

**A STUDY OF TEXTBOOKS AND CLASSROOM ACTIVITIES AS  
PERCEIVED BY TEACHERS AND STUDENTS**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF ARTS  
(APPLIED LINGUISTICS)  
FACULTY OF GRADUATE STUDIES  
MAHIDOL UNIVERSITY  
2014**

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## ACKNOWLEDGEMENTS

To complete my master degree is the biggest wishes I have ever had. The following people are those who keep support, cheer me up, and help me finally achieve the success in doing thesis.

Firstly, I would like to express my grateful appreciation to my thesis advisor, Assoc. Prof. Dr. Songsri Soranastaporn for her valuable advice, kindness, and continual support throughout my study. In addition, her recommendations and advice could assist me to complete my thesis with quality and success.

My sincere thanks are extended to my co-advisors, Asst. Prof. Dr. Karansupamas Engchuan and Dr. Yuwadee Tirataradol for their valuable advice and insightful guidance in this research.

I would like to further thank to Lect. William Martin for his kind help in editing my work and to Lect. Rangsiman Ninrat who kindly helped, commented, and suggested on the questionnaire in this study.

Finally, I wish to express my personal gratitude to my father, mother, elder sister, and younger sister for their continual patience, understanding, financial, moral support, and love.

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**A STUDY OF TEXTBOOKS AND CLASSROOM ACTIVITIES AS PERCEIVED BY TEACHERS AND STUDENTS**

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THESIS ADVISORY COMMITTEE: SONGSRI SORANASTAPORN, Ph.D.,  
KARANSUPAMAS ENGCHUAN, Ph.D., YUWADEE TIRATARADOL, Ph.D.**ABSTRACT**

The purposes of this study were: 1) to investigate the appropriateness of English textbooks from teachers' perspectives, 2) to investigate the appropriateness of English textbooks from students' perspectives, 3) to examine the level of preferences on classroom activities as perceived by EFL teachers, and 4) to examine the level of preferences on classroom activities as perceived by students. The population included 75 EFL teachers and 1800 students. The subjects included 63 EFL teachers and 317 students selected by the simple random sampling technique. The research instruments included two textbook evaluation forms (student's and teacher's forms) developed by Litz (2005), and classroom activity questionnaire developed by Spratt (1999). The Cronbach's alpha reliability coefficients of the textbook evaluation form of teacher and student were .94 and .96 respectively. The Cronbach's alpha reliability coefficients of classroom activities questionnaire of teacher and student were .94 and .95 respectively. Questionnaires were translated into Thai through the back-translation method and were tested validity by three experts. The statistical devices used for data analysis were mean and standard deviation.

The major results of this study showed as follows. 1) EFL teachers rated the appropriateness of using English textbooks in their teaching at the high level. 2) Students rated the appropriateness of using English textbooks in their study at the high level. 3) EFL teachers rated their preferences to use classroom activities in their teaching at the high level. Finally, 4) students rated their preferences to use classroom activities in their study at the high level.

**KEY WORDS: TEXTBOOKS/ CLASSROOM ACTIVITIES / EFL TEACHER/  
STUDENTS/ EVALUATION**

106 pages

การศึกษาหนังสือเรียนและกิจกรรมในห้องเรียนตามการรับรู้ของครูผู้สอนภาษาอังกฤษและนักเรียน

A STUDY OF TEXTBOOKS AND CLASSROOM ACTIVITIES AS PERCEIVED BY TEACHERS AND STUDENTS

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บทคัดย่อ

งานวิจัยชิ้นนี้มีจุดประสงค์เพื่อ 1) ศึกษาความคิดเห็นของครูวิชาภาษาอังกฤษที่มีต่อความเหมาะสมของหนังสือเรียนภาษาอังกฤษ 2) ศึกษาความคิดเห็นของนักเรียนที่มีต่อความเหมาะสมของหนังสือเรียนภาษาอังกฤษ 3) ศึกษาความชอบของครูวิชาภาษาอังกฤษต่อการใช้กิจกรรมในห้องเรียน 4) ศึกษาความชอบของนักเรียนต่อการใช้กิจกรรมในห้องเรียน ประชากรในการวิจัยครั้งนี้ประกอบด้วยครูผู้สอนวิชาภาษาอังกฤษจำนวน 75 คน และนักเรียนชั้นมัธยมศึกษาปีที่ 6 จำนวน 1,800 คน กลุ่มตัวอย่าง ได้แก่ครูวิชาภาษาอังกฤษจำนวน 63 คน และนักเรียนจำนวน 317 คน ซึ่งได้มาโดยวิธีสุ่มตัวอย่างแบบง่าย เครื่องมือที่ใช้ในงานวิจัยประกอบด้วย แบบประเมินหนังสือเรียนทั้งสองแบบ (แบบประเมินสำหรับนักเรียนและสำหรับครู) ของลิซซ์ (Liz, 2005) และแบบสอบถามเกี่ยวกับกิจกรรมในห้องเรียนของสปรอตต์ (Spratt, 1999) ซึ่งมีค่าความเชื่อมั่นครอนบาคของแบบประเมินหนังสือเรียนสำหรับครูและสำหรับนักเรียนเท่ากับ .94 และ .96 ตามลำดับ ค่าความเชื่อมั่นครอนบาคของแบบสอบถามเกี่ยวกับกิจกรรมในห้องเรียนสำหรับครูและสำหรับนักเรียนเท่ากับ .94 และ .95 ตามลำดับ แบบประเมินและแบบสอบถามดังกล่าวได้รับการแปลเป็นภาษาไทยด้วยวิธี back translation และผ่านการทดสอบค่าความตรงจากผู้เชี่ยวชาญ สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า 1) ครูวิชาภาษาอังกฤษเห็นว่าหนังสือเรียนภาษาอังกฤษที่ใช้สอนอยู่ในปัจจุบันมีความเหมาะสมในระดับมาก 2) นักเรียนเห็นว่าหนังสือเรียนภาษาอังกฤษที่ใช้เรียนในปัจจุบันมีความเหมาะสมในระดับมาก 3) ครูวิชาภาษาอังกฤษมีความต้องการที่จะใช้กิจกรรมในห้องเรียนในการสอนอยู่ในระดับสูง 4) นักเรียนมีความต้องการที่จะใช้กิจกรรมห้องเรียนในการเรียนอยู่ในระดับสูง

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## **CHAPTER I**

### **INTRODUCTION**

Textbooks are seen to be essential teaching materials used for transmitting knowledge of English to EFL students (Dar, 2012). In addition, classroom activities are other choices employed to support the content in textbooks in order to train EFL students to be successful in English language acquisition (Nunan, 1988). Therefore, textbooks and classroom activities should be correlated. For this reason, this study attempts to investigate the appropriateness of English textbooks and to examine the preferences for classroom activities as perceived by teachers and students. Before discussing textbooks and classroom activities in the next chapter, this chapter presents the background to the study, the rationale of the study, the problem statement, the objectives, the research questions, the significance of the study, the limitations, the conceptual framework, and a definition of terms.

#### **1.1 Background of the study**

English is now considered as a global language (Crystal, 2003) because English is used for communication around the world and used as a tool to access up-to-date sources and search for new information (OBEC, 2012). In Thailand, English is the foreign language for the entire basic education core curriculum (Ministry of Education, 2008). In most language classrooms, the textbook is the most frequently used teaching material (Tomlinson, 2012). Textbooks and classroom activities are seen as useful sources and they help learners to be competent in English (McDonough, 2004; Menkabu, 2010). In order to better understand the context of English teaching and learning in Thailand, the roles of textbook, and the role of classroom activities in English teaching and learning will be described in the following sections.

English is important and widely taught as a foreign language in Thailand. In 1995, the Ministry of Education announced that students have to learn English as a

foreign language from the first grade (Ministry of Education, 2008). English is regarded as an important language by the Thai government, so the government has made English a compulsory subject in the Thai educational system for students from the primary level to higher education with the expectation at enabling learners to acquire a favourable attitude towards foreign languages, the ability to use foreign languages for communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels (Ministry of Education, 1999).

Although teaching and learning English are constantly supported, the ability of Thai students to use English is not satisfactory (Ministry of Education, 2008). The low English proficiency of Thai students is a serious situation as shown in the reports of English proficiency score (EF English Proficiency Index, 2012; National Institute of the Educational Testing Service, 2013; The Nation, 2013). The English proficiency of Thai learners is in a critical situation (Matichon, 2013). According to the National Institute of the Educational Testing Service (NIETS) (2013), the average score for English on the Ordinary National Educational Test (O-net) for grade 12 students during 2010 - 2012 was lower than that for other subjects; especially, in academic year 2012. (See Diagram 1.1) The average score for English in academic year 2012 was the lowest for a total of eight subjects. The average score for English was 22.13 out of 100.

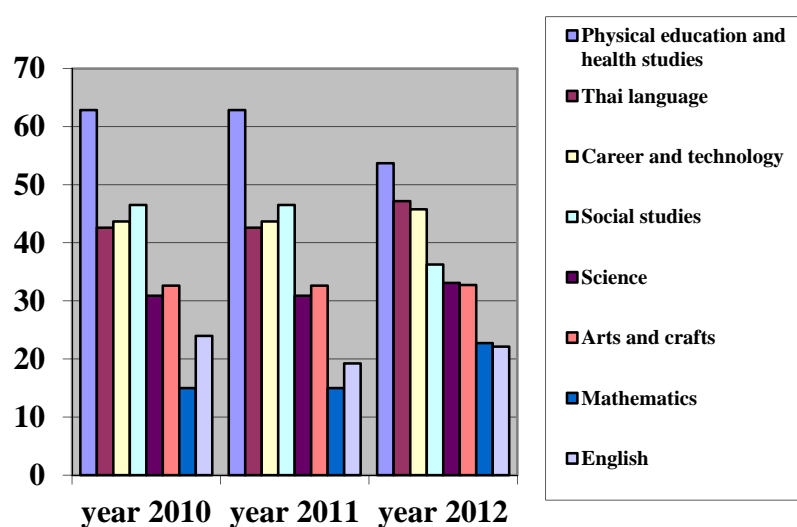


Figure 1.1: The average O-net score for grade 12 students in academic year 2010 - 2012

Additionally, as seen from the average scores for the Test of English as a Foreign Language (TOEFL), Thai learners' English proficiency was the lowest in ASEAN (The Nation, 2013). While learners from Laos, Cambodia and Myanmar have average TOEFL scores of around 500, Thai learners' average TOEFL score is about 450 (The Nation, 2013). Moreover, the ability of Thais to use English was ranked as very low, and Thailand was ranked as number 53 of the 54 countries that do not use English as their mother tongue (EF English Proficiency Index, 2012). The low English proficiency of Thai students and the Thai population reflects the lack of successful English learning and teaching. As a result, for English teaching and learning to be successful, textbooks and classroom activities are employed because both affect teaching and learning processes directly, so they are important tools if students are to be effective learners (Wonglaykha, 2010).

Textbooks are a central element in the teaching and learning situation (McGrath, 2006). Textbooks can help students in their learning and guide teachers for their teaching (Graves, 2000; Menkabu, 2010; Richards, 2001; Savignon, 1983). For students, a common textbook provides a basis for what is learned and the order in which it is learned (Graves, 2000). Moreover, the textbook may provide the major source of language learning apart from input which students receive from the teacher (Richards, 2001). In other situations, textbooks can support teachers in their instruction (Menkabu, 2010). In particular, new teachers strongly rely on the textbook (Savignon, 1983) because new teachers have little experience to rely on, so textbooks become the main instrument to guide them in what to teach and how to teach (McGrath, 2006). In addition, Richards (2001) asserted that textbooks can save teachers time; therefore, teachers are able to devote their time to teach rather than produce materials (Richards, 2001). In short, textbooks are needed for teachers and students in order to guide teaching and acquire knowledge. Not only do textbooks have advantages for teaching and learning, but also for classroom activities. Classroom activities are a facilitator helping learners to be better in English (Richards & Rodgers, 2001).

Classroom activities are a source of instructional practice and provide students the opportunity to interact with the target language (Richards & Rodgers, 2001). This is because a learning activity is an action which is carried out as the result of processing or understanding language (Richards, Platt, & Weber 1986), so an

activity can help learners reach their goals (Senior, 2006). Senior (2006) wrote “by engaging in activities that generate feelings of involvement, urgency and excitement, language students find themselves forgetting their inhibitions and expressing themselves more readily in the target language”. Consequently, using classroom activities helps draw learners’ attention to language forms in a meaningful context, and drives them to produce more complex or accurate target language forms (McDonough, 2004). Therefore, classroom activities are one crucial facilitator that might influence language learning and teaching.

To sum up, English is widely taught in Thailand. However, the English proficiency of Thai students is lower than the standard even though English learning and teaching have been continuously supported by the government. In learning and teaching situations, textbooks are needed as significant resources for teachers and students. Classroom activities are also useful in leading students to the target language and drawing students’ attention to focus on their English lessons as well.

## **1.2 Rationale of the study**

Textbooks and classroom activities play important roles in the language classroom (Richards, 2001; Senior, 2006; Tok, 2010). The impacts of textbooks and classroom activities on language learning and teaching as well as the reporting of textbook problems will be focused on in this section.

Textbooks have important effects on students’ motivation and outcomes (Tok, 2010; Tornroos, 2005). Satisfactory textbooks can interest them in lessons (Tok, 2010). In other words, students are motivated by their textbooks. Tok (2010) stated that “When students like their textbooks, they like the course as well and become active participants to the lesson.” (Tok, 2010, p.508). Similarly, Pecorari, Shaw, Malmstrom, and Irvine’s (2011) study found textbooks influence students’ motivation for reading. The results of the study indicate that if the context in textbooks were too difficult, some students will choose not to spend more time reading, and as a result, they will learn less of the content in their textbooks (Pecorari et al., 2011). For this reason, Kitao and Kitao (1997) suggested that the selection of textbooks used in the classroom should be based on students’ interest and motivation because textbooks

have a great impact on students' attitudes and performance during their learning throughout the course. Frolich and Michaelowa (2011) examined the effects of textbooks on students' outcome and found that with the textbook, students can learn faster. Similarly, Kuecken and Valfort (2013) found that textbooks have a positive impact on students' achievement. They reported that textbooks increase the test scores of students by a maximum standard deviation of 0.20. In brief, the evidence shows textbooks have a relation with students' motivation and outcome. Though textbooks and classroom activities lead to students' achievement, problems with textbooks and classroom activities have been found (Hawkey, 2006).

Teachers and students have reported that they faced problems using English textbooks in their classroom (Kidsanga, 2003; Phonhan, Praphan, & Chaiyasuk, 2012; Premboon, 2011). Kidsanga (2003) conducted research on English textbooks in secondary schools in Thailand and found that although the content in their textbooks was relevant to the course objectives, the teachers stated that activities provided in the English textbooks were not balanced. These teachers reported there were too many activities in some units of those textbooks, so teachers were unable to teach all the activities in the limited time. Correspondingly, in Premboon's (2011) study, EFL teachers revealed problems in using English textbooks. These EFL teachers reported that activities in the textbook were not suitable for their students' level of English proficiency. They commented that most activities in the textbooks were suitable for students with moderate or high English proficiency and not suited for students who had low English proficiency. Moreover, the content in the textbook was excessive, so teachers could not manage to teach all the content in the limited time available. Additionally, teachers also faced many problems in using textbooks, such as the level of difficulty of activities in the textbooks. Grammar explanations presented in the textbook were too short for complicated grammar points and both typographical errors and wrong content were found. Pronunciation and conversation activities were lacking (Phonhan, Praphan, & Chaiyasuk, 2012). In Phonhan, Praphan, and Chaiyasuk's (2012) study, the majority of teachers reported that the activities provided in the textbook were very complex because there were a variety of activities, but steps for performing pre-activities, while activities, and post-activities were not clear. From this reason, teachers spent a lot of time understanding how to teach each activity. In

addition, teachers reported grammar points presented in the textbook were too difficult, and there was little explanation about grammar rules in both teacher's and students' books. As a result, teachers had to search for a clear explanation of grammar rules from outside sources. Thus, both teachers and students were not satisfied with their textbooks.

It can be concluded that textbooks are one important teaching material in the English teaching and learning process since they have an impact on learning achievement. Textbooks influence students' positive attitudes towards learning English as well. However, the research results show that the textbooks which are used most in language classrooms seem to have many problems. Therefore, it is necessary to study the appropriateness of English textbooks as perceived by both teachers and students.

### **1.3 Problem statement**

Given the fact that English textbooks are commonly used for teaching and learning in many schools, it is important to use English textbooks which meet the needs of EFL teachers and students. In the school context, teachers who have to use English textbooks in their classroom instruction do not have the opportunity to choose their own textbooks because English textbooks are selected by the administrators or the administrative committees of each school. As a result, EFL teachers struggle to use English textbooks. Like other EFL teachers in many secondary schools, EFL teachers at secondary schools in Ubon Ratchathani province faced problems in using English textbooks and selecting and implementing classroom activities. Moreover, the researcher searched the ThaiLIS database on October 31, 2013 using the keywords "English textbooks" and "classroom activities". Few studies have been conducted (Kidsanga, 2003; Phonhan, Praphan, & Chaiyasuk, 2012; Premboon, 2011), and none was done in secondary schools in Ubon Ratchathani province although there were problems using textbooks and implementing classroom activities there. To solve these problems, the present study aims to examine the appropriateness of English commercial textbooks provided in language classrooms and the preferences for classroom activities in secondary schools in Ubon Ratchathani province.

## **1.4 The purposes of the study**

To decrease the above problems, this study aimed to explore the appropriateness of textbooks and preferences for classroom activities as perceived by EFL teachers and students. Thus, the study set four main objectives as follows:

1. To investigate the appropriateness of English textbooks from the teachers' perspective.
2. To investigate the appropriateness of English textbooks from the students' perspective.
3. To examine the EFL teachers' preferences for classroom activities.
4. To examine the students' preferences for classroom activities.

## **1.5 Research questions**

Based on the objectives of the study, four research questions help frame the study.

1. What is the appropriateness of their English textbooks as perceived by teachers?
2. What is the appropriateness of their English textbooks as perceived by students?
3. What classroom activities do teachers prefer to have used in the classroom?
4. What classroom activities do students prefer to have used in the classroom?

## 1.6 Conceptual Framework of the Study

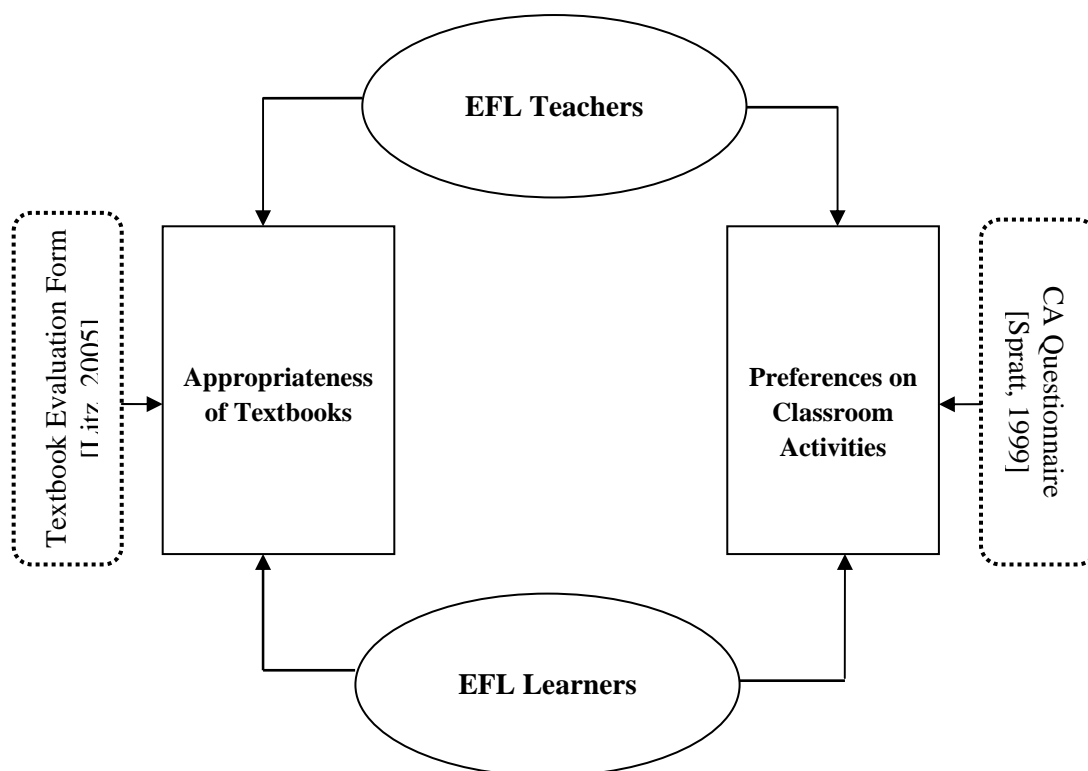


Figure 1.2: The Conceptual Framework for the Study

The Figure 1.2 shows the conceptual framework for the present study. The study was based on two main concepts: 1) the appropriateness of textbooks, developed by Litz (2005) and 2) preferences for classroom activities, developed by Spratt (1999). The appropriateness of textbooks and preferences for classroom activities of both Thai EFL teachers and learners were studied. The level of appropriateness of textbooks and preferences for classroom activities for EFL teacher and EFL learners were investigated.

## 1.7 The significance of the study

The expectation is that present study findings can serve as empirical data and provide helpful information as follows:

1. The study will reveal the appropriateness of English textbooks as perceived by both teachers and students. Research results will be useful for teachers to

determine if English textbooks are appropriate and meet the academic aims and are suitable for the students' level. If the English textbooks are inappropriate, teachers can select more appropriate English textbooks for teaching and learning which will hopefully lead to more effective English language learning.

2. This study will expose the preferences and effectiveness of classroom activities for both teachers and students. The results of the study will be useful for teachers themselves. Teachers can review the activities they use in the classroom to see if the activities match with students' interests and the content of the course, so teachers can select or create appropriate activities to improve their teaching ability.

### **1.8 Limitations of the study**

1. The scope of the study is limited by its purposes. The present study aimed to investigate the opinions about the appropriateness of English textbooks and preferences for classroom activities for Thai teachers and students in four secondary schools: 1) Benchama Maharat School, 2) Narinukun School, 3) Namyuenwittaya School, and 4) Khongchiamwittayakom School. Therefore, the findings of this study are limited to particular groups of participants who share the same or similar backgrounds with the participants in this study. Generalization to other groups may be made, but this must be done carefully.

2. This study examined only English student books and not English activity books. The English student textbooks employed in this study included *Mega Goal 6* and *My World 6*, which have been authorized by the Office of Basic Education, the Ministration of Education for use in secondary schools according to the Basic Education Core Curriculum BE 2551.

### **1.9 Assumptions of the study**

1. The present study aimed to investigate the appropriateness of English textbooks as perceived by EFL teachers and grade 12 students. For this reason, the results of this questionnaire do not indicate the educational value of the English textbooks.

2. The English textbooks used in this study have been authorized by the Office of Basic Education for use in schools based on the Basic Education Core Curriculum BE 2551. As a result, the research results cannot be applied to the appropriateness of English textbooks in other Basic Education Core Curricula.

3. This study was conducted by using a research questionnaire. EFL teachers and students responded regarding the appropriateness of textbooks and their preferences for classroom activities according to their actual perceptions and experiences. Therefore, their responses to each statement in the questionnaire were reliable.

## 1.10 Definition of terms

*English as a foreign language (EFL)* refers to English which is taught as a foreign language in school in the countries where English is not used as a medium of instruction nor a language of communication

*EFL teachers* refers to English teachers at four schools: 1) Benchama Maharat School, 2) Narinukun School, 3) Namyuenwittaya School, and 4) Khongchiamwittayakom School who taught English as a foreign language. These teachers were English or TEFL majors in their university studies. They were government employees.

*Students* refers to grade 12 students in 1) Benchama Maharat School, 2) Narinukun School, 3) Namyuenwittaya School, and 4) Khongchiamwittayakom School in the Academic Year 2013 who were taking English as a compulsory subject.

*Textbooks* refers to *Mega Goal 6* (Santos & O' Sullivan, 2012) and *My World 6* (Santos, 2012), English textbooks which are used as the main textbook in English language courses. They were the student books for Grade 12 students in the four selected secondary schools: 1) Benchama Maharat School, 2) Narinukun School, 3) Namyuenwittaya School, and 4) Khongchiamwittayakom School.

*Classroom activities* refers to activities or actions which are carried out in language classrooms including pre-activities, during activities, and post-activities. These classroom activities are sub-units of tasks which include (a) language learning

and teaching activities such as reading aloud, listening, and writing essays and (b) a piece of classroom work which involves students in using the target language such as producing or interacting in the target language.

## **CHAPTER II**

### **LITERATURE REVIEW**

This study aims to investigate the opinions regarding textbooks and preferences for classroom activities held by EFL teachers and students as textbooks and classroom activities are significant in language teaching and learning. These two variables have a great influence on the language classroom. To better understand about textbooks and classroom activities, information about these variables will be provided in this chapter.

#### **2.1 The school setting**

This present study was conducted in four secondary schools: 1) Benchama Maharat school, 2) Narinukun school, 3) Namyuenwittaya school, and 4) Khongchiamwittayakom school. In order to understand the background information each secondary school, the school settings are presented as follows.

##### **1. Benchama Maharat School**

Benchama Maharat School is a well-known secondary school in North-Eastern Thailand. It is an extra-large secondary school in Ubon Ratchathani province. The words "Benchama Maharat" make up a unique name which differs from that of other schools whose names start for with "Benchama". Additionally, it is the only school in Thailand that ends with "Maharat" (Benchama plan, 2013). Originally, it was a provincial boys' school and only offered classes from Matthayom 1 to 3 until, in 1919, the school has expanded to Matthayom 6. At present (2013), there are 4,659 students in total, and there are 274 teachers. Additionally, there are 102 classrooms (Benchama plan, 2013). The school's visions and objectives aim to encourage all students to achieve their full potential and reach international standards of knowledge; the school's educational program is based on the core curriculum for basic education,

which is the international standard school curriculum (Benchama plan, 2013). Moreover, the school is divided into two departments, which are middle school and high school. The middle school department provides three educational programs to students involving basic education, the English Program, and the Extra-Gifted Math-Science Program; the high school department provides four educational programs including the Math-Science Program, the Excellent Educational Program (EEP), and the Foreign Language Program (FLAP) (Benchama plan, 2013). Benchama Maharat School is one of a hundred schools in Thailand where students who have high scores and can be admitted to study at prestige universities such Mahidol University or Chulalongkorn University.

## **2. Narinukun School**

Narinukul School is an extra-large secondary school in Ubon Ratchathani province. Originally, Narinukun School was a provincial girls' school, but it became co-educational in 1993. The school is managed under the Office of Ubon Ratchthani Education Area 1, the Office of Primary Education (OPEC), the Ministry of Education. It provides basic education from Mathayomsuksa 1 to Mathayomsuksa 6. Currently (2013), there are 4,251 students and 211 teachers, and there are 94 classrooms in total.

The vision statement of the school says that it aims to be a modern school with high quality of resources, processes, and outcomes; the school attempts develop students' in all academic aspects. Besides providing basic education for students, the school also provides Narinukun International Program which has an international curriculum adapted from the British education system in 2010.

## **3. Namyuenwittaya School**

Namyuenwittaya School is a large secondary school which is located in Namyuen district, Ubon Ratchathani province. The school offers classes from Mathayomsuksa 1 to Mathayomsuksa 6. Namyuenwittaya School was originally a branch of Det Udom School and provided classes only from Mathayomsuksa 1 to Mathayomsuksa 3. In 1974, the Department of Education made Namyuenwittaya School a school district. Then it received approval and started to teach at the high

school level in 1986. Currently (2013), there are 1,816 students and 61 teachers. Moreover, there are 44 classrooms in total. The school aims to provide standard education to students in order to develop students' potential for society. In foreign languages, the school aims to help students to be proficient, so the school has hired native speakers to teach.

#### **4. Khongchiamwittayakom School**

Khongchiamwittayakom School is a medium-sized secondary school in Ubon Ratchathani. It is in the Khongchiam school district. The school offers classes from Mutthayomsuksa 1 to Mutthayomsuksa 6. It is a secondary school under the control of the Secondary Education Division, the Department of General Education, the Ministry of Education. It was first opened on May 26, 1971, as a branch of Phibunmungsahan School. In 1973, the Department of Education approved its separation from Phibunmungsahan School. At present, Khongchiamwittayakom School has 669 students and 39 teachers. There are 18 classrooms. The school provides students two main programs which are the Arts-English Program and the Math-Science Program.

In conclusion, there are four secondary schools in this present study. The schools are: 1) Benchama Maharat school, 2) Narinukun school, 3) Namyuenwittaya school, and 4) Khongchiamwittayakom school which are extra-large, large, and medium-sized schools respectively. All schools are located in Ubon Ratchathani Province and provide basic education from Mathayomsuksa 1 to Mathayomsuksa 6.

## **2.2 Textbooks**

In many schools and language programs, the textbooks used in the ESL/EFL program serve the curriculum (Apple, 2001; Richards & Mahoney, 1996) Textbooks lead to success and effectiveness in both language teaching and learning (Hawkey, 2006). In this section, in-depth information about textbooks is provided, including: 1) why do we use textbooks? 2) classifications of textbook, 3) textbook evaluation and selection, 4) criteria for textbook evaluation and selection, 5) the

English textbooks used in four selected secondary schools, 6) English textbook formats, and 7) previous studies on textbooks.

### **2.2.1 Why do we use textbooks?**

Textbooks are an essential element in language teaching and learning (Riasati & Zare, 2010; Richards & Mahoney, 1996) and are considered to be the second most important factor in the second/foreign language classroom after the teacher (Riasati & Zare, 2010).

Textbooks play a predominant role in teaching and learning a language (Richards, 2008; Sheldon, 1988). Sheldon (1988), for example; states that “textbooks represent for both students and teachers the visible heart of any ELT program”. Sheldon (1988) further describes the dominant role of textbooks in language teaching and learning; textbooks are the road map of any ELT program. Textbooks are an almost universal element of ELT teaching (Hutchinson & Torres, 1994). Textbooks have been cited for their leading role in student achievement because the progress and of students can be measured when they use a textbook (Hatcroft, 1998). Moreover, textbooks can determine what is taught and how as well as what learners have learned (McGrath, 2006), and they are generally sensitive to students’ needs and are efficient in terms of time and money as well (O’Neill, 1982).

According to Richards (2008), firstly, textbooks serve as language input for learners and provide the language practice that occurs in classroom. Secondly, textbooks serve as primary sources to support teachers. Thirdly, textbooks provide learners the major source of language apart from what they receive from teachers. Lastly, textbooks serve as a form of teacher training for inexperienced teachers.

According to Hammer (1999), textbook benefit both teachers and students; he stated that, for students, the textbook is supportive because it allows students to review what they have learned and prepare for the coming lesson. For teachers as well, textbooks offer many advantages. In the first place, textbooks provide a consistent syllabus and vocabulary which is carefully chosen. In addition, textbooks provide ideas for teaching when teachers run out of ideas of their own.

To sum up, textbooks are considered to have an essential role in language classrooms as they provide students with language input and are the primary source

for teachers. Moreover, various educators have pointed out the advantages for using textbooks: that they have benefits for teaching and learning.

### **2.2.2 Classifications of textbook**

Since there are many commercial textbooks available on the market, educators have categorized textbooks according to type in many different ways (Grant, 1987; Weddel (2009).

Grant (1987) classified textbooks into two broad categories which are traditional textbooks and communicative textbooks. The descriptions of these two types of textbook are given below.

*Traditional textbooks* provide learners language rules or grammar. Traditional textbooks focus mainly on form or language patterns rather than on communicative functions of the language, e.g. asking a question, making a request, apologizing. They focus more on reading and writing activities than on listening and speaking activities. Moreover, accuracy of language and examinations are given more importance in this type of textbook.

*Communicative textbooks* differ from traditional textbooks in the way that they provide students the opportunities to use the language in the classroom. They emphasize the functions of language more than patterns of language. Moreover, communicative textbooks are designed to provide activities which are help develop students' skills in using the target language, and they provide authentic language which students can use in their real life. In addition, communicative textbooks give students opportunities to work with other students in class by doing group work or pair work. Last of all, they focus on fluency of language, not only accuracy.

Weddel (2009) proposed a classification into five types of ESL textbooks as follows.

*Core Textbooks* are textbooks in a leveled sequence from pre-beginner to high-intermediate or advanced level that integrate listening, speaking, reading and writing in each unit. Core textbooks usually consist of ancillaries such as teacher books, workbooks, audio CDs/cassettes, multilevel activity books, etc.

**Supplemental Texts** are textbooks that help prepare learners for specific assessment types. For example, a program may choose a core textbook and a level-appropriate skill specific text that focuses on reading strategies. The choice of an appropriate supplemental text should be based on the learner's proficiency level, identified needs, and interests as well as educational goals.

**Grammar Texts** are textbooks that focus mainly on grammar. There are two categories of grammar textbooks as follows:

- *Core grammar textbooks* include usage and rules followed by oral and written practice and assessment.

- *Reference grammar textbooks* do not contain activities or practice, but list and index English grammar rules.

**Content-based Texts** are textbooks that address specific subjects or topic areas such as citizenship, social studies, academic preparation.

**Dictionaries** are textbooks that include definitions that are drawn from limited, high-frequency vocabulary. These dictionaries vary from 1,000 to 3,000 common English words.

### **2.2.3 Textbook evaluation and selection**

Because of the predominant role of textbooks mentioned earlier, the quality of textbooks is very important because they can determine the success or failure of an EFL course (Mukundan, 2007). Textbook evaluation helps teachers choose the most suitable textbook for their class and helps in professional development (Cunningsworth, 1995; Sheldon, 1988).

Sheldon (1988) has offered as reasons for textbook evaluation that it would enable the administrative staff or teachers to discriminate between all of the commercial textbooks which are available on the market. Sheldon (1988) asserted that the selection of ELT textbooks is an important professional or administrative and educational decision. Moreover, Cunningsworth (1995) suggests that textbook evaluation can be a particularly worthwhile means of professional empowerment and improvement because it helps teachers to achieve useful, accurate, systematic, and contextual insights into the overall nature of textbooks. Similarly, Ellis (1997)

suggests that textbook evaluation can also be a valuable component as it makes teachers aware of important features to look for in textbooks.

In conclusion, it is therefore important for teachers to conduct EFL textbook evaluation in order to ensure that EFL textbooks can effectively facilitate language teaching and learning. Moreover, textbook evaluation helps teachers in their professional improvement.

#### **2.2.4 Criteria for textbook evaluation and selection**

As there are many textbooks available on market, it is essential for teachers to decide which textbook is better or more appropriate for their language course. The stages of evaluation allow teachers to assess textbooks based on their own beliefs and their students' needs (Hammer, 2004). To do so, various educators have proposed criteria for choosing appropriate textbooks (Cunningworth, 1995; Hammer, 1999).

According to Hammer (1999), the nine main areas which teachers need to consider in the book which they are looking can be found below.

1. *Price*: teachers should consider how expensive a textbook is. The price of the textbook should be reasonable so that students are able to afford it.

2. *Availability*: it is essential to see whether the textbook and all its components such as student's book, teacher's book, and workbook are in the shop now. Moreover, the evaluator must determine whether the book in the series will be available the next semester.

3. *Layout and design*: the textbook should be attractive for students and make the teacher feel comfortable.

4. *Methodology*: it is essential to consider the kind of teaching and learning that the book promotes. The teacher must see if there is a good balance between study and activities.

5. *Skills*: the textbook should cover the four skills (reading, writing, listening, and speaking) adequately. In addition, there should be a decent balance between the skills.

6. *Syllabus*: the syllabus of the textbook should be appropriate for students, and it should cover the language points that teachers would expect students to learn.

7. *Topic*: the textbook should contain a variety of topics. Moreover, topics presented in textbook should engage the students' interest and should be culturally appropriate for students.

8. *Stereotyping*: the textbook should represent people and situations in a fair and equal way. Moreover, it must be unbiased in terms of culture, race, and gender.

9. *Teacher's guide*: the textbook should be accompanied by a good teacher's guide that is easy to use. Moreover, it should have all that the teacher might need in their instruction, for example, alternatives to lesson procedures.

Another set of criteria for choosing a textbook has been proposed by Cunningsworth (1995). In order to select appropriate textbooks for language teaching and learning, Cunningsworth (1995) proposes four criteria for evaluating textbooks as follows:

1. Textbooks should match learners' needs and correlate with the aims and objectives of the language-learning program as well.

2. Textbooks should help students learn and use language effectively. Moreover, textbooks should provide language which students can make use of.

3. Textbooks should take account for students' needs as learners and should facilitate their learning processes.

4. Textbooks should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

To sum up, to find an appropriate textbook for a language course, teachers should have criteria to evaluate their textbooks. Teachers should determine if the textbook matches the need of students and the objectives of the course. Moreover, teachers should pay attention to the content in the textbook such as skills, methodology, and topics.

### **2.2.5 English textbooks used in four selected secondary schools**

The English textbooks used in the four secondary schools are *Mega Goal* and *My World*. They are used as the main teaching material in the English language

course for both teachers and students. To better understand the details of these English textbooks, brief information about *Mega Goal* and *My World* are presented as follows.

### ***Mega Goal 6***

*Mega Goal* is a dynamic American English series for international communication that takes students from absolute beginning to high-intermediate level. *Mega Goal* was published by Thai Watana Panich Press under license from McGraw-Hill. This textbook was published in 2012. The package includes a teacher's guide, a student's book, a student's work book, and CD-ROMs.

In the classroom, *Mega Goal* student's book 6 is used as the main English textbook. It was written by Manuel dos Santos and Jill Korey O' Sullivan. The student's book has 144 pages. There are twelve units in the student's book. The twelve units cover the themes and situations relevant to learners: A Perfect Match, Rags to Riches, What will They Think of Next?, At the Movies, Do You Really Need It?, The Gender Divide, Everyone makes mistakes, Against the Odd, Beauty is only Skin Deep, They said We said, Express Yourself, Lost and Found.

### ***My World 6***

*My World* is an American English series for international communication. *My World* was published by Thai Watana Panich Press under license from McGraw-Hill. The textbook was published in 2012. It is widely used and provides a variety of activities for both teachers and students in all four language skills. The package includes a teacher's guide, a student's book, a student's work book, and CD-ROMs.

*My World* student's book 6 was written by Manuel dos Santos. It is used as the main English book for the course. The student's book has 112 pages. The textbook is divided into twelve units. Each units cover different themes and topics including : Can You Get Used to It?, Making Choices, I Can't Live Without It!, Don't Ever Give Up!, Do It Yourself, Accomplishments and Failures, In Style, What Did You Say Your Name Was?, In the Next Twenty Years, I Wish It Had Been Different, How's My Driving?, As the Saying Goes.

### 2.2.6 The format of the English textbook

To better understand the format of the English textbooks used in the four secondary schools, the format for both *Mega Goal 6* and *My World 6* are provided in Tables 2.1 and 2.2 respectively.

**Table 2.1: The Format of Mega Goal 6**

<b>AUDIENCE</b>	
Who is the material intended for?	The textbook is suitable for secondary school students who are learning English as their second or foreign language.
<b>AIMS</b>	
What are the aims of the materials?	The textbook aims to provide grammar rules, vocabulary, language functions that students need to know in order to use for communication in English.
<b>CONTENT</b>	
What type(s) of linguistic description is/are used in the materials?	The linguistic descriptions used in the textbook are structural, notional, and functional. For example, students are asked to take part in role-plays in particular situations to practice different notions.
What language points do the materials cover?	The textbook covers basic English language structures, language functions, pronunciation, and vocabulary in the area of everyday life.
What is the proportion of work on each skill? Is there skills-integrated work?	The textbook offers skills-integrated work including reading, speaking, listening, and writing in each unit throughout the textbook.
What kind of texts are there in the materials?	Reading texts, dialogues, visual texts are provided in the textbook.
What is/are the subject-matter area(s), assumed level of knowledge, and types of topics in the materials?	The subject-matter in the textbook is general situations related to everyday life, and the level of knowledge is assumed to be that of secondary school students.

**Table 2.1: The Format of Mega Goal 6 (Cont.)**

<b>CONTENT (Cont.)</b>	
How is the content organized throughout the materials?	The organization of content is based on language points and subject matter.
How is the content organized within the units?	There is a clear section of four language skills in each unit. Moreover, the content in each unit is also organized by a set pattern which begins with a reading text and ends with vocabulary building.
How is the content sequenced throughout the book?	The content in textbook always goes from easier content to more difficult.
How is the content sequenced within a unit?	The content in English textbook starts from easier to more difficult.
<b>METHODOLOGY</b>	
What kinds of exercise/task are included in the materials?	The exercises included in the textbook are language/skills practice and language/skills use; for instance, matching sentences, filling in gaps, pronunciation, etc.
What teaching-learning techniques can be used with the materials?	Pair-work and individual work can be used as teaching-learning techniques.
What guidance do the materials provide?	The textbook provides a list of useful vocabulary and expressions in the last section of the textbook.
In what ways are the materials flexible?	The order of each unit throughout the textbook can be changed depending on the teacher's point of view.
<b>OTHER CRITERIA</b>	
What is the price?	The textbook costs 124 baht.
When and how readily can the materials be obtained?	The textbook was published in 2012, and it is accompanied by a teacher's guide , a student's work book, and CD-ROMs

**Table 2.2: The Format of My World 6**

<b>AUDIENCE</b>	
Who is the material intended for?	The textbook was written for grade 12 EFL students.
<b>AIMS</b>	
What are the aims of the materials?	The textbook aims to provide English grammar points, functions, and language that students need to know.
<b>CONTENT</b>	
What type(s) of linguistic description is/are used in materials?	The textbook includes a combination of structural and functional language descriptions; for example, it offers students “filler” forms in English, and some exercises offer communicative acts such as giving opinions about something.
What language points do the materials cover?	The textbook covers general English grammar rules such as <i>verb + infinitive</i> or <i>gerund</i> , basic sentences, and conversations that students might confront.
What is the proportion of work on each skill? Is there skills-integrated work?	The textbook, in each unit, provides skills-integrated work including reading, writing, listening, and speaking in one unit.
What kind of texts are there in the materials?	Dialogues, reading texts, listening texts, visual texts such as pictures are included in the textbook.
What is/are the subject-matter area(s), assumed level of knowledge, and types of topics in the materials?	The subject-matter in textbook is general situations in everyday life, and the level of knowledge is assumed to be that of secondary school level students.
How is the content organized throughout the materials?	The content in the textbook is organized around language points and by subject matter.
How is the content organized within the units?	The content in each unit is organized by a set pattern of components which starts by presenting new language.

**Table 2.2: The Format of My World 6 (Cont.)**

<b>CONTENT (Cont.)</b>	
How is the content sequenced throughout the book?	The content goes from easier to more difficult; for example; the content begins with verbs tenses.
How is the content sequenced within a unit?	The content within a unit is sequenced from comprehension to production. It first provides language input to students to make them understand the new language, then provides them exercises to produce the language.
<b>METHODOLOGY</b>	
What kinds of exercise/task are included in the materials?	There are various kinds of exercise included in the textbooks. For example, exercises that focus on students' language or skills practice.
What teaching-learning techniques can be used with the materials?	Various teaching-learning techniques can be used with the textbook. For example, pair-work, small-group work, individual work, project work, and presentations.
What guidance do the materials provide?	Lists of vocabulary are provided at the end of the textbook.
In what ways are the materials flexible?	Each unit can be used in a different order depending on the course. The order of exercises can be changed as well, based on teachers' and students' needs.
<b>OTHER CRITERIA</b>	
What is the price?	The textbook costs 115 baht.
When and how readily can the materials be obtained?	The textbook was published in 2012, and it is accompanied by a teacher's guide , a student's work book, and CD-ROMs

**NOTE:** The questions in table 2.1 and 2.2 are based on Hutchinson and Waters (1987)'s textbooks checklist of criteria.

### **2.2.7 Previous studies on textbooks**

Various scholars have conducted research concerning English textbooks. Some studies report ELT teachers and students' views on the textbooks used in their curriculum and classroom. In these studies, the perspectives of teachers and students on textbooks have been described.

In Richards and Mahoney's (1996) survey, teachers were asked to describe their beliefs about the nature and value of textbooks and it turned out that teachers felt local textbooks accurately reflected the syllabus they taught. The evidence in this study showed that the textbooks matched the prescribed school syllabus and the textbooks they used were culturally suitable for Hong Kong students. Similarly, Tosun's (2013) results from a questionnaire indicated that Turkish teachers and students tended to have a positive towards the Turkish textbook in terms of its teaching objectives and content. However, the data from responses to open-ended questions revealed that teachers complained that many exercises in the textbooks did not help students in communicative development. This was because teaching structural patterns, spoken interaction and production skills were not included in the book. Moreover, teachers claimed that the textbooks did not provide a balance of language skills. In a similar manner, responses to a questionnaire regarding teachers' opinions on ELT textbooks in terms of the layout and design in Kirkgoz's (2009) study revealed that teachers thought the textbook's cover and design were well-produced and colorful for the students. Teachers seemed to have positive attitudes toward their textbook in terms of language content. They thought the textbook provided a good model for students to follow.

In Kayapinar's (2009) study, EFL teachers reported that the content of the books was appropriate to the students' level. They further stated the content of the books usually matched students' needs and the requirements of the syllabus. Similarly, Tok's (2010) research findings revealed that the majority of EFL teachers felt that the content of the English textbooks was not culturally biased and they did not portray any negative stereotypes. Moreover, Litz's (2005) study results demonstrated that most students actually responded positively to many aspects of the textbooks. Students felt that the learning objectives were clear, and the course components were effectively organized.

From the previous research studies, it can be concluded that teachers seem to have positive attitudes towards their textbook in terms of its cover and design. However, some teachers complained about the content of the textbook because they thought that the textbook did not really help their students develop.

## **2.3 Classroom activities**

Classroom activities are an important element promoting the effectiveness of both language teaching and learning (Richards & Rogers, 2001). In this section, information about classroom activities is discussed, including: 1) definitions of classroom activities, 2) classroom activities in the language classroom, 3) classifications of classroom activities, and 4) previous studies on classroom activities.

### **2.3.1 Definitions of classroom activities**

Teaching English in order to help students to apply their knowledge of English for communication in daily life is the ultimate goal of language teaching. One important component in achieving good English teaching and learning is classroom activities (Nunan, 1988). Classroom activities are important because they give students the opportunity to use and practice the language in a meaningful way (Senior, 2006).

Educators have defined classroom activities in many ways (Nunan, 1989; Prabhu, 1987; Willis, 1996). According to Prabhu (1987), activities mean an action which requires learners to arrive at an outcome from given information through some process of thought. In addition, Nunan (1989) identified an activity as a piece of classroom work which makes learners interacting in the target language. Similarly, according to Willis (1996), activities are always used by the learner for a communicative purpose in order to practice the target language and achieve an effective outcome.

In conclusion, classroom activities are actions or classroom work that involve students in the target language and lead to an effective outcome in the target language.

### 2.3.2 Characteristics of classroom activities

Base on the reviewed literature, classroom activities are classified according to main three characteristics. The following section provides more details about the three characteristics of classroom activities.

*Authenticity* refers to an activity which is related to communicative interaction outside the classroom. This kind of activity provides opportunities for students to use language that parallels that of the “real world” (Nunan, 1989).

*Getting skills and skill using* is a way of characterizing activities based on the consideration of skill-getting and skill-using on the part of learners (River & Temperley, 1978).

*Accuracy and fluency* is a way of characterizing activities based on what learners will focus on. If focusing on accuracy, learners will follow the grammatical rules, while fluency mainly focuses on meaning and fluency of language rather than correctness (Brumfit, 1984).

### 2.3.3 Classifications of classroom activities

Classroom activities might be based on theories and teaching methods (Richard & Rodgers, 2001). The popular teaching methodologies which influence language teaching and classroom activities include the traditional approach, innovative methods, the communicative language approach, and task-based learning will be presented in the following section.

**1. The traditional approach:** there are three main teaching methods in the traditional approach as shown below.

- *Grammar-Translation* is often in the native language of the students. There is little use of the target language. Typical exercises in this approach involve translating sentences from the target language into the native tongue in addition to analyzing the specific grammatical forms of the L2. There is little emphasis on oral communication in the target language (Celce-Murcia, 1999).

- *The Direct Method* was developed in response to the inadequacies discovered in the Grammar-Translation Method. The class is conducted completely in the second language forcing the instructor to either be a native speaker or to have

native-like proficiency. The lessons are primarily based on modern conversational style with many of the activities in dialogue format (Celce-Murcia, 1999).

- *Audio-lingualism* is much more teacher-centered with an emphasis on exercises performed in drill-like fashion. Students are encouraged to memorize and mimic grammatical structures and vocabulary with pronunciation being stressed from the beginning. The skills are sequenced with priority given to listening and speaking rather than reading and writing. More importantly, the learners are asked to manipulate the target language which is not necessarily presented in a meaningful or contextual manner (Hammer, 2004).

## **2. Innovative methods**

- *Community Language Learning (CLL)* offers students a chance to use English to communicate things they would like to say. The teacher, in this case, plays the role of a facilitator to help students achieve what they want and offers counsel to the community of the class (Hammer, 2004). Classroom activities employed in this teaching method involve working in small groups and group discussion (Richards & Rogers, 2001).

- *The Silent Way* is the idea that learning is best accomplished if the learner discovers and creates language rather than just remembers and repeats what has been taught. In this teaching method, the teacher will say as little as possible and have students think on their own. Problem-solving activities are involved in this method as students have to resolve problem themselves (Hammer, 2004).

- *Suggestopaedia* sees the physical surroundings and atmosphere of the classroom as of vital importance. It is believed that learning will be enhanced if the students are comfortable, confident and relaxed. Therefore, classroom activities employed in this approach include entertaining activities such as dancing, or playing games, and singing (Richards & Rogers, 2001).

- *Total Physical Response (TPR)* is a teaching method which is based on the idea that students will learn much of their language from speech directed at them in the form of commands to perform actions. If students can respond to commands correctly, that means they learn the language (Hammer, 2004). The activities involved

in this method are teachers giving instructions (Hammer, 2004) and role-playing (Richards & Rogers, 2001).

### **3. Communicative Language Approach**

This teaching method stresses the significance of language functions rather than focusing solely on grammar and vocabulary (Hammer, 2004); as a result, learners are encouraged to focus on meaning rather than form when they are speaking in the target language. The main goal is for the language learner to be able to negotiate meaning within a dialogue or conversational context and get their point across clearly to the others involved in the communicative situation. Activities in this approach involve students in real or realistic communication (Hammer, 2004). The activities in the communicative approach include information sharing, solving problems, conversation and discussion sessions, dialogues and role plays, simulations, and debates (Richards & Rogers, 2001).

### **4. Task-based Learning (TBL)**

Instead of language structures, students are presented with a task they have to perform or a problem they have to solve. Activities in task-based learning are classified as follows:

Prabhu (1987) categorized three principle activity types as follows:

1. *Information-gap activity*: This activity involves the exchange of information from one person to another. It requires learners to share information they are given to complete a task.
2. *Reasoning-gap activity*: In this activity, students derive some new information from given information. Then students express their personal preferences, feelings, or attitudes in order to complete a task.
3. *Opinion-gap activity*: This activity involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation. Students derive some new information by inferring it from information they have been given.

Pattison (1987) also proposes seven activity types as follows:

1. *Questions and answers*: These activities are based on the notion of creating an information gap by letting learners make a personal and secret choice from a list of language items which all fit into a given frame.

2. *Dialogues and role-plays*: These activities provide learners with the opportunity to use language which is similar to the real world. These activities can be wholly scripted or wholly improvised.

3. *Matching activities*: These activities require learners to recognize matching items or to complete split dialogues.

4. *Communication strategies*: These activities are designed to encourage learners to practice communication strategies.

5. *Picture and picture stories*: These activities are communication activities. They encourage learners to use language and their imagination to tell a story.

6. *Puzzles and problems*: These require learners to “make a guess” draw on their general knowledge and personal experience, use their imagination and test their power of logical reasoning.

7. *Discussions and decisions*: These activities require the learner to collect and share information to reach a decision.

### **2.3.4 Evaluating and choosing activities for the classroom**

There are many activities in the language classroom, but not all activities can be used in every class because they may not be suited to the particular styles and level of the student (Hammer, 2004) because all students are different (Tomlinson, 2010). As a result, teachers need to choose or adjust activities for use in their classroom (Hammer, 2004).

*Following planning principles*: teachers should think about activities which the students do before and after this study session so that they do not simply repeat the same kind of activities again and again. Teachers need to offer a variety of activities to students when they study language in order to maintain or increase students' motivation (Hammer, 2004) because all students have different learning styles (Tomlinson, 2010).

*Assessing a language study activity for use in class:* the teacher must consider how effective an activity will be when it is employed in the classroom. Teachers have to ensure that the activity is meaningful and allows students opportunities to practice the language form. Moreover, teachers should justify the time spent on the activity, both before and during the class (Hammer, 2004).

*Evaluation a study activity after use in class:* teachers should evaluate activities again after using them in class. Evaluation of activities helps teachers to know whether or not the activities that they have used actually help students to learn the new language. Teachers can check whether the activities were clear, and whether they drew students' attention in target language. This evaluation can help teachers to decide whether or not they will use these activities again in the future (Hammer, 2004).

To sum up, there should be a variety of activities employed in classroom in order to increase students' motivation in learning language because all students have their own learning style. The activities used in the classroom should be meaningful and facilitate students' learning. Moreover, teachers need to evaluate activities after class to make a decision about whether the activities should be used again in at a later date.

### **2.3.5 Previous studies on classroom activities**

Some educators have attempted to conduct research concerning the activities used in language classroom (Arikan, 2011; Rao, 2011). Some studies report on the classroom activities which EFL teachers and students prefer to use in their language classroom. These studies highlight interesting classroom activities that are frequency used in the classroom.

Research into what classroom activities were used in the language classroom is described in Arikan's (2011) study. The findings reveal the nature of activities employed in Turkish EFL classrooms: most of the activities in Turkish EFL classrooms were non-communicative and teacher-centered activities such as filling in the gaps/ blanks, students reading aloud, completing grammar exercises, and children repeating after the teacher. In addition, Hawkey's (2006) findings found that students ranked grammar exercises as more important in their classrooms; they felt that

listening to the teacher talking to the whole class, reading texts, taking notes, and doing grammar exercises are more important; as a result, the students appear to perceive pair work as less prominent.

Rao (2011) discovered that Chinese students favored a variety of classroom activities, but that they liked non-communicative activities more than communicative ones such as listening to the teacher giving an explanation about grammar. Most students felt that such traditional classroom activities as audio-lingual drills. Workbook type drills and practice were effective ways to help them learn English. Similarly, Ocak, Ozcalan, and Kuru (2010) found that attitudes to learning were positive considering the responses students gave on the attitude scale. Students preferred to use group work in their classroom as they stated that they agreed that doing group activities helped them become more creative and contribute their ideas. Similarly, Spratt's (2001) study results revealed that students in Hong Kong preferred to do communicative activities and preferred to do activities with their friends in pair or group work during their English course.

In contrast to other studies, McDonough (2004) pointed out that EFL students did not like pair and small group activities. Although students indicated that pair and small group activities provided learning opportunities, they did not regard them as useful resources for language learning, and they preferred to rely on their teachers for second language knowledge.

## **2.4 Chapter summary**

This chapter provided a brief background for the four secondary schools that participated in this present study. Moreover, information about the English textbooks used in these four secondary schools and their format was also presented. Details about the textbooks and classroom activities have been provided as well. The next chapter will describe the methodology of the present study.

## CHAPTER III

### METHODOLOGY

The researcher used a quantitative design because it provided quantifiable data from participants and allowed the researcher to conduct the inquiry in an unbiased manner (Creswell, 2008). For this reason a quantitative design was employed for data collection and data analysis in this particular study. Quantitative data collection was used to investigate teachers' and students' opinions on their English textbooks and to clarify their preferences for language classroom activities. This chapter presents the research methodology of this quantitative study. It describes the population, the research instruments, the data collection procedure, and data analysis.

### 3.1 Population, Sample, and Sampling

#### 3.1.1 Population

The target population in this particular research was Thai EFL teachers in the Department of Foreign Languages and grade 12 students in four secondary schools in Ubon Ratchathani province in northeastern Thailand: Benchama Maharat School, Narinukun School, Namyuenwittaya School, and Khongchiamwittayakom School in. The total population in this study was 75 EFL teachers and 1,800 students. See details in Table 3.1

Table 3.1: Population of the study

School	EFL teachers	Students
Benchama Maharat	32	797
Narinukun	28	699
Namyuenwittaya	18	220
Khongchiamwittayakom	5	84
<b>Total</b>	<b>75</b>	<b>1800</b>

**Source:** <http://www.secondary29.go.th/info.php>

### 3.1.2 Sample

The sample size was calculated as a percentage of the total population. The exact number of individuals in the sample population of both teachers and students is presented in Tables 3.2 and 3.3.

Table 3.2: Population and sample size of EFL teachers from four selected secondary schools

<b>School</b>	<b>Population</b>	<b>Sample</b>
Benchama Maharat	32	27
Narinukun	28	24
Namyuenwittaya	18	8
Khongchiamwittayakom	5	4
<b>Total</b>	<b>75</b>	<b>63</b>

Table 3.3: Population and sample size of grade 12 students from four selected secondary schools

<b>School</b>	<b>Population</b>	<b>Sample</b>
Benchama Maharat	797	140
Narinukun	699	123
Namyuenwittaya	220	39
Khongchiamwittayakom	84	15
<b>Total</b>	<b>1800</b>	<b>317</b>

The total population in this study was 75 EFL teachers and 1,800 students from four secondary schools: 1) Benchama Maharat School, 2) Narinukun School, 3) Namyuenwittaya School, and 4) Khongchiamwittayakom School. This sample size was based on Krejcie and Morgan (1970)'s table of sample size. Therefore, 63 EFL teachers and 317 students were recruited as subjects in this study.

### 3.1.3 Sampling

The subjects in this study were selected through purposive sampling and simple random sampling. The steps are as presented in Figure 3.1.

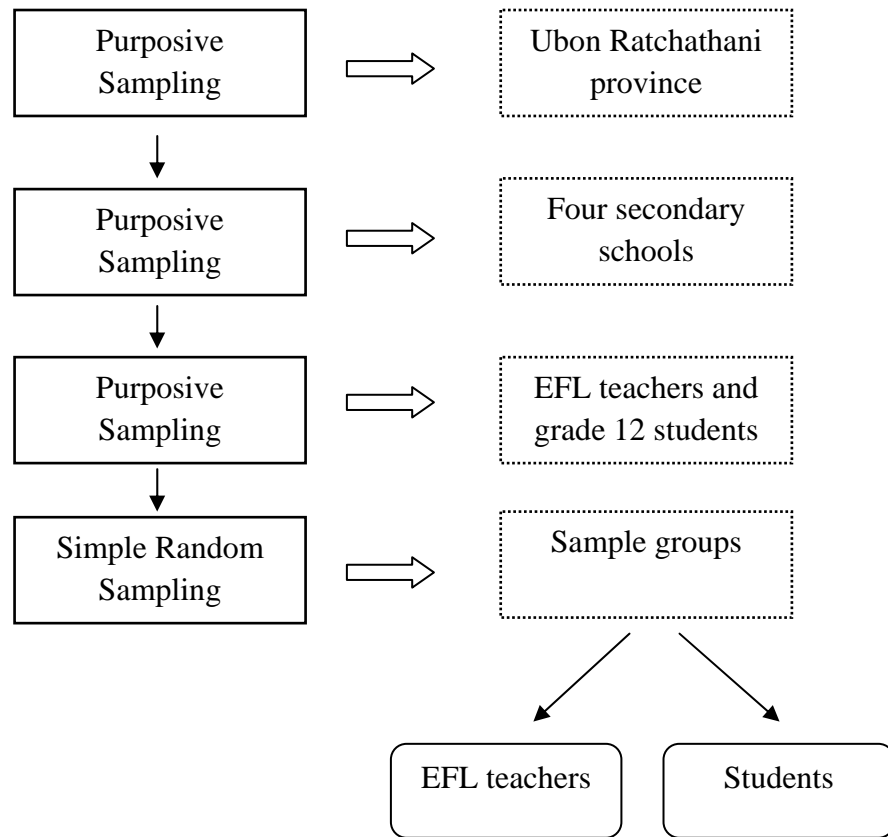


Figure 3.1: Diagram of Sampling Process

First, purposive sampling was used to select the area for conducting the study. In this study Ubun Ratchathani province was selected because there was a lack of studies about textbooks and classroom activities in this area (Kidsanga, 2003; Premboon, 2011). Consequently, it is essential to conduct a study in this province to gain useful information for educational development.

Second, purposive sampling was used again to select the schools in the target area. The schools in this study were selected based on the size of the schools which were: medium, large, and extra-large. The criteria for the size of schools was based on the criteria of the Office of the Basic Education Commission (OBEC) which divides schools into four levels—extra large school, large school, medium school, and small school. The criteria are explained as below:

1. A small school has from 1 – 499 students
2. A medium school has from 500 – 1499 students
3. A large school has from 1500 – 2499 students
4. An extra- large school has 2500 and up students

The researcher selected schools based on these criteria in for use in the present study as follows.

*Small schools:* Due to the growing of the number of students in schools at present, there is no school matching the criteria of OBEC for small schools. For this reason, there are no small schools in this study.

*Medium schools:* Khongchiamwittayakom School is a medium-sized school with 669 students and 39 teachers, of whom five teach EFL. There is a total of 18 classrooms.

*Large schools:* Namyuenwittaya School is a large school with 1816 students. There are 61 teachers of 18 teach EFL. Moreover, there are 44 classrooms in total.

*Extra-large schools:* There are two extra-large schools included in this study. The first is Benchama Maharat School. It has 4587 students in total, and there are 274 teachers of whom 32 are EFL teachers. Additionally, there are 100 classrooms. The second is Narinukun School; it has 4251 students and 211 teachers of whom 28 are EFL teachers. There are 94 classrooms in total for grades 7 to 12.

Therefore, the schools in this study were: 1) Benchama Maharat School, 2) Narinukun School, 3) Namyuenwittaya School, and 4) Khongchiamwittayakom School.

Third, purposive sampling was used again to select the target populations of EFL teachers and grade 12 students. The EFL teachers and grade 12 students were selected because they could provide the best information for the purposes of this study as they are the ones who use the textbook.

Finally, simple random sampling was used to select the sample groups for the study.

### **3.1.4 Human subjects**

Before conducting the survey, the researcher needed to ask permission from the Mahidol University Institutional Review Board (MU-IRB). The researcher submitted research documents to the IRB. The research documents included the reasons for conducting the study, target population, research instruments, data collection procedures, and data analysis. After getting approval from the IRB, the researcher conducted the actual survey. Consent letters were first sent to the schools. The content letters explained the purpose and research methodology of the present study. The purpose of the study was told to the participants for them to understand why the researcher needed the information on textbooks and classroom activities from them. Moreover, the participants were told that their participation would not have any effect on their grades. To maintain anonymity, the data were not shown to any participants, and after the present study was totally completed, all information from questionnaires was destroyed.

## **3.2 Research instruments**

Questionnaires are a common data collection tool and were used in this study. Questionnaires are widely used and are a useful instrument for collecting data (Cohen, Manion, & Morrison, 2007). For this reason, questionnaires were used as the main instrument for data collection in this study. Two structured questionnaires were used for data collection.

### **3.2.1 Questionnaires**

Two questionnaires were used for data collection in this particular study: one for teachers and the other for students. Each form consisted of three sections: general information, textbook evaluation form, and classroom activities questionnaire. First, the textbook evaluation form developed by Litz (2005) was employed in this study to investigate EFL teachers' and students' opinions regarding the appropriateness of their English textbooks. Second, the classroom activity questionnaire developed by Spratt (1999) was used to examine preferences for

classroom activities of both EFL teachers and students. Both questionnaires used a five-point Likert scale format. Details are explained in the following paragraphs.

### **Part 1: General information**

This part solicits demographic data from the participants, including gender and age.

### **Part2: Textbook evaluation form**

The teachers' version of this part contains 40 items and the students' version consists of 25 items. There are seven subcategories: practical considerations, layout and design, activities, skills, language type, subject and content, and conclusion. The participants had to give their opinions on their English textbook (see Appendix C).

#### **3.2.1.1 Development of textbook evaluation form**

The textbook evaluation form was developed by Litz (2005). This textbook evaluation form is a quantitative checklist which was first developed in 2000 at Sung Kyun Kwan University, South Korea. A questionnaire was created for both teachers and students in order to determine the strengths and weaknesses of the textbook (*English Firsthand # 2*) which was used in the university at that time. Litz (2005) created the questionnaire based on the specific concerns and priorities of Sung Kyun Kwan University, South Korea. This questionnaire was used with students at the university level in order to determine the overall pedagogical value and suitability of the book for the English language program. A total of eight university instructors and five hundred students were surveyed. The textbook evaluation form uses a ten-point Likert scale. Items are rated from 1 - 10, with 1 meaning highly disagree and 10 meaning highly agree. Litz's (2005) textbook evaluation form has been employed in studies such Tok's (2010) and Riasati and Zare's (2010) studies.

The researcher employed this questionnaire in the study because it suits the context of the study and covers seven features of textbooks that need to be measured including practical considerations, layout and design, activities, skills, language type, subject and content, and overall. The original version of the questionnaire used a 10-point scale, but this researcher modified it to use a five-point

scale in order make rating easier and to make the form easier for the participants to use. Although the scale was modified, the questionnaires of teacher and student were still reliable since the reliability values in this study were 0.94 and 0.96 respectively. In this study, the textbook evaluation form developed by Litz (2005) was used to gain information on EFL secondary school teachers' and grade 12 students' opinions on the appropriateness of their English textbook in order to find out if the English textbook they used matched their needs or not. There were two sets of questionnaire: one for teachers and the other for students. The teacher questionnaire consists of 40 items (see Appendix C) which aim to elicit teachers' opinions on the appropriateness of their English textbook. The student questionnaire consists of 25 items (see Appendix C). Only 25 of the items on the teacher's questionnaire correspond to the 25 items on the student's questionnaire. Both forms of questionnaire were divided into seven subcategories as shown in Table 3.4.

Table 3.4: The textbook evaluation form for teachers and students

Areas	List of Order of Item Numbers	
	Teachers	Students
1) Practical considerations	*1, *2, 3, 4, 5	1, 2
2) Layout and design	6, *7, *8, 9, 10, 11, 12, 13	3, 4
3) Activities	*14, *15, *16, *17, *18, 19, 20	5, 6, 7, 8, 9
4) Skills	*21, *22, *23, 24, 25	10, 11, 12
5) Language type	*26, *27, *28, *29, *30, *31	13, 14, 15, 16, 17, 18
6) Subject and content	*32, *33, *34, *35, *36	19, 20, 21, 22, 23
7) Overall consensus	37, 38, *39, *40	24, 25
<b>Total Items</b>	<b>40</b>	<b>25</b>

**Note:** \* Statements in the teacher's and student's questionnaires are the same.

The Likert scale format was used in both forms to ask teachers and students for information. The teachers and students had to mark X in a box to indicate their opinions toward the appropriateness of the English textbook. A rating of 1 indicates "strongly disagree", a value of 2 signifies "disagree", a value of 3

corresponds to “neither agree nor disagree”, a value of 4 indicates “agree”, and a value of 5 signifies “strongly agree”. A description of the rating scale follows:

Table 3.5: The rating scale in the textbook evaluation form

Scale	Description
1	Strongly disagree
2	Disagree
3	Neither agree nor disagree
4	Agree
5	Strongly agree

Table 3.6: Criteria for evaluating the level of opinions on the English textbook

Level	Average
Very High	4.50-5.00
High	3.50-4.49
Medium	2.50-3.49
Low	1.50-2.49
Very low	1.00-1.49

### 3.2.1.2 Validity of the textbook evaluation form

The textbook evaluation form has been used in many countries and translated into many languages. In order to ensure the validity of the questionnaire, this questionnaire was translated into Thai before distribution. The translated version of the questionnaire was revised based on recommendations from experts before the final questionnaire was used. Thus, it can be claimed that this questionnaire is valid.

### 3.2.1.3 Reliability of the textbook evaluation form

According to Riasati and Zare (2010), the textbook evaluation form has reliability and validity. Riasati and Zare (2010) used the textbook evaluation form to investigate EFL teachers' perspectives on *New Interchange*. To check the reliability of the questionnaire, the questionnaire was checked using a test-retest format with a two-week interval. The results revealed a reliability index of 0.81 (Riasati & Zare, 2010). Similarly, Tok (2010) also used the textbook evaluation form in his study which was carried out in Turkey. Cronbach's alpha reliability calculated

for this questionnaire was 0.94 (Tok, 2010). The reliability value of student's and teacher's form showed in the present study were 0.96 and 0.94 respectively. Therefore, the questionnaire showed acceptable reliability.

### **Part 3: Classroom activity questionnaire**

Classroom activities were investigated in the final part of the questionnaire. This part aims to explore the preferences for classroom activities of both EFL teachers and students. The details of the questionnaire are described as below.

#### **3.2.1.4 Development of the classroom activity questionnaire**

The classroom activity questionnaire was developed by Spratt (1999). In her study, Spratt (1999) used this questionnaire in order to examine the preferences for classroom activities of students and teachers. The questionnaire contains 48 items. In this questionnaire, Spratt (1999) divided classroom activities into six categories including reading, speaking, writing, listening, testing, and participation mode. The classroom activity questionnaire used a five-point Likert scale format to identify the levels of student preferences and teacher perceptions of student preferences.

Some items in the original questionnaire seemed to overlap. For this reason, the researcher adapted the CA questionnaire by choosing only item that suited the context of the study and deleted the items that overlapped. After finishing the process of adaptation, 28 items about classroom activities remained for use in this study. This questionnaire was employed in this study to investigate the preferences of EFL teachers and students for language classroom activities. The classroom activity questionnaire was divided into six areas including the areas of speaking, reading, listening, writing, testing, and participation mode as follows.

Table 3.7: The classroom activities questionnaire measurement

<b>Areas</b>	<b>Items</b>
1) reading	1 - 4
2) speaking	5 - 10
3) writing	11 - 17
4) listening	18 - 21
5) testing	22 - 25
6) participation mode	26 - 28

The CA questionnaire used a five-point Likert scale to identify the levels of preferences of EFL teachers and students for language classroom activities. A rating of 1 indicates “strongly disagree”, a value of 2 signifies “disagree”, a value of 3 corresponds to “neither agree nor disagree”, a value of 4 indicates “agree”, and a value of 5 signifies “strongly agree”. The description of the rating scale follows:

Table 3.8: The rating scale for the classroom activity questionnaire

<b>Scale</b>	<b>Description</b>
1	Strongly disagree
2	Disagree
3	Neither agree nor disagree
4	Agree
5	Strongly agree

Table 3.9: Criteria for evaluating the level of preferences for classroom activities

<b>Level</b>	<b>Average</b>
Very High	4.50-5.00
High	3.50-4.49
Medium	2.50-3.49
Low	1.50-2.49
Very low	1.00-1.49

### 3.2.1.5 Validity of the classroom activity questionnaire

This instrument also covered the content of a variety of classroom activities usually found in the field of the Faculty of Education (Spratt, 1999, 2001). Moreover, the translated version used in the present study was reviewed

and revised according to suggestions from the thesis advisors to ensure the validity of this questionnaire. As a result, the validity of questionnaire is acceptable.

#### **3.2.1.6 Reliability of the classroom activity questionnaire**

Spratt (1999) reported a Cronbach's alpha coefficient of 0.99 and 0.80 respectively for the teacher's and students' versions of the questionnaire. The reliability of this questionnaire is acceptable as the Cronbach alpha reliability coefficient of this questionnaire was found to be 0.92 (Rasekh & Valizadeh, 2004). In addition, the reliability value of questionnaire of teacher's and student's versions for the present study were 0.94 and 0.95 respectively. Therefore, it is reasonable to say that this questionnaire is reliable.

### **3.3 Data Collection Procedures**

This study was conducted during the first semester in the academic year of 2013. The procedures for collecting data are presented as follows.

First, the researcher sent consent letters asking permission to conduct a study to the following schools: 1) Benchama Maharat School, 2) Narinukun School, 3) Namyuenwittaya School, and 4) Khongchiamwittayakom School. The consent form included the purposes and research methodology of this present study.

Second, after getting permission to conduct the research, an appointment was made to distribute the questionnaires.

Third, the researcher went to the schools to collect the data. The questionnaire was randomly distributed to students during in each classroom.

Fourth, before the respondents completed the questionnaire, the researcher informed all participants of the purposes of the study in order for them to understand the reason for conducting research on the textbook and classroom activities. In addition, the researcher promised the students that their participation would have no effect on their course grades, and researcher promised the teachers that participation would have no effect on their career. Moreover, they were told that their information would remain anonymous.

Fifth, the participants took 10 - 15 minutes to complete all parts of the questionnaires. Then the researcher collected the completed questionnaires from the

participants. In order to maintain anonymity, the data from questionnaires was not shown to anyone; moreover, their personal information was kept anonymous in the study.

Finally, the raw data from the returned questionnaires was checked for completeness. Then data were coded and keyed in for further analysis.

In conclusion, the data were obtained from responses to questionnaires completed by teachers and students from four schools: 1) Benchama Maharat School, 2) Narinukun School, 3) Namyuenwittaya School, and 4) Khongchiamwittayakom School. All information from the returned questionnaires was anonymous. The data from the questionnaires were analyzed in order to find the results of the study.

### **3.4 Data analysis**

The data gathered from the questionnaires were analyzed using the Statistical Package for Social Science (SPSS). Descriptive statistics were used to determine the central tendency for the appropriateness of the textbook and classroom activity preferences. Moreover, inferential statistics were used to find the relationship between the appropriateness of the textbook and classroom activity preferences. In this present study, the raw data were entered into the computer and coded for analysis using the following statistical devices.

#### **Descriptive Statistics**

##### **1) Arithmetic Mean ( $M$ )**

Arithmetic Mean ( $M$ ) was used in this study because it provides the average scores. The mean is obtained by adding all items or value and then dividing them by the total number (Basit, 2010). Therefore, in the present study the arithmetic mean was used to provide the sum of all the numbers and dividing the result by the total number of responses for appropriateness of the textbook and preferences for classroom activities.

##### **2) Standard Deviation ( $SD$ )**

In this study, the standard deviation ( $SD$ ) was used because it presents the average variability of all the scores around the mean. In other words, it describes the

distance, on the average, of the scores from the mean (McMillan & Schumacher, 2001). Therefore, the standard deviation was used to measure how spread out the numbers were, and to show the variation of scores about the mean.

### **3.5 Chapter summary**

This chapter explained the research methodology used in the present study. Details about the population, subjects, research instruments, data collection procedures, and data analysis were explained. The next chapter will present the findings of the study as analyzed by SPSS.

## **CHAPTER IV**

### **RESULTS**

This chapter presents the findings of the present study. The data gathered from response to the questionnaires were analyzed by use of descriptive and inferential statistics using SPSS in order to find the research results. This section firstly presents a summary of the demographic data. The following parts discuss the results aimed at answering the research questions presented in Chapter One. The last section discusses the overall present findings.

The four research questions are:

Research Question One: What is the appropriateness of their English textbooks as perceived by teachers?

Research Question Two: What is the appropriateness of their English textbooks as perceived by students?

Research Question Three: What classroom activities do teachers prefer to have used in the classroom?

Research Question Four: What classroom activities do students prefer to have used in the classroom?

#### **4.1 Finding one**

**Research Question One:** What is the appropriateness of their English textbooks as perceived by teachers?

To answer research question one, this section shows how EFL teachers rated the appropriateness of the English textbooks. The results were obtained from an analysis of the obtained data from the 63 returned questionnaires. The following table shows the opinions on the appropriateness of the English textbooks in seven categories: Practical Considerations, Layout and Design, Activities, Skills, Language Type, Subject and Content, and Overall Consensus.

The levels of opinions on the appropriateness of the English textbooks were classified as: very low (1.00 – 1.50), low (1.51 – 2.50), moderate (2.51 – 3.50), high (3.51 – 4.50), and very high (4.51 – 5.00).

#### 4.1.1 The Appropriateness of the Textbooks as Perceived by EFL

##### Teachers

The levels of opinions for the appropriateness of the textbook as rated by EFL teachers are presented in following tables.

Table 4.1: The Overall Appropriateness of the Textbooks as Perceived by EFL Teachers

<b>EFL Teachers</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b>alpha</b>	<b>Level</b>
Appropriateness of Textbook	3.83	0.43	0.944	high
<b>Total</b>	n = 63			

Table 4.1 shows the average level for the opinions on the English textbook as reported by EFL teachers from four secondary schools: 1) Benchama Maharat School, 2) Narinukun School, 3) Namyuenwittaya School, and 4) Khongchiamwittayakom School. The results show that EFL teachers rated the appropriateness of English textbook used in their course as high ( $M = 3.83$ ,  $SD = 0.43$ ). In other words, they thought the English textbooks provided for their course were appropriate for their English language program.

Table 4.2: The Appropriateness of the Textbooks for the Different Categories as Perceived by EFL Teachers

<b>EFL teachers</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b>alpha</b>	<b>Level</b>
Subject and Content	3.90	0.52	0.939	high
Layout and Design	3.88	0.52	0.939	high
Practical Considerations	3.79	0.49	0.943	high
Language Type	3.75	0.57	0.939	high
Activities	3.73	0.58	0.937	high
Skills	3.71	0.57	0.937	high
Overall Consensus	3.70	0.61	0.937	high
<b>Total</b>	n = 63			

Table 4.2 shows the average level of opinions on the appropriateness of the English textbooks for seven categories: Practical Considerations, Layout and Design, Activities, Skills, Language Type, Subject and Content, and Overall Consensus. EFL teachers expressed high opinions on the appropriateness of English textbook for all seven categories. The three categories rated highest for appropriateness by the EFL teachers were Subject and Content ( $M = 3.90$ ,  $SD = 0.52$ ), Layout and Design ( $M = 3.88$ ,  $SD = 0.52$ ), and Practical Considerations ( $M = 3.79$ ,  $SD = 0.49$ ).

Table 4.3: The Appropriateness of the Textbooks in the Practical Considerations Category as Perceived by EFL Teachers

<b>Practical Considerations</b>	<i>M</i>	<i>SD</i>	<b>alpha</b>	<b>Level</b>
4. A teacher's guide, workbook, and audio-tapes accompany the textbook.	4.41	0.64	0.947	high
2. The textbook is easily accessible.	3.83	0.61	0.947	high
5. The author's views on language and methodology are comparable to mine (Note: refer to the "blurb" on the back of the textbook).	3.63	0.99	0.947	high
3. The textbook is a recent publication.	3.50	1.02	0.949	moderate
1. The price of the textbook is reasonable.	3.49	0.82	0.946	moderate
<b>Total</b>	n = 63			

Table 4.3 presents the average opinions in the category of practical considerations on the appropriateness of the English textbooks as rated by EFL teachers. The results show that EFL teachers rated highly the item stating that their English textbooks were accompanied with a teacher's guide, workbook, and audio-tapes. They also strongly agreed that the textbooks were easily accessible. Moreover, the majority of EFL teachers rated highly the item stating that the author's views on language and methodology were comparable to theirs. EFL teachers moderately agreed that the price of the textbook was reasonable, and that it was a recent publication.

Table 4.4: The Appropriateness of the Textbooks in the Layout and Design Category as Perceived by EFL Teachers

<b>Layout and Design</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b>alpha</b>	<b>Level</b>
12. The teacher's book contains guidance about how the textbook can be used to the utmost advantage.	4.27	0.57	0.946	high
6. The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.	4.10	0.58	0.946	high
7. The layout and design are appropriate and clear.	3.97	0.60	0.946	high
8. The textbook is organized effectively.	3.97	0.74	0.945	high
10. Adequate review sections and exercises are included.	3.87	0.75	0.946	high
13. The material objectives are apparent to both the teacher and student.	3.69	1.02	0.947	high
9. An adequate vocabulary list or glossary is included.	3.65	1.07	0.944	high
11. An adequate set of evaluation quizzes or testing suggestions is included.	3.51	0.86	0.946	high
<b>Total</b>	n = 63			

The results shown in Table 4.4 indicate that EFL teachers rated the appropriateness of English textbooks in term of its layout and design at a high level for all items. The three highest ranking items were items 12, 6, and 7. The EFL teachers stated that the teacher's book contained guidance about how the textbook could be used to the utmost advantage. Moreover, it included a detailed overview of the functions, structures and vocabulary that would be taught in each unit. EFL teachers responded that the layout and design of the textbooks were appropriate and clear as well. In contrast, the three lowest ranking items were items 13, 9, and 11. EFL teachers reported that the objectives of textbooks were apparent to both teacher and student ( $M = 3.69$ ). Moreover, EFL teachers agreed that the textbooks included an adequate vocabulary list and adequate set of evaluation quizzes with average means of 3.65 and 3.51 respectively.

Table 4.5: The Appropriateness of the Textbooks in the Activities Category as Perceived by EFL Teachers

<b>Activities</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b>alpha</b>	<b>Level</b>
20. The textbook's activities can be modified or supplemented easily.	4.05	0.73	0.945	high
17. The grammar points and vocabulary items are introduced in motivating and realistic contexts.	3.81	0.72	0.945	high
16. The activities incorporate individual, pair and group work.	3.76	0.88	0.946	high
19. The tasks are conducive to the internalization of newly introduced language.	3.76	0.73	0.945	high
18. The activities promote creative, original and independent responses.	3.67	0.74	0.945	high
15. The activities encourage sufficient communicative and meaningful practice.	3.61	0.86	0.945	high
14. The textbook provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production).	3.60	0.83	0.945	high
<b>Total</b>	<b>n = 63</b>			

The results shown in Table 4.5 indicates that the overall level of opinions on the appropriateness of the English textbooks in terms of activities were high. The top three levels were items 20, 17, and 16. The majority of EFL teachers expressed the opinion that the textbook's activities could be modified or supplemented easily. They also reported that the grammar points and vocabulary items in their English textbook were introduced in motivating and realistic contexts. Moreover, the EFL teachers highly agreed that the tasks in the textbook were conducive to the internalization of newly introduced language. The activities in the textbooks were regarded as promoting creativity and encouraging communicative practice as well.

Table 4.6: The Appropriateness of the Textbooks in the Skills Category as Perceived by EFL Teachers

<b>Skills</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b>alpha</b>	<b>Level</b>
22. The materials provide an appropriate balance of the four language skills.	4.03	0.74	0.945	high
23. The textbook pays attention to sub-skills, i.e. listening for gist, note-taking, skimming for information	3.70	0.84	0.945	high
21. The materials include and focus on the skills that I/my students need to practice.	3.68	0.72	0.945	high
25. The practice of individual skills is integrated into the practice of other skills.	3.65	0.70	0.946	high
24. The textbook highlights and practices natural pronunciation (i.e. stress and intonation).	3.37	1.01	0.947	moderate
<b>Total</b>	n = 63			

Table 4.6 shows the average level for each item on the appropriateness of the English textbooks in skills category. The results indicate that EFL teachers' opinions on the appropriateness of their English textbooks in the category of skills were high (items 21, 22, 23, and 25). Most EFL teachers reported that the English textbooks provided an appropriate balance of the four language skills and also paid attention to sub-skills. They also strongly agreed that their English textbooks included the skills that their students needed to practice. Moreover, the EFL teachers reported that the textbooks included the practice of individual skills that were integrated into the practice of other skills. However, item 24 was the only item among the five items in the skills category that was rated at a moderate level ( $M = 3.37$ ,  $SD = 1.01$ ). EFL teachers moderately agreed that the textbook highlighted and practiced natural pronunciation. In other words, EFL teachers moderately agreed that the textbooks focused on the practice of stress and intonation.

Table 4.7: The Appropriateness of the Textbooks in the Language Type Category as Perceived by EFL Teachers

<b>Language Type</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b>alpha</b>	<b>Level</b>
28. The progression of grammar points and vocabulary items is appropriate.	4.02	0.61	0.945	high
26. The language used in the textbook is authentic, i.e. like real-life English.	3.89	0.81	0.946	high
27. The language used is at the right level for my (students') current English ability.	3.87	0.66	0.944	high
29. The grammar points are presented with brief and easy examples and explanations.	3.71	0.87	0.945	high
31. The language represents a diverse range of registers and accents.	3.52	0.98	0.946	high
30. The language functions exemplify English that I/my students will be likely to use.	3.51	0.86	0.946	high
<b>Total</b>	n = 63			

Table 4.7 shows that EFL teachers rated the items on the appropriateness of the English textbooks in terms of language type at a high level. The three most highly rated items were item 28 “The progression of grammar points and vocabulary items is appropriate” ( $M = 4.02$ ,  $SD = 0.61$ ), item 26 “The language used in the textbook is authentic, i.e. like real-life English” ( $M = 3.89$ ,  $SD = 0.81$ ), and item 27 “The language used is at the right level for my (students') current English ability” ( $M = 3.87$ ,  $SD = 0.66$ ).

Table 4.8: The Appropriateness of the Textbooks in the Subject and Content Category as Perceived by EFL Teachers

<b>Subject and Content</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b>alpha</b>	<b>Level</b>
36. The materials are not culturally biased and they do not portray any negative stereotypes.	4.05	0.71	0.946	high
35. There is sufficient variety in the subject and content of the textbook.	3.97	0.65	0.945	high
33. The subject and content of the textbook are generally realistic.	3.92	0.68	0.945	high
34. The subject and content of the textbook are interesting, challenging and motivating.	3.83	0.71	0.946	high
32. The subject and content of the textbook are relevant to my (students') needs as an English language learner(s).	3.75	0.74	0.946	high
<b>Total</b>	n = 63			

Table 4.8 shows that EFL teachers rated the appropriateness of the English textbooks in terms of their subject and content at a high level. The majority of EFL teachers responded that the materials they used were not culturally biased and they did not portray any negative stereotypes. Additionally, there was sufficient variety in the subject and content of the textbook. EFL teachers also expressed the opinion that the subject and content of the textbook are generally realistic, interesting, challenging and motivating. Moreover, they thought the subject and content of the English textbook they used are relevant to their students' needs as English language learners.

Table 4.9: The Appropriateness of the Textbooks in the Conclusion Category as Perceived by EFL Teachers

<b>Conclusion</b>	<i>M</i>	<i>SD</i>	<b>alpha</b>	<b>Level</b>
37. The textbook is appropriate for the language-learning aims of my institution.	4.00	0.57	0.946	high
38. The textbook is suitable for small-medium, homogeneous, co-ed classes of university students.	3.71	0.79	0.945	high
39. The textbook raises my (students') interest in further English language study.	3.65	0.83	0.945	high
40. I would choose to study/teach this textbook again.	3.43	0.89	0.945	moderate
<b>Total</b>	n = 63			

Table 4.9 shows that EFL teachers rated most items in the conclusion category at a high level. The EFL teachers expressed the opinion that the English textbook they used was appropriate for the language-learning aims of their institution. They also agreed that the English textbook used in their course was suitable for small-medium, homogeneous, co-ed classes of university students. EFL teachers reported that the textbook raised their students' interest in further English language study as well. However, EFL teachers agreed only moderately that they would choose to teach this textbook again.

## 4.2 Finding two

**Research Question Two:** What is the appropriateness of their English textbooks as perceived by students?

To answer research question two, this section presents the level of opinions on English textbooks as rated by the students. The descriptive results were analyzed from the data obtained from 317 returned questionnaires. The following table shows the level of opinions on English textbooks in seven categories.

The levels of appropriateness of the English textbooks were classified as very low (1.00 – 1.50), low (1.51 – 2.50), moderate (2.51 – 3.50), high (3.51 – 4.50), and very high (4.51 – 5.00).

### 4.2.1 The Appropriateness of the Textbooks as Perceived by Students

The levels of opinions on the appropriateness of the textbook as rated by students are presented in following tables.

Table 4.10: The Appropriateness of the Textbooks as Perceived by Students

<b>Students</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b>alpha</b>	<b>Level</b>
Appropriateness of textbook	3.68	0.66	0.948	high
<b>Total</b>	n = 317			

Table 4.10 shows the average level of the appropriateness of the English textbook as reported by 317 students from four secondary schools: 1) Benchama Maharat School, 2) Narinukun School, 3) Namyuenwittaya School, and 4) Khongchiamwittayakom School. The results show that the students rated the appropriateness of the English textbook used in their course at a high level ( $M = 3.68$ ,  $SD = 0.66$ ). In other words, they felt that the English textbook used in their course is appropriate for their learning.

Table 4.11: The Appropriateness of the Textbooks in all Categories as Perceived by Students

<b>Opinions on the appropriateness of textbooks</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b>alpha</b>	<b>Level</b>
Layout and Design	3.84	0.86	0.955	high
Subject and Content	3.83	0.68	0.953	high
Practical Considerations	3.79	0.78	0.956	high
Language Type	3.79	0.74	0.953	high
Skills	3.76	0.82	0.953	high
Activities	3.74	0.70	0.953	high
Overall Consensus	3.62	0.95	0.954	high
<b>Total</b>	n = 317			

Table 4.11 reports the average level of opinions on the appropriateness of the textbook in seven categories: Practical Considerations, Layout and Design, Activities, Skills, Language Type, Subject and Content, and Overall Consensus. Students rated the appropriateness of the English textbook in all seven categories at a high level. The top three categories were Layout and Design ( $M = 3.84$ ,  $SD = 0.86$ ), Subject and Content ( $M = 3.83$ ,  $SD = 0.68$ ), and Practical Considerations ( $M = 3.79$ ,  $SD = 0.78$ ) respectively.

Table 4.12: The Appropriateness of the Textbooks in the Practical Considerations Category as Perceived by Students

<b>Practical Considerations</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b>alpha</b>	<b>Level</b>
1. The price of the textbook is reasonable.	3.80	0.86	0.959	high
2. The textbook is easily accessible.	3.78	0.90	0.958	high
<b>Total</b>	n = 317			

Table 4.12 shows that students rated the appropriateness of their English textbook in terms of practical considerations at a high level. The students expressed the opinion that the price of the textbook was reasonable. Additionally, the students reported that the textbook was easily accessible.

Table 4.13: The Appropriateness of the Textbooks in the Layout and Design Category as Perceived by Students

<b>Layout and Design</b>	<i>M</i>	<i>SD</i>	<b>alpha</b>	<b>Level</b>
4. The textbook is organized effectively.	3.88	0.91	0.958	high
3. The layout and design is appropriate and clear.	3.81	0.95	0.958	high
<b>Total</b>	n = 317			

Table 4.13 shows that students rated the appropriateness of their English textbook in terms of layout and design at a high level. Most students agreed that the textbook used in their course was organized effectively. They also highly agreed that the layout and design of the textbook were appropriate and clear.

Table 4.14: The Appropriateness of the Textbooks in the Activities Category as Perceived by Students

<b>Activities</b>	<i>M</i>	<i>SD</i>	<b>alpha</b>	<b>Level</b>
8. The grammar points and vocabulary items are introduced in motivating and realistic contexts.	3.86	0.84	0.958	high
9. The activities promote creative, original and independent responses.	3.78	0.90	0.958	high
6. The activities encourage sufficient communicative and meaningful practice.	3.76	0.93	0.958	high
5. The textbook provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production).	3.66	0.88	0.958	high
7. The activities incorporate individual, pair, and group work.	3.63	0.93	0.958	high
<b>Total</b>	n = 317			

Table 4.14 shows that the students rated all items in the activities category at a high level. The highest average mean was for the item stating that the grammar points and vocabulary items in the English textbooks were introduced in motivating and realistic contexts. Students also reported that the activities in the textbooks promoted creative, original and independent responses, and encouraged sufficient communicative and meaningful practice. Students also agreed that the textbooks provided a balance of activities. For example, there was an even distribution of free vs. controlled exercises and tasks that focused on both fluent and accurate production in the textbook. Moreover, the activities in the textbooks incorporated individual, pair, and group work.

Table 4.15: The Appropriateness of the Textbooks in the Skills Category as Perceived by Students

<b>Skills</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b>alpha</b>	<b>Level</b>
12. The textbook pays attention to sub-skills, i.e. listening for gist, note-taking, skimming for information	3.80	0.94	0.958	high
11. The materials provide an appropriate balance of the four language skills.	3.77	0.90	0.957	high
10. The materials include and focus on the skills that I need to practice.	3.72	1.03	0.957	high
<b>Total</b>	n = 317			

Table 4.15 shows that the students rated their English textbooks in terms of skills at a high level. Students highly agreed that the textbooks paid attention to sub-skills. They also perceived that the textbooks provided an appropriate balance of the four language skills. Moreover, students agreed that the materials included and focused on the skills that they need to practice.

Table 4.16: The Appropriateness of the Textbooks in the Language Type Category as Perceived by Students

<b>Language Type</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b>alpha</b>	<b>Level</b>
13. The language used in the textbook is authentic. i.e. like real-life English.	3.90	0.97	0.958	high
15. The progression of grammar points and vocabulary items is appropriate.	3.89	0.86	0.958	high
18. The language represents a diverse range of registers and accents.	3.81	0.93	0.959	high
17. The language functions exemplify English that I will be likely to use in the future.	3.74	0.96	0.958	high
14. The language used is at the right level for my current English ability.	3.73	0.95	0.958	high
16. The grammar points were presented with brief and easy examples and explanations.	3.70	0.98	0.957	high
<b>Total</b>	n = 317			

Table 4.16 shows that all items in the language category in the English textbook were rated by the students at high level. The top three items for the appropriateness of the English textbook in terms of language category were item 13 “The language used in the textbook is authentic, i.e. like real-life English” ( $M = 3.90$ ,

$SD = 0.97$ ), item 15 “The progression of grammar points and vocabulary items is appropriate” ( $M = 3.89$ ,  $SD = 0.86$ ), and item 18 “The language represents a diverse range of registers and accents” ( $M = 3.81$ ,  $SD = 0.93$ ) respectively. Item 16 “The grammar points were presented with brief and easy examples and explanations were rated last.

Table 4.17: The Appropriateness of the Textbooks in the Subject and Content Category as Perceived by Students

<b>Subject and Content</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b>alpha</b>	<b>Level</b>
23. The materials are not culturally biased and they do not portray any negative stereotypes.	3.93	0.91	0.959	high
22. There is sufficient variety in the subject and content of the textbook.	3.88	0.82	0.958	high
20. The subject and content of the textbook are generally realistic.	3.84	0.88	0.958	high
19. The subject and content of the textbook are relevant to my needs as an English language learner.	3.78	0.92	0.958	high
21. The subject and content of the materials are interesting, challenging and motivating.	3.71	0.92	0.958	high
<b>Total</b>	n = 317			

Table 4.17 shows that students rated the appropriateness of the English textbook in terms of subject and content at a high level. Students highly agreed that the English textbooks they were using were not culturally biased and that the textbooks did not portray any negative stereotypes. They also highly agreed that there was sufficient variety in the subject and content of the textbook. Moreover, the subject and content of the textbook are generally realistic, relevant to their needs, interesting, challenging, and motivating as well.

Table 4.18: The Appropriateness of the Textbooks in the Overall Category as Perceived by Students

<b>Overall Consensus</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b>alpha</b>	<b>Level</b>
24. The textbook raises my interest in further English language study.	3.70	1.02	0.958	high
25. I would choose to study this textbook again.	3.53	1.04	0.957	high
<b>Total</b>	n = 317			

Table 4.18 shows that the students agreed that their textbook raised their interest in further English language study. Additionally, they reported that they would choose to study using this textbook again.

### 4.3 Finding three

**Research Question Three:** What classroom activities do teachers prefer to have used in the classroom?

To answer research question three, this section presents the level of preference for classroom activities as rated by the EFL teachers. The results were analyzed from the obtained data from the 63 returned questionnaires. The following table shows the level of preference for classroom activities in six categories.

The levels of preferences for classroom activities were classified as very low (1.00 – 1.50), low (1.51 – 2.50), moderate (2.51 – 3.50), high (3.51 – 4.50), and very high (4.51 – 5.00).

Table 4.19: Preferences for Classroom Activities as Perceived by EFL Teachers

	<i>M</i>	<i>SD</i>	<b>alpha</b>	<b>Level</b>
Preference for classroom activities	3.62	0.55	0.935	high
<b>Total</b>	n = 63			

Table 4.19 shows the average level of preferences for classroom activities as rated by the 63 EFL teachers. The results show that the EFL teachers had highly preferred the classroom activities overall, with a mean score for preferences for classroom activities of 3.62.

Table 4.20: Preferences for Classroom Activities as Perceived by EFL Teachers

<b>Preferences on classroom activities</b>	<i>M</i>	<i>SD</i>	<i>alpha</i>	<b>Level</b>
Participation mode	4.05	0.73	0.939	high
Reading	3.80	0.55	0.938	high
Tests	3.66	0.61	0.939	high
Writing	3.65	0.81	0.941	high
Speaking	3.63	0.70	0.936	high
Listening	3.33	0.67	0.938	moderate
<b>Total</b>	n = 63			

Table 4.20 shows the results for the level of preference for classroom activities as rated by EFL teachers. There are six sub-categories: reading, speaking, listening, writing, test, and participation mode. The highest level of preference for classroom activities as rated by the EFL teachers was for the participation mode ( $M = 4.05$ ,  $SD = 0.73$ ), while the lowest preference among these six categories was for listening ( $M = 3.33$ ,  $SD = 0.67$ ).

Table 4.21: Preferences for Classroom Reading Activities as Perceived by EFL Teachers

<b>Preferences for classroom activities</b>	<i>M</i>	<i>SD</i>	<i>alpha</i>	<b>Level</b>
<b>Reading Skills</b>				
3. Reading for information	4.19	0.67	0.939	high
4. Reading texts for language analysis, e.g. tenses, connectives	3.73	0.88	0.939	high
2. Reading aloud in class	3.70	0.85	0.940	high
1. Reading silently	3.59	0.87	0.938	high
<b>Total</b>	n = 63			

Table 4.21 shows that the EFL teachers reported their preferences for classroom reading activities at a high level. They most preferred to use reading for information in their teaching with a mean score of 4.19. They also preferred to use reading texts for language analysis and reading aloud in class. However, reading silently was ranked lowest among the preferences for reading of the EFL.

Table 4.22: Preferences for Classroom Speaking Activities as Perceived by EFL

Teachers

Preferences for classroom activities	<i>M</i>	<i>SD</i>	<i>alpha</i>	Level
<b>Speaking Skills</b>				
7. Giving group oral presentations	3.86	0.78	0.937	high
6. Taking part in oral exercises, e.g. grammar, pronunciation drills	3.84	0.87	0.937	high
8. Giving individual oral presentations	3.62	0.96	0.936	high
5. Taking part in role plays	3.46	0.90	0.937	moderate
9. Interacting in English with classmates in class	3.38	0.99	0.937	moderate
<b>Total</b>	n = 63			

As shown in Table 4.22, EFL teachers most classroom speaking activities highly for except items 5 and 9. EFL teachers responded that they most preferred to use group and individual oral presentations in their classroom for teaching speaking. Moreover, the EFL teachers preferred that their students take part in oral exercises. In contrast, they rarely used role playing and interacting in English in the classroom as they rated their preferences for these two activities at a moderate level.

Table 4.23: Preferences for Classroom Listening Activities as Perceived by EFL

Teachers

Preferences for classroom activities	<i>M</i>	<i>SD</i>	<i>alpha</i>	Level
<b>Listening Skills</b>				
12. Listening to the teachers giving explanations about skills, e.g. how to write a report	3.90	0.80	0.939	high
13. Listening to the teachers giving explanations about language, e.g. use of active/passive voice	3.90	0.71	0.941	high
11. Listening to classmates giving oral presentations	3.63	0.87	0.936	high
10. Listening to classmates using English in class	3.35	0.92	0.936	moderate
15. Listening to audio recordings	3.25	1.08	0.939	moderate
14. Self-study listening in language laboratory	3.05	1.04	0.937	moderate
17. Watching myself on a video recording, e.g. presentations, meetings	2.89	1.18	0.938	moderate
16. Watching and listening to training videos	2.63	1.14	0.937	moderate
<b>Total</b>	n = 63			

Table 4.23 shows that the EFL teachers reported that they moderately preferred to use listening activities in their classroom as the average mean scores for items in the listening category fell into the moderate level. The EFL teachers reported

that they moderately preferred to use listening activities involving listening to classmates using English in class, self-study listening in the language laboratory, listening to audio recordings, watching and listening to training videos, and watching myself on a video recording. On the other hand, the EFL teachers most preferred students to listen to classmates giving oral presentations, teachers giving explanations about skills, and teachers giving explanations about language.

Table 4.24 Preferences for Classroom Writing Activities as Perceived by EFL

Teachers

Preferences for classroom activities	<i>M</i>	<i>SD</i>	<i>alpha</i>	Level
<b>Writing Skills</b>				
19. Doing written exercises, e.g. gap filling, sentence correction	3.95	0.89	0.939	high
21. Writing assignments outside class, e.g. letters, memos, summaries, reports	3.70	0.98	0.937	high
20. Writing short passages (<one page) in class in small groups	3.54	1.03	0.937	high
18. Writing short passages (<one page) individually in class	3.40	1.07	0.937	moderate
<b>Total</b>	n = 63			

Table 4.24 shows the level of preferences for classroom writing activities. The EFL teachers rated classroom writing activities highly. The results show that the EFL teachers reported that they most preferred students to do written exercises such as gap filling and sentence correction. They also highly preferred to use writing assignments outside class and writing short passage in class in small groups, while they just moderately preferred writing short passages individually as a writing activity.

Table 4.25: Preferences for Classroom Testing Activities as Perceived by EFL

Teachers

Preferences for classroom activities	<i>M</i>	<i>SD</i>	<i>alpha</i>	Level
<b>Testing</b>				
24. Doing formal, assessed tests	4.11	0.74	0.939	high
25. Practicing writing exam answers within a time limit	3.75	0.78	0.938	high
22. Checking my own writing	3.59	0.85	0.937	high
23. Doing informal, unassessed tests (informal quizzes)	3.19	1.09	0.941	moderate
<b>Total</b>	n = 63			

Table 4.25 shows that the EFL teachers rated most classroom testing activities at a high level excepting item 23 which was rated at a moderate level. The responses from the EFL teachers indicate that they highly preferred formal or assessed tests, practicing writing exam answers within a time limit, and having students check their own writing. In contrast, they just moderately preferred to use informal or unassessed tests.

Table 4.26: Preferences for Classroom Modes of Interaction as Perceived by EFL Teachers

Preferences on classroom activities	<i>M</i>	<i>SD</i>	<i>alpha</i>	Level
<b>Participation modes</b>				
26. Working individually	4.14	0.84	0.938	high
28. Working in small groups (maximum 5 students)	4.05	0.77	0.938	high
27. Working in pairs	3.97	0.82	0.936	high
<b>Total</b>	n = 63			

Table 4.26 shows that EFL teachers rated the all the different interaction modes for classroom activities at a high level. The highest levels of preference for classroom interaction was for working individually, as the average mean score was 4.14. The second type of interaction that EFL teachers preferred was working in small groups with an average mean score of 4.05, and working in pairs had an average mean score of 3.97.

#### 4.4 Finding four

**Research Question Four:** What classroom activities do students prefer to have used in the classroom?

To answer research question four, this section presents the levels of preference for classroom activities as rated by the students. The results were obtained from the responses to the 317 returned questionnaires. The following table shows the level of preference for classroom activities in six categories.

The levels of preferences for classroom activities were classified as very low (1.00 – 1.50), low (1.51 – 2.50), moderate (2.51 – 3.50), high (3.51 – 4.50), and very high (4.51 – 5.00).

Table 4.27: Preferences for Classroom Activities as Perceived by Students

	<i>M</i>	<i>SD</i>	<i>alpha</i>	<i>Level</i>
Preference for classroom activities	3.68	0.66	0.948	high
<b>Total</b>	n = 317			

Table 4.27 shows the average level of preferences for classroom activities as rated by the 317 students. The results show that students highly preferred all types of classroom activity overall, with a mean score of 3.68.

Table 4.28: Preferences for Classroom Activities as Perceived by Students

<b>Preferences for classroom activities</b>	<i>M</i>	<i>SD</i>	<i>alpha</i>	<i>Level</i>
Participation mode	3.80	0.78	0.955	high
Reading	3.75	0.75	0.953	high
Speaking	3.66	0.77	0.953	high
Listening	3.64	0.78	0.952	high
Writing	3.63	0.76	0.955	high
Tests	3.63	0.78	0.954	high
<b>Total</b>	n = 317			

Table 4.28 shows the average level of preference for classroom activities in six sub-categories: reading, speaking, listening, writing, test, and participation mode. Students rated their preferences for classroom activities in all six sub-categories at a high level. The three highest-ranked items were participation mode ( $M = 3.80$ ,  $SD = 0.78$ ), reading ( $M = 3.75$ ,  $SD = 0.75$ ), and speaking ( $M = 3.66$ ,  $SD = 0.77$ ) respectively.

Table 4.29: Preferences for Classroom Reading Activities as Perceived by Students

<b>Preferences for classroom activities</b>	<i>M</i>	<i>SD</i>	<i>alpha</i>	<i>Level</i>
<b>Reading Skills</b>				
1. Reading silently	3.84	1.04	0.951	high
2. Reading aloud in class	3.73	1.02	0.951	high
3. Reading for information	3.71	0.93	0.950	high
4. Reading texts for language analysis, e.g. tenses, connectives	3.71	0.92	0.949	high
<b>Total</b>	n = 317			

Table 4.29 shows the results for preferences for classroom reading activities as rated by the students. The responses from the students indicate that they

highly preferred to read silently in class. They rated reading silently at a high level a mean score of 3.84. The classroom activities that they preferred were reading aloud in class, reading for information, and reading texts for language analysis, in that order.

Table 4.30: Preferences for Classroom Speaking Activities as Perceived by Students

<b>Preferences for classroom activities</b>	<i>M</i>	<i>SD</i>	<b>alpha</b>	<b>Level</b>
<b>Speaking Skills</b>				
6. Taking part in oral exercises, e.g. grammar, pronunciation drills	3.86	0.93	0.950	high
7. Giving group oral presentations	3.76	0.99	0.950	high
5. Taking part in role plays	3.69	0.96	0.950	high
9. Interacting in English with classmates in class	3.52	1.18	0.950	high
8. Giving individual oral presentations	3.51	1.02	0.950	high
<b>Total</b>	n = 317			

Table 4.30 shows that students rated classroom speaking activities at a high level. As seen from the results, students most preferred taking part in oral exercises such as grammar and pronunciation drills. They also preferred group oral presentations, role plays, and interacting in English with friends in the classroom. However, the results show that individual oral presentations and interaction in English with classmates in class were least preferred among the five types of classroom speaking activities.

Table 4.31: Preferences for Classroom Listening Activities as Perceived by Students

<b>Preferences for classroom activities</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b>alpha</b>	<b>Level</b>
<b>Listening Skills</b>				
12. Listening to the teachers giving explanations about skills, e.g. how to write a report	3.90	0.96	0.949	high
13. Listening to the teachers giving explanations about language, e.g. use of active/ passive voice	3.90	0.92	0.950	high
11. Listening to classmates giving oral presentations	3.78	0.97	0.950	high
10. Listening to classmates using English in class	3.70	1.05	0.950	high
17. Watching myself on a video recording, e.g. presentations, meetings	3.54	1.16	0.949	high
14. Self-study listening in language laboratory	3.53	1.00	0.949	high
15. Listening to audio recordings	3.43	1.13	0.949	moderate
16. Watching and listening to training videos	3.30	1.15	0.949	moderate
<b>Total</b>	n = 317			

Table 4.31 shows that the students rated classroom listening activities in overall at a high level. The results also show that students most preferred listening to the teachers giving explanations about skills such as how to write a report, and they preferred listening to teachers giving explanations about language such as using the active or passive voice as the mean score for both activities was 3.90. In contrast, students reported that rated listening to audio recordings and watching and listening to training videos at a moderate level.

Table 4.32: Preferences for Classroom Writing Activities as Perceived by Students

<b>Preferences for classroom activities</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b>alpha</b>	<b>Level</b>
<b>Writing Skills</b>				
19. Doing written exercises, e.g. gap filling, sentence correction	3.74	0.92	0.950	high
20. Writing short passages (<one page) in class in small groups	3.63	0.88	0.949	high
21. Writing assignments outside class, e.g. letters, memos, summaries, reports	3.62	1.06	0.951	high
18. Writing short passages (<one page) individually in class	3.51	1.03	0.950	high
<b>Total</b>	n = 317			

Table 4.32 shows that students rated classroom writing activities overall at a high level. The highest mean score for preferences for classroom writing activities was for item 19 “doing written exercises” with a mean score of 3.74. The students

stated that they preferred to do writing exercises such as gap filling and sentence correction. Moreover, the majority of students also responded that they preferred to write short assignments individually and in small groups in class.

Table 4.33: Preferences for Classroom Testing Activities as Perceived by Students

Preferences for classroom activities	<i>M</i>	<i>SD</i>	alpha	Level
<b>Testing</b>				
22. Checking my own writing	3.70	1.00	0.949	high
24. Doing formal, assessed tests	3.70	1.06	0.950	high
25. Practicing writing exam answers within a time limit	3.59	1.09	0.950	high
23. Doing informal, unassessed tests (Doing informal quizzes)	3.53	1.10	0.952	high
<b>Total</b>	n = 317			

Table 4.33 displays the level of preferences for each item of classroom testing activities. The students rated all classroom testing activities highly. The highest level of preference for classroom testing activities was for doing formal or assessed tests ( $M = 3.70$ ). Students also reported that they preferred checking their own writing. They also expressed their strong preferences for practicing writing exam answers within a time limit and doing informal or unassessed tests.

Table 4.34: Preferences on Classroom Modes of Interaction as Perceived by Students

Preferences for classroom activities	<i>M</i>	<i>SD</i>	alpha	Level
<b>Participation mode</b>				
28. Working in small groups (maximum 5 students)	3.95	1.01	0.951	high
27. Working in pairs	3.78	0.92	0.950	high
26. Working individually	3.68	1.09	0.950	high
<b>Total</b>	n = 317			

Table 4.34 shows that the average mean score for every type of classroom interaction was high. The results indicate that students most preferred to work in small groups with a maximum of five people in each group. Additionally, working in pairs was ranked second, while working individually was the least preferred type of classroom interaction.

## 4.5 Chapter Summary

The results obtained from an analysis of responses to the questionnaires completed by 63 EFL teacher and 317 students can be summarized in this way.

1. The results for finding one display the appropriateness of the textbooks based on the EFL teachers' perspectives. The results indicate that the overall appropriateness of the textbooks as perceived by the EFL teachers was at a high level as the average mean score was 3.83. The subject and content of the textbooks were rated highest by the EFL teachers. The EFL teachers reported that the subject and content of their textbooks were not culturally biased, and that there was variety in the subject and content. Moreover, the EFL teachers asserted that the subject and content of their textbooks was realistic. The EFL teachers rated consensus of textbooks the lowest. When EFL teachers were asked if they would choose to use these current textbooks again, they responded that they would choose them again at only a moderate level.

2. Students perceived the appropriateness of their textbooks used in English the language course as high. The average mean score for appropriateness of the textbooks as reported by students was  $M = 3.68$ . The majority of students rated the layout and design of the textbooks highly. They asserted that the textbooks they used in the English language course were well-organized. They further reported that the layout and design of the textbooks were appropriate and clear. The lowest level for the appropriateness of textbooks as perceived by students was for the overall consensus of the textbooks ( $M = 3.62$ ). For the overall consensus of textbooks, the students responded that the textbooks raised their interest in further English language study and that they would choose to study using these textbooks again, with average mean scores of 3.70 and 3.53 respectively.

3. EFL teachers reported an overall high score for classroom activities ( $M = 3.62$ ). The EFL teachers revealed that they mostly preferred to use the classroom interaction patterns of working individually, working in small groups, and working in pairs in their English language classroom. Meanwhile, listening activities were reported as the least preferred among the six categories. EFL teachers reported that they moderately preferred to use listening to audio recordings and watching and listening to training videos for their English language classroom.

4. Students ranked all types of on classroom activity highly with an average mean score of 3.68. The students ranked classroom interaction modes the highest. The majority of students stated that they preferred to work in small groups or work in pairs. In contrast, the students did not prefer to do testing activities about such as doing formal tests, doing informal quizzes, and practicing writing exam answers in a limited time.

## **CHAPTER V**

### **DISCUSSION**

This chapter discusses the research findings presented in the previous chapter. The discussion is divided into the following sections:

5.1 Discussion of finding one -- the appropriateness of their English textbooks as perceived by teachers.

5.2 Discussion of finding two -- the appropriateness of their English textbooks as perceived by students.

5.3 Discussion of finding three -- classroom activities that teachers prefer to use in the classroom.

5.4 Discussion of finding four -- classroom activities that students prefer to experience in the classroom.

The implications of the present study are provided in the last section of this chapter.

#### **5.1 Discussion of Finding One**

Research Question One: What is the appropriateness of their English textbooks as perceived by teachers?

This section discusses the appropriateness of the English textbooks as rated by 63 EFL teachers from four secondary schools: 1) Benchama Maharat School, 2) Narinukun School, 3) Namyuenwittaya School, and 4) Khongchiamwittayakom School. The findings revealed that the EFL teachers rated the appropriateness of their English textbook at a high level. In other words, they agreed that the English textbooks provided in their English language course were suitable. The highest rating for appropriateness given by the EFL teachers was for the subject and content, followed

by layout and design, practical considerations, language type, activities, and skills, respectively.

The findings in this study were similar to the findings of Richards and Mahoney (1996), who found that EFL teachers felt their local textbooks accurately reflected the syllabus they teach. Similarly, Kirkgoz's (2009) study revealed that Turkish teachers seemed to have positive attitudes toward their English textbook, especially the language content in textbook. Moreover, Tosun (2013) found that Turkish teachers tend to have a positive towards their textbooks in terms of the teaching objectives and the content. In addition, the findings are consistent with Kayapinar's (2009) study in that EFL teachers reported that the content of the books was appropriate for the level of the students. They further stated that the content of the books that they were then using matched their students' needs and the course requirements. The results of this present study also correspond with those of Tok (2010) who found that the majority of EFL teachers stated that the content in the English textbooks was appropriate. In particular, the content in their English textbooks was not culturally biased.

However, the results of this present study are in contrast with those of a previous study by Riasati and Zare (2010), who found that Iranian EFL teachers were not highly satisfied with the textbooks' content and subject matter. The reason for their dissatisfaction with their textbooks was that the subject and content of the textbooks was not relevant to their students' needs as English language learners.

The reason behind the high rating for the appropriateness of textbooks in terms of content and subject matter and layout and design may be that textbooks serve the curriculum in language programs in many schools (Apple, 2001). Consequently, EFL teachers surely think that the textbooks selected by their school committee must match the objectives of the course. Additionally, although most EFL teachers do not select their English textbook themselves, they believe the textbook they use is effective because the textbook was published by a well-known publisher. Moreover, the results in this study revealed that EFL teachers also responded that they like the layout and design of the textbook as seen from the high rating of the layout and design. This is because textbooks are now colorful (Hammer, 1999).

## 5.2 Discussion of Finding Two

Research Question Two: What is the appropriateness of their English textbooks as perceived by students?

This section discusses the appropriateness of the English textbooks as rated by 317 students from four secondary schools: 1) Benchama Maharat School, 2) Narinukun School, 3) Namyuenwittaya School, and 4) Khongchiamwittayakom School. The students rated the appropriateness of their English textbooks at a high level. The findings show that the highest rankings for the appropriateness of their English textbooks were given to layout and design, subject and content, and practical considerations. The students rated the appropriateness and clarity of the layout and design of textbooks highly. Additionally, the students responded that the grammar points and vocabulary items were introduced in motivating and realistic contexts.

The findings of the present study show that students rated the appropriateness of the English textbooks they use at a high level. These findings are consistent with those of Litz (2005) study who found that most students in the study viewed many aspects of their textbooks positively, especially in terms of objectives and layout and design of the textbooks; students responded that the textbooks provided clear learning objectives and that the course components were effectively organized (Litz, 2005). The results of this present study also correspond with those of Tosun (2013), who found that students had highly positive attitudes to their English textbooks. Students thought that their English textbook provided clear grammar structures and provided an appropriate balance of the five language skills (Tosun, 2013).

However, this findings contrast with those of Tok (2010), who found that although more than half the students agreed that the subject matter and content of the textbooks were generally realistic, one third of the students stated that the subject matter and content of the textbook was not relevant to the needs.

The reason students feel their textbooks are appropriate may be that textbooks used in schools nowadays are all published in color not like the textbooks in the old days (Hammer, 1999); they are well-designed in order to increase the students' interest in learning. According to Tok (2010), if students are interested in their textbook, their learning may be enhanced. In addition, the textbook have pictures

related to the topic in each lesson, so students feel that their textbooks are interesting and appropriate for their language learning. Moreover, most textbooks also provide grammar points and vocabulary that students can use both inside and outside the classroom.

### **5.3 Discussion of Finding Three**

Research Question Three: What classroom activities do teachers prefer to have used in the classroom?

This section discusses the preferences for classroom activities of EFL teachers. Then the reasons for their preferences for classroom activities are also analyzed.

EFL teachers generally rated classroom activities at a high level. In other words, they prefer using classroom activities that can help enhance language learning. In this study, the activities were divided into six sub-categories: reading, speaking, listening, writing, testing, and the participation mode. EFL teachers rated participation modes highest overall. EFL teachers most preferred to use reading for information, reading aloud, doing formal or assessed tests, working in groups, and gap filling. The results in this study are mostly consistent with those of Arikan (2011). Arikan (2011) offered some insight into what classroom activities were carried out in the language classroom, and the results revealed that filling in gaps, students reading aloud, completing grammar exercises, and children repeating after the teacher are the leading activities most frequently employed by teachers in Turkish EFL classrooms. The results of this present study also correspond with those of Hawkey (2006), who found that listening to the teacher talking to the whole class, pair discussions, and listening to cassettes and taking notes were the three activities that the Italian teachers frequently used in classroom.

The reason behind these results maybe that EFL teachers consider their teaching role as controlling and leading students, so most classroom activities used by EFL teachers are teacher-centered. EFL teachers control everything in the classroom, and the role of the students is passive; they must follow the teacher's orders. Moreover, EFL teachers preferred non-communicative activities such as reading,

doing exercises in a textbook to communicative activities. The reason underlying this result may be that EFL teachers have no confidence in their ability to speak or communicate with their students in English because most EFL teachers in Thailand are non-native speakers. They are always concerned with their pronunciation and accent when speaking English. Most EFL teachers feel that their English pronunciation is not nativelike, so they avoid interacting with students in English. Moreover, what teachers want is to teach grammar (Hawkey, 2006); as a result, they use less- or non-communicative activities in the English language classroom.

#### **5.4 Discussion of Finding Four**

Research Question Four: What classroom activities do students prefer to have used in the classroom?

This section discusses the preferences for classroom activities of the students. Then the reasons for their preferences for classroom activities are analyzed.

In this study, there were six sub-categories of classroom activities: reading, speaking, listening, writing, testing, and the participation mode. In general, students rated the six categories of classroom activities at a high level. Students rated working in small groups highest, followed by listening to the teachers giving explanations and reading silently in the classroom. The findings corresponded to some findings of Spratt (2001), who reported that students in Hong Kong preferred pair or group work activities during their English program. These results are also consistent with those of Ocak, Ozcalan, and Kuru (2010). Their findings show that attitudes to learning were positive, according to the responses students gave on the attitude scale. Students preferred to experience group work in their classroom as they stated that they agreed that doing group activities helped increase their creativity and helped them contribute their ideas. Moreover, these findings are somewhat similar to the results found by Hawkey (2006) and Rao (2011), who found that students liked listening to teachers explain in English a grammatical rule from the textbook.

However, these findings in the present study contrast with some of the results of Hawkey (2006) and Rao (2011). Hawkey (2006) found that students also preferred to use traditional activities such listening to the teacher talking to the whole

class, reading texts, and doing grammar exercises; as a result, the students appeared to perceive pair work as less important. Moreover, Rao's (2011) study revealed that Chinese university students that preferred to use a variety of classroom activities, but that they liked traditional activities more than communicative activities because they felt that traditional activities were more effective. Similarly, McDonough (2004) found that EFL students did not like pair or small group activities. They responded that they liked listening to the teacher's explanation because the knowledge transferred from their teachers was more useful for second language learning than was discussing with classmates or doing small group activities.

The reason behind these results may be that students feel comfortable and secure when doing group work activities. As English is not their mother tongue and it is not used for their everyday life, students may be not confident when taking English class. Most students may fear embarrassment if they answer the question incorrectly during class in front of their friends. Additionally, students may see that pair work or group work are useful resources for their learning, as McDonough (2004) asserted that pair-work and group work are able to draw students attention to language form and drive them to produce more target language. For these reasons, the majority of students preferred doing pair and group work activities. Since pair and group work provide opportunities for students to work with their friends and contribute to sharing ideas with their friends, students are likely to participate in group work. Moreover, listening to the teacher giving explanations make them feel safe. They prefer listening to their teacher's explanations to avoid making mistakes while doing assignments.

## **5.5 Implications of the Study**

This study investigated the appropriateness of textbooks and preferences for classroom activities as perceived by both EFL teachers and students. Important information about the appropriateness of textbooks and preferences for classroom activities has been found. The following sections provide guidance and significant suggestions that should be taken into account in developing language teaching and learning.

### **5.5.1 Implications for Textbook Evaluation and Selection**

The results of this study provide a bank of information in the field of language teaching and learning. In this study, the appropriateness of English textbooks as perceived by both EFL teachers and students has been discussed. In addition, the findings of the present study provide information of benefit for textbook selection for the English language classroom. In order to improve teaching, EFL teachers should know how to evaluate textbooks before selecting the textbooks in order to ensure that the textbooks they choose are appropriate for their language class (Hammer, 1999; 2004). This is because textbooks are a vital factor in language learning (Riasati & Zare, 2010) and they determine what students learn in the classroom (McGrath, 2006). EFL teachers should be aware that there are many commercial textbooks available on market, and one textbook cannot serve every individual's needs (Sauvignon, 1983); therefore, EFL teachers should carefully select textbooks that best suit their own teaching situation. Textbooks are useful resources for both teachers and students because they help students to follow the lesson and guide instruction for teachers (Hammer, 1999; Richards, 2008); as a result, using the appropriate textbook is a key issue for the success of language teaching and learning (Mukundan, 2007). EFL teachers can make use of this information from this study to choose appropriate English textbooks which match the teachers' needs, students' needs, and the requirement of the English language course.

In conclusion, the findings of the present study can help EFL teachers be more aware when selecting English textbooks for the English language class. The present findings can guide EFL teachers on how to evaluate textbooks in order to be able to select the appropriate textbooks which match both teacher and students' needs as well as match the course objectives.

### **5.5.2 Implications for Language Teaching and Learning**

In this study, the preferences for classroom activities of EFL teachers and students were examined. The findings in this study provide useful information for EFL teachers. EFL teachers can make use of these findings to help develop their teaching ability. EFL teachers can review the classroom activities used in language class and compare these with the preferences for classroom activities reported by students to see

if they match the students' preferences. In selecting suitable classroom activities, teachers might follow the procedures for classroom activities proposed by Hammer (2004), which include following planning principles, assessing a language study activity for use in class, and evaluating a study activity after use in class. Employing classroom activities that students are interested in can gain better attract the students' attention (McDonough, 2004); thus, teachers should be aware when selecting classroom activities. The fact remains that students may have different styles in learning (Tomlinson, 2003), have different preferences, and interests in classroom activities; therefore, teachers should provide a variety of classroom activities for students. EFL teachers can use the results of this study to improve English teaching and learning as well as for their own teaching development.

To sum up, it is necessary to select suitable classroom activities for students. Useful and interesting classroom activities can draw students' attention to the lesson and make them learn faster. In addition, knowing how to select appropriate classroom activities can help EFL teachers to develop professionally.

## **5.6 Chapter Summary**

This chapter has provided a discussion of all four of the results of this study. In addition, the last section of this chapter presented the implications of the results from the study. The next chapter will present the conclusions of the present study and recommendations for further studies.

## **CHAPTER VI**

### **CONCLUSION**

This chapter presents the conclusions for the present study. It provides a summary of eight research findings and recommendations for further studies. It aims to summarize all previous chapters and to suggest helpful details to those researchers who are going to follow up on this research topic.

#### **6.1 Conclusion of the Study**

English is an important international language (Crystal, 2003) because English is used for communication around the world (OBEC, 2012). In Thailand, English is taught as a foreign language in all schools, and students are required to study English as a compulsory subject from elementary school to higher education (Ministry of Education, 2008). Textbooks are the most commonly used teaching material in the support of English language teaching and learning (Tomlinson, 2012) because textbooks as well as classroom activities are considered useful resources in helping students improve in their target language use (McDonough, 2004; Menkabu, 2010). Textbooks assist students in their learning and guide or support teachers in their instruction (Graves, 2000; Savignon, 1983).

Although English has been taught in Thailand for a long time, the English proficiency of Thai students is still low (EF English Proficiency Index, 2012). The National Institute of Educational Testing Service (2013) reports that the average score for English on the Ordinary National Educational Test (O-net) for grade 12 students from 2010 to 2012 was lower than scores for other subjects. Moreover, the English proficiency of Thai citizens is the lowest in Asia (EF English Proficiency Index, 2012).

The present study was an attempt to investigate the appropriateness of English textbooks from both EFL teachers and students' perspectives. The results of

the study give the opinions on the overall appropriateness of English textbooks of EFL teachers and students and their appropriateness for each of seven categories: practical considerations, layout and design, activities, skills, language type, subject and content, and overall consensus. EFL teachers' and students' preferences for classroom activities of EFL were examined as well.

To obtain the data, two research questionnaires were developed and given to the respondents. The questionnaires in this study were the textbook evaluation form developed by Litz (2005) and the classroom activity questionnaire developed by Spratt (1999). The two questionnaires were used to find the appropriateness of the textbooks and the preferences for classroom activities as perceived by both EFL teachers and students. The Statistical Package for Social Science (SPSS) was used to analyze the data obtained from the questionnaire.

The participants in this present study were selected through purposive sampling and simple random sampling. In total, 63 EFL teachers and 317 students from four representative secondary schools in Ubon Ratchathani participated in the study.

### **6.1.1 Conclusions for Research Purpose One**

The overall appropriateness of the English textbooks as perceived by the EFL teachers was at a high level with the mean at 3.83. Among the seven categories for the appropriateness of the English textbooks, the subject and content of English textbooks were rated as the most appropriate by the EFL teachers, while the majority of EFL teachers gave the lowest ranking to the overall picture of the English textbooks.

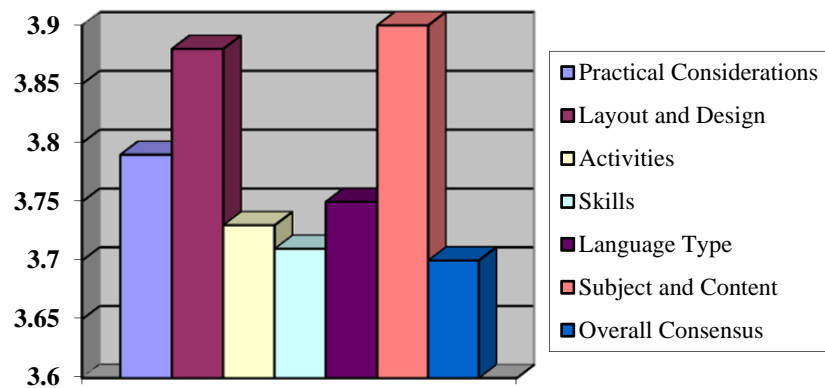


Figure 6.1: The mean for the appropriateness of the English textbooks as perceived by EFL teachers

### 6.1.2 Conclusions for Research Purpose Two

The appropriateness of English textbook, as perceived by the students, was high with a mean of 3.68. Students rated the appropriateness of the layout and design of the English textbooks highest among the seven categories. Students rated the overall picture of the textbooks lowest.

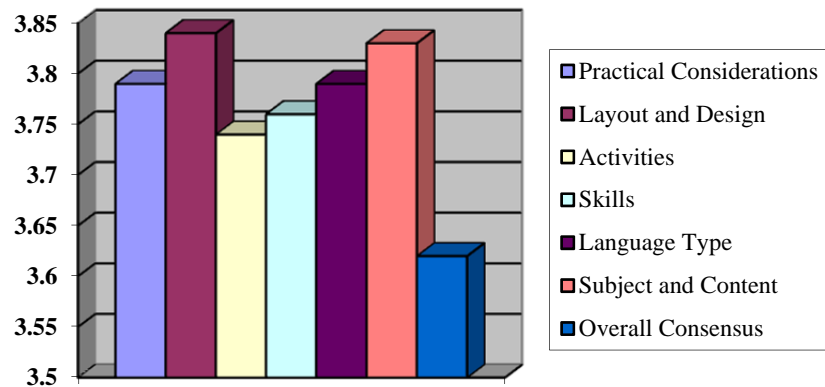


Figure 6.2: The mean for the appropriateness of the English textbooks as perceived by students

### 6.1.3 Conclusions for Research Purpose Three

Teachers expressed an overall high level of preference for all types of classroom activities. Moreover, EFL teachers reported that they most preferred to use classroom interaction patterns such as pair work and group work in their classroom. However, the classroom activities which EFL teachers least preferred to use were listening activities, such as watching and listening to training videos.

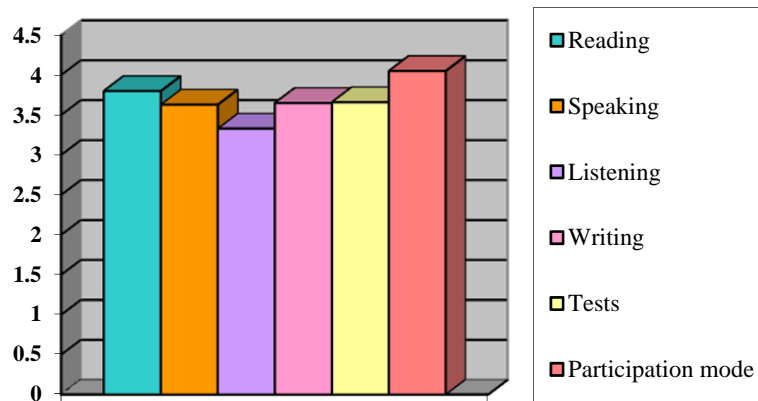


Figure 6.3: The mean for preferences for classroom activities as perceived by EFL teachers

### 6.1.4 Conclusions for Research Purpose Four

Students reported they had an overall high preference for all types of classroom activities with a mean of 3.68. Students ranked interaction patterns such as working in small groups, working in pairs, and working individually the highest among the six categories. Testing activities were the students' least preferred activities.

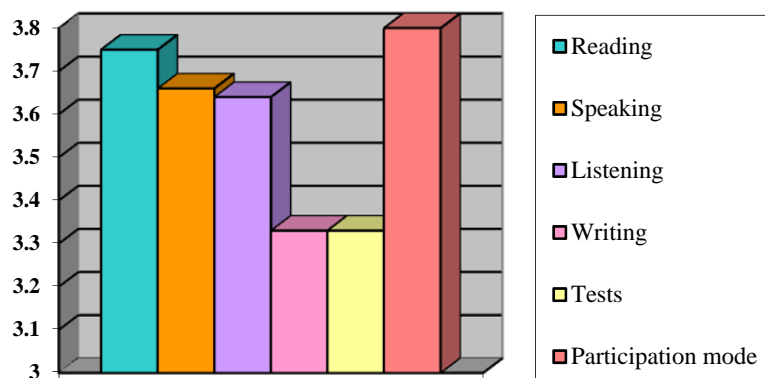


Figure 6.4: The mean for preferences for classroom activities as perceived by students

## 6.2 Recommendations for Further Studies

On the basis of this study, the following ideas are recommended for further studies.

1. The study was limited to Thai EFL teachers and students in four secondary schools: 1) Benchama Maharat School, 2) Narinukun School, 3) Namyuenwittaya School, and 4) Khongchiamwittayakom School. The present study did not investigate the opinions of all EFL teachers and students in secondary schools in Ubon Ratchathani province. Thus, in a further study, an investigation should be carried out to obtain information from all EFL teachers and students in secondary schools in Ubon Ratchathani province. Generalizations concerning this research study should be made only for EFL teachers and students who are at the same level and share a similar academic background.

2. Because of the limitations imposed by time and budget, the present research used only quantitative methods to examine teachers and students' perspectives for appropriateness of English textbooks and preferences for classroom activities. In future studies, the qualitative method should be included in order to have in-depth data such as from observations and interviews.

3. The implications of this study should lead to further studies, such as an investigation for EFL teachers' and students' responses in order to understand the reasons behind their answers to the questionnaires.

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## **APPENDICES**

## **APPENDIX A**

### **TEXTBOOK EVALAUTION FORM**

The textbook evaluation form was developed by Litz (2005). In this study, the textbook evaluation form is used to identify levels of opinions on the appropriateness of English textbook of both EFL teachers and students. There are 40 statements in this questionnaire. The criteria for the response are as follows:

1	=	Strongly disagree
2	=	Disagree
3	=	Neither agree nor disagree
4	=	Agree
5	=	Strongly agree

#### **Textbook Evaluation Form**

1. The price of the textbook is reasonable.
2. The textbook is easily accessible.
3. The textbook is a recent publication.
4. A teacher's guide, workbook, and audio-tapes accompany the textbook.
5. The author's views on language and methodology are comparable to mine.
6. The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.
7. The layout and design is appropriate and clear.
8. The textbook is organized effectively.
9. An adequate vocabulary list or glossary is included.
10. Adequate review sections and exercises are included.
11. An adequate set of evaluation quizzes or testing suggestions is included.

12. The teacher's book contains guidance about how the textbook can be used to the utmost advantage.
13. The materials objectives are apparent to both the teacher and student.
14. The textbook provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production).
15. The activities encourage sufficient communicative and meaningful practice.
16. The activities incorporate individual, pair and group work.
17. The grammar points and vocabulary items are introduced in motivating and realistic contexts.
18. The activities promote creative, original and independent responses.
19. The tasks are conducive to the internalization of newly introduced language.
20. The textbook's activities can be modified or supplemented easily.
21. The materials include and focus on the skills that I/my students need to practice.
22. The materials provide an appropriate balance of the four language skills.
23. The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.
24. The textbook highlights and practices natural pronunciation (i.e.- stress and intonation).
25. The practice of individual skills is integrated into the practice of other skills.
26. The language used in the textbook is authentic - i.e. like real-life English.
27. The language used is at the right level for my (students') current English ability.
28. The progression of grammar points and vocabulary items is appropriate.
29. The grammar points are presented with brief and easy examples and explanations.
30. The language functions exemplify English that I/my students will be likely to use.
31. The language represents a diverse range of registers and accents.
32. The subject and content of the textbook is relevant to my (students') needs as an English language learner(s).

33. The subject and content of the textbook is generally realistic.
34. The subject and content of the textbook is interesting, challenging and motivating.
35. There is sufficient variety in the subject and content of the textbook.
36. The materials are not culturally biased and they do not portray any negative stereotypes.
37. The textbook is appropriate for the language-learning aims of my institution.
38. The textbook is suitable for small-medium, homogeneous, co-ed. Classes of university students.
39. The textbook raises my (students') interest in further English language study.
40. I would choose to study/teach this textbook again.

## **APPENDIX B**

### **CLASSROOM ACTIVITY QUESTIONNAIRE**

The classroom activity (CA) questionnaire was developed by Spratt (1999). In this study, it is used as a research instrument to have the participants identify the classroom activities that they prefer to use in their language classroom. The content of questionnaire contains 28 items of CA. The criteria for the response are as follows:

1	=	Strongly disagree
2	=	Disagree
3	=	Neither agree nor disagree
4	=	Agree
5	=	Strongly agree

#### **Classroom Activity Questionnaire Scale**

##### **Reading**

1. Reading silently
2. Reading aloud in class.
3. Reading for information.
4. Reading texts for language analysis e.g. tenses, connectives.

##### **Speaking**

5. Taking part in role plays
6. Taking part in oral exercises e.g. grammar, pronunciation drills.
7. Giving group oral presentations.
8. Giving individual oral presentations.
9. Interacting in English with classmates in class.

##### **Listening**

10. Listening to classmates using English in class.
11. Listening to classmates giving oral presentations.
12. Listening to the teachers giving explanations about skills e.g. how to write a report.

13. Listening to the teachers giving explanation about language e.g. use of active/passive voice.
14. Self study listening in language laboratory.
15. Listening to audio recordings.
16. Watching and listening to training videos.
17. Watching myself on a video recording e.g. presentations, meetings.

### **Writing**

18. Writing short passages (<one page) individually in class.
19. Doing written exercises e.g. gap filling, sentence correction.
20. Writing short passages (<one page) in class in small groups.
21. Writing assignments outside class e.g. letters, memos, summaries, reports.

### **Tests**

22. Checking my own writing.
23. Doing informal, unassessed tests. (Doing informal quizzes)
24. Doing formal, assessed tests.
25. Practicing writing exam answers within a time limit.

### **Participation modes**

26. Working individually
27. Working in pairs.
28. Working in small groups (maximum 5 students).

## APPENDIX C

### QUESTIONNAIR (THAI VERSION)

แบบสอบถามเกี่ยวกับความคิดเห็นที่มีต่อหนังสือเรียนภาษาอังกฤษ และความพึงพอใจต่อกิจกรรมในชั้นเรียนของนักเรียนชั้นมัธยมศึกษา

คำชี้แจง แบบสอบถามฉบับนี้ มีวัตถุประสงค์เพื่อรวบรวมรายละเอียดเกี่ยวกับความคิดเห็นที่มีต่อหนังสือเรียนภาษาอังกฤษ และความพึงพอใจต่อกิจกรรมในชั้นเรียนของนักเรียนชั้นมัธยมศึกษา ทั้งนี้เพื่อนำข้อมูลที่ได้ไปใช้ประกอบการศึกษาเพื่อหาความสัมพันธ์ระหว่างความคิดเห็นต่อหนังสือเรียนภาษาอังกฤษและความพึงพอใจต่อกิจกรรมการเรียน ดังนั้นการตอบแบบสอบถามครั้งนี้จะไม่มีผลใดๆทั้งสิ้นต่อตัวท่าน

แบบสอบถามนี้แบ่งออกเป็น 3 ตอน โปรดตอบทุกตอนและทุกข้อ

ตอนที่ 1 คำถามเกี่ยวกับข้อมูลของผู้ตอบแบบสอบถาม จำนวน 2 ข้อ

ตอนที่ 2 คำถามเกี่ยวกับความคิดเห็นต่อหนังสือเรียนภาษาอังกฤษ จำนวน 25 ข้อ

แบบสอบถามฉบับนี้มีทั้งหมด 25 ข้อ กรุณาอ่านคำถามแต่ละข้อและตอบคำถาม โดยการกาเครื่องหมาย   ในช่องที่ตรงกับตัวท่านมากที่สุด เพียงข้อละ 1 ช่องเท่านั้น

ตัวเลขที่ท่านจะใช้เลือกตอบ มีความหมายดังต่อไปนี้

- |   |                                  |
|---|----------------------------------|
| 1 | หมายถึง ไม่เห็นด้วยเป็นอย่างยิ่ง |
| 2 | หมายถึง ไม่เห็นด้วย              |
| 3 | หมายถึง ไม่แน่ใจ                 |
| 4 | หมายถึง เห็นด้วย                 |
| 5 | หมายถึง เห็นด้วยเป็นอย่างยิ่ง    |

ตอนที่ 3 คำถามเกี่ยวกับความพึงพอใจต่อกิจกรรมในห้องเรียน จำนวน 28 ข้อ

แบบสอบถามฉบับนี้มีทั้งหมด 28 ข้อ กรุณาอ่านคำถามแต่ละข้อและตอบคำถาม โดยการกาเครื่องหมาย  ในช่องที่ตรงกับตัวท่านมากที่สุด เพียงข้อละ 1 ช่องเท่านั้น

ตัวเลขที่ท่านจะใช้เลือกตอบ มีความหมายดังต่อไปนี้

- |   |                                  |
|---|----------------------------------|
| 1 | หมายถึง ไม่เห็นด้วยเป็นอย่างยิ่ง |
| 2 | หมายถึง ไม่เห็นด้วย              |
| 3 | หมายถึง ไม่แน่ใจ                 |
| 4 | หมายถึง เห็นด้วย                 |
| 5 | หมายถึง เห็นด้วยเป็นอย่างยิ่ง    |

ผู้วิจัยขอความกรุณาให้ท่านตอบแบบสอบถามทุกข้อ ที่ตรงกับพฤติกรรมการเรียนภาษาอังกฤษของท่านมากที่สุด และหวังเป็นอย่างยิ่งที่จะได้รับความร่วมมือด้วยดีจากท่านและขอขอบคุณทุกท่านที่ได้ให้ความร่วมมือในการตอบแบบสอบถามฉบับนี้มา ณ ที่นี้ด้วย

นางสาวศิริพร เขียนวงศ์  
นักศึกษาระดับปริญญาโท  
สาขาวิชาภาษาศาสตร์ประยุกต์  
มหาวิทยาลัยมหิดล

คำชี้แจง ให้ผู้ตอบแบบสอบถามกรอกข้อมูลในช่องว่างข้างล่างตามความเป็นจริง

ตอนที่ 1: ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

1. เพศ: ( ) ชาย ( ) หญิง                      2. อายุ: \_\_\_\_\_ ปี

ตอนที่ 2 ความคิดเห็นต่อหนังสือเรียนภาษาอังกฤษ

	5	4	3	2	1
<b>การคำนึงถึงการใช้งาน:</b>					
1. ราคาของหนังสือมีความเหมาะสม					
2. หนังสือใช้ง่าย					
<b>รูปแบบและการออกแบบ:</b>					
3. รูปแบบและการออกแบบมีความเหมาะสม ชัดเจน					
4. หนังสือถูกเรียบเรียงอย่างมีประสิทธิภาพ					
<b>กิจกรรม:</b>					
5. หนังสือมีความสมดุลด้านกิจกรรม					
6. กิจกรรมมีการส่งเสริมให้ฝึกพูดสื่อสารอย่างมีความหมาย					
7. กิจกรรมครอบคลุมทั้งงานเดี่ยว งานคู่และงานกลุ่ม					
8. หลักไวยากรณ์และคำศัพท์ถูกนำเสนอในเนื้อหาที่จูงใจและเป็นจริง					
9. กิจกรรมมีการส่งเสริมการโต้ตอบเชิงสร้างสรรค์					
<b>ทักษะ:</b>					
10. หนังสือมีทักษะที่ทันสมัยจะฝึกฝน					
11. หนังสือที่ใช้มีความสมดุลด้านทักษะทางภาษาทั้งสี่ทักษะ					
12. หนังสือให้ความสำคัญกับทักษะย่อย เช่น การฟังเพื่อจับใจความสำคัญ การจดบันทึกย่อ อ่านคร่าวๆเพื่อดูข้อมูล ฯลฯ					
<b>รูปแบบของภาษา:</b>					
13. ภาษาที่ใช้ในหนังสือเป็นภาษาที่ใช้ได้จริงในชีวิตประจำวัน เช่น ภาษาที่ใช้พูดกันทั่วไป					
14. ภาษาที่ใช้เหมาะสมกับระดับและความสามารถทางภาษาอังกฤษของตน					
15. หลักไวยากรณ์และคำศัพท์มีความเหมาะสม					
16. มีการนำเสนอหลักไวยากรณ์ด้วยตัวอย่างที่ง่ายและคำอธิบายที่ง่าย					
17. มีการยกตัวอย่างหน้าที่ภาษา (language functions) ของภาษาอังกฤษที่ทันสมัยมีแนวโน้มจะได้ใช้ในอนาคต					
18. ภาษาได้แสดงให้เห็นถึงความหลากหลายของคำศัพท์และสำเนียง					
<b>หัวข้อและเนื้อหา:</b>					
19. หัวข้อและเนื้อหาของตำราเรียนมีความเกี่ยวข้องกับความต้องการของนักเรียนในฐานะผู้เรียนภาษาอังกฤษ					
20. หัวข้อและเนื้อหาในหนังสือเป็นเรื่องจริงทั่วไป					
21. หัวข้อและเนื้อหาในหนังสือน่าสนใจ ท้าทายและสร้างแรงจูงใจ					
22. หัวข้อและเนื้อหาในหนังสือมีความหลากหลาย					
23. หนังสือที่ใช้ไม่ได้มีอคติทางด้านวัฒนธรรมและไม่ได้นำเสนอภาพลบใดๆ					
<b>ความสอดคล้องโดยภาพรวม:</b>					
24. หนังสือเพิ่มความสนใจในการเรียนภาษาอังกฤษของตน					
25. ถิ่นจะเลือกใช้หนังสือเล่มนี้อีก					

ตอนที่ 3 ความพึงพอใจต่อกิจกรรมในห้องเรียน

	5	4	3	2	1
<b>ในวิชาภาษาอังกฤษ กิจกรรมที่ฉันชอบ:</b>					
<b>กิจกรรมที่เกี่ยวกับทักษะการอ่าน</b>					
1. อ่านในใจ					
2. อ่านออกเสียงพร้อมกันทั้งห้อง					
3. อ่านเพื่อหาข้อมูล เช่น อ่านแล้วตอบคำถาม					
4. อ่านข้อความเพื่อวิเคราะห์หลักภาษา เช่น กาล(tense) คำเชื่อม					
<b>กิจกรรมที่เกี่ยวกับทักษะการพูด</b>					
5. ร่วมการอภิปราย					
6. มีส่วนร่วมในกิจกรรมการพูด เช่น พิจารณาออกเสียง					
7. นำเสนอผลงานเป็นกลุ่ม					
8. นำเสนอผลงานเป็นรายบุคคล					
9. พูดคุยกับเพื่อนเป็นภาษาอังกฤษระหว่างอยู่ในห้องเรียน					
10. ฟังเพื่อนพูดภาษาอังกฤษในห้องเรียน					
<b>กิจกรรมที่เกี่ยวกับทักษะการฟัง</b>					
11. ฟังเพื่อนพูดนำเสนอผลงาน					
12. ฟังอาจารย์อธิบายเกี่ยวกับทักษะต่าง ๆ เช่น วิธีการเขียนรายงาน (ในแง่ของการใช้ภาษา)					
13. ฟังอาจารย์อธิบายเกี่ยวกับหลักภาษา เช่น ในแง่ของหน้าที่ของภาษา หลักการใช้ประโยคกรรตุวาจก (active voice) และประโยคกรรมวาจก (passive voice)					
14. ศึกษาด้วยตนเองโดยการฟังในห้องปฏิบัติการทางภาษา					
15. ฟังจากไฟล์เสียง					
16. ดูเทปบันทึกของตนเอง เช่น การนำเสนองาน การประชุม					
17. ดูและฟังจาก training วิดีโอ					
<b>กิจกรรมที่เกี่ยวกับทักษะการเขียน</b>					
18. เขียนบทความย่อหน้าสั้น ๆ เป็นรายบุคคล					
19. นำแบบฝึกหัดด้านการเขียน เช่น เติมคำในช่องว่าง, แก้ไขประโยคให้ถูกต้อง					
20. เขียนบทความย่อหน้าสั้น ๆ เป็นกลุ่มย่อยระหว่างอยู่ในชั้นเรียน					
21. ทำการบ้านที่เป็นงานเขียนเช่น เขียนจดหมาย บันทึก-ข้อความ ข้อความ รายงาน					
<b>กิจกรรมที่เกี่ยวกับการสอบ</b>					
22. ตรวจสอบงานเขียนของตนเอง					
23. ทำข้อสอบแบบไม่มีคะแนน					
24. ทำข้อสอบแบบมีคะแนน					
25. ฝึกเขียนคำตอบของข้อสอบภายในเวลาที่จำกัด					
<b>กิจกรรมที่เกี่ยวกับลักษณะการทำงาน</b>					
26. ทำงานเป็นรายบุคคล					
27. ทำงานเป็นคู่					
28. ทำงานเป็นกลุ่ม					

โปรดระบุเหตุผลต่อความต้องการใช้กิจกรรมในห้องเรียนดังกล่าว.....  
 .....

แบบสอบถามเกี่ยวกับความคิดเห็นที่มีต่อหนังสือเรียนภาษาอังกฤษ และความพึงพอใจต่อกิจกรรมในชั้นเรียนของครูผู้สอนวิชาภาษาอังกฤษ

คำชี้แจง แบบสอบถามฉบับนี้ มีวัตถุประสงค์เพื่อรวบรวมรายละเอียดเกี่ยวกับความคิดเห็นที่มีต่อหนังสือเรียนภาษาอังกฤษ และความพึงพอใจต่อกิจกรรมในชั้นเรียนของครูผู้สอนวิชาภาษาอังกฤษ ทั้งนี้เพื่อนำข้อมูลที่ได้ไปใช้เป็นข้อมูลประกอบการประเมินผลเพื่อหาความสัมพันธ์ระหว่างความคิดเห็นต่อหนังสือเรียนภาษาอังกฤษและความพึงพอใจต่อกิจกรรมการเรียน ดังนั้นการตอบแบบสอบถามครั้งนี้จะไม่มีผลใดๆทั้งสิ้นต่อตัวท่าน

แบบสอบถามนี้แบ่งออกเป็น 3 ตอน โปรดตอบทุกตอนและทุกข้อ

ตอนที่ 1 คำถามเกี่ยวกับข้อมูลของผู้ตอบแบบสอบถาม จำนวน 2 ข้อ

ตอนที่ 2 คำถามเกี่ยวกับความคิดเห็นต่อหนังสือเรียนภาษาอังกฤษ จำนวน 40 ข้อ

แบบสอบถามฉบับนี้มีทั้งหมด 40 ข้อ กรุณาอ่านคำถามแต่ละข้อและตอบคำถาม โดยการกาเครื่องหมาย ✓ ในช่องที่ตรงกับตัวท่านมากที่สุด เพียงข้อละ 1 ช่องเท่านั้น

ตัวเลขที่ท่านจะใช้เลือกตอบ มีความหมายดังต่อไปนี้

- |   |                                  |
|---|----------------------------------|
| 1 | หมายถึง ไม่เห็นด้วยเป็นอย่างยิ่ง |
| 2 | หมายถึง ไม่เห็นด้วย              |
| 3 | หมายถึง ไม่แน่ใจ                 |
| 4 | หมายถึง เห็นด้วย                 |
| 5 | หมายถึง เห็นด้วยเป็นอย่างยิ่ง    |

ตอนที่ 3 คำถามเกี่ยวกับความพึงพอใจต่อกิจกรรมในห้องเรียน จำนวน 28 ข้อ

แบบสอบถามฉบับนี้มีทั้งหมด 28 ข้อ กรุณาอ่านคำถามแต่ละข้อและตอบคำถาม โดยการกาเครื่องหมาย ✓ ในช่องที่ตรงกับตัวท่านมากที่สุด เพียงข้อละ 1 ช่องเท่านั้น

ตัวเลขที่ท่านจะใช้เลือกตอบ มีความหมายดังต่อไปนี้

- |   |                                  |
|---|----------------------------------|
| 1 | หมายถึง ไม่เห็นด้วยเป็นอย่างยิ่ง |
| 2 | หมายถึง ไม่เห็นด้วย              |
| 3 | หมายถึง ไม่แน่ใจ                 |
| 4 | หมายถึง เห็นด้วย                 |
| 5 | หมายถึง เห็นด้วยเป็นอย่างยิ่ง    |

ผู้วิจัยใคร่ขอความกรุณาให้ท่านตอบแบบสอบถามทุกข้อ ที่ตรงกับพฤติกรรมการเรียนภาษาอังกฤษของท่านมากที่สุด และหวังเป็นอย่างยิ่งที่จะได้รับความร่วมมือจากท่านและขอขอบคุณทุกท่านที่ได้ให้ความร่วมมือในการตอบแบบสอบถามฉบับนี้มา ณ ที่นี้ด้วย

นางสาวศิริพร เขียนวงศ์  
นักศึกษาระดับปริญญาโท  
สาขาวิชาภาษาศาสตรบัณฑิต  
มหาวิทยาลัยมหิดล

**ตอนที่ 1: ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม**

1. เพศ: ( ) ชาย ( ) หญิง    2. อายุ: \_\_\_\_\_

**ตอนที่ 2 ความคิดเห็นต่อหนังสือเรียนภาษาอังกฤษ**

	5	4	3	2	1
<b>การคำนึงถึงการใช้งาน:</b>					
1. ราคาของหนังสือมีความเหมาะสม					
2. หนังสือใช้ง่าย					
3. หนังสือเป็นเล่มที่เพิ่งตีพิมพ์ล่าสุด					
4. หนังสือมาพร้อมกับคู่มือครู หนังสือแบบฝึกหัด และเทป/ซีดี					
5. ผู้แต่งหนังสือเล่มนี้มีความคิดเห็นต่อภาษาและกระบวนการการสอนคล้ายคลึงกับความคิดเห็นของฉัน					
<b>รูปแบบและการออกแบบ:</b>					
6. หนังสือมีรายละเอียดโดยรวมของหน้าที่ภาษา(functions) โครงสร้างทางภาษา และคำศัพท์ ที่จะใช้สอนในแต่ละบท					
7. รูปแบบและการออกแบบมีความเหมาะสม ชัดเจน					
8. หนังสือถูกเรียบเรียงอย่างมีประสิทธิภาพ					
9. มีคำศัพท์หรือคลังศัพท์ที่เพียงพอ					
10. มีส่วนของการทบทวนบทเรียน และแบบฝึกหัด					
11. มีชุดแบบทดสอบหรือข้อเสนอแนะในการทำทดสอบที่เพียงพอ					
12. หนังสือของครูมีคู่มือการใช้					
13. จุดประสงค์ของหนังสือมีผู้ทั้งในหนังสือของครูและของนักเรียน					
<b>กิจกรรม:</b>					
14. หนังสือมีความสมดุลด้านกิจกรรม					
15. กิจกรรมมีการส่งเสริมให้ฝึกพูดสื่อสารอย่างมีความหมาย					
16. กิจกรรมครอบคลุมทั้งงานเดี่ยว งานคู่และงานกลุ่ม					
17. หลักไวยากรณ์และคำศัพท์ถูกนำเสนอในเนื้อหาที่สนใจและเป็นจริง					
18. กิจกรรมมีการส่งเสริมการโต้ตอบเชิงสร้างสรรค์					
19. กิจกรรมนำไปสู่การจัดการความรู้เพื่อริเริ่มในการเรียนภาษาใหม่					
20. กิจกรรมในหนังสือสามารถปรับเปลี่ยนหรือเพิ่มเติมได้					
<b>ทักษะ:</b>					
21. หนังสือมีทักษะที่นักเรียนของฉันสนใจจะฝึกฝน					
22. หนังสือที่ใช้มีความสมดุลด้านทักษะทางภาษาทั้งสี่ทักษะ					
23. หนังสือให้ความสำคัญกับทักษะย่อย เช่น การฟังเพื่อจับใจความสำคัญ การจดบันทึกย่อ อ่านคร่าวๆ เพื่อดูข้อมูล ฯลฯ					
24. หนังสือเน้นการฝึกออกเสียง เช่น การเน้นคำ เสียงสูงต่ำ					
25. การฝึกฝนทำแบบฝึกหัดในแต่ละทักษะมีการนำทักษะอื่นเข้ามาเพื่อการฝึกฝนด้วย					
<b>รูปแบบของภาษา:</b>					
26. ภาษาที่ใช้ในหนังสือเป็นภาษาที่ใช้ได้จริงในชีวิตประจำวัน เช่น ภาษาที่ใช้พูดกันทั่วไป					
27. ภาษาที่ใช้เหมาะสมกับระดับและความสามารถทางภาษาอังกฤษของนักเรียน					
28. หลักไวยากรณ์และคำศัพท์มีความเหมาะสม					
29. มีการนำเสนอหลักไวยากรณ์ด้วยตัวอย่างที่ง่ายและคำอธิบายที่ง่าย					

30. มีการยกตัวอย่างหน้าที่ภาษา (language functions) ของภาษาอังกฤษที่นักเรียนมีแนวโน้มจะได้อ่านในอนาคต					
31. ภาษาที่ใช้ในหนังสือได้แสดงให้เห็นถึงความหลากหลายของคำศัพท์และสำเนียง					
<b>หัวข้อและเนื้อหา:</b>					
32. หัวข้อและเนื้อหาของตำราเรียนมีความเกี่ยวข้องกับความต้องการของนักเรียนในฐานะผู้เรียนภาษาอังกฤษ					
33. หัวข้อและเนื้อหาในหนังสือเป็นเรื่องจริงทั่วไป					
34. หัวข้อและเนื้อหาในหนังสือน่าสนใจ ท้าทายและสร้างแรงจูงใจ					
35. หัวข้อและเนื้อหาในหนังสือมีความหลากหลาย					
36. หนังสือที่ใช้ไม่ได้มีอคติทางด้านวัฒนธรรมและไม่ได้นำเสนอภาพลบใดๆ					
<b>สรุป</b>					
37. หนังสือเหมาะสมกับจุดประสงค์ของการเรียนภาษาของสถาบันของฉัน					
38. หนังสือเหมาะสมสำหรับชั้นเรียนขนาดเล็ก-กลาง และชั้นเรียนของนักศึกษาในมหาวิทยาลัย					
39. หนังสือเพิ่มความสนใจในการเรียนภาษาอังกฤษของนักเรียน					
40. ฉันจะเลือกใช้หนังสือเล่มนี้					

ตอนที่ 3 ความพึงพอใจต่อกิจกรรมในห้องเรียน

	5	4	3	2	1
<b>ในวิชาภาษาอังกฤษ กิจกรรมที่ฉันชอบให้นักเรียนปฏิบัติ:</b>					
<b>กิจกรรมที่เกี่ยวกับทักษะการอ่าน</b>					
1. อ่านในใจ					
2. อ่านออกเสียงพร้อมกันทั้งห้อง					
3. อ่านเพื่อหาข้อมูล เช่น อ่านแล้วตอบคำถาม					
4. อ่านข้อความเพื่อวิเคราะห์หลักภาษา เช่น กาล(tense) คำเชื่อม					
<b>กิจกรรมที่เกี่ยวกับทักษะการพูด</b>					
5. ร่วมการอภิปราย					
6. มีส่วนร่วมในกิจกรรมการพูด เช่น พิจารณาออกเสียง					
7. นำเสนอผลงานเป็นกลุ่ม					
8. นำเสนอผลงานเป็นรายบุคคล					
9. พูดคุยกับเพื่อนเป็นภาษาอังกฤษระหว่างอยู่ในห้องเรียน					
10. ฟังเพื่อนพูดภาษาอังกฤษในห้องเรียน					
<b>กิจกรรมที่เกี่ยวกับทักษะการฟัง</b>					
11. ฟังเพื่อนพูดนำเสนอผลงาน					
12. ฟังอาจารย์อธิบายเกี่ยวกับทักษะต่าง ๆ เช่น วิธีการเขียนรายงาน (ในแง่ของการใช้ภาษา)					
13. ฟังอาจารย์อธิบายเกี่ยวกับหลักภาษา เช่น ในแง่ของหน้าที่ของภาษา หลักการใช้ประโยคกรรตุวาก (active voice) และประโยคกรรมวาก (passive voice)					
14. ศึกษาด้วยตนเองโดยการฟังในห้องปฏิบัติการทางภาษา					
15. ฟังจากไฟล์เสียง					
16. ดูเทปบันทึกของตนเอง เช่น การนำเสนองาน การประชุม					
17. ดูและฟังจาก trainingวิดีโอ					
<b>กิจกรรมที่เกี่ยวกับทักษะการเขียน</b>					
18. เขียนบทความย่อหน้าสั้น ๆ เป็นรายบุคคล					
19. ทำแบบฝึกหัดด้านการเขียน เช่น เติมคำในช่องว่าง, แก้ไขประโยคให้ถูกต้อง					
20. เขียนบทความย่อหน้าสั้น ๆ เป็นกลุ่มย่อยระหว่างอยู่ในชั้นเรียน					
21. ทำการบ้านที่เป็นงานเขียนเช่น เขียนจดหมาย บันทึก-ข้อความ ข้อความ รายงาน					
<b>กิจกรรมที่เกี่ยวกับการสอบ</b>					
22. ตรวจสอบงานเขียนของตนเอง					
23. ทำข้อสอบแบบไม่มีคะแนน					
24. ทำข้อสอบแบบมีคะแนน					
25. ฝึกเขียนคำตอบของข้อสอบภายในเวลาที่จำกัด					
<b>กิจกรรมที่เกี่ยวกับลักษณะการทำงาน</b>					
26. ทำงานเป็นรายบุคคล					
27. ทำงานเป็นคู่					
28. ทำงานเป็นกลุ่ม					

โปรดระบุเหตุผลต่อความต้องการใช้กิจกรรมในห้องเรียนดังกล่าว.....  
 .....

**APPENDIX D**  
**LETTERS OF CONSENT**

**Consent letter for Spratt's questionnaire**

Title: Consent letter for Spratt' s (1999) questionnaire adaptation

From: SIRIPORN KHIENWONG <khienwong.s@gmail.com>

To: mary.spratt@ntlworld.com

On Jun Jun 27, 2013 at 10:23 PM

Dear Dr. Spratt,

I am a Master Degree student in Applied Linguistics, Mahidol University, Thailand. I am undertaking my thesis on the topic of "A study of textbooks and classroom activities as perceived by teachers and students". This research aims to investigate preferences of teachers and students on classroom activities. The content of the questionnaire is adapted from Spratt' s (1999) questionnaire. Thus, I would like to ask for your permission to use the questionnaire that you have developed in my research.

Look forward to receiving your confirmation.

Thank you very much for your kindness.

Sincerely yours,

Siriporn Khienwong

Title: Re: consent letter for Spratt' s (1999) questionnaire adaptation

From: Mary Spratt <mary.spratt@ntworld.com>

Sent: Mon, Jul 1, 2013 at 5:05 PM

To: SIRIPORN KHIENWONG <khienwong.s@gmail.com>

Dear Siriporn Khienwong

Yes, this fine. Good luck with your research.

Best wishes

Mary Spratt

**Consent letter for Textbook evaluation form**

Title: Consent letter for Textbook Evaluation Form adaptation

From: SIRIPORN KHIENWONG <khienwong.s@gmail.com>

To: davidralitz@yahoo.

On Jun 27, 2013 at 8:59 PM

Dear Professor,

I am a Master Degree student in Applied Linguistics, Mahidol University, Thailand. I am planning to do a thesis on the topic of "A study of textbook and classroom activities as perceived by teachers and students". This research aims to investigate opinions on English textbook employed by both teachers and students. The content of the questionnaire is adapted from Teacher and Student Textbook Evaluation. Thus, I would like to ask for your permission to use Teacher and Student Textbook Evaluation that you have developed in my research.

Look forward to receiving your confirmation.

Thank you very much for your kindness.

Sincerely yours,

Siriporn Khienwong

Title: Re: Consent letter for Textbook Evaluation Form adaptation

From: David Litz<davidralitz@yahoo.com>

Sent: Fri, Jun 28, 2013 at 3:01 PM

To: SIRIPORN KHIENWONG <khienwong.s@gmail.com>

Hello,

It is fine to use the teacher and student textbook evaluation materials from my paper.

Best of luck with your studies.

Regards,

D Litz

## **BIOGRAPHY**

<b>NAME</b>	Miss Siriporn Khienwong
<b>DATE OF BIRTH</b>	May 13, 1988
<b>PLACE OF BIRTH</b>	Si Sa Ket, Thailand
<b>INSTITUTION ATTEND</b>	Mahidol University, 2011-2013 Master degree of Arts (Applied Linguistics) Khon Kaen University, 2007-2010 Bachelor of Arts (English)
<b>CONTACT</b>	Email: khienwong.s@gmail.com Mobile: 081-5865611