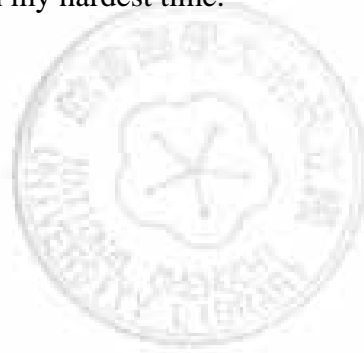


Acknowledgements

The sincerest gratitude is expressed to my advisor, Dr. Chi-yee Lin, for his inspiring guidance and consistent encouragement throughout my research of this work. My gratitude is also extended to the committee members, Prof. Po-ying Lin and Dr. Ming-chung Yu for their helpful suggestions and insightful comments about the content of the thesis. I also greatly thank my classmate, Maria Lin, for her kindly help and encouragement.

Finally, I would like to express my appreciation to my family for their support. I thank my parents for their love and encouragement, and my husband for his tolerance and assistance in my hardest time.



Tables of Contents

Acknowledgements.....	iii
Chinese Abstract.....	x
English Abstract.....	xi
Chapter	
1. Introduction.....	1
1.1 Background.....	1
1.2 Motivation.....	2
1.3 Purpose of the Study.....	4
1.4 Significance of the Study.....	4
1.5 Research Questions.....	5
1.6 Limitation of the study.....	6
2. Literature Review.....	7
2.1 The Nine-year Integrated curriculum.....	7
2.2 Writing Principles of the English Textbooks in the Nine-year Integrated curriculum.....	8
2.2.1 Communicative Language Teaching.....	10
2.2.2 The Philosophy of Whole Language Teaching.....	13
2.3 Textbook Selection.....	14
2.3.1 Textbook Selection Committee.....	15
2.3.2 The Procedures of Textbook Selection.....	15
2.3.3 The criteria of textbook selection.....	16
2.4 Textbook Evaluation.....	20
2.4.1 Principles of Textbooks Evaluation.....	21
2.4.2 Checklists for Textbooks Evaluation.....	22
3. Research Method.....	25
3.1 Instruction.....	25
3.2 Subjects.....	25
3.3 Instruments.....	29
3.3.1 Questionnaire for English Teachers.....	29
3.3.2 Interview Questions for English Teachers.....	33
3.4 Procedures.....	35
3.5 Data Analysis.....	36
4. Results.....	37
4.1 Instruction.....	37

4.2 Results.....	37
4.2.1 Teachers' Personal Background.....	37
4.2.2 Perceptions of Different Evaluation Criteria.....	40
4.2.3 Evaluation Process and Adoption of Textbooks.....	41
4.2.4 Teachers' Opinions on the Current English Textbooks.....	46
4.2.5 Current Textbooks vs. Previous Textbooks.....	92
4.2.6 Results from the Interview with the Teachers.....	99
5. Discussion and Conclusion.....	104
5.1 Teachers' Criteria on Textbook Selection.....	104
5.2 English Textbook Selection Committees.....	105
5.3 Textbook Selection Procedures.....	107
5.4 Teachers' Satisfaction with New Textbooks.....	109
5.5 Changing Textbooks and Its Consequences.....	109
5.6 Teaching Implications.....	109
5.7 Suggestions for Further Research.....	111
Appendixes	
I. Questionnaire.....	114
II. Interview Questions.....	120
References.....	121

List of Tables

Table 3 Distribution of the Subjects.....	26
Table 4.1 Teachers' Personal Background Information.....	38
Table 4.2 Numbers of Schools and Teachers Using Different Versions of English Textbooks.....	39
Table 4.3 The Importance of Each Evaluation Criterion in Textbook Selection.....	40
Table 4.4 Adoption of Evaluation Checklists.....	44
Table 4.5 The Development of Future Evaluation Checklists.....	45
Table 4.6 English Teachers' Opinions of the Kang-Hsuan Textbook.....	48
Table 4.7 English Teachers' Opinions of the Nan-I Textbook.....	50
Table 4.8 English Teachers' Opinions of the Han-Lin Textbook (At Hand Version)...	52
Table 4.9 English Teachers' Opinions of the Han-Lin Textbook (Hot English Version).....	54
Table 4.10 English Teachers' Opinions of the Hess Textbook.....	56
Table 4.11 English Teachers' Opinions of the Longman Textbook.....	58
Table 4.12 English Teachers' Opinions of the Layout of the Kang-Hsuan textbook...	60
Table 4.13 English Teachers' Opinions of the Layout of Nan-I Textbook.....	60
Table 4.14 English Teachers' Opinions of the Layout of Han-Lin Textbook (At Hand).....	61
Table 4.15 English Teachers' Opinions of the Layout of Han-Lin Textbook (Hot English).....	62
Table 4.16 English Teachers' Opinions of the Layout of Hess Textbook.....	63
Table 4.17 English Teachers' Opinions of the Layout of the Longman Textbook.....	63
Table 4.18 English teachers' opinions of the workbooks of the Kang-Hsuan Textbook.....	64
Table 4.19 English Teachers' Opinions of the Workbooks of Nan-I Textbook.....	65

Table 4.20 English Teachers' Opinions of the Workbooks of the Han-Lin Textbook (At Hand).....	65
Table 4.21 English Teachers' Opinions of the Workbooks of Han-Lin Textbook (Hot English).....	66
Table 4.22 English Teachers' Opinions of the Workbooks for the Hess Textbook.....	66
Table 4.23 English Teachers' Opinions of the Workbooks for the Longman Textbook.....	67
Table 4.24 English Teachers' Opinions of the Teachers' Manuals of Kang-Hsuan Textbook.....	68
Table 4.25 English Teachers' Opinions of the Teachers' Manual of the Nan-I Textbook.....	69
Table 4.26 English Teachers' Opinions of the Teacher's Manual of the Han-Lin Txtbook (At Hand Version).....	70
Table 4.27 English Teachers' Opinions of the Teachers' Manual of the Han-Lin Textbook (Hot English Version).....	71
Table 4.28 English Teachers' Opinions of the Teachers' Manual of the Hess Textbook.....	72
Table 4.29 English Teachers' Opinions of the Teachers' Manual of the Longman Textbook.....	73
Table 4.30 English Teachers' Perceptions of the Kang-Hsuan Textbook.....	76
Table 4.31 English Teachers' Perceptions of the Nan-I Textbook.....	77
Table 4.32 English Teachers' Perceptions of the Han-Lin (At Hand Version).....	78
Table 4.33 English Teachers' Perceptions of the Han-Lin (Hot English Version).....	79
Table 4.34 English Teachers' Perceptions of the Hess Textbook.....	80
Table 4.35 English Teachers' Perceptions of the Longman Textbook.....	81
Table 4.36 The Advantages of Kang-Hsuan Textbook Based on English Teachers' Opinions.....	83
Table 4.37 The Disdvantages of Kang-Hsuan Textbook Based on English Teachers' Opinions.....	84

Table 4.38 The Advantages of the Nan-I textbook Based on English teachers’	
Opinions.....	85
Table 4.39 The Disadvantages of the Nan-I Texbook Based on English Teachers’	
Opinions.....	86
Table 4.40 The Advantages of the Han-Lin Textbook (At Hand Version) Based on	
English Teachers’ Opinions.....	86
Table 4.41 The Disadvantages of the Han-Lin Textbook(At Hand Version) Based on	
English Teachers’ Opinions.....	87
Table 4.42 The Advantages of the Han-Lin Textbook (Hot English Version) Based on	
English Teachers’ Opinions.....	88
Table 4.43 The Disdvantages of the Han-Lin Textbook (Hot English Version) Based	
on English Teachers’ Opinions.....	88
Table 4.44 The Advantages of the Hess Textbook Based on English Teachers’	
Opinions.....	89
Table 4.45 The Disadvantages of the Hess Textbook Based on English Teachers’	
Opinions.....	89
Table 4.46 The Advantages of the Longman Textbook Based on English Teachers’	
Opinions.....	90
Table 4.47 The Disadvantages of the Longman textbook based on English teachers’	
opinions.....	91
Table 4.48 Reasons Why English Teachers Changed Their Textbooks.....	93
Table 4.49 Problems Solved After the Teachers Changed Their Textbooks.....	95
Table 4.50 Students’ Reaction to the New Set of Textbooks From Teachers’	
Observation.....	96
Table 4.51 Helpfulness of the New Set of Textbook in Promoting the Students’	
Levels.....	97
Table 4.52 The Comparison between the Previous Textbooks and the Current	
Textbooks.....	98
Table 4.53 Interviewed Teachers’ Comparison between New textbooks and the MOE	
Textbooks.....	100

List of Figures & Graphs

Figure

1 Procedures of Conducting the Study.....	35
---	----

Graph

4.1 Members involved in textbook selection in junior high schools.....	42
4.2 Selection Procedures in Each School.....	43
4.3 Adoption of Evaluation Checklists.....	45
4.4 The Development of Future Evaluation Checklists.....	46

國立政治大學英國語文學系碩士在職專班
碩士論文提要

論文名稱：二〇〇三年國中英語新版本的教科書評量

指導教授：林啓一博士

研究生：林素美

論文提要內容：

本研究旨在調查九年一貫課程實施後，台北縣市國中英語教科書的使用現況及國中英語教師對這些教材的意見。

本研究主要探討的為：(1)國中英語教師選用新版教科書時所強調的標準，(2)各校英語教科書的評選委員與評選程序，(3)國中英語教師對新版英語教科書的滿意度與意見，包括學生習作與教師手冊，(4)更換教科書的原因與結果。

研究對象為五十七所國中的兩百五十三位英語教師。根據問卷調查，目前台北縣市的國中英語教科書有六個版本。

根據資料分析，得到以下主要的發現：

1. 在選教材時，英語教師所秉持的標準依序為合乎課程標準，教材內容，主題多元性，字彙數量，活動設計，插圖，版面，教師手冊，出版商的售後服務、聲望，教科書的第一印象，出版商為教師舉辦的研習，作者的學識等。
2. 各校的評選委員主要由英文老師組成，大多數學校評選教科書的程序為瀏覽各版本教科書，邀請出版商舉辦說明會，及舉行評選會議。
3. 根據本研究所收集的資料顯示，大多數教師普遍上皆滿意九年一貫課程的新版教科書，但約有一半的教師認為內容太多、太難是他們所遭遇到的最大問題。
4. 根據所收集的資料顯示，有五所學校在第二學期更改教科書。教師們對第一學期所用的教科書不滿意的主要原因為教材內容非常難，內容組織不佳，及課與課之間缺乏連貫性。在更換新教科書後，大部分教師發覺之前教材所衍生的問題都解決了。因此大多數教師在更改教科書後覺得較滿意。

ABSTRACT

This study aims to survey English textbook selection of junior high schools in Taipei City and Taipei County after the implementation of the Nine-year Integrated Curriculum and explore English teachers' opinions of these textbooks.

This study focuses on the following issues: (1) the criteria highlighted by English teachers when evaluating the new textbooks, (2) the committees and the procedure of English textbook selection in each school, (3) the junior high school English teachers' satisfaction with and opinions about the contents of the new teaching materials, including students' workbooks and teachers' manuals, (4) the reasons for teachers' changing textbooks and its consequences.

The recruited subjects are 253 junior high school English teachers from 57 schools. According to the questionnaires, there are 6 versions of textbooks used in junior high schools in Taipei City and Taipei County.

After data analysis, the main findings are obtained as follows:

1. The criteria highlighted by English teachers when selecting the new textbooks are the correspondence to the curriculum standards, the contents, and a variety of themes. Considered important in sequence to the teachers who responded are the amount of vocabulary, the design of activities, the illustrations, the layout, the content of the teacher's manual, and the level of service offered by the publisher, the publisher's reputation, the first impression of the textbook, workshops provided for teachers by a publisher and the expertise of authors.
2. The selection committee in each school is mainly composed of the English teachers and the selection of English textbooks in most schools are done in the procedure of reviewing textbooks, inviting publishers to present their textbooks, and holding selection meetings.

3. According to the questionnaires collected in this study, most teachers were generally satisfied with the new textbooks developed for the Nine-year Integrated Curriculum. The most obvious problem with these new textbooks, according to the questionnaires, is that about half of the English teachers' dissatisfaction with too much and too difficult content in the material.
4. Based on the questionnaires, five of the schools change textbooks in the second semester. The main reasons for the dissatisfaction with the first semester textbooks are that the textbooks are overly difficult, poorly organized, and lacking in continuity between lessons. After changing to new textbooks, most teachers find that the problems are solved. Therefore, most teachers are more satisfied after changing the textbooks.