An Evaluation of the Textbook *English 6*: A case study from secondary schools in the Mekong Delta Provinces of Vietnam

by

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Abstract

The present study evaluates ***English 6***, an official textbook used for grade 6 pupils in all secondary schools all over Vietnam, in the teaching and learning context of the Mekong Delta. The research was conducted in two stages: a theoretical evaluation and an empirical evaluation. The theoretical evaluation was based on the researcher's experience, expertise, and the literature on textbook evaluation. The empirical evaluation was based on data collected from 22 teachers and 313 pupils at 8 different secondary schools in four different provinces in the Mekong Delta in the form of questionnaires, semi-structured interviews, documents and classroom observation. The evaluation sought to find out the users' views on the textbook, its impact on users and the users' recommendations for improvement.

The results of the evaluation show that the textbook

- suits the teaching and learning context and culture,
- gives much help to both teachers and pupils,
- receives positive responses from teachers and pupils.

Beside these merits, the textbook needs to be improved in the following ways:

- More varied types of activities, especially ones which help pupils practice using the target language communicatively, should be added to the textbook content.
- Free practice activities should be added after the controlled ones to help pupils practice speaking and writing creatively.
- The textbook should be supplemented with language material from different resources such as picture stories, comic strips, etc.
- The supporting resources need to be more widely available and better, both in terms of physical appearance and quality.

The findings also indicate that textbook writers should carry out learner needs analysis before writing new textbooks to make sure they meet learners' needs.

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Abbreviations

BEC	: Business English Certificates
CAE	: Cambridge Advanced English
CEFR	: Common European Framework of Reference
CLT	: Communicative Language Teaching
CPE	: Cambridge Proficiency English
DoET	: Department of Education and Training
ELT	: English Language Teaching
FCE	: First Certificate in English
IELTS	: International English Language Testing System
KET	: Key English Test
L1	: First Language
L2	: Second Language
MoET	: Ministry of Education and Training
PET	: Proficiency English Test
PPP	: Presentation – Practice – Production
TOEFL	: Test of English as a Foreign Language

Chapter 1: Introduction

1.0 Introduction

This chapter consists of four sections. Section 1.1 is an introduction to the study and the need for it. The purpose of the study and the research questions are presented in section 1.2. Section 1.3 discusses the scope of the study. The chapter ends with section 1.4 which details the organization of the study.

1.1 Introduction to the study

English is recognized as a global lingua franca (Nunan, 2003), enabling people all over the world to communicate with each other as well as do business and establish diplomacy, irrespective of any political systems, races and religions. Since the re-emergence of English in Vietnam in 1986, when the Vietnamese government initiated an 'open door' policy to establish diplomatic relations with countries all over the world, the importance of English has increased in Vietnam.

Many state documents (e.g. National Assembly of Vietnam Resolution, 2000; Government of Vietnam Order, 2001; Government of Vietnam Decision, 2008) have been issued to guide English teaching and learning in the national education system. However, the question 'How to make English teaching and learning effective?' remains a concern for the government, educational officials and administrators.

The most recent change in ELT in Vietnam has been in the curriculum and textbooks. In 2001, a new series of textbooks by Nguyen, et al. (English 6, 7, 8, 9) was introduced as compulsory English textbooks for the junior secondary school education level (grades: 6, 7, 8, 9). Since it replaced the previous series, it has been a subject of much controversy among teaching staff. Some teachers are enthusiastic about it, saying it is carefully planned and relevant to current ELT trends in Vietnam. Others argue that, carefully planned as it is, the series may not be useful because it has been designed to suit the needs of learners in more developed areas which are – economically, socially, culturally, and politically speaking – different from remote areas, such as the Mekong Delta. Some teachers regard the series as a

helpful guide, showing teachers and learners where they are going and what is coming next, so that there is a sense of structure and progress. Those who are opposed to the textbook say it contains uninteresting material with irrelevant topics, which do not cater to the needs of students in remote areas, and which may inhibit teachers' initiative and creativity. My view is that most of the comments and complaints are subjective and intuitive rather than based on empirical evidence.

Indeed, though there is criticism and praise from stakeholders, there have so far been no studies evaluating this series of textbooks. The current study is an attempt to evaluate one of these, ***English 6,*** which is the first in the series, for beginners of English; a related objective is to establish a basic foundation for the evaluation of the other textbooks in the series.

The current textbook evaluation was carried out in eight lower secondary schools in four provinces of the Mekong Delta in Vietnam. The participants in the study were 22 teachers and 313 pupils using the textbook in the second semester of the school year 2011-12. The data was collected from teachers and pupils through the following instruments: questionnaires; interviews with teachers; classroom observations; and some documents (handouts in teacher training seminars, MoET (Ministry of Education and Training) curriculum, and pupils' end-of-term test results).

1.2 Purpose of the Study and Research Questions

This study evaluates ***English 6,*** an English textbook from a series of four textbooks which are compulsory textbooks for all students from grades 6 to 9 (ages 12 to 15) in all junior secondary schools in Vietnam since 2001, from both a theoretical and empirical perspective. The textbook together with the teacher's manual is at the core of the teaching and learning process in the classroom.

The study aims to elucidate the strengths and weaknesses of the book as used in the teaching and learning context of Mekong Delta Provinces, and provides suggestions about how to improve this textbook for the particular conditions in the Mekong Delta provinces. The overall aim, then, is to help make English teaching and learning in the Mekong provinces become more interesting and effective.

This study attempts to find answers to the following research questions:

1. What is the quality of the textbook? Is it appropriate to the language teaching and learning context in the Mekong Delta?

2. How do teachers and pupils assess the quality of the textbook?

3. What recommendations do teachers and pupils make for the improvement of the textbook?

1.3 Scope of the Study

This study focuses on English teaching and learning in the Mekong Delta area, a region considered to be less developed in terms of education and teaching equipment. Thus, its findings might not be applicable to all areas in the country. Furthermore, the textbook is intended for grade 6 (age 12) students who are considered young learners of English. As a result, some suggestions made and implications drawn in the study cannot easily be generalized to textbooks for other learners of English at different ages.

1.4 Organization of the Thesis

The present thesis has 8 chapters. The first chapter introduces the context and background of the study, the purposes and research questions, as well as the scope of the study.

Chapter 2 provides details on the background of ELT in Vietnam, consisting of the current role of English and policies toward ELT in Vietnam. It also describes the National Curriculum structure and the features and characteristics of ELT in Vietnam.

Chapter 3 contains the literature review, with a discussion of textbooks, textbook design, textbook evaluation and the evaluation criteria used in this research. This chapter also reviews some previous research studies on textbook evaluation.

Chapter 4 is the research design and methodology chapter. It restates the research questions and discusses some issues about a mixed methods approach. It also introduces the two main stages in the study – the theoretical and empirical evaluation of ***English 6***. Data collection instruments and data analysis and a pilot study are presented in this chapter.

Chapter 5 presents the theoretical evaluation of ***English 6*** and provides the criteria for the theoretical evaluation, and a general description of the textbook. It analyzes the quality of the textbook and its appropriateness to the context. A comparison of ***English 6*** to another global textbook, popularly used in language centers (***New Headway Beginner***) is also included in this chapter.

Chapter 6 reports on evaluations of ***English 6*** by teachers and pupils, with a discussion supported by classroom observation.

Chapter 7 discusses recommendations for the improvement of ***English 6*** by teachers and pupils.

The thesis concludes with chapter 8, which summarizes the research findings, discusses the limitations and offers some recommendations for both the use of ***English 6*** and future textbooks.

Chapter 2: Background: ELT in Vietnam

2.0 Introduction

This chapter presents a detailed picture of ELT Vietnam since national reunification (30/4/1975). It begins with the presentation of the present role of English in Vietnam in section 2.1. Section 2.2 introduces policies related to ELT from 30/4/1975 to the present. ELT and the National Curriculum Structure are presented in section 2.3. Section 2.4 is about the features and characteristics of ELT in Vietnam. The chapter ends with a conclusion, in section 2.5.

2.1 The Current Role of English in Vietnam

The rapid growth and expansion of English in Vietnam commenced in 1986 when the Government initiated an 'open-door' policy. According to Denham (1992), English has become the most popular foreign language since 1989.

The important role of English was emphasized in a study on the impact of English as a global language on educational policies and practices in the Asia-Pacific Region carried out by David Nunan (2003), as one of his interviewers mentioned, 'It can be said that English has become a must for success in both studying and working. One of the most common requirements in job advertisements is proficiency in English (another is computer skills)' (Nunan, 2003: 605).

In education, English is now a compulsory subject in the curriculum for general education (from grades 6 to 12) in Vietnam and optional for primary school education (grades 3 to 5). It used to be one of the six subjects in the national examination that students had to take if they wanted to get the Secondary School Education Certificate (before the 2013-14 school year), but in the 2013-14 school year it was an optional subject. In higher education, English is one of five obligatory foreign languages (English, French, Russia, German and Chinese) taught on all majors with the highest enrolments (MoET, 2008c). At postgraduate level, according to the MoET Decision (2008c), any graduate who wants to take a postgraduate course must pass an exam in English. However, exemption is given to any candidates who get TOEFL ITP at 400; IBT at 32; IELTS certificates at 4.5; or BA

certificates in English (full-time training programs only). The requirement for English proficiency for MA graduates (none-English major) is TOEFL ITP at 450 or IBT at 45 or IELTS at 5.0 (MoET Decision, 2008c).

There has been an increasing demand for overseas study since the late 1990s. Take New Zealand, as an example: here the number of Vietnamese learners at high school increased nine-fold from 1999 to 2004, and ten-fold for higher education (International Division & Data Management and Analysis-New Zealand Ministry of Education, 2005; 2007). Scholarships from many governments, such as Australia (ADS), New Zealand (NZAIDS), - and the US (Fulbright, Ford Foundation), which are very competitive and require high proficiency levels of English, have encouraged the teaching and learning of English.

In employment, English is required to obtain a high salary in foreign businesses, joint ventures and in the international labor market. According to the Ministry of Foreign Affairs (2005), there are approximately 400,000 Vietnamese overseas workers in 40 countries in the world. Most overseas labor markets (Malaysia, Korean, Middle East countries, etc.) require employees with competence in either their national languages or English (Phan, 2009).

In the public media, English is now heard on 14 out of 34 channels broadcast by cable television and '20 channels (by direct to home (DTH) television service) are in English and only sometimes have partial Vietnamese subtitles' (Phan, 2009: 176). Furthermore, according to the Vietnam Internet Network Information Center (2007), the Internet is widely used in Vietnam (about 18 million users), and though blogging is not very popular, most bloggers write in English (Open Net Initiative, 2006). Moreover, most online newspapers have both Vietnamese and English versions, and nearly 20 newspapers and journals are published in English (Vietnamese Ministry of Culture, Sports and Tourism).

In tourism, according to the General Statistics Office (GSO, 2006), Vietnam welcomed 3.6 million tourists, including 100,000 from the USA, Australia and Singapore. The World Economic Forum (2007) has forecast that jobs in tourism in Vietnam will considerably increase from 2007 to 2016, so there is an urgent need for staff with English proficiency to meet the increasing demand in development of the tourism industry in Vietnam.

It can be concluded then that the role of English in Vietnam is steadily becoming more important.

2.2 Policies Toward ELT: historical background

For over thirty years since national reunification (30/4/1975), Vietnam has experienced significant change in foreign language teaching and learning, which can be divided into two phases: the first from 1975 to 1986, the year of the beginning of national renovation or (Doi Moi), and the second phase from 1986 up to the present.

2.2.1 From 1975 to 1986

Vietnam is a country in which the government controls social and economic development tightly (Duggan, 2001), so it is easy to understand that the choice of foreign languages to be taught in the educational system bears the political, economic and social imprints of that society (Do, 1999). The Government of the Democratic Republic of Vietnam Decision (1972) on the reform and enhancement of foreign language teaching and learning stated that foreign languages should be a curricula subject for all pupils in all schools from the beginning of junior high school education (grade 6, age 12), and that the foreign languages taught would consist of one primary foreign language and one secondary foreign language.

After 1975, Russian and Chinese were taught all over the country, especially in the North. The choice of these two languages was due to the substantial educational aid from the Soviet Union, and trade with China. Many provinces share a border with China. In the South, both English and French were taught, and continued to be taught, because they were deep-rooted, due to the spread of English and the long period of French domination, followed by twenty years of American domination. At the start of the period of reunification, the Government did not want to inherit anything left by the previous government, especially in education, so they began to make changes in all fields of social life. They restricted diplomatic relationships with capitalist countries. So the teaching and learning of English and French was limited and there was a decrease in English and French teaching. Many English-language schools and centers were closed. Denham (1992), an international expert in Vietnam, states that ‘targets were set for foreign language education at high school in these early years: 60% studying Russian, 25% studying English and 15% studying French.’ (Cited in Do, 1999).

2.2.2 From 1986 to the present

At the 6th Plenary Session of the Communist Party in 1986, Vietnam decided on a renovation policy (reform) and began to expand relationships with many countries all over the world, regardless of their political and economic systems. As a result, many foreigners began to travel to Vietnam and set up businesses, resulting in more widespread use of English. At this time students also became free to choose the foreign language they wanted to study. Because of the growth in foreign investment, the demand for English also increased.

The status of foreign languages, particularly English, was further confirmed in 1994 by an Order signed by the Prime Minister (August 15, 1994), according to which government officials were required to study foreign languages, particularly English. The government also introduced regulations declaring that government officials promoted to certain posts should have certificates in a foreign language at a stipulated level. There were incentives (money awards, honorary certificates, salary rise or even promotion) for government officials who studied voluntarily and achieved a national certificate in any foreign language. These incentives really brought about a major change in foreign language teaching and learning in Vietnam.

To evaluate foreign language ability among Vietnamese citizens, the MoET issued an evaluation system, ranked from level A to level C in 1994. This system awards the National Certificate to those who meet the requirements at a certain level. The ranking system is outlined in Table 2.1 below:

Table 2.1: Criteria for National English Language Certificate (Source: MoET, 1995)

Level	Listening Skill	Speaking Skill	Reading Skill	Writing Skill
A	Be able to understand and recognize sentences and short information in simple conversation on stipulated topics.	Be able to express one's own opinion based on using communicative language properly, understand questions and give logical answers.	Be able to understand information, symbols, short essays and simple documents on stipulated topics. Understand language of time, space and possession.	Be able to write short announcements. Retell events and describe people, places and objects. Be able to write simple letters: asking for information and giving congratulations.
B	Be able to understand simple conversations on certain topics and simple announcements	Be able to make necessary questions in spoken communication. Be able to make and maintain conversations on topics studied. There are mistakes in pronunciation, grammar and word use but that does not distract much from the content of conversations.	Be able to understand simple essays on social events, advertisements and news articles on topics studied. Be able to guess meanings of words in specific contexts.	Be able to write a short essay about 80 to 150 words on: eating, living habits, houses, tourism, etc. Be able to write a short letter or a postcard for friends
C	Be able to understand direct conversations at normal speed (150 words/minute)	Be able to meet social demands for spoken communication, though there are still some limitations in. Master grammar relatively but still limited in using it. There is still limited competence in using expressions.	Be able to understand all information but not the values and attitudes of authors.	Be able to write about social events happening. Be able to express one's own observation, and ideas, though relatively restrictedly.

Article 24 of the Educational Law of 1998 also confirms the important role of foreign languages at all levels of education in Vietnam and stipulates the level of proficiency students should attain on graduation from high school. In addition, the National Assembly Resolution (2000) on educational reform required the MoET to develop a 'Proposal on foreign language teaching and learning in high schools' for 2010.

In 2001 the government proposed a reform of the curriculum and the related textbooks, including those for foreign language teaching, and the 6th Session of the 11th National Congress (2004) came up with further ideas to enhance international cooperation in education, including encouraging the learning of English at all levels of education, encouraging learning of a second foreign language, and allowing some universities to use bilingual programs (English and Vietnamese) on some undergraduate and postgraduate courses.

In 2008 the Prime Minister approved the 'Proposal on foreign language teaching and learning in general education system from 2008 to 2020' set out by the MoET, the general aim of which is to bring about a reform (in curriculum, textbooks, teaching methodology, and assessment standards) in the teaching and learning of foreign languages in education, and to introduce foreign language teaching at all levels of education. The aim was that, from 2015, the language proficiency of government officials and workers would be improved. From 2020, vocational school, college and university graduates should be able to use at least one foreign language in their communication, work and study independently, in an integrated, multilingual and multicultural environment (Government Decision, 2008).

According to this proposal, foreign language teaching – mainly English – will continue for ten years from the 2010-11 school year. In other words English is introduced as a compulsory subject for all pupils from grade 3 to grade 12 (ages 8 to 17) in all schools, and not from grade 6 (age 12) as it was previously. The reform also emphasizes the establishment of national evaluation standards in foreign language proficiency, based on international tests such as TOFEL, IELTS, PET, etc. The national standards are used as the basic foundation for the construction of the school curriculum, developing textbooks and standards for each level of education to ensure continuity of learning at all levels of education. To meet the requirements of the government decree, the authorities have established six levels of foreign language (FL) proficiency to measure language ability of the Vietnamese population, as shown in Table 2.2 below.

Table 2.2: Evaluation Standards in English language proficiency in comparison to the international standards (Source: MoET, 2008c)

Vietnamese Standard	IELTS	TOEFL	Cambridge Main Suit Examinations	Business English Certificate Exams
Level 6	9			
			CPE	
	8			BEC 3
Level 5		600+	CAE	
	7			
		600	FCE	
	6			BEC 2
Level 4		500		
	5		PET	
Level 3		400		BEC 1
	4			
	3		KET	
Level 2		300		
	2			
		200		
Level 1	1			
		100		

The government hopes that, by 2015, 5% of government officials will be at level 3 upwards, and 30% by 2020. The reform also sets targets for FL proficiency at each level of education, which must be based on the Vietnamese Evaluation Standard System. Therefore, students should be at level 1 after finishing primary school; at level 2 by the end of junior high school; and at level 3 by the end of senior high school. The levels that graduating foreign language major university students should reach are 4 and 5. This is the first time the government has established clear English proficiency targets, which are considered to be practical and possible for each level of education.

To realize the aims above, the MoET has also declared some specific changes for implementation in the next few years as follows.

- The government will continue to keep available help from donor governments and agencies and develop more relationships with other English speaking countries to set up courses for learners of English, as well as for teachers of English. The aims of the courses are to develop the English language skills of teachers and their English language teaching skills. Concomitant with these two above mentioned main aims, the courses also aim to help improve the levels of creativity and professional confidence of Vietnamese English language teachers

(ELTs) to improve their overall effectiveness as ELTs (Martyn and Nguyen, 1999).

- The government will also invite qualified native speaking teachers as well as qualified Vietnamese living overseas to teach in Vietnam. Suitable priority policies for them will be issued to encourage them to work for a long time in Vietnam.
- Modern equipment for foreign language teaching and learning will be invested in by the government and other related authorities and more modern language labs for learners to practice will be built.

(MoET, 2008c: 35-6. Translated from Vietnamese)

Never before has foreign language teaching and learning been given so much attention and investment. The determination and aims of the government have created a basis for the development of foreign language teaching, and English language teaching in particular.

2.3 ELT and the National Curriculum Structure

The education system in Vietnam has four levels: pre-school education, general education, vocational education, and higher education. In this section, only English teaching and learning at general education and higher education levels is mentioned, as English is not taught at pre-school level and is not emphasized in the national curriculum at the vocational level.

2.3.1 Primary education (Grades 1 – 5, Ages 6 – 11)

In the curriculum issued by the MoET, English used to be an optional subject before the 2010-11 school year, so the MoET had no detailed control over the teaching and learning of English. However, most primary schools, particularly those in cities and national standard primary schools (e.g. schools which meet the national standards set out by the MoET), have put English into two-session classes, so in these schools English is learnt from grade 3 with two to three 35 minute lessons a week. The English textbook for this level can be chosen freely by the officials in charge of English teaching and learning in provincial educational departments. There were no official materials stipulated by the MoET, as with other subjects in the country, but the most popular choice of textbook for all schools is '*Let's go*', published by Oxford University Press (OUP). This textbook has been chosen because its publisher is well-known in the field of English language teaching and learning, and because it has been used by many well-known foreign language centers. Another reason is that the

Oxford University Press (OUP) representative in Vietnam has organized many provincial level workshops on teaching with this textbook.

As English used to be just an optional subject, there were no permanent English teachers in schools, or in the primary school English teacher training system in Vietnam. The teachers of English at this level were selected from junior high schools and just attended workshops on teaching '*Let's go*' to teach at this level. And, as it was not previously a compulsory subject in the curriculum, no testing took place at this level, so there was no data on the quality of learning and teaching. However, in an attempt to make English teaching and learning effective, some Divisions of Education and Training and DoETs, such as in Le Thuy (Quang Binh Province), organized annual competitions in English speaking for local primary school pupils, and this helped raise awareness of English as a compulsory subject from grade 3 for two-session classes in primary schools all over the country.

2.3.2 High school education (Grades 6 – 12, Ages 11 – 17)

English has been a subject in the high school level national curriculum since the Doi Moi period (1986). The high school system in Vietnam consists of two levels; junior high schools (grades 6-9) and senior high schools (grades 10-12). For these levels, each school year lasts 35-37 weeks and is divided into two semesters, semester 1 and semester 2. The school year used to start at the beginning of September and continue up to May, but in recent years it has begun at the beginning of August and ended in May (there is more time for the Lunar New Year holiday and for half term breaks than before).

A major Reform of Vietnamese education began in 2001, when a new curriculum and series of textbooks for all subjects at schools were issued by the MoET, beginning at grade 6, and continuing up to grade 12. English is now a compulsory subject in the curriculum from grade 6 and all high schools in the country have to use the same textbook and follow the detailed framework prescribed by the MoET. As Duggan (2001) points out, the national curriculum program is textbook-based and the delivery of instructional programs is based on the content of each section of a textbook**.** However, each local DoET can make some adjustments to the framework to suit local conditions (they can supplement and reduce some activities in the framework, as well as adjusting the time for each part and lesson in the textbook).

In the official curriculum, there are 289 hours for English in junior high school education, as follows: grade 6: 79 hours, grade 7: 79 hours, grade 8: 79 hours and grade 9: 52 hours; so the grades with 79 hours have 2 hours and 15 minutes (3 periods: a period is 45 minutes) a week, and grade 9 has 2 periods a week. In practice, however, there are many schools which provide extra time for English teaching. For example, in Ho Chi Minh City, Hanoi and some other big cities, schools may teach up to 4.5 hours (6 periods) a week of English, and in some schools that specialize in English it is taught for up to 10.5 hours (14 periods) a week (Nunan, 2001). During class time, students are assessed through tests prescribed in the detailed MoET framework, and adjusted by the provincial Departments of Education and Training. These consist of a 15-minute test which may be in any classroom hours, a midterm test and an end-of-term test. Usually, the 15-minute tests are prepared by the teacher who teaches the class. The other two tests are prepared by the managing board of each school and are marked by the board of examiners in order to make sure that the result is fair, valid and reliable.

In senior high school education, the same structure is also followed. All students from grades 10-12 have 2 hours 15 minutes (3 periods) a week, meaning that each grade has 79 hours (105 periods). The main difference here is that at the end of grade 12 in May, all students have to sit a centralized national high school graduation examination. In recent years English has been one of the compulsory subjects that all students have to take.

The curriculum for English also emphasizes that teachers have to teach all four skills and use the available teaching aids effectively to make the lessons more interesting. However, in tests, the proportions for each skill are: Grammar, structures and vocabulary (25%-30%), Reading (25%-30%), Listening (20%-25%) and Writing (20%-25%). There is no speaking sub-test in the test format issued by the MoET, so it is not surprising that most teachers tend to spend little time on this, or even skip over the speaking activities in the textbooks.

The required student attainment for English for each grade is stipulated by the MoET (see Appendix 1 for more details).

2.3.3 Higher education

Foreign language teaching and learning in higher education is quite different from high school. It is not rigidly controlled by the MoET and there is no prescribed material or

syllabus for colleges and universities. Students at this level have to study at least one foreign language. There are two different programs: foreign language learning for language majors and foreign language learning for non-language majors. In this sub-section, only foreign language learning for non-language majors is discussed. The other will be discussed in 2.4.1.

For non-language majors, there are several foreign languages taught at universities, which students can choose, and the proportions of foreign language enrolments are as follows: English, 93%; French, 3%; Russian, more than 2%; Chinese, 1.5% and other languages almost none (MoET, 2008c).

The time for foreign language learning and teaching at this level, as stipulated by the MoET, is 135 hours (equivalent to 12 credits). In practice, different universities have different time allocations. For instance, in Hanoi National University, students have to gain 25-26 credits for English learning, including twenty credits for general English and 5-6 credits for English for specific purposes. But in universities in the Central region and the South, only 12-15 credits are required for English, including 10 credits for general English, and 2 to 5 for English for specific purposes (Do & Cai, 2010). In addition, some universities have introduced their own requirements, involving the need for graduates to have national foreign language certificates (awarded by only certain universities or institutes) at B level, in order to be awarded the university degree.

At colleges, most students study English, as there are no other foreign languages taught. The time for English learning is about 110 hours for the whole course. In theory, the ten credits include eight for general English and two for English for specific purposes. However, in reality, many local colleges teach the same general English program for all non-English majors because the teaching staff cannot find suitable materials for different majors and they are not qualified enough to write the materials themselves.

According to Do & Cai (2010), the lecturers for non-English major students at universities and colleges are inexperienced because experienced ones tend to transfer to teaching English major students, as this role is considered to be superior. The testing system is localized and mainly focuses on reading, specialized vocabulary and translation, without any orientation toward internationally recognized tests. The students in the same classes have different levels of English as they come from different areas in the country, and some

have a much better background knowledge of English than others. Most attend classes, as it is a compulsory subject, but may not have a strong motivation (Do & Cai, 2010). Their low motivation may also be due to class and lecture sizes. The classes are large, so students feel that they are not given much attention and lectures do not satisfy them. They tend to focus on the exam at the end of each academic semester. Teaching resources are poor (1,470-2,000 students per language lab, 81 students per seat in language libraries) and the student-teacher ratio is high, at 1:200 (MoET, 2008c).

In general, English language teaching and learning at this level does not meet the requirements set out by the MoET. Table 2.3 below indicates that the outcome quality of graduates is varied, and much depends on the university.

Table 2.3: Graduates' English proficiency in some universities in different areas of Vietnam (Source: IIG Vietnam (cited in Do & Cai, 2010)

Order	University	Graduate (average mark in TOEIC)
1	Hanoi University of Polytechnic	450
2	Hanoi University of Foreign Trade	670-770
3	Ho Chi Minh City University of Polytechnic	425-550
4	Ho Chi Minh City University of Economics	450-550
5	Ho Chi Minh City University of Law	450
6	Ho Chi Minh City University of Banking	600
7	Ton Duc Thang University	500
8	Ho Chi Minh City Open University of Marketing	450
9	Can Tho University	400
10	Lac Hong University	450
11	Yersin University (Da Lat)	350-450
12	Duy Tan University	400
13	Da Nang University	400

2.3.4 ELT at foreign language centers

Since Vietnam decided on its 'open-door' policy, there has been no restriction on foreign language teaching; people have the right to study any foreign languages they want. Moreover, communication between Vietnamese and foreigners has become more necessary because of the government's new policy. English has thus become a very necessary tool for many people, especially those living in large cities such as Ho Chi Minh City, Hanoi, Da Nang, Can Tho, etc.

The development of foreign language centers is described by Nunan (2003) as follows:

> Since 1986, the year the government began to apply its open door policy, language centers have mushroomed all over Ho Chi Minh City and other big cities and towns. English is also compulsory at university level and it helps both students and workers to gain scholarships to go abroad.
> (Nunan, 2003: 203)

Thus, the need to learn English has developed over the years and many people of all ages do so, and as a result there has been a swift growth in the number of language centers throughout the country. This development can be divided into two periods.

From 1986 to the early 1990s

This was the initial period of national renovation, known as Doi Moi in Vietnam. The government began to expand their diplomatic relationships with countries all over the world and scholars (Denham, 1992; Nguyen, 1992; Do, 1994; Shapiro, 1995) state that English in Vietnam at that time underwent an explosive growth.

To meet the dramatic increase in the demand for English, the number of English language centers in large cities increased so rapidly that there were not enough English teachers for the courses. English centers grew rapidly in Ho Chi Minh City and other cities and towns in Vietnam, Nunan (2003). Many centers invited people, who had worked for the old regime (the Republic of Vietnam) as military interpreters to teach for them. Local authorities in remote provinces also organized many evening classes for their officials, called 'classes for promising officials', which were designed to equip these individuals with foreign language knowledge to prepare them for promotion to important positions in government administration.

Another reason for the dramatic growth of English learning in this period, especially in remote provinces in the Mekong Delta, was a Government Order (1994), in which the Prime Minister decreed that, to gain employment, or be promoted to a higher position in government service, an official should possess foreign language proficiency at a certain level (levels A, B or C) in the national foreign language certificate system, (mentioned in Table 2.1). This order led to a dramatic increase in the number of enrolments in foreign language centers. Students and young people, as well as government officials began to study English at English language centers, hoping to find a good job in the future.

Most centers were state-run centers controlled by universities, colleges or DoETs and there were few, or no English language centers run by the private sector, so competition in the quality of teaching and learning was not very fierce. Most centers tried to gain a stable position in the system by taking advantage of the right to award national certificates rather than through the quality of their teaching. Therefore, the English proficiency of learners possessing national certificates from different training institutes was different, and the reputation of the national certificate declined.

From the late 1990s to the present

Ten years after the Doi Moi period, many major changes became visible in all fields of social life. An increase in living standards resulted in a strong demand for overseas study, which led to further changes in English teaching and the establishment of a number of English language centers by private and foreign owned businesses. Learners have since had more opportunity to study with native teachers in English language centers and become familiar with international tests such as IELTS, TOEFL, BEC, PET, etc. Besides courses for internationally-recognized certificates, there are many ESP courses available, such as Business English, English for Banking, and so on. With the contribution of the centers, the development of English in Vietnam has been raised to a new level.

At the beginning of this period, there were only a few universities and institutes who were entitled to award the national foreign language certificates (A, B, C). In recent years, however, due to negative aspects of the testing and certificate awarding business, the reliability and prestige of the national foreign language certificate system has declined and learners have begun to ask for new ways of assessing foreign language proficiency. This

has led to the issuing of a Decree in 2008 on reforming the aims and purposes of foreign languages teaching and learning, as mentioned above (see 2.2).

2.4 Features and Characteristics of ELT in Vietnam

This section presents teacher quality and the teacher education system (2.4.1). Characteristics of learners of English are discussed in 2.4.2. Teaching methods and teaching/learning quality are presented in 2.4.3. A general description of textbooks used in the system is presented in 2.4.4.

2.4.1 Teachers and teacher education

At primary school, English was not previously a compulsory subject, so there were no official English teachers there. For other levels of education, the main source of teachers of English are graduates from foreign language universities, universities of education and local teacher training colleges (in Vietnam, universities and colleges are specialized – e.g. University of Technology, University of Technical Education, College of Technology and Economics, Teachers Training College, etc.). The quality of English teachers depends on the teacher training curriculum of those institutes. Although all university or college students have to pass the entrance examination to get a place, the quality of students is generally low. Students are usually selected according to a quota set by the MoET (universities) or the local People's Committee (local colleges). For some colleges, enrolments are lower than the quota allocated, as many young people do not want a teaching career because of low wages in this profession.

A university training program takes four years, and, in addition to language, students have to study many other subjects, such as Philosophy, Ho Chi Minh's ideology, Vietnamese Communist Party History, Scientific Socialism, etc. and this means that the time allocated to their main major is not sufficient for them to develop a high level of English proficiency. The training framework at this level is described in Table 2.5 below.

Table 2.4: Framework for English major training program (Source: MoET, 2008c)

Order	Description of knowledge	Percentage (credits)
1	Minimum general educational knowledge	30% (70)
2	Minimum professional educational knowledge (including English major knowledge)	61% (140) 33%-39% (77-90)
3	English pedagogical knowledge	9% (23)
	Total	233

Although the credits an English student has to gain during the course are substantial (233 credits, equivalent to 3495 45-minute periods, each credit being equivalent to 15 45-minute periods), they have only one third of the total curriculum time to study English and one tenth for their pedagogical education. At local teacher training colleges things are worse. Although there is no clear curriculum framework, the percentage time spent on English skills is the same: about 1/3 of the total time available.

Due to the demand for more English teachers from 1992 to 2004, many Departments of Education and Training (DoET) in remote and mountainous provinces began to send high school graduates to Ho Chi Minh City or Hanoi to be trained (personal communication with officials in authority in DoETs). These graduates did not need to sit the entrance examination and so the proficiency level of trainees was low. For this reason colleges and universities had to develop a new curriculum.

As a result of these problems, most graduates' proficiency in English is not sufficient for them to teach English well. Although there are workshops on English teaching organized by the DoETs and the MoET every year, to develop awareness of modern approaches to teaching, they always find it hard to apply their training, due to poor levels of English proficiency. The quality of Vietnamese teachers of English is therefore a worrying problem in English language teaching.

The qualifications for high school teachers are clearly stipulated in the 'Educational Law'. Anyone who wants to be a junior high school teacher must have graduated from a three-year English major course at a teacher training college, and senior high school teachers must be graduates from four-year English major courses at University. English graduates from other universities or colleges without pedagogical knowledge should obtain

pedagogical skill certificates. Besides the training at universities and colleges of pedagogy, English teachers have workshops aimed at enhancing teachers' professional abilities which are organized annually by each level of educational management at the beginning of each school year.

Although all teachers of English have graduated from universities, their English proficiency, according to Tuoitrenews.vn (27/3/2013), does not meet the level required by the MoET, which is based on the Common European Framework of Reference (CEFR) for primary school teachers B1, B2 for lower secondary school teachers and C1 for higher secondary school teachers. In Ho Chi Minh City, only 15.5% of 1,100 teachers and only 11% of 1,500 in An Giang province attained this requirement.

2.4.2 Learners

There are two main types of Vietnamese learners of English: (a) students who study English because it is a subject in curriculum and a compulsory subject, and (b) people who study English voluntarily for their own purposes. These people usually study English at foreign language centers.

The first kind of learner is aware of the importance of English as a means of communication and so they study English seriously. They are highly motivated because they have a clear purpose, but the entrance examination for universities and colleges, and the high school graduation examinations, are mainly focused on grammar, reading and writing (no speaking and listening skills are tested), so they focus on the examination content. Students who do not take foreign languages as their major after high school do not have any motivation for learning English; they study English to pass the exams at the end of each semester, so as to move to the upper grade at the end of the school year.

Learners in higher education are similar. Many study English only for the exam and sometimes they try to get the national English certificate at any cost, even cheating or paying for it, in order to meet the graduation requirement of some universities. Some are motivated by the ambition to study abroad or work in an international company after graduation. In addition to these problems, large class sizes and limited time also impede language teaching and learning.

Thus the quality of English teaching and learning at high school and higher education level is not sufficient to help ambitious learners fulfill their aims. If they want to be successful in English, they have to take extra classes at foreign language centers.

English learners at foreign language centers can also be divided into two main types: learners who really need English for their further study or work, and learners who attend simply to get national English certificates to meet the requirements of university graduation. The former type is serious in their study and active in all classroom activities. They usually choose an ESP course or a specific skill course. The latter type is quite different: their aim is to get the national certificate at a certain level, so their focus is on the examination content and their involvement in classroom activities is restricted.

2.4.3 Teaching methods and teaching/learning quality

Communicative Language Teaching (CLT) is such a popular approach, Richards (2006) claims, that when asked what methodology language teachers employ, the majority mention CLT. Hammer (1982: 164) emphasized the popularity of CLT, saying that 'no self-respecting teacher, materials designer, or applied linguist would think of teaching as anything else'.

In general, in higher education, the CLT approach is supposed to be employed in English language teaching, but it is in fact rarely applied, for a range of reasons:

- The teachers' language proficiency is poor (Nguyen, 1999). Few English teachers have opportunities to use English, other than in the classroom, and their exposure to English is very limited, even when they study at colleges or universities.
- The pressure of midterm and final exams, as well as the rigid requirements of the curriculum, are also blamed (Nguyen, 1999).
- Teaching and learning equipment in most schools is poor. Statistics from MoET (2004) show that there are only 0.7 language labs per school; the student audio-visual device ratio is high at 1,229 students per audio-visual device; the number of audio-visual recording tapes and CDs is 7.69 per school; and pictures and other language teaching and learning assisting materials 2.13 per school. At universities, the teaching resources are not any better (see 2.3.3 for more details).

The quality of English teaching and learning in both general and higher education tends to be low (Van *at al*, 2006). Van (2010) showed that, after 530 hours of study, high school graduates were at an elementary level and university graduates at a pre-intermediate level, which does not meet the aims set out by the MoET (see Appendix 1 for more details).

The reasons for poor teaching and learning quality are as follows:

- The teaching staff in most schools are often unqualified. The trainees' language proficiency is low and the teacher training system is not good (see 2.4.1). In addition, the in-service teacher training system aims at improving teachers' teaching methodology, not their language proficiency.
- Teachers are not motivated. Their wages are low (about £100 a month for a novice teacher at state schools), so many teachers cannot devote themselves to teaching but have to do other work, mostly extra teaching, to earn a living.
- Class size is large (about 30 to 50 students in general education, and more in higher education).
- Many students, especially students at general education and at local colleges and universities are not aware of the importance of English because English is not used in their daily communication.
- Teaching resources and equipment are poor, as mentioned above.

2.4.4 Teaching textbooks

Secondary schools in general education use a series of textbooks (English 6, 7, 8, 9, 10, 11 and 12) published by the Educational Publishing House and approved by the MoET.

At the higher education level, universities and colleges are free to choose any materials for general English. However, the two series of books most commonly used in recent years are *New Cutting Edge* (Longman Publishing House) and *Know How* (Oxford University Press). These two series of textbooks are chosen as they are considered to be the newest series available for general English in Vietnam. For English for specific purposes, the materials are usually developed by a lecturer or a group of lecturers in the department of English, and agreed by the scientific board of the university. In general, the choice of textbooks for this level depends on the university or college.

In English language centers, the most popular books are ‘Streamline English’ or ‘American Streamline’, ‘Headway’, ‘New Concepts’ and then ‘Lifelines’, ‘Enterprises’, ‘New Cutting Edge’, etc., though there have been no official evaluations of their effectiveness for learners. They are used because they are readily available and the publishers have a good reputation. For international certificate courses, such as TOEFL, IELTS, etc. different centers use different materials for internal use.

2.5 Conclusion

This chapter has discussed the role of English in Vietnam and policies on English teaching. It has also discussed the characteristics of ELT in Vietnam, including teachers, learners, teaching methods and teaching quality, and teaching textbooks. We can see that there are many issues (teacher training, teacher retraining, etc.) which need to be addressed to make English teaching and learning more effective in Vietnam. The next chapter turns to a literature review of textbook evaluation.

Chapter 3: Literature Review on Textbooks, Textbook Design, Textbook Evaluation and Textbook Evaluation Research Studies

3.0 Introduction

There is a huge body of literature on textbook development and evaluation. This chapter reviews the literature on textbooks and their role in ELT classrooms (3.1), textbook design (3.2) and textbook evaluation (3.3). It also presents a review of previous research studies on textbook evaluation (3.4). Section 3.5 is the conclusion of the literature review.

3.1 Role of Textbooks in ELT Classrooms

The role of textbooks in ELT classrooms has been a controversial issue among many authors and educators for a long time. Below are some definitions of textbooks and arguments about their role in ELT classrooms.

3.1.1 Definitions of textbooks

It is not easy to find a consensus on the definition of textbooks. Below are some common definitions.

Awasthi (2006) offers a very detailed definition, saying a textbook is a teaching and learning material for both the teacher and the learner to rely on in the process of teaching and learning. Tomlinson defines the textbook as one of the materials used to help teachers teach learners (Tomlinson, 2011). Hutchinson and Torres (1994) say that a textbook is a guide for teachers in teaching, and a tool for learners to review knowledge. It is also considered a record for measuring what has been taught by the teachers. Cunningsworth's (1995) definition is as follows:

> A textbook is defined as an effective resource for self-directed learning, an effective source of presentation of materials, a source of ideas and activities, a reference source for students, a syllabus where they reflect predetermined language objectives, and support for less experienced teachers who have yet to gain confidence.
> (Cunningsworth, 1995 as cited in Awasthi, 2006: 2)

This definition seems to cover many things. In general, different writers have their own definitions of textbooks, based on how and in which context textbooks are used. However,

there is one thing they have in common: textbooks are considered to be a source for both the teacher and the learner. This definition of textbooks seems to be a suitable one for the present evaluative study.

3.1.2 Arguments about the role of textbooks in ELT

As mentioned, the role of textbooks has been a controversial issue in teaching and learning, especially in EFL teaching and learning. One reason why textbooks attract many concerns among writers, teachers, administrators and publishers is that they tend to be used very widely in teaching and learning processes. However, their role is viewed in a wide range of different ways.

Advantages of textbooks

Textbooks are often referred to as being a core source for teaching, learning and classroom interaction. In fact, almost all teachers use published textbooks in their teaching career (Cunningsworth, 1995; Hutchinson and Torres, 1994 and Tomlinson, 2003). Textbooks are widely used by teachers and have the following advantages:

- In Donoghue's (1992) survey of 76 experienced and inexperienced teachers, he showed that the majority of teachers used teachers' guides at least once or twice a week. This suggested that textbooks, with their supplementary components are an important source of information in teaching.
- Textbooks, with their supplementary components (teachers' guides, workbooks, tests, and other audio-visual devices), can provide useful and necessary classroom work for general language courses (Crawford, 2002; Littlejohn, 1992; McGrath, 2002 and Tomlinson, 2003).
- According to Tomlinson (2003), textbooks help to 're-skill', rather than 'de-skill' teachers. This is because textbooks with their teacher's manuals give teachers instructions on how to carry out the lessons. They also help teachers save time on lesson preparation and materials production, as some textbooks provide photocopiable activity sheets and pictures to introduce new language material to learners.

- Textbooks help teachers have more time to think about creating interesting and effective classroom activities to introduce the given content of knowledge to learners (Bell and Gower, 1998 & 2011).
- Textbooks are sometimes considered to offer a clear map for the teacher and learner to follow. They indicate to both the teacher and learner where they are, what they have done and what needs to be done to fulfill a specific course aim (McGrath, 2002). They also help learners review and practice what they have learned (McGrath, 2002).

Disadvantages of textbooks

However, some scholars (Block, 1991; Maley, 2011; and Tomlinson, 2003) point out some disadvantages of published textbooks, saying that published textbooks are commercial products. They argue that textbooks have the following weaknesses:

- Textbooks do not meet all teachers' and learners' needs as they cannot be relevant to all teaching and learning circumstances or to the diversity of learners' backgrounds. A textbook which suits a class in one country might not suit a class in another, and a book which is designed for a class with ten or twenty learners in a large city might not suit a class with thirty or forty learners in rural areas. Jolly and Bolitho (1998 & 2011) quoted some statements from learners and teachers in many language classrooms all over the world to illustrate this point, as follows:

> It's a very nice book and very lively, but in the section on 'processes' for example all the exercises are about unusual things for our country. We are a hot country and we also have many Muslims. The exercises are about snow, ice, cold mornings, water cistern; writing and publishing EFL books and making wine. I can tell you I can't do making wine and smoking pot in my country!
> (Experienced school teacher from the Ivory Coast)
>
> Previous materials were not based on life in Brazil which is why I do not think they worked very well …
> (Brazilian teacher of English in school)
> (Jolly and Bolitho, 2011:108)

- Textbooks constrain teachers and learners creativity and exploration. Over-reliance on a textbook might rob the teachers of creativity in classroom activities, making the teaching more rigid and uninteresting. Thus, the teacher's role seems to be disempowered and the teacher plays the role of a person who is obeying the

textbook writer's intention. Textbooks also prevent learners from widening their horizon as they limit learners to what is presented (Littlejohn, 1992).

- Textbook publishing is a 'business because publishers are motivated primarily by profit' (McGrath, 2013: 29). This is particularly true for global coursebooks which are intended for sale in different countries all over the world.
- A textbook is written by one or two authors which limits the extent to which the textbook can be suitable for diverse user background, teaching and learning culture, teaching and learning context.

Tomlinson (1998 & 2011) tends to follow a middle course between these different points of view, saying that, if the textbook is adapted and used flexibly in the classroom, it can provide relevant knowledge to meet the demands of specific purposes. Wade and Moje (2000) support Tomlinson's view, adding that flexibility in textbook use can help the teacher deliver knowledge suitable to learners' needs.

Wade and Maje (2000) also argue that the texts in textbooks are sometimes non-authentic. The language used is usually simplified by the writer to lessen the difficulty for non-native speaking learners, but this may not necessarily have a positive effect on learner motivation (Awasthi 2006). However, in contexts such as Vietnam where English is not used outside the classroom, it may also have a positive effect on learner motivation as it helps learners use the target language to talk about their life. Hence, classroom instruction should rely on different kinds of materials, including textbooks, reference books, articles, and journals to take advantage of both authentic and non-authentic texts.

In general, the role of textbooks is likely to vary according to teachers' experiences and the pedagogical methods. However, the best way to use them is as the servant of teachers and learners, and not the master (Cunningsworth, 1995). Christenbury and Kelly (1994) add that almost all educational systems in the world are based on textbooks, but that no matter how well textbooks are written, teachers and learners should make sure that they use textbooks carefully because too much reliance on them does not open the world but limits it. As textbooks just provide the core of a course, they cannot cater to all learners' needs and creativity. Thus, ideally, teachers should approach textbooks with caution, and add supplementary materials to motivate students.

3.2 Textbook Design

Writing is a creative process. Prowse (1998 & 2011) reports that when inspiration comes, writers' hands cannot keep up with the speed of their thoughts. However, when the ideas do not come, it is frustrating (Tomlinson, 2003). 'Many of [the materials developers] describe [materials writing] processes which are ad hoc and spontaneous and which rely on an intuitive feel for activities which are likely to work.' Tomlinson (2003: 107). In spite of admitting that writing is ad hoc and spontaneous, Tomlinson and Masuhara (2010) do mention a number of issues which need to be carefully considered before starting to write a textbook: for example, needs analysis, language learning principles, target students and teachers. Materials developers have provided checklists to draw on in the process of writing materials. There are four major checklists and guidelines for material design (Nunan (1988); Jolly & Bolitho (1998 & 2011); Bell & Gower (1998 & 2011); and Howard & Major's (2004)). These can be grouped into two main categories. The first one indicates the steps people should take when they are writing materials, and the second one focuses on the specific principles for writing the content of textbooks.

The checklist provided by Jolly and Bolitho (1998 & 2011) introduces the steps writers need to follow before starting to write a textbook for a particular course of instruction. Bell and Gower (1998 & 2011), on the other hand, offer a checklist focusing on specific principles for building the content of the materials. A combination of their two checklists seems to outline a two-stage process in material development.

The material writing stage, suggested by Jolly and Bolitho (1998 & 2011), includes seven steps as follows:

- Identification of need for materials
- Exploration of need
- Contextual realisation of materials
- Pedagogical realisation of materials
- Production of materials
- Student use of materials
- Evaluation of materials against agreed objectives

(Jolly and Bolitho, 2011: 113)

It is important that the textbook/material is appropriate to the context in which it is to be used. Unclear instructions, exercises and activities are likely to reduce learners' comprehension, participation and confidence in classroom activities. They may also de-

motivate them. Also unsuitable topics, for example a text about Muslims and their traditional customs, should not be included in a textbook taught in countries in which there are very few or no Muslims. This is because learners do not feel familiar with Muslims or their customs, so it is hard for them to understand and they hardly ever use that knowledge to describe their surroundings. Moreover, according to Dat (2008), materials should include common topics, such as social issues, economic achievements, environment, etc. However, they should not include controversial issues related to religion, superstition, etc. Although people sometimes want to learn about other cultures, it is difficult for them to apply this to their daily communication or the description of their surroundings. It is more difficult for children who still do not have enough background knowledge to understand the issues and apply them, as illustrated below.

> 'It's a very nice book and very lively, but in the section on 'Processes' for example all the exercises are about unusual things for our country. We are a hot country and also have many Muslims. The exercises are about snow, ice, cold mornings, water cisterns; writing and publishing ELT textbooks and making wine. I can tell you I can't do making wine and smoking pot in my country.' (Experienced school teacher from the Ivory Coast)
>
> (Jolly and Bolitho, 2011: 108)

The physical appearance of the materials is also one of the characteristics that material developers need to consider before publishing a textbook, as it makes an important first impression on users before they consider other characteristics.

Jolly and Bolitho (1998, 2011) paint a very general picture, consisting of some steps which need to be considered before writing a textbook. They, however, consider the features and contents of material in more depth. They emphasize the principles behind creating materials and analyse the characteristics of each one. They offer the following principles:

- Flexibility: means that teachers should be able to use the materials flexibly. They can cut out or supplement activities to suit the context and students' needs.
- From text to language: the language for each activity in a textbook should be introduced in authentic texts, not constructed texts.
- Engaging content: concerns texts. Texts in a textbook should stimulate learners to make cultural and personal comparisons. They should both engage learners personally and be used as 'the basis for speaking and writing'. According to them, texts on topics such as the environment, vegetarianism, and race relations

would not appeal. However, texts on money, relationships, clothes and food would be of interest to learners.

- Natural language: refers to the language used in textbooks. Language in a textbook should 'avoid actors over-projecting in the recording studio' (Jolly & Bolitho, 2011: 144). It means the language should be real and unscripted to help learners 'get out of the learning plateau' (Jolly & Bolitho, 2011: 144).
- Analytic approaches: a good textbook should introduce a variety of approaches to grammar and help learners relate, compare and collate grammar rules and usages.
- Emphasis on review: means learners should be given time to practice what they have learnt for fluent and accurate use of language rather than presenting new language material at all time.
- Personalised practice: practice activities should be personalised so that learners can make use of their own experience in practising the language.
- Integrated skills: the activities should integrate a variety of skills
- Balance of approaches: means a textbook should introduce a balance in approaches to grammar (inductive, deductive and affective). It also means a balance in approaches to speaking and writing (both from fluency to accuracy work and from accuracy to fluency work) and a balance in controlled practice and creative/free practice.
- Learning to learn: the material should be designed in such a way that it encourages learners to develop their learning skills and strategies.
- Professional respect: means teachers should feel satisfied when using the textbook.

These above-mentioned principles are considered useful in textbook design in general. However, for a specific context and specific users' characteristics and needs, textbook designers should apply these principles cautiously. For example, where there exist a textbook for young learners without any intention of using the language in a native community in a context of no English outside the classroom, then authentic and natural language is not very important. This is because in this case, learners tend to study the language to use in their daily life or to talk about their surroundings while authentic

language is supposed to be written for native speakers of that language and to be read by other native speakers (Swaffar, 1985 in Mishan, 2005). That is not the case for the context of language teaching and learning described above.

Bell and Gower's framework for materials design focuses on the content of materials. The physical appearance and the preparatory steps are not mentioned. Howard and Major's (2004) guidelines for designing effective ELT materials do, however, emphasize the importance of the physical appearance of materials. They state that initial impressions about materials - the physical appearance - are nearly as important as other aspects in material design.

Sharing a similar point of view with Bell and Gower in materials development, Nunan (1988) proposed six principles of materials design as follows:

- Materials should be clearly linked to the curriculum they serve
- Materials should be authentic in terms of text and task
- Materials should stimulate interaction
- Materials should allow learners to focus on formal aspects of the language
- Materials should encourage learners to develop learning skills, and skills in learning
- Materials should encourage learners to apply their developing skills to the world beyond the classroom
  (Cited in Tomlinson (ed.), 2003: 109)

Five of the above principles coincide with what is suggested by Bell and Gower (1998 & 2011). The only different one is that materials should be clearly linked to the curriculum they serve. This principle is called the contextual realisation of materials, which Bell and Gower (1998 & 2011) do not mention. This means that the combination of Nunan's checklist and Bell and Gower's would make a better checklist for textbook design.

In summary, the above-mentioned criteria are general ones in a very complicated process of textbook design. The whole process, in practice, depends on the specific situations in which the textbook is used and the writers' inspiration, as mentioned at the beginning of this section as well as their viewpoints on language acquisition and language teaching methodology.

3.3 Textbook Evaluation

This section presents definitions of program evaluation and textbook evaluation (3.3.1). It also discusses the role of textbook evaluation in ELT (3.3.2). This section ends with (3.3.3), which details approaches and criteria for textbook evaluation.

3.3.1. Definitions

Below are some definitions of program and textbook evaluation.

Program evaluation is a way to measure whether a program functions as it is planned. It helps the practitioner decide whether to continue using, modifying, adjusting or rejecting the program (Rosenbusch, 1991). Rea-Dickens and Germaine (1994) give two main functions of program evaluation, including explaining and confirming existing procedures, and obtaining information to bring about innovation or change in the existing procedures.

Kirkpatrick (1998) seems to agree with Rea-Dickens and Germaine (1994), listing three reasons for evaluating programs, as follows:

- To justify the existence of the training department by showing how it contributes to the organization's objectives and goals.
- To decide whether to continue or discontinue training programs.
- To gain information on how to improve future training programs.
(Kirkpatrick, 1998: 16)

Programme evaluation, according to Kiely (2009), 'is a form of enquiry which describes the achievements of a given programme, provides explanations for these, and sets out ways in which further development might be realized' (Kiely, 2009: 99).

Like program evaluation, textbook evaluation is an attempt to measure the potential value of textbooks (Tomlinson, 2011). It involves making judgments about the effects of textbooks on people (learners, instructors and administrators) who use them. These effects may be measured through such features as the: credibility, validity, flexibility, etc. of the textbook. Rea-Dickins and Germanie (1994) define evaluation 'as the means by which we can gain a better understanding of what's effective, what's less effective and what appears to be no use at all' (Rea-Dickins and Germanie, 1994: 28).

Weir and Roberts (1994) are more specific, as they consider textbook evaluation to involve a systematic analysis of all relevant information necessary to improve the textbook. Nevo (1977) supports Weir and Robert's view, adding that:

> Evaluation refers to the process of delineating, obtaining and providing information on the merit of goals, designs, implementation and outcomes of educational activities, and should help to improve educational activities, and should help to improve an educational product during the process of its development, and/or demonstrate the merit of the final product when its development is completed.
> Nevo (1977: 127)

In this study, textbook evaluation can be defined as the process of collecting information about a textbook and analyzing this data to find out what works well, (its merits), and what needs complementing, balancing or eliminating (its deficiencies) for a particular course of instruction.

3.3.2 Role of textbook evaluation

No matter how well a textbook is written, it cannot be suited to all teaching and learning conditions. The decision that one textbook should be chosen over another, or that certain parts of a book should be used in full whilst others need supplementing, can be considered one of the most important factors in the success or failure of teaching and learning. The teaching material can motivate both teachers and learners, if it is suited to their needs, or it can demotivate them if it is not.

Textbook evaluation plays an important role in the process of teaching and learning as it can uncover the strengths and weaknesses of textbooks in general, and their relevance to a specific context in particular. It helps teachers understand the textbook so that they can amend their teaching to suit the course aims, and learners' needs.

According to Awasthi (2006) and Tomlinson (2003), the selection of textbooks usually involves a process of textbook evaluation. Rea-Dickens and Germanie (1994) (see also Tomlinson, 2003 and Awathi, 2006) support Tomlinson's (2003) and Awasthi's (2006) views on evaluation. They state that it is necessary 'to evaluate language teaching methods, materials, and effectiveness as teachers and also how materials are presented to learners, the types of learning tasks used and the way the courses are designed… they all must be evaluated' (Rea-Dickins and Germanie, 1994: 5).

An additional reason for the importance of evaluation is mentioned by Sheldon (1988), who states that textbook evaluation enables administrators and teachers to discriminate between all of the available textbooks in the market. It helps them establish a clear distinction between a great number of textbooks and obtain an overview of the textbook market.

One further reason for textbook evaluation is that it may be useful for teacher development and professional growth because it provides teachers with information to analyze their own presuppositions about the nature of language and learning (Hutchinson, 1987). It can also make student teachers aware of important features to look for in textbooks. It provides them with information about evaluation criteria to help them to become more critical of a wide range of published textbooks (Litz, 2002).

According to Tomlinson (2003), textbook evaluation may also be used to help publishers decide on publication; help people develop their own textbooks for publication; and write a review for a journal.

3.3.3 Approaches and Criteria for Textbook Evaluation

Textbook evaluation is a complex matter, as there are many variables which may affect the success or failure of a textbook in a particular course of instruction, and in carrying out an evaluation, evaluators need to take many decisions. One is the selection of criteria for evaluation because no general list of criteria is perfect. The evaluation criteria may vary, depending on the specific circumstances of teaching and learning contexts. Many useful approaches and checklists for evaluation criteria have been proposed by Ellis (1997), McDonough and Shaw (1998) McGrath (2002), Tomlinson (2003), etc., which vary according to particular ELT contexts. Evaluators can choose from the available checklists for their evaluation, or they can select their own criteria to reflect the priorities of their own specific teaching and learning contexts.

The following sets out a range of approaches to textbook evaluation and their accompanying criteria (see Ellis, Tomlinson, McGrath, Littlejohn, etc.). They all tend to evaluate textbooks on four main aspects, including:

1. The internal content of the textbook;
2. The aims and approaches;
3. The supporting sources; and
4. The physical appearance.

They also mention when to conduct a textbook evaluation, and who can carry it out. Below is a summary of some influential approaches.

A. Ellis (1997)

Ellis's (1997) approach to textbook evaluation has two main stages, predictive evaluation and retrospective evaluation. A predictive evaluation is designed to help teachers decide what textbooks to use. Once they have been used, retrospective evaluation may be conducted to find out what impact they have had on instructors and learners.

- ***Predictive Evaluation***

Predictive evaluation, according to Ellis, can be carried out in two principal ways. One involves teachers relying on evaluations carried out by experts specializing in textbook evaluation. However, the criteria for these evaluations tend to be inexact and implicit, meaning the experts tend to evaluate textbooks for general purposes. So teachers should be careful when they use the results of these evaluations. Alternatively, teachers can carry out their own predictive evaluations by making use of various checklists and guidelines available in the literature (Çakir, 2004). This stage of evaluation is based on the first impression of evaluators about a textbook as its name suggests, so it is not very objective and reliable. In fact, it reflects the voice of the evaluator, so its scientific character is not assured. Ellis (1997) points out that 'there are limits to how scientific such an evaluation can be' (Ellis, 1997: 37).

Also, no voice is given to people who will use the textbook. There is, therefore, a need for retrospective evaluation.

- ***Retrospective evaluation***

Retrospective evaluation is carried out while a textbook is in use (whilst-use evaluation) or after it has been used (post-use evaluation). It is often more objective and reliable as it is based on user feedback. Such an evaluation provides information that can be used to determine whether the material is worth using again. In addition, Ellis (1997) states that retrospective evaluation is a good way of testing the validity of a predictive evaluation. McGrath (2002) advocates this type of evaluation, stating that the most secure basis for the decision to select which textbook is used is to try it with the learners for whom it is intended, and to get feedback from them.

Ellis's (1997) evaluation approach is summarized in Table 3.1 below:

Table 3.1: Summary of Ellis's (1997) approach to evaluation

Stage of evaluation	Examples of features to be considered
Predictive	(i) Evaluation of a textbook based on the results of evaluation carried out by experts (ii) Evaluate a textbook based on the checklists and guidelines available in the literature
Retrospective	Evaluation of a textbook while it is in use and after it has been used, based on its impact on users to decide whether to continue using it or not

As can be seen from Table 3.1, Ellis's (1997) approach to evaluation is based on the time frame in which it is carried out and people who carry out it. He does not mention any specific criteria to be used and he does not mention classroom observation as a technique for evaluation.

B. Tomlinson (2003)

Tomlinson (2003) suggests a three-stage process of evaluation: pre-use evaluation, whilst-use evaluation and post-use evaluation. Table 3.2 below summarizes his approach to textbook evaluation.

Table 3.2: Summary of Tomlinson's (2003) approach to textbook evaluation

Stage of evaluation	Examples of features to be considered
Pre-use	A quick look through a textbook (artwork, illustrations, appearance, content pages, etc.) to gain an impression of its potential value.
Whilst-use	Evaluate the following criteria - Clarity of instructions - Clarity of layout - Comprehensible of texts - Credibility of tasks - Achievement of performance objectives - Potential for localization - Practicality of the materials - Teachability of the materials - Flexibility of the materials - Appeal of the materials - Motivating power of the materials - Impact of the material - Effectiveness in facilitating short-term
Post-use	Impact of the textbook on teachers, students and administrators

Tomlinson's (2003) approach and criteria are described in further detail below:

- ***Pre-use evaluation***

The first stage, pre-use evaluation is, according to Tomlinson (2003: 23), '… impressionistic and consists of a teacher flicking through a book to gain a quick impression of its potential value'. It involves assessing the potential value of materials for their users, including a quick scan of a book's physical appearance and content pages to get an impression of its potential value. In this stage of evaluation, it seems that he gives a very general purpose of evaluation without any specific criteria to look for, so the burden for interpretation is on the evaluator. However, he suggests that there should be more than two evaluators to evaluate a textbook independently and then average their conclusions for a more principled, rigorous, systematic and reliable evaluation.

- ***Whilst-use evaluation***

Whilst-use evaluation, according to Tomlinson (2003), involves evaluating materials in use. This can be more reliable than pre-use evaluation, as it involves deeper evaluation of the content of materials and makes use of classroom observation and feedback from the users although, according to him, this stage includes controversial issues about what exactly can be measured. As we can see in Table 3.2, the criteria seem to be general and some (e.g. credibility of tasks, achievement of performance objectives, motivating power of the materials, etc.) are not easy to measure.

However, he also suggests that these criteria 'can be estimated during an open-ended, impressionistic observation of materials in use but greater reliability can be achieved by focusing on one criterion at a time' (Tomlinson, 2003: 24). They can be measured by different methods. For example, to measure the motivating power of the materials he suggests 'noting such features as student eye focus, proximity to the materials, time on task and facial animation' (Tomlinson, 2003: 24). Another example is that to evaluate the potential for localization, he mentions that evaluators can note 'the times the teacher or a student refers to the location of learning while using the materials' (Tomlinson, 2003: 24). In case a textbook is locally developed and uses local contexts and situations, this may not work.

From these above-mentioned issues, it can be concluded that the whilst-use stage in Tomlinson's (2003) approach to materials evaluation only gives us general criteria without mentioning what to look for in a textbook to measure the criteria (e.g. what to look for in a textbook to measure the credibility of tasks or the appeal of the material, etc.). So in order to evaluate a textbook for a specific context, evaluators need to generate more specific criteria which can be measured with a specific method (e.g. language level to measure the clarity of instructions and comprehensible of texts, activities and tasks to measure the practicality, teachability and flexibility of the materials, etc.) to evaluate the content of a textbook.

- ***Post-use evaluation***

At this stage, most evaluators tend to seek answers to such questions as: What is the impact of the textbook on learners? What is its impact on teachers? And what is its impact on

administrators? According to Tomlinson (2003), this stage is probably the most valuable stage in the evaluation process as it involves measuring the effects of the materials on users after the textbook has been used. Also, as Cunningsworth (1995) points out, post-use evaluation is useful in helping to decide whether to continue using a textbook or not in the future.

Learners are the most important users, so the language knowledge and skills the learners gain from a textbook-based teaching and learning course should be assessed through examinations, interviews or questionnaires.

- What they know which they did not know before the course. It is also important to recognize what they want and are expected to know but still not know after the course.
- What the textbook has prepared them for their examination and their post-course use of the target language.
- To what extent the textbook has helped them to build up their confidence, independent study ability and motivation.
  (Tomlinson, 2003: 25)

Evaluating the impact of the textbook also involves considering the extent to which teachers feel happy with using the textbook.

Tomlinson's (2003) approach provides evaluators with general criteria for evaluating a textbook, but does not specify the details of each criterion or what to look for in order to measure each criterion (e.g. clarity of instructions, clarity of layout, etc.). He provides an approach for overall evaluation but there is no indication as to which criterion is more important and which is less. This may be a disadvantage for evaluators, especially novice ones. However, his approach, when used as a framework and supplemented by more specific criteria and elements from other authors, may contribute to a more comprehensive textbook evaluation for a particular context.

C. Littlejohn (1998 & 2011)

Littlejohn's (1998 & 2011) approach is somewhat different from Tomlinson's (2003). Although he employs similar criteria, such as appearance (quality of paper, binding, etc.) practical issues (pricing), organisation, etc. to evaluate a book, he does not discuss in detail the process of evaluation. His focus is rather on the content of the book and requirements for its users. He suggested a three-level evaluation checklist including: (1) What is there?

(2) What is required of users? and (3) What is implied? McGrath (2002) explained Littlejohn's three-level evaluation checklist as below:

Table 3.3: Textbook analysis at three levels (Source: Littlejohn in McGrath, 2002, p. 23)

Level	Focus of analysis	Examples of features to be considered
1	'What is there?'	Publication date; intended users; type of material; classroom time required; intended context of use; physical aspects such as durability, components, use of colour; the way the material is divided up across components; how the student's book is organized, and how learners and teachers are helped to find their way around
2	'What is required of users?'	Tasks: what the learner has to do; whether their focus will be on form, meaning or both; what cognitive operations will be required; what form of classroom organization will be involved (e.g. individual work, whole class); what medium will be involved; who will be the source of language or information
3	'What is implied?'	Selection and sequencing of content (syllabus) and tasks; distribution of information across teacher and student components; reconsideration of information collected at levels 1 and 2

It is easy to recognize that his three-level checklist includes two aspects of the evaluation process, namely practical features (level 1), and content (levels 2 and 3).

Level 1

At the first level, there are questions about the physical properties of the textbook. These cover publication date, intended audience, physical aspects (number of pages, paper quality, artwork, etc.), and are similar to the ones in Tomlinson's (2003).

Level 2

This level focuses on the language learning activities and tasks in the textbook to see what teachers and learners using the textbooks need to do. It moves slightly deeper into an

analysis of what is assumed to be the most important aspect of textbooks. Littlejohn (2011) proposes a list of questions for analysing activities and tasks, outlined below:

Table 3.4: Questions for analysis of tasks/activities (Source: Littlejohn, 2011: 189)

I.	What is the learner expected to do?
	A. Turn-take
	B. Focus
	C. Mental operation
II.	Who with?
III.	With what content?
	A. Input to learners
	form
	source
	nature
	B. Output from learners
	form
	source
	nature

The first question in Table 3.4 relates to the role of learners in the classroom, the focus of the activities and tasks (form, meaning or both) and the mental process, such as 'repetition, deducing language rules or broader processes, such as hypothesizing, negotiating and so on' (Littlejohn, 2011: 190). The second question is about types of learner participation in the classroom (individual, pair or group work). Lastly, he mentions the 'nature of content of the input and of the learner's expected output' (Littlejohn, 2011: 190).

These above questions and issues can be answered or evaluated through a detailed sheet which gathers information about the activities and tasks in the textbook described in Table 3.5 below.

Table 3.5: A schedule for analysing tasks/activities (Source: Littlejohn, 2011: 191)

Task Analysis Sheet

Task number:								
I. **What is the learner expected to do?**								
A. TURN-TAKE								
Initiate								
Scripted response								
Not required								
B. FOCUS								
Language system (rules or form)								
Meaning								
Meaning/system/form relationship								
C. MENTAL OPERATION								
[detailed according to what								
is found in the materials]								
II. **WHO WITH?**								
[detailed according to what								
is found in the materials]								
III. **WITH WHAT CONTENT?**								
A. INPUT TO LEARNERS								
Form								
Source								
Nature								
B. OUTPUT FROM LEARNERS								
Form								
Source								
Nature								

Table 3.5 details what needs to be evaluated to answer the questions and issues in Table 3.4 to analyse activities and tasks in a textbook.

Level 3

At the third level, there are questions on the approach, philosophy and aims of the textbook. Littlejohn points out that his levels of evaluation move from more objective criteria to less objective ones. The first level is the most objective while the third level is the least object.

D. McGrath (2002)

The approach to textbook evaluation suggested by McGrath (2002) is similar to Littlejohn's (1998; 2011). He points out the aspects which need evaluating in a two-stage process of systematic materials evaluation. They are '*first-glance*' evaluation and '*in-depth*' evaluation. Each stage consists of a series of criteria by which to evaluate the textbook. The diagram below presents McGrath's approach.

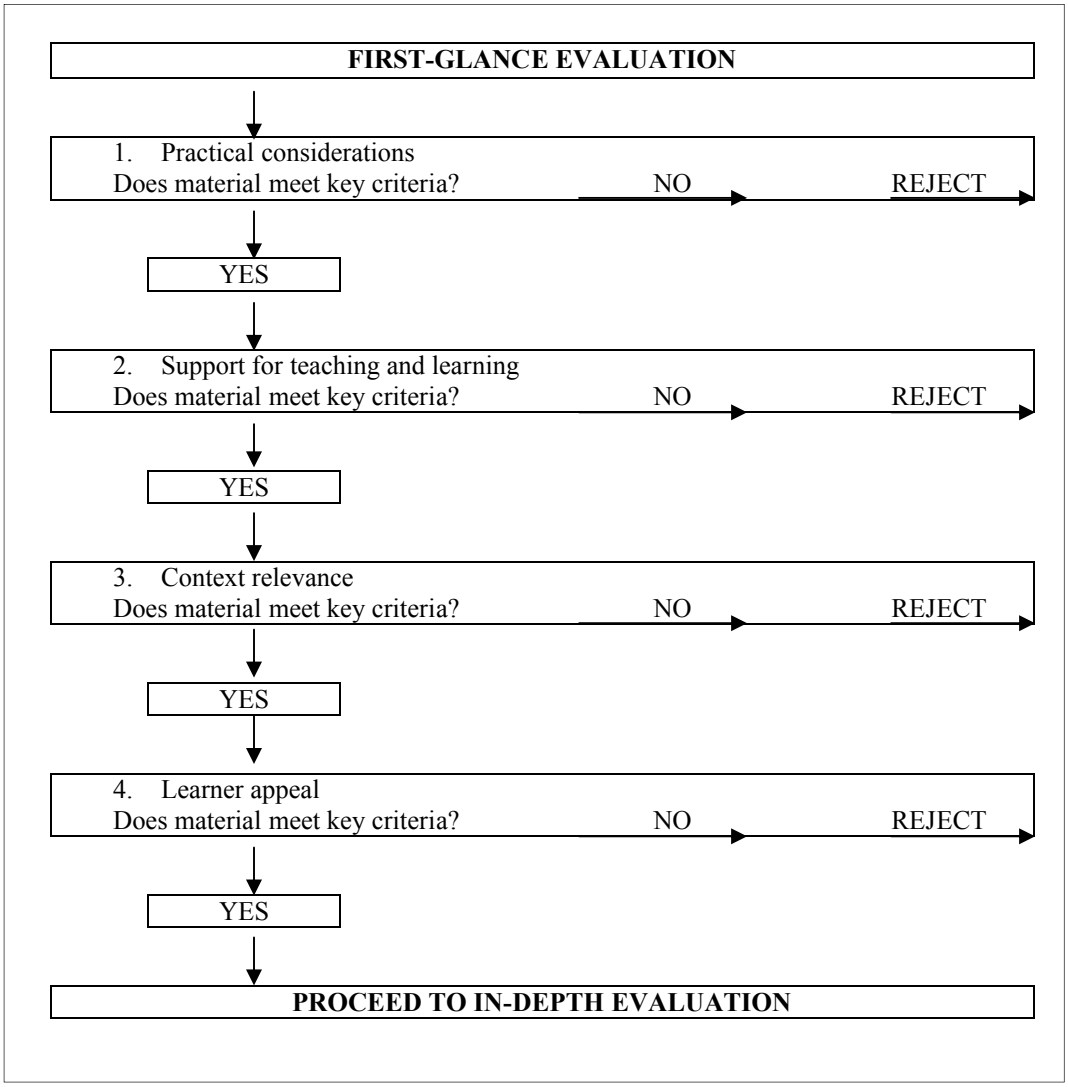


Figure 3.1: A procedure for first-glance evaluation (Source: McGrath, 2002: 37)

The diagram shows that there are two steps of evaluation referred to as 'first-glance' evaluation and 'in-depth' evaluation. 'First-glance' evaluation includes four steps: practical considerations; support for teaching and learning; context relevance; and learner appeal described as follows:

- ***First-glance evaluation***

The '*first glance'* evaluation has 4 steps:

Step 1: Practical considerations

Features evaluated in this step include: availability, cost, and the levels of the book which are available. If these are judged satisfactory, the evaluation proceeds to step 2 below.

Step 2: Support for teaching and learning

Features assessed at this step include the teacher's book and how well it relates to the student book, supporting resources (e.g. cassette recordings, photocopiable worksheets, etc.). If all these are satisfied, the evaluator proceeds to step 3.

Step 3: Context relevance

At this stage the evaluator assesses the suitability of the textbook in terms of aims, syllabus, length and its suitability for learners' proficiency level, age and background. If all of these meet the requirements, the evaluator goes further to step 4.

Step 4: Learner appeal

This step involves considering the appeal of the book to learners. This is mainly related to the appearance of the book.

The evaluation starts from the first sub-step. If a textbook meets all of the key criteria for each step the process continues with the next one. If it does not meet the key criteria in any sub-step, the process stops and the textbook is rejected.

If all of the above-mentioned key criteria are met, the in-depth evaluation step is carried out to assess the textbook in detail.

- ***In-depth evaluation***

According to McGrath (2002), the in-depth evaluation tends to address the following points:

1. The aims and content of the book
2. What they require learners to do
3. What they require the teacher to do
4. Their function as a classroom resource
5. Learner needs and interests

6. Learner approaches to language learning
7. The teaching – learning approach in the teacher's own classroom

(McGrath, 2002: 54-5)

The answers are obtained through his proposed questionnaire, made up of 31 questions (see Appendix 2 for more details). 15 questions in phase 1 are related to issues from 1 to 4 and

16 questions in phase 2 related to issues from 5 to 7. These questions focus on learners' needs and learning style preferences, as well as teachers' beliefs about language teaching and learning (see Appendix 2 for more details).

E. McDonough and Shaw (1998 & 2003)

McDonough and Shaw's (1998 & 2003) approach to textbook evaluation has three stages: external evaluation, internal evaluation and overall evaluation. This implies that evaluation is continuous and never static, as the criteria can be changed to suit different teaching and learning contexts.

- ***External evaluation***

External evaluation is similar to McGrath's (2002) 'first-glance evaluation', Tomlinson's (2003) 'pre-use evaluation' and Littlejohn's (1998 & 2011) 'level 1 evaluation'. It focuses on the intended audience, the proficiency level, the context, the organization and presentation of units, the author's views and methodology, the learning process and the learner, and the physical appearance. Issues of layout and design and local availability, supporting resources (teacher' book, audio-visual materials, etc.) are also included in this stage.

- ***Internal evaluation***

The internal evaluation is concerned with the content, including grading and sequencing. McDonough and Shaw (1998 & 2003) propose the following for the evaluation.

- Where reading/ 'discourse' skills are involved, is there much in the way of appropriate text beyond the sentence?
- Where listening skills are involved, are recordings 'authentic' or 'artificial'?
- Do speaking materials incorporate what we know about the nature of real interaction or are artificial dialogues offered instead?
- The relationship of tests and exercises to (a) learner needs, and (b) what is taught by the course materials.
- Do you feel that the material is suitable for different learning styles? Is a claim and provision made for self-study and is such a claim justified?
- Are the materials sufficiently 'transparent' to motivate both students and teachers alike, or would you foresee a student/teacher mismatch?
  (Cited in Awasthi, 2006: 8-9)

This stage seems to resemble McGrath's (2002) 'in-depth evaluation' and Tomlinson's (2003) 'whilst-use evaluation'.

- ***Overall evaluation***

The overall evaluation takes into account factors of usability, generalizability, adaptability and flexibility of a textbook. Usability is related to the question, 'How far could the materials be integrated into a particular syllabus as core or supplementary?' (McDonough, *at al.*, 2013: 60). The generalizability factor is evaluated through answering the question, 'Is there a restricted used of 'core' features that make the materials more generally useful?' (McDonough, *at al.*, 2013: 60). The purpose of evaluating adaptability, according to McDonough, *at al*. (2013), is to see whether parts of the materials can be added/extracted/used in different contexts to suit local circumstances. Flexibility refers to whether the book can be adapted to suit the proficiency level of learners.

F. Other approaches

The following are some other evaluation approaches, which are very briefly outlined.

- ***Cunningsworth (1995)***

Cunningsworth's (1995) approach offers 8 criteria of evaluation as follows:

- Aims and approaches;
- Design and organization;
- Language content;
- Skills;
- Topic;
- Methodology;
- Teacher's guide; and
- Practical considerations

These criteria are evaluated through a series of questions (see Appendix 3 for more details) which seem to be designed for general non-context-specific evaluations.

- ***Byrd (2001)***

Byrd's (2001) approach shares similar features to that of Cunningsworth (1995). She provides the following categories for textbook evaluation.

- Physical appearance (size, durability and attractiveness),
- Topics (appropriateness to intended learners' needs, logical arrangement of topics, and up-to-date topics),
- Vocabulary (vocabulary load, grading and recycling),
- Linguistic structure (grammar load and distribution, sentence length, etc.),
- Exercises (revision of vocabulary and grammar, meaningful communication, etc.)
- Illustrations (clarity, appropriateness), and
- Teacher's manual.

She also emphasizes the need for a fit between the textbook and the curriculum, and the teacher and the learner, as a good book should at least meet both teachers' and learners' needs. In both Byrd's (2001) and Cunningsworth's (1995) guidelines, the teacher's manual is mentioned as an important aspect to be evaluated.

- ***Skierso (1991)***

Skierso (1991) is similar to Cunningsworth (1995) in suggesting six criteria with clear explanations of each one as follows:

(1) Bibliographical data which aim at obtaining the information about the author's qualification, the support for teaching and learning, the availability and cost of the textbook;
(2) Aims and goals which concern the students' needs, the syllabus requirements;
(3) Subject matter which is evaluated through the variety of text types, the content grading, the suitability of level, the cultural sensitivity and the cultural integration;
(4) Vocabulary and structures which deal with the appropriacy, accuracy, suitability and clarity of grammar and vocabulary;
(5) Exercises and activities which are assessed by the satisfaction of syllabus objectives, the development of study skills; and

(6) Layout and physical makeup which are related to the organisation of artwork, the durability and the attractiveness of the textbook.
(Skierso, 1991: 77)

He also added that it is necessary to obtain background information about the learner, the teacher, the course and the objectives before developing evaluation criteria. The teacher's manual, according to Skierso, also needs to be assessed.

- ***Ur (1996)***

Ur's (1996) approach is similar to Cunningsworth's (1995), Byrd's (2001) and Skierso's (1991). She provides some general evaluation criteria, such as layout, prints, periodic review lesson and tests, supporting materials, illustrations, etc., alongside some very specific ones, such as the objective; the variety of interesting topics and tasks; clear instructions; sequencing and grading; vocabulary and grammar, etc.

G. Summary of approaches and criteria for textbook evaluation

There are a variety of evaluation approaches and criteria discussed in the literature. The criteria tend to be rather similar, though different authors give them different names. We have seen that some approaches (Cunningsworth's (1995), Byrd's (2001), Skierso's (1991) and Ur's (1996)) give detailed criteria for evaluation, but they do not they do not give a clear framework for the whole process of evaluation, while other approaches, such as those suggested by Ellis (1997), Tomlinson (2003), Littlejohn (1998 & 2011) and McGrath (2003), provide evaluators with a clear framework for the whole process and detailed criteria. However, they are for non-context specific evaluations. In order to conduct an effective evaluation, evaluators need to apply their chosen criteria of evaluation to the particular contextual circumstances of their evaluation. The most important consideration is that evaluators should be aware of their purpose for evaluation because there are many purposes for evaluating textbooks (selection, balancing teaching, supplement, etc.). Also, textbook evaluation can be conducted either before the book is used, while it is being used or after it has been used (Tomlinson, 2003).

In general each approach to textbook evaluation, as mentioned above, has its own strengths and weaknesses, evaluators should choose or even devise an approach which is the most

principled, systematic and suitable for their context. In my opinion, it is also important for evaluators to combine approaches, in order to offset the weaknesses of one approach with the strengths of others. The present study uses a mixed approach, mainly based on Tomlinson's (2003) framework, though modified, with evaluation criteria from other authors (see 4.3 for more details). It evaluates ***English 6*** in depth from its content to its impact on users and its physical appearance.

3.4 Research Studies on Textbook Evaluation

This section presents an overview of some research studies, which have been carried out on textbook evaluation over the last 10 years. The studies below are chosen because they are published in academic journals (Asian EFL, RELC, etc.), books, or as PhD theses. Moreover, they are similar to this present study in terms of context (Vietnam) or types of evaluation (overall evaluation). These are summarized and presented in chronological order in the table below.

Table 3.6: Summary of previous research studies on textbook evaluation

Order	Study	Type of evaluation	Participants involved	Data collection instruments
1	Litz (2002)	Overall	Teachers and students	Questionnaires
2	Jahangard (2007)	Overall/theory-based	No participants	Samples from the textbook
3	Dat (2008)	Overall	Teachers, policy makers and administrators	Interviews
4	Aftab (2011)	Overall	Officials of the MoET, publishers, teachers and students	Questionnaires and interviews
5	Nguyen (2011)	Intercultural perspective/ theory-based	No participants	Samples from the textbooks
6	Alemi & Mesbah (2013)	Overall	Teachers	Questionnaires

3.4.1 Litz's study (2002)

Study context

This study is comprehensive because it includes users' views (both instructors and learners) to evaluate '***English Firsthand 2***' used for undergraduate science students (high beginner level) at the Sung Kyun Kwan University Science & Technology in Suwon, South Korea in 2000-01 school year.

Methodology

Litz collected data from 8 instructors and 500 students who used the textbook in the academic year 2000-01 through questionnaires. The questionnaires were designed to evaluate the overall pedagogical value and suitability of the textbook for the language program, including 'the practical considerations (price, accessories, methodology, etc.), layout and design, range and balance of activities, skills appropriateness and integration, social and cultural considerations, subject content, and language types represented in the textbook' (Litz, 2002: 11).

In addition to the questionnaire, he also conducted a student needs analysis by a questionnaire, alongside the textbook evaluation.

Findings

The author found that the textbook was attractive in physical appearance. It was organized clearly and logically to reflect a topic-based structural-functional syllabus which facilitates communicative competence. It was a multi-skills focus textbook, which integrates the four language skills without neglecting the development of other language elements such as vocabulary and grammar. Activities and tasks in the textbook were found to be communicative, including both 'controlled practice with language skills as well as creative, personal, and freer responses on the part of the students' (Litz, 2002: 33).

The shortcomings were said to be: repetition of activities, lack of encouragement of meaningful practice, and lack of realistic discourse, etc. The study concluded with recommendations for supplementing, modifying and adapting problematic aspects. In

addition, consciousness-raising activities, genuine negotiation of meaning tasks, and cooperative learning strategies were suggested by the author.

Assessment of study

This study provides detailed information about the textbook, from its physical appearance to the detailed structure of the textbook and activities within lessons. It analyzed language elements, such as vocabulary and grammar, and the development of the four language skills presented in the textbook. However, the use of questionnaires only to collect data in his study does not make it persuasive enough, as questionnaires have their own weaknesses (see 4.4.2 and 6.1.3 for more details).

3.4.2 Jahangard's study (2007)

Study context

This research study was carried out to evaluate the four ELT textbooks (***English Book 1, English Book 2, English Book 3*** and ***Learning to Read English for Pre-University Students***) used in Iranian High Schools.

Methodology

The author of the study evaluated the four textbooks theoretically, using 13 evaluation criteria he believed to be the most common among 10 materials evaluation checklists proposed by different authors. The 13 evaluation criteria include:

- Are objectives explicitly laid out in the introduction and implemented in the material?
- Does it give good vocabulary explanation and practice?
- Are the approaches taken educationally and socially acceptable to the target community?
- What type of periodic review and test sections do they have?
- Are appropriate visual materials available?
- Do they have interesting topics and tasks?

- Do they give clear instructions?
- Is the layout and print clear, attractive and easy to read?
- Is the content clearly organized and graded?
- Do they contain plenty of authentic language?
- Do they include good grammar presentation and practice?
- Do they allow fluency practice in all four skills?
- Do they encourage learners to develop their own learning strategies and to become independent in their learning?

He scrutinized the four textbooks against each evaluation criterion and analyzed them under each heading.

Findings

The study found that the textbooks mainly provided reading activities, and grammar practice involving repetition, substitution and transformation objectives. One of the textbooks (***Learning to Read English for Pre-University Students***) was considered to help learners develop learning strategies by stating clearly the characteristics of good learners. This was thought to 'familiarize the learners with cognitive and behavioral strategies or, at least, raise their consciousness about learning strategies' (Jahangard, 2007: 147).

However, the author concluded that the series failed to meet most of the above-mentioned criteria (e.g. out-of-date topics, incompatibility between the meanings of words in the 'Reading Comprehension Section' and 'New Word Section', etc.). He also suggested that the series needed a deeper analysis by a group of experienced teachers to make sure the judgments were unbiased.

Assessment of study

The study used evaluation criteria needed for an overall evaluation and analyzed each criterion carefully with reference to the literature and illustrations taken from the textbooks. However, this was a theoretical and subjective evaluation, involving only the author's opinions without feedback from users, so bias is unavoidable.

3.4.3 Dat's study (2008)

Study context

This study evaluates 9 titles of ELT coursebooks: 4 in Indonesia (***Improve Yourself; Communicative and Interactive English; Headlight*** and ***New Concept English***), 4 in Thailand (***English; Exploring Reading and Writing; Concentrate of Critical Reading*** and ***Focus on One Word***) and 1 in Vietnam with 3 textbooks (***English 7, English 11 and English 12***).

Methodology

The data in his study were collected from 42 interviews with teachers, policy makers and administrators in Southeast Asian countries. He first considered policies related to English language teaching and learning in these countries and categorized the materials used in this area into three categories: 'imported coursebooks', known as global coursebooks; 'in-country coursebooks', known as local coursebooks and 'regional coursebooks', 'written by non-native speakers in one country but are exported in several other countries' (Dat, 2008: 268). Finally, he described the teachers' and learners' perceptions, and the use of the textbook in teaching and learning.

Findings

The study pinpointed positive features, including cultural knowledge and national identity, awareness of regional events, awareness of the need for global integration, the use of the mother tongue as a pedagogical tool and opportunities for analytical thinking.

In cultural knowledge, he found that the coursebooks had 'their topic content connected with the learner's knowledge and cultural background' (e.g. getting around in Indonesia and Thailand in *English 1*, *Exploring Reading and Writing*, *New Concept English*), (Dat, 2008: 271). National identity was promoted 'through accounts of daily values' (Dat, 2008: 271) (e.g. willingness to obey senior family member in *New Concept English*, traditional music in *Communicative and Interactive English* and local celebrities in *Exploring Reading and Writing*).

These coursebooks were found to be attentive to awareness of regional events, including subject matter related to poverty (*Concentrate of Critical Reading*); the changing role of men and women (*Concentrate of Critical Reading, Communicative and Interactive English*); Western vs. Asian educational values (*Communicative and Interactive English*), harmony and economic achievements (*Improve Yourself*, *English 12*); and the controversial relationship between race and intelligence (*Concentrate of Critical Reading*).

The issues of global integration such as the creative use of technology in medical science, communication and social advancement, as well as heavy population and social violence were mentioned in *Improve Yourself, Exploring Reading and Writing.*

These coursebooks were also found to emphasize L1 as a pedagogical tool to help 'teachers and learners in translation practice (*English 11*), grammar instruction (*Focus on One Word*) and pedagogical guidance (*Concentrate of Critical Reading*)' (Dat, 2008: 272).

Opportunities for analytical thinking were found to be promoted in 'unconventional and thought-provoking topics, such as inviting learners to leave the classroom and join a boat on the river to make full use of their multi-sensory system (*Exploring Reading and Writing*), putting Western icons into traditional temples to expand the concept of worship (*English 11*)' (Dat, 2008: 272), etc.

The drawbacks were found in these couresebooks including: (1) uncommunicative use of English (most coursebooks are form-focused); (2) inauthentic use of English (tasks for speaking skill lack a real communicative purpose and contain inaccurate expressions in *Headlight Book 2* when saying 'I don't think you should *make your room in mess*' to mean 'I don't think you should *make a mess in your room*'; (3) poor development of writing skills (no guide for completing a writing task by learners); (4) lack of consistency in appearance, content and method (lack of uniformity in lesson design e.g. some units are better written than others); (5) little opportunity for recycling of language; and (6) poor affective engagement (lack of debatable ideas to provoke the learners' affective responses).

He recommended the design of new coursebooks, mentioning the development of communicative skills in context, the distribution of new language material in each unit, a more balanced view of learners' knowledge of the local culture and the world, and practical considerations (price, physical appearance).

Assessment of study

The study provided a clear picture of English language policies and English language teaching and learning in the countries, and outlined characteristics of textbooks used in the region. The author analyzed issues related to cultural knowledge and national identity, the awareness of regional events, awareness of the need for global integration, etc. of the coursebooks (see above). However, he did not analyze activities further to see: (a) What types of activities did the coursebooks cover? (b) Did the activities suit the teaching and learning context? and (c) Did they help learners develop their communicative competence?

In addition, the study was only based on data collected from stakeholders and teachers. Learners' needs and learners' perceptions of the coursebooks were not taken into account. The use of only interview data only does not make the study entirely reliable (see 4.4.2 and 6.2.8 for more details).

3.4.4 Aftab's study (2011)

Study context

Aftab (2011) evaluated a series of 7 ELT textbooks (***English 6; Every Day English 6; Guided English 0; Oxford Progressive English 5; Oxford Progressive English 6; Advance with English 1*** and ***Step Ahead 1***) used in Pakistan in both public and private education systems.

Methodology

Data in this study were collected from a variety of instruments (interviews, questionnaires, documentation) and from many participants including stakeholders (at universities and job markets); officials (Ministry of Education and private publishing house); school administrators; English teachers and students. He conducted his study in 5 stages.

> *Stage 1* involved data collection and analysis to uncover the role of English in Pakistan.
>
> *Stage 2* involved the collection and analysis of the previous English language national curriculum, and the most recent one, to discover the main learning

objectives and the textbook policies. The English syllabi of private schools were scanned to find out the English language teaching goals.

Stage 3 involved interviews with officials from the Ministry of Education and private publishing house for information on the textbook policy and process of writing the textbooks.

Stage 4 involved a survey of the views of school administrators, English teachers and students. It was conducted in both interviews and questionnaires.

Stage 5 considered the actual evaluation of the textbooks.

Findings

In this study, the author found that the textbooks were linguistically appropriate (most vocabulary and sentence structures were easy and simple and compatible with relevant learners' linguistic abilities) and focused on language functions (e.g. greetings, farewells, asking for and giving information/permission, giving advice in *Every Day English Book 6*; orders, instructions, polite requests in *Guided English Book 0*; etc.). Some books had useful topics (both familiar, e.g. family, local festivals, health in *English Book 6*; holidays, daily routines, public transport in *Every Day English Book 6,* etc. and unfamiliar, e.g. pre-historic times, classical tales in *Oxford Progressive English Book 5;* myths, legends in *Oxford Progressive English Book 6*) and provided for skills integration. A small number of the textbooks had 'effective vocabulary building tasks (e.g. *Oxford Progressive English Book 5*, *Oxford Progressive English Book 6)* and a variety of authentic reading texts' (Aftab, 2011: 342). However, the author also concluded that listening and writing skills were ignored, and that speaking activities were unrealistic (speaking activities focus on grammar structure in *Guided English 0*; 'speaking *tasks* involve chorus reading of a poem and acting out texts like the folk tale'. 'The content to be used in the oral discussions is either suggested by the *text* or is purely subjective' Aftab (2011: 302) in *Oxford Progressive English Book 6)*. The textbooks mainly focused on accuracy without communicative or creative potential.

Assessment of study

Aftab collected data from a variety of sources to make sure there was sufficient data for textbook evaluation. The data from stakeholders helped shed light on English language policy and the objectives of the textbooks and the role of English in Pakistan. However, he did not investigate the organization and activities of the textbooks in detail. The usefulness of the textbooks to the teaching and learning process was also not mentioned and he did not make any recommendations for improving the textbooks or for future textbooks for the Pakistani context.

3.4.5 Nguyen's study (2011)

Study context

Nguyen's (2011) study aimed to evaluate the pragmatic content of a series of textbooks (***English 10, 11*** and ***12***) used in senior secondary schools in Vietnam. She focused on how speech acts are linguistically presented in the textbooks and whether they provided adequate contextual and meta-pragmatic information to facilitate the learning of those speech acts.

Study methodology

The evaluation was based on her own expert opinion and reference to the literature. First, she listed all speech acts presented in the three books of the series and then analyzed their range, distribution, presentations and linguistic realization.

Findings

The study found that the distribution of speech acts in the series seemed to be neither patterned nor justified. The order of appearance of the speech acts was not reasonable (i.e., speech acts which require linguistic complexity, such as complaining, declining an invitation, etc., were introduced earlier than the less complex ones, such as responding to thanks). Contextual and meta-pragmatic elements were also ignored, as the majority of the speech acts in the series were introduced and practiced out of context, with no description

of the contextual variables. She also argued that some of the expressions in the textbooks were unknown both in Australian English and Vietnamese.

Assessment of study

Although Nguyen points out the inappropriateness of the speech acts presented in the textbook and gives specific suggestions for improvement, she based the evaluation on her own expertise. An evaluation of only one aspect in textbooks does not reflect the whole picture of the textbook. The focus of the study was on speech acts, so it was a very specific and focused kind of evaluation.

3.4.6 Alemi and Mesbah's study (2013)

Study context

Alemi and Mesbah (2013) conducted an overall evaluation of the '***TopNotch***' series, widely used in Iran.

Study methodology

Their study evaluated the series through feedback from 50 Iranian EFL teachers who were asked to complete a 4-point Likert scale questionnaire developed by Cisar (2000).

Findings

The results of the feedback showed that the series encouraged learners to communicate. Although the conversations were short and artificial, they were presented in realized contexts. The structure of the whole series was said to be well-organized with an integrated presentation of the four language skills and many good opportunities to practice pronunciation and grammar. The series also included a preview of the grammar, vocabulary and social language from each unit, and a teacher's resource disk, which contained extensive learning activities to assist learning and teaching. The physical appearance of the series was also said to appeal to both teachers and students, with a colorful design and layout.

Assessment of study

Although the study evaluated the series positively, it was based only on the feedback from teachers without other supporting evidence. It would have been better and more reliable if the authors had involved students in the evaluation and made a detailed analysis of a few textbook units.

3.4.7 Summary

These evaluative studies have been carried out in different parts of the world. Most used overall evaluation approaches or checklists, as suggested by Littlejohn, Cunningsworth, Tomlinson, McGrath, etc. These studies show that there has been a growing interest in textbook evaluation in recent decades.

These studies are useful contributions to the improvement of English language teaching and learning in general and to ELT materials design and evaluation in particular. They help make a general picture of a variety of evaluative approaches to textbook evaluation and provide useful information to help teachers choose, adapt a textbook and balance their teaching methods, as well as supplementing more extra materials. Most are evaluations based on data collected from stakeholders and teachers or teachers and students. Some studies (Litz's, and Aftab's) provide readers with general background information of English language teaching and learning as well as the role of English in the contexts in which the textbooks are used.

However, the limitations of these studies are as follows:

Firstly, few of the studies mention the particular language of teaching and learning contexts (teaching and learning conditions; learners' backgrounds; learners' needs; and the role of textbooks in the contexts) in which textbooks are used. None of the above-mentioned studies were conducted with classroom observation, in order to see how exactly the textbooks are used and what exactly happens in classroom lessons.

Secondly, none of these above studies analyzed specific units from textbooks, in order to strengthen their overall analysis and conclusions.

Thirdly, Jahangard (2007) and Nguyen (2011) evaluated the textbooks theoretically from their own perspective, adopting the evaluation criteria available in the literature. They may, therefore, be subjective to a certain extent.

Fourthly, the impact of the textbooks on learners (learners' study results, and learners' use of English in communication) was not mentioned.

In general, Litz's (2002) seems to be the best study because he evaluated the textbook in respect of its physical appearance, practical considerations and detailed contents (topics, layout, organization, activities and tasks, etc.), and even conducted a student needs analysis through a questionnaire, to determine the degree to which the textbook met the learners' needs.

3.5. Concluding Remarks

As mentioned above, there are many approaches and checklists for evaluating textbooks in the literature. Each approach and checklist has its own strengths and weaknesses, so neither a single approach nor a checklist is perfect for a specific context. This textbook evaluation study employs a kind of a mixed approach, as a means of offsetting the weaknesses of an approach with the strengths of others. In doing that, the outline of the approach suggested by Tomlinson (2003), with 3-stage evaluation (pre-use, whilst-in use and post-use evaluation), was adopted. This outline was then modified with evaluation criteria (e.g. evaluation of activities, evaluation of vocabulary and grammar, etc.) from other approaches and checklists proposed by other authors, such as Crook and Gass (1993), Cunningsworth (1984 & 1995), Jolly and Bolitho (1998 & 2011), Littlejohn (1998 & 2011), Long (1990), McDonough and Shaw (1993), etc. (see 3.3.3 and Chapter 4 for more details).

Unlike the above-mentioned studies on textbook evaluation, this study is a comprehensive evaluation. It attempts to overcome the limitations in the previous studies in the following ways. Firstly, it evaluates an English textbook (e.g. ***English 6***) comprehensively in a very particular language teaching and learning context, including a description of the textbook, as mentioned in 5.1 and 5.2. Secondly, the data in this research have been collected by diverse instruments, including questionnaires, interviews and documents as well as test results. Thirdly, it is supported by classroom observations, which allowed the researcher to

see what exactly happened in the classroom. Fourthly, it includes the recommendations of users for improving the textbook.

It evaluates ***English 6*** with a specific teaching and learning context (teacher and learner characteristics, teaching and learning culture, teaching and learning aims and objectives, etc.) (see Chapter 5 for more details). It combines both a theoretical and an empirical evaluation of the textbook to:

- Illustrate a comprehensive approach to textbook evaluation, drawing on a combination of approaches and a variety of data;
- Raise teachers' awareness on textbook evaluation and textbook adaptation issues;
- Provide educational administrators and teacher trainers with useful information for modifying language teaching and learning, teacher training and teacher retraining plans and policies;
- Help teachers with suggestions and recommendations for adapting or supplementing this textbook so that its weak points can be mitigated or overcome.

This chapter has summarized theories and research studies on textbook evaluation. The next chapter presents details of the methodology employed in this study.

Chapter 4: Research Design and Methodology

4.0 Introduction

This chapter presents the research aims and methodology of this study. Section 4.1 presents the research aims. In section 4.2 there is a discussion of mixed methods research. Section 4.3 presents the evaluation criteria used in this study. Methods of theoretical and empirical textbook evaluation are discussed in section 4.4. The pilot study is reported in section 4.5. Section 4.6 is about the ethical procedures. It ends with a conclusion to the chapter, in section 4.7.

4.1 Research Aims

The purpose of this study is to address the following research questions:

1. What is the quality of the textbook? Is it appropriate to language teaching and the learning context in the Mekong Delta?

2. How do teachers and pupils assess the quality of the textbook?

3. What recommendations do the teachers and pupils make for improving the textbook?

The evaluation process in this study is conducted in two phases: theoretical evaluation (See 4.4.1 and Chapter 5 for more details) in which the researcher mainly used his own expertise and experience with reference to the literature to evaluate the textbook and empirical evaluation (See 4.4.2 and Chapter 6 for more details) in which the researcher analyzed the data collected from the users through the questionnaires and interviews. The former phase of evaluation is backed up the analysis of the documents used in teacher in-service training and preparation for using ***English 6*** and the latter with the classroom observation and pupils' first semester test results.

4.2 Mixed Methods Research

This study employs a mixed methods approach, which combines quantitative and qualitative methods (Creswell & Clark, 2011; O'Cathain et al., 2007; Teddlie & Tashakkori, 2009). Tashakkori and Creswell (2008) define mixed methods as follows:

> 'Research in which the investigator collects and analyses the data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry.'
> *(Tashakkori and Creswell, 2008: 4)*

They use both 'quantitative and qualitative methods to offset the weaknesses inherent within one method with strengths of the other' (Creswell, 2003: 217). Dörnyei (2007) states that, by using mixed methods, 'Words can be used to add meaning to numbers and numbers can be used to add precision to words' (Dörnyei, 2007: 45).

Quantitative research is helpful for summarizing large amounts of data and reaching generalizations, based on statistics (Babbie, 2008). A qualitative method approach, on the other hand, is used to gather in-depth information for a broad understanding of the evaluation and suggestions for improvement. In qualitative research, the researcher builds a detailed understanding of the issues; provides a general picture of trends; analyzes data through words; reports detailed views of respondents; and conducts the study in a natural setting (Creswell, 2007). As Denzin and Lincoln (2000) state, 'This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them' (Denzin & Lincoln, 2000: 3).

Thus, a qualitative research approach provides descriptive detail that sets quantitative results in their human context (Creswell, 2007, Denzin & Lincoln, 2000, Rubin & Babbie, 2008). In general, with mixed methods qualitative and quantitative methods should be used in a complementary combination. 'The qualitative should direct the quantitative and the quantitative feedback into the qualitative in a circular' (Dörnyei, 2007: 43).

Using quantitative methods alone does not ensure the depth of the data collected, therefore qualitative methods are also needed to provide a further evaluation of the book and suggestions for improving it from the participants.

4.3 Evaluation Criteria Used in this Research

According to Tomlinson (1999), evaluation has different purposes. For example, 'if the reason for evaluation is to improve the materials, the purpose is to find out the causes of problems that occur when the learners use the materials' (Alkhaldi, 2011: 27). However, many authors (Tomlinson 2003a, 2003b and Tomlinson & Masuhara 2004) argue that materials are often evaluated impressionistically by teachers and the impressionistic way of materials evaluation has come under criticism for being unempirical or unscientific (Mukundan 2006). To avoid this, they suggest that materials evaluation should apply rigorous, systematic and principled procedures in order to make sure that the materials are devised, selected and adapted in reliable and valid ways. The systematic and principled evaluation criteria are very important in this case because in this teaching and learning context materials 'constitute the main exposure which learners have to the target language' (Mishan & Timmis (2015). Being aware of that, the researcher of this study has developed the evaluation criteria based on Tomlinson's (2003) framework, adding some more criteria from other authors through a thorough reading of the related literature. Therefore, the framework of this study may contribute to the achievement of greater validity and reliability for the specific teaching and learning context in the Mekong Delta. The framework for material evaluation used in this study is discussed below.

The Tomlinson (2003) approach (see 3.3.3 for more details) consists of three stages which tend to evaluate a textbook on first impressions (pre-use evaluation) to the content (whilst-use evaluation) and the impact it has on users after they have used it (post-use evaluation).

- It is a wide-ranging approach to evaluation.
- The textbook to be evaluated (***English 6***) is in use, so its effects on users can be taken into consideration.
- It offers a detailed approach covering the content of a textbook.
- It offers specific criteria to evaluate the impact of the textbook on users.
- It emphasizes the impact of a textbook on users and their satisfaction about it.

However, no evaluation approaches and criteria in the literature can suit a specific teaching and learning context perfectly. Therefore, a modified version to the Tomlinson's (2003)

approach to textbook evaluation will be utilized to offset the weaknesses of his approach by the strengths of other approaches suggested by other writers.

The Tomlinson's (2003) approach will be modified in the following ways:

In the pre-use evaluation stage, Tomlinson's (2003) approach only gives the purpose of this stage, without criteria to measure it, so the evaluation criteria (e.g. physical appearance and practical considerations, and content pages) suggested by Cunningsworth (1984), McDonough and Shaw (1993), Tomlinson (1998 & 2011) and Jolly and Bolitho (2011) were added. The reason for choosing this modification is that I believe that these criteria can help obtain the purpose of this evaluation stage mentioned by Tomlinson (2003)

With the context in mind that ***English 6*** is a 'local textbook' written by Vietnamese authors and used for grade 6 pupils, aged between 11 and 12, I supplemented Tomlinson's (2003) whilst-use evaluation stage with evaluation criteria (e.g. organization and structure, activities, vocabulary and grammar, supporting resources and language level) which I think can measure most issues mentioned above for evaluating the content of a textbook. For example, the evaluation of activities can measure the practicality, teachability and flexibility of the textbook, the credibility of tasks and achievement of performance objectives; organization and structure for measuring the clarity of layout; etc.). These criteria are specific enough to be measured through questionnaires, interviews and classroom observation. This modification utilizes the strengths of criteria from other approaches, suggested by other authors (e.g. in evaluating activities, Crookes and Gass's (1993) criterion was used; in vocabulary and grammar, Cunningsworth's (1995), etc.) as a complement to Tomlinson's (2003) approach (see below for more details). The choice to supplement Tomlinson's (2003) framework with the above-mentioned criteria in this stage can also be explained as follows:

Firstly, the organization and structure of a textbook is an important feature to look for when evaluating a textbook. They are expressed in the design and layout, and the breakdown and sequencing of each unit/lesson as they are closely related to the approach the instructors use during the course. These help the evaluator obtain a general picture of how the textbook is organized and how a specific unit is organized. To be more specific, these features should be evaluated to see how language material is introduced and practiced. Moreover, in the teaching and learning context as Mekong Delta where English is only used in the

classroom, the evaluation of the organization and structure provides information on whether the textbook gives enough help for learners both to gain and to use the language knowledge introduced in it or not. Because learners need not only to know language knowledge but also to use the language to achieve communicative purposes (Tomlinson, 2011) which are considered the paramount aims of language learning. The evaluation of the organization and structure of a textbook in this case also helps reveal how the textbook helps learners review language knowledge and prepare them for exams.

Secondly, in a context where the MoET controls the teaching and learning tightly with textbooks and rigid guidelines, textbook activities are important as they reflect what the teacher and learners do in the teaching and learning process in a classroom lesson. Evaluating activities helps find out whether they encourage student-student interaction in the classroom. Long (1990) lists five benefits of student-student interaction in the classroom activities including: (1) increased quantities of students' language use; (2) enhanced quality of the language students use; (3) more opportunities to individualize instruction, (4) a less threatening environment in which the language is used; and (5) a greater motivation for learning.

The evaluation of activities in a textbook reveals what is required of users (Littlejohn, 2011). It also helps evaluate the variety, flexibility and suitability of activities to the context. A variety of activities in a textbook is necessary as activities should cater to learners with different learning styles, background knowledge and aptitudes (Tomlinson, 2011). It can also help find out whether there are both form-focused and meaning-focused practice and an equal focus on the four language skills practice to make sure learners practice the target language for both accuracy and fluency. The flexibility of activities means that activities can be adapted to suit a specific classroom situation. Suitability here means their appropriateness to learners' age, teachers' language proficiency and the teaching and learning equipment.

Thirdly, vocabulary and grammar in a textbook are considered to provide learners with linguistic functions for language use (Bill, 2005). Vocabulary and grammar size has a close correlation with language proficiency (Bill, 2005), so the evaluation of vocabulary and grammar is an important criterion in textbook evaluation. A textbook should take into consideration not only the vocabulary load but also the strategies to handle unfamiliar words learners will inevitably meet, in order to equip them with enough vocabulary and to

help them to develop their vocabulary-learning strategies as it is 'not possible for students to learn all the vocabulary they need in the classroom' (Sokmen, 1997: 225). Cunningsworth (1995) regards vocabulary learning strategies as a powerful approach in teaching vocabulary. In view of the importance of these strategies, a textbook should be examined to see whether it helps learners develop their own vocabulary learning strategies (Bill, 2005).

Together with the presentation of vocabulary, grammar presentation should be considered. It is thought that, through grammar, students can make their own utterances and use language for their own purpose (Cunningsworth, 1995), so it is 'a major component of any language course', according to Cunningsworth, (1995: 32). The evaluation of vocabulary and grammar helps to find out how they are presented and practiced. Are they presented, practiced and recycled in such a way to help learners use them easily and remember them well? Are vocabulary and grammar distributed evenly among the units and sections in a unit to make sure they do not overload leaners?

Fourthly, in the context where the teaching and learning resources are scarce, the supporting resources accompanying the textbook are also important. They assist teachers and learners in the teaching and learning process. For teachers, the guidelines and instructions in the teacher's book and visual aids help them save time when preparing and conducting the lesson. A textbook can help students review, practice and expand their knowledge. The evaluation of the supporting resources may reveal how efficient they are to the contribution to supporting the textbook to make the teaching and learning efficient and achieve the aims and objectives set out for the course.

Finally, the language level refers to the language in the instructions before each activity and the language on the reading texts. The purpose of evaluating is to find out how appropriate it is to the learner ages and how realistic it is for students' lives. It is also to see the difficulty of the reading texts to make sure they are neither too difficult nor too easy to take care of both weak and good students.

Post-use evaluation, according to Tomlinson (2003), tends to measure both the short-term effect (motivation, impact, achievability, instant learning, etc.) and long-term effect (durable learning and application). For this stage, this study follows the criteria and important questions suggested by Tomlinson (2003: 25) (e. g. What do learners know

which they did not know before starting to use the materials? Did the teachers find the materials easy to use? etc.). However, it is impossible to answer the question 'what do learners know which they did not know before starting to use the materials?' because some learners had studied English before they started ***English 6*** and some had not. In addition, in the context where students' achievement can only be measured by tests and test scores as in Vietnam, especially in Mekong Delta area, the purpose of post-use evaluation is to find out whether the textbook makes teachers feel easy to use and helps them fulfil their responsibility. For learners, it aims to find out whether the textbook helps them prepare well for the tests, pass the tests and motivate them to study English more.

The modified version used in this study to evaluate ***English 6*** is discussed in further detail as follows:

- **Pre-use evaluation**

To gain a quick impression and predictions of the potential value of a textbook, an evaluator should evaluate its physical appearance and content pages.

Physical appearance

The evaluation of the physical appearance covers the price, the quality and size of paper the book is printed on; whether the print is easy to read; and the pictures, colours, artwork, lesson structures and activities. Learners may have a feeling of ease when they use textbooks with lots of white space, pictures and illustrations related to their culture. Jolly and Bolitho (1998 & 2011) quote some teachers' and students' opinions about the textbooks they were using in different language teaching and learning situations as follows:

> The layout of this book is just so crowded and it's sometimes difficult to find out your way around, especially on double-page spreads; my students also find it confusing …
> (British teacher on an intensive language course in a British language school referring to a well-known and popular 'global' coursebook)
>
> This picture ... is dog or is ... funny animal ...
> (Spanish student, using teacher-made worksheet)
> (Jolly and Bolitho, 2011: 110)

Content pages

The evaluation of the content pages includes checking the author's, and the publisher's credentials and their standing and reputation in the field of writing and publishing textbooks. It is also essential to look at the publisher's 'blurb' (i.e. the brief description of the book on the back cover) because it enables people to assess 'what the books say about themselves' (Cunningsworth, 1984: 2). Scanning the introductory table of contents is helpful as this is considered to be a 'bridge between the external claims made for the materials and what will actually be presented inside the materials themselves.' McDonough and Shaw (1993: 67). The detailed topics, functions, structures/grammar and skills of the textbook are usually presented here. This step in the evaluation process reveals the lesson topics and the objectives of the textbook. A good textbook should include topics which excite learners' curiosity; topics which introduce something new to learners; and topics which meet learners' interests and their local references and concise objectives (Tomlinson, 1998). The vocabulary lists, glossaries and expansion exercises at the end of the book are also important, as they provide learners with more opportunities to use the language covered in each lesson of the book.

Pre-use evaluation is clearly similar to Ellis's (1997) 'predictive evaluation'. However, its drawback, according to Tomlinson (2003), is that publishers and authors are aware of this evaluation procedure and can influence the evaluator by giving the textbooks an attractive physical appearance, so as to give a good first impression. It is not, therefore, sufficient to select a textbook for a course based on pre-use evaluation only: the textbook needs to be further evaluated to make sure the contents are suitable for a specific teaching and learning context.

- ***Whilst-use evaluation***

Whilst-use evaluation, according to Tomlinson (2003), involves evaluating materials in use. This can be more reliable than pre-use evaluation, as it involves deeper evaluation of the content of materials (i.e. the layout; activities and tasks; vocabulary and grammar; flexibility; etc.) and makes use of classroom observation and feedback from the users. It also involves studying: organization and structure; activities and tasks; vocabulary and grammar; supporting resources; and language level (Tomlinson, 2003). These aspects are briefly described below.

Textbook organization and structure

This refers to the presentation and arrangement of language material and activities in a textbook.

The organization of activities within a unit and of units within the textbook is another aspect of interest. Activities should appear in a logical order as a well-organized and carefully graded lesson can help learners achieve what Tomlinson (1998 & 2011) calls 'mental readiness to acquire the points being taught'. He explains how good organization and grading promote second language acquisition.

> [Learner mental] readiness can be achieved by [lessons in] materials … which ensure that the learners have gained sufficient mastery over the developmental features of the previous stage before teaching a new one and by materials which roughly tune the input so that it contains some features which are slightly above each learner's current state of proficiency. It can also be achieved by materials which get learners to focus attention on features of the target language which they have not yet acquired so that they might be more attentive to the features in future input.
> (Tomlinson, 2011: 13)

Tomlinson (2011) advises that language knowledge should be introduced in a spiral fashion (recycled and repeated but at a higher level). For example, the present continuous tense should first be introduced to describe an action happening at the moment of speaking, and later re-introduced to describe something that is going to happen. The organization and sequencing of each unit in a textbook should recycle or reinforce grammar structures, vocabulary items and other language functions to assist learners to store them in their long-term memory. So it is helpful for a textbook to have review lessons at regular intervals.

Activities

Evaluation may focus on the extent to which there is a variety of activities in the textbook. The activities should include topics and texts from real world situations and be challenging enough to cater to both weak and good learners (Tomlinson, 2003). This means there should be easy activities for weak learners to do and challenging activities to encourage good learners to be involved in the activities.

Another characteristic of good activities is that there should be both form-focused tasks, meaning-focused tasks, and mixed tasks at different stages of units to develop the learners' language use and skills.

Crookes and Gass (1993) suggest that the most effective activities are those which provide the greatest opportunities for comprehension of input, feedback on production and inter-language modification. These can be information gap activities, jigsaw activities, problem solving, decision making, and opinion exchange.

It is also desirable that activities have clear instructions and promote the development of all 4 language skills.

Vocabulary and grammar

For the evaluation of vocabulary and grammar I have found Cunningsworth's (1995) work to be a useful supplement that can be used within Tomlinson's (2003) framework. In his work, he has suggested a list of criteria to assess the vocabulary presented in a textbook as follows:

- Is vocabulary learning material central to the course?
- How much vocabulary is taught?
- Is there any principal basis for selection of vocabulary?
- Is there any distinction between active and passive vocabulary or classroom vocabulary?
- Does material enable students to expand their own vocabulary independently by helping them to develop their own learning strategies?
  (Cunningsworth, 1995: 41)

Cunningsworth (1995) also points out that the way grammar is presented is a major aspect of a textbook that should be considered in the evaluation. His checklist for the assessment of grammar points in a textbook is as follows:

- What grammar items are included? Do they correspond to students' language needs?
- Are they presented in small enough units for easy learning?
- Is there an emphasis on language use (meaning)?
- Is there an emphasis on language form?
- How balanced is the treatment of form and use?
- Are newly introduced items related to and contrasted with items already familiar to the learners?
- Where the grammatical form has more than one meaning (e.g. present continuous tense), are all relevant meanings taught?
  (Cunningsworth, 1995: 41)

Tomlinson (2003) adds that vocabulary and grammatical structures should be introduced in ways appropriate to the learner level and recycled at intervals within the textbook. The presentation and practice of vocabulary and grammar should take into consideration student levels, bearing in mind that at lower levels 'students can communicate more effectively with a knowledge of vocabulary than with a knowledge of grammar' (Cunningsworth, 1995: 38).

Supporting resources

An effective textbook needs to be supplemented with a variety of supporting resources, such as the teacher's book, cassette recordings, the student's workbook, photocopiable worksheets of exercises, tests, pictorial materials (flashcards, wall-charts), video, CD-ROM, etc. (McGrath, 2002). Such additional components should be available.

The format of the teacher's book should enable teachers to make links to the student's book. The student's workbook may be separate or integrated with the student's book. To help prepare learners for the tests or examinations after a course of study, a test booklet should be provided, or practice tests should be included at the end of the textbook.

Language level

The language level refers to whether the language used in the textbook is suitable for learner ages. The language should be at the right level and of the right type for learners. Although 'an authentic text, oral or written, is one whose primary intent is to communicate meaning' (Swaffar, 1985: 17, cited in Mishan, 2005: 12) in EFL classrooms, the language input must be comprehensible (Tomlinson, 2011). This means authentic language should be used cautiously, depending on learner levels (e.g. 'There is no point in using long extracts from newspapers with beginners') (Tomlinson, 2011: 14).

- ***Post-use evaluation***

Following what Tomlinson's (2003) approach mentions (see 3.3.3 for more details), this study tends to be designed to find out how helpful the textbook is to the teachers and pupils, what the textbook really helps them in teaching and learning, what they feel about the textbook and whether they recommend using it again or not by questionnaires and interviews.

4.4 Theoretical and Empirical Evaluation of *English 6*

The present research study is divided into two stages, theoretical and empirical evaluation. The two stages are presented as follows:

4.4.1 Theoretical evaluation

The theoretical evaluation (see Chapter 5) is conducted by the researcher, drawing on the literature on textbook evaluation and on his teaching experience and expertise. It begins with a discussion of the characteristics of the learners, teachers, classrooms, teaching and learning culture. A general description of the textbook is followed by a theoretical evaluation, based on the evaluation criteria proposed by Tomlinson (2003) (see 5.2 and 5.4 for further details), but modified by evaluation criteria from other authors, as mentioned in 3.3.3. This stage includes an analysis of a typical lesson from the textbook and a comparison of the textbook with '***New Headway Beginner***', a popular global textbook.

The basis for the theoretical evaluation is as follows:

Firstly, I used my own experience as a teacher trainer and a mentor in many practicums when I discussed the textbook with many secondary school teachers and my trainee teachers. In addition, I have observed many lessons taught by trainee teachers. This experience has acquainted me with the learning and teaching conditions at schools, the teachers' language proficiency and the teachers' expectations of the textbook.

Secondly, the theoretical evaluation is informed by reading the literature on textbook evaluation (e.g. Cunningsworth (1995), Ellis (1997), McGrath (2002), Tomlinson (2003),

Littlejohn (1998 & 2011), etc.). I then combined my experience with the literature to make my theoretical evaluation of ***English 6***.

Thirdly, the evaluation approach and criteria are based on a selection from those in the literature.

The theoretical evaluation is conducted by describing the context of teaching and learning (teacher and learner characteristics, resources and classrooms and teaching and learning culture) and describing the textbook (aims and objectives, authors, organization and structure, physical appearance, and content and supplementary resources). A unit in the textbook is analyzed in detail. ***English 6*** is also compared to ***New Headway Beginner,*** a global textbook. The purpose is to see in what ways ***English 6*** differs from the latter book, and to identify any elements that could usefully be added to ***English 6*** to make it more suitable and effective for the context.

The detailed analysis of a unit; the comparison of the textbook with ***New Headway Beginner***; the description of the teacher in-service training for using ***English 6;*** and a description of the curriculum aims and objectives form the basis of the evaluation of the suitability of the textbook. The textbook is evaluated based on its appropriateness to the context (teacher and learners characteristics and teaching and learning culture); its content (activities and exercises, vocabulary and grammar, and topics); and other qualities (physical appearance, supporting resources, etc.) (see Chapter 5 for more details).

4.4.2 Empirical evaluation

In the second stage of the evaluation, I analyze the data collected from users' evaluations of the textbook (see Chapter 6) to see how they perceive the textbook. This analysis is backed by data collected from classroom observation to see how the textbook is actually used in the classroom. The impact of the textbook on teachers and pupils is also discussed at this stage, through the analysis of the questionnaires and the pupils' first semester test results. The analysis of the teacher and pupil evaluations of the textbook proceeds from the more important features to the less important ones.

Sampling of Schools and Participants for Empirical Evaluation

The study was carried out in the Mekong Delta, Vietnam. The participants were 22 teachers and 313 students using the textbook in the 2011-12 school year, from 8 different secondary schools in four different provinces (Kien Giang, Hau Giang, An Giang and Ca Mau). The four provinces were chosen because they are areas in the Mekong Delta with a diversity of ethnicities (Khmer, Cham) and geographical and economic conditions (borderline and island areas). They thus represent a diversity of teachers and students, and the teaching and learning conditions in the area. Schools and participants were chosen, according to the criteria outlined below.

a. Schools

The 8 schools using ***English 6*** are located in both provincial capital cities/towns, where the investment in teaching and learning equipment is considered to be good, and in rural areas, where the teaching and learning equipment is poor. The schools are detailed in Table 4.1 below.

Table 4.1: Summary of background information of the schools

Province	School	Number of teachers of English	Numbers of grade 6 classes
An Giang	A	7	7
	B	5	3
Ca Mau	C	6	4
	D	7	4
Hau Giang	E	4	5
	F	4	3
Kien Giang	G	5	6
	H	6	7

All the schools chosen had at least two teachers of English who were teaching, or had taught, ***English 6*** at each school, at the time the research study was carried out.

After selecting the schools, the researcher went directly to each school to meet the head teacher and talk to him/her about the purpose of the research. This was done before schools closed for the two-week Lunar New Year break.

The researcher spent one week at each of the 8 schools to complete the main study. This included getting to know the teachers, introducing the purpose of the study, administering the questionnaires and arranging and conducting interviews and classroom observation.

b. Teachers

Twenty-two teachers (12 females and 10 males), who were using, or had used, ***English 6*** in the 8 chosen schools, agreed to take part in the study. Eight teachers (4 female and 4 male), one from each school, also agreed that the researcher could observe their teaching. One teacher at each school, either a head or a vice-head teacher of English, making a total of eight (five males and three females), allowed the researcher to interview him/her. The number of teachers who participated in the survey varied among the schools, due to the conditions at each school (some schools were large and had many English teachers while some were small, with very few English teachers).

Table 4.2 below indicates the number of teachers who participated in the study and their years of teaching experience.

Table 4.2: Range of teachers' teaching experience, in years

School	Teacher	Age	Years of teaching experience	Years of experience in teaching ***English 6***	Interview	Classroom observed
A	An	26	5	2	Yes	No
	Bao	28	6	4	No	Yes
	Cuong	35	11	5	No	No
B	Dung	32	10	4	Yes	No
	Em	30	9	5	No	Yes
C	Phi	45	15	5	Yes	No
	Gam	32	9	4	No	Yes
	Hoang	35	12	5	No	No
D	Ich	27	6	3	Yes	No
	Giang	35	13	5	No	Yes
	Kien	31	10	9	No	No
	Lam	30	7	6	No	No
E	Minh	29	7	2	Yes	No
	Nghia	34	12	5	No	Yes
	Ong	34	10	10	No	No
F	Phuong	43	18	10	Yes	No
	Quoc	45	9	2	No	Yes
G	Ruc	48	19	7	Yes	No
	Suong	40	16	8	No	Yes
H	Tuan	30	6	1	Yes	No
	Ung	52	16	1	No	Yes
	Vy	39	15	3	No	No

Note: All teachers' names are pseudonyms

Although the teacher participants were volunteers, the researcher believes that they are representative of all teachers of English in the area because: (a) they comprise both young teachers with less teaching experience and older teachers with many years of teaching experience; (b) their mean age (35.5) and year of teaching experience (11.0) are around the average for this area. As there are no official statistics of the mean age and year of experience of the English teaching staff in the whole country or this area, the researcher consulted the head of personnel in the DoET of Kien Giang province to confirm this. The teacher participants included teachers from cities (50%) and teachers from rural areas (50%) with a diversity of ethnic groups typical of the area, as mentioned above.

The interviews were carried out with either the head or vice-head teacher of English at each school. The reason for choosing only the head or vice-head teachers of English is that they are the ones who receive positive feedback or complaints about the textbook from teaching staff. Before conducting official interviews, interviewees were asked to complete a brief demographic questionnaire.

Classroom observations were arranged between the researcher and the teachers who had agreed to give permission for the researcher to observe their teaching.

c. Pupils

One class at each school was chosen to answer the questionnaire, depending on the permission of the head teacher of the school and the teacher responsible for English. 313 pupils consisting of 167 males (53.6%) and 146 females (46.4%) agreed to participate in the study. 170 of them (54.3%) lived in cities and 143 (45.7%) lived in rural areas. Their ages varied from 11 to 12, which was the normal ages for grade 6 pupils in the whole country. The number of pupils in each school who participated in this study is described in Table 4.3 below.

Table 4.3: Summary of number of pupils in each school who participated

School	Number of student participants
A	43
B	19
C	43
D	49
E	45
F	33
G	39
H	42
Total	313

Data Collection Instruments and Data Analysis

Data in this study were collected concurrently. Both close-ended and open-ended items were included in the questionnaires. Interview data were collected when the teachers returned the questionnaire to the researcher. The results of both the quantitative data and qualitative data (open-ended items on the questionnaires and interviews) were combined in

the analysis by comparing the qualitative information with the quantitative results (Creswell, 2003). The process of integration of the two types of data is illustrated in Figure 4.1 below.

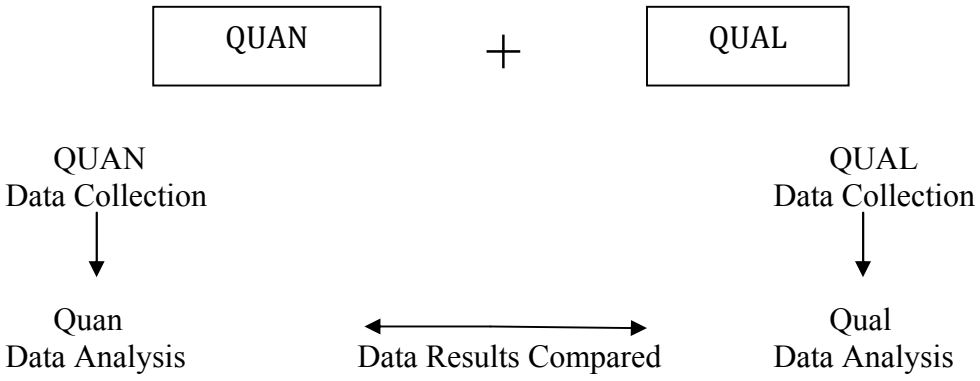


Figure 4.1: Concurrent Triangulation Strategy (Source: Creswell, 2003: 214)

Figure 4.1 above shows the triangulation strategy, which was employed in this study. This strategy was chosen because, according to Creswell (2003), concurrent data collection saves data time and the integration in data analysis 'can result in well-validated and substantial findings' (Creswell, 2003: 217).

a. Questionnaires

Questionnaires are defined as 'any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers' (Mackey & Gass, 2005: 6). They are considered to be an efficient tool to generate straightforward information from participants in social research, and are a popular and useful tool for gathering both quantitative and qualitative data. In a questionnaire, there are two main types of questions: close-ended and open-ended questions. Nunan (1992) states that both close-ended and open-ended questions can be included in questionnaires.

> While responses to closed questions are easier to collate and analyze, one often obtains more useful information from open questions. It is also likely that responses to open questions will more accurately reflect what the respondent wants to say. (Nunan, 1992: 145)

Dörnyei (2007) adds that while close-ended questions are helpful for eliciting precise data from the respondents, open-ended items require detailed and fuller responses. Mackey and Gass (2005) have also emphasized the benefit of using open-ended items in the questionnaire, saying that these types of questions/items provide the respondents an opportunity to convey their views freely and 'may result in more unexpected and insightful data' (Mackey & Gass, 2005: 93). Open-ended items are also considered to elicit honest and personal comments from respondents (Cohen, Manion & Morrison, 2000).

However, participants sometimes do not answer questions according to their real beliefs because of various reasons: (a) They do not want to give negative opinions on the textbook they are using; (b) They are normally biased for positive; (c) They may sometimes be obliged to answer in a particular way by the question wording; and (d) They may not take the questionnaires seriously. Therefore, researchers should not heavily rely on the questionnaire but combine it with other methods of data collection to ensure validity and reliability.

Design and focus of questionnaires

In this study, there were two sets of questionnaires, one for teachers and one for pupils. The questionnaires were designed, consisting of close-ended items requiring responses on a five-point Likert scale (ranging from strongly agree to strongly disagree). There were also open-ended items aiming at collecting respondents' suggestions for improvement on issues related to the close-ended items.

The questionnaires for teachers and pupils are similar in content, containing 7 parts (overall evaluation; organization and structure; activities; vocabulary and grammar; language level; supporting resources; and practical considerations, physical appearance and content pages**)** but slightly different in wording. Also, the items in the questionnaire for pupils tend to be more straightforward than those for the teachers. At the end of each part, both teachers and pupils are asked to make their recommendations for improvement of the textbook related to that issue. Below is an example, taken from the questionnaire for teachers to evaluate the activities.

1. The difficulty of the activities and tasks is relevant to my pupils' level.

1 2 3 4 5

2. The amount of listening, speaking, reading and writing in tasks and activities is distributed appropriately.

1 2 3 4 5

What needs improving regarding the activities and tasks? _____

_____

_____

The items in the questionnaires were developed based on those in Litz's (2002) study, namely '*Textbook evaluation and ELT management: A South Korean Case Study'* and the evaluation criteria mentioned in the previous chapter. The questionnaires for both teachers and pupils have 7 parts, again following Tomlinson's (2003) framework.

All the questionnaires were originally written in English (see appendix 9, A & B) then translated into Vietnamese to eliminate possible comprehension problems. The translation was carried out by the researcher and then passed to two teachers of English at the researcher's college to check. Two secondary school teachers of English were invited to read the translated version to make sure that the wording was clear and sufficiently easy for all participants to understand thoroughly. The participants were asked to use Vietnamese to answer all open-ended questions. They had been carefully instructed before they started completing the questionnaires to make sure that they could understand and complete them easily.

Administration and collection of questionnaires

Teacher questionnaires were administered to teachers and were collected one day later. Pupil questionnaires were administered at a time arranged by the researcher and the teachers of English in charge. To make sure pupils finished and handed in the questionnaires, the researcher administered them during classroom time (45 minutes).

Methods of analysis

The data obtained from the closed items in the questionnaires was analyzed with descriptive statistics (e.g. frequency count for each item) and the frequency counts of the responses for each item in the questionnaire are presented in the results chapter. For this analysis, percentages of the participants agreeing, disagreeing and 'not sure' on each of the items were calculated.

All of the individual responses for open-ended items in the questionnaires were transcribed and translated into English for the purpose of the report. The translated version was then checked by an MA level Vietnamese student studying Linguistics at a UK university.

A thematic analysis was used for analysis of these open-ended responses. The researcher looked for themes that emerged as important to the description of the phenomenon (Daly *et al*., 1997). The process of identifying themes involves 'careful reading and re-reading of the data' (Rice & Ezzy, 1999: 258).

The importance of thematic analysis in qualitative analysis is recognized by Braun and Clark (2006) as follows:

> Thematic analysis should be seen as a foundational method for qualitative analysis. It is the first qualitative method of analysis that researchers should learn, as it provides core skills that will be useful for conducting many other forms of qualitative analysis.
> (Braun & Clark, 2006: 4)

Prior to thematic analysis, the data were coded. Coding, according to Cohen (2011), is

> the process of disassembling and reassembling the data. Data are disassembled when they are broken apart into lines, paragraphs or sections. The fragments are then rearranged, through coding, to produce a new understanding that explores similarities, differences, across a number of different cases.
> (Cohen, 2011: 599)

Coding of data is a sequential process, consisting of three phases (open coding, axial or theoretical coding and selective coding) from descriptive to abstract. In open coding, the textual data is broken into chunks and each chunk is assigned a category label. Axial or theoretical coding moves further into integrating categories and grouping them 'into more encompassing concepts that subsume several subcategories' (Dörnyei, 2007: 261). Finally, selective coding is a process of selecting 'a core category to concentrate on in the rest of the analysis and the writing up of the study' (Dörnyei, 2007: 261).

In the present study, the data were coded as follows: the responses to open-ended questionnaire items were coded by listing individual responses for each question, grouping

similar responses together, and coding them in new headings to represent the meanings of all responses in the group. Below is an example of coding.

When giving suggestions for improvement on physical appearance, some participants reported that, '*We are studying English, but all of the pictures in the textbook are about life in Vietnam' and 'There should be more pictures related to daily activities, culture of English speaking countries*'. These were put under the heading '*add more pictures about English speaking countries'*.

The results of the thematic analysis are presented in Chapter 7.

b. Interviews

Interviews are one of the most common forms of data collection used in applied linguistics (Block, 2000). They can generate information that questionnaires and observation cannot. For example, researchers can obtain data based on emotions, experiences, feelings, sensitive issues and privileged information (Denscombe, 1998). In this research, the researcher used semi-structured open-ended questions to conduct interviews because they are considered flexible enough to help researchers achieve their aims, as well as 'to let the interviewee develop ideas and speak more widely on the issues raised by the researcher' Dencombe (1998: 113).

Again like questionnaires, interviews provide self-report data and have a number of limitations. For example, (a) Interviewees may respond in a way that gives a good impression of themselves, and responses that they think the researcher wants to hear; and (b) The researcher may unconsciously influence the interviewee in a particular way. Therefore, interview findings should be interpreted cautiously.

To minimize the limitations of interviews, the researcher utilized practical steps suggested by Timmis (2003) as follows:

- I tried to avoid imposing my own attitude on the interviewees;
- I tried to make clear to the interviewees that I did not look for any particular preferred answers;
- I tried to make sure that the interviewees understood what they were asked;

- I tried to avoid asking 'leading questions'.

Design and focus of interviews

The interview questions were designed to elicit the participants' perceptions of the textbook, so the questions were mostly based on the questionnaire items, with more emphasis on open-ended items. The purpose was to get more detailed data, especially on the advantages and disadvantages the teachers faced using the textbook, their overall evaluation and their suggestions for improvement. They also focused on the teachers' opinions about the teacher's book and the ways teachers were trained to use the textbook.

Administration and procedures of interview

Interviews were arranged by the researcher (interviewer) and the teachers (interviewees), usually after all teachers had returned the questionnaire to the researcher. In order to ensure that interviewees answered the questions honestly, the researcher tried to make the interviewee relaxed. Therefore, after gaining permission for the interview, the researcher invited each teacher interviewee to chat about their teaching experience. All the interviews with the teachers were carried out the day of the collection of the questionnaires from the teachers.

The interviews were carried out individually, lasting about 15 to 25 minutes each (about 150 minutes for all 8 interviews), and conducted in Vietnamese to make sure there were no language barriers which might prevent the interviewees from expressing their opinions. They were all tape-recorded for the purpose of analysis.

Methods of analysis

According to Patton (1990), there are two methodologies for analyzing interviews: case analysis and cross-case analysis. Implementing case analysis means writing a case study for each person interviewed. Using cross-case analysis means grouping together answers from different people on common questions or analyzing and grouping different perspectives on central issues.

In this study, interviews were analyzed using cross-case analysis, because the data obtained from the interviews was more easily integrated with the data from other sources, such as the questionnaire.

As with the analysis of open-ended questions in the questionnaire, thematic analysis (see section on ***Questionnaires*** above for more details) was employed to analyze the interview data. The translated version was checked by an MA level Vietnamese student studying Linguistics at a UK university. The translated version was then coded in a similar way to the questionnaire coding process (see ***Questionnaires*** above for more details). An example of coding the interview data is described below.

In the interviews, one of the interviewees said, '*Some parts are too long I cannot finish in time as allotted in the instructions issued by the MoET; and some are too short I do not know what to do with the time left after I finish the required activities and tasks for that period*'. This was recognized as '*time allocation is not suitable*'.

The newly coded headings were analyzed following the order seen in the questionnaire.

c. Classroom observation

According to Delamont and Hamilton (1984), Dornyei (2007), Good and Brophy, (2000) and Mackey and Gass (2005), classroom observation allows researchers to see what really happens during the lesson, without relying on what people say, so the data are more objective, with more specific evidence than other data collection instruments.

Sample

Table 4.4 below details the samples of the classroom observation (see also Table 4.2 for more details).

Table 4.4: Summary of basic information about the classroom observation

Observation	School	Teacher	Class	Number of students
1	A	Bao	6^3	47
2	B	Em	6A	25
3	C	Gam	6^1	42
4	D	Giang	6^2	38
5	E	Nghia	6^4	45
6	F	Quoc	6A	42
7	G	Suong	6^1	46
8	H	Ung	6^1	32

Aims, design and focus of classroom observation

The purpose of classroom observation in this study is to obtain real information on the following issues:

(a) The teaching and learning process:

- The way textbook is used,
- The degree it is used during the lesson, and
- The language the teacher and pupils used in the lesson.

(b) Physical conditions in the classroom and teaching and learning equipment.

The above points for classroom observation were generated from the real teaching and learning context in Vietnam where the teaching and learning resources are scarce and teaching and learning procedures are tightly controlled by the MoET (see also 2.4 for more details). The teaching and learning process was chosen to observe to see how teachers use the textbook, adapt it, supplement it or follow it step by step. It also allows the researcher to observe what language teachers and learners use during the lesson. Observing both the teaching and learning process and physical conditions in the classroom and teaching and learning equipment may give indications about the potential suitability of teaching and learning materials for Vietnam. It can also help suggest directions for materials development and professional developmental activities (Alkhaldi, 2011)

A classroom observation sheet and guidelines were designed to help observers take notes on the degree to which the textbook was used, the extent to which the teacher's manual was followed, and the degree to which the target language was used by teachers and pupils in the classroom, etc. (see Appendices 10 & 11 for more details). The observation sheet and

guidelines were designed based on Erozan's (2005) study (see reference) and the aims of the classroom observation in this study (see above for more details). This was chosen because it had a similar purpose to this study.

Both the classroom observation sheet and guidelines were passed to two teachers of English at the researcher's college to check and comment on. Two junior secondary school teachers of English were invited to read them to make sure that the wording was clear and sufficiently easy for all observers to understand.

Classroom observation procedures

Classroom observation was arranged between the researcher and the teachers who agreed to be observed, usually one or two days after they had returned the questionnaires to the researcher.

I attended eight 45-minute periods of classroom observation (one in each school) and audio-recorded them all. I was assisted by two other teachers of English from each school. The two teachers were given the lesson observation sheet (see Appendix 10) and some guidelines (see appendix 11) about what to note during the lesson.

Methods of analysis

For the classroom observation, classroom size, layout and real equipment were described. Common stages of the lessons among the eight periods were classified, grouped together and analyzed. Audio-recorded lessons were transcribed for the purpose of analyzing and illustrating typical stages in teachers' conduct of lessons.

d. Documents

Documents are a valuable source of data for evaluation, though in this case 'They are more likely to fill in the bits rather than paint the whole picture' (Denscombe, 1998: 162).

Types of documents

In this study, the following documents were used: (a) The textbooks (***English 6 and New Headway Beginner***), the supporting resources and teacher's manual; (b) The MoET curriculum; (c) in-service teacher training handouts; and (d) Pupils' first semester test results.

Collection and analysis of documents

In this study, the following documents were collected and analyzed.

- ***English 6***: this was bought by the researcher for the purpose of the evaluation.
- ***New Headway Beginner***: this was bought by the researcher for the purpose of comparing it with ***English 6***.
- MoET curriculum: this was obtained by the researcher online at the following website http://doc.edu.vn/tai-lieu/chuan-kien-thuc-ki-nang-thcs-15965/ for the purpose of quoting and analyzing the target attainment of ***English 6*** and specific attainment for each theme in the textbook.
- In-service training materials: these were obtained by the researcher from the officer in the DoET of Kien Giang province for the purpose of analyzing the preparation teachers have in using the textbook.
- Pupils' first semester test results: these were obtained from the 8 schools and were used to calculate the mean score, range and standard deviation.

Table 4.5 below shows the number of pupils in each class.

Table 4.5: Pupils' test results

School	Class	Number of pupils
A	6^3	45
B	6A	46
C	6^1	43
D	6^1	37
E	6^4	37
F	6B	43
G	6^1	44
H	6^2	43
Total		338

4.5 Piloting

To check the quality of the research instruments, a pilot study was conducted.

Pilot aims and samples

The aims of the pilot study were to answer the following questions:

1. Are the questionnaires clear enough for participants to understand and answer easily?
2. Are the questionnaires capable of eliciting the feedback which helps to answer the research questions?
3. Are the interview questions effective in complementing the questionnaire to answer the research questions?

The piloting process also allowed the researcher to familiarize himself with classroom observation, and guide other teacher observers. It also helped the researcher practice with the audio recording equipment, to make sure it would work well in the main study.

In order to prepare well for the interviews, I interviewed 2 secondary school teachers of English who were my former students. These informal interviews helped me develop my interviewing techniques and be flexible rather than bound to the interview schedule.

The pilot study was carried out over a two-week period, one month before the main study. It was carried out at Le Quy Don junior secondary school, which the researcher had contacted to ask for permission. It was chosen because of convenience of location and the close relationship between the researcher and the teachers there. It has 9 teachers of English and 10 grade 6 classes in total. Four teachers volunteered to participate in the pilot study. The head teacher of English also agreed to be interviewed and two of the other three agreed to have their lessons observed. Two classes of grade 6 pupils (a total of 84 pupils) also participated in the pilot study.

The experience of teachers in the pilot study is summarized in Table 4.6 below:

Table 4.6: Range of teachers' ages and years of teaching experience

Teacher	Age	Years of teaching experience	Years of teaching ***English 6***
Teacher Lap	42	18	8
Teacher Khai	32	9	2
Teacher Quan	35	9	5
Teacher Chi	34	8	3

Three of the 4 teachers had graduated from universities of pedagogy and another from a teacher training college. All 84 pupils were in age range 11 to 12. All lived in the city and the majority (85.7%) had studied English before using ***English 6***.

Pilot study data collection and analysis

Questionnaires were distributed to teachers and pupils in the pilot study. In addition, the questionnaire for pupils was distributed to teachers to seek their comments on wording. The teachers were also asked to add any criteria which they thought were important for evaluating the textbook.

The pupils' questionnaire was then revised according to the teachers' suggestions, and one day later, the revised questionnaire was administered to 84 pupils in the two classes.

The pilot classroom observation was conducted in the middle of the second week. The researcher asked two of the four teachers to attend two 45-minute period classroom observations carried out by the other two teachers. The purposes of the classroom observation were explained to them carefully, and the classroom observation sheets were handed to them. A short meeting between the researcher and the classroom observers was organized after each classroom observation. A final consensus among the observers about the criteria on the observation form was achieved (see Appendix 10).

An interview with the head teacher of English was conducted after the teachers had returned their questionnaires to the researcher. The purpose of the interview was to make the researcher familiar with formal interviews with those whom the researcher did not have a close relationship with, and to check the recording device in preparation for the main study.

Results of pilot study

Questions 1 & 2: *Are the questionnaires clear enough for participants to understand and answer easily? And are the questionnaires capable of eliciting responses to help answer the research questions?*

The teachers did not suggest any changes in the wording or content of either the teachers' or the pupils' questionnaires. It seemed that the teachers had no problems in understanding the questionnaires. However, when the researcher administered the questionnaire to the pupils, many asked the researcher to clarify 2 items ('*The progression of grammar is appropriate.'* and '*The progression of vocabulary is appropriate*.') (see Appendix 9-B). As a result, the researcher thought that the items were beyond pupils' ability to respond and deleted them from the questionnaire in the main study.

Question 3: *Are the interview questions effective in complementing the questionnaires in order to answer the research questions?*

The interview with the head teacher of English went smoothly. The questions seemed to interest the interviewee and he seemed inspired to talk about the textbook. He answered the questions naturally, raising some issues related to the textbook. In general, the interview questions were effective in eliciting the desired information, so there was no revision of the interview questions.

Pilot study: revisions made

The pilot study indicated that the three above-mentioned instruments were effective for the intended research. The teachers agreed with the researcher on the design of the classroom observation sheet and they agreed that the questionnaires included the criteria needed for textbook evaluation. The interview questions seemed to elicit effective responses. These instruments therefore remained unchanged for the main study.

However, there were some problems of wording in the pupil questionnaire. For example, some statements were too vague and confusing and some were beyond the participants' capability to answer. Therefore, three items in the questionnaire were reworded.

- *The lessons in the textbook are well-linked with each other.*
- *The vocabulary in the textbook is corresponding to my needs.*

- *The grammar in the textbook is corresponding to my needs*.

The above items were changed respectively, as follows:

- *The topics of the lessons are linked appropriately.*
- *The vocabulary introduced in this book is helpful to me.*
- *The grammar introduced in this book is helpful to me.*

The two following items were deleted from the main study.

- *The progression of grammar is appropriate.*
- *The progression of vocabulary is appropriate*.

4.6 Ethical Procedures

As this research study involves human subjects, approval from the Ethics committee of the School of English at the University of Sheffield had to be obtained. A formal application was submitted to the Committee, explaining what I intended to do to make sure it conformed to the ethical standards stipulated by the Committee. In addition, prior to the start of this study I sent letters to the directors of the Departments of Education and Training (DoET) of the four above-mentioned provinces, seeking their permission to conduct this research in some state schools in the study areas.

Before conducting the study at each school, the researcher contacted the school head teacher to seek verbal permission to undertake the research, and to access the relevant staff, students and documents needed for the research study. It also allowed me to make arrangements to meet the English teaching staff, in order to talk to them about the research plan and to seek voluntary participants.

Ethical considerations in research are related to the rights of participants and obligations of the researcher, which require the researcher to make ethics a primary consideration throughout the research process (Creswell, 2009; Babbie, 2008). Therefore, the consent and cooperation of the participants is very important. At the first face-to-face meeting with the teachers, I informed them of their right to give or refuse their cooperation, and of how their anonymity would be protected. During the meeting they were given an opportunity to ask questions related to the research. Then the study procedures were explained, and those who

agreed to participate were requested to sign a consent form, which explained their right to withdraw from the research project at any time, without explaining the reasons. The participants were informed about the way their anonymity would be protected throughout the research process.

For the pupil participants, I talked first to the form teachers and the teachers of English in charge of the classes, seeking permission to work with their pupils. Before conducting the questionnaire, I also explained their right to withdraw from the research. They were informed that their anonymity would be protected throughout the research project. They were also asked to sign a consent form attached to the questionnaire.

4.7 Conclusion

This chapter has discussed the research aims and research questions to be answered in this study. It has provided information about the criteria used in this study; identified the two stages (theoretical and empirical evaluation); and explained the sampling method, data collection instruments and data analysis methods. It has also reported on the pilot study and changes to one of the research instruments. In the next chapter, the theoretical evaluation of the textbook will be presented.

Chapter 5: Description and Theoretical Evaluation of *English 6*

5.0 Introduction

This chapter provides a theoretical evaluation of ***English 6***. It is presented in five sections: Section 5.1 is devoted to a brief description of the teaching and learning context. A description of the textbook is presented in section 5.2 with a modification of an analysis of a typical lesson taken from the textbook, and a comparison of the textbook with '***New Headway Beginner***', which is popularly used in language centers. Section 5.3 analyses the teacher in-service training and preparation for using the textbook. The theoretical evaluation of the textbook is presented in Section 5.4. The chapter ends with a summary of the theoretical evaluation of the textbook in Section 5.5.

5.1 Context of Teaching and Learning

The context of teaching and learning in which the textbook is used in this study is the Mekong Delta – Vietnam, which is considered an educationally underdeveloped area of the country. The context is also described below:

5.1.1 Learners and teachers

The learners we focus on are year 6 pupils, aged 11 or 12, who have not officially studied English before and for whom English is not used in their daily life. They study English because it is a subject in the curriculum, without awareness of its usefulness. Foreign language learners at these ages, according to Cameron (2003), tend to search for meaning in action and interaction and rely on oral language. It means they learn by doing and communicating, mainly based on oral language input. The young learners' reliance on oral language is explained by Cameron (2003), as shown in Figure 5.1 below.

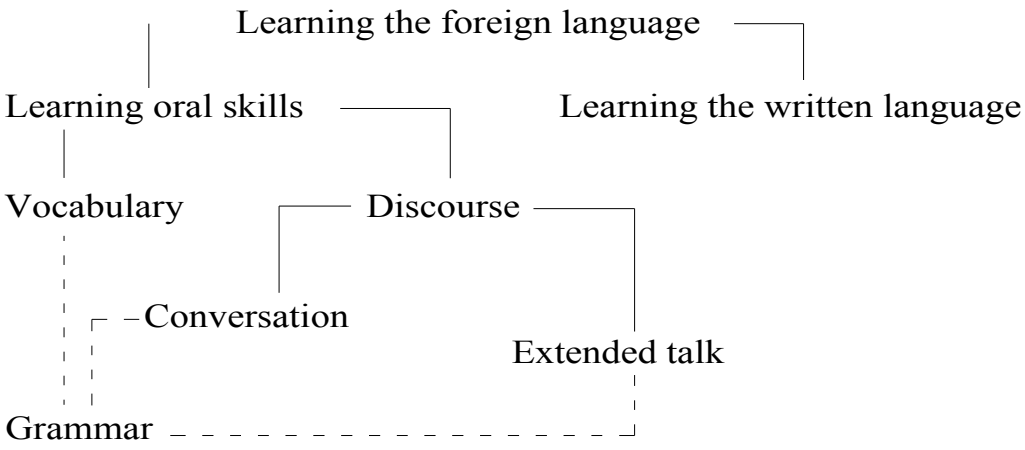


Figure 5.1: A model of the construct 'language' for child foreign language learning (Source: Cameron, 2003: 109)

As can be seen in Figure 5.1, children learn vocabulary, discourse and grammar mostly through oral skills, so classroom talk should be central in teaching and learning.

Secondary school teachers of English in the area do not have a high level of English proficiency (see 2.4.1 and 2.4.2 for more details), and they are not exposed to English except in the textbook and the classroom (no English outside the classroom), so their language skills cannot easily be improved. There are some English programs on television and radio, but teachers may not have time to watch them as they have to teach extra classes for more income. Moreover, as listening and speaking are not their immediate needs, they are not very keen on practicing them seriously. It can be said that their skills, especially listening and speaking, are poor; and they get worse after they leave college or university. Although seminars to improve the quality of teaching are organized during the school year, they are short and mainly focus on teaching methodology, so they seem not to help improve teachers' language proficiency (see 5.3 for more details). As their language proficiency is not good, they mostly rely on the textbook, and prefer a teacher-centered approach in their teaching to secure their role as 'the master' in the classroom.

So far, the characteristics of both teachers and learners have been discussed. From the discussion, we can conclude that Vietnam's educational system is a textbook-based teaching and learning system (Duggan, 2001) and the fulfillment of responsibilities of teachers is judged through students' study results. For these reasons, teachers and students tend to teach and study for the exam and not for communication.

5.1.2 Resources and classrooms

Most schools are similar. Each classroom is about 5m x 7m. There is a desk and a chair for the teacher located near the chalkboard. Two or four rows with six lines of tables and chairs are arranged in each classroom. Two or four students share a table and sit facing the chalkboard. Two ceiling fans or four wall fans are fitted in each classroom to make teachers and students more comfortable in hot weather. There are no other props to assist teaching and learning (computer, OHP, video, etc.) in the classrooms. If teachers want to use a cassette player, they have to take it from the school library or the teaching staff room. There is a library in each school, but it is usually small (a little bit bigger than a classroom) and contains some textbooks, teacher's books for teachers and teaching aids (set of pictures, and teaching aids for other subjects). There are no other books for reference.

The number of pupils in each class varies, depending on the area. In cities, there are up to 50 pupils in one class, but in rural areas there are some classes with fewer than 30 pupils. The classrooms, as mentioned above, become overcrowded when there are more than 30 pupils present.

5.1.3 Teaching and learning culture

Due to more than a thousand years of Chinese influence, traditional assumptions about teaching and learning in Vietnam are based on Confucian influences.

> Confucian Philosophy is much alive and sets a powerful interpersonal norm for daily behaviours, attitudes and practices demanding reflection, modernization, persistence, humility, obedience to superiors, and stoic response to pain.
> (Pham, 2008: 5)

According to these beliefs, teachers are considered to be people who transmit knowledge from textbooks to students through interpreting, analyzing and elaborating (Pham, 2008). Students are in the role of receivers of the knowledge transmitted from the textbook through teachers and they are supposed to master the content presented by the teacher without questioning or challenging it (Pratt, 1992). In the context of teaching and learning in Vietnam, with these above-mentioned characteristics, the traditional approach emphasizes the transmission of information.

The teacher in Vietnam, according to traditional assumptions, is considered to be a 'guru' in the classroom, whose role is to help students in the search for the truth (in knowledge) and virtues (in life) (Mai *at al*., 2006). The teacher-centered approach seems to be dominant in most classrooms in Vietnam. Vietnamese learners, like other Asian learners, seem to prefer new information supplied by the teacher (Gow & Kember, 1990; Tang, 1991). It means that they tend to receive new knowledge transmitted from the teacher instead of finding it by utilizing a combination of their previous understandings and critical thinking.

Moreover, Vietnam is a country with great emphasis on hierarchical relationships (Hofstede and Hofstede, 2005). The teacher is ranked highly in society, above the father (McSwinney, 1995), so students respect the teacher and obey him/her unquestioningly. This assumption may shape learners' styles of learning and inhibit them from asking questions during the learning and teaching process.

Since Vietnam began its educational reform with the replacement of the whole series of textbooks for general education by the new ones, the MoET has claimed that a big shift to a learner-centred learning approach has been introduced in the education system. Teachers and students are supposed to have become familiar with approaches such as group-work and team activities. However, there have been very few studies investigating the perceptions of these approaches by teachers and students, or their effectiveness. One of the studies in cooperative learning carried out by Pham (2011) shows that Vietnamese teachers and students are willing to implement cooperative learning in their teaching and learning process, as they think that it helps improve students' social and personal skills. However, the study also showed that barriers such as infrastructure (class size, class layout, material limitations, etc.), curriculum coverage (time limit for study) and workload for members of group have prevented the implementation of this approach. These barriers put the teachers off, and they may return to the traditional approach.

5.2 Description of the Textbook

The textbook is 204 pages with 16 units. Each unit is divided into two or three sections named A, B and C with about four to eight activities in each section, and is taught from four to six 45-minute lesson periods. More details of the textbook are described below:

5.2.1 Aims and objectives

The aims and objectives of English for secondary school students, according to the authors, are based on the general aims and objectives for secondary school students issued by the MoET. English for secondary school students aims to develop basic English language knowledge and skills, along with the necessary motivation to continue learning. Specifically, on finishing secondary school education, students should:

- Have basic, minimum and fairly systematic knowledge of modern practical English which suit their ages.
- Possess basic skills in using English as a simple means of communication in listening, speaking, reading and writing.
- Understand the cultures of English speaking countries.
- Develop skills for language learning development, which help develop abilities in the mother tongue and contribute to the fostering of language competence for students.

  (Nguyen, Nguyen & Than, 2006; English translation)

5.2.2 Authors

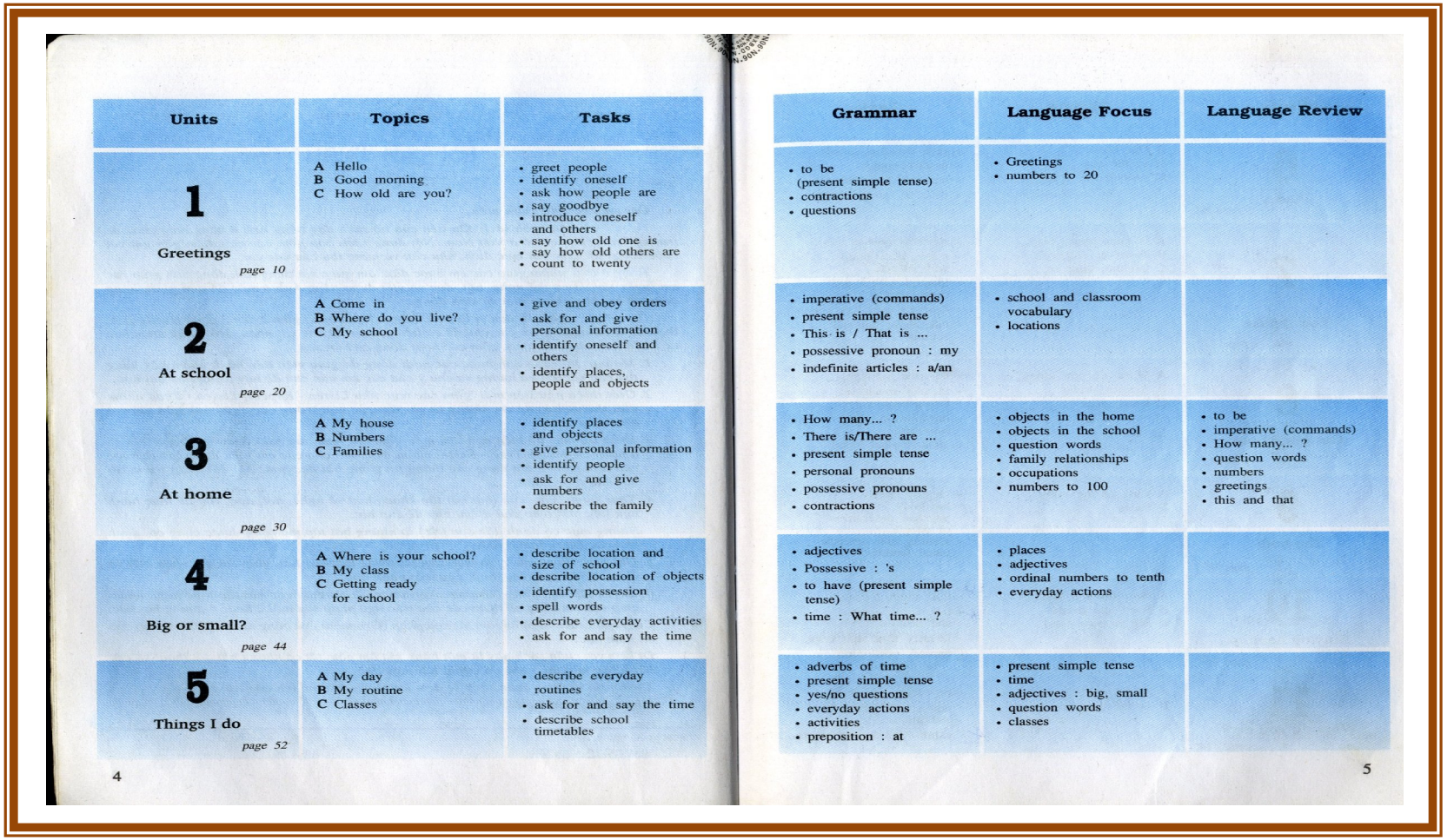
The authors of ***English 6*** are Loi Van Nguyen, Dung Hanh Nguyen, Hung Van Dang and Nhan Trong Lien Than. Although no information about their formal education and experience in teaching is mentioned in the book, they are all specialists in ELT and one of them (Dung Hanh Nguyen) is well-known, as she is the author of the previous series of English textbooks for secondary schools. The publisher, the Educational Publishing House, is a state-run publisher in charge of producing textbooks for general education all over the country, with affordable prices for students.

5.2.3 Organization and structure

The textbook consists of sixteen units with six review lessons named ‘grammar practice’ located after every two or three units (after units 3, 5, 8, 11, 14 and 16). At the end of the book there is a grammar summary, which summarizes all grammar points, and a glossary which explains the abbreviations, transcribes the proper names and gives a vocabulary list.

According to the detailed guidelines for teaching issued by the MoET, the textbook is taught in 105 45-minute periods per year, including an introduction to the subject (one period); revision for exam (7 periods – 4 for the first semester and 3 for the second); test time (2 period for each semester); and test correction time (2 periods for each semester). The time allocated for each unit is flexible (from four to six periods), based on the amount of knowledge and the length of the unit and the grammar practice is allocated to one period each. Below is a figure showing the structure of the textbook, including units and sections.

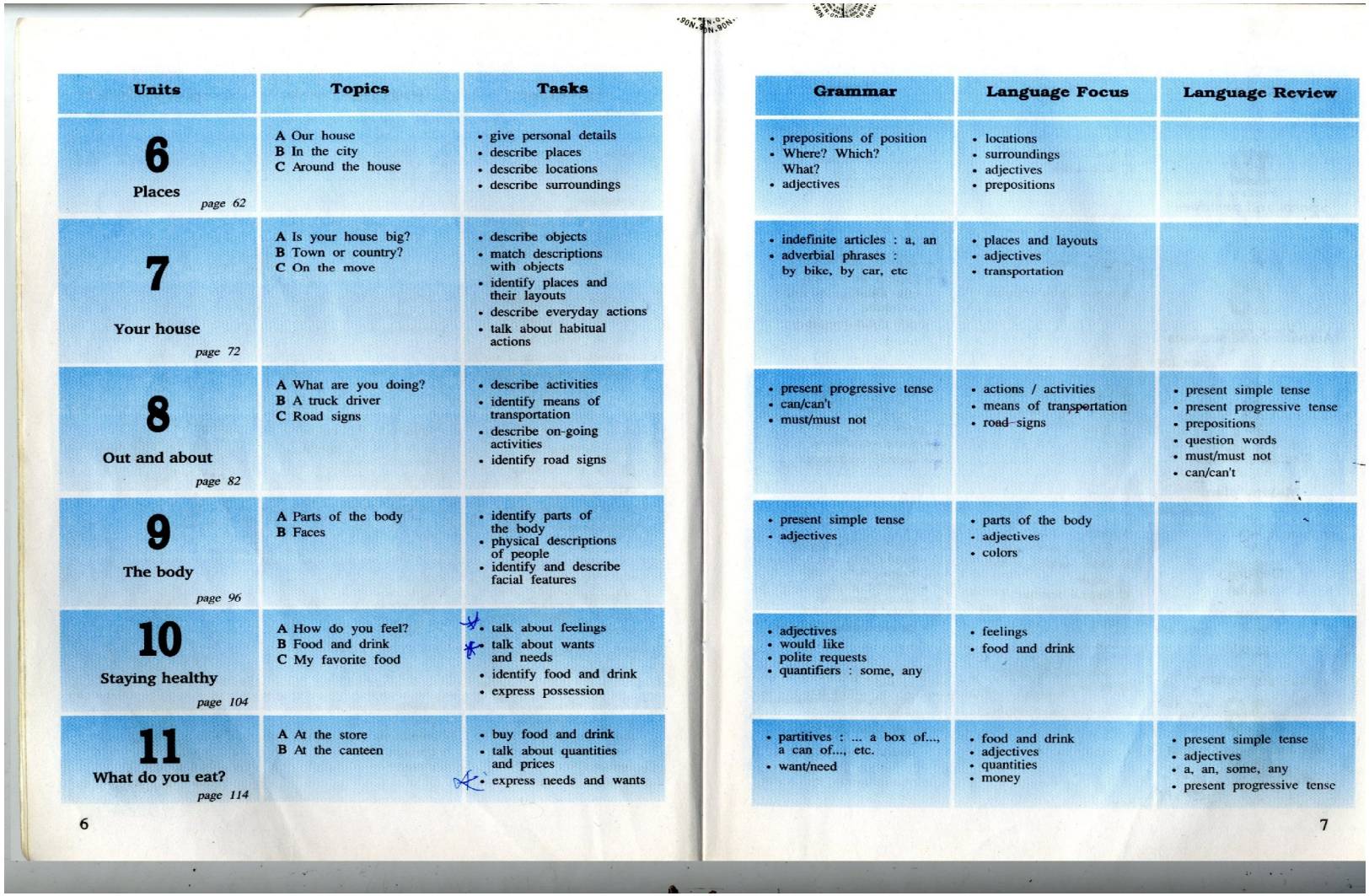
Figure 5.2: Content pages of the textbook



Units	Topics	Tasks	Grammar	Language Focus	Language Review
1 Greetings *page 10*	A Hello B Good morning C How old are you?	• greet people • identify oneself • ask how people are • say goodbye • introduce oneself and others • say how old one is • say how old others are • count to twenty	• to be (present simple tense) • contractions • questions	• Greetings • numbers to 20	
2 At school *page 20*	A Come in B Where do you live? C My school	• give and obey orders • ask for and give personal information • identify oneself and others • identify places, people and objects	• imperative (commands) • present simple tense • This is / That is ... • possessive pronoun : my • indefinite articles : a/an	• school and classroom vocabulary • locations	
3 At home *page 30*	A My house B Numbers C Families	• identify places and objects • give personal information • identify people • ask for and give numbers • describe the family	• How many... ? • There is/There are ... • present simple tense • personal pronouns • possessive pronouns • contractions	• objects in the home • objects in the school • question words • family relationships • occupations • numbers to 100	• to be • imperative (commands) • How many... ? • question words • numbers • greetings • this and that
4 Big or small? *page 44*	A Where is your school? B My class C Getting ready for school	• describe location and size of school • describe location of objects • identify possession • spell words • describe everyday activities • ask for and say the time	• adjectives • Possessive : 's • to have (present simple tense) • time : What time... ?	• places • adjectives • ordinal numbers to tenth • everyday actions	
5 Things I do *page 52*	A My day B My routine C Classes	• describe everyday routines • ask for and say the time • describe school timetables	• adverbs of time • present simple tense • yes/no questions • everyday actions • activities • preposition : at	• present simple tense • time • adjectives : big, small • question words • classes	

4 5

To be continued …



Units	Topics	Tasks	Grammar	Language Focus	Language Review
6 Places *page 62*	A Our house B In the city C Around the house	• give personal details • describe places • describe locations • describe surroundings	• prepositions of position • Where? Which? What? • adjectives	• locations • surroundings • adjectives • prepositions	
7 Your house *page 72*	A Is your house big? B Town or country? C On the move	• describe objects • match descriptions with objects • identify places and their layouts • describe everyday actions • talk about habitual actions	• indefinite articles : a, an • adverbial phrases : by bike, by car, etc	• places and layouts • adjectives • transportation	
8 Out and about *page 82*	A What are you doing? B A truck driver C Road signs	• describe activities • identify means of transportation • describe on-going activities • identify road signs	• present progressive tense • can/can't • must/must not	• actions / activities • means of transportation • road signs	• present simple tense • present progressive tense • prepositions • question words • must/must not • can/can't
9 The body *page 96*	A Parts of the body B Faces	• identify parts of the body • physical descriptions of people • identify and describe facial features	• present simple tense • adjectives	• parts of the body • adjectives • colors	
10 Staying healthy *page 104*	A How do you feel? B Food and drink C My favorite food	• talk about feelings • talk about wants and needs • identify food and drink • express possession	• adjectives • would like • polite requests • quantifiers : some, any	• feelings • food and drink	
11 What do you eat? *page 114*	A At the store B At the canteen	• buy food and drink • talk about quantities and prices • express needs and wants	• partitives : ... a box of..., a can of..., etc. • want/need	• food and drink • adjectives • quantities • money	• present simple tense • adjectives • a, an, some, any • present progressive tense

To be continued …

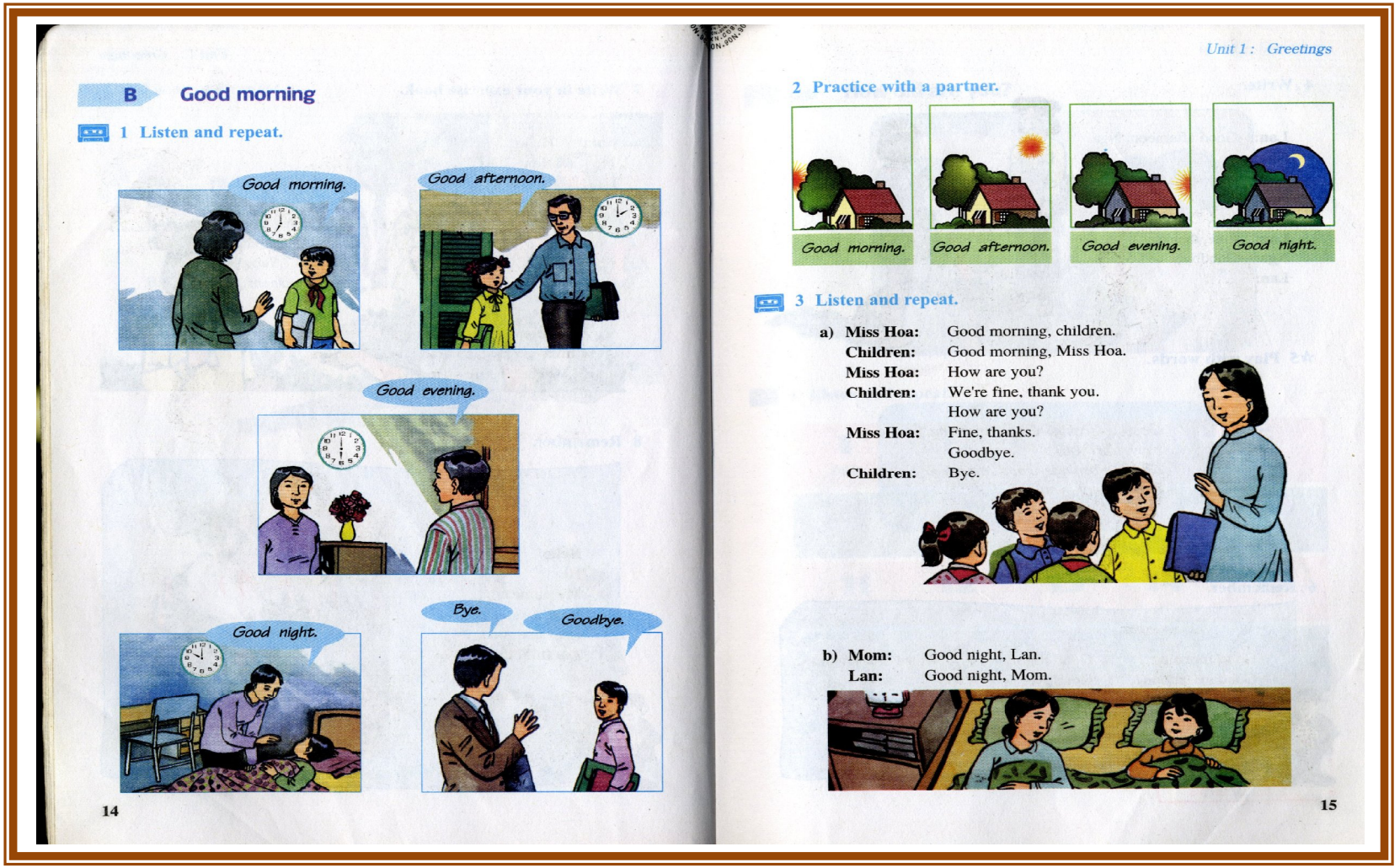
Units	Topics	Tasks	Grammar	Language Focus	Language Review
12 Sports and pastimes *page 124*	A What are they doing? B Free time C How often?	• describe sporting activities and pastimes • describe timetables • talk about frequency	• present progressive tense • present simple tense • adverbs	• sports and pastimes • adverbs of frequency	
13 Activities and seasons *page 134*	A The weather and seasons B Activities in seasons	• describe the weather • express preferences • talk about sports and activities • talk about frequency	• present simple tense • present progressive tense • adverbs of frequency	• weather • the seasons • sports and activities	
14 Making plans *page 140*	A Vacation destinations B Free time plans C Suggestions	• talk about vacation plans • talk about free time plans • talk about duration • make suggestions • express preferences	• future : going to • What? Where? How long? • Let's ... • What about ...ing ...? • Why don't we ...?	• vacation details • sports and pastimes	• present simple tense • adverbs of frequency • present progressive tense • future : going to • What is the weather like? • Where you live • future plans
15 Countries *page 154*	A We are the world B Cities, buildings and people C Natural features	• talk about countries, nationalities and languages • describe places • state dimensions • make comparisons • describe natural features	• present simple tense • adjectives : comparatives and superlatives • comparisons with than	• countries • nationalities • languages • adjectives • natural features	
16 Man and the environment *page 166*	A Animals and plants B Pollution	• identify quantities of food • talk about environmental issues • talk about occupations	• indefinite quantifiers : a few, a little, a lot of/lots of • How much ? How many ? • present progressive tense • imperatives using don't • should/should not	• food and farming vocabulary • the environment • indefinite quantifiers	• present simple tense • present progressive tense • adjectives : comparatives and superlatives • indefinite quantifiers : a few, a little, a lot of/ lots of should / should not

The number of activities in each section varies from four to eight, and the structure of each section is similar. It usually begins with a dialogue/conversation or a reading text under the title 'listen and repeat' or 'listen then read', which introduces the topic, vocabulary and grammar to learners. This also provides a model for learners to practice the activity that follows. Then a practice activity requires learners to use the given words or phrases and the model dialogue/conversation in the previous activity, to practice with a partner or to ask and answer questions based on the text with a partner. Next, there is a writing activity in which learners are asked to use the information they have learnt to write a description, complete sentences, based on the text; or to undertake another listen and repeat activity which involves a more complex dialogue/conversation. This is followed by another practice activity, in which learners practice with their partner to perform another conversation which is more complex than the previous one. Sometimes there is a game, such as 'word puzzle', 'play with words', 'play Simon says', etc. after this task. Each section ends with 'remember', which summarizes the important points from the section learners should bear in mind. The structure of each section is illustrated in Figures 5.3 and 5.4, which are taken from the textbook. Generally, the structure of each section can be summarized as follows:

- Listen and repeat/ listen then read (introduction of vocabulary or grammar)
- Practice (repetition in oral or writing or both) or listen and repeat (introduction of vocabulary)
- Practice or production (substitution in oral or writing or both)
- Game (revision of grammar or vocabulary)
- Remember (revision of grammar)

The artwork inside the textbook is well organized, with colourful pictures to illustrate the topics and situations. They are mostly about school activities and daily activities which are familiar to students (see Figures 5.3 and 5.4).

Figure 5.3: An example of the second section 'Good morning' in Unit 1 'Greetings'



To be continued …

4 Write.

Lan: Good afternoon, Nga.
Nga: ... ..., ...
Lan: How are you?
Nga: ... ..., ...
... ... ?
Lan: Fine, thanks.
Nga: Goodbye.
Lan: ... .

☆5 Play with words.

Good morning. Good morning.
How are you?
Good morning. Good morning.
Fine, thank you.

6 Remember.

Good morning.	**Good night.**	**We're ... = We are ...**
Good afternoon.	**Goodbye.**	
Good evening.	**Bye.**	

C How old are you?

1 Listen and repeat.

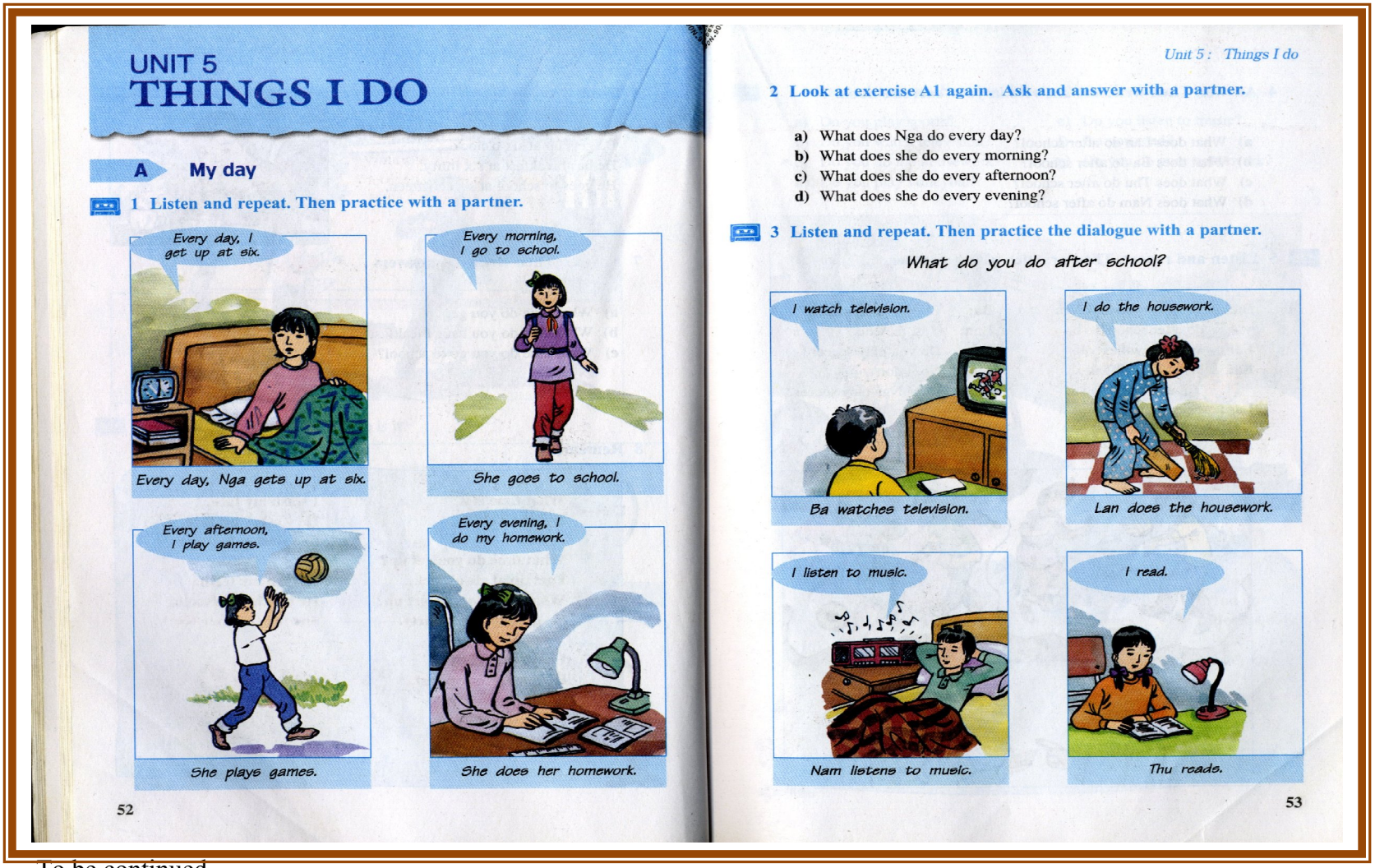
1 one	2 two	3 three	4 four	5 five
6 six	7 seven	8 eight	9 nine	10 ten
11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen
16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty

2 Practice.

Count from one to twenty with a partner.

TRƯỜNG CĐSP KIÊN GIANG
THƯ VIỆN
SỐ: 79

Figure 5.4: Am example of the first section ‘My day’ in Unit 5 ‘Things I do’



UNIT 5
THINGS I DO

A My day

1 Listen and repeat. Then practice with a partner.

Every day, I get up at six.
Every day, Nga gets up at six.

Every morning, I go to school.
She goes to school.

Every afternoon, I play games.
She plays games.

Every evening, I do my homework.
She does her homework.

52

Unit 5 : Things I do

2 Look at exercise A1 again. Ask and answer with a partner.

a) What does Nga do every day?
b) What does she do every morning?
c) What does she do every afternoon?
d) What does she do every evening?

3 Listen and repeat. Then practice the dialogue with a partner.

What do you do after school?

I watch television.
Ba watches television.

I do the housework.
Lan does the housework.

I listen to music.
Nam listens to music.

I read.
Thu reads.

53

To be continued …

4 Answer. Then write the answers in your exercise book.

a) What does Lan do after school?
b) What does Ba do after school?
c) What does Thu do after school?
d) What does Nam do after school?

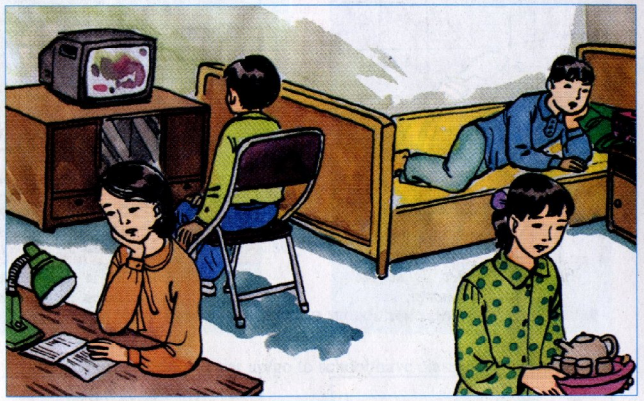
5 Listen and repeat. Then practice with a partner.

Ba: What do you and Nga do after school?
Lan: We play volleyball.
Ba: What do Thu and Vui do?
Lan: They play soccer.

Ba: Do girls play soccer?
Lan: Yes, they do.
Ba: Do you play soccer?
Lan: No, I don't.
Ba: Does Nga play soccer?
Lan: No, she doesn't.

6 Listen and answer. Say *Yes, I do* or *No, I don't.*

a) Do you play sports?
b) Do you watch television?
c) Do you do the housework?
d) Do you play volleyball?
e) Do you listen to music?
f) Do you read?
g) Do you do your homework?



7 Remember.

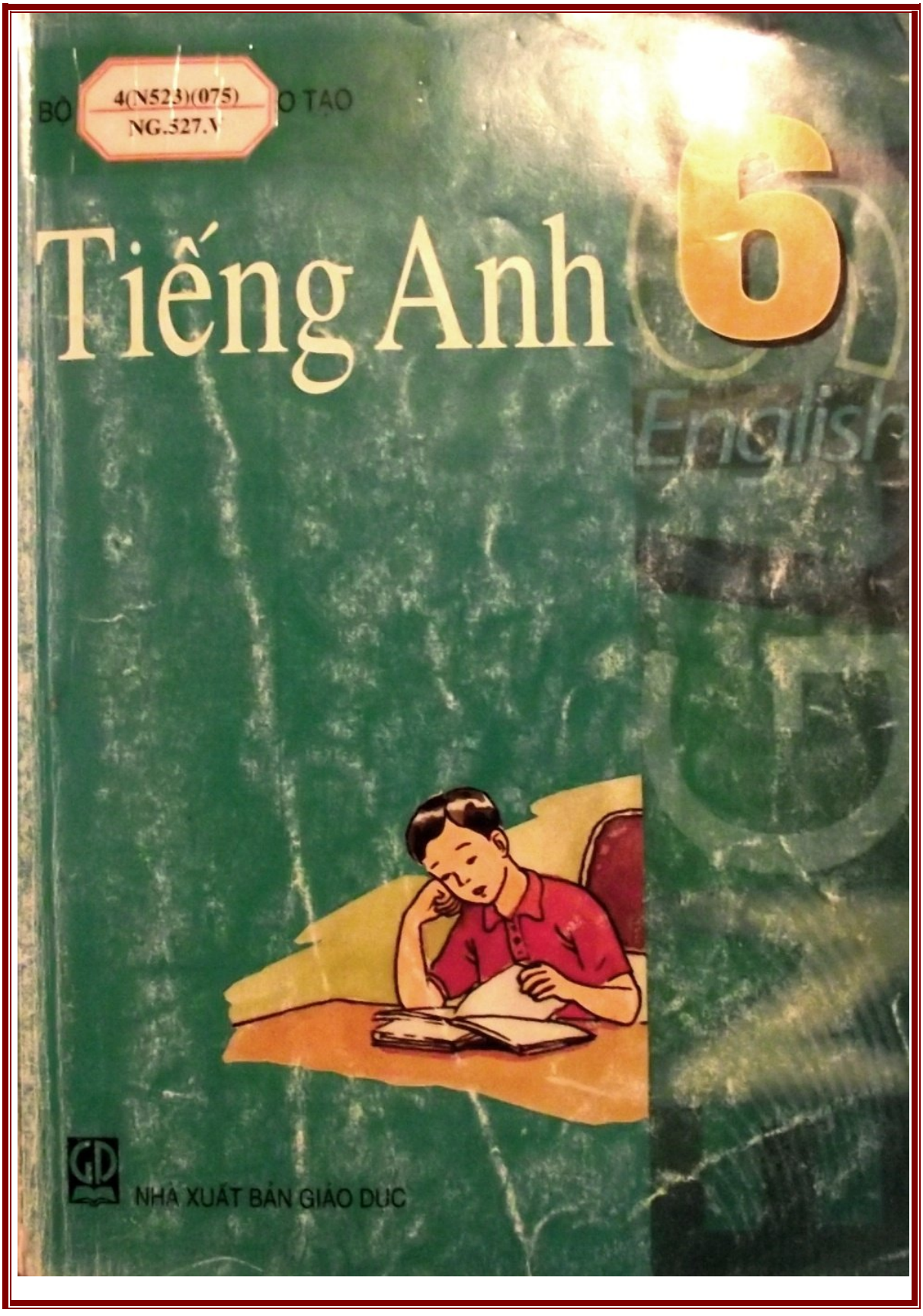
I play	**I watch**	**I do**
You play	**You watch**	**You do**
He/She plays	**He/She watches**	**He/She does**
We play	**We watch**	**We do**
They play	**They watch**	**They do**

Do you play soccer?
Yes, I do.
No, I don't.
I don't play soccer.

5.2.4 Physical appearance

English 6 is the same size (17 x 24cm) as other textbooks used for grade 6 pupils, and light enough for learners to put into their schoolbags to take to school every day. The cover pages, made of hard, shiny and durable paper, look attractive, having a colorful picture of a Vietnamese schoolboy studying on a blue background (see Figure 5.5). The price (11,200 VND about 35p) is reasonable, and ensures that the majority of learners can afford it.

Figure 5.5: The front cover page of English 6



5.2.5 Content of the textbook and supplementary resources

The textbook, as given in the grammar practice and glossary, aims to teach 34 grammar points/structures (see Table 5.1 below for more details) and about 400 words (see Appendix 3).

Table 5.1: Summary of grammar points/structures in the textbook

No	Grammar point/structure	No	Grammar point/structure
1	To be – present simple tense	18	Question words
2	There	19	Present simple tense
3	Imperative (Commands)	20	Can and Must
4	Present simple tense	21	A, an, some, any
5	This and That	22	Would
6	Question words	23	Adjectives
7	Possessive pronouns	24	Want/need
8	Greetings	25	present simple tense
9	Present simple tense	26	Adverbs of frequency
10	Time	27	Present progressive tense
11	Adjectives: big, small	28	Future: going to
12	Question words	29	Weather and seasons
13	Days of the week	30	Present simple tense
14	Go, travel – present simple tense	31	Adjectives: comparatives and superlatives
15	Present progressive	32	Dimensions
16	Prepositions	33	Indefinite quantifiers: a few, a little, a lot/lots
17	Possessive: ‘s	34	Should

Table 5.1 shows that the grammar is recycled through the textbook. The most frequent types of activities for practicing vocabulary, grammar and the four language skills are listed in the table below.

Table 5.2: Range of activities and tasks presented in *English 6*

Type	Name	Frequency
Listening	Listen and repeat (conversation, vocabulary)	65
	Listen and do a task (tick the correct answers, true/false, match with the picture …)	19
Speaking	Practice with a partner (conversation)	49
Reading	Read and do a task (answer the questions, match with the picture …)	8
Writing	Write sentences/ a description	11
Listening and reading	Listen, read and do a task (answer the questions, choose the correct answer)	31
Game	Play with words; play Simon says …	15
Remember		44

We can see from Table 5.2 that there are a lot of 'listen and repeat' and 'practice with a partner' activities. The activities in the textbook help learners gain enough confidence through 'listen and repeat' and substitution activities before they use the target language in freer situations. This is very useful because 'materials should help learners to develop confidence' (Tomlinson, 2003: 21).

The textbook claims to be based on a topic syllabus, with the language material developed around 6 main topics (you and me; education; community; health; recreation; and the world around us) (Nguyen, *at al*., 2006; English translation). The 6 main topics are repeated and recycled (with repetition at higher levels in subsequent books in the series, e.g. English 7, 8, 9 in the series) and are divided into smaller communicative topics closely related to students' needs in each unit. The language material is introduced to students, practiced through situations and 'listen and repeat' and 'practice with a partner' activities. The authors also state that the book encourages communicative activities and the mastery of grammatical structures (Nguyen, *at al*., 2006; English translation). Language activities are sequenced according to increasing levels of difficulty. Each unit topic emphasizes sub-topics and situations closely related to Vietnamese learners' environments, with some

connections to the cultures of English speaking countries, such as the UK, the USA and Australia (Nguyen *at al*., 2006; English translation).

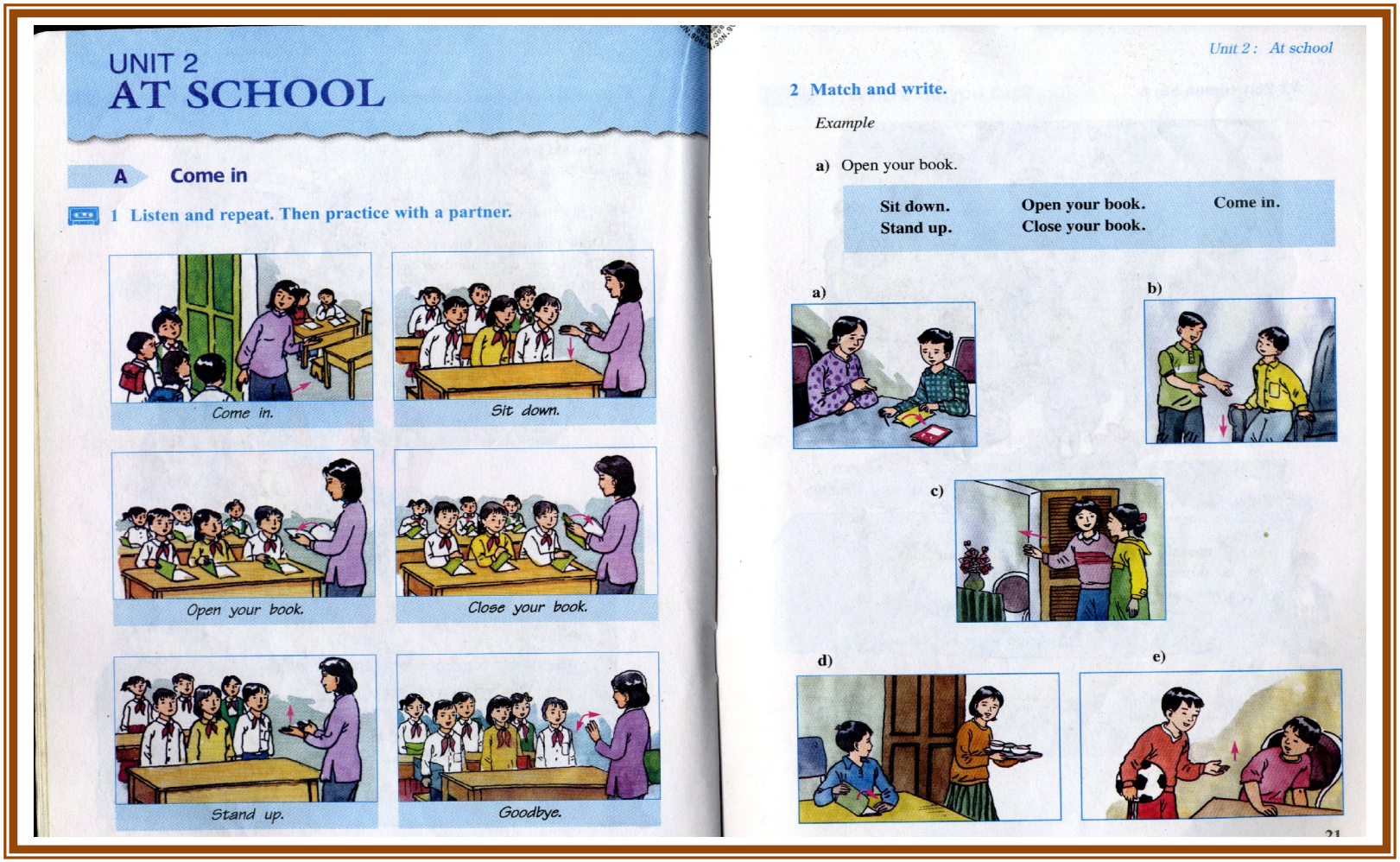
The textbook does not present the authors' views on language, methodology or teaching and learning theories. However, in the teacher's manual the authors mention very general issues: e.g. encouraging learning motivation; developing learners' creativity and learning styles; making optimal opportunities for language practice; combining all language skills; and using the textbook creatively (Nguyen *at al*., 2006; English translation).

The supplementary resources for the textbook include a student's workbook, a teacher's manual, a set of pictures and an audiotape. However, all of these resources are sold separately from the book. Some of the resources such as the audiotape and the set of pictures are not widely available.

5.2.6 Detailed evaluation of a typical unit taken from *English 6*

The lesson below is taken at random from the textbook for detailed evaluation. This unit can be considered a typical unit of the textbook because the organization and structure of each unit is similar (see 5.2.3). This unit consists of three sections and is inserted and analyzed in detail below:

Figure 5.6: Example of Unit 2: At school: Section A, B and C



UNIT 2
AT SCHOOL

A Come in

1 Listen and repeat. Then practice with a partner.

Come in.

Sit down.

Open your book.

Close your book.

Stand up.

Goodbye.

Unit 2 : At school

2 Match and write.

Example

a) Open your book.

Sit down.	Open your book.	Come in.
Stand up.	Close your book.	

a)

b)

c)

d)

e)

21

To be continued …

☆3 Play Simon Says.

4 Remember.

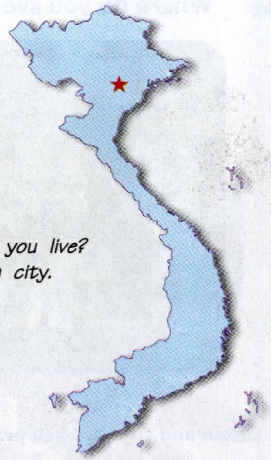
Come in.	Close your book.
Sit down.	Stand up.
Open your book.	

B Where do you live?

1 Listen and repeat. Then practice the dialogue with a partner.

To be continued …

☆2 Play with words.



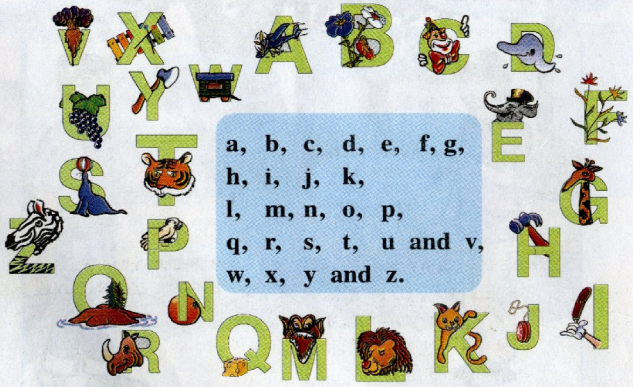
Where do you live?
I live in a house.

Where do you live?
I live on a street.

Where do you live?
I live in a city.

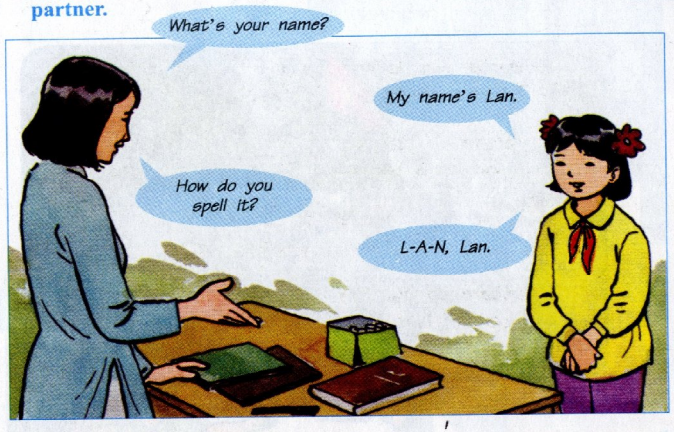
Where do you live?
I live in Viet Nam.

3 Listen and repeat.



a, b, c, d, e, f, g,
h, i, j, k,
l, m, n, o, p,
q, r, s, t, u and v,
w, x, y and z.

4 Listen and repeat. Then practice spelling your name with a partner.



5 Write the answers in your exercise book.

a) What is your name?
b) How old are you?
c) Where do you live?
d) How do you spell your name?

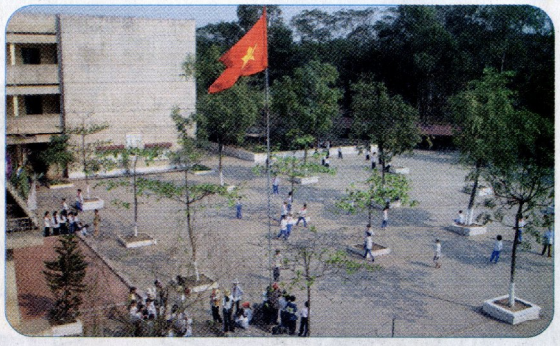
6 Remember.

What's your name?
My name's ... .
Where do you live?
I live in ... .
How do you spell ... ?

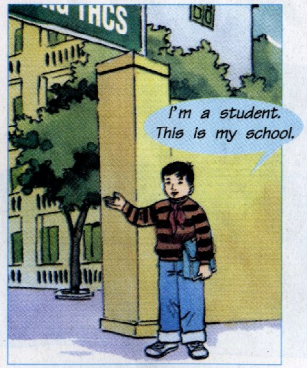
What's ... = What is ...
My name's ... = My name is ...

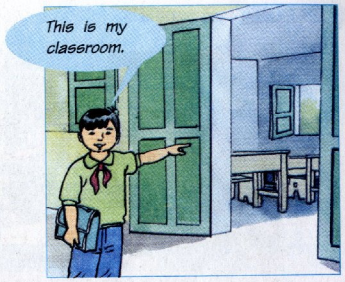
To be continued …

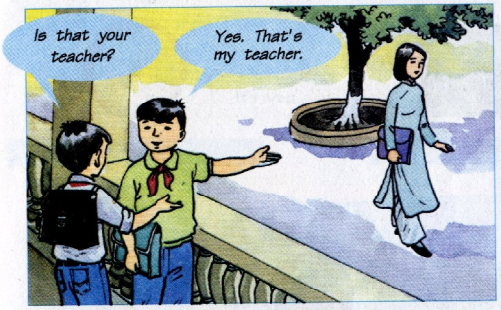
C My school



1 Listen and repeat. Then practice the dialogue with a partner.







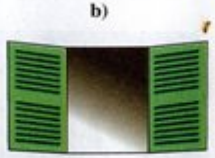
To be continued …

2 Listen and repeat.

a)

a door

b)



a window

c)

a board

d)

a clock

e)

a waste basket

f)

a school bag

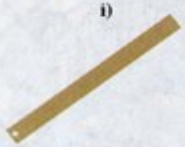
g)

a pencil

h)

a pen

i)



a ruler

j)

an eraser

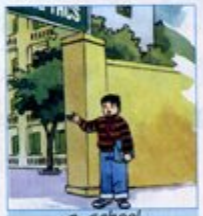
k)

a desk

l)

a classroom

m)



a school

3 Practice with a partner.

What is this?
What is that? } It's a/an ...

4 Remember.

What is this?
What is that? } **It's a/an ...**
This is ...
That is ...
This is my school.
That is my desk.

Classroom vocabulary

Unit 2 begins with Section A, '*Come in'*. The first part in this section, 'Listen and repeat. Then practice with a partner' introduces both vocabulary and structure (imperative) to learners by using colorful pictures of a typical classroom to describe the actions in the classroom. This is considered to be a direct, concrete and common way to present new language material to learners (vocabulary and grammar), especially beginners. Although beginning with a 'Listen and repeat' activity is a good way to help learners gain sufficient confidence before they practice in the target language, the activity seems not to elicit pupils to be ready for the acquisition of new language material here. Even though pupils are beginners, they should be elicited to contribute to the lesson by using L1 to motivate curiosity. By doing this, materials can help create readiness to learn among learners which lead to a more effective way to acquire a second language (Tomlinson, 2003).

Part 2 is a 'Match and write' activity, a comprehension checking activity in which learners are required to match the given imperatives with the right pictures and write each one next to each picture. This is the time for learners to practice writing down the vocabulary as all the imperatives have already appeared in the previous part.

Part 3, containing 'Play Simon says', is a game in which learners are divided into groups, one member gives imperatives and the others following them. This is considered to be free practice, as learners can use the target language through play, but in the two previous parts learners have not been equipped with enough vocabulary, so they cannot perform the game smoothly. Moreover, this kind of game requires classrooms with a large amount of space and movable tables and chairs so it is not very suitable to the Vietnamese teaching and learning context (see 5.1.2 for more details).

Part 4 is the summary of the grammar and vocabulary introduced in the section.

It appears that something resembling a Presentation – Practice – Production (PPP) approach is used in this section. Presentation is in part 1, where pupils are introduced to language material. Part 2 is practice, when they are asked to match the imperatives with the pictures. In part 3, pupils are asked to practice the imperative in a game named 'Play Simon says'. However, the production stage is limited because of the learners' lack of vocabulary knowledge. In my opinion, this seems to be too short for a forty-five minute teaching period, as activity 2 is just a repetition of activity 1, but in the form of writing.

It can be concluded from Section A that (1) plenty of pictures are used to introduce new language (vocabulary and the structure 'imperative'); (2) Pupils first listen and repeat after the cassette and then practice with a partner. Listen and repeat is considered a standard way of introducing new language material; (3) Pictures are used to check pupils' comprehension of the structure (imperative); and (4) Production is conducted in the form of a game (Simon says).

Section B also begins with a 'Listen and repeat' activity, followed by practicing a dialogue with a partner. This introduces the structures and vocabulary to learners. The dialogue is constructed for the purpose of introducing new language material, as one student keeps asking questions and the other answers repeatedly. It is not good for learners to learn in this way because materials is supposed to help learners to learn through similar circumstances in which they will use the language (Tomlinson, 2003). In addition, the present simple tense of ordinary verbs, in both affirmative and interrogative forms, is introduced here while other forms of the present simple of the verb 'to be' still have not been introduced to learners. The combination of the affirmative and interrogative forms of both the verb 'to be' and ordinary verbs at the early stage of learning like this may confuse students. This section should be taught later, after learners have acquired all forms of the present simple tense of the verb 'to be'.

The next activity, 'Play with words', focuses on pronunciation and intonation. In this activity, learners repeat the sentences after listening to the cassette player or the teacher. The purpose of this activity may not be entirely clear to teachers, as the focus, according to the teacher's manual, is not on practicing the structure 'Where do you live?' but on the pronunciation and intonation. This may confuse teachers, as it is the only activity in the textbook focusing on pronunciation.

The unit continues with another presentation in part 3 'Listen and repeat' that introduces the English alphabet so as to help prepare learners for the next activity (i.e. the spelling of names). Although it is a good preparation for the next activity, it has little connection to the activity which precedes it.

Part 4 is different from all previous parts of the unit as learners are introduced to new language material in the form of a dialogue between a teacher and a pupil in the classroom. After listening to and repeating the new language material, learners are asked to do oral

practice with substitution drills, so the practice here is quite controlled. As the language knowledge introduced in this conversation is restricted to the first and second person singular, teachers may not have any chance to extend it into free practice. Controlled practice is good at the initial stage to ensure accuracy; however, textbooks should not rely too much on controlled practice (Tomlinson, 1998 & 2011) because learners need to be pushed beyond their 'comfort zone' (Mishan & Timmis, 2015) in which they only do repetition and substitution drills with given language material in controlled practice activities of the textbook in order to use the target language communicatively.

Part 5 is a consolidation, where all the structures in this section appear, and it requires learners to review what has been introduced in this section. However, the main revision is through a writing activity, in which learners are asked to write answers to the questions given. It might be better if learners were asked to work in pairs to practice asking and answering orally before writing down the answers to the questions. The summary of all structures in the section is presented in Part 6.

The sequencing of the unit in Section B is not very well-organized, since the presentation of new material occurs in three discontinuous activities (Parts: 1, 2 and 4), and many kinds of language material are presented at the same time (the structures: 'What is your name?', 'Where do you live?'; 'How do you spell your name?'; and the English alphabet). However, the practice is short, so we cannot be sure that learners are able to acquire the new language material, based on their engagement in this task. It might be better to combine Parts 1 and 4 to present the new language material, and then add some substitution drills and free practice for the purpose of both form- and meaning-focused practice.

The whole section can be summarized as follows: firstly, a dialogue is introduced by a listen and repeat activity, followed by repetition of the dialogue with partners. Secondly, the alphabet is introduced through a listen and repeat activity. Thirdly, practice of the alphabet is conducted in the form of working with a partner to spell names.

Section C, '*My school'*, has a similar structure to the two above-mentioned sections. The first two parts present new language material, then Part 3 is practice, and the summary of the main points of the section is in Part 4.

In Part 1 the structures 'This is …' and 'That is …' are introduced through a listen and repeat activity, illustrated by attractive pictures of a school setting. It is followed by practicing the dialogue with a partner.

Part 2 is an introduction of vocabulary related to school and classroom equipment using pictures. It is conducted in the form of a listen and repeat activity.

Having been equipped with the structures and vocabulary, pupils are asked to work with a partner to practice in the form of 'question and answer' in Part 3.

Part 4 is a consolidation, where all the structures introduced in the previous parts are summarized in the form of formulas (This is …., That is …., It's a/an …).

In this section we can see that Part 2 is a transitional step for the next part. It provides learners with some more vocabulary related to the classroom to be used in the next part in the form of a 'Listen and repeat' activity. In this way, the presentation of vocabulary seems to meet Hatch and Brown's (1995) five essential steps in vocabulary learning: (1) Having sources for encountering new words; (2) Getting a clear image, either visual or auditory or both, for the form of the new words; (3) Learning the meaning of the words; (4) Making a strong memory connection between the forms and meanings of the words; and (5) Using the words (Hatch & Brown, 1995: 373). Also, the vocabulary in this section (see Figure 5.6 for more details) is presented as a picture dictionary, which saves time in explaining meanings and assists the process of making a strong connection between form and meaning. In particular, all the new words introduced here are used directly in the next parts.

In short, although Section C has a similar structure to the previous parts, it seems to be better-structured, as all new language material introduced is practiced, and teachers are not as strictly controlled by what is introduced in the textbook as is the case in the previous section.

5.2.7 Comparison of *English 6* to '*New Headway Beginner*'

Introduction

While ***English 6*** is a local textbook written by non-native speakers of English and is intended for young learners of English, having its own strengths and weaknesses, related to the context (see 5.1 for more details), ***New Headway Beginner*** (2002) is considered a

global textbook intended for adult learners, and is used popularly in language centers. The purpose of this comparison is to find out: (a) what is included in ***New Headway Beginner*** is considered relevant to the context but is not in ***English 6***; and (b) what modifications should be made to ***English 6,*** based on features of ***New Headway Beginner***. The comparison is conducted and presented in the following ways.

Content

Regarding the organization and structure, ***New Headway Beginner*** has 14 units in total without any revision units. However, in the teacher's book, there are 4 revision units named 'Stop and Check', within 3 or 4 unit intervals, and it also has a 'Progress Test' which tends to measure the progress of learners after 4 or 5 units. Similar to ***English 6***, ***New Headway Beginner*** has a grammar reference and vocabulary list at the end. The content pages list all knowledge areas in detail, including grammar, vocabulary, skills work (reading, writing, listening and speaking), everyday English and writing (in the workbook). Different to ***English 6,*** each unit in ***New Headway Beginner*** has 4 sections (Starter, Presentation of New Language, Practice, and Everyday English). While the presentation and practice in the two books are similar, the 'Starter', not presented in ***English 6***, is designed to lead-in to the coming unit. The 'Everyday English' section introduces learners to a variety of uses of English in practice. It tends to develop learners' survival skills, social skills and functional areas (making requests, going shopping, etc.) (Maris, Soars and Soars, 2002).

In general, although it has a similar structure as ***English 6*** in each unit, ***New Headway Beginner*** has more starter and warm-up activities to encourage learners' contributions to the coming unit. It also moves further toward real situations in 'Everyday English' to help familiarize learners with the use of English in everyday life. Moreover, ***New Headway Beginner*** is better than ***English 6*** at providing students with a feeling of progress in the 'Progress Test', which may encourage them to study more.

In relation to activities and tasks, ***New Headway Beginner*** has a greater variety of activities and tasks, including free practice in 'Practice' and in 'Everyday English' and both form-focused (gap-filling activities focusing on grammar in grammar spots p. 8, p. 13, p. 16, etc.) and meaning-focused practice (practice in given situations such as in a shop, in a café, at a railway station, etc.). It consists of individual, pair and group work activities and tasks and

helps encourage learners to interact through many information-gap activities in which learners are asked to exchange information given to each of them through pictures (T2.6, p 14; T8.7, p. 59; etc.) or given information in reading texts to fulfill the tasks (Reading and Speaking - section 2, p. 92; T14.8, p. 108; etc.). Creative activities and tasks such as 'describe your family', 'school and tell the class', 'write your own business card, etc.' are given to learners to encourage creative use of the target language.

Through the above analysis of the activities and tasks, it can be said that ***New Headway Beginner*** gives opportunities for learners to interact in the classroom to promote their communicative abilities in the target language. It also gives learners more freedom to move away from being controlled by the textbook in some tasks (Role play in Section 5, p. 22; Writing in Section 6, p. 29; etc.). However, it does not have any games, which can help make learning fun and more interesting, as ***English 6*** does.

Unlike ***English 6***, the vocabulary and grammar in ***New Headway Beginner*** are introduced through mostly 'read and listen' activities in which learners can read and listen to at the same time (Maris, Soars and Soars, 2002) from dialogues or texts with gap-filling tasks. Vocabulary is also introduced in the 'Starter' section, where learners are asked to do something related to it (matching, finding, etc.). Vocabulary is chosen to complement the grammatical input and to meet the needs of everyday life words, such as those related to food, sports, numbers, dates, times, jobs, etc. (Maris, Soars and Soars, 2002). One more difference is that, while ***English 6*** has no activities for practicing pronunciation, ***New Headway Beginner*** helps learners learn English sounds through pronunciation and stress activities, which help learners distinguish the difference between Vietnamese and English sounds, and even English homophones and homonyms.

The common things they both have are a sub-section (usually before practice) in which vocabulary is introduced through matching activities (match the words with the correct pictures or their opposites) and a vocabulary list at the end of each textbook.

Grammar in ***New Headway Beginner*** is broken into items to fit in each unit, as shown in Table 5.3 below.

Table 5.3: Summary of grammar points in New Headway Beginner, Units 1-3

Unit	Topic	Grammar
1	Hello	- am/is/are/my/your I'm Pablo. My name's Judy. What's your name? - This is … This is Ben. Nice to meet you.
2	Your world	- he/she/they/his/her He's from the United States. Her name's Karima. They're on holiday. - Questions What's his name? Where's she from?
3	All about you	- am/are/is We're all singers. - Negatives She isn't a nurse. I'm not from Scotland. They aren't builders. - Questions What's her address? How old is she? Is she married? - Short answers Yes, she is./ No, she isn't.

Table 5.3 shows that each unit has a small amount of grammar (e.g. Unit 1 focuses on 'to be' in affirmative and interrogative forms with some possessive adjectives, which are repeated in Unit 2. Unit 3 is about 'to be' in negative form and some question words). Grammar is introduced inductively through reading or listening activities, while notes which summarize grammar points named 'grammar spot' are given in boxes for learners to remember immediately after these activities. Grammar is then checked for both accuracy (through gap-filling exercises) and fluency (through speaking activities). Grammar items are recycled through units in the book (see Table 5.3).

In short, both of the books have a similar way of introducing vocabulary to learners, but the amount of vocabulary in ***New Headway Beginner*** (about a thousand) is twice as much as in ***English 6***. However, it is acceptable for ***English 6*** to introduce about 400 new words to learners because learners will have about 2,800 new words when they finish 7 years of studying English at the general education. This is quite suitable with what Hill (2005) and Read (2004) claim about vocabulary size needed for learners to communicate in English

(see 5.4.3 for more details). Although the amount of grammar in the two textbooks is similar, it is better-structured in ***New Headway Beginner*** than in ***English 6***. This may help students have a feeling of progress in their learning.

It can be concluded that, while ***English 6*** introduces vocabulary and grammar through 'listen and repeat' activities, ***New Headway Beginner*** does this through 'read then listen' activities. There is a greater variety of practice activities in the latter, ranging from controlled to less controlled, and from accuracy to fluency practice, than in the former with mostly controlled practice emphasizing accuracy. While ***English 6*** provides reading activities mostly through 'read a text and answer the questions', ***New Headway Beginner*** has a greater variety of tasks, such as gap-filling, true/false, matching the text with the picture, etc. in reading activities. ***English 6*** has very few writing activities and they are mainly controlled writing: complete the conversation (pp. 13, 16). ***New Headway Beginner*** has a few creative writing activities, such as writing about a good friend (p. 29), writing a postcard to a friend (p.53), writing about a town you know (p. 62), etc.

Teaching methodology

While ***English 6*** does not specify the teaching methodology in detail, ***New Headway Beginner***, which is considered a global textbook for English language learning and teaching for adults, is very clear about the methodology, saying that it combines traditional methods such as audio-lingual and more recent approaches to helping students use English accurately and fluently. These traditional approaches 'emphasize a clear focus on grammar with in-depth analysis and explanation, thorough practice activities, and the exploitation of texts for comprehension and stylistic appreciation'. On the other hand, 'communicative approaches' are also employed which 'emphasize the importance of individual students' contributions to work out rules for themselves, and to express personal opinions' (Soars and Soars, 1998 as cited in Ranalli, 2002). In fact, it emphasizes grammar and structure in practice to ensure accuracy with substitution drills in gap-filling conversations. It then moves to communication, with free practice in practical everyday English to promote fluency for learners in real situations such as a conversation in a restaurant, writing a postcard, etc. Moreover, while the traditional approaches fit the teacher and learner characteristics (see 5.1.1 for more details), more recent approaches help students develop

their communicative abilities. This means the methodology in ***New Headway Beginner*** better suits both the teaching and learning context and the communicative purpose for language teaching and learning.

Supporting resources

New Headway Beginner has a variety of supporting resources accompanying the student's book (student's book cassette/CD, workbook, student's workbook cassette/CD, teacher's book and video). The teacher's book gives detailed instructions on how to conduct each section, with suggestions for flexible ways of teaching each specific activity.

Language level

Similarly to ***English 6***, ***New Headway Beginner*** contains familiar language and topics, including greetings, personal information, family and friends, hobby, etc. (see Table 5.3). It mostly contains short and simple conversations. It does have reading texts, but they are kept short and simple, being about family, age, nationality, jobs, hobbies, etc. Although only in the target language, English-speaking country's cultures and international contexts are used, and these aspects are made understandable for learners through the use of illustrations.

Physical appearance and content pages

As it is a global textbook and published by Oxford University Press, ***New Headway Beginner*** costs ten times as much as ***English 6***, even though it is reproduced by the Oxford University Press representative in Vietnam. It is made of good and durable paper with thick shiny and colorful cover pages. The artwork inside is beautiful, with colorful pictures about English speaking countries (mostly the UK) and their cultures, and activities to illustrate the contexts. Another important point is that Oxford University Press is one of the most prestigious publishers related to ELT in the world.

Related to the content pages, similarly to ***English 6*** it includes clear information on audience and the number of lessons. The summary pages list the main content of each lesson, including grammar, vocabulary, skills work, everyday English and writing.

Summary

From the short description of ***New Headway Beginner,*** we can see that a direct comparison between the two textbooks is difficult as they have the following key differences:

- ***New Headway Beginner*** is produced as a global textbook; ***English 6*** is designed to be used in the local context of Vietnamese schools.
- ***New Headway Beginner*** is supported by rich resources and developed by a global publisher. This is not the case with ***English 6***.
- ***New Headway Beginner*** is designed to be used globally while ***English 6*** is tailored to the needs and specifications of the school curriculum in Vietnam, as set out by the MoET.
- ***New Headway Beginner*** is designed for young adults or teenage learners exposed to western culture. ***English 6*** is for young school learners who have not been exposed to western culture.

However, a number of areas where improvements might be made to ***English 6,*** borrowing from ***New Headway Beginner,*** based on the above analysis. These are:

- 'Starter' activities in ***New Headway Beginner*** should be modified to ***English 6*** to encourage student contributions to the lesson.
- Progress tests should be added to a certain unit interval to measure pupils' progress and to familiarize them with the test format.
- Freer activities, such as 'Everyday English' in ***New Headway Beginner,*** may help students practice the target language in a more realistic environment.
- Pronunciation practice should be borrowed from ***New Headway Beginner*** because of the differences of the two languages (e.g. Vietnamese is a monosyllabic language without stress, while English is a multi-syllable language with stress; comparing the sound systems of the two languages, etc.).

Although ***English 6*** does not have rich supporting resources, the authorities (MoET and local DoETs) have made attempts to assist teachers in using the textbook. Their assistance is presented in the following section.

5.3 Teacher in-service training and preparation for using *English 6*

There are two main types of training seminars for secondary school teachers of English. They are 'special seminars for using the textbook' at the beginning and 'Regular fostering seminars' which are conducted annually.

For the first type of seminars, before the textbook series was implemented in all secondary schools, the MoET organized a series of seminars for both teachers of English and administrators of secondary schools.

The MoET gives very rigid guidelines for teachers to follow, including fixed times for each lesson, review and test. But, they also allow for some flexibility in supplementing or cutting some parts in the textbook, based on the practical conditions in each local area, such as omitting activities or tasks which are not suitable for the real classroom conditions, or topics not familiar to local students. This process is decided by the person in charge of English teaching in the Department of Education and Training under the authority of the director.

The training seminars were organized at two levels, national and provincial, both focusing on the aims and objectives of the textbook series and how to use the books effectively. At the first level, the seminars were organized by the MoET for officers who were in charge of English teaching and learning in the Departments of Education and Training in the provinces, and some head teachers and teachers of English at secondary schools. Then the Departments of Education and Training of the provinces organized a second level of seminars, in which the people who attended the first restated the content of those seminars to all teachers of English in the provinces. At the seminars, teachers were given CDs containing demonstration teaching of some lessons in the textbooks as examples for discussion and lesson programming. These seminars equipped teachers with an overview of the new series of textbooks, and techniques to conduct the lessons. However, they did not help change much the quality of teaching, as the application of the techniques to real

classrooms depends on other factors, such as the teachers' language proficiency, students' background, teaching equipment, etc.

In addition to the above-mentioned seminars, there is an ongoing program called 'Regular Fostering', a kind of in-service training for all teachers of English at secondary schools. This focuses on teaching methodology and language testing and introduces techniques to teach specific parts of the textbook, such as how to set up situations, explain vocabulary, check comprehension, etc. Accompanying the material for the fostering program are some CDs containing demonstration teaching recorded in real classes for teachers to discuss and use as a reference. The content of this program is provided by the MoET, though it is usually conducted in cooperation with the provincial DoETs and Colleges of Education. It means the presenters of this program are lecturers from universities or colleges of Education, assisted by officers in charge of English teaching at the DoETs.

According to the most recent material for the teacher fostering program for lower secondary school teachers of English issued by the MoET in 2008, there are six main topics: 1) Plans for English teaching methodology innovation in lower secondary schools; 2) Techniques for introducing new language material and practicing grammar; 3) Techniques for teaching speaking skills; 4) Techniques for teaching listening skills; 5) Techniques for teaching writing skills; and 6) Techniques for teaching reading skills.

In the first topic, the material clearly indicates innovations in teaching methodology; the foundations of innovation in foreign language teaching methodology; and some suggestions for implementing English language teaching methodology at junior high schools, as shown here:

> 'a process of changing from teachers lecturing and analyzing language and students listening and note-taking to a process in which teachers are organizers, mediators to help students in their study and students are active to join the learning activities' (MoET, 2008b: 2. English translation)

According to this planned innovation, teachers are no longer controllers, but organizers or mediators. This role change is not easy to apply because teachers are used to being the controller in the classroom, and by becoming the latter they risk losing control in the classroom, and, teachers think may lose face in front of their students.

Regular in-service fostering also gives some specific suggestions for using the series of textbooks in junior secondary schools. It emphasizes combining the teaching of the four language skills in all classroom activities and tasks in the series as follows.

> Listening skills are often used (in combination with reading) to introduce language material or content of new lessons. Listening skills are also practiced through other listening tasks, such as listening for gist, listening for detailed information, listening to work out the meanings of new words through contexts, etc.
>
> Speaking skills are practiced in combination with phonetics, grammar, vocabulary, language function and other skills through conversations.
>
> Reading skills, besides being used as a means for generating content and new language material, are practiced through reading texts with different purposes (scanning, skimming, etc.). They include different styles, such as written texts, spoken texts, conversations, advertisements, etc.
>
> Writing skills are basically used for reviewing language material. There are also some writing activities which teach students how to write a letter, to fill in a form, to write simple reports, or to express an opinion, based on the topics in the textbooks.
> New language material is introduced on the basic of topics and through listening and reading activities, then is practiced through the four skills. It means there are no parts which teach phonetics, vocabulary or grammar separately. They are taught simultaneously in cooperation with the development of the four skills.
> (MoET, 2008b: 4-5. English translation)

The above extract explains the authors' intention in writing the whole series. It then goes on to consider the materials provided, and general information about how skills are incorporated with each other in the lessons. After this, it moves on to specific aspects of teaching, starting with techniques for lead-ins, introducing new language material and practicing grammar.

In this part the material gives very detailed techniques for conducting a new lesson including warm-up, lead-in, introducing new language material, introducing and giving meanings of vocabulary, teaching grammar, and checking understanding. The techniques mentioned in the material are illustrated below:

In setting up situations to introduce new language material, it suggests using the following techniques:

1. Using realia in the classroom and school;
2. Using the real situations in the classroom;
3. Using real situations in daily life;
4. Using real stories and real events in life;
5. Using charts, maps, information board and newspaper;
6. Using pictures and visual aids;
7. Using language students already know;

8. Using short conversations;
9. Using the mother tongue;
10. Combining some of the above-mentioned techniques.
(MoET, 2008b: 9. English translation)

In teaching grammar, it suggests two possibilities for introducing new grammatical items. Teachers can use the context containing the structure in the lesson, or use a real situation in or outside of the classroom and ask students to repeat the structure. Next, they should write the example on the board and ask some students to repeat it. After that they should explain the formation and use of the structure and ask students to write the structure in their notebooks. Finally, they should give more examples to illustrate the structure and new situations for students to practice it (MoET, 2008b). It also explains the PPP technique in teaching grammar as follows:

> Presentation: Teachers introduce the new structure (new grammar point) and assign time and aims for students to obtain.
>
> Practice: Students carry out controlled practice and move to o less controlled practice.
>
> Production: Teachers encourage students to use the structure or grammar point they have just learnt, and other known language, into new communicative situations.
> (MoET, 2008b: 13. English translation)

These instructions are very specific and easy for teachers to apply to their teaching. However, these instructions recommend a deductive method of teaching grammar (teachers introduce, give examples and explain structures/structure patterns to students) where the teachers are in the role of controllers and distributors of knowledge in the classroom. Students are passive listeners and receive knowledge from the teachers, making few contributions to the lessons. They practice the language material only after the form and usage of it has been explained to them. The PPP technique is applied to the teaching of the four skills, but with different names for each stage.

For teaching speaking skills, three steps are advised: pre-speaking, controlled practice and free practice/production. There are detailed instructions of what teachers should do in each step.

Pre-speaking:

- Teachers introduce the speaking sample (a short speech or a conversation).
- Teachers ask students to practice reading (note on their pronunciation and meanings of new words).
- Teachers ask eliciting questions to help students draw the use of words and structures).
- Teachers give the requirements for the oral task.

Controlled practice:

- Students use the suggested situations (pictures, suggested structures, or sample conversations) to talk as requested.
- Students practice speaking individually, in pairs, and in groups under the teachers' control (correcting pronunciation, grammar word use, etc.).
- Students perform their speaking task individually, in pairs or groups.

Free practice/production:

- Students talk about their own experience, family, country or hometown.
- Teachers should not restrict students' thoughts and language use. Students should have free talk to develop their creativity

(MoET, 2008b: 14)

In teaching listening skills, similar steps are suggested but under different names.

Pre-listening:

- Teachers introduce the topics or situations.
- Teachers ask some questions about what students are going to listen to.
- Teachers ask some questions to stimulate students' interests and curiosity.
- Teachers give the requirements for the listening task.

While-listening:

- Teachers give the purpose of the listening tasks.
- Teachers can break the listening into small steps, if necessary, for specific purposes.

Post-listening:

- Teachers use similar tasks as in post-reading.

(MoET, 2008b: 15)

In teaching writing,

Pre-writing:

- Teachers introduce the sample writing.
- Teachers ask student to read it carefully to understand its structure.
- Teachers introduce the vocabulary and new structure to students.

While-writing:

- Teachers give the requirements of the writing task.
- Students discuss in pairs or groups then individuals start writing.
- Teachers ask some students to share their writing with the whole class using OHP.
- Teachers correct mistake and give suggestions.

Post-writing:

- Students share their writing with the whole class in oral.
- Teachers ask students to write another similar writing task with real situations and creativity.

(MoET, 2008b: 16)

In teaching reading,

Pre-reading:

- Teachers inspire students.
- Teachers introduce the situations and topics.
- Teachers create the needs and purposes of the reading.
- Teachers ask questions related to the content of the reading.
- Teachers ask questions related to students' expectation of the reading.
- Teachers introduce vocabulary and grammar before students start reading.

While-reading:

- Teachers give students specific task to complete after they have read (tick the correct answers, complete the sentences, fill in the chart, make a list of, etc.).

Post-reading:

- Teachers ask students to do more intensive work related to the content of the reading (summarize the text, arrange the events in order, rewrite the story from jumbled sentences, etc.).

(MoET, 2008b: 17-8)

Together with the theoretical instructions above, there are some sample lesson plans (in the appendices) and demonstration teaching (on CDs) to illustrate the theories and questions for discussion on the demonstration teaching.

In reference to the techniques for teaching the four language skills mentioned above, the following conclusions can be drawn:

1. These techniques are quite similar to those the PPP technique. However, the instructions in the PPP technique mentioned in the material to some extent restrict students' initiative and creativity, even though they are beginners.
2. According to these instructions, teachers are the controllers who do most of the classroom work including introducing new language material, explaining its form and usage, choosing vocabulary and giving the meanings of vocabulary. This seems not to be consistent with what has been stated in the teaching methodology, where innovation is initially mentioned for 'Regular fostering training'.
3. Students mostly practice under the teachers' control. There is one stage in the whole teaching process (free practice, post-listening, post-writing or post-reading) in which they are less controlled.
4. Students are placed in a passive role, receiving knowledge from teachers.
5. The deductive approach, in which teachers actively introduce, explain and give structured patterns to students, does not encourage students to discover new knowledge.

In addition to teaching methodology, the material for regular fostering in in-service training discusses the process of testing and assessment. It includes a definition of the aims and the requirements of testing; the content of tests; classification of testing; and the construction of test formats.

These in-service training programs are intended to improve and update the quality of teaching and learning. However, in order to help teachers to be confident in applying these

changes to their teaching effectively, there should be long term retraining programs, which focus not only on teaching methodology but also on developing teachers' language proficiency.

It can be concluded that the contents of all seminars are related to the textbook, with the aim of helping teachers to use it more easily and effectively in the classroom.

5.4 Evaluation of *English 6*

The evaluation of ***English 6*** presented below is mostly based on the evaluation criteria mentioned in 3.3.3. However, as it is a theoretical evaluation, it mainly focuses on the evaluation of the appropriateness of the textbook to the context and curriculum aims and objectives, the content of the textbook and the qualities of it.

5.4.1 Appropriateness of *English 6* to curriculum aims and objectives

The appropriateness of a textbook to the curriculum aims and objectives, according to Cunningsworth (1984), is one of the guidelines forming the basis of formulating a personalized criteria checklist aiming at local relevance. So it is important for a textbook to be related to the curriculum aims and objectives (Aftab, 2011).

The curriculum aims and objectives (MoET) for English at junior high school level says grade 6 pupils should be able to undertake the following:

- Listen to and understand some commands and simple classroom orders.
- Listen to and understand 40-60 word long monologues or dialogues, and simple questions and answers about personal information, family and school.
- Ask and answer questions about simple personal information, family and school to the extent of the topics in the textbook.
- Carry out simple communications, as follows: greeting; giving and following instructions; asking and answering about the position of items and the time; describing people and weather.
- Read and understand some simple informative monologues and dialogues of about 50-70 words related to the topics given in the textbook.

-Write some simple sentences of about 40-50 words related to the topics given in the textbook.

(MoET, 2008a)

There are also objectives for the six themes in the textbook (personal information, education, community, nature, recreation and people and places). Below is an example.

Theme 1: Personal information

- Oneself
- Friends
- House and family

Speaking

- Greet people
- Say goodbye
- Identify oneself and others
- Introduce oneself and others
- Ask how people are
- Talk about someone's age
- Ask for and give numbers
- Count to 100
- Describe family and family members
- Identify places, people and objects

Listening

Listen to monologues/dialogues of around 50 words for general information

Reading

Read dialogues/texts of around 80 words for general information

Grammar:

- Simple present of *to be* (*am, is, are*)
- *Wh*-questions: *How? How old? How many? What? Where? Who?*
- Personal pronouns: *I, we, she, he, you, they*
- Possessive pronouns: *my, her, his, your*
- Indefinite articles: *a / an*
- Imperative (commands): *come in, sit down, stand up*
- *This / That / These / Those*
- *There is … / There are…*

Vocabulary:

- Names of household objects: *living room, chair, stereo, …*
- Words describing family members: *father, mother, brother, sister,...*
- Names of occupations: *engineer, teacher, student, …*
- Numbers to 100

(MoET, 2008a)

The curriculum aims seem to be specific enough to help teachers achieve the objectives of level 6 and the grammar and vocabulary in the textbook conform to these objectives. However, the textbook does not help much with the skills objectives. Listening activities are the first example showing the mismatch between the requirements and the textbook. While the requirements state that pupils should be able to 'Listen and understand 40-60 word long monologues or dialogues, simple questions and answers about personal information, family and school' (MoET, 2008a), the content in the textbook (see Table 5.2 and section 5.2.5) consists of only 'Listen and repeat' activities. It means students mostly listen, look at the textbook and repeat the words on the cassette tape, so it is unclear whether they can listen and understand monologues or dialogues. Also, the textbook provides many opportunities for speaking (see Table 5.2), but are mainly restricted to repetition or substitution drills with few free practice activities. Reading activities and tasks in the textbook seem to be more helpful, as they conform to the objectives. There is usually a reading text followed by some tasks to check the pupils' comprehension. Finally, there are very few writing activities in the textbook.

To summarize, the textbook covers the knowledge required by the MoET's curriculum specification. However, it should be modified by adding more activities to develop listening and speaking particularly.

5.4.2 Appropriateness of the textbook to the context

The appropriateness of the textbook to the context of English language teaching and learning in the Mekong Delta is discussed under the headings below.

Teacher and learner characteristics

For the teachers who have limited language proficiency and are not well trained (as mentioned in 5.1.1, see also 2.4.1 for more details) the textbook offers them the following advantages:

- Controlled practice activities with a teacher-centred approach, which helps secure the teacher role in the classroom.

- The form-focused activities and tasks help teachers prepare their students well for examinations which tend to test students' rote learning abilities.
- The Vietnamese situations introduced in the textbook through illustrative pictures, make it easier to introduce and explain the language material to students.
- The textbook and the teacher's manual facilitate step-by-step teaching.

For learners who are beginners in foreign language learning, the textbook is useful in the following ways:

- It mostly gives oral language input to pupils through 'listen and repeat' or 'listen and repeat. Then practice with a partner' activities which are suitable for beginners (Cameron, 2003) who have not studied English before.
- There are quite a lot of games (see Table 5.2) which encourage learning through fun activities. Playing games, according to Çakir (2004), can help learners learn vocabulary, spelling, structure, etc. without their being aware of the learning process. In this way, some language knowledge may be learnt unconsciously.
- Familiar topics, situations and pictures in the textbook enable students to practice the target language together more easily (Tomlinson, 1998 & 2011).
- Although it does not have test samples, it covers the knowledge which appears in tests and therefore prepares students for them. The guideline for making tests issued by the MoET clearly states that the exam paper must not test the knowledge which is not included in the textbook (MoET, 2010a).
- The lack of group work may be suitable in the context, as Vietnamese students share the same mother tongue, so they do not have an immediate need to use English in the classroom when they work with each other in groups.

Teaching and learning culture

The teacher-centered approach in the textbook suits the teaching and learning culture in Vietnam in which the teacher is believed to be 'an ultimate source of knowledge with the knowledge transmitted from the teacher to students' (Pham, 2011: 7).

The controlled practice activities and the lack of group work are relevant to a teaching and learning culture in which people assume that students learn knowledge from teachers and textbooks. This makes the textbook more acceptable to teachers and students.

The lack of group work activities also suits the traditional layout of the classroom in which furniture is crowded and difficult to move (see 5.1.2 for more details).

5.4.3 Content of the textbook

The content of the textbook analyzed below contains activities and tasks, vocabulary and grammar and topics.

Activities and exercises

The textbook activities mainly involve individual and pair work. There are many form-focused activities (i.e., controlled practice focusing on the use of a structure or a grammar point, such as repetition and substitution drills, e.g. Part 3 'Listen and repeat' and Part 4 'Practice with a group' in Section A, Unit 1, p. 11; Part 3' Listen and repeat' and Part 4 'Practice with your classmate' in Section C, Unit 1, p. 19), but not many meaning-focused or form- and meaning-focused activities (i.e., free practice in which learners can exchange information and ideas or use their own information and ideas to practice with other pupils, such as writing sentences about your place or practicing with a partner about his/her daily activities, e.g. Part 1 'Now work with a partner. Ask questions about their house' in Section A, Unit 7, pp. 72-3). The textbook also gives games (see Table 5.2) focusing on vocabulary to help learners play and study at the same time.

With regard to the encouragement of learner interaction and promotion of learners' communicative abilities, the textbook lacks in many of the types of information gap activities which focus on fluency, and open-ended questions, so the classroom interaction is somewhat limited, mostly focusing on formal aspects, such as repetition and substitution (see Table 5.2).

In general, although ***English 6*** helps students practice the target language through a lot of listen and repeat activities, it does not help develop communicative abilities.

Vocabulary and grammar

English 6 introduces an average of 25 new words for each five or six period unit, as there are about 400 new words for this level, and seven levels of English at general education.

This number of new words could be considered suitable in relation to the amount of vocabulary needed for effective communication. Hill (2005) and Read (2004) claim that there is a general consensus that around 2,000 word families provide enough lexical resources for learners to communicate verbally.

Vocabulary is presented through a listening or reading activity, in controlled practice. It is usually introduced in isolation, without much context, and is not recycled, as the textbook follows a topic syllabus. The textbook does not provide strategies for independent vocabulary learning.

Grammar is considered to be a key component that enables learners to create their own utterances. The grammar structures in ***English 6*** are recycled in some units (see Figure 5.2 for more details) and in review lessons throughout the textbook. The student's workbook aims to help learners practice using structures. Grammar is distributed appropriately in terms of the number of grammar points. There are one or two grammar points for each section of a unit (see Figure 5.2 for more details). This can help make sure that learners will not feel that there is too much or too little grammar in each section. The textbook tends to introduce grammar deductively in a form-focused manner and this is practiced in controlled practice activities with repetition and substitution drills.

In summary, ***English 6*** covers the vocabulary and grammar in the aims and objectives set up in the MoET curriculum (see 5.4.1). However, it would be better if it provided learners with independent learning strategies, such as guessing, inferring, etc. and using word morphology.

Topics

The 16 topics introduced in the textbook (see Figure 5.2. for more details) cover 6 core topics, on the topics mentioned previously (Nguyen, *at al*., 2006). The sequencing of the topics seems to go from simple to more complex (from greetings, at school, at home … to making plans, countries, and man and environment), and strongly connect with the students' real-life situations, when they have just moved to a new secondary school from different primary schools.

5.4.4 Other qualities of the textbook

The artwork inside also helps pupils feel comfortable, as it is closely related to their culture. The organization and structure of the textbook give pupils confidence with mostly 'listen and repeat' activities at the beginning followed by substitution drills in each section. Although it does not have many information gap and negotiation of meaning activities or tasks, it encourages pupil interaction through role play and pair work activities and tasks. Moreover, because English is not an immediate need, the controlled practice in the textbook ensures pupils work with each other using the target language. The topics of the textbook are suitable for pupils as they are similar to those in pupils' daily lives. The pictures illustrating the topics reflect pupils' real life activities, and with the supplement of the vocabulary and grammar in each topic, pupils may be able to describe their surroundings. The amount of vocabulary and grammar, as analysed above is suitable and attainable for the learners' age.

Although the textbook does cater to the teacher and pupil characteristics, and to the teaching and learning context, it is not learner-centred. It does not give pupils many opportunities to contribute to the lesson or to choose what they want to study. The insufficiency of group work and free practice activities in the textbook means that pupils cannot feel confident when they are asked to work in teams or to use language in situations outside the classroom.

The textbook would be better if more free practice activities were added to cater for a variety of types of learners. A lead-in activity at the beginning of each section is supposed to help students reveal their knowledge gaps, which may help teachers adjust the lesson to suit them. This also helps activate learners' thoughts about what they need and what will happen next. Pupils would also be more motivated if the textbook had a test every 4 or 5 units to help them check their progress. Lively visual aids are also important, so it would be better to have DVDs for students to watch and listen to at the same time, instead of listening to cassette tapes.

5.5 Summary of the theoretical evaluation of *English 6*

English 6 has a number of positive characteristics that suit the situation and culture of teaching and learning fairly well. However, it also has some weaknesses which need to be overcome. The strengths and weaknesses derived from the analysis of ***English 6*** are given below:

1. Through pictures and recorded dialogues, the textbook provides contexts for the introduction of new structures and vocabulary, which are generally appropriate for beginner level learners.
2. It provides a good quantity of controlled practice, following the target structure and vocabulary. The activities include pair work activities but no group work, which would be appropriate in a class of pupils of homogeneous L1 background and with fixed chairs and furnishing.
3. The range of activities is somewhat limited (there are a lot of listen and repeat practice activities and little variety in activities, in terms of pupils' performance). In particular, there are very few activities which encourage free practice, though this is understandable, as the textbook aims at beginner level pupils who have insufficient language resource for more complex and freer activities.
4. The topic content of the textbook is relevant to pupils' lives and experience, and is usually based on the Vietnamese contexts.
5. The methodology assumed in the textbook is rather teacher-centred and cannot be considered as communicative because pupil work is highly controlled.
6. The pictures and artwork are likely to be attractive to young learners and provide a helpful context for modelling and practicing structures. It also provides learners with games to help them study and play at the same time in a relaxed environment. Thus, it has sufficient supporting resources to assist the teaching and learning process.
7. There are many in-service training seminars to assist teachers in teaching, but they all focus on teaching methodologies. There should be long-term programs for in-service training to focus on language proficiency, which is a weakness of most teachers.
8. Current English teaching and learning theories emphasize the implementation of a variety of approaches, not just PPP, as PPP has been criticized by many authors

Scrivener (1994), Willis (1994) and Woodward (1993) for fixing what needs to be taught and learnt. It means to some extent this approach limits learners from learning what they need to learn, but learning what has been fixed by the textbook. In addition, learner interaction in the classroom is considered extremely important (Allwright, 1984; Long, 1990), in order to help learners communicate in the target language; thus, the lack of these activities and tasks in the textbook may downgrade its value.

This chapter includes the researcher's personal description and evaluation of the textbook. In the next chapter we will examine teachers' and pupils' views of the textbook through their feedback in questionnaires and interviews. The results of their evaluation will then be backed up with analysis of classroom observations and pupil attainment in the first semester test.

Chapter 6: Teacher and Pupil Evaluation of *English 6:* Questionnaire and Interview Responses

6.0 Introduction

In this chapter, the teacher and pupil evaluation of ***English 6*** will be reported. Their evaluation of the textbook is reported in (6.1) questionnaire findings. The results of the interviews follow in section (6.2). This chapter also discusses the classroom observations (6.3) and pupil attainment (6.4). A conclusion on teacher and pupil evaluation concludes the chapter (6.5).

There were 22 teacher and 313 pupil participants from 8 different schools in this research study. Interviews were conducted with 8 teachers (one for each school) from the 22 who answered the questionnaire. Classroom observation was also conducted with 8 45-minute lessons in 8 different schools. The study results in the first semester (2011-12 school year) of 338 pupils were also collected for analysis.

6.1 Questionnaire Findings

The questionnaire findings from the teachers and pupils are presented separately under the following sub-headings.

6.1.1 Teachers

Data obtained from the questionnaire for teacher evaluation of ***English 6*** is summarized and presented as follows:

Overall evaluation

The questionnaire was administered to study the impact of the textbook on the teachers themselves; its suitability to the teaching and learning context and the language teaching and learning objectives; and whether it would be worth using again. The overall evaluation had 8 items and the results are shown in Table 6.1 below.

Table 6.1: Summary of the results of teachers' overall evaluation (N = 22)

	SD	D	NS	A	SA
1. The textbook helps me cover the syllabus.	0 (0%)	0 (0.0%)	1 (4.5%)	14 (63.6%)	7 (31.8%)
2. The textbook helps me save time and energy in preparing the lessons.	0 (0%)	1 (4.5%)	1 (4.5%)	10 (45.5%)	10 (45.5%)
3. The teacher's manual helps me prepare and conduct the lessons effectively.	0 (0%)	1 (4.5%)	6 (27.3%)	7 (31.8%)	8 (36.4%)
4. The textbook helps my pupils prepare for the tests.	0 (0%)	1 (4.5%)	6 (27.3%)	10 (45.5%)	5 (22.7%)
5. The textbook helps my pupils use English to communicate in basic situations.	0 (0%)	0 (0.0%)	4 (18.2%)	12 (54.5%)	6 27.3%)
6. The textbook is appropriate for language learning objectives.	0 (0%)	0 (0.0%)	4 (18.2%)	10 (45.5%)	8 (36.4%)
7. The textbook is suitable for the particular language teaching and learning context of my school.	1 (4.5%)	0 (0%)	9 (40.9%)	7 (31.8%)	5 (22.7%)
8. The textbook should be used again.	0 (0%)	0 (0.0%)	7 (31.8%)	9 (40.9%)	6 (27.3%)

* SD: Strongly disagree; D: Disagree; NS: Not sure; A: Agree; SA: Strongly agree

As can be seen in Table 6.1, the majority of the teachers showed their satisfaction with the textbook. They gave positive responses to most of the items from 68.2% to 95.4% with low percentages disagreeing. The least positive responses (54.5%) on item 7 with very high percentage of 'Not sure' (40.9%) may indicate that they are a bit skeptical about the suitability of the textbook to the context, or they may not know how well the textbook suits the context, or they do not know how to answer. One more aspect, which needs to be noticed, is that the percentages of 'Not sure' were very high for items 3, 4, 7 and 8. The reasons for this may be because they did not have enough knowledge or experience to respond to these items, or it may be because they do not want to give their opinions, or finally perhaps they are afraid to express their real opinions, or they may not care.

Organization and structure

Organization and structure were evaluated in two items and were among the items which were least positively evaluated by the teachers in the questionnaire. Table 6.2 below shows the teacher evaluation of the organization and structure of the textbook.

Table 6.2: Summary of teachers' evaluation of organization and structure (N = 22)

	SD	D	NS	A	SA
9. The textbook is well-organized.	1 (4.5%)	2 (9.1%)	4 (18.2%)	9 (40.9%)	6 (27.3%)
10. The lessons in the textbook are well-linked with each other.	0 (0%)	2 (9.1%)	8 (36.4%)	8 (36.4)	4 (18.2%)

* SD: Strongly disagree; D: Disagree; NS: Not sure; A: Agree; SA: Strongly agree

The results in Table 6.2 indicate that the teachers were quite positive. Only 13.6% disagreed on Item 9, saying they did not think the textbook was well organized. However, 36.4% answered 'Not sure' on Item 10, which may show that the teachers did not have enough confidence to respond to this quite complicated item, or perhaps the item was too difficult for them to respond to accurately.

Activities

Activities play an important role in language teaching and learning classrooms and have a direct effect on learners, in both positive and negative ways. If they are interesting and relevant, they will encourage and motivate learners to study, and vice-versa. In this evaluation, there were two items on the evaluation of activities and the results from the teachers are as follows:

Table 6.3: Summary of teachers' evaluation on activities and tasks (N = 22)

	SD	D	NS	A	SA
11. The difficulty of the activities and tasks is relevant at my students' level.	0 (0%)	2 (9.1%)	1 (4.5)	12 (54.5%)	7 (31.8%)
12. The amount of listening, speaking, reading and writing in tasks and activities is distributed appropriately.	1 (4.5%)	1 (4.5%)	9 (40.9%)	7 (31.8%)	4 (18.2%)

* SD: Strongly disagree; D: Disagree; NS: Not sure; A: Agree; SA: Strongly agree

The table shows that the appropriateness of the level of difficulty of activities received a very positive evaluation, with 86.3% of teachers agreeing. However, the respondents were somewhat less positive about the distribution of listening, speaking, reading and writing activities (50.0%), as 40.9% were not sure about the appropriateness of the distribution of the four skills in the textbook.

Vocabulary and grammar

As with activities, vocabulary and grammar are important elements in language teaching and learning. The most important question is that how they are best learnt in order to be remembered and recalled, so that learners can use them in communication. There are many approaches to vocabulary teaching and learning (e.g. Decarrico 2001 and Hunt & Beglar 2002) and grammar teaching and learning (e.g. explicit and implicit grammar teaching methods; deductive and inductive methods; grammar translation method; etc.). No single method of teaching and learning vocabulary and grammar is perfect for all learners (Cunningsworth, 1995; Larsen-Freeman, 2001; Mckay, 2002; Oxford, 2001; and Petrovitz, 1997). In this study with a very specific teaching and learning context (see 5.1 for more details), the researcher restricts the evaluation of vocabulary and grammar to the learners' needs and vocabulary and grammar sequencing. The four items about vocabulary and grammar in the questionnaire were designed to evaluate teachers' judgments of their appropriateness to student needs, and of their sequencing. The results are shown in Table 6.4 below.

Table 6.4: Summary of teachers' evaluation on vocabulary and grammar (N = 22)

	SD	D	NS	A	SA
13. The vocabulary corresponds to my pupils' needs.	0 (0%)	2 (9.1%)	4 (18.2%)	8 (36.4%)	8 (36.4%)
14. The grammar corresponds to my pupils' needs.	1 (4.5%)	0 (0%)	3 (13.6%)	10 (45.5%)	8 (36.4%)
15. The sequencing of the vocabulary is appropriate.	0 (0%)	1 (4.5%)	3 (13.6%)	12 (54.5%)	6 (27.3%)
16. The sequencing of the grammar is appropriate.	0 (0%)	1 (4.5%)	2 (9.1%)	14 (63.6%)	5 (22.7%)

* SD: Strongly disagree; D: Disagree; NS: Not sure; A: Agree; SA: Strongly agree

The results in the table show that the majority of the teachers evaluated all of the items positively, from 72.8% to 86.3%, combining both 'agree' and 'strongly agree' responses. These numbers are high for an evaluation of a textbook. In fact, they are surprisingly high, given that this textbook was written for all students across the entire country. The reason may be that the topics are familiar to pupils, so the vocabulary and grammar are relevant for pupils to talk about their daily lives or describe their surrounding environment.

Language level

Language level here means whether the language used in the textbook is at the students' level and whether students can read and understand the stories in the textbook. At the age of 12, they are considered to be young learners, and, at this is the initial stage of English learning, the language used should be fairly simple. The two items in the questionnaire refer to these characteristics.

Table 6.5: Summary of teachers' evaluation on language level (N = 22)

	SD	D	NS	A	SA
17. The language used in the textbook is at the right level for my students.	0 (0%)	0 (0.0%)	2 (9.1%)	10 (45.5%)	10 (45.5%)
18. Pupils can read and understand the stories in the textbook comfortably.	0 (0%)	0 (0.0%)	7 (31.8%)	10 (45.5%)	5 (22.7%)

* SD: Strongly disagree; D: Disagree; NS: Not sure; A: Agree; SA: Strongly agree

As can be seen in Table 6.5, the teachers strongly believed that the language used in the textbook was at the right level for their students (91.0%) without anyone disagreeing. However, 31.8% answered 'Not sure' for Item 18, which may indicate that many teachers were uncertain about how to respond to this item, possibly because they lacked knowledge of pupils' reading capabilities.

Supporting resources

Although the textbook has several supporting resources, there were a range of responses in respect of the quality of each resource. Table 6.6 below shows the responses of the teachers.

Table 6.6: Summary of teachers' evaluation on supporting resources (N = 22)

	SD	D	NS	A	SA
19. The student's workbook is easy to obtain.	0 (0%)	3 (13.6%)	3 (13.6%)	10 (45.5%)	6 (27.3%)
20. It is easy to get a photocopy of exercise worksheets for my students to do.	2 (9.1%)	0 (0%)	4 (18.2%)	12 (54.5%)	4 (18.2%)
21. The audio and visual materials (CDs, cassette tapes, visual aids, etc.) accompanying the textbook are easy to access.	2 (9.1%)	2 (9.1%)	4 (18.2%)	10 (45.5%)	4 (18.2%)
22. The teacher's book helps me save time and energy to prepare the lesson plans.	0 (0%)	2 (9.1%)	7 (31.8%)	9 (40.9%)	4 (18.2%)
23. The teacher's book contains clear and detailed instructions.	0 (0%)	0 (0.0%)	10 (45.5%)	6 (27.3%)	6 (27.3%)
24. The instructions in the teacher's book are easy to follow.	0 (0%)	1 (4.5%)	8 (36.4%)	7 (31.8%)	6 (27.3%)

* SD: Strongly disagree; D: Disagree; NS: Not sure; A: Agree; SA: Strongly agree

The table also shows that although the perception of the teachers was generally positive on most items, the proportion expressing agreement with the statements were lower than on other criteria. One aspect worth noticing is that the percentages for 'Not sure' were very high, especially items 22, 23 and 24. These numbers could mean that quite a few were not pleased with the teacher's manual, but were reluctant to express their dissatisfaction with it.

Practical considerations, physical appearance and content pages

The results of the survey show that the majority of the teachers were positive regarding most items on practical considerations, physical appearance and content pages. Table 6.7 below shows their evaluation.

Table 6.7: Summary of teachers' evaluation on practical considerations, physical appearance and content pages (N = 22)

	SD	D	NS	A	SA
25. The book is easy to obtain.	0 (0%)	1 (4.5%)	0 (0%)	8 (36.4%)	13 (59.1%)
26. The cover sheet is eye-catching with beautiful and colorful pictures.	2 (9.1%)	3 (13.6%)	5 (22.7%)	8 (36.4%)	4 (18.2%)
27. The book size is suitable to carry to school.	0 (0%)	1 (4.5%)	1 (4.5%)	10 (45.5%)	10 (45.5%)
28. The paper quality is good.	2 (9.1%)	1 (4.5%)	4 (18.2)	10 (45.4%)	5 (22.7%)
29. The textbook looks attractive.	1 (4.5%)	2 (9.1%)	5 (22.7%)	10 (45.5%)	4 (18.2%)
30. The aims and audience are clearly stated.	0 (0%)	1 (4.5%)	1 (4.5%)	8 (36.4%)	12 (54.5%
31. There is a clear overview of the content page (topics, functions, grammar, skills) for each lesson.	0 (0%)	1 (4.5%)	3 (13.6%)	6 (27.3%)	12 (54.5%)
32. The topics are interesting and suitable for my pupils.	0 (0%)	1 (4.5%)	8 (36.4)	9 (40.9%)	4 (18.2%)

* SD: Strongly disagree; D: Disagree; NS: Not sure; A: Agree; SA: Strongly agree

As we can see in the table, the least positive evaluation was in relation to the cover (54.6%) with the highest percentage of disagreement (22.7%), while the availability of the textbook was ranked highest at 95.5% expressing agreement. However, the teachers also gave very high percentages of 'Not sure' on Items 26, 29 and 32, indicating that they were not sure how to evaluate these areas or were reluctant to express an opinion. From these results, it can be seen that the textbook is accessible and its size suitable. It has clear statements on the aims and audience with a clear overview of content pages. However, the physical appearance seems not very attractive to the teachers.

Summary overview of teacher responses

The number of teacher participants in the questionnaire was not large, but they showed a fair degree of agreement regarding the textbook in their responses. A majority of the teachers were positive on most items in the questionnaire. However, they seemed skeptical and reluctant to respond on a small number of items, which led to high percentages responding 'Not sure'.

The number of pupil participants was much larger and their responses are presented below.

6.1.2 Pupils

A questionnaire was also given to 313 students in Year 6, in order to gain insights into how they regarded the textbook. The results are presented below.

Overall evaluation

Items in the overall evaluation for pupils were different from those for teachers, being simpler and more direct in wording and content. Table 6.8 below shows the results.

Table 6.8: Summary of pupils' overall evaluation (N = 313)

	SD	D	NS	A	SA
1. The knowledge introduced in the textbook meets my needs.	18 (5.8%)	16 (5.1%)	86 (27.5%)	103 (32.9%)	90 (28.8%)
2. The textbook helps me prepare for the tests.	8 (2.6%)	12 (3.8%)	52 (16.6%)	152 (48.6%)	89 (28.4%)
3. The textbook will help me pass the exam.	12 (3.8%)	20 (6.4%)	83 (26.5%)	91 (29.1%)	107 (34.2)
4. I can use English to communicate in basic situations.	15 (4.8%)	6 (1.9%)	44 (14.1%)	152 (48.6%)	96 (30.7%)
5. The textbook helps me build up my independent study abilities.	11 (3.5%)	12 (3.8%)	66 (21.2%)	118 (37.7%)	106 (33.9%)
6. The knowledge in the textbook is appropriate and close to my daily life.	8 (2.6%)	15 (4.8%)	60 (19.2%)	121 (38.7%)	109 (34.8%)
7. The book motivates me to continue learning English.	10 (3.2%)	12 (3.8%)	57 (18.2%)	135 (43.1%)	99 (31.6%)
8. The textbook should be used in future classes.	7 (2.2%)	15 (4.8%)	39 (12.5%)	140 (44.7%)	112 (35.8%)

* SD: Strongly disagree; D: Disagree; NS: Not sure; A: Agree; SA: Strongly agree

The table shows that pupils' overall evaluation of the textbook, though positive, was a bit less positive than teachers', ranging from 61.7% to 80.5%. The pupils gave higher percentages of negative responses than the teachers did. The percentages for 'Not sure' were also consistently high for most items. This is perhaps because pupils did not

understand the items sufficiently to answer them confidently. This is understandable as they are young beginner level learners of English.

Organization and Structure

Pupils were asked to evaluate the effect of the review lessons and the linkage between the topics of the units in the textbook shown in Table 6.9 below.

Table 6.9: Summary of pupils' evaluation on structure and organization (N = 313)

	SD	D	NS	A	SA
9. The review lessons help me look over the language material easily and logically.	4 (1.3%)	14 (4.5%)	34 (10.9%)	152 (48.6%)	109 (34.8%)
10. The topics of the lessons are linked appropriately.	8 (2.6%)	15 (4.8%)	59 (18.8%)	159 (50.8%)	72 (23.0%)

* SD: Strongly disagree; D: Disagree; NS: Not sure; A: Agree; SA: Strongly agree

The results from the table show that most respondents (83.4%) believed the review lessons were well-organized. Most also agreed that the topics of the lessons were linked appropriately, scoring at 73.8%, whilst the high percentage (18.8%) of 'Not sure' may again indicate that they did not understand the item or that it was beyond their knowledge. In short, the pupils were positive regarding the organization and structure of the textbook.

Activities

Whether a textbook is considered successful or not depends very much on the activities included in it. They help students practice for accuracy and fluency. The items in this section of the questionnaires asked pupils to assess the activities in relation to the four language skills in the textbook, the level of difficulty and the clarity of the instructions. The results are summarized in Table 6.10 below.

Table 6.10: Summary of pupils' evaluation of activities and tasks (N = 313)

	SD	D	NS	A	SA
11. The difficulty of the activities and tasks is relevant at my level.	20 (6.4%)	20 (6.4%)	75 (24.0%)	117 (37.4%)	81 (25.9%)
12. There is enough material for listening in this book.	12 (3.8%)	18 (5.8%)	72 (23.0%)	107 (34.2%)	104 (33.2%)
13. There is enough material for speaking in this book.	6 (1.9)	10 (3.2)	43 (13.7%)	194 (62.0%)	60 (19.2%)
14. There is enough material for reading in this book.	4 (1.3%)	7 (2.2%)	34 (10.9%)	171 (54.6%)	97 (31.0%)
15. There is enough material for writing in this book.	7 (2.2%)	18 (5.8%)	57 (18.2%)	141 (45.0%)	90 (28.8%)
16. The instructions in tasks and activities are clear enough for me to follow to fulfill them.	14 (4.5)	10 (3.2%)	34 (10.9%)	124 (39.6)	131 (41.9%)

* SD: Strongly disagree; D: Disagree; NS: Not sure; A: Agree; SA: Strongly agree

We can see that most pupils evaluated the activities in the textbook positively with 'Agree' to 'Strongly agree' responses, ranging from 63.3% to 85.6%. This may partly be because the textbook provides a large amount of listening, speaking and reading activities, under the headings: '*Listen and repeat'*, '*Listen and read', 'Listen and repeat. Then practice with a partner'*, etc. (see Table 5.2 for more details), which means the emphasis on each specific skill is clearly stated in the instruction for each activity. However, the percentages answering 'Not sure' were still high, especially for Items 11 and 12, suggesting that these items may have been too difficult for pupils to respond to, owing to their lack of knowledge. In short, it can be inferred from the results that the majority of pupils were satisfied with the activities in the textbook.

Vocabulary and grammar

There were two items for pupils to evaluate the usefulness of the vocabulary and grammar. The results are presented in Table 6.11 below.

Table 6.11: Summary of pupils' evaluation of vocabulary and grammar (N = 313)

	SD	D	NS	A	SA
17. The vocabulary introduced in this book is helpful to me.	8 (2.6%)	8 (2.6%)	72 (23.0%)	107 (34.2%)	118 (37.7%)
18. The grammar introduced in this book is helpful to me.	14 (4.5%)	10 (3.2%)	84 (26.8%)	116 (37.1%)	89 (28.4%)

* SD: Strongly disagree; D: Disagree; NS: Not sure; A: Agree; SA: Strongly agree

The content of the two items in this section is similar to that of the teachers' questionnaire. The pupils rated the usefulness of both the vocabulary and grammar elements a bit lower than the teachers had, at 71.9% and 65.5% agreement, respectively. Although the wording of the two items is clear, there were many 'Not sure' answers perhaps because pupils were unable or unwilling to answer these items confidently.

Language level

The two items in this section were the same as those in the teachers' questionnaire, in both content and wording. The pupils were asked whether the language used in the textbook was at their level and whether they could understand the texts easily. The results are summarized in Table 6.12 below.

Table 6.12: Summary of pupils' evaluation on language level (N = 313)

	SD	D	NS	A	SA
19. The language used in the textbook is at the right level for me.	4 (1.3%)	8 (2.6%)	46 (14.7%)	132 (42.2%)	123 (39.3%)
20. I can read and understand the stories in the textbook easily.	12 (3.8%)	15 (4.8%)	87 (27.8%)	105 (33.5%)	94 (30.0%)

* SD: Strongly disagree; D: Disagree; NS: Not sure; A: Agree; SA: Strongly agree

The results from both the teachers and pupils show that they mainly agreed about the language used in the textbook, answering that they thought it was quite suitable for pupils at their age and for the initial stage of English learning. The lower percentage of agreement in item 20 suggests that perhaps not all pupils could understand the texts easily. This is to be expected as a textbook should contain challenges to extend pupils' proficiency. We can also see in the table that many chose a 'Not sure' response which, again may be because the two items here were not easy for them to answer. In general, it most of the teachers and

pupils are satisfied with the language used in the textbook and identified that the challenges of the reading texts were at a suitable level.

Supporting resources

Pupil evaluation of the supporting resources was less positive than the teacher evaluation. Table 6.13 below reports the questionnaire responses of the pupils.

Table 6.13: Summary of pupils' evaluation on supporting resources (N = 313)

	SD	D	NS	A	SA
21. The accompanying student's workbook is easy to obtain.	10 (3.2%)	13 (4.2%)	61 (19.5%)	89 (28.4%)	140 (44.7%)
22. It is easy to get a photocopy of exercise worksheets for me to do.	16 (5.1%)	14 (4.5%)	72 (23.0%)	115 (36.7%)	96 (30.7%)
23. The accompanying audio and visual materials (CDs, cassette tapes, visual aids, etc.) are easy to access.	25 (8.0%)	20 (6.4%)	135 (43.1%)	96 (30.7%)	37 (11.8%)
24. The accompanying audio and visual materials are eye-catching and appropriate.	15 (4.8%)	38 (12.1 %)	106 (33.9%)	105 (33.5%)	49 (15.7%)

* SD: Strongly disagree; D: Disagree; NS: Not sure; A: Agree; SA: Strongly agree

The results in the table show that the availability and attractiveness of the supporting resources were negatively evaluated by the pupils, at 42.5% and 49.2% respectively. Very high percentages of 'Not sure' for the last two items (43.1% and 33.9%) from the pupils may show that they do not have enough knowledge, information, or confidence to give an opinion.

Practical considerations, physical appearance and content pages

There are nine items in this category, one item (on the price) more than in the evaluation form for teachers. Some items are also slightly different (instead of saying 'The textbook looks attractive', the item in the pupils' questionnaire says 'The organization (pictures, artwork, white space and font size) in the book is appropriate'. The results are shown in Table 6.14 below.

Table 6.14: Summary of pupils' evaluation on practical considerations, physical appearance and content pages (N = 313)

	SD	D	NS	A	SA
25. The book is easy to obtain.	5 (1.6%)	13 (4.2%)	20 (6.4%)	102 (32.6%)	173 (55.3%)
26 The price is reasonable.	7 (2.2%)	22 (7.0%)	63 (20.1%)	161 (51.4%)	60 (19.2%)
27. The cover sheet is eye-catching with beautiful and colorful pictures.	45 (14.4%)	54 (17.3%)	74 (23.6%)	121 (38.7%)	19 (6.1%)
28. The book size is suitable to carry.	3 (1.0%)	8 (2.6%)	24 (7.7%)	143 (45.7%)	135 (43.1%)
29. The paper quality is good.	30 (9.6%)	36 (11.5%)	76 (24.3%)	115 (36.7%)	56 (17.9%)
30. The organization (pictures, artwork, white space and font size) in the book is appropriate.	28 (8.9%)	42 (13.4%)	46 (14.7%)	137 (43.8%)	60 (19.2%)
31. The aims and audience are clearly stated.	7 (2.2%)	14 (4.5%)	30 (9.6%)	171 (54.6%)	91 (29.1%)
32. There is a clear overview of content page (topics, functions, grammar, and skills) for each lesson.	2 (0.6%)	12 (3.8%)	36 (11.5%)	133 (42.5%)	130 (41.5%)
33. The topics are interesting and suitable for me.	20 (6.4%)	10 (3.2%)	56 (17.9%)	189 (60.4%)	38 (12.1%)

* SD: Strongly disagree; D: Disagree; NS: Not sure; A: Agree; SA: Strongly agree

The results from Table 6.14 show that the majority of the respondents were positive for most of the items with similar scores to those of teachers' in terms of percentage. One thing worth noting about the pupils' evaluation is that it was slightly less positive than the teachers' responses regarding practical considerations and physical appearance. In particular, the item related to the attractiveness of the cover received negative responses from the pupils, at 31.7% disagreement. Together with 23.6% of 'Not sure' on this item, it can be said that many pupils are not entirely pleased with the cover. Their perception of the quality of the paper is similar to that of the cover sheet with 54.6% agreeing that it was of good quality.

Summary overview of pupil responses

The pupils' responses showed that the majority of respondents were positive on most of the items. The only items they negatively evaluated were the attractiveness of the cover

pages and the attractiveness and availability of the supporting resources. Similar to the teachers' responses, there were some items for which the response 'Not sure' was high, perhaps because these were difficult for pupils to answer.

6.1.3 Summary of questionnaire findings

As we have seen, questionnaire findings from the teachers and pupils show that their perception of the textbook was mostly positive and quite similar. They both evaluated the availability and size of the textbook positively. However, the teachers seem to be a bit less positive on the organization and structure, and on the activities, especially on the link between the units, and the distribution of the four language skills. While the teachers expressed a less positive evaluation of the content, the pupils gave somewhat negative responses on the physical appearance of the textbook and supporting resources.

Fairly substantial high percentages of 'Not sure' responses were given for many items. For the teachers, the reason may be that they were unwilling to express their opinions or afraid that bad things may happen if they made negative points about the textbook. For the pupils, it may be because they lacked sufficient knowledge to answer confidently, or because they did not take the questionnaire seriously.

Questionnaires have their limitations (see 4.6.1 for more details). In this research we can see the following limitations: (1) They were based on a Likert-scale, so the respondents could only follow the given options; (2) The respondents may not have had enough knowledge to answer all of the items; (3) They may have tried to please the researcher by giving positive responses; (4) They may have wanted to give a positive image of the textbook they were using; (5) They may have feared that consequences might result from their responses. Because of these limitations, I therefore decided to carry out follow-up interviews with some of the teacher respondents, which are discussed below.

6.2 Interview Findings

The 8 semi-structured interviews were conducted with 8 teachers at different schools. The questions in the interviews were based on similar evaluation criteria to those used in the questionnaire. The results are summarized and presented below.

6.2.1 Overall evaluation

In parallel with the data collected from the questionnaire, the interviews with teachers confirmed that the textbook helped them cover the syllabus and saved a lot of time in preparing the lessons in theory.

- '*I just follow the textbook, section by section, to carry out the lesson. I do not need to prepare much for the lesson*.' (ET), one teacher said.

Another added,

- '*As the guideline is detailed and rigid, all I need to do is follow it strictly to make sure I cover all the requirements.*' (ET)

Three of the teachers agreed that it helped them save time and energy in conducting the lesson.

When the teachers were asked to assess the impact of the textbook on pupils, most stated that, although the textbook helped pupils in the tests, the lessons in it were not very interesting, with too much focus on controlled practice. The following statements were heard from the interviewees.

- '*The textbook helps pupils review grammar and structure well. However, not much free speaking and writing activities or tasks are given for pupils to practice using the language*.'
- '*It focuses much on vocabulary and grammar and structure, so the speaking and writing skills are not paid proper attention. This leads to weaknesses in using the language.*' (ET)

In relation to helping pupils communicate in basic situations, the teachers' interview responses were somewhat negative. They thought that the textbook did not help their pupils develop communicative abilities. One teacher from the provincial capital city said,

> **Cang**: '*Do you think that pupils can use the knowledge in the textbook in real communication?*'
> **Teacher Minh**: '*In real situations I cannot assess pupils' applicability of English to their real life as there is no environment*.' (ET)

Two other teachers remarked as follows,

> **Cang**: '*Do you think pupils can apply the knowledge from the textbook to real life conversations?*'
> **Teacher Ruc**: '*Only about 10% to 15% of pupils can apply what they have learnt to their communication when they have a chance*.' (ET)
> **Cang**: '*Do you think pupils can use English in real communication?*'
> **Teacher An**: '*The language in the textbook does not help pupils to feel confident to use English in communication.*' (ET)

However, it is not easy for any textbook to help beginners use the target language in communication as they have limited linguistic resources (vocabulary, grammar, etc.).

In general, the textbook and its supporting resources helped teachers undertake the following:

- Cover the syllabus;
- Prepare pupils for the test; and
- Save time in preparing for lessons.

But they did not help much in making learning interesting. However, in my opinion the main responsibility of making learning interesting lies on teachers and how they exploit the textbook. Textbooks cannot be held responsible, or only partly.

6.2.2 Organization and structure

The number of teachers who agreed that the organization and structure was effective was a bit lower than in the questionnaire. Only two of the teachers interviewed considered the organization of the textbook to be acceptable, the other six claimed that the units were uneven in that some covered more vocabulary and grammar than others. For example, Unit 1 had 3 grammar points, Unit 7 had 2 grammar points, Unit 3 had 6 grammar points and Unit 5 had 6 grammar points. Similarly, Units 1 and 13 had about 10 new words each, while Units 6, 8, 9 10 had more than 30 each. The following claims were heard in the interviews:

- '*Some sections are so long; with a lot of vocabulary and grammatical knowledge that we cannot teach in one period; some are too short to teach in one period*.'
- '*Sometimes, there are many repetitions during the sections in the textbook. In some sections, there are two or three listening activities at the beginning or two reading activities close together; all of these make pupils feel bored.*' (ET)

In Unit 5, Section C there are three continuous 'Listen and repeat' activities, three in Unit 7 Section 3, two in Unit 2 Section B, two in Unit 2 Section C, and so on. There are also some sections with 3 or 4 discontinuous listening activities in 5 or 6 activities (4 listening in 7 activities in Unit 5 Section A, 3 listening in 7 activities in Unit 7 Section A, etc.). We find 3 continuous reading texts in 3 activities in Unit 15 Section B, 2 in Unit 7 Section B, and so on.

It would seem then, that some teachers are not very satisfied with the organization and structure of the textbook because they had to work hard in some units and had little to do for others, making difficult to manage time constraints, in the first instance, or generate enough supplementary activities to fill classroom time, in the second.

6.2.3 Activities

The interview data on the level of difficulty of the activities was similar to the questionnaire results. When asked, the majority of teachers thought most of the activities were suitable for their pupils.

> **Cang:** '*Are the activities and tasks in the textbook suitable for your pupils?'*
>
> **Teacher Dung**: '*Most of the activities and tasks in the textbook are repetitions and substitutions, so my pupils can perform them without difficulty*.' (ET)
>
> **Cang**: '*Do you think your pupils can do most of the activities and tasks in the textbook?'*
> **Teacher Ich**: *'I think most of the activities and tasks are simple, they are even not challenging enough for good pupils.'* (ET)

However, they argued that the activities did not greatly help learners develop the four language skills equally because they mostly focused on grammar, structures, vocabulary and reading, with few focusing on productive skills (speaking and writing). The following statements were made by teachers An, Dung and Tuan:

> **Cang**: *'What do you think about the distribution of the four language skills? Do you think the textbook has any problems with this?'*
> **Teacher An**: '*I do not think that there are big problems with the textbook, but I think the development of four language skills in the activities and tasks is not clear.*' (ET)
> **Cang**: *'Is the distribution of the four skills in the textbook good, according to you?'*
> **Teacher Dung**: '*I do not think it is good. To me,* s*peaking and writing seem to be ignored*. *There are very few writing activities in the textbook and speaking, there are many speaking activities but they are just repeating activities, like listen and repeat the conversation or practice a given conversation with a partner.*' (ET)
> **Cang**: *In your opinion, are there any problems with the distribution of the four language skills in the textbook?'*
> **Teacher Tuan**: '*The distribution is ok; there are fewer writing activities than those of other skills. However, I think* s*ometimes there is a mismatch between the title of activities and their focus that causes confusion to teachers.*' (ET)

From the two sources of data collected we can see that the majority of activities were considered to be at an appropriate level of difficulty for pupils. However, according to the respondents, the distribution of the four language skills in the textbook was not appropriate.

6.2.4 Vocabulary and grammar

The responses to questions about the vocabulary and grammar were positive and in agreement with the results of the questionnaire survey. Although the teachers came from schools in different areas (provincial capital cities and remote villages), they stated that the vocabulary and grammar were relevant to their pupils' lives and their pupils were able to apply them to describe what happened around them. Their responses were as follows:

> **Cang:** '*Are the vocabulary and grammar relevant to help your pupils to talk about their daily life?'*
> **Teacher An**: '*The vocabulary and grammar are about schools, daily activities, family, environment, etc., so I think they are familiar to most pupils at this age.*' (ET).
> **Cang**: *'Do you think the vocabulary and grammar in the textbook are helpful for your pupils to talk about their daily life?'*
> **Teacher Phuong**: '*The good thing about the textbook is that it has familiar topics with useful vocabulary and grammar to describe them*.' (ET).

However, they also stated that the opportunities for their pupils to use English were very limited, as there was almost no English language environment outside of the classroom which they could access. When asked, teacher Minh said,

> **Cang**: *'What do you think about the vocabulary and grammar? Are they well-presented and distributed among the units in the textbook?'*
> **Teacher Minh**: '*The vocabulary and grammar are appropriate, but the amount is not distributed equally. Some parts have too much vocabulary and grammar and some have too little*.' (ET)

In general, the data in both the questionnaires and interviews indicate that the vocabulary and grammar content, and their progression in the textbook, were seen as relevant and appropriate to their students.

6.2.5 Language level

The majority of the interviewees agreed that the language level in the textbook was suitable for their pupils. For example, teachers said the following:

> **Cang**: '*Is the language in the textbook simple enough for your pupils to understand?*'
> **Teacher Ich**: '*The language used in the textbook is not difficult, but the pupils are not at the same level. For some pupils, both the instructions and the stories are understandable, for the others they are difficult to be understood.*' (ET)
> ***Cang**: 'What do you think about the language used in the textbook? Is it at your pupils' level or is it difficult for your pupils to understand?'*

> **Teacher An**: *'I think the language is simple. However, not all my pupils can understand it. I think about two-thirds of them can understand without difficulty and the rest are still struggling with understanding the texts.'* (ET)

It is clear that no textbooks can fit all students' language level, as this varies, depending on their background and aptitude. The language level in a textbook, however, should be at the level defined by the MoET. We can see from the data that the language level in the textbook appears to be suitable for most pupils.

6.2.6 Supporting resources

Asked about the supporting resources in the interviews, 3 teachers expressed dissatisfaction with them. When asked, teacher Phuong said,

> **Cang:** *What do you think about the supporting resources? Are they good enough to support the teaching and learning process?*
> **Teacher Phuong**: '*The quality of the audio-visual materials is not good. The teacher's manual is okay although teachers cannot follow it all the time*' (ET).

Other teachers, agreeing with this evaluation, did not think that the teacher's manual helped them much in their teaching. Some other comments from the teachers about the supporting resources were as follows:

> **Cang**: *Are the supporting resources helpful for the teaching and learning process?*
> **Teacher Ich**: *'Personally, I think the teacher's manual does not actually help me in my teaching although the other kinds of supporting resources are alright.'*(ET)
> **Cang**: *What do you think about the supporting resources such as the recordings, set of pictures and teacher's manual? Are they helpful?*
> **Teacher Minh**: *'The teacher's manual only gives very general instructions. It does not specify the requirements issued by the authority body. The student's workbook does not have any test formats for pupils to practice.'* (ET)
> **Cang**: *Do you think the supporting resources are helpful?*
> **Teacher Tuan**: *'I think that the set of pictures is good, but the teacher's manual is not as good as teachers' expectation. The sound from the cassette is very bad. It is unclear, with Vietnamese speakers of English being the voice most of the time.*' (ET)

Combining the data from the survey and interviews presented above, we can see that some interviewees thought that the quality of these resources was not sufficient for the teacher. Personally, I quite agree with this opinion, as the available supporting resources do not help teachers much in their teaching.

6.2.7 Practical considerations, physical appearance and content pages

The data collected in the interviews supported the questionnaire results, as 7 out of 8 teachers were positive about its size and availability. Two commented,

- '*Its size is suitable for pupils to bring to school and it is available in bookstores.*'
- '*It is the same size as other textbooks, so it is suitable for pupils to bring to school*.' (ET).

However, one teacher said,

- '*It needs to be bigger*' (ET).

Although more than half of the teachers in the questionnaire agreed on the attractiveness of the cover page and paper quality, they stated in the interviews that they wanted better quality paper and livelier pictures related to English speaking countries on the cover page. One said,

> '*It needs supplementing with real pictures related to foreign cultures such as the Statue of Liberty in America*' (ET).

Two of the teachers thought that the content pages should be more detailed to help enable pupils to study by themselves. Teacher An offered this response,

> **Cang:** *Are the content pages of the textbook clear enough for pupils to follow?*
> **Teacher An:** '*It includes nearly everything needed but it is very general. It should be more detailed to help not only teachers but also pupils to study by themselves*' (ET).

This is quite similar to the results from the questionnaire. Although more than 50% of the teachers in the questionnaire agreed that the topics in the textbook were interesting and familiar, five stated that some topics were not interesting to pupils. Only two thought they were and the remaining one said they were satisfactory. These statements seem to be believable, as ***English 6*** is used for pupils nationwide, from big cities to remote areas, where there are a lot of ethnic minority pupils, who are not so skilled in the Vietnamese language.

6.2.8 Summary of interview findings

From the above analysis, we can see that the results of the interviews mainly coincided with and support the questionnaire responses. The teachers were able to expand in more detail on responses in the questionnaires, especially when not entirely pleased with the textbook.

They also thought the teacher's manual was helpful but not as good as they expected. The practical considerations, physical appearance and content pages did not seem to draw much comment from the teachers, so teachers seem to be generally favorable about these aspects.

At this point we should note that, like questionnaires, interviews have limitations (see 4.4.2 for more details). In particular, interviewees may give responses to please the researcher or present themselves in a positive light. They may also be reluctant to express their true opinion to an outside researcher. The teachers' views expressed in these interviews, therefore, should be interpreted cautiously. However, they seem to have a generally positive view of the textbook, with some reservations about the distribution of language skills through the book, and the lack of guidance in the teacher's manual.

6.3 Classroom Observation

Classroom observation is a means for increasing the reliability of the textbook evaluation. The aims were to answer the following questions:

(1) To what extent do teachers rely on the textbook in teaching classes, adapt it or supplement it?
(2) What language do teachers and students use in the classroom?
(3) What methodologies do teachers use and to what extent are they influenced by the teacher's manual?

6.3.1 Details of classes observed and methods of observation

The observations in this study were accompanied by field-notes. A classroom observation sheet (see Appendix 9) and a guideline for observers (see Appendix 10) were designed to help observers to take field-notes (see Chapter 4 for more details). The classroom information sheet includes four entries described in Table 6.15 below.

Table 6.15: Classroom observation checklist entries

Entry	Detailed information
General information	Teacher's name, class name, school, number of students, date, topics of the lesson and aim(s) of the lesson
Classroom physical conditions	Size, seating arrangement, lighting and teaching and learning equipment
Teaching and learning procedures	Time, stage, tasks/activities, teacher's activities, students' activities, material used and comments
Summary	Observer's opinion on the lesson observed

A total of eight 45-minute lessons at eight different junior secondary schools were observed. Each lesson was observed by the researcher and two other teachers of English at each school (see 4.4.2 for more details). All observed lessons were audio-recorded. Details of the lessons observed are given in Table 6.16 below.

Table 6.16: General information about the observed lessons

Lesson	School	Teacher	Experience in years	Name of Lesson
1	A	Bao	6	Lesson 11, Part B: At the canteen
2	B	Em	9	Lesson 10, Part B: Food and drink
3	C	Gam	9	Lesson 11, Part A: At the store
4	D	Giang	13	Lesson 10, Part B: Food and drink
5	E	Nghia	12	Lesson 10, Part B: Food and drink
6	F	Quoc	9	Lesson 11, Part B: At the canteen
7	G	Suong	16	Lesson 11, Part B: At the canteen
8	H	Ung	16	Lesson 10, Part A: How do you feel?

Most of the classrooms observed were similar in physical terms. Each classroom was about 5m x 7m. There was a desk and a chair for the teacher, located near the chalkboard. Two or four rows with six lines of tables and chairs were arranged in each classroom. There were

no other props to assist teaching and learning (computer, OHP, video, etc.) in the classrooms. If teachers wanted to use a cassette player, they had to take it from the school library or the teaching staff room. Two or four pupils shared a table and sat facing the chalkboard. There was one lesson conducted in a language laboratory, which was similar to other classrooms except that it had a big screen and a computer. The number of pupils in each class varied according to the area. In cities, there were up to 50 pupils in one class, but in rural areas there were some classes with fewer than 30 pupils. The classrooms were overcrowded when there were more than 30 pupils present. The number of pupils in the observed classes varied (see Table 4.4 for more details). Due to the number of pupils and the layout of the classroom, it was not easy to organize group work.

6.3.2 Question 1: *To what extent did the teachers rely on the textbook in teaching classes, adapt it or supplement it?*

Lesson observation showed that the majority of the teachers (6 out of 8) followed the textbook step-by-step with little modification. Teachers only adapted two activities in the 8 lessons (Activity 2 in Lesson 1 and Activity 2 in Lesson 8). They were more adaptable in extending the activities to the freer ones (production) in which the pupils were not controlled by the textbook.

For example, in Activity 2 – Lesson 1 (Unit 11; Part B: At the canteen), the instruction is 'Listen and practice. Then practice the dialogue with a partner'. After conducting the lesson as instructed, the teacher extended the practice by asking the pupils to work in pairs to practice the dialogue, in which one pupil chose their food and drinks, while the other worked out the price. Some pairs performed their own conversations.

In Activity 2 - Lesson 8 (Unit 10: Part A: How do you feel?), after asking pupils to work with a partner and answer questions about the people in the pictures in Activity 1, the teacher asked the pupils to work in groups of three, taking turns to do a task in which one mimed a situation while the other two asked and answered what the pupil miming the situation meant. Finally, some groups were invited to perform in front of the class. Additional free practice is good, in my opinion, because it can help pupils feel more confident in speaking English. Moreover, choosing their favorite, food with real prices,

may help pupils feel more motivated to use English in their daily activities. This may also help them remember the vocabulary better.

In the remaining 5 lessons, the teachers followed strictly what was instructed in each activity. Lesson 4 (Unit 10; Part B: Food and drink), described below, is a typical example.

Lesson 4: Unit 10: Staying healthy – Part B: Food and drink

Activity 1: Listen and repeat (p. 108-9) (14 minutes)

Introduction

The teacher used Vietnamese to make a link between the previous lesson and the new lesson then wrote the name of the new lesson on the chalkboard. He then asked two pupils to name the food and drinks they usually consumed in Vietnamese. The use of L1 here is necessary because pupils do not know the names of food or drinks in English.

He then asked the class to look at page 108 in the textbook and give the names of food and drink items in the pictures in Vietnamese. After obtaining Vietnamese equivalents for all the food and drinks given in the pictures, the teacher played the cassette and asked the pupils to repeat, as required in Activity 1. He asked four pupils to read aloud some of the food and drinks mentioned in the book, and corrected their pronunciation, where necessary.

He moved to 'Now practice with a partner' section, using Vietnamese to explain to the pupils how to use 'would like' as follows.

> *''Would like' is used in polite invitations'. 'What would you like?' dùng để mời ai đó ăn hoặc uống gì đó, còn 'I'd like ...' dung để yêu cầu hay đề nghị món ăn hoặc thức uống mình muốn. I'd là hình thức viết tắt của I would. Ví dụ bạn mình hoặc là bồi bàn hỏi 'What would you like?', chúng ta có thể trả lời 'I'd like some water.', hoặc 'I'd like an orange.'*
>
> [English translation]
>
> ['*What would you like?' is used to invite someone to eat or drink something and 'I'd like ...' is used to request the food or drink someone wants. 'I'd' is the short form of 'I would'. For example, our friend or a waiter says 'What would you like?' We can say 'I'd like some water.' or 'I'd like an orange.']*

After explaining the use of 'would like', he read the conversation on page 109 aloud and asked one pupil to perform the conversation with him, and then two other pupils to perform it again, before asking the pupils to carry out the dialogue in pairs, using the food and drink from the given pictures.

Practice

The pupils practiced the conversation in pairs, then some were asked to perform in front of the class.

Activity 2: Listen and repeat. Then practice in pairs. (p. 109) (12 minutes)

Introduction

The teacher moved to Activity 2, explaining the situation of the dialogue and introducing new words using some prepared pictures. He then explained the uses of 'some' and 'any' with some further examples. Below are some extracts from the lesson recorded.

> *'Some' và 'any' được dùng trước danh từ không đếm được hoặc danh từ số nhiều, ví dụ nhu some milk, any milk hoặc là some bananas, any bananas. 'Some' được dùng trong câu khẳng định còn 'any' được dùng trong câu phủ định và câu hỏi. Ví dụ chúng ta nói 'There is some milk in the fridge.', nhưng chúng ta phải nói 'There isn't any milk in the fridge.', hoặc 'Is there any milk in the fridge?'. Ví dụ thứ 2, chúng ta nói 'There are some books on the table.' Nhưng khi nói ở phủ định, chúng ta phải nói 'There aren't any books on the table.' và câu hỏi la 'Are there any books on the table?'*
>
> [English translation]
>
> *['Some' and 'any' are used before a plural or uncountable noun, for example: some milk or any milk; some bananas or any bananas. 'Some' is used in affirmative and 'any' is used in negative and interrogative. For example, we say, 'There is some milk in the fridge.', but we say, 'There isn't any milk in the fridge.', or 'Is there any milk in the fridge?'. For a second example, we say, 'There are some books on the table.', but in the negative we must say, 'There aren't any books on the table.' or in interrogative, 'Are there any books on the table?']*

The teacher played the cassette and asked the pupils to repeat the conversation twice and then asked the pupils to practice the dialogue in pairs.

Practice

The pupils practiced the conversation in pairs and then some pairs performed in front of the class with the teacher's feedback on pronunciation and intonation.

Activity 3: Ask and answer. (p. 109) (8 minutes)

Introduction

The teacher modeled the questions and answers as required by the activity, and asked the pupils to work in pairs to practice asking and answering using, 'Is there any …?' or 'Are there any …?'

Practice

The pupils practiced asking and answering in pairs. Some pairs performed in front of the class with the teacher's feedback on pronunciation and intonation.

The lesson descriptions above show that the teacher moved from activity to activity as instructed by the textbook. The reliance on the textbook seems to be a necessity for most teachers, as the framework from the MoET is very rigid and the English teaching and learning resources in the Mekong Delta are limited. Moreover, the time limitation for each unit and teachers' English proficiency also prevent teachers from extending the lesson or supplementing it with additional material.

6.3.3 Question 2: *What language did the teachers and pupils use in the classroom?*

Lesson observation showed that the teachers tended to use the target language (English) for classroom orders (e.g. 'Work with your partner.', 'Practice the dialogue you're your partner.', 'Read the dialogue again.', etc.

And they used Vietnamese to:

- explain contexts in introduction (if any)
- explain vocabulary and grammar
- translate complex instructions for practice (e.g. in giving instruction for free practice in Activity 2 - Lesson 8 (Unit 10: Part A: How do you feel?), the teacher said as follows:

'Now, you work in groups of three, one mines a state and the other two ask and answer using the structures in Activity 2.'

[Vietnamese translation]

['Bây giờ các em làm việc theo nhóm 3 người. Một người dùng động tác để diễn đạt một trạng thái nào đó, hai người còn lại hỏi và trả lời, sử dụng những cấu trúc vừa học trong hoạt động số 2.']

The teachers also used English first and Vietnamese next for explanations. For example, in Lesson 4 – Activity 1, the teacher explained the structure 'would like', saying '*'would like' is used in polite invitations',* and then switched to Vietnamese, saying ''*would like'* ……..' (see 6.3.2 for more details). He also did the same when explaining the structures '*Is there any* …?' and '*Are there any* …?'. This code-switching is understandable as the pupils were beginners in English. In fact, the use of code-switching in this situation is necessary to make sure that pupils can understand what they are required to do. But, if it is overused, there is a risk that pupils will not pay attention when teachers speak English.

When pupils worked together, they used English to practice the dialogues in the textbook.

Teacher and pupil talking time during lessons varied. In introduction, the teachers talked most of the time to introduce language material and explain grammar or meanings of vocabulary, so teacher talking time was about 90%. During practice, pupils worked with each other and talked most of the time (more than 90%).

In general, the teacher talk was roughly about 20% English in classroom orders and simple instruction activities (e.g. 'work in pairs to practice the dialogue', 'write in your books', etc.); 60% to 70% English, then a Vietnamese translation later, and about 10% to 20% Vietnamese. Code-switching was mostly used by the teachers when they explained grammar and gave examples to illustrate the grammar points. It is, according to me, quite acceptable, as the learners here are at the beginner level.

6.3.4 Question 3: *What methodologies did the teachers use and to what extent were they influenced by the teacher's manual?*

The observed lessons were to be teacher-centered in that the teachers were active in the lessons (introducing language material, explaining grammar and meanings of words, etc.), while the pupils were mainly passive. They made little contribution to the lesson and mostly followed the teacher requests.

The teachers tended to follow a presentation, practice and production (PPP) type of approach, though only two production stages were observed in the 8 lessons.

The teachers did not elicit contributions from the pupils very effectively and did not give the pupils much time to think or discuss with others. For example, in Lesson 3: (Unit 11: What do you eat? Part A: At the store), the teacher elicited responses at the beginning of the lesson by asking the pupils to answer individually the following questions in Vietnamese:

'Em có bao giờ đi chợ mua đồ gì chưa?'
'Em đã mua những gì?'
[English translation]
['Have you ever been shopping?'
'What did you buy?']

It might have been more effective and interesting, in my opinion, if the teacher asked the pupils some follow-up questions such as '*What did the seller say and what did you say?*' in L1.

The use of pair work was mostly limited to controlled practice where pupils are asked to work in pairs by the textbook. Lesson 3 described below is a typical example.

Lesson 3: Unit 11: What do you eat? Part A: At the store

Activity 1a: Listen and repeat. Then practice with a partner (p. 114). (10 minutes)

Introduction

Here, the teacher began the lesson by asking the pupils some questions related to shopping and asked some pupils to answer in Vietnamese.

The teachers introduced the new lesson in Vietnamese and wrote the lesson title on the board. Then he asked the pupils to look at the picture on page 114 and name things and people in the picture in Vietnamese, after which he provided equivalent English lexical items. He also read the new words, asked the whole class to repeat them, and then asked some pupils to read the vocabulary aloud while he corrected their pronunciation.

He introduced the context of the dialogue, played the cassette and asked pupils to repeat it two times. After repeating the dialogue, the pupils were asked to practice it in pairs with their partners.

Practice

The pupils practiced the dialogue in pairs, then some pairs performed it in front of the class, followed by the teacher's feedback on their pronunciation and intonation.

Activity 1b: Listen and repeat. Then practice the dialogue using these words (p. 115). (12 minutes)

Introduction

The teacher pointed at the pictures on page 115 one-by-one and asked the pupils for the Vietnamese equivalents. Then the pupils were asked to listen and repeat after the recording. The teacher next checked the pronunciation of the new words by asking some pupils to read them aloud.

The teacher then asked the pupils to practice the dialogue again using the new words in pairs.

Practice

The pupils practiced the dialogue in pairs and then the teacher asked some pairs to perform in front of the class. Afterwards he gave some feedback on pupils' pronunciation.

The lessons observed also indicated that the teachers followed the teacher's manual most of the time. They turned the general instructions into more specific ones for their teaching, especially, in the introduction and practice of each activity. For example, given below are the instructions in the teacher's manual for two Activities (Activity 1, Lesson 4 'Listen and repeat. Practice with a partner' and Activity 2, Lesson 8 'Work with a partner. Describe the people in the pictures') illustrating that the teachers strictly followed the teacher's manual.

Table 6.17: Extract from Teacher's Manual, (Source: Nguyen, *at al*., 2001: 101-02,) [English translation]

In Activity 1, Lesson 4, it says,

> Listen and repeat:
>
> Teachers use pictures or real objects to introduce the words about food and drink in the activity.
>
> Students listen and repeat the vocabulary.
>
> Teachers use vocabulary teaching techniques (e.g. name the objects in the pictures, match the words with the correct pictures, etc.) to check students' understanding of the vocabulary.
>
> Practice with a partner
>
> Teachers explain the situation of the conversation to students, then ask them to listen and repeat then ask them to work in pairs, using the vocabulary in activity 1.
>
> Teachers carry out the practice in the order: Teachers model the practice, ask students to work in pairs, check their performance and correct mistakes.
>
> (Teacher's manual: 101-2, English translation)

Table 6.18: Extract from Teacher's Manual, (Source: Nguyen, *at al*., 2001: 98) [English translation]

In activity 2, Lesson 8, the teacher's manual says,

> Teachers explain the requirements of the activity: describing the pictures with the questions 'How does he/she feel?' Or 'How do they feel?'
>
> Teachers ask students to work in pairs, asking and answering about the picture in Activity 1.
>
> Teachers ask some pairs to perform in front of the class.
>
> (Teacher's manual: 98, English translation)

In adopting a PPP type of approach the teachers appeared to be guided by the teacher's manual and training seminars. However, there was little free practice, perhaps because the

teachers did not feel confident in using English, and perhaps because the class time was limited, or they did not want to lose control of the class.

6.3.5. Summary of classroom observation

Lesson observation showed that the teachers followed the textbook very closely with little attempt to adapt it to the specific situation. Pupil use of the target language was quite limited, and mainly found in the controlled dialogues of the textbook.

The teachers mainly focused on accuracy of language use, perhaps because they wanted their pupils to do well in the tests which focus strongly on grammar, structure, vocabulary and reading (see 6.4 for more details).

The limitations of teaching cannot be attributed entirely to the textbook but lie rather in teachers' limited English language proficiency, weak understanding of methodological techniques, and the lack of resources. The textbook can be seen as giving support and structure to the teacher's work.

However, classroom observation, like other research methods, has limitations. In this case, observation was only of single lessons not a sequence, and teachers had been given notice that they were going to be observed and thus had time to prepare. In these respects, the lessons observed may not have been entirely typical. There is also the observer's paradox: it is possible that the teacher and pupils changed their behavior due to being observed. The lessons observed were not video-recorded as this is not normal in this context and both teachers and students would react differently. For this reason, only audio-recording was carried out, but students' talk may have been missed because there was only one recorder on the teacher desk. So though observation was useful, it may have not been entirely reliable, and needs to be interpreted cautiously.

6.4 Pupil Attainment and the Textbook

Pupil attainment may be a very indirect indicator of the effectiveness of the textbook, it is only indirect because, of course, attainment is influenced by many factors beyond the textbook. Nevertheless, it may be useful to briefly examine student attainment as measured by scores on the end of the first semester (2011-12).

There are four types of tests conducted in every school term (the oral test, the 15-minute test, the 45-minute test and the end-of-term test). The oral test is conducted at the beginning of every lesson. According to the '*Material for Fostering Junior High School Teachers of English: Innovation in teaching methodology and testing high school students in English'* used for in-service training, this test should focus on speaking skills and is conducted in the form of conversations between a student and a teacher or two students. The 15-minute test is conducted twice every term by the class teacher and its content is decided by the teacher and focuses on one among three skills (listening, reading and writing). The 45-minute one is conducted twice per semester and the other once a semester.

There is no rigid regulation on the format of the 45-minute tests and end-of-term test (60 minutes). However, both have a similar format and tend to assess what is called 'language focus', including grammar, structures and vocabulary, alongside reading; and a small amount of writing. Multiple-choice items are the most common type for testing grammar, structure and vocabulary with various item types of the reading sub-test.

Both of the 45-minute and end-of term test papers are constructed by a committee set up by the head of the Division of Education and Training of each district (usually consisting of teachers from different schools in the district). The test content must reflect what is in the textbook. These tests are administered formally and marked under the supervision of the school head teachers, not the class teachers, which means the school head teachers assign teachers to mark the tests in such a way that teachers do not mark the classes they are teaching. Students' answer sheets are also anonymized, to ensure that teachers mark the test fairly.

Scores in the tests range from 0 to a maximum of 10. A score of 5 or above is considered satisfactory and sufficient for students to move to a higher class. The average of each school subject, (e.g. English, Math, etc.), is calculated based on the following formulas.

$$\frac{\text{Oral test} + \text{15 minute test} + (\text{45 minute test}) \text{ x } 2}{N} =$$

$$\frac{(\text{Regular test average}) \text{ x } 2 + \text{end} - \text{of} - \text{term test}}{3} =$$

Note: N = the total number of oral + 15-minute tests + (the total number of 45-minute tests) x 2

At the end of each school year, the overall average for all subjects is calculated. If the overall average is from 5.0 or above with no subject below 2.5, the student is safe to move to a higher class. If it is below 5.0, the student has to resit all subjects which are below 5.0. The overall average is calculated again after the resit, if it is 5.0 or above, the student moves to a higher class, if not the student has to repeat the class. In addition, if any of the subject test scores is below 2.5, the student also has to repeat the class.

Below is a histogram showing the distribution of pupil scores in the first semester. The mean score is 5.9, the range is from 2.3 to 9.6 and the standard deviation is 1.6. The Range shows that there is a substantial difference between the best score and the worst score in the end of the first semester test.

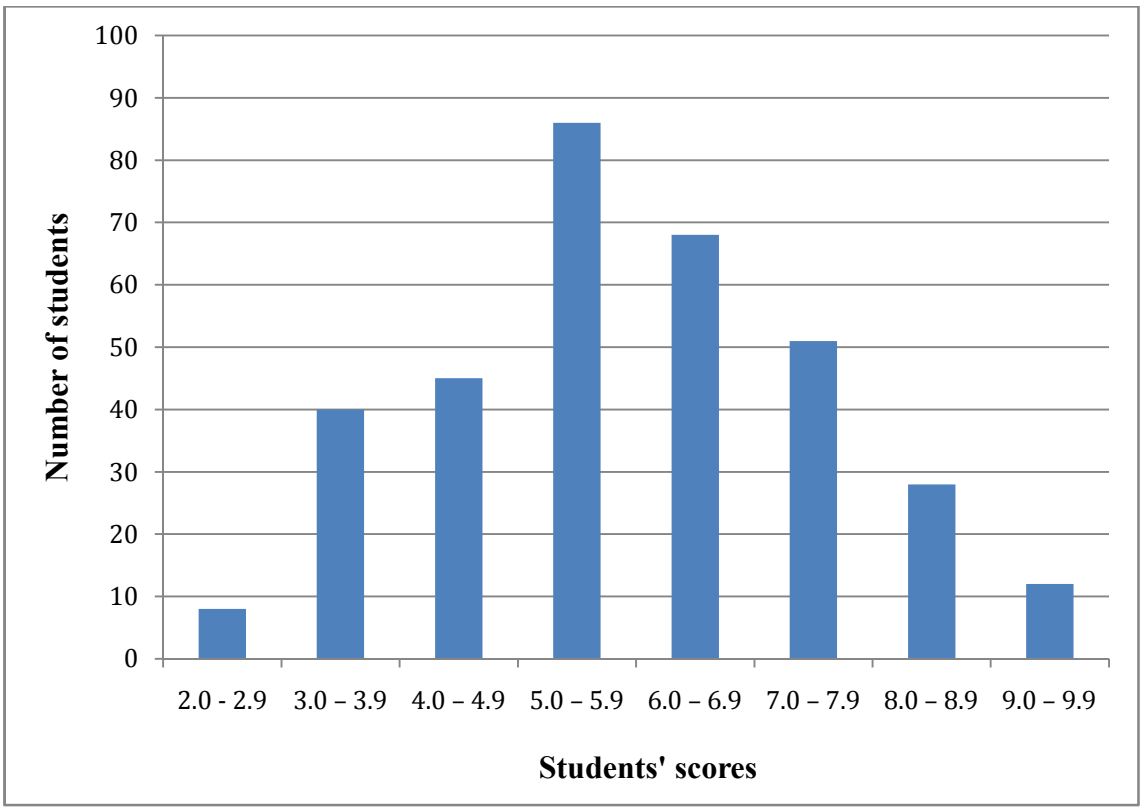


Figure 6.1: Histogram of distribution of scores at the end of semester English test (N = 338 pupils)

Figure 6.1 shows that pupils with scores from 5.0 to 5.9 outnumbered the other. The percentage of pupils under 5.0 was 27.5%, which can be considered normal in comparison with other subjects. The numbers indicate that the textbook has had no markedly negative effects on student attainment, and can be evaluated on other grounds.

6.5 Conclusion: Teacher and Pupil Evaluation

This chapter has presented the questionnaire and interview findings in which teachers and pupils evaluated ***English 6***. It has also discussed the impact the textbook has on its users through 8 observed lessons and through considering pupil attainment in the first semester (2011-12). From the findings, it can be concluded that:

1. The majority of the teachers and pupils were positive about the textbook. While the teachers tended to give a lower rating for the content of the textbook than for other

features; the pupils rated its physical appearance, especially the cover sheet and the quality of the paper, which were lowest among all the features.

2. The interviews with the teachers show that, although they were generally positive, they were not entirely satisfied with the distribution of the vocabulary and grammar, and the 4 language skills in the textbook. They thought they were not distributed equally among the units and sections in each unit. This view is similar to my theoretical evaluation (see Chapter 5 for more details).
3. The classroom observations indicate that the teachers tended to follow the textbook and the teacher's manual very closely, with limited adaptation and modification.
4. The textbook seemed to have a positive impact on teachers and pupils. It helped teachers save time preparing the lesson, by teaching the prescribed syllabus. For pupils, the textbook did not appear to detract from their attainment level, as observed in end-of-term test scores.

In conclusion, we can say that teachers and pupils are generally satisfied with the quality of ***English 6*** textbook, though there are areas (mentioned above) where they would like to see revisions made.

The present chapter has discussed the teacher and pupil evaluations of ***English 6*** through questionnaires and interviews. It has also described the classroom observations and pupil attainment through the first semester test results. The following chapter presents recommendations from the teachers and pupils on how the textbook might be improved.

Chapter 7: Recommendations for Improvements to *English 6* from Teachers and Pupils

7.0 Introduction

The previous chapter discussed the impact of ***English 6*** on teachers and pupils. This chapter presents the teachers' and pupils' recommendations for improving the textbook, in two separate sections (7.1 and 7.2). The final section (7.3) is devoted to conclusions related to these recommendations.

7.1 Teachers' Recommendations for Improvement

In the questionnaire teachers were asked to make suggestions for improvements for each criterion. They wrote down what they thought should be improved. Although this part was optional, the teachers made many suggestions, which are summarized and presented below.

7.1.1 General recommendations

Seventeen recommendations were made by the teachers, which can be classified into 4 themes: (a) Level of difficulty and time available, (b) Aims of teaching, (c) Suitability of the textbook to the context and (d) Others.

For the level of difficulty and time available, there were 6 recommendations in total, four suggesting shortening the content (e.g. Unit 2, Section B; Unit 5, Section A; Unit 6, Section A; etc.) and adding more time to each unit to create more time for practice, while two asked for a reduction in the level of difficulty, as illustrated by these comments:

- *'Each lesson should have more time so that students have time to practice.'*
- *'It is a little bit difficult for students, especially for those who live in remote areas and did not study English before.'*
- *'Shorten the content in some lessons and add more time.'*
- *'More time should be given to each lesson as there is not enough time to transfer all knowledge in each lesson to students.'* (ET)

These suggestions show that these teachers wished for more time to deliver the whole unit, including practicing skills. These recommendations seem to be understandable, as

beginners need much oral practice in the classroom, they learn by doing and communicating, mainly based on oral language input (Cameron, 2003). Moreover, there are no other places outside the classroom for them to practice.

The second theme, the aims of teaching, received 3 recommendations. All wanted the textbook to help develop learners' communicative competence by adding more communicative situations. One proposed,

- *'There should be more basic communicative situations for students to practice, not only just practice for the accuracy of grammar and structure use.'* (ET)

Another suggestion was that,

- *'The aims of teaching should be improved to help students be able to communicate easily with real situations.'* (ET)

There were two opposing recommendations, relating to the textbook's suitability for the learning context. While one suggested having a book which consisted of all activities and tasks suitable for all students from cities to remote areas, the other asked for separate books for different areas. The idea of different textbooks for different areas is interesting, but it seems not to be feasible in the Vietnamese context as it costs a lot to write a textbook.

The rest of the recommendations focused on different issues in some specific lessons, such as updating the prices of some items included in the textbook to make them more realistic (Unit 11, Section B); changing the pictures of students in uniform to reflect modern trends; and the content of the Units (Unit 2, Section C; Unit 4, Section A). These recommendations, I think, are suitable and realistic, as it is obligatory for all secondary school students to wear a uniform to school.

7.1.2 Teachers' recommendations on the textbook content

Recommendations related to improvement of the content of the textbook include 1) organization and structure, 2) activities and tasks, 3) vocabulary and grammar, and 4) language level.

Teachers' recommendations on organization and structure

There were 10 recommendations on organization and structure made by the teachers, which can be categorized into 4 themes: (a) Link between topics in adjacent units, (b) Distribution of sections in each unit, (c) Structure of units and (d) Clarity of skills focus.

For the link between topics in the adjacent units, 3 recommendations expressed the wish for better connections between units. One of the teachers stated,

- '*The topics in the nearby units need to be better connected.'*

Another one added,

- *'The topics should be arranged more logically*.' (ET)

These recommendations may have arisen because of the mixing of different section topics in a unit and among the units (e.g. in Unit 6: Places, Section A: Our house, Section B: 'In the city' and Section C: 'Around the house'; in Unit 7: Your house, Section A: 'Is your house big?', Section B: 'Town or country' and Section C: 'On the move'). The topic for each section should be reorganized to be more integrated. For example, 'Our house', 'Is your house big?' and 'Around the house' should go together in one unit and the rest in another unit.

The distribution of sections in each unit received the most suggestions (four). The teachers generally thought that some sections were too long, while others were too short to fit a teaching period. They wanted both the length and language material in each section to be arranged more equally. Some recommendations, such as the following were made:

- '*Some sections in each lesson need rearranging in such a way that they should not be too long or too short*.'
- '*There is a need of more logical distribution of the sections in each lesson so that they are not too long or too short.*' (ET)

The reasons for these recommendations may be because some sections such as Section A: 'Come in' in Unit 2, Section C: 'My school' in Unit 2, Section C: 'Classes in' Unit 5 are short. However, Section A: 'My house' in Unit 3, Section C: 'Getting ready for school' in Unit 4, Section B: 'Pollution' in Unit 16, etc., are long.

The third theme concerns the structure of the units. According to the recommendations, some sections should be merged with others to make the lessons tidier and avoid repetition and confusion for teachers and pupils. For these recommendations, I think some parts in a section such as: Parts 3 and 4 in Section B in Unit 2 should be merged to make a language

material introduction; and Part 2 and 5 in Section B in Unit 3 should be merged to create a more substantial practice activity, etc. In addition, some stated that the revision of the previous lessons should be added to the beginning of the following lessons:

- '*Supplementing the beginning of each lesson with the revision of the previous lesson and the lead-in for the new lesson.*'
- '*The structure of lessons should be changed diversely, avoiding repetition which makes the lessons boring.*' (ET)

However, though revision aims to consolidate language material, on the other hand it may also bore students, as the structure is repeated many times in nearby sections and units.

The last recommendation on organization and structure was to improve the clarity of the skills focus, thus:

- '*The focus of language skills in each section should be made clearer.*' (ET)

This suggestion, according to me, may originate from the mismatch between the instructions in the textbook and the ones in the teacher's manual, and between the instructions and the focus of the activities (Activity 2: Play with words in Section B, lesson 2; Activity 1: Listen and repeat in Section A, lesson 3) (see pages 24 & 30 in ***English 6*** – textbook).

Teachers' recommendations on activities

In relation to recommendations for improving the activities, 7 teachers expressed disapproval regarding 2 dimensions: (a) The level of difficulty and the distribution of the four language skills, and (b) The number of activities.

Three teachers suggested having easier tasks to motivate weaker students and a more equal distribution of the four language skills. For the two demands here, the latter seems to be understandable, as there are very few writing activities in the textbook, as the theoretical analysis indicates (see Chapter 5 for more details). However, the former is not very useful as the textbook mainly provides repetition and substitution activities, so it is already considered to be at a relatively straightforward level.

The remaining four recommendations focused on supplementing specific skills, though the specific skills they mentioned differed. One asked for more reading activities, one for listening and writing, one for speaking and the other just asked for more activities. These

suggestions are very personal and subjective, as the textbook provides a lot of listening and reading activities. In general, their suggestions seem to be consistent with the theoretical evaluation, which concluded that the textbook has a lot of activities for accuracy practice but lacks activities focusing on meaning (see Chapter 5 for more details).

Teachers' recommendations on vocabulary and grammar

The teachers gave 10 suggestions on vocabulary and grammar. In comparison with the suggestions under the heading of activities, the ones for vocabulary were more specific. The majority (seven) wanted to reduce the amount of vocabulary in each lesson. One mentioned that:

- '*The amount of vocabulary in each lesson should be reduced, especially in the lessons at the end of each semester.*' (ET)

Another teacher added,

- '*Unfamiliar vocabulary should be reduced, however familiar vocabulary, such as: subjects at school, food, drink, etc., should be added.*' (ET)

The idea of reducing the amount of vocabulary is not feasible because the total amount of vocabulary in the textbook is about 400, which is suitable for the level and the normal standard for a foreign language learner (see 5.4.3 for more details). However, I think that students should be equipped with more familiar vocabulary such as subjects they study at school (e.g. in Unit 5, the textbook gives some subjects pupils learn at school such as history, geography, math, literature, but not physical education, civil education which grade 6 pupils are studying at school), and food and drink (e.g. in Unit 10, it mentions apple, banana, juice, lemonade, etc. However, it does not mention very popular fruits or drinks such as guava, mango, apple juice, etc.) so that they can use the target language to talk about these situations.

One teacher suggested adding synonyms to the teaching of vocabulary. This is a good way to enrich learners' vocabulary amount, but in my opinion at beginner level it is better to teach the most frequent vocabulary to avoid overloading learners. Fox (1998) supports this view, saying that word selection is important for learners to concentrate on the most common words. Evidence has shown that about 2,000 most frequent words of English as the high-frequency words is the best decision for learners to go on to academic study (Nation & Hwang, 1995). Bill (2005: 15) adds that 'the knowledge of the high-frequency

words enables learners to understand word meaning and use in dictionaries independently and without much difficulty'.

There were two suggestions for improving the presentation of grammar in the textbook. One asked for the grammar points to be rearranged to better reflect the topics because they thought the grammar did not help make the topic of the unit clear. The other suggested that grammar should be introduced into highly practical and applicable situations, based on the view that grammar is too abstract for students at this age, so it needs to be developed in familiar and real situations. However, I think the grammar in the textbook is, in fact, presented in familiar situations, such as school and daily activities, family, etc. (see also Figure 5.2 for more details), so it is useful and applicable.

Teachers' recommendations on language level

The four suggestions on language level focused on two issues: the language used in the instructions, and the language used in the reading texts. Although no teacher complained about the difficulty of the reading texts, three wanted the language to be easier, especially the language for instructions, as it was thought to be difficult for weaker students to understand. One of the teachers mentioned,

- '*The language use is not suitable for weak students.*' (ET)

Another respondent also pointed out difficult language in specific activities and tasks containing difficult language (Activity 3, page 48: Activity 5, page 172). The final suggestion was to add Vietnamese equivalents to all instructions.

Regarding the language used in the instructions, I think the instructions are short and repeated many times throughout the units in the textbook (see Figures 5.3, 5.4 & 5.6 for more details), so students do not have problems understanding them. In reading texts, language is used concretely, in short sentences and clear contexts, with picture illustrations. Moreover, the topics of the reading texts are familiar, so if students are equipped with enough vocabulary, I think the reading texts would be quite understandable because the vocabulary and structures are already introduced before them and they are quite short (see Unit 4, Section C: Getting ready for school, page 51; Unit 6, Section A: Our house, page 62; Unit 15, Section B: Cities, buildings and people; etc. in the textbook).

7.1.3 Teachers' recommendations on supporting resources

The suggestions the teachers made for supporting resources are consistent with the comments they gave in the interviews. A total of 19 suggestions on the supporting resources focused on such issues as, the quality of the audio-visual materials and the teacher's manual, and can be classified into four specific themes: (a) The quality of the audio materials; (b) The quality of the teacher's manual; (c) The visual materials; and (d) The availability and supplement of the supporting resources.

Seven teachers expressed the wish for better quality audio material resources. One mentioned that,

- '*The sound quality should be better.*' (ET)

The teacher's manual received six suggestions. Five demanded detailed instructions for teachers to follow, while one asked for more general instructions to allow for teachers' freedom and creativity. The following statements illustrate these opposing views,

- '*The teacher's manual is not detailed enough, and it is only used for checking the key answers.*'
- '*The teacher's manual gives teaching instructions following the writers' views, they limit teachers' creativity.*' (ET)

The remaining suggestions were for bigger pictures in the picture set and more availability of CDs and cassette tapes. They also wanted to have DVDs to make classrooms livelier. The idea of using DVDs to motivate students is good, but it is impossible for many schools, as they are not equipped with machines for playing DVDs, and language labs are not available at many schools.

7.1.4 Teachers' recommendations on physical appearance and content pages

Fourteen out of 22 teachers made suggestions related to physical appearance and content pages. There were also another 6 suggestions for improvements to the physical appearance in the overall evaluation, so there were 20 suggestions from the 22 teachers who took part in this study. Their suggestions were consistent with their evaluation in the close-ended items in the questionnaire. 17 out of the 20 suggestions related to the textbook appearance, and the remaining three were for the content pages.

The 17 suggestions on the physical appearance can be classified into three main themes: (a) Artwork; (b) Quality of the paper; and (b) Size of the textbook.

Twelve of the 17 suggestions suggested the picture on the front coversheet should be more colorful, vivid and clear. Five wanted pictures symbolizing English speaking countries on the coversheet. One wrote,

- '*Some symbols of Britain or America, such as the Statue of Liberty or Big Ben, should be added to the front coversheet to allow people to identify the textbook.*' (ET)

This suggestion is helpful as it makes the textbook more interesting to learners. In fact, I think the artwork on the front coversheet (see Figure 5.5) is simple and uninteresting for young learners. In my opinion it would be better to have a symbol of one of the English-speaking countries, with some pictures reflecting popular activities in them because these help stimulate learners' curiosity and expose learners to a more intercultural environment visually. This may also meet the call for *global cultural consciousness* and *intercultural citizenship* as key outcomes of language learning (Weninger and Kiss, 2013). Three teachers thought the cover pages should be made of thicker and shinier paper and the paper inside should be of higher quality. There were only 2 comments on the size of the textbook. One suggested that it should be larger; the other wanted it to be smaller. The above suggestions were quite similar to their responses in the interviews (see 6.2 for more details) when they had a chance to express their opinions about the physical appearance of the textbook.

There were only 3 suggestions related to improving the content pages, each of which was different to the others. They focused on three themes: (a) Guides for self-study; (b) Authors' views on methodology; and (c) Lesson topics.

As there are no guides for study except for the summary pages which summarize the specific knowledge (grammar, language focus, language review) each lesson aims to conduct, one teacher asked for clearer guidance to help students self-study at home, mentioning that,

- '*It needs supplementing with detailed self-study guides to help students study at home.*' (ET)

Another teacher wanted the methodology to be clearer not only in the teacher's manual but also in the textbook.

The last recommendation on the content pages was related to the topics, the only suggestion offered which suggested changing some topics to make them more suitable and interesting to pupils, despite the fact that only 59.1% of the teachers agreed on the suitability of topics in the close-ended items. The reason for this shortage of suggestions may be that they thought it would be difficult to choose other topics suitable to all students nationally.

In general, it can be said that the number of suggestions for improving the physical appearance and content pages somewhat contradicts the data collected in the close-ended items in the questionnaire (low percentages of agreement but few suggestions for improvement). However, the content of their suggestions was consistent with their responses in the interviews.

7.1.5 Summary of the teachers' suggestions for improvement

To sum up, the recommendations for improving the textbook of the 8 teachers interviewed and 22 teacher respondents in the questionnaire are similar. They focused on the artwork for the front cover, the content of the textbook and the teacher's manual.

- Firstly, the teachers wanted to have a greater variety of activities and tasks which were more communicatively orientated.
- Secondly, most teachers wanted to have a more equal distribution of vocabulary, grammar and time for each section.
- Thirdly, the teachers wanted the teacher's manual to give more detailed help. They also wanted to have clear statements on teaching methodology in both the textbook and teacher's manual.
- Lastly, the teachers wanted to have a picture to symbolize one of the English speaking countries for the front coversheet.

These recommendations can be said to be useful. As analyzed in the theoretical evaluation, the textbook does not provide a sufficient variety of activities nor does it distribute the language knowledge appropriately. The activities should be reorganized in such a way that it would make the lesson tidier, with an equal distribution of language material.

7.2 Pupils' Recommendations for Improvement

The pupils had the same opportunity as the teachers to make suggestions for improving the textbook, and these are described below.

7.2.1 General recommendations

There were 42 suggestions in this category, which can be divided into five themes: (a) Structures to be summarized under patterns; (b) Adding more conversations; (c) Adding more revision units; (d) Familiar language material; and (e) Others. They are summarized and presented in detail below.

Table 7.1: Summary of general suggestions for improving the textbook

Theme	Number of suggestions
Structures to be summarized under patterns	5
Adding more dialogues	5
Adding more review lessons	12
Familiar language material	14
Others	6
Total	42

The first theme is the demand for structures to be summarized under patterns which should be included in the grammar summary (e.g. for invitations 'Would you like + to V ..?'). This issue drew 5 suggestions from the pupils.

The origin of these suggestions may be because at the first stage of language learning, new language material could be more easily acquired through repetition and substitution, so the pupils wanted structured patterns, which are the simplest way of using the target language. This, according to Tomlinson (1998 & 2011), is good for students to gain enough confidence before they use the target language in communication. The following statements were made by the pupils.

- '*There should be formulas for questions and answers in the glossary*.'
- '*There should be formulas for questions and answers for specific situations to help students use and remember them more easily*.' (ET)

Another issue which drew the same number of suggestions as the previous one involves adding more conversations reflecting real life situations. They suggested,

- '*The textbook needs more conversations reflecting real situations to help students cope with unpredicted communicative situations when talking to foreigners*.'
- '*There should be more conversations which enable students to apply in their real life.*' (ET)

These suggestions seem to be practical, have a communicative orientation and reflect the pupils' expectation of a textbook as something which can help them use the language to communicate in real life not just for classroom communication. Nunan (1988) supports this point, saying that 'materials should encourage learners to apply their developing skills to the world beyond the classroom' (cited in Tomlinson, 2003: 109).

The third theme in this category received many more suggestions (12) for improvement than those in the two previous themes. The pupils wanted to have more review lessons before each test (45-minute tests and end-of-term tests), offering more difficult tasks as preparation. There are no example tests in the textbook or workbook, so pupils wanted more test practice before taking the tests.

Familiarity of the language material in the textbook is the theme which drew most suggestions (14) from the pupils in this issue. They stated,

- '*There should be more familiar situations from students' real life to help them use the language easier*.'
- 'L*anguage knowledge in the textbook should be more diverse and closer to real life.*' (ET)

The expectation of the pupils is to have a textbook, containing information that enables them to talk about what is happening in their daily life. Personally, I agree with these suggestions because familiar language material enables pupils to use English in their communication. Tomlinson (2003) also agrees that familiar language material is helpful to learners, saying that materials should help the target learners be able to connect the text to their lives so it can help motivate them to learn, but this is already provided in the textbook.

In the remaining six suggestions, two suggested less new language material and more time to help them practice intensively. Two wanted the vocabulary and grammar in the textbook to be improved for the upcoming year. However, these suggestions are vague without any specific aspects of how they should be improved. The last two suggestions focused on the

supplement of more activities and tasks under game types. I do not consider these to be useful suggestions, as the textbook already provides games.

In general, the teachers and pupils made some similar suggestions. They all wanted the textbook to teach language useful for real life communication. In addition, they both wanted less language material (grammar, vocabulary, etc.) and more time for each lesson. However, when compared with the teachers' suggestions, those made by the pupils were rather vague.

7.2.2 Pupils' recommendations on the textbook content

The pupils' suggestions for improvements in the content of the textbook in the questionnaire were similar to the teachers'. They suggested improvements in four areas: organization and structure; activities; vocabulary and grammar; and language level. Their 173 suggestions on the content are summarized and analyzed below.

Pupils' recommendations on organization and structure

The pupils made 40 suggestions in this category. The majority (37 out of 40) focused on two themes (links between the topics and review lessons), the rest on various other themes.

Table 7.2: Summary of suggestions for improvements in organization and linkage

Theme	Number of suggestions
Links between the topics	26
Review lessons	11
Others	3
Total	40

a. Links between topics

Twenty-six pupils made suggestions on the links between the topics in the textbook. In general, they all wanted better links between the topics. This is because the topics of the adjacent sections were sometimes unrelated (Units 4 and 5). Three indicated that the topics

were interesting, but they needed rearranging more logically to make it easier for learners to understand and remember. These included suggestions such as:

- '*The topics are interesting, but they need rearranging.*'
- '*Topics need rearranging in such a way that there is a strong link among them to help learners make good connection among them*' (ET).

These suggestions are similar to those made by the teachers (see 7.1.2 for more details). However, they are vague because they did not mention how topics should be reorganized. I think they were made perhaps because pupils had a feeling of unconnected topics in the sections of a unit (see 7.1.2 for more details), but they really did not know what the problem was and how to fix it. Another suggestion also claimed that the content of the section should be connected to its title. This claim, I think, comes from Section B: 'My class' in Unit 4: 'Big or small' the content of which is not about the class but the school.

In fact, some topics are repeated in different lessons in the textbook. For example, there are three sections in Unit 4: 'Big or small' (Section A: Where is your school?; Section B: My class; and Section C: Getting ready for school) and three sections in Unit 5: 'Things I do', which links to Section A: My day, Section B: My routine and Section C: Classes. For better connections, Section C in Unit 5 should be put in Unit 4 to equip learners with enough knowledge of vocabulary and grammar to talk about their school, including their activities there. In addition, both the titles (as mentioned above) and the content of the three sections in Unit 4 seem to be unrelated to the title of the unit (Big or small).

b. Review lessons

Eleven pupils made suggestions related to the review lessons. They focused on the difficulty of the tasks, vocabulary review and modification of the Vietnamese translation. Eight out of the 11 were related to the level of difficulty of the tasks in the review lessons. While 6 demanded more difficult tasks to help them review, two others wanted easier tasks. The vocabulary review and bilingual modification (English and Vietnamese) for every instruction in the review lessons got three suggestions. One asked for bilingual (English and Vietnamese) for the instructions of the tasks, and the other two wanted vocabulary quizzes to help them interact with other pupils and to review the vocabulary. These suggestions were probably made because there were quiz elements in some units (Unit 1, p: 19, Unit 3, p: 43) for vocabulary review and they wanted similar games in review lessons.

c. Other suggestions

The remaining 3 suggestions were related to the structure of the textbook. One asked for a game at the end of each section in a lesson to motivate learners more before moving to a new section stating that,

- '*There should be a game at the end of each section for students to relax before moving to a new section.*' (ET)

This is a suitable suggestion, as Phillips (2001) emphasizes the use of games in the ELT classroom for young learners, saying that games make learners feel that learning is enjoyable and rewarding, playing games helps them co-operate and compete with each other. The games listed below are suggested for young learners.

- Counting games
- Hangman, word chains, tennis, words from words,
- Information gap crosswords vocabulary squares, etc.
- Snakes, Bingo, Scrabble, Monopoly, etc.
- Football, drawing points, stepping stones, climb the tower, etc.
- Guessing games.
- Who am I? What is my name?
- Hide and search.
- Write what you see, hear, know…etc.
- Stop me when I make a mistake.

(Adapted in Thornton, 2001 & Phillips, 2001)

Through playing these games, learners can learn vocabulary, spelling, structure, etc. without their being aware of the learning process. By this way, some language knowledge may be learnt by heart and language rules which may be discovered by children as a result of funny and informal activities are memorable (Çakir, 2004). Tomlinson (1998, 2011) adds that relaxed students can learner faster in a shorter time. Another suggestion also advocates the previous one mentioned,

- '*There should be an interesting conversation for students to practice at the end of each section as a transitional step to move to a new lesson.*' (ET)

The last suggestion was for more conversations in each section for students to practice speaking. These suggestions show that the pupils seem to want to work with each other more in the classroom.

Pupils' recommendations on activities

The pupils made a total of 64 suggestions concerning activities. These are categorized into 5 themes: (a) Level of difficulty; (b) Distribution of the four language skills (c) Clarity of the instructions; (d) Modification of more activities; and (e) Others. Table 7.3 below shows the number of suggestions for each theme.

Table 7.3: Summary of suggestions for improvements of activities and tasks

Theme	Number of suggestions
Level of difficulty	15
Distribution of the four language skills	20
Clarity of the instructions	17
Modification of activities	10
Others	2
Total	64

a. Level of difficulty

There were 15 suggestions on the difficulty of the activities. The majority demanded easier activities (13 out of 15), saying,

- '*Many activities are difficult for me to do*.'
- 'Activities *need to be easier to make sure students can do them*.'
- '*The level of difficulty needs to be reduced.*' (ET)

The remaining two suggestions were opposed to the majority view, wanting more difficult activities to prepare them for the tests.

b. Distribution of the four language skills

Twenty pupils asked for more activities. Four wanted more activities focusing on developing the four skills in general. The other 16 wanted to have more activities and tasks to develop specific kills, as follows: five for more listening; 7 for more speaking; two for more reading; and two for more writing. As analysed in Chapter 5, the skills focus in activities, especially in listening and speaking, is not clear, so pupils may not know what

the exact aim of the activity is. This may be the reason for the various suggestions for more practice in the four language skills.

c. Clarity of instructions

The clarity of the instructions before the activities received 17 comments. Fourteen complained that they were not clear enough, saying

- '*The instructions before the activities and tasks need to be clearer and easier for students to understand.*' (ET)

The other three wanted the instructions to be bilingual (English and Vietnamese). Personally, I do not think these comments are good because although all the instructions are only in English, they are short, simple and repeated many times within the textbook. They are simple imperative sentences such as: 'Listen and repeat. Then practice with a partner'; Read. Then answer the questions'; 'Answer. Then write the answers'; 'Complete the table in your exercise book. Write the time in figures'; etc. (Nguyen *at al*, 2001).

d. Modification of activities

In addition to the above suggestions, 10 pupils also suggested adding more activities and tasks under game types, saying they helped them remember grammar and vocabulary more easily. Moreover, at this age pupils need to both study and play, as they cannot concentrate for a long period of time. Games are thought to help them relax and motivate them for further study more, so it is a good idea to use games such as crossword puzzles, jumbled words, etc. at certain intervals of the lessons. However, in my opinion, the textbook already provides enough game activities (see Table 5.2 for more details), and also games sometimes make a lot of noise, which may affect other neighbouring classes; and they can also require a lot of space which is not available in the typical classroom of this area.

e. Other suggestions

Finally, the pupils made two suggestions on two different issues. One asked for more space in activities to help them write down the answers directly after each one, which would make it easier to refer back to the previous activities. This suggestion is worth considering,

as this would make it more comfortable for pupils to undertake activities without using more notebooks. The other respondent wanted to have easier writing tasks, as the ones in the textbook were not suitable at their level.

Pupils' recommendations on vocabulary and grammar

The pupils made many recommendations for improvements in vocabulary and grammar (54) and these are categorized into five themes: (a) Amount of vocabulary; (b) Type of vocabulary; (c) Amount of grammar; (d) Type of grammar; and (e) Others. The number of suggestions for each theme is indicated in Table 7.4 below.

Table 7.4: Summary of suggestions for improvements in vocabulary and grammar

Theme	Number of suggestions
Amount of vocabulary	20
Types of vocabulary	16
Amount of grammar	7
Types of grammar	6
Others (grammar)	5
Total	54

Comments on vocabulary were more than those of grammar, accounting for 36 out of 54 suggestions for both themes. Grammar received 18 suggestions with 13 focused on the amount and type of grammar, and the other 5 suggestions on different issues.

a. Amount of vocabulary

Twenty of the 36 suggestions on vocabulary related to the amount of vocabulary and gave a range of responses. The majority (14 out of 20) suggested having more vocabulary, especially vocabulary which was familiar, to help them in real situations:

- '*More vocabulary about subjects at school, family, food and drinks should be added to enable me to describe my real family, favorite food and drinks, habits and school.*' (ET)

However, the other 6 wanted to reduce the amount of vocabulary, as they thought there was too much for them to remember.

b. Types of vocabulary

The other 16 suggestions on vocabulary wanted it to be more familiar and suitable for their age and gave general suggestions such as,

- '*Vocabulary should be familiar and close to students' real lives*.'
- '*Vocabulary should be adjusted to meet students' needs*.' (ET)

As analyzed in 5.4.3, there is an average distribution of 25 new words in each lesson, which, according to (Hill, 2005 and Read, 2004), is appropriate. The pupils asked for more vocabulary, perhaps because they felt they lacked lexis when asked to talk about their families, schools, etc.

c. Amount of grammar

Seven out of 18 suggestions on grammar focused on the amount of grammar, with five favoring adding more and two in favor of reducing the amount. Both types of suggestions here seem to be too general and vague to discuss in terms of making improvements to the textbook.

d. Types of grammar

There were 6 comments about types of grammar. They all required familiar grammar which helped equip them with enough structures to take part in simple conversations when they had a chance to use the target language. In fact, I think the textbook provides them with familiar topics, with structures to describe the topics, so the grammar in the textbook is appropriate.

e. Others

The other five suggestions on grammar focused on different issues; including clearer explanations of grammar; pictures to illustrate the uses of grammar; using Vietnamese in explanations; and easier grammar.

In short, the suggestions made by the pupils for improving vocabulary and grammar in the textbook focused on practical issues (amount and types of vocabulary and grammar), which helped them to use the target language to talk about familiar topics. Issues such as learning strategies were not mentioned, maybe because the pupils were at the initial learning stage, so lacked experience in giving comments and making suggestions.

Pupils' recommendations on language level

Language level did not draw many comments from the pupils, with only 15 suggestions made for improvement. Although two items in the questionnaire focused on separate issues (one about the suitability of language use to their age; the other about the understandability of the reading texts), all of the suggestions the pupils made focused on one general issue. They wanted easier language, especially the language in the instructions for the activities. In fact, the instructions are repeated and should not be difficult for pupils to understand (see 5.4.3 for more details). The low number of suggestions for improvements on language level from both the teachers and pupils may indicate that they did not consider these areas to be areas requiring a significant improvement.

7.2.3 Pupils' recommendations on supporting resources

The 49 suggestions on supporting resources from the pupils can be classified into five themes: (a) The quality of the supporting resources; (b) Availability; (c) Appearance; (d) The workbook; and (e) Others. They are summarized in Table 7.5 and analyzed below:

Table 7.5: Summary of suggestions for improvements of supporting resources

Theme	Number of suggestion
Quality	16
Availability	16
Appearance	3
Workbook	6
Others	8
Total	49

a. Quality

Issues about quality drew 16 suggestions from the pupils. The majority asked for better sound on the cassette tapes and CDs and more attractive pictures and better paper for the workbook. The remainder wanted to have native speakers' voices on the tapes and CDs. They wrote that,

- '*The sound of the cassette tape is not good, therefore it makes listening difficult.'*
- *'The sound of the cassette tape is not good, it should be improved.'*
- *'It is better to have native speakers' voices.*' (ET)

b. Availability

Sixteen respondents wanted the supporting resources to be more widely available and cheaper. But, in fact, in my opinion the workbook is widely available everywhere, while the others are only available in major book stores.

c. Appearance

Appearance received only 3 suggestions for improvement. The respondents all wanted them to be more eye-catching and of a more suitable size. One claimed,

- '*The supporting resources are not eye-catching so they do not encourage students to study.*' (ET)

d. Workbook

Among the six suggestions on the workbook, four wanted colorful pictures and better paper, but this would make the workbook more expensive. The other two demanded more space after each task so that they could write directly into the workbook.

e. Others

The remaining eight suggestions on the supporting resources focused on different issues. Two wanted more supporting resources, such as DVDs. Another two suggested including reading texts and conversations on the cassette tape for them to practice listening. Three suggested having all tasks photocopiable to help them undertake self-study. One wanted all the supporting resources to be sold together with the textbook, not separately.

7.2.4 Pupils' recommendations on physical appearance, practical considerations and content pages

The physical appearance, practical considerations and content pages received 269 suggestions in total (216 about the appearance; 15 about practical considerations; and 38 about the content pages). Although there were many suggestions, they were, overall, mainly in agreement.

Pupils' recommendations on physical appearance

While the teachers' suggestions focused only on three aspects, the pupils' responses can be classified into four areas: (a) Quality of paper; (b) Cover artwork; (c) Artwork inside; and (d) Size. Table 7.6 below shows the numbers of suggestions for each theme.

Table 7.6: Summary of suggestions for improvement of physical appearance

Theme	Number of suggestions
Quality of paper	67
Artwork on the coversheets	133
Artwork inside	2
Size	14
Total	216

Among the four themes, the first received 67 suggestions. All wanted better quality paper for both the coversheet and the main copy. They wanted thicker and shinier paper for the coversheets and more durable paper for the internal element. The following suggestions are representative:

- '*The quality of paper is not good. It is thin and usually turns brown in a short time after use*.'
- '*The quality of paper is not good, it needs improving.'*
- *'The coversheets need to be made from thicker and shinier paper.*' (ET)

Personally, I agree with these suggestions. However the textbook would be much more expensive with these improvements.

The largest category of suggestions (133) focused on the artwork for the cover of the textbook. All suggested having more colorful and attractive pictures on the cover. In particular, the majority suggested making the subject distinctive by adding symbols for English speaking countries, or pictures of multinational students communicating with each other, as the teachers had suggested, such as in the following statements:

- '*The coversheets need to have some symbols representing the UK or the USA*.'
- '*The coversheets need to have some pictures of students with multi-nationalities greeting and talking to each other*.'
- '*Both the color and pictures should be made more outstanding*' (ET).

However, there were a minority of suggestions which were more general, such as,

- '*The coversheets should be more colorful to attract learners more*.'
- '*The coversheets should be more eye-catching with more colorful and beautiful pictures*' (ET).

These suggestions show that the pupils were interested in the external artwork of the textbook.

Moving to the artwork inside the textbook, there were only two suggestions. Both wanted better print quality and more attractive pictures.

The size of the textbook received 14 suggestions. The majority (12) wanted the textbook to be smaller to make it more portable. However, the remaining two suggested that the textbook should be bigger. In my opinion, I agree with the size of the present textbook, as it is the same size as other textbooks for grade 6, making it portable and functional.

Pupils' recommendations on practical considerations

Practical considerations drew 15 suggestions from the pupils, which focused on the availability and price of the textbook.

Table 7.7: Summary of suggestions for improvement on practical aspects

Theme	Number of suggestions
Availability	14
Price	1
Total	15

The majority of pupils (14 out of 15) considered the textbook to be expensive and wanted it to be cheaper. One respondent stated that,

- '*The quality of the textbook does not correspond to the price*' (ET).

Although the textbook is cheap (see 5.2.4), some pupils wanted it to be cheaper with better quality of paper, which is impossible. The remaining suggestion stated that the textbook was not easily available for pupils to buy.

Pupils' recommendations on content pages

The pupils' recommendations on the content pages can be divided into three themes: (a) Aims and audience; (b) Overview of content pages; and (c) Topics. The number of suggestions made is shown in Table 7.8 below.

Table 7.8: Summary of suggestions for improvement of content pages

Theme	Number of suggestion
Aims and audience	3
Overview of the content page	18
Topics	17
Total	38

Table 7.8 shows that the aims and audience received fewest suggestions (three). All were general and just required a clearer statement of the aims of the textbook.

The overview of the contents page received 18 suggestions, focusing on three aspects: the clarity of the summary page; bilingualism (English and Vietnamese) in the summary page; and the appearance of the summary page. Fifteen suggestions on the first aspect demanded a clearer and more specific summary of the language functions, grammar, skills and objectives for each lesson. One suggestion was that,

- '*The overview of content page should give clearer and more specific summary of grammar and skills achieved in each lesson.*'
- '*Grammatical functions in the summary need explaining more clearly.*' (ET), another said.

The two remaining suggestions were made for the inclusion of Vietnamese translation equivalents to make it easier for pupils to self-study, based on the summary page. The last suggestion was for color paper for the overview of the contents page to make it stand out from the rest of the textbook.

The last theme, the topics of the lessons in the textbook, had 17 suggestions for improvement from the students. All asked for more interesting and familiar topics in order to attract pupils' attention and motivate them to study English more. In fact, although the whole six general topics in the series for grades 6 to 9 (Personal Information, Education, Community, Health, Recreation and The world around us) as claimed in the textbook and MoET (2008b) are familiar. However, the language material (grammar, vocabulary) and the pictures the authors used to illustrate the topics may have made them unfamiliar to pupils, to some extent because they were all created for the purpose of teaching, so they do not reflect normal activities in real life (see ***English 6*** – Teacher's manual: 6).

In general, the pupils' suggestions for improvement paralleled the results obtained from the close-ended items.

7.2.5 Summary of pupils' recommendations for improvement

Compared to the teachers' recommendations, the pupils' focused more on physical appearance, especially the internal and external artwork, and the availability of supporting resources. The pupils' recommendations on the content were also more vague than the teachers'. They can be summarized below.

1. The pupils wanted to have better quality of paper for the inside pages and thicker and shinier paper for the coversheets. Better quality paper would make the textbook more durable so that they could pass it on to their siblings for future use but it would also be more expensive.
2. Similar to the teachers' suggestions, a colorful picture, symbolizing one of the English speaking countries was also suggested by most pupils. This suggestion, according to the pupils, would make learners more curious to discover more.
3. The pupils requested better quality audio-visual resources and that the workbook should also have better quality paper and color images.
4. The pupils also requested English should be applied to their real life communications more easily.

In summary, pupils' recommendations for improving the textbook are useful. They suggest making the textbook more attractive and interesting to learners. However, their suggestions would also make the textbook more expensive and maybe unaffordable, especially for poor pupils in rural and mountainous areas of the country.

7.3 Conclusion

We have seen that most of the teachers' and pupils' recommendations were realistic, based on what they had experienced with the textbook. They expressed the need for the textbook to be improved in the following ways with which I personally agree:

- More time should be added for each unit to give students more time to practice the target language in the classroom.

- There should be more types of activities, especially the ones which encourage students to interact with each other to use the target language.
- More free practice activities should be added after controlled practice to help students use the target language more freely.
- More vocabulary on school, food, drinks, daily activities and jobs should be modified to help students carry out their role play activities.
- The quality of the supporting resources (sound of cassette tape, paper and images of the workbook) should be better.

However, these recommendations have some weaknesses which can be summarized as follows: (a) Some suggestions especially from pupils (adding more conversations or using familiar grammar) were vague; (b) Some suggestions, such as adding more games or using different textbooks for different areas were unrealistic; and (c) No suggestions related to teaching methodology were made, perhaps because teachers are not knowledgeable about teaching methodology or think that the teaching methodology promoted in the textbook is suitable.

We can conclude that although both the teachers and pupils made many suggestions for improving the textbook, there are other changes which would improve it, which are discussed in Chapter 8.

Chapter 8: Conclusion: Summary of Research Findings, Limitations and Recommendations

8.0 Introduction

This chapter has four sections. Section 8.1 gives a summary of research findings. Section 8.2 is the limitations of the study. Section 8.3 proposes implications for using ***English 6*** for future textbooks and for further research study. Section 8.4 offers final comments on the research study.

8.1 Summary of Research Findings

The objective of the present study was to analyze and evaluate ***English 6*** based on Tomlinson's (2003) evaluation criteria. Data were collected from 22 teachers and 313 pupils at eight schools in four different provinces of the Mekong Delta through written questionnaires. Additional material from seminars on teaching methodology and pupils' study results related to the teaching and learning of ***English 6*** were also collected for analysis. Classroom observation and retrospective interviews with teachers were also carried out.

This evaluative research study addresses the following research questions:

1. What is the quality of the textbook? Is it appropriate to the language teaching and learning context in the Mekong Delta?

2. How do the teachers and pupils assess the quality of the textbook?

3. What recommendations do the teachers and pupils make for the improvement of the textbook?

The major findings are summarized as follows:

8.1.1 Research Question 1:

> What it the quality of the textbook? Is it appropriate to the language teaching and learning context in the Mekong Delta?

The theoretical evaluation of ***English 6*** shows that it is largely based on an audio-lingual approach, as each section begins with a listening and repeat activity, then learners are asked to practice language items with substitution of key words or phrases. A PPP cycle is used in each section under the control of the teacher. ***English 6*** is largely form-focused and teacher-centered in orientation, and was designed with a view of teachers as transmitters of knowledge. There is a lack of free practice activities to encourage learners to use the target language creatively.

The textbook, according to the data collected, appears to help teachers save time and energy in preparing lesson plans. It also provides a clear map, with detailed instructions for teachers to follow. The textbook, whose use is obligatory, also gives teachers self-confidence in delivering the lessons and meeting the curriculum objectives. The present study found that the topics, language and contexts used in the textbook were familiar to pupils, though pupils had few opportunities for free practice in which to talk about their lives.

Although the textbook provides help in the teaching and learning process, it has some limitations.

(a) There is a lack of variety in the activities (e.g. mostly repetition and substitution activities), which may be helpful for the teachers, but may lead to somewhat boring lessons.

(b) Neither the textbook nor the teacher's manual gives sufficient methodological guidance.

(c) The textbook does not contain progress tests, which would help learners revise previously learned material and prepare properly for the end-of-year test.

(d) Some of the pictures are not realistic. For instance, grade 6 students in Vietnam never greet and shake hands with each other formally when they meet, as the pictures and contexts in Lesson 1 indicate (Activity 1, p. 10 and Activity 5, p. 12).

Despite these limitations, the textbook is appropriate for the teaching and learning context in the Mekong Delta, where

(a) Teachers have limited proficiency in the target language and limited knowledge of language teaching methodology;

(b) A Confucian teaching culture is prevalent, positioning teachers as authority figures and as 'knowers' who transmit knowledge to learners;

(c) Preparation for taking the end of year test is considered an important aspect of teaching;

(d) There are limited teaching resources.

8.1.2 Research Question 2:

How do the teachers and pupils assess the quality of the textbook?

Teacher evaluations

The findings from the questionnaire and interviews show that the teachers were positive on most aspects of the textbook except for some minor issues, which can be summarized as follows:

- Regarding the content of the textbook, the teachers expressed some dissatisfaction with the organization and structure. The evidence from the interviews shows that many teachers complained about the distribution of vocabulary and grammar in the sections in each unit, and among the units in the textbook. According to the teachers, the poor distribution of information in the book caused them difficulty in completing tasks in the fixed time allocated (see Sections 6.1 & 6.2 for more details). Another finding was that most of the teachers said there was no linkage between the adjacent lessons in terms of themes and language functions (see Sections 6.2 & 6.2 for more details).

- Most teachers thought that the activities in the textbook mostly focused on practice of grammar, structures and vocabulary, a little on reading and rarely on the practice of listening and speaking.
- What seemed to worry the teachers about the vocabulary and grammar was its distribution. They felt that, in some sections, there was too much grammar and in others too little (see above).
- The teachers were not entirely happy with the supplementary materials, especially the teacher's manual, which does not provide them with enough detailed guidance.
- Some teachers were not completely happy with the artwork on the cover and the quality of the paper. They thought that the textbook did not make a good initial impression on users. The textbook is used for grade 6 students, so its appearance should be colorful to attract the learners.

The findings of teacher evaluations on the quality of the textbook are mostly similar to the theoretical evaluation (see 5.4.3 & 5.4.4 for more details) except for the distribution of the vocabulary and grammar. In fact, when we look at the whole textbook generally, the amount of the vocabulary and grammar is suitable (see 5.4.3 for more details). However, the distribution of the vocabulary and grammar in each section of each unit and among the units is not equal (e.g. for vocabulary, Unit 1: 11 words; Unit 2: 26 words; Unit 12: 26 words; Unit 13: 12 words; Unit 14: 15 words). For grammar, see Figure 5.2 for more details (also see Appendix 4).

Pupil evaluations

Like the teachers, the pupils were positive on a majority of the items. They only expressed some negative opinions on the following issues:

- This study found that a minority of pupils thought the review lessons did not help prepare them well for tests because the exercises in the review lessons are different from those in the tests. In addition, the tasks in the review lessons, according to the pupils, were not challenging enough to help them get good results in the tests. As a result, more challenging activities and tasks in the review lessons were suggested.

- The questionnaire also showed that a minority of pupils thought the level of difficulties of the activities and tasks was unsuitable (e.g. some thought they were difficult, some considered them easy). The distribution of the four language skills in the activities also did not please a small number of pupils. There was an expectation of having more speaking activities.
- The pupils thought that they were given insufficient vocabulary to talk about the topics introduced in the textbook. They needed more vocabulary related to the topics, especially on subjects like schools, food and drink. I quite agree on this evaluation because the textbook does not include enough vocabulary on topics pupils learn at school (names of the subjects they are learning and the equipment at school or in their classroom) or the language of common Vietnamese food or drinks (names of food and drinks they often eat and drink). Grammar activities were rated a bit lower than vocabulary elements, with students stating that it was often presented in unclear and inappropriate ways.
- A minority of pupils expressed their dissatisfaction with the supporting resources, especially their appearance, and the quality of sound in the audio material. Their evaluation is practical because the workbook, in fact, is made from bad quality paper and black and white pictures and the sound of the cassette tapes is not properly recorded.
- The least positive evaluation from the pupils was on physical appearance. They complained about the artwork on the cover. They did not think it was attractive. However, in spite of these points, most pupils seemed generally content with the textbook.

The findings of pupil evaluations of the textbook seem to be similar to those of the teacher and the theoretical evaluation. They are useful, especially their demand for more vocabulary related to their daily life, the distribution of the four language skills and review lessons which help them prepare well for the tests. One issue worth noting about pupil evaluations is that they focused mainly on the physical appearance of the textbook. In my opinion, these evaluations by the pupils should be considered carefully for the teaching, modifying and revising of the textbook.

8.1.3 Research Question 3:

What recommendations do the teachers and pupils make for the improvement of the textbook?

Teachers' recommendations

The teacher key recommendations can be summarized as follows:

- The teachers suggested rearranging both the time and distribution of the vocabulary and grammar in each section of the units. They also revealed a wish for more practice time for pupils, especially for speaking activities. The teachers also wanted to have more basic communicative activities and meaning-focused practice, such as role-play and information gap activities. However, though possible, it is not easy to provide such activities for beginner level pupils owing to their lack of linguistic resources.
- The teachers wanted the structure of the units to be more diverse. This suggestion is useful, but young learners may like something patterned. They also wanted to have different types of activities, focusing on developing the four language skills, specifically those which emphasize meaning and communicative practice.
- They requested more vocabulary related to food, drinks and subjects at school to help students to talk about their daily activities. This suggestion is, according to me, practical because it helps encourage pupils to practice speaking and writing about their daily life.
- The teachers suggested having better quality supporting resources, so that they could be used effectively.
- The teachers suggested better artwork on the cover to catch people's attention. They also wanted better quality paper. However, this is unrealistic as it would raise the cost of the textbook.

Pupils' recommendations

There were few recommendations from the pupils and their recommendations were varied and sometimes contradictory. Their key recommendations are summarized below:

- Many pupils suggested adding more review lessons before each test. They also expressed a wish for more realistic dialogue in each unit to help them practice.
- They also wanted to have communicative routines to be summarized as structural patterns or phrases (e.g. 'Would you like + …?' in order to make an invitation or 'I'd like …' to make a request). They thought these patterns and phrases would help them to remember key phrases and apply them in communication. This suggestion, according to me, helps provide pupils with a sense of structure so that pupils can remember and use them more easily.
- In vocabulary, they demanded more familiar vocabulary on food, drink and subjects at school. This may help prepare them for describing their daily activities.
- There were few recommendations related to the amount of grammar introduced in the textbook. However these suggestions were contradictory (some demanded more grammar, some less).
- Pupils also requested that the supporting resources (workbook and audio material) should be of better quality and appearance.

In general, these above-mentioned suggestions are useful but not all of them are practical for many reasons (see above). In my opinion, it more useful and practical to revise the textbook in the following ways:

- Modify the textbook with more vocabulary closely related to pupils' daily activities.
- Add practice after the controlled one to encourage pupils to use English in the classroom.
- Allocate more time for speaking practice in the classroom because pupils have no environment to use English outside the classroom.
- Add a lead-in activity in which pupils can discuss together or answer the questions related to what they are going to learn before each section. This will help utilize their background knowledge and prepare them to be ready for new knowledge.

- Modify the review lessons with more challenging activities, focusing on the four language skills.
- Insert progress tests which have similar structures to end-of-term tests after certain units to help provide pupils with a sense of progress and to prepare them for the end-of-term tests.

8.2 Limitations of the Study

The present study, like any other, has a number of limitations which are summarized below:

- Questionnaire and interview data are not entirely reliable because: (a) They are only perceptions and are self-reported data; (b) They may contain responses biased by either the nature of the questions or social desirability and the desire to give a positive image of oneself.
- Beginner level textbooks are not easy to evaluate, as it is not easy to provide many communicative activities, owing to students' lack of vocabulary and linguistic resources.
- The researcher's lack of personal experience of using this particular textbook.
- The views of the authors and teacher trainers are not included in the present study due to time constraints and their unavailability. So the lack of the analysis of the data from these participants limits the textbook evaluation to a small degree.
- Although the latest version of the textbook (4^{th} edition) was used, it is already 9 years old. The authors may have changed their views about ELT, as there have been many developments in the field since then.
- The interviews, no matter how naturalistic, cannot be considered authentic conversations since they were semi-structured interviews for the research purposes and interviewees might not have had time to recall all that they thought about the textbook. Had I had more time for data collection, I would have organized focus group discussions for teachers to exchange ideas about the textbook, and audio-recorded them to obtain further data for analysis.
- Limitations can also be recognized in the choice of participants. The pupil participants were beginner learners of English, who had studied English at school

for only about four months, and so their evaluations and suggestions for improving the textbook cannot be applied to others in the series (English 7, 8 and 9).

- In this study, the findings and implications were drawn from the data collected from participants in a specific context (see 5.1 for more details), so generalizations from this study, especially for better use of the textbook, should be applied with caution.

8.3 Recommendations

In general, a well-designed textbook, in my opinion, should

- Take into account teacher and student views.
- Take into account the teachers' and learners' actual proficiency level.
- Include a variety of activities and topics, focusing on both form and meaning, and focusing in all four language skills.
- Provide group work activities.
- Provide a workbook and supplementary audio resources.
- Provide a teacher's book that offers detailed guidance for teachers.
- Allow scope for flexible use, especially where the textbook tends to be used across the whole country.
- Have an attractive appearance.

English 6, as analysed above, does not fulfil many of these desirable qualities. Therefore, there are some areas where improvements could be made.

For the teaching or use of the textbook

For the teaching or use of the textbook, I would suggest that teachers should follow these principles:

1. Be flexible at the presentation stage when introducing new language material, to make it more open with more pupil involvement, allowing pupils to recall their background knowledge. For example, teachers should elicit knowledge from pupils by asking open questions in L1 for pupils to discuss. Since these pupils

are just beginning to learn English, they should be allowed to use L1 in pair work and group work, because, as Tomlinson (2011: 20) points out '... it can be extremely valuable to delay L2 speaking for beginners of a language until they have gained sufficient exposure to the target language and sufficient confidence in understanding it'.

2. Extend the practice stage in each section to free practice in which pupils can use the target language more freely after controlled practice. This provides learners with opportunities to use the target language.
3. Use additional material such as picture stories, comic strips, etc. in some units to motivate learners to study, as young learners at this age should study a foreign language through interesting visual aids and activities (Cameron, 2003).
4. Add some additional speaking practice to some units, even though speaking is not tested at the end of year exam.

For textbook design and revision of the textbook

In order to have better textbooks for English learners, the following recommendations are made.

- It is important to consider teachers' and students' opinions when designing a textbook for them. Their opinions may help enable writers to design a textbook which meets their needs and expectations.
- To make textbook content more interesting, I think the following aspects should be considered.

  - Teachers' language proficiency should be taken into account when writing a textbook.

  - Lesson topics should be familiar and realistic to ensure that they suit the students' knowledge level. In addition, the topics should be organized so that they link well to enable learners to remember the knowledge they have learnt better.

  - There should be a variety of activities, and they should focus on both form and meaning, and on the development of the four language skills. The activities should be challenging enough to address various levels of student knowledge. Textbook developers should also include activities which give opportunities for learners to

negotiate meaning and encourage learner interaction in the classroom (e.g. group work activities in which students have to work together to complete a task; activities in which students compete together individually or in team) (Tomlinson, 2011).

- Picture illustrations should accompany reading texts to make them easier for learners to understand.

- Supporting resources (e.g. workbook and audio-visual materials) are important. They help students reinforce what they have learnt through more extensive exercises and tasks. They also help teachers make lessons more interesting. They help students practice listening and even experience life-like situations through video.
- The teacher's manual should suggest a variety of ways for teachers to conduct the lesson.
- As the same textbook is used for the whole country, it is important for writers to design future textbooks to include remedial as well as supplementary activities, which teachers can use flexibly (e.g. more optional activities or suggestions for teachers to design suitable activities for their students). Flexibility of materials, according to Tomlinson (2003), helps make it easy for teachers to adapt the materials to suit a particular context.
- Progress tests should be included in the textbook given to familiarize pupils with typical exam content and structure. Moreover, progress tests can also:

- Help teachers check what students have learnt and not learnt,

- Help students revise what has been taught,

- Motivate pupils for study.

- Future textbooks should help teachers' preparation by giving detailed guides for teaching, in the delivery of lessons by accompanying appropriate teaching aids, and in assessment by including progress tests, test booklet, photocopiable tasks, etc.
- Future textbooks should be accompanied with supplementary books containing games to motivate learners and reinforce the knowledge they have learnt and also lessen students' anxiety and stress, as relaxed students can learn more effectively (Tomlinson, 2011).

- The results of the present research reveal that the physical appearance can have a significant impact on learners. A good impression can be achieved through good artwork. However, this will make the textbook more expensive.

For teacher education

As textbooks for general education are compulsory, the following recommendations on teacher education programs are suggested.

- There should be a module which provides student teachers with instructions on how to use a textbook efficiently.
- Textbooks evaluation and developing should be added to the teacher education programs to equip student teachers with enough knowledge on it to help them have their own say in the process. This also helps them produce their own teaching materials for supplementing.

Suggestions for further research

The present research study focused on the context of English language teaching and learning in specific provinces (Mekong Delta) of Vietnam. As ***English 6*** is officially used across the whole country, it would be useful if evaluation studies of the textbook series were conducted in different provinces.

The voices of the textbook authors, parents and other stakeholders (teacher trainers, school head teachers, etc.) are also important in the textbook evaluation process, so they should be involved in further research.

Further research should use focus group interviews, discussions or informal talks for both teachers and students to enhance the quality of the data.

Further research should also investigate textbooks' use at different levels (e.g. English 7, 8 & 9) to examine the whole series for secondary school students.

Finally, further research could also make use of video recordings. Video recording enables researchers to see what happens in the classrooms in detail, thereby making classroom observation data more reliable.

8.4 Concluding Remarks

In contexts where teaching resources are scarce and teachers' proficiency is low, as in Vietnam, textbooks play a particularly important role in teaching and learning, and it is all the more important to evaluate their quality systematically. In this study, we have evaluated a specific textbook (***English 6***) at beginner level, and shown that, despite some deficits (e.g. lack of variety of activities, and inappropriate distribution of vocabulary and grammar, etc.), it seems to be regarded favourably by teachers and pupils, or at least few major shortcomings have been revealed. The evaluation conducted in this study will provide a model for the future evaluation of other textbooks in this series because of the choice of the framework for the evaluation in this study (see 4.3 for more details).

Finally, we should point out that textbooks by their nature cannot cater to all contexts and all purposes, and for this reason teachers need to be trained to use textbooks flexibly, supplementing them where necessary with alternative resources (e.g. picture stories, comic strips, newspaper articles, etc.). Ideas about teaching/learning are evolving at a rapid rate and therefore textbooks have a naturally limited life-span.

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Appendix 1: English Targets for High School Students (Source: MoET, 2008a)

Order	Grade	Listening Skill	Speaking Skill	Reading Skill	Writing Skill
1	6	- Listen and understand some commands and simple classroom orders. - Listen and understand 40-60 word long monologues or dialogues, simple questions and answers about personal information, family and school.	- Ask and answer about simple personal information, family and school in the extent of the topics given in the textbook. - Carry out some simple communication: greeting, giving and following instructions, asking and answering the position and time, describing people and weather.	-Read and understand some simple informative monologues or dialogues about 50-70 words long related to the topics given in the textbook.	-Write some simple sentences about 40-50 words long related to the topics given in the textbook.
2	7	- Listen and understand some simple monologues or dialogues related to the topics given in the textbook. - Listen and understand the main ideas of monologues or dialogues about 60-80 words long with relatively slow speed.	- Ask and answer about simple personal information, study, entertainments and daily activities. - Carry out some simple communication: giving opinions, invitation and advice; arranging time and place for appointments; and asking for and giving directions.	-Read and understand some simple informative monologues or dialogues about 80-100 words long related to the topics given in the textbook.	-Write some simple sentences about 50-60 words long including some simple sentences related to the topics given in the textbook or write under instruction to serve personal communicative purposes, inviting letters and invitation. - Rewrite the main ideas of oral speeches.

3	8	- Listen and understand main and detailed ideas of some monologues or dialogues related to the topics given in the textbook. - Listen and understand some monologues and dialogues about 80-100 words long with relatively slow speed.	- Ask and answer; describe; tell; and explain about personal information, study, and entertainments. - Carry out some simple communication: informing; giving opinions, suggestion; accepting and refusing suggestion; promising, etc.	-Read and understand the main and detailed ideas of some documents about 110-140 words long related to the topics given in the textbook.	-Write sample-based and guide-based documents about 60-80 words long related to the topics given in the textbook or to serve simple communicative needs such as: thanking letters, invitation.
4	9	- Listen and understand main and detailed ideas of some monologues or dialogues related to the topics given in the textbook. - Listen and understand some monologues and dialogues about 100-120 words long with relatively slow speed.	- Ask and answer; describe; tell; and explain; give comments and personal opinions about personal information, study, daily activities. - Carry out some simple communication: talking about habits; giving suggestion, persuading, etc.	-Read and understand the main and detailed ideas of some documents about 150-180 words long related to the topics given in the textbook. - Understand the punctuations, stops and linking components in the documents learnt in the textbook.	-Write sample-based and guide-based documents about 80-100 words long related to the topics given in the textbook or to serve personal communicative needs and simple communication such as: filling in the personal information forms; writing messages, invitation and letters to friends.
5	10	- Listen and understand main and detailed ideas of some monologues and dialogues about 120-150 words long related to the topics given in the	- Ask and answer; and talk about the issues related to the topics in the textbook - Carry out some simple communication: giving instructions, opinions; Asking	-Read and understand the main and detailed ideas of some documents about 190-230 words long related to the topics given in the textbook.	-Write sample-based and guide-based documents about 100-120 words long related to the topics given in the textbook or to serve personal communicative needs and simple

		textbook. - Listen and understand some documents with relatively slow speed.	for directions; and asking for and giving information, etc.	- Develop lexical skills: using dictionaries, contexts, etc.	communication.
6	11	- Listen and understand main and detailed ideas of some monologues and dialogues about 150-180 words long related to the topics given in the textbook. - Listen and understand some documents with relatively natural speed.	- Ask and answer; and talk about the issues related to the topics in the textbook. - Carry out some simple communication: giving satisfaction and dissatisfaction, agreement and opposition; distinguishing the fact; personal opinions, etc.	-Read and understand the main and detailed ideas of some documents about 240-270 words long related to the topics given in the textbook. - Develop lexical skills: using dictionaries, contexts, and synonyms and antonyms. - Recognize grammatical components and document coherence	-Write sample-based and/or guide-based documents about 120-130 words long related to the topics given in the textbook or to serve personal communicative needs and simple communication.
7	12	- Listen and understand main and detailed ideas of some monologues or dialogues about 180-200 words long related to the topics given in the textbook. - Listen and understand some documents with almost natural speed.	- Ask and answer; and talk about the issues related to the topics in the textbook. - Carry out some simple communication: giving personal opinions; talking about needs and likes; and explaining reasons, etc.	-Read and understand the main and detailed ideas of some documents about 280-320 words long related to the topics given in the textbook. - Distinguish the main ideas and supporting ideas. - Use main ideas to summarize the document.	-Write sample-based and/or guide-based documents about 130-150 words long related to the topics given in the textbook or to serve personal communicative needs and simple communication.

Appendix 2: The Questionnaire Accompanied McGrath's (2002) Approach

(Source: McGrath, 2002: 249-50)

1. When they finish the course, what should your learners know of and about the target language?
2. What should they be able to do in and with the language?
3. What knowledge about the language and what guidance for using language appropriately for different purposes in various situations is offered in the materials?
4. What do the materials offer which your learners will need to know?
5. What do the materials offer which your learners will be able to do?
6. What is missing from the materials?
7. How do you think you best learn a language? What is most useful for learners to do to help them learn?
8. What procedure or sequence of work does the learner have to follow in order to be successful at the task?
9. What types of task seem to be most conducive to learning?
10. Which helpful ways of learning seems to be missing from the tasks provided in the materials?
11. What can I do as a teacher which can best help my learners to learn a new language?
12. What are you expected to do to help your learners work successfully through the materials?
13. Do [the] materials give you enough freedom to adopt the roles which for you are the most helpful to learners discovering a new language?
14. Are you asked to take on roles you do not regard as appropriate?
15. Do the materials limit what you want to do as a teacher in using them with your learners?
16. How and to what extent do the materials fit your learners' long-term goals in learning the language and/or following your course?
17. How far do the materials directly call on what your learners already know of and about the language, and extent what they can already do with and in the language?

18. How far do the materials meet the immediate learning needs of your learners as you perceive them?
19. What subject-matter (topics, themes, ideas) in the materials is likely to be interesting and relevant to your learners?
20. In what ways do the materials involve your learners' values, attitudes and feelings?
21. Which skills do the materials highlight and what kinds of opportunity are provided to develop them?
22. How much time and space, proportionately, is devoted to each skill?
23. How is your learner expected to make use of his/her skills?
24. How are the learners required to communicate when working with the materials?
25. How much time and space, proportionately, is devoted your learners interpreting meaning?
26. How much time and space, proportionately, is devoted your learners expressing meaning?
27. How and how far can your materials meet the desire of individual learners to focus at certain moments on the development of a particular skill or ability use?
28. On what basis is the content of the material sequenced?
29. On what basis are the different parts of the materials divided into 'units' or 'lessons', and into sub-parts of units/lessons?
30. On what basis do the materials offer continuity? How are relationships made between earlier and later parts?
31. To what extent and what ways can your learners impose their own sequencing, dividing up and continuity on the materials as they work with them?

Appendix 3: The Questionnaire Accompanied Cunningsworth's (1995) Approach

Source: Cunningsworth (1995: 3-4)

Aims and approaches

1. Do the aims of the coursebook correspond closely with the aims of the teaching program and with the needs of the learners?
2. Is the coursebook suited to the learning/teaching situation?
3. How comprehensive is the coursebook? Does it cover most or all of what is needed? Is it a good source for students and teachers?
4. Is the coursebook flexible? Does it allow different teaching and learning styles?

Design and organization

5. What components make up the total course package (e.g. students' book, teacher's book, workbook, cassette, etc.)?
6. How is the content organized (e.g. according to structures, functions, topics, skills, etc.)? Is the organization right for learners and teachers?
7. How is the content sequenced (e.g. on the basis of complexity, 'learnability', usefulness, etc.)?
8. Is the grading and progression suitable for the learners? Does it allow to complete the work needed to meet any external syllabus requirements?
9. Is there adequate recycling and revision?
10. Are there reference sections for grammar, etc.? Is some of the material suitable for individual study?
11. Is it easy to find your way around the coursebook? Is the layout clear?

Language content

12. Does the coursebook cover the main grammar items appropriate to each level, taking learners' needs into account?
13. Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?

14. Does the coursebook include material for pronunciation work? If so what is covered: individual sounds, word stress, sentence tress, intonation?
15. Does the coursebook deal with the structuring and conventions of language use above sentence level, e.g. how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced level.)
16. Are style and appropriacy dealt with? If so, is language style matched to social situations?

Skills

17. Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?
18. Is there material for integrated skills work?
19. Are reading passages and associated activities suitable for your students' levels, interests, etc.? Is there sufficient reading material?
20. Is listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?
21. Is material for spoken English (dialogues, roleplays, etc.) well designed to equip learners for real-life interaction?
22. Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g. paragraphing) and use of appropriate style?

Topic

23. Is there sufficient material of genuine interest to learners?
24. Is there enough variety and range of topic?
25. Will the topics help expand students' awareness and enrich their experience?
26. Are the topics sophisticated enough in content, yet within the learners' language level?
27. Will your students be able to relate to the social and cultural contexts presented in the coursebook?
28. Are women portrayed and presented equally with men?

29. Are other groups presented, with reference to ethnic origin, occupation, disability, etc.?

Methodology

30. What approach/approaches to language learning are taken by the coursebook? Is this appropriate to the learning/teaching situation?
31. What level of active learner involvement can be expected? Does this match your learners' learning styles and expectations?
32. What techniques are used for presenting/practicing new language items? Are they suitable for your learners?
33. How are the different skills taught?
34. How are communicative abilities developed?
35. Does the material include any advice/help to students on study skills and learning strategies?
36. Are students expected to take a degree of responsibility for their own learning? (e.g. by setting their own individual learning targets)?

Teachers' book

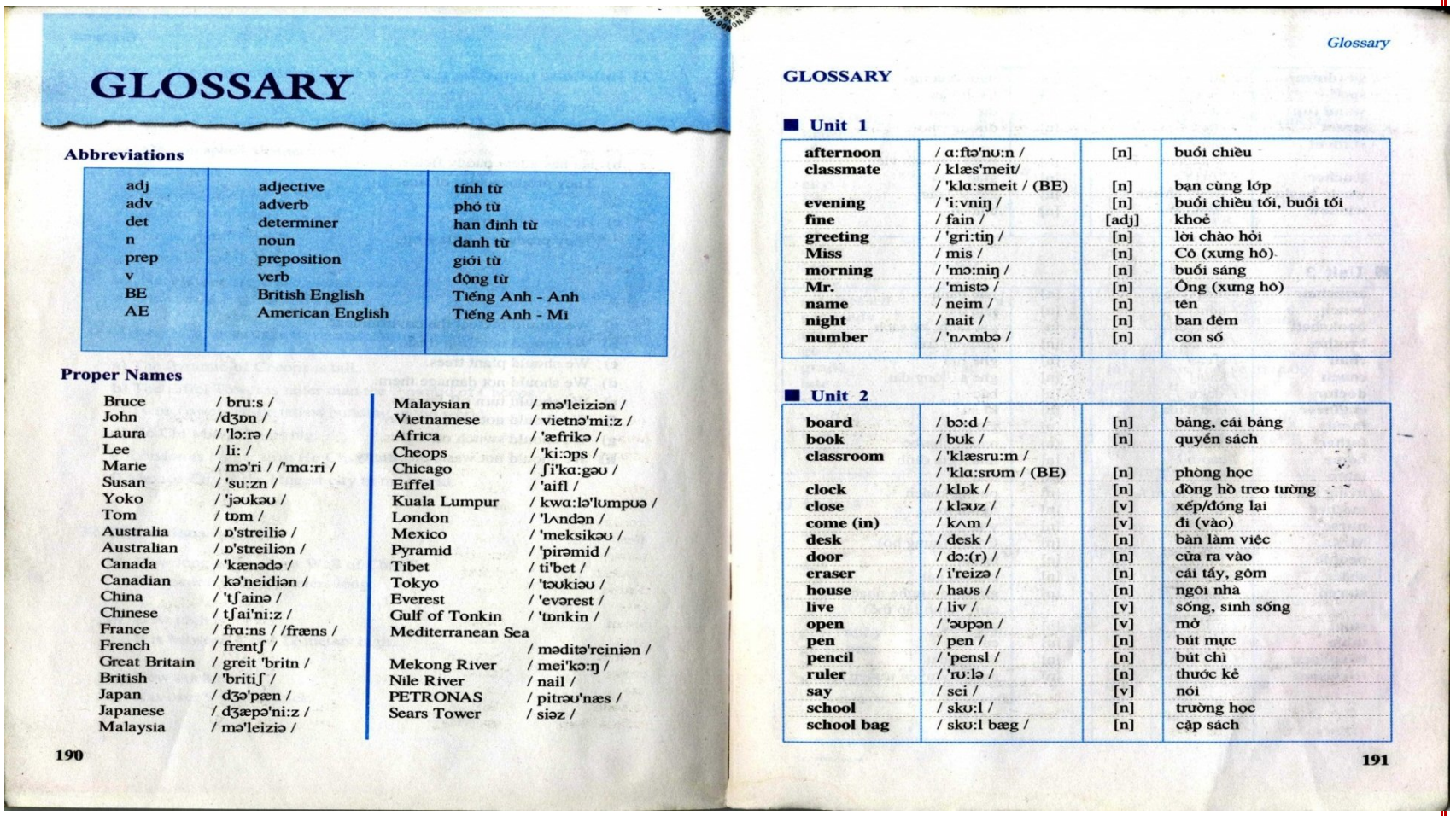
37. Is there adequate guidance for the teachers who will be using the coursebook and its supporting materials?
38. Are the teachers' books comprehensive and supportive?
39. Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?
40. Do the writers set out and justify the basic premises and principles underlying the material?
41. Are keys to exercises given?

Practical considerations

42. What does the whole package cost? Does this represent good value for money?
43. Are the books strong and long-lasting? Are they attractive in appearance?
44. Are they easy to obtain? Can further supplied be obtained at short notice?

45. Do any parts of the package require particular equipment, such as a language laboratory, listening centre or video player? If so, do you have the equipment available for use and is it reliable?

Appendix 4: Vocabulary list in English 6



GLOSSARY

Abbreviations

adj	adjective	tính từ
adv	adverb	phó từ
det	determiner	hạn định từ
n	noun	danh từ
prep	preposition	giới từ
v	verb	động từ
BE	British English	Tiếng Anh - Anh
AE	American English	Tiếng Anh - Mĩ

Proper Names

Bruce	/ bru:s /
John	/dʒɒn /
Laura	/ 'lɔ:rə /
Lee	/ li: /
Marie	/ mə'ri / /'mɑ:ri /
Susan	/ 'su:zn /
Yoko	/ 'jəʊkəʊ /
Tom	/ tɒm /
Australia	/ ɒ'streiliə /
Australian	/ ɒ'streiliən /
Canada	/ 'kænədə /
Canadian	/ kə'neidiən /
China	/ 'tʃainə /
Chinese	/ tʃai'ni:z /
France	/ frɑ:ns / /fræns /
French	/ frentʃ /
Great Britain	/ greit 'britn /
British	/ 'britiʃ /
Japan	/ dʒə'pæn /
Japanese	/ dʒæpə'ni:z /
Malaysia	/ mə'leiziə /
Malaysian	/ mə'leiziən /
Vietnamese	/ vietnə'mi:z /
Africa	/ 'æfrikə /
Cheops	/ 'ki:ɔps /
Chicago	/ ʃi'kɑ:gəʊ /
Eiffel	/ 'aifl /
Kuala Lumpur	/ kwɑ:lə'lʊmpʊə /
London	/ 'lʌndən /
Mexico	/ 'meksikəʊ /
Pyramid	/ 'pirəmid /
Tibet	/ ti'bet /
Tokyo	/ 'təʊkiəʊ /
Everest	/ 'evərest /
Gulf of Tonkin	/ 'tɒnkin /
Mediterranean Sea	/ məditə'reiniən /
Mekong River	/ mei'kɔ:ŋ /
Nile River	/ nail /
PETRONAS	/ pitrəʊ'næs /
Sears Tower	/ siəz /

GLOSSARY

Unit 1

afternoon	/ ɑ:ftə'nu:n /	[n]	buổi chiều
classmate	/ klæs'meit/ / 'klɑ:smeit / (BE)	[n]	bạn cùng lớp
evening	/ 'i:vniŋ /	[n]	buổi chiều tối, buổi tối
fine	/ fain /	[adj]	khoẻ
greeting	/ 'gri:tiŋ /	[n]	lời chào hỏi
Miss	/ mis /	[n]	Cô (xưng hô)
morning	/ 'mɔ:niŋ /	[n]	buổi sáng
Mr.	/ 'mistə /	[n]	Ông (xưng hô)
name	/ neim /	[n]	tên
night	/ nait /	[n]	ban đêm
number	/ 'nʌmbə /	[n]	con số

Unit 2

board	/ bɔ:d /	[n]	bảng, cái bảng
book	/ bʊk /	[n]	quyển sách
classroom	/ 'klæsru:m / / 'klɑ:srʊm / (BE)	[n]	phòng học
clock	/ klɒk /	[n]	đồng hồ treo tường
close	/ kləʊz /	[v]	xếp/đóng lại
come (in)	/ kʌm /	[v]	đi (vào)
desk	/ desk /	[n]	bàn làm việc
door	/ dɔ:(r) /	[n]	cửa ra vào
eraser	/ i'reizə /	[n]	cái tẩy, gôm
house	/ haʊs /	[n]	ngôi nhà
live	/ liv /	[v]	sống, sinh sống
open	/ 'əʊpən /	[v]	mở
pen	/ pen /	[n]	bút mực
pencil	/ 'pensl /	[n]	bút chì
ruler	/ 'ru:lə /	[n]	thước kẻ
say	/ sei /	[v]	nói
school	/ sku:l /	[n]	trường học
school bag	/ sku:l bæg /	[n]	cặp sách

sit (down)	/ sit /	[v]	ngồi (xuống)
spell	/ spel /	[v]	đánh vần
stand (up)	/stænd /	[v]	đứng (lên)
street	/ stri:t /	[n]	đường phố
student	/ 'stu:dnt / / 'stju:dənt / (BE)	[n]	học sinh/sinh viên
teacher	/ 'ti:tʃə /	[n]	giáo viên
waste basket	/ weist bæskit /	[n]	giỏ/sọt rác
window	/ 'windəu /	[n]	cửa sổ

Unit 3

armchair	/ ɑ:m'tʃeə /	[n]	ghế bành
bench	/ bentʃ /	[n]	ghế dài
bookshelf	/ 'bukʃelf /	[n]	giá sách, kệ sách
brother	/ 'brʌðə /	[n]	anh/em trai
chair	/ tʃeə /	[n]	ghế tựa
couch	/ kaʊtʃ /	[n]	ghế sa-lông dài
doctor	/ 'dɔktə /	[n]	bác sĩ
engineer	/ endʒi'niə /	[n]	kĩ sư
family	/ 'fæməli /	[n]	gia đình
father	/ 'fɑ:ðə /	[n]	người cha/bố
home	/ həʊm /	[n]	nhà / gia đình
lamp	/ læmp /	[n]	đèn
living room	/ 'liviŋ ru:m /	[n]	phòng khách
mother	/ 'mʌðə /	[n]	người mẹ
nurse	/ nɜ:s /	[n]	y tá
Mrs.	/ 'misiz /	[n]	Cô/Bà (xưng hô)
people	/ 'pi:pl /	[n]	người
sister	/ 'sistə /	[n]	chị/em gái
stereo	/ 'steriəu /	[n]	giàn/máy nghe nhạc (âm thanh lập thể)
stool	/ stu:l /	[n]	ghế đẩu
table	/ 'teibl /	[n]	cái bàn
telephone	/ 'telifəun /	[n]	điện thoại
television	/ 'teliviʒn /	[n]	máy vô tuyến truyền hình

Unit 4

big	/ big /	[adj]	to, lớn
breakfast	/ 'brekfəst /	[n]	bữa ăn sáng, điểm tâm
brush	/ brʌʃ /	[v]	đánh/chải (răng)
class	/ klæs / / 'klɑ:s / (BE)	[n]	lớp (học)
city	/ 'siti /	[n]	thành phố
country	/ 'kʌntri /	[n]	miền quê/nông thôn, đất nước
do	/ du: /	[v]	làm
every	/ 'evri /	[det]	mỗi (một)
face	/ feis /	[n]	khuôn mặt
floor	/ flɔ: /	[n]	tầng (lầu)
get dressed	/ get drest /		mặc quần áo
get ready	/ get redi /		chuẩn bị sẵn sàng
get up	/ get ʌp /		thức dậy
go	/ gəu /	[v]	đi
grade	/ greid /	[n]	lớp (nói về trình độ)
late	/ leit /	[adj]	trễ, muộn
small	/ smɔ:l /	[adj]	nhỏ, bé
teeth	/ ti:θ /	[n]	răng (số ít: tooth)
time	/ taim /	[n]	lần/lượt, thời gian
wash	/ wɒʃ /	[v]	rửa

Unit 5

after	/ 'æftə / / 'ɑ:ftə/ (BE)	[prep]	sau, tiếp sau
day	/ dei /	[n]	ngày
eat	/ i:t /	[v]	ăn
end	/ end /	[v]	kết thúc, chấm dứt
game	/ geim /	[n]	trò chơi
geography	/ dʒi'ɒgrəfi /	[n]	môn địa lí
go to bed			đi ngủ
history	/ 'histri /	[n]	môn lịch sử
homework	/ 'həumwɜ:k /	[n]	bài tập về nhà
housework	/ 'hauswɜ:k /	[n]	việc nhà
listen	/ 'lisn /	[v]	lắng nghe

literature	/ 'litrətʃə /	[n]	môn văn
lunch	/ lʌntʃ /	[n]	bữa ăn trưa
math	/ mæθ /	[n]	môn toán
music	/ 'mju:zik /	[n]	âm nhạc
play	/ plei /	[v]	chơi
read	/ ri:d /	[v]	đọc
routine	/ ru:'ti:n /	[n]	công việc thường ngày
soccer	/ 'sɒkə /	[n]	bóng đá
sport	/ spɔ:t /	[n]	thể thao
start	/ stɑ:t /	[v]	bắt đầu, xuất phát
take a shower			tắm vòi sen
thing	/ θiŋ /	[n]	vật/đồ vật
timetable	/ 'taɪm ˌteɪbəl /	[n]	thời khoá biểu
volleyball	/ 'vɒlibɔ:l /	[n]	môn bóng chuyền
watch	/ wɒtʃ /	[v]	xem

■ Unit 6

bakery	/ 'beikri /	[n]	lò/tiệm bánh mì
beautiful	/ 'bju:tifl /	[adj]	xinh đẹp
behind	/ bi'haind /	[prep]	phía sau
between	/ bi'twi:n /	[prep]	ở giữa
bookstore	/ bʊk'stɔ: /	[n]	hiệu sách
children	/ 'tʃildrən /	[n]	trẻ con/trẻ em (số ít: child)
drugstore	/ 'drʌgstɔ: /	[n]	hiệu thuốc tây
factory	/ 'fæktri /	[n]	nhà máy, xí nghiệp
flower	/ 'flaʊə: /	[n]	bông hoa
hospital	/ 'hɒspitl /	[n]	bệnh viện
hotel	/ həʊ'tel /	[n]	khách sạn
in front of		[prep]	ở phía trước
lake	/ leik /	[n]	cái hồ
left	/ left /	[n]	bên trái
look at	/ lʊk ət /	[v]	nhìn
mountain	/ 'maʊntn /	[n]	ngọn núi
movie theater	/ 'mu:vi θi:ətər /	[n]	rạp chiếu phim
museum	/ mju'ziəm /	[n]	viện bảo tàng
near	/ niə /	[adv]	gần, cạnh
neighborhood	/ 'neibəhʊd /	[n]	hàng xóm, khu vực

opposite	/ 'ɒ:pəzət /	[prep]	đối diện
park	/ pɑ:k /	[n]	công viên
place	/ pleis /	[n]	nơi/chốn
police station	/ pə'li:s ˌsteiʃn /	[n]	đồn công an, đồn cảnh sát
restaurant	/ 'restərənt / / 'restrɒ:nt / (BE)	[n]	nhà hàng, tiệm ăn
rice paddy = paddy field	/ 'rais 'pædi /	[n]	cánh đồng lúa
right	/ rait /	[n]	bên phải
river	/ 'rivə /	[n]	dòng sông
stadium	/ 'steidiəm /	[n]	sân vận động
store	/ stɔ: /	[n]	cửa hàng
temple	/ 'templ /	[n]	(ngôi) đình, đền miếu
toystore	/ 'tɔistɔ: /	[n]	cửa hàng đồ chơi
tree	/ tri: /	[n]	cây
town	/ taʊn /	[n]	phố, thị trấn
village	/ 'vilidʒ /	[n]	làng
work	/ wɜ:k /	[v]	làm việc
yard	/ jɑ:d /	[n]	cái sân

■ Unit 7

apartment	/ ə'pɑrtmənt /	[n]	căn hộ
bank	/ bæŋk /	[n]	ngân hàng
bike	/ baik /	[n]	xe đạp
bus	/ bʌs /	[n]	xe buýt
car	/ kɑ: /	[n]	xe ô tô
clinic	/ 'klinik /	[n]	phòng khám
friend	/ frend /	[n]	người bạn
garden	/ 'gɑ:dn /	[n]	vườn
market	/ 'mɑ:kit /	[n]	chợ
motorbike	/ 'məʊtəbaik /	[n]	xe máy, xe mô tô
noisy	/ 'nɔizi /	[adj]	ồn ào
photo	/ 'fəʊtəʊ /	[n]	bức ảnh (chụp)
plane	/ plein /	[n]	máy bay
post office	/ 'pəʊst ˌɒ:fis /	[n]	bưu điện
supermarket	/'supəmɑ:kit/ /'sju:pəmɑ:kit/ (BE)	[n]	siêu thị

quiet	/ 'kwaiət /	[adj]	yên tĩnh, im lặng
train	/ trein /	[n]	xe lửa, tàu hỏa
travel	/ 'trævl /	[v]	đi lại
vegetable	/ 'vedʒtəbl /	[n]	rau quả
walk	/ wɔ:k /	[v]	đi bộ
well	/ wel /	[n]	cái giếng
write	/ rait /	[v]	viết
zoo	/ zu: /	[n]	vườn thú

■ Unit 8

accident	/ 'æksidənt /	[n]	tai nạn
ahead	/ ə'hed /	[adv]	phía trước
arrive	/ ə'raiv /	[v]	đến
businessman	/ 'biznəsmæn /	[n]	nhà doanh nghiệp, thương gia
change	/ tʃeindʒ /	[v]	thay đổi
copy	/ 'kɒpi /	[v]	sao chép
correct	/ kə'rekt /	[v]	chữa, sửa lỗi
dangerous	/ 'deindʒərəs /	[adj]	nguy hiểm
difficult	/ 'difikəlt /	[adj]	khó khăn
drive	/ draiv /	[v]	lái xe (ô tô)
farm	/ fɑ:m /	[n]	nông trang, trang trại
farmer	/ fɑ:mə /	[n]	nông dân
fast	/ fæst / /fɑ:st/ (BE)	[adv]	nhanh
foodstall	/ 'fu:d stɔl /	[n]	quầy bán đồ ăn, quán ăn (nhỏ)
help	/ help /	[v]	giúp đỡ
intersection	/ intə'sekʃn /	[n]	giao lộ
lie	/ lai /	[v]	nằm
load	/ ləʊd /	[v]	chất hàng
park	/ pɑ:k /	[v]	đỗ xe
ride	/ raid /	[v]	đi/cưỡi (xe đạp, xe máy)
road	/ rəʊd /	[n]	đường, lộ
road sign	/ rəʊd sain /	[n]	biển báo giao thông
slow down	/ sləʊ daʊn /	[v]	giảm tốc độ, đi chậm lại

straight ahead	/ streit əhed /	[adv]	thẳng phía trước
take	/ teik /	[v]	lấy, cầm
traffic	/ 'træfik /	[n]	sự đi lại, giao thông
traffic light	/ 'træfik lait /	[n]	đèn giao thông
truck	/ trʌk /	[n]	xe tải
turn	/ tɜ:n /	[v]	rẽ hướng
unload	/ ʌn'ləʊd /	[v]	bốc dỡ hàng
video game	/ 'vidiəʊ ˌgeim /	[n]	trò chơi vi-đê-ô
wait	/ weit /	[v]	chờ, đợi
warn	/ wɔ:n /	[v]	cảnh báo

■ Unit 9

arm	/ ɑ:m /	[n]	cánh tay
black	/ blæk /	[adj]	màu đen
blue	/ blu: /	[adj]	màu xanh da trời/ xanh dương
body	/ 'bɒdi /	[n]	cơ thể, thân thể
brown	/ braʊn /	[adj]	màu nâu
chest	/ tʃest /	[n]	ngực
ear	/ iə: /	[n]	tai
eye	/ ai /	[n]	mắt
fat	/ fæt /	[adj]	mập, béo
finger	/ fiŋgə /	[n]	ngón tay
foot	/ fu:t /	[n]	bàn chân
full	/ fu:l /	[adj]	đầy, đầy đặn (môi), no, no bụng
gray	/ grei /	[adj]	màu xám
green	/ gri:n /	[adj]	màu xanh lá cây/xanh lục
gymnast	/ 'dʒimnæst /	[n]	vận động viên thể dục
hair	/ heə: /	[n]	tóc
hand	/ hænd /	[n]	bàn tay
head	/ hed /	[n]	đầu
heavy	/ 'hevi /	[adj]	nặng
leg	/ leg /	[n]	cẳng chân
light	/ lait /	[adj]	nhẹ
lips	/ lips /	[n]	môi

mouth	/ maʊθ /	[n]	miệng
nose	/ nəʊz /	[n]	mũi
orange	/ 'ɒrɪŋdʒ /	[adj]	màu da cam
oval	/ əʊvəl /	[adj]	hình trái xoan
purple	/ pɜ:pəl /	[adj]	màu tía
red	/ red /	[adj]	màu đỏ
round	/ raʊnd /	[adj]	tròn
short	/ ʃɔ:t /	[adj]	thấp, ngắn
shoulder	/ 'ʃəʊldə /	[n]	vai
strong	/ strɒŋ /	[adj]	khoẻ mạnh
tall	/ tɔ:l /	[adj]	cao, cao lớn
thin	/ θin /	[adj]	gầy, mảnh
toe	/ təʊ /	[n]	ngón chân
weak	/ wi:k /	[adj]	yếu
weight lifter	/ weit liftə /	[n]	vận động viên cử tạ
white	/ wait /	[adj]	màu trắng
yellow	/ jeləʊ /	[adj]	màu vàng

Unit 10

apple	/ 'æpl /	[n]	quả táo
banana	/ bə'nænə /	[n]	quả chuối
bean	/ bi:n /	[n]	hạt đậu/đỗ
bread	/ bred /	[n]	bánh mì
cabbage	/ 'kæbidʒ /	[n]	bắp cải
carrot	/ 'kærət /	[n]	cà rốt
chicken	/ 'tʃikin /	[n]	gà, thịt gà
coffee	/ 'kɔ:fi /	[n]	cà phê
cold	/ kəʊld /	[adj]	lạnh
drink	/ driŋk /	[n]	đồ uống
favorite	/ 'feivərit /	[adj]	ưa thích
fish	/ fiʃ /	[n]	cá
food	/ fu:d /	[n]	thức ăn, thực phẩm
fruit	/ fru:t /	[n]	hoa quả
hot	/ hɒt /	[adj]	nóng
hungry	/ 'hʌŋgri /	[adj]	đói
iced	/ aist /	[adj]	lạnh, ướp lạnh, có đá

juice	/ dʒu:s /	[n]	nước trái cây
lemonade	/ lemə'neid /	[n]	nước chanh
lettuce	/ 'letis /	[n]	rau diếp, rau xà lách
like	/ laik /	[v]	thích
matter	/ 'mætə /	[n]	vấn đề
meat	/ mi:t /	[n]	thịt
menu	/ 'menju: /	[n]	thực đơn
milk	/ milk /	[n]	sữa
noodles	/ 'nu:dlz /	[n]	phở, bún, miến
onion	/ 'ʌnjən /	[n]	hành
orange	/ 'ɒrindʒ /	[n]	quả cam
pea	/ pi: /	[n]	đậu/đỗ hạt tròn
potato	/ pə'teitəʊ /	[n]	khoai tây
rice	/ rais /	[n]	gạo, cơm
soda	/ 'səʊdə /	[n]	nước sô-đa
tea	/ ti: /	[n]	trà, nước trà
thirsty	/ 'θɜ:sti /	[adj]	khát (nước)
tired	/ 'taiəd /	[adj]	mệt, mệt mỏi
tomato	/ tə'meitəʊ /	[n]	cà chua
want	/ wɔ:nt /	[v]	muốn
water	/ 'wɔ:tə /	[n]	nước

Unit 11

apple pie	/ 'æpl pai /	[n]	bánh (nhân) táo
bar	/ bɑ: /	[n]	thỏi, bánh
beef	/ bi:f /	[n]	thịt bò
bottle	/ 'bɒtl /	[n]	chai, lọ
box	/ bɒks /	[n]	hộp
cake	/ keik /	[n]	bánh ngọt
can	/ kæn /	[n]	lon, hộp
chocolate	/ 'tʃɒklət /	[n]	sô cô la
cooking oil	/ 'kʊkiŋ ɔil /	[n]	dầu ăn
dozen	/ 'dʌzn /	[n]	một tá
egg	/ eg /	[n]	quả trứng
fried	/ fraid /	[adj]	chiên, rán
glass	/ glæs / / gla:s / (BE)	[n]	cốc/ li

gram	/ græm /	[n]	gam, lạng
half	/ hæf / / ha:f / (BE)	[n]	một nửa
hot dog	/ hɔt dɔg /	[n]	món hot dog (bánh mì kẹp xúc xích)
ice-cream	/ ais kri:m /	[n]	kem (cà rem)
kilo	/ 'kilәu /	[n]	kí lô, cân
need	/ ni:d /	[v]	cần
packet	/ 'pækit /	[n]	gói
sandwich	/ 'sændwitʃ /	[n]	bánh xăng uých
sausage	/ 'sɔ:sidʒ /	[n]	xúc xích
toothpaste	/ 'tu:θpeist /	[n]	kem đánh răng
tube	/ tju:b /	[n]	ống tuýp

Unit 12

aerobics	/ 'eərəubiks /	[n]	môn thể dục nhịp điệu
always	/ ɔ:lweiz /	[adv]	luôn luôn
badminton	/ 'bædmintən /	[n]	môn cầu lông
boots	/ bu:ts /	[n]	đôi ủng
camp	/ kæmp /	[n] [v]	trại, (go camping: cắm trại, đi cắm trại)
fishing	/ 'fiʃiŋ /	[n]	câu/đánh cá
fly	/ flai /	[v]	thả (diều), bay
jog	/ dʒɒg /	[v]	đi bộ thể dục
kite	/ kait /	[n]	cái/con diều (giấy)
movies	/ 'mu:viz /	[n]	phim ảnh, rạp chiếu phim
never	/ 'nevə /	[adv]	không bao giờ
often	/ 'ɔ:fn /	[adv]	thường xuyên, hay
once	/ wʌns /	[adv]	một lần
pastime	/ 'pæstaim /	[n]	trò giải trí
picnic	/ 'piknik /	[n]	buổi dã ngoại
skip	/ skip /	[v]	nhảy dây
sometimes	/ sʌmtaimz /	[adv]	đôi khi, thỉnh thoảng
swim	/ swim /	[v]	bơi
table tennis	/ 'teibl 'tenis /	[n]	môn bóng bàn
tent	/ tent /	[n]	cái lều (bạt)

twice	/ twais /	[adv]	hai lần
usually	/ 'ju:ʒuəli /	[adv]	thường thường
wear	/ weə: /	[v]	mang, mặc, đeo (kính)
week	/ wi:k /	[n]	tuần lễ
weekend	/ 'wi:kend /	[n]	ngày cuối tuần
year	/ jiə /	[n]	năm

Unit 13

activity	/ æk'tiviti /	[n]	hoạt động
basketball	/ 'bæskitbɔ:l /	[n]	môn bóng rổ
die	/ dai /	[v]	chết
fall (BE: Autumn -)	/ fɔ:l /	[n]	mùa thu
sail	/ seil /	[v]	đi thuyền buồm
season	/ 'si:zən /	[n]	mùa
spring	/ spriŋ /	[n]	mùa xuân
summer	/ 'sʌmə /	[n]	mùa hạ/hè
volleyball	/ 'vɒlibɔ:l /	[n]	môn bóng chuyền
warm	/ wɔ:m /	[adj]	ấm, ấm áp
weather	/ 'weðə /	[n]	thời tiết
winter	/ 'wintə /	[n]	mùa đông

Unit 14

aunt	/ ɑ:nt /	[n]	cô, dì, bác (gái)
beach	/ bi:tʃ /	[n]	bãi biển
bring	/ briŋ /	[v]	mang (theo)
camera	/ 'kæmərə /	[n]	máy ảnh
citadel	/ 'sitədəl /	[n]	Thành nội (ở cố đô Huế), thành luỹ
destination	/ desti'neiʃn /	[n]	đích đến, điểm đến
finally	/ 'fainəli /	[adv]	cuối cùng
idea	/ ai'diə /	[n]	ý kiến
minibus	/ 'minibʌs /	[n]	ô tô (buýt) 8 - 12 chỗ ngồi

pagoda	/ pə'gəʊdə /	[n]	chùa
plan	/ plæn /	[n]	kế hoạch
stay	/ stei /	[v]	ở (lại)
uncle	/ 'ʌŋkl /	[n]	bác (trai), chú, dượng
vacation	/ vei'keiʃn /	[n]	kì nghỉ
visit	/ 'vizit /	[v]	tham quan, thăm (viếng)

■ Unit 15

big	/ big /	[adj]	to / lớn
building	/ 'bildiŋ /	[n]	toà nhà, cao ốc
capital	/ 'kæpitl /	[n]	thủ đô
capital city		[n]	thủ phủ
desert	/ 'dezət /	[n]	sa mạc
feature	/ 'fi:tʃə /	[n]	nét, đặc trưng
flow	/ fləʊ /	[v]	chảy
forest	/ 'fɔ:rist /	[n]	rừng
great	/ greit /	[adj]	tuyệt vời, to lớn
high	/ hai /	[adj]	cao
language	/ 'læŋgwidʒ /	[n]	ngôn ngữ
long	/ lɔŋ /	[adj]	dài
meter	/ 'mitə /	[n]	mét (đơn vị đo lường)
nationality	/ næʃə'nælәti /	[n]	quốc tịch
natural	/ 'nætʃrəl /	[adj]	thuộc về thiên nhiên, tự nhiên
ocean	/ 'əʊʃn /	[n]	đại dương, biển
population	/ pɒpju'leiʃn /	[n]	dân số
rain	/ rein /	[n]	mưa
range	/ reindʒ /	[n]	dãy, rặng (núi)
speak	/ spi:k /	[v]	nói
structure	/ 'strʌktʃə /	[n]	cấu trúc
thick	/ θik /	[adj]	dày
tower	/ 'taʊə /	[n]	cái tháp
world	/ wɜ:ld /	[n]	thế giới

■ Unit 16

animal	/ 'æniml /	[n]	con vật
buffalo	/ 'bʌfələʊ /	[n]	con trâu
burn	/ bɜ:n /	[v]	đốt cháy
cart	/ kɑ:t /	[n]	xe bò
cat	/ kæt /	[n]	con mèo
coal	/ kəʊl /	[n]	than đá, than củi
collect	/ kə'lekt /	[v]	thu nhặt
cow	/ kaʊ /	[n]	con bò cái
cut down	/ kʌt daʊn /	[v]	đốn hạ cây
damage	/ 'dæmidʒ /	[v]	làm hỏng
danger	/ 'deindʒə /	[n]	mối nguy hiểm
destroy	/ di'strɔi /	[v]	phá huỷ
environment	/ in'vairənmənt /	[n]	môi trường
gas	/ gæz /	[n]	hơi, khí đốt
grow	/grəu /	[v]	trồng, mọc
keep off	/ ki:p ɔ:f /	[v]	tránh khỏi
man	/ mæn /	[n]	loài người
oil	/ ɔil /	[n]	dầu (nhiên liệu)
pig	/ pig /	[n]	con lợn/heo
plant	/ plænt /		
	/ 'plɑ:nt / (BE)	[n]	cây (thuộc loài thảo)
plow	/ plaʊ /	[v]	cày
pollute	/ pə'lu:t /	[v]	làm ô nhiễm
pollution	/ pə'lu:ʃn /	[n]	sự ô nhiễm
produce	/ prə'dju:s /	[v]	sản xuất
pull	/ pʊl /	[v]	kéo, lôi
recycle	/ ri'saikl /	[v]	tái sử dụng
scrap metal	/ skræp metl /	[n]	sắt thép phế thải
throw	/ θrəʊ /	[v]	ném, vất
trash	/ træʃ /	[n]	rác rưởi
waste	/ weist /	[v]	phí phạm, lãng phí

Appendix 5: Participant Information Sheet

A. For Teachers

Title: An evaluative analysis of the ***English 6*** textbook used in junior secondary schools in the language teaching context of Mekong Delta Provinces – Vietnam

Name of researcher: Cang Trung Nguyen, PhD student at the University of Sheffield – UK

Instructions:

For the purpose of my dissertation, I am conducting a research study to find out what works well and what needs improving in ***English 6*** textbook.

You are invited to participate in my research. I would appreciate any assistance you can offer me. As part of my dissertation I am conducting a questionnaire task, interviews and classroom observation. In the questionnaire task you are asked to complete the questionnaire on your evaluation of ***English 6,*** which you are using to study English. The questionnaire takes you half an hour to finish. You will be asked to take part in a thirty-minute interview about your evaluation of ***English 6***. You will also be asked to carry out a demonstration teaching period using ***English 6***. Before you carry out the tasks, I will need to collect your personal information through the Background Information Sheet.

If you are willing to participate in my study, **please complete the Background Information Sheet, sign the Consent Form, complete the Questionnaire and give them back to me**. All information you provide in the Background Information Sheet is confidential and your name will not be used.

Thank you very much for your time and help in making this research possible.

Contact information

If you have any queries or wish to know more, please let me know now or contact me at the following address:

Cang Trung Nguyen - 93A Gell Street – Sheffield - South Yorkshire – S3 7QT – UK
Mobile: 0044 755 0132459 e-mail: egp10ctn@sheffield.ac.uk

Appendix 5: Participant Information Sheet

B. For Pupils

Title: An evaluative analysis of the ***English 6*** textbook used in junior secondary schools in the language teaching context of Mekong Delta Provinces – Vietnam

Name of researcher: Cang Trung Nguyen, PhD student at the University of Sheffield - UK

Instructions:

For the purpose of my dissertation, I am conducting a research study to find out what works well and what needs improving in ***English 6*** textbook.

You are invited to participate in my research. I would appreciate any assistance you can offer me. As part of my dissertation I am conducting a questionnaire task. In this task you are asked to complete the questionnaire on your evaluation of ***English 6,*** which you are using to study English. Before you complete the questionnaire, I will need to collect your personal information through the Background Information. The questionnaire takes you half an hour to finish.

If you are willing to participate in my study, **please complete the Background Information, sign the Consent Form, complete the questionnaire and give them back to me.** All information you provide in the background Information is confidential and your name will not be used.

Thank you very much for your time and help in making this research possible.

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If you have any queries or wish to know more, please let me know now or contact me at the following address:

Cang Trung Nguyen - 93A Gell Street – Sheffield - South Yorkshire – S3 7QT - UK
Mobile: 0044 755 0132459 e-mail: egp10ctn@sheffield.ac.uk

Appendix 6: Participant Consent Form

A. For Teachers

Title: An evaluative analysis of the ***English 6*** textbook used in junior secondary schools in the language teaching context of Mekong Delta Provinces – Vietnam

Name of researcher: Cang Trung Nguyen, PhD student at the University of Sheffield - UK

Please tick the box if you agree.

□ I have been given and have understood the explanation of the research study. I have had an opportunity to ask questions and have them answered.

□ I understand that I may withdraw myself or any information traceable to me at any time without giving any reasons.

□ I agree to take part in the research.

□ I agree that my interview that I will participate in will be audio-recorded.

□ I agree that my demonstration period will be audio-recorded.

Date: _____

Name: _____

Signature: _____

Appendix 6: Participant Consent Form

B. For Pupils

Title: An evaluative analysis of the ***English 6*** textbook used in junior secondary schools in the language teaching context of Mekong Delta Provinces – Vietnam

Name of researcher: Cang Trung Nguyen, PhD student at the University of Sheffield - UK

Please tick the box if you agree.

□ I have been given and have understood the explanation of the research study. I have had an opportunity to ask questions and have them answered.

□ I understand that I may withdraw myself or any information traceable to me at any time without giving any reasons.

□ I agree to take part in the research.

Date: _____

Name: _____

Signature: _____

Appendix 7: Questionnaire Instruction

Dear participants,

This questionnaire is designed to collect your opinions about ***English 6*** evaluation. The textbook will be evaluated in terms of its physical appearance, content and impacts on users.

It is absolutely essential that you express your views realistically. The data collected from you will be very valuable in recognizing the strengths and weaknesses of the textbook. These strengths and weaknesses are considered to be the scientific base for suggestions about how to improve the textbook to make English teaching and learning more efficient.

Your identity and individual responses in this questionnaire will be kept strictly confidential and will be used for this research purposes only.

Thank you very much for your participation and cooperation.

Cang Trung Nguyen
Department of English Language and Linguistics
The University of Sheffield

Appendix 8: Research Information Sheet

A. For Teachers

You have been given and have understood the explanation of my research study. You have also had an opportunity to ask questions and received answers to them. If you are willing to participate in my research, please complete the Background Information Sheet with the information below and give it back to me. The information you provide on this sheet is confidential and it will be used for the purpose of this research only and it will not be revealed to anyone else.

Thank you very much for your cooperation.

Your age: _____ Sex: _____

Years of teaching experience: _____ Years of teaching English 6: _____

Did you graduate from a Teacher Training College? Yes/ No

If no, please specify your certificate: _____

How would you rate yourself in English in the following areas? (Please, tick appropriate box)

	Very Good	Good	Satisfactory	Poor
Listening				
Speaking				
Reading				
Writing				
Grammar				
Vocabulary				

Appendix 8: Research Information Sheet

B. For Pupils

You have been given and have understood the explanation of my research study. You have also had an opportunity to ask questions and received answers to them. If you are willing to participate in my research, please complete the Background Information Sheet with the information below and give it back to me. The information you provide on this sheet is confidential and it will be used for the purpose of this research only and it will not be revealed to anyone else.

Thank you very much for your cooperation.

Your age: _____ Sex: _____

Your family lives in: (town/countryside) _____

Had you studied English before you began studying **English 6**? _____

If yes, how long? _____

Appendix 9: Questionnaire

A. For Teachers

I. Overall evaluation

1: strongly disagree 2: disagree 3: not sure 4: agree 5: strongly agree

1. The textbook helps me cover the syllabus.

1 2 3 4 5

2. The textbook helps me save time and energy in preparing lessons.

1 2 3 4 5

3. The teacher's manual helps me prepare and conduct the lessons effectively.

1 2 3 4 5

4. The textbook helps my pupils prepare for the tests.

1 2 3 4 5

5. The textbook helps my pupils use English to communicate in basic situations.

1 2 3 4 5

6. The textbook is appropriate for language learning objectives.

1 2 3 4 5

7. The textbook is suitable for the particular language teaching and learning context of my school.

1 2 3 4 5

8. The textbook should be used again.

1 2 3 4 5

What needs improving regarding the overall of the textbook? _____

_____

_____

_____

II. Organization and structure

1: strongly disagree 2: disagree 3: not sure 4: agree 5: strongly agree

9. The textbook is well-organized.

1 2 3 4 5

10. The lessons in the textbook are linked well to each other.

1 2 3 4 5

What needs improving in the organization and structure? _____

_____

_____

_____

III. Activities and tasks

1: strongly disagree 2: disagree 3: not sure 4: agree 5: strongly agree

11. The difficulty of the activities and tasks is relevant to my pupils' level.

1 2 3 4 5

12. The amount of listening, speaking, reading and writing in tasks and activities is distributed appropriately.

1 2 3 4 5

What needs improving regarding the activities and tasks? _____

_____

_____

_____

IV. Vocabulary and grammar

1: strongly disagree 2: disagree 3: not sure 4: agree 5: strongly agree

13. The vocabulary corresponds to my pupils' needs.

1 2 3 4 5

14. The grammar corresponds to my pupils' needs.

1 2 3 4 5

15. The sequencing of the vocabulary is appropriate.

1 2 3 4 5

16. The sequencing of the grammar is appropriate.

1 2 3 4 5

What needs improving regarding the vocabulary and grammar? _____

_____

_____

_____

V. Language level

1: strongly disagree 2: disagree 3: not sure 4: agree 5: strongly agree

17. The language used in the textbook is at the right level for my pupils.

1 2 3 4 5

18. Pupils can read and understand the stories in the textbook comfortably.

1 2 3 4 5

What needs improving regarding the language level? _____

_____

_____

_____

VI. Supporting resources

1: strongly disagree 2: disagree 3: not sure 4: agree 5: strongly agree

19. The student's workbook is easy to obtain.

1 2 3 4 5

20. It is easy to get a photocopy of exercise worksheets for my pupils to do.

1 2 3 4 5

21. Accompanying audio and visual materials (CDs, cassette tapes, visual aids, etc.) are easy to access.

1 2 3 4 5

22. The teacher's book helps me save time and energy to prepare lessons.

1 2 3 4 5

23. The teacher's book contains clear and detailed instructions.

1 2 3 4 5

24. The instructions in the teacher's book are easy to follow.

1 2 3 4 5

What needs improving in the supporting resources? _____

_____

_____

_____

VII. Practical considerations, physical appearance and content pages

1: strongly disagree 2: disagree 3: not sure 4: agree 5: strongly agree

25. The book is easy to obtain.

1 2 3 4 5

26. The cover sheet is eye-catching with attractive and colorful pictures.

1 2 3 4 5

27. The book size is suitable to carry to school.

1 2 3 4 5

28. The paper quality is good.

1 2 3 4 5

29. The textbook looks attractive.

1 2 3 4 5

30. The aims and audience are clearly stated.

1 2 3 4 5

31. There is a clear overview of content page (topics, functions, grammar, skills) for each lesson.

1 2 3 4 5

32. The topics are interesting and suitable for my pupils.

1 2 3 4 5

What needs improving for the blurb? _____

_____

_____

_____

THANK YOU FOR YOUR CO-OPERATION

Appendix 9: Questionnaire

B. For Pupils

I. Overall evaluation

1: strongly disagree 2: disagree 3: not sure 4: agree 5: strongly agree

1. The knowledge introduced in the textbook meets my needs.

1 2 3 4 5

2. The textbook helps me prepare for the tests.

1 2 3 4 5

3. The textbook will help me to pass the exam.

1 2 3 4 5

4. I can use English to communicate in basic situations.

1 2 3 4 5

5. The textbook helps me build up my independent study abilities.

1 2 3 4 5

6. The knowledge in the textbook is appropriate and close to my daily life.

1 2 3 4 5

7. The book motivates me to continue learning English.

1 2 3 4 5

8. The textbook should be used in future classes.

1 2 3 4 5

What needs improving regarding the overall of the textbook? _____

_____

_____

_____

II. Organization and structure

1: strongly disagree 2: disagree 3: not sure 4: agree 5: strongly agree

9. The review lessons help me look over the language material easily and logically.

1 2 3 4 5

10. The topics of the lessons are linked appropriately.

1 2 3 4 5

What needs improving regarding the organization and structure? _____

_____

_____

_____

III. Activities and tasks

1: strongly disagree 2: disagree 3: not sure 4: agree 5: strongly agree

11. The difficulty of the activities and tasks is relevant at my level.

1 2 3 4 5

12. There is enough material for listening in this book.

1 2 3 4 5

13. There is enough material for speaking in this book.

1 2 3 4 5

14. There is enough material for reading in this book.

1 2 3 4 5

15. There is enough material for writing in this book.

1 2 3 4 5

16. The instructions in tasks and activities are clear for me to follow to fulfill them.

1 2 3 4 5

What needs improving regarding the activities and tasks? _____

_____

_____

_____

IV. Vocabulary and grammar

1: strongly disagree 2: disagree 3: not sure 4: agree 5: strongly agree

17. The vocabulary introduced in this book is helpful to me.

1 2 3 4 5

18. The grammar introduced in this book is helpful to me.

1 2 3 4 5

What needs improving for the vocabulary and grammar? _____

_____

_____

_____

V. Language level

1: strongly disagree 2: disagree 3: not sure 4: agree 5: strongly agree

19. The language used in the textbook is at the right level for me.

1 2 3 4 5

20. I can read and understand the stories in the textbook easily.

1 2 3 4 5

What needs improving regarding the language and readability? _____

_____

_____

_____

VI. Supporting resources

1: strongly disagree 2: disagree 3: not sure 4: agree 5: strongly agree

21. The accompanying student's workbook is easy to obtain.

1 2 3 4 5

22. It is easy to get a photocopy of exercise worksheets for me to do.

1 2 3 4 5

23. The accompanying audio and visual materials (CDs, cassette tapes, visual aids, etc.) are easy to access.

1 2 3 4 5

24. The audio and visual materials accompanied are eye-catching and appropriate.

1 2 3 4 5

What needs improving regarding the supporting resources? _____

_____

_____

VII. Practical considerations, physical appearance and content pages

1: strongly disagree 2: disagree 3: not sure 4: agree 5: strongly agree

25. The book is easy to obtain.

1 2 3 4 5

26. The price is reasonable.

1 2 3 4 5

27. The book size is suitable to carry.

1 2 3 4 5

28. The cover sheet is eye-catching with attractive and colorful pictures.

1 2 3 4 5

29. The paper quality is good.

1 2 3 4 5

30. The organization (pictures, artwork, white space and font size) in the book is appropriate.

1 2 3 4 5

31. The aims and audience are clearly stated.

1 2 3 4 5

32. There is a clear overview of content page (topics, functions, grammar, skills) for each lesson.

1 2 3 4 5

33. The topics are interesting and suitable for me.

1 2 3 4 5

What needs improving regarding the practical considerations, physical appearance and content pages? _____

_____

_____

_____

THANK YOU FOR YOUR CO-OPERATION

Appendix 10: Classroom Observation Sheet

Name of the instructor: _____ Date: _____

Class: _____ School: _____ No. of pupils: _____

Topic of the lesson: _____

Aim(s) of the lesson: _____

Part I: Classroom physical conditions

Please complete the table with details of physical conditions of the classroom

Classroom size	
Number of pupils	
Seating arrangements	
Classroom teaching and learning equipment (board, OHP, screen, video, computer, etc.)	
Lighting	
Heat	
Comments about physical conditions	

Part II: Lesson observation

Time	Stage	Tasks/ activities	Teacher's activities	Students' activities	Materials used	Comments

Part III: Lesson observation summary

	A. Teacher talk – speaking time (tick appropriate choice)	
1	T spends most of the time speaking in class	**Comments**
2	T spends some of the time speaking in class	
3	T spends little time speaking in class	
4	T spends almost no time speaking in class	
	B. Teacher talk – command of language (tick appropriate choice)	
1	T has a strong command of English (accurate and fluent)	**Comments**
2	T has a fairly strong command of English (some errors/lack of fluency)	
3	T has a limited command of English	
4	T has a very limited command of English	
	C. Teacher talk – language use (tick appropriate choice)	
1	T uses L1 most of the time	**Comments**
2	T uses L1 some of the time	
3	T rarely uses L1	
4	T never uses L1	
	D. Teacher talk – giving instructions (tick appropriate choice)	
1	T gives instructions clearly most of the time	**Comments**
2	T gives instructions clearly some of the time	
3	T's instructions are often unclear/confusing	
	E. Teacher use of the textbook (tick appropriate choice)	
1	T bases on the textbook to carry out the lesson most of the time	**Comments**
2	T uses the textbook and other supplementary materials to carry out the lesson	
	F. Teacher use of the teacher book (tick appropriate choice)	
1	T totally follows the instructions in the teacher book most of the time	**Comments**
2	T uses the teacher book creatively	
	G. Teacher use of teaching aids (tick appropriate choice)	
1	T uses teaching aids (audio-visual aids) appropriately	**Comments**
2	Teacher never uses teaching aids	
	H. Pupil talk – speaking time (tick appropriate choice)	
1	Pupils spend most of the time speaking in class	**Comments**
2	Pupils spend some of the time speaking in class	
3	Pupils spend little time speaking in class	
4	Pupils spend almost no time speaking in class	
	I. Pupil talk – use of language (tick appropriate choice)	
1	Pupils use English most of the time in class	**Comments**
2	Pupils use English some of the time in class	
3	Pupils rarely use English in class	
4	Pupils never use English in class	
	J. Opportunities for (tick any that apply)	
1	Group work	**Comments**
2	Pair-work	
3	Individual work	

Appendix 11: Guidelines for Classroom Observation

Time	**Stage**	**Tasks/ activities**	**Teacher's activities**	**Students' activities**	**Materials used**	**Comments**
Time for each activities and task	Pre-/ While-/ Post- or Presentation/ Practice/ Production	**Task /activity type:** Lecture, brainstorming, feedback, game, role-play, student presentation, etc. **Aim of the activity and task:** To practice accuracy/ fluency, speaking/ writing/ listening/ reading; to elicit; to review; etc. **Organization:** Individual/ pair/ group/ whole class work	What the teacher says, what the teacher does, how the teacher behaves, how the teacher manages the class, how the teacher uses the board, how much L1 and L2 the teacher uses, how the teacher organizes groups and appoints roles in groups, etc.	What the students say, what the students do, how they respond to what they are asked, how they behave in individual/ pair/ group/ whole class work, how much L1 and L2 they use, etc.	What materials are used in each activity and task (textbook, workbook, handouts, etc.)	Comments on each stage, activity/ task regarding the following issues: Successful level, teacher's behavior (teacher's attitude toward the lesson and students, etc.); teacher's language use (pronunciation, fluency, etc.); teacher's class management; teacher's class organization; students' behavior (interested in the lesson, motivated, etc.); students' language use, students' cooperation

Appendix 12: Semi-structured Interview Checklist

I. Overall evaluation

1. What problems do you have when you use the textbook?

2. Are you satisfied with the textbook?

3. Does it help encourage your pupils to study English more? Does it suit the learning and teaching context in your school?

4. Which improvement should you recommend to improve the book?

5. What impact does it have on pupils?

6. What impact does it have on teachers? Are the teachers well-prepared for teaching English 6? What kinds of training do the teachers receive before and during the use of English 6?

7. To what extent does it help you fulfill your duty and save time to prepare lessons?

8. What needs improving?

9. Should the textbook be used again?

II. Organization and structure

1. Are the organization of each lesson and the linkage among lessons good to help you introduce the lesson to your students and get them to review language knowledge easily? Let's focus on the way the lesson is organized and how the language knowledge is linked among the lessons.

2. What are your suggestions for improvements of its organization and linkage?

III. Activities

1. How good are the activities and tasks in the textbook? Is there a diversity of activities and tasks? Are they closely related to real life? Do they tend to develop all language skills? Do they tend to instruct learners to study independently? How about the instructions? Are they clear enough for learners to understand?

2. What needs to be improved?

IV. Vocabulary and Grammar

1. How about vocabulary and grammar introduced in the textbook? Are they suitable and familiar to learners?

2. Have you got any suggestions for improvement?

V. Language level

1. How good is the language introduced in the textbook? Is it suitable at this level? Is it authentic and close to real life?

12. Does it need improving?

VI. Supporting resources

1. What are your comments on the supporting resources such as the teacher's manual, audio and visual materials accompanied? Are they easy to obtain? Are they good?

2. Does the teacher's manual help teachers much in preparing the lesson planning?

3. Do they need any improvements?

VII. Practical considerations, physical appearance and content pages

1. What do you think of the practical considerations related to the textbook such as the price and the availability?

2. What are your opinions about the physical appearance of the textbook? This includes the attractiveness of the cover sheets, size, paper quality, and artwork.

3. How about the introduction and the content pages? Are the aims and audience clearly stated? Is the overview of content pages clear enough for both teachers and learners to follow? What do you think about the vocabulary list? (transcription, meaning)

4. Are the topics interesting and suitable for your pupils?

5. What are your suggestions for improvements?

Appendix 13: Interview Example Transcription

(ENGLISH TRANSLATION)

This interview was conducted on February 2nd 2012 at 11:30am (after the morning session) in a staffroom at a secondary school. It lasted 22 minutes. It was conducted in Vietnamese and then translated into English as follows:

Cang: How many years ago did you graduate?

Teacher Minh: 7 years

Cang: How many years have you taught grade 6?

Teacher Minh: 3 years

Cang: Are the pupils here interested in studying English?

Teacher Minh: Pupils are worse and worse year after year.

Cang: In your opinion, does the appearance of the textbook look attractive?

Teacher Minh: It is the same size as other textbooks, so it is suitable for students to bring to school.

Cang: What do think about the artwork on the coversheet?

Teacher Minh: It is not eye-catching. It needs supplementing with real pictures related to foreign cultures, such as the Statue of Liberty in America.

Cang: How about the artwork inside the textbook? Is it eye-catching?

Teacher Minh: In general, it is ok, but some pictures are still not beautiful or colorful. Some are not suitable to illustrate the context.

Cang: Why do you think they are not suitable?

Teacher Minh: For example, some pictures about pupils at school but they are not wearing a uniform. That is not real because all Vietnamese pupils have to wear uniforms to school.

Cang: What about the introduction of the textbook? Do the content pages clearly state the aims, audience and detailed content of each unit?

Teacher Minh: Yes, they do. However, the content of each unit is still general, not specific enough.

Cang: Do you think that the topics of lessons are interesting and motivate pupils? Are they suitable at pupil level?

Teacher Minh: Some topics are good and motivate pupils, but some are not suitable for pupils in rural areas. They are about life in big cities. Regarding pupil level, I think the topics are popular so pupils do not have difficulties understanding them.

Cang: Through your teaching, have you got any suggestions for improving English 6 on its appearance, content pages and topics?

Teacher Minh: I think the size should be bigger, the color and quality of paper better. The topics should be improved in such a way that they cater to pupils in rural areas to help familiarize them with the topics in real life.

Cang: In your opinion, is the structure of each unit constructed appropriately?

Teacher Minh: The structure of each unit is not similar or appropriate, some units are long, some short.

Cang: Is it right that most units begin with listen and repeat to introduce language material to pupils?

Teacher Minh: Yes, that is right.

Cang: Do you think that it is good?

Teacher Minh: Yes, I think so. The structure of the units in the first semester is good. However, in the second semester there is a lot of repetition. For example, there are two or three continuous listening or reading activities in a section. This may make pupils feel bored.

Cang: Does the textbook have a transitional step to help teachers move from this activity to another or from this section to another?

Teacher Minh: I think there is, but it is not explicit. Some teachers can recognize this but others cannot.

Cang: Do you think that we can cut some activities or merge some of them together to make the lesson tidier and to avoid repetition?

Teacher Minh: Yes, I do. In practice, at the beginning of each school year there is a seminar for teachers representing each school in which we discuss cutting or merging activities together to make the lesson logical, at a certain limit stipulated by the MoET regulations.

Cang: Do the activities in the textbook focus on the 4 language skills or just some certain skills?

Teacher Minh: The aims of the textbook are to develop communicative skills; however, I think it focuses more on reading comprehension.

Cang: Are there any speaking activities in which pupils can communicate using their real life situations?

Teacher Minh: There are some, but it is up to teachers to decide how to conduct them.

Cang: How about writing activities?

Teacher Minh: There are some, but writing is not the focus of the textbook.

Cang: Does the content of the textbook encourage pupils' curiosity to learn more?

Teacher Minh: It generally encourages pupils.

Cang: With poor teaching and learning equipment like this, do you think the teaching and learning meet the requirements set out in the syllabus?

Teacher Minh: This is the big problem worrying most teachers.

Cang: What do you think about the vocabulary and grammar? Are they well presented and distributed among the units in the textbook?

Teacher Minh: The vocabulary and grammar are appropriate, but they are not distributed equally. Some parts have too much vocabulary and grammar and some have too little.

Cang: How about the syllabus and guidelines for teaching?

Teacher Minh: Based on the MoET syllabus, the DoET reconstructs it to fit the local context.

Cang: It means there is a seminar at the beginning of each school year to introduce the reconstructed framework?

Teacher Minh: That is right.

Cang: How is the syllabus reconstructed?

Teacher Minh: Basically, it is based on the MoET syllabus; minor changes are made to fit the local pupils.

Cang: Do you think that it makes it easier for teachers in teaching or does it controls teachers more?

Teacher Minh: I think teachers feel it makes teaching more straightforward.

Cang: How about the supporting resources? Do they assist the teaching and learning?

Teacher Minh: They are scarce. Teachers and pupils mainly rely on the textbook, for financial reasons. If teachers want to have reference materials or teaching aids, they have to buy them for themselves.

Cang: Is it a limitation, preventing teachers from creativity in teaching?

Teacher Minh: That is right. Teacher wages are low, but the cost of reference materials and teaching aids are high.

Cang: What do you think about other supporting resources such as the recordings, set of pictures and teacher's manual? Are they helpful?

Teacher Minh: The teacher's manual only gives very general instructions. It does not specify the requirements issued by the authority body. The student's workbook does not have any test formats for pupils to practice.

Cang: Can teachers rely 100% on the teacher's manual to conduct the lessons?

Teacher Minh: It depends on learners.

Cang: In your opinion, does the teacher's manual help develop teacher creativity in teaching or make it more controlled?

Teacher Minh: It much depends on teachers. If teachers use the teacher's manual flexibly, they can utilize it to develop their creativity in teaching and vice versa.

Cang: How about the other supporting resources like the picture set and recordings?

Teacher Minh: The picture set is good and helpful in teaching vocabulary, but the recordings are not.

Cang: Compared with pupils in urban areas, pupils here are disadvantaged in learning and teaching equipment, finance and many other things. Do you think that makes it difficult for teachers to help pupils get access to topics on cities and city life?

Teacher Minh: That is right.

Cang: Do you think that the background of pupils here is a disadvantage to learning English?

Teacher Minh: That is right. It is difficult for both teachers and pupils.

Cang: Is the language used in the textbook at your pupils' level?

Teacher Minh: It depends on the pupils. I think two thirds of them can understand.

Cang: Are the instructions understandable?

Teacher Minh: Yes, they are.

Cang: How about the organization of the textbook? Are the activities distributed appropriately and is the language knowledge distributed evenly during the units?

Teacher Minh: Sometimes, there are many repetitions during the sections in the textbook. In some sections, there are two or three listening activities at the beginning or two reading activities close together; all of these make pupils feel bored.

Cang: Do the review lessons help pupils review the knowledge they have learnt?

Teacher Minh: They mainly focus on grammar. There is a lack of the other 3 skills.

Cang: Are there any books which provide test formats for pupils to practice?

Teacher Minh: Yes, there are some good books, but due to financial situations most pupils cannot afford them.

Cang: Do you think that pupils can use the knowledge in the textbook in real communication?

Teacher Minh: In real situations I cannot assess pupils' applicability of English to their real life, as there is no environment.

Cang: Do you have any difficulties in preparing lesson plans when you use this book?

Teacher Minh: Yes, I do.

Cang: What difficulties do you have?

Teacher Minh: I have to help pupils to discover situations to practice because pupils cannot do for themselves.

Cang: Do you think the activities in the textbook are suitable for your pupils?

Teacher Minh: Most are suitable. However, I think they are not challenging enough for some good pupils.

Cang: I think there are some activities the instructions and aims of which are not clear, what do you think?

Teacher Minh: Yes, you are right.

Cang: Does the teacher's manual help teachers save time in preparing and designing lesson plans?

Teacher Minh: Not exactly. The allocation of time in the teacher's manual is not appropriate. Some sections are long, some short.

Cang: Do you think pupils have any difficulties getting access to the knowledge in the textbook?

Teacher Minh: This is a remote area; these pupils are study English for the first time, so they have certain difficulties.

Cang: Do you think the textbook satisfies your expectations in teaching?

Teacher Minh: I think it gets 7 out of 10.

Cang: Do you think that the textbook helps you fulfill your responsibility?

Teacher Minh: Yes, that is right. I just follow the textbook, section-by-section, to carry out the lessons.

Cang: How about the suitability of the textbook for the pupils here?

Teacher Minh: It is at an acceptable degree.

Cang: Do you think the textbook should be used again?

Teacher Minh: We should change some things, but not all. We can change the textbook based on editing and supplementing it to suit the teaching and learning context.

Appendix 14: Lesson (Sample Transcription)

The classroom observation was conducted on January 14th 2012. The teacher was teacher J, who taught class 6^2 with 38 students. The observation lasted 45 minutes. As there was only one recorder on the teacher desk, it could mainly record the teacher's voice when he was on the board and near the desk. In this script, only the teacher's voice was audible. When the teacher used English, it was transcribed. When Vietnamese was used, it was translated into English. For anonymity reason, the names of all pupils in the script were changed.

T: Good afternoon class.

T: How are you today?

T: I am very well. Thank you. Sit down please.

T: Now, monitor. Tell me who is absent today.

T: Let me check the previous lesson. Look at the cues given on the flashcard and make a conversation based on Activity 6 in the previous lesson.

T: Now, Dang and Nam

Two pupils go to the board, in front of the class to perform the conversation.

T: What do you think about their performance?

T: Dang is more fluent and accurate in pronunciation than Nam. Dang gets 9 and Nam 7.

T: Now we move to a new section. In the previous section we talked about the state of the body. In today's lesson, we will talk about food and drink.

T: Now, Tinh, tell the class the names of food and drinks you usually have in Vietnamese.

The pupil names the food and drinks

T: Thank you. Sit down, please. How about you? Yen.

The pupil names the food and drinks

T: Very good. Now class, look at the food and drinks on page 108.

T: Can you tell me the names of these in Vietnamese?

Pupils give Vietnamese equivalent for the food and drinks chorally in the order.

T: Yes, that is good.

T: How to pronounce these food and drinks. Now class, listen and repeat after the cassette.

The teacher plays the cassette and the pupils repeat (twice). The teacher asks 4 pupils to read all the new words.

T: Now class, repeat after me.

(The teacher reads the new words one by one and the pupils repeat them).

T: Look at the dialogue on page 109. In this dialogue we will learn how to invite someone to eat or drink something.

T: When we want to invite someone to eat or drink something we use 'What would you like?', and if we are invited, we will say 'I'd like …'. 'I'd like' is the short form of 'I would like'. So 'What would you like?' is used to invite and 'I'd like …' is used to respond to the invitation.

T: In summary, 'What would you like?' is used to invite someone to eat or drink something and 'I'd like …' is used to request the food or drink someone wants. 'I'd' is the short form of 'I would'. For example, our friend, or a waiter, says 'What would you like?' We can say 'I'd like some water.' or 'I'd like an orange.'

T: Pay attention. When we want something that is singular we use 'a' or 'an' before the noun. We use 'some' if the things we want are plural or uncountable. For example,

'What would you like?' - 'I'd like an orange.'

Or 'What would you like?' - 'I'd like some milk.'

The teacher reads and writes the examples on the board.

T: Now class, look at the two examples on the board. Remember 'an orange' but 'some milk'. Orange is a singular noun and milk is an uncountable noun.

T: Now, look at the dialogue on page 109 and listen to me.

(The teacher reads the dialogue aloud once).

T: Now, Tuan. You and I perform the dialogue again.

(The teacher performs the dialogue with the pupils).

T: Good. Linh and Mai, read the dialogue again. **(The two pupils perform the dialogue).**

T: Very good.

T: Now class. Work with your partner to practice the dialogue using the food and drink on page 108.

The pupils practice the dialogue and the teacher goes around the classroom to monitor and gives help.

T: Ok. Everybody! Stop. That's enough. Now, An and Hoa, read your dialogue.

The pupils stand up and read their dialogue aloud.

T: Good. Linh and Cuong.

The pupils stand up and read their dialogue aloud

T: Now class. Repeat after me.

(The teacher reads the dialogue and the pupils repeat for pronunciation practice).

T: Now we move to Activity 2.

T: In the dialogue below, two people are talking about food and drink for lunch.

T: What do we usually have for lunch?

T: For me, I usually have rice, meat, soup and water. I sometimes have noodles.

T: Look at this picture. These are noodles, noodles.

T: Do you remember the use of 'some' and 'any'? 'Some' is used in the affirmative and 'any' in the negative and the interrogative. For example,

'There is some milk in the fridge'. Or 'Are there any bananas in the fridge?'

The teacher reads and writes the examples on the board.

T: The first example is an affirmative sentence, we use 'some', but in the second we use 'any' because it is a negative sentence.

T: In summary, 'Some' and 'any' are used before a plural or uncountable noun. For example, 'some' milk or 'any' milk; 'some' bananas or 'any bananas'. 'Some' is used in the affirmative and 'any' is used in the negative and the interrogative. For example, we say, 'There is some milk in the fridge.', but we say, 'There isn't any milk in the fridge.', or 'Is there any milk in the fridge?'. Here is a second example. We say, 'There are some books on the table', but in the negative we must say, 'There aren't any books on the table' or in the interrogative, 'Are there any books on the table?'

T: Now, listen and repeat after the cassette.

(The pupils listen and repeat after the cassette, twice).

T: Thu and Binh, read the dialogue again.

The pupils stand up and read the dialogue aloud.

T: Very good. Thank you.

T: Thuan and Bao. **(Read the dialogue again).**

The pupils stand up and read the dialogue aloud.

T: Thank you. Sit down.

T: We move to Activity 3.

T: In this activity, we use 'Is there any …?' or 'Are there any …?' to ask whether there is/are something or not. For example,

'Are there any pens on your desk?' - 'Yes. There are some pens.'

- Or 'No. There aren't any pens.

'Is there any milk in the bottle?' - 'Yes. There is some milk.'

- Or 'No. There isn't any milk.'

The teacher reads and writes the examples on the board.

T: Now, repeat after me. **(The teacher reads and the pupils repeat after the teacher the sentences on the board, twice).**

T: Now class. Work with your partner to practice asking and answering, using 'Is there any…' or 'Are there any …?'.

T: Remember to take turns to ask and answer.

The pupils practice and the teacher goes around the classroom to monitor and give help.

T: Ok. That's enough. Now, Mai and Diep. Read your sentences.

The pupils stand up and read their sentences aloud)

T: Thank you. Tuan and Hong.

The pupils stand up and read their sentences aloud.

T: That's good.

T: What we have to remember for today's lesson is making invitations, for example to invite someone to eat or drink something we say, 'What would you like?' and to respond to the invitation we say, 'I'd like something.'

T: Remember to use a/an or some after 'I'd like …'

T: Now, for your homework. Do the exercises in the workbook for Activities 1, 2 and 3 and prepare for the next activities.

T: Have a break.

T: Good bye class.

T: See you again.

Appendix 15: Sample Scanned Questionnaire

A. For Teachers

PHIẾU ĐÁNH GIÁ SÁCH GIÁO KHOA

(Dành cho giáo viên giảng dạy)

I. Đánh giá toàn diện

1: hoàn toàn không đồng ý; 2: không đồng ý; 3: không chắc chắn; 4: đồng ý; 5: hoàn toàn đồng ý

1. Sách giáo khoa giúp tôi giúp tôi hoàn thành khung chương trình đã đề ra.

1 2 3 (4) 5

2. Sách giáo khoa giúp tôi tiết kiệm thời gian và công sức trong việc chuẩn bị bài dạy.

1 2 3 4 (5)

3. Sách giáo viên giúp tôi chuẩn bị và tiến hành bài dạy có hiệu qủa.

1 2 3 4 (5)

4. Sách giáo khoa giúp học sinh chuẩn bị cho các kỳ thi.

1 2 3 (4) 5

5. Sách giáo khoa giúp học sinh sử dụng tiếng Anh trong những tình huống giao tiếp cơ bản.

1 2 3 (4) 5

6. Sách giáo khoa thì phù hợp với mục tiêu giảng dạy ngôn ngữ.

1 2 3 (4) 5

7. Sách giáo khoa thì phù hợp với tình huống giảng dạy và học tập ở trường tôi.

1 2 3 4 (5)

8. Sách giáo khoa nên được tiếp tục sử dụng.

1 2 3 (4) 5

Những điểm cần được cải thiện sách? _____

- Nội dung của từng đơn vị bài học cần được sắp xếp lại.

- Từ vựng cuối bài trước cần liên quan đến bài sa

II. Cấu trúc của sách

1: hoàn toàn không đồng ý; 2: không đồng ý; 3: không chắc chắn; 4: đồng ý; 5: hoàn toàn đồng ý

9. Nội dung sách được bố trí hợp lý.

1 2 3 4 (5)

10. Các bài học trong sách liên kết với nhau một cách hợp lý.

1 2 3 (4) 5

Những điểm cần được cải thiện về Cấu trúc của sách? _____

Cần sắp xếp chủ đề bài học hợp lí hơn.

1

III. Các hoạt động và bài tập

1: hoàn toàn không đồng ý; 2: không đồng ý; 3: không chắc chắn; 4: đồng ý; 5: hoàn toàn đồng ý

11. Độ khó của các hoạt động và bài tập thì phù hợp với học sinh.

1 2 3 (4) 5

12. Số lượng về các hoạt động và bài tập về kỹ năng nghe, nói, đọc, viết được phân bố hợp lý.

1 2 3 (4) 5

Những điểm cần được cải thiện về các hoạt động và bài tập? _____

Cần đưa ra nhiều loại hình bài tập cho mỗi chủ đề bài học

IV. Từ vựng và ngữ pháp

1: hoàn toàn không đồng ý; 2: không đồng ý; 3: không chắc chắn; 4: đồng ý; 5: hoàn toàn đồng ý

13. Từ vựng đáp ứng được nhu cầu của học sinh.

1 2 3 (4) 5

14. Ngữ pháp đáp ứng được nhu cầu của học sinh.

1 2 3 (4) 5

15. Sự phát triển về từ vựng thì hợp lý.

1 2 3 (4) 5

16. Sự phát triển về ngữ pháp thì hợp lý.

1 2 3 (4) 5

Những điểm cần được cải thiện về từ vựng và ngữ pháp? _____

- Về từ vựng cần đưa ra nhiều từ đồng nghĩa
- Về ngữ pháp cần sắp xếp theo từng chủ đề của bài học

V. Ngôn ngữ

1: hoàn toàn không đồng ý; 2: không đồng ý; 3: không chắc chắn; 4: đồng ý; 5: hoàn toàn đồng ý

17. Ngôn ngữ được dùng trong sách phù hợp với trình độ của học sinh.

1 2 3 (4) 5

18. Học sinh có thể đọc và hiểu những bài đọc trong sách một cách dễ dàng.

1 2 3 (4) 5

Những điểm cần được cải thiện về Ngôn ngữ? _____

Ngôn ngữ cần chú đến học sinh yếu kém

VI. Thiết bị hỗ trợ kèm theo sách

1: hoàn toàn không đồng ý; 2: không đồng ý; 3: không chắc chắn; 4: đồng ý; 5: hoàn toàn đồng ý

19. Sách bài tập cho học sinh thì dễ dàng mua được.

1 2 3 (4) 5

20. Có những trang bài tập có thể phô tô được để học sinh làm.

1 2 3 4 (5)

21. Các thiết bị hỗ trợ dùng kèm với sách như CD, băng cassette ... kèm theo sách thì dễ mua và dễ dùng.

1 2 3 4 (5)

22. Sách giáo viên giúp cho giáo viên tiết kiệm thời gian và công sức trong việc soạn giáo án.

1 2 3 (4) 5

23. Sách giáo viên có những hướng dẫn giảng dạy chi tiết, rõ ràng.

1 2 3 4 (5)

24. Hướng dẫn trong sách giáo viên thì dễ thực hiện.

1 2 3 (4) 5

Những điểm cần được cải thiện về thiết bị hỗ trợ kèm theo sách? _____

Các thiết bị băng đĩa cần chất lượng tốt hơn
Sách giáo viên cần làm rõ nội dung, ý đồ của tác giả
Sách bài tập cần bám sát sách giáo khoa.

VII. Những vấn đề thực tiễn và hình thức bên ngoài của sách

1: hoàn toàn không đồng ý; 2: không đồng ý; 3: không chắc chắn; 4: đồng ý; 5: hoàn toàn đồng ý

25. Sách có thể mua được một cách dễ dàng.

1 2 3 4 (5)

26. Bìa sách trông rất bắt mắt với những hình ảnh đẹp và đầy màu sắc.

1 2 3 (4) 5

27. Kích cỡ của sách thích hợp để mang đến trường.

1 2 3 (4) 5

28. Chất lượng giấy tốt.

1 2 3 (4) 5

29. Hình thức của sách trông rất hấp dẫn.

1 2 3 (4) 5

30. Mục tiêu và đối tượng sử dụng sách được nêu rõ.

1 2 3 (4) 5

31. Trang giới thiệu nội dung có tóm tắt rõ ràng và cụ thể về chủ đề, chức năng ngữ pháp và kỹ năng cần đạt được của từng bài.

1 2 3 (4) 5

32. Chủ đề của từng bài học thì thú vị và phù hợp với học sinh.

1 2 3 (4) 5

Những điểm cần được cải thiện về Những vấn đề thực tiễn và hình thức bên ngoài của sách?

Cung cấp thêm nhiều hình ảnh
Giấy cần tốt hơn
Kích cỡ sách cần nhỏ hơn

XIN CHÂN THÀNH CẢM ƠN SỰ HỢP TÁC CỦA QUÝ VỊ

Appendix 15: Sample Scanned Questionnaire

B. For Pupils

PHIẾU ĐÁNH GIÁ SÁCH GIÁO KHOA

(Dành cho học sinh)

I. Đánh giá toàn diện

1: hoàn toàn không đồng ý; 2: không đồng ý; 3: không chắc chắn; 4: đồng ý; 5: hoàn toàn đồng ý

1. Kiến thức giới thiệu trong sách đáp ứng được nhu cầu và mong muốn của tôi.

1 2 3 (4) 5

2. Sách giáo khoa giúp tôi chuẩn bị cho các kỳ thi.

1 (2) 3 4 5

3. Sách giáo khoa giúp tôi vuot qua các kỳ thi.

1 2 3 (4) 5

4. Sách giáo khoa giúp tôi sử dụng tiếng Anh trong những tình huống giao tiếp cơ bản.

1 (2) 3 4 5

5. Sách giáo khoa giúp tôi xây dựng khả năng học tập độc lập.

1 2 (3) 4 5

6. Kiến thức trong sách thì phù hợp và gần gũi với cuộc sống của tôi.

1 2 3 (4) 5

7. Sách giáo khoa kích thích tôi tiếp tục học tiếng Anh.

1 2 (3) 4 5

8. Sách giáo khoa nên được tiếp tục sử dụng.

1 2 3 (4) 5

Những điểm cần được cải thiện về sách giáo khoa? _____

_____

_____

_____

II. Cấu trúc của sách

1: hoàn toàn không đồng ý; 2: không đồng ý; 3: không chắc chắn; 4: đồng ý; 5: hoàn toàn đồng ý

9. Những bài ôn tập giúp tôi ôn lại kiến thức dễ dàng và hợp lý.

1 2 3 (4) 5

10. Các bài học trong sách liên kết với nhau một cách hợp lý.

1 2 3 4 (5)

Những điểm cần được cải thiện về cách bố trí từng bài học và sự liên kết giữa các bài học?

_____

_____

1

III. Các hoạt động và bài tập

1: hoàn toàn không đồng ý; 2: không đồng ý; 3: không chắc chắn; 4: đồng ý; 5: hoàn toàn đồng ý

11. Độ khó của các hoạt động và bài tập thì phù hợp với trình độ của tôi.

1 (2) 3 4 5

12. Có đủ ngữ liệu để luyện nghe trong sách.

1 2 3 (4) 5

13. Có đủ ngữ liệu để luyện nói trong sách.

1 2 3 (4) 5

14. Có đủ ngữ liệu để luyện đọc hiểu trong sách.

1 2 3 (4) 5

15. Có đủ ngữ liệu để luyện viết trong sách.

1 2 3 (4) 5

16. Những hướng dẫn trong các bài tập và hoạt động thì rõ ràng, dễ làm theo.

1 2 3 4 (5)

Những điểm cần được cải thiện về các hoạt động và bài tập? _____

IV. Từ vựng và ngữ pháp

1: hoàn toàn không đồng ý; 2: không đồng ý; 3: không chắc chắn; 4: đồng ý; 5: hoàn toàn đồng ý

17. Từ vựng giới thiệu trong sách thì hữu dụng cho tôi.

1 (2) 3 4 5

18. Ngữ pháp giới thiệu trong sách thì hữu dụng cho tôi.

1 2 3 (4) 5

Những điểm cần được cải thiện về từ vựng và ngữ pháp? Theo em, từ vựng và ngữ pháp ngắn và dễ đọc, dễ nhớ

V. Ngôn ngữ

1: hoàn toàn không đồng ý; 2: không đồng ý; 3: không chắc chắn; 4: đồng ý; 5: hoàn toàn đồng ý

19. Ngôn ngữ được dùng trong sách phù hợp với trình độ của tôi.

1 2 3 (4) 5

20. Tôi có thể đọc và hiểu những bài đọc trong sách dễ dàng.

1 (2) 3 4 5

Những điểm cần được cải thiện về Ngôn ngữ? Theo em những bài tiếng Anh cần phải ~~ít~~ khó hơn

VI. Thiết bị hỗ trợ kèm theo sách

1: hoàn toàn không đồng ý; 2: không đồng ý; 3: không chắc chắn; 4: đồng ý; 5: hoàn toàn đồng ý

21. Sách bài tập cho học sinh thì dễ dàng mua được.

1 2 3 (4) 5

22. Có những trang bài tập có thể phô tô được để học sinh làm.

1 2 (3) 4 5

23. Các thiết bị hỗ trợ dùng kèm với sách như CD, băng cassette ... kèm theo sách thì dễ mua và dễ dùng.

1 (2) 3 4 5

24. Các thiết bị nghe nhìn dùng kèm theo sách trông rất bắt mắt.

1 2 3 (4) 5

Những điểm cần được cải thiện về thiết bị hỗ trợ kèm theo sách? _____

VII. Những vấn đề thực tiễn và hình thức bên ngoài của sách

1: hoàn toàn không đồng ý; 2: không đồng ý; 3: không chắc chắn; 4: đồng ý; 5: hoàn toàn đồng ý

25. Sách có thể mua được một cách dễ dàng.

1 2 (3) 4 5

26. Giá sách thì hợp lý.

1 2 3 (4) 5

27. Kích cỡ của sách thích hợp để mang đến trường.

1 2 3 (4) 5

28. Bìa sách trông rất bắt mắt với những hình ảnh đẹp và đầy màu sắc.

1 2 3 (4) 5

29. Chất lượng giấy tốt.

1 2 3 4 (5)

30. Việc bố trí (hình ảnh, cách dòng và phông chữ) trong sách thì hợp lí.

1 2 3 (4) 5

31. Mục tiêu và đối tượng sử dụng sách được nêu rõ.

1 2 3 (4) 5

32. Trang giới thiệu nội dung có tóm tắt rõ ràng và cụ thể (chủ đề, chức năng ngữ pháp và kỹ năng) cần đạt được của từng bài.

1 2 3 (4) 5

33. Trang giới thiệu nội dung có tóm tắt rõ ràng và cụ thể về chủ đề, chức năng ngữ pháp và kỹ năng cần đạt được của từng bài.

1 (2) 3 4 5

Những điểm cần được cải thiện về những vấn đề thực tiễn và hình thức bên ngoài của sách? ___

_____

_____

_____

XIN CHÂN THÀNH CẢM ƠN SỰ HỢP TÁC CỦA QUÝ VỊ