



សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ

ROYAL UNIVERSITY OF PHNOM PENH

**ការវាយតម្លៃទៅលើសៀវភៅសិក្សា៖
ការប្រៀបធៀបសៀវភៅអង់គ្លេសសំរាប់កម្ពុជានិងសៀវភៅ
អ៊ិនធើណេតច្នោះពុម្ពលើកទីបី**

**Textbook Evaluation: The Comparison of English For Cambodia
Textbook and Interchange Third Edition**

A Thesis

In Partial Fulfillment of the Requirement for the Degree of Master of Education,
Educational Management and Planning

Chan Boradeth

April 2013

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Examination Committee: Dr. UN LEANG (Chairperson)
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មូលនិយមសង្ខេប

ការសិក្សាដ៏តូចមួយនេះបានប្រៀបប្រដូចនិងប្រៀបធៀបសៀវភៅភាសារអង់គ្លេស មួយដែលមានចំណងជើងថា សៀវភៅអង់គ្លេសសំរាប់កម្ពុជា ជាមួយនឹងសៀវភៅដែលគេបាន ប្រើប្រាស់យ៉ាងទូលំទូលាយឈ្មោះថា អិនធើឆេងអិនត្រូ។ សិក្សាស្រាវជ្រាវនេះមានគោល បំណងដើម្បីវែកញែកភាពខុសគ្នារវាងសៀវភៅទាំងពីរ និងដើម្បីរកអោយឃើញភាពខ្លាំង និងភាពខ្សោយរបស់សៀវភៅពីរនោះ។ អ្នកស្រាវជ្រាវបានប្រើប្រាស់ គោលការណ៍របស់ លីតថលចន(២០១១) ដើម្បីធ្វើការវិភាគ។ រចនាបទរបស់ការស្រាវជ្រាវនេះត្រូវបានធ្វើឡើង តាមបែបគុណភាពពិពណ៌នា ហើយផ្ដោតសំខាន់ទៅលើទិដ្ឋភាពខាងក្រៅរបស់សៀវភៅតែ ប៉ុណ្ណោះ។ លទ្ធផលបានបង្ហាញអោយឃើញថា សៀវភៅអង់គ្លេសសំរាប់កម្ពុជា មានចំណុច អវិជ្ជាមានជាច្រើនប្រៀបធៀបទៅនឹងសៀវភៅអិនធើឆេងអិនត្រូ។ ទោះជាយ៉ាងណាក៏ដោយ សៀវភៅអង់គ្លេសសំរាប់កម្ពុជា ក៏មានចំណុចល្អមួយចំនួនតូចផងដែរ។

ABSTRACT

This small study compared and contrasted an English Textbook entitled “English for Cambodia Book One” with a widely used textbook calls “Interchange Intro”. The purpose of this study was to analyze the differences among the two textbooks and identify areas of strength and weaknesses of the textbooks. The researcher used Littlejohn’s (2011) framework in order to do the analysis. The research design was in form of qualitative-descriptive research and mainly focused on the physical aspects or the publication of the textbooks. The result showed that EFC1 contain many negative points compared to the Interchange Intro. However, there were also a few strengths found in the EFC1 as well.

SUPERVISOR’S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of program: Master of Education

Name of candidate: Chan Boradeth

Title of thesis: “Textbook Evaluation: The Comparison of English For Cambodia
Textbook and Interchange Third Edition”

This is to certify that the research carried out for the above titled master’s thesis was completed by the above named candidate under my direct supervision. This thesis material has not been used for any other degree. I played the following part in the preparation of this thesis.

Supervisor (sign):

Date:

CANDIDATE’S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I, Chan Boradeth, hereby present entitled: “Textbook Evaluation: The Comparison of English For Cambodia Textbook and Interchange Third Edition.” for the degree of Master of Education at the Royal University of Phnom Penh is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other university or equivalent institution.

No reference to, or quotation from, this document may be made without the written approval of the author.

Signed by (the candidate):.....

Date:.....

Signed by Supervisor:.....

Date:.....

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List of Abbreviation

MoEYS : Ministry of Education Youth and Sport

LSS: Lower Secondary School

ESL: English for Second Language

EFL: English for Foreign Language

EFC1: English for Cambodia Book One

Int' Intro: Interchange Intro Third Edition

CHAPTER 1 INTRODUCTION

1.1 Background

English is the international language for communication around the globe. Since its role has been significantly viewed as a needed language, learning English becomes an important task. This is one of the reasons that many countries choose English language as their second or foreign language. With the influence of globalization, English language is valued in science, technology, and mass media. Thus, with recent trend of the job market, competence in English helps students with better and high-paid job. In a similar vein, the status of English language in Cambodia is significantly noticed in educational area, thus it plays a vital role in paving the path to success in occupational settings. Cambodia has adopted English language in educational setting and put it secondary education. To exemplify, the English for Cambodian Textbook was compiled in order to shape the English knowledge since secondary education. Without differences, seeing a lot of opportunities with English education, many English schools in Cambodia have been established and adopted different methods of teaching, curriculum and course books or textbook in order to attract students in a very competitive way.

The victory over genocide regime in 1979 contributed to a new step toward introducing new foreign languages—Vietnamese, and Russian, in Cambodian education system. However, at the end of cold war in late 1989, French and English were reintroduced once again at lower secondary school education after a long period of prohibition of teaching the two languages toward the end of Lon Nol regime in 1975 (Igawa, 2008). Although French and English have been taught ever since that time, English has become the first foreign language owing to the fact that there has been a change in the allocation of language resources from French to English (Clayton, 2006).

Since English becomes a highly recommended and much-needed language in Cambodia, prior attention has been made to promote this language more communicative for students from grade 7 to grade 12. Meanwhile, the main purpose of Lower Secondary School (LSS) is to have students fully participate in the society and become a productive citizen (MoYES, 2004). In this regard, the objective of teaching foreign language at that level is set to serve basic communicative competence for the students (MoYES, 2004).

To meet the above objective, in the Lower and Upper Secondary school levels from grade 7 to grade 12, MoEYS employs a book series named English for Cambodia to teach students, which was initially piloted in 1996-1997 academic year (MoEYS, 1999). Before the publication of English for Cambodia (EFC) series, many textbook series such as Headway, English for Today, and Streamline, to name but a few, were utilized to teach Cambodian Secondary School students. Shortly after several projects had been conducted to develop an appropriate English textbook for Cambodia, the EFC textbook series were published with six levels in which one level is confined for the whole academic year of each grade at both Lower and Upper Secondary schools in Cambodia (Vira, 2002).

In grade 7, students are to take the first level of the book named "English for Cambodia: Book 1". The book is written in English including the explanatory part in the first section. The textbook content is organized on the grammar basis containing a number of chapters of which each is subdivided into 3 or 4 units to explain the target grammar, some drills using the grammar, short dialogues with questions to check for comprehension, and reading texts. From the content, each chapter subsequently orientates students towards communicative goal (MoEYS, 1999).

English for Cambodia, book one, was developed in forms of teacher's guide and student book with respect to MoEYS Textbook Master Plan (1996) and cooperated by

Cambodian research institutions. This textbook was designed on the basis of the MoEYS English Curriculum for grade 7 students and accompanied by a teaching methodology developed by teacher trainers during the training course for Lower Secondary English trainees. In particular, the main features of the teaching methodology in this book is characterized as: enhancing 4 language skill practices namely listening, speaking, reading, and writing; practicing grammatical structure and vocabulary and introducing systematic and appropriate means of communicative language function; various effective teaching and learning technique presented in each unit; and regular interaction between students and teachers (MoEYS, 1999).

1.2 Research Problem

It is the fact that in public primary school in Cambodia, the curriculum does not contain any English program. Not until grade 7 do students only receive English education. Yet, the English textbook that is used for grade 7 students tends to be higher in language introduction than real students' language learning abilities are. For instance, in the first chapter of ECF1 textbook, it begins with a short dialogue and straight away gets students to introduce themselves to their friends in the classroom (English for Cambodia: Book1, chpt: 1). This significantly drives grade 7 students' attention away from learning English at school. Morris suggested that the best criteria for content selection shall respect learners' ability, however, this criterion is not considered carefully (Morris, 1996).

According to Richards (2001) textbooks are the key component of most language program. In some situations, it serves as a fundamental language input for the learner to receive or practice that occurs in the classroom. Moreover, they also provide the foundation for the lesson content; balance skills taught and kind of language practice that student involve. In other situations, textbook may “serve primarily to supplement the

teacher's instruction. For the learners textbook may provide the major source of contact they have with the language apart from the input provided by the teacher" (Richard, 2001, p. 1). Particularly, Cunningsworth proposes that best criteria for selecting a good textbook is to analyze if the textbook content responds to learners' needs and also the objective of language program (Cited in Richards, 2001). In this regard, there comes a question if quality of EFC1 textbook is good enough in term of contents of the lesson, appropriate language practice, and level of difficulty and fit well with the students' needs and their learning abilities.

1.3 Objectives of the study

According the background and research problem, a standard textbook is used as tool to measure the strength and weakness of the EFC textbook. Therefore, this present study aimed to evaluate the quality of EFC textbook in terms of physical aspects or publication. In addition to that it assessed the strengths and weaknesses of the textbook which could give a further consideration on how to keep the best and improve the rest.

Moreover, this study compared textbook content used in Cambodian lower secondary school to an English textbook used in some other private institutions—whether the textbooks contain the element of communicative language teaching objectives set by the Cambodian Ministry of Education. In this regard, the refined qualities of textbook can be developed to help grade 7 students who learn English to improve their language performance in Cambodian high schools.

1.4 Research Questions

In order to solve the research problem, the researcher has developed two research questions below:

1. What are the differences between EFC1 and a standard textbook, Interchange Intro using the Littlejohn framework for the textbook analysis?
2. What are areas of the strength and areas for improvement of EFC1 textbook according to the analysis?

1.5 Significance of the Study

Since this study is designed in a form of descriptive qualitative research, it will contribute to a greater data about real issues which leads to improvement of the textbook. The insightful finding from this study will offer textbook writer or developer to reconsider the current textbook content in the view to making it relevant to the Cambodian grade 7 students and adherent to general objectives of foreign language teaching curriculum set by the Ministry of Education, Youth, and Sports in Cambodia.

This study may have greater significance since it can reveal the strengths and weaknesses in the EFC1, and determine whether or not the EFC1 is justified, or needs supplementation and/or modification for optimal learning. The study will attempt to identify the linguistic errors or the factual mistakes, if any. It is also hoped that the study results will help in making some appropriate recommendations for the curriculum planners, course designers and subject experts in the Ministry of Education for further improving the quality of the EFC1. This study may also provide guidance for any retrospective textbook evaluation or future revision of the EFC1, and it may serve "as a means of testing the validity of the predictive evaluation, and may point to ways in which the predictive instruments can be improved for future use" (Ellis, 1997, p. 37).

1.6 Definition of Key Terms

Textbook Evaluation: It refers to the practice of assessing textbook regarding the contents, physical conditions, prices, etc. by certified teachers. Ideally, textbook

evaluation consists of at least two stages: the pre-use evaluation and post-use evaluation (Cunningworth as cited in Wang, 2005)

1.7 Proposed Chapter Organization

This research study is organized in five chapters. Chapter 1 is introduction dealing with background information of the study, problem statement, research objectives, research questions, significance of the study, and proposed chapter organization.

Chapter 2 is literature review, which makes use of many studies overseas to construct a logical framework for textbook evaluation. This review of literature will lead to structural features of textbook evaluation consisting of internal and external features, and draw up some characteristics to achieve the goal of communicative language teaching.

Chapter 3 is research methodology which deals with research design, instruments for data collection, data discussion and analysis, plan for data analysis, ethical considerations, and limitation of the study.

Chapter 4, finding and discussion, will present the findings related to the strengths and weaknesses of EFC1 textbook, and pose recommendation for textbook review to make it an appropriate material for grade 7 students in Cambodian lower secondary school.

Chapter 5 is conclusion, which summarizes all the information and the results of the research. It will also suggest the respective research topic for other researchers.

CHAPTER 2 LITERATURE REVIEW

This section describes the literature used to support and frame my paper. Almost all the documents I accessed were from the internet. I used the Google search engine as a main source of getting information. Using key words such as textbook assessment, textbook evaluation, good textbook, etc. I accessed a lot of documents related to my topic. What is more, Google scholar was also an important tool, however; some literature I was not allowed to download for free and could only be partially downloaded. Other links that I used to access the literature were <http://www.jstor.org/> and <http://www.doaj.org>. I also emailed to the previous cohort of students to get the some related literature.

This chapter has been developed using the themes that emerge from the material I reviewed. These themes were based on many theoretical frameworks from various researchers and authors. The research discussed in this literature was categorized using the following categories: the important roles of textbook, features of effective textbook and theories of evaluating the teaching material. Finally, the chapter outlines the framework of Littlejohn (2011) which was the framework adopted for the textbook evaluation.

2.1 Important Roles of Textbooks in the EFL/ESL Classroom

A textbook can be referred to as a published book specially designed to help language learners adopt their linguistic and communicative abilities (Sheldon, 1987 as cited in Lawrence 2011, p, 5). A textbook has always been the most preferred instructional material in ELT. It is best seen as a resource in achieving the learning aims and objectives that have already been set concerning learner needs. Cunningsworth (1995) added that it also fosters effective and quick learning of the language, while Richard (2001) stated that textbooks act as a key component in most language program because they provide a clear

structure and a syllabus. They are designed to give cohesion to the language teaching and learning process by providing direction, specific language-based activities aimed at classroom practice for students. As a result, textbooks can benefit both teachers and students. In addition, Cunningsworth (1995) also mentioned that the textbook had multiple roles in the EFL/ESL classroom and could serve as: (1) a resource for presenting material (spoken and written); (2) a source of activities for learner practice and communicative reaction; (3) a reference source for learners on grammar, vocabulary and pronunciation, etc. (4) a source of stimulation and ideas for language activities; (5) a resource for self-directed learning or self-access work, (6) a support for less experience teachers (As cited in Wang, 2005, p.15-16).

2.1.1 Textbook and the teacher.

In addition to being a learning instrument, the textbook is used as a supporting teaching instrument for less experienced or inexperienced teacher (Cunningsworth, 1995; Mahmood, 2009; Richard, 2001). Textbooks can also serve as a tool to train inexperienced teachers (Richard, 2001) and helps them with standard teaching approach and technique through the provision of resource materials (Weddle, 2009 as cited in Sem, 2012). Richard (2001) & Aqel (2009) stated that textbooks are efficient because they allow much time for the teacher to focus on teaching rather than material production. Secondly, they can serve as a reference point for teachers managing their teaching progress, and also help provide a focus on teaching (Tomlinson, 2008 as cited in Lawrence, 2009). Moreover, textbooks can serve as a road map showing the direction and providing ideas on how lessons can be instructed and measuring the teaching and learning progress.

2.1.2 Textbook and the student.

In addition to teaching, textbooks are typically the main source of learning material for students and the source of information on a specific subject or field (Mahmood, 2009). They also serve as a source of activities for learner practice and communicative reaction and a reference source for learners on grammar, vocabulary and pronunciation (Cunningsworth, 1995). Students can also benefit from using the textbooks in many different ways. Similar to the case of teachers, the textbook can act as a reference point for their learning process and keep track of their development (Lawrence, 2011) and a source of stimulation and ideas for language activities (Cunningsworth, 1995). Students can use the textbook as a tool for revision of previously taught items, at the same time familiarizing themselves with the items they will learn. More importantly, it secures students as they know what to expect and what is expected from them.

O'Neil (1982) and Ur (1996) agreed that textbooks were also one of the more economic and convenient forms of access to carefully structured packaged learning material. According to Cunningsworth (1995) textbooks provide additional benefits to students as they are an efficient collection of material of self-access learning and for knowledge gathering. They provide the learners with the necessary input that the learners receive and the language practice that occurs in the class. They also serve as the basis for the language content and skills to be taught and other kinds of language practice that the learners take part in (Richard, 2001) and student book usually comes along with teacher book and possibly extra materials. Textbooks play a prominent role in the teaching /learning process and they are the primary agents of conveying the knowledge to the learners. Besides, one of the basic functions of textbooks is to make the existence knowledge available and apparent to the learner in a selected, easy and organized way.

However, the role of the textbook may change according to the classroom setting and teaching approaches. Wade and Moje (2000) stated that the variation in textbook use reflected differences of pedagogical approach and further classified the role of text into two different approaches—the transmission approach and the participatory approach. In the transmission approach the role of the textbooks and the teacher were to transmit a large body of authorized or official knowledge and skill to students, meaning the textbook and teachers were the controllers of knowledge and learning. In the participatory approach, on the other hand, the role of the textbook is viewed as a tool for learning and constructing new knowledge rather than repositories and controllers of information. Therefore, the instruction relied on wide range of texts, including textbooks, reference books, novels, journals, and magazines (as cited in Wang, 2005, p. 16).

In his thesis, Cakit (2006) argued that despite the impact of new technologies, textbooks will doubtless continue to play an important role in language teaching and provide a useful resource for both teachers and learners. What is more it has significant impact on the learners' meeting their language learning objectives. The role of the textbook in the language classroom is undeniable. Both teachers and students need a framework on which to build and textbooks definitely provide this.

2.2 Features of an Effective Textbook

2.2.1 Curriculum and textbook alignment.

No textbook is perfect but there are some common characteristics suggested by many authors to consider when selecting a textbook. No matter how good or attractive a textbook is, if it is not aligned to the aim of the school curriculum, it should not be selected. This claim has been supported by many authors. Several authors (Bulent, 2006; Cunningsworth, 1995; Mahmood, 2009) mentioned that textbook must be in line with the

aims of the teaching program, fit the objectives and goals of the syllabus and match the objectives of the curriculum policy or philosophy. As a result of this claim, a good textbook should provide concise aim or objectives of at wherever part of the book.

2.2.2 Textbooks and supporting resources.

Language teaching and learning has traditionally been associated with each other and the adoption of a teaching/learning method affects how material is designed. Within the context of foreign language education, a textbook package typically provide a set of material which includes student's book, teacher's book, workbook and may also provides audiotapes for listening comprehension exercise, similarly through the use of video cassettes (Francis, 1995). According to Richard (2001) and Cunningsworth (1995) a good textbook package should provide a variety of learning resources such as workbook, CDs, Cassettes, videos, etc. which make the learning environment interesting and enjoyable for learners. Masuhara and Tomlinson (2008) supported Richard's ideas and added that a student's book should comes along with other materials such as a workbook, a teacher's book or even additional multimodal texts for reference as a textbook package. Therefore, supplementary material must be taken into account selecting or evaluating an effective textbook.

2.2.3 Textbook physical features.

Regarding the design and organization of a textbook, Liz (2005) suggested some recent scholars in the area of ELT material development expressed concerns for the cultural content of textbooks which are inherently socially and culturally biased. However, cultural sensitivities must be taken into consideration. Issue which may inhibit or damage a student's self-confidence must be avoided and the text, illustrations, and pictures should be culturally suitable (Lee, 1975). Cunningsworth (1995) on the other

hand, focused on a well-arranged structures, functions, topics, and skills, etc of the textbook and the content sequence is organized on the basis of complexity moving from more simple aspects to more complex ones (Morris, 1995), learning ability, and usefulness. In addition to learning ability, Lee (1975) stated that the design of the tasks need to be flexible and appeal to different learning styles and strategies and should not favor one type of learner over another and must be appropriate for different learning situation and learner needs.

2.2.4 Authentic material.

To the some extent, the greater consideration lies on the content of the textbook. Keban, Muhtar and Zen (2011) conducted a study into the language content of a textbook. In their study, the authentic and real-life English, appropriateness of the grammar and vocabulary presented in the textbook is examined. In addition to authenticity, the structures and vocabulary of the text should be attached to real situation (Remero, 1975). Bulent (2006) suggested that the language in the tasks should be carefully scrutinized prior to the exercise in order to ensure that it is concise, clear, and that flow and consistency are maintained. Using Garvin's eight dimensions, Mahmood (2009) believed that an-up-to date, credible and correct information need to be included to ensure the content reliability. To achieve this goal, therefore, a regularly revised edition of textbooks needs to be done thoroughly to keep every piece of information updated and to ensure that there are no accidental mistakes of grammar, vocabulary, spelling, etc. Cunningsworths (1995) argued that a good language content in a textbook need to contain the main grammar points at appropriate of level of learners, contain adequate teaching material for vocabulary, and include a range of vocabulary in addition to strategies for individual learning. He also recommended the pronunciation contain information section on sounds, word stress, and intonation included in every unit.

2.2.5 Other features.

Some other features to be considered when assessing a textbook were suggested by Remero (1975) and included: (1) a good textbook should part of a series. (2) it should be attractive, the letter size should not be too small and there should not be too much text on a page. (3) the lesson should be well organized and include short dialogues.

Cunningsworth (1995) stated that the topic of each lesson must be interesting to promote students' awareness and their experience. Moreover, men and women need to be equally included in the textbook.

2.2 Theory for Evaluating Textbook

Cunningsworth (1995) proposed three types of material evaluation: Pre-use evaluation, in-use evaluation, and post-use evaluation. Pre-use evaluation is when there is no actual experience of using the book for teachers to draw on. In-use evaluation refers to textbook evaluation whilst the materials are in use. Post-use evaluation provides retrospective assessment of a textbook's performance and can be useful for identifying strengths and weaknesses which emerge over a period of continuous use. Similarly, Grant (1987) outlined three stages in the process of textbook evaluation, namely, the initial evaluation, the in-use evaluation, and the detailed evaluation. First of all, an initial evaluation is done by mainly looking at the appearance of the book without going in to a lot of detail. Secondly, detailed evaluation is carried out in order to find out whether the book is suitable for the teachers, students and the syllabus. Lastly, in-use evaluation is can be carried out to re-evaluate the particular material instantly. In addition, Ellis (1997) indicated two contributions of the retrospective evaluation. Firstly a retrospective evaluation provided the user with information about whether it is worthy using the material, which activities worked or which did not, and how to modify the material to

make them more effective. Secondly, the retrospective evaluation is also served as a mean of testing the validity of a predictive evaluation (as cited in Wang, 2005).

Interestingly, Ur (1996) has suggested that it would be best if the textbook evaluation schemes adopted a level approach in evaluation in which at first level overview “impressionistic” evaluation should be first conducted followed by an in-depth evaluation. Cunningsworth (1995) explained that when applying the impressionistic method, we take the literal meaning of the method by quickly looking through the textbook cover to cover, (page to page), to try to get the overview of strengths and weaknesses of the textbook. The overview can provide additional benefits for the evaluators since it gives a quick opinion of the design and structure of the textbook, such as how attractive the cover is, supporting material that comes along with the textbook, and how the textbook is sequenced (Lawrence, 2011). An in-depth evaluation can be carried out subsequently to provide a detailed of specific items in each textbook on areas such as how exercise fit the syllabus and students’ need. An example of an in-depth evaluation would be to select one or two chapters to look at the balance of skills and activities contained in each unit (Cunningsworths, 1995).

On the other hand, Littlejohn (2011) stated that one of the principle problems of impressionistic method or judgment on textbook is that it lacks in-depth focus of what textbooks really contain. To understand deeply how good a textbook is, he would rather examine the implicit assumptions about what desirable material should look like. For example “Are the exercises balanced in their format, containing both controlled and free practice?” “Do illustrations create a favorable atmosphere for practice in reading and spelling by depicting realism and action?”

2.3 Criteria for Textbook Evaluation

There are many different criteria proposed by many different authors or researchers when evaluating a textbook. Daoud and Celece-Murcia,(1979) recommended the following criteria for evaluating a textbook: subject matter; vocabulary and structure covered, illustrations; physical make-up which includes cover, size, binding, paper, printing and type; the four language skills; general features of the teacher's book; methodological/pedagogical guidance in the presentation of lessons and exercises; linguistic background that is based on contrastive and error analysis (grammar, vocabulary, pronunciation and orthography) (as cited in Aqel, 2009).

Xu, (as cited in Al- Yousef, 2007) developed an evaluation tool which concerned textbook with an attractive design and layout, easy access to components and content for organizing instruction, evidence of a developmental progression of content, topics that are of relevance and interest to students, educational validity, an assessment of costs and durability, a wide variety of activities, a sufficient number of practice activities that fit all parts of the learning process, many activities on a similar theme or topic, follow-up questions for all readings, contemporariness of the curricular content, activities which promote communication, and activities that meet the needs of multi-level classes.

Grant (as cited in Cakit, 2006) suggested applying a “CATALYST” test since a textbook was to act as a catalyst in the classroom. The eight letters in the word CATALYST referred to the eight criteria by the help of which can decide whether the textbook was appropriate for the classroom use. Thus, the test aims to find out the following issues.

Communicative? Is the text book communicative?

This question aims to find out whether the students after using this book will be able to use the language to communicate.

Aims? Does it fit in with the aims and objectives?

Teachable? Does the course seem teachable? Does it seem reasonably easy to use, well organized, and easy to find your way round?

Available Adds-ons? Are there any useful adds-ons-additional materials such as teacher's books, tapes, workbooks, etc.?
Level? Does the level seem out right?
Your impression? What's your overall impression of the course?
Student interest? Are the students likely to find the book interesting?
Tried and tested? Has the course been tried and tested in real classrooms? Where? By whom? What were the results? How do you know? (pp..119-120)

Ellis (1987) also suggested three main criteria in the evaluation of EFL course books, namely, relevance, accessibility and cohesion. He claimed that examining relevance in the area of textbook design should concern the signposts, (headlines, titles, photographs, etc.) audience, (availability of sufficient variety of design to intent the learner, the level of cartoon. and photograph for the learner, the level of density and variety of text for the learner), colour.

Sheldon (1988) on the other hand, suggested some common main factors that reviewers, administers, teachers, learners and educational advisors most frequently use in deciding on the suitability of a textbook. The criteria suggested by Sheldon (1988) were textbook rationale, availability, user definition, layout/ graphics, accessibility of the units and exercises,, linkage, selection and grading, physical characteristics, suitability, authenticity, sufficiency of exercises or activities, cultural bias, educational validity, practice and revision, flexibility, guidance and overall value for money.

Williams (1983) suggested a material evaluation scheme which accounts for language teaching assumptions as well as the linguistic and the pedagogical components associated with these assumptions. The assumptions on which the scheme is based are: (1) An up-to date methodology of second language teaching, (2) Needs of learners, (3) Guidance for nonnative speakers of English, and (4) Relevance to socio-cultural environment. He proposed an EFL/ESL textbook evaluation questionnaire, which included 7 criteria in 28 categories: general, speech, grammar, vocabulary, reading, writing, and technical. While the first criteria, general, "embrace global considerations of methodology, the needs of the learner, the teacher, and the community" (Williams, 1983,

p. 352), the *technical* criteria are concerned with "the quality of editing and publishing; the availability of supplementary material; cost and durability of the text; authenticity of language and style of the writer, etc." (pp. 352-353).

Cunningsworth (1995) presents a checklist of evaluation criteria for English as a Second or Foreign Language (ESL/EFL) teaching material. The category of language content addressed how language form, language functions, and patterns of communicative interaction are organized. He mentioned that a good textbook should respond to the needs of learners and reflect clear aims and objectives of the program. Without doubt, textbooks which would help teachers achieve aims were preferred because the aims of the teaching program, signifying the senior high school English education program here, should determine what kinds of textbooks were suitable. In fact, the textbook which fails to achieve the aims would definitely not facilitate the teaching or students' learning.

Mahmood (2009) provided eleven useful indicators that could be use for the production of quality textbook. The indicators were based on features of quality textbook derived from Garvin's eight dimensions of quality product model. Garvin's eight dimension included: (1) performance, (2) features, (3) reliability, (4) conformance, (5) durability, (6) serviceability, (7) aesthetic, and (8) perceived value. Using the Gavin's (1988) theory of a quality product, Mahmood (2009) considered a textbook a product and use Garvin's well-known framework to develop the principle conceptual frameworks based on those dimensions. Likewise, Littlejohn (2011) suggested a general framework for analyzing materials as a *pedagogic device*, meaning an aid to teaching and learning a foreign language. The frameworks were divided into two main sections: *publication* and *design* (figure 1). The publication, as he explained, was the tangible or physical aspects of materials while design was concerned on internal aspects of the material. For physical features of the textbooks, he concerned how they appeared as a complete set, whether on

paper or electronically. Design related to the thinking or teaching philosophy underlying the materials.

Figure 2.1: Aspect of an analysis of language teaching material (Littlejohn, 2011, p.183).

- | |
|---|
| <p><u>1. Publication</u></p> <ol style="list-style-type: none">1. Place of the learner's materials in any wider set of material2. Published form of the learner's materials3. Subdivision of the learner's materials into sections4. Subdivision of sections into sub-sections5. Continuity6. Route7. Access <p><u>2.Design</u></p> <ol style="list-style-type: none">1. Aims2. Principles of sections3. Principles of sequencing4. Subject matter and focus of subject matter5. Types of teaching/learning activities<ul style="list-style-type: none">- what they require learner to do- manner in which they draw on the learner's process competence (knowledge, affects, abilities, skills)6. Participation: who does what with whom7. Learner roles8. Teacher roles9. Roles of material as a whole |
|---|

Since the framework shown in figure 1 does not provide comprehensive coverage of the methodological and content aspects of any set of materials aimed with an analytical description, and has very limited use to guide the analyst in examining the materials in any depth, Littlejohn (2011) proposed other three practical solutions to guide the detailed analysis of materials which deal with three levels of analysis. The level 1 is called

“objective description”, which contain three components; statements of description, physical aspects of the material, and the main steps in the instructional sections. The level 2 is called “subjective analysis” which concerns about subdivision into constituent tasks, an analysis of tasks: what is the learner expected to do? Who with? With what content? and the level 3 is called “subjective inference” which contain three principles; deducing aims (principles of selection and sequence), deducing teacher and learner roles, and deducing demands on learner’s process competence.

In this paper, the researcher did the analysis based on the framework of Littlejohn’s (2011) level one of analysis. This focused on the publication date, the intended audience, the type of materials, the classroom time required, and how the materials were to be used. In addition, the physical aspects of materials such as their published form, number of pages, use of color, and the total number of components in a complete set are also examined. The internal features covered the division into sections, the means of access into materials that are provided, how “unit” are subdivided, their length, if there is a standard pattern in their design or any recurring features.

CHAPTER 3: METHODOLOGY

3.1 Research Design

This research was designed to compare EFC1 textbook's physical aspects or publication features with a standardized textbook used in a private language school. This study also aimed at identifying the strengths and weaknesses of EFC1. This study employed descriptive qualitative method. The researcher selected one of the most widely used textbook in a Cambodian private school. The textbook being used for the comparison is Interchange Intro (3rd edition). The reason for choosing this textbook was that it is one of the most successful English series for adult and young adult learners around the world (Richard, 2012).

3.2 Research Instrument

Since this study was designed in a form of qualitative- descriptive research design, two different textbooks were compared and contrasted based on the framework of Littlejohn (2011). The researcher used Int' Intro as a standard textbook in order to find out the weaknesses and strengths of EFC1. Int' Intro is the beginner level equivalent to EFC1 and the language points presented in both textbooks are similar. For ease of writing from this point in this paper, textbook A will be used when referring to the textbook Interchange Intro and Textbook B will refer to EFC1. The researcher compared and contrasted two basic features, publication and design. Publication refers to tangible aspect and design relates to thinking underlying the material.

3.3 Data Discussion and Analysis

The researcher used the Littlejohn (2011) framework in order to compare and contrast the publications. The framework is based on the level one of the three analysis

levels. This level is called the objective description where the researcher focused on the explicit nature of the materials. As suggested by Littlejohn (2011) the explicit nature covered the publication date, the intended audience, the type of materials (e.g. general or specific purpose, supplementary or main course), the amount of classroom time required, and how the material was to be used. Beyond this, he suggested looking at the physical aspects of the materials such as their published form (e.g. durable books or consumable worksheets, electronic or paper) number of pages, use of color, and the total number of components in a complete set (e.g. student's book, workbook, audio material, etc.). The researcher also looked inside the textbook to see how they are divided into sections (e.g. units, audio scripts, answer keys and tests) and the means of access into the textbooks that are provided (e.g. detailed contents listing, appendix, etc.). Moreover, the researcher also wished to see how various sections were subdivided, their length, if there was a standard pattern in their design or any recurring feature.

3.4 Limitations

This study was for academic purpose only, so the analysis could not cover all the aspects of textbook in the study. The second weakness was that the research examined the two textbooks for grade 7 only, meaning the result cannot be used to generalize other textbooks from grades 8 to 12.

3.5 Ethical Considerations

In this study, the researcher did not interview any teacher or student about their opinion of the textbook. The researcher used the framework developed by Littlejohn (2011) to analyze the data. This could possibly have a personal bias judgment on the EFC1 textbook because during the analysis of the textbook, the researcher saw many negative points of it. However, as an academic researcher, the researcher tried to

minimize this problems as much as possible and with the help of the framework, he believe, there were no, or if any, minor bias analysis only.

CHAPTER 4

RESULT AND DISCUSSION

In this section, the researcher drew two tables to compare and contrast textbook A and textbook B based on Littlejohn's (2011) framework. After the detailed description in the tables, the researcher discussed the result with analytical thinking skills emerged from the literature review. The table below showed the detailed comparison between the textbook. As mentioned earlier, the area for this focuses on only the physical aspects or publication of the textbooks. The other aspects, design has not been discussed or analyzed.

Table 4.1 The comparison of Textbook A and Textbook B

Textbook A	Textbook B
<p>Publication</p> <ol style="list-style-type: none"> 1. <i>Place of learner's materials in the set</i> <ul style="list-style-type: none"> - "Complete package", includes student's book, teacher's book, Workbook, audio cassettes, CD, video program, Lab program, teacher's resource book, and a comprehensive assessment package. - Means of access into the materials provided for the teacher and learner; however, support materials (answers keys, transcript, methodology guidance, quiz, etc.) are only provided for teachers. - Learner's materials may largely be used independently of the teacher's material. 2. <i>Published form of the learner's material</i> <ul style="list-style-type: none"> - It was edited and revised in 2011. It was developed from its previous second edition published in 1997. The first edition was in year 1990. - Total estimated time: one term (3 months) 90 hours 	<p>Publication</p> <ol style="list-style-type: none"> 1. <i>Place of learner's materials in the set</i> <ul style="list-style-type: none"> - Package includes student's book, teacher's book, and audio cassettes. - Means of access into the materials provided for the teacher and learner; however, support materials (answers keys, transcript, methodology guidance, etc.) are only provided for teachers. - Learner's materials may not be used independently of the teacher's material. 2. <i>Published form of the learner's material</i> <ul style="list-style-type: none"> - It was published between 1996 and 1997. It has not been edited or revised since then.

- Total number of pages: 113 excluding appendix.
- Monolingual throughout the whole textbook
- Durable and consumable materials for the learner
- Multicolor usage and the printing quality is good
- The textbook provided many pictures and photographs (both line drawings and authentic pictures) to supplement the passages and activities.

3. *Subdivision of the learner's material*

- The textbook is subdivided into 16 units with a standardized number of pages for each one. Each unit has 6 pages.
- Revision section follows after every two units.
- Each unit consists of many subsections, with some standardized elements.
- No list of difficult words

4. *Subdivision of sections into sub-section*

- Each unit has many tasks which link from one to another.
- An established pattern exists within the Units: "*The Snapshot*

- Total estimated time: one school year (approximately 100 hours)
- Total number of pages: 134 without any appendix
- Monolingual throughout the whole textbook
- Durable and consumable materials for the learner
- Multicolor usage printing quality is poor
- The textbook provides only line drawing pictures.

3. *Subdivision of the learner's material*

- The textbook is subdivided into 20 chapters with a standardized number of pages for each one. From chapter 1 to chapter 8, there are 4 units in each chapter, and from chapter 9 to 20, there are 3 units in each chapter. Each unit has 2 pages.
- There are no revision sections.
- No list of difficult words
- Each chapter breaks into three or four units without or with little standardized elements.

usually introduces the unit's topic with real world information, **The Conversation** is a natural, fun dialog that introduces new grammar, **The grammar focus** provides opportunity for the students to practice language, **The Word Power** presents new vocabulary, **The pronunciation** exercise help students sound like a native speaker.

- In the **Listening** section the students hear people speaking in many different contexts. Students talk in pairs, in groups, or as a class with many **Speaking** activities. In the **Interchange Activities** students talk about themselves. Finally, at the end of each unit, there is a non-fiction reading text with various interesting topics with a focus on cultural diversity.
- Frequent **Progress Check** lets students check their own development and provide more practice of the language covered in the preceding two units.

5. *Continuity*

- The textbook introduced in a series. It has an incremental syllabus of grammar and vocabulary.

4. *Subdivision of sections into sub-sections*

- Each unit has many tasks with almost the same type of activities.
- There can be one or two grammar points with comprehension exercises and practices but seems lack practice.
- The last unit of each chapter features different tasks. Some units end with a reading text, some end with a conversation, and some end with a grammar or vocabulary section.
- No leading headings can be found in each chapter or unit.

5. *Continuity*

- The textbook introduced is in a series. It has an incremental

6. *Route*

- One route through material proposed: to use the material in the order presented
- Teacher's book suggests ways route may be extended

7. *Access*

- The textbook provided a detailed content list of each unit, name of units and lesson objectives; listing of language items.
- Appendices in the textbook contain extra activities, Unit 1- 16 self-study, self-study audio script, self-study answer keys, list of irregular verbs, and acknowledgements.
- The teacher's book provided a quiz for every 2 units.

syllabus of grammar and vocabulary

6. *Route*

- One route through material *proposed*: to use the material in the order presented
- Teacher's book suggests ways route may be extended

7. *Access*

- The textbook provided a content list and names of each chapter.
- There are no indexes, audio transcript or answer key or any appendix.
- There are not quizzes available in the teacher's book

4.1 Place of Learner's Materials in the Set

According to the table, Textbook A has a complete package of materials including student's book, teacher's book, Workbook, audio cassettes, CD, video program, Lab program, teacher's resource book, and a comprehensive assessment package. This aligns with what Richard (2001) and Cunningsworth (1995) mentioned who stated that a good textbook package should provide a variety of learning resources which make the learning environment interesting and enjoyable for learners. Francis (1995) and Masuhara and Tomlinson (2008) supported Richard's ideas and added that a student's book should come along with other materials such as a workbook, a teacher's book or even additional multimodal texts for reference as a textbook package. Therefore, supplementary material must be taken into account when selecting or evaluating an effective textbook. Textbook B didn't provide a complete package as defined by Cunningsworth for the learners and teachers. For example, it didn't have the workbook for the students, and video program, a comprehensive assessment, etc. This can limit the learning opportunities in or outside the classroom.

4.2 Published Form of the Learner's Material

Textbook A was edited and revised in 2011. It was developed from its previous second edition published in 1997. The first edition was in year 1990. Textbook B was published between 1996 and 1997. It has not been edited or revised since then. Mahmood (2009) believed that an up-to-date, credible and correct information need to be included to ensure the content reliability. To achieve this goal, therefore, a regular revision of textbooks needs to be done to keep every piece of information updated and to ensure that there are no accidental mistakes in grammar, vocabulary, spelling, etc. Since the Textbook B has never been revised, there might be some accidental mistakes and the

information in the textbook most likely is out of date. According to William (1985), an up-to-date methodology must be used when evaluating a textbook. This can be a reason that recent methodology can help teacher to find new way of presenting the language item more effectively.

Regarding the hours of instruction and the length of textbooks, Textbook A and B have 113 pages with 90 hours and 134 pages with 100 hours instruction respectively. Textbook B is longer than A, yet the hours of instruction were almost similar to B. That means it is difficult for the teachers and students to finish the whole book for the academic term, since there are only 2 hours of English class per week in the timetable in the public schools. Textbook B, on the other hand, is designed to be taught every day 5 days per week. And if it used this way, both teachers and students have a lot more time to learn and practice the activities in the book.

There is a strength for both textbooks because they are made from durable materials. William (1983) stated that durability of the text were important criteria when evaluating material. The use of multicolor and the printing quality are also good. That is what Celece-Murcia (1979) support for the textbook evaluation needs to have a good printing paper and type. Sharma (2005) stated that the paper quality was one of the physical aspects of quality textbook. In addition, Textbook A provided many pictures and photographs (both line drawings and authentic pictures) to supplement the passages and activities. Ellis (1987) suggested examining the design of the textbook by looking at the variety of photographs, cartoons, etc. Drawing from his conclusion, it is fair to say that the use of different pictures like drawings or real photographs is important to help draw students' attention in reading or learning the text. Therefore, the Textbook B would be improved by including some real photographs in order to make the textbook more

interesting. Ruan (2005) stated that the real and colorful pictures and visual aids for the people and environment are important for students' learning progress.

4.3 Subdivision of the Learner's Material

Textbook A was subdivided into 16 units with a standardized number of pages for each one. Each unit has 6 pages. A revision section followed after every two units. Each unit consisted of many subsections, with some standardized elements. Compared to Textbook B, which was subdivided into 20 chapters with a standardized number of pages for each one. From chapter 1 to chapter 8, there are 4 units in each chapter, and from chapter 9 to 20, there were 3 units in each chapter. Each unit had 2 pages. There were no revision sections available. Each chapter broke into three or four units without or with little standardized elements. The subdivisions of both textbooks were good because they contain standardized elements of page numbers. However, Textbook A had a revision section that followed after every two units to check the students learning progress. Regular and frequent tracking of students' learning progress will help teachers assess their students' weak points and to foresee the possibility of revising the old lessons.

4.4 Subdivision of Sections into Sub-Section

Each unit of Textbook A had many tasks which linked from one to another. It had a clear pattern design purpose within units and they were subdivided into sub-section such as: *The Snapshot, The Conversation, The grammar focus, The Word Power, The pronunciation. Speaking, Interchange Activities, Progress Check*. This complied with Cunningsworths (1995) arguments that good language content in a textbook needed to contain the main grammar points at appropriate for level of learners, contain adequate teaching material for vocabulary, and include a range of vocabulary in addition to strategies for individual learning. He also recommended the pronunciation section contain an information section on sounds, word stress, and intonation included in every unit.

Although Textbook B had many tasks in each activities but activities were almost the same. There could be one or two grammar points with comprehension exercises and practices but seemed lack practice. The textbook didn't end systematically. The last unit of each chapter featured different tasks. Some units ended with a reading text, some ended with a conversation, and some ended with a grammar or vocabulary section. Therefore, the book design and layout was not standardized. According Sheldon (1988) textbooks should contain good layout/ graphics, accessibility of the units and exercises, linkage physical characteristics, suitability, sufficiency of exercises or activities, practice and revision.

4.5 Continuity

Both textbook A and B were part of a series. They also had an incremental syllabus of grammar and vocabulary. That is one of the strengths for both textbooks. As suggested by Remero (1975) a good textbook should be part of a series because this would keep the cost down cost per unit for the students. .

4.6 Route

Both textbooks contained the same criteria to use the material in the order presented. The teacher's book suggested ways the route may be extended.

4.7 Access

The textbook A provided a detailed content list of each unit, name of units and lesson objectives; listing of language items. Appendices in the textbook contained extra activities, Unit 1- 16 self-study, self-study audio script, self-study answer keys, list of irregular verb, and acknowledgement. The teacher's book provided a quiz of every 2 units. The same things could not found in Textbook A.

Despite available table content, Textbook B's table content was not detailed. It showed the chapter, topic and page number. Textbook A, on the other hand, guided the

users to a title or topic of each unit, the lessons the student will learn, page numbers, which speaking activities the students would do, which grammar the lesson was focusing on, pronunciation/listening activities, writing/reading and extra activities. This detailed table content seemed like a course syllabus that overviews the whole structure of the book, making the learning and teaching ready for the term.

CHAPTER 5 CONCLUSION

The study highlighted the overall characteristics of the publication of the two textbooks, which also revealed differences appeared to be drawing on. The result showed that the Int' Intro was seen to be better in many ways than EFC1. For example, in term of the learner's place of learner's in a complete set, Int' Intro has a complete package of learning and teaching material, which facilitate teachers and students. EFC1 has not yet been revised, therefore; the information in the textbook was likely to be out of date. In addition, the probability of the accidental mistakes in EFC1 was high comparing to the Int' intro, which was edited and revised three times since its first publication. Regarding the subdivision into sections, Int' Intro was more standardized and systematic than EFC1 because it had clear headings and the purposes of each activity was clearly stated. Furthermore, the length of EFC1 was very long and the hours of instructions were not enough.

EFC1 was not without strengths. It was introduced in series which was recommended by some researchers. And also it was durable and it had multicolor in the textbook, making it attractive. The continuity of EFC1 was good too since it had an incremental syllabus of grammar and vocabulary.

5.1 Strengths and Limitations

This paper contained some strengths. First, the researcher could access the full resources that he was examining. Second, the researcher has been teaching English for many years, so he understands the importance of having a good teaching and learning materials and the role of them.

However, there were also some limitations of this paper. Firstly, the researcher has never done such kind of analysis before. Therefore, the paper may contain some invalid

result and discussion. Second challenge was due to literature review. There is not enough supporting document related to English textbook evaluation in Cambodian context. Thus, it was difficult to for the researcher to get information or recommendation from the previous researchers. The researcher only depended on the related reviews of literatures from oversea to frame theoretical procedure. Third challenge derived from the research methodology in chapter 3. The researcher could not elaborate in detail the procedure of data discussion and research instrument. Another problem is that the researcher didn't go to the field to collect data. The researcher only used a standard textbook to judge and evaluate EFC1 so he did not know answer the participants.

5.2 Suggestion for Improvement of EFC1

The main challenges of publication of EFC1 for Cambodian secondary school students laid on textbook's cover page, pictures, size, number of page, extra materials, printing quality, and list of difficult words and appendices. There are some suggestions of how to improve the quality of the EFC1.

1. Since the textbook had too many pages for the approximately 100 instruction hours, it is suggested that the new version should be reduced to meet the time limitation.
2. Extra materials should be included in the teacher's manual so that teachers could provide more exercises or practice to the students. Quizzes are also recommended to be added in the teacher's manual in order to provide chances of tracking student learning outcome.
3. Regarding with pictures, it is more interesting to have some more photos instead of only line drawings. Since EFC1 is a beginner level textbook, more pictures are recommended.

4. The list of difficult words at the end of the book also important because students can review the words they have learned so far. In addition, the new published textbook should group the word into active and passive category.
5. Finally, the EFC1 package needs to include CDs or cassettes for listening practice and the publisher should also make them available for students because it's hard to find cassettes in bookstores. In addition to the teacher's book, the EFC1 should include a teacher's resource book and assessment package. Moreover, a workbook is highly recommended for further improvement.
6. The EFC1 textbook should change its size to a standardized one such as found in Interchange or New Headway. The cover page should be made more attractive and colorful.

5.3 Area for Further Research

This research has three weaknesses that the next researcher could further study. First, it is just a qualitative descriptive research which compared EFC1 with a standard textbook, Int' Intro. It is better if we use two or three other standard textbooks to compare and evaluate the EFC1. Second, the next research should also focus on grade 8 or 9 textbook because there isn't any research conducted yet. Finally, the researcher did the analysis based on the level one of Littlejohn framework which only covered the physical aspects of the textbook. Therefore, it is highly recommended that the next researcher adopt the two remaining levels of the framework.

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