

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is devoted to review some relevant theories underlying this study. It consists of some items such as: textbook, the importance of textbook in language learning, textbook evaluation, advantages and disadvantages using textbook, the criteria on textbook evaluation.

A. Textbook

Textbook have always been the most preferred instructional materials in ELT. They are best seen as resources in achieving aims and objectives that have already been set concerning learner needs¹. Textbook play a prominent role in the teaching/learning process and they are the primary agents of conveying the knowledge to the learners. Moreover, one of the basic functions of textbook is to make the existence knowledge available and apparent to the learner in a selected, easy and organized way. Hutchinson and Torres argues that the textbook has a very important and a positive part to play in teaching and learning English². They state that textbooks provide the necessary input into classroom lessons through different activities, readings and explanations. Thus, they will always survive on the grounds that they

¹ A. Cunningsworth, *Choosing Your Coursebook*. Oxford: Heinemann (Publishers Ltd, 1995), p.7.

² Torres, Huthchinson, *What is underneath? An interactive view of the materials evaluation*. In L.E.Sheldon. (Ed), *ELT textbooks and materials: Problems in evaluation and development*, (Oxford: Modern English Publications, 1987), p. 37-44.

meet certain needs. Allwright adds a further dimension to the role of the textbook by characterizing the lesson as an interaction between the three elements of teacher, learners and materials³. This interaction enhances the opportunities to learn.

B. The Importance of Textbook in Language Learning

Every year to year, there has been a movement to make learners more than teachers as the center of language learning. According to this approach to teaching, learners are more important than teachers, instructional materials, curriculum, methods, or evaluation. As a matter of fact, curriculum, instructional materials, teaching methods, and evaluation should all be designed for learners and their needs (Kenji Kitao & S. Kathleen Kitao)⁴. However, teachers and learners, in many cases, rely on instructional materials, and the materials become the center of instruction. In fact, instructional materials control learning and teaching, in other words, they help learning and teaching. Sheldon believes that a textbook can serve different purposes for teachers: as a core resource, as a source of supplemented material, as an inspiration for classroom activities and tasks, or even as the curriculum itself.⁵ He contends that the textbooks are perceived to be the route map of any ELT program, laying bare its shape, structure, and

³ R. Allwright, "What do we want teaching materials for?" *ELT journal*, (1981). Vol.36 (1), 5- 13.

⁴ K. Kitao & S. K. Kitao, "Selecting and developing teaching/ learning materials". *The Internet TESL Journal*, (2003), Vol.4 (4).

⁵ L.E. Sheldon, "Evaluating ELT textbooks and materials". *ELT Journal*, (1988), Vol. 42(4), 237-246.

destination, with progress, program, and teacher quality being assessed by learners in terms of sequential, unit-by-unit coverage (Sheldon)⁶. He adds that textbooks represent the visible heart of any ELT program. They provide the objectives of language learning; they function as a lesson plan and working agenda for teachers and learners. They offer considerable advantages, for both the learners and the teachers. The educational philosophy of textbooks affects the class and learning process⁷.

C. Textbook Evaluation

According to Tomlinson textbook evaluation is an activity in the field of applied linguistics that enables teachers, supervisors, administrators and materials developers to make judgments about the effect the materials have on the people who use them.⁸ Furthermore, Zohrabi believes that material evaluation should be the top priority of any curriculum.⁹ Generally speaking, no textbook can be perfect, therefore, textbook evaluation is very important to clarify the suitability of the sources and find the best one by Gholami, Nikou, & Soultanpour.¹⁰

⁶ Ibid., 237-246.

⁷ Ibid.,247-246.

⁸ B.Tomlinson, & H. Masuhara, "Adults EFL courses". *ELT Journal*, (2001), Vol. 55(1), 80-101.

⁹ M. Zohrabi, "Coursebook development and evaluation for English for general purposes course". *English Language Teaching*, (2011), Vol 4(2), 213-222.

¹⁰ J. Gholami, F. Niko, & A. Soultanpour . "A retrospective-comparative evaluation of textbooks developed by native and non-native English speakers". *Journal of Academic and Applied Studies*, (2012), Vol. 2(11), 35-42.

D. Advantages and Disadvantages Using Textbook

As you visit classrooms, you probably notice that most, if not all, of those classrooms use a standard textbook series. The reasons for this are many, depending on the design and focus of the curriculum, the mandates of the administration, and/or the level of expertise on the part of classroom teachers. Textbooks provide you with several advantages in the classroom:

1. Textbooks are especially helpful for beginning teachers. The material to be covered and the design of each lesson are carefully spelled out in detail.
2. Textbooks provide organized units of work. A textbook gives you all the plans and lessons you need to cover a topic in some detail.
3. A textbook series provides you with a balanced, chronological presentation of information.
4. Textbooks are a detailed sequence of teaching procedures that tell you what to do and when to do it. There are no surprises everything is carefully spelled out.
5. Textbooks provide administrators and teachers with a complete program. The series is typically based on the latest research and teaching strategies.

6. Good textbooks are excellent teaching aids. They are a resource for both teachers and students.¹¹

As for reflections on the use of textbooks by teachers, they should always consider the downsides of (overt) textbook use, largely for following reasons¹²:

1. They may contain inauthentic language: Textbooks sometimes present inauthentic language because texts, dialogues, and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.
2. They may distort content: Textbooks often present an idealized view of the world or fail to represent real issues. In order to make textbooks acceptable in many different contexts, controversial topics are avoided and instead an idealized white middle-class view of the world is portrayed as the norm.
3. They may not reflect students' needs: Because textbooks are often written for global markets, they may not reflect the interests and needs of students and hence may require adaptation.
4. They can deskill teachers: If teachers use the textbook as the primary source of their teaching, leaving the textbook and teacher's manual to make the major instructional decisions for them, the teacher's role can

¹¹*Advantages and Disadvantages Using Textbook.* (Online). https://www.teachervision.com/curriculum_planning/new-teacher/48347.html. Retrieved on December 13th, 2015.

¹²*Disadvantages of Using Textbook.* This page was last modified on 5 January 2014, at 14:21. (Online). http://www.anglistikdidaktikwiki.unijena.de/index.php?title=Disadvantages_of_Using_Textbooks. Retrieved on December 13th, 2015.

become reduced to that of a technician whose primary function is to present materials prepared by others.

5. They are expensive: Commercial textbooks represent a financial burden for students in many parts of the world.

A. The Criteria of Textbook Evaluation

1. Content

Content, in other words ‘subject matter’ is the first criterion to be used in this study. In all setting authors need to consider whether the textbook is likely to be of interest or use to the students. According to the checklist that Skierso offers, what subject matter (topics, content) is covered, whether the topics are interesting for the learners or not and also how (if at all) culture is presented are all questioned and what is more, what text types such as, dialogs, notes, songs, poems, essays, biographies, letters, newspaper articles, jokes, folktales, etc. Finally, Skierso in his checklist, questions whether the texts in the textbook are authentic, up to date or not.

2. Physical Appearance

Another criterion to be used in this study focused on the appropriateness of the materials in relation to their physical appearance. It is stated in the literature that materials should achieve impact, which is realized when materials have a noticeable effect on learners. Thus, when the learners’ interests, attention, and curiosity are attracted through attractive presentation, such as use of color, drawings, photographs, cartoons, charts,

tables etc., their motivation to the task will increase and as a result there is likely to be a better chance of learning.

3. Exercises and Activities/Tasks

Exercises and activities/tasks are the next criteria to be considered in this study. It is highly important for the learners to do the exercises and activities and perform the tasks so as to be able to have enough practice in the classroom. Jones implies that it is essential that the activities in the course book have a variety of focus and pace and that the activities should be enjoyable to the students so that their motivation can increase.

4. Clarity of Instruction

Clarity of instruction is another important criterion to be used in this study. All instructions to the exercises, activities and tasks should be clear and appropriate to the level of the students so that they can understand and perform such activities, tasks and exercises easily. Unclear and complex instructions may lead the learners to unwillingness, which usually results in lack of motivation to the lesson.

5. Level

Another criterion for the evaluation of language teaching materials is the level of the instructional materials. The extent to which the students can make use of a textbook depends on the appropriateness of the textbook to the level of the students concerned. The level of difficulty of the grammatical features, the vocabulary to be taught in the reading texts, task/activities and exercises and the level of instructions should neither be

below the student's level nor far beyond their proficiency level and developmental stages.

6. Vocabulary

Vocabulary is the next criterion to be considered significant for the course book evaluation. As well as teaching as many words as possible, one of the targets of course books should be to equip learners with strategies for handling the unfamiliar vocabulary they inevitably will meet and also they can help learners to develop their own vocabulary- learning strategies. Nearly in all modern course books, there are vocabularies learning activities, however, whether they aim at helping learners to extend and develop their vocabulary in a purposeful and structured way or not is the matter to be considered.

7. Grammar

Grammar is another important criterion to be used in this study. It is one of the major components of any language course. It is through effective teaching of grammar that learners are equipped with the ability to create their own utterances and use language for their own purpose.

8. Pronunciation

Pronunciation is another important criterion to be used in this study. It is means how we say words. Most people speak the dialect of standard English with an accent that belongs to the part of the country they come from or live. It is the biggest thing that people notice about your English.

9. Learning Style Differences

Learning Style Differences is the next criterion to be considered significant for the course book evaluation. It is like number of visual (graphs-diagram-tables-pictures-etc) and activities in the textbook.