

CHAPTER TWO

REVIEW OF LITERATURE

This chapter reviews the literature in nine main areas along with a summary: (1) the role of textbooks, (2) the advantages and limitations of using a textbook, (3) the syllabuses and the underlying principles, (4) the Eighth National Education Development plan, (5) the standard curriculum for basic education 2001 (6) the criteria for selecting a textbook, (7) the textbook evaluation, (8) readability, and (9) the development material.

2.1 THE ROLE OF TEXTBOOKS

According to Jack C. Richards (2000), the textbook is one important factor in most language programs. For teachers, textbook can provide the instruction and idea in planning and teaching lessons and content of the lessons, practice and activities for students.

Cunningsworth (1984) believes that textbooks can provide the initial framework to match student's need.

Allwright (1990) states that s textbook is as an instructional material. It can be a device to give ideas and activities for teaching and learning.

O'Neil argues that textbooks should be suitable for student's needs. Student can review the lesson by reading the textbook and it should be adapted and improved (Kitao, K., & Kitao, K.S., 1999).

According to Freeman and Porter (1989), there are three styles of textbook use, focusing on the extent to which a teacher's instruction matched the topics and sequencing that was presented in mathematics textbook. The first style is *textbook bound*, in which the teacher followed the textbook page by page; the second one is *focused on the basics*, in which the teacher taught lessons directly related to basic concepts and skills and skipped lessons viewed as being unrelated to these concepts or skills; and the last style is *focused on district objectives*, in which teachers followed closely their district's recommendations on the topics to be taught.

Fuller (1928) stated that the textbook is the most important of the teacher's tools. In determining the subject matter of the child's experience, it is more decisive in day-to-day affairs than is the course of study outlined by the school system. In determining teaching procedure the text is more influential from hour to hour than a manual of methods. In fact, the total series of textbooks in use by students and teachers are the real course of study and manual of teaching. This is not the usual theory, but it is the actual fact.

From the specialist's opinions, there are two points stated for the role of textbooks. One is that the textbook is an important material for teacher and student in teaching and learning. Another one is that the textbook should answer student needs.

2.2 THE ADVANTAGES AND LIMITATIONS OF USING A TEXTBOOK

Using a textbook has both advantages and disadvantages or limitations. Jack C. Richards (2001) lists the advantages of using a textbook as following:

- A textbook provides structure and a syllabus for a program.
- A textbook helps to standardize the instruction. Students will learn with the similar content.
- A textbook maintains quality.
- A textbook provides a variety of learning resources. Most textbooks will have supplementary materials such as a teacher's manual, workbook, CD-ROMs, videos, etc.
- A textbook is efficient and gives guidance. The teacher can follow the textbook so it saves time and the teacher can use other material to encourage students in learning.
- A textbook provides effective language models and input.
- A textbook can train teachers. A teacher can use the textbook and teacher's manual.
- A textbook is visually appealing. Most textbooks have attractive design and features. There are pictures and images which are colorful.

Richards also lists the limitations of using textbooks as following:

- A textbook may distort content.
- A textbook may not reflect students' needs.
- A textbook can deskill teachers.
- A textbook is expensive.

Teachers should choose the textbook which gives the most utility for teaching and learning. Anyway, from the limitations of using a textbook, the teacher should develop the textbook and create instructional material to suit with the class.

2.3 THE SYLLABUSES AND THE UNDERLYING PRINCIPLES

Hutchinson and Water (1987) define syllabus as follow: "At its simplest level a syllabus can be described as a statement of what is to be learnt. It reflects language and linguistic performance" (p.80)

According to Tarey Reilly (1988), there are six types of language teaching syllabuses as following:

1. Structural (formal) Syllabus

This is known as a grammatical syllabus. Grammatical syllabus has been criticized on the following.

- It represents only a partial dimension of language proficiency
- It does not reflect the acquisition sequences seen in naturalistic second language acquisition

- It focuses on form rather than meaning
- It does not address communicative skills
- It focuses on the sentence rather than on larger unit of discourse

2. Notional/ Functional Syllabus

This focuses on the functions that are performed when language is used, and the notions that language is used to express. A functional syllabus is organized around communicative functions such as requesting, suggesting, agreeing, and complaining.

3. Situational Syllabus

This syllabus is organized by situations, to present language content which relates to the real world situation.

4. Skill-based Syllabus

This one involves the abilities in using a language in reading, listening, writing, and speaking.

5. Task-based Syllabus

This syllabus is organized around tasks that students will complete in the target language. Teacher can use tasks and activities which are relevant to the real world language need to encourage students in learning.

6. Content-based Syllabus

This one focuses on themes, topics, and content. The content-based syllabus is the teaching of content or information in the language being learned.

In contrast to Tarey, Amreet Kaur (1990) states that there are eight types of syllabuses. Five of them, which are in italicized words, are as same as Tarey:

1. *Situational syllabus*

2. *Notional syllabus*

3. *Functional syllabus*

This syllabus is organized on the communicative function.

4. *Structural syllabus*

5. *Procedural syllabus (Task-based syllabus)*

6. Linear and Spiral Syllabuses

7. Process syllabus

8. Multi-dimensional syllabus

2.4 THE EIGHT NATIONAL EDUCATION DEVELOPMENT PLAN

The objectives of the 8th National Education Development Plan (1997-2001) are described as following:

- To expand an extensive and equal provision of basic education for all people, and to extend basic education to secondary education level.

- To improve the equality of education and its relevance to the needs of individuals, communities and the nation, and to enable learners to achieve their full potential for self-development.
- To enhance Thai education in strengthening the national potential for self-reliance, and to contribute to national economic stabilization and the role of Thailand in the global economy.

The publisher should produce the textbook which accords with this plan.

2.5 THE STANDARD CURRICULUM FOR BASIC EDUCATION 2001

There are four contents in the Standard curriculum for Basic Education 2001 as follow:

Content 1: Language for communication

2.5.1 Listening and reading comprehension

2.5.2 The ability in communication; exchange news and information, show expression and opinion

2.5.3 Speaking, writing, and communication comprehension

Content 2: Language and culture

2.5.4 Understand the relationship between language and culture, and can use appropriately in the real world

2.5.5 Understand the similarity and difference between native and Thai language and culture, and can use appropriately

Content 3: Language relate to other subjects

2.5.6 The ability to link between the knowledge gain from the textbook to other subjects

Content 4: Language relate to the community and the world

2.5.7 The ability to use foreign language in the real world

2.5.8 The ability to use foreign language in education, job, etc.

According to the curriculum, there are four contents which mainly focus on language and community. When choosing a textbook for the class, teacher should match the textbook with the curriculum.

2.6 THE CRITERIA FOR SELECTING A TEXTBOOK

According to McGrath (2002), there are many different kinds of factors that must be taken into account when selecting a textbook. Learner factors are age and sex, proficiency level in the target language, reasons for studying the target language, etc. The examples of a list of learner needs are dialect, language-skill emphasis, language-system emphasis which includes grammar, vocabulary and phonology, and attention to mechanics which includes spelling and punctuation. There is also a list of teacher factors such as language competence, methodological competence and awareness, experience of teaching the kind of learner for whom the materials are intended, etc. The information about the institution and the specific program and curriculum for which the material is intended is also important to consider, for example level within the educational system (kindergarten, primary, secondary), class size, and aim of the program and syllabus, etc.

According to Dawn Garinger (2002), there are 4 steps in the selection process.

2.6.1 The teacher should match the textbook with the curriculum and the course. Also the teacher should consider the program curriculum and the objectives of the course. If they are clear, the parallels with the textbook may become obvious. Besides, the teacher should identify the appropriateness of the text which should meet students' needs.

2.6.2 The teacher reviews the skills presented in the textbook. The textbook should help students acquire the necessary skills and cover all four skills; reading, listening, speaking, and writing.

2.6.3 The teacher reviews exercises and activities in the textbook. The textbook should have the exercises that students can practice to extend language skills. The exercises should be both controlled and free practice. Moreover, the exercises should progress from simple to complex and be varied and challenging.

2.6.4 The teacher weighs practical concerns which include availability and cost.

Criteria much guide decisions to select the textbook. Teachers should use these to be a guide or make their own criteria before choosing the suitable textbook.

2.7 TEXTBOOK EVALUATION

When the teachers at a school select new material to use in their teaching, they have to carefully examine the material to make sure that it is suitable for their particular school setting. However, there are different methods that can be used for evaluating materials. McGrath (2002) recommends pre-use evaluation, in-use evaluation and post-use evaluation. Therefore, the material should not only be evaluated before being used but constantly while using it as well as after use.

Hutchinson and Water (1987) state that there are four major steps in the evaluation process; defining criteria, subjective analysis, objective analysis, and matching. One textbook might match the criteria in terms of content and language areas, but another might have the more appropriate methodology. Therefore, the teacher needs to decide which one is more important.

A teacher spends much time using textbooks in class so choosing an appropriate one is important. The process of selecting an appropriate textbook has not become any easier for teachers and administrators. Since the textbook is one important factor in teaching and learning, this checklist can be a valuable tool for evaluating textbooks for use in Grade 7 classroom (please refer to Appendix D). Each question in this checklist is based on either recent research or previously developed checklists. Teachers may use the checklist to make a decision between numbers of textbooks.

2.8 READABILITY

Generally, readability is a measure of the accessibility of a piece of writing, indicating how effectively it will reach a given reading audience. Readability is a judgement of how easy a text is to understand for a given established and characterized population.

The understandability of a text is an interaction between the reader whose possible prior knowledge of aspects of the content and the text features would influence the ease with which they access the text, as well as the fixed aspects of the text itself. Presentation factors unrelated to the language of the text also affect readability, for example choice of typeface, text size, layout and colors.

There are formulae to calculate readability. Harison and Klare state that there are more than 200 formulae but six of them are widely used; Gunning 'FOG' Readability test, Fry Readability Graph, Flesch-Kincaid Formula, Powers-Summer-Kearl Formula, McLaughlin 'SMOG' Formula, and FORCAST Formula. This study uses the formulae of the Fry Readability Graph, and the Flesch-Kincaid Formula (Johnson, 2000).

2.9 DEVELOPING MATERIALS

According to Graves' framework (2000), there are 15 lists of considerations for developing materials. The considerations can be separated into 6 aspects; learners, learning, language, social context, activity/task types, and materials. A teacher can't employ every category at once. The teacher should choose select the category which relates to the syllabus.

For learners, there are 3 points to consider:

1. make relevant to student's experience and background
2. make relevant to student target needs outside the class
3. make relevant to student's affective needs

For learning,

4. engage in discovery, problem, solving, and analysis
5. develop specific skills and strategies

For language, (this aspect is about skills.)

6. target relevant aspects such as grammar, functions, vocabulary, etc.
7. integrate four skills; listening, speaking, writing, and reading
8. use/ understand authentic texts

For social context, (this aspect is to understand cultural context and cultural differences.)

9. provide intercultural focus
10. develop critical social awareness

For activity and text types,

11. aim for authentic tasks
12. vary roles and groupings

13. vary activities and purposes

For Materials, (this aspect is to employ authentic material and a variety of materials.)

14. authentic texts or realia

15. various prints, visuals, audio, etc.

However, Richards (2000) states that teachers should adapt the textbooks to be suitable with the class. He gives the lists of adaptation as below:

1. Modifying Content

Not all contents in the textbooks are perfect or suitable for students. Therefore, the content should be modified or changed according to student's needs, interests, and background.

2. Adding or Deleting Content

Sometimes teachers cannot teach all content in the textbook because of the load of contents and/or time management. Therefore, the teacher should plan the lessons and add or omit some contents if they are not related to the lesson plan.

3. Reorganizing Content

After a teacher adds or deletes content, he/she should reorganize the content in the suitable order. For example, reordering by ease and difficulty,

4. Addressing Omissions

Some detail which is necessary for the class are not included in the content so teachers should add that point.

5. Modifying Tasks

Teachers can change the tasks to make them more interesting or to provide the chances to practice.

6. Extending Tasks

Teachers should not follow the tasks in the textbook but he/she should adapt or make additional practice to suit students.

Teachers should consider the textbook, whether or not it is suitable for the class. If the textbook misses some points, teachers should adapt and develop it to make it more useful to student.