

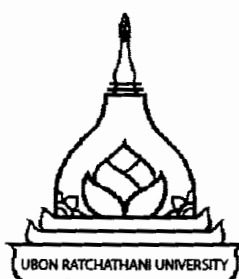


**SIXTH GRADE ENGLISH AS A FOREIGN LANGUAGE
TEXTBOOK SELECTION PROCESSES AND CRITERIA:
CASE OF SCHOOLS IN SI SA KET PROVINCE**



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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
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SI SA KET PROVINCE

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ในโรงเรียนส่วนมาก, หนังสือเรียนเป็นส่วนที่สำคัญที่สุดของสื่อการสอนในห้องเรียน หนังสือเรียนที่ดีควรอำนวยความสะดวกให้คุณครูที่ใช้สอนในห้องเรียนจากความคาดหวังของกระทรวงศึกษาธิการ และหนังสือเรียนควรสนับสนุนให้นักเรียนได้เรียนและเข้าถึงความประสงค์ของบทเรียน ในการวิจัยครั้งนี้ได้ค้นหากบวนการและเกณฑ์การเลือกหนังสือเรียนวิชาภาษาอังกฤษสำหรับนักเรียนประถมศึกษาชั้นปีที่ 6 ในจังหวัดศรีสะเกษคุณครูภาษาอังกฤษในแต่ละโรงเรียนถูกสัมภาษณ์เกี่ยวกับกระบวนการเลือกหนังสือและเกณฑ์การเลือกหนังสือ วิธีการวิเคราะห์ข้อมูลใช้การวิจัยเชิงคุณภาพ โดยใช้การจัดเรียงข้อมูล ข้อมูลจากการสัมภาษณ์ถูกจัดเรียงเป็นกลุ่มเกี่ยวกับการศึกษาสองเรื่อง ดังนี้ กระบวนการเลือกหนังสือเรียนและเกณฑ์การเลือกหนังสือเรียน พบว่ามีกระบวนการเลือกหนังสือเรียนทั้งหมดสี่แบบ ได้แก่ การเลือกหนังสือเรียนจากครูผู้สอน, การเลือกหนังสือเรียนจากหัวหน้าฝ่ายในโรงเรียน, การเลือกหนังสือเรียนจากครูผู้สอนและหัวหน้าฝ่ายในโรงเรียน, และการเลือกหนังสือจากทุกคนในโรงเรียนและบุคคลอื่นที่เกี่ยวข้อง และยังพบว่า หลักสูตรแกนกลาง โอนเน็ต และสามารถของนักเรียนเป็นเกณฑ์การเลือกหนังสือเรียนของคุณครู ประเด็นที่พบจากการวิจัยได้วิเคราะห์ลงในงานชิ้นนี้ รวมไปถึงบทบาทของคุณครูภาษาอังกฤษในกระบวนการเลือกหนังสือเรียนวิชาภาษาอังกฤษ มีความสัมพันธ์ระหว่างเกณฑ์การเลือกหนังสือเรียน และกรอบมาตรฐานความสามารถทางภาษาอังกฤษของประเทศในกลุ่มสหภาพยุโรปและการสอนภาษาแบบสื่อสารที่กำลังเป็นประเด็นสำคัญในการสอนภาษาอังกฤษในยุคปัจจุบัน

ABSTRACT

TITLE : SIXTH GRADE ENGLISH AS A FOREIGN LANGUAGE
TEXTBOOK SELECTION PROCESSES AND CRITERIA: CASE
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KEYWORDS : TEXTBOOK SELECTION, TEXTBOOK CRITERIA, CORE
CURRICULUMN

In most schools, textbooks are largely the most important materials for in-class learning. Good textbooks should facilitate teachers to teach in a way expected by the Ministry of Education, and they should support students to learn and achieve the desired learning achievement. The present study explores sixth-grade EFL textbook selection processes and criteria at nine primary schools in Si Sa Ket Province. An EFL teacher from each school was interviewed about the textbook selection processes and criteria for selecting a textbook. The data analysis method includes qualitative data coding. Interview data were coded with themes related to the study's two main focuses: the textbook selection processes and criteria. It was found that there are four selection processes based on the different peoples involved: selection by EFL teachers, by school administrator, by EFL teachers and school administrators, and by school peoples and external stakeholder. It was also found that the core curriculum, O-Net, and student abilities were criteria for selecting a textbook. Issues derived from the findings were discussed, including the role of EFL teachers in textbook selection and the relationship between textbook selection criteria and CEFR and CLT, which are current trends in English teaching.

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CHAPTER 1

INTRODUCTION

1.1 Rationale and background

Most Thai students begin learning English when they enter school, although students living in urban areas are usually exposed to the language at an early age. However, it has been observed that Thai students' English language proficiency is rather low compared to students from other ASEAN nations such as Malaysia, the Philippines, or Singapore (Wiriyachittra, 2002). In fact, the general English proficiency of the Thai people is ranked near the bottom at 56 out of 72 Asian countries in which English is not used as a first language, while in Southeast Asia, Thailand only performs better than Cambodia (EF English Proficiency Index, 2016).

It has been suggested that Thai students' poor English is the result of the traditional teaching methods used, which is related to how teachers teach as well as the teaching materials available to them. According to the Ministry of Education (2008), the 2008 Education Core Curriculum recommends benchmarks and indicators to implement Communicative Language Teaching (CLT) as a new way to teach English as a foreign language (EFL) in the classroom. Meanwhile in recent years, the Ministry of Education has supported the use of the Common European Framework of Reference for Languages (CEFR) developed by the Council of Europe to develop students' English competency and promote transparency and coherence in learning and teaching English in Thailand. Therefore, good English textbooks are supposed to be CLT-based and developed with CEFR language competence in four skills, including writing, reading, listening and speaking. Most Thai schools rely heavily on textbooks as the main source for teaching, meaning that textbooks play a crucial role in the development of students' English proficiency standard as expected by the core curriculum.

The Basic Education Core Curriculum (2008) consists of statements that provide guidelines for good textbooks. Content should be provided to students which is

appropriate for enhancing their quality of life and abilities so that Thailand's competitive position can improve within the world community (Ministry of Education, 2001). Since English is not widely used outside the classroom, inputs from textbooks is crucial for student learning. Textbooks used in any classroom are an indicator of what is happening in the classroom (McGrath, 2013; Tomlinson, 2012; Valle, 2010). Cunningsworth (1995) wrote that textbooks help provide a syllabus for programs, while ready-made textbooks support teachers through offering content and teaching methods which saves time and effort.

Thai schools are encouraged to organize education that is suitable for local students while still requiring them to conduct educational activities that consider the national curriculum's expected goals. Educational policies in Thailand have emphasized the decentralization of educational authority to local governments and schools by supporting local stakeholders to have a role and actively participate in the preparation of curriculums that serve the real needs of local students (Office of the Prime Minister, 1999). However, schools are not entirely free because they must follow Ministry of Education guidelines that dictate how and what to teach to guarantee the quality of education. Theoretically, these guidelines should reflect teachers' decisions regarding any educational activities, especially the selection of textbooks which is the most important classroom resource. Milkley (2005) pointed out that teachers are the practical users of textbooks and that selecting the most appropriate textbook is an overwhelming task for them. There are a number of factors to consider when selecting an appropriate textbook which can make a significant difference to student learning.

Despite all textbook developers claiming that their textbooks are well designed and aim to develop students' competence and performance, it is still a challenge to find textbooks that are good for students in specific contexts, while it is even more difficult to find textbooks that genuinely meet all the requirements from the Ministry of Education. The burden is placed entirely on teachers to find what is best for their students in order for them to achieve the learning goals determined by the national curriculum. This is why it is essential to the decision-making process of teachers when selecting textbooks for their students.

In the Thai education system there are two important guidelines for teachers to follow. The first guideline is related to the teaching method, CLT, which refers to the central theoretical concept in communicative language teaching; “communicative competence”. This method is focused on teacher-student and student-student interactions to help students develop their grammatical, sociolinguistic, discourse, and strategic competencies. The focus is not only based on the teacher as a primary source of knowledge and information, but on students as well. Since commercial textbooks are all different, it is important to investigate what teachers consider when selecting a textbook and whether their decision reflects what the Ministry of Education wants.

1.2 Purpose of the study

This study aims to investigate teachers’ decisions when selecting English textbooks for Grade 6 students. The target participants will be Grade 6 English teachers in Si Sa Ket province, Thailand. The study will analyze the teachers’ decisions in relation to Communicative Language Teaching (CLT) and the Common European Framework Reference (CEFR), two requirements from the Ministry of Education.

1.3 Research questions

The following research questions were formulated to guide the study:

1. What processes do teachers follow when selecting an EFL Textbook for Grade 6 students at schools in Si Sa Ket province, Thailand?
2. What criteria do teachers use to select an EFL Textbook for Grade 6 students at schools in Si Sa Ket province, Thailand?

The research questions focus on exploring teachers’ decision-making processes, including how they reason their English textbook selection and the challenges they face when they decide to select appropriate English textbooks for Grade 6 students. The second research question aims to study how the teachers’ decisions relate to the CLT and CEFR guidelines set by the Ministry of Education. This is important since these guidelines exist to ensure that students learn what they are expected to learn about when studying English at their level.

1.4 Significance of the study

The results of the present study reveal what is behind teachers' decisions when selecting textbooks for Grade 6 students. Furthermore, it shows whether those decisions reflect the current focus on CLT and CEFR and can aid understanding about why teachers make such decisions. The findings can be used to make suggestions for teachers to improve the criteria for selecting appropriate textbooks in the future.

1.5 Definition of terms

1.5.1 EFL textbooks refer to the English teaching materials used to teach Grade 6 students in schools in Si Sa Ket province, Thailand. In this study, various textbooks were selected by the participant teachers.

1.5.2 Teacher decision refers to the reasons or criteria the teachers use to select English textbooks. In this study, the focus is on finding how teachers judge that a particular textbook is appropriate for their school context.

1.5.3 Communicative Language Teaching (CLT) refers to the approach that focuses on students' communicative ability, including collaborative activities which encourage students to use the language during learning process.

1.5.4 Common European Framework of Reference for Languages (CEFR) refers to the framework used to evaluate students' level of language competence and performance in four skills, including writing, reading, listening, and speaking. The CEFR provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, and textbooks across Europe (Council of Europe, 2001).

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter presents a discussion on the role of textbooks in EFL classrooms. It reviews the different types of EFL textbooks, the National Curriculum, O-Net, CLT, and CEFR as factors for textbook selection. Related studies are also reviewed in the last part of the chapter.

2.2 English teaching in Thai schools

The Thai Ministry of Education announced the 2001 Basic Education Curriculum to serve as the core nationwide curriculum, while this was updated in the 2008 Basic Education Core Curriculum. The difference between the 2001 and 2008 guidelines concern the details determining appropriate classrooms, such as the proper hours for teaching, the curriculum, and classroom management. The current basic education core curriculum prescribes goals and learning standards and provides a framework and orientation for the basic level of education which serves to enhance the quality of life for learners “who would attain virtue, wisdom, as well as the capacity to maintain Thailand’s competitive position in the world community” (Ministry of Education, 2001). According to this goal, English is one of the required subjects in all Thai schools. Schools provide different English class hours for different class levels. For instance, Grade 6 students should study eighty hours of English per semester (Basic Education Core Curriculum, 2008).

English is a compulsory subject in Thai schools and is highly valued in the job market, but English learning in Thailand faces issues. Choosing English textbooks can be one factor contributing to this long-standing problem. Simpson and Thammasathien (2007) claimed that English has increasingly been used and viewed as an important skill for the Thai urban middle classes. However, many problems continue in Thai English teaching. For instance, Wiriyaichitra (2001) stated that a national survey report

covering 1997 to 1998 and conducted by the Office of Educational Testing of the Department of Curriculum and Instruction, the Ministry of Education, that shows that the writing skills of Prathomsuksa 6, Matayomsuksa 3 (1999) and Matayomsuksa 6 (1999) were below average. School students were also found to have problems in other skills (Kitjaroonchai and Kitjaroonchai, 2012) which resulted in demands for the curriculum and teaching methodology to be changed. Meanwhile, Geringer (2003) pointed out that the most important factor in student learning progress is the teacher, and that it is also important to focus on the textbooks used since they aid teachers to meet the goals of the national curriculum and can help students to learn by themselves.

Textbooks play a very important role in the Thai EFL classroom. There are different kinds of textbooks, including commercial and in-house textbooks. Different schools use various textbooks for the same grade students. Since English textbooks are central to English language learning, it is crucial to review the role of textbooks, the kinds of available textbooks, as well as how teachers select textbooks for their students.

2.3 The role of textbooks in the Thai EFL classroom

In Thailand, EFL textbooks are widely used at all school levels and Thai EFL teachers depend on them in their teaching. For instance, Hongboontri (2007) found that EFL teachers from 11 universities did not like the textbooks they used in their classrooms, but they nonetheless had to use them. Textbooks may play different roles in different Thai EFL classroom contexts, but they are now indispensable for English teaching and learning throughout Thailand the country.

In Thailand, problems related to English learning can be caused by a number of factors, and the use of appropriate textbooks can be one of the most important factors. Wiriyaichitra (2003) revealed that English learning in Thailand is not very successful because students lack the opportunity to practice English. Other researchers, such as Ratanapinyowong, Poopon, and Honsa (2007) found that students' tension, excitement, and lack of confidence are other important factors affecting their English practice. Nevertheless, it cannot be ignored that a well-designed textbook can help provide appropriate activities for students to practice and help reduce their anxiety, while inappropriate textbooks can cause all these problems for students.

Communicative language teaching methodology has been encouraged by the Ministry of Education, and the expected learning outcomes are related to communicative competence. For instance, a good textbook developed with communicative language teaching ideas should provide students with sufficient opportunities to use the language functions in situations similar to real life situations as the curriculum desires (Richards, 1998). However, despite the fact that commercial textbooks are widely used in Thai EFL classrooms, Thai students generally continue to have poor in English communication skills and the literature identifies numerous English learning problems. It is subsequently inevitable that scholars have posed questions about the textbooks used in Thai classrooms to better understand the issues faced.

There are studies on the content of EFL textbooks in Thailand (Intakaew and Jansem, 2014; Phonhan and Praphan, 2012; Sritulanon, 2015; Waharak and Laohawiriyanon, 2014), but no matter how much is known about textbook content and what teachers and students think about them, one important missing piece of the jigsaw to unravel the textbook factor in English learning in Thailand remains, namely how textbooks come to be used in schools. This calls for a study on how textbooks are selected, and what EFL teachers consider when selecting a textbook.

The present study aims to study the factors that influence teachers' decisions in textbook selection. For the purpose of the present study, it is important to review the different types of EFL textbooks which will provide a rationale for the focus on a commercial textbook is necessary.

2.4 National Curriculum, O-Net, CLT, and CEFR as factors in textbook selection

There can be a number of factors that influence how teachers select textbooks for English classrooms. Teachers must decide which textbook to use based on many considerations. According to Fuller (2018: 2) "Decision making involves giving consideration to a matter, identifying the desired end result, determining the options to get to the end result, and then selecting the most suitable option to achieve the desired purpose". For EFL teachers, their decision to use a textbook in their class can be influenced by school policies, recourse, the availability of the desired textbook, as well as student needs. Despite these diverse factors, the most important factors are related to

the Ministry of Education's requirements detailed in the national curriculum, since schools are required to educate their students to the specific English proficiency levels and using the specific methods outlined in the curriculum.

EFL teachers must take careful consideration for the textbook they use in their classes, and those considerations must be based on the learning goals determined by the national curriculum. In terms of the level of English proficiency, students are expected to learn English which is appropriate for their CEFR level, while the teaching should be communicative based. This then leads to the present study's investigation of the extent to which teachers consider the CEFR level textbook content and CLT in their textbook selection, since these factors are the most important to indicate the potential for students to achieve the desired learning goals. Therefore, CEFR and CLT is further reviewed in relation to the learning and teaching goals in the Thai EFL context.

2.4.1 The National Curriculum

The Basic Education Core Curriculum (2008) created by the Ministry of Education, Thailand, prepared appropriate framework and guidance for Thai teachers to develop higher quality essential skills and knowledge in eight areas: 1) Thai language; 2) Mathematics; 3) Science; 4) Social Studies; Religion and Culture; 5) Health and Physical Education; 6) Arts; 7) Occupations and Technology; and 8) Foreign Languages. The curriculum also provided clear concepts and principles for teachers to correlate measurement and evaluation with the standards it sets.

The four main areas of foreign language learning set out in the aforementioned curriculum include Language for Communication, Language and Culture, Language and Relationship with Other Language Areas, and Language and Relationship with Community and the World. These aspects aim to enable learners from Grades 1 to 12. Learning quality is evaluated at Grades 3, 6, 9, and 12, with the definition of quality learning at each level explained in the core curriculum for teachers to use as a reference when estimating their students' abilities.

Since this present study focuses on teaching and learning among Grade 6 students, only the standards for Grade 6 are presented, as shown in Table 2.1.

Table 2.1 Grade 6 Level Indicators

Standard F 1.1	<ol style="list-style-type: none"> 1. Act in compliance with orders, requests, and instructions heard and read. 2. Accurately read aloud texts, tales, and short poems by observing the principles of reading. 3. Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read. 4. Tell the main idea and answer questions from listening to and reading dialogue, simple tales, and stories.
Standard F 1.2	<ol style="list-style-type: none"> 1. Speak/write in an exchange in interpersonal communication. 2. Use orders and requests and give instructions. 3. Speak/write to express needs, ask for help, and agree and refuse to give help in simple situations. 4. Speak and write to ask for and give data about themselves, their friends, families, and matters around them. 5. Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications.
Standard F 1.3	<ol style="list-style-type: none"> 1. Speak/write to give data about themselves, their friends, and the environment around them. 2. Draw pictures, plans, charts, and tables to show various data heard or read. 3. Speak/write to express opinions about various matters around them.
Standard F 2.1	<ol style="list-style-type: none"> 1. Use words, tone of voice, gestures, and manners politely and appropriately by observing the social manners and culture of native speakers. 2. Give data about the festivals/ important days/ celebrations/ lifestyles of native speakers. 3. Participate in language and cultural activities in accordance with their interests.

Table 2.1 Grade 6 Level Indicators (Continued)

Standard F 2.2	1. Tell similarities/ differences between pronunciation of various kinds of sentences, use of punctuation marks, and word order in accordance with structures of sentences in foreign languages and the Thai language. 2. Compare the differences/similarities between the festivals, celebrations, and traditions of native speakers and those of Thais.
Standard F 3.1	1. Search for and collect the terms related to other learning areas from learning sources, and present them through speaking/ writing.
Standard F 4.1	1. Use language for communication in various situations in the classroom and in school

From the table, Standard 1.1 refers to an understanding of contents when learners read or listen to media, with the learner able to simply tell what they know. A bit further step in Standard 1.2, learners should be able to engage with their communicative skill through basic expression and some levels of information exchange. Next, Standard 1.3 requires learners to be able to present information about their own views in both written and speaking mediums. Later, Standard 2.1 covers learners' appreciation and comprehension of cultural matters of the target language. Then, in Standard 2.2, learners should be aware of cultural differences between of Thais and native speakers of the language for more appropriate use of the target language. After that, Standard 3.1 states that learners should be able to link the language knowledge with other learning areas to have opportunities to explore the wider world. Finally, Standard 4.1 demands learners to be able to use the target language in any situation outside school.

To conclude, the core curriculum is a standard for EFL teachers to use as a guideline for their teaching. There are steps of language learning progress for teachers to check the development of Grade 6 students. It is accurate to compare the textbook content with the learning standards defined in the curriculum. However, teachers estimate learning development not only from classroom performance, but also through

national tests which is also highly influential. The national test is therefore noted as another factor which affects the textbook selection process.

2.4.2 O-Net

O-Net, or Ordinary National Educational Test, is a test used to evaluate Thai students' abilities at Grades 6, 9, 12 (NIETS website). The test was first introduced in 1999 and a second edition in 2002. The subjects evaluated in the test are the Thai language, Mathematics, Science, Foreign language, and Social studies - Religion and Culture. The government provides the test to Thai students to measure aspects of physical and mental health, intellect, knowledge, morality, integrity, and life skills.

The principles of O-Net indicate educational provision in three issues. First, the test is aimed to be used as unite in policy but provides various implementation. Second, administrative power is decentralized to all educational areas and local educational organizations. Lastly, the setting remains educational standards and implementation of systems in all types of education level. These principles maintain monitoring to evaluate the outcome of education and determine the quality and equality of the education system, in accordance with the objectives below.

Table 2.2 Objectives of O-Net

OBJECTIVES	
1	To test the knowledge and thinking ability of Grade 6, 9, and 12 students according to the Basic Education Core Curriculum B.E 2551 (2008).
2	To assess their academic proficiency according to the Basic Education Core Curriculum B.E 2551 (2008).
3	To provide information to schools to improve their teaching and learning activities.
4	To evaluate the quality of education at the national level.

The objectives show that the test has three aims for students in Grades 6, 9, and 12, based on the Basic Education Core Curriculum. The test seeks to improve teaching and learning activities by providing accurate evaluation and information on

the quality of education. From this perspective, O-NET scores can be used to predict academic the achievements of English learners. Therefore, it is believed that O-NET scores for English is an effective instrument, especially for recruiting students to English major programs at higher levels (Adunyarittigun, 2019). Test results may affect Grade 6 students' further education, particularly for students who must participate in English programs.

2.4.3 CLT

CLT has been the most influential teaching method and influences Thai EFL practices. Therefore, CLT principles shall be discussed and use as in the analysis of teachers' criteria for choosing a textbook, especially when examining whether they consider CLT principles.

In traditional approaches, teachers only teach through one-way communication, such as grammar translation and audio lingual teaching. In contrast, teachers have turned to CLT to focus on teacher-student and student-student interactions to help students develop their linguistic, sociolinguistic, discursive and socio cultural, and strategic competencies, which are together called "communicative competence" (Canale, 1983; Canale and Swain, 1980; Van Eky Trim, 1984). The focus is not only based on the teacher as a primary source of knowledge and information, but also on students.

CLT refers to both processes and goals in classroom-learning. The central theoretical concept in communicative language teaching is "communicative competence". According to Nunan (1991), the communicative approach characterizes five features: Emphasizing learning to communicate; introducing authentic texts in the learning environment; providing opportunities to focus on the language and learning process; enhancing learners' own experiences in language learning; and linking classroom language learning experience with activities outside the classroom.

In addition, Canale and Swain (1980) argued that grammar is unimportant. Instead, they considered that grammatical competence improves if one has good communicative competence. In contrast, the disadvantage of CLT is that it focuses on fluency and not accuracy. Because CLT encourages students to produce communicative competence and does not focus on the mistakes or errors that they might make, students may continue producing errors.

In this level, they expected students to have abilities in communication, interaction, and classroom activities. Based on the Basic Education Core Curriculum B.E. 2551 (2008), CLT is the required teaching method for “Language for Communication”, which suggests students to have an “Understanding of and capacity for interpreting what has been heard and read from various types of media and ability to express opinions with proper reasoning.” This means that students should be exposed to listening and reading inputs as well as communicate to express their ideas “with proper reasoning”. In other words, they must be able to communicate using appropriate strategies, which is the aim of CLT.

At Grade 6, students learn four skills (listening, speaking, reading, and writing). Hence, many activities should support communication skills to develop students’ abilities by nearest native speaker. Judging whether teachers consider CLT principles in their textbook selection requires a clear criteria. In the present study, the following CLT guidelines are referred to, since they are the most commonly cited guidelines in the literature (Richards, 2006: 22-23).

2.4.3.1 Learners can succeed in learning a second language when they have full interactions in the classroom and meaningful communication.

2.4.3.2 Task and exercise difficulties encourage students to have the opportunity to solve problems themselves in exchange the idea to use the language in the parts of meaningful communication.

2.4.3.3 The result of meaningful communication occurs when students can create the relevant, purposeful, interesting, and engaging content.

2.4.3.4 Communication is the process in many languages and can be used to describe meaning.

2.4.3.5 Language learning is improved activities that involve inductive language use and involve language analysis and reflection.

2.4.3.6 Students can creatively use language through making errors or minor mistakes as a part of their learning process. The goal of learning is to help students gain language competency in terms of accuracy and fluency.

2.4.3.7 Students can produce language use in different formats and teachers should guide and encourage different language learning motivations.

2.4.3.8 Students whose communication strategies and effective learning improve are considered to be successful language learners.

2.4.3.9 Teachers should have the role of facilitator. When students make mistakes, the teacher should provide a correct form of language use and allow the student to reflect.

2.4.3.10 The classroom atmosphere should be friendly to students to encourage them to share their ideas with friends.

Richards (2006) provides ten core assumptions of current CLT. The guidelines are comprehensive because they include practical methodologies and can measure language competence, although the list is not exhaustive.

2.4.4 Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages (CEFR) was officially published in 2001. The framework describes the different levels of language competence in four skills (writing, reading, listening and speaking) to provide a common basis for writing syllabuses, developing curriculums, and in the design of exams and textbooks (Council of Europe, 2001). Moreover, the theoretical basis of CEFR is related to CLT principles in that it emphasizes the effective use of a foreign language, which is the mainstream language teaching method at the present time. According to CLT principles, it is important that students do not only learn how to correctly use grammar in the foreign language, but they must also know how to write, read, listen, and speak the language appropriately. These principles are embedded in the CEFR descriptors of six proficiency levels from A1 to C2. The term 'user' in CEFR actually reflects the connections between CLT and CEFR as it denotes the importance of 'communicative performance', including linguistic, sociolinguistic, discourse, and strategic communicative strategies. Basic users are expected to be at levels A1 and A2, while independent users are those at levels B1 and B2. Proficient users must pass the C1 and C2 levels, which shall be discussed in detail in this section.

It is compulsory for Thai children to attend six years of elementary education and at least the first three years of high school education (Angelis and Magana, 2017). During these school years, the Thai Ministry of Education uses CEFR to set English language proficiency targets for students (Maxwell, 2015). When

students finish Prathom 6 (Grade 6), they are expected to have reached A1 proficiency level(The Ministry of Education, 2014).

The participants in the present study include primary school students. The Ministry of Education determines that the CEFR level for these students should be at the A1 level. Therefore, whether the teachers' reasons cover what appears in the A1 descriptor will be focused in the study. Based on the Council of Europe (2001: 24), Level A1 is the "Breakthrough" (2001: 33) or "Basic User" stage, which is the lowest proficiency level. CEFR levels can be understood through three types of descriptions, namely global scale, self-assessment grid, and qualitative aspects of spoken language use. The global scale specifies that A1 students:

"Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help" (Council of Europe, 2001: 24).

Generally, A1 students should acquire basic knowledge in English, must be able to talk about themselves, and communicate with others using simple expressions.

The Thai Ministry of Education expects students finishing Grade 6 to be at level A1, and this is translated into the national curriculum. Therefore, classroom teaching is explicitly controlled and limited by this expectation and official documents. Consequently the A1 CEFR level should be adopted for textbook development.

Nonetheless, since all textbooks are different, teachers must exercise good judgement when selecting textbooks at an appropriate CEFR level for their students. Previous studies found that not all teachers are aware of how to use CEFR. For example, Kir and Sülü's (2014) study on language teachers' views on the use of CEFR concluded that foreign language teachers require training in how to use CEFR. The present study thus aims to explore the teachers' criteria so that it might raise awareness of whether teachers are aware of the need to choose a textbook at the correct CEFR level, and also if they know what makes them select a particular textbook over another.

2.5 Related studies

Textbooks are a well-known type of English language teaching material and are considered as the main component in any language teaching program (Richards, 2001). In some situations they serve as a basis of language input for learners and also provide language practice in the classroom.

Since textbooks are a major part of language teaching, many studies show that teachers select textbooks according to learner needs in the English classroom. Cunningsworth (1995) suggested that a good textbook should be in accordance with learner needs and facilitate them to achieve the learning course goals. Pitiyanuwat and Antrasirichai (2002) claimed that Thailand started seeking to develop a better quality of life for Thai people through improving Thai education through learning programs, classroom subjects, and textbook curricula that are suitable for student needs. Parrish (2004) also described that textbooks were helpful in supporting learners to meet their needs or expectations to gain advantages in related work or further education. Nonetheless, language learning needs are not only focused on structural elements, but culture in languages is also required for language learners. The Educational Organization of Thailand explored whether English language textbooks reflect a diversity of cultural contexts, including cross-cultural components that are able to raise Thai learners' awareness to enhance the effectiveness of language learning and appropriateness in intercultural communication (Laopongharn and Sercombe, 2009; Nipaspong, 2011).

To help teachers find proper textbooks for their classes, an evaluation for textbooks selection is taken into account. There are many theorists in the field of ELT textbook design and evaluation, but the basic criteria pertain to physical appearance, layout, organization, and content characteristics (Cunningsworth, 1995; Richard, 2001; Sheldon, 1988; Williams, 1983). Some previous studies applied the criteria of textbook selection to find appropriate textbooks that are actually used in language classrooms.

One such study, Yasemin (2009), researched a group of young learners and evaluated three English textbooks used in Grade 4 primary school in the Turkish Ministry of National Education. Teachers and students were asked to respond to a 37-item evolutionary questionnaire to express their perceptions concerning various aspects

of textbooks. Interviews were undertaken to gain further information not captured by the questionnaire. Yasemin (2009) found that all three textbooks were appropriate for young learners to study, which led to the conclusion that teachers had provided a decent selection of textbooks for their learners. The study added suggestions for further studies in terms of what should be revised and developed in those textbooks so that they can be more useable for young learners.

Although learner needs are considered to be the most important aspect in the selection of textbooks, it must be remembered that textbooks must also challenge and enhance learners so that they can perform beyond their needs. A textbook should cover wide range of skills and develop their ability to analyze, synthesize, and perform in assessments. Several checklists for evaluation (e.g. Chall and Conard, 1991; Skierso, 1991) utilized Bloom's taxonomy (1956) to assess the aptitude of textbooks. Textbooks which challenge and enhance students to analyze and synthesize information are significant factors for developing learners' skills.

An example of checklists for ESL textbook selection can be found in Grainger (2002: 2). The checklist shows that the content of textbook must be considered to support student learning. Checklists like this can be seen in a number of studies and books. They specify the following major features: Clear explanations; challenging cognitive skills; adequate exercises and activities; and should contain language content that offer practical uses.

Yet no checklist is used as a standard for evaluating textbooks, leaving teachers only able to decide what is 'good' instead of what is 'the best' for their teaching plans. Teachers' skills subsequently play an important role in the process of textbook selection, Schullstrom (2013) defined that "In short, responsible selection demands not only the experience and education needed to make sound choices but also the ability to defend the choices made."

It must be noted that none of the previous studies have investigated the role of teachers' decision making or their own criteria for textbook selection. Moreover, CLT and CEFR, important parts of the Thai national curriculum, have not been the focus of previous studies on textbook selection in the Thai EFL context. The present study therefore aims to shed light on this under-researched area.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the study's methodological framework. The main purpose of the study was to analyze the teachers' textbook selection criteria and how that reflected their considerations for CLT and CEFR, as discussed in Chapter 2. This chapter explains the research design, participants, research instruments, data collection, and data analysis.

3.2 Research design

This research study employed a qualitative research method and involved an interpretive and naturalistic approach, as Lincoln (2000: 3) stated that "...attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them". Qualitative methods are appropriate for this study because it can expose participants' feelings, opinions, and experiences, while it also allows the meanings of their actions to be interpreted to give definitive study results (Denzin, 1989). The research design focused on the teachers' goals when selecting a textbook and their reasons for making the final textbook selection decision.

3.3 Participants

The target group in this study was a group of teachers from various schools in Si Sa Ket Province, Thailand. The study focused on primary schools and only included teachers from normal programs. Teachers from English medium programs and other special programs were excluded because their teaching contexts are specific and not consistent with the national curriculum. Participants were selected using a purposive sampling method which was a specific selection based on the characteristics of the English teachers. Purposive sampling is also known as judgmental, selective, or subjective sampling. The study also employed the snowball sampling method, a non-probability sampling method.

This was suitable for study since it can select using random selections and can be completed in a short duration of time. One teacher was selected to participate from each school. The schools were regular primary schools, while the English teachers had degrees majoring in either English, English for communication, or English education. A total of nine participants were selected for the study from nine primary schools which offer normal study programs in Si Sa Ket province.

3.4 Research instruments

Semi-structured interviews were the main research instrument used in the present study. Two primary questions were posed to the participants:

3.4.1. What are the processes of selecting an English textbook for Grade 6 at your school?

3.4.2. What is the criteria for selecting textbooks at your school?

To control the validity of the questions, a pilot study presented a list of interview questions to one participant, a Grade 6 English teacher in Si Sa Ket province. After the pilot, the questions were accepted for use in the actual interviews. Follow-up questions were added depending on whether the teachers understood the questions, or whether they answered clearly enough for the purpose of the study.

3.5 Data collection

The interviews were undertaken during the first and second school semester to receive the most accurate answers. While Thai teachers have textbooks to teach English for a long time, their feelings about rote learning clearly came through during the interviews. Each individual was interviewed for between 10 and 15 minutes. All nine teachers were interviewed on different days according to their availability. Before starting the interviews, the teachers were informed about the interview topic and purpose to ensure their understanding and cooperation. Data collection was undertaken through recorded phone interviews.

3.6 Data Analysis

After the data collection, the data was coded using open coding and categorized into groups. The data was analyzed using the coding trees method to allow qualitative data analysis. Coding trees are lists of themes or codes which are applied to research data. The trees were often divided into two different types of codes, Attribute codes and Substantive codes. Attribute codes reflected the respondent or focus group participants and convey demographic information about an individual or group. Meanwhile, Substantive codes reflect the content of the session.

Afterwards, the interview data was analyzed by content analysis coding categories. Hence, the data analysis results were categorized by groups of titles and represented in figures to describe the data details. The semi-structured interviews included questions about the process and criteria for textbook selection. The purposive sampling method was used because it is convenient, fast, and saves data collection time. Open coding was used to group the purposive sampling results, which involved classifying the data into common themes related to the textbook selection processes and criteria.

CHAPTER 4

RESULTS

This chapter includes the interview data analysis findings from interviews with nine English teachers who teach Grade 6 students at nine primary schools in Si Sa Ket Province, Thailand. The study findings are presented in three sections according to the purpose of the study indicated in the research questions. The first section looks at the teachers' backgrounds, while the second section explores the textbook selection processes. The final section focuses on the criteria used to select English textbooks for Grade 6 students. The findings from each part are presented according to themes that were formed by grouping shared characteristics from the different cases.

4.1 Teacher backgrounds

In this part, the teachers' backgrounds and school information are presented, including the school size, student population, and the location of each school in the study.

Teacher CW is from a school approximately 10 km from Si Sa Ket City, Mueang District. She works at a small school with 128 students and is the only English teacher at the school. Her Grade 6 class has 28 students.

Teacher SA is also from a small school in Si Sa Ket Province which is located 5 km from Si Sa Ket City, Mueang District. She was the only English teacher, and had 27 students in her Grade 6 class.

Teacher JI is from a small school that is a similar size as Teacher CW's in Si Sa Ket. Teacher JI is the only English teacher in her school and has 15 students in her Grade 6 class.

Teacher CH is from a small school in Non Khun District, Si Sa Ket Province. She is the only English teacher in her school, and has just 8 students in her Grade 6 class.

Teacher AC's school has less than 120 students and was founded by the government to extend educational opportunities to underprivileged students in rural

villages. However, instead of having only one English teacher, AC's school has two English teachers.

Teacher PA is from Kantharalak District in Si Sa Ket province which has a total of 11 teachers, although she is the only English teacher. Her school is small and she has 15 Grade 6 students.

Teacher PO is from a small school in Phayu District, Si Sa Ket province. The school has 23 teachers, with two English teachers including PO. She teaches English to 36 Grade 6 students.

Teacher SO is from an extra-large school in Si Sa Ket province. The school has 3 English teachers, over 400 students, and there are approximately 45 students per class.

Lastly, teacher TH is from a small-sized school located in Si Sa Ket, Mueang District. She is the only English teacher at the school and has 19 students in her Grade 6 class.

Information from the teachers' backgrounds reveals that 8 were from small-sized schools, while only one teacher was from an extra-large school. In addition, six schools were located in Muang district areas and the other three schools were located far from the provincial city.

4.2 Textbook selection processes

The interviews reveal different and shared textbook selection processes from the nine schools where the nine participants worked. The interview data was analyzed and the results divided into four groups of shared process. The first group is characterized by the selection process used by the English teachers. The second group consists of schools in which decisions regarding which books should be bought were made by all the teachers in the school, including non-English teachers and English teachers. The third group is different from the first two groups in that the school administrators were found to be the most important decision makers because they were the ones who made the final decision, regardless of the opinions of other staff members. The final group shows a collective decision making process. The schools in this last group involved parents and teachers in the textbook selection process. Each group will be discussed

with examples. English translations of the interview quotes are used and the original quotes in Thai are provided in the appendix.

4.2.1 School administrators as decision makers

In this group, English teachers, as well as teachers of other subjects played a role in selecting an appropriate English textbook. Three schools were included in this group, where Teachers CW, SA, and JI worked. In these schools, all the schoolteachers offered their thoughts during the textbook selection process. The three schools were small and located in the Mueang District of Si Sa Ket province. The people involved in the textbook selection process included all the teachers at the school, the division head, and the director or a representative from the administrative team. These teachers and administrators were invited to participate in a meeting to decide which textbooks to purchase. Details of the processes at these schools will now be discussed.

At Teacher CW's school, CW select the textbooks first and then presented them in a list to the head of the English department. After that, the head then presented the textbook to school administrators and other teachers at the school meeting. Those at the meeting were able to share their opinions, and a final decision was collectively made during the meeting. According to Teacher CW:

“English teachers helped each other to choose. Then we presented our choice to the head of the department. After that, we presented it to the director. [Finally], the director also joined everyone to consider the choice again [at the meeting]” (Teacher CW, Thai; Quote No.3).

Teacher JI's school followed the same process, involving other teachers when selecting a textbook. Teacher JI was from a small-sized school in Si Sa Ket as well. The process of textbook selection in her school requires everyone in the school to get involved, including the director and all the teachers of other subjects. At the meeting, discussions are had around The Basic Education Core Curriculum B.E. 2551 (2008), which is used as the main criteria to select textbooks. Each textbook short listed at the meeting is evaluated against the requirement in the Core Curriculum. Textbooks with inadequate content for Grade 6 students according to the Core

Curriculum are excluded. The final decision is made during the meeting. Teacher JI explained that:

“Everyone is involved in the selection of the books. These include the director, the head of the academic affairs, the teachers of other subjects. All members will consider the books together whether they match the curriculum indicators. We use the indicators as the criteria when choosing books. The process is that the teachers meet among themselves first. Then they meet with other teachers and administrators at the school meeting in which everyone helps consider each textbook. We consider whether or not the contents of a textbook covers all the indicators and is suitable for the school curriculum. Then we use the textbooks to teach. We all teach grades 1-6” (Teacher JI; Quote No.4).

Teacher SA was the other teacher whose school uses the same textbook selection process. The textbook selection process at her school is made by three parties: An English teacher; the head of the division; and the director. At her school, the director does not have a direct role in the textbook selection process, but the whole process is guided by the director’s own textbook selection criteria which are based on the national test. The English teacher is required to compare the content of different textbooks against these criteria. Teacher SA said that the process involved “the subject teacher and the head of the academic affairs considering the appropriate textbook, and then they offer the selected textbook to the finance division” (Teacher SA; Quote No.5). Therefore, while the director set the overall criteria, it was the teacher and head of academic affairs who chose the book.

To conclude, the schools in this group had similar textbook selection processes. People in the schools cooperated to select the textbook, but this cooperation varied between the schools. While teachers and administrators at JI’s and CW’s schools had meetings at which everyone attended, the director in SA’s school simply provided the criteria for the teacher and school administrator to use to select a textbook. However, everyone at the school—except the students—were more or less involved in the process.

4.2.2 English teachers as decision makers

In this group, English teachers were the main decision makers. The interview data disclosed that there were two schools where English teachers played the main role in the textbook selection process. Both schools had less than 120 students in total. Since the schools were small, each school only had a few English teachers. Teachers CH and AC's schools were in this group, with the interview data indicating they had similar textbook selection processes for Grade 6 students. Teacher CH was from a small-sized school in Non Khun District, Si Sa Ket Province. At her school, Teacher CH had an important role in selecting the English textbook. She studied the available textbooks and created a list of English textbooks to present to the other teachers at a school meeting. Her selecting textbooks process was based on the appropriateness of the English lessons for her Grade 6 students as well as the price. She did not consult other teachers in this process because she thought all the teachers had a heavy workload. At the meeting, Teacher CH introduced the textbooks she selected for the first round of consideration. She said:

“The director allows the subject teachers to select the textbooks for their own subjects. The director asks the teachers to study which textbook is suitable for learners. The book must not have content that is too difficult for the students' level of knowledge. After finishing the selection, I present the selected books directly to the director. We do not need to present the books to the head of the division or head of department because our school is small” (Teacher CH; Quote No.1).

By presenting the list of the textbooks at the meeting with the school director and science, math, and Thai teachers, Teacher CH is given the authority to present what she believes to be the best for the school and her students. After that, the director simply follows her suggestion and selects the recommended book. Despite the director's role at the meeting, the described process suggests that the teacher retains full authority in selecting her preferred English textbook to buy and use in her classes.

Teacher AC teaches at a small primary school in Prang Ku District, Si Sa Ket Province. Similar to CH's school, Teacher AC's school has less than 120 students.

Her school was founded by the government to extend educational opportunities to underprivileged students in rural villages. However, instead of having only one English teacher as in Teacher CH's school, AC's school has two English teachers. The two teachers are jointly responsible for teaching English to all the students at the school. Teacher AC teaches English to a total of five students in Grade 6. Teacher AC explained the textbook selection process, stressing that "There are two English teachers in the school. The director gave the opportunity for choosing the textbooks to the teachers" (Teacher AC; Quote No.2). Furthermore, the two English teachers did not need to consult teachers of other subjects when considering English textbooks for Grade 6 students, "because our school is small, the teachers can discuss among themselves in the department and then just present [their choice] to the director" (Teacher AC; Quote No.2).

According to Teacher AC, because their school was small the director gave them freedom to choose an appropriate book. The teacher just have to discuss with the other teacher to ensure that the selected book has everything required for the O-NET. They then directly offer offered their choice to the director who always approves the choice out of respect for the teachers' expertise.

In conclusion, the teachers in these two schools were responsible for selecting a textbook. They searched for English textbooks and selected a textbook that fits their criteria. They then just present the textbook to the director for approval, and the director does not give further opinions. The main characteristic of the next group is very different from the current group, in that there more people share responsibility in the textbook selection process.

4.2.3 School administrators as main decision makers

In this group, Teachers PA and PO revealed that their school administrators play the most important role in selecting a textbook. It was found that the subject teachers had a duty to consider and prepare a list of textbooks in the selection process, but their choices did not matter and the final decision made by the school administrator could be very different from their own.

Teacher PA was from a school in Kantharalak District, Si Sa Ket Province. The school has 11 teachers in total and she is the only English teacher. PA talked about the textbook selection process in her school by directly pointing out that the

director was the only influential person in the process. The director made it clear that his policy was to select only textbooks published by the Ministry of Education. Teacher PA said that:

“The director announced that we had to use this textbook from the Ministry of Education. He claimed that the reason was that the textbook was likely to be in line with the Core Curriculum, O-NET test, and [the school’s] curriculum more than other textbooks” (Teacher PA; Quote No. 6).

While emphasizing that the textbook had to be produced by the Ministry of Education, the director also argued that such a book would be suitable since it must have been made with consideration of The Basic Education Core Curriculum B.E. 2551 (2008), the O-NET test, and the school’s curriculum. Moreover, SA also stated that the director had concerns about costs and the book made by the Ministry of Education was appropriate due to its affordability.

Teacher PO’s has a similar situation at their small school in Phayu District, Si Sa Ket Province. The school has a total of 23 teachers, with two English teachers including herself. She teaches English to 36 Grade 6 students. She does not have a role in the textbook selection process, which is the responsibility of the head of division. According to PO, “[although] we got to meet and discuss which publisher and book we would use, the one who actually made the decision was the head of the division” (Teacher PO; Quote No.7).

Teacher PO was assigned to teach the class using the textbook that the head of the division selected. However, PO realized that what mattered the most was the school budget, and since her school has a limited budget it does not matter who selects the book.

To conclude this section, the teachers in this group were not involved in the decision making process for textbook selection. The teachers’ duty was to follow and respect the decisions made by the school’s top administrator as well as senior administrators. It should also be highlighted that the school budget was the primary factor for textbook selection in this group.

4.2.4 All stakeholders as the decision makers

The last group has a unique process of textbook selection because there are many parties involved in the process. In this group, those making the decision includes not only teachers and school administrators, but also members of the educational committee consisting of community leaders including village heads, monks, as well as educational experts who live in the school's neighborhood. The schools also invite students' parents to attend the meeting and share their ideas. Two schools used this method, a small-sized school and an extra-large school.

Teacher TH is from a small school in Muang District, Si Sa Ket Province. She is the only English teacher at the school and has 19 students in her Grade 6 class. She stated that the people who played roles in the textbook selection process included the director, educational committee, all teachers, and the parents of the students. The parents were invited to join the meeting and allowed to share their ideas. All parties made the final decision together, but in consideration of The Basic Education Core Curriculum B.E. 2551 (2008), the objectives of the subject, and O-NET test. She recollected that:

“As for the textbook selection method, the school arranges a meeting. The people who play a role in the selection process are the director, teacher representatives [from any division], the head of academic affairs, the subject teachers, the educational committee of the school, and representatives of the parents” (Teacher TH; Quote No. 8).

While Teacher TH was from a small-sized school, Teacher SO was from a very big school in Si Sa Ket Province. Teacher SO's school has over 400 students with approximately 45 students per class. The school has 3 English teachers. SO is responsible for teaching English to a class of Grade 6 students. The textbook selection process at her school requires the director, all teachers, and the parents of the students to make the final decision. She said:

“We follow the procedures prescribed by the Ministry of Education. Accordingly, we have to arrange a meeting in which teachers, parents, administrators, and students together help select textbooks. Moreover, the textbook content have to be in line with the Core Curriculum” (Teacher SO; Quote No. 9).

According to Teacher SO, the parents and students also participated in selecting a textbook at her school. The schoolteachers and administrators make a decision together in a meeting. Teacher SO also revealed that the criteria they use is related to The Basic Education Core Curriculum B.E. 2551 (2008) and the school curriculum. The teacher helps to analyze the content of textbooks against the school curriculum and the O-NET test, as well as the current knowledge of her Grade 6 students.

The interview data analysis shows that the textbook selection process varies between schools, but they can be divided into four groups: English teachers as decision makers; all teachers and administrators as decision makers; school administrators as main decision makers; and all stakeholders as decision makers. The teachers followed the systems established at their respective schools. Their roles were different according to the specific procedures used in their schools. Some teachers had the opportunity to take full responsibility in the process, while some teachers only followed the decisions made by others. Some schools allow parents and outsiders to help make the final decision, although most of the schools keep the matter in the hands of school staff, namely teachers and administrators. Only one school allows student involvement in the process. Three of the nine schools use a procedure that gives priority to all schoolteachers to make a collective decision on what English textbook to use. Two schools utilized each of the other three textbook selection procedures. It can therefore be concluded that school textbook selection processes vary significantly between the participants' schools.

4.3 Criteria for textbook selection

Another research question of the present study focuses on the factors or criteria used to screen textbooks for Grade 6 students in primary schools in Si Sa Ket Province. Three groups of criteria to select textbooks were found in the research, including The Core Curriculum, the Ordinary National Education Test (O-NET) and the students' abilities. The classification of these criteria from the data was based on the teachers' accounts. Each criteria group will now be discussed.

4.3.1 The Core Curriculum

The Core Curriculum in this study refers to “The Basic Education Core Curriculum” specified Ministry of Education for all schools to follow since 2008. Eight learning areas are described in the curriculum, namely: 1) Thai language; 2) Mathematics; 3) Science; 4) Social Studies; Religion and Culture; 5) Health and Physical Education; 6) Arts; 7) Occupations and Technology; and 8) Foreign Language. The foreign language area has four curriculum aspects: Language for communication; language and culture; language and relationships with other language areas; and language and relationship with the community and the world. Moreover, the Core Curriculum also emphasizes the culture of targeted speech communities which are expected to be inputs in English textbooks. In this study, three schools used the Core Curriculum as the most important criteria for selecting a textbook for Grade 6 students.

All the teachers at schools in which the Core Curriculum was the main criteria to select a textbook described the role of the Core Curriculum in this process similarly. They all stated that their choice depended on whether the textbook had the required contents specified by the Core Curriculum. According to them, there are several advantages for using the Core Curriculum as the reference to determine the EFL textbook choice. Teacher CH explained that adhering to the Core Curriculum can help English teachers to prepare for their lessons:

“[I] compare the textbook with the Core Curriculum, and make sure the book matches Core Curriculum indicators as well as the lesson plan. It is because some textbooks made by some publishers do not have a ready-made lesson plan [for the teachers]. Without this, teachers do not have a guideline to follow in their teaching” (Teacher CH; Quote No.10).

According to Teacher CH, many English textbooks are reviewed before the selection is made. At her school it is important that the textbook has a recommended lesson plan to be used as a guideline teachers to develop their own lesson plans from. Most importantly, the textbook content must be in accordance with the indicators that appear in the national curriculum. Similarly, Teachers JI and PO also accepted that the Core Curriculum was the first criterion to consider when selecting a textbook:

“I got them [the criteria] from the Core Curriculum from the Office of the Basic Education Commission. Each division [in the school] considers the Core Curriculum and its indicators. Then we create a standard of learning from it” (Teacher JI; Quote No.11).

“As for the actual criteria for selecting the textbook, we consider the Core Curriculum... to check if it matches the indicators” (Teacher PO; Quote No.12).

Teacher JI explained that her school used the Core Curriculum and its educational indicators as the criteria to facilitate textbook selection. This helped the school to obtain the standards for teaching. Likewise, the Core Curriculum was also referred to as the main criteria in the interview excerpt by Teacher PO who confirmed that in practice, the Core Curriculum was the only criteria used in her school.

In this group, the teachers revealed the same criteria for selecting textbooks, in which everything depending upon whether the textbook had everything required according to the Core Curriculum. Therefore, at their schools it was important that the textbook content that appeared in the national curriculum indicators. The criteria helps to facilitate their teaching since it simplifies the production of teaching plans, while it also ensured that the teaching content covers all the required learning standards for the students.

4.3.2 Ordinary National Educational test (O-NET)

The O-NET test stands for Ordinary National Educational Test and requires school students to be tested in five subjects: Mathematics; science; social studies; Thai; and English. Students take the first O-NET at Grade 6, and then again at Grade 9 and 12. The test results are used to reflect their level of knowledge compared with all the students in their national cohort. Since English is one of the five subjects that Grade 6 students are tested on, English teachers are aware of the importance of the test and this accounts for why they refer to the O-NET specifications as important criteria when selecting an English textbook for their students. Only one school that relied on the O-NET when choosing the textbook, with Teacher AC reasoning that:

“If we consider what is the most important when selecting a textbook, it is the selection of the textbook [whose contents] are consistent with the O-NET

[specifications]. It is because it is inevitable to use the O-NET score as the indicator [of the students' learning achievement] and as the indicator for the school's achievement" (Teacher AC; Quote No.13).

Teacher AC emphasized that using the O-NET specifications as criteria to select an English textbook at her school was unavoidable for two reasons. First, the O-NET test results are a good indicator to measure the students' learning achievement. Second, the O-NET results indicate the school's educational successes. In this case, it is clear that passing the O-NET is seen as the final goal of learning, so considering the test specifications in the textbook selection process is the best rationale for Teacher AC.

4.3.3 The Core curriculum and O-NET

While Teacher AC mentioned that her school only considered the O-NET in the textbook selection process, other teachers added that while the O-NET was important, they also believe that it is necessary to consider the Core Curriculum. This group included Teachers PA, SO, and TH, who said that their schools considered the Core Curriculum and the O-NET when determining which textbook to use. According to the teachers, the O-NET test and the Core Curriculum are related since the O-NET test is based on the Core Curriculum. It is therefore important for them to consider both the Core Curriculum and the O-NET in their selection process. According to Teacher PA, choosing a textbook with content that is consistent with the O-NET helps ensure that students are able to make use of the knowledge from the textbook:

"That we selected a textbook from Ministry of Education was because we thought its contents would be more consistent with the [O-NET] test and students could apply the knowledge in real use because they needed to take the O-NET" (Teacher PA; Quote No.14). Additionally, Teacher PA claimed that the Grade 6 Core Curriculum is the main criteria for textbook selection at her school. It must be noted that when Teacher PA mentioned the application of knowledge in real situations, she actually refers to using knowledge to take the O-NET test. Teachers SO and TH thought similarly, with SO believing that selecting a textbook with content that is not applicable to the O-NET is "useless":

“The selected textbook needs to be consistent with the specifications prescribed by the Office of the Basic Education Commission. And it must be the book that the Ministry of Education approves to teach in schools... However, the content must be appropriate so that we take this as the selecting criteria for a certain book. In addition, the Grade 6 students have to take the O-NET. So, if the content of the book does not appear in any of the O-NET items and the teaching is not consistent with the O-NET, it will be useless. So, the teacher has to analyze the contents to teach students as well as the contents in the O-NET, especially which item in the educational indicators [in the national curriculum] the contents are in line with and which indicator do the contents match the most with which items on an educational indicator” (Teacher SO; Quote No.15).

From the interview data, Teacher SO repeated the importance of textbooks as a tool help students prepare for the O-NETtest. Teachers So, PA, and TH below clarify that they saw the Core Curriculum, school curriculum, and the class textbook as very related. The Core Curriculum is important as it controls the indicators for learning achievement at all levels of school education. The textbook will help make sure that the students learn what they are supposed to learn, while ultimately their knowledge will be tested by the O-NET. It is therefore the school’s responsibility to choose a textbook that is allied with the national curriculum and the O-NET. The consideration is for all levels of language components. For instance, Teacher TH explained how she considered grammar points:

“We mainly consider the Core Curriculum. Then we look at the subject as part of the school curriculum. This includes Grade 6. We need to focus on the O-NET. The class teacher analyzes the textbook to make sure its contentis consistent with the O-NET and the Core Curriculum... We do the same for grammar. Mainly, we focus on the O-NET. Right. We consider the grammar points that students are supposed to know in order to take the [O-NET] test whether the textbook has these grammar points or not” (Teacher TH; Quote 16).

The schools in this group emphasized the use of the Core Curriculum and O-NET test in their textbook selection process since they had serious concerns about their Grade 6 students being able to pass the national test.

4.3.4 Student abilities

Considering the students' abilities was only used in one school as a criteria to select a textbook. Teacher SA explained that the textbook selection at her school was carried out by teachers in consideration of the teachers' opinions about the students' abilities:

"We consider the textbook by our own standards. For example, in considering vocabulary for teaching, the teacher must consider what words will be suitable for students at that level. [We] want students to learn as many words as possible, so we select the textbook that is suitable for my students. The selection criteria is a consideration whether the vocabulary words should not be too difficult, using our own judgments" (Teacher SA; Quote No.17).

According to Teacher SA, the teachers at her school consider a number of elements of the textbook, including the vocabulary, grammar, reading, and communicative activities used. The main criteria for selecting a book is that it must contain all these components at an appropriate level for the students. She added that "If the grammar points are too difficult, students will not pay attention to them" (Teacher SA; Quote No.18). Although she said that the teachers at her school evaluated the students' abilities themselves, they followed some procedures. For instance, to assess whether a reading passage in the book is appropriate, she would ask her students to read the passage to her.

4.3.5 The Core curriculum, O-NET test, and student ability

The interview data shows that Teacher CW's school puts emphasis on the appropriateness of the textbook by considering its contents against the national curriculum and the O-NET test, which is similar to the process found at Teachers PA, SO, and TH's schools. However, Teacher CW also revealed that at her school, it was important to consider the students' existing level of knowledge, similar to Teacher SA's criteria:

“I consider the textbook to make sure that it is consistent with the Core Curriculum and consider whether it is suitable for the students. I reviewed the textbook whether it is consistent with the O-NET” (Teacher CW; Quote No.19).

Teacher CW believed that it was important to consider the students’ abilities while it was impossible to ignore either the Core Curriculum or the O-NET. Her reason was similar to those found to support the adoption of the Core Curriculum and the O-NET as selection criteria. That is, teaching must be conducted with content that is in accordance with national policies. In the end, Teacher CW was aware that the success of her teaching depended on the O-NET results. Nevertheless, she did not forgo the students’ level of knowledge, because according to her it would be a mistake to teach content which is too difficult for the students.

The interview data reported three main criteria that teachers considered for their textbook selection process. The Core Curriculum was the most commonly selected criteria, followed by the O-NET test, and then student ability. The data shows that these three main criteria can be further divided into five groups, as shown in Figure 4.1.

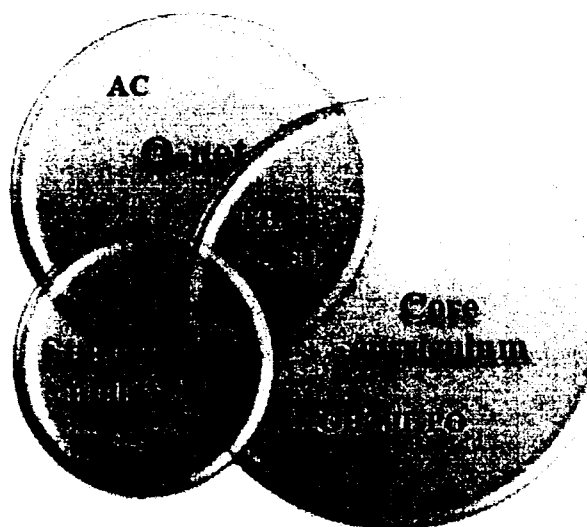


Figure 4.1 Teachers’ criteria for textbook selection

From Figure 4.1, three teachers considered the Core Curriculum, one teacher focused on the O-NET test, three teachers combined the Core Curriculum and O-NET, one teacher considered student ability, and one teacher integrated the Core

Curriculum with the O-NET test and student ability. It can be concluded that the criteria used by the teachers depended on the teachers' respective purposes, which will be discussed in Chapter 5.

CHAPTER 5

DISCUSSION

The findings presented in Chapter 4 bring about three topics to be discussed in this chapter. First, teachers play an outstanding role in all cases of textbook selection processes, but their agency works within the confines of national policies. Next, the most influential factor in selecting a textbook is the consideration of the Core Curriculum and the O-NET. Finally, due to the role of the Core Curriculum and the O-NET, CLT and CEFR as the current development in language teaching and learning were found to indirectly influence textbook selections in the schools in the present study.

5.1 The role of teachers in textbook selection processes

EFL teachers play an important role in all kinds of textbook selection processes. In all the schools, teachers and administrators are aware of the requirements for what and how to teach students in different grades, as determined by the Ministry of Education. These requirements are important for them to select an appropriate textbook. While class teachers still play the most significant role in selecting a book, this role varies in terms of degree of authority and it is overwhelmingly influenced by the indicators in the Core Curriculum and O-NET test specifications. It can be said that almost all of the English-class teachers' agency is strongly presented when determining which book is to be used, but this agency is mainly framed by the Ministry of Education's policies through the Core Curriculum and the O-NET test, as well as by the collective culture of the Thai schools in the study.

The teachers' role in the textbook selection processes is inevitable because they are experts of their field and intermediaries between the Ministry of Education and students' needs. An ideal teacher is one who "will have to find his own way of using [the textbook] and adapting it if necessary. So we should not be looking for the perfect course book which meets all our requirements, but rather for the best possible fit between what the course book offers and what we as teachers and our students need"

(Cunningsworth, 1984: 6). However, as the teachers' work is tightly controlled by the Ministry of Education's expectations for what to teach at each level and measurable outcomes especially in terms of O-NET, it is important for teachers to pay attention to national policies by considering the Core Curriculum and its indicators. Thus textbooks should be selected which are consistent with national policies to help prepare students for the O-NET test. The influence of the Core Curriculum and the O-NET test on teaching and learning have also been reported in other studies (for example, Nipakornkitti, 2016).

Most schools in this study involved many people in cooperative textbook selection processes, including class teachers, teachers of other subjects, school administrators, students, parents, and appointed individuals such as school committee members. Although it can be argued that EFL teachers have expertise in English teaching, their role is mainly at the beginning of the textbook selection process, in terms of compiling a list of qualified textbooks. Other stakeholders then consider the list and other factors to select a textbook from the list or another textbook because any decisions made for the school are tied to a number of other constraints which are beyond the expertise of class teachers. It is therefore possible that cooperative thinking can help reduce pressures or overburdening teachers as there are "pressures for accountability, order, and socialization combined with increasingly limited resources are present for all secondary, subject-area teachers. It is important to recognize these constraints as we provide opportunities for continued collaborations of teachers" (Hinchman, 2007: 292). Therefore, a decision made by all subject teachers, the administrator, and parent representatives or even with the students helps to decrease the anxiety of teachers in the textbook selection process, but this simultaneously limits their agency on textbook selection. This influence of national education policies on EFL textbook selection in schools is discussed further in the next section.

5.2 The national curriculum, the O-NET, and student ability: Direct influences

It is argued the national curriculum and the O-NET have a direct influence on EFL textbook selection. National policies have a greater impact on the textbook selection at the schools in this study. Although consideration of the students' ability plays a role,

this factor is limited to very few schools. The three factors are represented in Figure 5.1.

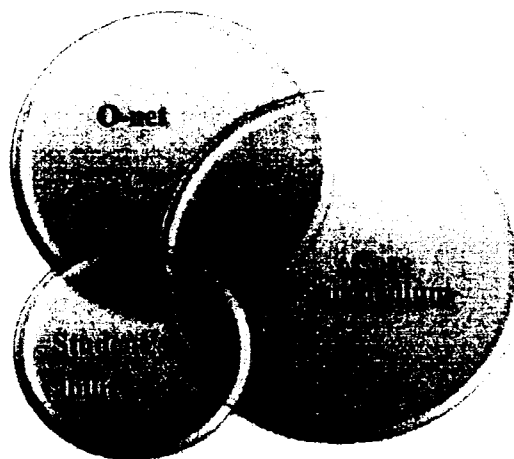


Figure 5.1 The national curriculum, O-NET, and student ability

The national curriculum is the most important factor when considering whether a textbook is to be bought and used at the schools. Following the educational indicators suggested in the Core Curriculum is beneficial for teachers in two ways. First, it helps the teachers to gain confidence when using the textbook, while it also eases teaching preparation.

Teachers become more confident when the textbook has everything required by the national curriculum. The national curriculum controls the standards for learning, teaching methods, and learning achievements for students of the same cohort nationwide (Abhakorn, 2019). When the Core Curriculum is used as a reference to select a textbook, the teachers and school can be sure that their students will be studying the same content that all other students of the same age are required to study across the country. They can therefore be confident that when inspected by external school auditors, they can explain that their teaching is up to national standards and requirements. This is very important for schools because primary education is tightly controlled by the Ministry of Education. Schools might be able to customize their curriculum (Banpho, Jongkonklang, and Keeratichamroen, 2019), but this freedom is limited and it is impossible to offer educational programs without conforming to the

Ministry of Education's requirements. Therefore, the Core Curriculum is at the heart of school operations, including textbook selection.

Second, choosing a textbook with content consistent with the national curriculum helps in the preparation of lesson plans. Biljana and Jagoda (2016: 141) explained that teachers "consider it convenient to have a textbook as a teaching aid since the texts and tasks provide a sense of security about what should be taught in class". Thai EFL teachers are required to have lesson plans for all their teaching sessions (Hongsachai, 2009). It is a big issue and every teacher takes this very seriously. Busy teachers prefer textbooks which help them to easily create lesson plans. Those that are not developed according to the Core Curriculum cannot be compared to those that were, since Core Curriculum-designed textbooks mean that teachers do not have to prepare too many additional materials to fulfill the learning objectives and requirements set by the Ministry of Education.

Besides the national curriculum, the role of the O-NET is obvious in EFL textbook selection. The content in the O-NET is assumed to be based on the Core Curriculum, meaning that if a school selects a textbook on the basis of O-NET, it is safe for them because their teaching will automatically be in line with the Core Curriculum. Schools in Thailand have become very test-oriented (Nipakornkitti and Adunyarittigun, 2018), and students and teachers alike are concerned about O-NET results. Students first take the O-NET in Grade 6 and the results can affect their school's reputation (Tepyot, 2015). It is therefore understandable that teachers and schools place emphasis on using the O-NET as a reference for selecting a textbook.

Students' abilities are important too, but less so than the Core Curriculum and the O-NET. Theoretically, the main consideration for language teaching should be the students' existing proficiency (Nirattisai, 2017). However, since school education is constrained by far more than teaching what a particular student group needs, this is found to be a weaker factor influencing the textbook selection processes found in the present study. There is a need to conduct further studies on this aspect. Is it that the teachers believe the Core Curriculum and its requirements really fits their students? Or is it more important to follow educational policies without considering the local context? These questions lead to a recommendation in Chapter 6.

5.3 The indirect influence of CEFR and CLT in school EFL textbook selection

Although CEFR and CLT are not mentioned as being the direct influences on EFL textbook selection processes for Grade 6 students in this study, it can be argued that they have an indirect role through the national curriculum and the O-NET. These shall now be discussed.

English education in Thai school education follows CEFR, starting in Grade 6. A1 is the target level for students at Grade 6 (Ministry of education, 2014), and is the most basic level of CEFR. To meet the A1 level, learners should be able to use the language in the simplest way (Ketamon and et al., 2017; Maxwell, 2015), such as recognizing simple vocabulary and engaging in basic everyday conversations (Foley, 2019; Thebpon, 2019). The formal A1 descriptor is that A1 students:

“can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help” (Council of Europe, 2001: 24).

The Core Curriculum for Grade 6 states a similar learning goal for sixth grade students in that they are expected to understand simple English, be able to use English to communicate information about themselves, and know some cultures of the target language. According to the basic education Core Curriculum, students should “speak/write in interpersonal communication; give orders, make requests and give instructions; speak/write to express needs; ask for help; willing and refuse to give help in simple situations; speak and write to ask for and give information about themselves, friends, families and matters around them; speak/write to express their feelings about various matters and activities around them, as well as provide brief justifications” (Ministry of Education, 2008: 269). There is much more content that Grade 6 students must learn, but the quote above clearly indicates the elements required for CEFR A1. In short, since the Core Curriculum is used as the basis for

selecting English textbooks for Grade 6 students, it can be concluded that the Thai primary schools in the present study are implicitly influenced by CEFR. Ideas related to CLT are also found to indirectly influence the EFL textbook selection processes at the schools in the present study through the Core Curriculum. CLT is recommended as a focal point in the Core Curriculum (Prasongporn, 2017; Thebporn, 2019). The Core Curriculum aims to help learners to reach a level of communicative skill at which students possess “the ability to use foreign language for communicating in various situations” (The Basic Education Core Curriculum, 2008: 252). Moreover, attitudes and cultures of the target language are also highlighted in the curriculum to enhance learners’ abilities to use the language appropriately in the target language community. The focus on communication and culture helps the Core Curriculum to pursue communicative language teaching. CLT focuses on helping students develop linguistic, sociolinguistic, discursive, socio-cultural, and strategic competencies, which are together called “communicative competence” (Canale, 1983; Canale and Swain, 1980; Van Eky Trim, 1984). In line with CLT, the Core Curriculum identifies English learning as “Language for Communication” in which communication is the goal. Choosing a textbook with the Core Curriculum in mind is an implicit act of complying with CLT, since the teachers in this study said they ensured that the textbook is full of activities that help prepare the students to communicate in daily life situations. Therefore, from this perspective, CLT is another implicit influence in the textbook selection process of teachers. This echoes previous studies which established a connection between CLT and EFL teaching in Thailand (Prasongporn, 2017).

In conclusion, there are three points raised from the findings of the present study. First, it is argued that English teachers play a role in the textbook selection process at their schools, but their roles are responsive to national education policies as well as the schools’ own practices. It is also argued that the basic Core Curriculum and the O-NET test have the strongest influence on the textbook selection processes in the primary schools in this study. Lastly, due to the role of the basic Core Curriculum which is in line with CEFR and CLT, it can be concluded that ideas from CEFR and CLT indirectly influence the textbook selection processes of the Thai primary schools in the present study.

CHAPTER 6

CONCLUSION AND SUGGESTIONS

This chapter includes three sections. The first section presents a brief overview of the study, including the research design, results, and main points of discussion. The second section suggests limitations found in the study. Finally, the third section makes suggestions for future research.

6.1 Summary of the study

This study aimed to examine the processes and criteria used by schools in Si Sa Ket Province, Thailand when selecting EFL textbooks for Grade 6 students. Data was collected using semi-structured interviews which utilized a list of prepared questions and a number of follow-up questions. The interviews and follow-up interviews were conducted over the phone. The data was analyzed by coding to find themes on the textbook selection processes and textbook selection criteria. It was found that all the English teachers participated in the textbook selection processes, with their roles framed by national policies and the school culture. In addition, the most important criteria for selecting a textbook were the Core Curriculum and the O-NET test, while student ability was only considered by some teachers. These findings were discussed through three arguments: The English teachers' authority for textbook selection is limited; the Core Curriculum and the O-NET test are the most important factors in determining which textbook to use; and despite CEFR and CLT not being explicitly mentioned, their influences can be traced through the basic education Core Curriculum. In conclusion, the researcher expects that this study reflects the teachers' opinions of their Grade 6 students in Si Sa Ket Province, Thailand. Teachers could use the results from the present study to remind them of CLT or CEFR when selecting a textbook. Besides, this present study can be used as an outline for other researchers interested in studying textbook selection processes for Grade 6 students.

6.2 Limitations

The present study only included nine English teachers, meaning that the results cannot be generalized to represent primary school contexts in Thailand. Furthermore, a limitation of phone interviews is that the researcher only had a limited amount of time to talk to the teachers, while it was not possible to conduct follow-up interviews in some cases. This resulted in the study being less detailed than was originally intended.

6.3 Suggestions

Based on the aforementioned limitations, two suggestions are made for future studies. First, more participants should be included so that it is possible to establish wider practices among different schools. Second, more in-depth interviews should be conducted so that it is possible to gather more insights into the school practices. Moreover, while interviewing by phone may be convenient for some teachers, it has some limitations because the conversations might be too short. Future research should consider and reflect on these limitations to ensure more detailed information can be obtained.

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APPENDICES

Appendix A
Interview Questions

ตัวอย่างคำถาม

1. แนะนำชื่อ- นามสกุล โรงเรียนที่สอนอยู่
2. คุณครูใช้หนังสือเล่มใดในการสอนภาษาอังกฤษระดับ ป.6 (ขอทราบสำนักพิมพ์และปีที่พิมพ์)
3. ใครบ้างมีส่วนร่วมในการเลือกหนังสือ (เช่น ผอ. หัวหน้าหมวด หัวหน้าวิชาการ หัวหน้ากลุ่มสาระ คณะครูผู้สอนครูผู้สอนคนเดียวหรือมีส่วนเกี่ยวข้องของการเงิน และพัสดุ เป็นต้น)
4. คุณครูใช้วิธีอะไรในการเลือกหนังสือ / มีหลักเกณฑ์ในการเลือกหนังสืออย่างไร
5. คุณครูได้พิจารณาเกณฑ์ ฟังพูดอ่านเขียน หรือไม่ ถ้าดู คุณครูพิจารณาในด้านใดบ้าง

Appendix B
Example of interview data

- A : สวัสดีค่ะคุณครู รบกวนคุณครูแนะนำตัวด้วยค่ะ
- B : สวัสดีค่ะ ชื่อ นางสาวชญาณี ค่ะ เป็นครูผู้สอนรายวิชาภาษาอังกฤษ โรงเรียนบ้านหนองบัวจังหวัดศรีสะเกษค่ะ
- A : ค่ะ ตอนนี้อยากจะถามคุณครูว่าใช้หนังสือภาษาอังกฤษระดับชั้นป.6เล่มไหน อยู่ค่ะ
- B : ตอนนี้ใช้เป็นหนังสือเรียนรายวิชาพื้นฐาน smile 6 ค่ะ
- A : Smile ป.6 นะคะ ที่นี้อยากจะทราบว่าใครบ้างมีส่วนร่วมในการตัดสินใจเลือกหนังสือเรียนเล่มนี้ เช่น ผอ. หัวหน้าหมวด หัวหน้าวิชาการ หัวหน้ากลุ่มสาระ คณะครูผู้สอนครูผู้สอนคนเดียวหรือมีส่วนร่วมเกี่ยวข้องของการเงินและพัสดุมาเกี่ยวข้องด้วยค่ะ
- B : วิธีการเลือกหนังสือ ทางโรงเรียนจะตั้งการประชุม ผู้มีบทบาทให้การเลือกหนังสือ ก็จะมีผู้บริหาร ตัวแทนครู หัวหน้าวิชาการ ครูผู้สอนรายวิชานั้น แล้วก็คณะกรรมการสถานศึกษารวมทั้งตัวแทนผู้ปกครองค่ะ
- A : แล้วที่มีบทบาทในการเลือกหนังสือมากกว่าหนึ่งคนที่คุณครูบอกมาค่ะ ขั้นตอนในการเลือกเราสามารถเลือกแบบว่า ครูผู้สอนได้สิทธิ์พิจารณาเป็นคนแรกแล้วครูผู้สอนก็เสนอวิชาการ หรือว่าวิชาการสามารถไปปรึกษาการเงินคุณครูใช้วิธีการไหนในการเลือกคะ
- B : วิธีในการเลือกคือ เราจะดูหลักจากหลักสูตรแกนกลางเป็นหลักค่ะ ที่นี้ก็ลงมาดูหลักสูตรในรายวิชานั้น รวมถึงตอนนี้สำหรับป.6 เราต้องไปหา มุ่งไปหา O-net ครูผู้สอนจะวิเคราะห์ตัวหนังสือเรียนเพื่อที่จะสอดคล้อง O-net แล้วก็หลักสูตรแกนกลางหลังจากนั้นก็เสนอวิชาการค่ะ วิชาการก็จะเอาเรื่องไปเข้าที่ประชุมกับคณะกรรมการที่แจ้งไปเมื่อสักครู่นี้
- A : โอเคค่ะ แล้วด้านไวยากรณ์ คุณครูดูยังไงคะ
- B : ไวยากรณ์ก็คล้ายๆกันค่ะ ตัวหลักเรามุ่งไปที่ O-net ใช้ไหมคะที่นี้เราก็จะไปดูว่าหลักไวยากรณ์ที่จะต้องมีการสอบจะสอดคล้องกับตัวหนังสือที่เรียนหรือเปล่าค่ะ

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