they might be, because we've had a talk about where we should go, I mean we've had 2 years of Chinese here, and it's been experimental, and we wanted the kids to have, some sorts of certificates that would be nice, but what we've found maybe a little bit restrictive in that certainly at the moment everything seems to be just going towards doing the test, it's very restrictive amount of vocabulary that they have practicing, and I don't know whether using something like this as a structure may be better but we will see. But we haven't used huge amount.

C: OK, it's all right. When you first decided to open this Chinese course for the children, what is your aim?

G: Well, two main aims really. Firstly to try and bring in a language which is incredibly important, and something very different and they don't have that much opportunity to meet normally in school, so we think it's very good opportunity to get some Chinese language knowledge. Originally we were thinking and we are still maybe hoping it would lead up to GCSE in Chinese if we can develop it well enough, so that was that point, but it was also that culture element that we want to bring in as well. I think last year there was a lot of emphasis on the culture, I think this year not so much, because again I think we've been walking towards the exam with some of the classes, I mean some of the other classes I think, especially of the lower ability, they tend to do more I think, culture stuff with, but it would be nice to have sort of a balance for two really, because for our children, they don't have much of an idea of China, apart from the stereo typical views, and so those two things were really important.

C: So this book and definitely met your first aim that giving a flavor of China and Chinese and show them a different culture and language

G: Yes,

C: but not for the exam

G: Yeah, no, I don't know how much, I haven't cross-referenced it in terms, I know they have used some parts of this, for example, for the family, pets, things like that, there are cross overs, but I think there are things aren't in here but need for the YCT exam, so they have to supplement it for other materials, which happens you know to an extent, as I said, I wouldn't

want every lesson to be 'turn to page 2 we will do that page' that becomes very boring as well for the children, I haven't got a problem for them using their own materials, but I think it would be nice to be able to do a bit of both really, that's what we tend to do with our other lessons, use a bit of the book here and use their own materials to supplement it. Yeah.

C: So it's like using this as a resource.

G: Yeah exactly.

C: OK, thank you. Can I ask you if you have any curriculum or syllabus specially designed for Chinese course or maybe other second language course?

G: The teachers have a scheme of work, but we don't have a syllabus of such,

C: In school?

G: No, no.

C: OK.

G: Just what the teacher put together as a scheme of work to try to meet the needs of the test, and also the other classes are slightly different really, because ones aren't doing the test, they have a slightly different path, I think, that they follow. Yeah, it's really up to them to sort that out. We don't impose that on them.

C: Oh maybe you talked this before, when you choose the book, will you consider some practical reasons, like I think you talked about up to date criteria, and anything else, like the author, probably the..

G: I mean yeah the fact that Heinemann as a publisher that I know, we have used with the other textbooks, I guess that the fact even that they have the stamps of the specialist schools looks as if maybe this is quite good. I don't really know the authors, sometimes when I look at other textbooks, again this is my lack of Chinese knowledge, if I look at a German textbook, which is my specialism, then often I know the author, OK, so I know the author of the German textbook because she does a lot of in surface training, she does a lot of videos online and you know she's quite well-known. I mean I don't know these people here, but maybe they are well-known, I'm not sure. It's more of the fact that it's Heinemann, and as you say maybe of specialist schools, logo, that's maybe attractive.

C: OK, the last question, have you heard any evaluation from the teachers, or students, or probably their parents, their evaluation, comments for the book?

G: For the book, not really, I mean, no we haven't really, the kids haven't certainly for the classes I observed the kids haven't used it massively, and I don't know, the teachers, they haven't really talked to me that they think it's good or not, but I know they don't use it that much. But I don't know if that is because they don't like it or because it's not suitable for the course. So I'm not sure about it.

C: Then how about their comments about the Chinese course?

G: The students? Generally they find Chinese very difficult, which is not maybe surprising, but having said that, a lot of the children do enjoy it. And they, I mean some will question why, the only question we have is why they are taking and they cannot take it further, which is a shame because at the moment it is true, they are taking it for 2 years and then this is it,

this is why we would like in the future to develop it as a course in Key stage 3, 4 sorry, then it doesn't mean that, I mean we can say to them 'OK you had a taste of Chinese, and maybe later you will pick it up again', but when you are 12, 13, you don't think like that, so that can be an issue. So they say it's difficult, but I think, yeah they do, a lot of them do enjoy it. They certainly enjoy you know learning the basics, when it gets a bit more complicated, some of them may be switched off, they've also enjoyed I think doing the culture things, so when we have done things like you know building making lanterns, building stuff, boats, they love all that. This is very different for them. Yeah, they do love that.

C: OK, that's all. Thank you very much!

G: All right, no problem.