

Chapter four

Results

4.1 Introduction

A total of 253 completed questionnaires were collected with 112 copies from Taipei City and 141 copies from Taipei County. Each English teacher's questionnaire was divided into five sections: (1) personal background information; (2) perceptions of the relative importance of different evaluation criteria; (3) evaluation process of adopting textbooks; (4) perceptions of the current in-use textbooks; and (5) comparison between the previous set of textbooks and the in-use set of textbook. For textbooks that had been changed during the second semester, textbooks used in the first semester were evaluated, because the new version had only been used for two months. The longer the textbook was used, the more the teacher understood the textbook. Therefore, the teachers were asked to evaluate the previous textbook rather than the new one. The following are the results of the questionnaires.

4.2 Results

The responses of the questionnaires were examined and broken into five sections and represented by frequency: (1) teachers' personal background; (2) teachers' evaluation criteria for selecting textbook; (3) evaluation process in each junior high school; (4) teachers' opinions on the current in-use English textbook; and (5) the reasons why the textbook was changed the following semester.

4.2.1 Teachers' Personal Background

The teachers' personal background includes gender, the education background, college majors, teaching experience, school locations, and weekly class hours in different schools.

Table 4.1 summarizes the teachers' personal information. Most of the teachers were female (92.5 %) and were English majors (71.5 %) and all had a minimum of college or university education (64.4%). Among these teachers, 28 % had one to five years of experience, 13.8 % had five to ten years experience, 24.1% had ten to fifteen years experience, 17.4% had fifteen to twenty years experience, and 16.2% had twenty years or above.

In terms of English class hours a week in each school, 149 English teachers (58.9 %) in 38 schools confirmed three English class hours and one alternative class hours a week, 44 teachers (17.4 %) in five schools had only three English class hours a week, 43 teachers (17%) in nine schools had four class hours. Six teachers (2.4%) in one school had four English class hours and one alternative class hours and eleven teachers (4.3%) in one school had three English class hours, one alternative class hours and one class hour for the transition from the elementary school. The detailed results are illustrated below.

Table 4.1 Teachers' Personal Background Information

Background	Items	Teacher numbers	Percentages
Gender	Male	19	7.5%
	Female	234	92.5%
Education background	College/University	163	64.4%
	40-credits program after college/University	62	24.5%
	Graduate school	28	11.1%
College majors	English majors	181	71.5%
	Non-English majors	62	24.5%
	Others	10	4%
Teaching experience	1-5 years	72	28.5%
	5-10 years	35	13.8%
	10-15 years	61	24.1%
	15-20 years	44	17.4%

	20 years or above	41	16.2%
Locations of schools	Taipei City	112	44.3%
	Taipei County	141	55.7%
English class hours a week	3 class hours	44	17.4%
	3 and 1 alternative class hours	149	58.9%
	4 class hours	43	17%
	Others	17	6.7%

Listed below are the numbers of schools and teachers using different versions of English textbooks.

Table 4.2 Numbers of schools and teachers using different versions of English textbooks

Textbooks	Schools	Teachers
	Numbers and Frequency	Numbers and Frequency
1. Kang-Hsuan textbook	14 (25.5%)	60 (23.7%)
2. Nan-I textbook	12 (21.8%)	54 (21.3%)
3. Han-Lin textbook (At Hand)	8 (14.5%)	35 (13.8%)
4. Han-Lin textbook (Hot English)	8 (14.5%)	27 (10.7%)
5. Hess textbook	6 (10.9%)	45 (17.8%)
6. Longman textbook	7 (12.7%)	32 (12.7%)
Total	55 (100%)	253 (100%)

As shown in Table 4.2, the English textbooks for junior high school that are going strong on the market were the Kang-Hsuan textbook, the Nan-I textbook, the Han-Lin textbook, the Hess textbook and the Longman textbook. Among them, the Han-Lin textbook fell into two versions: Hot English and At Hand. The former was edited for the high-achievers of some prestigious junior high schools while the latter was for the average or low-achievers of some suburban junior high schools.

It also shows that the Kang-Hsuan textbook, the Nan-I textbook and the Han-Lin textbook were widely used with 76.3% of schools and 69.5% of the 253 teachers.

4.2.2 Perceptions of Different Evaluation Criteria

According to the literature review, the following items were criteria considered important by many scholars. The relative importance of these evaluation criteria to these 253 English teachers is listed in Table 4.3.

Table 4.3 The importance of each evaluation criterion in textbook selection

Items	Importance of each item				
	4	3	2	1	0
1. Compiler's expertise and his status in the academic community	59 (23.3%)	138 (54.6%)	48 (19%)	6 (2.4%)	2 (0.8%)
2. Publisher's reputation	62 (24.5%)	160 (63.2%)	27 (10.7%)	2 (0.8%)	2 (0.8%)
3. First impression on the textbook when skimming	67 (26.5%)	152 (60.1%)	32 (12.7%)	1 (0.4%)	1 (0.4%)
4. Correspondence to the curriculum guidelines	125 (49.4%)	122 (48.2%)	4 (1.6%)	0 (0%)	2 (0.8%)
5. Size of vocabulary	79 (31.2%)	157 (62.1%)	14 (5.5%)	2 (0.8%)	1 (0.4%)
6. Difficulty of grammar	124 (49%)	122 (48.2%)	6 (2.4%)	0 (0%)	1 (0.4%)
7. Variety of themes	105 (41.5%)	137 (54.2%)	8 (3.2%)	1 (0.4%)	2 (0.8%)
8. Activity design	111 (43.9%)	122 (48.2%)	19 (7.5%)	0 (0%)	1 (0.4%)
9. Illustrations, layout, and printing	72 (28.5%)	162 (64%)	17 (6.8%)	1 (0.4%)	1 (0.4%)
10. Content of teacher's	104	131	17	0	1

manual	(41.1%)	(51.8%)	(6.7%)	(0%)	(0.4%)
11. Content of student's workbook	111 (43.9%)	135 (53.4%)	6 (2.4%)	0 (0%)	1 (0.4%)
12. Service offered by the publisher	106 (41.9%)	129 (51%)	16 (6.3%)	1 (0.4%)	1 (0.4%)
13. Publisher's workshop for teachers	64 (25.3%)	141 (55.7%)	44 (17.4%)	3 (1.2%)	1 (0.4%)

Note: 4=very important; 3=important; 2=not very important; 1=not important at all, and 0=no response

Table 4.3 shows that most of the English teachers emphasized every single item listed above when choosing textbooks. Eighty-one percent of the teachers thought the publisher's workshop for teachers was important, 77.9% of the teachers thought the compiler's expertise and his status in the academic community was important, 87.7 % stressed publisher's reputation and 86.6 % emphasized the first impression on the textbook when skimming. Furthermore, the other items such as correspondence to the curriculum standards, size of vocabulary, difficulty of grammar, variety of themes, activity design, illustration, layout and printing, content of teacher's manual and student's workbook, and publisher's service were considered important because more than 90 % of the teachers considered them important. Above all, the correspondence to the curriculum standards, difficulty of grammar, the variety of themes, and the content of student's workbook seemed to play crucial parts in textbook selection because only 10 (3.6%) teachers thought them unimportant.

4.2.3 Evaluation Process and Adoption of Textbooks

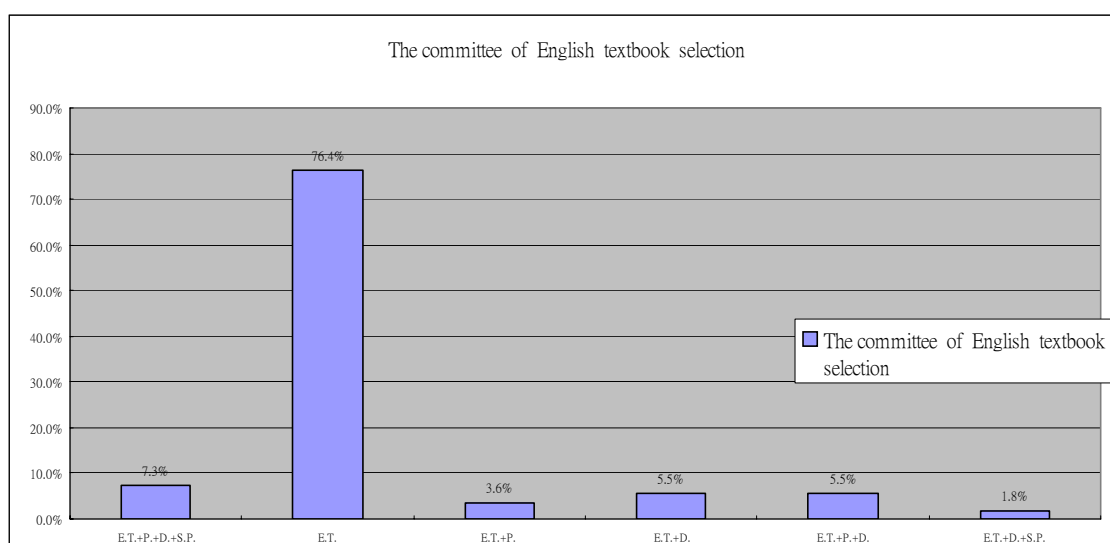
The third section is to investigate the committee of English textbook selection and the evaluation process in each junior high school.

Based on the collected data, 201 English teachers (about 80%) took part in the

textbook selection; only 52 (20%) English teachers were not involved in such a process because they were in the first year to teach students in schools.

In the following graph is the committee of English textbook selection in junior high schools.

Graph 4.1 Members involved in textbook selection in junior high schools



Note: E.T.=English teachers; P=principals; D=deans of academic affairs;
S.P.=students' parents

Graph 4.1 indicates that among the 55 schools, 42 (76.4 %) chose textbooks based on English teachers' discussion. Four (7.3 %) selected their textbooks according to English teachers, principals, deans of academic affairs and students' parents. Three (5.5 %) selected the textbooks jointly by English teachers, their principals and deans of academic affairs. Another three (5.5%) selected their textbooks by English teachers together with their deans of academic affairs. Only one (1.8%) chose texts recommended by English teachers, dean of academic affairs and students' parents.

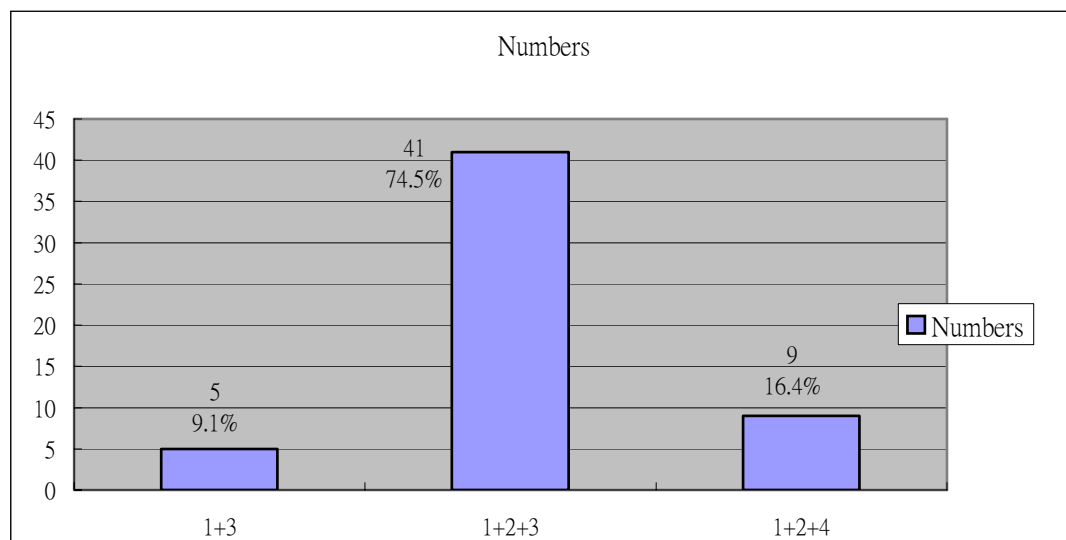
The results indicate that most of the schools selected their English textbooks with approval from English teachers. Only five schools invited students' parents to be

selection committee members, while none invited students. According to the interviews, the school authorities seemed to dismiss students and parents as not professionals. Students were deemed not mature enough to judge which textbook was suitable and parents were not the users of the textbooks.

When it comes to the procedures of textbook selection in each school, four possible ones are provided as follows:

1. Skimming the sample textbooks,
2. Inviting textbook publishers to give an introduction to their textbooks,
3. Holding the selection meeting once or twice,
4. Deciding on which textbook to use.

Graph 4.2 Selection procedures in each school



Note: 1,2,3 and 4 refer to the above-mentioned four procedures of textbook selection.

Graph 4.2 shows that 41 (77.3%) of the 55 schools went through procedures one, two and three, 9 (16.3%) schools went through one, two and four and 5 (9.1%) schools went through one and three. It is obvious that all of the teachers skimmed the textbooks before they selected the textbooks. Based on the results, most (77.3%) decided their textbooks by following the procedures of skimming the textbooks,

inviting publishers to introduce their textbooks and holding the selection meeting.

When choosing textbooks, the English teachers are supposed to use some evaluation checklists, while 22 (8.7%) teachers adopted no evaluation checklists at all, arguing that they selected textbooks depending on their teaching experiences or consulting with the other teachers in their schools. Concerning the adoption of evaluation checklists, 69 (27.3 %) used the checklists provided by the Bureau of Education, 5 (2 %) used the checklists from other schools, 16 (6.3%) used the checklists provided by the publishers of the textbooks, 122 (48.2%) used the checklists produced by the coordinators of their own schools, and 19 (7.5 %) teachers chose the item of “other sources” in the questionnaire. These 19 English teachers explained that the checklists they used were provided by the school authorities, so they had no ideas as to the sources of the checklists. In table 4.4, the checklists produced by the coordinators were more prevalent as the English teachers selected the textbooks.

Table 4.4 Adoption of evaluation checklists

Items	1	2	3	4	5	6
Numbers	22	69	5	16	122	19
Percent	8.7%	27.3%	2%	6.3%	48.2%	7.5%

Note: 1=used no evaluation checklists at all

2=used the checklists provided by the Bureau of Education

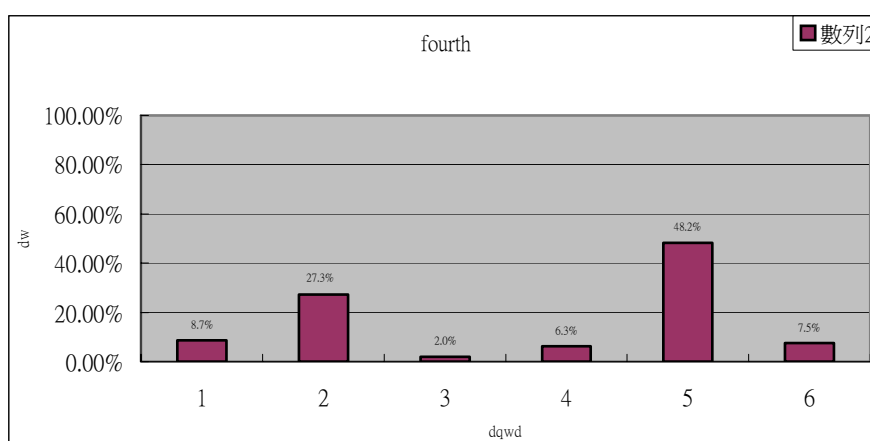
3=used the checklists from other schools

4=used the checklists provided by the publishers of the textbooks

5=used the checklists produced by the coordinators of their school

6=other sources

Graph 4.3 Adoption of evaluation checklists



As for the development of future evaluation checklists, 2 (0.8 %) teachers thought the scholars and experts should collaborate. One hundred and nineteen (47 %) teachers preferred the English teachers and scholars working together. Twenty-five (9.9 %) teachers thought the MOE and the experts should cooperate together. Fifty-five (21.7 %) teachers were inclined to create the checklists themselves, and 52 (20.6 %) teachers chose “other sources”. Most of the 52 English teachers who chose “other sources” thought the evaluation checklists should be created by English teachers, scholars and the MOE, and the others had no ideas or comments at all. It is obvious that most of the English teachers preferred the future checklists to be created by English teachers and scholars cooperatively according to Table 4.5.

Table 4.5 The development of future evaluation checklists

Items	1	2	3	4	5
Numbers	2	119	25	55	52
Percent	0.8 %	47.0 %	9.9 %	21.7 %	20.6 %

Note: 1= the future evaluation checklists produced by scholars and experts

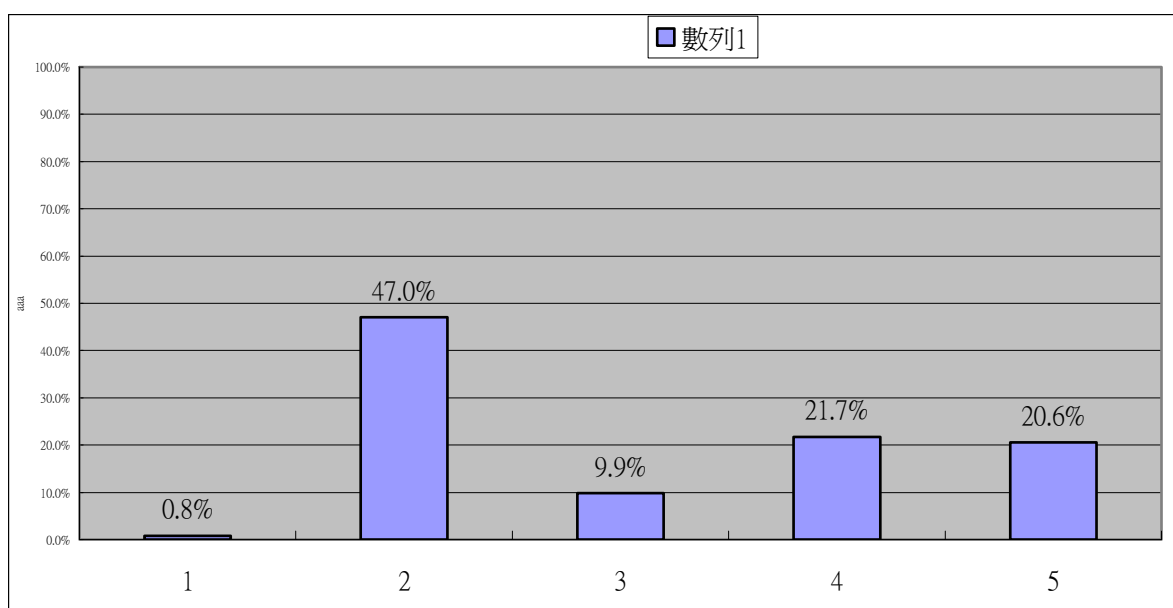
2=produced by English teachers and scholars

3=produced by the MOE and experts

4=produced by English teachers at schools

5=produced by other specialists except for the above

Graph 4.4 The development of future evaluation checklists



4.2.4 Teachers' Opinions on the Current English Textbooks

The fourth section surveys the English teachers' opinions on the newly adopted English textbooks. The results of each item are listed one by one.

Among the 253 English teachers, 60 (23.7%) teachers used the Kang-Hsuan textbook. In Table 4.6, 86.6 % of the teachers thought that the genres in the textbook were diverse. Concerning the theme of each lesson, 85 % of the teachers were satisfied with its clearness and 81.7 % of them were satisfied with its variety. In terms of the materials, 95 % thought that the content was practical and 91.6 % of them agreed that listening, speaking, reading and writing were integrated in the content. Eighty-five percent of the teachers thought that the materials were not structure-based, but authentic-based. They were also satisfied with the length of the readings.

More than 81 % agreed that the content of each lesson helped arouse students' interests. In addition, 75.4 % of the English teachers thought that the compilation of the materials was based on the principles of progression, accumulation and repetition. Fifty percent thought that the amount of material to be covered was too much in comparison with the time allotted to English class each week, while 48.3% did not

have such a problem. That is half of the teachers encountered the problem of being unable to cover everything in the textbook before mid-term exam. As to its difficulty, 88.3 % thought the content was of medium difficulty, that is to say, the materials were not too difficult.

Regarding vocabulary, 76.7 % of the teachers agreed that vocabulary was taught through meaningful and authentic practice. Furthermore, 83.3 % considered the practice of phonics to be appropriate. As for the sentence patterns, all the teachers agreed that the sentence pattern activities were simple, basic and practical. Over 76 % thought that the activities were meaningful and practical, thus avoiding boring, repetitious practice.

Concerning the design of activities in each lesson, 93.3 % of the teachers thought that the design of activity corresponded to the theory of Communicative Language Teaching, 76.7 % agreed that the activities in each lesson could help students to understand and apply what they had learned. Seventy percent considered that the activities were based on cooperative learning; such as role play and group discussion. Sixty-five percent thought that the activities for sentence practice were numerous. More than 61 % thought that the content of the textbook didn't have many authentic, appropriate and challenging activities, such as problem solving. This was quite different from their satisfaction about the activities of sentence patterns. Therefore, except for the activities of sentence patterns, most of the teachers weren't satisfied with the design of other activities.

Table 4.6 English teachers' opinions of the Kang-Hsuan textbook

Items		4		3		2		1		0	
		f	%	f	%	f	%	f	%	f	%
1. Genres	Various	17	28.3	35	58.3	7	11.7	1	1.7	0	0.0
2. Theme	Clear	14	23.3	37	61.7	7	11.7	2	3.3	0	0.0
	Various	13	21.7	36	60.0	11	18.3	0	0.0	0	0.0
3. Materials	Interesting	8	13.3	41	68.3	11	18.3	0	0.0	0	0.0
	Practical	13	21.7	44	73.3	3	5.0	0	0.0	0	0.0
	Authentic	24	40.0	27	45.0	9	15.0	0	0.0	0	0.0
	Too much quantity	5	8.3	25	41.7	29	48.3	0	0.0	1	1.6
	Appropriate length	13	21.7	38	63.3	8	13.3	0	0.0	1	1.6
	Progression, accumulation and repetition	15	24.6	31	50.8	13	21.3	1	1.6	1	1.6
	Integration of four skills	20	33.3	35	58.3	5	8.3	0	0.0	0	0.0
4. Difficulty	Medium	17	28.3	36	60.0	7	11.7	0	0.0	0	0.0
	Great	0	0.0	7	11.7	29	48.3	24	40.0	0	0.0
5. Vocabulary learning	Through meaningful & authentic practice	12	20.0	34	56.7	14	23.3	0	0.0	0	0.0
6. Phonics practice	Appropriate	21	35.0	29	48.3	10	16.7	0	0.0	0	0.0
7. Sentence patterns	Easy, basic & practical	19	31.7	41	68.3	0	0.0	0	0.0	0	0.0
	Instruction with meaningful & authentic activity	11	18.3	35	58.3	14	23.3	0	0.0	0	0.0
8. Activities	Corresponding to CLA	20	33.3	36	60.0	4	6.7	0	0.0	0	0.0
	Various	10	16.7	29	48.3	21	35.0	0	0.0	0	0.0
	Cooperative	9	15.0	33	55.0	18	30.0	0	0.0	0	0.0
	Authentic & challenging	2	3.3	21	35.0	35	58.3	2	3.3	0	0.0
	Helpful	7	11.7	39	65.0	14	23.3	0	0.0	0	0.0

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

Among the 253 English teachers, 54 (21.3%) teachers used the Nan-I textbook. In Table 4.7, over 70 % of the teachers considered the genres in the textbook varied. More than 72 % were satisfied with the clear and various themes of each lesson. Concerning the materials, 92.6 % of the teachers agreed that its content was practical. Over 90 % were satisfied with the authentic content and appropriate length. About 83 % agreed that listening, speaking, reading and writing were integrated in the content. Almost 80 % agreed that the material was interesting. Over 70 % thought that the compilation of the materials was based on the principles of progression, accumulation and repetition. Nevertheless, 64.8 % of teachers thought that the material had too much quantity so the time allotted to English class each week was not enough to cover everything in the textbook. As for the difficulty, 75.9 % thought that the content was of medium difficulty, that is to say, the materials were not too difficult.

In terms of vocabulary, 79.6 % of the teachers agreed that vocabulary was taught through meaningful and authentic practice. Furthermore, 85.2 % agreed with its appropriate practice of phonics. As for the sentence patterns, 90.7 % of the teachers agreed that the sentence pattern activities in the materials were simple, basic and practical. About 68 % thought that sentence patterns had meaningful and realistic activities to avoid boring and mechanical practice.

Concerning the design of activities in each lesson, 88.9 % of the teachers thought that the design of activity was correspondent to the theory of Communicative Language Teaching, 81.5 % agreed that the activities in each lesson could help students to understand and apply what they had learned. Almost 70 % considered the activities based on cooperative learning, such as role play and group discussion. Only 57.4% thought that the activities for sentence practice were plentiful. In addition, 61.6 % of the teachers thought that the content of this textbook didn't have enough

authentic, appropriate and challenging activities, such as problem solving. This was different from their satisfaction with the activities of sentence patterns. Therefore, except for the activities of sentence patterns, most of the teachers weren't satisfied with the design of other activities in a lesson.

Table 4.7 English teachers' opinions of the Nan-I textbook

Items		4		3		2		1		0	
		f	%	f	%	f	%	f	%	f	%
1. Genres	Various	6	11.1	32	59.3	15	27.8	1	1.9	0	0.0
2. Theme	Clear	9	16.7	30	55.6	11	20.4	3	5.6	1	1.7
	Various	3	5.6	36	66.7	14	25.9	0	0.0	1	1.8
3. Materials	Interesting	2	3.7	39	72.2	9	16.7	3	5.6	1	1.8
	Practical	5	9.3	45	83.3	4	7.4	0	0.0	0	0.0
	Authentic	9	16.7	40	74.1	4	7.4	0	0.0	1	0.0
	Too much quantity	15	27.8	20	37.0	18	33.3	1	1.9	0	0.0
	Appropriate length	9	16.7	40	74.1	5	9.3	0	0.0	0	0.0
	Progression, accumulation and repetition	8	14.8	30	55.6	12	22.2	4	7.4	0	0.0
	Integration of four skills	11	20.4	34	63.0	9	16.7	0	0.0	0	0.0
4. Difficulty	Medium	10	18.5	31	57.4	12	22.2	1	1.9	0	0.0
	Great	2	3.7	11	20.4	27	50.0	13	24.1	1	1.8
5. Vocabulary learning	Through meaningful & authentic practice	6	11.1	37	68.5	10	18.5	1	1.9	0	0.0
6. Phonics practice	Appropriate	9	16.7	37	68.5	6	11.1	2	3.7	0	0.0
7. Sentence patterns	Simple, basic & practical	10	18.5	39	72.2	4	7.4	1	1.9	0	0.0
	Instruction with meaningful & authentic activity	3	5.6	34	63.0	15	27.8	0	0.0	2	3.6
8. Activities	Corresponding to CLA	9	16.7	39	72.2	5	9.3	1	1.9	0	0.0

	Various	4	7.4	27	50.0	18	33.3	5	9.3	0	0.0
	Cooperative	5	9.3	30	55.6	16	29.6	3	5.6	0	0.0
	Authentic & challenging	2	3.7	19	35.2	29	53.7	4	7.4	0	0.0
	Helpful	6	11.1	38	70.4	10	18.5	0	0.0	0	0.0

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

The Han-Lin textbook was divided into two versions: the At Hand version and the Hot English version. Among the 253 English teachers, 35 (13.8 %) used At Hand version of the Han-Lin textbook.

In Table 4.8, 94.3 % of the teachers thought that the genres in the textbook were diverse. Concerning the theme of each lesson, 88.5 % were satisfied with the variety. 71.4 % were satisfied with its clarity. In terms of the materials, 97.1 % agreed that there was practical content, 94.3 % agreed that the content of each lesson helped arouse students' interests, 91.4 % were satisfied with the appropriate length of the reading in each lesson. More than 88 % thought that the materials were not structure-based, but authentic-based. Eighty-three percent of the teachers agreed with the integration of four skills in the content. Furthermore, 74.2 % thought that the compilation of the materials was based on the principles of progression, accumulation and repetition. While, 51.4 % of teachers didn't think that the quantity of the material was too much, so they could finish all the content before mid-term or final exam. As to its difficulty, 85.7 % thought the content was of medium difficulty, that is to say, the materials were not too difficult.

Moreover, 80 % of the teachers agreed that vocabulary was taught through meaningful and authentic practice, and 82.9 % agreed with the appropriate practice of phonics. As for the sentence patterns, 97.1 % agreed that the sentence patterns in the materials were simple, basic and practical, and 82.9 % thought that the sentence

patterns were presented with meaningful and authentic activities, without boring and mechanical practice.

Concerning the design of activities in each lesson, 94.3 % of the teachers thought that the design of activity was correspondent to the theory of Communicative Language Teaching. About 77 % agreed that the activities in each lesson could help students to understand and apply what they had learned, 68.6 % of them thought that the activities were varied in each lesson, and 54.3 % agreed that the design of activities was based on cooperative learning, such as role play and group discussion. Less than half of the teachers (45.7 %) thought that the content of this textbook had many authentic, appropriate and challenging activities, such as problem solving.

Table 4.8 English teachers' opinions of the Han-Lin textbook (At Hand version)

Items		4		3		2		1		0	
		f	%	f	%	f	%	f	%	f	%
1. Genres	Various	15	42.9	18	51.4	2	5.7	0	0.0	0	0.0
2. Theme	Clear	11	31.4	14	40.0	9	25.7	1	2.9	0	0.0
	Various	13	37.1	18	51.4	3	8.6	1	2.9	0	0.0
3. Materials	Interesting	7	20.0	26	74.3	1	2.9	1	2.9	0	0.0
	Practical	7	20.0	27	77.1	1	2.9	0	0.0	0	0.0
	Authentic	11	31.4	20	57.1	4	11.4	0	0.0	0	0.0
	Too much quantity	5	14.3	12	34.3	16	45.7	2	5.7	0	0.0
	Appropriate length	7	20.0	25	71.4	3	8.6	0	0.0	0	0.0
	Progression, accumulation and repetition	6	17.1	20	57.1	7	20.0	2	5.7	0	0.0
	Integration of four skills	12	34.4	17	48.6	6	17.1	0	0.0	0	0.0
4. Difficulty	Medium	9	25.7	21	60.0	5	14.3	0	0.0	0	0.0
	Great	0	0.0	6	17.1	18	51.4	11	31.4	0	0.0
5. Vocabulary learning	Through meaningful & authentic practice	5	14.3	23	65.7	7	20.0	0	0.0	0	0.0

6. Phonics practice	Appropriate	7	20.0	22	62.9	6	17.1	0	0.0	0	0.0
7. Sentence patterns	Simple, basic & practical	11	31.4	23	65.7	1	2.9	0	0.0	0	0.0
	Instruction with meaningful & authentic activity	5	14.3	24	68.6	6	17.1	0	0.0	0	0.0
8. Activities	Corresponding to CLA	9	25.7	24	68.6	2	5.7	0	0.0	0	0.0
	Various	5	14.3	19	54.3	10	28.6	1	2.9	0	0.0
	Cooperative	3	8.6	16	45.7	15	42.9	1	2.9	0	0.0
	Authentic & challenging	2	5.7	14	40.0	18	51.4	1	2.9	0	0.0
	Helpful	6	17.1	21	60.0	7	20.0	1	2.9	0	0.0

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

In terms of the other version, Hot English, of the Han-Lin textbook, the results of the English teachers' opinions are presented in Table 4.9. Among the 253 teachers, 27 teachers (10.7 %) used the Hot English version of the Han-Lin textbook.

According to Table 4.9, 92.6 % of the teachers thought that the genres in the textbook were diverse. As to the theme of each lesson, 92.6 % of the teachers were satisfied with the variety. About 74 % were satisfied with its clearness. Concerning the materials, 96.3 % of the teachers thought that its content was practical, 88.9 % thought that the material was not structures-based, but authentic-based, and 85.2 % agreed that the content of each lesson helped arouse students' interests and was integrated with listening, speaking, reading and writing. Furthermore, 77.8 % were satisfied with the length of the readings in each lesson, 55.5 % considered that there was too much material, and 51.9 % thought that the compilation of the materials was based on the principles of progression, accumulation and repetition. As to the difficulty, 51.8 % thought the content was of medium difficulty. Only 37 % of them

considered it very difficult.

Concerning vocabulary learning, 81.5 % of the teachers agreed that vocabulary was taught through meaningful and authentic practice. Furthermore, 70.4 % agreed with the appropriate practice of phonics. As for the sentence patterns, 81.5 % of the teachers agreed that the sentence patterns in the materials were simple, basic and practical, and 63 % thought that the sentence patterns were presented with meaningful and authentic activities, without boring and mechanical practice.

Regarding the design of activities in each lesson, 92.6 % of the teachers thought that the design of activity was correspondent to the theory of Communicative Language Teaching, 81.5 % agreed that the activities in each lesson could help students to understand and apply what they had learned. About 74 % considered that the activities were varied and based on cooperative learning, such as role play and group discussion. About 59 % thought that the activities in each lesson had many authentic, appropriate and challenging activities, such as problem solving.

Table 4.9 English teachers' opinions of the Han-Lin textbook (Hot English version)

Items		4		3		2		1		0	
		f	%	f	%	f	%	f	%	f	%
1. Genres	Various	4	14.8	21	77.8	1	3.7	1	3.7	0	0.0
2. Theme	Clear	4	14.8	16	59.3	7	25.9	0	0.0	0	0.0
	Various	6	22.2	19	70.4	2	7.4	0	0.0	0	0.0
3. Materials	Interesting	7	25.9	16	59.3	3	11.1	1	3.7	0	0.0
	Practical	8	29.6	18	66.7	1	3.7	0	0.0	0	0.0
	Authentic	8	29.6	16	59.3	3	11.1	0	0.0	0	0.0
	Too much quantity	4	14.8	11	40.7	12	44.4	0	0.0	0	0.0
	Appropriate length	1	3.7	20	74.1	6	22.2	0	0.0	0	0.0
	Progression, accumulation and repetition	0	0.0	14	51.9	6	22.2	7	25.9	0	0.0

	Integration of four skills	7	25.9	16	59.3	4	14.8	0	0.0	0	0.0
4. Difficulty	Medium	3	11.1	11	40.7	10	37.0	3	11.1	0	0.0
	Great	2	7.4	8	29.6	16	59.3	1	3.7	0	0.0
5. Vocabulary learning	Through meaningful & authentic practice	3	11.1	19	70.4	4	14.8	1	3.7	0	0.0
6. Phonics practice	Appropriate	3	11.1	16	59.3	5	18.5	3	11.1	0	0.0
7. Sentence patterns	Simple, basic & practical	6	22.2	16	59.3	5	18.5	0	0.0	0	0.0
	Instruction with meaningful & authentic activity	2	7.4	15	55.6	10	37.0	0	0.0	0	0.0
8. Activities	Corresponding to CLA	9	33.3	16	59.3	2	7.4	0	0.0	0	0.0
	Various	3	11.1	17	63.0	7	25.9	0	0.0	0	0.0
	Cooperative	2	7.4	18	66.7	7	25.9	0	0.0	0	0.0
	Authentic & challenging	0	0.0	16	59.3	11	40.7	0	0.0	0	0.0
	Helpful	3	11.1	19	70.4	5	18.5	0	0.0	0	0.0

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

Among the 253 English teachers, 45 (17.8%) teachers used the Hess textbook.

In Table 4.10, 73.4 % of the teachers considered the genres in the textbook diverse. Seventy-one percent were satisfied with the clear and various themes of each lesson. Concerning the materials, 88.8 % of the teachers agreed that the content was practical, 82.2 % agreed with the integration of four skills. About 73 % of them agreed that the materials were interesting, authentic but too much. It showed that most teachers were not pleased with the quantity of the materials because there was too much content for regular class hours. Comparing with the other textbooks, most teachers using this textbook had a more serious problem of being unable to cover

everything in the textbook before mid-term or final exam. Over 71 % thought that the length of the reading in each lesson was appropriate and 64.4 % thought that the compilation of the materials was based on the principles of progression, accumulation and repetition.

As for the difficulty, 55.6 % agreed that the content was of medium difficulty, but 48.9 % disagreed. The reason for the close percentages of agreeing or disagreeing depended on students' English proficiency and regular class hours.

Concerning vocabulary, 75.5 % of the teachers agreed that vocabulary was taught through meaningful and authentic practice. Furthermore, 82.2 % agreed with the appropriate practice of phonics. Regarding the sentence patterns, 77.8 % considered them simple, basic and practical. Over 71 % agreed that the sentence patterns were presented with meaningful and authentic activities, without boring and mechanical practice.

In terms of the design of activities in each lesson, 77 % of the teachers thought that it was correspondent to the theory of Communicative Language Teaching, 71.1 % agreed that the activities in each lesson could help students to understand and apply what they had learned, and 66.7 % were satisfied with its variety. In addition, 57.8 % of the teachers thought that the activities were cooperative, but only 31.1 % thought that the activities were authentic and challenging.

Table 4.10 English teachers' opinions of the Hess textbook

Items		4		3		2		1		0	
		f	%	f	%	f	%	f	%	f	%
1. Genres	Various	7	15.6	26	57.8	11	24.4	1	2.2	0	0.0
2. Theme	Clear	7	15.6	25	55.6	8	17.8	5	11.1	0	0.0
	Various	11	24.4	21	46.7	12	26.7	1	2.2	0	0.0
3. Materials	Interesting	4	8.9	29	64.4	11	24.4	1	2.2	0	0.0
	Practical	11	24.4	29	64.4	5	11.1	0	0.0	0	0.0

	Authentic	6	13.3	27	60.0	12	26.7	0	0.0	0	0.0
	Too much quantity	14	31.1	19	42.2	8	17.8	4	8.9	0	0.0
	Appropriate length	8	17.8	24	53.3	10	22.2	3	6.7	0	0.0
	Progression, accumulation and repetition	6	13.3	23	51.1	11	24.4	5	11.1	0	0.0
	Integration of four skills	8	17.8	29	64.4	6	13.3	2	4.4	0	0.0
4. Difficulty	Medium	8	17.8	17	37.8	17	37.8	3	6.7	0	0.0
	Great	3	6.7	19	42.2	18	40.0	5	11.1	0	0.0
5. Vocabulary learning	Through meaningful & authentic practice	1	2.2	33	73.3	8	17.8	3	6.7	0	0.0
6. Phonics practice	Appropriate	5	11.1	32	71.1	7	15.6	1	2.2	0	0.0
7. Sentence patterns	Simple, basic & practical	5	11.1	30	66.7	10	22.2	0	0.0	0	0.0
	Instruction with meaningful & authentic activity	1	2.2	31	68.9	12	26.7	1	2.2	0	0.0
8. Activities	Corresponding to CLA	8	17.8	28	62.2	8	17.8	1	2.2	0	0.0
	Various	4	8.9	26	57.8	13	28.9	2	4.4	0	0.0
	Cooperative	0	0.0	26	57.8	19	42.2	0	0.0	0	0.0
	Authentic & challenging	1	2.2	13	28.9	27	60.0	4	8.9	0	0.0
	Helpful	1	2.2	31	68.9	13	28.9	0	0.0	0	0.0

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

Among the 253 English teachers, 32 (12.7%) teachers used the Longman textbook.

In Table 4.11, 84.4 % of the teachers thought that the genres in the textbook were diverse. Concerning the theme of each lesson, 100 % of the teachers were satisfied with its variety and 87.6 % were satisfied with its clarity. In terms of the

materials, 100 % agreed with the integration of four skills, 93 % agreed that the materials were interesting, practical and authentic, 90.6 % were satisfied with the appropriate length of the reading in each lesson, and 84.4 % thought that the compilation of the materials was based on the principles of progression, accumulation and repetition. Furthermore, only 25 % of the teachers agreed that the quantity of the material was too much. That was quite different from the other textbooks. The teachers who used this textbook were more satisfied with the quality than the teachers of other textbooks. As to its difficulty, 84.4 % thought the content was of medium difficulty, that is to say, the materials were suitable for their students.

In terms of vocabulary learning, 90.7 % of the teachers agreed that vocabulary was taught through meaningful and authentic practice. Furthermore, 81.2 % agreed with the appropriate practice of phonics. As to the sentence patterns, 90.6% of the teachers agreed that the sentence patterns in the materials were simple, basic and practical, and 75 % thought that the sentence patterns were presented with meaningful and authentic activities, without boring and mechanical practice.

Concerning the design of activities in each lesson, 93.7 % of the teachers thought that the design of activity was correspondent to the theory of Communicative Language Teaching. 81.3 % thought that the activities were helpful for students' learning and based on cooperative learning, such as role play and group discussion. More than 71 % considered that the activities for sentence practice were varied and 62.5 % of the teachers agreed that the content of this textbook had many authentic, appropriate and challenging activities, such as problem solving.

Table 4.11 English teachers' opinions of the Longman Textbook

Items		4		3		2		1		0	
		f	%	f	%	f	%	f	%	f	%
1. Genres	Various	8	25.0	19	59.4	5	15.6	0	0.0	0	0.0
2. Theme	Clear	14	43.8	14	43.8	3	9.4	1	3.1	0	0.0
	Various	12	37.5	20	62.5	0	0.0	0	0.0	0	0.0
3. Materials	Interesting	3	9.4	27	84.4	2	6.3	0	0.0	0	0.0
	Practical	10	31.3	20	62.5	2	6.3	0	0.0	0	0.0
	Authentic	13	40.6	17	53.1	1	3.1	1	3.1	0	0.0
	Too much quantity	3	9.4	5	15.6	19	59.4	5	15.6	1	1.6
	Appropriate length	5	15.6	24	75.0	3	9.4	0	0.0	1	1.6
	Progression, accumulation and repetition	16	50.0	11	34.4	5	15.6	0	0.0	1	1.6
	Integration of four skills	14	43.8	18	56.3	0	0.0	0	0.0	0	0.0
4. Difficulty	Medium	10	31.3	17	53.1	5	15.6	0	0.0	0	0.0
	Great	0	0.0	5	15.6	17	53.1	9	28.1	1	3.1
5. Vocabulary learning	Through meaningful & authentic practice	7	21.9	22	68.8	3	9.4	0	0.0	0	0.0
6. Phonics practice	Appropriate	5	15.6	21	65.6	6	18.8	0	0.0	0	0.0
7. Sentence patterns	Simple, basic & practical	12	37.5	17	53.1	3	9.4	0	0.0	0	0.0
	Instruction with meaningful & authentic activity	7	21.9	17	53.1	8	25.0	0	0.0	0	0.0
8. Activities	Corresponding to CLA	13	40.6	17	53.1	1	3.1	1	3.1	0	0.0
	Various	6	18.8	17	53.1	8	25.0	1	3.1	0	0.0
	Cooperative	7	21.9	19	59.4	5	15.6	1	3.1	0	0.0
	Authentic & challenging	5	15.6	15	46.9	11	34.4	1	3.1	0	0.0
	Helpful	6	18.8	20	62.5	5	15.6	1	3.1	0	0.0

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

Table 4.12 shows the results of the teachers' rating for the layout of the Kang-Hsuan textbook. All of the teachers (100 %) agreed that the font size of the textbook was proper, 98.3% agreed that the paper quality was fine, 96.6 % thought the illustrations were correspondent to the themes, 95 % were satisfied with its fine printing, and 91.7 % of them thought the numbers of illustrations were proper. Over 76 % of the English teachers agreed that the illustrations of the textbook were colorful. According to the results, most of the teachers were satisfied with the layout of the textbook.

Table 4.12 English teachers' opinions of the Layout of the Kang-Hsuan textbook

Items	4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%
1. Fine printing	21	35.0	36	60.0	3	5.0	0	0.0	0	0.0
2. Proper font size	24	40.0	36	60.0	0	0.0	0	0.0	0	0.0
3. Fine paper quality	20	33.3	39	65.0	1	1.7	0	0.0	0	0.0
4. Proper number of illustrations	19	31.7	36	60.0	5	8.3	0	0.0	0	0.0
5. Colorful illustration	16	26.7	30	50.0	14	23.3	0	0.0	0	0.0
6. Illustrations correspond to the themes	20	33.3	38	63.3	2	3.3	0	0.0	0	0.0

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

Table 4.13 shows that 100 % of the teachers were satisfied with the fine printing and proper font size of the Nan-I textbook. Over 96 % agreed that the paper quality was fine, the numbers of illustrations were suitable and the illustrations were correspondent to the theme of every lesson. Furthermore, 85.3 % of the English teachers thought that the illustrations were colorful. According to Table 4.13, the

majority of the teachers were satisfied with the layout or production quality of this textbook.

Table 4.13 English teachers' opinions of the layout of the Nan-I Textbook

Items	4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%
1. Fine printing	10	18.5	44	81.5	0	0.0	0	0.0	0	0.0
2. Proper font size	19	35.2	35	64.8	0	0.0	0	0.0	0	0.0
3. Fine paper quality	20	37.0	32	59.3	2	3.7	0	0.0	0	0.0
4. Proper number of illustrations	13	24.1	39	72.2	2	3.7	0	0.0	0	0.0
5. Colorful illustration	9	16.7	37	68.5	8	14.8	0	0.0	0	0.0
6. Illustrations correspond to the themes	14	25.9	38	70.4	1	1.9	0	0.0	0	0.0

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

Concerning the layout of the Han-Lin textbook, At Hand version, Table 4.14 shows that 100% of the teachers agreed the font size was proper and the illustrations were correspondent to the theme of each lesson, 97.1 % were satisfied with the fine printing, 91.5 % were satisfied with the paper quality and 91.4 % were satisfied with the proper numbers of illustrations. Moreover, 88.5 % agreed that the illustrations were colorful.

It shows that most teachers who used the textbook were satisfied with its layout.

Table 4.14 English teachers' opinions of the Layout of the Han-Lin Textbook (At Hand)

Items	4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%
1. Fine printing	11	31.4	23	65.7	1	2.9	0	0.0	0	0.0
2. Proper font size	13	37.1	22	62.9	0	0.0	0	0.0	0	0.0
3. Fine paper quality	8	22.9	24	68.6	3	8.6	0	0.0	0	0.0
4. Proper number of illustrations	7	20.0	25	71.4	3	8.6	0	0.0	0	0.0
5. Vivid illustration	10	28.6	22	62.9	2	5.7	1	2.9	0	0.0
6. Illustrations correspond to the themes	9	25.7	26	74.3	0	0.0	0	0.0	0	0.0

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

In terms of the layout of Hot English version, Table 4.15 shows that 100% of the teachers agreed with the proper font size of the textbook, 92.6 % were satisfied with the fine printing and the correspondence of illustrations to the themes, and 85.2 % of the teachers thought that the paper quality was fine, and the illustrations were colorful.

Table 4.15 English teachers' opinions of the layout of the Han-Lin textbook (Hot English)

Items	4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%
1. Fine printing	5	18.5	20	74.1	1	3.7	1	3.7	0	0.0
2. Proper font size	6	22.2	21	77.8	0	0.0	0	0.0	0	0.0
3. Fine paper quality	6	22.2	18	66.7	2	7.4	1	3.7	0	0.0
4. Proper number of	4	14.8	19	70.4	4	14.8	0	0.0	0	0.0

illustrations										
5. Colorful illustration	4	14.8	19	70.4	4	14.8	0	0.0	0	0.0
6. Illustrations correspond to the themes	3	11.1	22	81.5	2	7.4	0	0.0	0	0.0

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

Table 4.16 indicates that 93.4 % of the teachers were satisfied with the proper font size, 93.3 % were satisfied with the proper font size and 91.1 % expressed satisfaction in the paper quality of the Hess textbook. Among these 45 English teachers, 84.4 % thought that the numbers of illustrations were proper; 75.5 % thought the illustrations were correspondent to the themes, and 66.1 % thought that the illustrations were colorful.

Therefore, most of teachers who used Hess textbook were satisfied with its layout.

Table 4.16 English teachers' opinions of the layout of Hess textbook

Items	4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%
1. Fine printing	10	22.2	32	71.1	3	6.7	0	0.0	0	0.0
2. Proper font size	12	26.7	30	66.7	3	6.7	0	0.0	0	0.0
3. Fine paper quality	12	26.7	29	64.4	4	8.9	0	0.0	0	0.0
4. Proper number of illustrations	5	11.1	33	73.3	5	11.1	2	4.4	0	0.0
5. Colorful illustration	6	13.3	24	53.3	14	31.1	1	2.2	0	0.0
6. Illustrations correspond to the themes	6	13.3	28	62.2	10	22.2	1	2.2	0	0.0

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

In Table 4.17, all of the 32 English teachers (100%) were satisfied with the fine printing, the paper quality of the Longman textbook, and its correspondence of illustrations to the themes. Besides, 96.9 % were satisfied with the proper font size, proper number of illustrations and colorful illustrations in the textbook. According to the results, the teachers of Longman textbook were greatly satisfied with the good quality of the layout.

Table 4.17 English teachers' opinions of the layout of the Longman textbook

Items	4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%
1. Fine printing	11	34.4	21	65.6	0	0.0	0	0.0	0	0.0
2. Proper word size	11	34.4	20	62.5	1	3.1	0	0.0	0	0.0
3. Fine paper quality	10	31.3	22	68.8	0	0.0	0	0.0	0	0.0
4. Proper number of illustrations	12	37.5	19	59.4	1	3.1	0	0.0	0	0.0
5. Colorful illustration	13	40.6	18	56.3	1	3.1	0	0.0	0	0.0
6. Illustrations correspond to the themes	14	43.8	18	56.3	0	0.0	0	0.0	0	0.0

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

As for the workbooks of the Kang-Hsuan textbook, 81.7% of these English teachers thought that the exercises in workbooks were relevant to the texts in textbooks. Besides, 71.6 % thought that the types of exercise were appropriate and the exercises were of medium difficulty.

Table 4.18 English teachers' opinions of the workbooks of the Kang-Hsuan textbook

Items	4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%
1. Exercises in workbooks are relevant to the texts and helpful for students to review what they learn in textbooks	12	20.0	37	61.7	10	16.7	1	1.7	0	0
2. Appropriate exercise types and medium difficulty of exercises	11	18.3	32	53.3	16	26.7	0	0.0	1	1.7

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

In Table 4.19, it is apparent that most of the English teachers (more than 85%) agreed that exercises in the workbooks of the Nan-I textbook were relevant to the text and the difficulty level of exercises was reasonable. Thus, most English teachers were satisfied with the workbooks of the Nan-I Textbook.

Table 4.19 English teachers' opinions of the workbooks of the Nan-I textbook

Items	4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%
1. Exercises in workbooks are relevant to the texts and helpful for students to review what they learn in textbooks	16	29.6	31	57.4	7	13.0	0	0.0	0	0.0
2. Appropriate exercise types and medium difficulty of exercises	15	27.8	31	57.4	8	14.8	0	0.0	0	0.0

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

In terms of the workbooks of the Han-Lin textbook (At Hand version), Table 4.20 indicates that 68.8 % of the teachers thought that the exercises in workbooks were relevant to the text and helped students to review what they had learned in textbooks. Besides, these teachers also thought that the types of exercises were appropriate and the difficulty level of exercises was reasonable.

Table 4.20 English teachers' opinions of the workbooks of the Han-Lin textbook (At Hand)

Items	4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%
1. Exercises in workbooks are relevant to the texts and helpful for students to review what they learn in textbooks	8	22.9	16	45.7	10	28.6	1	2.9	0	0.0
2. Appropriate exercise types and medium difficulty of exercises	8	22.9	16	45.7	10	28.6	1	2.9	0	0.0

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

As for the workbooks of the other version (Hot English) of the textbook, Table 4.21 shows that 88.9 % of the teachers agreed that exercises in workbooks were relevant to the text and helped students to review what they had learned in textbook. Besides, 77.8 % thought that the types of exercises were appropriate and the difficulty level of exercises was reasonable.

Table 4.21 English teachers' opinions of the workbooks of the Han-Lin textbook (Hot English)

Items	4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%
1. Exercises in workbooks are	8	29.6	16	59.3	3	11.1	0	0.0	0	0.0

relevant to the texts and helpful for students to review what they learn in textbooks										
2. Appropriate exercise types and medium difficulty of exercises	6	22.2	15	55.6	6	22.2	0	0.0	0	0.0

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

Concerning the workbooks of the Hess textbook, 71.1 % of the teachers expressed satisfaction in the exercises. They agreed that exercises in students' workbooks were relevant to the text and helped students to review what they had learned in the textbook. Besides, 68.9 % agreed that the types of exercises were appropriate and the difficulty level of exercises was reasonable.

Table 4.22 English teachers' opinions of the workbooks for the Hess textbook

Items	4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%
1. Exercises in workbooks are relevant to the texts and helpful for students to review what they learn in textbooks	4	8.9	28	62.2	13	28.9	0	0.0	0	0.0
2. Appropriate exercise types and medium difficulty of exercises	3	6.7	28	62.2	13	28.9	1	2.2	0	0.0

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

Table 4.23 indicates that all the teachers (100%) agreed that the types of exercises were appropriate and the difficulty level of exercises was reasonable and 93.8 % of them agreed that the exercises in workbooks were relevant to the text and helped their students to review what they had learned in textbooks.

Table 4.23 English teachers' opinions of the workbooks of the Longman textbook

Items	4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%
1. Exercises in workbooks are relevant to the texts and helpful for students to review what they learn in textbooks	10	31.3	20	62.5	2	6.3	0	0.0	0	0.0
2. Appropriate exercise types and medium difficulty of exercises	8	25.0	24	75.0	0	0.0	0	0.0	0	0.0

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

In terms of the teachers' manuals of the Kang-Hsuan textbook, 86.7 % of the teachers thought that the teacher's manual offered the answers to exercises, 81.7 % agreed that they offered clear and definite teaching objectives, teaching methods and the explanation of activities for each lesson, 76.7 % of these English teachers agreed that the teachers' manuals could offer practical, interesting activities, such as songs and games, and 75 % thought that relevant culture background and supplemental data were offered by the teacher's manual. Furthermore, 58.3 % agreed that mistakes in the textbook were corrected on the publisher's Internet website or periodicals and 56.7 % agreed that the teachers' manuals provided examples as a reference for multiple assessments. It shows that half of the teachers were not satisfied with the mistake correction and the providence of multiple assessments in the teacher's manual of the Kang-Hsuan textbook.

Table 4.24 English teachers' opinions of the teachers' manuals of the Kang-Hsuan textbook

Items	4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%
1. Instructions of clear & definite teaching objectives, methods & activities.	18	30.0	31	51.7	7	11.7	3	5.0	1	1.6
2. Offered practical & interesting activities, such as songs and games	15	25.0	31	51.7	11	18.3	2	3.3	1	1.7
3. Offered relevant cultural background and supplemental data	12	20.0	33	55.0	11	18.3	2	3.3	2	3.4
4. Offered the answers to the questions in the textbooks	25	41.7	27	45.0	5	8.3	1	1.7	2	3.3
5. Offered multiple assessment reference	9	15.0	25	41.7	19	31.7	4	6.7	3	5.0
6. Correction of mistakes in the textbook	6	10.0	29	48.3	17	28.3	3	5.0	5	8.3

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

Concerning the teachers' manuals of the Nan-I textbook, Table 4.25 indicates that 98.2 % of the teachers expressed satisfaction in the teacher's manual because it offered the answers to the questions of exercise in the textbook, 90.8 % agreed that clear and definite teaching objectives, method and activities were provided, 77.8 % thought that the teacher's manual offered practical and interesting activities, like songs and games as well and 72.3 % agreed that the teacher's manual offered relevant cultural background, supplemental data and examples as a reference for multiple assessments. Furthermore, 66.7% of these English teachers thought that the errors in textbooks were corrected on the publisher's Internet website or periodicals. According

to the results, it shows that most of the teachers were satisfied with the teacher's manual of the Nan-I textbook.

Table 4.25 English teachers' opinions of the teachers' manual of the Nan-I textbook

Items	4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%
1. Instructions of clear & definite teaching objectives, methods & activities.	17	31.5	32	59.3	5	9.3	0	0.0	0	0.0
2. Offered practical & interesting activities, such as songs and games	17	31.5	25	46.3	11	20.4	1	1.9	0	0.0
3. Offered relevant cultural background and supplemental data	9	16.7	30	55.6	14	25.9	1	1.9	0	0.0
4. The answers to the questions in the textbooks	23	42.6	30	55.6	1	1.9	0	0.0	0	0.0
5. Offered multiple assessment reference	9	16.7	30	55.6	13	24.1	2	3.7	0	0.0
6. Correction of mistakes in the textbook	9	16.7	27	50.0	10	18.5	4	7.4	4	7.4

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

Table 4.26 shows these English teachers' opinions of the teacher's manual of Han-Lin textbook (At Hand version). According to Table 4.26, 94.3 % of the teachers were satisfied with the clear and definite teaching objectives, methods and activities in the teacher's manual, and 88.6 % expressed satisfaction in the answers to the questions of exercises in the textbook. Besides, 74.3 % agreed that the teachers' manuals offered practical and interesting activities, such as songs and games, 68.6 % thought that the teachers' manuals offered relevant cultural background and supplemental data, and 51.5 % agreed that the teacher's manual provided examples as a reference for multiple assessments. Only 31.4 % of the teachers agreed that the

mistakes in the textbook were corrected on the publishers' Internet website or periodicals.

Obviously, most of the teachers were not satisfied with the mistake correction by the editors.

Table 4.26 English teachers' opinions of the teacher's manual of the Han-Lin textbook (At Hand version)

Items	4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%
1. Instructions of clear & definite teaching objectives, methods & activities.	8	22.9	25	71.4	2	5.7	0	0.0	0	0.0
2. Offered practical & interesting activities, such as songs and games	4	11.4	22	62.9	8	22.9	1	2.9	0	0.0
3. Offered relevant cultural background and supplemental data	5	14.3	19	54.3	9	25.7	2	5.7	0	0.0
4. The answers to the questions in the textbooks	16	45.7	15	42.9	3	8.6	1	2.9	0	0.0
5. Offered multiple assessment reference	1	2.9	17	48.6	14	40.0	3	8.6	0	0.0
6. Correction of mistakes in the textbook	2	5.7	9	25.7	19	54.3	1	2.9	4	11.4

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

According to Table 4.27, 96.3 % of the teachers agreed that the teacher's manual offered the answers to the questions of exercises in the textbook, 92.6 % expressed satisfaction in the clear and definite teaching objectives, methods and activities in the teacher's manual of the Han-Lin (Hot English version), 81.5 % thought that practical and interesting activities, such as songs and games, were offered;

77.7 % agreed that relevant cultural background and supplemental data were offered in the teacher's manual, and 70.4 % agreed that the mistakes in the textbook were corrected on the publisher's Internet website and the periodical. Besides, 63 % of the teachers agreed that the teacher's manual could offer examples as a reference for multiple assessments. The results indicate that most of the teachers who used Hot English version of the Han-Lin textbook were satisfied with its teacher's manual.

Table 4.27 English teachers' opinions of the teachers' manual of the Han-Lin textbook (Hot English version)

Items	4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%
1. Instructions of clear & definite teaching objectives, methods & activities.	10	37.0	15	55.6	2	7.4	0	0.0	0	0.0
2. Offered practical & interesting activities, such as songs and games	6	22.2	16	59.3	5	18.5	0	0.0	0	0.0
3. Offered relevant cultural background and supplemental data	9	33.3	12	44.4	6	22.2	0	0.0	0	0.0
4. The answers to the questions in the textbooks	9	33.3	17	63.0	0	0.0	1	3.7	0	0.0
5. Offered multiple assessment reference	3	11.1	14	51.9	10	37.0	0	0.0	0	0.0
6. Correction of mistakes in the textbook	2	7.4	17	63.0	5	18.5	3	11.1	0	0.0

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

Table 4.28 indicates that the teachers' opinions of the teachers' manuals of the Hess textbook. According to table 4.28, 88.9 % of the teachers agreed that the teacher's manual offered the answers to the questions of exercisers in the textbook,

64.5 % were satisfied with the clear and definite teaching objectives, and methods and activities, 62.2 % were satisfied with the practical and interesting activities, such as songs and games in the teacher's manual, and 60 % agreed that relevant cultural background and supplemental data were offered in the teachers' manuals. Furthermore, 55.6 % of the teachers thought that the mistakes in the textbook were corrected on the publisher's Internet website or periodicals.

Only 37.7 % agreed that the teachers' manuals offered examples as a reference for multiple assessments. That is, most of the teachers were not satisfied with the providence of multiple assessments in the teacher's manual of the Hess textbook.

Table 4.28 English teachers' opinions of the teachers' manual of the Hess textbook

Items	4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%
1. Instructions of clear & definite teaching objectives, methods & activities	8	17.8	21	46.7	13	28.9	3	6.7	0	0.0
2. Offered practical & interesting activities, such as songs and games	5	11.1	23	51.1	15	33.3	2	4.4	0	0.0
3. Offered relevant cultural background and supplemental data	3	6.7	24	53.3	14	31.1	4	8.9	0	0.0
4. The answers to the questions in the textbooks	15	33.3	25	55.6	5	11.1	0	0.0	0	0.0
5. Offered multiple assessment reference	2	4.4	15	33.3	23	51.1	5	11.1	0	0.0
6. Correction of mistakes in the textbook	3	6.7	22	48.9	15	33.3	5	11.1	0	0.0

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

According to Table 4.29, concerning the Longman teacher's manual, 84.4 % of the teachers expressed satisfaction in the clear and definite teaching objectives, and methods and activities, 81.3 % thought that the teacher's manual offered relevant cultural background and supplemental data as well as the answers to the questions of exercises in the textbook, 71.9 % agreed that the teacher's manual offered practical and interesting activities, such as songs and games, 62.6 % thought that the teacher's manual offered multiple assessments as a reference for the teachers, and 56.3 % agreed that the mistakes in the textbooks were corrected on the publishers' Internet website or their periodicals. Obviously, half of the teachers were not satisfied with the editors' service for correction of mistakes.

Table 4.29 English teachers' opinions of the teachers' manual of the Longman textbook

Items	4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%
1. Instructions of clear & definite teaching objectives, methods & activities.	11	34.4	16	50.0	3	9.4	2	6.3	0	0.0
2. Offered practical & interesting activities, such as songs and games	6	18.8	17	53.1	7	21.9	2	6.3	0	0.0
3. Offered relevant cultural background and supplemental data	7	21.9	19	59.4	6	18.8	0	0.0	0	0.0
4. The answers to the questions in the textbooks	10	31.3	16	50.0	5	15.6	1	3.1	0	0.0
5. Offered multiple assessment reference	6	18.8	14	43.8	10	31.3	2	6.3	0	0.0
6. Correction of mistakes in the textbook	4	12.5	14	43.8	6	18.8	4	12.5	4	12.5

Note: 4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree; 0=no response.

The results have already been discussed. To conclude: from Tables 4.6 to 4.11, more than 80% of the teachers of each textbook were satisfied with the correspondence of activity design to Communicative Language Teaching, and the practicality and the integration of four skills in the materials. It means that the communicative and practical function of English was stressed in the new set of JHS English textbooks. The integration of listening, speaking, reading and speaking was also emphasized in the new textbooks. It should be noted that 100% of the teachers who used the Longman textbook were satisfied with its integration of the four skills.

As for the level of difficulty in each textbook, about 85 % of the teachers who used Kang-Hsuan, Han-Lin (At Hand version) and Longman were satisfied with their medium difficulty; while only half of the teachers who used the textbooks of Han-Lin (Hot English version) and Hess agreed that they were of medium difficulty. The textbooks of Han-Lin (Hot English version) and Hess were more difficult than Kang-Hsuan, Han-Lin (At Hand version) and Longman for the teachers.

As mentioned above, English and Mandarin have to share limited class hours after the implementation of the Nine-year Integrated Curriculum, so the class hours for English were reduced per week in many schools. Thus, for the survey, the understanding of the quantity of the content of each textbook for regular class hours is necessary. According to Tables 4.6 to 4.11, more than half of the teachers who used Nan-I, Hess, Han-Lin (Hot English version) and Longman thought that the content was too much for regular classes. The problem was more serious for the users of Longman because more than 70% of the teachers had the same trouble.

As to the layout of each textbook, Tables 4.12 to 17 show that more than 80% of the teachers of each textbook were satisfied with the fine printing, the proper word size, the fine paper material, the proper number of illustrations, the colorful

illustrations and the correspondence of illustrations to the themes, except for the teachers of the Hess textbook. Only 65% of the teachers who used Hess textbook were satisfied with its colorful illustrations and its correspondence of illustrations to the themes. It shows that Hess textbook was not satisfactory to the teachers in these two items.

As for the workbooks in each textbook, Tables 4.18 to 23 show that the workbooks of Nan-I and Longman textbooks were greatly satisfying to the teachers because more than 85 % agreed that the exercises were relevant to the text, and helped students to review what they had learned in textbook. They also agreed with the appropriate exercise types and medium difficulty. The workbooks of Kang-Hsuan and Han-Lin (Hot English) were greatly satisfying to the teachers (more than 80%) in the relevance of exercises to the text and the help the students review what they had learned.

Concerning the teachers' manuals of each textbook, the results are presented from Tables 4.18 to 23. They show that more than 80% of the teachers using each set of textbooks agreed that the teachers' manuals offered the answers to the questions of exercises in textbooks. Except for the Hess textbook, more than 80% of these English teachers were satisfied with the clear and definite teaching objectives, and methods and activities in the teachers' manuals.

According to the above tables, except for those of the Longman and the Nan-I textbooks, the teachers' manuals of the other four textbooks weren't satisfactory to the teachers (less than 60%) in the offering of examples as a reference for multiple assessments. Less than 60% of the teachers who used the Kang-Hsuan, the Longman, the Hess and the Han-Lin (At Hand) agreed that the mistakes in the textbook were corrected on the publishers' Internet website or their periodicals. That is, half of the teachers who used the above four textbooks weren't satisfied with the publisher's

service in correcting the mistakes.

Concerning the final nine questions of the fourth part, which discussed teachers' dissatisfaction with the textbooks, the teachers could choose more than one answer.

All the results of the teachers' comments on each textbook are listed in the following.

There were 60 English teachers using the Kang-Hsuan textbook.

Table 4.30 English teachers' perceptions of the Kang-Hsuan textbook

	1	2	3	4	5	6	7	8	9	0
Q 1	9	1	43	6	8	/	/	/	/	2
Q 2	4	6	1	3	7	1	7	11	11	0
Q 3	7	26	20	10	3	4	11	/	/	0
Q 4	2	1	35	23	0	6	8	/	/	0
Q 5	11	7	23	22	5	10	/	/	/	0
Q 6	7	6	12	28	6	37	18	2	/	0
Q 7	5	4	12	5	14	8	23	/	/	0
Q 8	58	0	/	/	/	/	/	/	/	2
Q 9	0	1	0	1	13	13	12	47	4	0

Table 4.30 shows that more than half of these English teachers (71.7%) thought that there were too many different editions of the textbooks to follow. They have little idea on how to prepare the Basic Competence Test for students. This was the most troublesome for them. As for their dissatisfaction with the workbooks, thirty-five teachers (58.3 %) thought that students' workbooks lacked variety in exercises and the

questions of exercises were too simple. According to table 4.30, thirty-seven teachers (61.7%) used the test sheets offered by the publisher of the Kang-Hsuan textbook.

Almost every teacher (96.7%) finished every lesson in the textbook. If there was not enough time, 47 teachers (51.6%) would skip the part of activity in every lesson.

There were 54 teachers using Nan-I textbook.

Table 4.31 English teachers' perceptions of the Nan-I textbook

	1	2	3	4	5	6	7	8	9	0
Q 1	20	9	37	3	12	/	/	/	/	0
Q 2	9	18	11	4	0	3	2	7	7	0
Q 3	6	17	17	4	3	10	13	/	/	0
Q 4	4	3	25	21	1	7	10	/	/	0
Q 5	8	3	12	11	12	16	/	/	/	0
Q 6	11	6	10	22	5	31	14	8	/	0
Q 7	3	3	13	3	15	7	21	/	/	0
Q 8	48	4	/	/	/	/	/	/	/	0
Q 9	0	2	4	0	10	4	5	44	4	0

Table 4.31 shows that 37 English teachers (68.5%) thought the biggest problem in using the textbook was that there were too many editions of the textbooks to follow, so the teachers have no ideas on how to prepare the Basic Competence Test for students. According to the table, more than half of the teachers (57.4%) used the publisher's test sheets, 88.9 % finished the context of every lesson. If time was

insufficient, 44 teachers (81.5 %) would skip the activities in the textbook.

There were 35 teachers using Han-Lin (At Hand version).

Table 4.32 English teachers' perceptions of the Han-Lin (At Hand version)

	1	2	3	4	5	6	7	8	9	0
Q 1	6	2	24	2	6	/	/	/	/	1
Q 2	1	6	5	1	2	2	2	8	4	1
Q 3	5	20	16	6	4	5	2	/	/	1
Q 4	5	1	9	5	0	13	6	/	/	1
Q 5	4	5	7	11	7	7	/	/	/	1
Q 6	3	20	11	22	8	23	8	2	/	1
Q 7	2	0	6	1	6	7	17	/	/	1
Q 8	3	0	/	/	/	/	/	/	/	1
Q 9	0	1	0	1	12	5	8	24	2	1

In Table 4.32, the 24 teachers (68.6%) thought the biggest problem in using the textbook was that there were too many different textbooks to follow, so the teachers have no idea on how to prepare the Basic Competence Test for students. Twenty teachers (57.1%) thought that the teacher's manual didn't provide sufficient activities. According to the table, most teachers used the publisher's grammar book, the workbook of listening comprehension test and test sheets. If there was not

enough time to finish the text, 24 teachers (68.6%) would skip the part of activities in the textbook.

There were 27 teachers using Han-Lin (Hot English version)

Table 4.33 English teachers' perceptions of the Han-Lin (Hot English version)

	1	2	3	4	5	6	7	8	9	0
Q 1	6	6	16	1	8	/	/	/	/	0
Q 2	5	10	5	0	0	0	0	3	4	0
Q 3	5	6	7	3	1	6	8	/	/	0
Q 4	2	1	12	4	3	3	7	/	/	0
Q 5	5	5	5	7	4	6	/	/	/	0
Q 6	3	9	4	20	4	16	4	0	/	0
Q 7	4	0	10	0	8	5	8	/	/	0
Q 8	26	1	/	/	/	/	/	/	/	0
Q 9	0	0	2	0	5	2	3	23	3	0

Table 4.33 indicates that 16 (59.3%) of the teachers thought that the biggest problem was that there were too many different versions of textbooks to follow, so the teachers have no idea on how to prepare the Basic Competence Test for their students. Twenty (74.1%) of the teachers used the workbooks for listening comprehension test and 16 (59.3%) of the teachers use the test sheets from the publisher. Twenty-three teachers (85.2 %) would skip the part of activities in the textbook if there was not sufficient time to finish the text.

There were 45 teachers using the Hess textbook

Table 4.34 English teachers' perceptions of the Hess textbook

	1	2	3	4	5	6	7	8	9	0
Q 1	20	10	24	11	6	/	/	/	/	1
Q 2	10	11	13	1	1	0	3	7	10	1
Q 3	16	19	19	9	4	7	1	/	/	1
Q 4	4	1	23	18	1	11	3	/	/	1
Q 5	8	11	5	18	13	4	/	/	/	1
Q 6	10	7	5	22	1	37	6	5	/	1
Q 7	4	0	15	1	9	5	16	/	/	1
Q 8	40	4	/	/	/	/	/	/	/	1
Q 9	2	1	6	1	15	9	6	33	0	1

In Table 4.34, more than half of the teachers (53.3%) using the Hess textbook were concerned that there were too many different sets of textbooks to follow when preparing the Basic Competence Test for their students. According to Table 4.34, 23 (51.1%) of the teachers were dissatisfied with the teacher's manual because it failed to offer sufficient activities. Furthermore, 37 teachers (82.2%) used the test sheets provided by the publisher. Thirty-three (73.3%) of the teachers would skip the

activities if the time allotted for teaching was not sufficient.

There were 32 teachers using Longman textbook.

Table 4.35 English teachers' perceptions of the Longman textbook

	1	2	3	4	5	6	7	8	9	0
Q 1	2	0	21	6	12	/	/	/	/	0
Q 2	1	4	4	1	11	1	3	4	2	0
Q 3	5	13	8	1	3	6	10	/	/	0
Q 4	10	2	9	6	0	5	8	/	/	0
Q 5	5	11	6	12	5	5	/	/	/	0
Q 6	13	5	2	26	2	21	6	3	/	0
Q 7	3	3	9	2	8	6	12	/	/	0
Q 8	31	1	/	/	/	/	/	/	/	0
Q 9	0	2	1	0	4	6	8	27	2	0

In Table 4.35, twenty-one (65.6%) of the teachers were concerned that there were too many sets of textbooks to follow when preparing the entrance exam for their students. Twenty-six (81.3%) of the teachers used listening comprehension tests and 21 (65.6%) of the teachers used the test sheets provided by the publisher. Twenty-seven (84.4%) of the teachers would skip the part of activity in the textbook when the allotted time was not sufficient.

From Table 4.30 to Table 4.35, the following conclusions were made:

1. Most of the teachers using the above six textbooks had the same problem. There

were too many different versions of the textbooks to follow when preparing the Basic Competence Test for their students. Due to the many different versions, the teachers were concerned that they would have no idea on which textbook the senior high school entrance exam would be based. Thus, some teachers thought that the junior high school textbooks should be unified again, lest the teachers and students in junior high schools should panic and worry when preparing for the Basic Competence Test.

2. The test sheets from all the above textbooks were the most common supplementary material that the teachers used.
3. More than 65% of the teachers using the textbooks would skip the part of activity if they did not have enough time to cover everything in the textbook. According to their statements, the reasons why they skipped the part of activity were listed in the following:
 - a. It took too much time to engage in the activities.
 - b. It was hard to control the order of students in the classroom.
 - c. The activities only helped students to learn so it would not affect students' learning.
 - d. It was not the main point.
 - e. It was not helpful for the test.
 - f. It could not be used until mid-term exam was finished because there was too much to cover before mid-term exam.
 - g. The students would be distracted when engaging in too many activities.
 - h. It could be replaced by the practice of exercise.

For the above reasons, most teachers skipped activities when allotted time was not sufficient to cover everything in the textbook although Communicative Language Teaching stressed it. After the implementation of the Nine-year Integrated Curriculum,

English class hours per week were decreased. Most teachers put more emphasis on tests so they responded that they had no time to engage in activities because they had to catch up to finish every lesson before mid-term exam.

In the end of this section, these 253 English teachers were asked to make comments on the advantages and disadvantages of the current in-use textbooks. The advantages and disadvantages of the Kang-Hsuan textbook are listed below:

Table 4.36 The advantages of the Kang-Hsuan textbook based on English teachers' opinions

1. Curriculum guideline	Systematic arrangement
2. Teaching Object	Clear
3. Theme	Clear
	One theme a lesson helpful to practice for students
	Various
4. Material	Suitable for low-achievement and middle-class students
	Including listening, speaking, reading and writing
	Interesting and vivid
	Proper sequence similar to the old unified textbook
	Easy to study in minute detail
	Correspondent to Communicative Approach
	Abundant
	Practical and useful in daily life
	Concise
	Suitable for the transition with elementary school English materials
	Appropriate quantity
5. Sentence patterns	Clear and appropriate
	From simple to difficult
	Repetition (suitable for low-achievement students)
6. Dialogue	Communicative
	Medium difficulty
7. Activity	Instant practice
	Partnered work
8. Layout	Appropriate character, color and pictures

	Good printing
	Colorful illustrations
9. Supplementary materials & Aids	Sufficient
	One CD a student helps the practice of listening comprehension

Table 4.37 The disadvantages of the Kang-Hsuan textbook based on English teachers' opinions

1. Theme	Not diverse
2. Material	Too easy for high-achievement students
	Not too difficult
	Some mistakes
	Too much "Chinglish", not Americanized language
	Too many short sentences for the students of grade 7 to adapt to the longer sentences in grade 8
	Too much quantity
3. Sentence patterns	Too simple
	Too few
	Too many different grammar rules in the same lesson
4. Dialogue	Too much colloquial language, such as "oh", "wow" etc.
	Awkward and illogical
	Some are too long
5. Vocabulary	A little simple and insufficient
	Too much quantity
	Too difficult in some parts of the Extension Part
	Seldom repeated
6. Activity	Too much quantity
	Rigid without variety and clarity
7. Teachers' manual	Insufficiently concerned information
	Lack of all answers in the exercises of the textbook
8. Students' workbook	Unclear and indefinite
	Too simple
	Extra charge for the workbook of listening comprehension
9. Supplementary materials & Aids	The speed of students' CD was too fast
	Perfunctory production of CD

	Selling the same test sheets to both schools and cram schools
	Lack of wall charts for dialogues

The advantages and disadvantages of the Nan-I textbook are listed below:

Table 4.38 The advantages of the Nan-I textbook based on English teachers' opinions

1. Theme	Definite
	Various
2. Material	Simple and clear
	Related to daily life
	Medium difficulty
	Appropriate quantity
3. Reading	Simple and concise
4. Sentence patterns	Arranged in proper sequence
5. Exercise	Simple and suitable
6. Activity	Challenging and various
7. Layout	Appropriate word size
	Good printing and illustrations
8. Teaching Aids	Sufficient and various
9. Service	Good

Table 4.39 The disadvantages of the Nan-I textbook based on English teachers' opinions

1. Material	Neither clear nor diverse
	Many mistakes
	Insufficient songs, poems and chants
2. Reading	Selections too long
3. Sentence patterns	Inappropriate arrangement
	Too many different grammar rules in dialogues and readings
	Too much quantity
4. Vocabulary	Too much quantity, especially in reading
	Too difficult
5. Activity	Rigid
6. Teachers' manual	No detail information

7. Students' workbooks	Unrelated to the content of textbook
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The advantages and disadvantages of the Han-Lin Textbook (At Hand version) are listed below.

Table 4.40 The advantages of the Han-Lin textbook (At Hand version)based on English teachers' opinions

1. Learning Object	Clear
2. Theme	Various
3. Material	Creative and multiple
	Various
	Correspondent to Communicative Approach
	Clear and practical
	Included listening, speaking, reading and writing
	Americanized materials
	Good warm up in each lesson
	Medium difficulty
4. Sentence patterns	Simple
5. Vocabulary	Appropriate quantity
6. Activity	Vivid, interesting and attractive
7. Exercise	Plentiful and various
8. Layout	Good printing
	Colorful illustrations
9. Teacher's manual	Helpful
10. Teaching aids	Good
11. Service	Good

Table 4.41 The disadvantages of the Han-Lin textbook (At Hand version)based on English teachers' opinions

1. Material	Unclear main points
	Too simple
	No basis on the principle of language acquisition
	Too much quantity
2. Vocabulary	Too much quantity
3. Reading	No reading

4. Sentence patterns	Too much quantity in each lesson
	Disorderly
	Irrelevant sentence patterns occurred in one lesson
	Repeated in many lessons
5. Activity	Uninteresting
	Too much quantity
6. Layout	Too complicated
	Printing mistakenly
7. Exercise	Too fanciful and weird
	Too complicated
8. Students' workbooks	Too many different kinds
	Unrelated to the content of textbook
	Unclear
	Exercises repeatedly
9. Teacher's manual	dull
	Superfluous statements
10. Supplementary materials and teaching aids	Some related vocabularies but not the real one in the flashcards
	Insufficient versions of test sheets
	Some unpractical questions in the test sheets
	Insufficient & similar types of exercises in the CD-ROM disk

The advantages and disadvantages of the Han-Lin textbook (Hot English version) are listed below.

Table 4.42 The advantages of the Han-Lin textbook (Hot English version) based on English teachers' opinions

1. Learning object	Clear
2. Theme	Varied
3. Genre	Varied
4. Material	Arranged from simple to difficult
	Clear and vivid

	Practical
	Correspondent to Communicative Approach
	Improved the defects of the old MOE textbook
5. Vocabulary	Appropriate quantity
6. Sentence patterns	Arranged in orderly sequence
7. Activity	Vivid & interesting
	Creative
8. Layout	Good printing
	Colorful illustrations
9. Assistant materials & Aids	Plentiful & various
	Provided one CD to each student
10. Teacher's manual	Completed & helpful
	Corrected mistakes at once when informing
11. Service	Good

Table 4.43 The disadvantages of the Han-Lin textbook (Hot English version) based on English teachers' opinions

1. Material	Unrelated to daily life
	Too much quantity
	Poor connection between lessons
2. Sentence patterns	Disorderly arrangement
	Too complicated
	Too much quantity
	Seldom review of what was learned
3. Reading	Insufficient
4. Exercise	Too fanciful & weird
5. Vocabulary	Too much quantity
	Seldom review of what was learned
6. Activity	Insufficient
7. Phonics practice	Insufficient
8. Teacher's manual	Too many mistakes
	Insufficient
9. Supplementary materials & teaching aids	Too many mistakes
	Insufficient
	The size of word cards was too small
10. Service	Textbooks delivery too late

The advantages and disadvantages of the Hess textbook are listed below.

Table 4.44 The advantages of the Hess textbook based on English teachers' opinions

1. Material	Medium difficulty
	Clear and vivid
	Practical
2. Sentence patterns	Clear
3. Dialogue	Related to daily life
4. Activity	Sufficient
5. Layout	Clear illustrations
	Good printing
	Proper word size
6. Teaching Aids	Sufficient
	Offered teaching aids and songs in every festival
7. Service	Mistakes corrected immediately

Table 4.45 The disadvantages of the Hess textbook based on English teachers' opinions

1. Material	Too much quantity
	Unsuitable for low-achievement students
2. Sentence patterns	Too much quantity
	Disorderly arrangement
	Repeated too frequently
3. Reading	Uninformative
4. Exercise	Unsystematic
	Insufficient
	Too simple
5. Layout	Vague pictures
6. Activity	Dull songs
7. Assistant materials & teaching aids	Monotonous questions in the exercise of assistant materials, such as test sheets
	Wrong answers in the reference books & the bank of test items
	Many errors in CDs

The advantages and disadvantages of the Longman textbook are listed below.

Table 4.46 The advantages of the Longman textbook based on English teachers' opinions

1. Theme	Clear
2. Material	Plentiful
	Clear and vivid
	Practical
	Medium difficulty
	Varied
	Included listening, speaking, reading and writing
	Correspondent to Communicative Approach
3. Sentence pattern	Clear
	From simple to difficult
	Arranged in an orderly sequence
4. Vocabulary	Practical
5. Dialogue	Practical
	Connected well
6. Exercise	Sufficient & completed
	Quite good, especially in listening comprehension
7. Layout	Colorful illustrations
8. Assistant materials	Sufficient & complete

Table 4.47 The disadvantages of the Longman textbook based on English teachers' opinions

1. Material	Some mistakes
	Unsuitable for low-achievement students
	Hard to implement in a large class
2. Sentence pattern	Unsystematic arrangement
	Indefinite
3. Vocabulary	Too much quantity
	Lacked Chinese annotation
4. Dialogue	Unnatural
5. Activity	Dull
6. Exercise	Too simple
	Repeated too frequently
	Too rigid

7. Students' workbooks	Too complicated
8. Teacher's manual	Monotonous
	Impractical
9. Teaching aids	Insufficient (no wall charts about dialogue or multi-media CD-ROM disk)
10. Service	Not good

Many conclusions arrived from the comments above:

1. Some of the teachers thought that the Kang-Hsuan textbook was easy for middle or low-achievement students to learn. It provides a good connection with elementary English textbooks, but it was too easy for high-achievement students.
2. Some of the answers are contradictory because not all opinions of the teachers are objective. Their preferences were different and students' English proficiency was quite diverse. For example, some teachers thought that the medium difficulty of the Kang-Hsuan and the Han-Lin (At Hand) textbooks were suitable for their students while other teachers thought it was too easy for their students. Some teachers thought that the activities in the Nan-I textbook were interesting, but other teachers did not.
3. Except for those of the Kang-Hsuan textbook, most teachers of the other textbooks thought that the arrangement of grammar or sentence patterns were not in sequence. According to the teachers, these textbooks were compiled based on the themes, ignoring sentence structures and grammar.
4. According to the above comments on all the textbooks, the teachers found some mistakes, be it in the textbook, teachers' manual or reference books by every publisher. This could mean that the publishers of all the textbooks did not make revisions carefully and completely.
5. Most teachers using the textbooks thought that there was too much material. They

felt they had to rush to finish the textbooks because the English classes per week had been reduced, even to three class hours per week in many schools since the implementation of the Nine-year Integrated Curriculum.

4.2.5 Current Textbooks vs. Previous Textbooks

The final section of the questionnaire focused on the opinions of English teachers who changed the textbooks in the second semester. The teachers chose more than one answer. According to the collected data, there were five schools that had changed their textbooks. Among these schools, two schools changed from Hess textbook to Kang-Hsuan, one school changed from Hess textbook to Longman, and two schools changed from Han-Lin textbook (Hot English) to Kang-Hsuan and Longman respectively in the second semester. Their comparison between the previous textbook and the latter one is listed in the following.

The first question is why the teachers changed their textbooks. There were fourteen teachers who changed from the Hess textbook to a different text. In Table 4.48, the majority of the teachers (more than 55%) changed to the current textbook because there were too many mistakes, unsystematic organization, and difficult content in the previous textbook. Improper transition between lessons, sketchy teacher's manual, and few choices of test sheets were also some of the reasons textbooks were changed.

There were seven teachers who changed from the Han-Lin textbook (Hot English) to a different text. All of these English teachers (100%) thought the unsystematic organization of the textbook was the reason for change. Five teachers (71.4%) thought the difficult content was the reason and four teachers (57.1%) thought the improper connection between lessons was why they needed to change textbooks.

Thus, the difficult content, unsystematic organization and improper connection

between lessons were the common reasons for these five schools to change their textbook.

Table 4.48 Reasons why English teachers changed their textbooks

Items	Hess textbook	Han-Lin textbook
1. Difficult content	8(57.1%)	5(71.4%)
2. Too simple content	1(7.1%)	0(0.0%)
3. Too much content	5(35.7%)	3(42.9%)
4. Too many mistakes	10(71.4%)	1(14.3%)
5. Unnatural English	1(7.1%)	1(14.3%)
6. Unsystematic organization	10(71.4)	7(100%)
7. Improper transition between lessons	8(57.1%)	4(57.1%)
8. Poor students' workbooks	6(42.9%)	2(28.6%)
9. Sketchy teacher's manual	9(64.3%)	1(14.3%)
10. Unsatisfactory service	1(7.1%)	0(0.0%)
11. Lack of different test sheets	8(57.1%)	1(14.3%)
12. Insufficient teaching aids and supplementary materials	5(35.7%)	0(0.0%)
13. Unsatisfactory layout	4(28.6%)	1(14.3%)
14. Small word size	1(7.1%)	0(0.0%)

The second question asked whether the problems previously encountered were solved after changing textbooks. There were 11 teachers who changed from the Hess textbook to the Kang-Hsuan textbook. According to Table 4.49, seventy-two point seven of these teachers thought that the problem of unsystematic organization was

solved. Sixty-three point six percent thought that the problems of many mistakes in the textbook and sketchy teacher's manual were solved. In other words, the organization of the Kang-Hsuan textbook was more systematic than the Hess textbook according to their perceptions. On the other hand, the mistakes in the former were not so many as those in the latter and teacher's manual of the former was more complete than the latter's.

There were 2 teachers who changed from the Hess textbook to the Longman textbook. The problems of difficult content, large amount of content, sketchy teacher's manuals and insufficient types of test sheets were solved. The Longman textbook was more suitable to their students in regard to difficulty level and the amount of content. The teacher's manual was more complete and there were many different versions of test sheets provided for the teachers.

There was 1 teacher who changed from the Han-Lin textbook to the Kang-Hsuan textbook. The problems mentioned above about the previous textbook were all solved after using the Kang-Hsuan textbook. In other words, the Kang-Hsuan textbook was more suitable for his students. Besides, its organization was more systematic and its connection between lessons was appropriate. After changing the textbook, the students' workbook improved and more versions of test sheets were offered.

There were 5 teachers who changed from the Han-Lin textbook to the Longman textbook. More than half thought the Longman textbook was more appropriate to their students in regard to difficulty level and amount of content. The organization was more systematic and the connection between lessons was more appropriate than the previous textbook.

Table 4.49 Problems solved after the teachers changed their textbooks

Items	Hess Kang-Hsuan	Hess Longman	Han-Lin Kang-Hsuan	Han-Lin Longman
1. Difficult content	5(45.5%)	2(100%)	1(100%)	4(80%)
2. Too easy content	1(9.1%)	0(0.0%)	0(0.0%)	0(0.0%)
3. Too much content	5(45.5%)	2(100%)	0(0.0%)	3(60%)
4. Too many mistakes	7(63.6%)	0(0.0%)	0(0.0%)	1(20%)
5. Unnatural English	1(9.1%)	1(50%)	0(0.0%)	1(20%)
6. Unsystematic organization	8(72.7%)	1(50%)	1(100%)	4(80%)
7. Improper transition between lessons	6(54.5%)	0(0.0%)	1(100%)	3(60%)
8. Poor students' workbooks	2(18.2%)	0(0.0%)	1(100%)	1(20%)
9. Sketchy teacher's manual	7(63.6%)	2(100%)	0(0.0%)	1(20%)
10. Unsatisfactory service	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
11. Lack of different test sheets	5(45.5%)	2(100%)	1(100%)	0(0.0%)
12. Insufficient teaching aids and supplementary materials	5(45.5%)	1(50%)	0(0.0%)	0(0.0%)
13. Unsatisfactory layout	2(18.2%)	0(0.0%)	0(0.0%)	1(20%)
14. Small word size	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)

The third question was about the students' reaction to the new version of textbooks, when comparing the new version with the previous one. Table 4.50 indicates that more than 80% of the 12 teachers found that the students were more interested in the Kang-Hsuan textbook. Furthermore, there were 9 teachers who changed the textbook from the Han-Lin textbook to the Longman textbook. From their observation, students were more interested or very much interested in the Longman textbook (more than 60%).

Thus, most teachers found their students were more interested in the later adopted textbook after changing the textbooks.

Table4.50 Students' reaction to the new set of textbooks from teachers' observation

Items	Hess Kang-Hsuan	Hess Longman	Han-Lin Kang-Hsuan	Han-Lin Longman
1. Very much interested	0(0.0%)	0(0.0%)	0(0.0%)	1(20%)
2. More interested	9(81.8%)	4(100%)	1(100%)	2(40%)
3. Less interested	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
4. Not interested at all	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
5. Not different	1(9.1%)	0(0.0%)	0(0.0%)	2(40%)
No response	1(9.1%)	0(0.0%)	0(0.0%)	0(0.0%)
Total	11(100%)	4(100%)	1(100%)	5(100%)

The fourth question was whether the new version of textbook helped develop the students' English proficiency. From Table 4.51, more than 80% of these teachers who changed from the other textbooks to the Kang-Hsuan textbook thought that the Kang-Hsuan textbook was more helpful or very helpful in developing the students' English proficiency than the previous ones. Also, more than 60% of the teachers who changed from other textbooks to the Longman textbook thought that the new textbook was more helpful in developing students' English proficiency.

Therefore, the new textbooks were more helpful in promoting students' level than the previous ones according to these teachers' perceptions.

Table 4.51 Helpfulness of the new set of textbook in promoting the students' levels

Items	Hess	Hess	Han-Lin	Han-Lin
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	Kang-Hsuan	Longman	Kang-Hsuan	Longman
1. Very helpful	3(27.3%)	0(0.0%)	0(0.0%)	0(0.0%)
2. Helpful	6(54.5%)	4(100%)	1(100%)	3(60%)
3. Less helpful	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
4. Not different	2(18.2%)	0(0.0%)	0(0.0%)	0(0.0%)
No response	0(0.0%)	0(0.0%)	0(0.0%)	2(40%)
Total	11(100%)	4(100%)	1(100%)	5(100%)

The fifth question was whether the new textbooks were superior to the previous ones. According to Table 4.52, all of the English teachers (100%) who changed from the other textbooks to the Kang-Hsuan textbook thought the latter textbook was better than the previous ones. More than 60% of the teachers who changed from the other textbooks to the Longman textbook also thought the new adopted textbook was superior to previous ones.

Table 4.52 The comparison between the previous textbooks and the current textbooks

Items	Hess Kang-Hsuan	Hess Longman	Han-Lin Kang-Hsuan	Han-Lin Longman
1. Each has its demerits	0(0.0%)	0(0.0%)	0(0.0%)	2(40%)
2. Current is superior	11(100%)	4(100%)	1(100%)	3(60%)
3. Previous one is superior	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
No response	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
Total	11(100%)	4(100%)	1(100%)	5(100%)

The final question asked the teachers to state their reasons why they thought the new adopted textbook was superior. The reasons are listed below.

1. The content of the new textbook was more appropriate for the students.
2. The materials of the new textbook could be finished within allotted class hours so students had more time to practice.
3. The newly adopted textbook solved all the problems the previous one encountered.
4. Students could learn step by step after using the textbook.
5. The compilation of the new textbook was easy to be used for teachers.
6. The accuracy of the material helps carrying on teaching procedures more smoothly.
7. The new textbook was clear in printing.
8. It was easy to achieve learning. Some low-achievement students last semester caught up this semester after using the new textbook.
9. For middle or low-achievement students, it was easy to understand the main points if they paid attention when using the new one.
10. The main points were clear and orderly.

One teacher who thought the newly adopted textbook and the previous one had merits and demerits respectively. The reason was that new textbook was more systematic but its activities were too dull without creation. Since the previous textbook provided a large amount of interesting activities, the students had to pay closer attention in class.

4.2.6 Results from the Interview with the Teachers

Because most teachers were not very willing to answer the open-ended questions in detail, the interview questions were designed to survey more details that were not

mentioned in the questionnaire. The interview questions were also designed to check what might be ambiguous in the results of the questionnaire.

After checking, the results of interview questions were found to be consistent with those in the questionnaires, but some of the findings in the questionnaires were found vary. Examples include differences in the members of the English textbook selection committee and procedures used in textbook selection in each school. These were confirmed and reported in the front of this chapter. Thus, in this section, the stress would be laid on the comparison between the new version of textbooks and the old MOE textbooks as well as English teachers' expectation of the JHS English textbook.

According to the interview questions, the question about the comparison between the new set of textbooks and the old MOE textbooks was discussed. All of the teachers gave positive comments on the contextualized grammar of the MOE textbook. They thought that systematic arrangement of grammar in the MOE textbook was helpful to students' learning. According to their opinions, the disorderly arrangement of grammar in the new version of the textbooks was not only hard to teach, but also too hard to be absorbed by students.

Furthermore, two teachers pointed out that all the vocabulary and sentence patterns were fixed in the old textbooks, but some of the new versions had an extension section with more difficult vocabulary and sentence patterns in each lesson. According to these teachers, it would increase students' burden and panic because the vocabulary was too difficult, even exceed the MOE's 1000 words. It would put too much pressure on students to learn the more difficult extension sections if they didn't learn well in the basic content of the textbook.

Six teachers expressed that although oral practice was emphasized in the new version of textbooks, the large numbers of students in one class and the limited time

made the practice either unnecessary or useless.

Two teachers even pointed out that they had no time to use the teaching aids provided by the publishers. Many mistakes in the new version of textbooks, workbooks, and teachers' manuals also irritated the teachers.

Aside from the above-mentioned disadvantages, the teachers were satisfied more with the new versions of the textbooks than the old MOE textbooks within the other aspects listed in Table 4.53. In addition to the beautiful layout, they thought the exercises for listening comprehension and the activities for oral practice in the new version of textbooks raised students' interests and enhanced students' listening and speaking capacity better than the MOE textbook.

Table 4.53 Interviewed teachers' comparison between new textbooks and the MOE textbooks

	New sets of textbooks	MOE textbooks
1	Stress on dialogues	Stress on readings
2	Unsystematic arrangement of grammar	Systematic arrangement of grammar
3	More vivid and interesting content	Less vivid and interesting content
4	More communication-oriented content	Less communication-oriented content
5	More practice for listening comprehension	Less practice for listening comprehension
6	Exercise offered in both textbook and workbooks	Exercise offered only in workbooks
7	More activities causing students' motivation	Less activities
8	More practice for speaking offered in activities	Less practice for speaking
9	More errors	Less errors

10	Varied and beautiful physical layout	Common physical layout
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Listed are the suggestions the English teachers made about expectations for the JHS English textbooks.

1. The textbook should be more communicative. An ideal textbook not only provides students the knowledge of how to use the language but also provides more opportunity for the students to use it. Since English is a tool for communication, it will be useful to practice it in daily life. Thus, practical and useful English and more practices should be offered in the textbook.
2. The amount of the content should be appropriate. Because English class hours per week are reduced after the implementation of the Nine-year Integrated Curriculum, the large amount of content made it hard for the students to achieve success.
3. The general outlines in the textbook should be listed. The themes, grammar and sentence patterns included in the textbook should be listed clearly on the front page of the textbook so that teachers could get the general idea of the whole content of the textbook.
4. The textbook should be of medium difficulty. Textbooks help students to learn. If a textbook increases students' sense of achievement, it will be accepted by them. Then students would learn happily and voluntarily. Thus, an ideal textbook should not be too difficult. On the other hand, an ideal textbook should not be too simple; otherwise, high-achievement students would feel bored.
5. The textbook should stress on the integration of four skills. The development of listening, speaking, reading and writing are important for students so the practice of the four skills should be provided adequately in the textbook.
6. The textbooks should be compiled systematically. The arrangement of grammar should be contextualized. There should not be too many grammar rules within one

lesson. The compilation of textbooks and teachers' manuals should be consistent in order to avoid the trouble of being unmatched to the textbook.

7. The textbook should be revised thoroughly and carefully. Too many mistakes cause trouble for both teachers to teach and for students to learn. Thus, the publishers should do a better job of revision in their production. A textbook without any mistakes would be the best tool for learning.
8. There should be one version of unified textbook published by the MOE. One teacher stated that too many different versions of textbooks made her confused about how to prepare the Basic Competence Test for her students. She also worried that the textbooks she used were not the Basic Competence Test based. Thus, she suggested that textbooks in basic education should be unified.

To sum up, no single textbook can meet every student's needs and every teacher's expectations completely. Besides, textbooks are tools for learning so teachers shouldn't depend too much on textbooks. Teachers should make good use of textbooks and tailor their content carefully to meet students' needs rather than being controlled by them.

A suitable textbook benefits teachers and students greatly because it would save a teacher's energy and time and give the students a sense of security and basis to learn. Textbooks are invariable but teaching method is variable. Thus, teachers should collect more supplementary materials for students to keep up with date and adjust their teaching methods to the Communicative Approach. If teachers can evaluate textbooks carefully and make good use of it in classroom, then teaching would be effective enough to benefit students.