

The Analysis of Reading Texts and Task Activities in *Pathway to English* for the Eleventh Grades of the Senior High School Published by Erlangga.

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Abstrak

Belajar bahasa asing bergantung pada banyak faktor. Salah satu faktor yang menentukan keefektifan pembelajaran adalah penggunaan buku teks. Penggunaan buku teks di kelas EFL dianggap sebagai komponen penting karena dirancang untuk membantu siswa dalam proses untuk memahami bahasa. Peran buku teks dalam kelas bahasa berbeda-beda, contohnya adalah seperti sebagai sumber bagi guru untuk mengenalkan isi pelajaran, sebagai sumber referensi siswa untuk mengakses pelajaran, dan sebagai sarana yang menyediakan berbagai macam latihan dan kegiatan untuk menunjang kegiatan belajar mengajar. Untuk memperoleh manfaat dari menggunakan buku teks, buku teks terlebih dahulu harus memenuhi kriteria buku teks yang bagus, terutama dalam hal menyediakan model dan masukan bahasa yang efektif, dan menyediakan beberapa kegiatan komunikatif (communicative activities). Efektivitas model dan input bahasa dalam buku teks bergantung pada penggunaan teks. Dalam penelitian ini, teks mengacu pada teks bacaan yang disajikan pada buku. Menyediakan model dan masukan bahasa yang efektif penting untuk mengembangkan ketepatan kemampuan bahasa siswa dengan mengenalkannya pada fitur linguistik dan pola retorik yang akurat dari berbagai jenis teks (Swales, 1990). Sedangkan memberi siswa kegiatan berupa tugas komunikatif sangat penting untuk mengembangkan keterampilan komunikatif siswa (Ellis, 2000). Tujuan utama dari penelitian ini adalah untuk mengetahui keakuratan teks bacaan dan jenis kegiatan tugas komunikatif yang terdapat dalam buku teks bahasa Inggris *Pathway to English* untuk kelas 11 Sekolah Menengah Atas. Rancangan penelitian ini adalah penelitian kualitatif dan menggunakan checklist sebagai instrumen untuk mengumpulkan data. Data yang diambil berupa kata, frase, kalimat yang berasal dari teks bacaan dan tugas kegiatan yang disajikan dalam buku. Hasil penelitian menunjukkan bahwa selain teks biografi, tiga teks fungsional lain dari buku ini; report (laporan), teks hortatory exposition dan teks naratif telah memenuhi karakteristik teksnya. Lebih jauh lagi, fitur teks lainnya (fitur komunikatif & fitur bahasa) secara umum juga telah memenuhi karakteristik fitur teks. Sehingga dapat disimpulkan bahwa buku ini telah memberikan teks yang akurat yang dilihat oleh fitur teks. Sedangkan dalam hal mengidentifikasi jenis kegiatan tugas komunikatif, buku ini menyediakan 6 jenis kegiatan praktikum bahasa Komunikatif, 3 macam kegiatan tugas komunikasi terstruktur, dan 3 macam tugas komunikasi otentik.

Kata kunci: Evaluasi buku, Teks akurasi, Tugas komunikatif

Abstract

Learning a foreign language depends on some factors. Textbook is one of the factors that determines the effectiveness of learning the language. Textbook is considered as important component since it is designed to help the students to acquire the language. The roles of textbook in language classroom are varies, for example, for the source of the teacher to introduce the content of the lessons, for the students' source of references, and as the device to provide the students with various exercises and activities to support the learning process. In order to gain the benefit of textbook, textbook should fulfill the criteria of good textbook especially in providing effective language model and input, and some communicative activities. The effectiveness of language model and input is relied on the use of text. In this study, the text refers to the reading text which presented on the textbook. According to Swales (1990), a textbook should provide an accurate language model and input to develop the accuracy of student's language proficiency by introducing them to accurate linguistic features and rhetorical patterns of the various kind of text, whereas the importance of textbook to provide some communicative task activities is to develop the students' communicative skill (Ellis, 2000). The main purpose of this study are to examine the accuracy of the reading texts and the kinds of communicative task activities presented

on *Pathway to English for the Eleventh Grades of Senior High School*. The design of this study was qualitative research and it use checklist as the instrument to collect the data. The data were the reading texts and the communicative task activities, it were in the form of words, phrases, sentences derived from the reading text and the task activities presented on the book. The result of the study showed that other than biography text, the three others long functional texts of the book; report, hortatory exposition and narratives text, have fulfilled the characteristic of the structure of the texts. Furthermore, the other features of the texts (communicative purpose & language features) have also fulfilled the characteristic of its features. Based on the explanation above, it can be stated that this book has provided accurate text viewed by the features of the text. Whereas in terms of identifying the kinds of communicative task activities, these books are providing 6 kinds of *Communicative language practice task* activities, 3 kinds of *Structured communication task* activities, and 3 kinds of *Authentic communication task* activities.

Keywords: Textbook evaluation, accuracy of text, communicative task

INTRODUCTION

Learning a foreign language depends on some factors. Textbook is one of the factors that determines the effectiveness of learning the language. Learning material is considered as important component since it is designed to help the students to acquire the language. In this study, the use of learning material refers to the use of textbook. Textbook provides both teacher and students a clear framework about the classroom instruction and it has essential roles in language classroom. The roles of textbook as the learning material are varies, for example, as the source for the teacher to introduce the content of the lessons, for the students' source of references to access the lessons, and as the device to provide the students with various exercises and activities to support the learning process.

In decades, textbook is believed as one of the aspect in teaching language. Richard (2001: 255), has stated several advantages of textbook as the learning material in language classroom, they are: (a) Textbook provides structural syllabus program for the teaching learning. (b) Textbook helps in giving the students a standardized instruction. (c) Textbook provides effective language input and knowledge (d) Textbook provides many varieties of learning sources and activities. (e) Textbook is efficient to use, and (f) Textbook is visually appealing so that it can motivate the students to learn the language. Seeing textbook has a great role in language classroom, the need of providing students a good textbook becomes a concern for every educational practitioner.

In recent years, several researchers have suggested a number of criteria of good textbooks to be used in classroom. Cunningsworth (1995) & Richard, (2001), for example, stated that textbook

should match the material with the learning program and the learners' needs. It means that textbook need to be organized according to what students need to learn. The next criterion is that textbook should provide effective language models and input for the students. Providing an effective language models and input is essential since textbook is being used as the source to learn the language. Another point of good textbook criteria is that they have to provide some activities that require the students to practice the language, so that textbook should provide some communicative task activities that can help students to practice the language.

In order to gain the benefit of a textbook, a textbook should fulfill the criteria of a good textbook especially for the two last points; providing effective language model and input, and providing some communicative activities. According to Richard (2001), both of two components are related one to each other, since those components are focused to prepare the students to be able to communicate the language well. The effectiveness of language model and input is relied on the use of reading texts. Providing an effective reading texts are important to develop the accuracy of students' language proficiency by introducing them to accurate linguistic features and rhetorical patterns of the various kind of text (Swales, 1990). Whereas in terms of providing communicative task activities, the focus is to provide the opportunity for the students to practice the language in order to develop their communicative skill (Ellis, 2000)

Discussing further on how conducting material evaluation toward text, a number of researchers have pointed out the way to examine the accuracy of text that is by conducting genre analysis. Several researchers such as Swales (1990)

and Bhatia (1993) suggested the importance of genre analysis in academic area. According to them, the main purpose of genre analysis is to know how the text is formed by the feature of the text. It is directed towards the user of the text to comprehend the communicative purpose of the text by identifying its schematic structure and linguistic feature. By identifying the features of the text, it can be seen how the accuracy of the text in terms of its communicative purpose, linguistic knowledge and format of the text.

A number of researchers have applied the same principle with different terms about the technique to examine the accuracy of the text. The first researcher is Richard (2001), he suggest that text analysis should be done by examining the type of text and more specific—the other components of texts such as grammar, vocabulary, topics and functions. The second technique was purposed by Byrd (2001) who stated that text analysis can be done through analyzing the thematic and linguistic aspect of the text. Thematic aspect refers to the used of any topical content discussed in a text, whereas linguistic content refers to the use of any grammatical items that construct a text. The last is Agustien (2004), who stated that every genre of a text is defined by its characteristic. A certain genre of text is formed by its communicative purpose, text structure and language features. Thus based on the explanation above, to examine the accuracy of particular text, the text features such as communicative purpose, text structure and language features must be relevant one to each other.

Another factor that determines the effectiveness of textbook is relied on the communicative task activities. Several researchers have point out the importance of the communicative task activities in language classroom. Nunan (1989), defined task as the classroom activity that focuses on meaning, the activities involved the students with comprehending, manipulating, interacting and producing by using the target language. The importance of providing communicative tasks activities in language classroom believed as one of the important factors for the students to help them to develop their communicative skill (Nabuyoshi & Ellis, 1993:203). According to the rationale, identifying the communicative task activities presented on the textbook is very important.

One of the important aspects that need to be considered in evaluating task is whether or not the activities used is accommodate the students' need to practice the language. Ellis (2000: 195), has drawn the continuum to classify the degree communicative task to be used in language classroom. It starts from the form focus—grammatical, vocabulary, and pronunciation practice—to meaning focus—information gap, problem solving, simulation and decision making practice (Breen, 1987 & Prabhu, 1987). In this present study, the focus here is not on examining the form focus task (linguistic drills) but rather it focuses on the meaning and communication activities itself. Ellis (2000) & Estaire & Zanon (1994), was classified the three ranges communicative task activities, those are; *Communicative language practice, Structured communication and Authentic communication task*. By examining the degree of communicative task presented on the textbook, it can be seen whether the current textbook is providing the students with various communicative activities to practice the language or not.

The first continuum of communicative task is *Communicative language practice*. It is the activity that requires students to practice their pre-taught language activity to communicate new information. In this stage, the students are still working with some predictable range of language such as the activity that requires exchanging new information, for example, asking partner for information to complete table, diagram, picture, or dialog; chart completion and parallel writing task. The next continuum of communicative task is *Structured communication activity*. The focus on this activity moves from practicing the pre-taught language activity to start communicate the meaning. This activity requires the students to use the language to communicate in the situation in which it stimulates their pre-learnt language activity with some unpredictability or spontaneous act. The example of this activity is supported discussion or structured role play. The last continuum of communicative task is *Authentic communication task* which has the strongest focus to encompass the real communication. It covers a high level of higher order thinking activities since these activities required the students to communicate the language, verbal or non-verbal. In this practice, the students need to discuss the activity, making suggestions and reporting back, evaluating the other group

ideas and making decisions about the suggestion they have get before. The examples of the activity are group discussion, conducting interviews, presenting the result (whether in the forms of written or spoken)

Despite the importance role of providing an accurate text and communicative task activities to develop the students' language proficiency, there are still few studies of material evaluation that focus on analyzing those two aspects of good textbook. Most of the textbook analyses in Indonesia are focused on analyzing the correlation between the materials with the current curricula. Based on the underlying reason above, this study attempts to examine the accuracy of the reading texts and the kinds of communicative task activities presented on the English textbook *Pathway to English for the Eleventh grades of Senior high school*. *Pathway to English for the Eleventh grades* was chosen since this book is currently being used in some senior high school in Mojokerto such as SMA Negeri 3 and MAN Mojosari.

Based on the problem above, there are some research questions proposed:

1. How is the accuracy of reading texts presented on *Pathway to English* viewed by the features of the text?
2. What are the kinds of communicative tasks activities presented on *Pathway to English* viewed based on the continuum of the task?

RESEARCH METHODS

As it has been stated in the background of the study, the aimed of this research are to examine the accuracy of reading texts and the kinds of communicative task activities in *Pathway to English* for the eleventh grades of senior high school. Therefore, in order to meet with those research objectives, qualitative research is used as the design of the study. According to Ary, (2010) Qualitative research is a process of analyzing a phenomenon by giving a focus on the depth understanding rather than using a numeric data. Qualitative research is dealing with interpretation, naturalistic approach to its subject of the study. To be more specific, this research belongs to document or content analysis, Ary, (2010) stated that content

analysis focuses on the identifying specified characteristics of materials in which in this study are focus on examining the accuracy of text in terms of its text's features and the kind of communicative task activities within the textbook.

The source of the data of this study was an English textbook entitled *Pathway to English* written by Th. M. Sudarwati and Eudia Grace. This textbook was published by Erlangga in 2014 and it was used as the main learning material for program peminatan of the eleventh grades students of senior high school. This book is the revised edition and it is based on the recent curriculum namely kurikulum 2013. *Pathway to English* consists of 13 chapters and every chapter is equipped with language skill; such as listening, reading, writing and speaking, Language sub skill such as grammatical focus and pronunciation for the students. This book was also provided several tasks and exercises which used as reinforcement after learning materials are given. Moreover, the data of the present study were the reading texts and tasks taken from *Pathway to English* for the eleven grades. In total, there were 4 kinds of long functional reading texts presented on the book, those are: Report, biography, hortatory exposition, and narrative text. The data were in the form of words, phrases, sentences derived from the reading text and the task activity presented on the book.

Since the present study belongs to qualitative research design, the researcher was holding a significant role toward the study. Bogdan & Biklen (1998), stated that in qualitative study, researcher is the key instrument of the research in which she/he has to use her/his knowledge to examine the data. Another instrument that uses to help the researcher to analyze the data is checklist. There were two checklist used in this study, the first checklist was used to examine the accuracy of the reading text based on Swales (1990) & Mark & Kathy Anderson (2003). The second checklist used in this study was used to examine the kinds of communicative task activities presented on the book according to Ellis (2000) & Estaire and Zanon, (1994).

In this study, the data collection technique that the researcher used was document analysis. This research used document analysis since the data that being collected was in the form of document reviewed. It uses to analyze the text but not analyzing its meaning (Ary, 2010). By using checklist as one of the instruments of the study, the researcher was doing the act of examining phenomenon that exists on textbook. The phenomenon of this study was the accuracy of reading text and the kind of communicative task activities presented on the textbook.

In general, there were 3 steps used to examine the data; Gathering the data, analyzing the data and concluding the data. In detailed, there were five steps used in examining the data, the steps are described as follows;

1. Reviewing the reading text presented on the textbook, this book was provided 4 kinds of long functional reading texts those are; Report text, biography, hortatory exposition, and narrative.
2. Examine the features of the texts, in this step the researcher look into the features of the texts, the researcher examined whether the communicative purpose, text structure and language features of the text is fulfilled the with the description of each text features by Mark & Kathy Anderson (2003)
3. Concluding the data, in this step the researcher concluding the data by using description without using any numeric data
4. Reviewing all of the task activities, in this step the researcher gathering all of the task activities and took only the communicative task as the data
5. Examine the features of the texts, the researcher categorized the communicative task into 3 types of meaning form task continuum

they are; Communicative language practice task, Structured communication task and Authentic communication task and wrote down the description of the communicative competence within the task

6. Concluding the data, in this step the researcher concluding the data by using description without any numerical involved.

RESULTS AND DISCUSSIONS

This part is attempted to investigate how is the accuracy of reading texts presented on *Pathway to English* viewed by its text features and what are the forms of communicative tasks presented on *Pathway to English* viewed based on the continuum of communicative task.

The Accuracy of Reading Texts Viewed by the Features of the Text

As it stated by Swalles (1990), the accuracy of the text is can be seen based on the characteristic of the text; the communicative purpose, the text structure and the language features of the text. This book provided four kinds of functional reading texts, those are; report text, biography, hortatory exposition and narrative text.

From those four long functional texts, biography text is the text that not fulfilling the biography text characteristic. The text entitled *The Early Life of Abraham Lincoln* is not fulfilling the characteristic of biography text in terms of text structure. As it stated by Sadler & Hayllar, (1985) the structure of biography text consist of orientation, event(s), and re-orientation. In this text, the text is only consisting of Orientation and events, there is no re-orientation provides on the text. Sadler & Hayllar stated that biography text is usually provide someone achievement and their role in society, in this case, the text is only telling the early life of Abraham Lincoln in very details way but it is not providing Lincoln's achievement and his role in society. However, in terms of language features of the text, this text has fulfilled the main characteristic of

biography text. The other text such as report text 1 and 2, hortatory exposition and narrative has fulfilled the criteria of its text features. In report text 1 and 2 for example, has fulfilled the characteristic of report text in terms of the communicative purpose, the text structure and the language features. Although there were still the sentences that found to be incoherent with the main idea of the paragraph and there were no conclusion presented on both texts, but since conclusion is optional, it can be said that the two report texts was fulfilled the accuracy of the text in terms of its text structure. In terms of the language features of the text, the highlight is on the technical terms use to describe the topic. In the first text entitled *Ocean Liners*, the use of technical terms are appropriate since the word that use is easy to understand such as knots, deck, first class, cabin class and tourist class etc. besides, the details explanation about the subject is using simple language so that it is very easy for the students to understand. The second text entitled "Plasma TV", in this text, use of technical terms is not appropriate since it use several unfamiliar terms such as Plasma display panel, fluorescent and LCD screen, which the details explanations about those terms were difficult for the students to understand.

The next text is hortatory exposition text. This text, under the title of 'Who to Blame for Students Brawls?' has fulfilled the characteristic of hortatory exposition text. In this text, there is not found incoherence sentences as in the report text 1 and 2, the structure of the text was also comprise the characteristic of hortatory text. In terms of the language features of the text, the main language features was emphasize on the use of modals auxiliaries to give suggestion as in the expression 'Adults must set a good example....,' is appropriate. There is no technical terms found in this text. This text was also using pronouns that use to state subjective opinion, such as in the expression 'I am quite certain that most of the students. Thus, based on the explanation above, it can

be seen that this text has fulfilled the accuracy of the text in terms of communicative purpose, text structure, and language features.

The last text is narrative, in which it is same with hortatory exposition text; the text has fulfilled the characteristic of narrative text. As it stated by Mark & Kathy Anderson, (2003), the structure of narrative text consists of orientation, complication, resolution and coda (optional). In this case, this text is fulfilling the entire characteristics of narrative text structure including the coda part. It gives the moral value that is what the students can be learnt from the text. There is no problem found on the other part of the text structure such as orientation, complication, resolution. As for the language features, the dominating tense used in the text is past tense, such as simple past and past perfect. There is no specific noun presented in this text, instead it use general/common noun such as two man, nurse etc. the other grammatical characteristic of narrative text is the use temporal sequence word to show the time such as every afternoon, one morning and one warm afternoon.

The Kinds of Communicative Tasks Presented on *Pathway to English*

Based on the result of the examination, this book was provided the three communicative task activity proposed by Ellis, (1990) & Estaire and Zanon, (1994). The first communicative task activity proposed by them was *Communicative language practice*. This book was provided six kinds of *Communicative language practice*. According to Ellis, (1990), this kind of activity is use to practice their pre-taught language to communicate new information, so that the main element of communicative language practice is to have exchange information during the practice. The form of the task activity provides on the book is in the form of supported discussion and chart completion. Those two kinds of activities are repeating what they have been learnt before, as well as trying to use the language to communicate new information. In this way, the students should interact with their friend, which an information gap is created. By this

kind of activity, while achieving the exchange information process, the students needed to pay attention on the meaning of its context, so that the kind of activity will be communicative and functional.

The second activity is *Structured communication task*. According to Ellis, (1990) & Estaire and Zanon, (1994), in *Structured communication task* the students are required to express their personal intention that is by a freeing their choice of meaning in communication. The design of such activity is relied on the unpredictability or spontaneous use of language such the activity that comprise problem solving or negotiation element. There are three kinds of *structured communication task activity* provides on the book, those are 2 Structured role play and 1 supported discussion activity. This kind of activity is require the students to start to practice the language, (In this case is making role play and doing supported discussion) by doing it, the students may choose the words as long as it is appropriate to the context, so that in doing this activity, the students attention is put on the processing the meaning.

The last activity is *Authentic communication activity*. The activity focuses to comprehend the 'real' communication activity. As it stated in Lee (2000) authentic communication task is requiring a high level of higher order thinking activities. The activity is should involve more discussion, negotiation, and problem-solving element. In this book, there are three kinds of task activities that can be regard as *Authentic communication activity*. As it stated by Lee (2000), in Authentic communication activity the students need to discuss and reasoning the activity, making suggestions and report back, evaluate the other group idea and making decisions about the suggestion they have get before. Those three activities is the form of making text and presenting in front of the class. In this activity, the students required discussing and reasoning the topic to collect the information they need. They needed to evaluate the other group idea and making

decisions about the suggestion they have get before, report it back to teacher before presenting their works whether it is in the forms of written, spoken or both (written and spoken) form.

CONCLUSION

Based on the result of the study as on the previous chapter. There are two conclusions that can be concluded from the result of this textbook analysis:

1. This book consisted of 4 kinds of long functional text; Report, biography, hortatory exposition and narrative and has fulfilled the characteristic of each communicative purpose. In terms of the accuracy of its text features, the text structure presented on the book is relevant to each genre characteristic, because there is only one text that is not fulfilling the characteristic of text structure, which is biography text. The third feature of text is the accuracy of the reading texts. Those four long functional texts were mostly fulfilled the characteristic of each language feature. But the use of technical terms in text report 1 seems difficult for the students to understand since it uses unfamiliar word to describe the topic. Other than that, there is no big error found on those texts.
2. The second point of this study is the kinds of communicative task activities provided in this book. This book has provided three continuums of communicative task activities; it covers *Communicative language practice, structured communication and authentic communication*. This book provided six kinds of *Communicative language practice task activity*. The form of this task activity is in the form of supported discussion and chart completion. There were three kinds *structured communication task activity* found in this book, the activities is on the form of Structured role play and supported discussion. There were three kinds of

Authentic communication activity found on the book, they were in the form of making a particular text and presenting in front of the class

of evaluation can be done with different object.

SUGGESTIONS

The following suggestions were given for the textbook writer.

1. From those 4 kinds of functional text, the text structure of biography is not fulfilled the characteristic of biography text, which is not presenting the re-orientation part. This text is also not presented the achievement of the subject of text which it is considered as a serious error since the main element of the biography text is on the achievement and the role of the subject. So that it is very important to add the re-orientation, as well as the achievement and the role of the subject to the text.
2. In terms of the communicative task, this book has accommodated the opportunity for the students to practice and use the language. However, based on the result of this study, the variety of the communicative task activity presented on this book is not various. It would be better if the textbook writer gives more various activities so that in practicing the language is more interesting and motivating.

The following suggestions were given for the further research.

1. Material evaluation is well concept lately, but mostly learning material evaluation in Indonesia is conducted merely by examining the relevance of the material to the basic competence. So that viewing the other point a view that can be explore in conducting learning material evaluation is important to vary the kinds of material evaluation in Indonesia. This kind

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