

## A Content Analysis of Teacher's Book of Action Pack Seven as a Textbook for Teaching English as a Foreign Language in Jordan

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### Abstract

This study aimed at analyzing Teacher's Book of Action Pack Seven to find out to what extent it agrees with the criteria of Miekley (2005). After analyzing it depending on that criteria, the findings of the study revealed that Teacher's Book fully agrees with the ten adopted criteria and in light of that the researcher recommended that studies should be conducted on the affect of the teacher's Book on teaching listening, speaking, reading and writing skills.

**Key words:** Content Analysis, Teacher's Book

### 1-Introduction

*“In some parts of the world ... the teacher’s book may be one Sources for the professional development of teachers.”*

Cunningsworth (1995,p. 112).

English Language teaching series usually consists of group of course levels. Each level usually consists of Students' Book, an Audio cassette, an Activity Book and a comprehensive Teacher's Book. Each one of these has its own importance in the process of teaching English for that level grade. In fact, Teacher's Book has special importance. Mostly, it is considered a key component in most language programs. Gearing (1999) listed group of reasons for evaluating teachers' guides: (a) helping teachers to decide on evaluating teachers' guide their selection of textbooks with teachers' guide. (b) Making them more aware of the content of the teachers' guide they use. (c) Helping them to make more effective use of it. (d) Making them more aware of its advantages and deficiencies and (e) generating ideas for its improvements.

Tomlinson (2001) explained that there are three types of teacher's Books: (a) those that are uninteresting and of little use. (b) those that give detailed guidance for using the course, without giving ideas for adapting the materials and (c) those that also provide ideas for adapting the materials as well as giving the teacher extra activities.

Cunningsworth (1995, p.115) showed in a checklist what a teacher's Book should include: First, Overview of the course and methodology. Second, aims and objectives of the course. Third, guidance on using the material. Fourth, linguistic information. Fifth, background cultural

information. Sixth, ideas for adapting the materials to varied teaching contexts. Seventh, extra supplementary materials and eight, information to help teachers' develop their teaching practice.

### **Statement of the problem**

Formally, Action Pack Seven is the main EFL textbook course used for teaching English as a foreign language for the Jordanian seventh grade students in public schools. It is introduced as the main source of teaching English for that grade. Teacher's Book is one of the most important components of Action Pack Seven because it is considered the eye and ear of the teacher of English of that level. Simply, without teachers' Book it is very hard to get the process of teaching English for that level done ably.

Because Action pack Seven is taught for the first time, the researcher thinks that it is of great importance to shed the light on to what extent the Teacher's Book of Action Pack Seven agrees with the criteria of Miekley (2005,p 4) concerning Teachers' Books (Appendix A). Doing so, it will show a kind of focused look of how that important component of Action Pack Seven helps teachers in making the process of teaching English for that grade in Jordan more helpful and fruitful.

### **1.2 Purpose of the study**

This study aimed at analyzing the Teacher's Book of Action Pack Seven of grade seven as a main textbook used for the first time for teaching English as foreign language in the public schools of Jordan in the academic year 2011/2012 to find out to what extent it agrees with the analysis criteria of Miekley (2005, p 4) concerning Teachers' Books.

### **1.3 Significance of the Study**

The finding of the study would be useful for :(a) teachers: The findings of the analysis would be useful for them in many ways. First, knowing to what extent the teachers' book is helpful in understanding the objectives and the methodology of the text. Readable and to what extent they are relevant to their backgrounds. Second, knowing to what extent it is helpful in using cues from morphology, cognates, rhetorical relationships, and context to assist them in lexical inference. Third, knowing to what extent it is helpful in giving adequate examples for teaching students to preview, skim, scan, summarize, and to find the main idea. Fourth, knowing to what extent it is helpful in suggesting a clear, concise method for teaching. Fifth, knowing to what extent it is helpful in give instructions on how to incorporate audiovisual material produced for the textbook and sixth, knowing to what extent the textbook appropriate for the curriculum. (b) Supervisors, may make use of the findings of making decisions to what extent are teachers successful in the process of dealing with the teaching strategies and to what extent they proficient enough in English to use the teacher's book.

### **1.4 Questions of the study**

This content analysis study attempts to answer the following question:

To what extent does Teacher's Book of Action Pack Seven agree with the analysis criteria of Miekley (2005,p 4) concerning Teachers' Books?

### 1.5 Definition of Terms

**1. Action pack:** It is an English course for basic and secondary levels students in Jordan. The materials are based on the general framework and outcomes of English Curricula in Jordan, where this language is regarded as a foreign Language.

**2. Action Pack Seven:** It is a level of action Pack includes a students' book, two cassettes with listening material, workbook and teacher's book. The students' Book is not designed to be written in, so every student should have an exercise book for writing exercises, and recording what they learn in class.

**3. Teacher's Book:** Main component of action pack seven that provides of teachers of English of seventh grade with a comprehensive step by step guide to help them use the students' book and the Activity Book.

**4. Miekley (2005):** It is a thirteen- item scale adopted fully by the researcher to find out to extent the vocabulary of Action Pack Seven agree with the suggested vocabulary analysis criterion.

## 2. Background

### 2.1 Content Analysis

"In the last analysis sound judgment will prevail"

Joseph Cannon (n.d.)

GAO (cited in Stemler (2001, p.1)) sees that "Content analysis enables researchers to sift through large volumes of data with relative ease in a systematic fashion".

According to Krippendorff (cited in Stemler (2001, p.2) six questions must be addressed in every content analysis:

- 1) Which data are analyzed?
- 2) How are they defined?
- 3) What is the population from which they are drawn?
- 4) What is the context relative to which the data are analyzed?
- 5) What are the boundaries of the analysis?
- 6) What is the target of the inferences?

Palmquist (1990) listed a group of advantages of content analysis as follows:

- 1) It looks directly at communication via text or transcripts and hence gets at the central aspect of social interaction.
- 2) It can allow for both quantitative and qualitative operations.

- 3) It can provide valuable historical and cultural insights overtime through analysis of text.
- 4) It allows a closeness to text which can alternate between specific categories and relationship and also statistically analyzes the coded form of the text and it can be used to interpret texts for purpose such as the development of expert system.

In contrast, he showed that content analysis has group of disadvantages some of which are: (a) it can be extremely time consuming. (b) it subject to increase errors.(c) it is inherently reductive and fourth it can be difficult to automate r computerize.

Stemler (2001) explained that content analysis is of a powerful data collection reduction technique because of being: (a) systemic and (b) replicable (c) Unobtrusive (d) Helpful in dealing with large amount of data and (e) helpful in compressing many words of text into fewer content categories based on explicit rules of coding.

## 2.2 English Language Curricula in Jordan

Action Pack is used in Jordan as an English course of teaching English in the public schools of Jordan. It includes:

- (1) Student's Book.
- (2) Listening material on cassette.
- (3) A Workbook.
- (4) A Teacher's Book.

These materials are based on the General Guidelines and General and Specific Outcomes for the English Language in Jordan (MoE, 2006). In accordance with the English Curricula Outcomes of the Jordanian MoE, the *Action Pack* materials have approached these skills in an integrated way in terms of the tasks and activities for both learners and teachers. Therefore, the outcomes appearing at the beginning of each module harmonize with and are relevant to the integrity of these skills and interactivity between learners and teachers.

*Action Pack* is seen as a rich resource for a wide range of regional and topic-based content and the latest in methodology, designed to appeal to the educational needs and interests of grade eleven and grade twelve students in Jordan. The course also builds on and broadens students' general knowledge, through text-based work within the topics, and vocabulary development.

*Action Pack* has a comprehensive language syllabus, presenting and reviewing contextualized grammar, and providing systematic practice. The skills syllabus provides regular, carefully-staged practice in reading, listening, speaking and writing, where the emphasis is on practice and production of language. There are also plenty of opportunities for students to develop critical thinking skills and express their own opinions through every unit, and especially in the project at the end of each module.

### The Roles of the Student's Book and the Workbook

The Workbook is designed to be written in and used as an integrated resource with the Student's Book. It follows and exploits what is in the Student's Book and is either used for a whole lesson

or for extra work or homework. However, it is very important that the teacher regularly checks the Workbooks. The Student's Book is not designed to be written in, so every student needs a notebook for writing exercises, and recording what they learn in class, especially new vocabulary.

### Teacher's Book

The Teacher's Book provides comprehensive guidance notes for teachers to present the lessons, a Review unit, a Project and a full answer key at the end of each module. It also provides complete tape scripts for listening material, a Workbook Answer key as well as an Assessment Guide at the back.

### 3. Review of related literature

"Literature is analysis after the event".

Doris Lessing (n.d.)

Cunningsworth and Kusel (1991, p.29) suggested that each teacher's book will have some, or perhaps all, of the following functions: First, to provide a statement of the general purpose of the teaching material and describe the linguistic and/or methodological rationale. Second, to encourage the development of teaching skills generally, going beyond the specific skills needed to utilize the class material. Third, to assist the teacher in understanding the structure of the course material and the contribution of each lesson or unit to the overall course. Fourth, to provide guidance in the practical use of the material and fifth, to provide linguistic and cultural information necessary for the effective use of the material in class.

In a study of 40 TEFL experts and 80 teachers of primary classes, Al-jarrah (1987) studied *PETRA* series taught for fifth and sixth grade in Jordan to evaluate it. He developed a scale on the basis of language-teaching criteria that specify the good qualities of textbooks. He found that *PETRA* textbooks are good and effective concerning rationale, objectives, language skills, vocabulary, grammar, content, methods of teaching, technical factors, hand-writing books, teacher's book and general aspects of *PETRA* series.

Al-marzouq (1992) evaluated *The New English for Nurses* textbook used in the nursing stream in Jordan for the second secondary class. The findings revealed that the teacher's book does not provide comprehensive guidance and complete clear procedures but the objectives and the vocabulary were selected to suit communication at hospital.

Al-Momani (1998) evaluated *AMRA* textbooks of the first and the second secondary class in Jordan. He found that: First, the teacher's book helped teachers of English to understand the rationale of *AMRA* textbooks. Second, the objectives of the textbooks were based on teaching English for communication and they are satisfied for students' needs. Third, the vocabulary items were chosen to match the students' level to facilitate communication and the grammar and the

structural functions of the textbooks were selected to fit the students' backgrounds and they were sequenced.

Magableh (2000) conducted a study on the textbook of the functional English language of first commercial secondary class. The findings revealed lack of colures, grammar, role-play, punctuation, spelling, and phonetic transcription of the vocabulary, tests, visual aids and dialogues.

Ababneh (2007) conducted a study by analyzing the content of *Jordan Opportunities* of tenth grade students and investigated the teachers' and supervisors' perspectives concerning that content. The researcher found that: First, the teacher's book is of great help to teachers. Second, the new vocabulary items were not fairly distributed through the modules of the textbook.

## 4. Methodology

### 4.1 Population of the study

The population of the study consisted from the six modules of the Teacher's Book of Action Pack of seven grades. It is used as the only Teacher's Book of Action Pack of seven grade which is taught for the first time as a textbook for teaching English as a foreign language for that grade in the public schools of Jordan in the academic year 2011/2012.

### 4.2 Criterion of analysis

The researcher adopted a list of criterion concerning evaluating teacher's books adopted fully from Miekley (2005,p 4) . (Appendix A)

### 4.3 Units of Analysis

The researcher used the whole Teacher's Book as the unit of analysis.

### 4.4 Data Analysis

The researcher used a list of criterion concerning evaluating teacher's books adopted fully from Miekley (2005,p 4).

All the criterion follow Likert Scale: Excellent (4), good (3),adequate (2),poor (1),totally lacking (0),mandatory (m),optional (O) and not applicable (n).

## 5. Findings and discussion of results of the Study

The researcher found that Teacher's Book of *Action pack seven* has six modules entitled as follows: first, what do you do?, fighting global warming, visiting places, wonders of the ancient world, elementary, my dear Watson and I'm having fun.

To answer the question of the study: First, the researcher analyzed the Teacher's Book of *Action pack seven* new depending on the criterion of analysis adopted from Miekley (2005,p 4).The findings are presented in checklist (1).

**Checklist (1)**

The findings of the analysis of the Teachers' Book depending on Miekley (2005, p.4)

| Textbook Evolution Checklist   | Excellent | Good | Adequate | Poor | Totally Lacking | Mandatory | Optional | Not Applicable |
|--|-----------|------|----------|------|-----------------|-----------|----------|----------------|
| <b>II Teacher's Manual</b>   |           |      |          |      |                 |           |          |                |
| <b>A. General Features</b>   |           |      |          |      |                 |           |          |                |
| i. Does the manual help teachers understand the objectives and methodology of the text?                      | *         |      |          |      |                 |           |          |                |
| ii. Are correct or suggested answers given for the exercises in the textbook?                                | *         |      |          |      |                 |           |          |                |
| <b>B. Background Information</b>   |           |      |          |      |                 |           |          |                |
| i. Are teachers shown how to teach students to use cues from morphology, cognates, rhetorical relationships, | *         |      |          |      |                 |           |          |                |

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| and context to assist them in lexical inference?   |   |  |  |  |   |  |  |  |
| ii. Is there a list of true and false cognates for vocabulary words?   |   |  |  |  | * |  |  |  |
| <b>C. Methodological Guidance</b>  |   |  |  |  |   |  |  |  |
| i. Are teachers given techniques for activating students' background knowledge before reading the text?                      | * |  |  |  |   |  |  |  |
| ii. Are teachers given adequate examples for teaching students to preview, skim, scan, summarize, and to find the main idea? | * |  |  |  |   |  |  |  |
| iii. Does the manual suggest a clear, concise method for teaching each   | * |  |  |  |   |  |  |  |

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| lesson?  |   |  |  |  |  |  |  |  |
| <b>D. Supplementary Exercises and Materials</b>  |   |  |  |  |  |  |  |  |
| i. Does the manual give instructions on how to incorporate audiovisual material produced for the textbook? | * |  |  |  |  |  |  |  |
| ii. Does the manual provide teachers with exercises to practice, test, and review vocabulary words?        | * |  |  |  |  |  |  |  |
| iii. Does the manual provide additional exercises for reinforcing grammar points in the text?              | * |  |  |  |  |  |  |  |

Checklist (1) shows the findings of the analysis of the Teacher's Book as follows: First, the teacher's book help teacher understands the objectives and the methodology of the text in excellent way. Simply, teacher of English of seventh grade can find at the beginning of each unit a summary box includes: (a) the outcomes of the lesson.(b) the materials he needs.(c) clear notes as to the exercises to be done in the class and (d) clear teaching tips.

Second, the teacher's book provides the teacher with correct or suggested answers given for the exercises in the textbook in an excellent way. In fact, teacher can find all of answers of the questions in a clear way where they are put after each exercise and task in bright blue label.

Third, teachers are shown how to teach students to use cues from morphology, cognates, rhetorical relationships, and context to assist them in lexical inference in excellent way. For

example, teacher can find how to introduce different intonation patterns like surprise, politeness, anger, friendliness, unfriendliness and so on.

Fourth, the teacher's book does not provide the teacher with a list of true and false cognates for vocabulary words.

Fifth, the teacher's book provides the teacher of English with techniques for activating students' background knowledge before reading in an excellent way. In addition to the special notes given about each lesson, teacher can find a special section entitled Learning Strategies. This section presents group of strategies such as: (a) Cooperatives/ Collaborative learning.(b) Activity –based learning.(c)prediction.(d) Questionnaire.(e)problem Solving and (f) Jigsaw. Sixth, the teacher's book is excellent in giving adequate examples for teaching students to preview, skim, scan, summarize, and to find the main idea. For example, it explains for the teacher how to help students make connections between prior knowledge and experience and simple authentic informational and literary reading materials such as websites, interviews and brochures. Seventh, the teacher's book is excellent in suggesting a clear, concise method for teaching each lesson. For example, it explains for the teacher as follows how teach a lesson in unit one:

Teaching tips:

- 1) Ask students to read the title of the module, to look at the pictures on pages 4-5 and to tell you what they think the module is about. Explain that "What do you do?" is one of the questions we may ask when we want to know the job or occupation of a person.
- 2) Read through the outcomes of the module with the student.
- 3) Ask students what they do on different days of the week. Take the opportunity to revise the time, the days of the week, and the months of the year.
- 4) Ask students the names of different jobs or occupations they know. Write them on the board.
- 5) Ask students if they know any dangerous jobs sports and the people who do them.

Eighth, the teacher's book is excellent in giving instructions on how to incorporate audiovisual material produced for the textbook .For example, you can find the following notes about teaching listening task in module one:

- A) Tell the students that they will be listening to the words in the orange box used in context and that they have to try to guess the meanings through the context.
- B) Play the cassette and ask students to write the key terms that are important to the meanings. Guide the students to focus, while listening on nouns, verbs and adjectives.

After these useful notes, teacher can find the Audio script.

Ninth, the Teacher's Book is excellent in providing teachers with exercises to practice, test, and review vocabulary words. For Example, it provides and fully explains group of assessment strategies such as: (a) checklist.(b)Graphic organizers: compare/contrast T-chart, three-level tree diagram,Y-chart,sequencing:5-part cycle and sequencing:6-part cycle.(C) Likert scale: KWL chart, Venn diagram and cause-effect.

Tenth, the teacher's Book is excellent in providing additional exercises for reinforcing grammar points in the text. For example, teacher can find full useful revision for the whole material after each three modules of the Teacher's Book.

## 6. Conclusion

It can be concluded that the teacher's book of Action Pack seven is useful in many issues such as: First, helping teacher understands the objectives and the methodology of the text in excellent way. Second, providing the teacher with correct or suggested answers given for the exercises in the textbook in an excellent way. Third, providing the teacher of English with techniques for activating students' background knowledge before reading in an excellent way and fourth, suggesting a clear, concise method for teaching each lesson.

## 7. Implications for teachers

In the light of the results of the study, group of pedagogical implications can be presented: First, teachers' of English of seventh grade should make use of the teacher's Book because it is very useful in the process of teaching/ learning English for the seventh grade students. Second, they should make use of the assessment strategies suggested in the Teacher's Book.

## 8. Recommendations:

In the light of the results of the study, the researcher recommends the following: conducting studies on the affect of the teacher's book of Action Pack Seven on teaching listening, speaking, reading and writing skills.

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## Appendix A

Miekley (2005,p 4)

| Textbook Evolution Checklist   |           |      |          |      |                 |           |          |                |
|--|-----------|------|----------|------|-----------------|-----------|----------|----------------|
| 1. Textbook  | Excellent | Good | Adequate | Poor | Totally Lacking | Mandatory | Optional | Not Applicable |
| <b>A. Content</b>  |           |      |          |      |                 |           |          |                |
| i. Is the subject matter presented either topically or functionally in a logical, organized manner? (1,2,3)ii  | 4         | 3    | 2        | 1    | 0               | M         | O        | N              |
| ii. Does the content serve as a window into learning about the target language culture (American, British, ect.)? (2,18)   | 4         | 3    | 2        | 1    | 0               | M         | O        | N              |
| iii. Are the reading selections authentic pieces of language? (5,10)   | 4         | 3    | 2        | 1    | 0               | M         | O        | N              |
| iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview? (1,2,3,7,21) | 4         | 3    | 2        | 1    | 0               | M         | O        | N              |
| v. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures? (1,13)                                    | 4         | 3    | 2        | 1    | 0               | M         | O        | N              |
| <b>B. Vocabulary and Grammar</b>   |           |      |          |      |                 |           |          |                |
| i. Are the grammar rules presented in a logical manner and in increasing order of difficulty? (1,2,3)  | 4         | 3    | 2        | 1    | 0               | M         | O        | N              |
| ii. Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)? (2,3,12)   | 4         | 3    | 2        | 1    | 0               | M         | O        | N              |
| iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary? (1,2,3,5)  | 4         | 3    | 2        | 1    | 0               | M         | O        | N              |
| iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? (1,2,3,)   | 4         | 3    | 2        | 1    | 0               | M         | O        | N              |
| v. Are students taught top-down techniques for learning new vocabulary words? (7,8,9,11)   | 4         | 3    | 2        | 1    | 0               | M         | O        | N              |
| <b>C. Exercises and Activities</b>   |           |      |          |      |                 |           |          |                |
| i. Are there interactive and task-based activities that require students to use new vocabulary to communicate? (1,2,3,5)   | 4         | 3    | 2        | 1    | 0               | M         | O        | N              |
| ii. Do instructions in the textbook tell students to read for comprehension? (6)   | 4         | 3    | 2        | 1    | 0               | M         | O        | N              |
| iii. Are top-down and bottom-up reading strategies used? (17)  | 4         | 3    | 2        | 1    | 0               | M         | O        | N              |
| iv. Are students given sufficient examples to learn top-down techniques for reading comprehension? (7,8,9,10)  | 4         | 3    | 2        | 1    | 0               | M         | O        | N              |
| v. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed? (1,2,3)   | 4         | 3    | 2        | 1    | 0               | M         | O        | N              |
| vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts? (2,3)  | 4         | 3    | 2        | 1    | 0               | M         | O        | N              |
| vii. Do the exercises promote critical thinking of the text? (2)   | 4         | 3    | 2        | 1    | 0               | M         | O        | N              |
| <b>D. Attractiveness of the Text and Physical Make-up</b>  |           |      |          |      |                 |           |          |                |
| i. Is the cover of the book appealing? (1,2,3)   | 4         | 3    | 2        | 1    | 0               | M         | O        | N              |
| ii. Is the visual imagery of high aesthetic quality? (1,2,3,14)  | 4         | 3    | 2        | 1    | 0               | M         | O        | N              |
| iii. Are the illustrations simple enough and close enough to the text  | 4         | 3    | 2        | 1    | 0               | M         | O        | N              |

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| that they add to its meaning rather than detracting from it? (1)  |   |   |   |   |   |   |   |   |
| iv. Is the text interesting enough that students will enjoy reading it? (15)  | 4 | 3 | 2 | 1 | 0 | M | O | N |
| <b>II Teacher's Manual</b>  |   |   |   |   |   |   |   |   |
| <b>A. General Features</b>  |   |   |   |   |   |   |   |   |
| i. Does the manual help teachers understand the objectives and methodology of the text? (1,2,3)   | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ii. Are correct or suggested answers given for the exercises in the textbook? (1,2,3,4)   | 4 | 3 | 2 | 1 | 0 | M | O | N |
| <b>B. Background Information</b>  |   |   |   |   |   |   |   |   |
| i. Are teachers shown how to teach students to use cues from morphology, cognates, rhetorical relationships, and context to assist them in lexical inferencing? (7) | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ii. Is there a list of true and false cognates for vocabulary words? (1,2,3)  | 4 | 3 | 2 | 1 | 0 | M | O | N |
| <b>C. Methodological Guidance</b>   |   |   |   |   |   |   |   |   |
| i. Are teachers given techniques for activating students' background knowledge before reading the text? (8,9,22)  | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ii. Are teachers given adequate examples for teaching students to preview, skim, scan, summarize, and to find the main idea? (8,11,6)                               | 4 | 3 | 2 | 1 | 0 | M | O | N |
| iii. Does the manual suggest a clear, concise method for teaching each lesson? (1,2,3)  | 4 | 3 | 2 | 1 | 0 | M | O | N |
| <b>D. Supplementary Exercises and Materials</b>   |   |   |   |   |   |   |   |   |
| i. Does the manual give instructions on how to incorporate audiovisual material produced for the textbook? (2)  | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ii. Does the manual provide teachers with exercises to practice, test, and review vocabulary words? (1,2,3)   | 4 | 3 | 2 | 1 | 0 | M | O | N |
| iii. Does the manual provide additional exercises for reinforcing grammar points in the text? (1,2,3)   | 4 | 3 | 2 | 1 | 0 | M | O | N |
| <b>III. Context</b>   |   |   |   |   |   |   |   |   |
| A. Is the textbook appropriate for the curriculum? (1,2,19,20)  | 4 | 3 | 2 | 1 | 0 | M | O | N |
| i. Does the text coincide with the course goals? (1,2,3,19,20)  | 4 | 3 | 2 | 1 | 0 | M | O | N |
| B. Is the textbook appropriate for the students who will be using it? (1,2)   | 4 | 3 | 2 | 1 | 0 | M | O | N |
| i. Is the text free of material that might be offensive? (1,6,16)   | 4 | 3 | 2 | 1 | 0 | M | O | N |
| ii. Are the examples and explanations understandable? (1)   | 4 | 3 | 2 | 1 | 0 | M | O | N |
| iii. Will students enjoy reading the text selections? (1,2,3,15)  | 4 | 3 | 2 | 1 | 0 | M | O | N |
| iv. Will the content meet students' felt needs for learning English or can it be adapted for this purpose? (2,3)  | 4 | 3 | 2 | 1 | 0 | M | O | N |
| C. Are the textbook and teacher's manual appropriate for the teacher who will be teaching from them? (1,2,4)  | 4 | 3 | 2 | 1 | 0 | M | O | N |
| i. Is the teacher proficient enough in English to use the teacher's manual? (1)   | 4 | 3 | 2 | 1 | 0 | M | O | N |