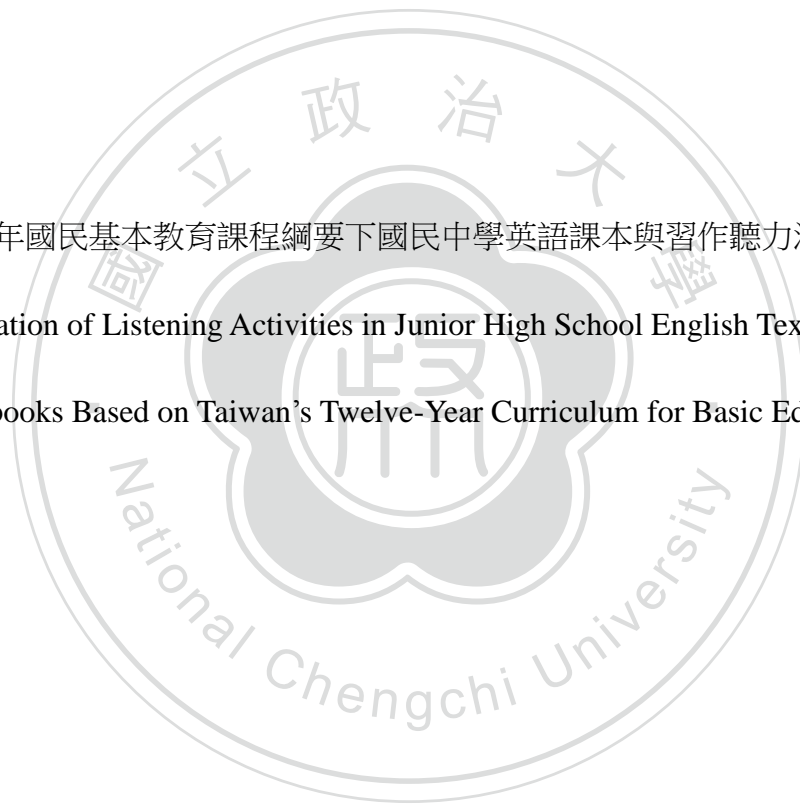國立政治大學英國語文學系碩士在職專班碩士論文

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臺灣十二年國民基本教育課程綱要下國民中學英語課本與習作聽力活動之研究

An Evaluation of Listening Activities in Junior High School English Textbooks and

Workbooks Based on Taiwan's Twelve-Year Curriculum for Basic Education

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中華民國一百零八年十二月

December 2019

An Evaluation of Listening Activities in Junior High School English Textbooks and

Workbooks Based on Taiwan's Twelve-Year Curriculum for Basic Education

A Master Thesis
Presented to
Department of English,

National Chengchi University

In Partial Fulfillment
of the Requirements for the Degree of
Master of Arts

by
Ting-Ting Chen
December, 2019

To Yi-Ping Huang

獻給我的恩師黃怡萍教授

Acknowledgments

    I would like to express my deepest thanks to Dr. Yi-Ping Huang, associate professor of department of the Master of Arts in English Teaching of National Chengchi University, for her step-by-step instructions and sincere concern throughout my research. My genuine thanks also go to Dr. Chieh-Yue Yeh, Dr. Hsueh-Ying Yu and Dr. Li-Yuan Hsu who put a lot of effort into reading my research paper and offering beneficial suggestions. Besides, I acquire knowledge about English teaching under expert guidance of Dr. Hsueh-Ying Yu, Dr. Ming-Chung Yu, Dr. Hsun-Huei Chang, Dr. Chin-Chi Chao, Dr. Siaw-Fong Chung, Dr. Yi-Ping Huang and Dr. Li-Yuan Hsu during my study at National Chengchi University. I also greatly appreciate the support of my dear classmates and colleagues who help me get through ups and downs of strenuous study life.

    And last but not least, I owe my accomplishment to my family for their financial and mental support; thus, I could go back to campus and enjoy the school life again.

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碩士論文提要

論文名稱：臺灣十二年國民基本教育課程綱要下國民中學英語課本與習作聽力

活動之研究

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論文提要內容：英語教科書與習作的聽力活動是了解學習者的英語聽力理解能力的主要管道之一。因此，本研究的目的是要探討市面上主要的三家英語教科書出版商的教科書與習作的編撰是否有根據十二年國民教育英語文課程綱要。於是，研究者使用英文科課程綱要所提出的國中階段十一項聽力學習表現來檢核各個版本的教科書和習作的聽力活動，並提出兩個研究問題：一、第一冊教科書和習作聽力活動學習表現分布情形；二、比較三家出版社聽力活動學習表現分布情形。研究結果顯示十一項聽力學習表現的分布如下：三家出版社皆最著重聽懂課堂中所學的字詞(52.5%)和基本句型的句子(34.8%)；較少強調的是聽懂教室用語及日常生活用語(4.7%)和聽懂日常生活對話的主旨(6.8%)；最少強調的是聽懂短文敘述的情境及主旨(0.8%)和大眾廣播(0.1%)及辨識句子語調所表達的情緒和態度(0.1%)；然而，有四項學習表現沒有出現在三家出版社：聽懂歌曲、韻文、簡易故事、短劇和簡易影片的主要內容及了解歌謠、韻文的節奏和音韻。雖然本研究只分析第一冊，希望研究結果能使出版社在編輯其餘五冊聽力活動時，能考量每一項學習表現；此外，教育從業者能額外補充聽力活動是重要的，用以培養學習者全方位的聽力能力。

Abstract

Listening activities in textbooks and workbooks are one of the major ways to understand learners' listening comprehension. Thus, the aim of this study was to explore if listening activities in textbooks and workbooks from the three commercial publishers were designed based on the reformed English curricula. In this light, coursebook evaluation was explored via the checklist of the eleven types of the learning performance descriptors proposed by the English curricula. And the two research questions were proposed: (1) the incorporation of the learning performance descriptors in listening activities in the first volume, and (2) a comparison of the occurrence of the learning performance descriptors among the three sets. Results indicated that the occurrence of the learning performance descriptor were as follows: all of the three versions put the largest emphasis on understanding vocabulary (52.5%) and sentence patterns (34.8%), following the less focus on understanding classroom English and daily language (4.7%) and understanding the gist of conversation (6.8%), with the least focus on understanding the contexts and gist of narration (0.8%) and public announcements (0.1%), and recognizing emotion and attitude through sentence intonation (0.1%); however, four types were not found across the three versions: understanding the gist of songs, verses, simple stories, short dramas, simple videos, and understanding rhyme and rhythm of songs and verses. Although this study only analyzed the first volume, it might inform textbook editors to take each learning performance descriptor into account when editing the other five volumes. And teachers could acknowledge that providing extra listening activities is essential for developing the holistic listening competencies of learners.

CHAPTER 1

INTRODUCTION

Background and Motivation

English as a language for genuine communication and interaction has long been valued. Consequently, the Ministry of Education of Taiwan proposes 'core competences' to highlight the importance of language use via the implementation of the reformed curriculum guidelines in 2019, the Twelve-Year Basic Education Curricula. In other words, the new national guidelines focus on the development of the core competences (Lin, 2017). And one of the core competences of the English subject is to cultivate the four skills (i.e., listening, speaking, reading and writing) and to make use of them in real-life scenarios (MOE, 2018).

To describe and examine the learning efficacy of the four skills, 'learning foci' proposed by MOE are applied in teaching and learning contexts. Thus, National Academy for Educational Research (NAER, 2015) and Lin (2017) declared that learning foci, inclusive of 'learning performance descriptors' (LPDs) (i.e., the exhibition of a learner's cognitive process, skills and affection) and 'learning contents' (i.e., the inclusion of a subject's knowledge, such as important facts, concepts, principles, skills, attitude and metacognition), provided a two-dimensional framework for curriculum designs, material development, and textbook evaluation. Accordingly, the design of teaching materials and textbook evaluation should be conducted systematically and rigorously.

Many studies have shown that major and primary teaching materials in class are textbooks and workbooks. For example, Richards (2001) indicated that textbooks

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and workbooks were traditional resources which teachers were used to employing in teaching communities. Also, Holger (2016) claimed that textbooks offered language learners a main source of language input and practice. Moreover, for most schools, well-designed coursebooks were top priority in comparison of self-compiled teaching materials for the former were produced by authorities (Yeh, 2016). And Wang (2011) pointed out functions of workbooks in English classes were irreplaceable for teachers were able to know students' learning difficulties by checking their workbooks and students had more chances to practice listening skills. On the other hand, Maryam and Azizeh (2017) argued that textbooks might spoil teachers' skills and students' enthusiasm if inappropriate textbooks were used. All in all, coursebooks play a prominent role in school systems for the following two reasons. First of all, textbooks give teachers the overall concept for planning instructions. Secondly, workbooks provide necessary feedback on learners' performance. Therefore, it was influential to select teaching materials properly because they had a certain effect on what teachers taught and how learners learned (McGrath, 2002).

With respect to the importance of textbooks and workbooks in language teaching and learning contexts, coursebook evaluation has become an area of increasing interest to the language study. As a result, many studies have applied a number of checklists to evaluate textbooks and workbooks. Note that Richards (2001) studied evaluation checklists could only be done based on their distinct purposes; in other words, specific schemes were used in different textbook evaluations. For instance, Maryam and Azizeh (2017) analyzed listening and speaking activities of Iranian EFL textbook through Bloom's revised taxonomy and found that these exercises only focused on the practice of lower levels of cognitive processes, such as remembering; therefore, they advised that textbook writers should take higher levels of cognition skills into consideration, such as applying. And Amir and Siavash (2017) evaluated an

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EFL textbook regarding listening and speaking via a checklist of Al-sowat's and suggested that supplementary materials could complement textbooks depending on teachers' needs. In brief, textbook evaluation helped teachers know the strengths and weaknesses of materials and that assisted them to make the adjustments for their instructions (Mumtaz, Humaira, & Maimoona, 2015).

It is also of supreme importance to examine if the design of textbooks and workbooks is in line with the curriculum guidelines. For example, Cunningsworth (1995) proposed one of the criteria for textbook evaluation was to see whether coursebooks corresponded to course objectives. To wit, if coursebooks were edited based on the national curriculum guidelines, teachers would acknowledge they were teaching in the appropriate way (Wang, 2011). As a result, much research has analyzed contents of commercially produced books to explore to what extent they match curriculum guidelines. Take Hsu's study (2018) as an example. The researcher analyzed the cultural contents in junior high school textbooks and found out disproportionate distribution of three cultural objectives suggested by the nine-year curriculum guidelines. Besides, Yeh (2016) did the pre-use analyses of textbook writing in terms of the twelve-year curriculum guidelines and proposed eight important issues and suggestions about the prospects of upcoming textbooks. In this light, well-designed textbooks should maintain the status quo of the educational guidelines to ensure standardization and continuity of different sets of coursebooks in the teaching area (McGrath, 2002). Sadly, there was a gap between teaching materials and the curriculum guidelines for commercial publishers didn't fully recognize the guidelines and they urgently published coursebooks to satisfy teachers' needs (Lin, 2017). Accordingly, it is questionable if commercial publishers could publish teaching materials based on the learning performance descriptors introduced by the new guidelines.

Purpose of the Study

Much work has been done on the investigation of the four language skills in teaching materials via a multitude of coding schemes (Afshin & Elham, 2015; Amir & Siavash, 2017; Huang, 2009; Peng, 2008; Tsai, 2018; Wang, 2011; Wang, 2014). For example, Wang (2011) evaluated the reading and writing activities in junior high school workbooks via the checklist of the nine-year curriculum guidelines, and found the imbalanced distribution of the text types. Yet, research into the evaluation of the listening activities in junior high school textbooks and workbooks via the checklist of the twelve-year curriculum guidelines has lagged. Furthermore, since 2014, listening comprehension tests have been included in Comprehensive Assessment Program for junior high school students (RCPET, 2010). For teaching purposes, it is useful to spend some time categorizing listening activities through the checklist of the learning performance descriptors proposed by MOE. In essence, the design of listening exercises is worth investigating in order to understand whether to adapt or include extra teaching materials in listening practice. As a result, this research intends to focus on the evaluation of the listening activities in the textbooks and workbooks via the new curriculum guidelines.

Given that there is a radical reform of the new curricula, and listening activities in junior high school coursebooks are less explored regarding the new curriculum guidelines, three versions of the widely used textbooks and workbooks from three commercial publishers, Han Lin, Kang Hsuan and Nan I, will be employed with the aim of investigating whether or not the incorporation of the learning performance descriptors in listening exercises in different publications of coursebooks and workbooks is presented in a balanced way. In addition, understanding what types of the learning performance descriptors are ignored or overemphasized will help

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coursebook editors further refine listening materials. What's more, via probing into the learning performance descriptors, we are able to have an understanding of core competencies.

Research Questions

In view of the research purposes, the study aims to explore the following two research questions.

1. To what extent are the descriptors of learning performance in the new curriculum addressed in the listening activities in the three sets of junior high school English textbooks and workbooks?

2. What are the similarities and differences of the incorporation of the learning performance descriptors among the three versions of junior high school English textbooks and workbooks?

Significance of the Study

Through answering these questions, this study may contribute to a better understanding of the incorporation of the learning performance descriptors in instructional materials so that teachers would know where to adapt listening texts to their needs. And some constructive suggestions will be put forward to editors and publishers with the expectation of developing or adjusting textbooks and workbooks to meet the needs of the new national guidelines.

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CHAPTER 2

LITERATURE REVIEW

A substantial literature review on listening competence, teaching materials, and

textbook and workbook evaluation is elaborated in the following five sections. Firstly,

the role of listening competence in communication and interaction is addressed.

Secondly, the importance of listening skills in listening activities is discussed in this

section. Thirdly, the applications of core competences in the English subject are

explicitly introduced. Fourthly, the significance of textbooks and workbooks in school

settings is explored. Lastly, the research literature on textbooks and workbooks

evaluation is delineated.

The Role of Listening Competence in Communication and Interaction

Given that language use in communication and interaction is one of the core

curriculum objectives in the guidelines, one way to examine the notion of

communicative competence is to refer to the concept of listening competence. As

Mumtaz et al. (2015) pointed out, "listening refers receiver's intentionally ability to

know what has been said and its functions in the communications" (2015, p.226).

Generally speaking, language ability comprises two aspects: language

knowledge and language use, and they exercise simultaneously and interdependently

during listening processes. And the latter was more important than the former (MOE,

2018). That is to say, English is a tool for the sake of communication. According to

Richards (2001), communicative competence referred to the ability to use

appropriate and efficient language in communication. Therefore, coursebook writing

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should cultivate students' basic communicative competence for the following two reasons. For one thing, the reformed guidelines specified language functions in communication and interactions. For another, equally important, according to NAER (2017), book publishers should take account of core competences on textbook writing to develop appropriate teaching and learning materials. Likewise, from Goh's (2012) viewpoints, the development of language use would activate communication. Hence, how to develop communicative competence interests many researchers.

Many studies have shown that listening competence is highly relevant to intelligible communication. As Hughes (2003) indicated that during communication processes, listening and speaking skills commonly worked together. Moreover, Brown (2010) stated listening and speaking were counterparts, but typically people listened more than spoke in a normal day. In light of communicative competence, listening competence should be taken into account for a strong bond of listening and speaking skill. For instance, Graham et al. (2015) pointed out that among the four language skills, the distinct features of listening competence were similar to those of communicative competence. Similarly, Pamela (1978) stated that the necessary prerequisite of communication was listening competence for the following two reasons: first of all, teaching listening skills prior to oral skills could enhance proper language use. Secondly, listening ability was not only receptive but also productive; thus, learners were able to manipulate listening competence meaningfully and creatively and that had positive effect on language learning. Furthermore, Gilman (1984) studied listening comprehension by combining meaning and sound came before speaking production in terms of a child's first or second language acquisition; therefore, listening practice was an efficient way to attain communicative competence. Likely, Hua (2006) expressed that listening was of the most wide use function in one's daily life. In essence, by means of enhancing one's listening ability,

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one's communicative ability would improve.

Three dimensions constitute listening competence: language knowledge, listening skills and listening strategies. Language knowledge is a foundation of language learning. According to Rost (2016), listening ability was the subgroup of general language ability. When it comes to listening skills, they were essential and natural input for communication (Mumtaz et al., 2015). And due to complexity of listening process, many researchers introduced various listening skills to deal with the issue. For example, Reima (2017) studied that using written scaffolds, such as "keyword captions" (2017, p.831), benefited listeners' listening comprehension. In view of listening strategies, they were discussed by many studies (MOE, 2018; Richards & Burns, 2012). Thus, MOE (2018) claimed enabling students to acquire learning strategies was of great significance. For example, listening strategies introduced by MOE (2018) were: (1) students were able to incorporate background knowledge of relevant topics into listening text processing, (2) students were able to make use of language or non-language communicative strategies, such as asking for repetition, hand gestures, facial expressions, etc. to enhance communication efficacy. Likewise, Richards and Burns (2012) figured out by learning strategies, learners would "gain greater control, goal-directedness, autonomy, and self-efficacy" (2012, p.44). In other words, by means of listening strategy training, listeners' awareness about how to process listening information could be raised. All in all, approaches to fostering listening abilities in a holistic manner imply to educators feasible ways to teaching the language.

The Importance of Listening Skills in Listening Activities

Much research has studied that different listening activities could make different demands on learners' listening skills and linguistic knowledge (Hughes, 2003; Hua,

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2006; Morley, 1972; Richards & Burns, 2012; Rost, 2016). For example, Morley

(1972) proposed that besides spending much time practicing listening to improve

listening comprehension, "a directed program of purposeful listening can shorten the

time" (1972: introduction). That is, providing immediate listening tasks to complete

would strengthen one's listening competence (Morley, 1972). Likewise, Hua (2006)

suggested that teachers should provide a variety of listening activities for listening

practices in order to maximize chances for learners to practice their listening skills so

that they could have greater comprehension. Consequently, listening lessons should

include various text types so that learners have opportunities to make use of a

multitude of listening skills needed for comprehending real-time listening materials

and enhancing listening ability.

Regarding listening skills, Richards and Burns (2012) studied learners applied

the following processing skills simultaneously in comprehending listening texts:

bottom-up processing (i.e., language-focused: sounds, words and grammar), top-down

processing (i.e., knowledge-based: making predictions and inferences and activating

background knowledge), and interactive processing (i.e., applying both bottom-up and

top-down processes). Accordingly, the eleven types of the learning performance

descriptors could be categorized based on the listening processes mentioned above

(see Table 2.1). And Field (2004) studied that less proficient listeners paid a lot of

attention to recognizing every word to understand the meaning of texts. Similarly,

Richards and Burns (2012) stated that low-proficiency learners usually employed

bottom-up skills while listening through recognizing words and basic sentence

patterns. Although understanding lexical-grammatical features was essential for basic-

level learners, the use of top-down or bottom-up listening processes while listening

was not in a linear order, depending on familiarity of topics or vocabulary and the

difficulty of texts (Ji, 2003; Richards & Burns, 2012). That is, if topics or words were

less familiar and texts were more challenging, learners were likely to make more use of bottom-up processing (Richards & Burns, 2012). On the other hand, as long as students had a certain amount of vocabulary and important grammatical features, they drew more on top-down processing to comprehend familiar topics (Ji, 2003; Richards & Burns, 2012). Thus, effective listening activities made listeners practice interactive processing (Field, 2004; Ji, 2003; Richards & Burns, 2012). Consequently, it is concluded that both bottom-up and top-down complement each other for successful listening comprehension.

Table 2.1 *The Classification of the Learning Performance Descriptors Based On the Listening Process*

Listening process / LPD	Bottom-up	Top-down
Understand vocabulary learned in class.	✓	
Understand frequently-used classroom language and daily language.		✓
Understand basic or important sentence patterns.	✓	
Understand the gist of daily conversation.		✓
Understand the gist of simple songs and verses.		✓
Understand the gist of simple stories and short dramas.		✓
Recognize the contexts and the gist of short exposition and narration.		✓
Understand the gist of simple videos.		✓
Recognize emotion and attitude through sentence intonation.		✓
Understand rhyme and rhythm of songs and verses.	✓	
Understand public announcements.		✓

Note. Check in each blank means classification.

The Significance of Core Competences in the English Subject

Many international organizations, such as OECD (Organization for Economic Co-operation and Development) and UNESCO (United Nations Educational, Scientific and Cultural Organization), indicated the importance of core competences (Lin, 2017). According to OECD (2014), the term competency was defined as "the expected areas and levels of performance." Namely, the core competencies mean one's ability to perform a job or a character well. Besides, UNESCO (2015) claimed "core competencies are a set of related knowledge, skills and abilities that result in essential behaviors expected from those working for the organization." Moreover, MOE (2014) proposed core competencies (i.e., one's knowledge, ability and attitude to adapt to current lives and to face future challenges) in the Grade 1-12 Curricula. Accordingly, Tsai (2011) stated that core competences helped individual adapt the current life and face challenges in the future.

Given that the implementation of the guidelines ensured the quality of the national education (Lu, 2017), it is essential to acknowledge the core value of the educational guidelines. According to MOE (2014), the reformed guidelines valued the spirit of all-around education through cultivating the core competences. Therefore, the new national guidelines focused on the development of the core competencies (Lin, 2017). And the development of the English subject guidelines should take the core competences into consideration. Namely, in addition to the national guidelines, there were subject guidelines used for syllabus designs, assessments and teaching practice (Lu, 2017). Take the guidelines of the English subject as an example. The core competences of the English subject were characterized as:

1. Value individual's difference and their affective factors for the sake of learner-centered learning.

2. Focus on language functions, like communication.

3. Cultivate students' autonomy and life-long learning ability.

4. Guide students to think independently and cultivate students to process and execute information.

5. Explore culture differences in various nations, and reflect on cross-culture issues through language learning in order to enhance social engagement and to build up a global vision.

6. Cultivate students' logical thinking and motivate their creativity.

Based on the above descriptions, one of the curriculum objectives of English learning and teaching is to cultivate the four skills and to use them in real life communication. In order to judge the execution of the core competencies in curricula, learning foci are applied to monitor curriculum development.

Functions of Learning Foci

According to MOE (2018), learning foci provided a framework for the following purposes in teaching situations: syllabus designs, development of teaching materials, textbook evaluation and learning assessments. And two-dimensional framework consisted of learning foci: learning performance, which was the center of the guidelines, and learning contents, which extracted important content knowledge from learning performance.

With respect to the learning performance in the English subject, the learner-centered principle is its core. And it is subdivided into nine sections:

1. The language ability of listening

2. The language ability of speaking

3. The language ability of reading

4. The language ability of writing

5. The integration of the four language skills

6. Learning motivation and attitude

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7. Ways of learning and learning strategies

8. Culture understanding

9. Logical thinking, critical thinking and creativity, which inclusive of differentiation and information synthesizing

When it comes to the learning contents, four major topics are included: knowledge of the language, functions of communication, culture and customs, and thinking ability. In brief, the learning performance focuses on cognitive process, and the learning contents on cognitive knowledge. And the framework was employed to describe educational objectives (Lin, 2017). Anderson and Krathwohl's study (2001) showed that although the taxonomy table could not directly tell teachers what was worth teaching, it helped teachers become curriculum implementers and makers by having a deeper understanding of the national curriculum objectives and it provided teachers with various possibilities for instructional approaches.

In order to explicitly describe curriculum objectives, Tsai (2016) pointed out the writing of learning performance usually began with verbs which represented the three dimensions: cognition, skills and affection. Take the cognitive dimension as an example. As NAER (2014) proposed, this dimension included remembering, understanding, application, analysis, evaluation, and creation, which were aligned with six levels of measurable verbs in Bloom's taxonomy (Rost, 2016). For instance, there are eleven items in learning performance to represent listening abilities, and each item begins with verbs, such as understand frequently-used classroom language and daily language. And numbers in front of each listening ability consist of three parts. The first Arabic number is about types of learning performance. For example, the listening ability in learning performance belongs to the first type; therefore, the Arabic number 1 represents the listening ability. The second Roman numeral is about learning phases. Therefore, the Roman numeral IV stands for the learning phase in

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junior high school. And the last number is a serial number. An asterisk (i.e., *) next to the numbers shows higher level of learning performance, which means schools could adapt teaching materials based on students' proficiency level. A double-circle (i.e., ◎) symbolizes that this type of ability would repeatedly appear in different learning phases, such as *◎1-IV-9 recognize emotion and attitude through sentence intonation (see Appendix 1 for detail). Regarding learning contents of listening ability, it exemplified the important language knowledge of learning performance (MOE, 2018). Therefore, learning contents were described in nouns or noun phrases (Anderson & Krathwohl, 2001). To sum up, the two-dimensional framework of the learning foci delineates the core competencies of the English subject.

Given the pivotal role of learning foci in the English subject, this study will apply learning performance descriptors to analyzing listening activities in coursebooks. Namely, as long as listening exercises are constructed according to learning performance descriptors, students' auditory ability will match the listening performance suggested by MOE.

The Essentials of Textbooks and Workbooks in School Settings

A great number of studies have shown that the importance of textbooks and workbooks are irreplaceable in teaching and learning contexts. Therefore, Richards (2001) claimed that the most widely used teaching materials in class were commercial textbooks and ancillary workbooks because they provided learners with systematic activities to practice communicative interaction based on a graded syllabus. Also, the study from Huang, Wang, Chang, Chen and Yang (2017) showed that textbooks were the commonest form of instructional materials in language teaching. Furthermore, Mohammad and Heidar (2014) commented that textbooks, which consistently and logically monitored class progression, guided novice teachers reliably.

Many researchers have concerned how to incorporate the national guidelines into textbooks. For example, Chou et al. (2015) stated that in teaching and learning situations, textbooks almost equaled syllabi due to teachers' as well as students' heavy reliance on them. Similarly, Huang et al. (2017) argued that textbooks were influential medium for conveying the twelve-year curriculum guidelines. Besides, Huang et al. (2017) also suggested that textbooks could acquaint teachers and learners into core competences suggested by MOE as long as book publishers met the demand of the learning foci, inclusive of the learning performance and the learning contents. However, Chou et al. (2015) indicated that many teachers, who used textbooks, had little concern about curriculum guidelines; thus, it was crucial whether the principles of the curriculum guidelines could be integrated into textbooks.

Regarding the crucial role of workbooks, MOE (2018) proposed that besides textbooks, student workbooks, which were major supplementary materials, could enrich the learning contents. For this reason, some studies have highly valued the essence of workbooks. See McGrath (2002) for an example. Although commercial publishers had tried their best to include as much materials in textbooks as possible, there was still a gap between coursebooks and syllabi. Thus, workbooks could mend the above shortcoming. And in Taiwan, many researchers have done the research on the crucial role of workbooks. For example, Wang (2017) analyzed the contents of Chinese exercise books to see whether they could follow the principles of textbooks writing. To sum up, workbooks could supplement textbooks and shorten the gap between learners and syllabi by providing extra practices and a variety of materials.

Generally speaking, textbooks and workbooks are essential elements in language teaching and learning for the three reasons. First of all, textbooks give teachers the overall concept for planning instruction. Secondly, workbooks provide necessary feedback on learners' performance. Thirdly, textbooks and workbooks would be

developed or adjusted depending on the evaluation via the curriculum guidelines. So this study will focus on gauging widely used junior high school textbooks and workbooks.

The Importance of Textbook Evaluation

Textbooks and workbooks serve major input of practice for learners in learning contexts, so the evaluation of textbooks and workbooks deserves exploration. Based on Richards' (2001) study, the researcher drew on the functions of well-chosen textbooks were: providing the basis for subject development and assessments, helping teaching by giving a consistent approach, and releasing some of teachers' stress of designing teaching materials. As a result, because highly scrutinized textbooks have a positive effect on the language teaching and learning, textbook evaluation should be done rigorously.

There are three advantages of textbook evaluation. First of all, it ensures the design of course contents. Take Richards' (1983) study as an example. In order to provide understandable and purposeful listening activities, checklists were served as the criteria in examining listening tasks. Secondly, the primary reason for evaluating textbooks is to bridge the gap between teachers' and learners' needs and teaching materials. Thus, Azam and Ali's work (2016) showed that coursebook evaluation not only assisted teachers to find proper teaching materials but regulated and adjusted teaching to cater students' needs. In addition, Richards (2001) stated that certain information should be considered before evaluating textbooks, such as teachers' and learners' needs. What's more, Jayakaran, Reza, and Vahid (2011) claimed that the checklists must take account of specific learning-teaching content and general attributes, such as teachers' and learners' needs. Lastly, textbook evaluation helps to examine the implementation of the curriculum guidelines in coursebooks. Huang et al.

(2017) noted that textbook edition and evaluation must take the curriculum guidelines into accounts to achieve the goal of competence-oriented programs. Consequently, if the mismatch between coursebook writing and review happened, new adaptations from the national guidelines would be in vain (Huang et al., 2017).

Three basic ways were carried out textbook evaluation based in the literature: the impressionistic method, the checklist method, and the in-depth method (McGrath, 2002). And different evaluation methods served as different purposes depending on their distinct contexts. In other words, one suitable textbook could only be an ideal fit in one situation for it could meet certain needs (Richards, 2001). Take Lopez-Medina's study (2016) as an example. The researcher used two dimensions to evaluate textbooks in CLIL (Content and Language Integrated Learning) classrooms: the current available ELT textbook checklists from research literature and self-developing criteria for teaching materials in CLIL.

Relevant Research on Textbook Evaluation in Taiwan

To the best of the researcher's search for related studies on textbook evaluation in Taiwan, five studies have been done on the evaluation of textbooks in four language skills (Huang, 2009; Peng, 2008; Tsai, 2018; Wang, 2011; Wang, 2014) (see Table 2.2 below). In terms of listening skills, Tsai (2018) researched the design of listening activities in five sets of senior high school textbooks based on the Function-Response Matrix and discovered most of the listening activities emphasized listening for main ideas and details. When it comes to speaking, Huang (2009) analyzed the design of speaking activities in textbooks through the nine-year curricula and concluded that was not in compliance with the curriculum guidelines which emphasized on communicative activities. Regarding reading, Peng (2008) evaluated the incorporation of eight genres in reading texts and noticed the imbalanced display

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of different genres. Furthermore, Wang (2014) used self-made content analysis to analyze comics from three versions of textbooks and discovered the disproportion of comics from version to version. Concerning writing, Wang (2011) found the imbalanced distribution of competence indicators when applying competence indicators to exploring whether the display of writing activities was in alignment with the nine-year curricula.

Among the five studies, only one study was about listening, which focused on examining high school textbooks. In other words, little information was available in the literature on the evaluation of listening activities in junior high school textbooks and workbooks, especially through the twelve-year curriculum guidelines. Thus, the evaluation of listening activities in teaching materials is of particular interest for the researcher.
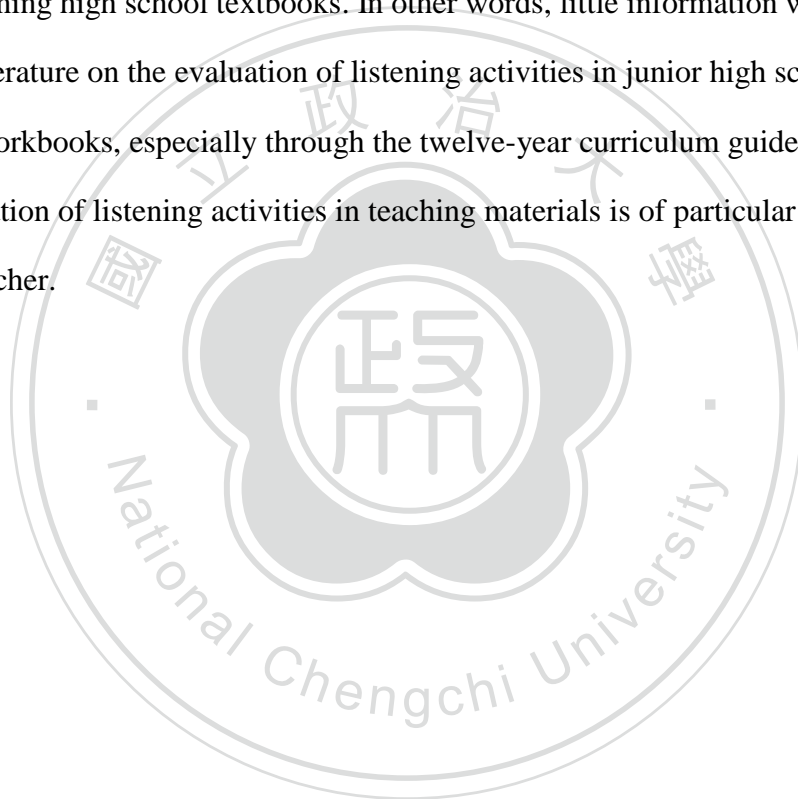
Table 2.2 *Related Studies about the Textbook and Workbook Evaluation in Taiwan*

Research topic	The language skill
A Study on the Listening Activities in the Taiwanese Senior High School English Textbooks (Tsai, 2018)	listening skill
An Evaluation of Speaking Activities in Junior High School English Textbooks for the Nine-year Integrated Curriculum (Huang, 2009)	speaking skill
1. Exploring Genres of the Reading Texts: A Study on EFL Textbooks of Junior High School (Peng, 2008) 2. A Content Analysis Study of Comics in English Textbooks for Junior High Schools (Wang, 2014)	reading skill
A study on reading and writing competence indicators of the grades 1-9English curriculum in junior high school English workbooks (Wang, 2011)	writing skill

CHAPTER 3

METHODOLOGY

Learning performance descriptors proposed by the general guidelines consists of descriptors that depict some criteria as a foundation of students' learning and assessments of the four skills. In light of the standard criteria set by MOE, the research aims to evaluate the integration of the learning performance descriptors in three versions of textbooks and workbooks. Also, this study intends to investigate the similarities and differences regarding the incorporation of the learning performance descriptors in listening activities among the three versions of textbooks and workbooks. Therefore, in order to examine the above two research purposes, the sequence of the research method is displayed in the following two sections: teaching materials and data analysis. Figure 3.1 presents the brief process of the methodology.

Collecting the three sets of textbooks and workbooks from the three publishers as the materials

↓

Constructing the coding scheme as the instruments

↓

Doing a trial analysis to reach the common ground between the two raters

↓

Ensuring inter-rater reliability at the agreement rate

↓

Going through formal coding procedure on textbooks and workbooks

↓

Analyzing the coding results and making a comparison among the three versions of textbooks and workbooks

Figure 3.1 *Process of the Study Method*

Teaching Materials

Currently available junior high school English textbooks verified by National Academy for Educational Research (NAER, 2019) consisted of Volume one. And the three sets of textbooks and workbooks from the three publishers, Han Lin, Kang Hsuan and Nan I, were chosen because they met the following three essential requirements. First of all, they were all authorized by MOE. That is to say, commercial publishers need to take the national curriculum guidelines into accounts when editing coursebooks. In other words, junior high school textbooks and workbooks have to be officially approved by MOE before they can be distributed on the market. Secondly, these books are all currently available in the market. Thus, the researcher has access to these three sets of textbooks and workbooks. Thirdly, because

they are widely used in Taiwan, the study findings might have profound implications for people who care about the quality of textbooks and workbooks.

Generally speaking, textbooks include the following sections: warm-up, dialogue, theme words, sentence pattern, reading, pronunciation, listening activity, oral practice, reading exercise and extension. And the names of these sectors varied from version to version. For example, listening activity was called 'Exercise' in Textbook A, 'Listen Up' in Textbook B, and 'Listening' in Textbook C. Workbooks include two parts: reading and writing practice and listening activity. And tasks in reading and writing practice comprised fill-in the blanks, choosing, cloze, matching, making sentences, and reading comprehension. Regarding the research topic, the researcher analyzed the listening activities in textbooks, including dialogues, theme words, pronunciation and listening exercises (see Table 3.1 and Appendix 4 for contents of textbooks). And listening activities in workbooks are in form of circling, fill-in the blanks, matching and multiple choices (see Table 3.2 and Appendix 5 for contents of workbooks).

Table 3.1 *Contents of Textbooks*

Listening Tasks	Listening Activities
Dialogues	Listen to dialogues and answer related questions.
Theme Words	Listen to dialogues, statements or questions and answer related questions.
Pronunciation	Listen to sounds and answer related questions.
Listening Exercises	Listen to dialogues, statements, questions or short paragraphs and answer related questions.

Table 3.2 *Contents of Workbooks*

Listening Tasks	Listening Activities
Circle	Listen to words and circle correct phonics.
Fill in	Fill in blanks with words according to statements.
Match	Listen to statements and match correct pictures.
Choose	Listen to dialogues, statements, questions or short paragraphs and choose correct pictures, responses or answers.

Data Analysis

This section comprises three parts. Firstly, coding schemes are constructed to analyze the data. Secondly, the research questions are delineated based on the frequency tables. Thirdly, inter-rater reliability is introduced to understand the agreement rate between the raters.

Coding Schemes

In order to systematically and rigorously categorize listening activities in textbooks and workbooks, the coding schemes with learning performance descriptors were constructed (see Appendix 2 and 3). According to MOE (2018), there were eleven kinds of listening abilities listed in the learning performance descriptors (see Appendix 1).The coding scheme described was one that enabled the researcher to classify the listening activities and was designed to gain quantitative results. Then, the qualitative analysis was carried to explain the incorporation of learning performance descriptors and to offer suggestions for coursebook editing. In other words, the primary means of the evaluation of listening activities in textbooks and workbooks was to use the frequency tables in numerical forms to see the display of the learning performance descriptors. Note that pronunciation exercises were unclassifiable in this

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learning phase of junior high school because they had been classified to the second and third learning phases respectively: 1-II-2 Understanding and distinguishing consonants and vowels and their basic combinations, and 1-III-1 Understanding and distinguishing consonants and vowels and their diverse combinations. Furthermore, recognizing phonetic symbols was excluded in this coding scheme. According to NAER (2019), there were a variety of ways to learn pronunciation, and phonetic symbols were one of the supplementary tools. Namely, students could acknowledge the sound of words from diverse resources, such as teachers' direct instruction or mobile devices (NAER, 2019). Thus, understanding phonetic symbols is not the requisite listening ability.

Research Questions

The following shows how the two research questions would be answered.

Research question 1. *To what extent are the descriptors of learning performance in the new curriculum addressed in the listening activities in the three sets of junior high school English textbooks and workbooks?*

The researcher knew the most and least emphasized learning performance descriptors in the first volume by analyzing the coding sheets to see the occurrence of the individual type of the learning performance descriptor in each unit, and gauged a total occurrence in volume 1.

Research question 2. *What are the similarities and differences of the incorporation of the learning performance descriptors among the three versions of junior high school English textbooks and workbooks?*

After getting the sorting results in percentile forms from the three versions of textbooks and workbooks, the comparison among different versions would be explored to see the similarities and differences of the occurrence of the learning performance descriptors incorporated in listening activities.

Inter-rater Reliability

The method follows the principle of inter-rater reliability. According to Huang and Jian (1996), it was said that, in terms of content analysis, the higher the agreement rate, the better the reliability of content analysis. Therefore, the formula for calculating inter-rater reliability as:

$$Pi = \frac{2M}{N1+N2}$$

Pi: agreement rate

M: items on which the two coders agree

N_1 and N_2: items on which the individual coder should have agreed

In view of the reliability of coding results, a trial analysis of one lesson from each set of textbook and workbook was done in order to find any discrepancy in the two raters, the researcher and a colleague. In other words, the sample of the coding scheme comprised the learning performance descriptors and lesson three in each series was used to undergo the inter-rater training to ensure the reliability of the categorization. Hence, the research outcome would show the frequency of the learning performance occurrences appeared in listening activities, through employing a use of the second rater to attain its inter-rater reliability. The researcher was the chief examiner to conduct the process of classification in the coding scheme, with another in-service English teacher with 12 years of teaching experience, who was quite familiar with these sets of textbooks and workbooks, was invited to join the study as an inter rater.

After the trial analysis, formal coding procedure would begin. Briefly, two coders were responsible for classifying the listening activities of the chosen textbooks and workbooks. The evaluation scheme was discussed and clarified between the coders before coding. In order to make the result of data analysis reliable, two coders worked independently based on the coding scheme. In addition, two coders would

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discuss any discrepancies in order to make an agreement on final coding results.

Trial Analysis

To make sure the second rater's understanding on the coding process, the researcher addressed the relevant information as the following. Firstly, the two raters went through the contents of the coding scheme (see Appendix 2 and 3) to understand the descriptors of learning performance. Then, lesson three in each series of textbook and workbook was chosen for the trial analysis. For example, there were six items of the listening exercises in the unit three of Han Lin Textbook. Thus, the two raters had to classify each item according to the coding scheme. Some items would belong to more than one descriptors, depending on what learning performance descriptors that learners needed to acknowledge. After that, the coding results were calculated to understand the agreement rate (see Table 3.3). According to Cohen (1960), if inter-rater reliability reached 0.61 to 0.8, it was interpreted as considerable consensus between the raters; once it arrived at 0.81 to 1.00, the coding result was all but perfect. Consequently, the agreement rate of the trial analysis, 0.84, in this study at present was highly desirable; thus, the two raters would conduct formal coding procedure independently.

Table 3.3 *A Trial Analysis of Unit 3, Han Lin Textbook*

LPD / Raters	Understand vocabulary learned in class.	Understand frequently-used classroom language and daily language.	Understand basic or important sentence patterns.	Understand the gist of daily conversation.	Understand the gist of simple songs and verses.	Understand the gist of simple stories and short dramas.	Recognize the contexts and the gist of short exposition and narration.	Understand the gist of simple videos	Recognize emotion and attitude through sentence intonation.	Understand rhyme and rhythm of songs and verses.	Understand public announcements.
The researcher	6	0	5	0	0	0	1	0	0	0	0
The second rater	6	1	6	0	0	0	0	0	0	0	0

$$P1 = \frac{2 \times 8}{11+11} = 0.73$$

The inter-rater reliability = (P1+P2+P3+P4+P5+P6)÷6 = 0.84

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CHAPTER 4

RESULTS

Results of the data sources are delineated in this section where the frequency of occurrence of the learning performance descriptors in listening exercises in volume 1 in the three series of textbooks and workbooks are counted. Accordingly, in terms of Textbook A, B and C, Table 4.1-4.3 respectively describe the frequency of occurrence of learning performance descriptors, and Workbook A, B and C are examined through Table 4.4-4.6. Based on Table 4.1 to 4.6, numbers in each blank represent numbers of occurrences of different listening items. That is, one piece of listening exercise might be categorized to more than one learning performance descriptor according to what skills listeners had to require. And the letter 'T' means the total number of the occurrence; '%' stands for the percentage of the frequency of occurrence of each learning performance descriptor.

Table 4.1 shows the frequency of occurrence of each type of the learning performance descriptors in Textbook A. In brief, among the eleven types, only five types were found. More specifically, two types accounted for a large proportion of the overall incorporation: understanding vocabulary learned in class (50%), and understanding basic or important sentence patterns (38%), which meant the training of bottom-up listening skills (i.e., recognizing words and the focused grammar points) was the main focus in this version. Take Figure 4.1 as an example. Listeners need to understand the words, like 'sofa,' and prepositions, such as 'on' and 'next to,' in order to choose the correct picture.

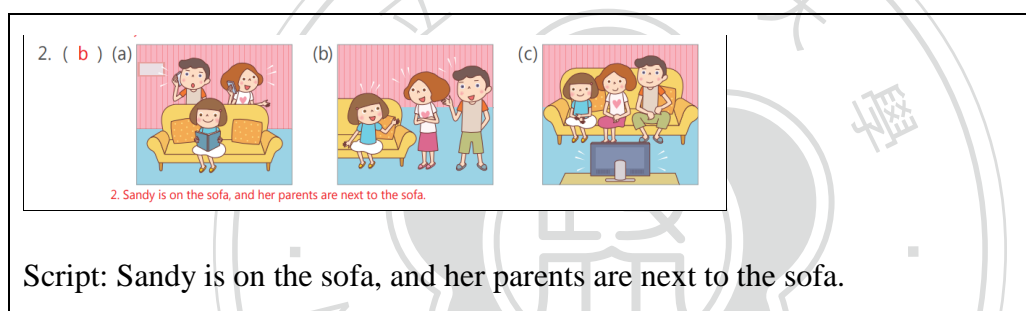Script: Sandy is on the sofa, and her parents are next to the sofa.

Figure 4.1 *A Listening Activity in Textbook A*

However, the following three items occupied few of the occurrences in this textbook: understanding frequently-used classroom language and daily language (3%), understanding the gist of daily conversation (5%), and recognizing the contexts and the gist of short exposition and narration (4%). Accordingly, this version focused little on top-down listening processing skills, such as acknowledging the gist of the discourse. Take Figure 4.2 as an example. This listening item tests the gist of the dialogue, which is seldom focused on in Textbook A; therefore, as long as listeners acknowledge the main idea of the discourse is that parent birds were feeding their babies worms, they are able to choose the correct option.

1. (c) (a) Waiting for their babies. [1]
   (b) Fighting with each other.
   (c) Giving food to their babies.

Script: (B represents boy, G represents girl, and Q represents question)

B: Look at the baby birds in the tree. Aw. Aren't they cute?

G: Yes. Where are their mom and dad?

B: Look! Two big birds are coming with some worms. They are the parent birds.

G: And now the babies are eating the worms.

Q: What are the parent birds doing?

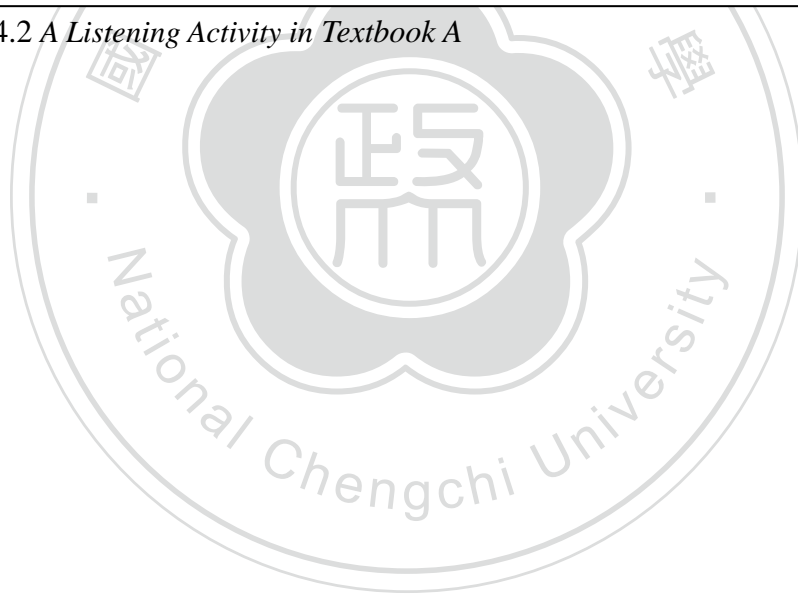Figure 4.2 *A Listening Activity in Textbook A*

Table 4.1 *The Occurrence of the Learning Performance Descriptors in Textbook A*

Lesson \ LPD	1	2	Review 1	3	4	Review 2	5	6	Review 3	T	%
◎1-IV-1 Understand vocabulary learned in class.	6	10	2	6	10	1	8	6	1	50	50
1-IV-2 Understand frequently-used classroom language and daily language.	1	0	2	0	0	0	0	0	0	3	3
1-IV-3 Understand basic or important sentence patterns.	5	9	2	6	5	1	4	5	1	38	38
1-IV-4 Understand the gist of daily conversation.	1	1	2	0	0	0	0	1	0	5	5
◎1-IV-5 Understand the gist of simple songs and verses.	0	0	0	0	0	0	0	0	0	0	0
◎1-IV-6 Understand the gist of simple stories and short dramas.	0	0	0	0	0	0	0	0	0	0	0
1-IV-7 Recognize the contexts and the gist of short exposition and narration.	0	0	0	1	1	1	0	1	0	4	4
1-IV-8 Understand the gist of simple videos.	0	0	0	0	0	0	0	0	0	0	0
*◎1-IV-9 Recognize emotion and attitude through sentence intonation.	0	0	0	0	0	0	0	0	0	0	0
*◎1-IV-10 Understand rhyme and rhythm of songs and verses.	0	0	0	0	0	0	0	0	0	0	0
*◎1-IV-11 Understand public announcements, such as MRT, train stations, and airport announcements.	0	0	0	0	0	0	0	0	0	0	0

Note. Number in each blank means number of occurrence. T means the total number of occurrence. % means frequency of occurrence.

Table 4.2 indicates the arrangement of the learning performance descriptors in Textbook B. Six descriptors of the listening ability were not found whereas the proportion of the other five types from the highest to the lowest was: understanding vocabulary learned in class (43%), understanding basic or important sentence patterns (39%), understanding the gist of daily conversation(12%), understanding frequently-used classroom language and daily language (5%), and recognizing emotion and attitude through sentence intonation (1%). The statistic mentioned above indicated many listening activities were designed based on target words listed in word lists. Take the following dialogue as an example. If listeners do not understand the keyword 'late,' they would not answer the question successfully.

C. Listen and Choose 根據聽到的內容，選出最合適的答案。 CD I 1:36

(A) (A) 6:30.
(B) 7:30.
(C) 7:50.

Script: (M represents woman, W represents man, and Q represents question)

M: What time is it?

W: It's six fifty.

M: Oh, no. I'm late!

W: Late for what?

M: My English class!

Q: What time is the English class?

Figure 4.3 *A Listening Activity in Textbook B*

Table 4.2 *The Occurrence of the Learning Performance Descriptors in Textbook B*

LPD \ Lesson	1	2	Review 1	3	4	Review 2	5	6	Review 3	T	%
◎1-IV-1 Understand vocabulary learned in class.	9	9	0	11	9	0	8	7	0	53	43
1-IV-2 Understand frequently-used classroom language and daily language.	2	0	0	1	1	0	1	1	0	6	5
1-IV-3 Understand basic or important sentence patterns.	7	7	0	10	9	0	9	6	0	48	39
1-IV-4 Understand the gist of daily conversation.	2	2	0	3	3	0	3	2	0	15	12
◎1-IV-5 Understand the gist of simple songs and verses.	0	0	0	0	0	0	0	0	0	0	0
◎1-IV-6 Understand the gist of simple stories and short dramas.	0	0	0	0	0	0	0	0	0	0	0
1-IV-7 Recognize the contexts and the gist of short exposition and narration.	0	0	0	0	0	0	0	0	0	0	0
1-IV-8 Understand the gist of simple videos.	0	0	0	0	0	0	0	0	0	0	0
*◎1-IV-9 Recognize emotion and attitude through sentence intonation.	0	0	0	1	0	0	0	0	0	1	1
*◎1-IV-10 Understand rhyme and rhythm of songs and verses.	0	0	0	0	0	0	0	0	0	0	0
*◎1-IV-11 Understand public announcements, such as MRT, train stations, and airport announcements.	0	0	0	0	0	0	0	0	0	0	0

Note. Number in each blank means number of occurrence. T means the total number

of occurrence. % means frequency of occurrence.

According to Table 4.3, only five types of the listening performance were included in Textbook C. More concisely, two types of the learning performance accounted for the largest proportion of the whole occurrences with ninety-four percent: understanding vocabulary learned in class (48%), and understanding basic or important sentence patterns (46%). Namely, this version of the textbook emphasized bottom-up listening skills which helped comprehend the meaning of utterances. For example, in Figure 4.4, listeners have to know the compound noun 'basketball courts' and the sentence pattern 'there are' or they would have no idea what the conversation is talking about.

Script: W: Are there any basketball courts at your school?

B: Yes, there are three.

W: Wow! Your school is big.

B: Yes, it is.

Figure 4.4 *A Listening Activity in Textbook C*

At the opposite extreme, three types occupied few of the occurrences: understanding frequently-used classroom language and daily language (4%), understanding the gist of daily conversation (1%), and understanding public announcements (1%). Thus, real-life listening texts were underestimated in this edition. However, one discourse was uniquely in a setting of the Taipei MRT station, which illustrated the lifelike listening scenario (see Figure 4.5).

Script: Next station is Yuanshan Station.

Figure 4.5 *A Listening Activity in Textbook C*

Table 4.3 *The Occurrence of the Learning Performance Descriptors in Textbook C*

Lesson \ LPD	1	2	Review 1	3	4	Review 2	5	6	Review 3	T	%
◎1-IV-1 Understand vocabulary learned in class.	7	7	0	5	7	0	7	5	0	38	48
1-IV-2 Understand frequently-used classroom language and daily language.	0	3	0	0	0	0	0	0	0	3	4
1-IV-3 Understand basic or important sentence patterns.	7	7	0	5	7	0	6	5	0	37	46
1-IV-4 Understand the gist of daily conversation.	0	0	0	0	1	0	0	0	0	1	1
◎1-IV-5 Understand the gist of simple songs and verses.	0	0	0	0	0	0	0	0	0	0	0
◎1-IV-6 Understand the gist of simple stories and short dramas.	0	0	0	0	0	0	0	0	0	0	0
1-IV-7 Recognize the contexts and the gist of short exposition and narration.	0	0	0	0	0	0	0	0	0	0	0
1-IV-8 Understand the gist of simple videos.	0	0	0	0	0	0	0	0	0	0	0
*◎1-IV-9 Recognize emotion and attitude through sentence intonation.	0	0	0	0	0	0	0	0	0	0	0
*◎1-IV-10 Understand rhyme and rhythm of songs and verses.	0	0	0	0	0	0	0	0	0	0	0
*◎1-IV-11 Understand public announcements, such as MRT, train stations, and airport announcements.	0	0	0	0	0	0	1	0	0	1	1

Note. Number in each blank means number of occurrence. T means the total number

of occurrence. % means frequency of occurrence.

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Table 4.4 clearly demonstrates the ratio of each type of the listening performance descriptors in Workbook A. Accordingly, only five items were applied in listening activities. And the frequency of occurrence on every type differed from the largest fifty-three percent to the smallest one percent: understanding vocabulary learned in class (53%), understanding basic or important sentence patterns (36%), understanding the gist of daily conversation (7%), understanding frequently-used classroom language and daily language (3%), and recognizing the contexts and the gist of short exposition and narration (1%). Accordingly, imbalanced proportion implied that listening activities were designed based on learners' current language proficiency. That is, to comprehend the conversation, listeners need to learn a certain amount of vocabulary. Take Figure 4.6 as an example. Having the word knowledge, such as Father's Day and dinner, makes the conversation more comprehensible.

Script:

(G represents girl, B represents boy and Q represents question)

G: Father's Day is coming. We can cook a special dinner for Dad.

B: How about turkey legs?

G: Great. They are his favorite.

Q: What are the girl and the boy talking about?

Figure 4.6 *A Listening Activity in Workbook A*

Table 4.4 *The Occurrence of the Learning Performance Descriptors in Workbook A*

Lesson \ LPD	1	2	Review 1	3	4	Review 2	5	6	Review 3	T	%
◎1-IV-1 Understand vocabulary learned in class.	19	17	6	20	21	6	19	21	6	135	53
1-IV-2 Understand frequently-used classroom language and daily language.	0	1	0	6	0	0	0	1	0	8	3
1-IV-3 Understand basic or important sentence patterns.	12	11	4	14	12	5	9	18	6	91	36
1-IV-4 Understand the gist of daily conversation.	2	2	1	3	2	2	3	2	2	19	7
◎1-IV-5 Understand the gist of simple songs and verses.	0	0	0	0	0	0	0	0	0	0	0
◎1-IV-6 Understand the gist of simple stories and short dramas.	0	0	0	0	0	0	0	0	0	0	0
1-IV-7 Recognize the contexts and the gist of short exposition and narration.	0	0	0	0	0	0	1	0	0	1	1
1-IV-8 Understand the gist of simple videos.	0	0	0	0	0	0	0	0	0	0	0
*◎1-IV-9 Recognize emotion and attitude through sentence intonation.	0	0	0	0	0	0	0	0	0	0	0
*◎1-IV-10 Understand rhyme and rhythm of songs and verses.	0	0	0	0	0	0	0	0	0	0	0
*◎1-IV-11 Understand public announcements, such as MRT, train stations, and airport announcements.	0	0	0	0	0	0	0	0	0	0	0

Note. Number in each blank means number of occurrence. T means the total number

of occurrence. % means frequency of occurrence.

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Table 4.5 provides an indication that only three items of the learning performance descriptors were found in Workbook B. And the proportional frequency of occurrence was as follows. Among these three kinds, the following accounted for the highest proportion: understanding vocabulary learned in class (61%). And the other two groups ranged in distribution from twenty-seven percent to twelve percent: understanding basic or important sentence patterns (27%), and understanding frequently-used classroom language and daily language (12%). That is, in addition to vocabulary and grammar, daily language assisted listeners in comprehending colloquial English, developing native like language and having better comprehension of spoken language. For example, in Figure 4.7, although listeners understand each word, they are still puzzled about the relationship between the test scores and the food, cake. Therefore, it is important to teach learners frequently-used daily language.

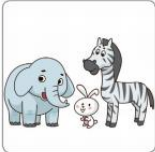Script:

It's a piece of cake.

Figure 4.7 *A Listening Activity in Workbook B*

Table 4.5 *The Occurrence of the Learning Performance Descriptors in Workbook B*

Lesson / LPD	1	2	Review 1	3	4	Review 2	5	6	Review 3	T	%
◎1-IV-1 Understand vocabulary learned in class.	17	13	0	19	14	0	16	12	0	91	61
1-IV-2 Understand frequently-used classroom language and daily language.	5	3	0	6	3	0	1	0	0	18	12
1-IV-3 Understand basic or important sentence patterns.	5	4	0	9	5	0	11	7	0	41	27
1-IV-4 Understand the gist of daily conversation.	0	0	0	0	0	0	0	0	0	0	0
◎1-IV-5 Understand the gist of simple songs and verses.	0	0	0	0	0	0	0	0	0	0	0
◎1-IV-6 Understand the gist of simple stories and short dramas.	0	0	0	0	0	0	0	0	0	0	0
1-IV-7 Recognize the contexts and the gist of short exposition and narration.	0	0	0	0	0	0	0	0	0	0	0
1-IV-8 Understand the gist of simple videos.	0	0	0	0	0	0	0	0	0	0	0
*◎1-IV-9 Recognize emotion and attitude through sentence intonation.	0	0	0	0	0	0	0	0	0	0	0
*◎1-IV-10 Understand rhyme and rhythm of songs and verses.	0	0	0	0	0	0	0	0	0	0	0
*◎1-IV-11 Understand public announcements, such as MRT, train stations, and airport announcements.	0	0	0	0	0	0	0	0	0	0	0

Note. Number in each blank means number of occurrence. T means the total number

of occurrence. % means frequency of occurrence.

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Based on Table 4.6, we could discover only five types of the listening ability in Workbook C. And the highest proportion went to understanding vocabulary learned in class (54%), following the second and the third highest: understanding basic or important sentence patterns (31%), and understanding the gist of daily conversation (10%). The least proportion went to understanding frequently-used classroom language and daily language (3%), and recognizing the contexts and the gist of short exposition and narration (1%). Obviously, this version of workbook put greater emphasis on vocabulary learning. Take Figure 4.8 as an example. As long as listeners know the content words, such as zebra and between, they could choose the picture with ease.

Figure 4.8 *A Listening Activity in Workbook C*

Table 4.6 *The Occurrence of the Learning Performance Descriptors in Workbook C*

Lesson / LPD	1	2	Review 1	3	4	Review 2	5	6	Review 3	T	%
◎1-IV-1 Understand vocabulary learned in class.	17	17	10	17	17	10	17	17	10	132	54
1-IV-2 Understand frequently-used classroom language and daily language.	1	0	1	0	0	0	5	0	0	7	3
1-IV-3 Understand basic or important sentence patterns.	8	9	9	9	9	9	7	8	8	76	31
1-IV-4 Understand the gist of daily conversation.	3	2	2	2	5	1	5	4	1	25	10
◎1-IV-5 Understand the gist of simple songs and verses.	0	0	0	0	0	0	0	0	0	0	0
◎1-IV-6 Understand the gist of simple stories and short dramas.	0	0	0	0	0	0	0	0	0	0	0
1-IV-7 Recognize the contexts and the gist of short exposition and narration.	0	0	0	0	0	2	0	0	1	3	1
1-IV-8 Understand the gist of simple videos.	0	0	0	0	0	0	0	0	0	0	0
*◎1-IV-9 Recognize emotion and attitude through sentence intonation.	0	0	0	0	0	0	0	0	0	0	0
*◎1-IV-10 Understand rhyme and rhythm of songs and verses.	0	0	0	0	0	0	0	0	0	0	0
*◎1-IV-11 Understand public announcements, such as MRT, train stations, and airport announcements.	0	0	0	0	0	0	0	0	0	0	0

Note. Number in each blank means number of occurrence. T means the total number

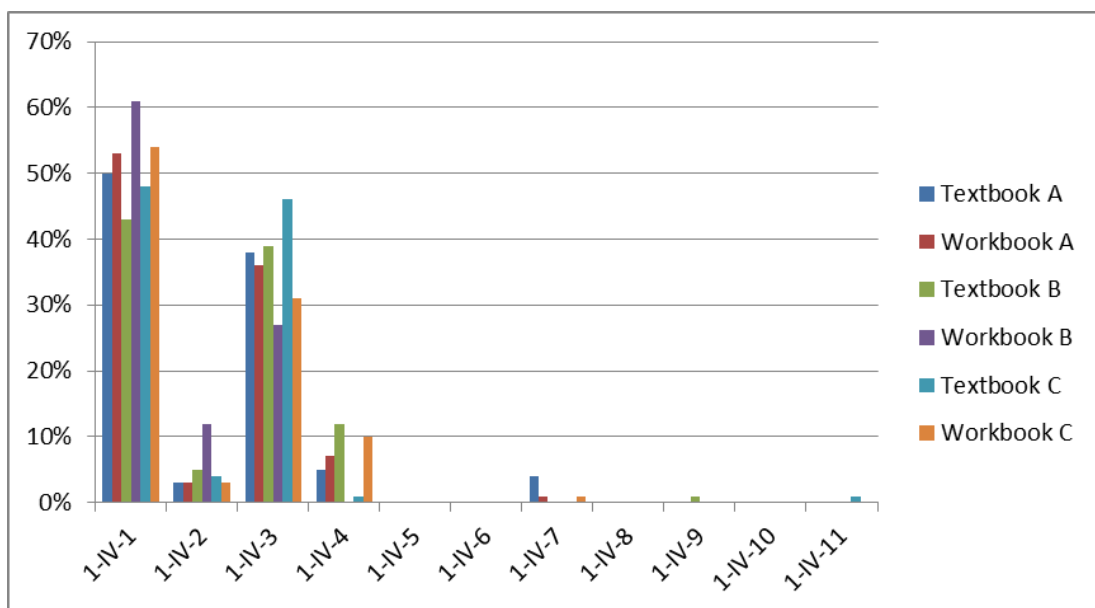of occurrence. % means frequency of occurrence.

Figure 4.9 *A Broken Out of the Occurrence of the Learning Performance Descriptors*
Among Three Versions of Textbooks and Workbooks

Figure 4.9 and Table 4.7 synthesize the occurrence of the learning

performance descriptors among the three versions. Obviously, among the eleven types

of listening abilities, the researcher discovered only seven kinds. In other words, four

types were not found, and they were: (1) understanding the gist of simple songs and

verses, (2) understanding the gist of simple stories and short dramas, (3)

understanding the gist of simple videos, and (4) understanding rhyme and rhythm of

songs and verses.

To be specific, a proportional frequency of occurrence ranged widely, with the

largest emphasis on the following two types: understanding vocabulary learned in

class (52.5%), and understanding basic or important sentence patterns (34.8%). Then

the three items occupied few of the occurrences: recognizing the contexts and the gist

of short exposition and narration (0.8%), recognizing emotion and attitude through

sentence intonation (0.1%), and understanding public announcements (0.1%). And the

two types came in between the two extremes: understanding frequently-used

classroom language and daily language (4.7%), and understanding the gist of daily

conversation (6.8%).

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Table 4.7 *Proportional Frequency of the Occurrence of the Learning Performance*

Descriptors Among Three Versions of Textbooks and Workbooks

Version \ LPD	Textbook A	Workbook A	Textbook B	Workbook B	Textbook C	Workbook C	T	%
◎1-IV-1 Understand vocabulary learned in class.	50	135	53	91	38	132	499	52.5
1-IV-2 Understand frequently-used classroom language and daily language.	3	8	6	18	3	7	45	4.7
1-IV-3 Understand basic or important sentence patterns.	38	91	48	41	37	76	331	34.8
1-IV-4 Understand the gist of daily conversation.	5	19	15	0	1	25	65	6.8
◎1-IV-5 Understand the gist of simple songs and verses.	0	0	0	0	0	0	0	0
◎1-IV-6 Understand the gist of simple stories and short dramas.	0	0	0	0	0	0	0	0
1-IV-7 Recognize the contexts and the gist of short exposition and narration.	4	1	0	0	0	3	8	0.8
1-IV-8 Understand the gist of simple videos.	0	0	0	0	0	0	0	0
*◎1-IV-9 Recognize emotion and attitude through sentence intonation.	0	0	1	0	0	0	1	0.1
*◎1-IV-10 Understand rhyme and rhythm of songs and verses.	0	0	0	0	0	0	0	0
*◎1-IV-11 Understand public announcements.	0	0	0	0	1	0	1	0.1

Note. Number in each blank means number of occurrence. T means the total number

of occurrence. % means frequency of occurrence.

CHAPTER 5

DISCUSSION

The purpose of this study aimed to examine the following two situations. Firstly, the incorporation of the learning performance descriptors presented in listening activities in the three sets of the textbooks and workbooks was investigated. Secondly, in terms of the occurrence of the listening performance among the three versions: A, B and C, a comparison and contrast across different versions of textbooks and workbooks was discussed. For the former, the following section explained the major findings supported with research literature. For the latter, the researcher scrutinized the similarities and differences of the incorporation of the listening abilities among the three editions in the second section.

Core Findings

There are eleven items of the listening abilities proposed by the English curriculum. After examining the display of the listening performance descriptors across the three sets of textbooks and workbooks, A, B and C, the researcher found the imbalanced incorporation of the learning performance descriptors (see Figure 4.9 and Table 4.7). Namely, some types of the learning performance descriptors were stressed while the others neglected. To further expound on the above described phenomenon, the following parts were discussed: (1) the emphasized types of the learning performance descriptors, and (2) the ignored types of the learning performance descriptors.

Emphasized Types of the Learning Performance Descriptors

Based on Figure 4.9, we can see the frequency of the occurrence of each learning performance descriptor in the three sets of coursebooks. Regarding the emphasized learning performance descriptors, all of the three versions put emphasis on the four listening types as follows: (1) understanding vocabulary learned in class, (2) understanding basic or important sentence patterns, (3) understanding frequently-used classroom language and daily language, and (4) understanding the main ideas of daily conversation.

More specifically, the first two types took up the most occurrences of the learning performance descriptors: understanding vocabulary learned in class, and understanding basic or important sentence patterns. The above results suggested that understanding lexical-grammatical features had a pivotal role in junior high school coursebooks, which corresponded to prior studies (Brown, 2014; Richards & Burns, 2012; Rost, 2016). Brown (2014) noted without focusing on forms, like words and grammar rules, language functions, such as making a request and asking for a favor, could not be accomplished. Richards and Burns (2012) proposed that word knowledge and grammatical knowledge were essential components of listening comprehension, which formed the basis of bottom-up processing. Rost (2016) pointed out no listening approaches could exclude lexical knowledge and word recognition.

Given the discussions mentioned above, a likely reason why a large proportion of language-focused listening activities was found in the three versions is that the training of the bottom-up skills (i.e., from language to meaning) helps beginner-level language learners, such as Grade seven, divide utterances into meaningful chunks which lead to understanding the gist of conversation (Richards & Burns, 2012). Thus, three publishers regard a master of vocabulary and grammar as of great importance.

As for the less emphasized items of the learning performance descriptors included understanding frequently-used classroom language and daily language, and understanding the main ideas of daily conversation. Accordingly, recognizing the main idea of daily conversation and spoken language should have been highlighted in coursebooks, which is in line with the research findings of Buck (2001) and Richards and Burns (2012). Buck (2001) studied when the speech happened in real time, listeners could hardly go back to the text for repetition; therefore, due to normal communication, the chance to comprehend the conversation was usually one time, so listeners had to process the text effectively. Namely, the transient feature of daily conversation implies that in order to become an effective speaker and listener, learners need to learn how to grasp the gist of texts and utterances. Richards and Burns (2012) claimed that learners were trained to build up meaning from meaning-baring words via grasping the gist of listening texts. That is, teaching listeners to focus on the most important information in texts by recognizing key words instead of every word could equip learners with essential competence to deal with spontaneous conversation.

In sum, the possible reason why the three versions put less emphasis on the text types mentioned above is that most seventh graders might be overwhelmed by the natural speed of the daily conversation and abundance of spoken language due to their current language ability. Thus, editors designed few of the daily conversation text types in volume one.

Ignored Types of the Learning Performance

Four listening types that were not found across the three versions were: (1) understanding the gist of simple songs and verses, (2) understanding the gist of simple stories and short dramas, (3) understanding the main ideas of simple videos, and (4) understanding rhyme and rhythm of songs and verses. In addition, three learning performance descriptors took up few of the occurrences: (1) recognizing emotion and

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attitude through sentence intonation, (2) recognizing the contexts and the gist of short exposition and narration, and (3) understanding public announcements.

Two implications were worth exploring. Firstly, the results showed that understanding the gist of songs and videos was not emphasized among the three editions, which was not in line with several studies which advocated applying media to listening texts could not only acquaint learners with diverse text types but activate their learning motivation (Brown, 2001, 2010; Hwang et al., 2016; Richard, 1983; Richards & Burns, 2012; Rost, 2016). The possible reasons are that these listening genres are not main test items of listening comprehension tests in Comprehensive Assessment Program for junior high school students (RCPET, 2010), which comprise three parts: recognizing the meaning of sentences, choosing the best response, and understanding the gist of conversation or narration; therefore, text types, like songs and videos, are negligible as long as they are not the major contents of entrance exams. Besides, these listening types draw on top-down processing skills (i.e., from meaning to language), which are more demanding for seventh graders, so the three publishers might not include these types in volume one of the textbook.

However, in light of learner autonomy, it is strongly recommended that media should be integrated into listening activities for the following two reasons. First of all, applying multimodality trains learners to make the transition from scripted listening materials to authentic listening texts. Therefore, Richards and Burns (2012) stated that using the media, like videos, in listening practice helped higher-level learners get used to real-world speech rates. As commercially produced listening materials are lower rates of speech, higher-level learners could hardly benefit from them. Secondly, real-life listening materials, which are not detached from the life-worlds, would activate learners' motivation. As Brown (2001) studied, meaningful and interactive learning tasks were beneficial to English as Foreign Language (EFL) learners. For example,

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public announcements are inseparable from one's life experience; thus, applying public announcements in listening activities elevated learners' motivation. Richard (1983) claimed listening for pleasure, such as songs and movies, served the purpose of arousing students' interest and learning motivation. Therefore, any listening material that students enjoyed was beneficial. Rost (2016) studied effectiveness of multimedia input, like audio, video or image, tended to amplify listening comprehension and learners' engagements. In short, the above research findings proved that with the assistance of multimedia, learners could not only learn to process listening information with comfort, which would boost their learning potential, but also understand real-time speech outside the classroom.

Secondly, the results also revealed that recognizing prosody, such as sentence intonation and rhythm of songs, was not focused among the three editions, which was not in compliance with many studies which had shown prosody could increase learners' listening comprehension (Buck, 2001; Goh & Burns, 2012). A likely explanation is that there are asterisks next to the learning performance descriptors (i.e., *◎1-IV-9 and *◎1-IV-10), which mean schools are encouraged to develop listening materials based on their students' current proficiency level. As a result, textbook writers put little emphasis on acknowledging prosody, which is school-based teaching materials. However, it is noteworthy that prosody and intonation are influential features in listening comprehension. That is, the ability to deal with stress and rhythm was one of the factors to understand utterances because English is a rhythmic pattern language. Buck (2001) specified prosody, "understanding the flow of stressed and unstressed sounds, as well as intonation cues and other cues of oral punctuation" (2001, p.54) was one of the basic communicative approaches to processing communicative situation; consequently, to interpret utterances reasonably, listeners need to have the ability to understand stress and intonation (Buck, 2001).

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Goh and Burns (2012) argued prosodic features, especially intonation, carried meaning in interaction. In a nutshell, listeners must have competencies to process conversation according to its rhythmic structure.

The Similarities and Differences of the Incorporation of the Learning Performance

Descriptors among the Three Versions of Textbooks and Workbooks

When synthesizing the frequency of occurrence of the learning performance descriptors among the three versions, there were four types occupied a majority of the listening exercises with high-frequent occurrences across the three series: (1) understanding vocabulary learned in class, (2) understanding basic or important sentence patterns, (3) understanding frequently-used classroom language and daily language, and (4) understanding the main ideas of daily conversation. And there were three types took up a minority of the listening activities: (1) recognizing emotion and attitude through sentence intonation, (2) recognizing the contexts and the gist of short exposition and narration, and (3) understanding public announcements. However, some types were going unnoticed: (1) understanding the gist of simple songs and verses, (2) understanding the gist of simple stories and short dramas, (3) understanding main ideas of simple videos, and (4) understanding rhyme and rhythm of songs and verses. It might be because editors design listening activities in accordance with learners' current language proficiency. Thus, recognizing vocabulary and grammar while listening plays an important role in volume one.

Based on the findings noted above, there were two conclusions. Firstly, obviously, comprehending songs, stories and videos was at the opposite end of the continuum from understanding lexical-grammatical features in coursebooks. Thus, Richards and Burns (2012) suggested that in addition to classroom English, learners needed to be prepared for various kinds of listening contexts, which involved different

listening input and demanded different listening skills of learners. That is, different listening genres serve as their distinctive purposes. For instance, the purposes for listening to public announcements were to obtain and to act on information; thus, listeners had to listen for specific details, such as formulaic utterances. In contrast, being entertained and getting pleasure were the purposes for listening to songs, movies, and dramas; therefore, listeners needed to keep up with arguments in order to get main ideas from a movie or a drama, and even learn new words from a song. Based on literature review (Brown, 2001, 2010; Hwang et al., 2016; MOE, 2018; Richard, 1983; Richards & Burns, 2012; Rost, 2016; Webb & Nation, 2017), the omissions of the learning performance descriptors in listening activities are an area where textbooks and workbooks have room for improvement so that learners are aware that there are a variety of listening text types through the exposure to diverse listening materials, such as dramas.

Secondly, some listening abilities were relevant to multimodality. Applying multimedia aids (e.g., videos) to listening exercises had many advantages: engaging learners in practice, providing extended information, and activating students' creativity (Hwang et al., 2016). Namely, contextual listening materials, which means learning from context clues, assisted listeners in combining linguistics and meanings. In this notion, Brown (2010) claimed that the integration of skills, such as combination of listening and reading, was close to real life communication. In addition, integrated listening skills, such as combinatory of modality, had become a hot issue in developing and assessing listening comprehension for using the media simulates the transient feature of natural-rate speech (Rost, 2016). Moreover, natural speech from videos could be supplements to commercially produced scripted listening materials as long as they are well-chosen and designed (Richards & Burns, 2012). As a result, including a diversity of listening text types in listening exercises increases

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learners' repertoire of listening competence.

One minor difference the researcher found across the three versions was as the following. Six types of the learning performance were not discussed in the series A and B while there were five types of omissions in series C. In sum, when comparing the three sets, we found more similarities than differences.

The findings above suggested that the occurrence of the eleven types of the learning performance descriptors in listening activities in volume one was imbalanced. Such results can help textbook editors to know how to adapt listening materials to meet the needs of the reformed curricula and to strike an appropriate balance among different items of the learning performance descriptors. The results can also help teachers acknowledge whether students experienced a multitude of text types and hence provide complimentary listening activities.
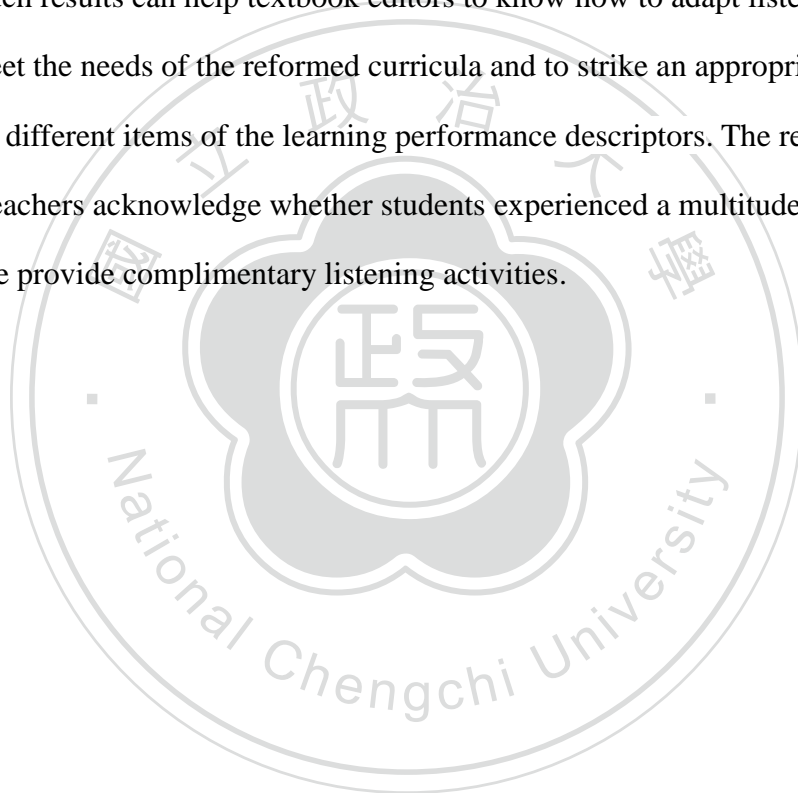
CHAPTER 6

CONCLUSION

Three aspects are dealt with in this final chapter. Firstly, implications of the

research are discussed. Secondly, limitations of the study are proposed. Lastly,

suggestions for future research are made.

Implications of the Research

Implications of the study might shed a lot of light on editors of coursebooks as

well as in-service teachers and practitioners.

For Coursebook Editors

From the research results, two suggestions are offered to coursebook writers.

First, it is suggested that coursebook editors take account of the

neglected LPDs when editing the other five volumes of the textbooks and workbooks.

It might be argued that including all of the LPDs in textbooks and workbooks could

not guarantee success in listening comprehension; however, extensive and varied

listening activities could not only provide a threshold for learners to understand prime

listening discourse types encountered in real life, but also benefit learners to develop

both top-down and bottom-up listening skills.

Second, it is recommended that editors design more listening activities which

will draw on learners' top-down listening processing skills, given that they are seldom

emphasized in volume one. For example, most of the junior high school students are

in favor of listening to songs or watching music videos; therefore, listening exercises

which test the gist of songs would make use of learners' world

knowledge.

For In-service Teachers

Due to a disproportion of listening text types in coursebooks, in-service teachers are suggested offering diverse listening materials to learners based on the learning performance descriptors. Take the LPD, understanding public announcements, as an example. While teachers play the announcements from the MRT station via the media, learners are asked to accomplish the following two missions. Firstly, teachers ask students to listen attentively to the Taipei MRT transfer broadcast and find out the frequently-used words and discourse organization. Secondly, teachers ask students to take notes of the frequently-used words and discourse organization in their listening journals (see Appendix 6). The reason to keep studying logs is that self-assessment documents, such as portfolios, assist students to acknowledge their learning progress and have room for improvement (Burns, 2009). For example, Nunan and Neil (2008) pointed out that reading journals were an effective way to help learners see their own reading progress through making reading journal entries every day. Similarly, listening journals are likely to have a positive effect on keeping a record of learners' listening progress.

Concerning the omission of the following LPD: understanding the main ideas of simple videos, teachers could apply the media in class while designing a worksheet to check students' listening comprehension. Take the video clip, How to Make Fruit Salad (YouTube, 2013). Students are able to make use of their background schemata of relevant topics to comprehend listening materials and to become autonomous learners. Namely, authentic videos could connect learners to their life experience. If possible, teachers could ask students to make their own fruit salad in groups and to take notes of the procedures in their listening journals (see Appendix 6). In a nutshell, teachers are encouraged to make use of media or the Internet in practice to enrich

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listening activities because they are convenient and suitable to train learners' listening comprehension.

Limitations of the Study

This study aimed to understand the incorporation of the learning performance descriptors in listening activities in the three sets of junior high school textbooks and workbooks. Although the research had been conducted with great effort, we acknowledged that there were two restrictions which might lead to different outcomes.

First of all, due to limits of publication dates, only the first volume from Grade seven could be analyzed. As a result, the research results might be different if the six volumes were taken into account. Secondly, the researcher had little time to contact with textbook editors; thus, the concept of designing listening activities was not discussed. And it might lead to a misunderstanding between the researcher and book compilers.

Suggestions for Future Studies

The solutions to the problems mentioned in the restriction part are provided in the follows. Future researchers are strongly recommended to evaluate a series of textbooks and workbooks and make references to teacher's manuals across six volumes from the three commonly used publications to get the picture of a total of the arrangement of the learning performance descriptors. And if possible, they can spend some time discussing with textbook and workbook editors to acknowledge their ideas in compiling listening exercises. In so doing, future researchers have a better understanding of how coursebook editors organize learning performance descriptors.

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APPENDIXES

Appendix 1 *Learning Performance Descriptors for English Listening Ability for*

Junior High School Students (Published by MOE, 2018; translated by the

researcher)

Coding number	LPD
◎ 1-IV-1	Understand vocabulary learned in class.
1-IV-2	Understand frequently-used classroom language and daily language.
1-IV-3	Understand basic or important sentence patterns.
1-IV-4	Understand the gist of daily conversation.
◎ 1-IV-5	Understand the gist of simple songs and verses.
◎ 1-IV-6	Understand the gist of simple stories and short dramas.
1-IV-7	Recognize the contexts and the gist of short exposition and narration.
1-IV-8	Understand the gist of simple videos.
*◎1-IV-9	Recognize emotion and attitude through sentence intonation.
*◎1-IV-10	Understand rhyme and rhythm of songs and verses.
*◎1-IV-11	Understand public announcements, such as MRT, train stations, and airport announcements.

Appendix 2 *A Blank Coding Sheet with Learning Performance Descriptors*

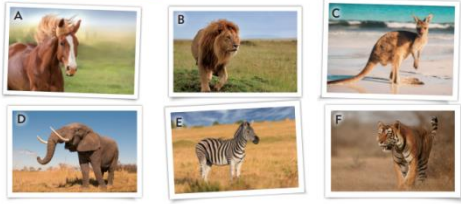| Lesson / LPD	1	2	Review 1	3	4	Review 2	5	6	Review 3	T	%
◎1-IV-1 Understand vocabulary learned in class.											
1-IV-2 Understand frequently-used classroom language and daily language.											
1-IV-3 Understand basic or important sentence patterns.											
1-IV-4 Understand the gist of daily conversation.											
◎1-IV-5 Understand the gist of simple songs and verses.											
◎1-IV-6 Understand the gist of simple stories and short dramas.											
1-IV-7 Recognize the contexts and the gist of short exposition and narration.											
1-IV-8 Understand the gist of simple videos.											
*◎1-IV-9 Recognize emotion and attitude through sentence intonation.											
*◎1-IV-10 Understand rhyme and rhythm of songs and verses.											
*◎1-IV-11 Understand public announcements, such as MRT, train stations, and airport announcements.											

Note. Number in each blank means number of occurrence. T means the total number

of occurrence. % means frequency of occurrence.

Appendix 3 *A Blank Coding Sheet with Learning Performance Descriptors*
(Chinese Version)

單元　　　　　學習表現	1	2	Review 1	3	4	Review 2	5	6	Review 3	T	%
◎1-IV-1 能聽懂課堂中所學的字詞。											
1-IV-2 能聽懂常用的教室用語及日常生活用語。											
1-IV-3 能聽懂基本或重要句型的句子。											
1-IV-4 能聽懂日常生活對話的主要內容。											
◎1-IV-5 能聽懂簡易歌謠和韻文的主要內容。											
◎1-IV-6 能聽懂簡易故事及短劇的主要內容。											
1-IV-7 能辨識簡短說明或敘述的情境及主旨。											
1-IV-8 能聽懂簡易影片的主要內容。											
*◎1-IV-9 能辨識句子語調所表達的情緒和態度。											
*◎1-IV-10 能了解歌謠、韻文的節奏與音韻。											
*◎1-IV-11 能聽懂公共場所廣播的內容，如捷運、車站、機場廣播。											

註記：空格裡面的數字表示發生次數，T表示發生總次數，%表示發生頻率。

Appendix 4 *Sample Contents of Textbooks*

Listening Tasks	A Sample Listening Activity on page 24, Lesson 1, Nan I
Dialogues	
Listening Tasks	A Sample Listening Activity on page 31, Unit 2, Han Lin
Theme Words	
Listening Tasks	A Sample Listening Activity on page 20, Lesson 1, Kang Hsuan
Pronunciation	
Listening Tasks	A Sample Listening Activity on page 31, Lesson 2, Kang Hsuan
Listening Exercises	

Appendix 5 *Sample Contents of Workbooks*

Listening Tasks	A Sample Listening Activity on page 46, Lesson 4, Nan I
Circle	**Part 2** Listen and Circle 圈出聽到的單字。 30%（每題 6 分）CD 14 1. My lunch ╱ dish is beef noodles. 2. They are beautiful bamboo chopsticks ╱ spoons . 3. That's a beautiful parrot ╱ panda pin. 4. Is there a garage ╱ garden at your house? 5. The teacher is between ╱ behind Flora and Gina. 46
Listening Tasks	A Sample Listening Activity on page 53, Unit 4, Han Lin
Fill in	基礎練習 **B** *Fill in the blanks.* 填空。12%（每格2分）　21 ① That K-pop _____ is coming. Everyone is happy. ② Adele's new song is _____ with many young people. ③ The singer and his _____ are having a good time at the party. ④ The students are _____ in the classroom. ⑤ A: Are you _____ for the concert? 　 B: Yes. Let's go now. ⑥ A: What is Natalie doing? 　 B: She is reading an _____ book. Unit 4 53
Listening Tasks	A Sample Listening Activity on page 44, Lesson 3, Nan I
Match	**Part 2** Listen and Match 將句子代號填入相符的圖片中。 30 %（每題 6 分）CD 10 1. 　2. 　3. Cindy 4. 　5. 44
Listening Tasks	A Sample Listening Activity in on page 52, Lesson 4, Kang Hsuan
Choose	**IV** Listen and Choose the Best Answer（35 分，每題 7 分）CD1: 23 言談理解・仿會考 (　　) 1. (A) Yes, there are. 　　　　(B) No, there aren't. 　　　　(C) Yes, there are two rabbits. (　　) 2. (A) No, there isn't. 　　　　(B) Yes, there is. It's small. 　　　　(C) Yes, there is. It's very big. (　　) 3. (A) A gym. 　　　　(B) A playground. 　　　　(C) A basketball court.

Appendix 6 A Sample Listening Journal Adapted from Goh, C.C.M, & Burns, A.
(2012). *Teaching speaking: A holistic approach.* New York: Cambridge
University Press: p.162.

My Listening Journal	
Date:	

Evaluating my listening performance
1. In this week's lessons, I did the following task in listening English:
 	
_____
_____
_____
 	
2. I also learned to use the following useful strategy that can help me listen more effectively:
 	
_____
_____
_____
 	
3. This is how I feel about my learning this week:
Put check (v) next to the sentence that best describe how you feel now.
   a. I am confident that I can do this again. ( )
   b. I am not very confident that I can do this again. ( )
   c. I am still unsure about what I have to listen in such a situation. ( )
   d. I still feel anxious about listening. ( )
   e. I feel less anxious about listening. ( )
	What language knowledge have you learned from this video clip?