EVALUATION OF ENGLISH TEXTBOOK "SMILE 6" IN TERMS OF CONTENT AND DESIGN

TASSICA ANGKAEW

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
FACULTY OF LIBERAL ARTS
UBON RATCHATHANI UNIVERSITY
ACADEMIC YEAR 2017
COPYRIGHT OF UBON RATCHATHANI UNIVERSITY

ACKNOWLEDGEMENTS

บทคัดย่อ

เรื่อง : การประเมินหนังสือเรียน "สไมล์ 6" ด้านเนื้อหาและการออกแบบ
ผู้วิจัย : ทรรศิกา อ่างแก้ว
ชื่อปริญญา : ศิลปศาสตรมหาบัณฑิต
สาขาวิชา : การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ
อาจารย์ที่ปรึกษา : ดร.วชิราภรณ์ กิจพูนผล
คำสำคัญ : การประเมินสื่อการเรียน แบบประเมิน

บทคัดย่อ การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อประเมินหนังสือเรียนภาษาอังกฤษชื่อเรื่อง "สไมล์ 6" เขียนโดยครอมเวล พี. และกริฟฟิธ เอส. S. จัดทำขึ้นเพื่อศึกษาถึงความเหมาะสมของการใช้หนังสือเล่มดังกล่าวกับนักเรียนระดับชั้นประถมศึกษาปีที่ 6 เครื่องมือในการประเมินหนังสือเรียนสร้างโดยใช้พื้นฐานจากมาตรฐานการศึกษาขั้นพื้นฐานตามตัวบ่งชี้จำนวน 4 ด้านของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ประกอบกับกรอบความคิดของดาวด์ และ เซลเซ-เมอร์เซีย (1979) และคันนิงเวิร์ด (1995) เพื่อดูความเหมาะสมของหนังสือกับนักเรียนระดับชั้น ประถมศึกษาปีที่ 6 แบบประเมินที่สร้างขึ้นมุ่งประเมินใน 2 ส่วนหลัก ได้แก่เนื้อหา (ชื่อบทโครงสร้างไวยากรณ์ เนื้อหา คำศัพท์ ทักษะ แบบฝึกหัด และการออกแบบ ผลการวิจัยพบว่า "สไมล์ 6" มีความเหมาะสมในด้านหัวข้อ โครงสร้างไวยากรณ์ และแบบฝึกหัด ในด้านการออกแบบ "สไมล์ 6" เหมาะสมในความน่าดึงดูดใจของขนาดอักษร ขนาดหนังสือ ปกหนังสือ การออกแบบหน้าหนังสือ การเข้าเล่ม และความชัดเจนของภาพประกอบ การวิจัยครั้งนี้อาจมีประโยชน์ต่อครูสอนภาษาอังกฤษและนักการศึกษาโดยทั่วไป เพราะสามารถใช้งานวิจัยนี้เป็นแนวทางในการตัดสินใจเลือกสื่อการสอนที่เหมาะสมที่สุดสำหรับหลักสูตรการสอนภาษา

ABSTRACT

TITLE   : EVALUATION OF ENGLISH TEXTBOOK "SMILE 6" IN TERMS OF CONTENT AND DESIGN

AUTHOR   : TASSICA ANGKAEW

DEGREE   : MASTER OF ARTS

MAJOR   : TEACHING ENGLISH AS A FOREIGN LANGUAGE

ADVISOR   : WACHIRAPORN KIJPOONPHOL, Ph.D.

KEYWORDS : TEXTBOOK EVALUATION, EVALUATION CHECKLIST

This study aimed at evaluating an English student book titled Smile 6, written by Cromwell P. and Griffith S. by Aksorn Charoentat publisher. It was conducted to figure out whether the textbook was suitable for Grade 6 students. A checklist of textbook evaluation was formed based on the four standard strands and indicators in the foreign languages core curriculum issued by the Office of Basic Education Commission (OBEC) of Thailand, Daoud and Celce-Murcia (1979) and Cunningsworth (1995) to evaluate the appropriateness of the textbook used with Grade 6 students. The textbook evaluation checklist consisted of two main aspects: 1) content (topic, structure, vocabulary, skills and exercises) and 2) design. The result revealed that Smile 6 is suitable in term of subject matter, Structure, and exercises. For the design, Smile 6 is suitable in the attractiveness of the font size, book size, cover, page appearances, binding, and the clearness of illustration. This research may be beneficial for English language teachers and educators in general because it serves as a useful guideline to decide the most appropriate teaching material for a certain language course.

CONTENTS

CONTENTS (CONTINUED)

LIST OF TABLES

LIST OF FIGURE

CHAPTER 1
INTRODUCTION

1.1 Background

As the world develops, English plays an important role as a medium or tool for communication for various purposes such as business, tourism, technology, and education. Therefore, the Ministry of Education of Thailand was provided the policy which requires Thai students to improve English skills. So, most schools set English as a mandatory subject to help learners gain more knowledge and skills of English.

There are several factors affecting English teaching and learning. According to Richards (2008, p.1) textbooks are a key component in most language programs. In teaching, textbooks play a role as an instrument used to determine the direction of the class as lesson plans and contents are based on. In learning, students can use textbooks as a tool to review and to know the direction and the content of the class. Students also do exercises in both textbooks and workbooks to practice and to check the comprehension after the learning process. These textbooks are developed by many organizations, academic departments, the Ministry of Education, and both local and international publishers. As a result, the textbooks are also different in a variety of ways, such as contents, topics, skills, design, and teaching approaches. In Thailand, the Ministry of Education has not determined a particular English textbook to be used throughout the country. Therefore, teachers should apply proper criteria when selecting one from a list of textbooks which have already been approved by the Ministry of Education in order to make it suitable for the students in terms of the content, methods, and procedures of learning.

A countless number of English textbooks available in the market today cause difficulty for selecting one for classroom's needs and objectives. As an inexperienced teacher, it can be particularly difficult to know what to look for in an English textbook. When teachers have made hasty decisions concerning English textbook selection, it may lead to useless teaching materials and waste of money. As a result, it is important for the teacher to analyze the textbook whether it is suitable to use in aim, design and organization, skills, topic, vocabulary and structure, illustrations, and physical make-

up. There are several criteria for textbooks evaluation which has been suggested by various scholars. Most of the evaluation criteria contain similar items and components which can be applied in textbook evaluation process. To clarify this, the textbook evaluation procedure from each scholar also varies but it helps teachers to become more systematic and more objective when selecting the textbook. Besides external factors, the criterion helps the teachers in making a decision on the most appropriate textbook to be used in the class. The textbook evaluation process also enables the teachers to predict the strengths and weaknesses of a particular textbook.

Despite the vital role that textbooks play in teaching and learning English as a foreign language in Thailand, there is limited research conducted to evaluate textbooks. Moreover, English language textbooks are pivotal to language teaching program because they seem like the sole language input for students who need to master English for their future use. A large number of English as a Foreign Language (EFL) classes in Thailand today are using textbooks which are not chosen by careful application of objective evaluation criteria. The concept of material evaluation is not a well-known concept in Thailand and several schools might not have the knowledge of how to carry out the evaluation procedure in a structured way. This study was exampled to help fulfilling the teachers' knowledge of how to select English textbooks which suit their particular context. So, this study aimed at investigating a textbook of 'Smile 6' which was written by Cromwell P. and Griffith S. and published by Aksorn Charoentat publisher. Even though, this textbook was already approved by the Ministry of Education that it can be used as a textbook according to the national curriculum 2008, it is important to analyze this textbook into the deep detail. It is advantageous for teachers selecting textbook to systematically examine the appropriateness of Smile 6 concerning contents and designs.

1.2 Research Question

This study aimed to answer the following question:

1.2.1 How suitable is Smile 6 for grade 6 EFL learners in terms of contents and designs?

1.3 Objective of the Study

The objective of this study was to evaluate the textbook 'Smile 6' used with grade 6 EFL learners.

1.4 Definition of terms

1.4.1 'Textbook' refers to the text used in an English course. In this study the textbook is 'Smile 6' written by Cromwell P. and Griffith S. and published by Aksorn Charoentat publisher.

1.4.2 'Material evaluation' refers to the systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them (Tomlinson, 1998).

1.4.3 'Designs' refers to the illustrations, font and book size, page appearance, binding, and physical make-up of the textbook.

1.4.4 'Contents' refers to the skills, topics, vocabulary and structure, and exercises in accordance with the standard strands of English program.

1.4.5 'Checklist' refers to the list of items for textbook evaluation.

1.5 Scope of the study

The study is conducted with the contents of the textbook 'Smile 6' written by Cromwell P. and Griffith S. and published by Aksorn Charoentat publisher (2017). The evaluation focuses on contents and designs.

1.6 Significance of the Study

The study of the textbook is significant in three aspects.

1.6.1 The result revealed the appropriateness of 'Smile 6' for Grade 6 in English teaching and learning in Khong Chaim district of Ubon Ratchatani province in terms of contents and designs.

1.6.2 The study would be a useful guideline which English teachers can use to analyze and evaluate English textbooks to use in their teaching and learning process.

1.6.3 The study may pave the way for teachers to have some beneficial ideas for material development.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter reviews the literature in the main areas of English textbook evaluation including: roles of textbook in language teaching and learning, importance of textbook evaluation, textbook evaluation methods, criteria for textbook evaluation, Evaluation checklist and previous studies.

2.1 Roles of Textbooks in Language Teaching and Learning

Richards (2008) stated that textbooks are the essential part of most language programs. First, they serve as the main language input for EFL/ESL learners to learn and to practice the lessons. Second, the textbooks facilitate the teachers' instruction. Third, for learners, textbooks may provide the major source of content they have with the language as well as the input provided by the teachers. Finally, for the inexperienced teachers, textbooks may serve as a form of teacher training because it provides idea on how to plan and teach lessons as a format that the teachers can apply.

Cunningsworth (1995) stated that textbooks have multiple roles in ELT and can serve as following:

(1) a source of presentation material (spoken and written)

(2) a source of activities for learner practice and communicative interaction

(3) a reference source for learners on grammar, vocabulary, pronunciation, etc

(4) a source of stimulation and ideas for classroom language activities

(5) a syllabus (where they reflect learning objectives which have already been determined)

(6) a resource for self-directed learning or self-access work

(7) a support for less experienced teachers who yet have to gain in confidence.

The aim of the textbook should correspond as closely as possible to the aim of the teacher, and both should seek the needs of the learners to the highest degree.

Cakit (2006) also mentioned that textbooks play a prominent role in teaching and learning process and they are the primary agents of conveying the knowledge to the

learners. Besides, one of the basic functions of textbooks is to make knowledge available and apparent to the learner in a selected, easy and organized way. Charalambous (2011) supported that most teachers consider textbooks to be valuable aids that offer useful material and support. Also learners need textbooks as guideline toward the difficult process of learning. Ansary and Babii (2002) expressed the roles of textbooks as framework which regulates and times of the program and in some situations textbooks may serve as a syllabus of the course. In the learners' perspective, without textbooks, the learning process is not taken seriously and there is no purpose of learning because learners are out of focus and teacher-dependent. For teachers, textbooks provide ready-made teaching texts and learning tasks. The most important of all, for novice teachers, textbooks mean as security, guidance, and support tools. Kitao and Kitao (2008), cited in O'Neill (1990) that textbooks make it possible for learners to review and prepare their lessons and it is effective in term of time and money. For the teachers, textbooks can allow adaptation and improvisation. Hutchinson and Torres (1994) study as cited in Litz, (2001) that textbook play a pivotal role in innovation. They suggested that textbooks can support teachers through potentially disturbing and threatening change processes demonstrate and/or untried methodologies, introduce change gradually, and create scaffolding upon which teachers are able to build a more creative methodology of their own.   Using textbooks as a component of learning process has both advantages and disadvantages as the following.

Advantages of textbooks

According to Richards (2008), seven advantages of using textbooks are as follows. First, textbooks provide structure and syllabus for the program. Without a textbook a program may not have the center core and the students may not receive a syllabus which has been systematically planned and developed. Second, textbooks help standardize the instruction. Using textbook in the program can certify that the students in different classes receive similar content and therefore can be tested in the same way. Third, textbooks can maintain quality of teaching. By using a well developed textbook, students are exposed to materials which have been tried and tested, that are based on learning principles, and that are paced appropriately. Fourth, textbooks provide a variety of learning resources. Textbooks often contain workbooks,

CDs, videos, CD ROMs, and comprehensive teaching guidelines, providing rich and varied resources for both teachers and learners. Fifth, textbooks can provide effective language models and input. Textbooks can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own. Sixth, textbooks can train teachers. If teachers have limited teaching experience, a textbook together with the teacher's manual can serve as a medium of initial teacher training. Finally, textbooks are visually appealing because commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers.

Disadvantages of textbooks

According to Richards (2008), the disadvantages of using textbook are as follows. First, textbooks may contain unauthentic language. Since texts, dialogs and other aspects of content tend to be especially written to incorporate teaching points and are often not representative of real language use. Second, textbooks may distort content. Textbooks often idealized views of the world or fail to represent real issues. In order to make textbooks acceptable in many different contexts controversial topics are avoided. Third, textbooks may not reflect students' needs. Since textbooks are often written and produced for global markets, they often do not reflect the students' interests and needs, the adaptation while using textbooks may be required. Forth, textbooks can deskill teachers. The teachers' role can be reduced if the teachers use textbooks as the primary source of their teaching. Fifth, textbooks are expensive. Commercial textbooks may cause financial problem for students.

Teachers can employ the stages for selecting textbook. According to Garinger (2002), there are four steps in textbooks selecting process.

Step 1) Matching the textbook to the program

In selecting the textbook, the educators should carefully examine the program curriculum. If the goals and curriculum of the program are clear and well-defined, the parallels with certain textbooks may become obvious. The next thing to consider is the matching of the textbook with the objectives of the course. The textbook needs to provide a reasonable number of course objectives to make it a worthwhile purchase for both teacher and students. The next evaluation stage is to identify the suitability of the text for the intended learners. The textbook should meet the needs of the students in

various ways, not only in terms of language objectives. Both students and teachers need visually stimulation material which is well organized and easy to follow, such as, layout, design, and organization. Moreover, learners' cultural background, ages, interests, and second language acquiring purposes should be considered.

Step 2) Reviewing the skills presented in the textbook

The textbook should be effective enough to help learners acquire the necessary skills. The textbook should cover a wide range of skills as well as cognitive skill especially higher order thinking such as analysis, synthesis, and evaluation.

Step 3) Reviewing exercises and activities in the textbook

Textbooks should include exercises that provide opportunities for students to practice and extend their language skills. First, the exercises should balance in their format, containing both controlled and free practice. Second, exercises should build on and reinforce what students have already learned and should progress from simple to complex both linguistically and cognitively. Finally, the exercises should be varied and challenging to keep the students' motivation and interest as they work through the textbook.

Step 4) Weighing practical concerns

These issues include availability and cost of the textbook. These criteria can serve as a guideline for the teachers to make decisions in selecting the textbook. Teachers can also use the guideline or make their own criteria before choosing the appropriate textbook to use in a program or a course.

It can be said that textbooks have an essential role as a part of education. Without them, the teaching and the learning process will be incomplete. Textbooks shape or even control what happens in the class and how students are assessed. They are a major source of materials, activities, references, and simulation and ideas for language teaching. Moreover, teachers can adapt the contents from the textbook and create the lessons by themselves. For novice teachers, textbook can be used as a guidance and supporting equipment.

2.2 Importance of Textbook Evaluation

Hutchinson and Waters (1995, p.96) stated that the evaluation is a matter of judging the fitness of something for particular purpose. Evaluation is concerned with

relative merits because it must be conducted to find the best solution within a certain need and the light of resources available. There is no absolute good or bad- only degree of fitness for a required purpose. A careful evaluation can help in justifying requests to sponsors or other members of an ESP team for money to buy materials or time to write them. According to Sheldon (1988), textbooks are needed to be evaluated for two main reasons. First, the evaluation will help the teacher or the program developer in making decisions on selecting the appropriate textbook. Furthermore, evaluation of the merits and demerits of a textbook will familiarize the teacher with the future instruction.

Abdelwahab (2013) stated that textbook evaluation is universally accepted as an integral part of teaching and learning. It is one of the basic components of any curriculum and plays a pivotal role in determining what learners learn. Kitao and Kitao (2008) emphasized that it is true that in many cases teachers and students rely heavily on textbooks, and textbook determine the component and method of learning. They control the contents, methods and procedure of learning. Students learn what is presented in the textbook, and the way the textbook presents material is the way students learn it. The education philosophy of the textbook will influence the class and the learning process. Therefore, in many cases, materials are the center of instruction and one of the most important influences on what goes on in the classroom.

Since teachers and students mainly rely on using textbooks in the classroom, textbook evaluation becomes an essential process which helps select an appropriate textbook. It also helps indicate what will be taught in the class. The result of textbook evaluation will benefit deciding the appropriate teaching resources and saving a lot of expense.

2.3 Textbook Evaluation Methods

Tomlinson (2003) and Cunningsworth (1995, p.14) stated the similar three methods of textbook evaluation that evaluation can take place before a textbook is used, during its use and after use, depending on circumstances and the purposes for which the evaluation is being undertaken.

The first method of textbook evaluation is pre-use evaluation. It concerns about making prediction for users. It is the most difficult kind of evaluation as there is no

actual experience of using the book for us to draw on. In this case we are looking at future or potential performance of the textbook. The evaluation is written in a review form for specific target users. The evaluator basically looks through the textbook to obtain the general information. Some publishers are aware of the pre-evaluation, so they put in some attractive illustrations to influence the evaluator.

The second method of evaluation is while-evaluation. It refers to textbook evaluation while the material is in use, for example when it is newly introduced, textbook is being monitored or when a well-established but aging textbook is being assessed to see whether it should be considered for replacement.

The last method of evaluation is post-use evaluation. It provides retrospective assessment of textbook's performance and can be useful for identifying strengths and weaknesses which emerge over a period of continuous use. Evaluation of this kind can be useful in helping to decide whether to use the same textbook on future occasions, particularly in respect of short self-contained courses which are repeated from time to time.

This evaluation is the most valuable because it can measure the effects on users after using textbooks and the evaluators can provide an appropriate supplement material and replacement of more proper material.

Tucker (1975 cited in Ansary and Babii, 2002) introduced an evaluation method which is composed of three components.

The first component is a set of criteria claimed to be consistent with the basic linguistic, psychological and pedagogical principles. The next one is a rating scheme which provides methods for judging the comparative weightings of a textbook's merits. The last one is a chart/graph which provides a visual comparison between the evaluator's opinion of the book and hypothetical idea model, hence facilitating a quick and easy display of the evaluator's judgment.

According to Abdelwahap (2013), there are three basic methods for evaluating textbook. The first one is called the impressionistic method and it involves analyzing a textbook on the basis of a general impression. The general impression comes from reading the blurb and contents page and the skimming through the book to get a sense of organization, topics, layout and visual. The second method is called the checklist methods. This method is systematic in the way that criteria on the list are checked of

in a certain order. It is also very easy to compare different materials and it is not very time-consuming compared to other methods. The third method is in-depth method. This method suggests a careful examination of representative features such as a design of one particular unit or exercise, or the treatment of particular language elements. An obvious disadvantage of this method is that the selected section might not be representative of the book as a whole.

Byrd (2001) suggested three information areas that should be considered for systematic evaluation of textbook. The issues that must be addressed in a textbook evaluation are the fit between the materials and (1) the curriculum (2) the students, and (3) the teachers. Cuningsworth (1995, pp.1-2) introduced two types of approaches which underline the overview and the content of the textbook separately. The two types of the approaches are Impressionist overview and In-depth Evaluation. Impressionist overview gives us a general introduction to the material. It particularly appropriate when doing a preliminary shift through a lot of textbooks before making a shortlist for more detail analysis. The impressionist overview is the things such as the cover, layout, and some various features like the textbook components (students' book, teachers' book, and workbook). In-depth evaluation penetrates language approaches, as well as what is prominent in the textbook. The specific items include student's learning needs, syllabus requirements, how different aspects of language are dealt with.

Moreover, the general method of textbook evaluation is using a valid checklist which is created by various scholars. The next section is concerned about the criteria for a good textbook.

2.4 Criteria for Textbook Evaluation

According to Deuri (2012), characteristics of a good English textbook are as follows.

2.4.1 The characteristics of good textbook

The first characteristic is adequate subject matter. The subject matter should be based on the psychological needs and interests of students. It should be related to the student's environment. It should have various types like prose, poetry, story,

biography, narration, description etc. It should be practical utility as well as informative.

The second characteristic is suitable vocabulary and structures. The vocabulary should be controlled, properly selected and graded. The introduction of vocabulary should be progressive within the series of readers. The words and structures should be introduced in a systematic order. The simple meaning should be used of a word or structure if they have more than one meaning. At the end of the text book, a glossary of difficult words and structures should be given.

The third characteristic is style. The style should be based on the principle of simple to complex. The subject matter should be presented in a logical manner. The style should be appealing to the students.

The forth characteristic is exercises. There should be sufficient number of exercises at the end of every lesson. The interactions about the exercises should be brief and clear. The exercises should be well selected and graded. Different types of exercises should be included.

The fifth characteristic is illustrations. The illustrations should make the subject matter clear. They should be sufficient in number. They should be attractive with natural color combination. Too many ideas should not be conveyed in one illustration.

The last characteristic is proportion and order. A lesson should not be very long. There should be plausible proportion between prose, poetry, story, biography, lesson etc. Two topics should not be in continuation. Proportion of content and structure should be maintained.

2.4.2 Content Evaluations

According to Cunningsworth (1995), language content can be compared with what learners need and expect to learn. Thus, Cunningsworth suggested that the language content as listed below should be analyzed for suitability.

Language Form and Language Use

Textbooks are concerned with teaching and learning of the language. It is essential to evaluate the language use and divide it into small units for more effective language teaching and learning. However, the problem is that it is difficult to separate individual aspects of language form the whole and isolate them without losing

authenticity and naturalness in the process because language is complex. For instance, speakers express their meaning through grammatical, lexical and phonological systems. They also need to be careful about selecting the appropriate communicative method and do the reverse process when interpreting. Learners cannot handle several tasks of a new foreign language, so it is important to reduce the learning load by focusing on the different aspects of language separately and finish with some practice. Textbook follows the same approach by focusing selectively on the different tasks. Language is analyzed and divided into small units.

Evaluating the Grammar Content

Cunningsworth (1995) did a case study on this stage by comparing two student books. He suggested that the useful way to understand textbook is to identify some grammatical point that are difficult to teach and pose problem for learners. The selected point will depend on the learners themselves and the teaching situation. The first thing to consider is what grammatical items are included and how far they can correspond to learners' needs. Grammar is main components in a language course. When presenting new grammar, it is possible to teach the form without its meaning as the grammatical form is already underlying the use. Therefore when introducing new grammar items, textbooks should emphasize the use of its form. According to the basic Education Core Curriculum (2008), 6th grade students should be able to use simple and compound sentences to communicate meanings in various contexts

Vocabulary

Vocabulary has been an ignored area of foreign language teaching, but it has lately gained attention because language learning cannot be successful without small task like vocabulary. Textbooks can help learners handle unfamiliar vocabulary that they might meet and assist them to be analyzed to ensure that they will extend and develops learners' skills in structured ways. The first one is semantic relations – word groups according to meaning, synonyms, hyponyms, and opposite. The second one is situational relationships – word sets associated with particular situation, for example, sports, transports, and politics. The third one is collocations – words commonly found in association, for example, food and drink, for better or worse, also noun + preposition links and phrase verbs (verb + partiple links). The last one is relationships of form (often referred to as "word building") such as, long, length, and lengthen

According to the basic Education Core Curriculum (2008), 6th grade students should be skilful in using foreign languages (with emphasis on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, selling and buying, and climate with vocabulary of around 1,050-1,200 words (concrete and abstract words).

Phonology

Most courses nowadays include the articulation of individual sound, word, stress, sentence stress, and some aspect of intonation, so textbook should be evaluated at least as much on the global aspect of phonology – we forms, stress, and rhythm. Each speaker produces difference sentence stress and intonation, they should not be too strict on absolute correctness or the native speaker accent, rather, there should be awareness of idea where misunderstanding often occurs. One more important thing is that the CD that accompanies textbook should be a good pronunciation model.

Integration of Pronunciation Teaching with Other works

Each course varied depending on how the English textbooks integrate pronunciation work with other work. The important areas of phonology are covered by a combination of specialized in pronunciation exercises and focus on aspects of pronunciation in other exercises and activities. Spelling activities should be presented as it usually becomes a problem to many foreign learners who are left to sort out the spelling activities and exercise themselves.

Discourse

Discourse in general way refers to the features of language such as the sequencing of sentence, cohesion, paragraphing, structuring text, and participation in conversation. So, it is directly relevant to the communicative approach. Textbooks mostly present discourse through dialogues, reading texts and listening passages which in the low-intermediate level will limit the range and complexity of language structure.

Style and Appropriacy

Language style can be changed depending on its context. Teacher should be aware of the appropriateness to see how they can prepare learners to use appropriate style in varying situation. The style of language can be noticed by aspects of grammar, choices of vocabulary, discourse structure and aspects of phonology.

2.4.3 Design Evaluations

The physical appearance of the materials is also one of the characteristics that material Developers need to consider before publishing a textbook, as it makes an important first impression on users before they consider other characteristics.

Brown (2001) suggests an evaluation form that can be used as a practical set of criteria for either choosing a textbook for a course or evaluating the textbook that is currently used. One important criterion is format. It concerned about clarity of typesetting, use of special notation (phonetic symbols, stress/intonation marking), quality and clarity of illustrations, general layout, size of the book and binding, quality of editing, index, table of contents and chapter headings. McGrath (2001) and Abdelwahap (2013) stated that the impressionistic method involves analyzing a textbook on the basis of a general impression. The general impression would be gained by reading the blurb and the contents page and then skimming through the book to get a sense of organization, topics, layout and visuals.

2.5 Evaluation Checklist

Cunningworth (1995) suggested that one major benefit of using checklist is that they provide a very economic and systematic way to ensure that all relevant items are considered for evaluation. Most standardized evaluation checklists contain similar components that can be used as helpful starting points for English language teaching practitioners in various situations. Ghorbani (2011) stated that one effective way to ensure the needs and the wants of learners when choosing textbook is to give careful consideration and apply a written checklist of appropriate selection criteria to potential textbook.

Sribayak (2013) provided brief information about textbook evaluation checklists across four decades from 1970-the 2000s.

(1) Checklists in the 1970s

The evaluation items in the checklists in this decade mainly required the evaluator's judgment. Some evaluators, especially the inexperienced ones found it difficult to use them. Thus, the checklists proposed in this decade are not often used these days.

(2) Checklists in the 1980s

Many checklist developers in this decade gave priority to four skills of English. Moreover, they focused on appearance, design, size, and layout.

(3) Checklists in the 1990s

Six major criteria in the checklist included bibliographic data, aims and goals, exercise and activity, and layout. In this decade, the checklists proposed by Cunningworth (1995), Little John and Harmer have been used by many evaluators.

(4) Checklists in the 2000s

Some of the checklist criteria in this decade focused on both textbook and curriculum. Many of the checklists gave priority to the incorporation of psychological and pedagogical process four content validity issues.

Lawrence (2011) added that a well-designed checklist should contain evaluation criteria that are clear and concise. Evaluation items can also be customized according to one's needs so as to provide flexibility during evaluation. Souri, Kafipur, and Souri (2011) cited in Sarem, Hamidi, and Mahmoudie (2013) that an evaluation checklist is an instrument that provides the evaluator with a list of features of successful learning-teaching materials. According to these criteria, evaluators like teachers, researchers as well as students can rate the quality of the material.

Sarem, Hamidi, and Mahmoudie (2013) also stated that many experts advocate a very detailed examination of a course book's language content, which has led to the production of extensive evaluation checklists. These include Cunningsworth (1984) who touches upon the importance of relating material to course objectives and the learners' need and processes. Cunninsworth considers the practical considerations' section, similarly to Daoud and Celce-murcia (1979) offered an evaluation checklist which is widely refered for textbook evaluation and consists of five major sections including: (a) subject matter, (b) vocabulary, (c) exercises, (d) illustrations, and finally (e) physical make-up. Each section is composed of several detailed strategies which can be utilized in evaluating and analyzing textbooks. Abdelwahab (2013) stated that a checklist is an instrument that helps practitioners in English Language Teaching evaluates language teaching materials such as textbooks. It allows the evaluation to be systematic and practical. Sheldon (1988) as cited in Khalili and Jodai (2012) suggested that no general list of criteria can really be applied to all teaching and learning contexts without considerable modification. Most of the standardized evaluation

checklists contain similar components that can be used as helpful starting points for ELT practitioners in a wide variety at situations.

The checklist developed and presented in the present study could be considered to be appropriate in the particular teaching context. The evaluation checklists from Daoud &Celce-Murcia (1979) and Cunningsworth (1995) cover most feature part of the external and internal parts of textbooks. So, the adaptaion checklist from Daoud &Celce-Murcia (1979) and Cunningsworth (1995) was utilized in this study. It is adapted to be suitable for the context of 6 grade students in Khong Chaim district of Ubon Ratchatani province

2.6 Previous Studies

Sarem, Hamidi, and Mahmoudie (2013) evaluated an ESP textbook. The title of the textbook is English for International tourism. This study used evaluation checklist which purposed by Daoud and Celce-Murcia (1979). It consists of five major sections including (a) subject matter, (b) vocabulary and structures, (c) exercises, (d) illustration, and (e) physical make-up. The results showed that the book can be used as an acceptable textbook to teach to students who are interested in studying tourism. The characteristics of the book were analyzed in two general aspects concerning the physical appearance and its content such as grammar, vocabulary, exercises, and illustrations. Moreover the findings of the present study pointed out the significant implications for material developers and both general and specialized EFL teachers. Textbook analysis provides the necessary insight for all language teachers to conduct their own practice of textbook selection. Teachers will obtain the information that there are various evaluation checklists which can guide them in analyzing various commercial textbooks.

Khalili and Jodai (2012) evaluated the World View series textbooks of English learning which are being taught at an Iranian military university foreign language center. The researcher suggest the theorists in the field of ELT textbook design and evaluation such as Richards (2001), Sheldon (1988), Cunningsworth (1995), who all agree, that evaluation checklists have some criteria relating to the physical layout, organization and content characteristics. This study used a combined evaluation checklist from available textbook evaluation checklists. The evaluation checklist in

this study consisted of nine major criteria including (a) layout and design, (b) aims and approaches, (c) methodology of the book, (d) skills; activities and task, (e) language type and content, (f) practical consideration, (g) periodic review and test section, (h) authentic language, and (i) cultural and social factors. The findings suggested that the investigated textbooks are suitable for the designed course. The findings of this research can be useful for ESL researchers and teachers in general as well as ELT material developers and evaluators in particular. The researchers also suggested that the reports textbook evaluations can be shared among teachers and the authors of the textbooks to prepare more effective EFL materials.

Chaisongkram (2011) analyzed Mega Goal 1 textbook which written by Manuel dos Santos. The researcher used the checklist by adapting from criteria set by Cunningsworth (1995) and Daoud and Celce-Murcia (1979). The textbook analysis's questions include eight criteria: aims, design and organization, skills, topic, vocabulary and structure, phonology, illustrations, and physical make-up. The result of the study showed that MegaGoal 1 had the benefit rather than the disadvantages for both teachers and learners. It provided all four language skills with authentic English. The findings also showed that learners can also gain both Thai and foreign culture aspect from reading activities. Moreover, the supplementary materials of Mega Goal 1such as CD-ROM played an important role in providing a different style of presentation and can create good attitude toward English language learning.

According to previous studies, the researchers evaluated different levels of textbook as university level and secondary level. Most of evaluation checklists which applied to the evaluation process was from Daoud and Celce-Murcia (1979). The checklist utilized in this present study was partly the checklist adapted from them.

2.7 Summary

This review of literature provides the essential knowledge which consists of roles of textbooks, advantages and disadvantages of textbook, importance of textbook evaluation, textbook evaluation methods, and criteria for selecting textbook and previous studies. The overall considerate knowledge under these topics is very beneficial for doing textbook analysis because it presents the analysis stages in various perspectives in clear and logical manner.

CHAPTER 3
RESEARCH METHODOLOGY

This chapter described the design and procedure that would be used in the study. The discussion in detail was composed of four sections: research design, subject, research instrument, data collection, and data analysis.

3.1 Research Design

This research study employed a descriptive research to explain the textbook according to the two main criteria included in the evaluation checklist which are contents, and designs.

3.2 Data Source

The textbook selected for this study was 'Smile 6' written by Cromwell P. and Griffith S. and published by Aksorn Charoentat publisher. The reason for selecting this textbook was that this textbook is popular and continually used in various schools in Northeastern Thailand. The textbook packages include the teacher's guide, workbook, online materials and audio CDs. Smile 6 textbook was selected for this present study because it is the main component of the package that school commonly receives when ordering books. Others additional package had to be order separately. The online audio files were also evaluated for the listen skill part in the evaluation items. Moreover, the researcher used Smile 6 textbook for teaching grade 6's fundamental English subject in a primary school and it was found that this textbook is still unanalyzed.

3.3 Research instrument

The purpose of this section was to describe the research instrument which was employed in gathering the data. The instrument composed of:

3.3.1 The checklist which was utilized for the aim of analysis in the present study was adapted from criteria set by Daoud and Celce-Murcia (1979) and Cunningsworth (1995). This new adapted checklist used both impressionistic and in-depth analysis. As

mentioned in chapter 2, Impressionist overview gives us a general introduction to the material such as the cover, layout, and some various features like the course package/ textbook components (students' book). In-depth evaluation undergoes language approaches, as well as what was significant in the textbook. The specific items were related to student's learning needs, syllabus requirements, how different aspects of language were dealt with, etc.

The evaluation items were selected by concerning the relationship between the four standard strands of English program and the items of evaluation. According to the basic Education Core Curriculum A.D. 2008, the aims of the English program for all schools are to achieve the four standard strands which consist of:

Strand 1: Language for Communication

Standard   **F1.1**: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

(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.

Standard   **F1.2**: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

(1) Speak/write in an exchange in interpersonal communication.

(2) Use orders 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

Standard   **F1.3:** Ability to present data, information, concepts and views about various matters through speaking and writing

(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.

Strand 2: Language and Culture

Standard F2.1: Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places

(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.

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

(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 Thai language.

(2) Compare the differences/similarities between the festivals, celebrations and traditions of native speakers and those of Thais.

Strand 3: Language and Relationship with Other Learning Areas

Standard F3.1: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view

(1) Search for and collect the terms related to other learning areas from learning sources, and present them through speaking/ writing.

Strand 4: Language and Relationship with Community and the World

Standard **F4.1:** Ability to use foreign languages in various situations in school, community and society

(1) Use language for communication in various situations in the classroom and in school.

Standard **F4.2:** Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community

(1) Use foreign languages to search for and collect various data.

Due to the fact that 'Smile 6' textbook is designed for grade 6 students, the standard strands are provided in evaluation to present the agreement between the items in the evaluation checklist and the standard strands of English program. After finish selecting the evaluation checklist items, the evaluation checklist was approved by three Ph.D. specialists in English Teaching from Ubon Ratchatani University and Sukhothai Thammathirat Open University. The Evaluation items are as follow.

Content

Subject Matter (Strand 4: Standard F4.2, Strand 3: F 3.1)

(1) The topics are appropriate to students' experiences and age.

(2) There are varieties and ranges of topics.

(3) The students are able to relate their prior knowledge and experience to the social and cultural contexts presented in the textbook.

Vocabulary (Strand 1: F 3.1)

(4) The vocabulary load (i.e. the number of new words introduced in every lesson) seems suitable for the students of that level.

(5) The new vocabulary is repeated in subsequent lessons for reinforcement.

(6) The vocabulary glossary is included in the textbook.

Structure (Strand 2: Standard F2.2)

(7) The textbook covers the main grammar items appropriate to what students' requirements.

(8) The grammar rules presented in a logical manner and in increasing order of difficulty.

Skills (Strand 1: Standard F1.2, F 1.3)

(9) Practicing in all four skills is included.

(10) The textbook includes material for pronunciation work, such as practice listening to a dialogue.

(11) Listening materials are well recorded, as authentic as possible, accompanied by background information, questions which help comprehension.

(12) Reading passages are suitable for students' levels and interests.

(13) Materials for spoken English (dialogues, roleplays, etc) are well designed to equip learners for real-life interactions.

(14) There is guidance/control for student to practice writing.

Exercises (Strand 4: Standard F4.1)

(15) The tasks exploit language in a communicative or 'real-world' way.

(16) There are interactive activities that require students to use new language points to communicate.

(17) The exercises promote meaningful communication by referring to realistic activities and situations.

Designs

(18) There is an index of language items (i.e. list of names, places, and/or subjects covered in a book).

(19) The illustrations are authentic and interesting enough that students will enjoy reading it.

(20) The illustrations are printed close enough to the text and directly related to the content to help the learner understand the printed text.

(21) The illustrations are clear, simple, and free of unnecessary details that may confuse the learner.

(22) The size of the book seems convenient for the students to handle.

(23) The cover of Smile 6's textbook is durable enough to withstand wear.

(24) The font size is appropriate for the intended students.

(25) The textbook is attractive (i.e. page appearance, binding).

3.4 Data Collection

The data were obtained from "Smile 6" by analyzing the internal content and the external appearance from every component in the textbook.

The Index of Item-Objective Congruence (IOC) was used so as to find the content validity. In this process, the questionnaire was checked by three experts in a field of English language teaching. The Item-Objective Congruence (IOC) was used to evaluate the items of the questionnaire based on the score range from -1 to +1.

Congruent = + 1

Questionable = 0

Incongruent = -1

The item that had scores lower than 0.5 were revised. On the other hand, the items that had scores higher than or equal to 0.5 were reserved.

3.5 Data Analysis

3.5.1 The evaluation items were analyzed by using the symbol "√" and "x" for each items. The items were calculated the find the total number.

3.5.2 Both"√" and "x" items were described in the impressionist overview and in-depth evaluation

CHAPTER 4
RESULTS

This chapter presented the results of the textbook analysis which is divided into two main sections: (1) general information of the textbook, (2) analysis of textbook in term of content, and (3) analysis of textbook in term of design.

4.1 General Information of the Textbook

Table 4.1 Textbook Evaluation Checklist: General Information of "Smile 6"

Evaluation Criteria	Textbook Details
Title of Textbook	Smile 6
Writers	Patricia Cromwell Sophia Griffith
Publisher	Aksorn Charoentat Publisher
Total Number of Pages	96 pages
Level	Grade 6
ISBN	978-616-203-189-2
Physical size	21 x 28.5 cm
Components	Student book Online audio materials

4.2 Analysis of Textbook in Term of Contents

This part is an analysis of 'Smile 6' which is an English book for grade 6 student in Thailand. The checklist is used for analyzing the contents and the design of which details and example are provided.

According to the basic Education Core Curriculum A.D. 2008, the aims of the English program for all schools are to achieve the four standard strands which consist of:

The authors of Smile 6 claimed that this book was designed to cover all standard strands and indicators of the basic Education Core Curriculum A.D. 2008. The feature of Smile 6 textbook is that it is divided in units and sub units. It helps facilitated both teachers and learners in language teaching and learning because each Unit are different in theme. Moreover, the authors stick to the essential principles. The authors also analyzed the details from the standard indicators which determined in the basic Education Core Curriculum A.D. 2008 in order to create the learning framework and arrange the learning process. It helps learners to develop the language skills continually from grade 1 to grade 6 properly.

The result of the checklist evaluators revealed that there were three aspects that obtained the highest level of appropriateness. They were the vocabulary load, listening material and the size of the book. The summary of the evaluation items were as following.

Table 4.2 Result of the Analysis of Textbook in Term of Contents

Items of Evaluation	Yes	No
A. Contents		
Subject Matter The topics are appropriate to students' experiences and age.	√	
There are varieties and ranges of topics.	√	
The students are able to relate their prior knowledge and experience to the social and cultural contexts presented in the textbook.	√	
Vocabulary The vocabulary load (i.e. the number of new words introduced in every lesson) seems suitable for the students of that level.	√	
The new vocabulary is repeated in subsequent lessons for reinforcement.		x
The vocabulary glossary is included in the textbook.		x

Table 4.2 Result of the Analysis of Textbook in Term of Contents (Continued)

Items of Evaluation	Yes	No
A. Contents		
Structure The textbook covers the main grammar items appropriate to what students' requirements.	√	
The grammar rules presented in a logical manner and in increasing order of difficulty.	√	
Skills Practicing in all four skills is included.	√	
The textbook includes material for pronunciation work, such as practice listening to a dialogue.	√	
Listening materials are well recorded, as authentic as possible, accompanied by background information, questions which help comprehension.	√	
Reading passages are suitable for students' levels and interests.	√	
Materials for spoken English (dialogues, roleplays, etc) are well designed to equip students for real-life interactions.		x
There is guidance/control for student to practice writing.	√	
Exercise The exercises exploit language in a communicative or ‘real-world’ way.	√	
There are interactive activities that require students to use new language points to communicate.	√	
The exercises promote meaningful communication by referring to realistic activities and situations.	√	

According to the result of the evaluation Checklist, there were 14 out of 17 answers of yes (√). In subject matter, structure, and exercise, there are (√) in every items. The details were provided in 4.2.1-4.2.14

4.2.1 The topics were appropriate to students' experiences and age.

Each unit was designed based on topic and theme of English learning which correspond to everyday routine, age, and brain-based learning. It focuses on the authentic learning to create language experiences to the learners directly. In addition, smile 6 provides the evaluation the progress of the learners with authentic assessment. Each particular units are also designed by holding the principle of student centered learning. Learners have a chance to practice language activities by using over all four skills of language. There is project-based learning to respond the learners' at the age of 6-12 needs.

4.2.2 There were varieties and ranges of topics.

Smile 6 focused on the contents (Topic and Content-Based Approach). It meant that teaching by holding the topic principles. The Topics provided in Smile 6 starts from the topic that relates to students' daily life such as school, hobbies, holidays, traveling. Then, students would learn about the widen topics, for example, outer space, sports, security, entertainment.

Table 4.3 Topics and functions of each unit

Unit	Theme Topics	Aims
Starter	Can you remember?	• Talking about school subjects • Talking about classroom instructions
1	What do you want to be?	• Talking about learning styles
2	Play safe	• Talking about sports and health
3	It was great!	• Talking about habitat and environment
4	On holiday	• Talking about travel
5	Out and about	• Talking about places
6	That's entertainment!	• Talking about entertainment
Culture		• Talking about festival and celebration

According to Table 3, all of the 6 theme topics were quite varied and broad enough for beginner students to apply and use in their daily life. All of the topics covered learners' life inside and outside the school. The topics promote students to communicate by using various English skills.

4.2.3 The students were able to relate their prior knowledge and experience to the social and cultural contexts presented in the textbook.

As shown in table 3, the theme topics were talking about school subjects, classroom instructions, learning styles, sports and health, habitat and environment, travel, Talking about places, entertainment, and festival and celebration. There were the topics that students are accustomed to in their daily life. For cultural context, there were two worldwide famous festivals which are Christmas and foods. So, it was more convenient for students to relate to the topics and the cultural context.

4.2.4 The vocabulary load (i.e. the number of new words introduced in every lesson) seemed suitable for the students of that level.

The vocabulary loads were approximately 79 words in the total 6 units. They are divided into appropriate categories. According the basic Education Core Curriculum A.D. 2008, 80 hours per one academic year of English subject had to be managed for grade 6 students. So, it can be indicated that the vocabulary load for each hour of English lesson is suitable for students.

According to Table 4, the vocabulary presented in each unit is designed for each particular topic. For example, Unit 4 was about Holiday. So the vocabulary was related to traveling and going for holiday like places and activities. Thus, the learners could recall the overall idea of what the unit presents when they had a review of the vocabulary. The vocabulary loads were also appropriate for the beginning learners as the textbook contains necessary vocabularies that learners should know.

Table 4.4 Topics and vocabulary of each unit

Unit	Topics	Vocabulary
Starter	Can you remember?	
1	What do you want to be?	bossy, friendly, confident, kind, shy, actor, artist, writer, nurse, computer programmer, photographer,

Table 4.4 Topics and vocabulary of each unit (Continued)

Unit	Topics	Vocabulary
		musician
2	Play safe	sailing, skiing, climbing, surfing, cycling, frightening, dangerous, exciting, lifejacket, gloves, elbow pad, knee pad, goggles, helmet, twisted ankle, hurt
3	It was great!	cool, warm, freezing, snowy, foggy, jellyfish, shark, seahorse, stingray, starfish, coral reef, diver
4	On holiday	passport, ticket, suitcase, diary, kangaroo, Opera House, Eiffel Tower, museum, Disney Land, camp, farm, crowded
5	Out and about	Internet cafe, bowling alley, amusement park, shopping centre, train station, pizza place, on the left, on the right, on the corner, walk along, turn right, turn left
6	That's entertainment!	cartoon, film, documentary, sports programme, game show, the news, soap opera, concert, rock, hip-hop, classical music, country music, drum
Culture		Thanksgiving, Easter

4.2.5 The textbook covered the main grammar items appropriate to what students' requirements.

According to Learning Area of Foreign Languages in the basic education core curriculum B.E. 2551 (A.D. 2008), The Ministry of Education, Thailand, the main grammar items that grade 6 students have to achieve are as follows.

4.2.5.1 Act in compliance with the orders, requests and instructions that they have heard and read; accurately read aloud sentences, texts, tales and short verses by observing the principles of reading; choose/specify the sentences and text corresponding to the meanings of symbols or signs read; tell the main idea and answer questions after listening to and reading dialogues, simple tales and stories

4.2.5.2 Tell similarities/differences between the pronunciation of various kinds of sentences, use of punctuation marks and word order regarding structures of

sentences in foreign languages and in Thai language; compare the similarities/differences between the festivals, celebrations and traditions of native speakers and those of Thais

4.2.5.3 Use simple and compound sentences to communicate meanings in various contexts

The grammar items appropriate to what learners' needs into account were as the following.

Yes/No Question

Is/Are/Can…? Yes,…is/are/can./

No,…isn't/aren't/can't.

Do/Does/Can/Is/Are...? Yes/No… etc.

Wh-Question

Who is/are…? He/She is…/They are…

What…?/Where…? It is …/They are…

What...doing? …is/am/are… etc.

Or-Question

Is this/it a/an...or a/an…? It is a/an…

Is/Are/Was/Were/Did…or…? etc.

'Smile 6' seemed to cover the main grammar items appropriate to what sixth grade learners' needs into account. Most of them were present simple, and past simple. As can be seen in the language focus part on page 92, it was the page that presents all the language focus in this textbook.

Table 4.5 Structure and language of each unit

Unit	Structure	Language
Starter	• Present simple	• Point to the word book.
		• Open your book.
		• Listen carefully.
1	• Verb to be	• Is he/she shy?
	• Present simple tense	Yes,he/sheis./No,he/she isn't.
		• Why do you want to be a writer?

Table 4.5 Structure and language of each unit (Continued)

Unit	Structure	Language
		Because I…
2	• Wh-Questions Comparative adjective (superlative adjective) • If clause	● Which sport is the most exciting? I think skiing is the most exciting. ● If you rest your foot,you can go surfing in two weeks.
3	• Past Simple Tense	● What was the weather like yesterday? It was… ● Was it cold? Yes, it was./No, it wasn't. ● Did he clean his bedroom yesterday? Yes, he did./No, he didn't.
4	• Past Simple Tense	● Where did you go on holiday? I went to the … ● What did you do? I… ● How was it? It was…
5	• Imperative	● Let's go to the … ● Why don't we go to the .. ? ● How do I get to the…?
6	• Present Simple Tense • Adverb of frequency	● What type of TV programmes do you like? I like… ● How often do you watch TV?
Language focus	• Questions • Yes, no questions • Suggestions • Imperative form	

4.2.6 The grammar rules presented in a logical manner and in increasing order of difficulty.

Table 4.5 presented the level of difficulties of the grammatical structure. The first unit started from verb to be, present simple, wh-questions, if clause, past simple tense and imperative. Learners were able to learn from the most basic to the more difficult grammatical patterns. In the starter unit, the textbook tried to familiarize the students with both present simple and past simple tense. Then unit 1, students learned about verb to be and Yes-No Question of present simple. Unit 2 is about Wh-questions with comparative and superlative of adjective. Unit 3 focuses on past simple tense with Yes-No Question. For unit 4, the content concerns with Wh-question in past simple tense.

Most often, students used present simple to express about facts, or things that happen regularly in their daily life. They used present simple, mostly verb to be, when they introduce themselves or someone (e.g. my name is Manee. I am 11years old.). With present simple, students could talk about their favorite subject, food, hobbies, color. They also used the present simple form of the verbs *have* and *like* which students often used in regular basis. So, it was suitable to teach present simple first and follow by past simple. Past simple tense was more complex than present simple tense for Thai students because in Thai language verbs were not conjugated with the concept of time. Students might take some times to internalize the rule of past simple tense.

For example: Unit 3: *Unit 3: It was great. This chapter provides learners with the content about simple past tense.*

Figure 4.1 Audio Script (Page 34)

Exercise: A: ____ you at home yesterday?

A: ____ you at home yesterday?

B: No, I ____. May's family and I ____ at the aquarium.

A: Really? _____ it interesting?

B: Yes, it ____ great. There ____ lots of sea animals.

B: How ____ the weather like?

A: It ____ foggy and freezing.

Listening Skill

Table 4.6 Listening Activities in each unit

Unit	Name	Listening activities
1	What do you want to be?	Listen, point and repeat Listen and complete Listen and match
2	Play safe	Listen, point and repeat Listen and match Listen and tick
3	It was great!	Listen, point and repeat Listen and complete Listen and match
4	On holiday	Listen, point and repeat Listen, point Listen and check Listen and match Listen and order the pictures
5	Out and about	Listen, point and repeat Listen and tick Listen and match
6	That's entertainment!	Listen, point and repeat Listen and match Listen and answer

4.2.7 Practicing in all four skills is included.

The four skill included were listening, speaking, reading, and writing. From table 4.6, Smile 6 offered seven different types of listening activities which were listen, point and repeat, listen and complete, listen and match, listen and tick, listen and check, listen and order the pictures, and listen and answer. The listening activities comprised of short conversation, short sentences, and vocabulary which suitable to the language skill of grade 6 learners. The following part was the example from Smile 6, unit 1, page 6.

Example: *Listen and Match*

Are you kind?   *a. Sometime! I tell my friends to do their homework.*

Are you confident?   *b. Sometimes! I don't like talking in front of the class.*

Are you friendly?   *c. Yes, I am good at art.*

Are you bossy?   *d. Yes, I am. I always help my friends with their*

                               homework.

Are you shy?   *e. Yes, I am. I love meeting and talking to people.*

Are you good at art? *f. Yes, I am. I like doing new things*.

Smile 6 claimed that the textbook used the communicative approach. The result of the evaluation revealed that there were various speaking activities for students to practice to be able to use language fluently and accurately. So, speaking skill is an important for the instruction.

Table 4.7 Speaking Activities in each unit

Unit	Name	Speaking activities
1	What do you want to be?	Point to the picture. Then ask and answer. Read the e-mail and answer the questions. Ask and answer
2	Play safe	Listen, point and repeat Ask and answer Read the text and answer the questions.
3	It was great!	Listen, point and repeat Ask and answer Look at the table. Say what they did last Saturday.

Table 4.7 Speaking Activities in each unit (Continued)

Unit	Name	Speaking activities
		Look at peter's note. Say what he didn't do last week.
		Look at the table. Then ask and answer.
4	On holiday	Listen, point and repeat
		Read Ann's diary and answer.
		Listen and check
		Ask and answer
		Read the postcard and answer the questions.
5	Out and about	Listen, point and repeat
		Look at the map above. Then ask and answer with your partner.
6	That's entertainment!	Listen, point and repeat
		Ask and answer about TV program with your partner. Use the word in the box.
		Read and answer
		Listen and answer. What type of music does he play?
		Ask and answer
		Listen say and read

According to Table 4.7, most of the speaking activities were integrated with other skills, for example, read the postcard and answer the questions. The next part was an example from student book, unit 3, page 34. Students had to work in pair, perform the role play.

Students' role play example: Ask and Answer

Example: *Ask and Answer*

Student A: I was at the aquarium last week.

Student B: Really? How was it?

Student A: It was great!

Student B: What was the weather like?

Student A: It was freezing and foggy.

Reading Skill

Table 4.8 Reading Activities in each unit

Unit	Name	Reading activities
1	What do you want to be?	Read the e-mail and answer the questions. Read and choose two jobs for each of them. Read the dialogue and complete the text. Read the card. Then write about Andy Parker.
2	Play safe	Read the text and answer the question. Read and answer the questions Read the leaflet about how to ride a bike safely and complete the chart.
3	It was great!	Read May's diary and answer the questions. Read the description and match with the pictures. Read the letter and answer the questions. Look at peter's note. Say what he didn't do last week. Look at the table. Then ask and answer.
4	On holiday	Read Ann's diary and answer. Listen and check Read the postcard and answer the questions.
5	Out and about	Read and match Read and complete
6	That's entertainment!	Read and answer Read and match Read and complete the fact file

According to Table 4.8, there were varieties of reading activities. Students had a chance to practice reading though real life tasks, such as, read the postcard, e-mail, card, job advertisements, leaflet, diary, letter, and short passage. The next part was an example from student book, unit 2, page 21.

Example: *Read the text and answer the questions*

My favorite sport is tennis. I like it because it is exciting and I do not need expensive equipment. I only need a racket, a tennis ball and trainers.

I always play tennis at the tennis court near my house. I play there with my dad and my sister. I sometimes win. I have a great time.

Questions:

What is Ben's favorite sport?

Why does he like it?

What equipment does he need?

Where does he do it?

Who does he play with?

According to the example, students had to read and comprehend the reading passage and then answer the comprehension questions.

Writing Skill

Table 4.9 Writing Activities in each unit

Unit	Name	Writing activities
1	What do you want to be?	Write an e-mail to Linda. Use the e-mail above as a model. Read the card. The write about Andy Parker. Choose a job. Then write about the job. Use the reading as a model.
2	Play safe	Write about your favorite sport. Use the reading as a model. Write the leaflet about how to do skateboarding safely. Use the words in the box to help you. Write your e-mail to answer Caterine's e-mail. Use the information in the diagram.
3	It was great!	Write a diary about your nice day. Use the words in the box. Write the e-mail about school trip. Use the questions in the box to help you. Write the description of your aquarium.
4	On holiday	Write your own travel diary. Use the words in the box. Imagine you are on holiday. Write a postcard to a friend. Use the reading as a model.

Table 4.9 Writing Activities in each unit (Continued)

Unit	Name	Writing activities
		Write and illustrate your text as example below.
5	Out and about	Write about your hometown. Use the reading as a model. Look at the map above. Write instructions to get to the museum. Write a poster about your town and put the picture to illustrate the information.
6	That's entertainment!	Write about the TV program you like. Read and write about Jennifer Lopez. Write a report.

According to Table 9, there were varieties of writing activities. Students had a chance to practice reading though real life tasks. In many activities, students were able to use their background knowledge and experiences to complete the activities, for example, write about your favorite sport, your own travel diary, your hometown, and your favorite TV program. Students had a chance to practice writing the postcard, e-mail, card, leaflet, report, and diary. An example from student book, unit 5, page 63. Students have to write about their hometown by using the reading as a model.

Example: *Write about your hometown. Use the reading as a model.*

There are a lot of things to do in my hometown.

_____

_____

_____

_____

4.2.8 The textbook included material for pronunciation work such as listening or dialogue practice.

Smile 6 provided sufficient works such as listening or dialogue practice in every unit. There was 'English sounds' in every lesson for students to listen and

pronounce the English words. In this part, students had a chance to learn about the sound and pronounce the world correctly according to what they hear from the audio. For example, students learnt the differences between the sound of the word which begin with /th/and /t/ as thank/tank, thick/tick, and thin/ tin.

Moreover, there were listening and dialogue practices for student to practice both listening and speaking. These skills were always integrated with various kinds of exercise, for example, listening and match or listen and complete. For speaking, students have to practice in 'Ask and answer' part. They have to work in pair or in group of three to practice asking and answering the questions according to the topic in that particular unit.

4.2.9 Listening material were well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension.
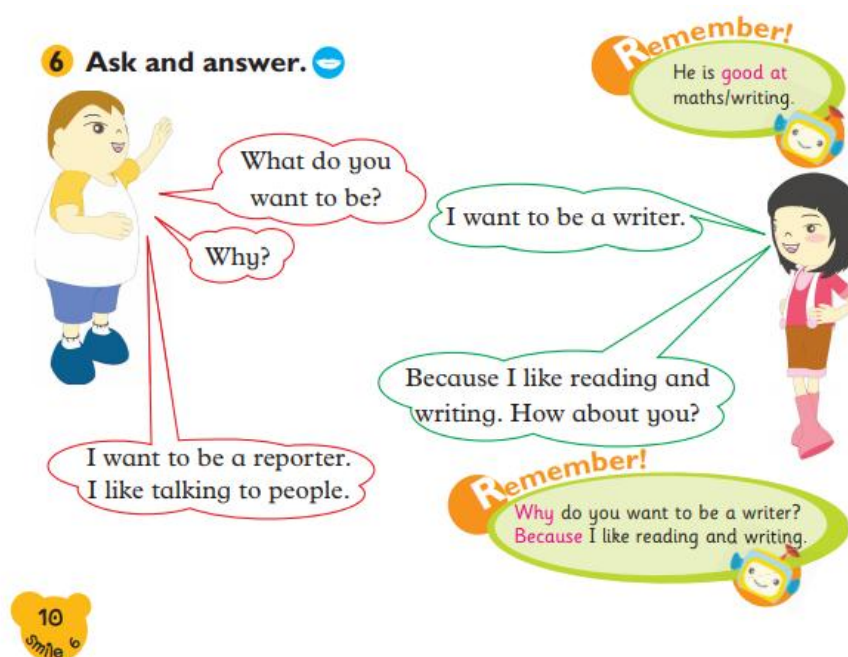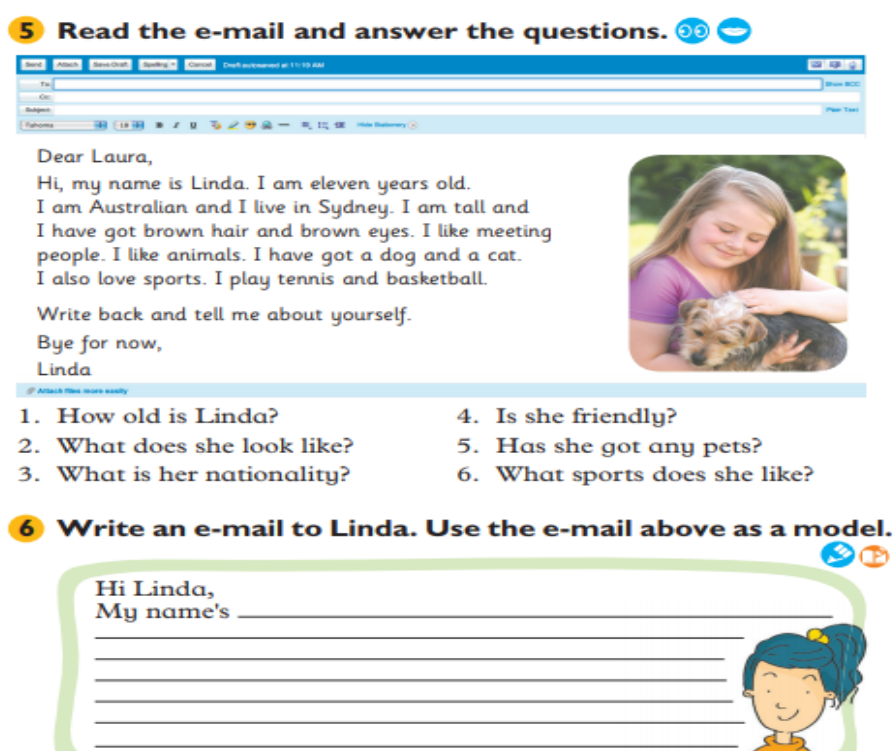

Figure 4.2 Ask and Answer

The listening materials were well recorded. Though the talking speech was not authentic, pronunciation was very clear. It helped promoting students comprehension of what they heard from the audio. Along with the listening material, there were pictures and exercises for students to check their listening comprehension.

4.2.10 Reading passages were suitable for students' levels and interests.

Reading passages in 'Smile 6' were simplified and quite short. It is suitable for learners at the beginning level. There are various kinds of reading such as e-mail, advertisement, leaflet, diary, and letter. It helps promoting learners' higher order thinking skills because they have to read and understand the reading passages in order to answer the comprehensions questions. Then they have to create their own writing.

Figure 4.3 Writing e-mail

4.2.11 There was guidance/control for student to practice writing.

According to picture 4, it was an e-mail writing activity which provided students with a model from reading above. It could be a useful guidance for students to use when they practice writing.

4.2.12 The exercises exploited language in a communicative or 'real-world' way.

The real-world tasks promoted students' language skills to reach proficiency communication goals. In smile 6, there were communicative activities

which students could write and speak to express their ideas and opinions. It was important for teacher to use the real world language in the textbook during classroom management. It was a practical way to integrate the communicative approach into English teaching program.

4.2.13 There were interactive activities that require students to use new language points to communicate.

In each lesson of Smile 6, students learnt how to ask questions, how to negotiate meaning and how to interact in and work within groups or pair. Within this group work, they were able to observe different approaches to problem solving as well as to learn how others think and make decisions. Students were asked to convey their own personal preferences, feelings or ideas about a particular situation.

4.2.14 The exercises promote meaningful communication by referring to realistic activities and situations.

The exercises encouraged students to practice giving their personal information and preferences such as favorite subjects, personalities, free time activities and so on. The vocabulary has situational relationships – word sets associated with particular situation, for example, sports, transports, and politics. Some activities are meaningful and relate to realistic situations such as giving directions and asking for direction in unit 5 'Out and about'. Students can apply and use in their daily life.

The next part is 4.2.15-4.2.18 which were the items that considered "x". The symbols "x" mean that the evaluation items are not appeared in the textbook.

4.2.15 The new vocabulary was repeated in subsequent lessons for reinforcement.

Most words and expressions were not repeatedly appeared in the unit. It might be because the topics are different. As mention earlier, the vocabulary list of each unit was designed for the each individual topic. This was one weakness of the textbook. Students must use a word in context repeatedly until it becomes a part of their working, and everyday vocabulary.

4.2.16 The vocabulary glossary was included in the textbook.

The vocabulary glossary was not included in 'Smile 6' textbook. The vocabulary list was provided in the table of content but the meaning was not included. Moreover, at the end of the book, there was only 'Language focus' part which

concerns about the language being taught in every unit. Teachers could find 'Smile Word Bank' as in picture 4 on the online resource from the publisher website. Since vocabulary appendix was very important, it should be a supplementary material at the end of a book for students to review what vocabulary learned or will be learned.


Picture 4.4 Word Bank

4.2.17 Materials for spoken English (dialogues, roleplays, etc) are well designed to equip learners for real-life interactions.

Some of the spoken materials such as dialogues or roleplays were not well designed to equip learners for real-life interactions because they did not reflect the authentic communication.

For example: Point to the pictures. Then ask and answer. (Page 6, Smile 6)
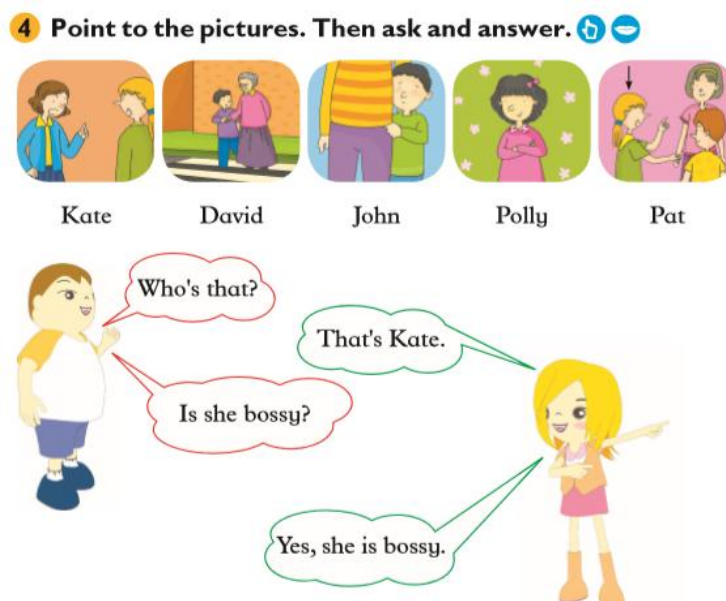
Picture 4.5 ask and answer

According to the activity in picture, students had to do role play by using the model conversation. The conversations did not reflect real-life communication context because students hardly have chance to use it in their daily life.

4.3 Design

Table 4.10 Result of the Analysis of Textbook in Term of Design

Items of Evaluation	Yes	No
A. Designs		
There is an index of language items (i.e. list of names, places, and/or subjects covered in a book).		X
The illustrations are authentic and interesting enough that students will enjoy reading it.	√	
The illustrations are printed close enough to the text and directly related to the content to help the student understand the printed text.	√	
The illustrations are clear, simple, and free of unnecessary details that may confuse the learner.	√	

Table 4.10 Result of the Analysis of Textbook in Term of Design (Continued)

Items of Evaluation	Yes	No
A. Designs		
The size of the book seems convenient for the students to handle.	√	
The cover of Smile 6's textbook is durable enough to withstand wear.		X
The font size is appropriate for the intended students.	√	
The textbook is attractive (i.e. page appearance, binding).	√	

According to the result of the evaluation Checklist, there were 5 out of 8 which were rated yes (√) in terms illustration clearness, font size, book size, page font size, appearance and binding attractiveness. The details were provided in 4.3.1-4.3.5.

4.3.1 The illustrations were authentic and interesting enough that students will enjoy reading it.

Smile 6 presented colorful illustrations all over the textbook. The illustrations provided in the textbook are cartoons and authentic pictures of humans, places, objects, animal and plants. Most of the pictures were cartoons which represented the real life actions based on the topics of each particular chapter. There were several pictures of real human and things for learners to relate to the topics and have clear pictures in their mind. Having both cartoons and real pictures made this textbook more interesting for the learners at this age.

4.3.2 The illustrations were printed close enough to the text and directly related to the content to help the learner understand the printed text.

The illustrations were printed close to the text and they helped students directed to the text easily. For example, in the word boxes, it had the picture of the vocabulary and the word below the picture in order not to make the students confused with the illustrations.

4.3.3 The illustrations were clear, simple, and free of unnecessary details that may confuse the learner.

All of the illustrations provided in Smile 6 are clear. All of them are printed in color and easy to understand. Moreover, clear and simple pictures help learner relating the picture with their background knowledge easily. The illustrations did not have unnecessary details that may confuse the learners. The illustration of the contents such as vocabulary, reading passages, and dialogues were presented in an identical section of every unit to support readers to read easily.

4.3.4 The size of the book seems convenient for the students to handle.

The size of the book was good and seems convenient for the students to handle and take care of. It's pretty easy to carry. The size is 21 x 28.5 c.m. The thickness of the textbook is quite thin because there are 92 pages.

4.3.5 The font size is appropriate for the intended students.

The font sizes were different according to the sections. The instruction part, the font type is bold and bigger. It can be easily seen the differences between instructions and contents. The font size in all over the book is clear and easy to read.

4.3.6 The text is attractive (i.e., page appearance and binding).

The text used in this book seems to be attractive (i.e., page appearance). Font and the type size are quite appropriate and eye-catching for the intended learners. The quality of binding is good. The papers adhere to the spine very well and it is not easy to separate from the textbook.

The next part is 4.2.7 and 4.2.8 which was the items that considered "x". The symbols "x" mean that the evaluation items are not appeared in the textbook. There were the index of the language items and the cover durability.

4.3.7 There is an index of language items (i.e. list of names, places, and/or subjects covered in a book).

The index of the language items was not provided in Smile 6 textbook. Indexes are designed to help readers find information quickly and easily. A complete and truly useful index is not simply a list of the words and phrases used in a publication, but an organized map of its contents, including cross-references, grouping of like concepts, and other useful intellectual analysis. (New World Encyclopedia, 2018)

4.3.8 The cover of Smile 6's textbook was durable enough to withstand wear.

The cover of the book for "Smile 6" was not durable enough to withstand wear. The cover of the textbook is made from art card 230 gm.

4.4 How suitable is Smile 6 for grade 6 EFL learners in terms of contents and designs?

For the contents, Smile 6 was suitable in term of subject matters (topic variation, topic ranges, and students' age and experience), structure (the order of grammar structure and the appropriation to the intended learners), skills (listening, speaking, reading and writing), and exercises (real world, interactive and meaningful exercise). Conversely, the vocabulary load was suitable for intended students but it was not suitable in terms of vocabulary reinforcement and the glossary. For speaking skill, some dialogues and roleplays were not well designed to equip learners for real-life conversation.

For the designs, Smile 6 were suitable in font size, book size, cover, page appearances and binding, and clearness of illustrations. In contrast, the index of the language items was not provided in the textbook and the cover was not durable enough.

CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter presents a discussion, conclusion, and recommendation for further research.

5.1 Discussion

This section had to be expanded to clarify how the results of the study match theories and the earlier research studies.

In a textbook evaluation, using checklist is one effective way to ensure the needs and the wants of learners as Ghorbani (2011) suggested. The criteria used can be varied. For example, teacher, the book publisher, and the customer need to know overall picture of the textbook in order to judge or to decide which ones suit them the most. The textbook evaluation is a systematic and complicated process because of many criteria which affected the success and the failure of the textbook. As Tomlinson (2003) suggested, the evaluation checklist can be adopted or created in order to identify the criteria focused which also helps eliminate unnecessary details. In the present study, the two checklists from Daoud, A.M. and Celce-Murcia, M. (1979) and Cunningsworth (1995) were adapted to use since they were broad and shared the criteria covers both contents and designs. McGrath (2001) as well as Abdelwahap (2013) suggested that impressionistic is a method involved in analyzing a textbook on the basis of a general impression.

"Smile 6" was a good textbook and it was one of most suitable textbooks for grade 6 learners in Sisaket. According to Deuri (2012), Smile 6 processed several characteristics of a good English textbook as it provides suitable subject matter, style, exercises, illustrations, and proportion and order. It was associated to what grade 6 learners need to learn as suggested in the four standard strands of English program by The Ministry of Education of Thailand. "Smile 6" was also suitable for grade 6 students in terms of structure and vocabulary taught in the textbook. According to Cunningsworth (1995), grammatical items are the first thing to include whether it is

corresponded to learners' needs or not. The entire vocabulary in Smile 6 consists of semantic relations, situational relations, collocations and relationships. It is corresponded to Cunningsworth (2005)'s suggestions of what vocabulary will extend and develops learners' skills in structured ways. "Smile 6" corresponded with Brown (2001)'s suggestions the quality and clarity of illustrations, sized of the book and binding.

5.2 Conclusion

According to the discussion above, the conclusion can be drawn as follows:

5.3.1 The results of the study revealed that Smile 6 is suitable for teaching and learning for sixth grade students. It brought more benefits than disadvantages for teaching and learning process.

5.3.2 Smile 6 helps enhancing learners' four language skills. It is designed for the beginning level (sixth grade). Students have an opportunity to practice both receptive and productive skills in order to promote their language fluency.

5.3.3 The design of smile 6 is considered to be user friendly because it is designed for young students at the beginning level. The sizes of the book, the font size, the clearness of the illustrations are suitable for the intended learners.

5.3 Recommendations for Further Research

Based on the finding and conclusion of this study, the following recommendations are made for further research.

5.3.1 Rather than using evaluation checklist on the research of textbook evaluation, other methods such as interviewing teachers and learners should be incorporated to get profound information.

5.3.2 There should be content and designed analysis research of the supplementary materials of Smile 6 such as workbook, teacher's guide, and online materials.

5.3.3 There should be comparative research for content analysis of two interesting textbooks used with the same target group learners to provide an alternative choice for selecting a textbook.

REFERENCES

REFERENCES

Abdelwahab, M. M. "Developing an English Language Textbook Evaluative Checklist", **IOSR Journal of Research & Method in Education (IOSR-JRME).** 1(3): 55-70; March, 2013.

Ansary, H., and Babaii, E. (2002). "Universal Characteristics of EFL/ESL Textbooks: A Step Towards Systematic Textbook Evaluation", **The Internet TESL Journal.** http://files.eric.ed.gov/fulltext/ED524247.pdf. April 4, 2017.

Brown, H. Douglas. **Teaching By Principle and Interactive Approach to Language Pedagogy.** New York: Longman Inc, 2001

Byrd, P. "Textbooks: Evaluation for Selection and Analysis for Implementation", In M. Celce-Murcia (Ed.). **Teaching English as a Second or Foreign Language,** 3rd ed. Boston, MA: Heinle & Heinle, 2001.

Cakit, I. **The Evaluation of the EFL Textbook "New Bridge to Success" From the Respectative of Students and Teachers**. Master's thesis: The Middle East Technical University, 2006.

Chaisongkram, C. **An Analysis of English Textbook: Mega Goal 1.** Master's thesis: Thammasat University, 2011

Charalambous, A. C. (2011) **The Role and Use of Course Books in EFL**. http://files.eric.ed.gov/fulltext/ED524247.pdf. , April 4, 2017

Cunningsworth, A. **Evaluating and selecting EFL teaching materials**. London: Heinemann Educational Books. 1984

_____. Evaluating teachers guides. **ELT Journal** 45(2):128-139; 1991

_____. **Choosing your Coursebook.** Oxford: Heinemann, 1995

Daoud, A. M. and Celce-Murcia, M. "Selecting and evaluating a textbook", In **TESL or TEFLP**. M. Celce-Murcia and L. McIntosh, editors. New York: Newsbury House, 1979.

Deuri, C. An Evaluative Study of Text Book in English at Higher Secondary Level, **International Journal of Science, Environment and Technology**. 1(1):24-28; 2012.

REFERENCES (CONTINUED)

Ghorbani, M. R. "Quantification and Graphic Representation of EFL Textbook
   Evaluation Results," In **Theory and Practice in Language Studies**.
   Finland: Acadamy Publisher. 2011.

Garinger, D. Textbook Selection for the ESL Classroom. **ERIC Digest**.
   http://mcael.org/uploads/File/provider_library/Textbook_Eval_CAL.pdf,
   December, 2002.

Khalili, M., and Jodai, H. **Evaluation of WorldView Textbooks; Textbooks
   Taught at a Military University**. Master's Thesis: The University of
   Guilan -Iran. 2012.

Hutchinson, T., and Waters, A. **English for Specific Purposes: A Learning-Centred
   Approach.** Glassgow: Cambridge University Press, 1995

Kitao, K., & Kitao, K. S. (1997). "Selecting and developing teaching/learning
   materials," **The Internet TESL Journal**.
   http:iteslj.org/Articles/KitaoMaterials.html. April, 2017

Lawrence, W. P. W. **Textbook Evaluation: A Framework for Evaluating the
   Fitness of the Hong Kong New Secondary School (NSS) Curriculum**.
   Master Thesis: University of Hong Kong, 2011.

Litz, D. R. (2011). "Textbook Evaluation And ELT Management: A South Korean
   Case Study," **Asian EFL Journal**.
   http:///C:/Users/sso3/Desktop/Litz_thesis.pdf. May, 2017.

McGrath, Ian. **Materials Evaluation and Design for Language Teaching.**
   Edinburgh: Edinburgh University Press, 2001.

Ministry of Education. **The Basic Education Core Curriculum B.E. 2551 (A.D.
   2008)**. Bangkok: Kurusapa Ladprao Publishing, 2008.

Murcia, M. C. **Teaching English as a Second or Foreign Language**. Boston, MA:
   Heinle & Heinle, 2001.

New World Encyclopedia (2018). **Index (publishing).**
   http://www.newworldencyclopedia.org/entry/Index_(publishing). May 13,
   2018

REFERENCES (CONTINUED)

Richards, J.C. (2008). **The Role of Textbooks in a Language Program**,
   http://aaboori.mshdiau.ac.ir/FavouriteSubjects/role-of-textbooks.pdf , May,
   2017

Heinle and et al.(2013). "A Critical Look at Textbook Evaluation: A Case Study of
   Evaluating an ESP Course-Book: English for International Tourism",
   International Research Journal of Applied and Basic Sciences.
   http://www.irjabs.com/files_site/paperlist/r_684_130209103353.pdf. May,
   2017.

Sheldon, L. E. "Evaluating ELT textbooks and materials", **ELT Journal**. 42(4): 237-
   246; October, 1988.

Sribayak, V. "Teachers and Their Textbook Selection", **Thammasat Review**.
   16(3): 238-245, 2013.

Tomlinson, B. **Materials Development in Language Teaching**. Cambridge:
   Cambridge University Press, 2003.

APPENDICES

APPENDIX A

EVALUATION CHECKLIST

"Smile 6" Textbook Evaluation Checklist

Source: Daoud and Celce-Murcia (1979) and Cunningsworth (1995)

Items of Evaluation	Yes	No
A. Contents		
Subject Matter 1. The topics are appropriate to students' experiences and age.		
2. There are varieties and ranges of topics.		
3. The students are able to relate their prior knowledge and experience to the social and cultural contexts presented in the textbook.		
Vocabulary 4. The vocabulary load (i.e. the number of new words introduced in every lesson) seems suitable for the students of that level.		
5. The new vocabulary is repeated in subsequent lessons for reinforcement.		
6. The vocabulary glossary is included in the textbook.		
Structure 7. The textbook covers the main grammar items appropriate to what students' requirements.		
8. The grammar rules presented in a logical manner and in increasing order of difficulty.		
Skills 9. Practicing in all four skills is included.		
10. The textbook includes material for pronunciation work, such as practice listening to a dialogue.		

Items of Evaluation	Yes	No
11. Listening material are well recorded, as authentic as possible, accompanied by background information, questions which help comprehension.		
12. Reading passages are suitable for students' levels and interests.		
13. Material for spoken English (dialogues, roleplays, etc) is well designed to equip learners for real-life interactions.		
14. There is guidance/control for student to practice writing.		
Exercise 15. The tasks exploit language in a communicative or 'real-world' way.		
16. There are interactive activities that require students to use new language points to communicate.		
17. The exercises promote meaningful communication by referring to realistic activities and situations.		
A. **Designs**		
18. There is an index of language items (i.e. list of names, places, and/or subjects covered in a book).		
19. The illustration is authentic and interesting enough that students will enjoy reading it.		
20. The illustrations printed close enough to the text and directly related to the content to help the learner understand the printed text.		
21. The illustrations are clear, simple, and free of unnecessary details that may confuse the learner.		
22. The size of the book seems convenient for the students to handle.		
23. The cover of Smile 6's textbook is durable enough to withstand wear.		

Items of Evaluation	Yes	No
24. The font size is appropriate for the intended students.		
25. The textbook is attractive (i.e. page appearance, binding).		

APPENDIX B

Item objective congruence index

IOC: Item Objective Congruence Index questionnaire

Instructions: Considering the congruence between the objectives and the items of evaluation for using in the Evaluation Checklist to find suitability of an English textbook.

Please tick (/) in the columns that represent your level of agreement by using the following scales to rate each item.

+1 = Agree   0 = Undecided   -1 = Disagree

Objectives	Items of Evaluation	Level of Agreement		
Standard Strands of English Program	**A. Contents**	**+1**	**0**	**-1**
Strand 4 **Language and Relationship with Community and the World** **Standard F4.2:** Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community **Strand 3** **Language and Relationship with Other Learning Areas** Standard F3.1: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view	**Topic** 1.The topics are appropriate to students' experiences and age.			
	2.There are enough varieties and ranges of topics.			
	3.The students are able to relate the social and cultural contexts presented in the textbook.			
Strand1 **Language for Communication** **Standard F1.3:** Ability to present data, information, concepts and views about various matters through speaking and writing	**Vocabulary** 4.The vocabulary load (i.e. the number of new words introduced in every lesson) seems suitable for the students of that level.			
	5.The new vocabulary is repeated in subsequent lessons for reinforcement.			
	6. The vocabulary glossary is included in the textbook..			
Strand 2 Language and Culture **Standard F2.2**: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language	**Structure** 7. The textbook covers the main grammar items appropriate to what learners' needs into account.			

Objectives	Items of Evaluation	Level of Agreement		
	8.The grammar rules presented in a logical manner and in increasing order of difficulty.			
Strand1 **Language for Communication** **Standard F1.2**: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions **Standard F1.3:** Ability to present data, information, concepts and views about various matters through speaking and writing	**Skills** 9.Practicing in all four skills is included.			
	10.The textbook includes material for pronunciation work such as listening or dialogue practice.			
	11.Listening material are well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension.			
	12.Reading passage and associated activities are suitable for your students' levels, interests, and support higher order thinking skills.			
	13.Material for spoken English (dialogues, roleplays, etc) are well designed to equip learners for real-life interactions.			
	14. Writing activities suitable in terms of amount of guidance/control, degree of accuracy, and use of appropriate style.			
Strand 4 **Language and Relationship with Community and the World** Standard F4.1 : Ability to use foreign languages in various situations in school, community and society	**Exercise** 15.The tasks exploit language in a communicative or 'real-world' way.			
	16. There are interactive and task-based activities that require students to use new vocabulary to communicate.			
	17.The exercises promote meaningful communication by referring to realistic activities and situations.			
	B. **Designs**			
'**Designs**' refers to the organization, illustrations, and physical make-up of the textbook.	18. There is an index of language items (i.e. list of names, places, and/or subjects covered in a book).			
	19. The illustrations are authentic and interesting enough that students will			

Objectives	Items of Evaluation	Level of Agreement		
	enjoy reading it.			
	20. The illustrations printed close enough to the text and directly related to the content to help the learner understand the printed text..			
	21. The illustrations are clear, simple, and free of unnecessary details that may confuse the learner.			
	22. The size of the book seems convenient for the students to handle.			
	23. The cover of Smile 6's textbook is durable enough to withstand wear.			
	24. The font size appropriate for the intended learners.			
	25. The textbook is attractive (i.e., cover, page appearance, binding).			

APPENDIX C

Examples of Smile 6 textbook

Examples of Smile 6 textbook

3 Look and match.

1. Point to the word *book*.
2. Open your book.
3. Listen carefully.
4. Line up.
5. Raise your hand.
6. Look at this.
7. Read after me.
8. Be quiet.

a. b. c. d. e. f. g. h.

4 Answer the questions.

1. Where were you at ten o'clock in the morning last Sunday?
   _____.
2. Who was with you?
   _____.
3. Was it fun?
   _____.

64

Smile 6   3

Unit 1

What do you want to be?

1 What can you see?
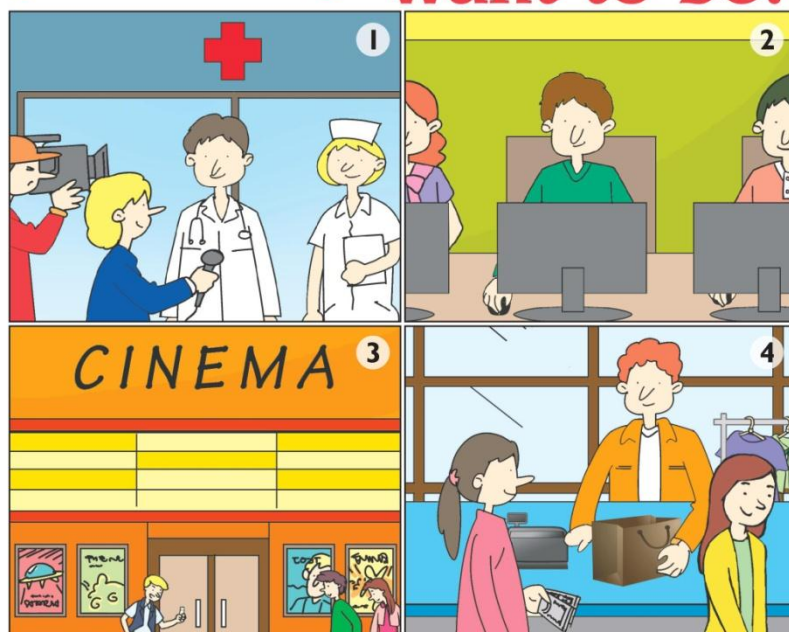
2 Look, listen and answer.

1. _____
2. _____
3. _____
4. _____
5. _____

4
smile 6

Lesson 1

1 Listen, point and repeat.

Word box

bossy   friendly   confident

kind   shy

2 Listen and complete.

a. David is _____.

b. Pat is _____.

c. Kate is _____.

d. Polly is _____.

e. John is _____.

5
Smile 6

3 Read and match. 👀 ✏️ 📩

1. Are you kind?
2. Are you confident?
3. Are you friendly?
4. Are you bossy?
5. Are you shy?
6. Are you good at art?

a. Sometimes! I tell my friends to do their homework.
b. Sometimes! I don't like talking in front of the class!
c. Yes, I am good at art.
d. Yes, I am. I always help my friends with their homework.
e. Yes, I am. I love meeting and talking to people.
f. Yes, I am. I like doing new things.

4 Point to the pictures. Then ask and answer. 👆 💬

Kate   David   John   Polly   Pat

Who's that?

That's Kate.

Is she bossy?

Yes, she is bossy.

6
smile 6

5 **Read the e-mail and answer the questions.** 👀 😊

Send Attach Save Draft Spelling ▾ Cancel Draft autosaved at 11:19 AM

To: Show BCC
Cc:
Subject: Plain Text
Tahoma ▾ 18 ▾ **B** *I* U 🖊 ✏ 😊 😊 — ≡ ≔ ⬚ Hide Stationery ⊕

Dear Laura,

Hi, my name is Linda. I am eleven years old.
I am Australian and I live in Sydney. I am tall and
I have got brown hair and brown eyes. I like meeting
people. I like animals. I have got a dog and a cat.
I also love sports. I play tennis and basketball.

Write back and tell me about yourself.

Bye for now,

Linda

📎 Attach files more easily

1. How old is Linda?
2. What does she look like?
3. What is her nationality?
4. Is she friendly?
5. Has she got any pets?
6. What sports does she like?

6 **Write an e-mail to Linda. Use the e-mail above as a model.**
🖊 📖

Hi Linda,
My name's _____
_____
_____
_____
_____
_____
_____

English sounds

Listen and say. 🎧 😊

shy   **ch**ild   **sh**oe   **ch**ew

7
Smile 6

Lesson 2

1 Listen, point and repeat.

Word box

actor	artist	writer	nurse

computer programmer	photographer	musician
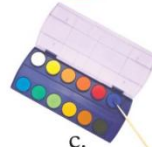
2 Read and match.

1. Tom writes programmes for computers.
2. Henry takes photographs for a magazine.
3. Sue plays the piano and the guitar.
4. Elizabeth writes stories.
5. Mary works in a hospital.
6. Ken is playing a doctor in a film.
7. Harry paints pictures.

a. She is a musician.
b. She is a nurse.
c. He is an actor.
d. He is a computer programmer.
e. He is an artist.
f. He is a photographer.
g. She is a writer.

8
Smile

3 Listen and match the names with the pictures. 🎧 ✏️ 📨

Mark	Betty	Harry	Ben

☐ ☐ ☐ ☐

a.   b.   c.   d.

• **Now complete the sentences.**

1. Mark wants to be an _____.
2. Betty wants to be a _____.
3. Harry wants to be an _____.
4. Ben wants to be a _____.

4 Listen and draw lines to match the names with jobs and their reasons. 🎧 ✏️ 📨

Names	Jobs	Why?
1. Julia	actor	She likes helping people.
2. Betty	nurse	She likes reading and writing.
3. May	artist	He likes acting.
4. Ken	writer	She is good at painting pictures.

• **Now practise.**

Why does Julia want to be a nurse?

Because she likes helping people.

9
smile

5 Read and choose a job for each of them. 👀 ✏️ 📣

| dancer | computer programmer | reporter |

Catherine is twelve years old. She is good at maths and science. She likes numbers and she is good at solving problems. What job should she do?

Andy is fourteen years old. He likes reading and writing. He is good at speaking and asking questions too. What job should he do?

Tina is thirteen years old. She is confident. She likes dancing and sports. She is good at making things with her hands. What job is good for her?

6 Ask and answer. 😄

What do you want to be?

Why?

I want to be a writer.

Because I like reading and writing. How about you?

I want to be a reporter. I like talking to people.

Remember!
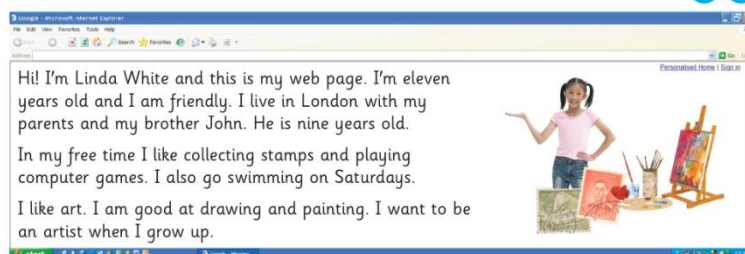He is good at maths/writing.

Remember!
Why do you want to be a writer?
Because I like reading and writing.

10
smile 6

7 Read Linda White's web page and complete the text.

Hi! I'm Linda White and this is my web page. I'm eleven years old and I am friendly. I live in London with my parents and my brother John. He is nine years old.

In my free time I like collecting stamps and playing computer games. I also go swimming on Saturdays.

I like art. I am good at drawing and painting. I want to be an artist when I grow up.

Linda is 1) _____ years old. She lives in 2) _____.
She has got one 3) _____. Linda wants to be an
4) _____ because she is good at 5) _____ and
6) _____. She likes 7) _____ and 8) _____ in her
free time.

8 Read the card and write about Andy Parker. Use the reading as a model.

Name: Andy Parker
Age: 12
Personality: bossy
Hobbies: watching TV, playing computer games
Sport: skateboarding
Good at: I.T.
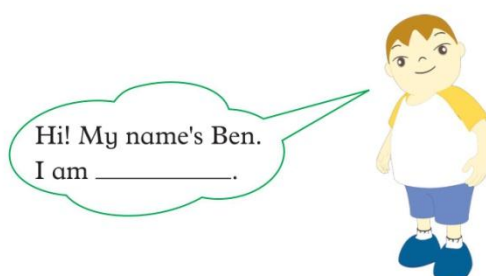**Wants to be:** computer programmer

This is Andy Parker. _____
_____
_____
_____
_____
_____
_____

Your word book
Draw and write the words.

Smile

11
Smile 6

Smile activities
Review time

1 Work with a friend. Ask and answer the questions.

What do you like doing in
your free time?
What are you good at?
Are you shy/confident/bossy/kind?
What do you want to be? Why?

What do you like doing in your free time?
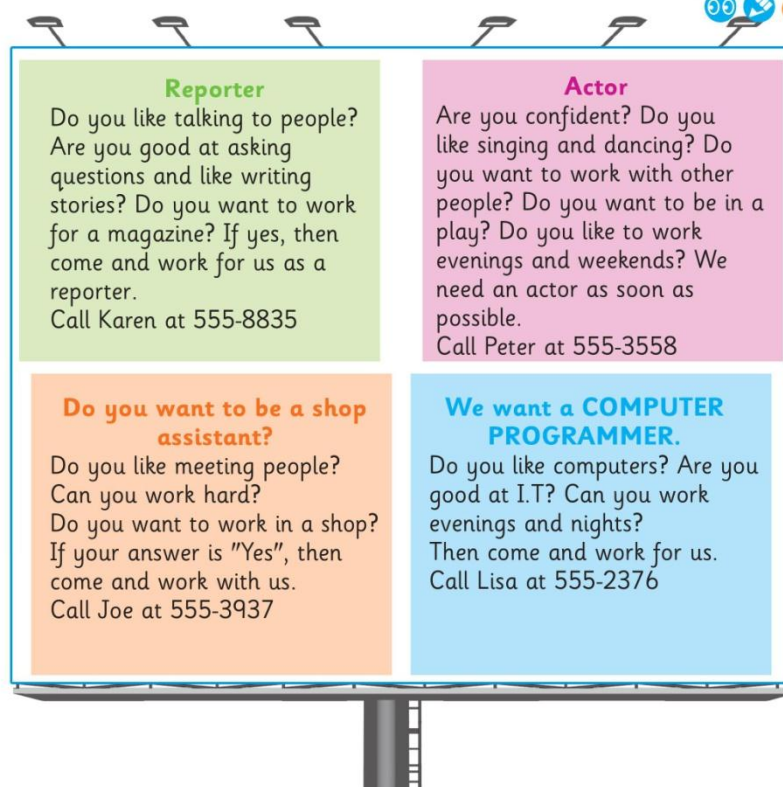
I like playing computer games.

2 Complete the text about yourself. Then tell your friends.

Hi! My name's _____. I'm _____ years old. I'm a student at _____. I'm good at _____. I'm not good at _____. I like _____ in my free time. Sometimes I'm _____. I want to be a _____ because _____.

Hi! My name's Ben.
I am _____.

12
Smile 6

3 **Read the job advertisements and complete the sentences.**

Reporter
Do you like talking to people? Are you good at asking questions and like writing stories? Do you want to work for a magazine? If yes, then come and work for us as a reporter.
Call Karen at 555-8835

Actor
Are you confident? Do you like singing and dancing? Do you want to work with other people? Do you want to be in a play? Do you like to work evenings and weekends? We need an actor as soon as possible.
Call Peter at 555-3558

Do you want to be a shop assistant?
Do you like meeting people?
Can you work hard?
Do you want to work in a shop?
If your answer is "Yes", then come and work with us.
Call Joe at 555-3937

We want a COMPUTER PROGRAMMER.
Do you like computers? Are you good at I.T? Can you work evenings and nights?
Then come and work for us.
Call Lisa at 555-2376

1. Mark is friendly. He likes reading and writing stories.
   He should be a _____.
2. Jenny is confident. She likes singing and dancing. She is happy to work with other people.
   She should be an _____.
3. Martha is kind. She likes meeting people and can work hard.
   She should be a _____.
4. Tony is good at I.T. and he likes computers.
   He should be a _____.

13
Smile 6

VITAE

Name	Miss Tassica Angkaew
Education Background	2010 Khon Kaen University
	Bachelor of Arts (English)
Office/Workplace	Choomchonbamwangsabang School
	Ubon Ratchatani
Occupation	English Teacher
Current Address	465 Sisaket- Ubon Ratchathani Road
	Sisaket, 33000
	tassiica@gmail.com