Evaluation of First Year Second-Generation Textbook of English: an Insight into Pros and Cons

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Abstract:

It is widely accepted that textbooks are an extremely indispensable component of any ELT programme, and deciding their suitability and relevance in the teaching-learning process is a long-standing question for both experts and teachers. Measuring the pedagogic valuable contribution of the textbooks can be exclusively accentuated by subjecting them systematically to critical evaluation, an assisting coin for teachers towards a wiser selectivity of materials to be taught. This paper, therefore, focuses on an overall analysis of Algerian first year Middle School second-generation textbook of English which has been fully implemented since 2016. The purpose is to examine the adaptability and usefulness of the recently refined materials designed to meet both learners and teachers' needs. It also seeks to highlight teachers' perception regarding the applicability of competency-based approach equipped with long-lasting skills and the preparation for a whole-person development in an interactive environment. In order to reach research objectives, this study follows both quantitative and qualitative approaches of research by adopting two fundamental techniques; the first is the CATALYST technique (Grant, 1987) presented in the form of a checklist to be answered by four experts in the field, and the second is a questionnaire directed to 1st year M.S. teachers of English. The two techniques focus on the assessment of materials and the decidability about the pedagogic effectiveness of the textbook.

Keywords: second generation - textbook evaluation – CATALYST – CBA

الملخص:

بما أن الكتاب المدرسي جزء لا يتجزأ في أي برنامج دراسي، يهدف هذا البحث المتواضع الى تقييم الجيل الثاني للكتاب المدرسي في مادة اللغة الانجليزية والذي تم العمل به رسميا منذ 2016. يتمحور هذا البحث حول كشف سلبيات وايجيبيات المنهاج الجديد المتبع بالنسبة للمعلم والمتعلم. حيث يتبع هذا البحث المذهب الكمي باستعمال أداتي بحث مساعدتين. تتمثل الاولى في منهج يطلق عليه الكاتاليست اقترح من قبل الاستاذ غرانت والذي وجه لمفتشي التربية والتعليم بولاية تبسة. أما الاداة الثانية فهي عبارة عن استبيان موجه لاساتذة الجيل الثاني في مادة اللغة الانجليزية. الهدف الرئيسي من البحث هو كشف فعاليته وتاثيره على العملية العلمية التعلمية واتباعه لمنهج المقاربة بالكفاءات.

1. Introduction

The textbook is a critical component of any teaching-learning process. It provides distinguishable assistance for the teacher when covering the syllabus, and for the learner as an essential part of the course. Its inclusiveness paved the way for more variation in the field, permeating a sense of diversity and a miscellany of styles amongst stakeholders. Nonetheless, the comprehensiveness that characterizes the textbook might grow problematic particularly for novice teachers, who might be left floundering when it comes to the selectivity of materials to be taught.

In Algeria, textbooks in general and middle school textbooks in particular underwent various stages of refinement after the post colonialism period. Each time, specialists pinpoint the weaknesses and measure them to both teachers and learners' needs for decisions to be taken, detecting all encountered issues to be tackled. Throughout the years, Algerian textbook design was aimed towards a more competency-based approach, where learner-centeredness is the focal point. In 2016, an anticipated emergence of second-generation textbooks touched first year middle school grade, reforming various aspects which are directed towards learners' autonomy, creativity, and problem-solving skills. The latter provides a better refined version of a multidirectional learning experience, ultimately residing on the improvement of learners' concrete skills.

Following the same path, first year second generation textbook of English updated its content to the modern trend which adopts an alleged competency-based approach towards teaching, awaiting to be pedagogically assessed by specialists in the field. Correspondingly, this research aims at investigating the applicability of competency-based approach to the newly-designed materials and its effectiveness on both teachers and learners. Moreover, it seeks to reveal the weaknesses of the recently-reformed textbook of English from experts and

teachers' experiences through a thorough examination of its components including both physicality and content.

In order to reach our research objectives, the following questions are addressed:

1. Does first year second-generation textbook of English adopt a competency-based approach?
2. Do the refined materials meet the needs of both teachers and learners?
3. Are there lacunae detected by practitioners rendering the new textbook a liability in the teaching-learning process?

The transformational movements that the textbook of English underwent witnessed a remarkable progress in the field, yet no perfectibility has been achieved. As to recently, second-generation textbook of English has become a hotbed for both advocates and critics. **Some teachers question the effectiveness of the textbook as being unsuitable and unfit to learners' needs**, against its alternative; **others strongly support the newly-designed materials proclaiming its conformity with the standards of competency-based approach.**

2. Review of the Literature

The sources consulted in the literature reveal the importance of textbooks for both teachers and learners to control the teaching-learning process and construct a well-organized outline for objectives to be attained. This assistance the textbook provides can be measured through systematic evaluation, which in its turn, reveals the encountered difficulties during the process to be taken into consideration and to be confronted with solutions. It also reveals the importance of integrating CBA for a more natural and interactive learning reflecting real-life situations and aiming towards a better learning experience.

2.1. Textbook

A textbook is any officially designed book that helps teachers and learners inside classroom throughout the teaching-learning process. Tomlinson declared that "…a textbook which is meant to provide the core materials for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book learners necessarily use during a course" (1998: p.ix). It is regarded as a useful source for the teacher upon which he selects what is ad rem to his learners' requirements during the teaching learning process. Mares set the objective of textbooks as being "designed to give cohesion to the language teaching and learning process by providing direction, support and specific language-based activities aimed at offering classroom practice for students" (2003: pp. 190-216).

The textbook is a very effective tool for the teacher, if used properly. It can provide an organized structure and a well-designed plan on the program to be taught as a guideline to the teacher. It can also display various valid learning resources that may guarantee a good quality education along with a controlled management of the teaching-learning process (O'Neil, 1982: 104-111). A

textbook is a time saver for the teacher; it saves him the trouble to make decisions about what and how to teach. It also helps the teacher to use a variety of activities and provides him with diverse instructions on how to successfully fulfill the aimed objectives (Edge & Warton, 1998). However, it might, if used as a total dependence, enslave the teacher and constrains his teaching experience as it might result in monotony and lack of variance (McGrath, 2002).

2.2. Textbook Evaluation

Over the past few decades, many efforts have been devoted to the reforming of textbook materials designed to respond to the needs raised in the teaching-learning process. The evaluation "involves measuring the value or (potential value) of a set of learning materials by making judgements about the effect of the materials on the people using them" (Tomlinson & Masuhara 2004). The process is deemed crucial for most teachers, for whom the textbook is a companion and a reliable assistant for the course to successfully take place (Harmer 1991). It is commonly agreed that textbook evaluation requires a plethora of insightful perspectives and backgrounds from specialists in the field, and most importantly, from experienced practitioners. The decidability about the textbook's success or failure might include different parts and various aspects for a good quality materials and a multidimensional all-inclusive perception of needs.

There exist two distinct types of textbook evaluation. The first is referred to as internal evaluation which focuses on the relevance of designed activities with learners' needs and their learning styles along with the construction and sequencing of the designed materials. It is also concerned with learners' interactive processes and the skills to be attained throughout the whole process. The second is external evaluation which considers the audience to whom the textbook is addressed, the outside context and physicality, the organization of the divided lessons and units, and the overall methodology that shapes all of the aforementioned criteria (McDonough & Shaw, 2003: 59-72).

For every teacher to be successful in achieving a better learning outcome, he needs to measure, not only his students abilities, but also the flow of the teaching process as well. For him and specialists to determine the effectiveness of the materials taught, they should take into account all surrounding aspects and factors controlling this decision (Sheldon, 1988: 237-346). These factors help teachers to be selective about the general materials the textbook comprehends and use it as dependence in designing the appropriate syllabus responding to their learners' needs.

2.3. Competency-based Approach (CBA)

A competency is the ability to employ a series of integrated knowledge and skills to successfully accomplish a task in a given context. As Mrowicki (1986, as cited in Weddle, 2006) presumed:

> Competencies consist of a description of the essential skills, knowledge, attitudes، and behaviors required for effective performance of a real-world task or activity. These activities may be related to any domain of life, though have typically been linked to the field of work and to social survival in a new environment. (p. 2)

Thus, competency can be multifold and can vary from one situation to another, shaping the task to be performed and pinpointing the skills required to be fulfilled and upon which competency-based approach is built (Nunan, 2007: 421-438). This approach to teaching embraces a set of educational goals aiming to provide "a natural context for language use "(Larsen-Freeman, 2000:144) that measures what "learners are expected to do with the language" (Richards & Rodgers, 2001, p.141). It follows a more learner-centered approach with special focus on effective interaction and aimful communication within a given context which can, thereafter, be applied in a real-life situation. Thus, it seeks to analyze learners' needs and interests during the teaching-learning process to develop their knowledge, autonomy, and problem-solving skills which are constantly prioritized. Rylatt and Lohan stated that "It can confidently be said as we enter a new millennium, that the business of improving learning competencies and skills will remain one of the world's fastest growing industries and priorities" (1997: 18).

The advantages that CBA afford in the field of education expanded from a communicative approach towards teaching. It revolves around a more directional attainment of concrete skills and opens new avenues for communicative interaction to genuinely take place (Richards and Rodgers, 2001). Its principles focuses more on what learners are expected to do and what they are aimed to achieve in a real-life situation. CBA aims at providing a natural learning environment within a related context and using authentic materials to reflect what learners perceive in everyday life and to create a logical association between the two (McKay, 2007: 439-456).

3. Methodology

In order to attain the intended research objectives, the designed research methodology, including research method, population and sample addressed, the tools used for gathering data, and the analysis procedures followed, all contribute to the organizational structure and the revealing of research findings and results.

3.1. Research Method

This research follows a quantitative descriptive method based on statistical analysis of data. The adopted method helps to obtain both valid and reliable outcome that gives more credibility to the research. The purpose behind choosing this method is the high reliability of the results obtained from

its well-structured instruments. On the one hand, it provides a thorough design of all the study's elements before the collection of data which, in its turn, guarantees a more organized and harmonized flow of research based on logic, objective reasoning، and accuracy. On the other hand, it ensures validity of research at all stages through guided procedures where personal bias is avoided and objectivity is ensured. It also serves the purpose of generalizing the obtained data and providing detailed explanation on a particular phenomenon.

3.2. Population and Sample

In order to investigate the applicability of CBA in first year second generation textbook of English, we directed a checklist to four experts in the field to be answered credibly. The reason behind choosing the four experts as the most qualified to be selected is their having more than 25 years of experience as teachers, trainers, and inspectors of English. Moreover, we addressed a brief questionnaire to 50 teachers of English from different institutions selected for their former experience in teaching first year second generation textbook. The two parties are both assigned to answer a set of questions related to the effectiveness of the recently-reformed textbook of English relying on their attained experiences and formulated backgrounds throughout the year. Collecting data from different parties gives more credibility to the research findings and keep it unbiased.

3.3. Data Gathering Tools

According to our research objectives, we chose two different tools for gathering data. The first is the CATALYST method stage 2 in the form of a scored checklist following Grant's model of textbook evaluation. The checklist covers thirty interrelated questions divided into three fundamental parts; each encompasses ten questions and covered in details. The first part focuses on the suitability of the textbook for learners. It is therefore directed to emphasize the appearance of the textbook, its length and difficulty, its authenticity and communicativeness, and the language skills. The second part is about the adaptability of the textbook for the teacher that sheds light on the suitability of the approaches and methods adopted and the amount of help it provides for teachers concerning time and usage. The third part is specified for the correspondence of the textbook to the syllabus and the examination. All three parts are answered from inspectors' perspective.

The second tool is a brief questionnaire addressed to teachers of first year second generation textbook of English. It covers eleven questions; Q1 and Q2 focus on the appearance of the textbook and its suitability for both teachers and learners. Q3 and Q4 cover the variety of content and the level of difficulty of the activities selected. The aim of Q5 and Q6 is to check the adoptability of the textbook to the four language skills and the balance achieved between them. Q7 and Q8 are both addressed to check the correspondence of the textbook to the

learner-centered approach and the amount of creativity it instigates in the learning process. Q9, Q10, and Q11 deal with the flexibility of the textbook for teachers concerning the approaches used and time consumption.

3.4. Data Analysis Procedures

In order to analyze the collected data, we chose the Statistical Package for Social Sciences software which is commonly referred to as SPSS. The software is an effective tool for data analysis that helps to simplify a large amount of data and shape it according to the research objectives. The technique we use in this research for data analysis is descriptive statistics where all measures are simply and easily summarized according to their basic features. Using SPSS, the variables in this

research were described using frequency distribution which helps to describe

samples and also to depict them using graphical representation.

4. Analysis

After having described teachers' questionnaire and Grant's checklist directed to our four experts, we turn to the analysis and discussion of the results obtained.

4.1. Inspectors' Checklist

Part I: Does the book suit the learners?

Part I of the checklist evaluates the textbook's suitability for learners. As shown in Table 1, inspectors' answers, which were identical, scored 17 out of 20. The high score calculated according to the four inspectors gives more reliability to the textbook as being excellent to be used and consulted by learners in the learning process. Moreover, the textbook's suitability for learners indicates its inclusiveness of various aspects characterizing the competency-based approach including attractive appearance, authentication, autonomous learning, and integration and development of four language skills to be able to use the language in real-life situations.

	Inspector 1	Inspector 2	Inspector 3	Inspector 4
1. Is it attractive? Given the average age of learners, would they enjoy using it?	2	2	2	2
2. Is it culturally acceptable?	2	2	2	2
3. Does it reflect what you know about learner' needs and interests?	1	1	1	1
4. Is it about the right level of difficulty?	1	1	1	1
5. Is it about the right length?	1	1	1	1
6. Are the course's physical characteristics appropriate? (E.g. Is it durable?)	2	2	2	2
7. Are there enough authentic materials,	2	2	2	2

so that the learners can see that the book is relevant to real life?				
8. Does it achieve an acceptable balance between knowledge about the language, and practice in using the language?	2	2	2	2
9. Does it achieve an acceptable balance between the relevant language skills, and integrate them so that the work in one skill area helps the other?	2	2	2	2
10. Does the book contain enough communicative activities to enable learners to use the language independently?	2	2	2	2
Total	17	17	17	17
N	20	20	20	20

Table 1 Inspectors' scoring of textbook suitability for learners

Part II: Does the book suit the teacher?

Part II of the checklist which evaluates textbook suitability for teachers is scored on 20. In Table 2, the scores calculated from inspectors' answers, which were identical, gave a total score of 13 out of 20. This explains that the textbook is evaluated as being good for teachers to use and refer to in the teaching process. However, the textbook does not seem to be perfectly helpful especially when it comes to its length and difficulty which might cost teachers a considerable amount of time in preparing and presenting the course.

	Inspector 1	Inspector 2	Inspector 3	Inspector 4
1. Is your overall impression of the contents and layout of the course is favorable?	1	1	1	1
2. I there a good teacher's guide with answer and help on methods and additional activities?	2	2	2	2
3. Can one use the book in the classroom without constantly having to turn to the teacher's guide?	2	2	2	2
4. Are the recommended methods and approaches suitable for the teacher, the learners, and the classroom?	1	1	1	1
5. Are the approaches easily adaptable if necessary?	1	1	1	1
6. Does using the course require little	0	0	0	0

or no time-consuming preparation?

7. Are useful ancillary materials such as tapes, workbooks, and visuals provided?	0	0	0	0
8. Is there sufficient provision made for tests and revision?	2	2	2	2
9. Does the book use a "spiral" approach so that items are regularly revised and used again in different contexts?	2	2	2	2
10. Is the course liked by colleagues?	2	2	2	2
Total	13	13	13	13
N	20	20	20	20

Table 2 Inspectors' scoring of textbook suitability for teachers

Part III: Does the book suit the syllabus and examination?

Part III of the checklist is about evaluating the textbook's suitability for syllabus and examination. From the inspectors' answers presented in table 3, the calculated scores gave a total of 16 of 20. The obtained scores explain that the textbook is adaptable and covers necessary elements for the syllabus to be designed and implemented and for examination to be prepared for.

	Inspector 1	Inspector 2	Inspector 3	Inspector 4
1. Has the book been recommended or approved by the authorities?	2	2	2	2
2. Does the book follow the official syllabus in a creative way?	2	2	2	2
3. Is the course well-graded so that it gives well-structured and systematic coverage of the language?	2	2	2	2
4. If it does more than the syllabus requires, is the result an improvement?	2	2	2	2
5. Are the activities, contents, and methods used in the course well-planned and executed?	2	2	2	2
6. Has it been prepared specifically for the target examination?	1	1	1	1
7. Do the course's methods help learners to prepare for the exams?	1	1	1	1
8. Is there a good balance between	2	2	2	2

what the examination requires and what learners need?				
9. Is there enough examination practice?	1	1	1	1
10. Does the course contain useful hints on examination techniques?	1	1	1	1
Total	16	16	16	16
N	20	20	20	20

Table 3 Inspectors' scoring of textbook suitability for syllabus and examination

According to the inspectors' answers on the three parts of the checklist, the total score calculated and obtained is 46 out of 60. The total score indicates that the textbook is effective for learners, teachers, and syllabus and examination and displays most of the needs and interests to successfully complete the teaching-learning process.

	Inspector 1	Inspector 2	Inspector 3	Inspector 4
Part I: Textbook suitability for learners	17	17	17	17
Part II: Textbook suitability for teachers	13	13	13	13
Part III: Textbook suitability for syllabus and examination	16	16	16	16
Total	46	46	46	46
N	60	60	60	60

Table 4 Inspectors' total scores for textbook evaluation

4.2. Teachers' Questionnaire
Q1. Is the appearance of the textbook attractive for learners?
Yes ☐   No ☐

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	50	100.0	100.0	100.0
	No	00	00.0	00.0	00.0

Table 5 Attractiveness of the textbook for learner

Table 5 indicates that all consulted teachers (100%) think that the textbook's appearance is very attractive for learners. This indicates that the aspect of motivation is present in the textbook.

Q2. Are the pictures in the textbook clear and communicative?   Yes ☐
No ☐

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	50	100.0	100.0	100.0
	No	00	00.0	00.0	00.0

Table 6 Clarity and communicativeness of the textbook

In table 6, all consulted teachers (100%) agree that the pictures in the textbook are clear and communicative for both teachers and learners. Thus, it helps to facilitate the teaching-learning process.

Q3. Does the content of the textbook enjoy a good variety?   ☐   No ☐

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	42	84.0	84.0	84.0
	No	8	16.0	16.0	100.0
	Total	50	100.0	100.0	

Table 7 Variety of the textbook

As shown in table 7, the majority of teachers (84%) think that the textbook's content is varied and only 16% disagree. This explains that the textbook is characterized with a good variety of topics and activities that could be helpful for both teachers and learners.

Q4. Is the content arranged from simple to complex?   Yes ☐   No ☐

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	31	62.0	62.0	62.0
	No	19	38.0	38.0	100.0
	Total	50	100.0	100.0	

Table 8 Textbook content arrangement

Table 8 shows that 62% of teachers find that the textbook's content is arranged logically from easy to difficult whereas 38% do not support this idea. Accordingly, the level of difficulty in the textbook is arranged logically from simple to complex according to learners' levels.

Q5. Does the textbook achieve balance between the four language skills   (reading, listening, speaking, and writing)?   Yes ☐   No ☐

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	50	100.0	100.0	100.0
	No	00	00.0	00.0	00.0

Table 9 Textbook balance between language skills

Table 9 indicates that all teachers (100%) think that there is balance between the four language skills in the textbook. This explains that the textbook emphasizes the four language skills equally and seeks to develop them integrally.

Q6. Does the textbook contain a variety of language skills activities?   Yes ☐   No ☐

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	78.0	78.0	78.0
	No	11	22.0	22.0	100.0
	Total	50	100.0	100.0	

Table 10 Textbook variety of language skills activities

Table 10 indicates that 78% of teachers agree to the variety of language skills activities the textbook encompass while 22% disagree. This explains that the textbook is all-inclusive of the necessary skills to be developed by learners in order to learn the language.

Q7. Does the textbook follow a learner-centered approach?   Yes ☐   No ☐

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	50	100.0	100.0	100.0
	No	00	00.0	00.0	00.0

Table 11 Textbook learner-centeredness

As indicated in table 11, all teachers (100%) perceive the textbook as a learner-centered. Thus, all textbook activities encourage learners' engagement and participation in the learning process.

Q8. Does the textbook encourage learners' creativity and autonomy?   Yes ☐   No ☐

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	76.0	76.0	76.0
	No	12	24.0	24.0	100.0
	Total	50	100.0	100.0	

Table 12 Textbook support of learners' autonomy

Table 12 displays that 76% of teachers agree that the textbook encourages learners' autonomy while only 24% disagree. This indicates that the activities designed instigate learners' creativity to become independent and autonomous in the future.

Q9. Is the textbook flexible and supports different teaching methodologies?   Yes ☐   No ☐

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	31	62.0	62.0	62.0
	No	19	38.0	38.0	100.0
	Total	50	100.0	100.0	

Table 13 Textbook flexibility

Table 13 shows that the majority of teachers (62%) agree on the flexibility of the textbook concerning teaching methodologies whereas 38% of teachers do not agree. This explains that the teacher can be eclectic in selecting methods and techniques suitable for their learners.

Q10. Does the lesson take time for the teacher to be prepared and presented?   Yes ☐   No ☐

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	50	100.0	100.0	100.0
	No	00	00.0	00.0	00.0

Table 14 Textbook time consumption for teachers

As shown in table 14, all teachers (100%) agree that the preparation and the presentation of the lesson are time-consuming. This is an indication that the Length of lessons and activities is not helpful for teachers.

Q11. Does the book cover all learning and teaching needs?   ☐   No ☐

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Yes	35	70.0	70.0	70.0
	No	15	30.0	30.0	100.0
	Total	50	100.0	100.0	

Table 15 Textbook fulfilment of Teaching and learning needs

Table 15shows that the majority of teachers (70%) agree that the textbook covers all teaching and learning needs, and 30% think the opposite. This explains that the textbook needs further improvement in order to satisfy both teachers and learners' needs.

5. Discussion

From the results obtained from inspectors' checklist and teachers' questionnaire as measures for evaluating first year second generation textbook of English, we can infer that the textbook respond to most of the learners and teachers needs and displays a many characteristics that reflect its applicability and implementation of a competency-based approach. It is characterized by a variety of content, authentication of the learning situation, stimulation of learners' motivation, and an attractive and communicative appearance. Moreover, it instigates learners' creativity and autonomy by providing a variety of challenging activities and tasks that are paramount in developing problem-solving skills. The overall evaluation that both teachers and inspectors provided reflected a positive attitude about the new refined materials.

However, both groups of participants displayed unsatisfactory results concerning the difficulty level, the length, and the factor of time. Thus, the length and the difficulty level of the course proved to be problematic for teacher to prepare and present the lesson, and this may therefore affect the progress of the course and the attainment of the objectives. The aforementioned elements indicate that the textbook needs further improvement concerning the factors of length and difficulty to be perfectly adaptable.

Conclusion

The present study is an attempt to evaluate first year second generation textbook of English and examine its effectiveness and adaptability by both teachers and learners. From the obtained results, the textbook proved to be effective and adaptable in the teaching-learning process. On the one hand, it displays most of the needed aspects that would guarantee a successful achievement of the course objectives and a longitudinal learning experience. Most of the aspects present in the book reflect the characteristics of a competency-based approach. Hence, it covers most of the elements that are fundamental to develop learners' skills and knowledge; it provides authentic materials for a more genuine learning situation and works towards enhancing learners' creativity and independence. More importantly, it seeks to render the

teaching-learning process more motivating and provocative for learners to fully engage in the process. On the other hand, it poses some difficulties for teachers because of the unpredictable length and difficulty of the materials. This renders the teaching process challenging for teachers and may affect the learning progress if not dealt with soon. That being said, the evaluation of the textbook proved to be positive and the new refined materials are satisfactory and proved on by both teachers and inspectors in the field.

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Appendices
Appendix A. Inspectors' Checklist

Dear Inspectors,

The purpose from this study is to evaluate first year second generation textbook of English according to the CATALYST method proposed by Neville Grant (1987). You are kindly required to answer the following questions by ticking your choices in the corresponding boxes where appropriate.

Thank you for your cooperation.

Part I: Does the book suit the learners?

Questions	YES	PARTLY	NO
1. Is it attractive? Given the average age of learners, would they enjoy using it?	☐	☐	☐
2. Is it culturally acceptable?	☐	☐	☐
3. Does it reflect what you know about learner' needs and interests?	☐	☐	☐
4. Is it about the right level of difficulty?	☐	☐	☐
5. Is it about the right length?	☐	☐	☐
6. Are the course's physical characteristics appropriate? (E.g. Is it durable?)	☐	☐	☐
7. Are there enough authentic materials, so that the learners can see that the book is relevant to real life?	☐	☐	☐
8. Does it achieve an acceptable balance between knowledge about the language, and practice in using the language?	☐	☐	☐
9. Does it achieve an acceptable balance between the relevant language skills, and integrate them so that the work in one skill area helps the other?	☐	☐	☐
10. Does the book contain enough communicative activities to enable learners to use the language independently?	☐	☐	☐

Part II: Does the book suit the teacher?

Questions	YES	PARTLY	NO
1. Is your overall impression of the contents and layout of the course is favorable?	☐	☐	☐
2. I there a good teacher's guide with answer and help on methods and additional activities?	☐	☐	☐
3. Can one use the book in the classroom without constantly having to turn to the teacher's guide?	☐	☐	☐
4. Are the recommended methods and approaches suitable for the teacher, the learners, and the classroom?	☐	☐	☐
5. Are the approaches easily adaptable if necessary?	☐	☐	☐
6. Does using the course require little or no time-consuming preparation?	☐	☐	☐
7. Are useful ancillary materials such as tapes, workbooks, and	☐	☐	☐

visuals provided?	☐	☐	☐
8. Is there sufficient provision made for tests and revision?	☐	☐	☐
9. Does the book use a "spiral" approach so that items are regularly revised and used again in different contexts?	☐	☐	☐
10. Is the course liked by colleagues?	☐	☐	☐

Part III: Does the book suit the syllabus and examination?

Questions	YES	PARTLY	NO
1. Has the book been recommended or approved by the authorities?	☐	☐	☐
2. Does the book follow the official syllabus in a creative way?	☐	☐	☐
3. Is the course well-graded so that it gives well-structured and systematic coverage of the language?	☐	☐	☐
4. If it does more than the syllabus requires, is the result an improvement?	☐	☐	☐
5. Are the activities, contents, and methods used in the course well-planned and executed?	☐	☐	☐
6. Has it been prepared specifically for the target examination?	☐	☐	☐
7. Do the course's methods help learners to prepare for the exams?	☐	☐	☐
8. Is there a good balance between what the examination requires and what learners need?	☐	☐	☐
9. Is there enough examination practice?	☐	☐	☐
10. Does the course contain useful hints on examination techniques?	☐	☐	☐

Score: 2 points for every **YES** answer.
      1 point for every **PARTLY** answer.
      0 point for every **NO** answer.

Thank you!

Appendix II Teachers' Questionnaire

Dear Teachers,

The following questionnaire is conducted to collect data about "Evaluation of First Year Second Generation Textbook of English". You are kindly required to answer the questions by ticking your choices in the corresponding boxes.

Thank you for your cooperation.

Questions	Yes	No
Q1. Is the appearance of the textbook attractive for learners?	☐	☐
Q2. Are the pictures in the textbook clear and communicative?	☐	☐
Q3. Does the content of the textbook enjoy a good variety?	☐	☐
Q4. Is the content arranged from simple to complex?	☐	☐
Q4. Does the textbook achieve balance between the four language skills (reading, listening, speaking, and writing)?	☐	☐
Q5. Does the textbook contain a variety of language skills activities?	☐	☐
Q6. Does the textbook follow a learner-centered approach?	☐	☐
Q7. Does the textbook encourage learners' creativity and autonomy?	☐	☐
Q8. Is the textbook flexible and supports different teaching methodologies?	☐	☐
Q9. Does the lesson take time for the teacher to be prepared and presented?	☐	☐
Q10. Does the book cover all learning and teaching needs?	☐	☐

Thank you!