

Abstract

The present study was aimed at investigating what factors English teachers of senior high schools in greater Taipei area took into consideration when selecting textbooks, with particular focus on the comparison of differences between public and private schools, urban and rural schools, and senior and young teachers. Meanwhile, textbook compilers' considerations were also explored to see if their concerns were in accordance with those of teachers.

The questionnaire survey was the main research method of the present study. Moreover, the interview method was also conducted to probe further information. In total, 10 English teachers and 6 textbook compilers were interviewed in the present research.

Based on the findings of the present study, four crucial points were concluded as suggested.

1. Most students' English proficiency and learning needs as well as accurate and proper English were the primary concerns of the general English teachers and textbook compilers.
2. When selecting textbooks, public school teachers emphasized salespersons' service and the textbook's intact package, whereas private school teachers considered Joint College Entrance Examination, and school's leadership more.
3. Likewise, urban school teachers took salespersons' service, Communicative Approach and cultural component into more account than rural school teachers who were more concerned about teachers' various roles such as teachers, mentors or administrative personnel, their own English proficiency, and textbooks' price.

4. However, no significant differences were found between senior teachers and young teachers.

Generally speaking, internal factors such as appropriateness, naturalness of English, and rationale, organization of the textbook were the primary concerns for senior high English teachers in textbook selection. However, English teachers of senior high schools were also concerned about external factors such as English proficiency and learning needs, Joint College Entrance Examination, school's leadership, and salespersons' service. Therefore, it is suggested that publishing companies should take external factors into more consideration to ensure that textbook being compiled can be more comprehensive in all aspects and be related to needs of both teachers and students. Meanwhile, teachers should take a firm stance based on their updated professional knowledge in making any sound judgments related to textbook selection and evaluation.

Keywords: English textbook, textbook selection, internal factors, external factors, public and private school teachers, urban and rural school teachers, senior and young teachers, textbook compilers