

การวิเคราะห์หนังสือแบบเรียนภาษาอังกฤษ ระดับชั้นมัธยมศึกษาตอนต้นในประเทศกัมพูชา

An Analysis of English Textbooks Used in Lower Secondary Schools in Cambodia

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ABSTRACT

The objective of this study was to analyze English textbooks for lower secondary schools in Cambodia. The research sample was English for Cambodia Textbook Grade 9. Content Analysis was used to find out the features which were grammar structures, vocabularies, discourse types, socio-cultural aspects, and communicative functions. The finding revealed that tense was the most frequently grammar structure found (55.02%), followed by modal auxiliary verbs (17.1%). Noun was the highest frequent part of speech used in textbooks (54.16%), followed by verb, adjective, and adverb (28.33%, 15.27%, 2.22% respectively). For discourse types, dialogues and passages were the most used (45.24%), followed by letters (7.14%) and postcards (2.38%). For Socio-cultural aspects, social aspect was the most frequent text found (90.33%), followed by cultural aspects (9.67%) and most of the socio-cultural aspects involve Cambodian customs and traditions. The most frequent type of communicative function was requesting (18%) followed by greeting (16%), questioning (16%), and suggesting (4%). Three activity types were used in the textbook. The most frequent one was meaningful activity (41.92%) followed by mechanical activity (40.55%), and communicative activity (17.53%). The media attached to textbook composed of pictures (77.61%), and audio recordings (22.39%).

Keywords: English Textbook, Lower Secondary Schools, Content Analysis

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บทคัดย่อ

วัตถุประสงค์ของวิจัยเพื่อวิเคราะห์หนังสือแบบเรียนภาษาอังกฤษระดับชั้นมัธยมศึกษาตอนต้นในกัมพูชา กลุ่มตัวอย่างของการวิเคราะห์คือหนังสือแบบเรียนภาษาอังกฤษของกัมพูชาเนื้อหาเกี่ยวกับลักษณะของภาษาคือ โครงสร้างไวยากรณ์ คำศัพท์ รูปแบบภาษาที่ใช้ ลักษณะทางสังคม และวัฒนธรรม??? รวมทั้งรูปแบบของการสื่อสารที่ใช้ในหนังสือแบบเรียนภาษาอังกฤษผลการวิจัยพบว่าด้านโครงสร้างไวยากรณ์เรื่องกาลมีความถี่มากที่สุด(55.02%) ตามด้วยกริยาช่วย (17.1%)ด้านคำศัพท์ คำนามมีความถี่มากที่สุด (54.16%) ตามด้วยคำกริยาคำคุณศัพท์และคำวิเศษณ์(28.33%, 15.27%, 2.22% ตามลำดับ) ด้านรูปแบบข้อความภาษาที่ใช้ พบว่าบทสนทนาและบทอ่านสั้นๆ มีมากที่สุด (45.23%) ตามด้วยจดหมาย (7.14%) และโปสเตอร์ (2.38%) ลักษณะทางสังคมพบมากที่สุด (90.33%) เนื้อหาทางวัฒนธรรมและประเพณี รองลงมา (9.67%) รูปแบบการสื่อสารที่พบมากที่สุดคือ การขอร้อง(18%) ตามด้วยการทักทายซึ่งพบมากเท่ากับการสอบถาม (16%) และคำแนะนำ (4%) ประเภทของกิจกรรมที่ใช้ในหนังสือมี 3 รูปแบบ กิจกรรมเชิงความหมายมีความถี่มากที่สุด(41.92%) กิจกรรมเชิงกลไก (40.55%) และกิจกรรมเชิงสื่อสาร (17.53%) สื่อประกอบของหนังสือแบบเรียนมีรูปภาพ (77.61%) และแถบบันทึกเสียง (22.39%)

คำสำคัญ : หนังสือแบบเรียนภาษาอังกฤษ ระดับชั้นมัธยมศึกษาตอนต้น การวิเคราะห์เนื้อหา

Introduction

English Language Teaching textbooks play very important roles in language classrooms. Immanuel (2010 : 5-12) has stated that textbooks are key component in most language programs. They should also be the resource books for instructional activities as well as teachers' rationales for what they do.

Cunningsworth (1995 : 7-15) stated that a textbook itself should correspond to learners' need, help equip learners to use language effectively for their own purposes, facilitate students' learning process. Tomlinson (1998 : 210) proposed that materials should raise their curiosity, interest and attention. Textbooks should provide attractive presentations such as interesting topics, photographs, and colorful aspects. Since textbooks are perceived as a critical and important element in teaching and learning English, textbooks in general and English Language Teaching textbooks in particular should meet certain standards and criteria.

In Cambodia, textbooks are still a main factor in teaching and learning a foreign language in public schools. The English textbooks used in Cambodia are 'English for Cambodia, book One to Six' written by the English language textbook writing team under the jurisdiction of the Ministry of Education, Youth and Sport (MoEYS), supported by the British government through CAMSET (Cambodian Secondary English Teaching project). According to MoEYS (2004 : 10), English textbooks used in Cambodia must go along with the English as Foreign Language learners need. In English classes, English textbooks seem to be the only source for both teachers and students to rely on.

Since Cambodia's political and economic development during the last decade is driving international language choices, employment opportunities and communication with international agencies have encouraged the use of English in the country. English for Cambodia textbooks have been produced within the framework of the MoEYS's

Textbook Master Plan in 1996 and this edition was trailed during the 1998-1999 academic year in government schools (MoEYS. 2009: 1). Therefore, this study aims to analyze the English Textbook used in Cambodia to find out its main features. The results will benefit the progress of instructional material development of Cambodia for the next publication.

Methodology

There were 6 textbooks used as English teaching and learning materials in Cambodia from grade 7 to 12. The sample, selected by purposive sampling, was a Cambodia textbook currently used in grade 9 in the series of English textbook entitled English for Cambodia (EFC) in public schools.

Data was collected by the use of coding schemes. The category of each unit from English for Cambodia textbook was numbered by the researcher. A month after being codified, the researcher read and

analyzed the textbook again to check if the results of the stability were reliable.

When all the selected units have been analyzed, the tally was totaled up. Figures provided the number of the occurrences from every language features in all units. Then the total number of the occurrences from textbooks were analyzed and summed up. After that, the percentage of each language features was calculated, interpreted and described.

Results

The results of the study showed that language features, activity types, and materials were found as follows:

1. Language features

Language features were composed of grammar structures, vocabularies, discourse types, socio-cultural aspects, and communicative functions.

1.1 Grammar structures were presented infrequency and percentage as shown in Table 1.

Table 1: Frequency and percentage of grammar structures presented in EFC textbook.

Grammar Structures	Frequency	Percentage	Examples
WH-question	60	11.39	What are they doing? (p10)
Tense	210	55.02	He wasn't looking at the dog or the cat. (p.32)
Relative Clause "who/which/where"	25	4.74	He's the man who drinks beer every day. (p.14)
First Conditional "If"	10	1.9	If I have time, I will go there. (p.22)
Statement "V-ing"	17	3.22	She is playing the piano. (p.26)
Statement "Used to"	5	0.94	I used to play football. (p.28)
Modal Auxiliary Verb	90	17.1	What must she be careful with? (p.38)
Passive Voice	10	1.9	Clothes are produced by the government. (p.85)
Statement with "too/ enough /many/much"	20	3.79	I didn't eat much. (p.16) How much is it? (p.19)
Total	527	100	

The findings show that 'tense' was the most frequently found in grammar structures (55.02%) followed by 'modal auxiliary verb' (17.1%), less frequently found was 'Wh-question' (11.39%).

1.2 Vocabularies were presented in the textbook in two ways, either within discourse or within illustrations. The findings are presented in Table 2.

Table 2 : Frequency and percentage of vocabularies presented in EFC textbook.

Part of speech	Frequency	Percentage	Examples
Noun	195	54.17	soil, transplant, pond, culture
Verb	102	28.33	rake, prevent, destroy
Adverb	8	2.22	however, yet, recently
Adjective	55	15.28	sharp, soft
Total	360	100	

Table 2 shows that 'noun' was the most frequently vocabulary found in the textbook (54.16%), followed by 'verb' (28.33%), 'adjective' (15.27%), and 'adverb' (2.22%) respectively.

1.3 Discourse types were presented through many activities in the textbook in four skills of English language; speaking, listening, reading and writing. The results were shown in Table 3.

Table 3 : Frequency and percentage of discourse types presented in EFC textbook.

Discourse Types	Frequency	Percentage	Examples
1. Dialogue	19	45.24	Borin: I'm very hungry, Mum! I didn't eat much breakfast. Mrs Thavy : Just a moment, dear ! I'm cooking (p.16).
2. Reading Text			
email	0	0	-
novel	0	0	-
letter	3	7.14	Dear Customer, Thank you very much for your letter of October 2. Two days ago we sold a new tire to you and told you to return it if it had any fault. Now you have written to say that your new tire has a fault already ... (p.44)
Passage	19	45.24	Farmers along the rivers work harder than other farmers in our country. They plant all kind of crops: rice, beans and tobacco. This work makes them very busy (p.4).
Postcard	1	2.38	Dear Bill, Last week I went on a boat trip on the Tonle Sap. I really enjoyed it. Have you ever been on a boat trip, Bill? The Tonle Sap is one of our biggest rivers. There is also the Tonle Sap lake (p.20).
Poem	0	0	
Total	42	100	

In this textbook, the highest frequency of discourse types were 'conversation/dialogue' and 'passage' equally (45.24%), followed by 'letter' (7.14%) and 'postcard' (2.38%).

1.4 The socio-cultural aspects were clarified in EFL textbooks as shown in Table 4.

Table 4 : Frequency and percentage of socio-cultural aspects presented in EFC textbook.

Socio-cultural aspects	Frequency	Percentage	Examples
Social aspect	28	90.33	Farmers along the rivers work harder than other farmers in our country. They plant all kind of crops: rice, beans and tobacco. This work makes them very busy, every day they must work in their fields from sunrise until sunset (p : 3).
Cultural aspect	3	9.67	Today is Monday. On Wednesday, Rita and Nary are having a Kathen, an annual ceremony. Their relatives and friends will arrive on Tuesday afternoon. Nary is going to the market this morning to buy robes, religious flag, tea, milk and other things for the monks and guests. She is also going to buy a jewel for herself. On Wednesday, Nary and Rita's relatives and friends will help with food and drink. (p :11-12)
Total	31	100	

Social aspect, as shown in Table 4, was the most frequently found in the textbook (90.33%) while cultural aspect was less frequently found (9.67%).

1.5 Communicative functions found in the textbook were presented in Table 5.

Table 5 : Frequency and percentage of Communicative functions presented in EFC textbook.

Communicative Functions	Frequency	Percentage	Examples
Describing	5	10	There'll be lots of barges of rice for them to carry. (p.2)
Reasoning	4	8	Why are you staying at home today? (p.10)
Evaluating	4	8	Something that you like. (p.16)
Requesting	9	18	Waiter! Could you bring me the menu please? (p.18)
Ordering	3	6	I think I'll try it. I'll have a haft bottle please (p.18).
Inviting	3	6	Next week, I'm going to visit my relative in Siem Riep. Would you like to come too? (p.24)
Greeting	8	16	Hello, girl. Come in! (p.26)
Suggestion	2	4	Dr. Chenda said I shouldn't eat solid food, only liquid, like rice porridge...(p.42)
Narrating	4	8	How long have you been in Cambodia, Marry? (p.74)
Questioning	8	16	Is it here in our classroom? (p.120)
Total	50	100	

Table 5 showed that the most frequent type of communicative function found was 'requesting' (18.0%), followed by 'greeting' and 'questioning' (16.0%) while 'suggesting' was found the least frequently (4.0%).

2. Activity types

Activity types were composed of three activities; Mechanical activity, Meaningful activity, and Communicative activity. The results of activity types found were presented in Table 6.

Table 6 : Frequency and percentage of activity types presented in EFC textbook.

Activity types	Frequency	Percentage	Examples
Meaningful activity	122	41.92	Fill in the gaps 1. There will be too much dry soil in our fields tomorrow, although it rained a lot yesterday. 2. There will be enough water for our crops this year, because we have made many/enough wells and ponds.
Mechanical activity	118	40.55	Act it out Woman : Yes, madam. Can I help you? Lucy : Yes, Can you tell me the times of the train for Newcastle this afternoon, please? (p.79)
Communicative activity	51	17.53	Talk about the picture "How many women can you see in Picture 1?" "What are they doing?" (p.2)
Total	291	100	

In conclusion, the most frequently activity type found in Table 6 was meaningful activity (41.92%), followed by mechanical activity (40.55%), and then communicative activity (17.53%).

3. Materials

Materials in the textbook composed of pictures while audio recordings were used separately. The findings of both materials used were presented in Table 7.

Table 7 : Frequency and percentage of the materials presented in English for Cambodia

Materials	Frequency	Percentage	Examples
Picture	52	77.61	Talk about the picture
Audio recordings	15	22.39	Andrew and Lucy are on holiday in Thailand. They are cousins. Yesterday Lucy bought a postcard and now she is showing it to Andrew. (p. 22) Mike : Hello. Is that Pauline? Pauline : Yes, help Mike. Where are you? You're late! Mike : I know. I feel terrible. Pauline : What's happened?
Total	67	100	

Table 7 showed that pictures were more frequently used (77.61%) than audio recordings (22.39%).

Discussions

1. As stated by Canale and Swan (1983 : 5-10), grammar structure is an element of grammatical competence that is important for students to improve their English language ability even though, in this textbook, it covered rather in narrow scope.

2. Two main discourse types found were conversation/ dialogue and reading texts. This was also relevant to Celce-Murica (2001) who believed that discourse concerned with many series and texts. It could be poems, telephone conversation and so on. Discourse types may not yet be enough provided in a textbook, other types such as e-mail is important for global communication in 21th century.

3. Socio-cultural aspects were usually clarified in textbook to help students understand their society and cultures as well as those of other countries. Colorful pictures were used to present the relationship between cultures and texts. So it is not difficult for students to understand the contexts as it is their background knowledge. Canale and Swan (1983 : 9) also suggested that socio-cultural aspects could be presented as background knowledge of the target language community living condition. Nevertheless, this study found that socio-cultural aspects of English native speakers were not enough to provide the students with any features.

4. Meaningful activity was the most activity presented in the textbook. James and Bill (2003 : 212) mentioned that learners must attend to the meaning of both stimulus and their own answers in order to complete the meaningful activity successfully. Focusing on mechanical activity, it was found that students repeated the utterances following textbook or their teachers. Pualson (1972 : 129) stated that, in doing drills, students needed not to

attend to meanings. According to James and Bill (2003 : 122), communicative activity requires attention to meanings and the information contained in the learners' answer is new and unknown to the person asking the question.

5. English For Cambodia Textbook 3 was presented in colorful prints, and pictures of numerous scenes appealing to teenagers from the authentic pictures of people on the jobs and places around the world. According to Wilson (1999 : 6), the pictures can bring the world into the classroom. In this instance, the use of a cassette- tape was merely mentioned some of the times and as suggestions for teachers to use it as teaching materials.

Recommendations

Recommendations for the study are listed as follows:

1. This study only finds a small number of language features in a textbook. Therefore, the result may not present the entire range of features. Several textbooks would yield more rebut results.

2. Recommendations for further study

There should be content analysis research of other textbooks in other grades. In addition, it would be useful for future research to analyze teacher's guidebook, workbook or other adjuncts.

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