

APPENDIX A

高中英語教師教材選用考量表

親愛的老師：您好！

首先謝謝您能撥空填答這份問卷。本問卷的主要目的是想要瞭解老師們在選擇教材時可能會考慮到的因素。您所填寫的資料僅做為學術研究之用，敬請放心填答。填答時，請按照您自己實際的情況和感受在適當處填寫。並請您於一週內將填好的問卷交由負責的人統一寄回。

謝謝您寶貴的意見，謹致上誠摯的謝意！

國立政治大學語言所 研究生

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第一部分 基本資料（請依據您個人實際狀況在適當的地方勾選或填答）

- 1、性別： 男 女
- 2、任教地區： 台北市（_____區如大安區）
台北縣（ 縣轄市 鄉鎮 偏遠地區）
- 3、任教學校： 公立高中 私立高中
- 4、最高學歷： 碩士學位（含）以上 研究所四十學分班 大學
- 5、大學修課狀況： 主修英文 輔修英文 其他 _____（請說明）
- 6、任教年資（含代課或教育實習）： 1年內 1-5年 6-10年
11-15年 16-20年 21年以上
- 7、年齡： 25歲以下 26-30歲 31-35歲 36-40歲 41-45歲
46-50歲 51歲以上
- 8、目前任教身分（可重複填答）： 實習 代課 正式 其他 _____
（如導師或組長）
- 9、參加過有關教材評選方面的研習次數（近兩年來）：
從未參加 1次 2-3次 4-5次 5次以上
- 10、上述研習的主辦單位為：
政府教育行政單位如教育部或各大學，共 _____ 次
任教學校，共 _____ 次

背頁還有，請翻面。

出版商如遠東或龍騰，共 _____ 次

其他，共 _____ 次

11、曾經使用過幾套教材： 一套 二套 三套 四套以上

12、貴校目前各年級使用的英語教科書版本為(如有其它補充教材請一併填寫):

一年級 _____

二年級 _____

三年級 _____

第二部分 影響教材選取的外在因素 (請在問題敘述右邊的數字中圈選一個代表您實際情形的數字。數字愈大，表示該選項影響的程度愈高；數字愈小，表示該選項影響的程度愈低。)

| | 高 | | | | 低 |
|---------------------------|---|---|---|---|---|
| | ← | | | | |
| 1、大多數學生的程度與學習需求之考量。 | 5 | 4 | 3 | 2 | 1 |
| 2、您本身的教學信念與教學方法。 | 5 | 4 | 3 | 2 | 1 |
| 3、您本身的語文能力。 | 5 | 4 | 3 | 2 | 1 |
| 4、您本身職務角色的不同如擔任導師或專任英文老師。 | 5 | 4 | 3 | 2 | 1 |
| 5、家長對您教學的期許。 | 5 | 4 | 3 | 2 | 1 |
| 6、同儕英語教師的壓力。 | 5 | 4 | 3 | 2 | 1 |
| 7、學校的辦學理念。 | 5 | 4 | 3 | 2 | 1 |
| 8、專家學者的意見與評語。 | 5 | 4 | 3 | 2 | 1 |
| 9、已使用過教材老師的心得與意見。 | 5 | 4 | 3 | 2 | 1 |
| 10、編輯團隊的專業能力與學術地位。 | 5 | 4 | 3 | 2 | 1 |
| 11、出版商的信譽以及有良好意見反映的溝通管道。 | 5 | 4 | 3 | 2 | 1 |
| 12、行銷人員的服務態度與售後服務。 | 5 | 4 | 3 | 2 | 1 |
| 13、瀏覽時的第一印象。 | 5 | 4 | 3 | 2 | 1 |
| 14、大學聯考的考量。 | 5 | 4 | 3 | 2 | 1 |
| 15、教材的價格是否合宜。 | 5 | 4 | 3 | 2 | 1 |

第三部分 影響教材選取的內在因素

| | 高 | | | | 低 |
|---------------------------------|---|---|---|---|---|
| | ← | | | | |
| 16、教材編撰符合高中課程綱要。 | 5 | 4 | 3 | 2 | 1 |
| 17、內容編寫與活動設計符合溝通式教學理念。 | 5 | 4 | 3 | 2 | 1 |
| 18、內容、活動設計包含各種語言溝通功能。 | 5 | 4 | 3 | 2 | 1 |
| 19、教材內容有組織，且採螺旋向上、反覆練習的模式。 | 5 | 4 | 3 | 2 | 1 |
| 20、教材份量配合上課時數及實際教學需要。 | 5 | 4 | 3 | 2 | 1 |
| 21、教材內容與國中的教材有良好的銜接。 | 5 | 4 | 3 | 2 | 1 |
| 22、教材配套完整（如課本、習作等），說明清楚，使用方便。 | 5 | 4 | 3 | 2 | 1 |
| 23、教材中使用之英語文正確、自然、流暢。 | 5 | 4 | 3 | 2 | 1 |
| 24、教材單元主題及體裁多樣化。 | 5 | 4 | 3 | 2 | 1 |
| 25、內容主題不具性別、種族、文化歧視及刻板印象。 | 5 | 4 | 3 | 2 | 1 |
| 26、內容主題具時效性，充分反映當代的文化與生活。 | 5 | 4 | 3 | 2 | 1 |
| 27、語言能力之培養包含聽、說、讀、寫四種能力之均衡發展。 | 5 | 4 | 3 | 2 | 1 |
| 28、語言練習活動充足且多樣化，促進學生學習動機。 | 5 | 4 | 3 | 2 | 1 |
| 29、文法句型避免枯燥機械之練習，能配合有意義、有情境之活動。 | 5 | 4 | 3 | 2 | 1 |
| 30、字彙句型反覆出現，充分複習。 | 5 | 4 | 3 | 2 | 1 |
| 31、教材提供合適且足夠的字彙量。 | 5 | 4 | 3 | 2 | 1 |
| 32、提供各種聽音、辨音、聽力理解練習活動。 | 5 | 4 | 3 | 2 | 1 |
| 33、提供真實、自然的會話範例，及各式口語練習活動。 | 5 | 4 | 3 | 2 | 1 |
| 34、閱讀教學按照閱讀前、閱讀中、閱讀後的順序安排活動。 | 5 | 4 | 3 | 2 | 1 |
| 35、提供閱讀技巧練習活動。 | 5 | 4 | 3 | 2 | 1 |
| 36、閱讀的文章多樣化，且兼具趣味性與教育性。 | 5 | 4 | 3 | 2 | 1 |
| 37、提供合適的文學賞析活動且選文具有一定的可讀性。 | 5 | 4 | 3 | 2 | 1 |
| 38、提供各種寫作練習活動，如填表、造句、引導寫作等。 | 5 | 4 | 3 | 2 | 1 |
| 39、發音教學活動合宜如有音標教學，且配有 CD 可供練習。 | 5 | 4 | 3 | 2 | 1 |
| 40、版面設計符合實用、美觀、大方之原則。 | 5 | 4 | 3 | 2 | 1 |
| 41、插畫、圖表清晰、優美，且能與主題及活動內容配合。 | 5 | 4 | 3 | 2 | 1 |
| 42、印刷清楚，字體大小合宜、不反光，不傷學生視力。 | 5 | 4 | 3 | 2 | 1 |
| 43、教師手冊提供清楚明確的教學目標及教學方法與活動說明。 | 5 | 4 | 3 | 2 | 1 |
| 44、教師手冊提供相關的文化背景以及補充資料。 | 5 | 4 | 3 | 2 | 1 |
| 45、提供的習作能夠加強學生在課堂上所學之內容與語言能力。 | 5 | 4 | 3 | 2 | 1 |
| 46、提供多元的評量模式與合適的測驗卷。 | 5 | 4 | 3 | 2 | 1 |
| 47、備有提升學習效果之視聽教材或其他輔助教具。 | 5 | 4 | 3 | 2 | 1 |

背頁還有，請翻面。

第四部分 影響教材選取的其他因素

48、除了上述的影響因素外，在您選取教材時還會考量什麼？

- a. 沒有。
- b. 有。我會考量 _____

49、在您選取教材時，下列何者是您考量的最大因素？

- a. 上述的外在因素。
- b. 上述的內在因素。
- c. 兩者皆是。
- d. 其他因素。(請說明)_____

50、貴校的教材評選委員是由下列何者所組成？

- a. 校長、學校行政人員(含教務主任)、英語科老師、學生、家長。
- b. 校長、學校行政人員(含教務主任)、英語科老師。
- c. 校長、英語科老師。
- d. 學校行政人員(含教務主任)、英語科老師。
- e. 英語科老師。

51 在評選教材時，您是否有參考任何審查指標(checklist)？

- a. 沒有。
- b. 有，是由學校提供。
- c. 有，是由自己找資料。
- d. 有，是由政府教育機關提供。
- e. 有，是由書商提供。
- f. 其他。_____

52 承上題，您是否滿意所使用的審查指標？

- a. 滿意。原因：_____
- b. 不滿意。原因：_____

53、根據您的經驗，如果選出來的教材並不能達到預期的效果，您通常會修正下列哪些考量的因素？

- a. 上述的外在因素。
- b. 上述的內在因素。
- c. 其他因素。(請說明)_____

54、您覺得透過下列哪些方法，可幫助您在選取教材時，有更全面的考量？

- a. 參加研習。
- b. 閱讀相關書刊。
- c. 與同事討論。
- d. 其他。(請說明) _____

辛苦了！本問卷共有 4 頁，請再次檢查是否有漏填之處，謝謝您的耐心填答！

若您願接受更進一步的訪談，請在下面填寫詳細的資料。謝謝！

姓名：

任教學校：

聯絡方式（擇一即可）家（）：

公（）：

手機：

E-Mail：

適當時間：

APPENDIX B

Table 4.1

問卷回收表

| 校名 | 行政區 | 寄發份數 | 回收份數 |
|-----------|-----|------|------|
| 1.市立大同高中 | 中山區 | 20 | 15 |
| 2.市立中山女中 | 中山區 | 20 | 7 |
| 3.私立中興中學 | 中山區 | 10 | 3 |
| 4.私立立人高中 | 萬華區 | 10 | 2 |
| 5.市立復興高中 | 北投區 | 20 | 9 |
| 6.私立十信高中 | 北投區 | 10 | 5 |
| 7.市立中正中學 | 北投區 | 20 | 4 |
| 8.市立西松高中 | 松山區 | 15 | 6 |
| 9.市立內湖高中 | 內湖區 | 20 | 14 |
| 10.私立強恕中學 | 中正區 | 10 | 5 |
| 11.市立和平高中 | 大安區 | 15 | 6 |
| 12.國立師大附中 | 大安區 | 20 | 7 |
| 13.市立明倫高中 | 大同區 | 15 | 9 |
| 14.市立南港高中 | 南港區 | 15 | 10 |
| 15.市立育成高中 | 南港區 | 15 | 7 |
| 16.市立陽明高中 | 士林區 | 15 | 11 |
| 17.市立百齡高中 | 士林區 | 15 | 8 |
| 18.市立萬芳高中 | 文山區 | 15 | 4 |
| 19.私立東山中學 | 文山區 | 10 | 8 |
| 20.私立聖心女中 | 八里鄉 | 10 | 4 |
| 21.縣立石碇中學 | 石碇鄉 | 10 | 7 |
| 22.縣立雙溪中學 | 雙溪鄉 | 10 | 6 |
| 23.國立華僑中學 | 板橋市 | 15 | 7 |
| 24.縣立秀峰中學 | 汐止市 | 10 | 5 |
| 25.國立泰山高中 | 泰山鄉 | 15 | 8 |
| 26.私立金陵女中 | 三重市 | 10 | 7 |
| 27.私立醒吾高中 | 林口鄉 | 10 | 8 |
| | 總數 | 380 | 192 |

APPENDIX C

Table 4.1.1

a

| Gender | Male | Female |
|------------|--------|--------|
| Number | 19 | 166 |
| Percentage | 10.2 % | 89.8 % |

b

| School location | Taipei city | Taipei county |
|-----------------|-------------|---------------|
| Number | 133 | 52 |
| Percentage | 71.8 % | 28.2 % |

c

| School type | Public | Private |
|-------------|--------|---------|
| Number | 143 | 42 |
| Percentage | 77.3 % | 22.7 % |

d

| Education | Master's degree | 40 credits | Bachelor's degree |
|------------|-----------------|------------|-------------------|
| Number | 78 | 25 | 82 |
| Percentage | 42.1 % | 14.6 % | 44.3 % |

e

| Major | English major | English minor |
|------------|---------------|---------------|
| Number | 174 | 11 |
| Percentage | 94 % | 6 % |

f

| Service years | Below 1 | 1-5 | 6-10 | 11-15 | 16-20 | Above 21 |
|---------------|---------|--------|--------|--------|--------|----------|
| Number | 19 | 42 | 40 | 33 | 23 | 27 |
| Percentage | 9.9 % | 22.4 % | 20.8 % | 18.8 % | 11.5 % | 16.7 % |

g

| Age | Below 25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | Above 50 |
|------------|----------|--------|--------|--------|--------|--------|----------|
| Number | 9 | 39 | 41 | 30 | 30 | 27 | 8 |
| Percentage | 5.7 % | 20.3 % | 21.4 % | 17.2 % | 15.6 % | 14.1 % | 5.7 % |

h

| Status | Intern teachers | Substitute teachers | Regular teachers |
|------------|-----------------|---------------------|------------------|
| Number | 5 | 9 | 171 |
| Percentage | 4.2 % | 4.7 % | 91.1 % |

i

| | | | | | |
|--|--------|--------|--------|-------|---------|
| Frequency for attending workshops on textbook selection in the recent two years. | None | 1 | 2-3 | 4-5 | Above 5 |
| Number | 84 | 34 | 53 | 3 | 11 |
| Percentage | 45.3 % | 17.7 % | 28.6 % | 2.1 % | 7.3 % |

j

| | | | | |
|-------------------------------------|--------|--------|--------|---------|
| The sets of textbooks you have used | 1 | 2 | 3 | Above 4 |
| Number | 41 | 87 | 45 | 11 |
| Percentage | 21.5 % | 45.5 % | 23.6 % | 9.4 % |

k

| | | | |
|---|----------------------|----------------------|----------------------|
| The set of textbook being used in your school | Publishing company F | Publishing company S | Publishing company L |
| Number | 102 | 65 | 18 |
| Percentage | 55.2 % | 34.9 % | 9.9 % |

APPENDIX D

Table 4.1.2a Descriptive Statistics of External factors among Total Subjects

| External factors | Ranking | Mean | SD |
|--|----------|-------------|-------------|
| 1. Most students' English proficiency and leaning needs | 1 | 4.37 | 0.83 |
| 2. Teachers' pedegogical belief and teaching method | 3 | 4.02 | 0.91 |
| 3. Teachers' English proficiency | 12 | 2.86 | 1.34 |
| 4. Teachers' various roles such as English teachers or mentors | 15 | 2.30 | 1.30 |
| 5. Parents' expectations | 14 | 2.66 | 1.24 |
| 6. Colleagues' pressure | 13 | 2.78 | 1.15 |
| 7. School's leadership | 7 | 2.89 | 1.18 |
| 8. Scholars' opinions | 9 | 3.19 | 1.17 |
| 9. Opinions from teachers having used the textbook | 2 | 4.13 | 0.86 |
| 10. Compilers' profession and academic status | 7 | 3.75 | 1.04 |
| 11. Publishers' reputation | 4 | 3.97 | 0.89 |
| 12. Salespersons' service | 5 | 3.83 | 1.00 |
| 13. First impression of the textbook | 8 | 3.54 | 0.96 |
| 14. Joint College Entrance Examination | 6 | 3.80 | 1.06 |
| 15. The price of the textbook | 10 | 2.89 | 1.10 |

(Top five priorities were high-lit in boldface)

APPENDIX E

Table 4.1.2b

b-1. Descriptive Statistics of External Factors among Subjects of Public Schools

| External factors | Ranking | Mean | SD |
|--|----------|-------------|-------------|
| 1. Most students' English proficiency and leaning needs | 1 | 4.35 | 0.82 |
| 2. Teachers' pedegogical belief and teaching method | 3 | 4.06 | 0.91 |
| 3. Teachers' English proficiency | 11 | 2.78 | 1.31 |
| 4. Teachers' various roles such as English teachers or mentors | 15 | 2.20 | 1.27 |
| 5. Parents' expectations | 14 | 2.57 | 1.21 |
| 6. Colleagues' pressure | 12 | 2.77 | 1.18 |
| 7. School's leadership | 13 | 2.76 | 1.15 |
| 8. Scholars' opinions | 9 | 3.15 | 1.19 |
| 9. Opinions from teachers having used the textbook | 2 | 4.16 | 0.81 |
| 10. Compilers' profession and academic status | 6 | 3.76 | 1.07 |
| 11. Publishers' reputation | 4 | 4.00 | 0.89 |
| 12. Salespersons' service | 5 | 3.90 | 0.96 |
| 13. First impression of the textbook | 8 | 3.56 | 0.99 |
| 14. Joint College Entrance Examination | 7 | 3.75 | 1.08 |
| 15. The price of the textbook | 10 | 2.95 | 1.08 |

(Top five priorities were high-lit by boldface)

b-2. Descriptive Statistics of External Factors among Subjects of Private Schools

| External factors | Ranking | Mean | SD |
|--|----------|-------------|-------------|
| 1. Most students' English proficiency and leaning needs | 1 | 4.45 | 0.86 |
| 2. Teachers' pedegogical belief and teaching method | 4 | 3.83 | 0.90 |
| 3. Teachers' English proficiency | 11 | 3.21 | 1.41 |
| 4. Teachers' various roles such as English teachers or mentors | 14 | 2.71 | 1.35 |
| 5. Parents' expectations | 12 | 3.00 | 1.31 |
| 6. Colleagues' pressure | 13 | 2.81 | 1.04 |
| 7. School's leadership | 9 | 3.39 | 1.20 |
| 8. Scholars' opinions | 10 | 3.34 | 1.10 |
| 9. Opinions from teachers having used the textbook | 2 | 4.00 | 1.04 |
| 10. Compilers' profession and academic status | 6 | 3.73 | 0.90 |
| 11. Publishers' reputation | 5 | 3.81 | 0.91 |
| 12. Salespersons' service | 7 | 3.53 | 1.13 |
| 13. First impression of the textbook | 8 | 3.45 | 0.80 |
| 14. Joint College Entrance Examination | 3 | 3.97 | 0.94 |
| 15. The price of the textbook | 15 | 2.66 | 1.17 |

(Top five priorities were high-lit by boldface)

b-3. T-test on External Factors by Subjects of Public and Private Schools

| External factors | T | P-value |
|---|--------------|--------------|
| 1. Most students' English proficiency and leaning needs | -0.64 | 0.52 |
| 2. Teachers' pedegogical belief and teaching method | -1.32 | 0.18 |
| 3. Teachers' English proficiency | -1.78 | 0.07 |
| 4. Teachers' various roles such as English teachers or mentors | -2.29 | 0.02* |
| 5. Parents' expectations | -1.92 | 0.05 |
| 6. Colleagues' pressure | -2.21 | 0.83 |
| 7. School's leadership | -3.00 | 0.03* |
| 8. Scholars' opinions | -0.90 | 0.36 |
| 9. Opinions from teachers having used the textbook | 1.04 | 0.29 |
| 10. Compilers' profession and academic status | 0.15 | 0.87 |
| 11. Publishers' reputation | 1.19 | 0.23 |
| 12. Salespersons' service | 2.12 | 0.03* |
| 13. First impression of the textbook | 0.67 | 0.50 |
| 14. Joint College Entrance Examination | -1.12 | 0.26 |
| 15. The price of the textbook | 1.45 | 0.14 |

*P < 0.05

APPENDIX F

Table 4.1.2c

c-1. Descriptive Statistics of External Factors among Subjects of Urban Schools

| External factors | Ranking | Mean | SD |
|--|----------|-------------|-------------|
| 1. Most students' English proficiency and leaning needs | 1 | 4.44 | 0.74 |
| 2. Teachers' pedegogical belief and teaching method | 3 | 4.02 | 0.94 |
| 3. Teachers' English proficiency | 12 | 2.71 | 1.34 |
| 4. Teachers' various roles such as English teachers or mentors | 15 | 2.13 | 1.28 |
| 5. Parents' expectations | 14 | 2.60 | 1.25 |
| 6. Colleagues' pressure | 13 | 2.69 | 1.16 |
| 7. School's leadership | 10 | 2.82 | 1.18 |
| 8. Scholars' opinions | 9 | 3.18 | 1.17 |
| 9. Opinions from teachers having used the textbook | 2 | 4.07 | 0.89 |
| 10. Compilers' profession and academic status | 7 | 3.71 | 1.06 |
| 11. Publishers' reputation | 4 | 3.95 | 0.91 |
| 12. Salespersons' service | 5 | 3.83 | 1.02 |
| 13. First impression of the textbook | 8 | 3.62 | 0.96 |
| 14. Joint College Entrance Examination | 6 | 3.73 | 1.09 |
| 15. The price of the textbook | 11 | 2.79 | 1.11 |

(Top five priorities were high-lit in boldface)

c-2. Descriptive Statistics of External Factors among Subjects of Rural Schools

| External factors | Ranking | Mean | SD |
|--|----------|-------------|-------------|
| 1. Most students' English proficiency and leaning needs | 2 | 4.17 | 1.00 |
| 2. Teachers' pedegogical belief and teaching method | 4 | 4.00 | 0.82 |
| 3. Teachers' English proficiency | 9 | 3.25 | 1.28 |
| 4. Teachers' various roles such as English teachers or mentors | 15 | 2.75 | 1.24 |
| 5. Parents' expectations | 14 | 2.80 | 1.18 |
| 6. Colleagues' pressure | 13 | 3.01 | 1.11 |
| 7. School's leadership | 12 | 3.07 | 1.15 |
| 8. Scholars' opinions | 10 | 3.19 | 1.16 |
| 9. Opinions from teachers having used the textbook | 1 | 4.26 | 0.76 |
| 10. Compilers' profession and academic status | 6 | 3.86 | 0.98 |
| 11. Publishers' reputation | 3 | 4.00 | 0.84 |
| 12. Salespersons' service | 7 | 3.82 | 0.94 |
| 13. First impression of the textbook | 8 | 3.32 | 0.92 |
| 14. Joint College Entrance Examination | 5 | 3.98 | 0.93 |
| 15. The price of the textbook | 11 | 3.15 | 1.03 |

(Top five priorities were high-lit in boldface)

c-3. T-test on External Factors by Subjects of Urban and Rural Schools

| External factors | T | P-value |
|---|--------------|--------------|
| 1. Most students' English proficiency and leaning needs | 2.02 | 0.44 |
| 2. Teachers' pedegogical belief and teaching method | 0.14 | 0.88 |
| 3. Teachers' English proficiency | -2.46 | 0.01* |
| 4. Teachers' various roles such as English teachers or mentors | -2.92 | 0.04* |
| 5. Parents' expectations | -1.03 | 0.30 |
| 6. Colleagues' pressure | -1.76 | 0.08 |
| 7. School's leadership | -1.34 | 0.18 |
| 8. Scholars' opinions | -0.54 | 0.95 |
| 9. Opinions from teachers having used the textbook | -1.35 | 0.17 |
| 10. Compilers' profession and academic status | -0.87 | 0.38 |
| 11. Publishers' reputation | -0.29 | 0.77 |
| 12. Salespersons' service | 0.05 | 0.95 |
| 13. First impression of the textbook | 1.90 | 0.05 |
| 14. Joint College Entrance Examination | -1.44 | -2.03 |
| 15. The price of the textbook | 0.15 | 0.04* |

*P < 0.05

APPENDIX G

Table 4.1.2d

d-1. Descriptive Statistics of External Factors among Subjects of Senior Teachers

| External factors | Ranking | Mean | SD |
|--|----------|-------------|-------------|
| 1. Most students' English proficiency and leaning needs | 1 | 4.37 | 0.83 |
| 2. Teachers' pedegogical belief and teaching method | 3 | 4.03 | 0.86 |
| 3. Teachers' English proficiency | 10 | 2.97 | 1.38 |
| 4. Teachers' various roles such as English teachers or mentors | 15 | 2.28 | 1.32 |
| 5. Parents' expectations | 14 | 2.65 | 1.24 |
| 6. Colleagues' pressure | 13 | 2.80 | 1.17 |
| 7. School's leadership | 12 | 2.82 | 1.12 |
| 8. Scholars' opinions | 9 | 3.22 | 1.10 |
| 9. Opinions from teachers having used the textbook | 2 | 4.14 | 0.73 |
| 10. Compilers' profession and academic status | 5 | 3.90 | 1.02 |
| 11. Publishers' reputation | 4 | 4.03 | 0.76 |
| 12. Salespersons' service | 6 | 3.80 | 0.93 |
| 13. First impression of the textbook | 8 | 3.47 | 0.95 |
| 14. Joint College Entrance Examination | 7 | 3.73 | 1.08 |
| 15. The price of the textbook | 11 | 2.90 | 1.04 |

(Top five priorities were high-lit in boldface)

d-2. Descriptive Statistics of External Factors among Subjects of Young Teachers

| External factors | Ranking | Mean | SD |
|--|----------|-------------|-------------|
| 1. Most students' English proficiency and leaning needs | 1 | 4.37 | 0.81 |
| 2. Teachers' pedegogical belief and teaching method | 3 | 4.00 | 0.95 |
| 3. Teachers' English proficiency | 12 | 2.75 | 1.30 |
| 4. Teachers' various roles such as English teachers or mentors | 15 | 2.29 | 1.27 |
| 5. Parents' expectations | 14 | 2.64 | 1.23 |
| 6. Colleagues' pressure | 13 | 2.74 | 1.13 |
| 7. School's leadership | 10 | 2.93 | 1.23 |
| 8. Scholars' opinions | 9 | 3.14 | 1.22 |
| 9. Opinions from teachers having used the textbook | 2 | 4.11 | 0.96 |
| 10. Compilers' profession and academic status | 7 | 3.62 | 1.04 |
| 11. Publishers' reputation | 4 | 3.92 | 0.99 |
| 12. Salespersons' service | 5 | 3.86 | 1.06 |
| 13. First impression of the textbook | 8 | 3.59 | 0.96 |
| 14. Joint College Entrance Examination | 6 | 3.85 | 1.03 |
| 15. The price of the textbook | 11 | 2.86 | 1.15 |

(Top five priorities were high-lit in boldface)

d-3. T-test on External Factors by Subjects of Senior and Young Teachers

| External factors | T | P-value |
|--|-------|---------|
| 1. Most students' English proficiency and leaning needs | 0.35 | 0.72 |
| 2. Teachers' pedegogical belief and teaching method | -0.24 | 0.72 |
| 3. Teachers' English proficiency | -1.13 | 0.80 |
| 4. Teachers' various roles such as English teachers or mentors | 0.24 | 0.81 |
| 5. Parents' expectations | 0.16 | 0.87 |
| 6. Colleagues' pressure | -0.37 | 0.70 |
| 7. School's leadership | 0.73 | 0.46 |
| 8. Scholars' opinions | -0.35 | 0.72 |
| 9. Opinions from teachers having used the textbook | -0.35 | 0.72 |
| 10. Compilers' profession and academic status | -1.62 | 0.10 |
| 11. Publishers' reputation | -0.79 | 0.43 |
| 12. Salespersons' service | 0.38 | 0.70 |
| 13. First impression of the textbook | 1.03 | 0.30 |
| 14. Joint College Entrance Examination | 1.19 | 0.23 |
| 15. The price of the textbook | -0.40 | 0.69 |

APPENDIX H

Table 4.1.3a Descriptive Statistics of Internal Factors among Total Subjects

| Internal factors | Rank | Mean | SD |
|---|----------|-------------|-------------|
| 1.The textbook corresponds to Curriculum Guidelines. | 27 | 3.78 | 1.01 |
| 2.Task design corresponds to Communicative Approach. | 26 | 3.93 | 0.88 |
| 3.Contents include a variety of communicative functions. | 19 | 4.05 | 0.80 |
| 4.Contents are well organized, and adopt the spiral model. | 15 | 4.10 | 0.86 |
| 5.The teaching load is appropriate based on class hours and practical needs. | 13 | 4.15 | 0.89 |
| 6.Contents are well connected with those of junior high schools. | 30 | 3.75 | 1.08 |
| 7.The textbook provides an intact package such as workbooks or teacher’s manual. | 5 | 4.34 | 0.75 |
| 8.The textbook uses accurate and proper English. | 1 | 4.56 | 0.65 |
| 9.Contents include a variety of themes and genres. | 3 | 4.41 | 0.69 |
| 10.Content themes do not include biased and stereotyped concepts. | 17 | 4.07 | 0.95 |
| 11.Content themes are updated, reflecting current cultures. | 8 | 4.27 | 0.84 |
| 12.The textbook aims to develop four linguistic skills. | 6 | 4.32 | 0.76 |
| 13.Language tasks vary, and increase students’ motivation. | 4 | 4.37 | 0.81 |
| 14.Grammar patterns are presented meaningfully. | 9 | 4.23 | 0.83 |
| 15.Vocabulary and grammar patterns repeat systematically. | 22 | 4.01 | 0.92 |
| 16.The textbook provides adequate amount of vocabulary. | 11 | 4.21 | 0.80 |
| 17.The textbook provides a variety of listening tasks. | 31 | 3.72 | 1.00 |
| 18.The textbook provides authentic conversations. | 24 | 3.97 | 0.94 |
| 19.Reading teaching includes pre, in, and post reading tasks. | 16 | 4.08 | 0.86 |
| 20.The textbook provides reading skills. | 12 | 4.16 | 0.87 |
| 21.Reading articles are interesting and informative. | 2 | 4.47 | 0.69 |
| 22.The textbook provides tasks for appreciating the literature. | 7 | 4.29 | 0.77 |
| 23.The textbook provides a variety of writing tasks. | 14 | 4.11 | 0.87 |
| 24.Pronunciation teaching is appropriate. | 28 | 3.77 | 1.11 |
| 25.Layout design is practical and elegant. | 32 | 3.68 | 0.93 |
| 26.Illustration and charts match the contents. | 29 | 3.76 | 0.88 |
| 27.Printing and fonts are clear and proper. | 20 | 4.04 | 0.83 |
| 28.Teacher’s manual provides explicit teaching aims. | 18 | 4.07 | 0.95 |
| 29.Teacher’s manual provides cultural and other information. | 10 | 4.22 | 0.90 |

| | | | |
|--|----|------|------|
| 30.The workbook reinforces students' linguistic knowledge. | 21 | 4.02 | 0.96 |
| 31.The textbook provides multiple ways of assessment. | 23 | 4.01 | 0.97 |
| 32.The textbook provides other audio and visual teaching aids. | 25 | 3.96 | 0.93 |

(Top five priorities were high-lit in boldface)

APPENDIX I

Table 4.1.3b

b-1. Descriptive Statistics of the Internal Factors among Subjects of Public Schools

| Internal factors | Rank | Mean | SD |
|---|----------|-------------|-------------|
| 1.The textbook corresponds to Curriculum Guidelines. | 28 | 3.75 | 1.04 |
| 2.Task design corresponds to Communicative Approach. | 25 | 3.97 | 0.87 |
| 3.Contents include a variety of communicative functions. | 18 | 4.09 | 0.81 |
| 4.Contents are well organized, and adopt the spiral model. | 15 | 4.13 | 0.82 |
| 5.The teaching load is appropriate based on class hours and practical needs. | 11 | 4.20 | 0.86 |
| 6.Contents are well connected with those of junior high schools. | 29 | 3.72 | 1.04 |
| 7.The textbook provides an intact package such as workbooks or teacher’s manual. | 5 | 4.36 | 0.75 |
| 8.The textbook uses accurate and proper English. | 1 | 4.58 | 0.62 |
| 9.Contents include a variety of themes and genres. | 3 | 4.44 | 0.68 |
| 10.Content themes do not include biased and stereotyped concepts. | 14 | 4.14 | 0.91 |
| 11.Content themes are updated, reflecting current cultures. | 8 | 4.29 | 0.82 |
| 12.The textbook aims to develop four language skills. | 7 | 4.32 | 0.77 |
| 13.Language tasks vary, and increase students’ motivation. | 4 | 4.42 | 0.74 |
| 14.Grammar patterns are presented meaningfully. | 9 | 4.28 | 0.78 |
| 15.Vocabulary and grammar patterns repeat systematically. | 21 | 4.00 | 0.90 |
| 16.The textbook provides adequate amount of vocabulary. | 12 | 4.20 | 0.77 |
| 17.The textbook provides a variety of listening tasks. | 32 | 3.68 | 1.00 |
| 18.The textbook provides authentic conversations. | 23 | 3.99 | 0.93 |
| 19.Reading teaching includes pre, in, and post reading tasks. | 16 | 4.11 | 0.85 |
| 20.The textbook provides reading skills. | 13 | 4.19 | 0.86 |
| 21.Reading articles are interesting and informative. | 2 | 4.51 | 0.68 |
| 22.The textbook provides tasks for appreciating the literature. | 6 | 4.34 | 0.77 |
| 23.The textbook provides a variety of writing tasks. | 17 | 4.10 | 0.87 |
| 24.Pronunciation teaching is appropriate. | 31 | 3.69 | 1.13 |
| 25.Layout design is practical and elegant. | 30 | 3.69 | 0.92 |
| 26.Illustration and charts match the contents. | 27 | 3.76 | 0.88 |
| 27.Printing and fonts are clear and proper. | 20 | 4.03 | 0.83 |
| 28.Teacher’s manual provides explicit teaching aims. | 19 | 4.08 | 0.98 |

| | | | |
|---|----|------|------|
| 29. Teacher's manual provides cultural and other information. | 10 | 4.24 | 0.92 |
| 30. The workbook reinforces students' linguistic knowledge. | 22 | 4.00 | 0.99 |
| 31. The textbook provides multiple ways of assessment. | 24 | 3.98 | 0.98 |
| 32. The textbook provides other audio and visual teaching aids. | 26 | 3.96 | 0.95 |

(Top five priorities were high-lit in boldface)

b-2. Descriptive Statistics of the Internal Factors among Subjects of Private Schools

| Internal factors | Rank | Mean | SD |
|---|----------|-------------|-------------|
| 1. The textbook corresponds to Curriculum Guidelines. | 27 | 3.86 | 0.95 |
| 2. Task design corresponds to Communicative Approach. | 30 | 3.78 | 0.94 |
| 3. Contents include a variety of communicative functions. | 24 | 3.92 | 0.78 |
| 4. Contents are well organized, and adopt the spiral model. | 20 | 4.00 | 1.03 |
| 5. The teaching load is appropriate based on class hours and practical needs. | 23 | 3.94 | 0.98 |
| 6. Contents are well connected with those of junior high schools. | 26 | 3.89 | 1.21 |
| 7. The textbook provides an intact package such as workbooks or teacher's manual. | 6 | 4.26 | 0.79 |
| 8. The textbook uses accurate and proper English. | 1 | 4.47 | 0.76 |
| 9. Contents include a variety of themes and genres. | 4 | 4.28 | 0.73 |
| 10. Content themes do not include biased and stereotyped concepts. | 29 | 3.78 | 1.06 |
| 11. Content themes are updated, reflecting current cultures. | 8 | 4.16 | 0.92 |
| 12. The textbook aims to develop four language skills. | 3 | 4.31 | 0.73 |
| 13. Language tasks vary, and increase students' motivation. | 7 | 4.18 | 1.04 |
| 14. Grammar patterns are presented meaningfully. | 19 | 4.02 | 0.99 |
| 15. Vocabulary and grammar patterns repeat systematically. | 17 | 4.05 | 1.01 |
| 16. The textbook provides adequate amount of vocabulary. | 5 | 4.26 | 0.92 |
| 17. The textbook provides a variety of listening tasks. | 28 | 3.86 | 0.99 |
| 18. The textbook provides authentic conversations. | 25 | 3.89 | 0.95 |
| 19. Reading teaching includes pre, in, and post reading tasks. | 21 | 3.97 | 0.94 |
| 20. The textbook provides reading skills. | 16 | 4.05 | 0.92 |
| 21. Reading articles are interesting and informative. | 2 | 4.34 | 0.70 |
| 22. The textbook provides tasks for appreciating the literature. | 13 | 4.08 | 0.75 |
| 23. The textbook provides a variety of writing tasks. | 10 | 4.15 | 0.85 |
| 24. Pronunciation teaching is appropriate. | 14 | 4.07 | 0.96 |
| 25. Layout design is practical and elegant. | 32 | 3.63 | 0.97 |
| 26. Illustration and charts match the contents. | 31 | 3.75 | 0.89 |
| 27. Printing and fonts are clear and proper. | 15 | 4.07 | 0.85 |

| | | | |
|---|----|------|------|
| 28. Teacher's manual provides explicit teaching aims. | 18 | 4.02 | 0.85 |
| 29. Teacher's manual provides cultural and other information. | 9 | 4.15 | 0.82 |
| 30. The workbook reinforces students' linguistic knowledge. | 11 | 4.13 | 0.84 |
| 31. The textbook provides multiple ways of assessment. | 12 | 4.13 | 0.87 |
| 32. The textbook provides other audio and visual teaching aids. | 22 | 3.97 | 0.86 |

(Top five priorities were high-lit in boldface)

b-3. T-test on Internal Factors by Subjects of Teachers of Public and Private Schools

| Internal factors | T | P-value |
|---|-------------|--------------|
| 1. The textbook corresponds to Curriculum Guidelines. | -0.59 | 0.55 |
| 2. Task design corresponds to Communicative Approach. | 1.16 | 0.24 |
| 3. Contents include a variety of communicative functions. | 1.16 | 0.24 |
| 4. Contents are well organized, and adopt the spiral model. | 0.83 | 0.40 |
| 5. The teaching load is appropriate based on class hours and practical needs. | 1.61 | 0.10 |
| 6. Contents are well connected with those of junior high schools. | -0.84 | 0.40 |
| 7. The textbook provides an intact package such as workbooks or teacher's manual. | 0.74 | 0.45 |
| 8. The textbook uses accurate and proper English. | 0.91 | 0.36 |
| 9. Contents include a variety of themes and genres. | 1.20 | 0.22 |
| 10. Content themes do not include biased and stereotyped concepts. | 2.06 | 0.04* |
| 11. Content themes are updated, reflecting current cultures. | 0.88 | 0.37 |
| 12. The textbook aims to develop four language skills. | 0.06 | 0.94 |
| 13. Language tasks vary, and increase students' motivation. | 1.56 | 0.12 |
| 14. Grammar patterns are presented meaningfully. | 1.72 | 0.08 |
| 15. Vocabulary and grammar patterns repeat systematically. | -0.31 | 0.75 |
| 16. The textbook provides adequate amount of vocabulary. | -0.42 | 0.67 |
| 17. The textbook provides a variety of listening tasks. | -0.99 | 0.32 |
| 18. The textbook provides authentic conversations. | 0.57 | 0.56 |
| 19. Reading teaching includes pre, in, and post reading tasks. | 0.91 | 0.36 |
| 20. The textbook provides reading skills. | 0.90 | 0.36 |
| 21. Reading articles are interesting and informative. | 1.36 | 0.17 |
| 22. The textbook provides tasks for appreciating the literature. | 1.87 | 0.06 |
| 23. The textbook provides a variety of writing tasks. | -0.34 | 0.7 |

| | | |
|--|-------|------|
| 24.Pronunciation teaching is appropriate. | -1.91 | 0.05 |
| 25.Layout design is practical and elegant. | 0.37 | 0.70 |
| 26.Illustration and charts match the contents. | 0.05 | 0.95 |
| 27.Printing and fonts are clear and proper. | -0.30 | 0.76 |
| 28.Teacher's manual provides explicit teaching aims. | 0.33 | 0.73 |
| 29.Teacher's manual provides cultural and other information. | 0.51 | 0.61 |
| 30.The workbook reinforces students' linguistic knowledge. | -0.75 | 0.45 |
| 31.The textbook provides multiple ways of assessment. | -0.86 | 0.38 |
| 32.The textbook provides other audio and visual teaching aids. | -0.03 | 0.97 |

***P < 0.05**

APPENDIX J

Table 4.1.3c

c-1. Descriptive Statistics of the Internal Factors among Subjects of Urban Schools

| Internal factors | Rank | Mean | SD |
|---|----------|-------------|-------------|
| 1.The textbook corresponds to Curriculum Guidelines. | 28 | 3.80 | 1.04 |
| 2.Task design corresponds to Communicative Approach. | 22 | 4.02 | 0.86 |
| 3.Contents include a variety of communicative functions. | 19 | 4.12 | 0.78 |
| 4.Contents are well organized, and adopt the spiral model. | 15 | 4.14 | 0.83 |
| 5.The teaching load is appropriate based on class hours and practical needs. | 13 | 4.18 | 0.91 |
| 6.Contents are well connected with those of junior high schools. | 31 | 3.71 | 1.12 |
| 7.The textbook provides an intact package such as workbooks or teacher’s manual. | 5 | 4.41 | 0.74 |
| 8.The textbook uses accurate and proper English. | 1 | 4.62 | 0.64 |
| 9.Contents include a variety of themes and genres. | 3 | 4.49 | 0.67 |
| 10.Content themes do not include biased and stereotyped concepts. | 14 | 4.15 | 0.97 |
| 11.Content themes are updated, reflecting current cultures. | 6 | 4.37 | 0.82 |
| 12.The textbook aims to develop four language skills. | 7 | 4.37 | 0.76 |
| 13.Language tasks vary, and increase students’ motivation. | 4 | 4.43 | 0.85 |
| 14.Grammar patterns are presented meaningfully. | 10 | 4.27 | 0.82 |
| 15.Vocabulary and grammar patterns repeat systematically. | 25 | 4.01 | 0.91 |
| 16.The textbook provides adequate amount of vocabulary. | 12 | 4.21 | 0.82 |
| 17.The textbook provides a variety of listening tasks. | 29 | 3.72 | 1.01 |
| 18.The textbook provides authentic conversations. | 24 | 4.02 | 0.94 |
| 19.Reading teaching includes pre, in, and post reading tasks. | 16 | 4.14 | 0.86 |
| 20.The textbook provides reading skills. | 11 | 4.22 | 0.86 |
| 21.Reading articles are interesting and informative. | 2 | 4.52 | 0.65 |
| 22.The textbook provides tasks for appreciating the literature. | 8 | 4.35 | 0.75 |
| 23.The textbook provides a variety of writing tasks. | 18 | 4.14 | 0.84 |
| 24.Pronunciation teaching is appropriate. | 30 | 3.72 | 1.16 |
| 25.Layout design is practical and elegant. | 32 | 3.71 | 0.93 |
| 26.Illustration and charts match the contents. | 27 | 3.82 | 0.85 |
| 27.Printing and fonts are clear and proper. | 20 | 4.03 | 0.85 |
| 28.Teacher’s manual provides explicit teaching aims. | 17 | 4.14 | 0.91 |
| 29.Teacher’s manual provides cultural and other information. | 9 | 4.32 | 0.83 |
| 30.The workbook reinforces students’ linguistic knowledge. | 21 | 4.03 | 0.97 |

| | | | |
|--|----|------|------|
| 31.The textbook provides multiple ways of assessment. | 26 | 4.00 | 0.97 |
| 32.The textbook provides other audio and visual teaching aids. | 23 | 4.02 | 0.92 |

(Top five priorities were high-it in boldface)

c-2. Descriptive Statistics of the Internal Factors among Subjects of Rural Schools

| Internal factors | Rank | Mean | SD |
|--|----------|-------------|-------------|
| 1.The textbook corresponds to Curriculum Guidelines. | 28 | 3.73 | 0.93 |
| 2.Task design corresponds to Communicative Approach. | 30 | 3.68 | 0.91 |
| 3.Contents include a variety of communicative functions. | 24 | 3.86 | 0.84 |
| 4.Contents are well organized, and adopt the spiral model. | 17 | 4.00 | 0.92 |
| 5.The teaching load is appropriate based on class hours and practical needs. | 10 | 4.07 | 0.85 |
| 6.Contents are well connected with those of junior high schools. | 25 | 3.86 | 0.95 |
| 7.The textbook provides an intact package such as workbooks or teacher's manual. | 7 | 4.17 | 0.78 |
| 8.The textbook uses accurate and proper English. | 1 | 4.37 | 0.63 |
| 9.Contents include a variety of themes and genres. | 6 | 4.19 | 0.71 |
| 10.Content themes do not include biased and stereotyped concepts. | 23 | 3.86 | 0.86 |
| 11.Content themes are updated, reflecting current cultures. | 18 | 3.98 | 0.83 |
| 12.The textbook aims to develop four language skills. | 5 | 4.19 | 0.76 |
| 13.Language tasks vary, and increase students' motivation. | 3 | 4.23 | 0.70 |
| 14.Grammar patterns are presented meaningfully. | 9 | 4.13 | 0.86 |
| 15.Vocabulary and grammar patterns repeat systematically. | 16 | 4.00 | 0.94 |
| 16.The textbook provides adequate amount of vocabulary. | 4 | 4.21 | 0.77 |
| 17.The textbook provides a variety of listening tasks. | 29 | 3.71 | 0.97 |
| 18.The textbook provides authentic conversations. | 26 | 3.84 | 0.91 |
| 19.Reading teaching includes pre, in, and post reading tasks. | 20 | 3.94 | 0.87 |
| 20.The textbook provides reading skills. | 13 | 4.01 | 0.91 |
| 21.Reading articles are interesting and informative. | 2 | 4.34 | 0.78 |
| 22.The textbook provides tasks for appreciating the literature. | 8 | 4.13 | 0.81 |
| 23.The textbook provides a variety of writing tasks. | 12 | 4.03 | 0.94 |
| 24.Pronunciation teaching is appropriate. | 21 | 3.88 | 0.98 |
| 25.Layout design is practical and elegant. | 31 | 3.60 | 0.93 |
| 26.Illustration and charts match the contents. | 32 | 3.59 | 0.93 |
| 27.Printing and fonts are clear and proper. | 11 | 4.05 | 0.77 |
| 28.Teacher's manual provides explicit teaching aims. | 22 | 3.88 | 1.04 |
| 29.Teacher's manual provides cultural and other information. | 19 | 3.96 | 1.02 |

| | | | |
|--|----|------|------|
| 30.The workbook reinforces students’ linguistic knowledge. | 15 | 4.00 | 0.94 |
| 31.The textbook provides multiple ways of assessment. | 14 | 4.01 | 0.95 |
| 32.The textbook provides other audio and visual teaching aids. | 27 | 3.80 | 0.95 |

(Top five priorities were high-lit in boldface)

c-3. T-test on Internal Factors by Subjects of Teachers of Urban and Rural Schools

| Internal factors | T | P-value |
|--|-------------|---------------|
| 1.The textbook corresponds to Curriculum Guidelines. | 0.41 | 0.67 |
| 2.Task design corresponds to Communicative Approach. | 2.40 | 0.01* |
| 3.Contents include a variety of communicative functions. | 2.02 | 0.04* |
| 4.Contents are well organized, and adopt the spiral model. | 1.02 | 0.30 |
| 5.The teaching load is appropriate based on class hours and practical needs. | 0.74 | 0.45 |
| 6.Contents are well connected with those of junior high schools. | -0.80 | 0.41 |
| 7.The textbook provides an intact package such as workbooks or teacher’s manual. | 1.93 | 0.05 |
| 8.The textbook uses accurate and proper English. | 2.42 | 0.05 |
| 9.Contents include a variety of themes and genres. | 2.70 | 0.07 |
| 10.Content themes do not include biased and stereotyped concepts. | 1.85 | 0.06 |
| 11.Content themes are updated, reflecting current cultures. | 2.93 | 0.04** |
| 12.The textbook aims to develop four language skills. | 1.44 | 0.15 |
| 13.Language tasks vary, and increase students’ motivation. | 1.51 | 0.13 |
| 14.Grammar patterns are presented meaningfully. | 1.01 | 0.31 |
| 15.Vocabulary and grammar patterns repeat systematically. | 0.09 | 0.92 |
| 16.The textbook provides adequate amount of vocabulary. | 0.02 | 0.98 |
| 17.The textbook provides a variety of listening tasks. | 0.10 | 0.91 |
| 18.The textbook provides authentic conversations. | 1.14 | 0.25 |
| 19.Reading teaching includes pre, in, and post reading tasks. | 1.43 | 0.15 |
| 20.The textbook provides reading skills. | 1.43 | 0.15 |
| 21.Reading articles are interesting and informative. | 1.62 | 0.10 |
| 22.The textbook provides tasks for appreciating the literature. | 1.74 | 0.08 |
| 23.The textbook provides a variety of writing tasks. | 0.73 | 0.46 |
| 24.Pronunciation teaching is appropriate. | -0.086 | 0.39 |

| | | |
|---|-------------|--------------|
| 25.Layout design is practical and elegant. | 0.78 | 0.43 |
| 26.Illustration and charts match the contents. | 1.61 | 0.10 |
| 27.Printing and fonts are clear and proper. | -0.16 | 0.87 |
| 28.Teacher’s manual provides explicit teaching aims. | 1.66 | 0.09 |
| 29.Teacher’s manual provides cultural and other information. | 2.49 | 0.01* |
| 30.The workbook reinforces students’ linguistic knowledge. | 0.22 | 0.82 |
| 31.The textbook provides multiple ways of assessment. | -0.077 | 0.93 |
| 32.The textbook provides other audio and visual teaching aids. | 1.46 | 0.14 |

***P < 0.05**

APPENDIX K

Table 4.1.3d

d-1. Descriptive Statistics of the Internal Factors among Subjects of Senior Teachers

| Internal factors | Rank | Mean | SD |
|---|----------|-------------|-------------|
| 1.The textbook corresponds to Curriculum Guidelines. | 28 | 3.80 | 1.02 |
| 2.Task design corresponds to Communicative Approach. | 19 | 4.03 | 0.77 |
| 3.Contents include a variety of communicative functions. | 18 | 4.05 | 0.76 |
| 4.Contents are well organized, and adopt the spiral model. | 21 | 4.02 | 0.78 |
| 5.The teaching load is appropriate based on class hours and practical needs. | 13 | 4.14 | 0.79 |
| 6.Contents are well connected with those of junior high schools. | 31 | 3.68 | 1.06 |
| 7.The textbook provides an intact package such as workbooks or teacher’s manual. | 5 | 4.28 | 0.72 |
| 8.The textbook uses accurate and proper English. | 1 | 4.49 | 0.64 |
| 9.Contents include a variety of themes and genres. | 3 | 4.37 | 0.64 |
| 10.Content themes do not include biased and stereotyped concepts. | 16 | 4.06 | 0.89 |
| 11.Content themes are updated, reflecting current cultures. | 11 | 4.18 | 0.85 |
| 12.The textbook aims to develop four language skills. | 8 | 4.22 | 0.73 |
| 13.Language tasks vary, and increase students’ motivation. | 4 | 4.35 | 0.71 |
| 14.Grammar patterns are presented meaningfully. | 6 | 4.28 | 0.69 |
| 15.Vocabulary and grammar patterns repeat systematically. | 20 | 4.03 | 0.81 |
| 16.The textbook provides adequate amount of vocabulary. | 9 | 4.20 | 0.69 |
| 17.The textbook provides a variety of listening tasks. | 27 | 3.82 | 0.92 |
| 18.The textbook provides authentic conversations. | 25 | 3.94 | 0.88 |
| 19.Reading teaching includes pre, in, and post reading tasks. | 14 | 4.12 | 0.74 |
| 20.The textbook provides reading skills. | 12 | 4.17 | 0.76 |
| 21.Reading articles are interesting and informative. | 2 | 4.39 | 0.67 |
| 22.The textbook provides tasks for appreciating the literature. | 7 | 4.22 | 0.74 |
| 23.The textbook provides a variety of writing tasks. | 15 | 4.09 | 0.85 |
| 24.Pronunciation teaching is appropriate. | 29 | 3.76 | 1.12 |
| 25.Layout design is practical and elegant. | 32 | 3.68 | 0.85 |
| 26.Illustration and charts match the contents. | 30 | 3.75 | 0.76 |
| 27.Printing and fonts are clear and proper. | 17 | 4.05 | 0.79 |
| 28.Teacher’s manual provides explicit teaching aims. | 22 | 4.01 | 0.92 |
| 29.Teacher’s manual provides cultural and other information. | 10 | 4.18 | 0.81 |

| | | | |
|--|----|------|------|
| 30.The workbook reinforces students’ linguistic knowledge. | 23 | 3.96 | 0.83 |
| 31.The textbook provides multiple ways of assessment. | 26 | 3.89 | 0.87 |
| 32.The textbook provides other audio and visual teaching aids. | 24 | 3.96 | 0.84 |

(Top five priorities were high-lit in boldface)

d-2. Descriptive Statistics of the Internal Factors among Subjects of Young Teachers

| Internal factors | Rank | Mean | SD |
|--|----------|-------------|-------------|
| 1.The textbook corresponds to Curriculum Guidelines. | 30 | 3.75 | 1.01 |
| 2.Task design corresponds to Communicative Approach. | 26 | 3.85 | 0.97 |
| 3.Contents include a variety of communicative functions. | 20 | 4.05 | 0.84 |
| 4.Contents are well organized, and adopt the spiral model. | 12 | 4.17 | 0.92 |
| 5.The teaching load is appropriate based on class hours and practical needs. | 13 | 4.16 | 0.98 |
| 6.Contents are well connected with those of junior high schools. | 27 | 3.81 | 1.10 |
| 7.The textbook provides an intact package such as workbooks or teacher’s manual. | 6 | 4.39 | 0.78 |
| 8.The textbook uses accurate and proper English. | 1 | 4.62 | 0.65 |
| 9.Contents include a variety of themes and genres. | 3 | 4.44 | 0.73 |
| 10.Content themes do not include biased and stereotyped concepts. | 19 | 4.07 | 1.00 |
| 11.Content themes are updated, reflecting current cultures. | 8 | 4.34 | 0.83 |
| 12.The textbook aims to develop four language skills. | 4 | 4.41 | 0.78 |
| 13.Language tasks vary, and increase students’ motivation. | 5 | 4.40 | 0.90 |
| 14.Grammar patterns are presented meaningfully. | 11 | 4.19 | 0.93 |
| 15.Vocabulary and grammar patterns repeat systematically. | 24 | 3.99 | 1.01 |
| 16.The textbook provides adequate amount of vocabulary. | 10 | 4.22 | 0.89 |
| 17.The textbook provides a variety of listening tasks. | 32 | 3.63 | 1.06 |
| 18.The textbook provides authentic conversations. | 23 | 4.00 | 0.99 |
| 19.Reading teaching includes pre, in, and post reading tasks. | 21 | 4.05 | 0.96 |
| 20.The textbook provides reading skills. | 14 | 4.15 | 0.97 |
| 21.Reading articles are interesting and informative. | 2 | 4.54 | 0.71 |
| 22.The textbook provides tasks for appreciating the literature. | 7 | 4.34 | 0.80 |
| 23.The textbook provides a variety of writing tasks. | 15 | 4.13 | 0.89 |
| 24.Pronunciation teaching is appropriate. | 28 | 3.77 | 1.11 |
| 25.Layout design is practical and elegant. | 31 | 3.67 | 1.00 |
| 26.Illustration and charts match the contents. | 29 | 3.777 | 0.98 |
| 27.Printing and fonts are clear and proper. | 22 | 4.02 | 0.86 |
| 28.Teacher’s manual provides explicit teaching aims. | 16 | 4.12 | 0.98 |

| | | | |
|---|----|------|------|
| 29. Teacher's manual provides cultural and other information. | 9 | 4.26 | 0.97 |
| 30. The workbook reinforces students' linguistic knowledge. | 18 | 4.08 | 1.05 |
| 31. The textbook provides multiple ways of assessment. | 17 | 4.11 | 1.03 |
| 32. The textbook provides other audio and visual teaching aids. | 25 | 3.97 | 1.01 |

(Top five priorities were high-lit in boldface)

d-3. T-test on Internal Factors by Subjects of Senior and Young Teachers

| Internal factors | T | P-value |
|---|-------|---------|
| 1. The textbook corresponds to Curriculum Guidelines. | -0.01 | 0.72 |
| 2. Task design corresponds to Communicative Approach. | -1.28 | 0.80 |
| 3. Contents include a variety of communicative functions. | -0.13 | 0.25 |
| 4. Contents are well organized, and adopt the spiral model. | 0.94 | 0.81 |
| 5. The teaching load is appropriate based on class hours and practical needs. | -0.10 | 0.87 |
| 6. Contents are well connected with those of junior high schools. | 1.07 | 0.70 |
| 7. The textbook provides an intact package such as workbooks or teacher's manual. | 0.84 | 0.46 |
| 8. The textbook uses accurate and proper English. | 1.32 | 0.72 |
| 9. Contents include a variety of themes and genres. | -0.04 | 0.72 |
| 10. Content themes do not include biased and stereotyped concepts. | 1.16 | 0.10 |
| 11. Content themes are updated, reflecting current cultures. | 1.45 | 0.43 |
| 12. The textbook aims to develop four language skills. | 0.29 | 0.70 |
| 13. Language tasks vary, and increase students' motivation. | -0.94 | 0.30 |
| 14. Grammar patterns are presented meaningfully. | -0.47 | 0.23 |
| 15. Vocabulary and grammar patterns repeat systematically. | 0.29 | 0.69 |
| 16. The textbook provides adequate amount of vocabulary. | -1.79 | 0.98 |
| 17. The textbook provides a variety of listening tasks. | 0.24 | 0.20 |
| 18. The textbook provides authentic conversations. | -0.48 | 0.89 |
| 19. Reading teaching includes pre, in, and post reading tasks. | -0.09 | 0.34 |
| 20. The textbook provides reading skills. | 1.48 | 0.92 |
| 21. Reading articles are interesting and informative. | 1.06 | 0.14 |
| 22. The textbook provides tasks for appreciating the literature. | 0.25 | 0.28 |
| 23. The textbook provides a variety of writing tasks. | -0.01 | 0.79 |
| 24. Pronunciation teaching is appropriate. | 0.27 | 0.99 |

| | | |
|--|-------|------|
| 25.Layout design is practical and elegant. | 0.21 | 0.78 |
| 26.Illustration and charts match the contents. | -0.03 | 0.82 |
| 27.Printing and fonts are clear and proper. | 0.71 | 0.97 |
| 28.Teacher's manual provides explicit teaching aims. | 0.39 | 0.47 |
| 29.Teacher's manual provides cultural and other information. | 0.80 | 0.69 |
| 30.The workbook reinforces students' linguistic knowledge. | 1.49 | 0.41 |
| 31.The textbook provides multiple ways of assessment. | -0.13 | 0.13 |
| 32.The textbook provides other audio and visual teaching aids. | 1.50 | 0.89 |

APPENDIX L

Table 4.1.4

a

| | | |
|--|------|-----|
| Besides the factors listed above, are there any factors you will consider? | No | Yes |
| Number | 180 | 5 |
| Percentage | 97 % | 3 % |

b

| | | | |
|---|------------------|------------------|--------------|
| What type of factors will you take into more consideration? | External factors | Internal factors | Both factors |
| Number | 10 | 46 | 122 |
| Percentage | 5.4 % | 25.9 % | 68.7 % |

c

| | | | | | |
|--|-----|--------|-------|--------|--------|
| What members constitute the committee of the textbook selection? | A | B | C | D | E |
| Number | 0 | 28 | 10 | 40 | 107 |
| Percentage | 0 % | 16.1 % | 6.3 % | 24.7 % | 52.9 % |

A=the principal, the section chair of the academic affaire, English teachers, students, and parents

B=the principal, and English teachers

C=the principal, the section chair of the academic affaire, and English teachers

D= the section chair of the academic affaire, and English teachers

E=English teachers

d

| | | | | | | |
|---|--------|--------|--------|-------|--------|-----|
| Do you use any checklist, when selecting textbooks? | A | B | C | D | E | F |
| Number | 65 | 70 | 24 | 6 | 20 | 0 |
| Percentage | 33.8 % | 36.9 % | 16.4 % | 3.5 % | 12.9 % | 0 % |

A=no

B=yes, provided by the school

C= yes, provided by myself

D= yes, provided by governmental institutes

E= yes, provided by publishers

F=others

e

| Are you satisfied with the checklist you have used? | No | Yes |
|---|--------|--------|
| Number ¹ | 93 | 26 |
| Percentage | 77.2 % | 22.8 % |

f

| If the textbook did not meet your expectation, what factors would you reconsider? | External factors | Internal factors | Both |
|---|------------------|------------------|--------|
| Number | 42 | 71 | 32 |
| Percentage | 27.6 % | 46.7 % | 19.7 % |

g

| In what ways can you have a more comprehensive consideration when selecting textbooks? | A | B | C | D |
|--|--------|--------|--------|-----|
| Number | 35 | 49 | 101 | 0 |
| Percentage | 20.2 % | 27.1 % | 52.7 % | 0 % |

A= Attending workshops

D=Others

B= Reading books or journals

C=Discussing with colleagues

¹ The subjects of this item were only confined to those who filled “Yes” in the previous one item “Do you use any checklist, when selecting textbooks?”.

APPENDIX M

Table 4.2

The background of the teacher interviewees

| Identity code | School type | School location | Service year |
|---------------|-------------|-----------------|--------------|
|---------------|-------------|-----------------|--------------|

| | | | |
|-----|-----------------|--------------|--------|
| T1 | Public school | Urban school | Senior |
| T2 | Public school | Urban school | Senior |
| T3 | Public school | Urban school | Senior |
| T4 | Public school | Urban school | Young |
| T5 | Public school | Urban school | Young |
| T6 | Public school | Urban school | Young |
| T7 | Private schools | Urban school | Senior |
| T8 | Private schools | Rural school | Senior |
| T9 | Private schools | Rural school | Young |
| T10 | Private schools | Rural school | Young |

APPENDIX N

Table 4.3

The background of the textbook compiler interviewees

| Code | Identity | Textbook company |
|------|-----------|------------------|
| C1 | Professor | Company D |
| C2 | Teacher | Company D |
| C3 | Teacher | Company D |
| C4 | Teacher | Company F |
| C5 | Professor | Company S |
| C6 | Professor | Company L |