

**TEACHER AND LEARNER PERCEPTIONS
OF ELT TEXTBOOKS
IN HONG KONG SECONDARY SCHOOLS**

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Doctor of Education
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Dedication

This thesis is dedicated to my parents and TEFL educators in Hong Kong.

Abstract

Teacher and Learner Perceptions of ELT textbooks in Hong Kong Secondary schools

CHOW Yuet Wah, Fanny

The study aims to explore the textbooks from the perspectives of teachers and learners at the three key stages of the English curriculum in Hong Kong secondary schools in terms of suitability and parameters. Suitability depends on the perceptions of the users (e.g. learners' and teachers') regarding their needs, pedagogy and language use and the goals established by the government English curriculum. The method used is based on a Textbook Evaluation Model (TEM), which establishes the parameters (prescriptive, chronological, psychological and sociological) and emphasises the importance of exploring the variables affecting textbook suitability in the Hong Kong context.

Previous research studies on the suitability of textbooks in general are controversial. As a consequence, this thesis attempts to answer some of these criticisms by showing how teacher and learner variables contribute to the concept of textbook suitability. This is all closely allied to the consideration of the parameters and the stakeholders' needs.

The survey involves the learners at the three key stages from 52 schools, representing most of the districts in Hong Kong. A total of 555 teachers and 2,535 learners answered the questionnaires. Their opinions were compared to determine, whether any credibility gaps exist among the parameters and stakeholders. The findings indicate that improved textbook development and evaluation can enhance textbook suitability.

The overall findings also suggest that statistically different perceptions exist among the intergroups (e.g. learners and teachers) and the intragroups (e.g. subject streams, learning stages, teacher qualifications and experience).

The study recommends greater collaborative effort among the textbook stakeholders regarding textbook development and evaluation as a way to attain greater textbook suitability and user satisfaction.

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**Fanny CHOW Yuet Wah
September 2004**

Glossary of terms in the thesis

The following terms are used frequently in this thesis. The meanings are given below:

1. Textbook Effectiveness

I have defined textbook effectiveness according to the stakeholders' opinions in terms of textbook suitability, variables and parameters. Firstly, do the books meet their teaching objectives and goals? Secondly, do they fulfill the stakeholders' needs? Thirdly, is the language and pedagogy used correctly? And lastly, are the perceptions of the teachers and learners towards textbooks positive? Effectiveness = action appropriate to its ends, i.e., achieving the stated targets.

2. Textbook Adaptation

“Making changes to textbooks in order to improve them or to make them more suitable for a particular type of learner. Adaptation can include reducing, adding, omitting, modifying and supplementing. Most teachers adapt materials every time they use a textbook in order to maximise the value of the book for their particular learners.” (Tomlinson, 1998: xi)

3. Suitability

Suitability is the quality which ensures that the materials and services reliably meet the required high standards of performance and efficiency. Textbook suitability means that teachers, learners and administrators express satisfaction after using the material. This also means meeting the needs of the government, publishers, teachers and learners, as shown within the agreed parameters.

4. Parameters

Parameters have been equated with the criteria/context. The parameters comprehensively define the expectations and the suitability of the textbooks. In other words, they reveal whether or not the textbooks work well in different contexts. Using parameters acknowledges multiple realities.

5. Variables

The variables constitute the elements or units of analysis of textbook perception, namely the stakeholders: Education Department, publishers, teachers and learners.

6. Motivation

Motivation refers to the learners' interests and reasons for learning English. Ideally language learners should have a strong and consistent motivation and positive feelings towards the target language, their teachers and the textbooks being used. In ELT, there are differences in long and short-term motivations, of feelings and attitudes about the materials, and attitudes towards the language, the teacher and the textbooks (Tomlinson, 1998:18).

7. Localization

Localization means that the textbooks' cultural knowledge is confined to the country in which the learners live. Knowledge of the local culture is the background of the learning context provided in the textbooks.

8. % of agreemt

Percentage of agreement

9. % of disagreement

Percentage of disagreement

10. N=number

11. Med=Median

12. SD=Standard Deviation

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Chapter One Introduction

“Course books are good servants, but poor masters.”

(Cunningsworth, 1984:15)

Effective communicative competence takes six elements into account:

1. the needs analysis
2. the syllabus
3. the material design
4. the role of teachers
5. the learners
6. the nature of classroom interaction (Johnson, 1989).

These six ELT elements are crucial for effective communicative competence and constitute the initial parameters of textbook evaluation. The differences among teachers and learners, the teaching methods and styles, the syllabi focus also constitutes fundamental variations. The compatibility of all six elements can lead to positive ELT. In the present study, out of the six elements, the main focus is on materials, for example, English textbooks in Hong Kong secondary schools and the reaction of teachers and students to them.

In this researcher's view, an effective English textbook should match the needs of both the teacher and the learner and it should meet their goals too. Likewise, the official curriculum should take these factors into account and encapsulate them in the Curriculum Development Council (CDC)'s guidelines for textbook writing (CDC 1983; 1999). Commercially produced textbooks are the primary source of ELT teaching materials that may limit the teaching-learning process (Hutchinson & Torres, 1994; Richards, 1993a) and substantially affect student outcomes in both the cognitive and affective domains (Adamson, 1998; CDC, 1975, 1983, 1999; Richards, 1993b).

For their part, publishers should meet the needs of their stakeholders, which means planning for the CDC's interests, parental interests, the learners' enjoyment, examination skills and commercial returns. Some of these may be unrelated to language learning. So it is sometimes doubtful whether textbooks can be consistently written within the limits of the syllabus so as to reflect the interactive and dynamic approach to the learning process (Bell & Gower, 1998). Fulfilling the needs of one of the above stakeholders sometimes means doing this at the expense of the others. Bassano (1986) states that if learners and teachers do not share their perceptions of each other's expectations about the learning process, learners may become demoralised, threatened or even hostile in some cases, when their expectations are not met. Mismatches in the needs of teachers, learners and the community can often lead to unsuccessful and even harmful ELT learning. There is a theoretical support for the idea that differences between the teachers and the learner's beliefs may negatively affect language learning (Littlewood et al. 1996; Oxford & Niykos, 1989: 292; Peacock, 1998b: 280).

1.1 Aims of the study

The present study, which took this researcher four years to complete, examines the effectiveness of English textbooks in Hong Kong from the perspective of their users, those are teachers and learners. The survey was carried out on textbooks, written according to the syllabus (CDC, 1983), which had been in use for over 15 years since 1983. This study, which comes at a crucial time in Hong Kong's educational history - being faced with a new syllabus (CDC, 1999) and a new criteria for textbook writing - reflects the textbooks' relevance to the users during the critical year from 1998-1999. Their perceptions (positive and negative) constitute an evaluation of the material approved by the Education Department.

Changes in ELT research both in Hong Kong and internationally have given educators cause for concern. This is especially so during a period of educational reform which stresses life-long and life-wide learning, and the provision to schools for greater flexibility in framing a curriculum to meet students' needs (CDC, 1999; Education Commission, 2000). These changes constitute the genesis of a renewed critical appraisal of the role of textbooks in all subjects in the Hong Kong educational scene. However, educators are hampered in their attempts to provide

teachers with the proper guidance on textbook suitability because of the lack of a relevant framework.

This study's focus is to investigate teachers' and learners' perceptions on the suitability of ELT textbooks in terms of variables, within established parameters, and with the introduction of the Textbook Evaluation Model (TEM) in Hong Kong, as detailed below:

This study aims to:

1. explore the use of textbooks in Hong Kong secondary schools according to the users' level - those are teachers and learners
2. explore the difference between policy and development levels, and the usage of textbooks in classrooms
3. compare the teacher's and the learner's perceptions on textbook relevance, suitability and quality at different key stages of learning

A number of research questions emerge from these broad aims, which this study will attempt to answer:

- 1. What are teachers' and learners' perceptions of English textbooks being used in secondary schools?**
- 2. Do teachers and learners have similar or different views about their textbooks?**
- 3. What are teachers' and learners' likes and dislikes about their textbooks?**
- 4. What is the relationship between these textbooks and other resources?**
- 5. What are the variables that promote or hinder the suitability of the textbooks?**

These issues lead to the following hypotheses, to be tested in this study:

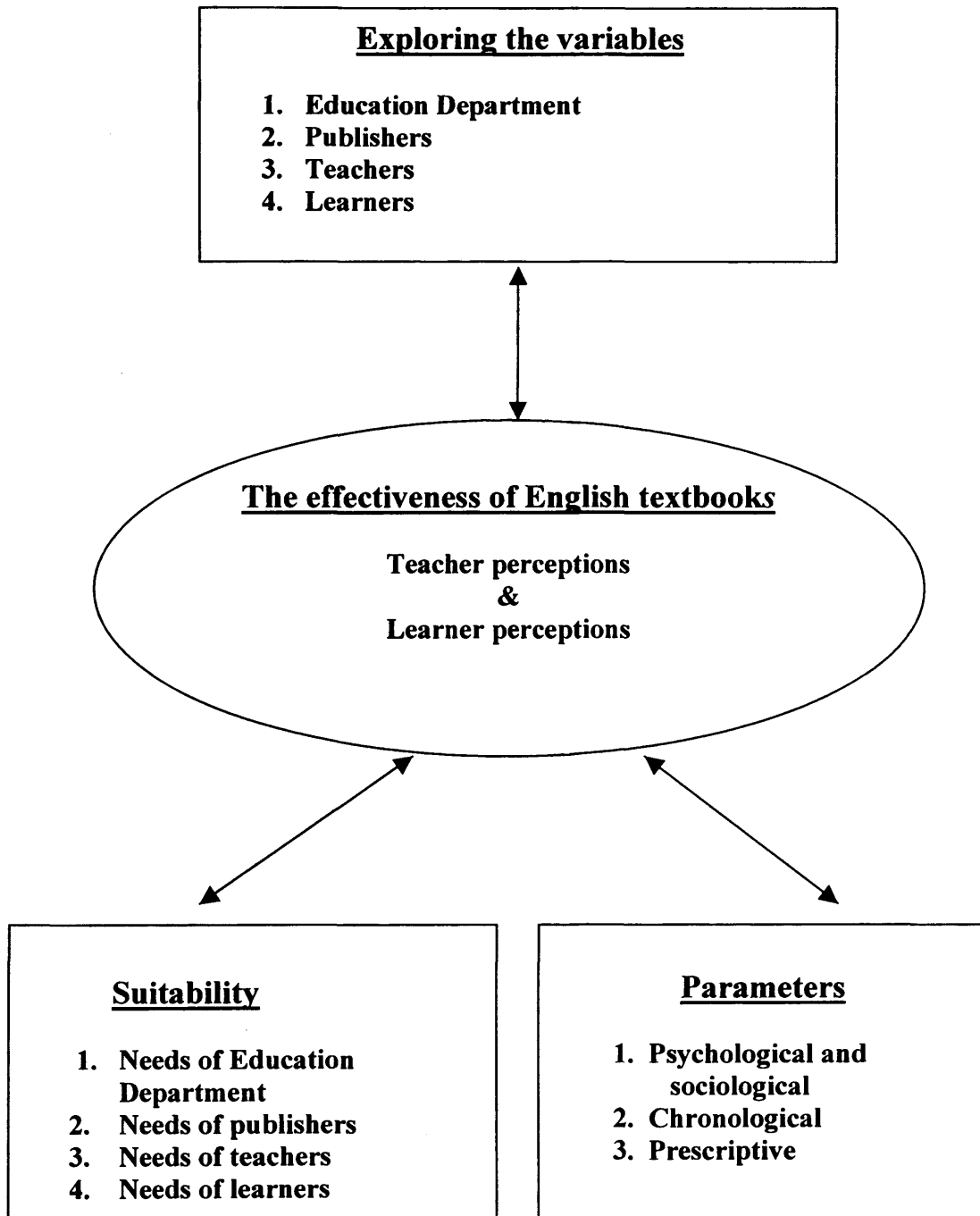
- 1. The textbooks fulfil the grammatical competence which is the learning goal of the English curriculum.**
- 2. The textbooks fulfill the experience target of the Hong Kong Government's mandated English curriculum. That means the use of textbooks can achieve the learning target for the experience in English.**
- 3. Experienced teachers (15 years+) are those most satisfied with their textbooks.**
- 4. Students with average academic standards are the most satisfied textbook users.**

1.2 Significance of the study

The wide-ranging literature review reveals that textbook suitability is a matter of major concern for the textbook stakeholders (Eraut, Goad & Smith, 1975; Candlin & Breen, 1979; CDC 1983, 1999; Sheldon, 1988). The writing of textbook material may be as important as curriculum development, teacher training, syllabus design and examination reform in the English curriculum. Despite the interest in these stated goals, the literature on the evaluation of textbooks is mainly limited to unpublished Masters and PhD theses (Chan, 1983; Law, 1995).

In Hong Kong, the CDC (1999) stresses the role of future textbooks as that of basic teaching resources, supplemented by other resources to suit learners' needs and interests. This is a vital criterion in textbook evaluation. However, textbook suitability in Hong Kong's secondary schools remains highly controversial. What is required is a new truly effective evaluation system based on the TEM (Fig. 1.1).

Figure. 1.1 The Textbook Evaluation Model (TEM)



This study's review of current popular textbooks in Hong Kong is designed to provide feedback and insights for the benefit of future textbook writers and textbook selectors. Teachers' and learners' perceptions are meant to counter much of the general public criticism of textbooks by pointing out areas of satisfaction.

The findings reflect how textbooks "work" in Hong Kong, highlighting their strengths and weaknesses. The TEM facilitates the whole process of textbook development for the stakeholders. Context compatibility means that textbooks have to target

a particular type of student, in a particular type of teaching situation, and a particular type of teacher with a particular range of teaching skills and who have assumptions about methodology which he/she shares with his/her colleagues
(Bell & Gower, 1998:119).

This researcher believes that the needs of both teachers and learners should be context compatible (Short, 1983) for the sake of language development, teaching convenience and, sometimes, for economic gain. This also implies the differences worldwide in learning motivation, development and local monitoring methods.

TEM is useful for evaluating textbook effectiveness by promoting a method of evaluation which employs three crucial elements: variables (stakeholders), parameters (learning contexts), and suitability (stakeholders' needs). Variables, parameters and suitability constitute the basic triangular system of textbook evaluation. In this manner, stakeholders' needs become apparent to publishers.

This study also emphasizes the relationships among the four variables: the Education Department, publishers, teachers and learners. These four variables play important roles in the TEM as their concerns may be complementary to the others, or at the expense of others, or may be balanced. The material must meet the needs of the four variables, which set the guidelines for textbook writing.

1.3 Teachers, Learners and Textbooks

Local textbook development is fundamentally comprised of three batches of stakeholders: the Education Department, publishers and teachers. This broad classification of the stakeholders may miss the focus of textbook writing, the learners. Allwright (1981) describes the lesson “as an interaction between the three elements of teacher, learners and materials,” with the interaction producing opportunities for learning. Alderson (1992:279) agrees that it is critical to involve all the stakeholders, including organizers, curriculum designers and learners, but suggests that an outside evaluator would more likely offer a “fresh” perspective and give the evaluation credibility. Cronbach et al. (1980) also sees teachers, taxpayers and students themselves as exercising important educational decision-making roles.

In this researcher’s view, excluding learners from the textbook development process would inhibit attempts to enhance textbook effectiveness. As the consumers, learners should be allowed to give their views, which could consolidate their status as future evaluators in ELT. When learners find textbooks relevant to their needs, they are motivated towards the objectives of the individual units.

Studies of teacher variables are sometimes inaccessible (Masuhara, 1998). These include personal background such as gender, nationality, teaching experience and level of teaching. Since teachers play a central role in material development (Connelly & Clandinin, 1988), they are the key to curriculum reform (Education Commission, 2000) and are the facilitators; planners and partners in helping students construct their knowledge and understanding (Charlesworth et al., 1993). In the Chinese cultural model of English learning, textbooks, teachers and students are emphasized for the successful mastery of knowledge (Cortazzi & Jin, 1996).

All in all, from the above data, neither teacher nor learner variables are adequately addressed at present when considering textbook evaluation.

Teacher friendly material that is mainly geared towards the teachers often means that they “use the materials more as a resource than a prescriptive course,” (Bell & Gower, 1998:126) and for convenient lesson planning.

Learner friendly materials, on the other hand, are texts students can identify with as being relevant to their lives. These textbooks should promote motivation (Gardner, 2001) for English learning, studies, jobs and personal development.

Textbooks, of course, are “the product of the pressures of the market,” (Crookes & Chaudron, 1991:48), produced for commercial benefits (Sheldon, 1987). Morris (1995) describes textbooks as “market leaders” (p.117). Textbooks are the business of the profit-making entities, the publishers, are concerned more with sales than the curriculum (Morris, 1995). This applies to Hong Kong, where profits from textbooks at the secondary level were about HK\$ 6 billion (US\$1=HK\$7.8) in 1999, with a net profit of 5%.

With this conflict among teachers, learners and publishers, the issue of textbook suitability is sometimes adversely affected. The Curriculum Development Council (CDC) is aware of the wide range of English textbooks in the market, which range “from very bad to very good” (CDC 1983:18). So the crux of the present study deals with investigating textbook quality and whether they fulfill the needs of teachers or learners, neither or both.

1.4 Further Background on the Hong Kong Situation

The tendency of teachers to rely unduly on textbooks for teaching convenience, at the expense of learners, is a matter of public concern. “Teaching in Hong Kong is textbook-based” (Wong, Lam & Wong, 1995). According to the Hong Kong Education Department (CDC, 1999),

Textbooks are the basic learning materials used in the classroom. A good English textbook enables learners to develop thinking, language and communication skills, positive attitudes and values, sound judgment, confidence and independence at the level appropriate for target learners. Schools should choose English textbooks according to the needs of their students, taking into account: what they already know, what they need to learn and what will increase their motivation and enhance learning effectiveness (p.37).

Hong Kong schools have not fulfilled the CDC’s guidelines (1999). A common criticism of the use of English language textbooks is that they are “slavishly” followed by teachers and

students alike (Mendelson, 2000:20); ignoring important outcomes related to general education in place of the more predictable and easily categorized examination requirements (Cheng, 1997a; Morris, 1995). In a study of Hong Kong ESL teachers, Richards, Tung and Ng (1992) found that textbooks, along with supplementary materials and audiotapes, are the primary teaching resources used. Of these three resources, Richards et al. (1992) found that 95% of teachers use textbooks for 89% of their lessons; only 28% report that they use material they have prepared themselves. The primary functions of textbooks are to provide practice activities (64%), a structured language program (56%), language models (55%) and information about the language (50%). In the interests of organisation, the material is often divided into smaller texts, such as sections of public examination papers. Many teachers use separate textbooks for listening (86%), reading (66%) and writing (56%) (ibid). Morris (1995: 126, 113) comments that textbooks are “primary resources” and “major resources” that bring major influence on the pedagogy used. However the users’ overall view is that English language textbooks do not adequately meet the necessary requirements.

1.5 Key Stages of Learning

Textbooks are used at various key stages of the English curriculum in Hong Kong (Table 1.1), with each stage setting various objectives. Key stages 1 and 2 focus on laying the foundation of language development through relevant activities. Key stages 3 and 4 focus on the application of the language for various everyday learning and developmental purposes. The Sixth forms provide language preparation for further studies at tertiary level (CDC, 1999).

Table 1.1 Design of ELT Curriculum’s Key Stages (CDC 1999)

Key stages	Levels of studies
1	Primary, P.1-P.3
2	Primary, P.4-P.6
3	F.1 to F.3
4	F.4 to F.5
Sixth forms	F.6 to F.7

This introduction sets the scene for the study which examines whether ELT textbooks are relevant, appropriate and useful for teachers and learners at key stage 3 level (Form 3); key stage 4 (Forms 4-5) and Sixth forms (Forms 6-7) in 1998, when this study's evaluation was first carried out.

1.6 The Scope of the Study

This study's main issue is whether textbooks are implemented according to the CDC's recommendations. Areas of investigation are the credibility gaps between the CDC's goals and classroom practice, the users' genuine needs, the target users' collaborative evaluation and communicative purposes.

In this study, the TEM framework gives balanced consideration to the following:

- accomplishment in the prescriptive manner of the curriculum's goals
- accomplishment of the survey's objectives
- users' perceptions towards the pedagogy, and unforeseen results of the present study's conclusions

As an independent evaluator, the author of this present study (a teacher with no need to purchase the textbooks) attempts to analyse the suitability of the materials in relation to the users' needs, bearing in mind the fact that learners, as the ultimate consumers, should be included in the process of textbook evaluation.

1.7 Summary

This chapter sets the scene for the study, outlines its aims and the research questions, and gauges the significance of the study's background. Chapter Two reviews the literature on the textbooks' parameters, variables and suitability. Chapter Three describes the research design and the study's methodology, including information on the participants, procedures and the measures adopted. Chapter Four presents the results of the study on teachers' needs. Chapter Five details findings on learners' needs. Chapter Six deals with the pedagogy and the curriculum's goals. Chapter Seven studies the variables, with the results discussed in Chapter eight. Chapter Nine states the study's conclusions and recommendations for future investigation.

Chapter Two

Literature Review: Exploring Textbook Stakeholders' Perceptions

This chapter presents a critical review of the literature related to textbook production, its use, and the attitudes of various stakeholders. Textbooks are seen as important, even vital, tools in the teaching and learning process. The effectiveness of textbook has been seen in terms of variables (stakeholders), suitability (stakeholders' needs) and parameters (learning contexts). The evidence supporting the pre-eminence of these elements is herewith presented.

It has long been argued that textbooks for Hong Kong schools are of poor quality, but most studies on this are piece-meal, for example, the CDC press conference ("Textbooks Need," 1999) and Publishers' newsletter (Witman Digest, 1997). Little research has been done on how textbooks enhance the effectiveness of teaching and learning. Law (1995) has addressed 102 teachers' perceptions of a small number of English textbooks.

Some studies note the tendency of teachers and learners to view and use textbooks differently (Harmer, 1983; Savingnon, 1983; Masuhara, 1994), but little research has been done to address this issue. Nunan (1995) further illustrates the dramatic mismatches which may exist between teachers and learners' perceptions of the utility of certain classroom learning activities. The lack of collaboration on this score is what forms a "credibility gap" (Greenall, 1984). It is crucial, in evaluating textbook effectiveness, to include both teachers' and learners' perceptions. Maley (1995), Hye (2002) and Littlejohn (1992) stress a compromise between teacher and learner perceptions which allows learners a choice of learning activities corresponding to their preferred learning moods and styles; this has been shown to be an effective way of involving them in the management of their own learning while at the same time reducing the risk of conflicting expectations. Students can work together to achieve "common goals" in ELT (Nunan, 1992:3). Cheng and Falvey (2000) include teacher and learner perceptions as aspects of teaching in the study.

Some academics have designed a series of checklists as criteria for conducting research into textbook evaluation (Cunningsworth, 1984; Matthews, 1985; Sheldon, 1987; Richards, 1993a). However these checklists do not include the users' views. Alderson et al. (1992) indicate

the need for including stakeholders in ELT, being the variables for textbook evaluation. Learner variables have attracted much research attention (Alderson, 1985; Ellis, 1994; Johnson, 1995; Larsen et al, 1991). Similarly, teacher variables are crucial in ELT (Ariew, 1982). Variable contexts include social background, official criteria and time factors. These contexts are viewed within the psychological and sociological, chronological and prescriptive parameters (Abraham & Vann, 1987; Stodolsky, 1989). Stern (1989) stresses the educational context.

The present study deals with the suitability of textbooks in the Hong Kong context of teachers' and learners' perceptions. It also shows the importance of examining three issues in the Textbook Evaluation Model (TEM): variables, parameters and suitability, with clusters of research questions derived around four TEM-based variables. Eventually a TEM model is derived (Figure 1.1, p.5). To evaluate textbook effectiveness in Hong Kong, the four variables are analyzed, with the stakeholders' needs analyzed within the identified parameters. TEM (Figure 1.1,p.5) provides the central framework, both for this study's structure and to determine the suitability and parameters for textbook evaluation in Hong Kong.

In this regard, Lawson (1979) and Richterich et al. (1980) reveal the difficulty of defining "needs" in connection with second-language learning, while researchers find that stakeholders' and the other variables' satisfaction serves as a gauge for textbook effectiveness. Furthermore, TEM enlarges evaluation checklists for textbooks (Cunningsworth, 1984; Sheldon, 1988). It also suggests analyzing pedagogy and language use within the established parameters, in comparison with teachers' and learners' needs.

Crucially, textbook evaluation should not simply focus on the product but on textbook use in the classroom context (Adamson & Lee, 1994). Morris (1995) admits there are variations in textbooks which include content, unclear goals, explanation, unsuitability of linguistic skills and abstract knowledge. Textbooks also sometimes cover content required by the syllabus which is beyond the pupils' capabilities. Teachers adopt textbooks that are "academically demanding" (Morris 1995: 126) rather than considering the needs of the pupils.

Essentially, TEM shows that textbooks are effective mainly when they are context compatible. Evaluating the suitability of textbooks, in whatever country, means providing material that meets the needs of the users, the pedagogy and the goals of the English curriculum - in tandem with the prescriptive, chronological, psychological and sociological parameters of the given society.

Ideally, TEM proposes that textbook evaluation be based on the following variables: (1) the Education Department's official criteria for syllabuses; (2) publishers' conforming to the official criteria in the syllabus, and (3) teachers' and learners' perceptions and needs. These parameters are crucial in analyzing the users' "genuine needs" (Schaffarzick, 1975). In this manner, with both teachers and learners providing input into textbook suitability, the stakeholders' expectations can be identified.

The following literature review shows that the three TEM issues are crucial for textbook evaluation. With reference to Table 9.1, the school variable is not included in TEM in the present study due to time constraints. The school variable is another major one for future research, with reference to the detailed items listed in Table 9.1. The study's focus is on the relevance, usefulness and effectiveness of textbooks in teachers' and learners' perceptions – not on how the school context enhances their effectiveness.

Based on literature research on textbook effectiveness in the Hong Kong context, items in other academic evaluation checklists were identified and chosen to pinpoint textbook suitability. The TEM, thereby, drawn from the checklists' relevant items, consists of an inter-related triangular relationship within the ELT framework for ways to select and use textbooks in Hong Kong. The relationship is shown by three groups (variables, parameters and suitability) that determine and influence teachers' and learners' perceptions as well as textbook effectiveness. These highlight their local adaptation precisely because of the unique complexity of applying them in different venues. The groups' factors and their inter-relationships are presented in the TEM.

The effectiveness of textbooks is influenced by the institutional (Education Department), cultural (Chinese), political (Mainland China), and economic contexts (Hong Kong economy), that is, the parameters. In this researcher's view, regarding the stakeholders' particular needs (variables), TEM is created and considered as the useful method for ensuring that the realities of each individual teaching/learning situation are addressed.

The conceptual framework of TEM suitability, parameters and variables can be used to plan improvements in the quality of textbooks, to conduct situation analyses and work on textbook quality, and to monitor and evaluate textbook selection and improvement. TEM's

usefulness depends on how the stakeholders' needs, in a given educational system, are seriously considered.

Brown (1994) remarks that textbook evaluation assesses its effectiveness and efficiency systematically by analysing all the relevant information necessary to improve a textbook. In emphasising the needs of the stakeholders, TEM seeks to improve the suitability of textbooks in the pre-use (selection), whilst-use and post-use stages in various contexts. Considering local "needs" and the stakeholders' decisions in textbook production, the selection process is thereby enhanced, with vastly improved results for learners using the texts. At whilst-use stage, the TEM acts as a framework for the way to use textbooks effectively, taking into account teacher and learner variables.

Reynolds (1974) stresses "the need for feedback to authors so that they may reduce areas of unsuitability in future editions of their work" (p.21). At post use-stage, the perceptions of both teachers and learners are highlighted as the determinants for textbook effectiveness.

The principle of TEM rests on making textbooks effective, according to the local context and the needs of stakeholders. That means that effectiveness is based on the perceptions of the stakeholders, particularly teachers and learners. Instead of using various evaluation checklists and considering negative criticism from the public, the TEM presented in this study offers a new way of evaluating textbook effectiveness in Hong Kong.

2.1 The Use of Textbooks

ELT worldwide considers textbooks as important (Ariew, 1982; Applebee, Langer & Mullis 1987; Sheldon, 1987), with various views expressed about their role. Matthews (1985: 202) sees textbooks as the main teaching and learning aids. Hutchinson and Torres (1994) and Shannon (1987) cite their convenience in providing lesson structures. Morris (1995) calls textbooks "bibles" for teachers (p.97). Cortazzi and Jin (1996) point to the multiple uses of textbooks as maps, resource, teacher trainers, authority and ideology. Textbooks in Hong Kong are seen as "conducting batons" for lessons ("Textbooks As," 2000).

Other academics have reservations about textbooks. Sheldon (1988) sees them as “the visible heart of any ELT programme,” but also calls them “necessary evils” for teachers. Mariani (1980) cites a love-hate relationship in relation to textbooks. Brumfit (1980) considers textbooks as “masses of rubbish skilfully marketed” (p.30). The controversy shows that there is no consensus on textbook effectiveness in ELT.

Among the academics who have studied textbook interaction and learning outcomes are Dulay, Burt and Krashen (1982) who cite speedier learning as promoting confidence; while Allwright (1981) says increasing learners’ interests provides motivation. Lee (1996) approves of the systematic way to teach/learn. Bolitho and Tomlinson (1995) and Rutherford and Sharwood-Smith (1988) mention the facilitation of learners’ self awareness.

2.2 Main Issues in Exploring Perceptions

In the present study, three issues constitute the background of textbook making, the pre-existing characteristics and interaction of the stakeholders, thus:

- i) variables (Ellis, 1994; Larsen-Freeman & Long 1991; Richards & Rodgers, 1986).
- ii) suitability (CDC, 1999; Masuhara, 1998).
- iii) parameters (Daoud & Celec-Murcia, 1979; Littlejohn, 1998; Skierso, 1991).

These issues form a systematic collaborative model to reflect the perceptions of the main textbook stakeholders: teachers and learners. The main issues in the evaluation of textbook effectiveness are shown in TEM (Fig. 1.1). This Model constitutes the basis of the literature review.

2.3 Exploring Textbook Variables

TEM’s key issue involves the variables which constitute the elements of analysis for textbook perception by the stakeholders. Maley (1998) states that what actually happens in the classroom is that “there is a complex trade-off between the three major elements: teachers, materials and learners” (p.279). They are the main sources of input in the FL classroom. The stakeholders’ perceptions provide the information for textbook evaluation. Clark (1987) has evaluated the relevant information in terms of needs analysis, program development and materials design. Nunan (1985) advocates the development of systematic and integrated

procedures for designing course in which key elements also include needs analysis, goal and objective setting, the selection and grading of input, methodology (including the selection of resources and learning activities), learning environment and evaluation. Corder (1977:13) concludes that it is essential to have a “systematic consultation and negotiation” for needs analysis between teachers and learners. This process of validating a need through consensus is the crux of needs analysis in a learner-centred system (Holec, 1980). Nunan (1988b) states that there is a need for a teacher-and-learner dialogue concerning goal decisions and course content as this emphasises learner-centred approaches. Hence this study includes as variables for ELT textbook evaluation, the teachers, learners and publishers. The Education Department, which gives the official criteria for textbook writing, is an indispensable variable in the TEM.

The following sections illustrate the roles of the main stakeholders in Hong Kong.

2.3.1 The Hong Kong Education Department (ED)

The Curriculum Development Council’s (CDC) status, planning and supervision are significant in textbook development in Hong Kong (Bray & Lee, 1997). Morris (1995) and Richards (1984) also emphasise the importance of syllabus. The CDC has long been developing teaching syllabuses for use in primary and secondary schools. It is the centralized body that approves textbooks and can recommend or veto books for Hong Kong schools at the first stage. A section in the Education Department was established to produce model syllabus and textbooks. The Education Department’s Textbook Committees carry out a continuous process of evaluation, after which the schools select textbooks from the recommended list.

The present study explores the importance and relevance of the CDC syllabus.

2.3.2 Hong Kong Publishers

Hong Kong publishers claim that the material in their textbook is wide-ranging, from lesson plans, teachers’ books, work schemes, answer keys and audio-visual aids. Cheng (1997a) confirms this, but Morris (1995) points out their limitations in terms of curriculum decisions, thus: they do not influence curriculum objectives, only moderately influence textbook content,

pedagogy, and the assessment of language instruction (discouraging the use of Chinese). In other words, the Education Department has a strict centralised supervision over the material.

The CDC has criticised as substandard textbooks, which required heavy proofreading (“Textbooks Need,” 1999). Publisher Witman also criticized elaborate design and irrelevant material which they viewed as undermining the syllabus. The Hong Kong Professional Teachers Union is accused of making no effort to update existing textbooks. The production of *New Steps and Skills of Listening Exercises* (Witman, 1995) was delayed because of late amendments and came out after the start of the school term. There has also been the lack of a proper time-table to prepare amendments for the standard of textbooks in terms of ELT. Tucker (1975) stresses a factor such as “the competence of the author” (p.360).

Another ELT problem is the over-use of only 24 verbs in a set of primary English textbooks, which has been in use for six years. These verbs form over 3,900 sentences and make up 68% of sentence structures. “Poor Vocabulary,” (2002) points out this monotonous presentation does not motivate students to learn English properly. It is uncertain whether this is also the case in secondary school textbooks, since the same popular publishers such as Longman and Oxford also produce textbooks for that level.

While CDC (1999) states that “only the local teachers understand the learners’ problems and difficulties” (p.103), they report that publishers have tried employing professional writers to work with local teachers to add a local perspective to the material. It is uncertain if effectiveness has been enhanced, along with the quality of writing and goals accomplishment.

2.3.2 Teachers

Morris (1995) admits that one of the important influences on textbooks is teachers. Masuhara (1998) demonstrates the potential benefits of studying teacher variables in the process of materials development. Brophy and Everton (1976) agree that effective teaching varies according to different socio-economic, as well as the psychological, attributes of the students. Stodolsky (1989), however, says that teaching varies according to subject matter, instructional goals, and type of student and stage of development of a course.

The following summarises the relationship between teacher variables, learning outcomes and ELT. This depends on the teachers’ roles as English instructors and their ways using of textbooks. The literature highlights the teacher variables in enhancing textbook effectiveness.

Some academics stress the need for teachers' flexibility, adaptability and creativity in the use of textbooks (CDC 1999; Day 1996; Hammond & Hudson, 1988:4; Richards, 1993a; Smylie, 1991, 1994). Brophy (1982) advocates that selecting and orchestrating teaching behaviour in context can lead to effective instruction. Entwistle (1981) and Walker, Tong and Mok (2000) consider teachers' pedagogical preferences are crucial for teaching. And Smith (1991) concludes that teachers' attitudes lead to powerful effects in testing changes.

Alderson and Hamp-Lyons (1996) consider teachers as independent from teaching resources and their individual styles as highly significant in classroom interaction. Hollingsworth (1999:59) also agrees that teachers are "critical professionals" (p.59).

Other academics point to teacher variables in textbook use, since they are affected by the pedagogy. Nelson (1995) finds that teachers trained in phonology and transformational grammar tend to use formal rules of English, and when they become textbook writers, tend towards grammatically oriented textbooks. Johnson (1989) stresses the role of teacher training.

Win (1991) reflects that Communicative Language teaching (CLT) requires teachers with a high proficiency in English. The grammar translation method might make fewer demands on a teacher's proficiency. Hence, teacher training, language proficiency and teachers' attitudes, practices (Bennet, 1976; Young & Lee, 1987) and teacher competence (Cheng, 1986, 1994, 1998; Darling-Hammond, 1998) make teachers use textbooks in different ways. Inexperienced teachers seem mainly to rely on textbooks (Ariew, 1982; Doughill, 1987; Rivers, 1968), while some academics (Littlejohn & Windeatt, 1989; Reynolds, 1974; Schon, 1983) show there are teachers who work creatively with textbooks. Hutchinson et al. (1994) considers teachers' selection of material the most important ELT decision. Maley (1995), however, emphasises that knowledge of subject matter and more teacher training in English can enhance teacher quality. In Kramsch's words (1993), English language teachers are ambassadors, or representatives, of English culture. For his part, Liu and Adamson (1999) says teachers are actors, organizers, conductors, monitors and guides in interactive activity, while Medgyes (1994) shows that non-native teachers, being insecure in explaining the culture of target languages, focus more on grammatical accuracy.

Teachers' mother tongues also affect textbook use. There has been a certain amount of research on the language awareness of teachers of either L1 or L2 (Brumfit et al., 1996; Mitchell et al., 1994; Thornbury, 1997; Wray, 1993). Andrews (1999) also stresses the role of teachers'

meta-linguistic awareness in structuring input for learners. Besides, there would seem to be a close connection between teacher language awareness and pedagogical content knowledge, subject content knowledge and levels of language ability (Brophy, 1991; Education Commission 1995; Falvey et. al., 1999). Tomlinson, (1990), writing about CLT in Indonesian high schools, cites teachers' attitudes to adopting teamwork methods in textbook adaptation and how learners' roles in ELT affect their use of textbooks. Day (1996) agrees that "autonomy, reflection and collaboration (feedback and disclosure) are crucial for textbook adaptation" (p.9).

How teachers look at their roles in ELT is another teacher variable. Kelsey (1993) and Li (1996) regard English as a part of the whole system of universal character education, allowing students to "broaden their horizons" and regard language not just as a means of self-advancement and an examination subject, but also a medium of communication. Brock (1989) and Thornbury (1996) point out that the types of questions teachers employ in class will greatly affect learners' language proficiency.

In the present study, teacher variables include gender, mother tongue, attitudes, academic qualifications, training, years of teaching experience, teaching levels and adaptation.

2.3.4 Learners

Learner variables have attracted much research attention. Alderson (1985) and Johnson et al. (1995) cite attempts to involve learners in the evaluation of courses and material. However, when evaluating teaching materials, Masuhara (1994) criticizes teacher surveys on the grounds that they measure teachers' perceptions of learners' needs, which do not necessarily represent the learners' actual needs. Textbooks can be teacher-friendly, but they might not be learner-friendly. Kumaravadivela (1991:106) points to "dramatic mismatches" that exist between teacher and learner perceptions concerning utility of certain common classroom learning activities. However, little systematic research has been published on what learners actually want their study materials to do. Law (1995) says textbook evaluation is seen solely as belonging to teachers; hence it is teacher-friendly and not learner-friendly.

Learners, as the major textbook consumers, have a right to contribute to textbook evaluation. Iacobucci et al. (1994) regards customer experience as a dynamic and complicated process, and Yi (1990) links a definition of quality with meeting customer needs and

requirements. Nunan (1995), who believes that learners' opinions are indispensable for a learner-centred curriculum, states:

Decisions about what will be taught, when it will be taught, and how it will be assessed will be made with reference to the learner. Information about learners, and where feasible, from learners, will be used to answer the key questions of what, how, when and how well (p.134).

Preedy (2001) emphasises that it is essential to involve learners more closely in the evaluation of textbook performance for a number of reasons. As the main intended beneficiaries of textbook design, learners may view the material differently from teachers and other stakeholders such as parents. They can therefore give voice to their experiences in this regard, as well as provide constructive feedback, not always giving negative or personalised comments (Mac Beathe et al., 1997; Ruddock et al., 1996). Likewise, there is a strong moral case for involving learners with a democratic approach. Once encouraged, pupils feel encouragement and a commitment to learning, as well as an enhanced motivation towards reviewing teaching resources.

There is theoretical support for the idea that differences between teacher and learners' beliefs negatively affect language learning (Cotterall, 1995:202-3; Dulay, Burt and Krashen, 1982; Ericson and Gardner, 1992; Green & Oxford, 1995:265; Mantle-Bromley, 1996:80-1; Politzer & McGroarthy, 1985:118-119), believe that affection and learning styles are crucial for evaluating textbook suitability. They believe that this affective screening is highly individual and results in different learning rates and results, hence relaxed, confident learners learn faster and better.

For the learners, using a textbook is a learning strategy in ELT. Wong (1997) defines learning strategies as what students do to make learning efficient and effective. Oxford (1990) states that these are the "action or behaviour that learners have undertaken to learn a language" (p.83).

Lumley and Stoneman (2000) examine Hong Kong graduates' reactions to a self-access learning package and find that their expectations for the package are more complex than that of the teachers. Hence, the conclusion that including learners as evaluators enhances both teaching

and learning effectiveness. This also engages students in reflection and self-evaluation, enabling them to develop responsibility for managing their own study. Surely such skills are increasingly important in today's "information age."

Significant correlations are found between the choice of learning strategies and variables (Ehrman & Oxford, 1989). These can be identified as follows:

- Learner strategies, motivation, attitude and exposure to English (Hepburn, 1991)
- Sex and motivation (Cheung, 1986b; Oxford-Nyikos, 1989)
- Affective importance of learners liking the material (Schumanns, 1977; Thornbury, 1996)
- Characteristics of successful ESL learners (Naiman et al., 1978)
- Why, when and how learners use the learning strategy (Wan, 1993)
- Learner responsibility towards their own learning (Ames and Ames, 1984)
- Choices (Tomlinson, 1994b)
- Social and cultural background (Matthews, 1985)
- Background of experience (McNeil, 1996)
- Social and cultural identities (Kramsch, 1993)
- Language proficiency (Lewkowicz, 2000; Porte, 1988)
- Age, gender, school type (Bolam, 1990)
- Interests, class size (Matthews, 1985)
- Type of learners (Dougill, 1987)
- Learners' ability and aptitude (Matthews, 1985; Richards, 1994)
- Training given in the elementary forms (Nicholas et al., 1988)

Also considered are age range, gender distribution, background languages and cultures, socio-economic level, living environment, level of general education, level of English proficiency, attitude toward the target language, reasons for studying English, motivation, English language skills needed, and interests (Skierso, 1991: 432-433).

Garinger (2001) also highlights the need to identify the appropriateness of the text for the intended learners. For example, in the advanced course of English for Academic Purposes (EAP) to prepare learners for university-level coursework in English, textbooks have to provide different learner profiles than those in an ESL literacy program. Students of literacy require intensive instruction at the word and sentence level. The learners' cultural backgrounds, ages,

interests, and purposes in acquiring the second language must also be considered for the sake of comfortable discussions on cross-cultural concerns and experiences. Determining students' background information, therefore, is a preliminary factor for the creative use of language textbooks. Thus taking into account learner factors in using textbooks can reap a rich harvest of learning.

The present study attempts to interpret learner variables as having a possible correlation with textbook suitability, those are gender, streams of studies, key stages of learning, English standard, learning experience, and learners' role as evaluators.

This section concludes the review of how the stakeholders might work as textbook variables in Hong Kong.

2.4 Perceptions of Textbook Suitability

The issue of TEM suitability is stressed by Littlejohn (1998) in a preliminary framework for material analysis, when he mentions "match and evaluation" (p.204).

When analyzing the target situation of use, like the TEM, Littlejohn (1998) includes the cultural context, the institution, the course (proposed aims, content, methodology and means of evaluation), the teachers and the learners. This stresses the appropriateness of aspects of design and publication vis-à-vis the target situation of use. Adapting, rejecting, adopting and supplementing materials are critical in determining textbook suitability in the actual use of textbooks in classrooms.

Garinger (2001) cites the need to match textbooks to the program and the course. Hence teachers should examine the program curriculum with reference to its clear and well-defined goals, allowing for suitable textbook selection. Additionally, textbooks written by native English speakers should allow students to interact with authentic materials and develop reading fluency.

A textbook consistently used in a classroom is more likely useful to both the instructor and students. By analyzing options according to program issues, ranging from broad (for example, goals and curriculum) to specific (for example, exercises and activities), this would be a "practical, thorough, and straightforward method" for choosing ESL textbooks (Garinger, 2001).

Garinger's analysis cited above is also the approach employed by TEM: from broad to specific (see the regrouping of the questions in Appendix A).

Dougill (1987:34) stresses that "personal perceptions" will always remain the key elements in evaluation. Nunan (1988b) says that learners' subjective needs and perceptions are important factors for "a truly learner-centred curriculum." Brindley (1989) stresses "learners' needs." Lo (1995) stresses the close relationship between needs and the context. Cheng and Tsui (2000) further state that studying users' characteristics, the interactive effects of two or more variables, and the congruence among variables are crucial in ELT. The view is that exploring these variables and the stakeholders' needs helps reduce any credibility gaps. Bell and Gower (1998), Corder (1977) and the CDC (1999:36) also stress that negotiations, compromises, regular panel meetings, and a sharing of teaching experience are crucial elements for textbook selection.

Masuhara (1998:240), however, defines needs in terms of ownership thus, (a) needs (whose needs are they?) (b) kinds (what kinds of needs are identified?) (c) sources (what are the sources of the need?). In terms of ownership, learners', teachers' and administrators' needs are included. These are also included in TEM. Learners' needs include personal ones such as age, sex, cultural background, interests and educational background. Learning needs include learning styles, goals and expectations, gaps between target language and culture, and gaps between the target level and the present level of proficiency in skills and strategies. Future professional needs include knowledge of language, of language use and L2 competence. Similar to learners' needs, teachers' personal needs are age, sex, interests, cultural background and educational background. Professional teachers' needs are preferred teacher styles, teacher training experience and teaching experience. Institutional needs covers administrators' needs, for example, time and resources. These needs are identified by Masuhara (1998). In the present study, all these are the underlying factors for textbook suitability.

In TEM, the underlying principle of textbook effectiveness is that the more satisfaction the needs of the variables are fulfilled, the more effective the textbooks. Posner (1995) stresses teachers' roles in their interpretation of the content of the subject in the official curriculum and the written curriculum in the form of textbooks. Kern (1995), Horwitz (1988), Lampa (1999),

Peacock (1998b), Williams (1997) and Wright (1987) assert that matching teachers' and learners' opinions on ELT is important for the learners' language achievement.

The TEM, therefore, extends textbook effectiveness from language learning goals, like Littlejohn and Windeatt (1989) who "look beyond the goals of language learning itself" (p.174) and therefore include issues such as "learners' perceptions of knowledge" (p.174), "language learning and roles" (p.174) and learners' world view and general knowledge, to their affective and cognitive development. Additionally, TEM stresses the necessity of placing language learning within the broader context of all learning and emphasizes how knowledge and cognitive ability should be addressed in the creation and evaluation of materials. Instead of demanding a great deal from textbooks, TEM reflects the view of the classroom situation. Being aware that these issues are significant in TEM enhances the ability to evaluate and choose the best textbook.

The present study looks at stakeholders' perceptions on textbook suitability. In the researcher's view, administrators' needs in Hong Kong refer to the Education Department's needs, comprised of socio-political needs, market forces, educational policy, constraints on time and resources. These needs are in Variable 1: the Hong Kong Education Department. Variable 2, in this study, is the Publisher – where the researcher matches the publishers' needs to the sellers' financial gains. Variable 3 refers to teachers' personal characteristics, teaching experience and style while Variable 4 refers to learners' needs.

Yalden (1983) avers that the more accurate the prediction of the learners' needs, the more clearly the contents of a syllabus can be delineated. Clark (1989a) questions whether there is a marked difference between what is theoretically desirable and what in fact gets published and used. Practical concerns including availability and cost must be acknowledged. Not all textbooks can be purchased and shipped in a reasonable amount of time, and educators often do not have the luxury of planning months in advance.

An example of this is that, contrary to the syllabus recommendation that little or no Cantonese be used in English lessons, *Integrated English 4* (1983) suggests that grammar explanations be given orally, preferably in the learners' mother tongue. This implies the publishers' misinterpretation of the curriculum's instructions.

In an issue of the EFL Gazette, English language beginners give their personal views of Swan and Walter's *Cambridge English, Course 1* textbook, which are inconsistent with the publishers' aims. Morris and Pearson (1985) state that "the major problem in using the course

book lies in the gap between the specified aims and their realisation in the student materials...the structural aim is too ambitious...the controlled practice is inadequate.... listening tasks are not clearly enough defined” (p.14).

Fish (1984), however, evaluates the same course that appeared in the *Times Educational Supplement* and makes a different appraisal:

The detailed notes in the teachers’ book, the grammar/structure summaries, clear and detailed suggestions for use of the tapes are plentiful, the Cambridge course seems to provide contexts for the learner....a welcome addition to the EFL textbook scene (p.45).

Other critics claim that textbooks are ineffective for ELT, arguing that grammatical explanations often take terminological and linguistic knowledge for granted. Tomlinson (1998) wonders whether learners worldwide are wasting their time with drills and repeating dialogues from textbooks. Collins and Hood (1999) report findings from a survey of eleven current popular ESL textbooks produced by major publishers, including Oxford University Press and Cambridge University Press. The course books fail to provide “an adequate treatment of the fundamental relationships between form and meaning, between class and function in English and some are guilty of straightforward factual errors” (p.246).

In reality, the role of textbooks has been defined in terms neither of place nor time, such as in the U.S. (Ball & Feiman-Nemser, 1988) where textbooks have been unsuccessfully challenged by technologies like the Internet and other on-line services.

There is the contention that popular textbooks published in the UK might not be suitable for other parts of the world - conservative countries in the Middle East or Asia, which has multi-lingual minorities, might have different language needs.

This study explores textbook suitability in the following sections (2.4.1-2.4.4).

2.4.1 Suitability for the Government’s Education Department

Academics realize that textbooks are often written with a slant towards a country’s political aims, one that promotes its particular social and cultural values. Apple and Christian-Smith (1991) state that “textbooks are published within the political and economic constraints of markets, resources and power” (p.2). The bureaucratically planned curriculum (the official

syllabus) is in line with contemporary social and educational ideologies (Morris, 1995). Cheng and Cheung (1998) suggest that social factors like economic and political development and intra-system features are key aspects of officially approved textbooks. Pennington (1985) discusses the extent to which administrative constraints predetermine other aspects of the curricular decision-making process.

Taking the example of mainland China, Adamson (1998), Adamson and Morris (1997:5) and Liu and Adamson (1999) show the link between syllabuses and teaching materials to macro-state policies. People's Education Press (PEP) (1993) asserts that textbooks in China have to embody the country's national, moral and ideological values while also accepting certain international inputs.

Hence it is given that textbooks bear the political missions of a country's government, conveying local culture rather than multi-cultural ideas and concepts. Monoculture material mainly fosters the users' political identities and strengthens their nation's self esteem. Promdromou (1992) points out that globally designed textbooks have contributed "stubbornly Anglo-centric" ideas, which is why labels like "imperialist" and "new colonists" are sometimes used to criticize such books. However, English textbooks in Hong Kong attempt to place the culture in both a local and international setting.

Hence, this study investigates the monoculture contents of Hong Kong textbooks, as well as the relevant political background and economic situation.

2.4.2 Suitability for Publishers

There is no doubt that author quality enhances textbook effectiveness. Publishers are well aware that, to be able to sell their products, they must satisfy both government criteria on curriculum and teachers' criteria for interest and ease of teaching. The publishers are cautious of textbooks which are very different from those with which teachers are familiar with. Publishers then predict syllabus recommendations and adopt syllabus recommendations. When publishers decide how to produce textbooks and how to present the subject, the desires of the learners' rank fairly low in publishers' eyes. These concerns highlight the increasing significance that publishers place on the process of learning and the recognition that focusing solely on market sales (Morris, 1995) and other variables often do not address all the second language learner's needs. Textbook authors are sometimes intentionally unclear in trying to appeal to a wide range

of situations, hoping to increase sales. Hence this study investigates textbook authenticity and their success rate among users.

2.4.3 Suitability for Users (teachers/learners)

How textbooks fill the particular needs of users in the classroom context is vital in evaluating textbook effectiveness. Taking the example of ESL textbooks in the Philippines, it's known that both teachers and learners recognise the importance of management in ELT. Learners cite "content" as their main reason for wanting a textbook (52 percent) and see them as a "guide" and "framework" in and out of the classroom, enabling them to study "better, faster, clearer, easier, more" (Hutchinson and Torres, 1994:318).

Kaplan (1987) and Mohan et al. (1985) also admit that there may be cultural differences in the way that material is organised, which may cause additional difficulties for L2 learners. Detailed instructions as regards how the task should be performed should also be given so as to reduce learner misunderstanding, dissatisfaction and opposition (Peacock, 1998a).

Cheung (1986a) and Cheung and Lee (1986) investigated students in F.1 to F.3 using English medium textbooks with a range of subjects in Hong Kong. Cheung and Lee (1986) find that in a cloze test for forms 1-3 students all "fell below minimum requirements for independent reading..." (p.14). Sharp (1999:93) suggests vocabulary control and a more considerate organisation and structure in textbook design for the improvement of textbook writing. Language and textual constraints hinder the efficient reading of content subject textbooks in Hong Kong.

Weir and Roberts (1994) evaluate textbooks according to the broad aspect of pedagogy, contents, background culture and teaching aids. Tomlinson (1998) compares language use to activities, which involve the production of language in order to communicate. Sheldon (1988) evaluates pedagogy and textbook suitability by enumerating the rationale, availability, appropriateness, authenticity, accessibility, linkage, user definition, flexibility, layout/graphics, selection/grading, cultural bias, educational validity, stimulus/practice/revision, and value for money. Sheldon's (1988) checklist tends to be too detailed, assessing all aspects of content as well as diverse factors from graphics and physical characteristics to flexibility.

Matthews (1985), on the other hand, summarises the main criteria as general impression, methodology, grammar coverage, four skills, grading, lay-out, presentation of new language, accuracy and fluency practice, variety, story-line, illustrations, series of books, sexism, too British/American, pre-testing, extras, availability and price.

The CDC views textbook suitability in accordance with the curriculum's goal, that is to develop learners' communicative competence. In short, Tomlinson (1998) explains

communicative competence is the ability to use the language effectively for communication. Gaining such competence involves acquiring both socio-linguistic and linguistic knowledge and skills, or, in other words, developing the ability to use the language appropriately, accurately and effectively (p. ix).

Many experts advocate a very detailed examination of a course book's language content, which leads to the production of extensive evaluation checklists. The above textbook selection checklists tend to show a diversified focus. In Hong Kong, matching the needs of the CDC complicates the suitability selection procedure. Checking these is too time consuming to be feasible, as teachers may face a shortage of time and may have scant knowledge of the subject. Therefore, in practice, the selection checklists are often based on "personal preference" and may be affected by factors unrelated to pedagogy. Other concerns are the limited awareness of available texts, budget restrictions, and limited availability of some textbooks (Garinger, 2001). These evaluation lists may or may not include the issues that reflect the concerns of teachers choosing textbooks. At this point, the decision needs to be made of one's choice by prioritizing the factors most crucial to one's own situation. Teachers, however, might focus on the process of learning or simply on learning outcomes rather than addressing all the learners' needs.

In this researcher's opinion, textbook suitability is based mainly on a subjective selection according to the users' individual needs. Users rarely refer to checklists for references, which is why TEM, specifying the particular needs of variables/stakeholders, creates a personal evaluation index method to meet the requirements of each individual learning situation. Discounting ESL students' experiences limits the value of a sound pedagogical textbook. Hence it is hoped that TEM can be used as a framework for textbook evaluation, guiding stakeholders

in addressing the needs of their own local situation in terms of variables, suitability and parameters.

2.5 Parameters

Parameters are another major issue in TEM. Lampa (1999:175) defines seven parameters in ELT: commercial/economic, social, political/ideological, historical, linguistic, educational and cultural. Littlejohn (1998) has a similar preliminary framework for materials analysis like TEM, emphasising an analysis of the target situation of use, those are variables in TEM, the course and its cultural context. Fullan (1991) also suggests that both local characteristics and external factors influence curriculum change. Pierce (1995) highlights the existence of “a dynamic relationship of the language learner to the ever-changing social context” (p.11). This relationship is of basic concern in evaluating textbook suitability. Morris (1995) and Walker (2000) also stress learners’ needs and context. Bell and Gower (1998), Daoud and Celec-Murcia (1979) and Skierso (1991) are also concerned about the relevance of textbooks to learners in different learning contexts and venues. In this study, I have equated this relationship with the parameters, which define the learning situations/context of using textbooks. In other words, using parameters acknowledges multiple realities. Similarly, Stern (1989) considers the development of curriculum is “multi-dimensional” (p.211).

In the present study, textbook effectiveness is evaluated according to psychological, sociological, chronological and prescriptive parameters (see Figure 1.1). These parameters comprise local characteristics and external factors.

The following three parameters show how the suitability of textbooks has been examined in terms of time, stakeholder and context:

1. Psychological and sociological parameters show how textbooks can be defined in the Hong Kong context, that is whether they are relevant and satisfy the genuine needs of the users.
2. The chronological parameter explains how the syllabuses affect application of the textbooks with regard to social changes.

3. The prescriptive parameter describes the Hong Kong Education Department's official criteria on textbooks and the standards that are applied in the marketplace.

2.5.1 Psychological and Sociological Parameters

In this researcher's opinion, the use of English textbooks poses a dilemma, both advantageous and disadvantageous. This dilemma occurs within psychological and sociological parameters, in relation to the Hong Kong language environment. In this parameter, the genuine needs of Hong Kong textbook stakeholders in turn set the scene for what I term "the genuine need" of those who have a stake in textbook production.

English has been an indispensable language for the Hong Kong economy. Since the mid-1980s, Hong Kong's position has been that of an important global centre for finance, business and communications. Hong Kong has transformed itself from an entrepot for the manufacturing industries to a provider of tertiary services. In the 1990s, Hong Kong became the largest source of external direct investment in the Chinese Mainland. In 1997, the service sector as a whole accounted for about 79% of Hong Kong's GDP. Hong Kong operated the busiest container port in the world in terms of turnover, and it possessed the busiest airport. It constituted the world's fourth largest banking centre in terms of external banking transactions and the fifth largest foreign exchange market by turnover. Its stock market had Asia's second largest market capitalization after Japan (Hong Kong, 1998).

Proficiency of English is thus seen as being of fundamental importance to the success of the economy (Hong Kong, 1998; "English Proficiency," 2003). Proficiency is important at both the tertiary level and in the job market (Littlewood and Liu, 1996). Hong Kong employers have ranked spoken and written English as the fourth and fifth most important requirements of their staff ("Poor English," 1999). Moreover, the news media frequently report employers' dissatisfaction with the low levels of English communication skills of Hong Kong citizens ("Employers' Complaints," 2003; CDC, 1981:7). Ineffective English learning stands in stark contrast to its indispensable role in the Hong Kong economy. This issue raises the question as to whether, within the psychological parameter, the use of textbooks is conducive to good ELT lessons in Hong Kong. Hence, the effectiveness of textbooks is evaluated in terms of their relevance to learners' future needs, further tertiary education and Hong Kong's service-industry.

Since Cantonese constitutes the most widely spoken language in Hong Kong, with *Putonghua* (Mandarin) being the formal official language, the majority of the population of over six million Cantonese (97%) seldom use English for their livelihoods (Sweeting, 1995:44). *Putonghua* is spoken only by a minority of Hong Kong people, though there seems to be a growing interest in it.

The defined functions of English, Cantonese and *Putonghua* in Hong Kong are thus: as Pierson (1987) has argued, after the territory's handover to China in 1997, English has become the language of technology and trade; *Putonghua*, the language of politics and administration; and Cantonese, the language of the family. After 1997, the new trilingual language policy highlighted the need for proficiency in English, *Putonghua* and Cantonese (Adamson & Morris, 1997; Education Commission, 1995; "Trilingual Policy," 2003). Adamson and Au Yeung (1997), Kwok (1996) and Sweeting (1991) suggest that the number of English lessons be reduced and reallocated to *Putonghua*.

Johnson (1994b) states that there had been "linguistic anarchy" before 1990 when there was a lack of clarity about the role of English within the educational system. Falvey (1998) claims that English would become not a second (ESL) or auxiliary (EAL) language but a Foreign Language (EFL). Acknowledging that English is not being taught properly in Hong Kong, he points out that its main use is in textbooks, writing and examinations. Chinese dominates in Hong Kong except in legal and commercial situations. Cantonese and mixed-code teaching are popular in the schools (So, 1992).

Hong Kong was a British colony from 1842 and became a Special Administrative Region (SAR) of the People's Republic of China on July 1, 1997. Hong Kong is viewed as being far from the centre of classical Confucianism (Luk, 1991) and neo-Confucianism (Vogue, 1991). The new Basic Law provides a constitutional framework for the territory, institutionalising the principle of "one country, two systems." Sweeting (1998) comments that unfortunately, since the 1997 reunification, centralised control over the curriculum and textbooks has been tightened.

CDC (1975, 1983, 1999) stresses that language should be learnt in authentic contexts. Huhn (1978) and Richards (1993a) believe that English textbooks should provide accurate and up-to-date information. Cortazzi and Jin (1999) also argue that learning about a culture may be viewed as a content-based dialogue. This dialogue is between author and learner as they negotiate meaning and identity through the medium of textbooks. Andersen and Risager (1981:

31,33) also stress that textbook writers should provide adequate descriptions of the totality of life situations, as well as true experiences of the society they represent. However, Li (1996) and Sweeting (1993) point out that textbooks have shifted to contain more localised material.

With regard to Hong Kong textbooks, Falvey (1998) comments that they lack aesthetic and cultural content, particularly material of the post-war period. This has sadly affected the content of the Foreign Language (EFL) textbooks (Hong Kong Human Rights Monitor, 1999).

For a city that likes to think of itself as “international,” the content of Hong Kong’s school curriculum has an exceedingly parochial flavour. This is exemplified by the English language curriculum, the textbooks for which make use largely, if not entirely, of topics focused on Hong Kong. This misses an opportunity for using English as a vehicle for teaching students something about the world beyond... and restricts their ability to critically appraise their own culture and society (p.3)

Hong Kong textbooks are confined to the local milieu and as a result, are criticized as ineffective for the development of English as a tool for universal communication. Therefore, the recruitment of local teachers as authors in the drive to raise the standard of textbooks has proven problematic. Because of the lack of a multi-cultural experience, Hong Kong students are unable to think in global terms. Weaker students in Hong Kong generally lack grammatical competence. What is required is the promotion of a linguistic and intercultural “functional competence” to help foster Hong Kong’s image as an international economic and financial trading centre (The Economist, 25-12-1993).

Hence, in the present study, the researcher also attempts to explore the degree of monoculture as well as the international cultural authenticity, skills training and functional competence contained in Hong Kong textbooks.

Suggesting a focus which goes beyond the form of language, Scollon and Scollon (1994) urge the promotion of a more purposeful communication in intercultural contexts. While learners understand and have a good knowledge of the formal grammatical rules of English, they can rarely contextualise them. For example, when saying “goodbye” to a student, they may understand and reply appropriately. However, if the rider “take care” is added, they do not understand. In short, learners lack sufficient exposure to authentic language.

This study also attempts to investigate the extent of language forms and language competence as demonstrated in textbooks.

Cheng (1997a; 1997b), Petersen and Sivan (1992) and Richards (1993b) realize that the majority of teachers, like the students, teach English for extrinsic goals: both for examination and work. Cheng (1997a; 1997b), Pennington and Yue (1994) and Richards (2000:310) all show that learning English is likely to be motivated by a qualification orientation, that is, meeting educational and employment criteria.

Many academics like Biggs (1994), Morris (1995) and Wong, Lam and Wong (1995) note the “wash-back” effect of examinations which “dictate” teaching. The Certificate Examination in English (S5) remains a strong influence in textbooks (Walker, 2000). Andrews (1994) finds that teachers spend an estimated two-thirds of class time working with practice examination papers found in textbooks. However, Alderson and Wall (1993) argue that examinations can neither determine how teachers teach nor what they teach. This raises the question as to how examination contents are related to textbooks.

In the academic year 1994-95, 300 first year students at the Hong Kong Polytechnic University (HKPU) were surveyed as to the emphasis on various aspects of their secondary school Form 4 course in 1990, with regard to their textbooks (Evans, 1997). Evans’ study found that examination preparation and, to a lesser extent, the mastery of grammar, seems the primary objectives of most subjects in the Form 4 English course.

These findings can be seen in the following table 2.1.

Table 2.1 Time Allocation (Evans, 1997)

1	Practice for the HKCEE English examination	70%
2	Information or rules on English	58%
3	Practice exercises on various aspects of English	55%
4	Tasks for practising language skills	43%
5	Preparation for real-world communication in English	10%
6	Examples of real-world English	8%

In Evans’ survey (1997), the result contradicts the first and a foremost expectation of the textbooks, that is, the course does not succeed in “meeting students’ needs and interests.” (p.41).

Communicating fluently in English ranks second. Speaking and writing in correct English ranks third. The subjects strongly suggest that Communicative Language Teaching (CLT) fails to take root in Form 4. Only 10% of the subjects chose “interesting” and “motivating,” providing overwhelming evidence that learning activities do not “stimulate the maximum degree of interest in the learner” (p.41). The courses fail to achieve effective ELT. Nevertheless, a substantial number of subjects (46%) found the activities “useful” and were pragmatic enough to realise their preparation value for the Hong Kong Certificate of Education (HKCEE). One of the principal aims of the communicative curriculum is to offer textbook writers “greater scope for variety and creativity” (CDC, 1983:5). In reality, there is an overall lack of stimulating learning materials as well as a “concentration on the formal features of the languages at the expense of encouraging students to use the language” (Education Commission, 1994:25). Morris (1995) also admits that there was “little attention to the needs of pupils” (p.87). Brock (1994) also reported that teachers’ use of communicative approach in the past is the root of declining English standard.

Cheng (1997a; 1997b) surveys students’ reasons for taking English in their Hong Kong secondary schools in 1995. She finds the learners’ motivation closely related to instrumental reasons, for example, public examinations, jobs and future careers (Table 2.2). Their basic reasons are to prepare for the HKCEE and be able to go into tertiary education. The learners’ lowest motivation is related to the functional use of the English language.

Table 2.2 Learner motivation (Cheng, 1997a)

Learner motivation	Mean scores
To have more and better opportunities in the future	4.2141
To meet the requirements of society	4.2091
To get a better job	4.0273
To prepare for the HKCEE	4.0091
To be able to go into tertiary education	3.9750
To be able to communicate with people	3.8341
To acquire basic knowledge and forms of English	3.7088
To fulfill parents’ expectations	3.3440
To be able to watch English movies and listen to English radio programs	3.5822

Cheng (1997a), reporting on the teaching arrangements in Hong Kong secondary schools in 1995, finds the majority of lessons (61%) arranged to teach separate skills such as listening, reading or grammar usage. Only 5% of the lessons involve an integration of those skills. Since improving learners' language skills is the main purpose of ESL programs, textbook effectiveness that helps students acquire the necessary skills should obviously be considered. Morris et al. (1996) describes the English teaching and learning situation in Hong Kong as the three T's situation: "test-centred, teacher-centred and textbook-centred" (p.50).

The TEM therefore shows whether the material provides students with the proper guidance for skills development, thus validating publishers' claims that their textbooks contain the right exercises and activities.

Hence, the effectiveness of textbooks centers on separate skills, such as development, usage and skills integration. This also highlights the role of English as a language of pleasure and fun, for examination success, for jobs and knowledge.

The major roles in ELT are:

Table 2.3 Teaching Lessons (Cheng, 1997a)

Teaching lessons	Mean scores
Public examination	30%
Teaching beliefs	35%
Teaching experience	6%
Learners' expectations	19%
Principals' expectations	7%
Peers' expectations	3%

Cheng (1997a) found the most frequently used resources in Hong Kong ELT in 1995 were textbooks (mean = 4.659), supplementary materials (3.7802), and examination syllabus (3). The least useful resources were pictures, cards, language laboratories, and newspapers. Cheng (1997a; 1997b) also found that the majority of teachers agreed on the prime function of textbooks in teaching are to provide a structured language program.

According to the syllabus, “an important feature of the revision is the paying of greater attention to the learner, his needs and his interests” (CDC 1983:11). Evans (1997) and Morris (1985) find that textbooks are mainly used for examination purposes. Peacock (1998a) also notes that Chinese learners in Hong Kong secondary schools stress rote learning and place much emphasis on grammar as correct strategies for learning, particularly in grammar translation and audio-lingual classrooms in dealing with examinations. (compare Balet, 1985; Ho & Crookall, 1995; Horwitz, 1985; Kern, 1995; Richards & Lockhart, 1994; Roberts, 1992). The Education and Manpower Bureau (2000) criticises examination-driven learning for creating “a monotonous school life and incomprehensible learning experiences” (p.9).

A gulf definitely exists between pedagogy and practice, resulting from the inductive approach to grammar teaching that uses the oral-structural method and communicative language teaching (CLT) (Education Commission, 1994; Evans, 1997). The communicative curriculum appears to be derived from the CLT literature rather than from a careful analysis of the educational and social needs of Hong Kong students.

Lumley and Stoneman (2000:52) criticise Hong Kong classroom activities that employ decontextualised teaching of isolated vocabulary lists, rote teaching, memorization, and mechanical grammar exercises and frequent testing. Learners concentrate on memorizing texts and lists of words (Biggs, 1992; Watkins, 1983). English lessons are found to have a lot of non-interactive activities (Evans, 1997; Lai 1993; Pennington, 1995; Wu, 1993). Evans (1997) reports that Hong Kong secondary learners find that 57% of the learning activities in F.4 English lessons are boring. Littlewood and Liu (1996) observe that the students in F.6 and 7 “spent most of their English class time listening to the teacher.” (p.7) Education Department (1994) complains that there is “a lack of stimulating learning materials, whereas many language lessons use nothing more than the textbook” (p.24). To achieve high marks in examinations, the role of English in education is treated as a subject, not a language (Johnson, 1994b).

To sum up, the study attempts to investigate how relevant and effective textbooks are for examinations and syllabuses, their frequency of use and their levels of interest. This probes the degree of contextualisation, grammar, vocabulary, and grammar-translation methodology, pedagogy and language use in textbooks. In addition, the textbooks’ effectiveness in accomplishing the goals of English syllabuses is shown in the present study’s findings.

Studies show that textbooks' roles are crucial and multiple in functions. An old Chinese saying states that teaching, literally speaking, is teaching a book. Cortazzi and Jin (1996) argue that the highly influential Chinese culture of basic learning denotes a mastery of knowledge, (including knowledge of skills). Knowledge of grammar and vocabulary stems from two sources: the teacher and textbooks. Teacher and textbooks are regarded as authoritative sources of knowledge, those are grammar rules, lexis and content. Evans (1997) and Pennington (1995) note that enriching knowledge should be a focus in teaching materials. Hong Kong teachers' main pedagogical style appears to be knowledge transfer, that is, the transmission method of teaching.

Finally, the effectiveness of textbooks is viewed in the context of their role in the classroom: frequency of use, knowledge transmission, relevance of work, study and structure of lessons. Textbooks are considered alongside other teaching resources and aids.

2.5.2 Chronological Parameter

This section deals with the chronological parameter of textbook development with reference to the following three syllabuses: the 1975 (provisional) Syllabus for English (Forms 1-5); the 1983 Syllabus for English (Forms 1-5), and the draft Syllabus for Secondary School - English Language, 1999. Generally speaking, schools are free to choose books from the booklist approved by the Textbook Committee to use according to their learners' needs. CDC (1983) asserts that teaching and examination syllabuses "should be in step" (p.13), but Littlejohn (1998) urges adapting and supplementing the material. For his part, Fu (1975) warned about teachers' placing an "exaggerated emphasis on textbooks" (p.13), while *English Bulletin* (1962) blames the unsatisfactory level of English teaching on the selection and grading of course materials.

Since the 1970s, the goals of English textbooks have extended from developing proficiency to functional competence. English language programs have been defined in terms of linguistic skills. Appendix B gives a detailed summary of the macro-level social changes and associated syllabus changes in Hong Kong between 1975-1999. It illustrates textbook suitability in terms of curriculum goals, written according to the prevailing time, social changes and ideology. As Morris (1995:131) puts it, in the 1980s the curriculum was influenced by the neo-Confucian ethic.

Changes in methodology found in the Hong Kong textbooks can be categorized according to the dominant thinking of the time (See Appendix C). The CDC (1975) enunciated an oral structural approach to the syllabus, meaning that speaking is used to practise basic language forms and patterns. Clark (1987) associates “Reconstructionism” with the oral structuralism found in the foreign language syllabus, with learners learning by rote and memorization (Biggs, 1992). “Progressivism,” on the other hand, is a task-based syllabus. It is mainly learner-driven, not teacher-driven, allowing students to actively reflect, learn and evaluate. The 1983 syllabus is composed of oral-structural elements and has a more “communicative” approach. Anderson (1993), however, rejects the adoption of communicative methods because this does not match the learning styles of Chinese students.

Meanwhile, the CDC (1999) has advocated that textbooks’ pedagogical approach move beyond the Communicative Approach to a more task-based method involving meaningful tasks for the learners. In fact, the 1999 syllabus is known to be a “task-based” one. The CDC states that education’s ultimate aim is for individuals to learn to study, live and become full human beings, as well as a repository of all subjects. However, some academics criticise Hong Kong’s English textbooks’ lack of targeted objectivity and often biased content. Broughton (1995) asserts that the books sometimes have been written stressing social issues, rather than language ones. The claim is that the local learning experience often fails cognitively, interpersonally and socially. Li (1996:86) also finds that themes related to “group-oriented values,” and “justice/citizen rights in the society-oriented values” are salient features in all the reading passages in one set of Hong Kong textbooks, namely Aristo’s *Modern Course* (1995). Textbooks fail to extend the English language into individual subject areas.

The study therefore attempts to rate textbooks’ effectiveness in terms of experience enrichment, cognitive development, interpersonal and social development and proficiency enhancement. How far the material is learner-centred, oral-structured, communicative and much relied on by teachers is also investigated.

2.5.3 Prescriptive Parameter

This deals with the educational factors within the CDC’s criteria for textbook writing in Hong Kong. In the researcher’s views, these factors include the EFL context, criteria in the syllabuses, the roles of the textbooks and views of education in Hong Kong.

2.5.3.1 EFL Context

Walters and Balla (1998) regard mother tongue teaching as a valuable and necessary part of instruction, and suggest that lessons should contain no “Chinglish” (a mixture of Chinese and English), nor should they be interspersed with other languages, for example, English followed by a Chinese translation, and so forth. In other words, mixed-code teaching should be avoided when using textbooks (Education Commission, 1990, 1994, 1995). However, Pennington et al. (1992) and Poon (1998) state that a lecture may start in English, then move to Cantonese-English for discussions, and finally to Cantonese for a more spontaneous interaction.

This mixed-code method is frequently used in Hong Kong as a medium of instruction (CMI) and exposes learners of English to grammatical terminology (Morris, 1995:102). The Education Commission (1992) attributes this factor, which further complicates textbook use in the classroom, to the decline in the general language standards of graduates. Mixed-code is generally thought to be the worst of all modes of instruction (Falvey, 1998:76)

Asker (1998) speaks of classroom “fictionality and confusion” (p.273) thus: “Cantonese is the *de facto* language of instruction and the textbook (in English) is a linguistic nuisance that must be negotiated away and around, using a number of strategies” (p.273). Berry et al. (1999) and McNeill (1995, 1996) provide evidence that Hong Kong teachers and learners frequently do not understand the meaning of many English words because they internalise language in a formal, rather than semantic, level. Coniam and Falvey (1996) and Morris (1990) declare that there is a marked absence of any systematic attempt to provide in-service training or resources.

2.5.3.2 Criteria in the Syllabuses

The 1975 syllabus purports to be “a comprehensive guide” to oral-structural teaching method (CDC 1975:1), but Walker (2000) says it provides no clear assistance on elucidating self expression, nor makes any attempt to inculcate enjoyment in foreign language reading to match the pupil’s level of cognitive development.

Hong Kong’s English language syllabus aims to help students develop the “maximum degree of functional competence in English....giving the opportunity to use the language in a meaningful way to carry out acts of purposeful communication” (CDC 1983:15). This could compensate for the deficiencies of the oral-structural approach which fails to “put these forms appropriately to use in real situations” (CDC 1983:15).

The syllabus of 1983 emphasises “a continuity between the primary and secondary parts of the syllabus” (p.11). In this manner, more attention is paid to the needs and interests of learners, developing language skills like listening, speaking, reading and writing in order to achieve a maximum degree of functional competence in English.

School circular 2/2000, “Notes on Selection of Textbooks and Learning Materials for Use in Schools” (CDC, 2000b) states that:

To enhance learning effectiveness, it is imperative that textbooks and learning materials used by schools should meet the educational needs and abilities of the students. Learners need to be presented with language knowledge, which should then be practised. Teachers would also need to maintain control until the learners are ready for independence - teachers/authors need to select the most appropriate aspects of language knowledge for presentation. Classroom tasks should promote efficient language learning; tasks should relate directly to the learning objectives. Information and data included in the textbooks should be relevant and accurate (p.2).

The CDC also claims that textbook knowledge may go obsolete very soon if it is not transformed into part of human intelligence. The tool of learning is not solely textbooks.... (this might not be the best learning tool” (CDC 2000a: cdc.hk.linkage.net./cdci/teacher/resources/).

Even well trained or experienced teachers cannot teach effectively if textbooks are inappropriate.

Morris (1995) finds that “the need to cover the syllabus and maximize public examination result has been a major influence on pedagogy” (p.127). Morris (1995) even considers that the syllabus was kept “deliberately sterile and almost cultureless due to the insecure colonial government’s desire” (p.97). Sweeting and Morris (1993) finds that the syllabus is in colonial context. Thus the Education Commission (1994) calls for “a thorough review of the current language syllabus to be used as a starting point for the new, more systematic approach in syllabus writing” (p.53). Morris et al. (1998) remarks that supervision of curriculum matters is a

laissez-faire matter, while Sweeting (1998) views the CDC as a talking shop. Worthy intentions in relation to the syllabus, however, are often faced with time constraints.

2.5.3.3 Roles of Textbooks in Hong Kong

The CDC (1997) stresses that “textbooks are basic learning materials in the classroom and useful for revision at home, and that they should help students learn to interact, feel involved and motivated” (p.37). If textbooks are suitable for self-study, like other self-access facilities, they should be stocked with user-friendly material that is conducive to independent learning. In other words, textbooks should steer learners into changing their roles from language receivers to problem solvers (Clark, 1989a).

Liu and Goldstein (1998) argue that teachers may be concerned about the balance of visuals and other suitable texts when employing supplementary teaching material. Sabar (1991) observes that advances in technology have intruded in the field of education. In Hong Kong, the installation of computers in secondary schools costs millions of U.S. dollars. But whether the Internet can replace textbooks in ELT is uncertain. Clark (2000) reflects that some teachers have difficulty in designing and using the relevant tasks in the classroom context. With the growth of computer-assisted language learning, the role of textbook may be changing, but it is unlikely that it will ever disappear.

Lewy (1991) criticises the quality of school-based curriculum products and the deficiency of individual schools in producing the pertinent material, whereas Liu and Goldstein (1998) and Lo (1998) find that teachers prefer commercial materials to the self-made English materials, claiming that they are more interesting. Meanwhile, Carswell et al. (2000) report that the biggest obstacle to Internet presentation is a lack of experience, with the stress on cultural inexperience rather than technical expertise.

It is common for Hong Kong students to attend private tutorial centres after school so as to boost their grades in public examinations. Such students preferred tutors for detailed lectures. Chang (1995) explains that tutors provide model answers and explain solutions. Such classes are becoming increasingly popular, often with large lecture halls holding up to 300 students who sometimes learn by watching videos. Whether tutorial centre notes might, in fact, challenge the use of textbooks in ELT is difficult to determine.

2.5.3.4 Views on Hong Kong Education

The CDC (1999) states that the English language has become a “truly international language...of communication, commerce, education and entertainment” (p.6-7). Hong Kong’s educational agencies, for their part, urge that priority be given to helping students enjoy learning, enhance effectiveness in communication and develop their creativity and sense of commitment. Hence textbooks should be target-oriented, with five fundamental ways of learning and using knowledge by means of a learner-centred approach and integrative language. The Education Commission (2000a) bases learners’ needs to the curriculum and its adaptation to fundamental economic, technological, social, political and cultural changes in the world.

Unfortunately, credibility gaps exist between syllabuses and practice. Etherson (1981) asked whether it was reasonable to rely on “intuition and faith when devising a syllabus for one million children of mixed ability and interests” (p.17). Crystal (1995) raises questions about the adequacy of texts or syllabus used in ELT schools. There is a gap between the intended and the implemented curriculum (Morris, 1995). Walker, Tong and Mok (2000) also find that the curriculum in use in Hong Kong is in general “abstract, non-controversial and deals with established knowledge. Content and learning experiences remain abstract, non-controversial and established in that they are still language and skills-based, and are pre-selected for students by textbook producers or teachers” (p.262). As a result, “worthwhile intentions meet time constraints in analysing the context or to support their implementation with concrete resources” (Morris, 1995: 114). Clark et al. (1999: xxvii-xix), for one, finds teachers having difficulty in providing students with opportunities to experience the five fundamental ways to learn and use knowledge: communicating, conceptualizing, inquiring, reasoning and problem-solving. Given the present type of language exposure, outcomes are often negative. “Poor textbooks,” (2000) reports that, besides poorly motivated students and substandard English teachers, textbooks are regarded as the main reason for the falling standards of English in Hong Kong.

2.6 Summary

Differing views exist about the suitability of textbooks, with many being highly critical. There are also conflicting views amongst the different Hong Kong stakeholders, citing “credibility gaps.” In short, this is a controversial topic, involving various conflicting needs. The process of validating a need through consensus is the crux of needs analysis in a learner-centred system (Holec, 1980; Richterich et al., 1980).

The literature reviewed in this chapter has covered various perspectives on textbooks, their roles and uses as perceived by the stakeholders in the Hong Kong educational system. Exploring the variables is thus critically important for the study of textbook effectiveness. A balanced consideration of development, use and evaluation of the material in the classroom context is vital. Parameters offer the criteria, contexts and references for textbook evaluation. Evaluating how English plays a role as a truly international language, a language of education, communication, commerce and entertainment, is of utmost importance in evaluating how textbooks meet the goals and targets of the ELT discussed in the present study.

The Literature Review highlights the main elements necessary for investigation. The following chapter explores the research methodology used. A survey was thought to be the best method to collect the data for the research questions. The items in the questionnaires are related to the needs of the users, the pedagogy and the goals of the English curriculum. By analyzing these items’ ratings, the perceptions of both teachers and learners on textbook effectiveness can thus be identified. The findings and analyses follow in subsequent chapters.

Chapter Three

Method

The chapter describes the methodology that was used in the study. It outlines the characteristics of the sample, the measure/instrument that was used to collect data for the Chow Textbook Evaluation Index (CTEI), its development and the administration of the CTEI with reference to the teacher and student respondents. The significance and limitations of the study are discussed as well as the ethical considerations.

This study aims to explore the textbooks from the perspectives of teachers and learners at the three key stages of the English curriculum in Hong Kong secondary schools. The focus of the study is, therefore, on the variables that relate to suitability and the parameters that enhance the effectiveness of the textbook with the introduction of the Textbook Evaluation Model (TEM) in Hong Kong.

3.1 Restatement of the Problem

The purpose of this study was to explore the perceptions of teachers and learners towards the English textbooks in secondary schools in Hong Kong. Employing TEM, the objective was to produce data that would address the existing criticism, the effectiveness of textbooks and, in particular, highlight the variables required to improve textbook suitability in future.

1. **What are teachers' and learners' perceptions of English textbooks being used in secondary schools?**
2. **Do teachers and learners have similar or different views about their textbooks?**
3. **What are teachers' and learners' likes and dislikes about their textbooks?**
4. **What is the relationship between these textbooks and other resources?**
5. **What are the variables that promote or hinder the suitability of the textbooks?**

In quantitative studies, the research question investigates the relationship between a small number of variables (Stake, 1995:41), for example Hypothesis 1, 2, 3 and 4.

3.2 Method

After the pilot survey, 4,000 questionnaires were issued to the relevant parties and collected. The collation of data was carried out using Microsoft Excel as a simple spreadsheet for initial data handling. A standard spreadsheet was created (Appendix D) and used for all three groups of learners and teachers. The spreadsheet was designed to make the data accessible, thus allowing key information to be extracted. Grouping together teacher and student responses, and regrouping the data to highlight intra-group differences achieved this.

Data from the survey were subsequently analysed using the “Statistical Package for the Social Sciences” (SPSS 11). Specifically, the frequency, mean, standard deviation, and “percentage of agreement” (POA) were calculated. The POA is defined as the sum of responses that “agree” and “strongly agree” on any given question. The reliability of this data was tested by initially using both SPSS and Microsoft Excel to carry out the analyses. After ten separate analyses had been carried out and found to provide the same results, only SPSS was used for data analysis.

Next, the perceptions of the three groups of learners were compared to detail their commonality and differences, specifically by examining the POA’s.

T-Tests were also performed using SPSS to compare teachers’ and learners’ perceptions about the textbooks’ different aspects. Levene’s tests for equality of variances are used to examine the differences between the individual questions for teachers and learners (for example see table 7.4). If the p -value associated with t is low (< 0.05), there is evidence to reject the null hypothesis. This test uses confidence levels of $p < 0.05$ and $p < 0.01$ to determine the significant value for each question response.

However, t -tests cannot be used to compare more than two groups of data. An extension of this test is the repeated measure ANOVA. Therefore, ANOVA group analyses are used to check the different responses among students of different key stages (KS3, KS4 and the Sixth forms) and among the teachers, including:

- Pass rate
- Subject streams
- Teaching experience
- Teaching qualification

ANOVA performs a comparison similar to that of a t-test but for several selected categories (for example, see table 7.6). ANOVA can be used to demonstrate how various aspects of the textbook are perceived differently by different users.

Post hoc tests ($p < 0.001$) showed whether there are significant differences amongst the samples at the three key stages. The internal consistency (the reliability co-efficient), of all sections of both teacher and student questionnaires are checked.

The following is the method of calculation, taking the spreadsheet as a sample (Table 3. 1).

Table 3.1: Sample of Spreadsheet Constructed from Questionnaires

Subject	Level	Gender	Stream	Passrate	G1	G2	G3	G4	Subject	Level	Gender	Stream	Pass	G1	G2	G3	G4
1	3	2	999	5	5	5	4	4	26	5	1	2	5	3	3	3	3
2	3	1	999	5	2	4	2	1	27	5	2	2	5	4	4	4	4
3	3	2	999	5	4	4	4	3	28	5	1	2	5	4	4	4	5
4	3	2	999	5	4	4	4	4	29	5	1	2	5	4	4	4	3
5	3	2	999	5	4	4	4	4	30	5	1	2	5	5	4	4	4
6	3	1	999	5	1	4	5	4	31	6	1	4	5	4	4	3	3
7	3	1	999	5	3	3	3	3	32	6	1	4	5	3	3	3	3
8	3	2	999	5	3	4	4	4	33	6	2	4	5	3	3	3	3
9	3	2	999	5	4	4	3	3	34	6	1	4	5	2	4	3	3
10	3	1	999	5	4	4	3	3	35	6	2	4	5	4	2	5	4
11	4	2	2	2	3	4	3	2	36	6	1	4	5	3	3	3	3
12	4	2	2	2	4	4	4	3	37	6	1	4	5	3	3	3	3
13	4	2	2	2	3	2	3	4	38	6	2	4	5	4	4	3	3
14	4	1	2	2	4	4	2	5	39	6	1	4	5	2	1	4	5
15	4	2	2	2	4	3	2	2	40	6	2	4	5	4	4	3	4
16	4	2	2	2	3	2	2	3	41	7	1	1	5	3	4	2	4
17	4	1	2	2	4	4	4	4	42	7	1	1	5	2	4	2	2
18	4	2	2	2	2	2	4	4	43	7	1	1	5	3	4	3	3
19	4	1	2	2	4	4	2	2	44	7	1	1	5	3	3	3	3
20	4	1	2	2	4	4	3	4	45	7	1	1	5	3	3	3	3
21	5	2	2	5	2	4	2	2	46	7	2	1	5	4	4	3	3
22	5	1	999	5	4	4	3	4	47	7	2	1	5	3	4	3	3
23	5	1	2	5	4	4	4	4	48	7	1	1	5	2	3	3	3
24	5	2	2	5	2	4	2	2	49	7	2	1	5	4	4	4	4
25	5	2	2	5	4	4	4	4	50	7	2	1	5	4	4	3	4

Note: Level = 3, 4, 5, 6, 7 represents Form 3, Form 4, Form 5, Form 6 and Form 7 respectively

Gender = 1 represents "Male", 2 represents "Female"

Stream = 1, 2, 3, 4 represents "Art", "Science", "Industry", "Industry" respectively

Pass rate represents the passing rate in HKCEE of that particular school

1 = "0 - 20", 2 = "21 - 40", 3 = "41 - 60", 4 = "61 - 80", 5 = "81 - 100"

G1, G2, G3, G4 = 1, 2, 3, 4, 5 represent "Strongly Disagree", "Disagree", "No Opinion", "Agree" and "Strongly Agree" respectively

999 = missing values

From the spreadsheet, we calculate the number of "Strong Disagree," "Disagree," "No Opinion," "Agree" and "Strongly Agree" for each question by teachers and learners. Below are those corresponding to G1, G2, and G3 and G 4. The details are given in Appendix E and Appendix F. The following Table 3.2 and Table 3.3 are extracts of section G, demonstrating how the results are sorted out.

Table 3.2 Teachers' Perceptions of Goals Achievement

	Question	Strong Disagree	Disagree	No Opinion	Agree	Strongly Agree
G1	Using textbooks can develop learners' competence to know and be able to use English appropriately	0	52	66	171	8
G2	Using textbooks can develop learners' competence to know the grammatical rules of English	2	38	42	206	10
G3	Using textbooks can develop learners' competence to know how to use English in social situations	7	92	80	121	0
G4	Using textbooks can develop learners' competence to know how to express meaning even when some words are not known	5	100	80	112	1

Table 3.3 Learners' Perceptions of Goals Achievement

	Question	Strong Disagree	Disagree	No Opinion	Agree	Strongly Agree
G1	Using textbooks can develop learners' competence to know and be able to use English appropriately	60	260	744	1241	225
G2	Using textbooks can develop learners' competence to know the grammatical rules of English	45	234	622	1389	236
G3	Using textbooks can develop learners' competence to know how to use English in social situations	104	525	814	875	212
G4	Using textbooks can develop learners' competence to know how to express meaning even when some words are not known	116	487	832	899	193

First, the means and variances for teachers and learners are calculated, respectively, using the formulas below:

$$\text{Mean: } \bar{X} = \frac{\sum_{i=1}^5 X_i n_i}{\sum_{i=1}^5 n_i}$$

$$\text{Variance: } s^2 = \frac{\sum_{i=1}^5 (X_i - \bar{X})^2 n_i}{\sum_{i=1}^5 n_i - 1}$$

Where X_i = score for case i , $i = 1, 2, 3, 4, 5$

n_i = Number of observations for case i

Case 1 ($i = 1$) represents “Strongly Disagree”

Case 2 ($i = 2$) represents “Disagree”

Case 3 ($i = 3$) represents “No opinion”

Case 4 ($i = 4$) represents “Agree”

Case 5 ($i = 5$) represents “Strongly Agree”

To illustrate the calculations of the means and variances for teachers and learners, respectively, Question G1 is considered.

Mean of Question G1 for teachers:

$$\begin{aligned} \bar{X}_T &= \frac{\sum_{i=1}^5 X_i n_i}{\sum_{i=1}^5 n_i} \\ &= \frac{1 \times 0 + 2 \times 52 + 3 \times 66 + 4 \times 171 + 5 \times 8}{0 + 52 + 66 + 171 + 8} \\ &= 3.4545 \end{aligned}$$

Similarly, we can calculate the mean in G1 for learners, $\bar{X}_L = 3.5182$.

Variance of Question G1 for teachers:

$$\begin{aligned}
 s_T^2 &= \frac{\sum_{i=1}^5 (X_i - \bar{X})^2 n_i}{\sum_{i=1}^5 n_i - 1} \\
 &= \frac{(1-3.4545)^2 \times 0 + (2-3.4545)^2 \times 52 + (3-3.4545)^2 \times 66 + (4-3.4545)^2 \times 171 + (5-3.4545)^2 \times 8}{0+52+66+171+8-1} \\
 &= 0.6542
 \end{aligned}$$

And the standard deviation, which equals to the square-root of variance, is

$s_T = \sqrt{0.6542} = 0.8088$. The variance and standard deviation of Question G1 for learners using the same method is obtained. That is, $s_L^2 = 0.7756$ and $s_L = 0.8807$

Also, means and standard deviations for teachers and learners for Question G2 are 3.6174 (0.775) and 3.6085 (0.8471), respectively.

Second, before testing the equality between means of teachers and learners, that is, to test

$H_0 : \mu_{teacher} = \mu_{learner}$, we first test the equality of variances, that is, to test

$H_0 : \sigma^2_{teacher} = \sigma^2_{learner} = \sigma^2$ using Folded form of F statistic, $F' = \frac{Max(s_T^2, s_L^2)}{Min(s_T^2, s_L^2)}$. F' follows a F

distribution with degrees of freedom for numerator, df_1 , equal to the number of observations for the group with greater variance minus 1 and that for denominator, df_2 , equal to the number of observations for the group with smaller variance minus 1. The p -value is equal to $\Pr(F_{df_1, df_2} > F')$. The null hypothesis of equal variances is rejected if the p -value is smaller than the assigned value, say 0.05. We demonstrate the test of the equality of variances in Question G1 and Question G2.

For Question G1,

$$F' = \frac{\text{Max}(s_T^2, s_L^2)}{\text{Min}(s_T^2, s_L^2)} = \frac{0.7756}{0.6542} = 1.1856.$$

F' follows a F distribution with degrees of freedom for $df_1 = 2530 - 1$ and $df_2 = 297 - 1$ the p -value is equal to $\Pr(F_{2529, 296} > 1.1856) = 0.0582 > 0.05$. Thus, we accept the null hypothesis of equal variances at 5% significance level.

For Question G2,

$$F' = \frac{\text{Max}(s_T^2, s_L^2)}{\text{Min}(s_T^2, s_L^2)} = \frac{0.7176}{0.6007} = 1.1946$$

F' follows a F distribution with degrees of freedom for $df_1 = 2526 - 1$ and $df_2 = 298 - 1$ the p -value is equal to $\Pr(F_{2525, 297} > 1.1946) = 0.0478 < 0.05$. Thus, the null hypothesis of equal variances at 5% significance level is rejected.

Since a different conclusion on the test of the equality of variances will affect the calculation of the test statistic for testing the equality between means of teachers and learners, the test statistic for two cases is constructed.

1) When the variances of teachers and learners are equal, the test statistic is $t = D/s_D$, where

$$D = \bar{X}_T - \bar{X}_L \text{ and}$$

$$s_D = \sqrt{\frac{(N_T - 1)s_T^2 + (N_L - 1)s_L^2}{N_T + N_L - 2}} \sqrt{\frac{1}{N_T} + \frac{1}{N_L}}$$

with \bar{X}_T and \bar{X}_L are means for teachers and learners respectively; s_T^2 and s_L^2 are variances for teachers and learners respectively; N_T and N_L are sample sizes for teachers and learners respectively.

The test statistic follows t-distribution with degrees of freedom (**df**),

$$df = N_T + N_L - 2.$$

2) When the variances of teachers and learners are not equal, the test statistic is $t = D/s_D$,

where $D = \bar{X}_T - \bar{X}_L$ and

$$s_D = \sqrt{\frac{s_T^2}{N_T} + \frac{s_L^2}{N_L}}$$

with \bar{X}_T and \bar{X}_L are means for teachers and learners respectively; s_T^2 and s_L^2 are variances for teachers and learners respectively; N_T and N_L are sample sizes for teachers and learners respectively.

The test statistic follows t-distribution with degrees of freedom (df),

$$df = \frac{(Z_T + Z_L)^2}{\frac{Z_T^2}{N_T - 1} + \frac{Z_L^2}{N_L - 1}},$$

where $Z_T = \frac{s_T^2}{N_T}$ and $Z_L = \frac{s_L^2}{N_L}$.

The p-value (Sig.) is equal to $2 \times \Pr(T > |t|)$. If there is no differences between the means of two groups if the p-value is smaller than the assigned value, say 0.05 reject, the null hypothesis is rejected.

The first case by Question G1 and the second case by Question G2 are demonstrated.

For Question G1, the calculation is

$$D = \bar{X}_T - \bar{X}_L = 3.4545 - 3.5182 = -0.0637$$

And,

$$\begin{aligned} s_D &= \sqrt{\frac{(N_T - 1)s_T^2 + (N_L - 1)s_L^2}{N_T + N_L - 2}} \sqrt{\frac{1}{N_T} + \frac{1}{N_L}} \\ &= \sqrt{\frac{(297 - 1) \times 0.6542 + (2530 - 1) \times 0.7756}{297 + 2530 - 2}} \sqrt{\frac{1}{297} + \frac{1}{2530}} \end{aligned}$$

$$= 0.05357$$

The test statistic for testing the equality of means with equal variances is then

$$t = D / s_D = -0.0637 / 0.05356 = -1.188$$

$$df = N_T + N_L - 2 = 297 + 2530 - 2 = 2825$$

The p-value is equal to $2 \times \Pr(T_{2825} > |t|) = 0.2349 > 0.05$. Thus, the researcher accepts the null hypothesis that there is no difference between the means of two groups at the significance level 0.05.

For Question G2, calculate

$$D = \bar{X}_T - \bar{X}_L = 3.6174 - 3.6085 = 0.0089$$

$$s_D = \sqrt{\frac{s_T^2}{N_T} + \frac{s_L^2}{N_L}} = \sqrt{\frac{0.6007}{298} + \frac{0.7176}{2526}} = 0.04796$$

$$Z_T = \frac{s_T^2}{N_T} = \frac{0.6007}{298} = 0.002016$$

$$Z_L = \frac{s_L^2}{N_L} = \frac{0.7176}{2526} = 0.0002841$$

The test statistic for testing the equality of means with unequal variances is then

$$t = D / s_D = 0.0089 / 0.04796 = 0.187$$

$$df = \frac{(Z_T + Z_L)^2}{\frac{Z_T^2}{N_T - 1} + \frac{Z_L^2}{N_L - 1}} = 385.71$$

The p-value is equal to $2 \times \Pr(T_{385.71} > |t|) = 0.85176 > 0.05$. Thus, the researcher accepts the null hypothesis that there is no difference between the means of two groups at the significance level 0.05.

The mean, standard deviation, test statistic (t) and degrees of freedom (df) and Significant value (p-value) for all questions are calculated using the same way and are given in Appendix G.

3.3 Description of Research Design

Survey research can include a status quo study or a study in which the interrelationships of sociological or psychological variables are determined and summarised (Wiersma, 1991:166). It is convenient to use questionnaires to obtain analytical and descriptive information, extract patterns, and make comparisons (Bell, 1987). Best and Kahn (1998:299) claim that the well-structured questionnaire has unique advantages that are a most appropriate data-gathering device in a research project. A large amount of personal information, such as the teachers' academic qualifications can be obtained economically in a relatively short time (Mason and Bramble, 1997). These questionnaires could reach "a much wider audience and produce much more information" (Wragg, 1994:268). Johnson (1994a) describes the coverage of the questionnaires by stating that surveys typically produce a large amount of factual information which can be cross-tabulated in many ways to provide a wealth of description. Munn and Drever (1990) declare that the survey aims to get standardised information by offering everyone the same stimulus. Nunan (1991:170) comments that it is worthwhile using questionnaires or surveys to find out the strategy preferences of one's learners.

However, the questionnaires' limitations are its superficially descriptive rather than exploratory results, as well as the underestimation of the time and effort that are required in preparation for drafting and piloting (Munn and Drever, 1990). Best and Kahn (1998:299) also warn that the rate of returns is frequently disappointing. In this study, the questionnaires were prepared and piloted in 1998 to allow sufficient time to analyse the amount of data obtained. Space was provided for any open comments about issues that did not appear in the questionnaire.

3.4 Description of Instruments

The researcher used two data collection instruments in this study (QA and QB). The questionnaires were created to suit the needs of Hong Kong textbook users. Questionnaire A is adapted from Cunningsworth's checklist, being more relevant to Hong Kong's pedagogy in the 1980s. Complicated terms are deleted, but local needs and criticisms are added in section 7 (as agreed by the piloting panel of teachers).

Questionnaire B (part B) is adapted from the local MEd thesis questionnaire. Other topics are developed from the references. They are the Hong Kong stakeholders' common interests, such as examination concerns (Cheng, 1997a, 1997b), roles of English, goals and targets of the

ELT , skills training (CDC, 1983,1999; Cheng, 1997a; Lumley & Stoneman, 2000; Richards, 2000; Petersen and Sivan, 1992; Richards, Tung & Ng, 1992); satisfactory areas (Matthews, 1985; Sheldon, 1988; Richards, 1993a; Weir & Roberts, 1994; Zahorik, 1991); internet (“Multi-media Learning,” 1999; Sabar, 1991); tutorial centres (“Popularity Of,” 2002) and criteria are the sections developed to gather data on evaluating the users’ needs (Littlejohn, 1998) and their perceptions on textbook suitability (Masuhara, 1998). The development of the questionnaires are summarised from the critics’ views in the literature review (chapter 2).

Hence, the primary instrument of this study is the Chow Textbook Evaluation Index (CTEI), which determines whether the publishers have met the needs of the users in the Hong Kong context. The index is labelled with the surname of the author to indicate the originality of the instruments. The CTEI consists of QA and QB1 presented in English.

Both QA (47 questions) and QB1 (68 questions) were answered by teachers. QB2 was answered only by the learners and was the Chinese language version of QB1 (Appendix H). QA is reproduced in Appendix I; QB1 is Appendix J; QB2 is Appendix K.

The whole process of conducting the survey lasted about six months. The following steps were taken (Table 3.4).

Table 3.4 Process of Conducting the Survey

Process	Date
Construction of items for the questionnaires	July, 1998
Preparation of the first draft of the questionnaire	August, 1998
Pilot for the first draft of the questionnaires; Translation	September, 1998
Identifying the items into constructs	October, 1998
Preparation of the final version of the questionnaires	End of October, 1998
Administration of the survey	November, 1998 to January, 1999

3.4.1 The layout of the questionnaires

Anderson (1990) advises that items on the same topic should be grouped together, with items of similar form also grouped. Such a design would give structure to the questionnaire and communicate a sense of purpose and order for the respondents.

Table 3.5 shows that QA is composed of eight sections.

Table 3.5 Structure of QA

Sections	Focus of the sections	No. of items
A	Demographic information of respondents	7
B1	Contents	11
B2	Selection and grading of language items.	5
B3	Presentation and practice of new language items	5
B4	Developing language skills and communicative abilities	7
B5	Supporting materials for English textbooks	5
B6	Culture and the learner	5
B7	Overall evaluation	9

Table 3.6 shows that QB is composed of Sections B to H, with 68 items on textbooks. Section A is the demographic information on the respondents. QB is a parallel-sample design that can provide a comparison of the perceptions of the four populations (KS3, KS4, the Sixth forms and teachers). QB is used for direct comparison of the response sets in the teacher and learner samples.

Table 3.6 Structure of QB1/B2

Sections	Focus of the items	Nos. of items
A	Demographic information of respondents	6
B1 to 9	The roles of English textbooks	25
C1 to 3	Quality of textbooks	7
D1 to 11	Criteria for evaluation	11
E1-12	Satisfactory areas	12
F1 to 4	Roles of English in Hong Kong	6
G1 to 4	Learning goals of ELT	4
H1 to 3	Learning targets of ELT	3

The questionnaire items are derived from the issues raised in the literature review. The questionnaire, based on the Likert-type scale, probed the degree of satisfaction among teachers and learners. The Likert response scale 1 to 5 was chosen because this type of scale is widely used in second-language research. The final section on the questionnaire was open-ended, seeking additional comments about issues not previously mentioned in the survey. A major advantage of this section was that respondents could share their views on textbook evaluation by using their own language. Employing open-ended question has two strengths: they indicate what is salient in the respondent's mind, and provide a level of information and feelings (Foddy, 1993).

3.4.2 Selection of subjects

A technical approach to issues such as design, methods and measures enhances the credibility of the study. Cohen et al (1989) indicates that large sample sizes produce smaller errors and greater reliability or precision of results. Statistical power increases with sample size. Compared with the annual Gallup/Phi Delta Kappa polls on the public's attitudes towards public schools are the national surveys. The twenty-fourth annual poll, for example, was based on a sample size of 1,306 adults in 1991. The samples of the present study are rather too big to draw conclusions responding to the research questions. As a cross-sectional survey, it could be regarded as a snapshot on textbook effectiveness.

Wiersma (1991) points out that "simple random sampling is not appropriate or feasible in all educational research, for any of a number of reasons, both practical and conceptual" (p.265). In this study, a stratified random sample is used.

The population of secondary students is divided into three non-overlapping, subpopulation strata: the three key stages in Hong Kong. I chose these key stages according to the classification of the English curriculum (CDC, 1983).

1. Learners aged about 15 at key stage 3 (only F.3), with a class of 35-45.
2. Learners aged from 15 to 20 at key stage 4 (F.4 and F.5), with a class of 40 to 45.
3. Learners aged 19 to 22 at the Sixth Form (F.6-F.7), with a class of 30 to 33,
4. English teachers at secondary schools aged from 22 to 60.

In this study, the basic units of analyses are teachers and learners, and all the books evaluated are popular textbooks in Hong Kong officially approved by the CDC. The four target populations in this study were drawn from the subsidized secondary schools. Classes of the three populations (KS3, KS4 and the Sixth forms) and the English teachers from those participating schools were asked to fill in Questionnaire B (QB) of the survey. To arrive at an overview of the effectiveness of textbooks in Hong Kong secondary levels, 100 schools were invited to participate in the survey on the basis of the district in which they were located. The entire English teacher population and the three KS learners from the eighteen districts were invited to participate in the main study. The system of using “scattered specialists” where there may be only one per institution can be more cost-effective than conducting interviews. Statistical power increases with sample size. The sample schools are the mainstream schools (Hong Kong’s subsidized day schools).

In the 1998-1999 school year, there were 389 Hong Kong government-aided secondary schools 118 private schools (including both day and evening schools) and 5,040 English teachers (Census and Statistics Department, 1999). According to the researcher’s interview with the Education Officer at Education Department (25-1-2000), there are three levels of academic performance among secondary schools: each district has 33.3% of the highest academic schools, 33.3% of average academic schools and 33.3% of the weakest academic schools. The researcher collated the samples from each stratum of the 18 districts.

The academic standards of the learners varied, depending on the districts. Parents generally believe that the practice of classifying schools by district is vital for academic achievement, hence they have a tendency to move to the best school districts for their children’s education (“Lose Millions,” 2003; “Parents Move,” 2004). This district factor results in learners having different academic standards. Sharp (1999) undertook a study of teacher opinions of textbook difficulty in Hong Kong with a survey. Questionnaires were sent to different geographically disparate secondary schools in an attempt to cover a range of socio-economic areas of Hong Kong (Sharp, 1999; Evans, 1997). Therefore, the samples from different districts also reflect the varying textbook needs (Figure 4.1).

3.4.3 Process of data collection

The process of conducting the survey lasted for six months. First, 100 Hong Kong secondary schools were selected. Second, the research questionnaires, along with an invitation letter (Appendix L), were mailed to the schools within the population frame. This covering letter stated the purpose of the research and invited the school authorities, or English panel chairperson or English teachers to select the classes, which would participate. Questionnaires were answered by both teachers (QB1) and learners (QB2). Third, after filling in the questionnaires, Principals, or the English panel chairpersons, returned the questionnaires within one month using the stamped, addressed envelopes provided. Fourth, when schools were late in responding, repeated phone calls were made to encourage their participation.

For Questionnaire A(QA), which was only for teachers, the same selection and collection procedures were adopted.

3.4.4 Development of the Questionnaires

The questionnaires were developed from the literature review, translated and then piloted. The items in the questionnaire relating to the needs of the stakeholders were derived from the literature (for example, CDC, 1983; 1999; Cunningsworth, 1984; Education Commission, 1995; Law, 1995; Sheldon, 1987). A senior Chinese Language officer in the HKSAR Government and a panel of experienced Chinese teachers drawn from Government and Aided schools translated the English questionnaire into the Chinese version B2. To enhance the validity of the questionnaires, this version of the questionnaire was retranslated into English and compared with the original. Translations were undertaken to minimise misunderstandings and other problems caused by the language factor (Gesinger, 1994). When translating the Chinese version of the questionnaire, the participants were invited to sit with the researcher to scrutinise each question and make amendments to potentially misleading items. English versions (B1) were answered by the teachers because of their familiarity with terms like “structural approach,” “communicative” and “tasks,” which were quoted verbatim from the government documents and syllabuses.

3.5 Piloting

Study I was the pilot stage of the present study. The study is conducted to ensure that questionnaire items are interpreted in the same manner as closely as possible by every survey respondent (Cohen & Manion, 1989; Jaeger, 1988). In the piloting process, a researcher reviews a questionnaire to gain an understanding of the response task and to note potential problems (Brannen, 1992; Bryman, 1992), such as the wording of the draft questionnaires.

Study I comprised the pilot stage during which the questionnaire design was validated prior to the main study. The pilot study was carried out in September 1998 with thirty teachers and thirty learners from KS 3 (10), KS 4 (10) and the Sixth forms (10). Ten teachers had over 10 years' teaching experience; ten teachers had six to 10 years' experience and another ten teachers had less than five years' experience. The analysis was carried out on the draft version of the questionnaire for the main study.

3.5.1 Instrument Validation

The results of Study I validated the instrument. After revising the drafts of the questionnaire, shorter versions (with 47 items in QA and 68 items in QB) were recommended. Items were omitted/deleted or added to arouse the respondents' interest. Some items were omitted to help focus the study on the textbooks' pedagogical aspects. The following items were deleted:

- teaching methodology, for example, notional approach was unrelated to the scope of the study.
- unfamiliar pedagogical terms, such as "receptive," "productive"
- pedagogical concerns which are not commonly known to the non-English major or English teachers, for example, dialect, lexis, phonemes, an index of items, grading of the language content, level of abstractness, register, neutral style of English, rhythm, pace, morphology, syntax, intonation contours, phonology, discourse.
- other complex items:

- “Textbooks offering inductive/deductive learning process.”
 - “Textbooks based upon language form.”
 - “Textbooks based upon language functions.”
 - “Textbooks, which impose specific physical constraints.”
- relatively unimportant data on tests such as:
 - “The tests are discrete/communicative items tests”
 - “Textbooks provide a problem-solving element in the activities.”
 - the grading of effective textbooks
 - unrelated items to F.3 learners for quicker reading of relevant items, for example, textbooks always used in F.5
 - minor aspects such as cost, weight, colour and printing.

Additionally, the goals of the syllabus for speed-reading were rewritten.

- Chinese translations of the pedagogy were simplified to ensure understanding. Examples:
 - “authentic” is 真實生活
 - “meaningful” is 有意思
 - “communicative” is 表情達意
 - “tasks” is 練習
 - “context” is 上文下理
 - “model” is 範例
 - “themes” is 主旨

Statements like “The material is teacher-proof” were omitted, being similar to the item “Textbooks require a high degree of input.”

After piloting, the questionnaire was found to be suitable in terms of reliability and validity, and was adopted for the main study.

To ensure construct validity, I proposed a regrouping of the questionnaire items into four constructs:

1. The teachers' needs
2. The learners' needs
3. Pedagogy and language use
4. Curriculum goals

I then invited a panel of teachers (20) and learners (20) drawn from the aided schools to approve the regrouped constructs. They all agreed with the regrouping. Only minor changes were made. Appendix A shows the regrouping of the questionnaire items.

The F.3 learner respondents have studied the Chinese language for over 10 years, and are capable of interpreting the basic non-technical Chinese language used in the questionnaires. They are also used to evaluating textbooks using similar criteria set up in the Reader lessons, for example level of interest. In fact, the terms in the questionnaires (agreed by the teachers) were simplified and made explicit after the pilot tests. Samples ages ranged from 15 years (F.3) to 21 years (F.7) and were mature enough to judge and comment on the textbooks they used frequently. Teachers also understood the frequently used terms in the syllabi, checklists and teacher training courses. There was no indication in the invigilator reports or in the open comments sections of the questionnaires in which the respondents raised questions about the terms given. They remarked on the required textbook quality.

3.5.2 The Validity of the Instruments

Yin (1994) suggested two strategies to ensure validity. The first refers to using multiple sources of evidence during data collection and establishing a chain of evidence during data collection. Yin (1994:143) refers to construct validity in the adoption of "correct operational measures for the concepts being studied." Content validity is established when "the concepts tested in the questionnaire matched those covered in the literature." (Slavin, 1992:79). The

results of the questionnaire survey were compared with the documentary analysis. There is construct validity in the design of the instruments because questionnaires A and B are adapted and summarised from the literature review.

The main difficulty in evaluating the validity of attitude questions is the use of criteria that only approximates the relationship between the two indicators. To compensate for this weakness, construct validity enters relationships with other variables in predictable ways. I had to strive for a balance between the interpretation of the results, with reasonable certainty and the useful generalisation of the results (Wiersma, 1991).

In this survey, to avoid misinterpretation, the questionnaires were modified after the pilot study was undertaken. Five teachers and five learners were invited to conduct a pilot at the time. A sample of the questionnaire was sometimes sent in advance, on the Principal's request, to enhance the respondents' confidence in filling in the questionnaire. To enable learners to fill in the questionnaire more accurately, the Chinese version of the questionnaire was used.

3.6 The Reliability of the Instruments

Reliability refers to the extent to which studies can be replicated (Merriam, 1998:205) and their consistency in measurement (Best et. al., 1998:276)

In this study, the analyses were a series of internal consistency (using Cronbach's alpha) assessments. The internal reliability of the teacher-completed samples is 0.9354 for the needs of teachers, 0.9282 for the needs of learners, 0.9153 for pedagogy and use, 0.8296 for the overall scale of questionnaire A and 0.9571 for the overall scale of Questionnaire B. The internal reliability of the questionnaires completed by the learner samples is 0.9356, 0.8219 for the needs of teachers, 0.8995 for the needs of learners and 0.8908 for pedagogy and use. There is a high correlation between each construct and the overall scale. The scale reliability is good.

3.7 Limitations of the study

The ten most popular textbooks for F.3 to F.5 students chosen for evaluation are shown in Table 4.4. The objective of the study was to gather data on the suitability of English textbooks in Hong Kong, utilising the users' opinions. In 1998 to 1999, the sales of each textbook of KS4 were unevenly distributed, with the most being 25% and the least being 10%, reported by the Aristo Publishing Company's salesperson (personal communication, 10-11-1998). None of the

textbooks were seen as suitable, since teachers or learners may have presented one-sided views. Hence, a better way to gauge textbook suitability in Hong Kong secondary schools would be to obtain both users' opinions on several textbooks, instead of just a few.

User perception of textbook suitability is the focus of the study. Therefore, neither classrooms situations nor the textbooks themselves are evaluated in detail. When using the textbooks, users are constrained by the socio-linguistic parameter such as large class size, inadequate teacher training, school policies and examination-driven forces (Wong, 1997, Tsui et al, 1994). Though the researcher was concerned with the mismatch between perceptions and actual use in the classroom, neither textbook suitability nor user needs were fully reflected in the actual use of the classroom.

One research tradition supports the view that teachers' perceptions are a valid source of data and that, as active members, they are uniquely qualified to describe their work environment. (Halpin, 1966). However, arguments exist as to whether perceptions on the grounds that either perceptions are reality or perceptions are subjective data.

In this study, the views of the textbook writers are excluded. This study also excludes other schools, such as international schools, pre-vocational and technical schools. Hence, this study is limited to the perceptions of users at subsidised secondary schools.

Fifteen out of eighteen districts participated in the study. The study is not comprehensive enough because it was difficult to invite the representatives of all districts in Hong Kong to participate. Moreover, no test-retest reliability studies were carried out on the same group of learners or parallel groups to determine the reliability of the information.

Although sealed envelopes were provided to the staff in charge of the survey, confidentiality and anonymity may have been at risk. Problems relating to confidentiality may also have arisen when the teachers returned the envelopes to the principal or the Head of the English Department who could examine the responses. Generally, the principals selected the teachers and the learners for the survey on the basis of convenience. In the KS4 and Sixth Form categories, the distribution of the respondents was from the science stream (41%), arts (16%), industry (1.5%) and commerce (42%). In other words, there was an uneven distribution of the samples in the various study streams.

To ensure the confidentiality of the responses in the school, I could only return a report of the overall findings of the survey rather than individual schools reports. By using questionnaires, there was no opportunity to probe further into an individual respondent's views. Moreover, questionnaires cannot collect additional data or may simply have low response rates.

The parenthesis, "()", below contain the percentage of sample teachers who had no opinion on whether textbooks were useful in view of:

- CDs and software (45%)
- High quality of English learning (39%)
- Inclusion of British and American culture (38%)
- Cyclical progression (41%)
- Tailor-made for the Hong Kong syllabus (36%)

This might imply that the items were too abstract, unfamiliar or technical to be evaluated by the teachers. Hence, they avoided making unconventional decisions judgments. The teachers might also have been uncertain about distinguishing the extent to which the skills were integrated in the textbook, the extent to which the textbooks were "cyclical" in their progress through their subjects.

3.8 Triangulation

Triangulation helps to map out the richness and complexity of the research issue, being a multi-method study from one more standpoint. Triangulations within methods involve the replication of a study as a check on reliability and theory confirmation (Smith, 1975). Stake (1995) states four major triangulation protocols:

- 1) Data source triangulation
- 2) Investigator triangulation
- 3) Theory triangulation
- 4) Methodological triangulation

All the four triangulations were used in this study. The study collected the data from four different group samples (three key stages of learners and teachers). This provided data source triangulation. Section 9.4 shows the consistency of teachers' and learners' perceptions on different aspects of the textbooks. According to McMillan and Schumacher (1997), triangulation is a "cross-validation among data sources, data collection strategies, time periods and theoretical schemes" (p.520). In this study, the researcher compared different sources to see whether the same pattern keeps recurring for user perception. Additionally, there are three sources of data to confirm the outcomes of the survey: documentary analysis, a questionnaire survey and a panel evaluation. The design is bi-dimensional because the data is from two main sources - questionnaires A and B (Cohen & Manion, 1989). This is in line with "triangulated" research designs in educational research, with the rationale that, given the complexity of the learning-teaching context, evidence is more valid if cross-validated from different resources.

Theory triangulation was used when the theories developed from textbook evaluation checklists (chapter 2) helped to design TEM and interpret results from alternative theoretical viewpoints.

Investigator triangulation was also used in the study when the researcher, a panel and her colleagues discussed and interpreted some of the research findings, including questionnaire design, piloting, construct grouping (Appendix A), translation and result analysis.

Methodological triangulation was adopted when the data in this research were collected through multiple sources such as syllabi, internal circulars, web-pages, checklists, open-ended comments, and questionnaires. This data was analysed.

The data collected through the open-ended comments was organised and grouped according to topics. This grouping ensured that no data was overlooked in the analysis process. The data was then analysed along with the results of the surveys and documents, for similarities and differences. The open-ended comments (Table 7.8) show the crucial needs of the teachers and learners, those are, quality, level of interest, authenticity, effectiveness, updated topics, variety in presentation, and level of progression. Examination concerns were also expressed by the users. These findings are compatible with the concerned evaluation areas of the TEM and the Chow Textbook Evaluation Index (CTEI), as well as the textbook checklists of academics. The same recurring pattern of the users' needs was checked.

In this study, comparing the open-ended comments (350 learners and 64 teachers) to the researcher's personal knowledge and the academics' checklists demonstrated triangulation of data resources. This process allowed for cross-data validity checks and thus increased the credibility of the research.

3.9 Ethical concerns in research

The British Educational Research Association, BERA (1992) emphasised that all educational research should be conducted within an ethic of respect for persons, knowledge, democratic values and the quality of educational research.

Babbie (1990) is concerned about respondents in terms of (1) voluntary participation, (2) no harm to respondents, (3) anonymity and confidentiality, (4) identifying purposes and any sponsor, and (5) analysis and reporting. Anonymity and confidentiality relates to the protection of the privacy of the participants (Best et al., 1998; Burger & Patchner, 1994; B; Nachmias, 1996).

To ensure the study's reliability, a cover letter was attached to the questionnaires explained the value of the study. By means of the questionnaires, people signified their consent by completing and returning the sample instruments. Consent was likewise obtained from the English panel chairpersons or the Principal of the school out of respect for the senior heads involved. Permission was also sought for the respondents to complete the surveys in school or at home, with assurances given that the results of the questionnaires would be used for the stated purposes only. Sealed envelopes were attached. Suitable methods of analysis and triangulation were used to draw reliable and valid conclusions.

3.10 Summary

This chapter outlines the study's methodology. It describes the sample of teachers and students. The Chow Textbook Evaluation Index (CTEI), an instrument of 47 items and 68 items is explained and its content division about the needs of teachers and learners, pedagogy and communicative competence, is outlined. The procedures for administering the CTEI are described, and the methodological limitations of the study and its ethical considerations are outlined.

Chapter Four

Results of Findings – Users’ Backgrounds and Teachers’ Needs

Chapters four to seven present data related to the samples in this study. They contain a comparison of user perceptions of the textbooks’ various aspects. The hypotheses are stated and investigated with reference to the framework (Appendix A) which brings together the four main constructs of this study, demonstrating user perceptions on the suitability of the textbooks in the following chapters:

- chapter 4: the needs of teachers
- chapter 5: the needs of learners
- chapter 6: pedagogy and language use and goals of English curriculum
- chapter 7: teacher and learner variables

A quantitative survey is used to examine teacher and learner perceptions of English textbooks in use in Hong Kong secondary schools; the similarities and differences in the users’ views of textbooks; the preferences and dislikes; a comparison between the textbooks and other available teaching resources; and the variables involved in deciding on the textbooks’ suitability for Hong Kong.

The following four hypotheses, derived from the above issues in textbook making, are tested in this study:

1. The textbooks fulfil the grammatical competence which is the learning goal of the English curriculum.
2. The textbooks fulfill the experience target of the Hong Kong Government's mandated English curriculum.
3. Experienced teachers (15 years+) are those most satisfied with their textbooks.
4. Students with average academic standards are the most satisfied textbook users.

4.1 Response rate

This chapter reports on the findings concerning the response rate of the samples, sample background and the needs of the teachers. Fifty-two of 100 schools returned the questionnaires, which constituted a 52% response rate. Fifteen districts out of eighteen districts returned the questionnaires, representing 83% of schools in those districts. Samples and sampling methods were represented by a majority of the districts that participated in the questionnaires. The samples consisted of 555 English subject teachers (255 of questionnaire A and 300 of questionnaire B) and 2,535 subject learners from 52 voluntary, subsidised and co-educational secondary schools in Kowloon, Hong Kong and the New Territories.

A majority of the districts participated, with samples and sampling methods as represented here:

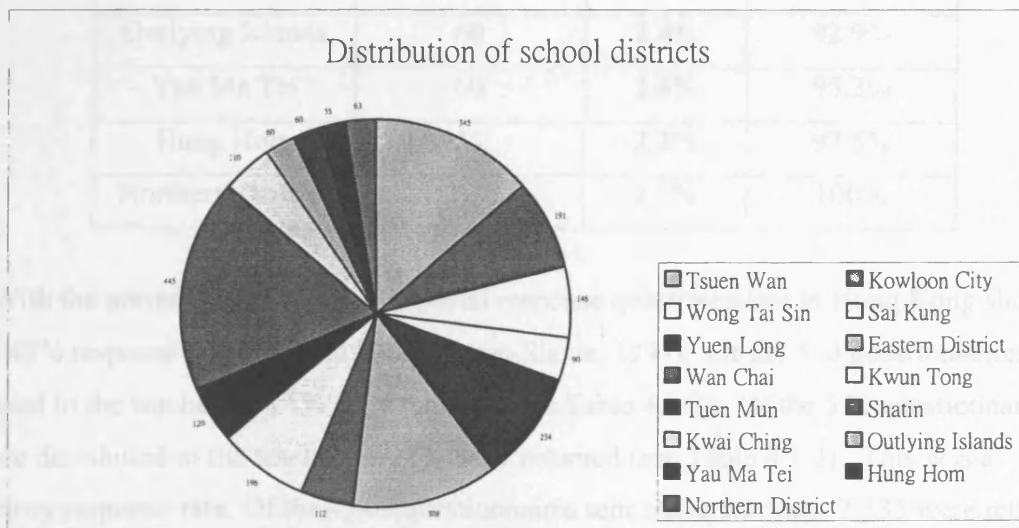


Figure 4.1 Distribution of Districts where Schools are Located

Table 4.1.1 shows the distribution of respondents according to district in which their schools are located.

Table 4.1.1 Distribution of the Learner Respondents

Districts	No. of respondents	Percentage	Cumulative %
Tsuen Wan	345	13.6%	13.6%
Kowloon City	191	7.5%	21.1%
Wong Tai Sin	146	5.8%	26.9%
Sai Kung	90	3.6%	30.5%
Yuen Long	234	9.2%	39.7%
Eastern District	308	12.1%	51.8%
Wan Chai	112	4.4%	56.2%
Kwun Tong	196	7.7%	63.9%
Tuen Mun	120	4.7%	68.6%
Shatin	445	17.6%	86.2%
Kwai Ching	110	4.3%	90.5%
Outlying Islands	60	2.4%	92.9%
Yau Ma Tei	60	2.4%	95.3%
Hung Hom	55	2.2%	97.5%
Northern District	63	2.5%	100%

With the normal return for similar postal response questionnaires in Hong Kong showing 25%, a 40% response is considered good (Bacon-Shone, 1997). Of the 530 questionnaires A distributed to the teachers, 48.1% were returned (see Table 4.1.2). Of the 550 questionnaires B1 that were distributed to the teachers, 54.5% were returned (see Table 4.1.2). This was a satisfactory response rate. Of the 4,000 questionnaires sent out to students, 2,535 were returned. Hence, the response rate for students was 63.37%. This response rate is considered high. There are a sufficient number of samples in each variable from the various strata. Table 4.1.2

summarises the sample sizes and the participation rates. In the questionnaires returned, 64 teachers (11.6% of respondents) and 350 learners (14%) showed interest in giving open-ended comments about textbooks.

Table 4.1.2 the Sample size and Participation Rates for Local Study

Target groups	Age	Sample size	Questionnaires Used	Questionnaires Returned	Response Rates
Key stage 3	14-16	1,400	B2	981	70.1%
Key stage 4	16-18	1,400	B2	867	62.1%
Sixth form	18-20	1,200	B1	687	57.2%
Teachers	22-60	530	A	255	48.1%
Teachers	22-60	550	B1	300	54.5%

4.2 User background

In Section A Questionnaire A and B, background information and the frequencies of the choices in each item are counted and tabulated in Table 4.2.1 to 4.10.

Table 4.2.1 Teacher Background for Questionnaire A (QA)

Gender	Frequency	Percentage
Male	58	22.7
Female	197	77.2
Total	255	100

The highest % is in bold.

In order to obtain the information on the effectiveness of the textbooks they are using, English teachers of all key stages at the secondary schools were sampled randomly according to district. 23% of the sample teachers were male and 77% were female. 93% of teachers teach in F.1 to F.5, but 7% of teachers teach the Sixth Form. Table 4.2.2 gives levels of teaching experience and qualifications held by the respondents.

Table 4.2.2 Teacher background QB

ITEMS	OPTION	Frequency	%
Gender	Male	71	24.1
	Female	224	75.9
Forms	F.1-5	278	93
	F.6-7	21	7
Qualification	*Certificate of education	84	30.2
	Bachelor's degree	73	26.2
	Master's degree	19	6.8
	*B.A + training	83	30
	*Master's degree + training	19	6.8
Years of experience	0-5 years	106	35.57
	6-10 years	91	30.54
	11-15 years	36	12
	16-20 years	39	13.1
	20+ years	26	8.72

The teachers in the samples are mainly female. Samples are mainly teaching key stage 3 and 4 (F.1-5). About 70 % of samples are degree-holders; 67 % of samples are teacher trained. Thirty percent are lower form teachers. They are mainly experienced teachers with over five years of teaching experience (65%).

4.3 Learner Background

The learners' background is shown in Table 4.3. The study reveals that 54% of learners are female students. The KS 3 learners make up 39%; KS 4 learners make up

33.3% whereas the sixth forms learners make up 27%. This is probably because the KS 3 learners have more time to fill in questionnaires than do the senior form learners who are constrained by the need to prepare for the public examinations (Table 4.3)

Table 4.3 Learner Background

ITEMS	OPTION	FREQUENCY	%
Gender	Male	1138	46
	Female	1343	54
Forms	F3	981	38.7
	F4	337	13.3
	F5	530	20.9
	F6	263	10.4
	F7	424	16.7
Study Streams	Arts	248	16
	Science	634	41
	Industry	24	1.5
	Commerce	648	41.6
Schools Classified by Pass Rate in English in the HKCEE	0-20%	150	6
	21-40%	325	12
	41-60%	756	30
	61-80%	270	11
	81-100%	1034	41

The Hong Kong Certificate of Education (HKCEE) is the public examination for all F.5 students in Hong Kong. The English pass rate in the HKCEE indicates the academic standard of learners from the various schools.

4.4 User Choice of Textbooks (F3-5)

Form 6 students use numerous textbooks and they evaluate the specific ones. There is no indication as to which ones are in use.

Table 4.4 User Choice of Textbooks (F.3-7) in QB

Textbooks – Users	Learner Frequency	Learner Percentage	Teacher Frequency (QA+B)	Teacher Percentage
New Target English (Longman)	186	7	93	16.9
New Integrated English (Longman)	115	4	29	5.2
English 2000 (Mac)	217	8	41	7.4
Get Ahead (Mac)	193	7	44	8
English Today (Aristo)	159	6	62	11.3
Progressive English (Aristo)	76	2	34	6.2
Modern course (Aristo)	186	10	33	6
Easy English (Oxford)	146	7	30	5.5
Junior English (Oxford)	351	14	102	18.5
Certificate English (Oxford)	219	8	38	6.9
Others	0	0	2	0.003
Total of F.1 to F.5 textbooks	1848	72.8	508	92.3
F.6 Textbooks	687	27	42	7.6

There are five textbooks with similar percentages of teacher and learner evaluation. They are New Integrated English, English 2000, Get Ahead, Easy English and Certificate English.

In the questionnaires QA and QB, the respondents are asked to rate their perceptions towards textbooks on a scale of 1 to 5. Generally, it is seen that the user satisfaction of the relevant textbooks depends on the percentage of agreement.

Teacher Needs

Teachers want their textbooks to excel in the areas of user friendliness, layout, culture, teaching aids, English roles in Hong Kong, quality, modification, supporting materials and exam-centredness; within the psychological and sociological parameters, textbooks must facilitate lesson preparation. In this study, however, teachers find that the majority of textbooks are not syllabus-centred, examination-centred or learner-centred. They also tend to be monoculture. The teachers find the textbooks less effective if the textbooks are unable to help achieve the syllabus goals (syllabus-centred to meet the schools' expectations vis-à-vis high examination marks), or fulfill the CDC's selection criteria for the textbooks' learner-centredness.

4.5 Supporting Materials

Supporting materials are also examined for their usefulness, and include computer software, CDs, Chinese translations, workbooks, teacher handbooks and answer keys [QA-5]

Table 4.5 shows that teachers (84%) find answer keys are of primary importance among the most useful supporting materials, with teacher handbooks being second (80%) and workbooks being third (67%). Teachers disapprove of the Chinese translations in the textbooks (34%), nor software and CDs (33%). This implies that teachers need the supporting materials mainly for lesson preparation, homework and consolidation.

Table 4.5 Supporting Materials

Supporting materials	N	Mean	median	SD	% of agreement
Answer keys	253	3.9684	4.0000	0.68356	84
Teacher handbook	251	3.8645	4.0000	0.71943	80
Workbooks	249	3.5984	4.0000	0.86098	67
Software /CDs	242	3.1116	3.0000	0.88319	33
Chinese translation	245	2.9020	3.0000	1.03553	34

4.6 Culture

Table 4.6 shows the teachers' cultural concerns regarding the textbooks: the degree of inclusion of the special cultural conditions of the Hong Kong Chinese and aspects of British and/or American culture. Other concerns are whether the textbooks require a high degree of teacher input and whether the textbooks are suitable for non-native speaking teachers [QA-6].

Table 4.6 Culture

Culture	N	mean	median	SD	% of agreement
Suitable for non-native speaking teachers	252	3.4802	4.0000	0.74924	59
Hong Kong culture	255	3.4392	4.0000	0.88471	61
British and American culture	252	3.0714	3.0000	0.84851	35

Table 4.6 shows that 61% of teachers agree that textbooks include the special cultural background of the Hong Kong Chinese. A few teachers (35%) find that these textbooks include aspects of British and/or American culture. Over half of the teachers (59 %) find the textbooks suitable for non-native speaking teachers.

Since Hong Kong English teachers consider the textbooks useful for non-native speaking teachers, they still believe the textbooks need some teacher input. This finding might suggest that the contents of the textbooks are familiar to the Hong Kong users. The monoculture nature of Hong Kong's background may make teachers feel that textbooks suitable for non-native speaking teachers and thus require little teacher input. The textbooks are useful for local teachers because of their suitability, their focus on local culture and the fact that they do not need further input vis-à-vis knowledge of other cultures.

4.7 Other Teacher Needs

Teachers are also concerned about whether the textbooks are user friendly, syllabus-centred, of high quality and examination-centred [QA-7]. Table 4.7 shows that 67% of teachers agree that textbooks are user-friendly, though not necessarily of high quality. A few teachers

(36%) agree on the high quality of the textbooks, even though they tend to reserve their opinions concerning quality. Only 45% of teachers agree that textbooks are examination-centred. 49% of teachers agree that textbooks are related to syllabus.

Table 4.7 Other Teacher Needs

Others	N	Mean	median	SD	% of agreement
user friendly	253	3.5850	4.0000	0.72764	67
related to syllabus	249	3.3695	3.0000	0.76730	49
exam centred	243	3.2263	3.0000	0.89662	45
high quality	254	3.1142	3.0000	0.84743	36

4.8 Modification

Table 4.8 shows that a significantly higher percentage of teachers (67%) than learners (35%) ($p=0$) agree that teachers can modify textbooks for their teaching purposes. This reveals that modifications are not easily observed by learners who have differing views on the degrees of modification. At $p < .01$, the teachers report a statistically higher significant perception difference than do the learners.

Table 4.8 Modification

	Teacher / learner	Mean	SD	Med	N	t	df	Sig.(p)	% of agmt	% of dis-agreemt
modification	teacher	3.5351	1.0173	4	299	6.304	354.	0.000*	67	21
	learner	3.1478	0.8899	3	2524		132			

**** $p < .01$**

4.9 English Roles

According to the CDC syllabus (1983), teachers are concerned about whether ELT can help establish the roles of English in Hong Kong [QB-F]. Table 4.9 shows whether textbooks can develop learners' capabilities to use English as a language of business and commerce, a language of social value, a universal medium of communication, a tool for study and a medium of pleasure and entertainment.

Table 4.9 English Roles

	Teacher / learner	Mean	SD	Med	N	t	df	Sig.(p)	% of agmt	% of disagmt
A tool for study	Teacher	3.689	0.6856	4	299	4.19	427.748	0.000**	75	9
	Learner	3.5069	0.8941	4	2531				59	13
Social value	Teacher	3.2642	0.8711	3	299	-1.373	394.832	0.170	49	22
	Learner	3.3385	0.9886	4	2523				50	21
Universal communication	Teacher	3.388	0.8253	4	299	1.944	416.414	0.053	56	18
	Learner	3.287	1.0297	3	2523				47	23
Official uses, business and commerce	Teacher	2.6879	0.8876	3	298	-5.397	2825	0.000**	21	49
	Learner	3.0134	0.9955	3	2529				33	32
Pleasure	Teacher	2.9333	0.9193	3	300	1.398	396.267	0.163	31	35
	Learner	2.8537	1.0433	3	2529				27	36

**** $p < .01$**

Table 4.9 shows that the most significant use of textbooks is to develop learners' capabilities in using English as a tool for study, with significant higher percentage of teachers (75%) than learners (59%) agreeing on this ($p=0.0015$). About half of the teachers (49%) agree that textbooks can develop the learners' capabilities to use English as a language of social value and as a universal medium of communication (56%). Significantly fewer teachers (21%) than learners (33%) ($p=0$) agree that textbooks can help the learners to use English as a language of government and official use and as a language of business and commerce. A minority of teachers (31%) agree that textbooks can develop the learners' capabilities to use English as a

medium of pleasure and entertainment. At $p < .01$, teachers report a statistically higher significant perception difference than do the learners on using textbooks in developing English as a tool for study and as a language for government, business and commerce.

At $p < .05$, male teachers report significantly different perceptions of the textbooks than do the females in terms of using English as a language of government and official use, as a language of business and commerce and as a tool for study (Appendix M).

4.10 Teaching aids

Table 4.10 shows that significantly fewer teachers (20%) than learners (38%) ($p=0$) agree that textbooks are satisfactory in audio-visual aids. A significant higher percentage of teachers (54%) than learners (29%) ($p=0$) disagree that textbooks are satisfactory in audio-visual aids (slides, tapes, wall pictures, etc). Such teaching aids are therefore of limited use.

At $p < .01$, learners report a statistically higher significant perception difference than do the teachers.

Table 4.10 Teaching aids

	Teacher / learner	Mean	SD	Med	N	t	df	Sig.(p)	% of agmt	% of disagmt
teaching aids	Teacher	2.5642	0.9366	2	296	-7.75	2818	0.000**	20	54
	Learner	3.0677	1.0709	3	2524				38	29

** $p < .01$

4.11 Summary

Generally speaking, textbooks in general are found user-friendly, but not of high quality. Answer keys are of primary importance as the most useful supporting material, followed by teacher handbooks and workbooks. Teaching aids are not found useful.

Using textbooks, teachers feel highly satisfied with developing English as a tool for study. Half of the teachers agree that textbooks can develop the learners' capabilities to use English as a language of social value (49%) and as a universal medium of communication (56%). A few teachers agree that textbooks can help the learners to use English as a language of government and official use and as a language of business and commerce (21%) as well as a medium of pleasure and entertainment (31%). 67% of teachers agree that they modify textbooks when teaching.

In the study, the majority of textbooks are not syllabus-centred (49%) or examination-centred (45%). The textbooks include the special cultural settings of the Hong Kong Chinese. These textbooks do not include aspects of British and/or American culture (35%) and are considered suitable for non-native English-speaking teachers (59%). Having here concluded this study of the needs of teachers with regard to textbooks, the following chapter looks at the learners' needs.

Chapter Five

Findings - Needs of learners

This chapter is a comparison of the user perceptions of how the textbooks fulfill the needs of learners. The user perceptions of the textbooks are set out in the findings. Within psychological and sociological parameters, the Hong Kong learners are concerned with examination and community relevance. The learner needs are related to learner interest, motivation, relevance and suitability. Within prescriptive parameters, skills development and frequency of classroom use are crucial for the learners in ELT. To facilitate English learning and textbook efficiency, it is essential to compare the usefulness of textbooks with that of tutorial notes, the Internet and teacher-made notes. Other aspects of textbook evaluation regarding user satisfaction are also examined.

5.1 Examination Relevance

In Table 5.1, a minority of teachers (35%) agree and 38% disagree that textbooks are relevant to examinations, with the percentage of both almost the same. 35% of learners agree and 31% disagree that "Textbooks offer good examination techniques." 36% of teachers agree and 32% disagree that "Textbooks offer good examination techniques." The percentage of users' agreement and disagreement is almost the same. 35% of teachers agree and 38% disagree that "My English textbooks can provide enough practice for examination purposes." 36% of learners agree and 33% disagree that "My English textbooks can provide enough practice for examination purposes." A significantly higher percentage of teachers (38%) than learners (33%) disagree that "My English textbooks can provide enough practice for examination purposes," with $p < .01$. The perceptions of users towards the examination relevance of textbook are arguable. This implies that both teachers and learners do not find that English textbooks help students achieve better results in public examinations, acquire good examination techniques or provide sufficient practice for examination purposes (Table 5.1). This consistency of agreement is worth noticing, since it shows that the textbooks are not much help in examination preparation in Hong Kong, a perception generally shared by the users.

Table 5.1 Examination Relevance

Relevance	Teacher / learner	Mean	SD	Median	N	t	df	Sig.(p)	% of agmt	% of disagmt
Enough practice	teacher	2.9233	0.9056	3	300	-5.246	397.818	0.000*	35	38
	learner	3.2181	1.035	3	2526				36	33
Better results	teacher	3.0403	0.8399	3	298	-0.992	397.28	0.322	33	26
	learner	3.0922	0.973	3	2527				36	27
Exam techniques	teacher	3.0269	0.8849	3	297	-0.479	2817	0.632	36	32
	learner	3.0559	0.996	3	2522				35	31

*p < .01

Table 5.1 shows that the learners report significantly different perceptions ($p < .01$) from the teachers on whether English textbooks provide enough practice for examination purposes [QB- C3a, B4c, D10].

5.2 Skills Development

Table 5.2 shows that the learners need to use the textbooks to improve language skills such as daily English use, vocabulary, speaking, reading, writing and listening skills [QB-B5]. 74% of learners viewed textbooks as most useful for improving vocabulary and for improving reading skills (72%), while writing skills came second (59%). They agree that textbooks are useful for improving daily English use (50%) and for improving listening skills (40%). 32% of learners disagree that textbooks are not useful for improving listening skills. 44% of learners agree that textbooks are useful for improving speaking skills.

Teachers rank the textbooks as most useful for vocabulary (88%) and reading skills (84%), followed by writing skills (62%). Textbooks are least useful for speaking skills (36%), followed

by listening skills (49%). 35% of teachers also disagree that textbooks are useful for speaking skills. 40% of teachers agree and 34% disagree those textbooks useful for daily English use.

Table 5.2 Skills Development

Skills	Teacher / learner	Mean	SD	Median	N	T	df	Sig.(p)	% of agmt	% of disagmt
Vocabulary	teacher	3.8867	0.6444	4	300	2.559	436.323	0.011*	88	6
	learner	3.7819	0.8601	4	2531				74	10
Reading skills	teacher	3.8662	0.6415	4	299	3.709	440.214	0.000**	84	6
	learner	3.7143	0.8713	4	2520				72	11
Writing skills	teacher	3.4314	0.8657	4	299	-1.371	2815	0.171	62	20
	learner	3.5103	0.9495	4	2518				59	16
Daily English use	teacher	3.0468	0.9401	3	299	-4.93	388.816	0.000**	40	34
	learner	3.3335	1.0366	3	2531				50	23
Speaking skills	teacher	3.0067	0.919	3	297	-2.651	408.104	0.008**	36	35
	learner	3.1601	1.1263	3	2530				44	33
Listening skills	teacher	3.2323	0.9281	3	297	2.239	400.505	0.026*	49	27
	learner	3.1022	1.091	3	2486				40	32

**p < .01

*p < .05

At $p < .01$, there are statistically significant differences of perceptions in reading skills, daily English use and speaking skills. However, the users have similar perceptions on writing

skills. At $p < .05$, there are statistically significant differences of perception in vocabulary and listening skills.

5.3 Textbook Usefulness vs. Other Resources

Comparing textbooks with tutorial centre notes, Internet and teacher-made notes, the users have a negative perception of the usefulness of the textbooks [QB-7,8,9]. The question of whether the Internet can replace the English textbooks is also raised (Table 5.3).

Table 5.3 Textbook Usefulness vs. Other Resources

Resources	Teacher / learner	Mean	SD	Median	N	t	df	Sig.(p)	% of agmt	% of disagmt
Internet	teacher	2.9358	0.9128	3	296	-2.776	2813	0.006	30	36
	learner	3.1076	1.0177	3	2519				35	25
Vs other teaching materials	teacher	2.9764	1.2148	3	297	-1.098	354.001	0.273	42	40
	learner	3.0574	1.0874	3	2527				36	29
Tutorial notes	Teacher	3.0683	0.7778	3	293	6.181	398.994	0.000**	25	20
	Learner	2.7644	0.9439	3	2525				18	36

** $p < .01$

Table 5.3 shows that a significant higher percentage of teachers (25%) than learners (18%) ($p=0$) agree that textbooks are more useful than tutorial center notes. Only 30% of teachers and 35% of learners agree that the Internet can replace English textbooks. This implies that textbooks are not challenged by the new technology. There are statistically different perceptions between teachers and learners in terms of the usefulness of tutorial center notes and the Internet. At $p < .01$, teachers and learners have significantly different perceptions of the usefulness of textbooks compared with tutorial notes, since tutorial centres seem popular. This may be due to

the popularity of tutorial centres, and the fact that teachers find tutorial notes more useful than other teaching materials. However learners, after attending the tutorial centres, might realise that the tutorial notes are actually not as useful as claimed by the advertisements. Some teachers (42%) find the textbooks more useful than other teaching materials, but learners (36%) find them less useful and not fulfilling of the advertisements' claims. 25% of teachers agree and 20% disagree that "textbooks are more useful than teaching materials in Private tutorial centres." This implies that teachers do not clearly consider textbooks as more useful than teaching materials in the tutorial centres. 36% of learners also disagree that "textbooks are more useful than teaching materials in private tutorial centers," while they seem more certain than teachers about the usefulness of the centres' teaching material.

5.4 Frequency of Use

Within chronological parameters and psychological and sociological parameters, teachers emphasise reliance on textbooks. Table 5.4 shows users' perceptions of the variations in classroom use of textbooks. This table shows that teachers strongly agree that English textbooks should always be used in F.1. The frequency of desired use of the textbooks decreases for higher forms, implying that teachers use the textbooks least in F.7 compared with F.1 and F.4 [QB-B1, 2]. Textbooks are the most convenient learning resources (41% of learners; 76% of teachers). At $p < .05$, there are statistically significant differences in perceptions on the frequency of textbook use in F.1. At $p < .01$, there are statistically significant differences of perception as to F.4 and the users' opinions on whether textbooks are the most convenient teaching resources [QB-B2]. This may be because teachers prefer to spend more time and effort in preparing authentic material for senior form students who have to find and use authentic materials after studies. Teachers may think that for F.1 and F.4 learners, using textbooks for basic knowledge is practical and saves lesson preparation time. They use the textbooks more in the lower forms than in the Sixth forms.

Table 5.4 Frequency of Use

Frequency	Teacher /learner	Mean	SD	Med	N	t	df	Sig.(p)	% of agmt	% of disagmt
F.1	Teacher	3.8367	0.9132	4	245	2.159	305.18	0.032*	80	13
	Learner	3.7035	0.9813	4	2374		1		65	12
F.4	Teacher	3.2044	1.0065	3	274	-3.402	1694	0.001**	49	30
	Learner	3.4346	1.0293	4	1422				53	20
Most convenient	Teacher	3.4676	1.0253	4	293	3.173	387.13	0.002**	76	12
	Learner	3.2635	1.1575	3	2440				41	28
F.7	Teacher	2.7846	1.0053	3	246	-1.72	898	0.086	29	41
	Learner	2.9281	1.1553	3	654				34	39

**p < .01

*p < .05

Male and female teachers have statistically different perceptions in terms of frequency of use of textbooks in F.4 and F. 7, but not in F.1. They also have different perceptions on the item: textbooks are the most convenient resources in learning (Appendix M).

5.5 Textbook Roles

Table 5.5 shows the needs of learners in terms of efficient learning shown by the various textbook roles. In order to explore the textbook roles in ELT, the users are asked to examine whether textbooks provide a solid foundation for progress; are vital in second language learning; are the authority of English learning; are good for self-study with answers given and whether textbooks contribute to efficient learning [QB-3bcd,4ad,5]. Also, the question whether their English textbooks help students improve language skills is also raised [QB-5].

Table 5.5 Textbook Roles

Roles	Teacher / learner	Mean	SD		N	T	df	Sig.(p)	% of agmt	% of disagmt
Foundation for progress	Teacher	3.4286	0.8221	4	294	-3.976	2799	0.000**	59	17
	Learner	3.6574	0.9456	4	2507				64	12
Vital	Teacher	3.3704	0.925	4	297	-2.651	2816	0.008**	58	24
	Learner	3.5284	0.9768	4	2521				57	16
Authority	Teacher	3.3591	0.9149	4	298	-2.416	392.62	0.016*	24	49
	Learner	3.4964	1.0345	4	2518				31	28
Skills development	Teacher	3.4138	0.5921	3.41	300	-0.557	399.181	0.578	71	11
	Learner	3.4343	0.6823	3.5	2535				50	11
Efficient learning	Teacher	3.4752	0.8316	4	282	3.311	365.352	0.001**	59	15
	Learner	3.3	0.9352	3	2520				47	20
Self-study	Teacher	2.6599	0.9909	3	297	-6.12	362.336	0.000**	57	22
	Learner	3.0302	0.9439	3	2515				56	18

**p < .01

*p < .05

Generally speaking, the users agreed that textbooks are useful in terms of their positive roles in ELT. 71% of teachers and 50% of learners agree that their English textbooks help students improve language skills. A minority of the teachers (24%) and learners (31%) agree that textbooks are an authority in English learning. A significantly higher percentage of teachers (49%) than learners (28%) (p=0) disagree that textbooks are an authority in English learning.

Textbooks are useful for basic training, but not as effective an authority as ELT to the learners, but even less authoritatively impressive to the teachers than the learners.

Over half of the teachers (57%) and learners (56%) agree that textbooks are good for self-study with answers given; textbooks could also provide a solid foundation for progress (59%) and are vital in second language learning (58%) ($p=0.01431$). 22% of teachers disagree and 18% of learners disagree that that textbooks are good for self-study with answers given. Teachers (59%) and learners (64%) agree that textbooks could also provide a solid foundation for progress; teachers (59%) and learners (57%) are vital in second language learning ($p < .01$). Textbooks contribute to efficient learning, with a significantly higher percentage of teachers (59%) than learners (47%) ($p=0.00218$) in agreement.

There were statistically different perceptions ($p < .01$ or $p < .05$) between teachers and learners on whether textbooks can provide users with a solid foundation for progress, the vital roles of second language learning, self-study with answers, and efficient learning ($p < .01$). At $p < .05$, there are statistically significant differences between teacher and learner perceptions regarding textbooks as an authority for English learning. Learners are slightly more positive towards the textbooks than are teachers, with regard to the textbooks' expected multiple roles: language foundation and authority. 71% of teachers and 50% of learners agree, in principle, that textbooks can fulfill their fundamental role: skills training.

There are, however, no statistically significant differences between teacher and learner perceptions in skills development.

5.6 Textbook Future Relevance

Regarding English textbooks' relevance to learners' future needs and whether they help students become competitive in a service-based economy, teachers and learners have similar perceptions [QB-C1, 3c]. Less than half of the users (28-46%) find their textbooks relevant to their needs and for their competitiveness in the local service-based economy (Table 5.6), leading to the conclusion that the material is not relevant to Hong Kong's service industry. 28% of teachers agree and 29% disagree that textbooks promote competitiveness in the Hong Kong's service-based economy. 31% of learners agree and 29% disagree that textbooks promote competitiveness in the service-based economy, making the material's usefulness questionable.

Both teachers and learners (29%) disagree that textbooks promote competitiveness in the service-based Hong Kong economy, while 28% disagree that their textbooks are relevant to their needs. The users' perceptions are consistent about the limited usefulness of textbooks and their future relevance.

Table 5.6 Textbook Future Relevance

Future relevance	Teacher / learner	Mean	SD	Median	N	t	Df	Sig. (p)	% of agmt	% of disagmt
Relevance to future	teacher	3.0872	0.7393	3	300	1.284	2831	0.199	46	28
	learner	3.0272	0.769	3	2533				37	28
Service-based economy	teacher	2.953	0.8193	3	298	1.043	410.603	0.298	28	29
	learner	3.0067	1.0063	3	2526				31	29

5.7 Positive feelings about Use

Regarding users' feelings about textbook use, these are rated with respect to enjoyability and confidence [QB-6ab, D11]. The question is asked as to whether exercises range from easy to more difficult. User perception is related to the positive feelings involving the use of textbooks, stated in Table 5.7. Table 5.7 shows that teachers report significantly more positive perceptions than do learners in terms of confidence in using the textbooks, as well as in their overall positive feelings. Thus teachers display more satisfaction than learners on this score.

Table 5.7 shows that a minority of users find textbooks enjoyable (24-25%). Both teachers (33%) and learners (38%) disagree that textbooks are fun. Teachers and learners significantly disagree ($p < .01$) about confidence in using textbooks. Also, significantly fewer learners (24%) than teachers (61%) agree about satisfaction and confidence in using textbooks, ($p=0$). Less

than half of the users (48-49%) agree that their textbook exercises range from easy to more difficult. Users' perceptions are related to their positive feelings about using textbooks, stated in Table 5.7.

Table 5.7 Positive feelings about Use

Feelings	Teacher / learner	Mean	SD	Median	N	T	df	Sig.(p)	% of agmt	% of disagmt
Fun	teacher	2.8741	0.8672	3	294	1.242	391.36	0.215	25	33
	Learner	2.8066	1.0078	3	2523				24	38
Safety/ confidence	teacher	3.4567	0.8702	4	300	11.146	2826	0.000**	61	17
	learner	2.803	0.9705	3	2528				24	37
Easy to more difficult exercise	teacher	2.96	0.9352	3	300	-1.097	2822	0.273	48	30
	learner	3.0297	1.0525	3	2524				49	20

**p < .01

5.8 Areas of Satisfaction

There are many aspects of textbook evaluation, such as whether users find their English textbooks' standards, contents, language quality, satisfactory standard, easy-to-follow instructions, grammar explanations, levels of difficulty, and examples given [QB-C2, E1-3, 5-7]. However, in Table 5.8, a majority of teachers rated as satisfactory the easy-to-follow instructions (82%), standards (73%), contents (68%) and language quality (69%). About 60% of teachers agreed that their textbooks are satisfactory with regard to examples and in level of difficulty. This implies that the teachers' overall impressions of the textbooks are more positive than the learners'.

Table 5.8 Areas of Satisfaction

	Teacher / learner	Mean	SD	Median	N	t	df	Sig.(p)	% of agmt	% of disagmt
Language quality	Teacher	3.5767	0.7786	4	300	2.175	2827	0.030*	69	14
	Learner	3.4713	0.7946	4	2529				55	11
Instructions	Teacher	3.7659	0.6894	4	299	7.861	408.994	0.000*	82	9
	Learner	3.4264	0.8348	4	2526				54	15
Contents	Teacher	3.5452	0.7376	4	299	3.516	396.503	0.000*	68	14
	Learner	3.3839	0.8406	3	2503				50	13
Examples	Teacher	3.3833	0.8901	4	300	1.359	2813	0.174	60	22
	Learner	3.3066	0.9288	3	2515				48	21
Satisfactory standard	Teacher	3.6067	0.7836	4	300	8.204	391.838	0.000*	73	11
	Learner	3.2093	0.8681	3	2518				39	18
Level of difficulty	Teacher	3.4228	0.8262	4	298	4.742	2816	0.000*	60	18
	Learner	3.1702	0.8744	3	2520				38	20
Grammar explanation	Teacher	3.2114	0.9842	4	298	1.917	371.538	0.056	53	31
	Learner	3.0957	0.9884	3	2517				40	30

*p < .05

**p < .01

Table 5.8 shows that significant fewer learners (39%) than teachers (73%) agree about “My English textbooks were of satisfactory standard” (p < 0.001). Also, significant fewer

learners (38%) than teachers (60%) agree about “My textbooks were satisfactory in level of difficulty” ($p < 0.001$). Also, significant fewer learners (50%) than teachers (68%) agree about “My textbooks were satisfactory in contents” ($p=0.0005$). Significant fewer learners (54%) than teachers (82%) agree about “My textbooks were satisfactory in easy-to-follow instructions” ($p < 0.001$).

Table 5.8 shows that, except for examples and grammar explanations, there are significant differences in perception between teachers and learners with regard to language content, easy-to-follow instructions, satisfactory standard, in levels of difficulty, and language quality ($p < .01$ or $p < .05$). These findings show a wide disagreement, with learners viewing the textbooks as unsuited to their needs and expectations, whereas teachers find the textbooks providing a certain level of satisfaction. Hence the material tends to suit teachers’ needs better than the learners’.

5.9 Other Learner Needs

From the teachers’ perspective, the textbooks are neither learner-centred nor examination-centred [QA-74a, b]. Table 5.9 shows that less than half the teachers found that textbooks are learner-centred (46%) and textbooks are examination-centred (42%). A majority of teachers (73%) disagree, but 0.4% agree that the listening exercises of the textbooks of F.1 to F.5 are seldom used. This implies that, from the teachers’ viewpoint, including the listening exercise in the textbooks is essential (Table 5.9)

Table 5.9 Other Learner Needs

Learner needs	N	Means	Median	SD	% of agreement
Listening exercise	232	2.1509	2.00	0.6370	0.4
Learner-centred	244	3.2746	3.00	0.8230	46
Examination-centred	243	3.2263	3.00	0.8966	42

5.10 Summary

With regard to learner needs, both teachers and learners seem satisfied with the textbooks' roles in terms of language quality (Table 5.8), their contribution as a foundation for progress, and vital roles in ELT (Table 5.5). But they differ greatly in their perceptions on confidence in using the textbooks. Both users find textbooks lacking in fun (Table 5.7), instructions, standards and contents (Table 5.8).

The textbooks are found to be most useful for vocabulary and reading skills, followed by writing skills. Textbooks are the least useful for speaking skills, followed by listening skills (Table 5.2). English textbooks should always be used in F.1 (Table 5.4). The frequency of desired use of the textbooks decreases for the higher forms (Table 5.4). Those textbooks are considered not relevant to their needs or for promoting competitiveness in Hong Kong's service-based economy (Table 5.6). Teachers found satisfactory the easy-to-follow instructions, standards, contents and language quality (Table 5.8). Most termed as satisfactory in the textbooks' examples and in levels of difficulty (Table 5.8), stating that the textbooks are neither learner-centred nor examination-centred (Table 5.9).

Chapter Six

Findings –

User Perceptions of Pedagogy and Language Use and Learning Goals

This chapter compares and discusses findings on user perceptions of pedagogy and language use in the assigned textbooks. Within prescriptive parameters, textbooks aim to be communicative and adopt an oral-structural approach (CDC, 1983). The teaching approach determines whether the textbooks are functional or structural, whether they are student-centred, and whether they are comprehensive enough to cover the concerns of the CDC. The CDC's (1983; 1999) criteria for textbook writing, such as cyclical progression, skills presentation, authenticity, interest level, and thematic nature, are also examined.

Questionnaire A (QA) examines teacher perceptions of the pedagogical presentation and teaching approach of the textbooks (Appendix M). The reading presentation is good, but there is room for improvement in writing, listening and speaking skills, skills integration, and systematic presentation (Table 6.2). In general, the teachers find the textbooks functional: grammar is not included to a large extent (Table 6.2), while the reading texts are interesting (Table 6.2). However, the progression of the textbooks tends to be more linear than cyclical (Table 6.3). Grammar recycling is not satisfactory at all (Table 6.3). Learners are not encouraged to be responsible for their own learning processes (Table 6.3); the textbooks do not seem to be learner-centred.

Teacher Perceptions (QA)

6.1 Pedagogy and Use

With close reference to Appendix N, the QA findings are summarized below. The principal concerns about pedagogy and use are whether the textbooks are mainly based on the teaching of patterns of communicative interaction, and whether the matching of language to its social context and function is appropriate [QA1.1, 1.3]. Other concerns are whether the

textbooks contain well-written reading passages [QA4.1] and whether language forms such as pronunciation, grammar, and vocabulary are included [QA1.2].

Table 6.1 Pedagogy and Use

Aspects	Mean	Median	SD	% of agreement
Well-written passages	3.6719	4.00	0.7981	70
Appropriate context	3.4382	4.00	0.8290	59
Communicative	3.1858	3.00	0.9264	49
Pronunciation	2.4320	2.00	0.9386	16
Vocabulary	2.0158	2.00	0.5632	3
Grammar	2.0039	2.00	0.6051	4

Table 6.1 shows that 70% of the teachers agree that their textbooks include well-written reading passages. Over half of the teachers (59%) agree that textbooks achieve a positive matching of language with its social context and function. However less than half of the teachers (49%) agree that the textbooks are mainly based on the teaching of patterns of communicative interaction. This implies a need for improvement in the area of communicative skills. Only 3-4% of teachers agree that grammar and vocabulary is included. The findings indicate that the textbooks inadequately present these language forms. 16% of teachers agree that pronunciation is included. Most of the textbooks - New Target English (Longman), English 2000 (Macmillan), Get Ahead (Macmillan) - do not have a section on pronunciation. When it is included, it is not shown section by section, while grammar and vocabulary are displayed in contexts. The teachers may find the textbooks implicitly integrate these skills in the textbooks, but they disagree that these are explicitly included, as in oral-structural teaching and the translation methodology.

6.2 Presentation

Table 6.2 shows that only a minority of teachers (42%) agree that skills integration is well presented and that the grammar presentation is systematic (48%). A minority of teachers (18%) finds the presentation of grammar is given with rules. This result is consistent with Table 6.1 in

which only 4% of teachers agree that grammar is included, without the rules. The textbook writers' intentions obviously are to present grammar through the communicative approach, guiding learners by "using" language forms rather than memorizing the rules by rote.

Table 6.2 Presentation

Presentation	Mean	Median	SD	% of agreement
Reading	3.7373	4.00	0.7514	76
Listening	3.3529	4.00	0.8377	51
Speaking	3.2588	3.00	0.8715	48
Writing	3.2539	4.00	0.9257	52
Systematic	3.2186	3.00	0.8885	48
Skill integration	3.1412	3.00	0.9156	42
Grammar rules	2.5339	2.00	0.8636	18

Table 6.2 also shows that a majority of the teachers favor the presentation of the textbooks [QA1.5]. A majority of teachers agree that the best presentation is in reading (76%), followed by writing (52%), listening (51%), and speaking skills (48%).

6.3 Pedagogical Concerns

Table 6.3 show that over half of the teachers agree that the textbooks follow a functional syllabus (60%), that English is comprehensively taught (58%), and that the textbooks include interesting reading texts (51%). However, in QA-6.3, a minority of teachers (48%) agree that the textbooks make learners responsible for their own learning process and that they "recycle" grammar properly (33%). In terms of authenticity [QA4.4; QBD2, 7, 8, 9, E11], less than half of the teachers (48%) agree that the textbooks include representative examples of real language use, and 41% agree that they include strong thematic links within each unit. Over half of the teachers find that the progression tends to be more linear (53%) than cyclical (44%) [QA-2.2].

Only a minority of teachers (25%) agree that the pronunciation system is presented systematically in terms of the production of individual sounds, stress patterns, and intonation contours [QA-3.2, 3.3]. This implies that the textbooks are inadequate for developing speaking skills and that teachers may need to introduce supplementary speaking resources. However, only

5% of teachers agree that there should be a section on pronunciation in lower form textbooks. This is a significant finding since teachers' opinions show that teaching and learning English should be in context, instead of singled out in the textbooks. The results are consistent with Table 6.1. Pronunciation should not be taught separately in ELT. This implies that there is an integration of speaking skill development in the textbooks and not in separate sections. Hence teachers mainly agree that learning English in context is preferable than by decontextualisation. An alternative would be for the use of special phonetics books.

Table 6.3 Pedagogical Concerns

Pedagogical Concerns	Mean	Median	SD	% of agreement
Functional	3.5289	4.00	0.6826	60
Linear	3.4425	4.00	0.7110	53
Comprehensively taught	3.4200	4.00	0.8285	58
Interesting texts	3.3359	4.00	0.9056	51
Learner Responsibility	3.3064	3.00	0.9197	48
Cyclical	3.2864	3.00	0.7996	44
Real examples	3.2835	3.00	0.8793	48
Thematic	3.0863	3.00	1.0041	41
Structural	2.9425	3.00	0.9098	32
Recycling	2.9012	3.00	0.8899	33
Individual sounds	2.8514	3.00	0.9103	25
Stress	2.7920	3.00	0.9382	25
Pronunciation section	2.1280	2.00	0.7442	5

At $p < .05$, there are statistically significant differences between male and female teacher and learner perceptions of approach and interesting topics. Male and female teachers have significant differences in mean scores for the functional/structural approach and interesting topics. At $p < .05$, there is a statistically significant difference between their perceptions of the functional approach and the structural approach in textbook writing. This gender factor exists at the level of interest in the textbooks (see Appendix M).

Teacher and Learner perceptions (QB)

Pedagogy and language use are mainly grouped in QB, Sections D, E, G, and H. QB-E4-8 investigates the perceptions of both teachers and learners of the different aspects of the textbooks, such as examples, level of difficulty, grammar explanation, and games. Authenticity, skills integration, contextualisation, variety of presentation and practice are also among the concerns, in terms of pedagogy and language use.

6.4 Pedagogical Satisfaction

Table 6.4 shows whether users feel their textbooks are satisfactory in the pedagogical aspects [QB-E]. A minority of teachers and learners (12-27%) find the textbooks present language games satisfactorily, but the general belief, perhaps rooted in Chinese culture is that learning English is more serious than learning other subjects.

A significant higher percentage of teachers (61%) than learners (36%) disagree that the language games in the textbooks are satisfactory ($p=0$). At $p < .01$, there are statistically significant differences between teacher and learner perceptions of the games and levels of difficulty.

Over half of the teachers agree that their textbooks are satisfactory in explanations of grammar (53%) and in examples (60%). Conversely, a minority of learners agree that their textbooks are satisfactory in examples (48%), explanations of grammar (40%), and in levels of difficulty (38%). On the contrary, a significant higher percentage of teachers (61%) than learners (38%) disagrees satisfaction about the levels of difficulty ($p=0.00043$).

Table 6.4 Pedagogical Satisfaction

Pedagogical Satisfaction	Teacher / learner	Mean	SD	Median	N	t	df	Sig.(p)	% Of agmt	% Of disagmt
Examples	Teacher	3.3833	0.8901	4	300	1.359	2813	0.174	60	22
	Learner	3.3066	0.9288	3	2515				48	21
Levels of difficulty	Teacher	3.4228	0.8262	4	298	4.742	2816	0.000**	61	19
	Learner	3.1702	0.8744	3	2520				38	20
Grammar explanations	Teacher	3.2114	0.9842	4	298	1.917	371.538	0.056	53	31
	Learner	3.0957	0.9884	3	2517				40	30
Games	Teacher	2.4381	0.8506	2	299	-7.568	2816	0.000**	12	61
	Learner	2.8813	0.9692	3	2519				27	36

** $p < .01$

6.5 Appropriate

Table 6.5 shows that a significant lower percentage of teachers (39%) than learners (48%) agree that they are satisfied in having sufficient practice in 4 types of skills training [QB-E8] ($p=0$). Table 6.5 shows that, at $p < .01$, there are statistically significant differences between teachers' and learners' perceptions of the appropriate matching of language to its social context and function. This implies that teachers might expect more skills practice than learners in textbooks. Ratings show teachers' (39%) approval and disapproval (36%) of sufficient practice in the four types of skills training, indicating their uncertainty about whether the textbooks present sufficient practice in the four types of skills training.

An additional minority of teachers (44%) and learners (32%) disagree that textbooks are satisfactory in the variety of their presentation [QB-E10]. 27% of learners agree and 32% disagree that the variety of presentation is satisfactory [QB-E10]. This shows that learners might not be familiar with a distinction of variety of presentation.

Table 6.5 Appropriate

	Teacher / learner	Mean	SD	Med	N	t	df	Sig.(p)	% of agmt	% of disagmt
Appropriacy	teacher	3.03	0.9338	3	300	-5.494	2822	0.000*	39	36
	learner	3.3344	0.904	3	2524				48	18

	Teacher / learner	Mean	SD	Med	N	t	df	Sig.(p)	% of agmt	% of disagmt
Presentation	teacher	2.8322	0.8982	3	298	-1.499	2821	0.134	30	44
	learner	2.9184	0.9436	3	2525				27	32

* $p < .01$

6.6 Authenticity

As shown in Table 6.6, significant fewer learners (25%) than teachers (36%) ($p=0.00213$) agree that the textbooks provide current topics for discussion. Significantly fewer learners (35%) than teachers (46%) ($p=0.02296$) agree that the textbooks provide realistic recordings in their tapes.

A significant higher percentage of learners (46%) than teachers (32%) ($p=0$) agree that the textbooks cover most of everyday expressions. Likewise, more teachers (38%) than learners (23%) ($p=0$) agree that the textbooks provide up-to-date information [QB-D2, 7-9].

These show that teachers feel more positively than learners do about tapes, current topics and up-dated information, but learners are more positive than teachers about everyday expressions.

Table 6.6 shows that, at $p < .05$, teachers report significantly higher mean scores than do learners on current topics, tapes whereas at $p < .01$, everyday expressions, and current information. This implies that teachers find that the textbooks are less up-to-date and that the tapes are less authentic in everyday expressions. Teachers find other authentic teaching resources more attractive than textbooks. This implies that the teachers' expectations for the textbooks are higher than the learners'. Therefore publishers and teachers need to put more effort into adapting authentic teaching resources like newspapers, pamphlets and magazines.

Table 6.6 Authenticity

Authenticity	Teacher / learner	Mean	SD	Med	N	T	df	Sig.(p)	% of agmt	% of disagmt
Current topics	teacher	3.2174	0.8878	3	299	2.244	2817	0.025*	36	36
	learner	3.0865	0.9612	3	2520				25	48
Tapes	teacher	3.1233	0.958	3	300	2.186	2820	0.029*	46	24
	learner	2.9909	0.996	3	2522				35	27
Everyday expressions	teacher	2.9933	0.9253	3	300	3.112	2819	0.002*	32	40
	learner	2.806	0.9925	3	2521				46	27
Up to date	teacher	3.0368	0.891	3	299	5.069	392.892	0.000*	38	33
	learner	2.7567	1.0034	3	2532				23	42
Real-life tasks	teacher	3.255	0.919	4	298	1.317	2822	0.188	50	26
	Learner	3.2934	0.9408	3	1462				42	26

* $p < .05$

** $p < .01$

A minority of teachers (36%) agree and (36%) disagree that the textbooks provide current topics for discussion. This implies teachers might not be interested in whether the topics are current enough for discussion. A minority of teachers agree (33%) and disagree (42%) that the textbooks up-to-date. These imply that teachers have different opinions about the textbooks present-day relevance. However, both teachers and learners (26%) consistently disagree about the real-life tasks presented by the textbooks.

6.7 Integration, Games, and Contextualization

Table 6.7 shows how the users feel about skills integration, contextualisation, and games in the textbooks: in other words, whether the textbooks can integrate the four skills systematically, whether they can teach grammar in context, and whether they are satisfactory in language games [QB-D5, D3, and E4]

Teachers (53%) and learners (47%) agree that their English textbooks integrate the four skills systematically. Significantly fewer teachers (12%) than learners (27%) ($p=0$) agree that their English textbooks' language games are satisfactory. This implies that the publishers need to pay more attention to language games. However, a higher percentage of teachers (61%) than learners (36%) ($p=0$) disagrees that the language games are satisfactory. This implies that teachers find the language games unsatisfactory. At $p < .01$, there are statistically significant differences between teacher and learner perceptions of the games.

Table 6.7 Integration, Games, and Contextualization

	Teacher/learner	Mean	SD	Median	N	t	df	Sig. (p)	% of agmt	% of disagmt
Skills integration	teacher	3.5367	0.7772	4	300	0.764	389.723	0.445	53	23
	learner	3.5	0.8516	4	2518				47	19
Games	teacher	2.4381	0.8506	2	299	-7.568	2816	0.000**	12	61
	learner	2.8813	0.9692	3	2519				27	36
Contextual-ization	teacher	3.255	0.9186	4	298	1.317	2822	0.188	68	18
	learner	3.1781	0.9573	3	2526				58	13

** $p < .01$

6.8 Interesting Topics

Table 6.8 shows that less than half of the teachers agree that their textbooks have interesting themes. Learners (33 %) agree and (33%) disagrees that textbooks have interesting themes. This implies that teacher's perceptions of the statement whether textbooks appeal to the students' real interests is divisive.

Similarly, 37-43% of the teachers in the study agree that the textbooks offer interesting essay topics and appeal to students' real interests [QB –D1, D6, and E12]. A significant higher percentage of teachers (37%) than learners (25%) ($p=0.0096$) agree that textbooks appeal to students' real interests.

However, a smaller minority of users (25-41%) agree that the textbooks appeal to students' real interests and offer interesting essay topics.

At $p < .01$, there are statistically significant differences between teacher and learner perceptions of the provision of the textbooks' appeal to students' real interests.

Table 6.8 Interesting Topics

	Teacher /learner	Mean	SD	Med	N	t	df	Sig.(p)	% of agmt	% of disagmt
Essay Topics	teacher	3.3131	0.9188	4	297	0.093	2817	0.926	43	31
	learner	3.3184	0.9289	3	2522				32	32
Interesting themes	teacher	3.0903	0.891	3	299	1.673	2827	0.094	41	30
	learner	2.985	1.0446	3	2530				33	33
Real interest	teacher	3.0267	0.9213	3	300	3.004	2828	0.003**	37	35
	learner	2.8518	0.9573	3	2530				25	37

**** $p < .01$**

6.9 Learning Goals

This section reports the research findings on user perceptions by reference to the goals of the English curriculum. There are two aspects of the English curriculum: learning goals and learning targets. Accomplishing the curriculum goals is crucial for evaluating textbook suitability. Goal accomplishment is important to the Education Department, publishers, teachers, and learners, as shown in the prescriptive parameters. This section compares user perceptions in terms of these different learning goals and targets.

For ease of reporting, the learning goals are summarized as key terms showing learner competence in ELT. Textbooks are evaluated in relation to the development of learners' socio-linguistic competence, grammatical competence, and strategic competence.

Socio-linguistic competence refers to the ability to use English appropriately. Grammatical competence refers to the development of the learners' correct usage of English. Strategic competence refers to the ability to express meaning even when some words are not known.

This category is designed to explore the degree of usefulness of the textbooks for learning goal accomplishment. Table 6.9 shows that users find the textbooks most useful for developing grammatical competence. The results from this category demonstrate that there is a statistically significant difference in perception between teachers and learners on the strategic competence aspect. Whether the use of textbooks can develop learner competence to know how to express meaning even when some words are not known is also differently perceived. However, teachers and learners have similar perceptions of the accomplishment of grammatical competence and socio-linguistic competence [QB-G].

Hypothesis 1 that the textbooks fulfil the grammatical competence which is the learning goal of the English curriculum is validated. A majority of teachers (73%) and learners (64%) agree that the use of textbooks can help learners to understand the grammatical rules of English.

60% of teachers and 58% of learners agree about the accomplishment of socio-linguistic competence. Less than half of the teachers (38%) and learners (43%), however, agree that

textbooks are useful for acquiring strategic competence. A significant higher percentage of teachers (33%) than learners (25%) ($p=0.00029$) disagree that textbooks are useful for acquiring strategic competence. Strategic competence is not well developed when compared to other competencies in textbooks. A significant higher percentage of teachers (33%) than learners (25%) ($p=0.01614$) disagree that textbooks can develop learners' competence in English used in social situations, since indications are that learners may have difficulties communicating with English speakers.

Table 6.9 Learning Goals

Goals	Teacher / learner	Mean	SD	Med	N	t	df	Sig. (p)	% of agrmt	% of disagrmt
Grammatical Competence	teacher	3.6174	0.775	4	298	0.187	385.712	0.852	73	13
	learner	3.6085	0.8471	4	2526				64	11
Sociolinguistic competence	teacher	3.4545	0.8088	4	297	-1.188	2825	0.235	60	18
	learner	3.5182	0.8807	4	2530				58	13
Strategic competence	teacher	3.0134	0.8913	3	298	-3.808	389.501	0.000**	38	35
	learner	3.224	0.9939	3	2527				43	23
Social	teacher	3.05	0.8964	3	300	-3.133	393.077	0.002**	40	33
	learner	3.2237	1.0017	3	2530				43	25

****** $p < 0.01$

Table 6.9 shows that, at $p < .01$, the teachers and learners have statistically significant differences in their perceptions of whether textbooks can develop learners' competence in the use of English in social situations and in strategic competence.

6.10 Learning Targets

For ease of reporting, the learning targets are summarized as key terms – the interpersonal target, the knowledge target, and the experience target – which are described as follows:

- the interpersonal target: whether the use of textbooks can achieve learning targets for the interpersonal use of English;
- the knowledge target: whether the use of textbooks can achieve learning targets for knowledge of English; and
- the experience target: whether the use of textbooks can achieve learning targets for the experience of English.

Table 6.10 Learning Targets

targets	Teacher / learner	Mean	SD	Med	N	T	df	Sig.(p)	% of agrmt	% of disagrmt
Knowledge	teacher	3.67	0.6869	4	297	3.56	428.115	0.000**	75	10
	learner	3.5142	0.9091	4	2530				60	14
Experience	teacher	3.1141	0.8411	3	298	2.832	407.343	0.005**	39	26
	learner	3.2636	1.0193	3	2527				46	22
Interpersonal	teacher	3.1275	0.8392	3	298	-1.912	400.558	0.057	41	27
	learner	3.2278	0.9874	3	2529				42	23

**** $p < .01$**

The hypothesis 2 that the textbooks fulfill the experience target of the Hong Kong Government's mandated English curriculum is not supported.

A minority of teachers (41%) and learners (42%) agree that textbooks are useful in achieving the interpersonal target. A significant fewer percentage of teachers (39%) than learners (46%) ($p=0.0493$) agree that using textbooks can achieve the experience target. and teachers (39%) and learners (46%) agree that textbooks are useful in achieving the experience target. In contrast, a significant higher percentage of teachers (75%) than learners (60%) ($p=0.01184$) agree that using textbooks can achieve the knowledge target. [QB-H]. These imply that teachers consider that textbooks as knowledge transmitter more than experience enrichment. At $p < .01$,

the learners have statistically higher significant differences in terms of the perceived knowledge target and experience target than have the teachers.

6.11 Summary

The matching of language to its social context and function is appropriate (Table 6.1). The textbooks include well-written reading passages (Table 6.1). The textbooks lack authenticity and lack strong thematic links within each unit (Table 6.3). In general, both teachers and learners find satisfactory the grammar explanations and examples (Table 6.4), but consider them inadequate in providing language games (Table 6.7) and in variety of presentation (Table 6.5). The English textbooks integrate the four skills (Table 6.7).

There are statistically significant differences between teacher and learner perceptions of the games (Table 6.4), levels of difficulty (Table 6.4) and appeal to students' real interests (Table 6.8). The teachers generally report more favorable perceptions than do the learners. Teachers report significantly higher mean scores than do learners on current topics, tapes and real-life tasks (Table 6.6). A majority of the teachers agrees that the textbooks have a clear content page (87%) and are teacher friendly (60%)

Overall, the users state that grammatical competence and knowledge enrichment are the most successfully achieved of the learning goals (Table 6.9) and targets (Table 6.10). They also agree that the goals of socio-linguistic competence are effectively met (Table 6.9).

Chapter Seven

Findings-Teacher and Learner Variables

This chapter considers what constitutes the teacher variables of the textbooks and which teachers are the most satisfied in using their textbooks.

This section explains how teachers are significantly affected by the different variables in their perceptions of textbooks as evidenced by the t-tests and ANOVAs. The literature in Chapter Two shows that a number of different variables exist that might affect user perceptions towards textbooks. The purpose of exploring the teacher and learner variables is to find indicators for the stakeholders who may have to develop the textbooks to meet the needs of their particular target user groups. It can also help users to be aware of their preference regarding the textbooks.

Teacher Variables

Teacher variables comprise: gender differences, levels of teaching, teacher qualifications and number of years of teaching experience.

7.1 Gender and teaching Levels

The findings show that gender is a teacher variable on teacher perceptions. Male and female teachers show statistically significant differences in the usefulness of the textbooks on their vocabulary enrichment, teaching approach (functional or structural), frequency of use in F.1 and frequency of use in F.7 and English roles in Hong Kong. Statistically speaking (at $p < .05$), teachers feel differently than students about whether textbooks are the most convenient resources in learning. They disagree on which topics are interesting (reading texts) and on the usefulness of textbooks for using English in social situations (Appendix M, Table 3, 1). This could be due to the male and female teachers' different views. Male learners consistently report a statistically higher mean score than do the females on the above items (all $p < .05$). Male learners tend to be

more lenient in their rating than do the females. Furthermore, male learners might rely on other learning resources and so have lower expectations than females in these few aspects. Another possible reason is the different motivation in ELT. The gender factor in textbook perception deserves further research.

Sixth form teachers perceive their English textbooks as being more relevant to examinations than do the F.1-F.5 teacher did, but the SD is more than .1, indicating that teachers might have big differences in their perceptions of the relevance of textbooks to examinations (Table 7.1).

Table 7.1 Relationship Between Level of Teaching and Examination-oriented Textbooks

Category	Level			
	Mean for F1-5	Mean for F6-7	F value	P value
Relevant to exam	2.971 (.041)	3.492 (.149)	11.426 (1, 293)	.001**

Table 7.1 shows that there is a statistically significant difference in perceptions between the Sixth Form teachers and the Key Stage (KS) 3 and KS 4 teachers on the examination relevance of English textbooks ($p < .01$).

7.2 Teacher Qualifications

Teacher qualifications is a factor for significant differences in teacher perceptions of the language games, with $F(4,272) = 2.878, p = .023$. All the teachers find the language games uninteresting (Table 7.2). However, the mean score for the C.M. teachers, G.M. Bachelor degree holder teachers, master degree teachers, Bachelor degree teachers (plus training) and Master degree teachers with training were respectively: 2.512 (.09), 2.493 (.097), 2.667 (.195), 2.289 (.091) and 1.947 (.189).

Table 7.2 Relationship Between Teacher Qualifications and Games

Category	Qualification					F value	P value
	Certificate holder	Bachelor Degree holders	Master's Degree holder	Bachelor Degree +training	Master's +training		
Games	2.512 (.09)	2.493 (.097)	2.667 (.195)	2.289 (.091)	1.947 (.189)	2.878 (4, 272)	.023*

7.3 Teacher Experience

Teaching experience affects teacher perception of textbooks with regard to skills development, goals, and communicative competence, learning targets, pedagogy and use, authenticity, skills integration, and interesting topics.

Teachers generally agree that textbooks manage to have skills training (Table 7.3). The mean score of teachers with 0-15 years of teaching experience was 3.3 (.057) whereas experienced teachers (above 15 years) scored 3.640 (.094). Because of $F(4,286) = 3.421, p < 0.05$, among the teachers, the different groups of teachers show significant differences in their perception of the skills development and integration. However, teachers with over 11 years of experience have a standard deviation ranging from .1 to .16 towards learning targets, communicative competence, authenticity and integration of skills and interesting topics.

Table 7.3 Relationships Between Teaching Experience and Perceptions of Textbooks and Satisfaction with Eight Statistically Significant Constructs of Textbooks

Category	Teaching Experience					F value	P value
	0-5	6-10	11-15	15-20	20+		
Skills Development	3.306 (.057)	3.395 (.061)	3.338 (.099)	3.640 (.094)	3.628 (.113)	3.421 (4, 286)	.01
Learning Goals	3.177 (.055)	3.298 (.06)	3.303 (.094)	3.495 (.092)	3.478 (.113)	2.985 (4, 287)	.02
Communicative Competence	3.183 (.061)	3.272 (.066)	3.236 (.104)	3.519 (.1)	3.450 (.125)	2.572 (4, 289)	.04
Learning Targets	3.176 (.06)	3.311 (.065)	3.370 (.103)	3.456 (.101)	3.526 (.122)	2.634 (4, 291)	.03
Pedagogy and Use	2.946 (.056)	2.989 (.061)	3.077 (.097)	3.299 (.093)	3.226 (.12)	3.454 (4, 286)	.01
Authenticity	2.949 (.061)	3.0 (.066)	3.126 (.107)	3.474 (.103)	3.352 (.126)	6.377 (4, 290)	.00
Skills integration	3.047 (.077)	3.117 (.083)	3.250 (.132)	3.410 (.126)	3.479 (.161)	2.656 (4, 290)	.03
Interesting topics	2.868 (.066)	2.983 (.072)	3.063 (.113)	3.321 (.109)	3.240 (.133)	4.006 (4, 292)	.01

Hypothesis 3: The experienced teachers (15 years +) are the most satisfied with their textbooks, a hypothesis which is supported. The above eight categories show the highest mean scores of the experienced teachers (15 years+). This could be because of the teachers' familiarity with the textbooks in use, which provide them with more satisfaction.

For learning goals accomplishment, experienced teachers held a more positive perception than inexperienced teachers, $F(4,287) = 2.985, p = .02$, with a mean of 3.495 (SD = .092), 3.478 (SD = .113) and 3.177 (SD = .055) respectively. The more experienced the teachers are (15 years+), the higher their rating of the achievement of the goals of the ELT by the textbooks, with 3.298

(SD = .06), 3.303(SD=.094) for those teachers of 6-10 years teaching experience and 11-15 years respectively.

For communicative competence, the mean scores increase for teachers with 15 years plus of teaching experience. Experienced teachers have a mean score of 3.519 (SD=.1) whereas teacher beginners have a mean score of 3.183 (SD=.061). They have significantly different perceptions on communicative competence achieved by textbooks as shown by $F(4,289) = 2.572, p = .04$.

For learning targets, Table 7.3 shows those teachers' ratings of texts increase with years of teaching experience. Experienced teachers (20+) have a mean score of 3.526 (SD= .122) whereas beginner teachers have a mean score of 3.176 (SD=.06). Learning targets are perceived to be significantly different according to years of experience, shown by $F(4,291) = 2.634, p = .03$. The mean score of the learning targets increased for teachers with 6-10 years of teaching experience and 11-15 years, with the mean score of 3.311 (SD=.065), 3.370 (SD=.103) when compared with teacher beginners.

For authenticity, pedagogy and use, the findings also show that the experienced teachers' mean score is increased for 6-10 years of teaching experience and 11-15 years when compared with the inexperienced teachers. They have statistically significant differences of perception compared with beginner teachers, with $p = .00$ and $p = .01$. Generally speaking, the more teaching experience teachers have (15 years+), the greater their mean scores on the design of textbooks, authenticity, and interesting topics are.

In this study, the teacher variables comprise gender differences, teaching levels, teacher qualifications and teaching experience. These variables affect teacher perceptions on the accomplishment of the goals, learning targets, pedagogy and language use, authenticity, skills integration and interesting topics. The teachers with less than 10 years experience were rather homogeneously negative in their overall perceptions towards the textbooks. This is probably because the younger teachers have new ideas for teaching and seem to easily project what they like or dislike on the textbooks. This might make them feel discontented about the textbooks they are using.

Learner Variables

This section addresses what constitutes the learner variables for the suitability of the textbooks and who the most satisfied learners in using the textbooks are.

This section summarises the various factors such as gender and streams of study that can significantly affect the learner perceptions of textbooks.

7.4 Learner Gender

To the learners, sex differences also significantly relate to different perceptions of textbooks. Male learners, like male teachers, have more favourable perceptions than do female learners towards textbooks, giving a higher overall mean score. The pre-existing characteristics of the learners deserve further research. The findings indicate that learner variables must be identified as factors when considering the suitability of textbooks.

Table 7.4 shows that there are statistically significant differences of perception regarding relevance to examinations, authenticity, textbook relevance and interesting topics. However, the male and female learners have no statistically different perceptions on learning goals accomplishment, communicative competence and usefulness of textbooks.

Table 7.4 Differences Between Learner Gender and Textbook Variables

t-test for Equality of Means	Gender	N	Mean	SD	t	df	Sig.
Learning Goals	Male	1119	3.397	0.715	1.897	2452	0.058
	Female	1335	3.344	0.661			
Communicative competence	Male	1128	3.425	0.745	1.866	2462	0.062
	Female	1336	3.371	0.693			
Relevance to examinations	Male	1138	3.168	0.752	2.988	2479	0.003*
	Female	1343	3.080	0.705			
Authenticity	Male	1117	3.045	0.705	2.562	2437	0.010*
	Female	1322	2.976	0.609			
Relevance of textbooks	Male	1138	3.082	0.756	3.901	2479	0.000*
	Female	1343	2.968	0.688			
Interesting topics	Male	1120	2.990	0.743	3.587	2449	0.000*
	Female	1331	2.886	0.687			
Usefulness of textbooks	Male	1138	2.977	0.779	0.211	2479	0.833
	Female	1343	2.971	0.703			

* $p < .01$

7.5 Subject Streams

Learners from F.4 to F.7 are classified into four main streams: science, arts, industry and commerce. Different streams of learners have significantly different perceptions of the evaluation criteria of the textbooks (Table 7.5). Compared with the commerce learners, the science learners have more statistically significant differences of perception towards textbooks than do arts and industry learners. At $p < .01$, the students of the four subject streams perceive statistically significant differences in terms of frequency of using textbooks, communicative competence, learning goals, usefulness, games, interesting topics and the perceptions towards other teaching resources. At $p < .05$, the students of the four subject streams perceive statistically significant differences in terms of authenticity, relevance, learning targets, pedagogy and language use.

Science and industry learners have more favourable perceptions of textbooks than do others. This may be due to their greater familiarity with science subjects than with arts textbooks. Their expectations might be lower for the arts, unlike commerce students who utilize English for most of their subjects.

Table 7.5 Differences Among Learners' Subject Streams

Aspects of textbooks	Arts	Science	Industry	Commerce	F	P
Frequency of use	3.341 (.042)	3.403 (.026) *	2.750 (.438)	3.121 (.082) *(.01)	4.429 (3, 1272)	.00
Communicative competence	3.206 (.034)	3.306 (.021) *	3.313 (.337)	3.086 (.067) *(.01)	4.630 (3, 1487)	.00
Learning Goals	3.186 (.032)	3.286 (.02) *	3.198 (.32)	3.064 (.064) *(.01)	5.143 (3, 1479)	.00
Learning Targets	3.164 (.038)	3.263 (.024) *	3.083 (.371)	3.042 (.073) *(.03)	3.858 (3, 1489)	.01
pedagogy and language use	3.03 (.026)	3.105 (.016)	3.225 (.254)	2.968 (.051)	3.725 (3.1431)	.01
Usefulness	2.989 (.028) *	3.099 (.017) *(.01) #	2.85 (.289)	2.891 (.055) #(.00)	7.153 (3, 1231)	.00
Authenticity	2.918 (.032)	2.986 (.02)	3.5 (.318)	2.817 (.062)	3.794 (3, 1469)	.01
Relevance	2.857 (.034)	2.947 (.022)	3.188 (.34)	2.784 (.067)	3.153 (3, 1484)	.02
Games	2.67 (.047) *	2.848 (.03) *(.01)	3.250 (.466)	2.650 (.92)	4.535 (3, 1488)	.00
Interesting topics	2.795 (.034)	2.876 (.021) *	3.125 (.337)	2.643 (.066) *(.01)	4.677 (3, 1482)	.00
Usefulness Vs other materials	2.825 (.055)	2.973 (.035) *	1.75 (.545)	2.606 (.107) *(.01)	6.108 (3, 1494)	.00

*Post hoc tests show the statistically significant differences

Science learners have the six most favourable perceptions on the following aspects: they like using the textbooks frequently (mean =3.403); they feel the most satisfied with communicative competence (mean =3.306), learning goals accomplishment (mean =3.286), learning targets (mean =3.263), usefulness (mean =3.099) and they have a comparatively higher perception of textbooks when compared with other resources (mean=2.97).

The arts and commerce learners perceive the textbooks less positively than do the science learners.

On the other hand, industry learners rate textbooks most positively on language games (mean =3.250), pedagogy and use (mean = 3.225), authenticity (mean=3.5), relevance of textbooks (mean =3.188) and interesting topics (mean =3.125). Thus, these two streams have the most favourable perceptions of textbooks. Generally speaking, industry learners strongly favour the textbooks in many aspects. However, when compared with tutorial notes, teacher-made worksheets and the Internet, the industry learners find textbooks to be the least useful (mean =1.75).

Commerce learners perceived textbooks most negatively in the following aspects, having the lowest mean score on relevance (mean=2.784), learning goals (mean=3.064), communicative competence (mean=3.086), learning targets (mean=3.042), pedagogy and use (mean=2.968), authenticity (mean =2.817), language games (mean=2.650) and interesting topics (mean=2.643).

Post hoc tests also reveal that there are statistically significant differences between science learners and arts learners on their perceptions about games and textbook usefulness.

Naiman et al. (1978) examined the characteristics of successful learners of second language regarding learning strategies. The interests of science and arts learners may be varied, with their different interests tending to be the characteristics of second language learners that textbook writers refer to in the future.

Post hoc tests reveal that there is a statistically significant difference between the perceptions of commerce learners and science learners. Commerce learners generally hold a less favourable perception of the goal-accomplishment of textbooks than do science learners.

7.6 Effect of English Pass Rate in the HKCEE on Learners' Perceptions of Textbooks

In order to explore their perceptions of the textbooks in relation to their English standards, learners were asked to indicate their schools' pass rate in the subject English in the HKCEE. In this section, ANOVA analysis reveals that the effect on the English pass rate in the HKCEE has a statistically significant effect on the general perceptions of learners as shown in Table 7.6.

In general, learners from schools with different standards of English have statistically significant differences in their perceptions of the textbooks in terms of frequency of use, authenticity, and textbook relevance, relevance to examination, interesting topics and games (all at $p < .01$). The learners of various standards show fewer statistically significant differences in their perceptions of textbooks on goals of the ELT, learning targets, skills development, skills integration, pedagogy and use and usefulness (all at $p < .05$).

The students from schools with pass rates in the range 81-100 % have statistically significant differences in their perceptions of the textbooks when compared with schools with pass rates of 21-60% ($p < .05$). Post-hoc tests were done as an in-depth follow-up in order to find out which levels of schools are significantly different in textbook perception.

Table 7.6 Differences in Pass Rates and Learner Perceptions

Aspects	Pass rate in the HKCEE						
	0-20	21-40	41-60	61-80	81-100	F	P
Communicative Competence	3.373 (.072)	3.505 (.048)	3.464 (.032)	3.337 (.044)	3.408 (.022)	2.313 (4, 2117)	.07
Learning Goals	3.351 (.07)	3.502 (.046) *	3.438 (.031)	3.322 (.042) *(.044)	3.361 (.022)	3.193 (4, 2107)	.01
Learning Targets	3.306 (.081)	3.498 (.0531) *	3.410 (.036)	3.297 (.049)	3.313 (.025) *(.017)	3.515 (4, 2120)	.01
Skill development	3.429 (.071)	3.438 (.046)	3.537 (.031) *	3.535 (.042)	3.416 (.021) *(.012)	3.529 (4, 2061)	.01
Skill Integration	3.182 (.072) *	3.296 (.048)	3.36 (.032)	3.444 (.044) *(.019)	3.350 (.022)	2.847 (4, 2111)	.02
Pedagogy and Use	3.129 (.057)	3.194 (.037)	3.183 (.024)	3.154 (.033)	3.1 (.017)	2.702 (4, 2041)	0.29
Frequency of Use	3.421 (.088)	3.135 (.063) * # @	3.504 (.039) *(.00)	3.493 (.057) #(.00)	3.513 (.027) @(.00)	8.034 (4, 1879)	.00

Aspects	0-20	21-40	41-60	61-80	81-100	F	p
Authenticity	3.096 (.066)	3.121 (.044) *	3.123 (.029) # @	2.960 (.04) @(.009)	2.941 (.02) *(.002) #(.00)	9.244 (4, 2097)	.00
Relevance	3.081 (.071)	3.107 (.048)	3.172 (.032) *	3.074 (.044)	2.977 (.022) *(.00)	6.871 (4, 2108)	.00
Relevance to Exam	3.132 (.076)	3.093 (.05)	3.212 (.033) *	3.096 (.046)	3.01 (.023) *(.00)	6.286 (4, 2104)	.00
Usefulness	3.208 (.061)	3.082 (.044) *	3.239 (.026) *(.052)	3.225 (.039)	3.18 (.018)	2.618 (4, 1813)	.03
Interesting Topics	3.061 (.071) *	3.057 (.047) # @	3.082 (.031) % \$	2.824 (.043) #(.003) %(.00) \$(.00)	2.870 (.022) @(.003)	11.743 (4, 2104)	.00
Games	3.071 (.097)	2.964 (.064)	2.958 (.043) *	3.011 (.059) #	2.809 (.03) *(.045) #(.023)	4.659 (4, 2117)	.00

Post hoc tests results shown by *, @, #, % between groups with different pass rates

Hypothesis 4: The students with average academic standards (ranging from 41-60 % of the HKCEE English pass rate) are the most satisfied users. This is a proven hypothesis, vis-à-vis positive views on textbooks. They have a higher overall rating than those in other constructs. This implies that the largest target textbook consumers are likely to be the average language learners. This assumes that designing a textbook for average learners has to suit all standards of language learners. Teachers can adapt the materials to suit both higher and lower standard learners. The learners with 80-100% pass rates in the HKCEE have significant differences in their perceptions compared with the other textbook users, as shown by the post-hoc tests. There is obviously a need for more advanced textbooks for stronger English language learners in Hong Kong.

English learners in 0-20 % pass rate schools

Among English learners in 0-20% pass rate schools, textbooks are most positively evaluated on language games. This implies that the weakest learners find the language games in textbooks more enjoyable. The standard deviations ranged from .08 to .1, which may indicate that these users have a great variation in learner perceptions about the usefulness of textbooks when compared with the Internet.

English learners in 21-40 % pass rate schools

The English learners in 21-40 % pass rate schools give the highest mean score to the following textbook features: communicative competence (mean =3.505), learning goals (mean=3.502), learning targets accomplishment (mean=3.498) and pedagogy and language use (mean=3.194). They give the highest mean scores for the four features of textbook evaluation. This implies that below-average learners appreciate the 'use' of English in textbooks and the general utility of textbooks: learning goals, learning targets and pedagogy and language use.

Learners from 41-60% pass rate schools

Learners who come from schools with 41-60% English pass rate have the highest mean scores on six constructs: authenticity (mean=3.123), textbook relevance to examination (3.212), interesting topics (mean=3.082), relevance to the studies and work (mean =3.172), usefulness (mean=3.239) and skills development (mean=3.537). This implies that textbooks are most useful

and suitable for learners in an average English standard compared with others. This shows that those learners find textbooks relevant, authentic, interesting, useful and authentic - the crucial criteria for textbook appreciation.

The slightly higher standard learners from 61-100% pass rate schools

The better learners from schools with 61-100% pass rate in the HKCEE all hold more negative perceptions on interesting topics than on other features. This suggests that better English learners do not find textbooks as interesting as expected, suggesting that they are attracted by other more interesting teaching resources than textbooks. This also implies that they are likely to have different areas of interests than those put forth by textbook writers.

Those learners from 61-80 % English pass rate schools in the HKCEE give the highest mean score on skills integration (3.444) and the usefulness of textbooks (3.225) when compared with the Internet. Among those learners from the schools with the highest English pass rate of 81-100 %, textbooks are found to be the most frequently used in class (mean=3.513). This implies that the higher the frequency of textbook use, the higher the resultant English pass rate. Textbooks are used most, but satisfaction is the lowest. Band 1 English school teachers (80-100% of pass rate) use textbooks most, and found them effective. This implies that the teachers of higher standard schools favour using the textbooks, but their learners have the opposite perceptions of the teachers.

Compared with the highest English standard learners who come from 81-100 % pass rate schools, the learners who come from schools with a pass rate of 21-40% had statistically significant differences in their perceptions on the learning targets achieved by textbooks ($p=.017$), on the authenticity of textbooks ($p=.002$) and on the frequency of the use of textbooks ($p=.00$). This implies that the higher English standard learners use textbooks differently and have different expectations than below standard learners, particularly in terms of interpersonal relations, experience and knowledge acquisition.

Compared with the learners who come from 61-80 % pass rate schools, the learners who come from schools with a pass rate of 21-40% have statistically significant differences in their

perceptions on the success of goal accomplishment of textbooks and on the interesting topics $F(3,193)=4,2107$, $p=0.044$ whereas $p=.003$, $F(11,743)=4,2104$, $p < .001$ respectively.

Compared with the higher English standard learners who come from 81-100 % pass rate schools, the average English standard learners who come from schools with a pass rate of 41-60 % have statistically significant differences in perception on authenticity, on textbook relevance to examination and relevance to Hong Kong work and studies of learners (all $p=.00$), and on the skills development of textbooks ($p=.012$). This implies the future use of English between the highest English standard learners and the average learners is rather different i.e. relevance.

Compared with the learners who come from 61-80 % pass rate schools, the learners who come from schools with a pass rate of 0-20% have statistically significant differences in perception on skills integration on textbooks ($p=0.019$) and on the interesting topics of textbooks ($p=0.042$).

In conclusion, all learners frequently use textbooks, except those in the 21-40% pass rate. The average standard English of students from schools of 41-60 % pass rate in the HKCEE declare the textbooks as better suiting their needs than do other learners. This suggests that publishers may have to consider the need for a single multi-level textbook, or a variety of textbooks, to cater to the best and weakest academic learners in English language proficiency. This need is consistent with the criteria mentioned in Education Commission Report No. 3 (1988); Clark and Peterson (1986); Smylie (1991); Bolam (1990) and McNeil (1996) - all of which state that learner language, school type and background are all crucial in ELT.

7.7 Key Stages of Learning English in Hong Kong

This section illustrates the changing roles of textbooks at different key stages of learning English in Hong Kong.

Results from Table 7.7 indicate that learners in the lower forms (Key Stage 3) tend to be less critical of the textbooks and to give the highest scores on various constructs. The mean scores of their perceptions fall at the higher key stages of the ELT. This implies that the higher the key stage of the English learning, the less satisfaction learners feel for the textbooks in the

following achievements. The lower form learners (aged about 13) seem easily satisfied, being less exposed to other resources than are higher form students. Also, they might work at home more than in libraries, etc., and might be more submissive to the teachers than the more mature learners (aged from 17 to 21).

Most of the mean scores for Key Stage 4 textbooks are higher than those for the Sixth Forms except for the two constructs (contextualisation and relevance to examination). The textbooks at KS 4 are perceived as less examination centred and have less contextualisation when compared with the Sixth form textbooks.

The users at KS 3, 4 and the Sixth Forms perceive textbooks significantly differently from the others ($p < 0.001$). The higher the forms, however, the less statistically differently the users perceive the textbooks and the less useful they find them than other teaching materials (textbook vs. other materials).

Post hoc tests show that the key stages have statistically significant differences in perceptions among themselves, especially between the Key Stage 4 and the Sixth Forms as well as the Key Stage 3 and the Sixth Forms (most of the $p < .001$). Their statistically significant differences are in their scores on the skills development, communicative competence, goals, contextualisation, targets, usefulness, and skills integration, textbooks vs. other materials, textbook relevance to examination, authenticity, interesting topics, tutorial notes, games and positive feelings about use. With reference to the following items in Table 7.7 post hoc tests indicate that the needs of the learners are found to be significantly different as between the stages of learning: mainly between the lower forms (F.4-5) and the higher forms (the Sixth Forms).

Table 7.7 Differences Among the Learner Levels of Studies

Category	Key stages				
	3(F3)	4(F4-5)	Sixth forms (F6-7)	F value	P value
Skill development	3.633(.022) *	3.398(.023) *(.000) #	3.207(.025) *(.000) #(.000)	82.950 (2,2445)	.00
Communicative competence	3.593(.022) *	3.339(.024) *(.000) #	3.179(.027) *(.000) #(.000)	74.425 (2,2513)	.00
Learning Goals	3.549(.022) *	3.298(.023) *(.000) #	3.191(.026) *(.000) #(.000)	63.371 (2,2502)	.00
Contextualization	3.528(.027) *	3.417(.029) *(.015) #	3.546(.032) #(.009)	5.641 (2,2520)	.00
Target	3.5(.025) *	3.255(.027) *(.00)	3.201(.03) *(.00)	36.107 (2,2502)	.00
Usefulness	3.324(.018) *	3.191(.02) *(.000) #	2.92(.022) *(.000) #(.000)	103.419 (2,2134)	.00
Skill integration	3.3(.023) *	3.492(.024) *(.000) #	3.156(.127) *(.000) #(.000)	44.417 (2,2508)	.00
Vs other materials	3.281(.032) *	3.375(.034) #	2.337(.038) *(.000) #(.000)	248.531 (2,2524)	.00
Relevance to exam	3.2(.024) *	2.933(.025) *(.000)	3.01(.028) *(.000)	31.547 (2,2500)	.00

Category	Key stages			F value	P value
	3(F3)	4(F4-5)	Sixth forms (F6-7)		
Authenticity	3.080(.021) *	2.985(.022) *(.00)	2.967(.025) *(.002)	9.742 (2,2485)	.00
Interesting topics	3.073(.023) *	2.866(.024) *(.033)	2.821(.027) *(.035)	31.7 (2,2500)	.00
Vs tutorial notes	3.048(.024) *	2.275(.025) *(.000) #	2.623(.028) *(.000) #(.021)	78.209 (2,2512)	.00
Games	3.008(.03) *	2.982(.032) #	2.572(.036) *(.000) #(.000)	49.569 (2,2516)	.00
positive feeling about use	2.939(.027) *	2.744(.029) *(.000)	2.680(.032) *(.000)	22.041 (2,2134)	.00

7.8 Open Comments Regarding the ELT textbooks

The last part of the questionnaires A and B ask the respondents to give further free comment on textbooks. This section summarises their open comments

The majority of the 350 learners and 64 teachers give comments mainly on their standard; only a total of thirteen positive teacher comments on the textbooks were received, like 'okay' (4), 'it is overall fine' (5), 'satisfaction on the design' (4).

Eleven extremely negative complaints were received from learners, like useless (3) rubbish (4), waste of money (2), impractical (2). Users generally criticize the lack of:

Table 7.8 Open Comments

Aspects	Learners	Teachers
level of interest	43	3
authenticity	38	2
effectiveness	36	5
quality	35	7
updated topics	32	3
level of progression	32	5
examples	25	4
price	23	2
colourful pictures, cartoons	21	1
variety in presentation	19	5
examination-centredness	19	4
thinness of textbooks	16	0

The users are mainly concerned about the level of interest, authenticity, effectiveness, quality, updated topics, and level of progression of textbooks. Generally speaking, teachers stress professional considerations such as a need for modification and teachers' supplementary exercises. Teachers raise their awareness of the ways of using the textbooks rather than the quality of textbooks. However, in the open comments, learners' criticisms of the textbooks are more severe in tone, describing them as 'rubbish.' Though questions on the price and the weight of the textbooks are deliberately deleted after the pilot tests, the users suggest that these should have been included in the questionnaires. Their views are consistent with Sheldon (1988) and Matthews (1985)'s price concern.

There are other suggestions from the open comments:

1. Annual or biannual textbook review can provide the most up-to-date information to the learners.
2. Users are concerned about skills training.

Textbook authors should consider hints and common errors reviewed on the past papers of public examinations (HKEA 1999) and tailor-made solutions as references.

4. Textbooks should separate the Data File in the Sixth Form textbooks. This facilitates their reading.
5. Lecturers at university level should help proofread the textbooks.
6. Publishers can offer a broad spectrum of teaching materials for mixed-ability users, particularly above average learners.
7. The users suggest improvements in contents, intercultural communication, and British way of living, idioms, rhetoric, vocabulary, difficult daily words and the use of English language.
8. Comics are recommended.
9. Teachers should be aware of different ways of using the textbooks.
10. Teachers should take the initiative to find many texts in brochures, videos and pamphlets.

7.9 Summary

In the past three chapters, the findings indicate how the users perceive the suitability of the textbooks at secondary level in the Hong Kong context. The hypotheses have been tested. It has been shown that teacher and learner variables are crucial for textbook development and evaluation. They are also crucial for user perceptions. Mismatched user perceptions exist in textbook suitability in intragroups of teachers, learners and intergroups of teachers and learners in respect of the variables.

The next chapter analyses the findings of this study in greater detail.

Chapter Eight

Analysis of the Findings

This study attempts to explore ways in which teachers and learners perceive textbooks as suitable for English teaching and learning in Hong Kong secondary schools. Textbook suitability is the main criterion in evaluation within the context of the established parameters. Learners' perceptions are analysed first, since they are the main textbook consumers (section 8.1), followed by teachers' perceptions on how recommended textbooks suit their needs (section 8.2).

Examining teacher and learner perceptions on English textbook suitability in Hong Kong, the analysis focuses on the needs of the:

1. learners
2. teachers
3. Education Department
4. publishers

The users' needs deal mainly with how efficient and supportive the textbooks are in ELT. This chapter analyses the credibility gaps between the various users' views. It is known that teachers select the textbooks which help them fulfill curriculum goals. Their concern is also with determining if textbooks are user friendly for themselves and the learners, as well as ensuring that the material being used is of high quality, and is both syllabus-centred and examination-centred, as required by the CDC (1983, 1999). The aims of the syllabus help teachers establish the role of English in Hong Kong (CDC 1983), and determines the extent of the textbooks' cultural content and adaptation.

Learners require textbooks for skills development, pedagogy, communicative competence, and examination purposes.

This chapter addresses learner and teacher perceptions, and possible mismatches in user perceptions, those are any credibility gaps existing among the various stakeholders. It also attempts to analyse users' perceptions of the textbooks according to "what we value" (Preedy, 2001) by using checklists similar to those outlined by Matthews (1985) and Sheldon (1988).

This chapter further attempts to analyse the reasons for the study's findings with respect to the stakeholders' credibility gaps, and to answer various research questions. In accordance with the TEM, the suitability of the material has to be evaluated by the teachers and learners, who are the major stakeholders.

Both learners and teachers consistently agree that textbooks are the most useful for:

1. vocabulary enrichment
2. reading skills
3. the lower forms (especially F.1 classes)

8.1 Learners' Top Rankings

The three top learners' rankings are vocabulary enrichment, reading skills and the use of the textbooks in F.1 (see Appendix G). Table 8.1 shows how learners regard textbooks, in descending order as follows:

1. textbooks provide a solid foundation for progress
2. grammatical competence
3. textbooks are vital in second-language learning

Table 8.1 also shows the learners' top rankings of the textbooks (all mean scores are over 3.5).

Table 8.1 Learners' Top Rankings

Aspects	Learner Mean Scores
Vocabulary	3.7819
Reading skills	3.7143
F.1	3.7035
Foundation in progress	3.6574
Grammatical competence	3.6085
Vital in learning	3.5284
Sociolinguistic competence	3.5182
Knowledge	3.5142
Writing skills	3.5103
A Tool for study	3.5069
Skills integration	3.5000

Learners generally agree that the textbook for grammatical competence is the most important aspect of the ELT's goals. Since sociolinguistic competence depends on grammatical accomplishment, with textbooks helping to develop the proper use of English, this competence is considered the second most important accomplishment.

Knowledge is the target most successfully accomplished in the textbooks. Learners agree that, among the skills development, textbooks are useful for improving writing skills.

When considering the role of English in Hong Kong, learners agree that textbooks can develop their capability to use English as a language tool for study.

8.2 Teachers' Top Rankings

Table 8.2 shows the most positive teacher perceptions of the textbooks; all have mean scores over 3.5. Teachers find these aspects the best.

Table 8.2 Teachers' Top Ranking

Items	Teachers' Mean scores
Vocabulary	3.8867
Reading skills	3.8662
F.1	3.8367
Instructions	3.7659
A tool for study	3.6890
Knowledge	3.6700
Grammatical Competence	3.6174
Satisfactory standard	3.6067
Language quality	3.5767
Contents	3.5452
Skills integration	3.5367
Modification	3.5351

In this study, 73% of teachers agree that the standard of their textbooks are satisfactory. Results are consistent throughout the present study; with teachers generally giving better rating scores (at least 15 %+) than the learners towards various aspects of their textbooks. This implies that teachers basically find their textbooks satisfactory, and do not view them as poor, as suggested in various texts (CDC, 1999; "Textbooks Need," 1999; Reynolds, 1974; Witman, 1997). It has been found that publishers often only highlight their textbooks' strengths for the benefit of the teachers.

The following teacher perceptions also show how the textbooks are thought to be supportive of and suitable for ELT. Results vary, both from current perceptions and public criticism. The fourth positive aspect is instruction, and, in descending order, the others are

- developing English as a tool for study
- knowledge target
- grammatical competence
- satisfactory standard
- the need for modification

Most teachers are satisfied with the instructions (81%) under the heading of pedagogy and its use. These findings are similar to those in Collins and Hood (1999) who find that explicit grammar instructions and attractive features of communicative approach are found in the textbooks. The teachers also find they can benefit from direct instructions on English lesson planning (Cortazzi & Jin, 1999).

The majority of teachers (67%) confirm that they often modify their textbooks in the classroom context. In this study, teachers with over 15 years' experience were generally more positive in their overall perceptions of their textbooks. Beginner and lower form teachers (those are with training certificates) are more aware of the textbooks' weaknesses and "deskilling," whereas experienced teachers (15 years+) gave the most positive comments in the study. This finding implies that teachers' expectations vary. Experienced teachers tend to be more lenient than teacher beginners. The findings also reveal that beginner and fresh teachers have been warned about inadequacies in the textbooks. The findings indicate that the perception as to whether textbooks are up to standard depends on the teachers' years of experience. However, whether experienced teachers are more effective in evaluating textbooks needs further research since they may, in fact, simply be more satisfied with the textbooks than the inexperienced teachers.

Over half the teachers (51%) agree that they need to adapt the textbooks, implying that the textbooks can be improved. However, other teachers (49%) might have reservations regarding textbook adaptation which are different from the adaptive approach and the reflective use of the best available materials, as described in the following sources: Allwright (1981), Bell

and Gower (1995), Day (1996) and Schon (1983). Their perception of the need for adaptation for use in the classroom also differs (Clark & Peterson, 1986; Smylie, 1991). These findings indicate that teachers, particularly beginner and inexperienced ones, do not rely unduly on textbooks and are not deskilled in ELT, as surveyed by Fu (1975), Hutchinson and Torres (1994); Mendelson (1999) and Richards (1993a).

The study indicates that 51% of teachers agree that textbook adaptation is best done by individuals rather than by teams. Tomlinson (1990) emphasises teacher attitudes and personality in ELT. In practice, teachers tend not to collaborate. Textbooks tend to be adapted through individual effort because of professional commitments (Pennington, 1995), time concerns for balanced lives after school, and an unsupportive internal school climate and/or organization (Morris, 1995). These points also show the importance of individual teacher styles in determining how classes are run (Alderson & Hamp-Lyons, 1996). Mendelsohn (2000:20) reminds us that teacher adaptations of textbooks can obviate the tendency to be “tedious,” “demotivating” and “unfair” in ELT.

8.3 Teacher and Learner Satisfaction

Generally speaking, teachers and learners agree that textbooks are useful for the three above-mentioned aspects. Reasons for their perceptions follow.

8.3.1 Vocabulary

Tsang and Hicklen (1994) report that the Hong Kong learners believe learning vocabulary is one of the major benefits to be obtained from ELT textbooks. The vocabulary build-up enables learners to comprehend reading texts. The highest ranking in the study indicates that 87% of teachers agree that English textbooks are useful for learning vocabulary. The findings are consistent with Tsang and Hicklen’s views (1994). Hence, the implication is that ELT mainly involves the acquisition of vocabulary.

Clark (1987) points out those Hong Kong learners build up their vocabularies through rote and repetition; while Johnson (1994b) states that their actual vocabulary is generally deficient. However, whether Asian students successfully apply rote memorization (Biggs, 1992) to vocabulary tasks or have deficient vocabularies at secondary level deserves future research.

Lumley and Stoneman (2000) find that Hong Kong classroom activities include decontextualised teaching of isolated vocabulary lists; but research findings show that over 50% of teachers find the textbooks are contextualised. This could indicate that vocabulary in textbooks is in context, showing that the textbooks do provide meaningful classroom tasks for individual learners (Skehan, 1989).

8.3.2. Reading Skills/Writing Skills

The majority of textbook users find them outstanding in improving receptive skills like reading development, as well as productive for developing writing skills. Whether this perception stems from the submissiveness of Asian culture (Mohan, et al, 1985; Biggs, 1996) deserves further research.

The findings also indicate that textbooks are more useful for reading (84%) and writing skills (62%) than for speaking skills (36%). Within the psychological and sociological parameters, Hong Kong employers ranked spoken English and written English as the fourth and fifth most important requirements for their staff ("Poor English," 1999). Textbooks are seen as being useful for improving writing skills, as well as helpful in fulfilling employers' fifth requirement - written English. However, textbooks fail to offer sufficient scope for speaking skills training.

In this study, textbooks have been found to be most useful for reading skills and vocabulary building, but reading skills are inadequate in Hong Kong. However, the findings indicate that textbooks are not the reason for learners' weak reading skills. Therefore teacher training to improve their English proficiency is required so as to upgrade this particular area. Towards this end, a series of interesting activities should be devised possibly utilising authentic texts.

8.3.3 F.1 Study Level

In this study, teachers agree that lower form textbooks are frequently used at key stage 3 (80%), key stage 4 (49 %) and at the Sixth Forms (29%). The higher the levels of study, the less reliance there is on textbooks. This implies that the role of textbooks changes according to the level of studies. This study's result is more specific. Instead of pointing to an overall perception

of the 'primary' or 'major' roles of textbooks for secondary schools (Ariew, 1982; Law, 1995), textbooks might not, in fact, be found to be the main teaching and learning aids (Matthews 1985:202).

Statistically speaking in this study, teachers (80%) and learners (65%) bear different perceptions, despite their high rankings in terms of frequency of using textbooks in F.1. This indicates that teachers rely more frequently on textbooks than learners do. Such a discrepancy needs further research. There might be variations, however, in the frequency of textbook use at different schools, partly because of learner variables, school practice, and class size (Matthews, 1985), types of learners (Dougill, 1987), social and cultural background (Matthews, 1985), age, gender, school type (Bolam, 1990:153) and teacher variables. These variables are confirmed by Candlin and Breen (1979) and Cunningsworth (1984).

Teachers report their preferences for textbook use in F.1. Learners, however, favour them more in F.4. In F.1, teachers might find the learners less demanding at that age and assume that publishers can fulfill the needs of learners aged 12-14. In F.4, teachers may find that learners need to extend their general knowledge, and hence utilise textbooks less. Learners in F.4, however, are used to textbook teaching and do not object to using them.

Male teachers report a statistically higher mean score for the frequency for using textbooks in F.1 and F.7 than do female teachers. In this context, it seems females are more selective than males in investigating details. They might perceive the overall performance of the textbooks not as satisfactorily as expected and will therefore tend to use them less frequently than male teachers do. Males, however, are seen as being more lenient than females in some smaller aspects, and hence may overlook any textbook weaknesses perceived by female teachers. Male teachers seem to prefer using the textbooks at hand rather than other resources.

Littlejohn (1998:190) finds that textbooks are useful for structuring classroom time. Male teachers might agree more strongly with Littlejohn (1998:190), also with Hutchinson and Torres (1994) and Shannon (1987) than do the females about textbooks as the convenient means for providing lesson structures. Female teachers, however, might tend to agree with Richards (1993a) that textbooks are a resource and that there is a need for adaptation skills.

Female teachers favour textbook adaptation and the reflective use of the best available materials (Allwright, 1981; Bell & Gower, 1995; Day, 1996; Schon, 1983) and the need for adaptation in relation to classroom context and learners (Clark & Peterson, 1986; Smylie, 1991).

This needs to be taken into account since male teachers use textbooks more frequently than females, when considering the necessary practice of textbook adaptation (McLaughlin, 1990).

The following topics show that teachers and learners strongly agree on textbook perceptions, although there are slight degrees of variation in their percentage of agreement.

8.3.4. Developing English as a Tool for Study

CDC (1983; 1999) states that ELT aims to substantiate the roles of English in Hong Kong as a language of:

- business and commerce
- social value
- a universal medium of communication
- a tool for study
- a medium of pleasure and entertainment

According to the findings, textbooks are developed most successfully in the area of English as a tool for study. 59% of the learners agree that textbooks can develop learners' capabilities to use English "as a tool for study." The majority of teachers (75%) find textbooks most useful in developing students' English language skills also as a tool for study. Material at tertiary institutes is mainly in English, with textbooks facilitating the educational goal of "learning to learn." Hong Kong people, in acquiring knowledge as students, upgrade their social status and strengthen the territory's competitive power by an "ever-improving capacity in learning" (CDC, 1999). Since textbooks are used to learn English as a tool for study, this is different from saying that learning is examination-driven and that little attention is paid to "learning to learn" (Education and Manpower Bureau, 2000:9).

8.3.5 Grammatical Competence

ELT in Hong Kong aims to develop functional competence in terms of its grammatical, strategic and sociolinguistic aspects. Cunningsworth (1984) stresses that aims and objectives accomplishments are significant in teaching materials. Textbooks help learners' master English

grammatical rules. In this study, the majority of teachers (73%) and learners (64%) agree that grammatical competency is the most successful learning goal developed by their textbooks. The findings are consistent with Peacock's (1998a) that textbooks over emphasise grammar, an overemphasis that may stem from explicit grammar instruction (Collins and Hood, 1999).

Grammatical English and general knowledge helps students, not just in their academic pursuits, but also later in life. ELT is itself focused on nurturing the knowledge of grammar and vocabulary, mainly from two sources - the teacher and the textbook (Cortazzi & Jin, 1996). This finding reinforces the fact that Chinese attitudes towards learning are fundamentally concerned with the acquisition of knowledge and skills. English textbooks integrate well into Chinese culture, with their ideas of transmission of knowledge, grammar and language skills. The role of English textbooks is therefore more significant in the close to homogeneous Chinese society like Hong Kong's.

8.3.6 Knowledge Target

Findings in this study show that among ELT's goals, grammatical competence and knowledge target are best developed by means of textbooks. Within the prescriptive parameter, ELT promotes knowledge, interpersonal skills and experience accomplishment. Within the chronological parameter, Hong Kong has changed to a 'knowledge-based' and 'service-based' economy. In this study, the majority of teachers (75%) find textbooks to be most relevant in accomplishing the knowledge target. These findings concur with Evans (1997) and Pennington (1995) who find that enriching knowledge is the focus in teaching materials. The findings show that the knowledge target (but not necessarily language knowledge) is successfully achieved by means of textbooks. Further research could be done on the extent of language knowledge in textbooks.

The knowledge target accomplishment shows that textbooks can partially match with the goal of second-language education, those are intellectual enrichment and the development of a well-rounded person (National Research Council, 1989; CDC, 2000a). However, the findings are inconsistent with those of Petersen and Sivan (1992) which state that Hong Kong learners lack knowledge and creativity. This is also inconsistent with Walker, Tong and Mok (2000) who agree that knowledge/content remain abstract and weak in Hong Kong textbooks.

CDC (1999; 2000a) expects tasks to relate directly to learning targets. The findings match Clark's (1999: xxvii-xix) opinion that learners lack opportunities to utilize their knowledge. Therefore the suggestion is for the use of authentic language (Brumfit & Carter, 1986; CDC, 1983), literary texts and general education programs to enrich learners' experience and obviate the need for rote learning.

CDC (1983; 1999) instructs textbook publishers to employ relevant and interesting texts, proper language quality, contextualisation and modeling. Hong Kong textbooks have been criticized for being weak in design and for requiring much proofreading ("Textbook Need", 1999). The writing topics are criticized as being narrow and trivial. In this study, user satisfaction covers these aspects of the textbooks: contents, language quality, contextualisation and modeling.

8.4 User Dissatisfaction

Both teachers and learners, however, are dissatisfied with many aspects of the textbooks. In the study, a minority of learners agrees that the textbooks are satisfactory in the following aspects: content, updated information, current topics for discussion and interesting themes. They complain that the textbooks do not appeal to learners' real interests. So relevance, variety, level of interest and the updated data are missing factors in Hong Kong textbooks. Nevertheless, despite these faults, textbooks are accepted as an essential resource in ELT.

These findings also raise doubts about author quality (Tomlinson, 1998:137). Alderson and Hamp-Lyons (1996), Brophy (1982) and Richards (1993b), all suggest that independent teaching behaviour (with creativity and adaptation) could foster effective instruction.

One of the principal aims of the communicative curriculum is to offer textbook writers "greater scope for variety and creativity" (CDC 1983:5). Education Commission (1994:35) and Evans (1997) admit the gulf between pedagogy and practice brought about by the inductive approach to grammar teaching, which derives from the oral-structural and communicative teaching approach. Learner dissatisfaction indicates that there is a gap between aims and realization in the materials, as Morris and Pearson (1985:14) has pointed out.

In this study, teachers disagree on the fact that textbooks are satisfactory in providing language games (60%), audio-visual aids (53%) and variety of presentation (43%), proving that textbook writers do not offer well-rounded material. As such, this could weaken the

effectiveness of the communicative curriculum, indicating that textbooks have not been written in accordance with the communicative curriculum.

Textbooks are now viewed as the main reason for falling English standards in Hong Kong ("Poor Textbooks," 2000). Teachers' English language proficiency is also another concern (Coniam & Falvey, 1996). A minority of users feels that textbooks are fun (24-25%) and offer interesting essay topics (31% of learners and 41% of teachers). This implies that the textbooks scarcely motivate and interact with learners unless they provide fun, security and confidence in using the material. Furthermore, learners might find English lessons in textbooks boring.

In this study, about half of the users (53% teachers) agree that textbooks integrate the four skills systematically. Even though CDC (1983; 1999) emphasises skills integration, Cheng (1997a) finds ELT's integration of skills is only 5%. However, skills integration seems to be increasing in textbooks.

It is accepted that English proficiency is important for the Hong Kong economy ("English Proficiency," 2003), for further studies and for employment (Littlewood & Liu, 1996). However, this study finds that only a minority of users (about 30%) agree that textbooks help to develop their language for "business and commerce." CDC (2000b) presumes the information and data in textbooks to be relevant, which does not mean that students always use the language properly. Indeed, this study's findings indicate that textbooks are quite irrelevant to the learners and, ultimately, to the needs of Hong Kong as an international commerce centre. With regard to the instrumental and qualification motivation of Hong Kong people (Cheng, 1997a; 1997b; Pennington & Yue, 1994; Richards, 2000:310), textbooks are found to be rather irrelevant for learners' future needs, hence giving disincentives to persist with English lessons.

English is useful, and indeed, important for business and commerce in Hong Kong. More language skills training for commerce and the service industry is also required. This study advocates the need to improve language textbooks. Otherwise, Hong Kong's competitive edge *vis-à-vis* trade, commerce and the service industry could be weakened because of deficient English skills.

This study also shows that only a minority of users (about 30%) agree that textbooks help to develop language usage for government and official purposes, and for pleasure and entertainment. The status of English is seen as that of a foreign, not a second language (Falvey, 1998). This lack of relevance to the official language may be due to the existing trilingual

language policy (Adamson & Au Yeung, 1997). The result is similar to Cheng's (1997a) findings: ELT is not much used for pleasure and entertainment.

The lack of resourcefulness in English language use could be due to Chinese passivity and conservatism. Developing language competence is further constrained by the role of English as a second language in Hong Kong. A possible reason for the lack of a strategic language competence is that Hong Kong teachers and learners internalize language at a formal level, rather than semantic (Berry & McNeill, 1999; McNeill, 1995, 1996).

According to Tomlinson et al. (1998: ix), communicative competence leads to the acquisition of both sociolinguistic and linguistic knowledge and skills. Teachers and learners view textbooks only as partially useful for developing communicative competence. Medgyes (1994:36) avers that non-native speakers prefer accuracy to target culture in ELT. Hong Kong's Chinese culture may be a factor for the lack of accurate learning of English language textbooks. Resourcefulness (Savignon, 1983) and an ability to convey meaning to others (Van, 1976) are crucial basic communicative skills, but textbooks seem useful only partially in developing the effective use of English because of the existing weak development of interpersonal and experience elements. User perceptions reflect the suitability, the strengths, and the weakness of the textbooks from the percentage of agreement and disagreement in the findings, but they do not point to ways in which they can be improved.

Only a minority of teachers and learners agree on the usefulness of textbooks with regard to listening skills (40-49%) and speaking skills (36-44%). Mendelson (2000:25) points out that "listening lessons" are in reality "listening tests." The English textbooks generally reflect the examination syllabus' format, emphasis and approach. This suggests that textbooks may mainly contain practice examinations. There is obviously room for improvement in listening skills in the textbooks.

Speaking skills require immediate responses from learners. In the study, a minority of users agrees that speaking/pronunciation skills are an area less developed than other skills in textbooks. Tomlinson (1998) finds that 90% of low-level course books offer more chances for controlled practice than they do for language use. Lumley and Stoneman (2000) point to boring mechanical drills in the textbooks, which may account for students' weak speaking skills. Tomlinson (1998) advocates the use of spontaneous dialogue in which mistakes are dealt with

gradually. The majority of teachers find textbooks lacking a systematic presentation of phonics, stress and intonation.

In Hong Kong's sociological and psychological milieu, English has become almost irrelevant because the social environment offers little incentive for developing proper language skills. This lack of English-speaking "naturalness" is what adversely affects learners' active participation in the classroom.

A mono-Hong Kong culture is obviously inadequate in enriching linguistic experience and scope. Li (1996), Sweeting (1993) and the CDC (1999) are aware of the local contents of Hong Kong textbooks. In this study, the majority of English language teachers (60%) approve of the fact that English textbooks deal with local Hong Kong culture. One may conclude from this that Hong Kong teachers are neither ambassadors nor representatives of English culture (Kramsch, 1993). As Bell and Gower (1998) and Promdromou (1992) explain, such a monoculture approach obviates an Anglocentric emphasis. This may sound sensible during Hong Kong's immediate post-colonial period, but it has implications for the territory's future as an international center for trade and commerce.

CDC (1983) stresses "opportunities" for meaningful communication. Reasons that localised textbook contents are the result of Hong Kong's political reunification with Mainland China (Sweeting, 1993) deserves further research. Cortazzi and Jin (1999), The Hong Kong Human Rights Monitor (1999), Scollon and Scollon (1994) all stress the importance of intercultural content that is conducive to purposeful communication. Clark (2000) argues for the need for both knowledge content and language in the curriculum. The suggestion is for textbooks to include both multi-cultural and linguistic material so as to develop proficiency in worldwide communication. Unfortunately, Hong Kong publishers seem unaware of the limitations of the localised contents of their textbooks.

8.5 Credibility Gaps (Mismatched Teacher and Learner Perceptions)

This research shows seven major perception mismatches between teachers and learners (Table 8.3) which are self-explanatory, providing reasons for learners' lack of confidence in using textbooks. Insecure learner feelings constitute the major findings of the present study.

Table 8.3 Major Mismatches Regarding User Perceptions

Items	Learners' % of agreement	Teachers' % of agreement
Using textbooks gives me confidence	24	61
Textbooks are the most convenient resources for learning	41	76
My English textbooks are satisfactory	39	73
My textbooks are satisfactory, but with a degree of difficulty	38	61
My textbooks are satisfactory, with easy-to-follow instructions	54	82
English textbooks help students improve language skills	50	70
Textbooks contribute to efficient learning	46	60

8.5.1 Safety and Confidence in Using textbooks

This study finds that 61% of teachers feel safe and confident in using textbooks. This is consistent with O'Neil (1982) and Sheldon (1988). However, there is a mismatch of teachers' feeling with learners' feelings in this regard. Only 24% of learners feel the same way, with only half agreeing that:

- i) their English textbooks help students improve language skills
- ii) their textbooks contribute to efficient learning

Many learners feel insecure using textbooks, but some 70% of teachers agree on the improved and appropriate contents. The mismatch regarding user perceptions also explains why the majority of teachers, but not learners, find textbooks satisfactory.

Teachers may look on textbooks positively as “conducting batons” (“Textbooks As,” 2000). They rely on them for their lessons and to obtain instructions on lesson planning (Cortazzi & Jin, 1999), thus giving them confidence in organizing ELT classes.

Teachers’ positive feelings about textbooks show the material are well-structured, has appropriate supporting texts for pedagogy and general use, and provide effective skills development and supporting roles for ELT. Learners, however, may view the textbooks as inefficient in ELT, with inadequate target development, and insufficient skills development, compared to other teaching resources.

87% of teachers find the majority of the textbooks well structured. They view textbooks as a “map” that guides users (Cortazzi & Jin, 1996). Most teachers agree that textbooks are teacher-friendly, implying that there is a relationship between the structure of the textbooks and teacher friendliness. The prescriptive parameter in the CDC’s (1999) guidelines stipulates that a well-structured textbook should have a clear table of contents, an overview of the learning targets and a directory of textbooks to help users. CDC (1975) asks for textbooks to be integrated with the other supporting materials, those are workbooks, readers’ and teachers’ books. Littlejohn (1998) agrees that textbooks are useful for structuring classroom time “with complete packages” and “precise indications of the work” (p.190). Cheng (1997a) reports that Hong Kong publishers claim they can support ELT with textbooks containing “everything” (p.343). Allwright (1981) also says textbooks are potentially idea books.

In the present study, most teachers find the most useful aids are teachers’ key (84%), handbooks (79%) and workbooks (67%) (Table 4.5). These findings indicate that textbooks supply complete packages. These keys and handbooks are written with teachers’ guidelines. Teachers’ highly favourable views prove that the textbooks are clear and precise in facilitating teaching with other supporting aids.

Most teachers are satisfied with the items concerning pedagogy and use: contents, language skills improvement, language quality, improving vocabulary and instructions. This is consistent with their rating of the items, indicating that textbooks are useful for efficient learning and vital for self-study (with answers given); with 59% agreeing that they provide a solid foundation for progress. In this study, over half of the teachers agree that the textbooks present the four skills comprehensively and that the authors are up to standard.

The prescriptive parameter also clearly dictates that English should be studied to develop the students' language skills and proficiency. Textbooks exist basically for linguistic skills training (CDC, 1983; 1999; Sheldon, 1988). In this study, over half the teachers agree that textbooks present the four skills comprehensively, with most of the teachers agreeing that textbooks are particularly useful for reading and writing skills.

Some findings show that relevance, variety, level of interest and up-to-date information are lacking in the textbooks, but these are viewed as essential ELT resources despite these faults. Doubts have been raised regarding author quality (Tomlinson, 1998:137). Alderson and Hamp-Brophy (1982), Alderson et al. (1996), and Richards (1993a), suggesting that independent teaching behaviour, employing creativity and adaptation, can enhance effective instruction. Teacher attitudes can also compensate for textbook inadequacies (Smith, 1991).

Cheng (1997a) reports that learners have few opportunities to develop ELT for functional competence and universal communication. The Education Commission (1994) emphasises a balance in the mastery of language elements, for example, grammar and structures and their application for communication purposes. In this study, about 50% of users agree that textbooks are useful for developing English as "a language of social value."

Furthermore, 56% of teachers and about half of the learners (47%) agree that textbooks can develop students' capabilities in using English as a medium of universal communication (Table 4.9). Using textbooks for worldwide communication is on the increase. Findings show that learners are less aware of this role than are the teachers, probably because they rarely need to use English. Textbooks are also seen as tending more to emphasise the purposes of communication, as instructed by Education Commission (1994), rather than actual use. This might explain why learners often lack confidence in using their textbooks. But teachers might find a fair development of functional competence, and therefore feel secure in their use in ELT. Reasons for learners' lack confidence in using textbooks are explained below.

CDC points to careless proofreading and poor language quality in textbooks ("Textbooks Need," 1999) that have resulted in scant topic interest and coverage, slow progression, as well as a poor variety of presentation and language games. This implies the textbooks are incomprehensive, with other credibility gaps in textbook development as seen by the textbook stakeholders.

Contents of reading passages are often quite limited and even biased (Broughton, 1995), but this study shows that 70 % of the teachers agree on some well - written passages. A possible reason for their satisfaction is that they misjudge the abstract themes of the material which they may find incomprehensible (Clark, 1989b).

Compared with other teaching resources, a few learners find the textbooks less useful than material and notes from private tutorial centers - which explains the growing attendance at after-school tutorial centres. This also explains why learners tend to prefer past examination papers for practice and material used in private tutorial centres.

In this study, the users, statistically speaking, vary in their perceptions when comparing their textbooks with materials on the Internet. Only a minority of users (about 30% - 35%) agree that the Internet can replace textbooks (Table 5.3). This indicates that users perceive the Internet as a supplementary teaching resource. It is interesting to find a minority of learners (40%) showing neither any inclination nor disinclination towards the Internet, which might mean a lack of familiarity with that particular medium. Some users did not even comment on Internet use. This raises doubts as to whether there is a need for the provision of website addresses in the textbooks (CDC, 1999). As this study has shown, the Internet does not threaten the role of textbooks. Hence, although technology has intruded in education, it has not done so as extensively as expected. This finding could possibly lead to further research on the effectiveness of multi-media learning in view of the millions of US dollars invested in schools each year (Hong Kong Education Commission, 1999b). Technological advancement seems to be viewed as a means of enriching teaching resources (Brown, 1999; Education Commission 1999a, 1999b), but the Internet is unlikely to replace textbooks. The possible reasons are:

- 1) textbooks are more convenient to use than the Internet;
- 2) technical inexperience and cultural inexperience (Carswell et al., 2000).

36% of teachers agree on the benefit of using more teacher-generated notes. A minority of users agrees that textbooks are more useful than notes prepared by teachers. These two results are consistent and indicate that half of the teachers agree that they better understand the needs of the users than do textbook writers because they belong to the same nationality and culture - in this case, Hong Kong Chinese. The conclusion is that they may find their own textbooks more

relevant than those produced by native English speakers who might lack knowledge of the local culture.

In this study, few teachers find the textbooks to be examination-centred (42%) (Table 5.9) or useful for providing examination tips (32.3%) (Table 5.1). A few learners (36 %) agree that textbooks help students get better results at public examinations (Table 5.1). Savignon (1983) stresses that language learning has to take into account individual goals and the contexts in which the language will be used. Learners tend to lack confidence in their textbooks if they are found to lack examination relevance. These findings may run counter to the users' instrumental motivation, that is learning English for examination purposes. The lack of wash-back examination effects in the textbooks varies: Andrews (1994), Cheng (1997a; 1997b), Evans (1997) and Law (1995), Morris (1995:114) and Wong, Lam and Wong, (1995). All these researchers are well aware of the strong examination effect of the lessons.

Andrews (1994) found that teachers estimate that two-thirds of class time is spent working on practice examination papers found in textbooks. Alderson and Wall (1993:127) also found that ELT, as well as textbooks, are full of the wash-back effects of examinations. In this study, past public examination material is found to be more popular than textbooks, making results consistent (Appendix F, 7b).

This finding is meaningful when considering the examination-oriented learning that takes place in education in Hong Kong (Morris, 1995; Cheng, 1997a; 1997b). These results indicate that textbooks can be more useful and appealing to learners if they are also useful for examination purposes, those are past papers.

Most learners have the opinion that textbooks do not contribute to efficient learning. One possible reason that only a minority of students feel confident using textbooks is that they are slow learners (Dulay, Burt & Krashen, 1982). Another reason may be that learners cannot use textbooks for proper self-discovery and self-investment (Bolitho & Tomlinson, 1995; Rutherford & Sharwood-Smith, 1988; Tomlinson, 1994a). Therefore, textbooks are unable to meet learners' cognitive needs and promote all-around development.

Nunan (1995) maintains that learner perceptions and subjective needs are crucial in ELT. His views that textbooks should involve, motivate and interact with readers seem to have passed unnoticed in most other studies (CDC 1999:37). Ariew (1982:17) and Blocks (1991) agree that

textbooks can motivate learners in ELT. Ericson and Gardner (1992) and Schumann and Schumann (1977) also identify the affective importance of material for learners. This mismatch between teachers' confidence and the lack of learners' safe feelings might produce negative learning outcomes, *e.g.*, language anxiety (Crookall & Oxford, 1991), while teachers might use the textbooks to satisfy their own needs at the expense of the learners' needs.

The CDC (1983; 1999), Matthews (1985) and Morris (1995) state that textbooks should follow the syllabus. Cheng (1997) finds that the examination syllabus is not a frequently used resource (the mean score 3). In this study, about half the teachers (48%) agree that textbooks are tailor-made for the English syllabus in Hong Kong. Some findings show that teachers might not adhere to the syllabus. The CDC (1983; 1999) states that the syllabus guidelines are crucial in ELT, so textbooks that adhere to them should be approved. Education Commission Report No. 3 (1988:80), Luk (1998) and Walker, Tong and Mok (2000) comment on the inadequacy of the syllabuses. The findings also show the CDC's lax attitude towards the need for syllabus adherence in textbooks. These findings match those of Morris (1995:8) who comments that supervision over curriculum issues is more "laissez-faire" and that the CDC is little more than a "talking shop" (Sweeting, 1998). Obviously the CDC should have a stricter supervision policy on textbook development, since material that does not adhere to the syllabus could simply become "necessary evils" for teachers (Sheldon, 1988).

A perceived mismatch also exists on the levels of difficulty and ease in following instructions. Consequently, teachers need to better explain instructions and in more detail than is done at present. A possible reason for their dissatisfaction with the levels of learner difficulties might stem from the inadequacy of resources evaluation courses, as well as from a lack of proper teacher training and qualifications (Coniam & Falvey, 1996; Falvey & Coniam, 1997, 1999). Therefore teachers' cavalier attitudes need to change, and training courses strengthened, so that evaluating textbooks can be appropriately accomplished (English Bulletin 1962; Richards, 1993a).

8.5.2 Textbooks Convenience

In this study, 41% of learners and 76% of teachers agree that textbooks are very convenient teaching resources (Table 8.3). Hutchinson and Torres (1994) regard textbooks as the most convenient means for providing structure to lessons. But learner perceptions do not match Hutchinson and Torres' (1994:318). Teachers may find that the structure of the textbooks

facilitates their teaching style, so they choose them for reasons of convenience and have voiced their approval in the literature review.

Meanwhile, 52% of learners cite “content” as their main criteria for using textbooks (Hutchinson and Torres, 1994:318). In the present study, learners do not view textbook structure as a major factor for own convenience and find much of the material does not suit their needs.

Male teachers afford a statistically higher mean score on the item “Textbooks are the most convenient resources in learning” than do female teachers. As has been suggested, this could be because male teachers prefer to have ready material on hand, rather than supplementary resources prepared by them.

8.6 User Perception Mismatches

Nunan (1988b) and Kumaravadivela (1991:106) point to credibility gaps in ELT. The following findings from this study confirm this view in the Hong Kong context, which show statistically significant perception differences in intragroups (amongst teachers; amongst learners) and intergroups (teachers and learners).

8.6.1 Intragroups: Male versus Female Teachers

Appendix M shows the intragroup differences in detail. These imply that the sex factor is significant in textbook evaluation. As enunciated by Bolam (1990) and Oxford-Nyikos (1989) sex factors exist in relation to learning strategies, and in how male and female teachers use textbooks. This shows that publishers need to take these different gender perceptions into consideration, possibly devising the textbooks for unisex or co-education schooling. This finding also extends to the credibility gaps between teachers and learners (user groups) to male and female teachers (intra-user groups). Studies on teacher variables seem elusive, (Masuhara, 1998) which would suggest a potential for future research on gender, that is how gender is related to textbook suitability.

Male and female teachers have statistically significant perception differences in the following aspects (Table 8.4):

Table 8.4 Different perceptions among male and female teachers (Appendix M)

Items	Male teachers	Female teachers	Tables for references
Vocabulary enrichment	Higher	Lower	Appendix M Table 4
Teaching approach (functional or structural)	Higher	Lower	Appendix M Table 3
Frequency of use in F.1	Higher	Lower	Appendix M Table 2
Frequency of use in F.7	Higher	Lower	Appendix M Table 2
Textbooks are the most convenient resources in learning	Higher	Lower	Appendix M Table 2
Learners' competence in knowing how to use English in social situations	Lower	Higher	Appendix M Table 1
*interesting topics (reading texts)	Lower	Higher	Appendix M Table 3

* appear again in learners' and teachers' different perceptions

Female teachers report a statistically higher mean score than do the males on general interest in reading texts. One can conclude from this that more female than male teachers enjoy reading interesting passages. Female teachers seem to disagree about the limited or even biased content in reading material, which may occasionally have been written to address certain social issues (Broughton, 1995) and, therefore, may not be directly concerned with ELT. Male teachers find such passages less interesting.

Male teachers report a statistically higher mean score than do females on the teaching approaches of the textbook, those are structural syllabus and a functional syllabus. While female teachers report a statistically higher mean score than males on how textbooks can develop learners' competence in using English in social situations. Females tend to be more aware of the value of immediate responses.

8.6.2 Intragroups (Male and Female Learners)

Learner variables cover language ability, study streams, level of studies and the role of the evaluator. The findings indicate that learner variables must be identified as factors when considering textbook suitability.

8.6.2.1 Subject Streams

Naiman et al. (1978) examines the characteristics of successful learners of a second language and learners' pre-existing characteristics regarding learning strategies. The findings indicate that the learner variables are identified as factors for the suitability of textbooks. In this study, learners from the various streams of studies (for example, science, commerce, arts and industry) have statistically significant different perceptions with regard to the effectiveness of textbooks.

8.6.2.2 English Standard

Textbooks must meet the educational needs and abilities of the students as required by CDC (2000a). Black (1993) and Skehan (1989:25) also emphasize the importance of learners' proficiency in overall Language 2.

Statistically, learners of different English standards have significantly different perceptions of their textbooks. Textbooks that suit students' needs constitute the average passing rate of the HKCEE, as they generally give higher scores to the topics in the textbook. The findings show that textbooks fulfill the educational needs and abilities of and above average students, but not all learners. The unique needs of learners with the highest English standards deserve further exploration. This raises the question of whether publishers should consider the need for a single multi-level textbook in the market, or a variety of textbooks catering both to the best and the weakest academic learners. This need is consistent with the criteria of Bolam (1990), Clark and Peterson (1986); Education Commission Report No. 3 (1988); McNeil (1996) and Smylie (1991) which states that learner language, school type and background are all crucial in ELT. Standard learner English is an educational ability factor in textbook selection, as enunciated by Lewkowicz (2000), Lumley and Stoneman (2000) and Porte (1988).

8.6.2.3 Key Stages

In this study, the learners at all three key stages perceive their textbooks rather differently. The findings imply that there might be differences both in the ways the textbooks are used and in their quality. They also suggest that the publishers are unable to properly satisfy the needs of the users, except these in the lower forms and those higher form teachers have a stronger need for adaptation (Brophy, 1982). The lower form textbooks get a higher rating than do the senior form textbooks. This is consistent with Nicholas et al (1988) who states that good training is given in the elementary forms.

In this study, Sixth Form learners have statistically different perceptions in the three key stages of learning in terms of skill development, communicative competence, goals, contextualisation, targets, usefulness, skills integration, textbooks versus other materials, and relevance to exams, authenticity, interesting topics, textbooks versus tutorial notes, games and positive feelings about use (Table 7.7). Obviously the needs of Sixth Form learners are differ in kind from those in the lower forms.

Learner perceptions vary significantly in the Sixth Form, compared to the lower forms. Hence, Sixth Form teachers have to be more critical dealing with adaptation (Richards, 1993a) in order to ensure an education of quality. So teachers are urged to select and utilise the appropriate textbooks in accordance with the required learner needs and learning goals (Hammond & Hudson, 1988). Towards this end, teachers need to hone their textbook evaluation skills at each key learning stage. Matthews (1985) also considers learner age and interests in ELT, taking into account the overall evaluation of textbook standards in the different levels of learning and knowledge.

8.7 Overall Impression

In this study, over half of the teachers (60%) agree that textbooks are written, based on a “functional syllabus” (Table 6.3), not with a structural approach. The majority of teachers (66%) disagree that “the presentation of grammar was stated with grammar rules” (Appendix N: 3.1a), implying that grammar-translation exercises are rarely found in textbooks. This also indicates that the textbooks tend towards numerous communicative activities, besides the oral structural

teaching (CDC 1983). The absence of clear-cut rules probably shows that grammatical explanations are too often taken for granted (Sheldon, 1987; Tomlinson, 1998).

In general, textbooks' support packages are teacher-friendly. Therefore publishers should take the CDC's advice into account by not looking on support aids as free "gifts" but as extras, thus reducing textbook production costs. Support aids do help teachers in lesson preparations.

This study has also shown that only a few teachers find the Chinese translations useful, showing that teachers prefer not to use "mixed-code teaching." It is widely agreed among Hong Kong teachers that the medium of instruction should be in English and mixed-code teaching avoided.

8.8 Summary

This chapter presents teachers' and learners' preferences and dislikes *vis-à-vis* English textbooks used in Hong Kong. The mismatches of users' perception show that publishers do not always fulfill the users' various needs. Both teacher and learner satisfaction and dissatisfaction reflect on the suitability of English textbooks, which lays them open to public criticism. Hence this analysis makes suggestions for the improvement of textbooks so as to satisfy their users.

The final chapter brings together the key findings, the conclusions and recommendations.

Chapter Nine

Conclusion

Textbook suitability in Hong Kong is a highly controversial topic among the Publishers Association and the CDC, with no evidence from the opinions of the major users (teachers and learners) about the over-all effectiveness of textbooks. This research has attempted to investigate the way in which textbooks can work more effectively than they do at present, in respect of needs analysis (Holec, 1980), parameters and variable identification. It has also highlighted how teacher and learner perceptions are crucial for evaluating the textbook suitability in Hong Kong's schools, while revealing crucial variables required for selecting and using textbooks. Learner and teacher perceptions are discussed in the next section. The conclusions give recommendations for the effective use of English textbooks in the future.

The study also attempts to answer the following research questions:

1. What are teachers' and learners' perceptions of English textbooks being used in secondary schools?
2. Do teachers and learners have similar or different views about their textbooks?
3. What are teachers' and learners' likes and dislikes about their textbooks?
4. What is the relationship between these textbooks and other resources?
5. What are the variables that promote or hinder the suitability of the textbooks?

The following hypotheses are also tested:

1. Textbooks fulfil the grammatical competence which is the learning goal of the English curriculum.
2. The textbooks fulfill the experience target of the Hong Kong Government's mandated English curriculum.
3. Experienced teachers (15 years+) are those most satisfied with their textbooks.
4. Students with average academic standards are the most satisfied textbook users.

As shown on Chapter 6 and 7, hypotheses 1, 3 and 4 were confirmed, but hypothesis 2 are not.

The literature review reveals that disagreements have long existed between the CDC and the Publication Association ("Textbook Need," 1999), but there is no conclusive judgement on the effectiveness of textbooks in Hong Kong, or specifically on any aspects of textbooks that are worth analysing. The findings settle the differences on the effectiveness of textbooks, show the learners' preferences and dislikes towards textbooks, and identify the most satisfied users (those with average academic standards and teachers with 15 years plus experience). Identifying the success of grammatical learning goals and knowledge enrichment of the English curriculum reveals the textbooks' significant achievements of their goals. The study's conclusion identifies the users who have benefited most, the learning goals achieved, and the optimal learning abilities of learners using Hong Kong textbooks in 1998-1999.

Besides, comparing other teaching resources, the study concludes that the role of textbooks in ELT is perceived differently from the academic standpoint. A few users find textbooks more useful than other teaching resources like tutorial centre notes (18-25%), the Internet (30-35%), past public examination papers (17-19%) and teacher-generated notes (36-42%). In this study, a minority of users (27-46%) agree that textbooks are useful for their future needs, prompting the conclusion that textbooks are not as relevant or useful as expected.

The findings, however, show that the main stakeholders themselves have different perceptions. A majority of teachers (73%) agree that textbook standards are satisfactory, with only a minority of learners (39%) sharing this view. 36% of teachers consider the textbooks of high quality.

9.1 Common Users' Textbook Preferences

This study reveals that there are common perceptions of the users (teachers and learners) regarding textbooks, which also show the varying strengths of the material. The users' rate vocabulary build-up highest (74%-88%), followed by grammatical competence (64%-73%), knowledge development (60%-75%), foundation for progress (59%-64%), and reading skills development (72%-84%). Textbooks are seen as most suitable for F.1 classes (65%-80%).

Most of the users are satisfied with the topics dealing with pedagogy and use, contents (50%-68%), language quality (55 %-69%), and clear instructions (54%-82%). Half of textbook users (47-56%) find the material useful for developing English as a tool for universal communication (41-76%). The textbooks are also seen by teachers (76%) as convenient, with their use in the latter years of schooling as open to varying interpretations.

9.2 Teachers' perceptions

Teachers' perceptions of the textbooks widely differ from learners'. A majority of teachers (87%) in the study approve of the clear content page of material. They favour the monoculture (61%), which, however, has some limitations. Over half of the teachers favour contextualisation (51%), levels of difficulty (60%), and examples (60%), but the textbooks are seen as functional in approach (60%), with a linear progression (53%) and capacity for modification (67%). Most agree that the textbooks are both user-friendly (67%) and teacher friendly (60%). Over half of the teachers (58%) agree that the four skills are presented comprehensively, with reading as the best presented (76%), and in descending order, writing (51%), listening (51%) and speaking (48%).

Less than half the teachers find the textbooks syllabus-centred (49%), examination-centred (45%) or learner-centred (48%).

9.3 Learners' perceptions

Learners find the textbooks less satisfying. Only a minority of learners approve of the examples (48%), convenience (41%), and levels of difficulty (38%), and capacity for modification (35%). A minority of learners agree that textbooks have interesting themes (33%), varied presentation (27%), authenticity (24%) and updated information (38%).

9.4 Users' dissatisfaction with textbooks

This study concludes that teachers and learners share a common dissatisfaction with the textbooks. Both rate the usefulness of the material negatively, with the mean being below 3 as regards:

- the development of English for use in business and commerce
- the service-based economy
- tapes
- interesting themes
- usefulness
- relevance
- authenticity
- F.7
- presentation
- games
- pleasure (fun)
- real interest
- everyday expressions
- learner safety /confidence in using the textbooks
- in comparison with tutorial notes
- updated information

However, the users view the textbooks negatively for achieving interpersonal targets (41-42%) and experience targets (39-46%).

9.5 Users' different perceptions

Studies indicate that there are statistically significant differences in perception between intragroups (amongst teachers and learners) and intergroups (teachers and learners). Credibility gaps between the user groups extend to male and female teachers (intra-user groups). Both male and female teachers have statistically significant differences in perceptions (refer to Appendix M). These are whether the textbooks can increase learners' ability to use English for government and official uses, and as a tool for study. Male and female teachers also differ in their perceptions of the frequency of textbook use in F.4 and F.7, and as the most convenient resource. They also perceive vocabulary, interesting topics and the teaching approach differently, proving that textbook effectiveness depends on the user's individual viewpoint.

The concerns of academics about the inclusion of both variables (teachers and learners) in textbook evaluation are raised in this study. The consideration of learner variables like subject streams, key learning stages, gender and academic standards can serve to enhance textbook suitability. Teacher variables like gender, years of teaching experience are also worthy of note, while school variables like the pass percentage for English subjects are also a factor in determining textbook suitability. Learner satisfaction is the highest in F.3, in those with a pass rate in English of 41-60%, and those in the science and industry streams. Among teachers, those most satisfied are the ones with over 15 years' experience. Such findings should be taken into account when considering the variables related to textbook suitability. Obviously there is a need to consider the views of all the textbook stakeholders so as to make compromises and avoid conflicts of interests in the matter of textbook development.

The results of these studies can be further related to the main concepts derived from the literature and linked to the development of an evaluative instrument for textbook suitability (TEM).

The rationale for the research was to find a better way to evaluate English textbooks in Hong Kong than that which currently exists - one involving teachers and learners. The overarching theory is that textbook effectiveness can be best achieved through the use of the new Textbook Evaluation Model(TEM).In this study, the TEM (Figure1.1,p.5) shows it can provide a

central framework, not just for the structure of study, but also for the parameters in textbook evaluation. It is a new method of evaluation that also applies to material on other subjects. To ensure suitability and relevancy, as in the development stage curriculum, textbooks should reflect the expectations and changes in the local environment (Wallace, 1994). Thus, the concept of localization should be incorporated in the school system (Walker, 2000).

Textbooks should be adapted at the school level (Adamson & Lee, 1994) before they can be properly taught in class. This study reveals that a mismatch exists between the users' perceptions regarding textbook adaptations, since they do not believe that any adaptations take place in the schools. In the past, textbooks would be adapted before being used in the classroom. This ensures that individual goals are achieved in accordance with the school's needs and environment. The need for such development at classroom level is spelled out in the CDC (2000a).

English teachers can select, interpret and modify the contents of textbooks for classroom work, taking account of specific classroom environments. Such classroom-based material can thus be made highly relevant and cater to individual students' needs and expectations.

Table 9.1 illustrates the levels of concern, from societal to individual stakeholders, and also show how the stakeholders are affected and influenced by the variables. This provides them with the proper direction for textbook production, and reduces any existing credibility gaps.

Table 9.1 Major Variables for Textbook Suitability

(Adapted from Cheng and Tsui, 2000: xlii)

Levels Of study	Major variables	To study characteristics of a single component	To study interaction effects of two or more components	To study the congruence among components
National or Societal level	-chronological parameter -prescriptive parameter -psychological and sociological parameter			
Publisher level	-prescriptive parameter -psychological and sociological parameter -market expectations -market values -author quality -piloting			
* School level	<i>-prescriptive parameter -psychological and sociological parameter -school missions -academic standard -school-based teacher development -school environment and characteristics -school subject management style</i>			
Teacher level	-teacher gender -teacher competence -teacher attitudes and feelings -teacher working experience -teaching training -teacher qualification -teacher adaptation -teaching level			
Learner level	-learner gender -learner learning outcomes -learner learning experience -learner characteristics -learner English standard -learner study streams -learner stages of learning			

*School level (for future research interest)

Table 9.1 shows the major variables that can enhance the suitability of school textbooks. A study of the characteristics of the single components is vital, along with the interactive effects of two or more components, and the congruence among them. To test textbook effectiveness, it is crucial to see if the variables suit the stakeholders' needs.

Stakeholders' attitudes, vis-à-vis the implementation of TEM, need to change from passive to active, from individual work to collaborative teamwork, from excluding learners to including them, and from criticising the products to reviewing them. Reviewing textbooks involves an ongoing comprehensive long-term effort involving the major stakeholders (publishers, teachers and learners). This results in a compatible triangular relationship of teachers, learners and materials (Maley, 1998).

The following recommendations aim to establish a collaborative effort in making textbooks context compatible and effective in terms of drafting, developing and teaching.

9.6 Recommendations

This study lists the stakeholders' varying needs, which are sometimes incompatible, calling for compromise and collaborative efforts to enhance textbook suitability. Suggested recommendations are as follows.

9.6.1 The Education Department (ED)

The inadequacies of CDC supervision revealed by this study makes it imperative for the Education Department (ED) to make piloting by publishers compulsory so as to work out a comprehensive mechanism before approval is given.

Recommendations are:

The ED should organise more comprehensive reviews and provide teachers with in-depth training for evaluating resources.

The ED should establish methods and channels that will reflect users' feedback for the three stages of evaluation: pre-use evaluation, in-use evaluation and post-use evaluation (Daoud & Celce-Muria, 1979; Rea-Dickins & Germaine, 1992).

The ED should match users' needs with the three principles of globalisation, localisation and individualisation (Cheng, 1999).

The ED should draft a strict mechanism to ensure textbook quality and production to coincide with the start of school terms.

The ED should have inspectors assist teachers prepare teaching resources and evaluate textbook suitability.

Finally, instead of investing millions of dollars on multi-media teaching and the Internet, the ED should concentrate on raising the standards of textbooks.

9.6.2 The Publishers

This study finds a few aspects of textbooks (for example, levels of interest, updated information, current topics) to be inadequate.

In Hong Kong, there is a lack of direct communication between publishers and users, which makes the promotion of open and effective communication between these two entities necessary. By means of workshops or seminars, publishers might be encouraged to produce brochures about ELT course books or make innovations in ELT reviews which stress teacher/learner collaborative efforts that will enhance their validity.

Publishers should also be urged to employ authors as teachers, preferably to work in secondary schools so as to keep in touch with users' current needs. They could also employ native English speakers to proofread the textbooks and ensure their quality.

Finally, publishers should endeavour to improve material dealing with listening and speaking skills, as well as skills development, and thereby raise the level of general interest.

9.6.3 The Schools

This study shows that textbooks only meet the needs of certain target groups – average learners of the HKCEE's pass rate. Therefore schools should develop an internal culture through textbook adaptation, which could raise teachers' attitudes, morale and commitment to using textbooks selectively.

Schools should try to develop a climate of enquiry and reflection on methods of practice and as a valuable part of professional life. Such an ongoing review of textbook evaluation would surely generate an over-all climate of openness and trust.

The schools should have:

- “a democratic model of evaluation and a softer form of accountability” (Preedy, 2001) so that schools truly act in the interests of the students;
- a top-to-bottom evaluation within and outside the school, based on the public or managerial accountability model (Kogan, 1986) in which teachers are accountable to the Head;
- incentives for teachers to attend refresher courses on teaching resources so as to develop their insights on textbook selection and the ability to make adaptations;
- clear objectives of their goals and culture so that teachers can clearly match the needs of the schools with those of the learners;
- draw up a general framework for a particular class which reflects the learners’ characteristics.

Apart from a school-based selection procedure, a stricter and more systematic material selection process should be developed, with particular reference to checklists (for example, Cunningsworth, 1984; Hutchinson & Waters, 1987; McDonough & Shaw, 1993; Sheldon, 1987; Skierso, 1991; Tomlinson, 1998).

Schools should allocate common free periods for teachers to allow them to discuss textbook adaptation in the whilst-use stage.

9.6.4 The Teachers

Teachers should be made to carry out textbook adaptation individually rather than in teams. There is evidence that fresh teachers and junior form teachers are more critical of the textbooks than the others. Experienced teachers (particularly males) should adapt textbooks, bearing in mind their students’ needs and the variables described in the framework. The teachers should also use more supplementary teaching resources to compensate for what is lacking in the textbooks.

English teachers should keep records of their textbook use, perhaps by marking the ones they have used, instead of highlighting teachers’ complaints about the textbooks.

Teachers should also be encouraged to do more research involving textbooks they use. Additionally they should pay attention to other teacher-made material that may offer insights, perhaps suggesting new directions for future materials. Staff meetings to validate selection criteria on post-use textbook evaluation are also recommended, as well as regular refresher courses to update skills for developing teaching resources.

9.6.5 The Students

Learners are often willing to give constructive comments. Their involvement as partners in the evaluation process is recommended. Respecting their views promotes the feeling of ownership, and motivation for learning.

9.7 Future Research Areas

This study is limited to exploring the perceptions of the major users: teachers and learners. Future research could try to examine the reasons for these perceptions and explore the possibility of implementing recommendations. The success and failure of implementation can have significantly far-reaching effects on the success of future textbooks. Further research could be based on the following three important questions (Littlejohn, 1998):

1. What is in the textbooks?
2. What is implied in the textbooks?
3. What is required of the users?

Each parameter and variable in this study, as well as the congruence among the components in the framework (Table 9.1), can offer a future area for research in evaluating textbook suitability. For example, textbook suitability could be evaluated alongside Hong Kong's psycholinguistic background which accounts for the following elements: monoculture contents and experience as targets for textbook writing, pedagogical parameters and the needs of the learner/community, prescriptive parameters in textbook writing, the users' genuine needs, an evaluation of textbooks in the English curriculum, stakeholders' areas of agreement in textbook development, school support in textbook adaptation, and publishers' reliability in adhering to the

syllabus. Such a quantitative enquiry would offer a useful starting point for future qualitative research.

Identifying the strengths and weakness of the present textbooks in primary and secondary schools should be based on the three Key Stages of learning. There should, in fact, be a comprehensive evaluation of all the English textbooks used in Hong Kong.

The TEM provides a good starting point for research on the roles and suitability of English textbooks. However, other variables are missing, such as publisher, school and national/societal variables, as highlighted by Cheng and Tsui (2000). To improve textbook standards, it is crucial to explore the above variables for future studies.

To ensure that future textbooks are more effective than current ones, the researcher suggests the following criteria for producing ideal textbooks:

1. Textbooks should provide texts and activities with three levels (easy, average and difficult), clearly indicating the different levels so teachers can select suitable exercises/activities for the relevant learners.
2. Textbooks should be based authoritatively on ELT. To ensure high quality writing and proofreading, publishers should utilize experienced native speakers as writers. To ensure the relevance of learner interest and contents, teams of local teachers should be consulted. Publishers should put current pedagogy into practice within the requisite psychological and sociological parameters.

In order to implement the above recommendations, the stakeholders may have to make compromises and engage in negotiations throughout the textbook production process, with compulsory piloting in schools of various academic standards. Learners' views are essential for piloting purposes, while teachers' use of textbooks and teacher/learner variables are crucial in ensuring textbook suitability in the classroom context.

9.8 Summary

Textbooks are supposed to meet the needs of all the parties involved. If teachers are not satisfied with the textbooks, their dissatisfaction may be conveyed to the learners. Textbooks would then lose their credibility, and learners' motivations would be reduced. Therefore

interested parties should not only compromise but also collaborate during all stages of textbook writing.

With regard to Hong Kong stakeholders, the practice of conducting lengthy expensive research into textbook suitability is uncommon. Such a process is needed to learn more about the suitability of existing material, since it is essential to pinpoint the actual uses of the target language and thus apply this knowledge to textbook development. Such work needs to be done flexibly, offering choices and catering to a variety of wants and needs. More importantly, as Tomlinson (1998) states,

We need to find ways of bringing together researchers, teachers, writers and publishers so as to pool resources and to take advantage of different areas of expertise in order to produce materials of greater value to learners of languages (p.43).

Stern's (1989) guiding principle for assessing language teaching or research also highlights the need for the TEM:

the more clearly the underlying assumption on the nature of language, social context, language learning and teaching can be called to consciousness, the more sophisticated, the more professional and the more effective is the operation in question, whether it is language teaching itself, research on language teaching, curriculum, a *textbook*, the evaluation of a programme and of course and also an observation scheme (p.211).

The underlying principle of the TEM is context compatibility, assuming the nature of language should take into account the variables (stakeholders), parameters (contexts) and suitability (needs analysis). These main elements are the new emphasis of textbook evaluation as highlighted in the TEM in the 2000s. Meaningful evaluation can only be made during and after its period of classroom use (Sheldon, 1987). The present study has tried out Stern's (1989) principle of ELT as well as Tomlinson's (1998) suggestion on collaborative efforts in textbook writing at the right time for evaluation (Sheldon, 1987).

Teaching of English in Hong Kong has always been contentious. The issue of the falling standard has been with us since the beginning of ELT (Falvey, 1998:73). It is hopeful that the TEM has provided new insights which will help to upgrade textbooks in Hong Kong secondary schools, with emphasis on learners as potential textbook evaluators. If such a potential which is available in Hong Kong is effectively utilised, local English language training could see a much-improved future.

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Appendices

Appendix A: Regrouping of the Items in the Questionnaires A and B1, 2

Needs of teachers

Questionnaire A:

-supporting materials	5	You find the software and CDs useful You find the Chinese translation of vocabulary in Teachers' Key useful You find the workbooks useful You find the teachers' handbook useful You find the accurate answer keys useful
-culture	6.1;6.2	Textbooks include special cultural settings of the Hong Kong Chinese Textbooks include aspects of British and/or American culture The textbooks require a high degree of teacher input The textbooks are suitable for non-native speaker
-user friendly	7.2a	Textbooks are user-friendly
-related to syllabus	7.2b	Textbooks are tailor-made for the English Syllabus in H.K
-high quality	7.2c	Textbooks are of high quality in English learning
-exam centred	7.4b	Textbooks are examination-centred

Questionnaire B:

Modification	B4b	Textbooks are modified by teachers in teaching
-Roles of English in H.K.	F1	Textbooks can develop learners' capability of using English as a language of business and commerce
	F2	Textbooks can develop learners' capability of using English as a language of social value
	F3	Textbooks can develop learners' capability of using English as a language of the universal medium of communication
	F4	Textbooks can develop learners' capability of using English as a language of a tool for study
	F5	Textbooks can develop learners' capability of using English as a language of a medium of pleasure and entertainment
-Teaching aids	E9	My textbooks are satisfactory in audio-visual aids (slides, tapes, wall-pictures etc)

Needs of Learners

Questionnaire A:

Usefulness of listening Ex.	4.7	The listening exercises of the textbook of F1 to F5 are seldom used
Learner -centred	7.4a	Textbooks are learner-centred
Examination-centred	7.4b	Textbooks are examination-centred

Questionnaire B:

-Relevant to examinations	C3a	My English textbooks help students to get better results in the public examinations
	B4c	Textbooks offer good examination technique
	D10	My English textbooks can provide enough practice for examination purpose
usefulness:		
-Tutorial notes	B7a	Textbooks are more useful than teaching materials in Private Tutorial Centres
-Internet	B8	Internet can replace the English textbooks.
-Vs. other teaching materials	B9	It is good to use more materials designed by teachers than just use the textbooks
-Skills development	B5	Textbooks are useful for improving daily English
		Textbooks are useful for improving vocabulary
		Textbooks are useful for improving speaking skills
		Textbooks are useful for improving reading skills
		Textbooks are useful for improving writing skills
		Textbooks are useful for improving listening skills
-Frequency used in class	B1	English textbooks should always be used in F.1 English textbooks should always be used in F.4 English textbooks should always be used in F.7
	B2	Textbooks are the most convenient resources in learning
-Role of textbooks	B4d	Textbooks provide a solid foundation for progress
	B3b	Textbooks are vital in second language learning
	B3c	Textbooks are the authority of English learning
	B3d	Textbooks are good for self-study with answers given
	B4a	Textbooks contribute to efficient learning
	B5	My English textbooks help students improve language skills
-Positive feelings of use	B6a	Using textbooks is fun
	B6b	Using textbooks makes me feel safe and confident
	D11	My English textbooks can have exercises from easy to more difficult
-Relevance	C1	My English textbooks are relevant to the students' future needs

	C3c	My English textbooks help students to be competitive in a service-based economy
Satisfactory areas	C2	My English textbooks are of satisfactory standard
	E1	My textbooks are satisfactory in contents
	E2	My textbooks are satisfactory in language quality
	E3	My textbooks are satisfactory in easy-to-follow instructions
	E5	My textbooks are satisfactory in explanations of grammar
	E6	My textbooks are satisfactory in examples
	E7	My textbooks are satisfactory in level of difficulty

Pedagogy and Language Use

Questionnaire A:

-communicative	1.1	The textbook is mainly based upon the teaching of patterns of communicative interaction
Appropriacy	1.3	The matching of language to its social context and function is appropriate
	4.1	My textbook includes well-written reading passages
-form and function	1.2	Pronunciation is included Grammar is included Vocabulary is included
-Presentation	1.5	Reading is well-presented Listening is well-presented Writing is well-presented Speaking is well-presented The presentation of grammar is stated with grammar rules The presentation of grammar is systematic Skill integration is well-presented
-student-centred	6.3	The learners are responsible for the learning process themselves individually
-comprehensiveness	1.4	English language is comprehensively taught
-approach	2.1	The textbook follows a structural syllabus The textbook follows a functional syllabus
-progression	2.2	The progression is linear The progression is cyclical

-Pronunciation	3.2	The pronunciation system is presented systematically in production of individual sounds
	3.3	The pronunciation system is presented systematically in production of stress patterns and intonation contours Lower forms' textbooks should have a section on pronunciation
-authenticity	4.4	The textbooks includes representative examples of real language use
-interesting topics -thematic	4.5	The textbook includes interesting reading texts
	4.2	The textbook includes strong thematic linkage within each unit

Questionnaire B:

-Satisfactory levels	E4	My textbooks are satisfactory in language games
	E5	My textbooks are satisfactory in explanations of grammar
	E6	My textbooks are satisfactory in examples
	E7	My textbooks are satisfactory in levels of difficulty
-appropriacy	E8	My textbooks are satisfactory in sufficient practice in 4 skills training
-presentation	E10	My textbooks are satisfactory in variety in presentation
-authenticity	D2	My English textbooks can have real-life tasks
	D7	My English textbooks can make realistic recordings in listening tapes
	D8	My English textbooks can offer current topics for discussion
	D9	My English textbooks can cover most of the everyday expressions
	E11	My textbooks are satisfactory in updated information
-Interesting topics	E12	My textbooks are satisfactory in interesting themes
	D1	My English textbooks can appeal to students' real interests
	D6	My English textbooks can offer interesting essay topics
-skills integration	D5	My English textbooks can integrate the four skills systematically
-contextualisation	D3	My English textbooks can teach grammar in context.
-games	E4	My textbooks are satisfactory in language games
-communicative competence	GH	Goals/Targets of ELT

Goals of ELT

Questionnaire B:

learning goals	G1	Using textbooks can develop learners competence to know and be able to use English appropriately
	G2	Using textbooks can develop learners' competence to know the grammatical rules of English
	G3	Using textbooks can develop learners' competence to know how to use English in social situations
	G4	Using textbooks can develop learners' competence to know how to express meaning even when some words are not known
learning targets	H1	Using textbooks can achieve learning targets for English interpersonally
	H2	Using textbooks can achieve learning targets for English in knowledge
	H3	Using textbooks can achieve learning targets for English in experience

Appendix B:

A Summary of Macro-level Social Changes and Associated Syllabus Changes 1975 –1999

(Cheng and Tsui et al., 2000: Xliii)

	1975 English syllabus	1983 English syllabus	1999 draft English syllabus
Main macro-events (spurs to curriculum change)	-Mass migration to Hong Kong in 1950s and 1960s -Manufacturing-based society developed -1974-government White Paper led to policy of 9 years subsidized education	1976-end of Cultural revolution in China-opening of cheap Chinese labor market 1982-establishment of Education Commission Movement away from manufacturing, towards service economy	Well-established service (financial and commercial) economy working to maintain position as China's pre-eminent international city. Immigration from China. Return of émigrés.
Prevailing ideology of education	Moving away from elitist classical humanist towards predominantly reconstructionist values emphasizing social justice and education as means of social mobility.	Predominantly reconstructionist values, emphasizing social justice and education as means of social mobility	Progressivism, emphasizing achievement and value of each individual's potential-aiming at producing well-rounded citizens
Syllabus (aims)	All should achieve basic level of everyday English in 9 years of basic schooling	Competent use of English in specific domains: work, study; government; entertainment; communication with non-Cantonese speakers	All should achieve their potential English standard as citizens in a trilingual, biliterate society
Methodology promoted by syllabus	Oral-structural	Oral-structural, moving towards communicative approaches	Task-based
Content promoted by syllabus	Language system skills	Language system + skills + language arts	Language system + skills + thematic content to a minor extent.

Appendix C:**Categories of Methodology and Content in textbooks (Walker et al., 2000:267)**

Ideology	Methodology	Content
Classical Humanism	Transmissive, teacher-directed teaching to promote conscious understanding of the rules behind and accuracy in application	Valued structural element of a language (phonological, grammatical and lexical) plus literacy texts of value; from simple to complex
Reconstructionism	Good habit forming; practice of part skills; rehearsal of goals; rely on practice and memory	Content set out in terms of situations, themes, functions or notions; progressed in a linear fashion through the various situations; emphasised discrete language skills; progression began with the most useful generalizable or the most learnable.
Progressivism	Contextualised, learner-centred learning process and generic skills, usually involving holistic, unpredictable and spontaneous language use; learner responsibility and autonomy are stressed	Valued authentic series of activities and tasks selected in negotiation with learners, which may learn different things from the same tasks; tasks may be graded behind based on perceived complexity; learning is gradual and cyclic, with language element recycled in different contexts.

Appendix D: Spreadsheet

Subject	Level	Gender	Stream	Pass rate	B1a	B1b	B2	B3a	B3b	B3c	B3d	B4a	B4b	B4c	B4d	B4e	B5a	B5b	B5c
1	3	2	999	5	3	999	4	3	2	2	3	4	3	2	2	4	3	4	2
2	3	1	999	5	1	999	5	1	1	3	5	1	1	1	3	5	2	4	3
3	3	2	999	5	2	999	4	4	4	2	3	3	2	1	1	4	3	4	2
4	3	2	999	5	4	999	4	4	4	2	2	4	4	4	4	4	4	5	4
5	3	2	999	5	4	999	4	4	4	2	4	3	4	2	4	4	4	4	4
6	3	1	999	5	4	999	2	2	5	4	3	1	3	2	4	3	3	5	4
7	3	1	999	5	4	999	3	4	5	4	4	4	4	4	3	4	4	5	4
8	3	2	999	5	4	999	4	4	4	3	4	3	4	2	3	3	2	4	2
9	3	2	999	5	3	999	3	3	4	3	4	4	3	3	3	4	4	4	3
10	3	1	999	5	4	999	4	3	4	4	4	4	4	3	4	4	4	4	4
11	3	1	999	5	4	999	5	2	4	4	2	3	2	1	4	3	3	4	4
12	3	1	999	5	4	999	4	3	4	3	3	4	4	3	4	4	4	4	4
13	3	2	999	5	3	999	5	4	4	3	3	3	4	3	3	3	3	4	4
14	3	2	999	5	4	999	4	2	4	3	4	3	2	2	2	4	4	4	4
15	3	2	999	5	3	999	4	3	4	3	4	4	3	4	4	4	3	3	4
16	3	1	999	5	5	999	4	3	4	3	2	4	4	3	4	4	4	4	4
17	3	2	999	5	4	999	4	4	5	2	4	4	2	2	5	2	2	4	2
18	3	2	999	5	4	999	4	3	4	3	5	2	3	3	4	5	3	2	2
19	3	2	999	5	5	999	5	3	5	4	4	4	3	3	4	5	4	4	5
20	3	1	999	5	3	999	3	3	4	2	5	3	4	2	3	4	2	4	2
21	3	1	999	5	5	999	4	4	4	4	5	4	3	4	3	4	5	4	4
22	3	1	999	5	2	999	1	2	3	3	5	2	3	2	3	4	2	4	3
23	3	2	999	5	2	999	1	2	3	3	5	3	3	2	3	4	2	4	3
24	3	2	999	5	2	999	2	4	4	2	3	2	3	2	2	4	2	5	3
25	3	2	999	5	4	999	3	4	4	4	4	4	3	3	4	4	4	4	4
26	3	2	999	5	5	999	4	4	5	3	3	5	3	3	3	5	5	5	5
27	3	2	999	5	4	999	4	3	4	3	4	3	3	3	3	4	3	4	3
28	3	2	999	5	4	999	4	3	4	3	4	4	4	3	3	5	4	4	4
29	3	2	999	5	5	999	5	4	5	4	4	4	999	2	3	5	3	4	3
30	3	1	999	5	2	999	5	3	5	4	4	4	4	2	4	4	4	4	2
31	3	1	999	5	3	999	5	999	3	5	5	3	4	5	3	5	5	4	4
32	3	1	999	5	4	999	5	2	3	1	4	2	2	3	4	3	2	4	3
33	3	2	999	5	2	999	4	4	4	2	3	4	3	5	4	3	4	4	4
34	3	2	999	5	4	999	2	3	4	3	2	4	4	1	2	4	4	4	4
35	3	2	999	5	4	999	4	3	3	3	3	4	3	3	3	4	4	4	4
36	3	2	999	5	5	999	5	5	5	5	4	5	5	5	5	5	5	5	5
37	3	2	999	5	4	999	5	4	4	3	4	4	3	3	4	4	5	4	4
38	3	1	999	5	4	999	4	4	5	3	3	4	3	3	4	3	2	3	4
39	3	2	999	5	3	999	2	3	4	999	4	2	4	4	4	999	3	4	4
40	3	1	999	5	2	999	3	2	2	2	5	2	3	2	2	3	3	2	4

Appendix E: Results of Questionnaire B (Teachers)

	Items	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
B1a	English textbooks should always be used in F.1	1.63	11.84	5.71	62.86	17.96
B	English textbooks should always be used in F.4	3.65	26.64	20.07	44.89	4.74
C	English textbooks should always be used in F.7	10.57	30.49	30.08	27.64	1.22
2	I use English textbooks in most of the lessons.	2.73	23.89	5.12	60.41	7.85
3a	Textbooks were the most convenient resources in learning	0.33	11.37	12.71	65.89	9.70
b	Textbooks were vital in second language learning	1.35	22.56	18.18	53.54	4.38
c	Textbooks were the authority of English learning	11.11	37.37	26.94	23.57	1.01
d	Textbooks were good for self-study with answers given	2.01	20.81	19.80	54.03	3.36
4a	Textbooks contribute to efficient learning	1.06	14.18	25.53	54.61	4.61
b	Textbooks were modified by teachers in teaching	3.34	18.06	11.37	56.19	11.04
c	Textbooks offer good examination technique	2.69	28.96	31.99	35.69	0.67
d	Textbooks provide a solid foundation for progress	1.02	15.99	24.49	56.12	2.38
5a	Textbooks were useful for improving daily English	2.68	31.77	25.75	37.79	2.01
b	Textbooks were useful for improving vocabulary	0.67	5.67	6.00	79.67	8.00
c	Textbooks were useful for improving speaking skills	2.36	32.66	28.96	34.01	2.02
d	Textbooks were useful for improving reading skills	0.00	6.02	10.03	75.25	8.70
e	Textbooks were useful for improving writing skills	1.00	19.40	17.73	59.20	2.68
f	Textbooks were useful for improving listening skills	2.36	24.24	23.91	46.80	2.69
6a	Using textbooks is fun	5.10	28.23	41.84	23.81	1.02
b	Using textbooks makes me feel safe and confident	2.00	15.33	21.67	57.00	4.00

	Items	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
7a	Textbooks were more useful than teaching materials in Private Tutorial Centres	1.71	18.43	54.61	21.84	3.41
b	Textbooks were more useful than past papers in the public examinations	4.39	38.51	38.18	17.57	1.35
c	Textbooks were more useful than notes prepared by teachers themselves	6.10	48.14	29.15	15.25	1.36
8	Internet can replace the English textbooks	2.70	33.78	33.78	26.69	3.04
9	It is good to use more materials designed by teachers than just use the textbooks	12.79	27.61	17.51	33.33	8.75
C1a	My English textbooks were relevant to the needs of Hong Kong economy	3.04	20.61	44.59	30.74	1.01
1b	My English textbooks were relevant to the learners future needs	3.36	24.50	26.17	45.97	0.00
1c	My English textbooks were relevant in preparing learners for tertiary education	3.68	27.42	31.44	36.12	1.34
2	My English textbooks were of satisfactory standard	2.67	8.67	16.00	70.67	2.00
3a	My English textbooks help learners to get better results in the public examinations	3.36	22.82	40.60	32.89	0.34
b	My English textbooks help learners improve language skills	1.33	10.00	18.00	69.00	1.67
c	My English textbooks help learners to be competitive in a service-based economy	3.69	24.83	43.96	27.52	0.00
D1	My English textbooks can appeal to learners' real interests	2.00	32.67	28.33	34.67	2.33
2	My English textbooks can have real-life tasks	2.01	23.83	23.49	47.99	2.68
3	My English textbooks can teach grammar in context.	1.00	16.67	14.67	62.67	5.00
4	My English textbooks can provide good models of language in use	0.33	12.00	26.00	57.00	4.67

	Items	Strongly disagree	disagree	No opinions	Agree	Strongly agree
5	My English textbooks can integrate the four skills systematically	2.02	21.21	24.24	48.48	4.04
6	My English textbooks can offer interesting essay topics	2.67	28.67	26.00	39.00	3.67
7	My English textbooks can make realistic recordings in listening tapes	2.01	22.41	29.77	43.48	2.34
8	My English textbooks can offer current topics for discussion	2.67	33.00	28.67	33.67	2.00
9	My English textbooks can cover most of the everyday expressions	1.67	38.33	27.67	30.67	1.67
10	My English textbooks can provide enough practice for examination purpose	3.00	34.67	27.67	32.67	2.00
11	My English textbooks can have exercises from easy to more difficult	1.33	28.00	22.33	46.33	2.00
E1	My textbooks were satisfactory in contents	0.00	14.38	17.06	68.23	0.33
2	My textbooks were satisfactory in language quality	0.33	14.00	16.33	66.33	3.00
3	My textbooks were satisfactory in easy-to-follow instructions	0.67	8.36	9.03	77.59	4.35
4	My textbooks were satisfactory in language games	9.03	51.84	26.42	11.71	1.00
5	My textbooks were satisfactory in explanations of grammar	3.02	28.19	16.11	50.00	2.68
6	My textbooks were satisfactory in examples	1.67	20.33	18.33	57.33	2.33
7	My textbooks were satisfactory in level of difficulty	1.34	16.78	21.14	59.73	1.01
8	My textbooks were satisfactory in sufficient practice in four skills training	2.00	34.00	25.00	37.00	2.00
9	My textbooks were satisfactory in audio-visual aids	10.14	43.92	26.01	19.26	0.68
10	My textbooks were satisfactory in variety in presentation	3.02	40.60	26.85	29.19	0.34

	Items	Strongly disagree	disagree	No opinions	agree	Strongly agree
11	My textbooks were satisfactory in updated information	1.67	31.77	28.76	36.79	1.00
12	My textbooks were satisfactory in interesting themes	2.68	27.09	29.10	40.80	0.33
F1a	Textbooks can develop learners capability of using English as a language of government and official uses	4.70	37.92	32.55	23.49	1.34
b	Textbooks can develop learners capability of using English as a language of business and commerce	5.03	43.62	29.87	20.47	1.01
2	Textbooks can develop learners capability of using English as a language of social value	2.01	20.40	28.43	47.49	1.67
3	Textbooks can develop learners capability of using English as a language of the universe medium of communication	1.34	16.39	26.09	54.52	1.67
4	Textbooks can develop learners capability of using English as a language of a tool for study	0.67	8.03	15.72	72.91	2.68
5	Textbooks can develop learners capability of using English as a language of a medium of pleasure and entertainment	4.33	31.00	33.33	29.67	1.67

G1	Using textbooks can develop learners competence to know and be able to use English appropriately	0.00	17.51	22.22	57.58	2.69
2	Using textbooks can develop learners competence to know the grammatical rules of English	0.67	12.75	14.09	69.13	3.36
3	Using textbooks can develop learners competence to know how to use English in social situations	2.33	30.67	26.67	40.33	0.00
4	Using textbooks can develop learners competence to know how to express meaning even when some words were not	1.68	33.56	26.85	37.58	0.34

	Items	Strongly disagree	disagree	No opinions	agree	Strongly agree
	known					
H1	Using textbooks can achieve learning targets for English interpersonally	1.34	25.50	32.21	40.94	0.00
2	Using textbooks can achieve learning targets for English in knowledge	0.00	10.44	14.14	73.40	2.02
3	Using textbooks can achieve learning targets for English in experience	2.01	23.83	35.23	38.59	0.34

Appendix F: Results of Questionnaire B (QB) (F3-7 Learners)

	Items	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
B1	English textbooks should always be used in F1	2.82	9.31	22.49	45.45	19.92
a	English textbooks should always be used in F4	3.52	16.39	26.93	39.45	13.71
c	English textbooks should always be used in F7	10.6	25	25.6	22.9	8.3
2	I use English textbooks in most of the lessons.	6.02	24.92	20.00	34.80	14.26
3a	Textbooks were the most convenient resources in learning	3.61	24.36	31.14	34.87	6.03
b	Textbooks were vital in second language learning	2.34	14.00	26.34	43.12	14.20
c	Textbooks were the authority of English learning	5.17	22.43	41.75	25.53	5.13
d	Textbooks were good for self-study with answers given	3.85	14.26	25.46	41.26	15.17
4a	Textbooks contribute to efficient learning	2.82	17.66	33.33	39.09	7.10
b	Textbooks were modified by teachers in teaching	2.54	20.56	41.48	30.55	4.87
c	Textbooks offer good examination technique	5.11	25.73	33.47	29.82	5.87
d	Textbooks provide a solid foundation for progress	2.31	10.13	23.41	47.79	16.35
5a	Textbooks were useful for improving daily English	4.07	19.36	26.75	38.80	11.02
b	Textbooks were useful for improving vocabulary	1.34	8.73	16.00	58.24	15.69
c	Textbooks were useful for improving speaking skills	6.72	25.89	22.69	34.07	10.63
d	Textbooks were useful for improving reading skills	1.98	9.09	17.14	59.09	12.70
e	Textbooks were useful for improving writing skills	2.50	13.78	25.18	47.26	11.28
f	Textbooks were useful for improving listening skills	6.92	25.30	27.27	31.66	8.85
6a	Using textbooks is fun	10.11	27.63	38.13	19.78	4.36
b	Using textbooks makes me	9.10	28.24	39.24	20.09	3.32

	Items	Strongly disagree	Dis agree	No opinions	agree	Strongly agree
	feel safe and confident					
7a	Textbooks were more useful than teaching materials in Private Tutorial Centres	9.62	26.57	45.19	14.97	3.64
b	Textbooks were more useful than past papers in the public examinations	14.64	38.17	29.68	13.17	4.34
c	Textbooks were more useful than notes prepared by teachers themselves	6.26	28.89	39.71	20.57	4.56
8	Internet can replace the English textbooks.	6.99	18.22	39.62	27.39	7.78
9	It is good to use more materials designed by teachers than just use the textbooks	9.46	19.98	33.95	28.57	8.03
C1	My English textbooks were relevant to the needs of Hong Kong economy	5.53	27.22	42.67	20.23	4.35
1b	My English textbooks were relevant to the learners future needs	5.34	22.25	35.31	30.40	6.69
1c	My English textbooks were relevant in preparing learners for tertiary education	6.10	21.75	38.47	26.70	6.97
2	My English textbooks were of satisfactory standard	3.85	14.34	42.34	35.98	3.49
3a	My English textbooks help learners to get better results in the public examinations	5.26	22.00	36.33	31.06	5.34
b	My English textbooks help learners improve language skills	3.92	18.26	28.17	42.59	7.05
c	My English textbooks help learners to be competitive in a service-based economy	7.21	22.25	39.63	24.51	6.41
D1	My English textbooks can appeal to learners' real interests	6.32	31.15	37.75	20.59	4.19
2	My English textbooks can have real-life tasks	3.64	22.64	30.88	37.93	4.91

	Items	Strongly disagree	disagree	No opinions	agree	Strongly agree
3	My English textbooks can teach grammar in context.	1.90	11.30	28.62	51.76	6.42
4	My English textbooks can provide good models of language in use	1.87	11.48	28.12	51.87	6.67
5	My English textbooks can integrate the four skills systematically	2.85	16.34	34.30	39.14	7.38
6	My English textbooks can offer interesting essay topics	6.46	25.69	35.09	27.80	4.96
7	My English textbooks can make realistic recordings in listening tapes	5.20	21.43	38.10	30.08	5.20
8	My English textbooks can offer current topics for discussion	8.73	31.02	34.79	21.86	3.61
9	My English textbooks can cover most of the everyday expressions	4.59	22.88	27.00	37.17	8.35
10	My English textbooks can provide enough practice for examination purpose	7.17	25.75	30.67	29.75	6.66
11	My English textbooks can have exercises from easy to more difficult	4.19	16.08	30.09	39.86	9.78
E1	My textbooks were satisfactory in contents	2.72	10.71	36.68	45.27	4.63
2	My textbooks were satisfactory in language quality	1.70	9.41	33.53	50.77	4.59
3	My textbooks were satisfactory in easy-to-follow instructions	1.62	13.14	30.80	49.84	4.59
4	My textbooks were satisfactory in language games	6.63	29.85	36.13	23.54	3.85
5	My textbooks were satisfactory in explanations of grammar	5.13	24.47	30.75	35.00	4.65
6	My textbooks were satisfactory in examples	2.78	18.29	30.26	42.82	5.84
7	My textbooks were satisfactory in level of difficulty	3.97	15.91	42.58	34.21	3.33
8	My textbooks were satisfactory in sufficient practice in four skills training	3.13	14.42	34.23	42.31	5.90
9	My textbooks were satisfactory in audio-visual aids	8.99	20.09	33.16	30.67	7.09
10	My textbooks were satisfactory in variety in presentation	6.46	25.86	40.75	23.25	3.68

	Items	Strongly disagree	disagree	No opinions	agree	Strongly agree
11	My textbooks were satisfactory in updated information	9.44	32.98	34.20	19.23	4.15
12	My textbooks were satisfactory in interesting themes	8.06	24.98	33.48	27.35	6.13
F1	Textbooks can develop learners capability of using English as a language of government and official uses	5.45	25.09	39.00	25.05	5.41
b	Textbooks can develop learners capability of using English as a language of business and commerce	5.38	26.93	34.48	27.40	5.81
2	Textbooks can develop learners capability of using English as a language of social value	4.16	16.61	29.01	41.66	8.56
3	Textbooks can develop learners capability of using English as a language of the universal medium of communication	4.72	18.51	30.24	36.42	10.11
4	Textbooks can develop learners capability of using English as a language of a tool for study	3.08	10.31	27.34	51.36	7.90
5	Textbooks can develop learners capability of using English as a language of a medium of pleasure and entertainment	10.83	25.50	35.90	22.97	4.78
G1	Using textbooks can develop learners competence to know and be able to use English appropriately	2.37	10.28	29.41	49.05	8.89
2	Using textbooks can develop learners competence to know the grammatical rules of English	1.78	9.26	24.62	54.99	9.34
3	Using textbooks can develop learners competence to know how to use English in social situations	4.11	20.75	32.17	34.58	8.38
4	Using textbooks can develop learners competence to know how to express meaning even when some words were not known	4.59	19.27	32.92	35.58	7.64

	Items	Strongly disagree	disagree	No opinions	agree	Strongly agree
H1	Using textbooks can achieve learning targets for English interpersonally	4.27	18.94	34.72	33.89	8.19
2	Using textbooks can achieve learning targets for English in knowledge	3.28	10.36	26.64	51.11	8.62
3	Using textbooks can achieve learning targets for English in experience	5.62	16.78	31.82	37.20	8.59

**Appendix G: Ranking of Learner and Teacher Perceptions
(Learners as Priority)**

	Aspects	teacher/ learner	Mean	Std. Deviation	Median	N	t	df	Sig. (p)
1	Vocabulary	teacher	3.8867	0.6444	4	300	2.559	436.323	0.011
		learner	3.7819	0.8601	4	2531			
2	Reading skills	teacher	3.8662	0.6415	4	299	3.709	440.214	0.000
		learner	3.7143	0.8713	4	2520			
3	F.1	teacher	3.8367	0.9132	4	245	2.159	305.181	0.032
		learner	3.7035	0.9813	4	2374			
4	Foundation in progress	teacher	3.4286	0.8221	4	294	-3.976	2799	0.000
		learner	3.6574	0.9456	4	2507			
5	Grammatical Competence	teacher	3.6174	0.775	4	298	0.187	385.712	0.852
		learner	3.6085	0.8471	4	2526			
6	Vital	teacher	3.3704	0.925	4	297	-2.651	2816	0.008
		learner	3.5284	0.9768	4	2521			
7	Sociolinguistic competence	teacher	3.4545	0.8088	4	297	-1.188	2825	0.235
		learner	3.5182	0.8807	4	2530			
8	Knowledge	teacher	3.67	0.6869	4	297	3.56	428.115	0.000
		learner	3.5142	0.9091	4	2530			
9	Writing skills	teacher	3.4314	0.8657	4	299	-1.371	2815	0.171
		learner	3.5103	0.9495	4	2518			
10	A tool for study	teacher	3.689	0.6856	4	299	4.19	427.748	0.000
		learner	3.5069	0.8941	4	2531			
11	Skills integration	teacher	3.5367	0.7772	4	300	0.764	389.723	0.445
		learner	3.5	0.8516	4	2518			
12	Authority	teacher	3.3591	0.9149	4	298	-2.416	392.62	0.016
		learner	3.4964	1.0345	4	2518			
13	Language quality	teacher	3.5767	0.7786	4	300	2.175	2827	0.030
		learner	3.4713	0.7946	4	2529			
14	F.4	teacher	3.2044	1.0065	3	274	-3.402	1694	0.001
		learner	3.4346	1.0293	4	1422			
15	Instructions	teacher	3.7659	0.6894	4	299	7.861	408.994	0.000
		learner	3.4264	0.8348	4	2526			
16	Contents	teacher	3.5452	0.7376	4	299	3.516	396.503	0.000
		learner	3.3839	0.8406	3	2503			
17	Social value	teacher	3.2642	0.8711	3	299	-1.373	394.832	0.170
		learner	3.3385	0.9886	4	2523			
18	Daily English Use	teacher	3.0468	0.9401	3	299	-4.93	388.816	0.000
		learner	3.3335	1.0366	3	2531			

	Aspects	teacher/ learner	Mean	Std. Deviation	Median	N	t	df	Sig. (p)
19	Essay topics	teacher	3.3131	0.9188	4	297	-0.093	2817	0.926
		learner	3.3184	0.9289	3	2522			
20	Examples	teacher	3.3833	0.8901	4	300	1.359	2813	0.174
		learner	3.3066	0.9288	3	2515			
21	Efficient learning	teacher	3.4752	0.8316	4	282	3.311	365.352	0.001
		learner	3.3	0.9352	3	2520			
22	Real-life tasks	teacher	3.255	0.919	4	298	1.317	2822	0.188
		learner	3.2934	0.9408	3	1462			
23	Universal communication	teacher	3.388	0.8253	4	299	1.944	416.414	0.053
		learner	3.287	1.0297	3	2523			
24	Experience	teacher	3.1141	0.8411	3	298	-2.832	407.343	0.005
		learner	3.2636	1.0193	3	2527			
25	Most convenient	teacher	3.4676	1.0253	4	293	3.173	387.131	0.002
		learner	3.2635	1.1575	3	2440			
26	Interpersonal	teacher	3.1275	0.8392	3	298	-1.912	400.558	0.057
		learner	3.2278	0.9874	3	2529			
27	Strategic competence	teacher	3.0134	0.8913	3	298	-3.808	389.501	0.000
		learner	3.224	0.9939	3	2527			
28	Competence for Social English	teacher	3.05	0.8964	3	300	-3.133	393.077	0.002
		learner	3.2237	1.0017	3	2530			
29	Practices	teacher	2.9233	0.9056	3	300	-5.246	397.818	0.000
		learner	3.2181	1.035	3	2526			
30	Satisfactory standard	teacher	3.6067	0.7836	4	300	8.204	391.838	0.000
		learner	3.2093	0.8681	3	2518			
31	Contextualisation	teacher	3.255	0.9186	4	298	1.317	2822	0.188
		learner	3.1781	0.9573	3	2526			
32	Level of difficulty	teacher	3.4228	0.8262	4	298	4.742	2816	0.000
		learner	3.1702	0.8744	3	2520			
33	Speaking skills	teacher	3.0067	0.919	3	297	-2.651	408.104	0.008
		learner	3.1601	1.1263	3	2530			
34	Modification	teacher	3.5351	1.0173	4	299	6.304	354.132	0.000
		learner	3.1478	0.8899	3	2524			
35	Relevant to examinations	teacher	2.9983	0.6566	3	300	-3.072	390.972	0.002
		learner	3.1229	0.7266	3	2535			
36	Internet	teacher	2.9358	0.9128	3	296	-2.776	2813	0.006
		learner	3.1076	1.0177	3	2519			

	Aspects	teacher/ learner	Mean	Std. Deviation	Median	N	t	df	Sig. (p)
37	Listening skills	teacher	3.2323	0.9281	3	297	2.239	400.505	0.026
		learner	3.1022	1.091	3	2486			
38	Grammar explanations	teacher	3.2114	0.9842	4	298	1.917	371.538	0.056
		learner	3.0957	0.9884	3	2517			
39	Better result	teacher	3.0403	0.8399	3	298	-0.992	397.28	0.322
		learner	3.0922	0.973	3	2527			
40	Current topics	teacher	3.2174	0.8878	3	299	2.244	2817	0.025
		learner	3.0865	0.9612	3	2520			
41	Teaching aids	teacher	2.5642	0.9366	2	296	-7.75	2818	0.000
		learner	3.0677	1.0709	3	2524			
42	vs. other teaching materials	teacher	2.9764	1.2148	3	297	-1.098	354.001	0.273
		learner	3.0574	1.0874	3	2527			
43	Examination techniques	teacher	3.0269	0.8849	3	297	-0.479	2817	0.632
		learner	3.0559	0.996	3	2522			
44	Interesting topics	teacher	3.1439	0.7239	3.3333	300	2.083	2833	0.037
		learner	3.0521	0.7211	3	2535			
45	Self-study	teacher	2.6599	0.9909	3	297	-6.12	362.336	0.000
		learner	3.0302	0.9439	3	2515			
46	Easy to more difficult exercise	teacher	2.96	0.9352	3	300	-1.097	2822	0.273
		learner	3.0297	1.0525	3	2524			
47	Relevance	teacher	3.0872	0.7393	3	300	1.284	2831	0.199
		learner	3.0272	0.769	3	2533			
48	Official uses, business and commerce	teacher	2.6879	0.8876	3	298	-5.397	2825	0.000
		learner	3.0134	0.9955	3	2529			
49	Service-based	teacher	2.953	0.8193	3	298	-1.043	410.603	0.298
		learner	3.0067	1.0063	3	2526			
50	Tapes	teacher	3.1233	0.958	3	300	2.186	2820	0.029
		learner	2.9909	0.996	3	2522			
51	Interesting themes	teacher	3.0903	0.891	3	299	1.673	2827	0.094
		learner	2.985	1.0446	3	2530			
52	Authenticity	teacher	3.0933	0.6685	3.125	300	3.234	2833	0.001
		learner	2.9603	0.6745	3	2535			
53	F.7	teacher	2.7846	1.0053	3	246	-1.72	898	0.086
		learner	2.9281	1.1553	3	654			
54	Games	teacher	2.4381	0.8506	2	299	-7.568	2816	0.000
		learner	2.8813	0.9692	3	2519			

	Aspects	teacher/ learner	Mean	Std. Deviation	Median	N	t	df	Sig. (p)
55	Pleasure	teacher	2.9333	0.9193	3	300	1.398	396.267	0.163
		learner	2.8537	1.0433	3	2529			
56	Real interest	teacher	3.0267	0.9213	3	300	3.004	2828	0.003
		learner	2.8518	0.9573	3	2530			
57	Fun	teacher	2.8741	0.8672	3	294	1.242	391.36	0.215
		learner	2.8066	1.0078	3	2523			
58	Everyday expressions	teacher	2.9933	0.9253	3	300	3.112	2819	0.002
		learner	2.806	0.9925	3	2521			
59	Safety /confidence	teacher	3.4567	0.8702	4	300	11.146	2826	0.000
		learner	2.803	0.9705	3	2528			
60	Tutorial notes	teacher	3.0683	0.7778	3	293	6.181	398.994	0.000
		learner	2.7644	0.9439	3	2525			
61	Updated information	teacher	3.0368	0.891	3	299	5.069	392.892	0.000
		learner	2.7567	1.0034	3	2532			

Appendix H: Questionnaire B2 (Chinese Version)

錄 1D 香港中學英文課本

中三 中五學生問卷調查

請填以下問卷作英文課本的質素意見。

<甲>個人資料 <請在空格內寫或在適合空格內打「v」

1.學校名稱:_____						
2.班別:_____						
3.性別: 男 <input type="checkbox"/> 女 <input type="checkbox"/>						
4.成績組別(Banding) Band 1 <input type="checkbox"/> Band 2 <input type="checkbox"/> Band 3 <input type="checkbox"/> Band 4 <input type="checkbox"/> Band 5 <input type="checkbox"/>						
5. 哪一本是我常用的英文課本						
New Targets in English (Longman)					<input type="checkbox"/>	
English 2000 (Macmillan)					<input type="checkbox"/>	
Get Ahead (Macmillan)					<input type="checkbox"/>	
Easy English (Oxford)					<input type="checkbox"/>	
New Integrated English (Longman)					<input type="checkbox"/>	
Progressive English (Aristo)					<input type="checkbox"/>	
Oxford Junior English (Oxford)					<input type="checkbox"/>	
Oxford Certificate English (Oxford)					<input type="checkbox"/>	
English Today					<input type="checkbox"/>	
其他<請寫出書出版社>_____					<input type="checkbox"/>	
<乙>英文課本在學習英文上的作用: 請對以下句子表示同意或不同意。						
很同意 同意 無意見 不同意 很不同意						
如果我十分喜歡用英文課本,我會在「很同意」的空格內打「v」						
例子	我喜歡用英文課本。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	中三學生宜多用英文課本	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	大部份上課時間,我都用英文課本	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	英文課本是:					
	a)最方便的學習材料	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b)在外文學習上是重要的	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c)學習英文的權威	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d)若附有答案,有助自修	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	英文課本:					
	a)提高學習效率	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b)在老師教受時,內容多被修改	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c)能提供考試技巧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	d)豐富學習經驗	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e)為日後英語打好穩固的基礎	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	國際電腦互聯網能夠取代英文課本	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	英文課本可以有效地改善:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a)日用英語	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b)英文生字	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c)英語說話技巧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d)英文閱讀技巧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e)寫作技巧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f)聆聽技巧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	老師宜多用自己設計的教材,少用英文課本	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	英文課本較					
	a)補習社的講義有用	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b)老師自備的講義有用	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	用英文課本是					
	a)有趣的	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b)令人安全感及自信心	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<丙>英文書的質素						
	甲:我的英文課本:					
1	a)與香港的經濟需要有關	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b)與學生的前途需要有關	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c)與準備接受大專教育有關	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	令人滿意	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	幫助你改善語言技巧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<丁> 英文課本的評價標準						
	我的英文課本能:					
1	引起我的真正興趣	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	提供生活化的練習	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	有上文下理的文法	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	提供良好的語文運用的範例	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	有系統地溶合閱讀,書寫,聆聽及說話	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	提供收錄有趣的作文題目	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	有真實境況的錄音帶	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	提供時事性的題目作討論	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	包含大部份的日常用詞	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	提供足夠的考試練習	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	習作程度由淺入深	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<戊> 我的英文課本在以下各方面令人滿意:						
1	內容	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2	語言質素	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	清楚指示	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	語言遊戲	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	文法解釋	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	例子	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	困難程度	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	足夠的技巧練習	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	視聽教材(幻燈片、錄音帶、掛牆畫)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	多種表達形式	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	最新資料	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	有趣的主題	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<己> 英文課本能幫助學生在下列各方面用英文作						
1	a)官方語言、政治及官方用途	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b)商業用語	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	社交語言	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	全球溝通	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	學習工具	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	娛樂欣賞	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<申> 學生使用英文課,本有助發展:						
1	適當地運用英語的能力	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	認識文法的能力	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	如何在社交場合用英語的能力	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	如何在詞語不是時,也有表情達意的能力	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<西> 英文課于可達到以下學習目標:						
1	以英文社交	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	以英文求知	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	以英文豐富外文經驗	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	對英文課本的意見:					

Please leave a means for further contact

Appendix I:

QA - English Textbooks in Hong Kong Secondary Schools

To English Language Teachers

This purpose of the questionnaire is to evaluate the suitability of English textbooks in Hong Kong secondary schools. Your views will be compared with those of the learners. The questionnaire is only for the purpose of a research degree at TESOL Department, University of Leicester under the supervision of Dr. Martin Cortazzi. The answers will be kept confidential. Please answer frankly. Thank you.

A. Personal information (Please fill in the blank or put a "√" in the appropriate box)

1. Name of school you are teaching in:

2. Classes taught: F. ____ F. ____ F. ____

3. Sex : Male Female

4. Teaching Qualification:

Cert Ed Diploma in Ed. B.A. Masters

Teacher Cert of Colleges Cert in TEFL Others ____

5. Years of Teaching experience:

0-5 6-10 11-15 15-20 20-25 25-30

6. What is the pass rate in English obtained by your school in the HKCEE ?

0-20 21-40 41-60 61-80 81-100

7. Which textbooks or publishers do you use most of the time?

Tick ONLY ONE section: a or b

a) F.1-F.5 Teachers

- i) New Targets in English (Longman)
- ii) English 2000 (Macmillan)
- iii) Get Ahead (Macmillan)
- iv) Easy English (Oxford)
- v) New Integrated English (Longman)
- vi) Progressive English (Aristo)
- vii) Oxford Junior English (Oxford)
- viii) Oxford Certificate English (Oxford)
- ix) English Today (Aristo)
- Others _____

OR

b) F.6-F.7 Teacher (Tick one publisher only)

- a) Macmillan
- b) Witman
- c) Precise
- d) Longman

Others _____

Checklist of Evaluation Criteria

Evaluate ONE English textbook you have ticked above.

Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
-------------------	-------	---------------	----------	----------------------

1.1	The textbook is mainly based upon the teaching of patterns of communicative interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Which aspects of language forms are included					
	(a) pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(b) grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(c) vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	The matching of language to its social context and function is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	English language is comprehensively taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	These language skills are well presented					
	(a) reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(b) listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(c) writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(d) speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(e) integration of skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2	Selection and grading of language items					
2.1	The textbook follows					
	(a) a structural syllabus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(b) a functional syllabus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(c) others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	The progression is					
	(a) linear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(b) cyclical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	There is adequate recycling of grammar items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
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3	Presentation and practice of new language items					
3.1	The presentation of grammar is: (a) stated with grammar rules (b) systematic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	The pronunciation system is taught systematically in: (a) production of individual sounds (b) production of stress patterns and intonation contours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Lower forms' textbooks should have a section on pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4	Developing language skills and communicative abilities. The textbook includes:					
4.1	well-written reading passages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	strong thematic linkage within each unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Numerous mechanical drills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Representative examples of real language use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Interesting reading texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	Fully-guided writing practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	The listening exercises of the textbooks of F1 to F.5 e.g. Get Ahead/ Easy English are seldom used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5	Supporting materials for English textbooks					
5.1	You find the following useful (a) software and CDs (b) Chinese translation of vocabulary in Teachers' Key (c) workbooks (d) Teacher Handbook (e) answer keys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6	Culture and the learner					
6.1	Textbooks include (a) specific cultural settings of the Hong Kong Chinese.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(b) aspects of British and/or American culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	The textbooks					
	(a) require a high degree of teacher input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(b) are suitable for non-native speaking teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	The learners are responsible for their own learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Overall evaluation					
7.1	A clear contents page is given	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	Textbooks are a) user-friendly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) tailor-made for the English Syllabus in H.K.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c) of high quality in English learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d) teacher-friendly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e) teachers can adapt it to suit the needs of learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	Textbook adaptation is best done by individual teacher rather than team work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4	Textbooks you are reviewing are a) learner-centred	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) examination-centred	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other comments on English textbooks

Please leave details for further contact

Thank you.

Appendix J:

Questionnaire B1

To English Language Teachers

To English Language Teachers

The purpose of this questionnaire is to evaluate the suitability of English textbooks in Hong Kong secondary schools. Your views will be compared with those of the learners. The questionnaire will only be used for the purpose of a research degree at the TESOL Department, University of Leicester under the supervision of Dr. Martin Cortazzi. The answers will be kept confidential. Please answer frankly. Thank you.

A. Personal information (Please fill in the blank or put a "√" in the appropriate box)

1. Name of school you are teaching in:

2. Classes taught: F.____ F.____ F._____

3. Sex : Male Female

4. Teaching Qualification:

Cert Ed Diploma in Ed. B.A. Masters

Teacher Cert of Colleges Cert in TEFL Others _____

5. Years of Teaching experience:

0-5 6-10 11-15 15-20 20-25 25-30

6. What is the pass rate in English obtained by your school in the HKCEE?

0-20 21-40 41-60 61-80 81-100

7. Which textbooks or publishers do you use most of the time?

Tick ONLY ONE section: a or b

a) F.1-F.5 Teachers

- i) New Targets in English (Longman)
- ii) English 2000 (Macmillan)
- iii) Get Ahead (Macmillan)
- iv) Easy English (Oxford)
- v) New Integrated English (Longman)
- vi) Progressive English (Aristo)
- vii) Oxford Junior English (Oxford)
- viii) Oxford Certificate English (Oxford)
- ix) English Today (Aristo)
- Others _____

OR

b) F.6-F.7 Teacher (Tick one publisher only)

- a) Macmillan
- b) Witman
- c) Precise
- d) Longman
- Others _____

B. Role of English Textbooks in Language Learning

Please indicate how far you agree or disagree with each statement.

Strongly agree	Agree	No opinion	Disagree	Strongly disagree
-------------------	-------	---------------	----------	----------------------

1.	English textbooks (instead of other notes) should always be used in					
	a) F.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	*b) F.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	**c) F.7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I use English textbooks in most of the lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Textbooks are:					
	a) the most convenient resources in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) vital in second language learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c) the authority of English learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Strongly agree	Agree	No opinion	Disagree	Strongly disagree
	d) good for self- study with answers given	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Textbooks :					
	a) contribute to efficient learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) are modified by teachers in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c) offer good examination technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d) provide a solid foundation for progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Textbooks are useful for improving:					
	a) daily English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c) speaking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d) reading skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e) writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f) listening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Using textbooks					
	a) is fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) makes me feel safe and confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Textbooks are more useful than:					
	a) teaching materials in Private Tutorial Centres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) past papers in the public examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c) notes prepared by teachers themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	The Internet can replace the English textbooks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	It is good to use more materials designed by teachers than just use the textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Quality of Textbooks

		Strongly Agree	Agree	No opinion	Disagree	Strongly disagree
My English textbooks:						
1.	are relevant					
	a) to the needs of the Hong Kong economy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) to the students' future needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c) in preparing students for tertiary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Strongly Agree	Agree	No opinion	Disagree	Strongly disagree
2.	are satisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	help students					
	a) to get better results in the public examinations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) improve language skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c) to be competitive in a service-based economy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Criteria for Evaluation

My English textbooks can:

1.	appeal to students' real interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	have real-life tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	teach grammar in context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	provide good models of language in use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	integrate the four skills systematically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	offer interesting essay topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	make realistic recordings in listening tapes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	offer current topics for discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	cover most of the everyday expressions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	provide enough practice for examination purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	have exercises from easy to more difficult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. My textbooks are satisfactory in the following areas:

1.	contents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	language quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	easy-to-follow instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	language games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	explanations of grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	level of difficulty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Strongly Agree	Agree	No opinion	Disagree	Strongly disagree
8	sufficient practice in 4 skills training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	audio-visual aids (e.g. slides, tapes, wall-pictures etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	variety in presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	updated information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	interesting themes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. My Textbooks can develop learners' capability in using English

1.	as a language of: a) government and official use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) business and commerce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	social value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	the universal medium of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	a tool for study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	a medium of pleasure and entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G. Using my textbooks can develop learners' competence to:

1.	use English appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	master the grammatical rules of English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	use English in social situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	express meaning even when some words are not known	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H. Using my textbooks can achieve learning targets for English:

1.	- Interpersonally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
----	-------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

		Strongly Agree	Agree	No opinion	Disagree	Strongly disagree
2.	- Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	- Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other comments on the quality of textbooks?

****Can you leave details for further contact?

Thank you.

*appear in all questionnaires

** For F.3 to F.5 teachers/learners only

*** For F.1 to F.7 teachers and the sixth forms learners only

****For teachers only

Appendix K:**Questionnaire B1 (QB1)****To the English learners**

The purpose of this questionnaire is to evaluate the suitability of English textbooks in Hong Kong secondary schools. Your views will be compared with those of the teachers. The questionnaire will only be used for the purpose of a research degree at the TESOL Department, University of Leicester under the supervision of Dr. Martin Cortazzi. The answers will be kept confidential. Please answer frankly. Thank you.

A. Personal information (Please fill in the blank or put a "√" in the appropriate box)

To English Language Learners (F6-7)

This questionnaire is about English textbooks. It asks you about your views and opinions. The questionnaire is only for research purposes and the answers will be kept confidential. Please answer frankly.

A. Personal information (Please fill in the blank or put a "√" in the suitable box)

1. Name of school:

2. Class: F. _____ Science Arts Industry Commerce

3. Sex : Male Female

4. What is the pass rate in English obtained by your school in the HKCEE ?

0-20 21-40 41-60 61-80 81-100

**Poor quality
text due to the
nature of the
material.**

**Image quality is
best available.**

5. Which textbooks or publishers do you use most of the time?

Tick ONLY ONE section: a or b

a) F.1-F.5

- i) New Targets in English (Longman)
- ii) English 2000 (Macmillan)
- iii) Get Ahead (Macmillan)
- iv) Easy English (Oxford)
- v) New Integrated English (Longman)
- vi) Progressive English (Aristo)
- vii) Oxford Junior English (Oxford)
- viii) Oxford Certificate English (Oxford)
- ix) English Today (Aristo)
- Others _____

OR

b) F.6-F.7 (Tick one publisher only)

- a) Macmillan
- b) Witman
- c) Precise
- d) Longman
- Others _____

Add Questionnaire B Part B here.

Appendix L:

The Letter to Principals/School Teachers

20-11-1998

Dear Principal

Questionnaires on Perceptions of English Textbooks


I am writing to invite your English teachers* to fill in questionnaires that examine the suitability of English textbooks.

I am writing a research thesis for the degree of Doctorate of Education on the topic of **Teacher and Learner Perceptions of ELT textbooks in Hong Kong Secondary Schools**. I sincerely hope that your English teachers can fill in Questionnaire A. You then can return the questionnaires to me in a month.

I would be most grateful if you could help me in conducting this very important research. In case of questions, please feel free to contact me at 962723** or by email to fannychow2000@yahoo.com.

I look forward to your reply.

Yours sincerely,



Fanny Chow Y W
EDD Candidate
University of Leicester

*/learners or /and teachers/learners (add as needed)

Appendix M:

Intragroup Perception Differences (Male and Female Teachers)

Table 1 Roles of English

T-Test

Independent Samples Test

	t-test for Equality of Means							
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
						Lower	Upper	
F1	-5.397	2825	.000	-.3255	.06031	-.44379	-.20726	
F2	-1.373	394.832	.170	-.0743	.05409	-.18060	.03206	
F3	1.944	416.414	.053	.1010	.05195	-.00111	.20311	
F4	4.190	427.748	.000	.1820	.04345	.09665	.26745	
F5	1.398	396.267	.163	.0796	.05698	-.03239	.19167	
roles of English in H.K.	-.157	2833	.875	-.0067	.04255	-.09012	.07675	

- F1 as a language of government and official use, as a language of business and commerce
- F4 (as a tool for study).

Table 2 Frequency of use

T-Test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
B1A	.795	.373	.659	240	.511	.0936	.14200	-.18615	.37331	
B1B	3.931	.048	2.430	124.344	.017	.3193	.13139	.05927	.57938	
B1C	1.129	.289	2.956	240	.003	.4476	.15140	.14935	.74582	
B2	8.698	.003	2.007	123.745	.047	.2694	.13425	.00367	.53514	
frequency used in class	4.315	.039	2.679	132.078	.008	.25	.093	.066	.435	

- ◆ F.4 (B1B)
- ◆ F.7(B1C)
- ◆ most convenient resources

T-Test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
presentation	.125	.724	.475	248	.635	.04	.083	-.124	.202	
student-centred	2.923	.089	1.183	227	.238	.1688	.14266	-.11231	.44988	
comprehensiveness	.843	.360	-.384	242	.702	-.0486	.12674	-.29828	.20101	
APPROACH	4.027	.046	2.832	107.797	.006	.23	.083	.070	.397	
progression	.351	.554	-.981	247	.328	-.08	.082	-.243	.081	
authenticity	3.845	.051	.620	246	.536	.0817	.13182	-.17797	.34131	
interesting topics	.296	.587	-2.021	248	.044	-.2667	.13196	-.52665	-.00675	
thematic	2.260	.134	1.440	247	.151	.2167	.15046	-.07962	.51309	
AT16MEAN	6.555	.011	.682	120.214	.497	.04	.058	-.075	.155	

- Approach and interesting topics.

Table 4 Skills Development

T-Test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
B5A	.197	.657	-1.103	292	.271	-.1415	.12838	-.39420	.11112	
B5B	23.888	.000	-2.171	88.705	.033	-.2377	.10949	-.45530	-.02018	
B5C	.604	.438	.004	290	.997	.0005	.12814	-.24775	.24877	
B5D	7.953	.005	-1.191	99.905	.237	-.1177	.09885	-.31386	.07840	
B5E	.074	.786	-.614	292	.540	-.0726	.11828	-.30542	.16015	
B5F	.371	.543	-1.399	290	.163	-.1774	.12678	-.42695	.07210	
skills development	.073	.787	-1.572	293	.117	-.13	.081	-.286	.032	

Vocabulary (5B).

Appendix N:

Results of Questionnaire A (QA) –Teachers'

	ITEMS	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1.1	The textbook is mainly based upon the teaching of patterns of communicative interaction	1.98	27.67	21.74	47.04	1.58
1.2a	Pronunciation is included	5.60	66.40	12.40	10.40	5.20
b	Grammar is included	11.76	81.18	3.14	2.75	1.18
c	Vocabulary is included	10.28	81.82	4.74	2.37	0.79
1.3	The matching of language to its social context and function is appropriate	1.99	13.55	25.50	56.57	2.39
1.4	English language is comprehensively taught	1.20	16.00	24.80	55.60	2.40
1.5a	Reading is well-presented	0.78	8.63	14.12	69.02	7.45
b	Listening is well-presented	1.57	16.08	30.59	49.02	2.75
c	Writing is well-presented	2.34	24.22	21.09	50.39	1.95
d	Speaking is well-presented	1.57	21.57	28.24	46.67	1.96
e	Skill integration is well-presented	5.10	19.22	33.33	41.18	1.18
2.1a	The textbook follows a structural syllabus	2.21	35.84	29.20	30.97	1.77
b	The textbook follows a functional syllabus	0.41	8.26	30.58	59.50	1.24
2.2a	The progression is linear	0.44	10.18	35.40	52.65	1.33
b	The progression is cyclical	2.82	11.74	40.85	43.19	1.41
2.3	There is adequate recycling of grammar items	2.47	37.45	27.57	32.51	0.00
3.1a	The presentation of grammar is stated with grammar rules	1.59	64.14	15.94	15.94	2.39
b	The presentation of grammar is systematic	1.62	24.29	26.32	46.15	1.62
3.2a	The pronunciation system is taught systematically in production of individual sounds	0.80	42.97	30.92	20.88	4.42
b	The pronunciation system is taught systematically in production of stress patterns and intonation contours	2.80	44.00	28.40	20.80	4.00
3.3	Lower forms textbooks should have a section of pronunciation	16.80	58.80	19.20	5.20	0.00
4.1	The textbook includes well-written reading passages	0.39	10.94	18.36	61.72	8.59
4.2	The textbook includes strong thematic linkage within each units	3.53	30.59	24.71	36.08	5.10

4.3	The textbook includes numerous mechanical drills	2.35	28.63	29.80	37.25	1.96
4.4	The textbook includes representative examples of real language use	1.57	20.08	30.31	44.49	3.54
4.5	The textbook includes interesting reading texts	1.56	19.92	26.95	46.48	5.08
4.6	The textbook includes fully-guided writing practice	3.54	40.16	22.05	31.89	2.36
4.7	The listening exercises of the textbook of F1 to F5 were seldom used	12.50	60.78	26.29	0.00	0.43
5.1a	Software and CDs were useful	3.31	19.42	44.63	28.10	4.55
b	Chinese translation of vocabulary in Teachers key is useful	11.02	23.67	31.43	31.84	2.04
c	Workbooks were useful	1.20	13.25	18.07	59.44	8.03
d	Teacher handbook is useful	0.40	5.58	14.34	66.53	13.15
e	Answer keys were useful	0.40	3.56	11.86	67.19	17.00
6.1a	Textbooks include special cultural settings of the Hong Kong Chinese	1.18	18.82	19.22	56.47	4.31
b	Textbooks include aspects of British and/or American culture	2.38	24.21	38.49	33.73	1.19
6.2a	The textbooks require a high degree of teacher input	3.53	67.45	28.63	0.39	0.00
b	The textbooks are suitable for non-native speaker teachers	0.40	12.30	28.17	57.14	1.98
6.3	The learners are responsible for the learning process themselves individually	1.28	21.70	28.09	42.98	5.96
7.1	A clear contents page is given	0.00	4.72	7.87	77.17	10.24
7.2a	Textbooks are user-friendly	0.79	9.49	22.53	64.82	2.37
b	Textbooks are tailor-made for the English Syllabus in H.K.	0.40	14.06	36.14	46.99	2.41
c	Textbooks are of high quality in English learning	1.57	23.62	38.98	33.46	2.36
d	Textbooks are teacher-friendly	0.78	12.55	25.88	58.82	1.96
e	Textbooks are adapted to suit the needs of learners by the teachers	1.19	15.02	31.62	49.80	2.37
7.3	Textbook adaptation is best done by individual teacher rather than team work	2.77	20.55	25.69	46.64	4.35
7.4a	Textbooks are learner-centred	1.23	19.26	31.15	47.54	0.82
b	Textbooks are examination-centred	1.65	22.63	30.86	41.15	3.70