

**EFL UNIVERSITY TEACHERS' PERCEPTIONS OF THEIR
LANGUAGE TEACHING MATERIALS:
AS THE TEACHERS TELL IT THEMSELVES**

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ABSTRACT

The purpose of the present study was to document and reveal EFL teachers' perceptions of their language teaching materials and depict how such perceptions influenced their teaching performances. Schwab's (1969, 1970, 1973, 1983) ideas of practical curriculum inquiry was employed as a theoretical framework to guide the study, which was conducted in a particular Thai educational context at a tertiary level.

Eleven EFL teachers from the Department of Foreign Languages at Scholar University agreed to participate in the study. Data were collected from three qualitative methods including interviews, classroom observations, and written documents. All eleven teachers agreed to be interviewed. Six of these permitted the researcher to observe their teaching. Written documents relating to the Scholar University's EFL curriculum development and instruction (such as curricula and course descriptions, syllabi and course outlines, and teaching materials) were collected throughout a term of data collection. The qualitative data from these three different sources were analyzed and triangulated to augment the validity of findings.

Data uncovered differences in perceptions among these teachers. That is, the teachers who were authorized to choose and develop their own teaching materials liked those materials, whereas the teachers who were prescribed materials perceived that the teaching materials had some weaknesses. Furthermore, these participating EFL teachers followed their teaching materials in different degrees. The teachers who liked the teaching materials developed by themselves relied heavily on the materials. However, the teachers who perceived that the materials had some weaknesses and those who disliked the materials did not strictly followed the materials. Instead, they adapted the activities and exercises to serve their teaching purposes.

It could be concluded that all the participating teachers relied on their teaching materials to various degrees and extents despite the fact that there were some differences in the perceptions they held toward the teaching materials.

KEY WORDS: TEACHERS' PERCEPTIONS / TEACHING MATERIALS / PERCEPTIONS OF TEACHING MATERIALS / TEACHING PERFORMANCES / MATERIAL DEVELOPMENT / MATERIAL ADAPTATION

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การรับรู้และเข้าใจในสื่อที่ใช้สอนภาษาอังกฤษของอาจารย์ในระดับมหาวิทยาลัย: คำบอกเล่าจากประสบการณ์ตรงของอาจารย์ผู้สอน (EFL UNIVERSITY TEACHERS' PERCEPTIONS OF THEIR LANGUAGE TEACHING MATERIALS: AS THE TEACHERS TELL IT THEMSELVES)

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาเกี่ยวกับการรับรู้และเข้าใจในสื่อที่ใช้สอนภาษาอังกฤษของอาจารย์ในระดับมหาวิทยาลัยแห่งหนึ่ง และเพื่อศึกษาการรับรู้และเข้าใจในสื่อการสอนนั้นส่งผลกระทบต่ออย่างไรในการสอนภาษาอังกฤษในชั้นเรียน งานวิจัยนี้ใช้ทฤษฎี Practical Curriculum Inquiry ของ Schwab's (1969, 1970, 1973, 1983) เป็นแนวทางในการศึกษาวิจัย

อาจารย์ผู้สอนจากภาควิชาภาษาต่างประเทศในมหาวิทยาลัยแห่งหนึ่ง จำนวน 11 คน ได้ตอบรับเป็นกลุ่มตัวอย่าง เนื่องจากงานวิจัยนี้เป็นงานวิจัยเชิงคุณภาพ เพื่อเป็นการสร้างความเที่ยง (validity) ให้กับข้อมูล ผู้วิจัยจึงเก็บรวบรวมและวิเคราะห์ข้อมูล 3 วิธี คือ สัมภาษณ์ สังเกตการสอน และเก็บรวบรวมเอกสารที่เกี่ยวข้องกับการเรียนการสอนวิชาภาษาอังกฤษจากภาควิชา เช่น คำบรรยายหลักสูตรวิชาภาษาอังกฤษ และสื่อการสอนวิชาภาษาอังกฤษ สำหรับการสัมภาษณ์อาจารย์ผู้สอนที่เข้าร่วมเป็นกลุ่มตัวอย่างในงานวิจัยนี้ ทุกคนตอบรับการสัมภาษณ์จากผู้วิจัย ในจำนวนนี้อาจารย์ทุกคนอนุญาตให้ผู้วิจัยเข้าสังเกตการสอนในห้องเรียน ส่วนการรวบรวมเอกสารที่เกี่ยวข้อง ผู้วิจัยได้รวบรวมเอกสารของตลอดภาคการศึกษาที่มีการเก็บข้อมูล

ผลการวิเคราะห์ข้อมูลพบว่า การรับรู้และเข้าใจในสื่อที่ใช้สอนภาษาอังกฤษของอาจารย์ในมหาวิทยาลัยแห่งนี้มีความแตกต่างกัน นั่นคือ กลุ่มอาจารย์ที่เป็นผู้ตัดสินใจเลือกและผลิตสื่อการสอนให้กลุ่มรายวิชาของตนมีความชอบสื่อการสอนที่ตนเองผลิตหรือเลือก ในขณะที่กลุ่มอาจารย์ที่ได้รับมอบหมายให้ใช้สื่อการสอนในชั้นเรียนโดยตนเองไม่ได้เป็นผู้ตัดสินใจเลือกเอง ไม่ชอบสื่อเหล่านั้นและพิจารณาเห็นข้อบกพร่องต่าง ๆ ในขณะที่ใช้สื่ออื่น ๆ สอน นอกจากนี้ ยังพบอีกว่า อาจารย์ที่เข้าร่วมในการให้ข้อมูลในงานวิจัยนี้ มีวิธีการใช้สื่อการสอนในชั้นเรียนแตกต่างกันออกไป อาจารย์ที่ชอบในสื่อการสอนของตนสอนตามเนื้อหาในหนังสืออย่างเคร่งครัด ในขณะที่กลุ่มอาจารย์ที่พบข้อผิดพลาดในสื่อการสอน และกลุ่มที่ไม่ชอบในสื่อการสอนไม่เคร่งครัดในการสอนตามเนื้อหา แต่ได้ปรับกิจกรรมและแบบฝึกหัดตามที่พิจารณาว่าเหมาะสม

ข้อสรุปของงานวิจัยนี้คือ แม้ว่าอาจารย์แต่ละคนจะมีความชอบสื่อแตกต่างกันและมีความเคร่งครัดต่างกันใน การสอนตามเนื้อหาที่สื่อการสอนนั้น ๆ กำหนดไว้ ทุกคนที่เข้าร่วมในงานวิจัยนี้ยังคงมีความจำเป็นที่จะต้องใช้สื่อการสอนตามที่เลือกซื้อหรือจัดทำขึ้นมาเพื่อให้สอดคล้องกับหลักสูตรวิชาภาษาอังกฤษที่มหาวิทยาลัยกำหนดไว้

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PREFACE

The purpose of the present study is to document and reveal EFL university teachers' perceptions of their language teaching materials in a Thai university context and depict how these perceptions impact teachers' teaching practices. This study contains seven chapters. CHAPTER ONE offers the rationale of the study and a problem statement highlighting the necessity for the study. Also included are the theoretical concepts of practical curriculum inquiry suggested by Schwab (1969, 1970, 1973, 1983) used as a conceptual framework of the study. The chapter ends with scope of the study and research questions of the present study.

CHAPTER TWO deals with the literature on the perceptions that language teacher hold toward their teaching materials and how those perceptions affect the teachers' classroom instruction. To do so, the literature from Thailand is also examined to describe how much of this particular issue is known in a Thai context.

CHAPTER THREE describes the methodology of data collection methods and analyses for the present study. Multiple qualitative data sources including interviews, classroom observations, and written documents were employed to gain a deeper understandings and insightful data of the issues being studied. In addition, this chapter gives the details of the data collection procedures, the participants, and data analysis for the present study.

CHAPTER FOUR clarifies data sources from written documents and interviews were examined and analyzed to offer descriptive information depicting a general background of EFL courses of the participating university of the present study. Together, these two data sources were interwoven to depict and exemplify 1) the nature of the Scholar University; 2) EFL courses offered at Scholar University; 3) EFL curricula and course descriptions; and 4) the nature of the Department of Foreign Languages at Scholar University.

CHAPTER FIVE describes and discusses qualitative data gathered from participating EFL teachers. Two data sources including interviews and written documents were analyzed. Written documents helped depict the characteristics and the development of the teaching materials used for the EFL instruction in the participating

university. Interview data revealed the perceptions of the participants toward such language teaching materials used in their language teaching and learning.

CHAPTER SIX gives more insights into how the participating EFL teachers used their teaching materials in their actual classrooms. In particular, this chapter wove together the participants' interviews and the researcher's field notes recorded during her classroom observations of these teachers. These two distinct data sources, once woven together could demonstrate how these teachers actually used the teaching materials in their teaching practices, and whether what they did in their classrooms contradicted their responses during interviews.

Finally, CHAPTER SEVEN focuses on answering the research questions raised in the present study. Here, the conclusion and discussion of the study are presented to answer these research questions. Moreover, new questions are also raised for future directions.

CHAPTER I

INTRODUCTION

LANGUAGE TEACHERS AND THEIR LANGUAGE TEACHING MATERIALS

This chapter contains four sections. First, the rationale of the study section offers a background of the study. Second, a problem statement is sketched to highlight the necessity for the study. Third, a conceptual framework is included not only to frame the study but also to outline scope of the present study. Finally, the chapter ends with scope of the study and research questions of the present study.

1.1 Rationale of the Study

In the field of general education, several researchers and educators have highlighted the significance of instructional materials, especially textbooks. These educator and evaluators such as Apple (1986), Apple (2001), Barakovskaia (2004), Dove (1998), Lubben, Campbell, Kasanda, Kapenda, Gaoseb, and Kandjeo-Marenga (2003), Reys, Reys, and Chavez, (2004) defined textbooks as the integral part of curricula and teaching. In his book, Apple (1986) underscored how much American teachers and students relied on textbooks in their teaching and learning. Apple further exemplified an occurrence in the uses of textbooks in the United States. He wrote that the American students spent “90 percent of their time on homework” (p.85) with textbooks. Moreover, he maintained that teaching materials particularly textbooks determine how curriculum is constructed and what students are taught in the United States school contexts. Apple comments,

Whether we like it or not, the curriculum in most American schools is not defined by courses of study or suggested programs, but by one particular artifact, the grade-level-specific text. (p. 85)

Citing Goldstein (1978), Apple (2001) reemphasized the significance of the teaching materials. More often than not, the teaching material,

[B]ecomes the “real curriculum” that is filtered through the lived culture of teachers and students as they go about their daily lives in classrooms. Whether we like it or not, the textbook dominates the curriculum and teaching practices of many classrooms. (p.283)

Similarly, Barakovskaia (2004) stressed that textbook “serves as the main guidepost in the educational process” (p. 71) for the schoolteachers. Textbook, as Barakovskaia further argued, provided the sources of learning involving the real world to the students. He contended,

[I]t also performs the function of pedagogical resource for all of the students’ work. It serves as the source of new knowledge about the world, events, and phenomena. (p. 71)

In a similar vein, an article by Reys, Reys, and Chavez (2004) underscored how textbooks were important for the teachers to teach Mathematics in schools. Particularly, these educators further identified three different functions of Mathematics textbooks as follows.

First, it determines how the teacher will sequence material. ... [Second], the textbook also suggests the content that teachers should teach. ... Textbooks’ third crucial role is to provide the teacher with activities and instructional ideas for engaging students in the topics presented. Textbooks serve as a set of lesson plans for the teacher, complete with sample problems, diagrams, worked-out examples, and homework assignments. (pp. 62-63)

Smirnov (2004) emphasized that textbooks functioned as the essential sources in the teaching of Science. He maintained,

[T]he textbook will retain the role of one of the most important sources of scientific educational information and a vital didactic tool of the schoolteacher’s overall pedagogical training. (p. 61)

Dove’s article (1998) stressed the significance of textbooks in both advanced nations and third world countries. He emphasized, “the textbook in the United States, as well as in advanced nations and third-world countries” (p. 24) played an important role in the curriculum development and instruction. Particularly, Dove argued that textbooks in the third-world countries are “significantly more important” (p. 24) than in the developed countries. This was because in third-world countries, textbooks acted as the core for the students in their studies. The significance of textbooks, as Dove contended, inevitably generated a debatable issue concerning people involved in the material selection. She wrote,

Given that textbooks are primary means of communicating information and instruction to students across all grade levels, it is not surprising that textbook selection is a controversial issue. Nor is it surprising that the value, quality and usage of textbooks continue to be debated. (p.25)

In responding to what these researchers and educators argued, there appears to be a need to study further the significance of teaching materials in educational contexts. That is, How do the teaching materials dominate the curriculum development and instruction? How are the teaching materials really used in the teaching and learning contexts? What kind of teaching materials are appropriate to be used in the particular school contexts? For example, a study by Lubben, Campbell, Kasanda, Kapenda, Gaoseb, and Kandjeo-Marenga (2003) underlined how textbooks dominated curriculum development and instruction in education. In particular, these researchers conducted a study to look into how science teachers in one particular educational context actually used their prescribed textbooks in their teaching practices. In particular, Lubben et al. investigated how the Namibian teachers perceived their uses of five prescribed science textbooks for the actual teaching in Junior and Senior Secondary classes in Namibia. The researchers employed three data collection methods to gather data. These included oral classroom exchanges, classroom observations, and written documents (copies of the sections of prescribed textbooks). Overall, the findings of their study revealed that most teachers participating in the study rarely used five prescribed textbooks for classroom activities such as text comprehension, definition of terms, data interpretation, small group tasks, and practical activities. Moreover, these teachers hardly assigned their students to do exercises in the textbooks as homework. This was because these teachers perceived the textbook as “an authoritative source of the expected science content knowledge (Luke et al., 1989) rather than a resource for learning activities” (p. 122). Briefly, the findings of the study by Lubben et al. offered some insights into the development of curricula, teaching, and teachers’ profession in this particular educational setting.

This is no exception in the realm of foreign language (FL) education. Textbooks and other teaching materials also play an important role in the teaching and learning of FL (Bruton, 1997; Hardy, 2004; Harmer, 2001; Hutchinson & Waters, 1987; Moulton, 1997; Tomlinson, 1998). An article by Bruton (1997) stressed that “coursebooks are so central to most EFL teaching” (p. 283). Further, he highlighted that an effective coursebook used

for EFL teaching and learning should include the teaching content relevant to the learners' social contexts and should participate EFL teachers and learners to use the target language communicatively in the actual instruction of EFL. Bruton concluded,

The use of a coursebook is seen as a social activity, which should promote meaningful social and psychological interaction for progressive contextualized contextual learning. If this is so, a priority of coursebook content must be more relevance, together with the participation of learners and their teachers as diverse social contributors, with some common aims and characteristics. (p. 283)

Hardy (2004) specified that language instructional material was an important aspect in language teaching and learning. Therefore, FL teachers needed to consider the characteristics of such teaching materials carefully for the FL instruction. Moreover, Hardy highlighted other aspects, for example, characteristics of language, teaching content, cultural concepts, and teaching methods, that the FL teachers should perceive for the teaching practices. Hardy explained,

When teaching an international language such as English, teachers must consider the characteristics of such a language, the role culture plays in teaching, and language teaching in specific, the role language plays in the cultural expressions we make, and, the role the teaching materials and methods we use. (p. 22)

Similarly, Harmer's (2001) article emphasized the significance of coursebooks used for teaching foreign languages. He insisted that FL teachers needed coursebooks in their actual instruction. Particularly, colorful photographs, illustrations, and the design of most modern commercially available coursebooks, as Harmer argued, could stimulate and interest students to learn. Furthermore, the coursebooks equipped with extra materials, for example, Internet, companion sites, tapes, videos, CD-ROMs, workbooks, and teachers' guides, as Harmer believed, did not only offer convenience to FL teachers, but also helped the teachers plan and improve their teaching. He explained,

Like any lesson plan or succession of plans, they are *proposals* for action, not instructions for use. Teachers look at these proposals and decide if they agree with them, if they want to do things in the way the book suggests, or if, on the contrary, they are going to make changes, replacing things, modifying activities, approaching texts differently, or tackling a piece of grammar in a way which they, through experience, know to be more effective than the exercise on page 26. (p. 8)

In a like manner of what Bruton (1997), Hardy (2004), and Harmer (2001) highlighted, Tomlinson (1998) similarly stressed how important the textbooks and other teaching materials were in the language classrooms. He wrote,

Teaching materials are a key component in most language programs. Whether the teacher uses a textbook, instructionally prepared materials, or his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. In the case of inexperienced teachers, materials may also serve as a form of teacher training – they provide ideas on how to plan and teach lessons as well as formats that teachers can use. (p.251)

The foreign language educators mentioned above similarly emphasized the importance of textbooks and other teaching materials in the process of FL teaching and learning. However, Moulton's (1997) article focused on how language teaching materials, especially textbooks, could be used in classrooms. She suggested,

Textbooks alone do not improve student learning. Books must be well used by teachers, and their use must be supported by the larger instructional system. (p. 24)

In other words, Moulton argued for more research on how language teachers actually used the teaching materials in language classroom. This was because, as Moulton claimed, such research would offer some insightful data concerning the development of teaching and learning process, teaching materials, and teachers' profession. Particularly, Moulton raised a need for language researchers to go into classrooms to study how language teachers perceived their teaching materials and how language teachers used the materials in the actual classrooms. To study such an issue, researchers needed to talk to teachers to clarify teachers' perceptions of their teaching materials, and to observe how teachers used their teaching materials in their actual teaching. Moulton suggested,

It is difficult to find out how teachers use textbooks without actually observing them do so. Likewise, it is difficult to find out what they think about their use without actually asking them. (p. 22)

In a similar vein, Crookes (1997) and Hutchinson and Torres (1994) further argued that more studies on how language teachers perceived their teaching materials and how they used teaching materials in their actual teaching were needed. Crookes' (1997) article underscored how language teachers' perceptions of their language teaching materials influenced their instructional practices. Reviewing previous studies whose

findings critically criticized how the uses of language teaching materials affected language teachers' teaching performances (Freeman & Freeman, 1994; Long & Crookes, 1992; Ruiz, 1987), Crookes advanced his argument of such influences further. He noted, "Much of the curricula and materials that are touted as theoretically superior fail to have any basis in recent discoveries about the psychological and social processes of S/FL learning" (p.67). Crookes went on to discuss how state mandated curricula and textbooks determined how language teachers taught. Citing Komoski (1985), he wrote, "The problem is exacerbated by the fact that in many parts of state school systems, state or school boards mandate textbooks" (p.67). Crookes explained that when the second and foreign language (S/FL) teachers in the United States (U.S.) schools perceived the reduction of their responsibilities in profession, the teaching performance was largely influenced by their perceptions. Such school events indicated that the S/FL teaching materials in the U.S. school contexts failed to be used because the teachers almost always followed the texts in their instruction.

Hutchinson and Torres (1994) acknowledged that language teachers' perceptions of their language teaching materials had effects on their teaching performances. In the introduction section of an ESP (English for specific purposes) textbook for fisheries technology, Hutchinson and Torres argued the importance of textbooks in the daily teaching and learning of the English language. They emphasized that EFL teachers needed to view their actual needs and learn more about their textbooks. This was because the teachers' views and needs gave some insights into the process of change concerning textbook creation and teachers' professional development. Further, to gain such meaningful insights, Hutchinson and Torres contended the EFL teachers to examine what they and their learners really did with the textbooks during the process of teaching and learning English. They commented,

We have argued in this paper that the anti-textbook position rests on narrow and unsupported assumptions about the role that textbooks play. When we explored the ELT context more thoroughly, we discovered that far from being a problem, the textbook is an important means of satisfying the range of needs that emerge from the classroom and its wider context. Education is a complex and messy matter. What the textbook does is to create a degree of order within potential chaos. It is a visible and workable framework around which the many forces and demands of teaching-learning process can cohere to provide the basis of security and accountability that is necessary for purposeful action in the classroom. (p.327)

The above review of two published articles by Crookes (1997) and Moulton (1997), and a book section by Hutchinson and Torres (1994) substantiates a need to investigate language teachers' perceptions of their language teaching materials and to explore the influences of such perceptions (if any) on teachers' instructional performances. This is because findings emerging from FL teachers' perceptions not only offer situational understandings in various issues, but also give more insights into what FL teachers decide to do or not to do in their classrooms and why. Kleinsasser and Savignon (1991) argued,

Valued as are the reasoned proposals of linguists, applied linguists, and second/foreign language teaching methodologists, however, exploration of the potential of communicative language teaching cannot proceed without the involvement of classroom teachers. Teachers have intimate knowledge of the teaching context. They are needed on research teams to help frame the questions to be addressed as well as to interpret the outcome for methods and materials. (p.299)

Particularly, to gain such meaningful insights of situations, Savignon (1991) highlights the need to study the perceptions of second and foreign language teachers in different educational settings. This is because contexts are various. In other words, what happens in one situation can not be generalized to exemplify what happens in other contexts. She contended,

Broader issues of teacher understanding, preparation, and practice await exploration. Contexts of teaching vary widely. Community attitudes, use and/or perceived usefulness of the language being taught, and differences and similarities with respect to previously learned languages are among the more obvious variables. In these respects, the experience of a teacher of English in San Juan clearly differs from that of a teacher in Osaka, Cairo, or Bonn. And these experiences differ, in turn, from those of teachers in Sydney, Houston, or Bath. (p. 272)

Hence, the present researcher conducts a study to document and reveal how EFL university teachers in one educational arena in Thailand perceive their language teaching materials and to depict how their perceptions influence their teaching performances. Next, the problem statement underpinning the necessity for the present study is discussed. More importantly, the section outlines a review of selected studies to underscore the need to investigate how EFL teachers perceived their language teaching materials and how their perceptions had the effects on their teaching practices.

1.2 Problem Statement

Despite the call for more studies to investigate language teachers' perceptions of their instructional materials and to depict the impacts of such perceptions, little is known about such issues in the field of FL education. Many language researchers and educators seem to focus the attention of their studies and articles on how language teachers could develop and evaluate the teaching materials. For example, studies by Bartz and Fortney (1999), Emmenecker (2003), Gooch (1998), Grant and Starks (2001), and Wolfe (2004) had a similar attempt to generalize their findings and implications to FL teachers for alternative ways to develop their teaching materials. Studies by Gammon (2004), Martha, Catherine, and Sunderland (1997), Olivares-Cuhat (2002), Parry (2000), and Wong (2002) offered tools and ideas for FL teachers to evaluate language teaching materials.

Thailand is no exception. Much Thai research concerning the relationship between teachers and teaching materials largely focused on how to help EFL teachers develop their teaching materials (Armtontree, 2001; Chaikool, 1998; Chaiwinit, 2001; Inthong, 1998; Naumtong, 1996; Phukandan, 1996; Poonpon, 2002; Pornjamreon, 1997; Sujit, 1992; Sunsom, 2001; Watpanich, 1999). To some extent, the findings of these studies gave some understandings of the curriculum and professional development in educational contexts. Nonetheless, these findings could neither depict the perceptions that language teachers held toward their teaching materials nor describe how language teachers' perceptions impacted their classroom instruction.

In responding to what Kleinsasser and Savignon (1991), Moulton (1997), and Savignon (1991) called for more research on how language teachers perceived their language teaching materials and how teachers' perceptions impacted their classroom instruction, the researcher of the present study would go into one particular educational context in Thailand to document and reveal how EFL university teachers in a Thai university context perceive their language teaching materials and to depict how their perceptions influence their teaching performances. Particularly, the present researcher defined perceptions as "the recognition and understanding of events, objects, and stimuli through the uses of senses (sight, hearing, touch, etc.)" (Richards, Platt, & Platt, 1992, pp. 268-269), in this case it focuses on the perceptions that the EFL university teachers have toward their teaching materials.

To do so, the researcher borrows the ideas of practical curriculum inquiry suggested by Schwab (1969, 1970, 1973, 1983) as a theoretical framework to situate a study within such an educational context. In the next section, the practical curriculum inquiry will be sketched to substantiate the rationales underlying the investigation of EFL teachers' perceptions.

1.3 Conceptual Framework

Practical curriculum inquiry, as Schwab (1969, 1970, 1973, 1983) contended, offers another alternative way to approach curriculum development. The character of practical curriculum inquiry is based on the ideas that each context is essentially unique (Schwab, 1969). Thus, it cannot be assumed that what happens in one situation will as well happen in other contexts. Hence, Schwab (1969) argues for a researcher to go into a particular context with which he/she is concerned to investigate what is happening in such a context. Practical curriculum inquiry, as Schwab highlights (1969), could be accomplished with an integration of practical assumptions, eclectic arts, and interactions among commonplaces. Following is a brief explanation of the three elements regarding the practical curriculum inquiry development.

1.3.1 Practical Assumptions

Building on Schwab (1969, 1970), Schubert (1986) argued that practical assumptions focus on deliberation of the meaning and understanding of people in educational situations. Under the conception of practical assumptions, people in a similar historical, political, and social context act as informants to share experiences for generating situational insights. These insights hence are specific and cannot be generalized. He states, "practical curriculum inquiry must engage primarily those who live in the educational setting in question, and outside authorities only secondarily" (p. 289). In other words, a full understanding of what happens in the settings can emerge by people who engage deeply in such situations. Schubert identified four practical assumptions regarding practical curriculum inquiry as follows.

1. The source of problems is found in a *state of affairs*, not in the abstract conjuring of researchers who tend to imagine similarities among situations that cannot be grouped together defensibly.

2. The method of practical curriculum inquiry is *interaction* with the state of affairs to be studied, rather than detached induction upon it and deduction about it.
3. The subject matter sought in the process of practical curriculum inquiry is *situational insight and understanding*, instead of lawlike generalizations that extend across a wide range of situations.
4. The end of practical curriculum inquiry is *increased capacity to act morally and effectively* in pedagogical situations, not primarily the generation of generalized, publishable knowledge. (Schubert, 1986, p.289, italics original)

1.3.2 Eclectic Arts

The second element required for practical curriculum inquiry is eclectic arts. Under the concept of eclectic arts, practical curriculum inquiry could not be generated by practical experiences or knowledge alone. Schwab (1969, 1970) hence emphasized the necessity for any persons interested in developing practical curriculum inquiry to have both practical and broad theoretical knowledge in order to be able to select and match theories with instructional practices in their educational environments. Having both types of knowledge will help the persons adapt, tailor, or combine perspectives of such knowledge not only to address what is actually happening in situation but also to propose practical resolutions for these problems. Schubert (1986) described three aspects of eclectic arts:

1. The capacity to *match* theoretical or disciplinary knowledge and perspectives to situational needs and interests.
2. The capacity to *tailor and adapt* theoretical or disciplinary knowledge and perspectives to situational needs and interests. (This is necessary because extant theories only account for a small proportion of phenomena in the world, thus, making matching a limited strategy.)
3. The capacity to *generate alternative course of action* and to anticipate the consequences of such action for moral good. (This is necessary because extant theories are irrelevant to much of the world's phenomena even if they are tailored, adapted, combined, stretched, and modified in all conceivable ways.) (p. 297, italics original)

1.3.3 Interactions among Commonplaces

Also needed for the persons who participate in practical curriculum inquiry is the ability to interact with an educational setting comprising teachers, learners, subject matter, and milieu, as what Schwab (1971) termed, the four commonplaces. Such an understanding of this interaction could result in a deeper and better understanding of what

happens in a particular context. Expanding on Schwab, Schubert (1986) defined the four commonplaces as,

Teachers and learners, or administrators, researchers, and the public who want to comprehend better the curriculum that affects thought, feeling, outlook, and behavior would do well to consider the interaction among commonplaces in the educational setting with which they are concerned. (pp. 301-302)

Schubert further offered a table to depict how the four commonplaces could interact with one another.

	Teachers	Learners	Subject Matter	Milieu
Teachers	T/T	L/T	SM/T	M/T
Learners	T/L	L/L	SM/L	M/L
Subject Matter	T/SM	L/SM	SM/SM	M/SM
Milieu	T/M	L/M	SM/M	M/M

Note: T = Teachers, L = Learners, SM = Subject Matter, M = Milieu

Equipped with this table, Schubert (1986) listed a number of questions that could be asked to make the interactions possible within educational contexts. These questions are, for example, How do teachers view other teachers in this situation? How does the teacher view different students? How does the teacher's attitude about a subject affect the subject matter? and How does a teacher's behavior, attitude, and general personality influence the classroom atmosphere or ambiance? (see more questions in Schubert, 1986, pp. 302-305)

Hinging on Schwab's (1969, 1970, 1973, 1983) and Schubert's (1986) ideas of practical curriculum inquiry, the present study investigates one tenet of practical curriculum inquiry, i.e., the interactions between EFL university teachers in a Thai context and their language teaching materials. As shown in the previous section, an associate of language researchers recognized the significance that both language teachers and language teaching materials had on language teaching and learning (see Crookes, 1997; Hutchinson & Torres, 1994; Karavas-Doukas, 1996; Kleinsasser, 1993; Numrich, 1996; Sato and Kleinsasser, 1999). These researchers conducted and published studies and wrote articles to clarify the relationships between language teachers and language teaching materials. Traveling on the similar avenue, the present study borrows the ideas of Schwab (1969, 1970, 1973, 1983) and Schubert (1986) on practical curriculum inquiry to

document and reveal how EFL university teachers in a Thai university context perceive their language teaching materials and the effects that these perceptions have on teachers' instructional performance. The following section will describe the scope of the present study and enlist research questions that will guide the study.

1.4 Scope of Study

In the present study, the researcher goes into one educational context and documents how EFL university teachers in that context perceive their language teaching materials and how their perceptions influence their teaching performances. In essence, the researcher offers these teachers a chance to voice their feelings and understandings of their language teaching materials. Hargreaves (1996) promotes the significance to document teachers' voices in order to gain situational insights. This is because, as Hargreaves explains further, when teachers reveal their own actions and experiences in the schools they work, a better understanding of the institutional context will be gained to substantiate the educational change and professional development. Hargreaves notes,

[T]he concern with *voice* has come to have special relevance for the place teachers occupy and the role they play in school restructuring and reform; and in how research knowledge about teachers and their work is generated. What part do teachers play, what say do they have in educational change? How well or poorly are their perspectives represented in the discourse of policy and research on education? These are the issues to which the concept of *voice* speaks especially well. (p. 12, italics original)

Teachers' voices, as Hargreaves (1996) emphasized, help depict a more complete picture of an institutional context to substantiate not only educational change but also teachers' professional development.

To buttress teachers' voices of how they perceive their language teaching materials, the researcher observes language teachers while teaching to record what language teachers do in their classrooms. In this manner, the researcher will be able to gain more understandings of how EFL university teachers in a Thai university context perceive their language teaching materials and how their perceptions influence their teaching performances.

Two research questions guide the study:

1. How do EFL university teachers in a Thai university context perceive their language teaching materials?
2. How do these teachers' perceptions influence their teaching performances?

1.5 Summary

The present study aims to document and reveal how EFL university teachers in a Thai university context perceive their language teaching materials and to depict how such perceptions affect teachers' instructional practices. Such a study seems to be significant because what FL teachers decide to do or not to do in their classrooms is largely influenced by their perceptions of their language teaching materials (Crookes, 1997; Hutchinson & Torres, 1994; Lubben, Campbell, Kasanda, Kapenda, Gaoseb, & Kandjeo-Marenga, 2003; Moulton, 1997). Findings from the present study will help situate a better understanding in language teachers' perceptions of their teaching materials and how these perceptions affect their classroom instruction.

In the next chapter, the literature on FL teachers' perceptions in relation to their language teaching materials and the influences of such perceptions on teachers' instructional performances (if any) is reviewed through a lens of Schwab's (1969, 1970, 1973, 1983) practical curriculum inquiry. Then, the literature from Thailand is also examined to describe how much of this particular issue is known in a Thai context.

CHAPTER II

LITERATURE REVIEW

A SKETCH OF FL TEACHERS' PERCEPTIONS OF THEIR PRESCRIBED TEACHING MATERIALS AND HOW THESE PERCEPTIONS IMPACT THEIR ACTUAL INSTRUCTION

This chapter principally looks into what has been known about the perceptions language teachers hold toward their teaching materials and how those perceptions affect the teachers' classroom instruction. One tenet of Schubert's (1986) interpretation of Schwab's (1969) interaction among the four commonplaces (teachers and subject matter [i.e. teaching materials in this study]) serves as a frame to construct this chapter. In particular, this chapter is organized revolving two questions Schubert raised. That is, "1) How do materials purchased for the classroom control the type of teaching that can be done there?" and "2) What kind of view of the teacher is implicit in the materials purchased, the districtwide curriculum guides, and overall policy statements about curriculum?" (p. 304)

2.1 Research on FL Teachers' Perceptions of Their Prescribed Teaching Materials in Other Countries Except Thailand

As previously reviewed in CHAPTER ONE, several language educators and researchers have stressed the importance of language teaching materials in language teaching and learning (Bruton, 1997; Hardy, 2004; Harmer, 2001; Hutchinson & Waters, 1987; Moulton, 1997; Tomlinson, 1998). Particularly, there appears to be a call for more research to reveal FL teachers' perceptions of their language teaching materials and to depict the effects of such perceptions on language teachers' classroom instruction. (Crookes, 1997; Hutchinson & Torres, 1994; Lubben, Campbell, Kasanda, Kapenda, Gaoseb, & Kandjeo-Marenga, 2003; Moulton, 1997). The findings emerging from such a study seem to be essential as they offer some meaningful understandings of how FL

teachers perceived their teaching materials and what FL teachers actually do with their materials in their classrooms.

In responding to what these language educators and researchers similarly emphasized, the present researcher conducts the present study to document and reveal what is happening in an actual teaching situation in a particular university context in Thailand. Essentially, the researcher borrows the issues of practical curriculum inquiry suggested by Schwab (1969, 1970, 1973, 1983) as a conceptual framework to undergird this study. This is because Schwabian ideas of practical curriculum inquiry offer an alternative way to approach the insightful data concerning what actually happens in a particular educational context. In other words, a full understanding of how FL teachers' perceptions of their language teaching materials and how these perceptions impact the teachers' teaching practices could be generated from the ideas of practical curriculum inquiry (Hongboontri, 2003; Karavas-Doukas, 1996; Kleinsasser, 1993; Sato & Kleinsasser, 1999).

Although Karavas-Doukas' (1996) study focused on EFL teachers' attitudes, some of the findings in her study gave some insights into how prescribed language teaching materials determined what teachers decided to do or not to do in their classrooms. Karavas-Doukas employed three different data collection methods: questionnaire, interviews, and classroom observations. The questionnaire and interviews were used to investigate language teachers' perceptions toward the CLT approach. Classroom observations further helped the researcher reveal how these EFL teachers apply the CLT to their instruction in the classrooms. Analyzing data collected from three multiple sources, Karavas-Doukas compared and reported the results on the basis of similarities and differences. Her results from the questionnaire indicated that the Greek EFL teachers had favorable attitudes toward the CLT approach. However, her analyzed interview and observation revealed that these teachers little understood about such an approach. This lack of understanding was apparent when these teachers were asked to discuss about the CLT approach. Not only that, but what these teachers did in their actual teaching contradicted the concept of CLT approach. For example, most of these Greek EFL teachers' lessons were concerned with traditional approach in language teaching and learning; for example, the lessons were teacher-fronted, and the pair-work and group-

work activities rarely happened in the classrooms. Karavas-Doukas further explained that such teachers' instructional practices on traditional approach were an effect of how these teachers perceived their textbooks. In other words, the Greek EFL teachers rarely used CLT activities in the classrooms because they indicated that the textbooks did not contain CLT activities and exercises.

In a similar manner, Kleinsasser's study (1993) revealed the perceptions that 37 FL teachers from five secondary school districts in U.S.A. had toward technical cultures within their educational settings. (A technical culture, as Kleinsasser defined, was a norm that governs the way people in a certain organization behave or practice.) Kleinsasser used three different data collection techniques namely classroom observations, interviews, and a questionnaire. His findings revealed two different technical cultures in relation to these teachers' workplace. The first technical culture was uncertain and routine. In this culture, teachers tended to define their particular culture individually and separately from their colleagues. This meant that such teachers lacked teachers' collaboration. Their instruction relied greatly on controlled practice and language form (e.g., grammar, punctuation). In contrast, teachers in another culture (certain and nonroutine) had opportunities in instigating teachers' collaboration within their setting. Here, teachers' instruction focused on classroom activities with communicative practice and language use as well as language form. With data gathered from classroom observations, Kleinsasser was able to offer insights into the effects resulting from teachers' uses of language teaching materials. For example, because of teachers' isolation, many teachers in uncertain and routine technical culture revolved their teaching heavily on their materials. They planned their language lessons by depending on merely textbooks and used them entirely in their classroom instruction. Differently, in certain and nonroutine technical culture, teachers shared with their colleagues. These teachers shared their ideas about language instruction and used language learning experiences in the classrooms. Certain and nonroutine teachers relied on their textbooks for neither exercises nor activities. Instead, they focused on communicative teaching and learning approaches and created various activities to involve their students in the teaching and learning process.

Focusing on a similar issue as those of Karavas-Doukas (1996), and Kleinsasser (1993), Sato and Kleinsasser's (1999) study highlighted the importance to investigate FL

teachers' perceptions and their effects on teachers' instructional performances. Their study documented 10 Japanese FL inservice teachers' perceptions and practices of communicative language teaching (CLT) in different public high schools in an Australian metropolitan. Sato and Kleinsasser used three data collection methods including interviews, classroom observations, and a questionnaire. The results of their study revealed that these Japanese FL teachers conceptualized CLT approaches in four different aspects: (1) focused on communication in teaching and learning, (2) relied mainly on speaking and listening, (3) pertained to little grammar instruction, and (4) used time-consuming activities. Furthermore, Sato and Kleinsasser's analyzed data demonstrated that what these Japanese FL teachers conceived CLT impacted how they involved their students in classroom activities. For example, as the conception of time-consuming activities, the observation data revealed that the Japanese FL teachers were reluctant to include CLT activities in their instruction. These teachers decided to use traditional teaching approaches and overlooked student-student interactions in the classroom. However, not only reporting the similarities of the three data sources, Sato and Kleinsasser also identified the differences in their findings. For example, even though most Japanese FL teachers in the study said that they employed role-play, games, and simulations for classroom activities, what they actually did in the classrooms was different. The data emerging from classroom observations revealed that these FL teachers focused only on teacher-fronted, grammar instruction without context clues, and few interactions among students. Sato and Kleinsasser further reported that an understanding of why these teachers did such traditional approaches in their classrooms was related to the teachers' view of lack of good teaching materials containing CLT activities and exercises.

In sum, the language researchers mentioned above followed Schwabian ideas, to some extent, to situate their studies and used multiple data collection methods to conduct their studies. Particularly, their findings offered some insights into how FL teachers' perceptions toward the prescribed teaching materials influenced their instructional practices in particular educational contexts. However, there are other language researchers who showed more or less similar interest in finding out how language teachers perceived their teaching materials and how these teachers' perceptions affected their teaching

performances. These language researchers, through not basing their studies on Schwabian ideas, were able to add more insights into these issues.

Vellenga's (2004) study offered some understandings of what English as a second language (ESL) and English as a foreign language (EFL) teachers actually did with their prescribed textbooks in their language classrooms. In this study, Vellenga selected and analyzed eight commercially available ESL and EFL textbooks to examine the amount and quality of pragmatic information included in these textbooks. Further, she interviewed teachers who had some experience in using these textbooks via telephones and email. Findings of the study showed that the textbooks analyzed lacked metalinguistic (i.e., the use of different sentence types such as declarative, imperative, interrogative) and metapragmatic (i.e., description of speech act such as requests, apologies, complaints) information. Further data analysis of interviews offered deeper insights concerning the teachers' perceptions and their uses of the textbooks in their actual teaching. All participants revealed that textbooks provided the majority of input concerning integrated skills and information on politeness rather than grammar texts. Further, some participants admitted that they added extra activities to supplement what were available in the textbook in their actual teaching. One respondent said that isolated grammar drills seem insufficient for her students to really learn English usage. The emerging findings supported Vellenga in arguing for more studies on how teachers actually used their textbooks in language classrooms. Particularly, Vellenga recommended the two data collection methods for gaining deeper and better understandings of teachers' actual uses of their language teaching materials. These data collection methods included classroom observations and interviews. She wrote,

Further study is needed in terms of classroom observation and more detailed teacher interviews to determine how the textbook is incorporated into the students' learning process. (p. 10)

Numrich's (1996) study also offered some insights into how language teachers' perceptions of their language teaching materials affected their instructional practices. The data from diaries the researcher required his participants to write helped him report that several student teachers were unclear about the value of a textbook. Worse yet, when they were asked to order textbooks for their students, these student teachers were confused

how textbooks could be used in the classrooms. For example, they were not sure whether they should either follow the textbooks or create their own materials. Such confusions impacted these student teachers' teaching performances as they lessened the student teachers' confidence in selecting what activities could be done in classrooms and how. In his own words, Numrich wrote,

By the end of the semester, many of the teachers explained that they had come to regret their choices of textbooks, realizing that they may not have had the experience necessary to make the best choices. In addition, with limited teaching in the semester, it was hard for them to decide how to pick and choose activities from the book and balance them with other sources of material. (p. 137)

The studies mentioned above similarly focused on documenting how FL teachers perceived their language teaching materials and depicting how these perceptions impacted the teachers' teaching practices. In particular, the findings of these studies offered some insights into language teachers' perceptions of teaching materials and teachers' classroom instruction.

2.2 Research on EFL Teachers' Perceptions of Their Prescribed Teaching Materials in Thailand

Little research available in Thailand focused on EFL teachers' perceptions of their language teaching materials and the impacts of such perceptions in Thai classrooms. In a past decade, not many Thai language researchers (Hongboontri, 2003; Klaijad, 1995; Naumtong, 1996; Phukandarn, 1996) have begun to look into how EFL teachers really perceived and used their textbooks and other teaching materials in their teaching practices in Thai educational contexts.

Recently, Hongboontri's (2003) study has looked into the EFL teachers' perceptions on their language teaching materials and the influences of these perceptions. The researcher used multiple data collection methods to investigate how EFL university teachers in a Thai university context conceptualized their work through their viewpoints of the four commonplaces including teachers, learners, subject matter, and environment. Particularly, both quantitative and qualitative approaches including written documents (e.g., English language curricula and course outlines, English language syllabi, and English language teaching materials), a questionnaire, interviews, and journal writing

were employed in his study to gather data. Fifteen EFL teachers from one university's Department of Foreign Languages were voluntarily to participate in the study. Partly, Hongboontri's study offered some understandings concerning how these participating EFL university teachers in one particular educational context perceived the language teaching materials they were assigned to use in their teaching. The findings revealed that these participating teachers had different perceptions toward their teaching materials. In other words, some participants preferred their instructional materials, while some found the teaching content in their materials "dated, uninteresting, and too difficult for the students" (p. 118). These findings, as Hongboontri argued, further offered some insights into the teacher development and learning in this particular university context. As he wrote,

The analysis thus far also provided glimpses of (informal) teacher development and learning (though focused principally on the development of English teaching materials and how the teachers perceived the teaching materials they were using). (p. 130)

Moreover, Hongboontri's (2003) findings further revealed how these participating EFL teachers actually used their language teaching materials in the EFL instruction. That is, these teachers used their language teaching materials to prepare the lesson plans and prepare their students for examinations.

More previously, three Thai language researchers (Klaijad, 1995; Naumtong, 1996; Phukarndarn, 1996) also looked into the EFL teachers' perceptions on their language teaching materials and how these teachers actually used such teaching materials in their actual instruction. Klaijad's (1995) study used two questionnaires to find out problems and solutions that the EFL teachers in a secondary school context met when producing and using their language teaching materials in their workplace. Data analysis revealed that these EFL teachers perceived differently from other teachers teaching in other subjects. Particularly, the findings showed that these EFL teachers perceived their problems in the use of their teaching materials and concerned the quantity and quality of the teaching materials they were using in their actual instruction.

Naumtong's (1996) study employed a constructed questionnaire to identify problems that the EFL teachers in one educational context faced in their actual teaching. The problems found in this particular context included, for example, lack of language

teaching materials used for the teaching. The teaching materials used in this context had not been tested for their efficiency. Moreover, the findings showed that these EFL teachers needed more skills to produce the teaching materials. Responses from the questionnaires indicated that almost all respondents required assistance from a supervisor in developing teaching materials. In essence, Naumtong's study further offered some insights concerning the development of teaching materials and teachers' profession in this specific educational setting.

Phukandarn (1996) conducted a study concerning EFL teachers' perceptions of their teaching materials and the impacts of these perceptions on the teachers' uses of teaching materials. To gather data, Phukandarn constructed a five-rating-scale questionnaire and distributed it to his participants. The findings of the study indicated that these teachers moderately used their teaching materials. Further, the findings of Phukandarn helped him conclude that there were several factors affecting teachers' uses of teaching materials. These factors were, for example, teacher attitude and colleagues.

However, the studies by Klaijad (1995), Naumtong (1996), and Phukandarn (1996) seemed to be superficial to capture a complete picture how the teachers actually did with their language teaching materials in the classrooms. This was because Moulton (1997) underscored the language researchers to conduct interviews and classroom observations for investigating how and why FL teachers really used and perceived the textbooks in their teaching practices. Particularly, Moulton argued that quantitative methods (checklists or questionnaires) seemed not enough to depict how the textbooks were actually used in the school contexts. Qualitative data collection approaches, as Moulton argued further, could help language researchers depict a more complete picture concerning language teachers' perceptions of their teaching materials and the impact that these perceptions might have on teachers' classroom instruction. Data from interviews and classroom observations provided "rich information about why teachers behave as they do" (p. 22).

Briefly, Moulton's (1997) called for more research on how textbooks are actually used in classrooms, particularly in the developing countries. She further raised the need for researchers to study teachers' perceptions on their textbooks and observe how teachers actually use their textbooks in the classrooms.

2.3 Summary

Many of the studies reviewed in this chapter similarly helped situate some understandings into how language teachers perceived their teaching materials and how their perceptions influenced their classroom instruction, for example, Hongboontri (2003), Karavas-Doukas (1996), Klaijad (1995), Kleinsasser (1993), Naumtong (1996), Numrich (1996), Phukandarn (1996), Sato and Kleinsasser (1999), and Vellenga (2004).

The studies by Naumtong (1996), Klaijad (1995), and Phukandarn (1996) offered some insights into how Thai EFL teachers perceived their language teaching materials and how teachers' perceptions influenced their classroom instruction to some extent. Because of the nature of the data collection methods these two studies employed (a questionnaire), the insights these two studies offered were rather superficial. Apple and Weis (1986) warned educational researchers about the use of quantitative data collection method.

[B]ecause of its positivistic emphasis and its overreliance on statistical approaches, it has been unable to unravel the complexities of everyday interaction in schools. Its focus on product has led to a thoroughgoing naivete about the very process of education, about the internal dynamics of the institution. (p. 8)

Lee and Yarger (1996) and Metz (2000) argued for educational researchers to use multiple data collection methods in collecting data. Educational researchers, according to Metz, needed to gather "multiple kinds of data from multiple sources and triangulating them" (p. 64). Lee and Yarger (1996) further maintained that "to conduct comprehensive investigation of teacher education, multiple modes of inquiry from various theoretical perspectives need to be considered" (p. 34). In the similar view of what Apple and Weis (1986) and Donmoyer (1991) argue, Moulton (1997) further highlights the two qualitative data collection methods used for collecting insightful data of educational issues. Particularly, Moulton contends interviews and classroom observations to help researchers uncover what the teachers actually perceive and use textbooks in the classrooms.

In responding to what these educators and researchers contended, the present study intends to conduct a study documenting and revealing the EFL university teachers' perceptions in a Thai university context and depicting how these perceptions impacted the teachers' teaching performances. Particularly, the present study employs multiple qualitative data collection methods in the process of data collection. The next chapter details the research methodology of data collection methods and analyses for this study.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology of data collection methods and analyses for the present study. It begins with a discussion on the use of multiple data sources to gain a deeper understanding and a more complete picture of the issues being investigated. Also included are details of the data collection procedures, the participants, and data analysis for the present study.

3.1 Mode of Inquiry

The present study mainly aims to examine the perceptions of EFL university teachers in a Thai university context have on their language teaching materials and depict the impacts of these perceptions on the classroom instruction. To explore such an issue, the researcher employed three distinct qualitative data collection methods and analyses including interviews, classroom observations, and written documents. This was because, as Merriam, Courtenay, and Baumgartner (2003) emphasized, qualitative data collection approaches offered meaningful information to issues under an investigation. They contended,

A qualitative design was chosen because qualitative research is concerned with process, and understanding the process is more important than looking for an outcome (Bogdan & Biklen, 1998; Merriam, 1998). In addition, qualitative research is flexible (Patton, 1990). The research process continually evolves and unfolds. Because we sought to understand a dynamic, continuously evolving process, this paradigm was desirable. (p. 174)

Donmoyer (1991) argued against quantitative data collection approaches. Quantitative data were not enough to capture a complete picture of the deep and meaningful understandings and insights of the situations. He stressed,

[I]t can never, in and of itself, provide definitive answers to questions of meaning. As noted above, we can only do empirical research *after* questions of meaning have been resolved. Therefore no amount of experimentation and no empirical research of any kind can give us definitive answers to questions of meaning. (p. 277, italics original)

Moreover, multiple data collection methods and analyses were employed in the present study to document and clarify EFL teachers' perceptions of their teaching materials and generate a more in-depth understanding of such an issue. This is because Metz (2000) argued that one single data collection method could not capture the complexity of an educational study. Metz maintained,

The social world, even the enterprise of education, is far too complex to be captured by any single methodology. We need to clarify the assumptions and procedures of varied methodologies and to discourage wasteful struggles among them. If educational researchers explicitly matched their questions with the most appropriate theories, methodologies, and methods, it would be easier for all to see both strengths and limitations of each approach and its associated studies. (p. 68)

Kagan (1990), Kane, Sandretto, & Heath (2002), Mathison (1988), and Merriam (2002) similarly argued for the use of triangulation to conduct educational research to augment the validity of findings of issues under an investigation. For example, Kagan contended, "the use of multimethod approaches appears to be superior, not simply because they allow triangulation of data but because they are more likely to capture the complex, multifaceted aspects of teaching and learning" (p.459). Mathison persisted further that,

Good research practice obligates the researcher to triangulate, that is, to use multiple methods, data sources, and researchers to enhance the validity of research findings. Regardless of which philosophical, epistemological, or methodological perspectives an evaluator is working from, it is necessary to use multiple methods and sources of data in the execution of a study in order to withstand critique by colleagues. (p.13)

Mindful of these, the researchers of the present study used three different data collection methods (known as triangulation) to gather data for the study. Following in the next section is a description of each data collection method used in the present study.

3.1.1 Interviews

In a qualitative study, an interview seems to be one of the necessary sources of qualitative data used to investigate what is happening (in depth) in the context being studied. This is because, as Merriam (1988) contended, an interview is very helpful for the researcher when he / she cannot observe behaviors, feelings, or past events. Cohen, Manion, and Morrison (2000) further described that direct verbal interaction between individuals in an interview provided the interpretative meanings and nuanced descriptions of particular themes being investigated. This then produced the new insights and

awareness into such a situation. In the present study, the researcher conducted interviews with the participants. In essence, the interviews provided the participants a chance to express their understandings about their language teaching materials and their uses of such materials at Scholar University. It needs to be noted that participation in this study is completely voluntary and anonymous. Also, the participants are free to withdraw from the study at anytime.

To conduct interviews, the researcher borrowed Spradley's ethnographic interview strategies (1979). First, the researcher constructed a list of open-ended questions adapted from subsequent studies of Hongboontri (2003), Sato (2000), and Schubert (1986) (see interview questions in Appendix A). Then, the interview questions were tried out on two EFL university teachers who voluntarily participated in the pilot interviews. With comments from these two teachers and a discussion with the researcher's advisor, the interview questions were corrected, re-written, and re-arranged. Finally, a total number of interview questions for the present study was 14.

The researcher conducted semi-structured interviews by using these questions. All interviews were done in English because all participants were EFL university teachers. The participants were interviewed individually. Each interview took approximately 30 to 45 minutes, depending on the informants' answers. With permission from the participants, interviews were audio-taped. Later, these tapes were transcribed and analyzed by the researcher.

3.1.2 Classroom Observations

A classroom observation, as Cohen, Manion, and Morrison (2000) and Merriam (1988) argued, can capture the natural behavior and give a firsthand account of the situation being studied. It is the technique of eliciting data from original sources when people cannot or will not discuss the research topic. Merriam wrote,

Observation is the best technique to use when an activity, event, or situation can be observed firsthand, when a fresh perspective is desired, or when participants are not able or willing to discuss the topic under study. (Merriam, 1988)

Cohen, Manion, and Morrison further maintained the advantages of the data emerging from an observation. In their own words,

Observational data are attractive as they afford the researcher the opportunity to gather 'live' data from 'live' situations. The researcher is given the opportunity to look at what is taking place in *situ* rather than at second hand (Patton, 1990: 203-

5). This enables researchers to understand the context of programmes, to be open-ended and inductive, to see things that might otherwise be unconsciously missed, to discover things that participants might not freely talk about in interview situations, to move beyond perception-based data (e.g. opinions in interviews), and to access personal knowledge. (p.305, italics original)

Hinging on Cohen, Manion, and Morrison's (2000) and Merriam's (1988) concepts of observations, the researcher used classroom observations to help depict how EFL university teachers' perceptions of their language teaching materials influenced their teaching performances in their classrooms at Scholar University. Because of the time constraints and the participants' permission, the researcher went to each participant's classroom and observed their instruction one time during the Scholar University' second academic term. While observing classes, the researcher set herself as a complete observer in the classrooms and took note of what teachers did in their classrooms in relation to their language teaching materials (Cohen, Manion, and Morrison: 2000; Merriam, 1988). Then the field notes were transcribed for further analysis.

3.1.3 Written Documents

Written documents provided another source of data for the present study. Written documents, as Hodder (2000) and Merriam (1988) similarly emphasized, could enable the researcher to move toward the information that could not be observed and recalled by the informants, for example, historical studies. As Hodder remarked,

Such texts are of importance for qualitative research because, in general terms, access can be easy and low cost, because the information provided may differ from and may not be available in spoken form, and because texts endure and thus give historical insight. (p. 704)

Merriam (1988) further clarified that,

Documents, on the other hand, are usually produced for reasons other than research and therefore are not subject to the same limitations. They are, in fact, a ready-made source of data easily accessible to the imaginative and resourceful investigator. (p. 104)

Following Hodder (2000) and Merriam (1988), the present study collected the written documents concerning EFL curriculum development and instruction at Scholar University throughout a term of data collection. The collected written documents included, for example, curricula and course descriptions, syllabi and course outlines, and teaching materials. Particularly, these written documents were analyzed to provide

descriptive information depicting a general background of Scholar University's EFL courses.

3.2 The Participants

The subjects for the present study were EFL university teachers in the Department of Foreign Languages at Scholar University. The researcher conducted this study in this particular university after gaining the university's permission. The details of Scholar University, its Department of Foreign Languages, and the EFL teachers participating for the present study are presented as follows.

3.2.1 Background of Scholar University

The information concerning Scholar University was gained from the university's webpage. Scholar University was founded in 1890. It is one of the most prestigious universities in Thailand known for its outstanding achievements in teaching, research and professional services. The university consisted of 14 faculties, 6 colleges, 8 research institutes and 4 academic centers offering a wide range of disciplines. The university had a total of 18,120 students (graduate, post-graduate, and undergraduate) and 2, 777 academic staff.

3.2.2 Background of Scholar University's Department of Foreign Languages

The Department of Foreign Languages of Scholar University was originated in 1958. It is responsible for teaching the compulsory English subjects to first and second year students in every faculty of the university and to third and fourth year students for some faculties. The main aim of such courses is to develop students' strategies in reading and writing English for academic and professional development. These EFL courses also provide authentic scientific texts and language skills essential for future graduate studies. Besides these EFL compulsory courses, the Department offers courses in basic other languages apart from English including Japanese and Chinese as elective courses for second, third, and fourth year students.

Additionally, the Department also offers a master degree program in Applied Linguistics for training EFL instructors in the area of English for Specific Purposes (ESP) involved the teaching of science and technology. This program began in 1977 and there have been about 300 graduates of the program. The program's curriculum includes both theoretical and practical aspects of this field of pedagogical specialization. Moreover, the

department offers a number of extracurricular courses such as Everyday English and TOEFL to people who are keen in furthering English in their studies (most extra EFL courses are offered either in the evenings or on the weekends.)

3.2.3 EFL Teachers

During the data collection procedure, Scholar University's Department of Foreign Languages employed 36 EFL teachers (30 Thai native speakers and six foreigners) and five Thai teacher assistants (these teachers assistants are students from the Department's Master of Arts in Applied Linguistics program. These students completed their course work and were working on their theses.) Of these teachers, five Thai native speakers, two native English speakers, an English as a second language speaker, and three Thai teacher assistants agreed to participate in the present study. Table 1 details the 11 participants of the study. The participants' years of teaching experiences varied from one to 40 years, with an average of 19.27 years. Three participants were course coordinators in their teaching sections. The participants taught EFL to a range of teaching sections, including Medical Student section, Engineering Student section, Thai Traditional Medicine Student section, Pharmacy, Dentistry, Medical Technology, and Veterinary Science Student section, and Science Student section. All 11 participating EFL teachers agreed to be interviewed, whereas six teachers gave permission for classroom observations.

Table 1: Participants in the study, including their participation in the data collection

* Name (TET/NET/ EST)	Years of Teaching	Section Taught	Interviews	Classroom Observations
Yupin (TET)	20	1 st Yr. Engineering Student Section and 1 st Yr. Thai Traditional Medicine Student Section (Course coordinator)	X	X
Ornuma (TET)	21	1 st Yr. Engineering Student Section and 2 nd Yr. Science Student Section	X	
Manee (TET)	30	2 nd Yr. Science Student Section (Course coordinator)	X	
Surang (TET)	1	1 st Yr. Engineering Student Section	X	X
Nipa (TET)	2	1 st Yr. Engineering Student Section	X	X
Kanya (TET)	2	2 nd Yr. Science Student Section	X	X
Wongwan (TET)	20	1 st Yr. Dentistry, Pharmacy, Medical Technology, and Veterinary Student Section (DT, PY, MT, and VS) (Course coordinator)	X	
Piroon (TET)	21	1 st Yr. Dentistry, Pharmacy, Medical Technology, and Veterinary Student Section (DT, PY, MT, and VS) and 2 nd Yr. Science Student Section	X	
Michael (NET)	40	1 st Yr. Medical Student Section and 2 nd Yr. Science Student Section	X	X
Rod (NET)	30	1 st Yr. Medical Student Section	X	X
Billy (EST)	25	2 nd Yr. Science Student Section	X	

* *Note:* All teachers' names are pseudonyms.

(TET/NET/EST) = Thai English teacher/Native English teacher/English as a second language teacher

Moreover, among the 11 participants, nine taught First Year University Student English courses, five taught Second Year University Student English Courses, and three taught both courses. (Details of the courses and teaching sections each participant taught are provided in Table 2.)

Table 2: Participants and their teaching sections

(1) First Year University Student English Courses

Sections Taught	No. of Teachers
Medical Student section	2
Engineering Student section	4
Thai Traditional Medicine Student section	1
Pharmacy, Dentistry, Medical Technology, and Veterinary Science Student section	2

(2) Second Year University Student English Courses

Sections Taught	No. of Teachers
Science Student section	5

(3) First Year University Student and Second Year University Student English Courses

Sections Taught	No. of Teachers
First Year Engineering Student and Thai Traditional Medicine Student sections	1
First Year Engineering Student and Second Year Science Student sections	1
First Pharmacy, Dentistry, Medical Technology, and Veterinary Science Student and Second Year Science Student sections	1

3.3 Data Collection Procedures

To gain access to EFL university teachers, a consent letter was sent to the head of the Department of Foreign Languages of Scholar University to ask for permission to conduct the study. The letter contained aims of research, research methodologies employed, and the time duration required for each method (see consent form in Appendix A). When the researcher was granted permission to conduct the study, the researcher sent a letter and a consent form to every EFL teacher in the department (see Appendix B). The content of the letter was similar to the one sent to the head of the department but contained extra information to insure teachers that their participation was voluntary and completely anonymous. Also, the letter stated teachers that they were able to withdraw from the study at anytime.

After the researcher received the signed consent forms, the researcher identified who the participants of the study were. The researcher then carried out interviews with the potential participants. In so doing, the researcher offered the participants a chance to express their feelings and understandings of their language teaching materials. Of interest, these data helped the researcher understand how these participants perceived their language teaching materials to some extent. Secondly, classroom observations were conducted. In essence, observations buttressed the researcher's understandings of teachers' perceptions of their language teaching materials and revealed the influences, if any, of these perceptions on the teachers' instructional practices. Finally, the researcher collected written documents relating to the topic being studied throughout the process of data collection. Following is a description of data analysis, i.e. how the data was analyzed in this study.

3.4 Data Analysis

The analytical approach employed for the present study was based on Strauss and Corbin's (1990, 1998) concepts of qualitative interpretations. For the analysis, a grounded theory was built to generate a theory to explain the categories of the data and their relationships between these categories in a particular environment. As Strauss and Corbin (1990) define,

A grounded theory is one that is deductively derived from the study of the phenomenon it represents. That is, it is discovered, developed, and provisionally verified through systematic data collection and analysis of data pertaining to that

phenomenon. Therefore, data collection, analysis, and theory stand in reciprocal relationship with each other. One does not begin with a theory, then prove it. Rather, one begins with an area of study and what is relevant to that area is allowed to emerge. (p. 23)

An analysis in grounded theory consists of two different kinds of coding: open coding and axial coding (Strauss & Corbin, 1990, 1998). Strauss and Corbin (1990) defined the open coding as “the process of breaking down, examining, comparing, conceptualizing, and categorizing data (p. 61).” In other words, the most important step of analysis is to find the categories or concepts that are identified and developed in terms of their properties and dimensions for presenting characteristics pertaining to a category. While carrying out open coding, the asking of questions and the making of comparisons for similarities and differences between each incident of context under study will be used as the basic analytic procedures. Similar incidents are labeled and grouped to form categories.

The second stage of coding data is axial coding. Axial coding is “a set of procedures whereby data are put back together in new ways after open coding, by making connections between categories. This is done by utilizing a coding paradigm involving conditions, context, action/ interactional strategies and consequences” (Strauss & Corbin, 1990, p. 96). This procedure involves relating subcategories to a category. It focuses on discovering and relating categories in terms of “the paradigm model” (Strauss & Corbin, 1998, p. 99) that enable researchers to think systematically about data collected and to relate them in very complex ways.

Since this study employed the triangulation method to gather data, the data analysis for the three data collection techniques needed to be done in terms of holistic interpretation. This means that the data emerging from the three techniques were equivalently important. Not only that, these three distinct data were simultaneously compared and contrasted to identify both convergence and divergence of the data. This is because, as Mathison (1988) argued, to

We do, in fact, utilize not only convergent findings but also inconsistent and contradictory findings in our efforts to understand the social phenomena that we study. The value of triangulation is not as a technological solution to a data collection and analysis problem, it is as a technique which provides more and better evidence from which researchers can *construct meaningful propositions* about the social world. The value of triangulation lies in providing evidence such

that the researcher can construct explanations of the social phenomena from which they arise. (p. 15, italics original)

In this study, it needs mention that the analysis did not focus on the core category of data and its development. As the study aims to depict how the teachers in a particular educational arena perceived their language teaching materials and how their perceptions influenced their teaching performances, the analysis of the present study focused on both similarities and differences of the garnered data.

3.5 Summary

In the present study, the research went into Scholar University and documented how EFL university teachers in that university context perceived their language teaching materials and depicted how their perceptions influenced their teaching performances. To examine such a study, the qualitative approach providing an in-depth understanding of the issues being investigated was used for data collection and analysis. Furthermore, the researcher highlighted triangulation to help increase the validity and a complex picture of such an issue in the present study.

Three multiple data collection methods employed for this study comprised: (1) interviews; (2) classroom observations; and (3) written documents. Once permission to conduct the study at Scholar University was ensured, the researcher scheduled and conducted interviews and classroom observations with EFL university teachers participating in the study. The written documents including, for example, course descriptions, course outlines, and language teaching materials were collected throughout a term of data collection. The obtained data then were analyzed. Open and axial coding techniques suggested by Strauss and Corbin (1990, 1998) were employed to analyze interview and observation data. The written documents were analyzed to provide descriptive information and a background of Scholar University's EFL courses. Finally, the analyzed data were categorized to describe the perceptions of EFL university teachers at Scholar University and clarify the effects of such perceptions on their teaching practices.

In the next chapters, results are discussed on the basis of Schwab's (1969, 1970, 1973, 1983) and Schubert's (1986) practical curriculum inquiry. The chapters explain the development and characteristics of the EFL courses descriptions, course outlines, and

English teaching materials used by EFL university teachers at Scholar University. Importantly, data analysis from interviews and written documents help the researcher conclude the perceptions on the language teaching materials of these EFL teachers. Lastly, interview data and filed notes from the researcher's classroom observations further uncover the results concerning the effects of the teachers' perceptions on their teaching performances.

CHAPTER IV

RESULTS

THE WORK CONTEXT

This chapter offers descriptive information depicting a general background of Scholar University's EFL courses. Data sources including written documents and interviews are examined and analyzed. Together, these two data sources are interwoven to depict and exemplify 1) the nature of the Scholar University, 2) EFL courses offered at Scholar University, 3) EFL curricula and course descriptions, and 4) the nature of the Department of Foreign Languages at Scholar University.

4.1 The Nature of Scholar University

As appeared on its website, Scholar University is one of state-owned universities in Thailand, and is largely recognized for its outstanding quality in teaching, research, international academic collaboration, and professional services. The university comprised 14 faculties, six colleges, eight research institutes and four academic centers. Each academy offers several teaching and learning programs and activities for learners. These many different programs and activities provide not only life-long, but also qualified education. In so doing, Scholar University offers courses in a variety of disciplines in, for example, natural and applied sciences, medicine, public health and health care, nursing, pharmacy, dentistry, engineering, education, management, social sciences, and arts.

4.2 EFL Courses Offered at Scholar University

The Scholar University offers four prerequisite EFL courses for undergraduate students. These include Introductory University English I (ENG 101), Introductory University English II (ENG 102), Intermediate University English I (ENG 201), and Intermediate University English II (ENG 202). From the Scholar University's website, it is found that the two introductory courses (ENG 101 and 102) are compulsory for all first year undergraduate students of all faculties at Scholar University. Other two intermediate

courses (ENG 201 and 202) are elective for most second year undergraduate students. But, these two courses remain compulsory for some second year undergraduate students who study in faculties such as Faculty of Science, Faculty of Medical Technology, and Faculty of Engineering. This depends on the requirement of each faculty. More importantly, it needs to be noted here that sophomore students who have no desires in undertaking English courses (ENG 201 and 202), could enroll in other elective language courses made available by the university. Such courses include, for example, Basic Chinese I and II and Basic Japanese I and II.

4.3 EFL Curricula and Course Descriptions

Written documents the researcher collected from Scholar University reveal that curricula and course descriptions for all EFL courses available at Scholar University are developed by the university's Academic Board. Such curricula and course descriptions stress the significance of English as a key to development in science, medicine, and technology. Built on this concept, the EFL courses in this university context incorporate English language learning and scientific contents with the English language instruction. Next, an example of the characteristics of English language curricula and course descriptions is given.

ENG 101 Introductory University English I 3/2,2
Prerequisite

Practicing development of study strategies with particular reference to reading skills; ways to comprehension at word level, techniques of efficient reading; note-taking from reading, drawing inference; distinguishing fact from opinion; identifying attitude and tone. There is further development of reading competence, focusing on major types of scientific discourse with particular application in general science: the language associated with the concepts of measurement, comparison and contrast, and definition and classification. There is listening comprehension with emphasis on the language of social intercourse, including greeting, using the telephone, and asking for/giving directions; the language of numbers; the pronunciation of sounds causing problems to Thai students.

ENG 102 Introductory University English II 3/2,2
Prerequisite

There is a focus on further major type of scientific discourse with particular application in general science: The language associated with the concepts of cause and effect, sequence of events / process, function, purpose /

method / means, shape / form / appearance and proportion / frequency / probability. Also further development of listening competence: the language of science and news-reporting. Tasks include note-taking from listening, listening for the main idea of a text and the important details of a text.

ENG 201 Intermediate University English I 3/2,2
Prerequisite

Emphasizing on reading comprehension through discourse analysis of linear and non – linear academic texts; expansion of technical vocabulary; summarization of texts. Paragraph level writing with focus on coherence, cohesion, inter-sentence connectors, and discourse markers, plus limited opportunity for scientific and business writing. Listening comprehension based on socially relevant dialogues and mini-lectures in students' field of study.

ENG 202 Intermediate University English II 3/2,2
Prerequisite

Continuing emphasis on reading comprehension of more advanced academic texts through more extensive analysis and discussion of contents; greater expansion of technical vocabulary; summarization of texts. Also there is multi-paragraph level writing combining various types of discourse, and listening comprehension based on longer lectures involving topic in students' field of study.

In short, what needs to be noticed here is that the four EFL courses offered at Scholar University seem to share more or less similar characteristics. That is, they similarly focus on the development of four English language skills including listening, speaking, reading, and writing. These language skills are mainly centralized on English structures, grammars, and writing styles and organizations, for example, cause and effect, comparison and contrast, definition and classification, sequence of events and process, and summarization of texts. In addition, scientific discourse seems to be the basis for teaching and learning content in the university's EFL courses. This is because the Scholar University's undergraduate students, as the university itself believes, not only need to expand their English proficiency to development in science, medicine, and technology, but also to further their studies at a higher level in scientific fields.

Above all, the curricula and course descriptions for English language courses taught at Scholar University are outlined by the university's Academic Board. The characteristics of these curricula and course descriptions appear to have some similarities, for example, they focus on building four English language skills into students, scientific discourse, and English language teaching and learning concepts. The Scholar University's

Academic Board then passes these English language curricula and course descriptions to the university's Department of Foreign Languages. The Department is principally responsible for the instruction of English language courses to undergraduate students in this university context. The following section discusses the nature of the Department of Foreign Languages at Scholar University.

4.4 The Nature of the Department of Foreign Languages at Scholar University

As previously mentioned, the main responsibility of Scholar University's Department of Foreign Languages is to offer EFL courses to students of Scholar University. Mainly, the EFL courses available in this specific university context can be divided into two types: required EFL courses including two Introductory University English courses and two intermediate University English courses, and elective EFL courses including Business English, Social English, and Paragraph Writing, among many others. This section is principally centralized around the development of Scholar University's English courses. How are these courses organized? Who write course outlines for these courses? Who select teaching materials?

4.4.1 How Scholar University's EFL Courses Are Organized

To organize EFL courses, the head of the department of Foreign Languages firstly divides teachers in the department into several teacher groups. Each teacher group consists of between five to six teachers and each teacher group is responsible for the teaching of EFL to one student section (see Chapter THREE for student sections at Scholar University). After that, the head of the Department appoints one teacher from each teacher group to be a course coordinator for his or her group. These course coordinators have responsibilities in writing course outlines for the courses that they are assigned to, organizing the courses, selecting teaching materials, and scheduling exams, among many others. The following section describes the responsibilities of course coordinators of the EFL courses offered at Scholar University in detail.

4.4.2 The Responsibilities of Course Coordinators of EFL Courses at Scholar University

The course coordinators of EFL courses at Scholar University have a number of responsibilities apart from teaching including writing course outlines, selecting teaching materials, arranging timetable, dividing jobs among the teachers in his/her teacher groups, scheduling exams, among others. Data from written documents and interviews were used to depict such responsibilities. (It needs to remind the reader that the transcripts from interviews are uncorrected and kept to the original as close as possible.)

1. Writing Course Outlines

One of the responsibilities of the course coordinators is to write course outlines for the courses that they are assigned to. Excerpts taken from course outlines drawn by the course coordinators exemplify how course coordinators develop their course outlines and what these course coordinators include in their course outlines.

Having learned reading strategies and basic writing in sentence and paragraph levels, students should be able to comprehend both linear and non-linear texts. The course SCLG 132, therefore advances students English skills by having the students learn English in a wide range of rhetorical patterns. This course focuses on function-based topics major types of scientific discourse, with particular application in general science related to the students fields of study such as dentistry, medical technology, veterinary science and pharmacological science. The language is thus associated with the concepts of definition and classification, comparison and contrast, cause and effect, process and instructions, structure and function, shapes and location, measurement and scientific reports. By the end of the course students should be able to give an oral presentation on a topic in which they are interested and which is related to their field of study applying the language they have learned. Apart from reading and writing based on scientific discourse, everyday English is still important, especially for speaking and listening skills. Students, therefore, learn English used in real life situations through CAI-Software CD-ROMs which include video clips containing real life situations and stories and events from all over the world. They also practice speaking, pronunciation and listening through the use of cassette tapes and videotapes.

(Course outline of English for first year DT PY VS students)

1. Reading

- 1.1 The study of different scientific sentence patterns from scientific texts, journals, research papers and passages about medicine enables students to further their ability in reading medical and scientific texts
- 1.2 Outside reading of passages on the Internet will improve the students reading, writing and vocabulary skills, while enhancing their knowledge of new research and technology.

2. Writing

2.1 The students will learn the proper sentence patterns commonly used in scientific texts, and will also learn to write these types of sentences.

3. Listening

3.1 By listening to short lectures given by native speakers, the students will be able to take notes, listening for the main idea and the details of the lectures.

4. Speaking

4.1 By having conversations with native speakers, the students will be able to communicate with foreigners.

(Course outline of English for first year medical students)

1. Learning about various reading strategies to be used especially in scientific texts will enable students to understand their contents and thus enabling them to apply the knowledge to their own specific field of study effectively and also as a basis to further their study at a higher level.
2. Learning about reading skills as well as structural patterns in scientific writing e.g. measurement patterns, comparison statements, definitions etc. will enable students to familiarize themselves with English for scientific purpose.
3. Students should practice listening skills as well as pronunciation skills at word and sentence levels including everyday conversations and listening for main idea.
4. Students should be able to use the reading skills taught in selecting appropriate books to read on their own as well as have good attitude towards reading.

(Course outline of English for first year science students)

Though these course outlines are developed for different student sections, they are little different from one another. The contents of those course outlines bear strong resemblances with the university's curricula and course descriptions in terms of teaching and learning contents, for example, vocabulary learning strategies, writing with different rhetorical functions (i.e. causes and effects, definition and classification, and comparison and contrast), note-taking and lecturing skills, listening to dialogues and conversations in real situations, discussing, and oral presentation.

2. Selecting Teaching Materials

Another main responsibility of the course coordinators is to select teaching materials for their English language instruction. Yupin, a Thai EFL teacher, who was the course coordinators of two courses that she taught (English for first year engineering students and English for first year Traditional Medicine students), explained that she not only selected EFL teaching materials, but also arranged timetables, divided jobs among the teachers in her teacher groups, and scheduled exams, among many others. She said,

When we teach in the group, I'm coordinator of this subject for English for Engineering. I'm the coordinator so I have to arrange the material, to prepare the

timetable, and to designate the one who has to make the test or something like that.

Billy, a native English speaking teacher, agreed with Yupin in that one of the responsibilities of the course coordinators was to select teaching materials. He said that it was his course coordinator who selected the teaching materials for his teacher group, “The course supervisor who selected it, right, the course coordinator.” Concurring with Yupin and Billy, Kanya, a teaching assistant of the Second Year Science Student section, maintained that, “Course coordinators selected these books.” She further described how the course coordinator of her teacher group prescribed the teaching materials that she selected to other teachers in the group. She added,

Before the semester begin, we have meeting together with the colleagues who teach the same subject. The course coordinator talked about how to use materials and talked about other things...how to use the exercises something like that. For Quest, Quest has five parts in each unit, but in the last unit it is about writing. So we made a decision, I mean course coordinator tell me that do not teach this part because we have Academic Writing book, so we can teach writing with Academic Writing book.

Ornuma, a Thai native EFL teacher from the same teacher group as Kanya, expanded on what Kanya said further.

And we divide our class into two hours for Quest - studying everything from grammar, reading, all the things. And one hour for writing, using this book for the whole year, for two semesters.

In brief, the four participants mentioned above (Yupin, Billy, Kanya, and Ornuma) gave a glimpse clarification regarding the selection and the development of EFL teaching materials at Scholar University.

4.5 Summary

In this particular work context, the curricula and course descriptions for EFL courses taught at Scholar University are written by the university’s Academic Board. The characteristics of these curricula and course descriptions appear to have some similarities, for example, the focus of four English language skills, scientific discourse, and English language teaching and learning concepts. Then, these English language curricula and course descriptions are sent to the university’s Department of Foreign Languages. The

Department is principally responsible for EFL courses offering to undergraduate students at Scholar University. After receiving the curricula and course descriptions, the head of the Department of Foreign Languages divides teachers in the Department into several teacher groups to be responsible for English teaching. The department head further appoints one teacher from each teacher group to be a course coordinator for his or her group. These course coordinators have more responsibilities than other teachers in the group, for example, writing course outlines for the courses that they are assigned to, organizing the courses, selecting teaching materials, and scheduling exams, among many others. Particularly, further analysis reveals that one of the main responsibilities of the course coordinators of EFL courses at Scholar University is to select and develop EFL teaching materials for their student sections. Each section of students uses different teaching materials for their language instruction. What follows in the next chapter is a description of the characteristics and the development of English language teaching materials used in this particular university context. To do so, data analysis of interviews further uncovers how the participating teachers perceive their language teaching materials they have to use for their EFL instruction.

CHAPTER V
RESULT II
EFL UNIVERSITY TEACHERS' PERCEPTIONS OF THEIR
LANGUAGE TEACHING MATERIALS

This chapter describes and discusses the qualitative data collected from 11 EFL university teachers in the Department of Foreign Languages at Scholar University. Overall, two data sources including interviews and written documents are analyzed. In essence, written documents help depict the characteristics and the development of the teaching materials used for the EFL instruction in this particular university context. To do so, interview data reveals the perceptions of these participating teachers toward such language teaching materials used in their language teaching and learning.

5.1 Teaching Materials Used for the EFL Instruction at Scholar University

An analysis of interview data and written documents helps the researcher conclude that there are two types of EFL teaching materials used at Scholar University. One is commercially available teaching materials. The other one is in-house teaching materials (or materials produced by some of the teachers in the department.) The following table illustrates the Scholar University's EFL teaching materials collected during the process of data collection.

Table 3: EFL teaching materials used for teaching several student sections in second semester, academic year 2003, at Scholar University

Commercially Available Teaching Materials
<ol style="list-style-type: none"> 1. <i>Quest: Reading and Writing in the Academic World (Book2)</i> 2. <i>First Step in Academic Writing</i> 3. <i>Great Ideas</i>
In-house Teaching Materials
<ol style="list-style-type: none"> 1. <i>English Conversation and Discussion</i> 2. <i>Developing Critical Reading Skills</i> 3. <i>Introductory University English II for DT PY MT VS Students</i> 4. <i>English for Future Career: Functions in Science Writing</i> 5. <i>Outside Reading for Thai Traditional Medicine Students</i>

5.1.1 Commercially Available Teaching Materials

1. The Selection of Commercially Available Teaching Materials

Several EFL commercially available teaching materials were used in the process of EFL teaching and learning at Scholar University; for example, *Quest: Reading and Writing in the Academic World (Book2)*, *First Step in Academic Writing*, and *Great Ideas*. The following evidences represent how these commercially available textbooks are selected for the teaching of EFL in this particular university context.

1) *Quest: Reading and Writing in the Academic World (Book2)* and *First Step in Academic Writing*

Two participants teaching in the Second Year Science Student section explained in their interviews why *Quest: Reading and Writing in the Academic World* and *First Step in Academic Writing* were selected for their EFL course. Manee, the course coordinator of the Second Year Science Student section, shared with the researcher during an interview concerning the variety of teaching materials that had been used in this particular student section.

We previously used just old materials that also quite good. But it's different style. It's also commercial, right, from Relc. And we had been used it for a long time.

Just recently the old set of teaching materials was replaced by other two commercially available - *Quest: Reading and Writing in the Academic World* and *First Step in Academic Writing*.

Just recently we change to use these two books [Quest: Reading and Writing in the Academic World and First Step in Academic Writing]. They have good ... you know ... some good things and also bad things too.

Later, she went on to explain why and how *Quest: Reading and Writing in the Academic World* was selected. This book was selected by teacher group teaching in this particular student section. Further, these teachers followed a recommendation by one native English teacher who already left her job and is now residing in the Middle-East. In her own words, Manee said,

Our group, second year teachers plus Ajarn Fa-rung (foreigner), *Ajarn Sindy*. She's not here right now. And she's a quite strong recommender using this book, I mean the Quest.

Ornuma, who worked with her course coordinator (Manee) in selecting the textbooks for their course, further described the characteristics of teaching materials previously used before commercially published textbooks in the Second Year Science Student section. She clarified,

Several years ago, we had sheets for the second year students. And those... those texts were prepared by probably our staff, O.K. our teaching staff. But those texts were very old and they were very boring. So we changed it to commercial book.

She went on to explain why *Quest: Reading and Writing in the Academic World* was selected to teach English language for students in this section,

We have to decide what we want our students to know. And then see if this book can give what they want them to learn. And we see that in this book there are several passages and they also teach the students to write from step by step. So we can use this book for both reading and writing.

Another textbook used with this particular group of students was *First Step in Academic Writing*. Not really giving a clear explanation in why this specific textbook was selected, Manee said,

First Step, I did because I tried to survey the different books, different writing books. And I found that this one is quite useful so I selected this one.

In her interview, Ornuma opined why *First Step in Academic Writing* was added to this course. She told the researcher that after using *Quest: Reading and Writing in the Academic World* for a while, the teachers in her group agreed that the book was not

appropriate for teaching writing. They then necessarily searched for another textbook that could be used for teaching writing.

And at first we thought it [*Quest: Reading and Writing in the Academic World*] was a very good book for reading and writing. But later when we taught for a while, we found that the writing part it's not very good. So for this academic year, we have another book to go with the Quest book and this is the *First Step in Academic Writing*. This is only writing. There is no reading in it.

With these two textbooks, the weekly teaching and learning schedule of the second year science students was divided into two hours for reading and grammar points (based largely on *Quest: Reading and Writing in the Academic World*, and one hour for writing practices with the use of *First Step in Academic Writing*). Ornuma explained,

And we divide our class into two hours for Quest, studying everything from grammar, reading, all the things. And one hour for writing, using this book for the whole year, for two semesters.

2) Great Idea

Yupin, a course coordinator of the First Year Engineering Student section and the First Year Thai Traditional Medicine (TM) Student section, also used one commercially available textbook called *Great Ideas* for her teaching of listening and speaking skills. She further explained that this book was appropriate for her students because it contained many activities for listening and speaking practices. She stated,

I use the book called Great Ideas. It's very good book because they have the activities of listening and then they have the activities of speaking, and presentation, and group work for the students also.

The three Thai EFL teachers mentioned above (Manee, Ornuma, and Yupin) shared with the researcher why and how they opted for commercially available teaching materials for their EFL instruction at Scholar University. That is, Manee and Ornuma worked together to select *Quest: Reading and Writing in the Academic World* and *First Step in Academic Writing* for the EFL course for the second year science students. Differently, Yupin worked alone to select *Great Ideas* for the listening and speaking practices for the first year engineering and the first year TM students. Following is an analysis of written documents. This analysis helps the researcher depict the characteristics of commercially available textbooks used for the EFL instruction at Scholar University.

2. The characteristics of commercially available teaching materials

The characteristics of three commercially available teaching materials mentioned earlier by the above participants are described further in this section. Such teaching materials include *Quest: Reading and Writing in the Academic World*, *First Step in Academic Writing*, and *Great Ideas*.

1) *Quest: Reading and Writing in the Academic World (Book 2)*

This is a published commercial book distributed by the McGraw-Hill Companies, and is written by Pamela Hartmann. The objective of this book is to prepare college-level students in academic reading and writing. Further, the book contains a variety of academic areas including biology, business, U.S. history, psychology, art history, cultural anthropology, and economics. The following excerpt from *Quest: Reading and Writing in the Academic World (Book 2)* clarifies the features of such a published textbook used for teaching English language in the Second Year Science Student section at Scholar University.

Quest: Reading and Writing in the Academic World, Book 2 is designed for students at an intermediate to high-intermediate level of proficiency, and contains unique features that were introduced in Book 1, including the use of a word journal and self-and peer editing checklists. Four distinct units each focus on a different area of college study-Global Business, Art, Psychology, and Health. Each content unit contains two chapters. The Global Business unit contains chapters on doing business internationally and international economy, and the Art unit includes chapters on themes and purposes and the ancient world (Egypt). The third unit is on Psychology and features chapters concentrating on states of consciousness and abnormal psychology. The last unit, Health, contains a chapter on medicine and drugs (addictive substances) and a chapter on the secrets of good health.

(Quest: Reading and Writing in the Academic World)

Moreover, this book provides several English language learning activities within eight chapters. Each chapter includes five parts that combined reading and writing skills. Part One and Two introduce the chapter topic and prepare students for reading passages in Part Three. In Part Three, students read an authentic textbook passage and work on academic reading skills, for instance, finding the main ideas, reading comprehension, vocabulary expansion, and synthesizing ideas for discussion. After students practice reading skills and strategies in Part One through Three, they go on learning writing skills in Part Four and Five. Part Four introduces basic writing strategies and English language

grammar. In Part Five, students develop their writing process skills by completing writing assignment provided in the textbook.

2) *First Step in Academic Writing*

The other commercially available textbook used for EFL instruction for the Scholar University's second year science students was *First Step in Academic Writing*. This textbook is written by Ann Hogue. It focuses on contextualized exercises and writing assignments. It contains six units within 212 pages. Each unit provides different approaches in academic writing practice to help students develop their English paragraph writing. The following quotation clarified what this book included.

First Step in Academic Writing is intended for high-beginning writing students of English as a second language. It takes beginning writers from understanding the concept of a paragraph (Unit 1) to writing three basic types of paragraphs: chronological process (unit 2), spatial description (Unit 3), and listing (Unit 4). Unit 5 shows students how to use examples, and Unit 6 shows how to express and support their opinions. In these last two units, the forms for personal letters and business letters are also taught.

(*First Step in Academic Writing*, italics original)

Additionally, *First Step in Academic Writing* textbook appears to help students learn through various steps in writing such as prewriting for ideas, outlining, drafting, revising, and editing. The book introduces basic sentence structures and English grammar, for example, simple and compound sentences, coordinating conjunctions, adjectives, independent and dependent causes, complex sentences, and adjective clauses with who, which, and that. Further, the writing exercises in each unit offer students to practice writing language patterns they have been learning. The aims of the book illustrated in the introduction presents such characteristics as a following example.

Woven into every chapter are the four aims of the text:

- To offer a structured approach to writing
- To acquaint students with the process of writing
- To provide practice in basic sentence structure
- To develop grammar and mechanical skills

(*First Step in Academic Writing*)

(It needs to be stated here that the second year science students at Scholar University were asked to purchase the original copies of *Quest: Reading and Writing in the Academic World* and *First Step in Academic Writing* from the department for their EFL learning.)

3) *Great Ideas*

This commercially published textbook is written by Leo Jones and Victoria Kimbrough. It is selected for teaching listening and speaking skills in the language laboratory for the first year engineering students and the first year TM students at Scholar University. There are 15 units for listening and speaking activities in *Great Ideas*. Each unit focuses on different issues, for example, Personal information, Strange phenomena, Shopping, Weather and climate, Communication, among many others. Exercises provided in the textbook are varied including filling in the gaps, drawing diagrams, note-taking, and answering questions. It seems fair enough to conclude that the book does not concentrate on listening skills alone. As a matter of fact, the book aims at fostering both listening and speaking skills in its uses. As stated in the Introduction, the author wrote,

This book is about ideas: about listening to and understanding other people's ideas, communicating your own ideas, and above all, exchanging ideas with your fellow students. There is a wide variety of activities in this book – there are problems to solve, discussions to participate in, roles to play, and tasks to complete – but they all have one thing in common: They will give you plenty to talk about. (*Great Ideas*)

(It needs to be mentioned that unlike the second year science students, the first year engineering students were not requested to buy the textbook. Yupin purchased one original copy of *Great Ideas* and made copies available for all the students in this particular student section.)

Table 4: Pages and units in the three commercially available textbooks used at Scholar University

Textbook	Number of Units/Chapters	Number of Pages
Quest: Reading and Writing in the Academic World	4 Units (8 Chapters)	252
First Step in Academic Writing	6 Units	212
Great Ideas	15 Titles	108

In brief, the above section describes the characteristics of the commercially available teaching materials for two EFL courses at Scholar University. All of the three textbooks (*Quest: Reading and Writing in the Academic World*, *First Step in Academic Writing*, and *Great Ideas*) are written by native English speakers. These textbooks focus on different objectives for English language practices, for example, *Quest: Reading and Writing in the Academic World* focuses on academic reading and writing, *First Step in Academic Writing* emphasizes writing practices, and *Great Ideas* is used for teaching listening and speaking skills in the language laboratory. Not only that, how these textbooks were distributed differently to the students, that is, the second year science students were required to purchase the original copies of *Quest: Reading and Writing in the Academic World*, and *First Step in Academic Writing* for their English language learning, whereas students studying in the First Year Engineering Student section and the First Year TM Student section used the photocopied version of *Great Ideas* made available by their teachers. Following is a discussion concerning the other type of language teaching material (in-house teaching materials) used for EFL instruction at Scholar University.

5.1.2 In-house Teaching Materials

Almost all EFL teaching materials used at Scholar University are in-house teaching materials, for example, *English Conversation and Discussion* for first year medical students, *Introductory University English II for DT PY MT VS Students*, *English for Future Career: Functions in Science Writing* for first year science students, *Outside Reading for Thai Traditional Medicine Students*. Data from interviews and written documents help depict the development and characteristics of such EFL in-house teaching materials used for the teaching in this educational context.

1. Why are in-house teaching materials used at Scholar University?

The participants with experiences in producing in-house teaching materials explained why they preferred in-house teaching materials to commercially available teaching materials as follows.

1) Unit 5 Interpretation of Data: Graphs and Charts and Developing Critical Reading Skills

Although Yupin (the course coordinator for the First Year Engineering Student section and the First Year TM Student section) used a commercially available teaching material for her listening instruction, she also developed her own teaching materials to teach reading and writing skills in the two EFL courses she was teaching. This was because, as she explained, what provided in the commercial teaching materials were not enough and suitable for her students. Yupin spoke,

I think in-house material is effective not commercial because it's suitable for the groups in *Scholar University*. Teaching materials for engineering students, I prepare the materials myself because I, after I have experience in teaching for one year I found that the commercial material is not suitable for the group of students. And they don't have many activities, they don't have any activity that suit to my students. And reading passages, it's not ... how can I say (laughing) it's not appropriate to the group of students. And functions of the grammar or the structure that they have to learn in English for specific purposes, in academic English, they don't have in the commercial. So I prepare by myself. And TM students, Thai Traditional Medicine students, I prepare another book called Developing Critical Reading Skills which mix reading and writing in the same book.

2) Introductory University English II for DT PY MT VS Students

The other two participants from the First Year DT, PY, MT, and VS Student section preferred in-house teaching materials to commercially available materials. Wongwan, the course coordinator, explained why she thought that commercially available textbooks were inappropriate for her section. She said, "It's hard to select or to use the materials that fit exactly our purpose or our objective or time. It's very difficult." Wongwan also opted for in-house teaching materials as these materials could be easily adjusted and modified. She spoke, "So that's why we have to adjust all the time or modify whatever"

Piroon, teaching the same section as Wongwan, further explained that in-house teaching materials responded better to teachers' teaching needs and objectives. However, the development of in-house teaching materials, as Piroon said further, was a time consuming process. Nonetheless, once the materials were developed, the teachers could re-produce or alter the content in these materials anytime they wanted. In contrast,

commercially available textbooks, as Piroon criticized, could not really answer teachers' needs. Piroon clarified,

I know it takes time if you have used in-house material, to get people together and sit down and do that. But after using for 4-5 years you're kind of fade out with that material and then you have to start doing it over and over. But if you use commercial text, it can not carry out all your needs. No textbook, no commercial book is that good. I don't think that's appropriate that's all your needs.

3) *English Conversation and Discussion*

Michael, a native English teacher, teaching in the First Year Medical Student section admitted that he also preferred using in-house teaching materials to commercially published textbooks. This was because in-house teaching materials were flexible. Michael compared the two types of teaching materials,

The courses that I taught were different you see. I was teaching the second year science students I had to use the book called Quest, which I absolutely hate it. These materials [in-house teaching materials], because they are in-house, because they're in a way ad-hoc material. They're nor particularly carefully planned. They are more flexible. They allow for certain rate of flexibility.

The participants shared with the researcher their reasons for using in-house teaching materials. Similarly, they agreed that the in-house teaching materials could better serve the needs of both teachers (and learners). In the next section, the description is centralized on the development of these teaching materials. In particular, how were the teaching materials developed?

2. The development of in-house teaching materials used at Scholar University

The analysis from interview data revealed how in-house teaching materials used for EFL courses at Scholar University were developed as follows.

1) *Interpretation of Data: Graphs and Charts and Developing Critical Reading Skills*

A lone course coordinator of two EFL courses for the first year engineering students and the first year TM students (Yupin) told the researcher during an interview that she often worked individually when developing teaching materials for the students in her groups. When asked to describe how she developed her teaching materials, this same teacher responded,

Teaching materials for engineering students, I prepare the materials myself. And TM students, Thai traditional Medicine students, I prepared another book called *Developing Critical Reading Skills* which mix reading and writing in the same book.

In her interview, Yupin explained how these two in-house textbooks were developed for the English language teaching and learning in this university context. For example, to produce a textbook for the first year TM students, Yupin accessed various websites and read many English newspapers to find reading passages on current health-science issues. She explained,

TM students' materials, they concern with the health science matters, so it is very easy because I can find it from the newspapers, from the news in the internet, from the ... many sources that I can find the passages. So I select the topics that are very hot during this time such as SARs that concerns with the medical part.

Yupin then organized her textbook by dividing teaching contents into three parts including reading passages, language focus, and writing activities. She clarified,

So I took it ... took the passage and then I try to find the language focus that we already know that ... we have already known that the medical students or health science students have to learn. I put it in the second part of the reading and I put some academic writing ... academic writing essence or contents something like that put it into the last part of the material. So it contains three parts in one unit, reading for the passage according to the name of the unit. I provide one passage or two passages and do reading comprehension. And the second part is the language focus according to the health science students have to learn. And then the last part is writing. Writing is followed the academic writing course of Jordan book. It's the source original that I'm inspired by that material.

Likewise, the English textbook for the First Year Engineering Student section was produced from several sources, for example, published commercial books, textbooks from another university, and the English-English dictionary. Also, Yupin concentrated on specific contents relevant to the students' field of study. Yupin explained how to create this language teaching material along these lines.

The way I produced the materials is that I look at all the materials that are in the market, the commercial materials for engineering students, for vocational students. And then I compiled it. And then I looked through every unit of that ... such materials, including the materials from Sukhothai University. They have the materials for self-study of the engineering course. So it's very good one. It has the description in Thai. So the students can learn by themselves. I not copy but I take some of the language focus from that material, and then I mix with some part of the commercial material, and some ... I start from the dictionary, dictionary of

Oxford ... Oxford University ... Oxford students dictionary. I found that many vocabulary concern with the engineering materials, engineering matters. So I take it and some part ... they have the ... it has the ... I don't know how to use the words ... annex of the ... the description of some vocabulary they expand into the exercise or something like that. And they say it is photocopyable. So I take that part to start some units of my materials. So it just the way that I make my material.

Another participant, Nipa, an assistant teacher teaching the same section as Yupin, reverberated what Yupin had said concerning the development of the textbook for the first year engineering students further. Nipa said,

I have talked to her [Yupin] many times. And she said that she asked her husband because her husband is an engineer. And she select from website, from the book, both teaching book and the book that engineer use in work. And many journals or many articles about engineering that she has ... and some of articles from her husband.

Even though Yupin worked alone to create her language teaching materials for the First Year TM Student section and the First Year Engineering Student section at Scholar University, deeply she desired for collaboration from other teachers in the Department to help her develop these teaching materials. This was evident in her response to the question dealing with the process of material development.

I would like to have other teachers to comment and to correct my materials that I have produced. Or I would like to invite anyone who are interested in making, in producing the materials to come and join me and to write with me. But I could not find any during through this time. Up to this time I could not find. But in the future I hope some teachers may be interested in producing the materials.

2) *Introductory University English II for DT PY MT VS Students*

Wongwan, who was the course coordinator of the First Year DT, PY, MT, and VS Students section, told the researcher that she worked collaboratively with the teachers in her group to develop the in-house teaching materials for their English language course. Wongwan said,

Group members. I mean the teachers that are in our team. We help each other to select what we're going to use, particularly may be, reading articles, and listening whatever. If you're assigned to teach in any group, we all get together and prepare or make decision what we're going to do. At least if we knew some weaknesses of the materials previously taught, we corrected. We have changed something that we think it didn't work in the past and we make it.

Piroon, one of the teachers in Wongwan's teacher group, emphasized the collaboration among the teachers in the group. When designing and developing the teaching materials for their student section, the teachers in the same group, as Piroon said, "got together and did it ourselves." She further explained that the in-house teaching materials produced for the EFL teaching for students in this section were determined by the university's course descriptions. This means that the teaching issues (such as teaching objectives, teaching concepts, and activities) provided in the current textbooks were not too different from the ones previously used. She spoke,

We use the same course description. So when we develop materials, it has to be functions, the same functions. So it's just like new wine in the same bottle. It may be more up-to-date the contents or the style of teaching that can be different. But we still have to stick to the same course description.

To develop the in-house teaching materials for listening practices, this teacher group developed such materials from television programs (UBC programs). They then used these listening materials in the language laboratory to expand the first year DT PY MT and VS students' listening skills.

For listening, I developed listening materials from UBC programs. You're not talking about copy right, right? So ... but anyway, we didn't violate any copy right because we subscribed UBC. I haven't recorded and I used in the lab only not for general public. So that's fine ... that will be listening material used in the lab.

3) *English Conversation and Discussion*

Another teacher group, the First Year Medical Student section, worked collaboratively to develop their in-house teaching materials for teaching English language. This was revealed by Rod who was a foreign EFL teacher teaching in this particular student section. He said,

In this speaking class, we're using compilation of things that were put together by the different teachers... it's taken a little bit from many many different sources... Usually, at the beginning a week of each semester, we had a meeting and we go over what we did last semester. And then we decided what was good what didn't work or what we didn't like and we throw out things and we add new things.

Michael, teaching in the same group as Rod, further clarified how he worked with other teachers in his group in developing teaching materials.

If I have any ideas, material that I think will work well, then I make them available to other teachers. For example, next week, this weekend, I'm going to Australia,

so I should miss two classes. I've prepared in advance. A video of various body parts in the laboratory for the medical students to work and the worksheet for them to fill in. Also a tape about the transcript, the text on the video. These materials I handed to Ajarn *Umaporn* who is a coordinator for that first year speaking course. She can make them available to other teachers.

In brief, some EFL teacher groups at Scholar University used in-house teaching materials to teach EFL for their students. However, the process of developing such teaching materials were different by each teacher group. For example, EFL teachers teaching in the First Year DT PY MT and VS Student section and the First Year Medical Student section worked collaboratively within their own groups to develop in-house teaching materials for their students. Furthermore, such in-house teaching materials used for the EFL teaching in these particular student sections were developed from several sources such as the ones previously used (based on the university's curricula and course descriptions) and television programs for the teaching of listening skills. Differently, Yupin (the course coordinator of two EFL courses) worked individually to develop in-house teaching materials for the EFL instruction for the first year engineering students and the first year TM students. She explored teaching issues from several sources for producing the teaching materials such as Internet, newspapers, commercially published textbooks, English-English dictionary, and textbooks from another university. Yupin did not work with other teachers in her group. Interestingly, she chose to consult her husband for assistance in producing her in-house teaching materials. In the next section, the characteristics of in-house teaching materials used at Scholar University are described.

3. The characteristics of in-house teaching materials used at Scholar University

EFL in-house teaching materials used at Scholar University appear to have some characteristics in common. That is, many of in-house textbooks are composed of a number of black and white printed papers and bounded together. They have colorful covers with the specification of EFL courses' names. (This is exception to the First Year Engineering Student section's reading and writing materials, which are made up of sheets of A4 black and white photocopied papers stabled together.)

Additionally, EFL in-house teaching materials employed in this specific university context have some similarities in their presentation. Such teaching materials consist of

several units. In each unit, there appears to have several passages related to the students' fields of studies. Also, various types of exercises are given to encourage students to practice their English to acquire the language. These exercises include, for example, reading comprehension exercises (fill in the blanks, answer the given questions, match the words with their meanings, and vocabulary practice, etc.), grammar exercises (complete the sentences, produce the sentences, describe pictures or things, etc.), and discussion exercises. Following is an example of filling in the blank exercises from different textbooks.

Activity 9: Fill in the blanks with the adjective describing its shape.

1. The slice of bread _____.
2. The cross section of a strawberry is _____.
3. The longitudinal section of an apple is _____.
4. The transverse section of the artery is _____.
5. The longitudinal section of a vein has _____.

(English for Future Career: Functions in Scientific Writing)

B. Complete these sentences with the information from the text.

1. Jellyfish don't need skeletons since the water _____ them.
2. The worm's body is supported by _____.
3. The worm's cells and the spaces inside its body is filled with _____.
4. The body of an exoskeleton is made up of _____.
5. The limbs of an exoskeleton are made up of _____.
6. The body of an endoskeleton is supported by _____.
7. An endoskeleton's muscles _____ to bones.
8. _____ contain cells which serve to make blood.

(Introductory University English II for DT PY MT VS Students)

Exercise 2 Complete the sentences using one of these verbs in the correct form.

cause damage hold include invite
make overtake show translate write

Ex 1. Many accidents are caused by dangerous driving.

2. Cheese _____ from milk.
3. The roof of the building _____ in a storm a few days ago.
4. There's no need to leave a tip. Service _____ in the bill.
5. You _____ to the wedding. Why didn't you do?
6. A cinema is a place where films _____.
7. In the United States, elections for President _____ every four years.
8. Originally the book _____ in Spanish and a few years ago it _____ into English.
9. We were driving along quite fast but we _____ by lots of other cars.

(Developing Critical Reading Skills)

Furthermore, exercises focusing on how to produce English sentences are exemplified as follows.

Exercise 5 Writing

You are asking somebody questions about things he or she has done. Make questions from the words in the brackets.

- Ex. 1. (ever/ride/horse?) *Have you ever ridden a horse?*
2. (ever/be/California?) Have _____?
3. (ever/run/marathon?) Have _____?
4. (ever/speak/famous person?) Have _____?
5. (always/live/in this town?) Have _____?
6. (most beautiful place/ever/visit?) What _____?

(Developing Critical Reading Skills)

Exercise 7 Nominalize the verbs in the following sentences.

1. Venus rotates slowly.
2. _____
3. The injured boy recovered completely.
4. _____
5. The building will be constructed.
6. _____
7. His blood pressure rose sharply.
8. _____
9. A prism refracts white light.
10. _____

(Introductory University English II for DT PY MT VS Students)

Activity 3: A. rewrite these sentences using as as

1. Last summer was very hot and so this summer.
This summer is as hot as last summer.
2. Jean's mother is generous and so is Jean.
3. _____
4. Our hospital is comfortable and so is yours.
5. _____
6. Jenny works hard and so does Becky.
7. _____
8. Neil's brother is mischievous and so is Neil.
9. _____
10. Uthai can run fast and so can Arthit.
11. _____

(English for Future Career: Functions in Scientific Writing)

However, EFL in-house teaching materials varied in terms of teaching contents and objectives. The following excerpts from the Scholar University's EFL in-house textbooks exemplify the objectives and contents of various EFL courses offered in this particular university.

This book has been written for practicing reading and writing for university students who have to study health science related subjects. Our purpose in writing this book is to provide both in-class and self study reading materials for university students. This book will give not only information in medicine but language focus for the students to improve their abilities in language use.

(Developing Critical Reading Skills for the first year TM students)

- Objectives:
1. To improve students' confidence in conversational English.
 2. To provide students with an opportunity to discuss current events and to express opinions.
 3. To increase students knowledge of vocabulary and use of English with emphasis on specific applications to medicine so as facilitate academic and practical use of spoken English.

(English Conversation and Discussion for the first year medical students)

This textbook is written for first-year students of Dentistry, Pharmacy, Medical Technology, and Veterinary Science at Scholar University. It is divided into eight units whose topics are based on language patterns often found in medical science and science reading passages. Each unit consists of six sections: warm-up, input, language focus, exercises, practice and task. The warm-up section elicits the student's background knowledge and gives the students some idea of what they are going to study. The input section generally provides a short reading passage that includes the language the student will learn. The language focus section presents the language patterns, expressions and examples. Then the language patterns can be applied to written exercises (mainly sentence drills). The practice section is like a test that provides one or more reading passages with different types of exercises.

(Introductory University English II for DT PY MT VS Students)

Objectives: To enable students to read, synthesize and analyze a variety of scientific texts. Then, to later apply various functions from the texts.

Sub-objectives

1. To recognize the functions in a text
2. To understand technical terms and general word meanings
3. To acquire necessary patterns of functions to be used as model for academic writing
4. To write at the sentence and short paragraph level

(English for Future Career: Functions in Scientific Writing for the first year science students)

Unit 1. Who are Our Neighbors?

By the end of this unit, the students will be able to

1. identify the main stress of words with two or more syllables
2. pronounce words with the correct main stress
3. achieve comprehension of passages / paragraphs by note-taking format, writing short answers, and cloze format
4. use vocabulary correctly

Unit 2. Air Pollution

By the end of this unit, the students will be able to

1. identify the main stress of words with two or more syllables
2. pronounce words with the correct main stress
3. achieve comprehension of passages / paragraphs by note-taking format, cloze for mat, multiple-choice format, and true / false format.
4. use vocabulary correctly.

(English Listening Comprehension for the second Year science students)

An analysis of these data gives the researcher a better insight into the development and the preparation of EFL in-house teaching materials used at Scholar University. That is, teachers rigidly follow the university's curricula and course descriptions when producing and developing their own teaching materials. It seems fair enough to say that the content chosen for the teaching materials are more or less in line with the university's pre-determined requirement. Moreover, the above section outlines the characteristics in common of EFL in-house teaching materials in terms of their appearance and presentation. However, these in-house teaching materials vary in teaching contents and objectives for different students' fields of the study.

Importantly, the analysis from interview data further gave more insights into the teachers' working cultures in the process of preparing teaching materials at Scholar University. That is, the EFL teachers who selected commercial textbooks and developed in-house teaching materials described their task in light of two different working cultures; balkanization and elective individualism, as Hargreaves (1994) termed.

To some extent, there existed some forms of balkanization cultures among the teachers in the Department of Foreign Languages at Scholar University. Such a balkanized culture was evidently found within some teacher groups, for example, EFL teachers teaching in the Second Year Science Student section, the First Year DT PY MT and VS Student section, and the First Year Medical Student section. These teacher groups mainly worked and associated with colleagues in their own groups to prepare their teaching materials for students. Hargreaves (1994) described,

The balkanized form of teachers' culture, like all other forms, is defined by particular patterns of interrelationships among teachers. In balkanized cultures, these patterns mainly consist of teachers working neither in isolation, nor with most of their colleagues as a whole school, but in smaller sub-groups within the school community, such as secondary school subject departments, special needs units, or junior and primary divisions within the elementary school. (p. 213)

Another form of teacher culture found in this workplace was individualism. A lone course coordinator worked individually when developing teaching materials for her two EFL courses for the first year engineering students and the first year TM students. The determinant of individualism in this particular context fit into what Hargreaves (1994) termed as elective individualism. Hargreaves explained,

Elective individualism refers to the principled choice to work alone, all or some of the time, and sometimes even in circumstances where there are opportunities and encouragement to work collaboratively with colleagues. Elective individualism describes a preferred way of being, a preferred way of working rather than merely a constrained or strategic response to occupational demands and contingencies. It is a form of individualism which is experienced less as a response to forces of circumstance, or less a strategic calculation of efficient investment of time and energy, than as a preferred form of professional action for all or part of one's work. (pp. 172-173)

Following in the next section is a discussion on how EFL teachers at Scholar University perceive their English language teaching materials.

5.2 The Perceptions of Scholar University's EFL Teachers of Their Language Teaching Materials

The participants were asked to express the understandings and feelings they had of the EFL teaching materials they were using in their EFL instruction at Scholar University. The researcher's analysis of the interview data demonstrated the teachers' three main perceptions toward their language teaching materials. These included 1) teachers' like of their teaching materials, 2) teachers' perceived weaknesses of their teaching materials, and 3) teachers' dislike of their teaching materials. Particularly, the researcher depicted these perceptions from the participants who involved in the development of language teaching materials and the participants who were imposed to use such teaching materials for their EFL instruction.

5.2.1 Teachers' Like of Their EFL Teaching Materials

When asked to describe their feelings toward their presently used teaching materials, almost all participants (nine out of eleven) those responsible for developing and selecting teaching materials, stated that they quite liked some characteristics of the teaching materials they helped select and develop. Data analysis from interviews revealed why these participants liked their language teaching materials. Their reasons could be grouped into four categories; that is, (1) variety; (2) relevance; (3) updatedness; and (4) strictness to the university's curricula and course descriptions.

1. Variety

During interviews, four participating EFL teachers stated that the teaching materials they were using for EFL instruction included a variety of reading passages, exercises, and activities. For example, three teachers teaching English language for the second year science students thought that *Quest: Reading and Writing in the Academic World* was good in terms of various reading passages and exercises for the EFL teaching practices. Manee, the course coordinator, gave a reason why she selected this commercial textbook.

It's also good because it's got the reading passages and got exercises. And ... what ... discussion, some kind of the questions for the students to discuss and also the exercises, right ... that's good.

Ornuma commented positively, "We thought that it's quite a good book containing a lot of exercises. And it's step by step."

Kanya who was imposed to use *Quest: Reading and Writing in the Academic World* textbook in her language teaching similarly pondered the strong point of this textbook. Kanya said that the reading passages and exercises provided in this textbook could help her students learn vocabulary and expand such a skill. Kanya explained,

The strengths of my teaching material is ... because there are reading passages in the book and there are following exercises in the book. And the exercises encourage the students with the vocabulary skill something like that. So I think this book is good in vocabulary point that can improve students' vocabulary skills.

Wongwan, the course coordinator of an EFL course for the first year DT PY MT and VS students, thought positively that *Introductory University English II for DT PY MT*

VS Students textbook used in her particular student section contained various activities. These various activities encouraged the students to learn the language. Wongwan said,

I think we have a variety of activities that should not be too bad for them and make them bored. It's not too boring and ... too variety of activities in our materials, its strength.

The participants discussed above affirmed that they liked the variety provided in their EFL textbooks, particularly the EFL teachers using *Quest: Reading and Writing in the Academic World* for teaching the second year science students in this university context.

2. Relevance

Many participating teachers (five out of eleven) revealed that they liked the contents in these teaching materials that were largely related to the university's curricula and course descriptions and, more importantly, responded to students' needs. For example, two participants (Kanya and Billy) who were prescribed to use both *Quest: Reading and Writing in the Academic World* and *First Step in Academic Writing* for their teaching admitted during their interviews that the teaching contents in *Quest: Reading and Writing in the Academic World* were particularly corresponded to their students' needs. Taking for granted, Kanya presumed that the students in her class liked the reading passages in *Quest: Reading and Writing in the Academic World* as her students, according to Kanya, "feel that this material is good in terms of the reading passages related to their scientific field."

Billy, an English as a second language teacher, also liked the teaching materials he was using for his EFL teaching at Scholar University. However, Billy, unlike Kanya, at no time mentioned about how or what the students in his class thought about the materials. Instead, Billy said he liked *Quest: Reading and Writing in the Academic World* because he liked how the author of this textbook selected the contents in the book and organized them in a manner that would help students of EFL acquire real English as much as possible. Students, as Billy explained further, could relate the reading passages in *Quest: Reading and Writing in the Academic World* to what happened in reality. In his own words,

Quest tries to relate what's happening to the real world. You know it talks about addiction, it talks about dreams, it talks about herbal cures, it talks about good health, and so on. That's the strength of Quest.

Similarly, interview data from Rod, a native English speaker, uncovered that the in-house teaching material used for teaching English language for the first year medical students could stimulate the students to think and speak in the classrooms. This was because such a material was relevant to the interest of the students. Rod maintained,

They're relevant to the students' interest I think, especially like talking about movies, that was probably the most interesting for them. They have interesting questions to stimulate the conversation that students have to answer. And I think that's good because all they just meant to stimulate the conversation and generate ideas and thinking about the subjects and then have them present what they come up with.

In a like manner, excerpts taken from the two participants (Yupin and Surang) from the First Year Engineering Student Section helped explain how some of the EFL teaching and learning materials used at Scholar University were relevant to needs of the students at this particular university. As a course coordinator of the First Year Engineering Student Section, Yupin was not only responsible for arranging the course but also for developing and preparing the teaching materials for her section. During an interview, Yupin shared with the researcher how the students in her class could use what they learned in her English class with their other subjects. She explained,

Some students said to me that they can use some knowledge of grammar to be used in their daily life, in writing something, such as when they do the project in their faculty. They have some project work in English. It is small part or summary or something like that. They can use some structures that I have taught them, they said to me, but not many students only two or three students.

Surang reverberated what Yupin said about how the teaching materials they were using could be of use to their students in studying other subjects in their field of study.

The contents of the book ... of the material. I think it relates to the field of students studying because these engineering students have to learn about electronic or something ... I think it's useful for providing them these kinds of context like this.

These five participants liked their language teaching material in terms of the relevance to the students. Nevertheless, these participants had different reasons for their

like of the teaching materials they were using. Three participants (Kanya, Yupin, and Surang) commented that the teaching materials were good because they were relevant to the students' fields of study, whereas Billy and Rod had different perspective. They thought that the textbook he was using was appropriate to the students in terms of their interests and the knowledge of the world.

3. Updatedness

Two participants uncovered that they liked the updatedness of their language teaching materials used for the teaching practices. For example, Yupin, the course coordinator of the EFL course for the first year engineering students, specifically told the researcher that one unit from her teaching material was "up-to-date." Similarly, Piroon compared her currently used textbook (*Introductory University English II for DT PY MT VS Students*) with the one previously used for the EFL teaching in this teaching section. She said, "It may be more up-to-date."

4. Strictness to the university's curricula and course descriptions

Two participants seemed to be satisfied with the teaching materials they themselves developed. This was because their materials, by and large, rigidly followed the university curricula and course descriptions. For example, Yupin, the course coordinator of EFL course for the first year engineering students and the first year TM students, seemed to like her teaching materials because "it is stick, it is stuck or it is direct to the curriculum or syllabus." In the same way, Ornuma, helping her course coordinator selected two commercially available textbooks for the second year science students, commented positively that,

We can use these two books to go together with our curriculum which we expect the students to be able to read and to be able to write.

The two participants mentioned above seemed to concern the use of curriculum and course descriptions in the development of their language teaching materials for the EFL teaching at Scholar University. Next, the teachers' perceived weaknesses of their teaching materials are discussed.

5.2.2 Teachers' Perceived Weaknesses of Their EFL Teaching Materials

All EFL teachers participating in the interviews of the present study identified several weaknesses in the teaching materials they were required to use in English

language teaching and leaning at Scholar University. The researcher's analysis of interview data helped her categorize these perceived weaknesses into six groups; that is, (1) boredom, (2) difficulty, (3) irrelevance, (4) inadequacy of exercises and activities, (5) excessiveness of activities, and (6) inaccuracy.

1. Boredom

Many participating EFL teachers (six out of eleven) perceived that the teaching materials they were using were unattractive. For example, Kanya thought that most exercises in *Quest: Reading and Writing in the Academic World* she was prescribed to use, in fact, made her students bore in learning language. Kanya clarified,

It seems that the book itself cannot persuade students much. I can see from their eyes or faces expressing that they seem to be bored about that. I think the exercise in *Quest* is sometimes boring because the exercises follow the same step in every unit. So it seems that when the students have done the exercise they already know that what they will do next. So it seems to be boring.

Kanya further revealed that *First Step in Academic Writing* textbook used for her English writing instruction for the second year science students was uninteresting. She described that the teaching contents were not only too simple but also poorly organized. She commented,

And for Academic Writing, I think the weaknesses of the Academic Writing book is the contents in the book seem to be too easy for students and the exercises seem disconcrete [sic] [*separated skills and grammar*]... how can I say ... I mean that the exercise ... when students do the exercises in the Academic Writing book, maybe fill in the blank, true or false, or make a sentence or something like that. They are exercises like ... O.K. you write a passage about something, something like that.

Moreover, Kanya reported that none of her students like *First Step in Academic Writing* textbook. The students told her that the exercises in this textbook were not challenging. She told the researcher,

And students told me that the exercises ... how can I say ... can I use their words or not? They tell me that ... some of them tell me that the exercises in the Academic Writing book are stupid in their view. They told me that they think the exercises are too easy. It seems like the exercises in Pratom (Primary level) or something like that, they said. This is the exact words that they told me.

Nonetheless, although Kanya perceived the weaknesses of this teaching material for her writing instruction, she disagreed with what her students said. This was because

she could adapt these exercises in the textbook for her teaching purposes. Moreover, Kanya thought that the students could have a chance to review what they had learned previously about writing skills from these exercises. Kanya clarified,

But I don't think like that ... I don't think the exercises are stupid. I can base on that easy exercise. I can use my exercises to support their learning. The strength of the Academic Writing book ... I guess it's about the structure or something like that because it seems that this book provides students with a review. The review that what students have learned in Mattayom or something like that. So when students learn or study with this book, they can review something that they have learned. The topic ... I can say that the topic is quite general. But it is general, it is good in some way. I mean, for example, the book provides students with the review about connection or transition something like that. Students can use this knowledge to ... for their further study or their career.

Some participants (Wongwan, Surang, and Nipa) complained that their assigned EFL teaching materials were boring because they contained too many contents to cover. For instance, Wongwan, the course coordinator of the First Year DT PY MT and VS Student section, thought that her students disliked the *Introductory University English II for DT PY MT VS Students* textbook. She further justified that this textbook included too much scientific content to teach English language for the first year undergraduate students. This seemed to bore the students studying in this group. Wongwan spoke,

For the group that use our own material, I don't think they [the students] like it [Introductory University English II for DT PY MT VS Student textbook] because you know ... a lot information in scientific ... in scientific stuff. That's why I think it's boring for them, particularly for the first year students who just start studying English in the first year.

Nipa and Surang who taught the first year engineering students thought that their materials were uninteresting as they focused heavily on grammar points and forms. Nipa said,

I think there are many patterns for them to remember. In each unit, there are many patterns. In the exam, they have to ... please write pattern one, pattern two, pattern three ... They can't remember which one is pattern two, three, or one.

Surang concurred,

I think it focus too much on grammar or ... and patterns something like this ... So I think it makes the students feel bored. So students don't want to study.

Michael, a native English teacher of the First Year Medical Student section, perceived the weaknesses of his textbook in terms of its appearance and how it was distributed to the students. That is, he thought that the teaching material he was using for the speaking instruction should not be compiled in the book form. It could be more surprised for the students in the classroom if such a teaching material was distributed weekly. Further, Michael highlighted that the students should write their own teaching materials as a form of report concerning what they had learned in the classroom. He clarified,

For the students speaking course that I think its mistakes to have materials in book form that is the materials that you hand out to students at the beginning of the course. I'm far happier handing out worksheets week by week as we get along because I think there's element of surprise in the class. And the students are concentrating thinking about or referring to a book ... I'd rather the students write their own book, record of what they do in class instead of giving students a book that the course in the beginning of the course. One of activities at the end of each class is students write up a report of these activities. And this in fact becomes workbook the ... the materials ... the result of teaching. Not just input of what is taught. And this is any idea that I'm trying to promote on several occasions ... sometimes successfully with different groups of students that I've been free to select entirely my own material. So the students in fact write their materials as they go along in a form of report at the end of each class. For me, this for more effective for speaking students.

Rod, another native English teacher teaching in the same section of Michael, uncovered in his interview that the content in the in-house teaching material he was using was outdated. As he said, "I'd like to say some of them are too old and the stories are too old." This could bore the first year medical students to learn the language in the classroom.

In brief, these six participating EFL teachers at Scholar University perceived the weaknesses of their prescribed textbooks in terms of boredom. That is, these textbooks they were using contained, such as uninteresting content, too much content, too easy exercises, and too old stories.

2. Difficulty

More than half of the participants (six teachers) thought that their language teaching materials were too difficult and, therefore, not suitable for their students. For example, two participants teaching in the Second Year Science Student section talked

about some difficulties they had encountered while using *Quest: Reading and Writing in the Academic World*. Manee spoke, “the vocabulary is the most difficult part.” Kanya agreed, stating that “some vocabulary may be difficult for them [students].”

Wongwan, the course coordinator of the First Year DT PY MT and VS Student section, confessed that the *Introductory University English II for DT PY MT VS Students* textbook she helped develop contained some difficult vocabulary. She noticed that her students were unable to learn all these words. These students had difficulties during an examination. Wongwan said,

Vocabulary. They cannot memorize all words in the book. And when they you know ... when they do the test particularly for reading, they cannot translate or they cannot get the whole meaning of the text. This is because they don't know the ... some words, some technical terms, difficult for them.

Specifically, two EFL teachers, Surang and Nipa, complained about the difficulty of one particular unit in the teaching materials for the first year engineering students. Surang said, “Some part ... it's difficult so I have to try to explain to them so many times.” Nipa perceived such a difficulty from her students that,

They told me that it [*Unit 5 Interpretation of Data: Graphs & Charts*] is very difficult for them. You know ... even for distinguish between adjective, adverb, and noun, is difficult for them. And they have to rearrange. They have to use each pattern, and they have to remember each pattern. They said that it's very difficult for them.

Yupin, the developer of this set of teaching material was aware of other teachers' complaints about the difficulty of this particular unit. She said,

The teachers who are under my group told me that, such as this unit Interpretation of Data: Graphs and Charts. They say it's rather difficult but they try. They try to teach or to make it ... try to clarify or explain to the students. But it's very hard job for them.

She later explained why this unit was more difficult than other units in the teaching material.

That is my objective also that I would like the teacher to ... to ... investigate or ... I don't know how to ... they have to study much for their students. Before going to teach, they have to research ... they have to ... in Thai “ค้นคว้า” [research]. They have to do that one, prepare themselves very carefully.

These six EFL teachers at Scholar University admitted that the language teaching materials they were using were difficult for the students. Some participants revealed that some vocabulary in their textbooks were difficult; whereas some thought that the contents included in the textbooks were too difficult for the students to understand.

3. Irrelevance

Three participating teachers complained that most of the contents in *Quest: Reading and Writing in the Academic World* textbook was not relevant to the second year science students' needs at Scholar University. In spite of having good perspectives on the textbook, Manee and Ornuma admitted that *Quest: Reading and Writing in the Academic World* they selected included irrelevant topics for the students' fields of the studies. Particularly, Manee thought that the topics provided in the textbook seemed not to attract her students to learn the language. Manee said,

Some [students] may not like because some of the ... what ... the topics may not really interest them. ... the book gives quite variety of topics. I mean you cannot have a perfect book, right.

Ornuma further revealed the weakness of *Quest: Reading and Writing in the Academic World* was mainly caused by the unrelated topics this textbook contained. She explained,

The weaknesses is, for example, I will give you one example, (opening a page for the example) like this one the first chapter, it's about business. And most of our students are science-oriented. So when they see that for this is like business, probably they do not have enough idea to express when they have to do the topic which they are not familiar with.

Although Billy admitted that *Quest: Reading and Writing in the Academic World* involved the students with the knowledge of the world, he thought that the students did not like the textbook. He further suggested that it would be better for the students if they learnt English within Thai contexts. Billy further explained that this could make English learning become more meaningful to the students.

I think that it's very difficult to get students to like the book. But I think that you've got to find, for example, in Quest, there is a topic on addiction. But they were dealing with drug addiction. Now for Thai students you've got to relate it to what is happening in Thailand. And you've got to relate it to other form of addiction like alcohol example, you know alcohol drinking. You know I think it's a serious problem in Thai universities. So you've got to be related and try to make these students understand what addiction is in their own society in their own culture. And this one the book doesn't do. The materials have no meaningful

contexts. You know the students are told simply text. This tries to understand why it is useful, why they should be doing this. It's not explained to the students, for example, if I say you should learn driving, because driving is important to you, you need the car to go shopping, you need the car to go holiday, you need the car for a boyfriend or whatever. But it's meaningful to you. Now I think one of the great problems of English language teaching is students don't see that why it's meaningful. What can English do? What can they use English for? It's just learning because somebody says learn it you know. So they don't see why it's useful, why they should do it at all. So I think that it's one of the weaknesses of the Quest book.

In sum, three participating EFL teachers teaching in the Second Year Science Students section at Scholar University disliked *Quest: Reading and Writing in the Academic World* in terms of irrelevant topics and contents for teaching EFL.

4. Inadequacy of Exercises and Activities

There appeared to have too few exercises and activities for the students to practice. Surang said, "There's not much activity that we can do in ... by using this material." Yupin, the developer of this particular in-house teaching materials, admitted that the teaching materials contained fewer exercises for the students to practice. This was because of the time constraint. Yupin explained,

Very small amount of exercises, not many exercises. I would like to put in each unit. But I can not put because I don't have time for printing, for publishing, for typing because I have to produce it very early to give to other teachers to study. So I confess that I am in hurry to do it. So it's not good. It's a weak point of this.

Two EFL teachers teaching in the First Year Engineering Student section at Scholar University admitted that the teaching materials they were using did not have enough exercises and activities for their students.

5. Excessiveness of Exercises and Activities

Wongwan shared with the researcher that the *Introductory University English II for DT PY MT VS Students* textbook contained some weaknesses concerning too many exercises and activities. She further uncovered that EFL teachers teaching in this student section did not have time to go over all of these activities and exercises in the classrooms with their students. They had to assign these exercises as homework. Students, however, disliked doing homework. She explained,

Too many activities, too many exercises that we cannot complete. And whenever we assign them as homework they look ... they look ... you know ... they dislike

it. They complain a lot of homework. We have too much ... too much stuff in here in the book to cover.

6. Inaccuracy

Because of the time limitation, Yupin admitted that the teaching material she produced had some mistakes. She confessed,

I had very short time to make it. So some parts have the mistakes of printing. The teachers always found there are many mistakes in printing.

Two users of this set of teaching materials were aware of the mistakes in the materials but chose to deal with these mistakes differently. Surang went and told Yupin about the mistakes, “When I find some mistakes so I told her.” Nipa shared those mistakes with Surang but refused to let Yupin know about the mistakes. Nipa added,

If we find something or some mistakes in the key or mistake in the passage or something to add, we will share together.

5.2.3 Teachers’ Dislike of Their EFL Teaching Materials

Data analysis of the interviews revealed that three participating EFL teachers (Wongwan, Piroon, and Michael) at Scholar University admitted openly that they disliked the instructional materials they were using. Piroon, a Thai teacher teaching in the Second Year Science Student section, confessed that she disliked *Quest: Reading and Writing in the Academic World* used for her EFL teaching. She further explained that she disliked this commercial textbook as some of the topics, for example, Art, were not appropriate for science students. Piroon explained,

I asked when I first started teaching Quest. I asked one of the students because I don’t like it myself. So I asked what do you think about this because I think it’s probably too far fetch for them to understand all the arts Moné Painting, something. So I asked them and one of them said one, one girl in that second year class said I don’t like it at all. My science students don’t want to study arts.

Similarly, Michael who was once prescribed to use *Quest: Reading and Writing in the Academic World* for teaching the second year science students uncovered that he also disliked this commercially published textbook. He maintained, “I was teaching the second year science students I had to use the book called Quest, which I absolutely hate it.”

Interestingly, one course coordinator (Wongwan), who worked together with other teachers in the same teaching section to develop their teaching material, disliked the

teaching material that she helped develop. Wongwan, the course coordinator of the First Year DT PY MT and VS Student section, insisted, “For DT PY [textbook], I don’t like it.” Wongwan further emphasized, “I like to teach general English. The English that is close to daily life or close to students rather than this kind of thing.”

In summary, the analysis of interview data provided the perceptions of participating EFL teachers at Scholar University toward their language teaching materials including commercially published textbooks and in-house teaching materials used for EFL teaching and learning in this particular university context. Particularly, the analysis further demonstrated that the EFL teachers responsible for either developing or selecting teaching materials for their groups felt differently from the teachers who were imposed to use the teaching materials. In particular, some EFL teachers who had some experience in either developing or selecting the teaching materials mostly liked the teaching materials they developed. For example, Manee, the course coordinator of the Second Year Science Student, maintained, “The books [*Quest: Reading and Writing in the Academic World* and *First Step in Academic Writing* textbook] are fine, written by native speakers. So I don’t have any complaint.” Ornuma helping Manee select these two commercially available textbooks further explained,

I think they are quite good books because they prepare the students. If they want the students to do something, they will prepare everything for them to be able to do the activities that they are going to give later. And this is the strength of the book, I think.

In a like manner, Yupin, the course coordinator of EFL course for the first year engineering students, quite liked the material she individually developed. This was because she thought that her material was up-to-date and followed requirement of the university’s curricula and course descriptions.

Surprisingly, one course coordinator (Wongwan) admitted openly that she disliked the teaching materials that she worked together with other teachers in the teaching section to develop. In addition, all participating EFL teachers at Scholar University perceived several weaknesses in the teaching materials they were using for their EFL instruction. In the next section, the participants further suggested ways to develop English language teaching materials for the effectiveness in language teaching and learning in this particular university context.

5.3 EFL Teachers' Suggestions in the Development of Teaching Materials Used for the EFL Instruction at Scholar University

The participants' perspectives in the development of language teaching materials in their workplace were categorized into various aspects. In essence, interview data from the participants revealed the descriptions of what an effective teaching material used for the EFL teaching in this specific university context should and should not contain.

5.3.1 EFL Teaching Materials Should Encourage Students to Use the Language

Six participants (Michael, Rod, Surang, Kanya, Piroon, and Billy) thought that an effective English language teaching material should encourage students to use the target language both in the classrooms and outside the classrooms. For example, Michael, teaching EFL for the first year medical students, stressed that effective teaching materials should be "relevant to interest of the students and give them an opportunity to expand their own uses of the language." Further, these materials should not be "rigid and focus on form rather than on language skills." Another teacher in the same student section of Michael, Rod, explained what aspect an effective teaching material should contain as follows.

Again, just something that is relevant to the students, interests, needs. Something that stimulates conversation. Something that you know requires some types of cooperative learning where they have to learn together like each of you, share information and you put it all together to solve a task.

Rod further highlighted the characteristics of an ineffective teaching material along the following lines.

... [T]hings like vocabulary and isolation, just teaching grammar for grammar sake. You know things that are not some types of a context, some types of a subject that you're talking about. More just kinds of exercises and the with no kind of ... no purpose other than teaching grammar. I mean you know when we're not talking a subject matter something that is interesting. We're just talking about present perfect or something.

Likewise, Surang, the teaching assistant in the First Year Engineering Student section, said, "I think the material should provide anything that students can use in their life ... in their real life. I think it's the most useful." Similarly, Kanya, the teaching assistant in the Second Year Science Student section, further clarified that the teaching

material should not ask students to memorize words or English structures. She claimed that good teaching material should contain meaningful exercises for students to do something with the language. She explained,

Good material is the material that can link students with everyday use of English not English that they have to memorize the structure the words and then they can't make use of them. And the exercises in those materials should be meaningful in terms of students can make use of what they learn in their real life situations. I mean when they talk to foreigners or for their future career, or when they write a letter for apply for a job or something like that, they can use English that they have learned in the university. For their real life situation, I concern a lot about this.

In a like manner, Piroon who taught English language for the first year DT PY MY and VS students concurred with what Kanya said. In her opinion, Piroon maintained that student center in language classrooms could help students participate the English language learning. Piroon explained,

Materials should be motivating and it should not be too rigid. I mean rigid in the way that students should ... they should be roomed and have room for the students to come in and participate and have their choices as well as we go along. Make room for students to go in and participate. In other words, it can be more student centered rather than teacher centered. But if we kind of, give them way to go out and get access to variety of authentic texts, that would be more effective. So the ineffective will be something opposite to that. Ineffective. That should be something opposite. Like material that you can compare to dictator, like that students are just asked to follow the whole of this. It's just memorizing all the information in the book.

Billy, an English as a second language teacher teaching in the Second Year Science Student section, further suggested that the students should be encouraged to use English in the real contexts. He said,

I think it must be one way that the students are involved. So I think the students must be ... must use English to do something. They must use the language to do something. They cannot just learn the language. Now I think one of was the great problems of English language teaching is students don't see that why it's meaningful. What can English do? What can they use English for? It's just learning because somebody says learn it you know. So they don't see why it's useful, why they should do it at all.

5.3.2 EFL Teaching Materials Should Not Have too Many Contents

All participating teachers (Wongwan, Surang, and Nipa) who complained that their language teaching materials contained too much content requested the contents to be

decreased. For example, Wongwan, the course coordinator of EFL course for the first year DT PY MT and VS students, argued that the teaching materials should contain the appropriate amount of teaching content. She said,

We should have the quantity of materials, the contents that fit exactly the time and get them repeat and practice as much as they can.

Concurring to Wongwan, Nipa and Surang, teaching assistants in the First Year Engineering Student section, agreed that the amount of teaching contents in their teaching materials should be reduced. Nipa said,

It should not be ... it should not put much content in the material because each teacher will find something to add by themselves.

Furthermore, Surang thought that the teaching materials containing too much teaching content could generate boredom in the classrooms. She emphasized,

Ineffective [teaching materials] ... like I told you that for this month it focus too much on grammar. So I think it makes the students feel bored. So I don't want ... nope ... So students don't want to study.

5.3.3 EFL Teaching Materials Should Integrate Several Skills

Most participating teachers shared the same views in that EFL teaching materials should combine integrated language skills. An analysis of interviews from three participants (Nipa, Kanya, and Piroon) helps clarify these viewpoints. For example, Nipa thought that an ineffective teaching material was “the material that is focusing on aspect such as reading alone and grammar alone, vocabulary alone.” Particularly, Nipa claimed that “good material should be a mixture of many aspects of learning.” In the same view, Piroon said that “usually or ideally it should be integrated, materials that integrate all the skills.” In like fashion, Kanya further described that exercises provided in EFL teaching materials should include the four English language skills (listening, speaking, reading, and writing.) She stated,

I think that each language skill cannot separate. You can see four language skills. They have to go together, listening, speaking, reading, and writing. An effective teaching material should have an exercise that can encourage students to use four skills. I don't think the teaching materials that emphasize on one or two skills is effective in my view point. I think those four skills should go together.

5.3.4 EFL Teaching Materials Should Be Up-to-date

Two participants (Kanya and Wongwan) thought that EFL teaching materials should be up-to-date. For instance, Kanya said, “the reading passages or something that present in the material should be update.” Similarly, Wongwan refused the teaching materials that were not current. She thought that an ineffective teaching material was “used for a long time. So it’s not up-to-date.”

5.3.5 EFL Teaching Materials Should Contain General English

Two participants (Kanya and Wongwan) who seemed to dislike using their language teaching materials in teaching practices preferred teaching general English to English for specific purposes. As Wongwan said, “I like to teach general English. The English that is close to daily life or close to students rather than this kind of thing.” Kanya further explained that an English language teaching material should encourage the students to learn the language. The students should not learn the language with the scientific contents. She clarified,

I think the reading passages or something that present in the material should be something that can convince students to feel that they enjoy to read that passage not something like theory of something, because for science students, they already learn about that theory in science subjects. So in English I think it’s a better idea to give them different things.

5.3.6 Other Suggestions

Apart from the previously mentioned aspects, interview data from these participants further offered suggestions in the development of English language teaching materials used for the teaching at Scholar University. Particularly, there appeared the awareness of, for example, mistakes, teaching material evaluation, vocabulary size and English language pattern complexity, students’ English language proficiency, and teachers’ teaching styles. Ornuma uncovered that she really disliked using the teaching materials containing a lot of mistakes. She described,

Ineffective teaching material is the one which contain a lot of mistakes. I really hate that (laughing). If the materials contain a lot of mistakes in each lesson, then that is very bad because it is a bad example for our students.

Moreover, many participants further offered insights into English language teaching materials for the effectiveness in use. Piroon thought that when using teaching

materials, EFL teachers should consider further about evaluation and flexibility. She explained,

I think material is not really the whole thing. Material goes with evaluation as well. When you teach students it's also how you evaluate them. If you use this kind of material how do you evaluate them. It's just mid-term exam, final exam, and see how well they can re-negotiate that text back to you. That's not really an effective way of teaching and learning, and evaluating as well. So I think the good material must be roomed for flexibility. You don't have to stick to that and you have roomed to make it up-to-date. You have to be well on that you have to be flexible and really open to students' opinions. See whether they like it. If they don't like it, there's something that we can do. We should do it. So textbook is not really there all the time. I mean just stick to it just like a bible. It's not a bible. So it should be flexible. And think about something else too as a resource used in the textbook because you really can't measure the overall diversity of the language ability of your students. Just to test them based on that textbook.

Billy's interview offered an understanding of English language learning happening at Scholar University. His viewpoint could be beneficial for developing English language teaching material for students. That is, Billy raised an awareness of expanding vocabulary size and the complexity of English language pattern for science students. He said,

I think that students are not pushed hard enough. In other words, it seems to me there's tendency to say that the students are not going to study English anyway. So we try to bring the level down you know. I think that's not good. I think that what we should do is actually increase the level English teaching. So increase the number words, increase number vocabulary items, increase the complexity of language and sentences and mix the students, try to follow most of the time when we teach English. I think we teach English by lowering the students. I don't think that's very useful. We should actually increase the standard and try to make the students catch up.

Importantly, three participating EFL teachers offered some insights that students were also important in English language teaching and learning process. For example, Manee revealed that the weaknesses of language teaching and learning happening in the classroom were not from her teaching materials but it evolved the students' abilities in learning English language themselves. She explained,

I think you know you can not say that its weakness because when the writer wrote the book they thought that you know the level of the language should be like this, right. But our students themselves they are weak in vocabulary. So they may find it's difficult in this area. You know so how would you say that yours is weak. Oh, yeh ...that's a ... you can call the weakness but not the weakness in the material, the weakness of the students, right. Why they don't want to discuss, because they

didn't read in advance, they didn't try to understand the articles, right ... and look at the questions at the back, at the end of the articles. They did not read that and they did not try to think of that, to think of the answer. So they can not discuss. So the weakness should fall on the students, not in the books.

Interestingly, Ornuma agreed with Manee that her commercially published textbooks little contained weaknesses. However, she perceived that the students were weak themselves in the English language ability such as low writing skills. Ornuma said,

I think these two books are not too difficult for them. But what is difficult is the writing itself because they cannot write a good paragraph. Because they do not have enough grammar. The difficult part is the writing itself because they can not write, but not the book.

Further, another teacher, Michael, accepting that although the teaching material he was using served the students' speaking practices in the classroom, the students seemed to be reticent in the actual instruction. This was because these medical students overly concerned with the mistakes they would make. Michael clarified,

We have material that is designed to stimulate students into expressing ideas and speaking. This course I find hard work. They're not students sometimes as not fourth coming as the fourth year. Science students they seem to not exactly lack confidence because when they give individual presentations that they have prepared, then the standard is high, their English is good and they are capable of expressing quite complex ideas in English. I think their problem is because they're academic hi-fly because they've always done well at school and exam. They didn't like making mistakes. Therefore, they're reticent when taking part in dialogue, in exchange – certain exchange in class. They simply don't want to make mistakes. And so these are somehow means that I've got to draw them out all the time. I gotta work hard to make them say something. Not because they can't. But simply because they're reluctant for fear of making mistakes. However, having said that they're very nice students. And at personal level I get on with them very well.

Nipa stated that whether the teaching materials were effective or not, it depended largely on how teachers used these materials in their classroom instruction. Focusing on teachers, Nipa explained,

It is very difficult to define effective teaching material. You know it depends on students and teaching style. You know if the teacher doesn't want to teach grammar and the material focuses on grammar, it's very difficult to that teacher to teach. But if you find some teacher that likes to teach grammar but the material focuses on reading, it is very difficult for that teacher too and it also depends on the students. If the student is too weak, you have to add many things to them. I used to add something like the differences between adjective and adverb. This is

for the weak students. But for the good students, you don't have to teach like that. So I think effective material depends on many things many aspects such as students and teaching style of each teacher. But it should not be ... it should not put much content in the material because each teacher will find something to add by themselves.

In brief, the analysis of interview data gave evidence suggesting the understandings of the development of EFL teaching materials for the teaching at Scholar University. The participants offered the suggestions from their own experiences in the uses of the teaching materials in this particular university context. Some teachers' viewpoints showed that what the teachers thought about a good teaching material should differ from the characteristics of ones they were using in their instruction.

5.4 Summary

Data analysis revealed that one of the main responsibilities of the course coordinators of EFL courses at Scholar University was to select and develop EFL teaching materials for their student sections. Each student section used different teaching materials. Particularly, the teaching materials used in this particular university were divided into two types; one was commercially available teaching materials and the other one was in-house teaching materials (or materials produced by some of the teachers in the department.) Most importantly, EFL teachers at Scholar University who developed and selected their own teaching materials shared their workload following two different working cultures; balkanization and elective individualism (Hargreaves, 1994). That is, in the former teacher culture, course coordinators collaborated with other teachers in their groups to select and develop teaching materials for the EFL teaching. In contrast, in the latter teacher culture, a course coordinator worked in isolation to prepare teaching materials and assigned them to other teachers in the groups.

Interestingly, the evidence from interviews suggested distinctions between teachers who worked on the development of teaching materials and teachers who were imposed to use teaching materials. Particularly, some EFL teachers who had experiences in developing and selecting their teaching materials liked their teaching materials they developed and selected (except one course coordinator disliked what she developed).

However, other EFL teachers who were prescribed to use these teaching materials mostly disliked the materials as they found that these materials had some weaknesses.

Further analysis that looked specifically at teachers' viewpoints concerning the development of teaching materials for EFL teaching at Scholar University revealed these teachers' feelings toward the development of teaching materials and the benefits that effective teaching materials could bring to EFL teaching and learning. Almost all teachers reported that effective teaching materials contributed effective teaching and learning. Moreover, quite a few teachers added that students, to some extent, played an important role in the teaching and learning process of EFL.

In the next chapter, the study continues with how these EFL teachers actually used their teaching materials in the classrooms at Scholar University. In essence, the interview and observation data will be buttressed to uncover how these EFL teachers used their EFL teaching materials in their instruction.

CHAPTER VI
RESULT III
EFL UNIVERSITY TEACHERS' USES OF THEIR
LANGUAGE TEACHING MATERIALS

To some extent the qualitative data presented in the two previous chapters have offered some glimpses regarding the development and characteristics of EFL teaching materials and the perceptions that participating EFL teachers held toward such language teaching materials. The present chapter gives more insights into how these teachers used their teaching materials in their actual classrooms. In particular, this chapter weaves together the participants' interviews and the researcher's field notes recorded during her classroom observations of these teachers. Importantly, these two distinct data sources, once woven together could demonstrate how these teachers actually used the teaching materials in their teaching practices, and whether what they did in their classrooms contradicted their responses during interviews.

6.1 Teachers' Uses of Their Language Teaching Materials

The previous chapter reported the participating EFL teachers' perceptions toward their language teaching materials used for EFL courses at Scholar University. Overall, interview data revealed different perceptions that the participating teachers had toward their teaching materials. In essence, almost all participants who developed and prepared the teaching materials liked the teaching materials they developed. On the contrary, nearly all EFL teachers who were assigned to use the teaching materials that they had little (or almost no) involvement in neither the development nor the preparation disliked the materials. For a further analysis, the present chapter examines what participating EFL teachers at Scholar University actually did in their classrooms. Particularly, the researcher analyzed qualitative data gathering from the researcher's interviews with the teachers and her classroom observations of these teachers' teaching. Interestingly, the data showed that all participants, regardless of their like or dislike of the teaching materials, followed their

teaching materials when teaching. Evidently, the extent of how the participants followed their teaching materials was varied. These included: 1) adhering to teaching materials; 2) adapting teaching materials; and 3) skipping some parts of teaching materials. Such evidence will be presented to depict how these EFL teachers executed their language teaching materials while teaching in actual EFL classrooms.

6.1.1 Adhering to Teaching Materials

Of all participants, four teachers (Yupin, Billy, Piroon, and Ornuma) rigidly followed their EFL teaching materials while teaching. For example, Yupin, the course coordinator of the First Year Engineering Student section, shared with the researcher during her interview that she strictly followed the teaching material while teaching. Particularly, she admitted that she used the teaching material “page by page,” and taught “all” parts in the teaching material.

The researcher’s classroom observations of Yupin’s teaching corresponded with what Yupin said during her interview. Overall, while teaching EFL Yupin strictly followed her teaching materials. That is, Yupin routinely began her teaching by giving lectures of the teaching contents in the teaching material. Then she assigned the students in her class to do exercises to practice grammar points included in the teaching materials. Yupin then read aloud the correct answers to the whole class and translated all sentences into Thai to her students. The following excerpt gives an explanation of what Yupin actually did while teaching.

Yupin turned to page 8. There were six items of Exercise 3. Yupin then assigned the students to produce the descriptions of changes represented on the two line graphs. For the first item, the sample descriptions were exemplified into two types. Yupin explained how produce such descriptions and the students learned from these examples. Yupin then asked the students to complete sentences for each item. She stimulated the students to revise and use the appropriate verbs, adverbs, nouns, and adjectives that were taught previously. Sometimes Yupin called the students’ names to create the descriptions in the class. When some students chose the recurring words, Yupin would encourage them to pick the various ones. The descriptions were written in the two patterns on the transparency by Yupin. Yupin explained how to write each description and translated all of them in Thai. After Exercise 3 was done, Yupin moved to ‘Language Focus 3: Prepositions concerning with changing statements.’ This section contained Exercise 4. The graph of book sales between 1990-2000 related to the exercise. The students had to choose the suitable prepositions from the box and put them in the six incomplete sentences. Yupin explained about prepositions. Yupin then called

some students to complete such six sentences. She then corrected and translated each one in Thai.

Occasionally, Yupin copied example sentences given in the teaching material on the overhead transparency sheet and projected them for her students to see.

Yupin returned to the present section and asked the students to see the two line graphs concerning 'book sales between 1990-2000' on page 7. She then illustrated how to describe the changes from 1990 to 1992 represented on one of the two graphs. The first pattern and a sample sentence presented in the sheet were written on an overhead transparency and projected it on the screen. Yupin explained how to write such sentence word by word.

Billy's responses during an interview echoed Yupin's explanation of how teachers used their language teaching materials. However, Billy further explained that an examination which all students in each teaching section were required to take at the end of the semester determined Billy to strictly adhered his teaching to the teaching materials.

I tended to follow the Quest book more rigorously because there is an examination at the end. So almost I prepared the students for examinations. I don't prepare the students for English. I think the second year we tended to prepare the students for the examinations more than preparing them for the English language courses. That's the situations.

Billy went on to explain how he used his textbook in his classroom.

I try basically to look at that teaching materials and try to see what the course, for example, like Quest, what it is attempting to teach like in writing, what is attempting to teach writing a paragraph, understanding vocabulary or comprehension. Then I try to go for the skills based course. So I try to develop the skills in the students like for instance, I'm drilling them for paragraph writing. I try to get them to learn the skills for writing a paragraph.

Like Yupin and Billy, Piroon adhered to her in-house teaching materials she developed with other teachers in her group for her classroom instruction. Particularly, she admitted that she did "cover most parts" of the teaching material for her actual teaching. Furthermore, her interview further explained how she used such in-house material in classroom. That is, it was used to teach writing and reading skills, including English language patterns for students. She clarified,

For DT group we used in-house materials that we developed for reading and writing ... not quite writing. Writing is up to paragraph level only, pluses instruction academic things. And reading emphasizes reading strategies and also functions ... like classification, definition, cause and effect, comparison and

contrast, that just parts of the materials that we used. I tend to summarize all the grammar points and let them do it.

Likewise, Ornuma's actual teaching followed the teaching materials she was assigned to use (in fact she also helped select these teaching materials). Ornuma did not give the students any supplementary teaching materials because of the time constraint. She said:

Other teaching materials at this moment we have none (laughing) because we have to do these two books in half of...half of these two books in one semester. So this takes a lot of time. And we have to catch up with the time that we have very short period of time to teach everything for the students. So we cannot provide other supplement materials for them.

In brief, the data analysis from both interviews and classroom observations revealed that what these four participants (Yupin, Billy, Piroon, and Ornuma) performed in the classrooms was to rigidly follow the teaching materials for EFL instruction at Scholar University. Nonetheless, another participating EFL teachers followed their teaching materials to some extent. In other words, these participants did not rigidly follow their language teaching materials, but they adjusted their instruction for students in the classrooms. Next, such evidences are further delineated.

6.1.2 Adapting Teaching Materials

Five participating EFL teachers not only followed their language teaching materials, but also modified their materials to serve different purposes with the use of such teaching materials they were prescribed to use at Scholar University. For example, Kanya, a teacher assistant, admitted that she not only followed *Quest: Reading and Writing in the Academic World* and *First Step in Academic Writing* for teaching the second year science students, but she also adapted her teaching to encourage her students to learn the language. Her interview identified some activities she used in her classroom instruction such as discussion and role-play. Kanya spoke,

What I can do to persuade students to learn is meaningful exercise something like discussion or let them have a role-play or something like that. What I have to do is to give them more meaningful exercises, more active exercises for them.

In other words, Kanya adapted her teaching materials as she wanted to interest her students to learn English language. This was because (as Kanya confessed in the previous chapter) she thought that most exercises in the textbooks little interested her students to

learn the language. Such a perception had an effect on Kanya's teaching performance in the actual classroom. That is, Kanya created activities such as group work, discussion, and role-play to involve the students in language learning. The data analysis from the classroom observation of Kanya' class gave further insight into what she actually did in the classroom.

Kanya moved to the next exercise called 'thinking ahead' on page 202. It involved what addition was and what could be done to help addicts. The students had to study the chart 'Addiction: The Downward Slide' concerning the steps that an addition to alcohol or other drugs might develop. Creating the activity, Kanya had the students work in groups of 8 (5 groups). Each group had to draw lots for getting a topic in discussion and 5 minute role-play. Kanya gave 20 minutes for the preparation. She observed how each group worked. Then the six steps of addiction were copied on the whiteboard by her. The students were so noisy until Kanya had to use a microphone. After 20 minutes, the first group took action for demonstrating the Step1: First use/ occasional use. When the show ended, Kanya explained Step 1 by reading its description from her book. Other students' presentations and teacher's explanations were done in the same way of the first group. But, the last step (Step 6) was explained by Kanya. While taking action, the students used both English and Thai in their performance. For this activity, the students had a lot of fun.

Kanya's interview went on to explain how she used the two commercially published textbooks. That is, *Quest: Reading and Writing in the Academic World* was used to teach reading skills and *First Step in Academic Writing* was used for writing practices. Kanya explained,

I have to use two materials in this course. The first one is Quest. The second one is First Step in Academic Writing. Quest emphasizes on reading skills and for First Step, the skill that is emphasized, writing. So it seems like that the skills that I have to teach to students is reading and writing. For this course, I have to teach Quest on Monday and teach First Step on Friday. For Quest, Quest has five parts in each unit. But in the last unit it is about writing. So we made a decision. I mean course coordinator tell me that do not teach this part because we have First Step in Academic Writing book. So we can teach writing with First Step book.

Similarly to what Kanya did with her textbooks, Surang, another teacher assistant of the First Year Engineering Student section, did not rigidly followed her teaching materials. In her interview data, Surang insisted that she went through every point in the materials. This was because she thought that "maybe it's important because students may find this in the exam." However, in the teaching period that Surang permitted the researcher to observe, it appeared that Surang did not use the prescribed teaching

materials. In particular, her actual lesson was organized around the supplementary teaching materials she wrote with another teacher assistant (Nipa).

During waiting for the students, Surang prepared her teaching materials. She checked whether the overhead projector worked and arranged the transparencies and paper sheets on her table. She then walked to me and gave me two copied paper sheets. These two sheets would be employed for the present lesson. Surang created them by herself in order to supplement a section of 'Unit 5 Interpretation of data: Graphs & Charts'. She reasoned that *Ajarn Nongthip*, the coordinator of the course, emphasized her to teach about 'nominalization' because this issue would be put in the final examination. Thus, Surang's supplementary sheets focused on 'nominalization' including the patterns, sample sentences, and two exercises. After ten minutes or so, Surang started her instruction. There were 14 students attending in the classroom. Surang distributed the first supplementary sheets to the students. She began to review the previous lesson concerning the way of changing verbs to be nouns. The examples written in a transparency were projected on the white screen.

By the same token, Nipa, another teacher assistant teaching in the same student section as Surang, revealed that she as well followed the teaching material. Nevertheless, Nipa found that there were too much teaching content to cover in each teaching period, 120 minutes (as mentioned in the previous chapter). Such a perception influenced her teaching performance. That is, she modified the activities in the teaching materials to help the students learn the language. Nipa explained:

I follow the book but sometimes I change a little bit such as today. Today, I have found that in reading part you know ... seven pages, it's too much. So I divided into each part, into seven parts, and let each group do each part. And I provided them with the item that they have to answer and I will give to you later.

The researcher's classroom observation further illustrated what Nipa actually performed in her actual instruction.

Nipa walked to me and told me briefly what the students would do in the classroom today. The students had to work in groups and read the article 'Statistics' on page 11-18. Then they had to answer the assigned questions in the section of 'Reading Analysis: Task 5' on page 19. Since Nipa said that the article 'Statistics' was too long and might be boring to read it, she designed the activity by grouping the students and letting them skim the text for answering the assigned questions. In the sheets, Task 5 contained 17 questions. Nipa created more four questions (she called items) and wrote them on the transparencies. She then projected them on the white screen and asked the students to note such items. Nipa tried to use the target language in her explanation. She divided the items into seven parts and the students into seven groups. She then assigned one part for one group. Each group had to read the questions and find out the answers from the text

'Statistics'. To do so, the students had to discuss with their colleagues for the concise answers. The transparencies were distributed to each group for preparing the presentation. Nipa gave 35 minutes for the discussion and preparation. After 35 minutes or so, Nipa checked whether each group finished. She informed that this activity would be concerned with the scores. Each group presented their work in front of the class. Their presentations were similar. The transparencies were projected on the screen. Most students read the questions and gave the answers from their sheets. Few students read from the projecting transparencies. When each group finished the presentation, Nipa would give the scores for the students. Nipa then reviewed and corrected the answers. Sometimes she translated in Thai for ensuring the students' understandings. Before the class ended, she concluded what the students had learned. The conclusion focused on the contents from the text such as the meanings of specialized words 'mode and median' and how to compute each one.

For the speaking practices of the first year medical students, two foreign EFL teachers (Michael and Rod) admitted that they did not adhere to their in-house teaching materials they were prescribed to use. Michael said, "I pick and choose from it. I don't have to follow all of the elements that have been presented". Correspondingly, Michael's actual instruction followed the topics and he used some exercises in the textbook as the following illustration.

Under the topic, Michael generated a new topic for class discussion concerning an operation. He supposed that if the students could see their girl friend to have obviously breast operation, what would they say to her? Michael then called some to ask for their opinions. Each student called tried to show opinion. Michael sometimes kidded the students by using Thai to relax and motivate the students to speak. He always waited for the responses. Michael then added the issue concerning men's breast implants and other surgical treatment for further discussion. The students put forward about the care of acne and muscularity. Michael expanded the students' vocabulary knowledge by introducing some new words along with their meanings such as boost = ego, dermatologist = doctor for skin diseases.

Likewise, when Rod was asked if he rigidly followed his in-house textbook, he answered the researcher's question,

No, certainly not. The idea is to have more material that you can cover. And then there're sections where, for example, the controversial subject, there're quite a few of them. And they can choose one to talk about. O.K. one of them was you know plastic surgery, you know face lift and things like that and a lot of them chose their own one of them was about sex change, operation and some of them chose that. So they could choose some variety of topics and then you know they there's a short worksheet they had to complete and then they had to discuss it and then present what they thought.

Rod's classroom instruction based on what the researcher's observation of his teaching correlated what he said in his interview. He little stuck to the contents provided in the teaching materials. In other words, he merely selected some topics from the material to discuss with the students. That is, he thought that the teaching material was outdated. Therefore, he brought in topics relevant to the current news and world events to generate class discussion. It was fair enough to conclude that what Rod did in his classroom was largely determined by his perceptions toward the teaching material. The following excerpt showed what he actually did in the classroom.

To sum up, Rod and students discussed each topic briefly and speedily. The books were used for introducing the topics to be discussed in the classroom. However, the contents and activities under the topics inside the books were merely ignored. Rod and students always talked about current news both in Thailand and in other countries (e.g. the United States and Korea)

It was evident that the participating EFL teachers described above followed the teaching contents in their language teaching materials. Nevertheless, these teachers modified and adapted the activities while using their teaching materials in the classrooms.

6.1.3 Skipping Some Parts of Teaching Materials

Two participating EFL teachers (Manee and Wongwan) admitted that they more often than not adhered to their teaching materials they prepared with other teachers in their groups. However, both Manee and Wongwan skipped some parts of the materials because of time constraint. For example, Manee, the course coordinator of EFL course for the second year science students, admitted in her interview that her teaching was based mainly on the teaching materials (*Quest: Reading and Writing in the Academic World* and *First Step in Academic Writing*) that she herself selected for her students. She described,

We follow the book called the First Step in Academic Writing. We let them practice writing according to the book. And for the reading, we use Quest for our course book. Yeh, usually we follow. We follow the books or the content, you know ... mostly. What others ... no I don't use any other.

However, although Manee agreed with what Ornuma admitted that there was time constraint to teach all teaching contents in the textbooks, Manee did not follow her textbooks rigidly in language teaching and learning as Ornuma did. Manee chose to skip some exercises and activities offered in the textbooks, especially those sharing the same patterns. She clarified,

Because we got a lot especially writing you can not really finish. We still have to hurry we can not teach every exercise. We have to go to skip some you know because some of the exercises are repeating. They give you the same things like combining sentences, they have several exercises for combining sentences. If you don't have time, just give them one or two, right. You can not give them all. Quest also got a lot exercises especially the discussion part, we don't have time for them to discuss many things.

Similarly, Wongwan, the course coordinator of the First Year DT PY MT and VS Student section, revealed that she did not use every part of the textbook she developed with other teachers in the group. This was because she thought, "it's time-consuming." Therefore, homework and tasks were assigned for the students to do outside the classroom. As Wongwan's response of the interview question if she used every part of the textbook,

No, not every [part of the textbook]. We have a lot of practice exercises. That's why we gave some parts to them as homework, and maybe get them work by their own and do presentation. Not teaching every part. We cannot finish everything here.

The two participants mentioned above revealed that although they followed their teaching materials prepared by themselves, they admitted that they skipped some repeated exercises and activities provided in such materials because of time constraint. In the next section, data analysis will further offer more insights into how these EFL teachers used other teaching materials or activities for the EFL teaching in the classrooms at Scholar University.

6.2 Teachers' Uses of Other Teaching Materials or Activities

Seven participating EFL teachers not only followed their language teaching materials for EFL instruction, but they also used other supplement teaching materials or activities to increase the students' English language proficiency at Scholar University. That is, some participants assigned their students to do project work whereas many participants used supplement materials such as sheets and articles in classroom instruction. Particularly, two participating EFL teachers teaching in the First Year DT PY MT and VS Student section revealed that they not only followed their in-house teaching materials they developed, but they also used various supplement materials and activities to teach English language for the students in this particular group.

Interview data from Billy and Piroon demonstrated that these teachers assigned the students in their classes to do project work. For example, Billy assigned his second year science students to work in groups on drug addiction in Thailand. In so doing, Billy believed that the students could work what they learnt from the textbook with what happened outside the classroom. Billy maintained,

This term I use project work for the science students. I think it's quite useful for them. They were asked to do a project work on drug addiction in Thailand. And they were told to surf the net. They were told to search the newspaper, and so on. So quite a lot they work and they were told to write a letter about they discover. And again I think it's quite useful.

Likewise, Piroon also assigned her first year DT PY MT and VS students to do project work in order to expand the students' knowledge of both English language and science. She explained,

And also some project works like writing, preparing story books for kids to teach them how to have healthy teeth, how to use medicine, or how to raise your pets, any real life situations that will be more or less ESP because it's relevant to their fields of study of these three faculties.

Four participating EFL teachers (Kanya, Nipa, Surang, and Michael) admitted that they used other supplement teaching materials to teach the language in their actual instruction. For example, Kanya, a teacher assistant teaching in the same section as Billy, made supplement teaching materials in order to review what she had taught, add more teaching contents, and give more exercises for the classroom teaching. Kanya said,

I try to make a supplementary sheet for students because I think sometimes students need to review about that. What presents in Quest seems reading passages and exercises. So when students read the passages, then I found a structure and something in that reading passages, I tried to give more knowledge about that in order to review them about that point.

Similarly, Nipa's interview data gave more insight into teachers' uses of supplement teaching materials. She supplemented her teaching materials with extra exercises that she made herself to help the students in her class to acquire the language. Nipa explained,

It's just supplementary. I provided them with supplementary of prefix and suffix to let them have the knowledge such as un- means not, dis- means not, something like that. And I also provide them with the structure like as much as, as soon as, as same as. It is not another materials, it just call supplementary material. And I also

give them, for this unit, three more supplementary, 'Interpretation of data,' because in this material they have to interpret from pie chart, graph, and the graph that plot by the dots. So I think it should be the interpretation from the table so I add it. The other one is nominalization, to change the sentence to be noun phrase, because they have to use this in the exam. They have to do nominalization. And the last one is that ... the supplementary for prepositions because I think the students who are not good enough should be emphasized about this so that they can distinguish between each preposition and use them probably. So for this I give three more supplementary and for other units before midterm I gave them around four supplementary or something.

Nipa only shared her supplementary worksheets with Surang as she was not certain that other teachers in the same group would have enough time to fit these extra materials into their teaching.

These teaching materials used for my group and *Ajarn Surang's* group because you know ... I have the reason ... I'm afraid that we are run out of the time. We have too much content to teach and in only one month ... not one month ... nearly one month. So I think if I provided more supplementary sheets, other teachers can not cover it. So I shared only *Ajarn Surang*.

Surang agreed, stating,

I will add something more like ... for example, if the material focus on this grammar, so I try to find other exercises related to this grammar and then try to use other activity.

Michael also used other teaching materials for his EFL instruction for the first year medical students. He searched for interesting articles in the newspapers to supplement his teaching material. He said,

Very often I see interesting articles in an English newspaper during the week that I teach. First, I'll copy it and use that as an additional activity together with slides and pictures relevant with some topics that we discuss together.

In one particular student section, two participating teachers (Wongwan and Piroon) revealed that their first year DT PY MT and VS students had the opportunity to learn English language from various supplement teaching materials and activities. For instance, as she previously mentioned, Piroon aimed to integrate all English language skills for teaching EFL for the students in her group. She then used various extra teaching materials and activities that she herself developed from sources such as English-speaking television programs. Piroon clarified,

Compare to other sections that the students in those sections won't have a chance to do that because it's not in the over all agreement. Because it's involved a lot of work, so I usually try with my own section first like I use portfolio. I have been trying my section first. So those students have a chance to be exposed to many materials, different materials from others. When I develop listening materials from the UBC, like Animal Planet, Discovery Channel, National Geographic, others won't have a chance to learn because I have to try with my students first. So I can adjust it and make it sort of easier and more accessible to other sections. And also we try to ... I try to incorporate the speaking as well. So last year I developed speaking material and used it last semester, only with my section, not with other sections as well. So the students had a chance to practice speaking. We have the speaking class. We also have journals, that's speaking and writing. I ask them to write journal. It's free writing. Sometimes like dream journal or fear. What kind of fear have you had? Write about that. And then I let them choose their own topic. They can choose whatever you want to think to ... whatever you think about, just write about it. If you feel like writing about anything just do it. No guided topics. Like ... my students would have a chance to keep their journal so they have a chance to write in English. Their fluency and accuracy will be increased.

Wongwan did more or less the same in her class. She also assigned the students in her class to write journals. Wongwan described,

[For] writing skill ... we get them write this kind of thing we call journal. We get them write journal, like a dairy. Get them write to us everyday and then we reply them and they write again and ... you know back and forth activity. We have that for correcting their writing ability and I think it works. It works very well. They do some improvement, I believe.

Wongwan added further that the students in her class also practiced their listening skills from the computer program (called Real English and Wiser English). Wongwan said, "for DT PY, we have programs, Real English and Wiser English, that we encourage them to use in the computer room."

The participants above offered some insights into how they used extra teaching materials and activities for increasing the students' language skills. These included project work, supplementary sheets, TV programs, journal writing, and computer software. Interestingly, all teacher assistants (Kanya, Nipa, and Surang) used the supplementary sheets for the teaching practices in the classrooms.

6.3 Summary

This chapter reported how the perceptions of the participating EFL teachers influenced what they decided to do or not to do in their classrooms. The data gathered from the participants' interviews and the researcher's field notes from her classroom observations of these teachers were interwoven to depict the teachers' classroom instructions. Evidently, all these participating EFL teachers followed their teaching materials while teaching EFL in the classrooms. However, the extent to which they revolved their teaching and the teaching materials was varied. That is, some participants relied heavily on their teaching materials in the actual instruction. Some not only followed their teaching materials they were prescribed to use, but they also adapted the exercises and activities in their classroom teaching. Lastly, another group of teachers used their teaching materials by skipping some repeated parts in the materials because of time constraint. Further, data analysis revealed that these teachers' instructional behaviors seemed to be influenced by the perceptions that they held toward their language teaching materials they were using in language classrooms at Scholar University.

CHAPTER VII

DISCUSSION

Hinging on Wolcott's (2001) suggestions, the present chapter is organized to answer the two research questions posed; that is, (1) How do EFL university teachers in a Thai university context perceive their language teaching materials? and (2) How do the teachers' perceptions of the language teaching materials influence their teaching performances? The chapter begins with the limitations of the present study. Then, the conclusion and discussion are presented. Finally, the new questions for future studies are raised.

Limitations of the study are firstly described so as to provide background information necessary for understanding the interpretation of data in the conclusion and discussion of the study results.

7.1 Limitations of the Study

The present study has three limitations. First, it is impossible to cover all aspects Schwab (1969, 1970, 1973, 1983) suggested in one single study. Hence, the present study chose to focus on teachers' perceptions of teaching materials. This is because, as Crookes (1997), Hutchinson and Torres (1994), and Moulton (1997) argued, teachers' perceptions of teaching materials impact what teachers decide to do or not to do in the classrooms. Second, the study was also limited to one particular Thai university context. Scholar University was chosen because the researcher was granted permission from its Department of Foreign Languages to conduct the study. Third, there appeared to be a limitation concerning a small number of EFL teachers participating in the study. This was because the participation in this study was voluntary. Provided with equal opportunities for all EFL teachers in the context to volunteer, only a small number of invited teachers volunteered. This is because the present study employed the three different data collection methods tended to lessen teachers' willingness to participate.

Within the scope of the study, data collected bring about the following conclusions.

7.2 Conclusions

Qualitative data analysis from multiple data sources: interviews, classroom observations, and written documents, not only helped the researcher answer the two research questions, but also gain insights into how the teachers' perceptions of other relevant factors involving in the teaching and learning process influenced their teaching performance.

7.2.1 How Do EFL University Teachers in A Thai University Context Perceive Their Language Teaching Materials?

Results of data analysis indicated three perceptions that the participating EFL teachers in this particular university context held toward their teaching materials: (1) teachers' like of their teaching materials; (2) teachers' perceived weaknesses of their teaching materials; and (3) teachers' dislike of their teaching materials. The participants' reasons for liking their teaching materials could be categorized under four themes: (1) variety; (2) relevance; (3) updatedness; and (4) strictness to the university's curricula and course descriptions. Some of the participating teachers were reluctant to reveal what they thought about their teaching materials. Instead, these participants chose to talk about what they perceived as the weaknesses of the materials. These perceived weaknesses included: (1) boredom; (2) difficulty; (3) irrelevance; (4) inadequacy of exercises and activities; (5) excessiveness of activities; and (6) inaccuracy. Three other EFL teachers, however, admitted openly that they disliked the teaching materials they were using. Surprisingly, there was one course coordinator who worked with other teachers in her group. She admitted whole heartedly that she disliked the teaching materials she developed.

Evidence further suggests that there appeared to be some differences between teachers who worked on the preparation of the language teaching materials and teachers who did not have a chance to help prepare or choose instructional materials for their students. That is, the course coordinators and teachers who experienced in preparing their teaching materials mostly liked the teaching materials they developed and selected (except one course coordinator disliked what she developed). However, the teachers who

had no chance to participate in the process of material selection and preparation mostly perceived that the materials had some weaknesses or admitted that they disliked such materials.

7.2.2 How Do the Teachers' Perceptions Influence Their Teaching Performances?

The study revealed that what the participating EFL teachers in this particular university context decided to do or not to do in the classrooms was influenced by the teachers' perceptions of their language teaching materials to some extent. Data analysis interwoven from the participants' interviews and the researcher's field notes from her classroom observations uncovered that these participating teachers followed the teaching materials in different degrees. These included: (1) adhering to teaching materials, (2) adapting teaching materials, and (3) skipping some parts of materials. Such teachers' teaching performances were impacted by the perceptions that these EFL teachers held toward their materials.

The participating EFL teachers, who either developed or selected the instructional materials for their EFL courses, admitted that they liked the materials and adhered to contents and exercises provided in the teaching materials for their instruction. Some teachers strictly followed all parts whereas others skipped some parts. The teachers who relied heavily on their materials also reasoned that their teaching was influenced by their perceptions of examination that the students were required to take at the end of the semester. Differently, the teachers who not only adhered to the teaching contents and exercises but they skipped some parts of the materials revealed that the perceptions of time constraint impacted what they decided to do or not to do in the actual teaching. Thus, these teachers assigned homework to the students in order to save time.

Nevertheless, the participating EFL teachers who had no opportunity in selecting and preparing language teaching materials for their courses but were assigned to use the materials by course coordinators had different perceptions of the materials. Data analysis of interviews uncovered that these teachers perceived that the teaching materials they were using had some weaknesses. Although they decided to follow the teaching topics and contents provided in the materials, these teachers adapted or changed the exercises and activities for their own teaching purposes. For example, many teachers provided

supplementary handouts for reviewing what they had taught in the classrooms. Activities, such as role-play, group work, and discussion, were designed for students to accomplish their teaching purposes. Interestingly, in the speaking classes, the participating teachers admitted that they did not adhere to the teaching contents of the assigned materials. Nonetheless, these teachers still followed the topics and the main activities such as discussion and debate relating to the main teaching issues of the assigned materials. In their actual teaching, these teachers provided instructional materials based on current news or issues of concerns that were related to the topics in the assigned materials.

The answers to this research question have clarified that there was a relationship between EFL teachers' perceptions of their language teaching materials and their actual teaching practices. This raises the questions of how EFL teachers' perceptions of their language teaching materials influence the teachers' teaching practices in other educational contexts.

In addition to the answers for the two research questions, emerged from the data were other factors perceived by the participating teachers that influenced their teaching performances.

7.2.3 How participating EFL teachers' perceptions of other factors involving in the language teaching and learning process influenced on their teaching performances.

Despite the fact that there were some differences in the participating teachers' perceptions of the language teaching materials, data analysis revealed that all the participating EFL teachers strictly covered the topics provided in the materials they were using. This was because, rather than the perception of the materials alone, teachers' perceptions of other factors involving in the teaching and learning process seemed to be more influential on their teaching performances. These factors included: 1) teachers' beliefs or assumptions about characteristics of effective teaching materials, 2) teachers' perceptions on workplace cultures, and 3) teachers' perceptions on the authority of administrative organization.

Regarding characteristics of effective teaching materials, some teachers perceived the assigned materials as having weaknesses because, for example, the materials contained too much content and did not encourage students to use the language. As for

these teachers' effective EFL materials should encourage students to use the language. They should not have too much content. They should integrate several skills. They should be up-to-date and had no mistakes. In addition, they should contain general English rather than English for specific purposes. Participating teachers also suggested that in the design of the materials, the materials should be evaluated and flexible. Hence, in their teaching, these participating teachers adapted or changed or skipped the parts of the assigned materials.

Second, teachers' perceptions on workplace cultures also indirectly impacted what these EFL teachers actually did in the language classrooms. Results of data analysis revealed that there were two teacher cultures in the process of selecting and developing teaching materials at Scholar University, individualism and balkanization. At the university, EFL classroom teachers take turns to be responsible as course coordinators. One of the main responsibilities of the coordinator was either to select or develop EFL teaching materials for their student sections. Some of the participating teachers who were course coordinators worked individually to prepare the teaching materials, especially in-house teaching materials. Then they assigned the materials to the teachers in their groups. This is the culture of individualism. Other course coordinators worked collaboratively with other teachers in the groups to select or prepare the materials. This latter culture is the culture of balkanization. These different cultures impacted the teachers' teaching performances. That is, the teachers who had the opportunity in the selection and development process of the materials admitted that they liked the materials and adhered to contents and exercises provided in the teaching materials for their instruction. Differently, the teachers, who were assigned to use the materials and saw weaknesses in the materials or even disliked them, adapted the exercises or activities for their own teaching purposes.

The last factor that seemed to affect these participating EFL teachers' performances in the classrooms was concerned particularly with the perception they had on the authority of the administrative organization. At Scholar University, the curricula and course descriptions for the EFL courses were created by the university's Academic Board. Then, the Academic Board sent the curricula and course descriptions to the Department of Foreign Languages whose main responsibility was to organize EFL courses. After receiving the curricula and course descriptions, the head of the Department

divided teachers in the Department into several teacher groups (approximately 5-6 teachers in one group [depending on a number of students in each group]). The Department head then further appointed one teacher from each group as a course coordinator to be responsible for: (1) writing course outlines for the courses that they were assigned to, (2) organizing the courses, (3) selecting teaching materials, and (4) making and scheduling exams. The prescribed curricula, work cultures, and teaching materials together with the time constraint seem to frame the scope of teachers' freedom to make decisions in their teaching. Teachers perceived that they needed to cover the topics in the materials to prepare the students for the examination. Such a perception influenced how these teachers prepared their lessons in the classrooms. Particularly, when they thought that it was time constraint to cover all contents and exercises of the materials, these teachers decided to rigidly follow the materials, adapt them, add some supplementary materials, or skip some parts of them to reach the goals established by the university's Academic Board.

In the next section, the above issues are discussed and questions are raised for future studies.

7.3 Discussion and further studies

Results of the study revealed how EFL teachers in this particular university differently perceived their language teaching materials. In addition, the results indicated that there was a relationship between the teachers' perceptions of materials and their teaching performances. Furthermore, data offered more insights into other factors that influenced the research participants' teaching performances. To some extent, the perceptions that the participating teachers had on such other factors seemed to be more influential on their teaching performances than just their perceptions of the materials. The results seem to correspond to the statement by Kennedy and Kennedy (1996). Kennedy and Kennedy indicated that "other factors may override attitudes and result in behavior different from that which might be predicted from a study of attitude alone" (p. 352).

From data analysis, there emerged such issues as perception of materials which was influenced by whether the EFL teachers had a role in making decisions on material selection; collaborations of course coordinators and classroom teachers within the same

groups; and the perceptions on the administrative organization. The issues raise a major question on teachers' collaboration. In this particular educational context of this study, there appeared to be a lack of teachers' collaborations in the development of EFL curricula and teaching materials. In other words, the EFL curriculum used in this university context was designed by the university's Academic Board and then was assigned to the Department of Foreign Languages which was responsible for teaching EFL courses. In addition, within the groups of EFL teachers, there was no collaboration between the course coordinators and other teacher members. This illustrates that EFL teachers neither had opportunity to create a curriculum for their EFL courses nor to select or prepare the materials for their students. Such a lack of collaboration, as argued by Hargreaves (1994), creates "changelessness" among the teachers and school staff. In other words, the teachers who work individually or work in small sub-groups within the school community lessen their chance to share decision-making and staff consultation among others for fostering teacher development and school improvement. In brief, data analysis reveals that this lack of teachers' collaborations impacted how the teachers perceived their teaching materials and how they used them in the classrooms.

Importantly, Hargreaves (1994) advocates collaboration and collegiality for the curriculum development and instruction in the educational contexts. He clarifies that "collaboration and collegiality are seen as forming vital bridges between *school improvement* and teacher development" (p.186, italics original). Particularly, such a collaborative culture is defined as "collaborative working relationships between teachers and their colleagues" (p. 192). Nevertheless, Hargreaves warns contrived collegiality taking place in school contexts. This teachers' collaborative working related to "administratively regulated, compulsory, implementation-oriented, fixed in time and space, and predicable in its outcomes" (pp. 195-196). In particular, Hargreaves emphasizes that the culture of contrived collegiality "delays, distracts, and demeans" teachers in educational settings.

Particularly, Hargreaves and Fullan (1998) and Fullan (1993, 1995, 2000) stress collaborative work cultures inside and outside the educational settings for the teacher development and educational change. That is, the professional teachers need to be able to "form and reform productive collaborations with colleagues, parents, community

agencies, businesses, and others” (Fullan, 1993, pp. 16-17). Fullan (2000) reemphasizes the significance of collaborative work cultures.

[T]he development of a professional community must become the key driver of improvement. When this happens, deeper changes in both culture and structure can be accomplished. (p. 582)

Hence, the researcher of the present study evidently raises awareness of teachers’ collaborations in EFL curriculum and teaching material development in this specific educational context. Particularly, it needs to promote that the Academic Board of the university should realize the importance of such collaboration and hence open more channels for EFL teachers’ collaborations in EFL curriculum development and instruction. Further, EFL teachers should have chance to work together in either developing or selecting teaching materials for their EFL courses. These teacher collaborations not only help develop the teachers’ profession but also raise the effectiveness of students’ English language learning.

In fact, another commonplace that the researcher of the present study would recommend those who are interested in EFL curriculum development and instruction to further look into how the students perceive their EFL materials and teaching in their school contexts. This is because both teachers and learners are directly involving in the teaching and learning process. As Schubert (1986) suggests, teachers and learners are important to take part in the curriculum development and instruction. Schubert states,

No persons are in a better position to develop curriculum of this sort than teachers and learners. It is further assumed that teachers and students are in the best position to determine that which is desirable for themselves, not merely that which they desire. They should use myriad resources, but ultimately the best decisions about what is desirable for meeting one’s needs reside with oneself in light of carefully assessed consequences for others. (p. 301)

Referring to the theoretical framework that this study was based on, Schwab (1969, 1970, 1973, 1983), for practical curriculum development to be successful, interactions among other commonplaces apart from teachers and materials are also necessary. That is to say, in addition to teachers and teaching materials, it is necessary to look into the interactions between such as teachers and students, teachers and their colleagues, teachers and subject matter, and teachers and milieu. This notion can also be supported by suggestion from Goodlad (1984). He highlights that all of the

commonplaces act as the important roles in the curriculum development and instruction.

He maintains,

Consequently, though some of these commonplaces may be more significant than others, none can be ignored in any attempt to describe and understand a school as a total entity. (p. 28)

Goodlad (1984) emphasizes that documenting and revealing teachers' perceptions of the four commonplaces further help teachers gain more insights into the professional development and educational improvement in their own workplaces. Particularly, the findings emerging from data analysis of the present study help the researcher offer the contributions for the teacher development not only for this particular educational situation but also for expanding to the larger contexts.

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APPENDIX

APPENDIX A

ภาควิชาภาษาต่างประเทศ
คณะวิทยาศาสตร์ มหาวิทยาลัยมหิดล
ถนนพระราม 6 เขตราชเทวี กรุงเทพฯ
10400



Dept. of Foreign Languages,
Faculty of Science,
Mahidol University,
Rama VI Road, Bangkok 10400,
Thailand.

December 23, 2003

To Head of the Department of Foreign Languages

Dear Sir,

I am conducting a Master degree's thesis in Applied Linguistics to investigate the perceptions of EFL university teachers in a Thai university context toward their language teaching materials. My aim is to gather data that clarify how the EFL university teachers perceive their in-house teaching materials, and how their perceptions influence their teaching performance.

In so doing, I need various pieces of information in order to identify the EFL teachers' perceptions of their language teaching materials. To collect this information, I will use the triangulation method for ensuring research credibility. The three data collection techniques are semi-structured interview, classroom observation, and collection of written documents available relating to English teaching in your organization.

- Semi-structured interview: The interview will take approximately 30 minutes to complete and the date for interview will be negotiated later.
- Classroom observation: The researcher will observe teachers in their classrooms providing that the researcher receives permission from the teachers to do so.
- Written documents: The relevant documents will be analyzed to capture the complexity of the data gathered from interviews and classroom observations.

Please note that, participation in this study is completely voluntary and anonymous and participants are free to withdraw from the study at anytime.

If you have any questions or concerns regarding this study, please feel free to contact me at (01) 685-7581 or at sansanee_p78@hotmail.com Thanks for your valuable contribution to this research. I look forward to meeting you throughout the process of data collection.

Yours faithfully,

Sansanee Punyalert
MA. Student

Chantarath Hongboontri, Ph.D.
Thesis advisor

APPENDIX B

ภาควิชาภาษาต่างประเทศ
คณะวิทยาศาสตร์ มหาวิทยาลัยมหิดล
ถนนพระราม 6 เขตราชเทวี กรุงเทพฯ
10400



Dept. of Foreign Languages,
Faculty of Science,
Mahidol University,
Rama VI Road, Bangkok 10400,
Thailand.

December 23, 2003

Dear Staff Member,

I am conducting a study to investigate the perceptions of EFL university teachers in a Thai university context toward their language teaching materials. In particular, my study intends to gather data that will help clarify how EFL university teachers perceive their language teaching materials, and how their perceptions influence their teaching performances.

In so doing, I need various pieces of information that will be garnered through three distinct data collection methods including interviews, classroom observations, and written documents.

- Interviews: The interview will take approximately 30 minutes to complete.
- Classroom observations: The researcher will observe teachers in their classrooms providing that the researcher receives permission from the teachers to do so.
- Written documents: The relevant documents will be collected and analyzed to capture the complexity of the data throughout a term of data collection.

If you would like to participate, would you please complete the additional information and put it in your mailbox at the Department of Foreign Languages at your earliest convenience? Please note that participation in this study is completely voluntary and anonymous and participants are free to withdraw from the study at anytime.

If you have any questions or concerns regarding this study, please feel free to contact me at (01) 685-7581 or at sansanee_p78@hotmail.com.

I look forward to meeting you throughout the process of data collection.

Yours faithfully,

Sansanee Punyalert
MA. Student

Chantarath Hongboontri, Ph D.
Thesis advisor

Please complete this form and return in your mailbox at the Department of Foreign Languages at your earliest convenience.

Please tick (✓) in the circles if you wish to participate in the study.

I consent to be interviewed on (date) _____, (month) _____, 2004
at _____ P.M./A.M.

I consent to be observed on (date) _____, (month) _____, 2004
at _____ P.M./A.M.

I do not wish to participate in this study.

(Signature)

(Printed name)

(E-mail account or telephone number for contact)

The researcher expects that this thesis will be finished in February, 2005.

BIOGRAPHY

NAME	Miss Sansanee Punyalert
DATE OF BIRTH	22 March, 1978
PLACE OF BIRTH	Ubonrachathani, Thailand
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