

# TEACHERS' AND STUDENTS' PERCEPTIONS TOWARDS AN IN-HOUSE EFL TEXTBOOK

ความคิดเห็นของผู้สอนและนักศึกษาต่อหนังสือประกอบการเรียนวิชาภาษาอังกฤษ

Apisara Sritulanon<sup>1</sup>

## Abstract

The in-house textbook, 'English for Work', was developed for use as English teaching materials and professional preparations. This study aimed to examine teacher and student perceptions towards the in-house textbook, after using it as the core teaching material of GE1003 English for Communication II course focusing on English used in the workplace. The participants were divided into two groups. The first group comprised eight teachers who taught GE1003 in the second semester of 2011 academic year. Those teachers had different teaching experience. The second group were seventeen students from different faculties studying GE1003 English for Communication in a certain class. The interview was employed as a research tool to examine teacher and student perceptions. The group interview was used to examine teacher perception, whereas individual interviews were used to examine student perceptions. The data analysis was categorized based on the American Council on the Teaching of Foreign Languages (ACTFL) standards. The results showed that teachers and students had positive perceptions towards the in-house textbook, "*English for Work*". In addition, they gave constructive comments which were useful not only to strengthen the good points of the textbook, but also to improve its weaknesses for the purpose of supporting students' different learning strategies.

**Keywords:** In-house textbook, textbook evaluation, teachers' and students' perceptions

## บทคัดย่อ

หนังสือประกอบการเรียนวิชาภาษาอังกฤษ 'ภาษาอังกฤษสำหรับการทำงาน' จัดทำขึ้นเพื่อใช้เป็นสื่อการสอนภาษาอังกฤษสำหรับการเตรียมตัวเพื่อการทำงาน การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อสอบถามความคิดเห็นของผู้สอนและนักศึกษาที่มีต่อหนังสือประกอบการเรียนวิชาภาษาอังกฤษ หลังจากที่ใช้เป็นสื่อการสอนหลักของวิชา GE1003 ภาษาอังกฤษเพื่อการสื่อสาร 2 ซึ่งเป็นหลักสูตรมุ่งเน้นไปที่ภาษาอังกฤษที่ใช้ในการทำงาน ในการวิจัยนี้ ผู้วิจัยแบ่งกลุ่มผู้เข้าร่วมการศึกษาวีจยออกเป็นสองกลุ่ม กลุ่มแรกคือผู้สอน GE1003 ในภาคการศึกษาที่ 2 ของปีการศึกษา 2554 จำนวน 8 คน โดยอาจารย์ที่เข้ารับการสัมภาษณ์ มีประสบการณ์ในการสอนแตกต่างกัน กลุ่มที่สองคือนักศึกษา 17 คนจากคณะต่างๆ ที่ศึกษาวิชา GE1003 ภาษาอังกฤษเพื่อการสื่อสาร 2 ในการวิจัยนี้ ผู้วิจัยใช้การสัมภาษณ์เป็นเครื่องมือในการวิจัย โดยที่การสัมภาษณ์แบบกลุ่มนำมาใช้เพื่อรวบรวมความคิดเห็นของอาจารย์ผู้สอนที่ใช้หนังสือเล่มนี้ ในขณะที่การสัมภาษณ์รายบุคคลนำมาใช้เพื่อรวบรวมความคิดเห็นของนักศึกษาที่ใช้

<sup>1</sup> Instructor of English, the Faculty of Arts, Panyapiwat Institute of Management, Email: apisarasri@gmail.com

หนังสือเล่มนี้ ส่วนการวิเคราะห์ข้อมูลจัดแบ่งประเภทตามเกณฑ์ของ American Council on the Teaching of Foreign Languages (ACTFL) ผลการศึกษาพบว่าผู้สอนและนักศึกษามีความคิดเห็นเชิงบวกต่อหนังสือประกอบการเรียนวิชาภาษาอังกฤษ “ภาษาอังกฤษสำหรับการทำงาน” และได้ให้ข้อเสนอแนะที่เป็นประโยชน์ที่เสริมข้อดีของตำราเรียน และเพื่อนำมาปรับปรุงข้อด้อยของหนังสือโดยมีวัตถุประสงค์เพื่อส่งเสริมกลยุทธ์การเรียนรู้ที่แตกต่างกันของนักศึกษา

**คำสำคัญ:** หนังสือประกอบการเรียนภายในสถาบันฯ การประเมินหนังสือ ความคิดเห็นของผู้สอนและนักศึกษา

## Introduction

Panyapiwat Institute of Management (PIM) is unique and well-known as a corporate university focusing on work-based learning to produce competent graduates in the workplace setting.” Inevitably, PIM is directly concerned and close to the ASEAN Economic Community (AEC) as its status regarding occupational trainers. That is why PIM’s English curricula are aimed at developing students’ communicative competence, particularly business communication. Therefore, the in-house textbook ‘English for Work’ was developed as scaffolding materials to prepare students in the business context and was used as a core textbook in GE1003 English for Communication II Course.

Theories of language learning and teaching have been applied in material design and development. For example, syllabus frameworks, namely situational, functional-notional, skill-based, topic-based, and task-based syllabi were used as guidelines in textbook development. In addition, social context: situation and socio-cultural environment (McDonough and Shaw, 2003) as well as cultural awareness (Brinton, 2003) were also taken into consideration.

In order to raise the standard of in-house textbook, a textbook evaluation was conducted to assess the book’s relevance to the American

Council on the Teaching of Foreign Languages (ACTFL) standards.

## Review of literature

### Theories of language learning and teaching

The literature on the input hypothesis and the affective filter hypothesis of Krashen (1982: 32) indicates that language teachers can help their students develop competence by supplying input “to make it comprehensible in a low anxiety situation.” In the last two decades, there are many teaching methods developed to facilitate foreign language instruction. The prominent EFL teaching methods mentioned in Fromkin V. and Rodman R. (1998) are as follows:

1) Grammar-translation methods focusing on form and structure rather than oral communication.

2) Direct method focusing on oral communication rather than form and structure in a natural way like native language learning.

3) Audio-lingual method based on *the assumption that language is acquired mainly through imitation, repetition, and reinforcement*” (525).

4) Communicative language teaching (CLT) method focusing on learners’ “communicative competence” which is described as “knowledge of the appropriate social use of language such

as greetings, taboo words, polite forms of address, various styles that are suitable to different situations, and so forth (522).

### **Teaching Materials and Materials Development in EFL context**

As commonly known, English has been used widely as a means of business communication among non-native speaking countries. This implies that most companies, particularly international businesses, require much of the workforce to have a good command of spoken and written English. For this reason, educational institutions take into account how to prepare graduates to serve the objectives of these companies. This leads to a question: what kinds of teaching materials, methods and techniques should be employed. In general, it has been known that there is no particularly successful formula to serve different learner contexts.

However, McDonough & Shaw (2003) suggested that the materials and methods used in the classroom should support real life communication interweaving with language forms and functions.

### **In-house Textbook Development**

Referring to McDonough and Shaw's suggestions above, supplementary teaching materials have been developed by EFL teachers to better serve learners' needs in EFL contexts which commercial textbooks have failed to cover. Tomlinson & Masuhara (2004) argued that EFL teachers would gain experience and benefit both personal and professional development in the process of developing their own in-house textbooks. For this reason, teachers are encouraged to develop in-house

textbooks. However, textbook developer should focus on cultures, learning strategies and methods, taking the following factors into consideration: class time limitation, students' background and target situation which students would confront in the future (Huang & Shih, 2009; Tomlinson & Masuhara, 2010).

### **In-house Textbook Evaluation**

The ACTFL textbook evaluation form was developed by the American Council on the Teaching of Foreign Languages (ACTFL) for the purpose of evaluating classroom textbooks and teaching materials. Hence, a post-evaluation should be conducted to assess the standards of in-house textbooks as well as the book fulfillment of learners' study goals.

### **Objective of the study**

This study aimed to examine teachers' and students' perceptions after using the textbook.

### **Research questions**

There were two research questions to be answered in the study:

1. What are teachers' perceptions towards using an in-house EFL textbook?
2. What are students' perceptions towards using an in-house EFL textbook?

There are three types of material evaluation: pre-use evaluation, whilst-use evaluation, and post-use evaluation (Tomlinson & Masuhara H., 2004). In order to respond to those two research questions, the "post-use" evaluation was selected to examine teachers' and students' perception towards "English for Work" textbook in the Second Semester of 2011 Academic Year.

## Method

### Participants

The participants in this study were divided into two groups:

The first group comprised eight Thai

teachers who were teaching GE1003 English for Communication II and used the “English for Work” as a classroom textbook. Teachers’ demographics are shown in Table 1.

**Table 1** Teachers’ Demographics

Pseudonym	Gender	Age	Education background	Teaching experience
1. Somsri	Female	64	Master of Education (TESOL)	35 years
2. Somying	Female	40	— Master of Science in Administration — Certificate in 120-hour Teaching English as a foreign language (TEFL) Program	13 years
3. Somjit	Female	35	Master of Education in TEFL	13 years
4. Somjai	Female	37	Master of Arts in Language and Communication	1 year
5. Somporn	Female	50	Master of Arts in TEFL	20 years
6. Somrak	Female	33	Master of Arts in Communication Arts (Speech)	7 years
7. Somchai	Male	32	Master of Arts in Language for Communication and Development	7 years
8. Somkamol	Female	35	Master of Education (TESOL)	6 years

The second group was 259 first-year students enrolled in the GE1003 course in the second semester of 2011 academic year and completed the ACTFL textbook evaluation forms (Appendix A). In regard to the internship system, a convenience sampling strategy was employed in selecting interview samples (Dornyei, 2007) to explore significant issues. Seventeen students from different faculties were individually interviewed. The details are as followed:

- 4 students from Faculty of Liberal Arts majoring in Business Chinese

- 3 students from the Faculty of Engineering and Technology, majoring in Industrial Engineering
- 2 students from the Faculty of Engineering and Technology, majoring in Information Technology
- 2 students from the Faculty of Management Science, majoring in Building and Facilities Management
- 2 students from the Faculty of Business Administration, majoring in Food Business Management
- 4 students from the Faculty of Business

Administration, majoring in Retail Business Management

## Material

The textbook of GE1003 English for Communication II (English for work) was used as the teaching material in this study.

## Instruments

The following instruments were employed in this study:

Interview sessions consisted of teachers' group interview and students' individual interview. Individual interview questions were developed and edited based on Lawrence Wong's checklist (Lawrence, 2011) for in-depth interviews with both co-teachers and students. As aforementioned, this textbook was developed based on the following ideology: learner-centered, social reconstruction, cultural pluralism, situational, functional-notional, skill-based, topic-base and task-based syllabus. Therefore, the in-depth interview questions were designed to ask co-teachers and students with the purpose to collect co-teachers' and students' comments and recommendations for textbook modification.

In addition, those interview questions were also adapted to relate to the American Council on the Teaching of Foreign Languages (ACTFL) standard. Some questions were also added in order to encourage students to give more comments.

## Data Collection

At the end of the course, the group interview was organized. There were eleven

people participating: Dean of Liberal Arts, Head of General Education, eight co-teachers and the researcher. The Dean acted as a chairperson opening the group interview with general topics about the atmosphere of teaching and learning of the former semester. The Dean also encouraged eight co-teachers to discuss any problems encountered in using the books in their classes. Afterwards, eight co-teachers were requested to express their comments on the textbook. The researcher acted as an observer. However, some co-teachers asked the researcher to clarify some issues; for example, Pam wondered why business emails were presented in unit 4. As the reinforcement, other teachers took part in answering the question while the researcher served merely as an observer. The group interview data will be discussed in the section on data analysis.

Likewise, a set of semi-structured interview questions was employed to collect data on students' opinions. A convenience sampling strategy was employed in selecting interview samples (Dörnyei, 2007). The results of the student interviews will be discussed in the section on data analysis.

## Data Analysis

### Teacher group interviews

The data from teacher group interview were transcribed, then the coding process based on Miles & Huberman (1994) and Saldana (2009) was employed to analyze the data. The 5 C's dimensions in the ACTFL form (Appendix A) were used to assign categories, whereas the seven curricular components and other features were considered as sub-categories. However, some

interview data were outside the scope of the 5 C's. Therefore, the sixth C category, called Cachet, was assigned in order to cover these components. Code lists of teacher comments are shown in Appendix B.

### **Student individual interviews**

Similarly, the data from student interviews were transcribed and translated from Thai to English, then the coding process based on Miles and Huberman (1994) and Saldana (2009) was employed to analyze the data. The 5 C's dimensions in the ACTFL form were used to assign categories, whereas the seven curricular components and other features were considered as sub-categories. However, some components are not relevant to the 5 C's. Therefore, the sixth C category was assigned in order to cover those components. Code lists of students' comments are shown in Appendix C.

As mentioned elsewhere, the teacher group interviews and the individual student interviews were conducted to answer the research questions as follows:

- What are teachers' perceptions towards using an in-housed EFL textbook?
- What are students' perceptions towards using an in-housed EFL textbook?

The results of the teacher group interview and the individual student interviews were analyzed based on the 5 C's dimensions of the ACTFL standards. The 5 C's dimensions were used to assign categories whereas the seven curricular components and other features were considered as sub-categories. In doing so, some components are not relevant to the 5 C's. Therefore, the sixth C category was assigned in order to cover those components.

## **Results and Discussion**

These interview results will be reported based on the coding process as follows:

### **Communication–Language Systems (C1–S1)**

According to teacher responses, it could be concluded that there was sufficient oral and written practice of the grammar concepts leading from controlled to meaningful and then to communicative use of the language. However, some teachers reflected that some grammatical structures were too difficult and should be simplified to match students' level.

In contrast, students reported that the contents in this textbook were not too difficult. However, they admitted that if the students did not have a good basic knowledge of English, the textbook might be too difficult for them. Interestingly, some students expressed notable views. They aimed for a higher level of difficulty in lessons in the book content because they saw the benefit of expanding their knowledge required in their future careers.

In conclusion, the difficulty levels of the grammar points in the textbook should be reconsidered to fit university student needs. Teachers may need to decide whether the grammar presented in the book should be at their students' level or somewhat higher as befitting their own students' proficiency levels.

### **Communication–Communication Strategies (C1–S2)**

From the teachers' views, it could be concluded that there were some conversation models that were too long and were not level-appropriate. These comments should be taken into account during the textbook revision.

On the other hand, students thought that the textbook provided appropriate activities which moved from controlled to transitional to communicative nature. However, it should be revised in terms of the balance between oral and written activities.

### **Cultures–Culture Knowledge (C2–S3)**

Referring to the cultures-culture knowledge element, there were no negative comments on the cultural aspects. Teachers and students agreed that the textbook slightly promoted cross cultural awareness in business communication. Nevertheless, some students pointed out that they would like to learn about various cultures in each lesson.

### **Connections–Content from Other Subject Areas (C3–S5)**

Even though the teachers mentioned that students were encouraged to use the target language in conjunction with other subject areas, some exercises and tasks were too difficult for them, e.g. climate change. On the contrary, students thought that they gained new knowledge of climate change and learned new vocabulary at the same time.

### **Connections–Critical Thinking Skills (C3–S6)**

In the unit on ‘the Meeting’, students were assigned tasks to promote their critical thinking skills. They worked in groups of 4-5 to conduct meetings to find solutions on how to deal with climate change.

For this activity, the teachers perceived that these activities were too difficult for students. Surprisingly, students thought that it was fruitful

for them in terms of learning new vocabulary, obtaining knowledge about global warming situations as well as practicing their thinking skills. In addition, they commented that the textbook should add topics related to technology as one said, “*nowadays electronic medias: Facebook and websites play an important role in our lives. Moreover, modern businesses also run online ...*”.

### **Comparisons (C4)**

On the topic of “Comparisons” dimension, teachers and students agreed that students had various opportunities to compare their own culture with the target culture.

### **Communities (C5)**

With regard to “Communities”, the teachers and the students agreed that the textbook presented examples of how students can use their English skills in the future beyond the school experience.

### **Cachet–Learning Strategies (C6–S4)**

In this category, it can be summarized that nearly all of the teachers and the students liked songs and movies with useful phrases related to the conversations in each particular unit. Nevertheless, only specific lyrics or scenes related to the lessons should be focused on to fit class time. However, some students needed other supplementary materials, i.e. images, glossary, jokes, stories and proverbs as learning tools.

### **Cachet–Technology (C6–S7)**

As previously mentioned, teachers agreed that textbook had videos that were integrated with the content. Furthermore, one teacher



gave a comment on the textbook's promotion of Internet activities, *"I thought that the activities in the textbook suggested engaging in worthwhile Internet activities. For example, the Unit 5 tasks demonstrated how to make an on-line reservation."*

It can be concluded that teachers agreed that the textbook had videos related to the content which encouraged students to conduct Internet research activities. The students' view conformed to their teachers' perceptions. Those students reported that it would be better if the textbook provided supplementary materials, e.g., videos related to particular conversations with English subtitles.

### **Cachet–Other features–Internal Layout (C6–S8.1)**

As for the internal layout, all of the teachers commented that the student's textbook should be produced by a publishing house to make it attractive to learning. With regard to "Internal Layout" element, students did not comment much on this point.

The following two categories: classroom practice and test elements are for the teachers' part only.

### **Cachet–Classroom Practice (C6–S8.2)**

Regarding to classroom practice, the teachers also commented the textbook could be easily adapted to fit different teaching situations or schedule configurations. Also, they thought that the textbook was appropriate to a small-sized class.

### **Cachet–Test Elements (C6–S8.3)**

The teachers pointed out that the textbook was developed in line with the course syllabus designed to utilize alternative tests to assess speaking skills such as introducing, telephoning and meetings. In addition, project-based activities at the end of the course were also selected to assess student performance and progress over the semester.

### **Recommendations**

Conducting this study greatly enhanced my research skills and material development know-how. I would, therefore, like to recommend all teachers engage in both developing their own teaching materials as well as in conducting materials evaluation. In addition, several interesting implications have arisen from this study. As mentioned above, the research results reveal the strengths and weaknesses of the textbook. The lack of video presentation of conversation models should be developed for the purpose of supporting students' different learning strategies. In addition, the textbook developer should consider the level of difficulty in term of vocabulary and content. Moreover, the activities should foster thinking skill development and include a variety of activities to suit students' ability and learning styles. Another vital element is that task-based activities should be taken into consideration when teaching materials are made to promote student engagement and confidence as well (Wichitwarit, 2014).



## References

- Brinton, D. (2003). *Content-based Instruction*. In Nunan, D. (Ed.) *Practical English language teaching*. New York: McGrawHill.
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies*. Oxford: Oxford University Press.
- Fromkin, V. & Rodman, R. (1998). *An Introduction to Language*. (6<sup>th</sup> ed.). Florida: Harcourt Brace College Publisher.
- Huang, W. J. & Shih, Y. (2009). An Evaluation of Junior High School English Textbooks in Taiwan. *Fu Jen Studies: literature & linguistics*, (42), 115.
- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Retrieved April 20, 2011, from [sdrashen.com/Principles\\_and\\_Practice/Principles\\_and\\_Practice.pdf](http://sdrashen.com/Principles_and_Practice/Principles_and_Practice.pdf)
- Lawrence, W. (2011). *Textbook Evaluation: A Framework for Evaluating the Fitness of the Hong Kong New Secondary School (NSS) Curriculum*. Unpublished master's degree. City University of Hong Kong, Hong Kong.
- McDonough, J. & Shaw, C. (2003). *Materials and Methods in ELT*, (2<sup>nd</sup> ed.). Victoria: Blackwell Publishing.
- Miles, M. B. & Huberman, A. M. (1994). *Qualitative Data Analysis: an Expanded Sourcebook*, (2<sup>nd</sup> ed.). Thousand Oaks: SAGE Publications, Inc.
- Saldana, J. (2009). *The Coding Manual for Qualitative Researchers*. New Delhi: SAGE Publications India Pvt. Ltd.
- Textbook Evaluation Instrument Based on the ACTFL Standards. (n.d.). Retrieved September 5, 2011, from <http://documentsearch.org/pdf/actfl-textbook-evaluation-form.html>
- Tomlinson, B. & Masuhar H. (2004). *Developing Language Course Materials*. Singapore: SEAMEO Regional Language Center.
- Tomlinson, B. & Masuhar H. (2010). *Research for Materials Development in Language Learning: Evidence for Best Practice*. Chennai: Replika Press Pvt. Ltd.
- Wichitwarit, N. (2014). Essential elements contributing to the success of task-based implementation in an English classroom. *Panyapiwat Journal*, (5), 47-62.

## APPENDIX A

### Textbook Evaluation Instrument Based on the ACTFL Standards

EVALUATING ACCORDING TO THE 5 C'S	
Communication (Section total: 20 points)	Score
1. Are students introduced to essential vocabulary and grammatical structures? (4 points)	

EVALUATING ACCORDING TO THE 5 C'S	
Communication (Section total: 20 points)	Score
2. - Do the activities move from controlled to transitional to communicative? - Is there a balance between listening, speaking, reading, and writing? (4 points)	
3. Are there a variety of meaningful activities that provide opportunities for individual, paired, cooperative learning, and information gap activities? (4 points)	
4. Are the activities set in an age-appropriate context and are they level-appropriate? (4 points)	
5. Is there a spiraling presentation of concepts that builds in a perpetual review of vocabulary and grammar concepts? (4 points)	
Cultures (Section total: 10 points)	
1. Are there wide varieties of authentic, up-to-date visual images of the target culture? (2 points)	
2. Is the cultural information age-appropriate to stimulate interest? (2 points)	
3. Is a broad range and diverse representation of countries presented? (2 points)	
4. Does the teaching of the target culture incorporate the learners exploring their own culture? (2 points)	
5. Are both “Little c” and “Big C” culture represented? (2 points)	
Connections (Section total: 10 points)	
1. Are the students afforded opportunities to utilize the target language in conjunction with other subject areas such as math and science? (5 points)	
2. Are there themes that encourage cross-disciplinary projects? (5 points)	
Comparisons (Section total: 10 points)	
1. Are students asked to look at their own native language and compare it linguistically to the target language? (5 points)	
2. Are students asked to compare their own culture and make comparisons with the target culture to discover similar and different cultural concepts and patterns? (5 points)	
Communities (Section total: 10 points)	
1. Are students provided with role models or individuals who use foreign languages in their lives for personal interest and enjoyment? (5 points)	
2. Are students given examples of ways they can use their foreign language in the future beyond the school experience? (5 points)	
<b>Subtotal (1)</b>	

EVALUATING ACCORDING TO THE SEVEN CURRICULAR COMPONENTS	
Language Systems (Section total: 5 points)	Score
1. Is the vocabulary functional, thematic authentic, and practical? (1 point)	
2. Is the number of vocabulary words manageable? (1 point)	
3. Is grammar presented in a logical way? (1 point)	
4. Is there sufficient oral and written practice of the grammar concepts that lead from controlled to meaningful to communicative use of the language? (1 point)	
5. Is the grammar presented clearly and easy to understand? (1 point)	
Communication Strategies (Section total: 5 points)	
1. Are listening, speaking, reading, writing, and cultural strategies (such as circumlocution, making and verifying hypotheses, making inferences, and predicting) presented and practiced? (5 point)	
Cultural Knowledge (Section total: 5 points)	
1. Is the cultural content accurate and current? (3 points)	
2. Are the cultural notes/reading interesting, significant, and appropriate for the age level? (2 points)	
Learning Strategies (Section total: 5 points)	
1. Does the text provide the learners with strategies at point of use to help them be successful listeners, speakers, readers, and writers of the language? (1 point)	
2. Are pair and cooperative learning activities plentiful and meaningful? (2 points)	
3. Are the multiple intelligence (such as visual, musical, and kinesthetic) utilized so as to support the variety of learner types in the classroom? (2 points)	
Content from Other Subject Areas (Section total: 5 points)	
1. Are there activities/projects in every chapter/unit that engage the students in meaningful activities that cross other disciplines where the students can use their emerging language skills and see the connection with other disciplines? (5 points)	
Critical Thinking Skills (Section total: 5 points)	
1. Are students asked to do more than rote memorization and recall? (2 points)	
2. Are the students asked to utilize the higher order thinking skills of analysis, synthesis, and evaluation in every chapter and are expectations reasonable? (3 points)	
Technology (Section total: 5 points)	
1. Does the textbook have listening activities in the student's edition? (1 point)	
2. Does the textbook have a video that is integrated with the text? (1 point)	

EVALUATING ACCORDING TO THE SEVEN CURRICULAR COMPONENTS	
Technology (Section total: 5 points)	Score
3. Does the textbook have a CD-ROM that provides meaningful and interactive practice? (1 point)	
4. Does the textbook have a website? (1 point)	
5. Does the textbook suggest engaging, worthwhile Internet activities? (1 point)	
Other Features (Section total: 5 points)	
1. Is the general appearance of the text and accompanying ancillaries attractive and inviting? (1 point)	
2. Are the chapters/units well organized and offer easy progression? (1 point)	
3. Is the teacher's edition well organized with practical teaching suggestions at the point of need? (1 point)	
4. Is the program easily adaptable to fit different teaching situation or schedule configurations? (1 point)	
5. Does the testing program assess all four skills plus culture? Does it offer native speaker exams, scantron, multiple forms of exams, and portfolio (1 point)	
Subtotal (2)	
Total (1+2)	

Source: <http://documentssearch.org/pdf/actfl-textbook-evaluation-form.html>.

## Appendix B

### A category and code list of Teachers' comments in group interview

Category	Code of sub-categories	Description
Communication	T-C1-S1	Communication-Language Systems
	T-C1-S2	Communication-Communication Strategies
Cultures	T-C2-S3	Cultures-Culture Knowledge
Connections	T-C3-S5	Connections-Content from Other Subject Areas
	T-C3-S6	Connections-Critical Thinking Skills
Comparisons	T-C4	Comparisons
Communities	T-C5	Communities
Cachet	T-C6-S4	Cachet-Learning Strategies
	T-C6-S7	Cachet-Technology
	T-C6-S8.1	Cachet-Other Features-Internal Layout

Category	Code of sub-categories	Description
Cachet	T-C6-S8.2	Cachet-Classroom Practice (Difficulty, Approaches, Supplementation)
	T-C6-S8.3	Cachet-Testing Elements

## Appendix C

### A category and code list of students' comments in individual interviews

Category	Code of sub-categories	Description
Communication	S-C1-S1	Communication-Language Systems
	S-C1-S2	Communication-Communication Strategies
Cultures	S-C2-S3	Cultures-Culture Knowledge
Connections	S-C3-S5	Connections-Content from Other Subject Areas
	S-C3-S6	Connections-Critical Thinking Skills
Comparisons	S-C4	Comparisons
Communities	S-C5	Communities
Cachet	S-C6-S4	Cachet-Learning Strategies
	S-C6-S7	Cachet-Technology
	S-C6-S8.1	Cachet-Other Features-Internal Layout



**Apisara Sritulanon** received her Bachelor's Degree in Accounting, majoring in Finance, from the University of the Thai Chamber of Commerce in 1985. In 1991, she obtained her first Master's Degree, majoring in Business Communication and Management, from the University of the Thai Chamber of Commerce. In addition, she graduated with another MA program in Teaching English as a Foreign Language, from Thammasat University in 2007. She is currently a full-time lecturer in the Faculty of Liberal Arts, Panyapiwat Institute of Management. Presently, she is a PhD candidate in English Language Teaching program, Language Institute of Thammasat University.