TEACHERS' PERCEPTION OF GLOBAL ENGLISH BOOK 1 TEXTBOOK:

A CASE STUDY IN AN ELEMENTARY SCHOOL IN THAILAND

By

Mr. Syed Waqas ANJUM

An Independent Study Submitted in Partial Fulfillment of the Requirements

for Master of Education ENGLISH LANGUAGE TEACHING

Department of Curriculum and Instruction

Silpakorn University

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มุมมองของผู้สอนที่มีต่อหนังสือ Global English 1:
กรณีศึกษาของโรงเรียนประถมศึกษาแห่งหนึ่งในประเทศไทย

โดย
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Title	Teachers' Perception of Global English Book 1 Textbook:
	A Case Study in an Elementary School in Thailand
By	Mr. Syed Waqas ANJUM
Field of Study	ENGLISH LANGUAGE TEACHING
Advisor	Patteera Thienpermpool, Ph.D.

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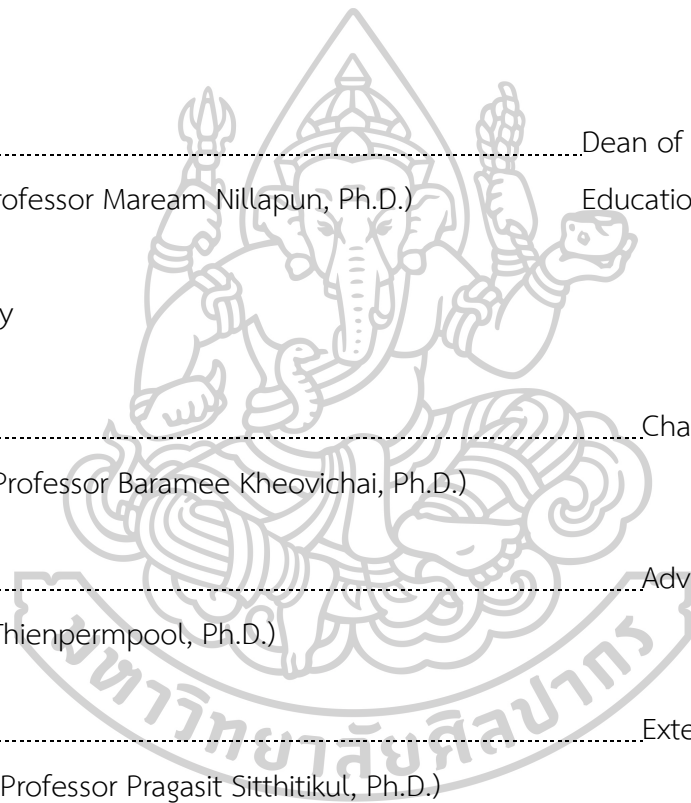
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Mr. Syed Waqas ANJUM : Teachers' Perception of Global English Book 1 Textbook: A Case Study in an Elementary School in Thailand Thesis advisor : Patteera Thienpermpool, Ph.D.

This study aimed to examine the teachers' perception of the Cambridge Global English learner's book 1 in an elementary school in Thailand. It also aimed to determine the strengths and weaknesses of the Cambridge Global English learner's book 1. Both quantitative and qualitative methods were used to achieve the research objectives. The sample was nine foreign language elementary teachers teaching English in central Thailand. The instrument consisted of a survey questionnaire and interviews. The questionnaire was answered by nine participants, while there were five participants were interviewed to determine the strengths and weaknesses of the Cambridge Global English learner's book 1. The data were analyzed using statistical tools and thematic analysis. The results revealed that "the teacher's PowerPoint slides are helpful" In addition, "the culture presented in the book is inappropriate for the Thai context." Thus, this book needs to have its material reviewed from a Thai cultural perspective. It was also revealed Cambridge Global English learner's book 1 strongly emphasizes intonation, word syllables, rhyming words, and four macro skills.

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Introduction

This chapter contains six sections. Section 1.1 is the statements and significance of the problems. The Population and Sampling of the study is presented in section 1.2. Section 1.3 introduces the Participants of the Study, and section 1.4 relate the Objectives of the research. Section 1.5 elucidates the research questions. Section 1.6 clairifies Scope and limitations of the study. In addition, the chapter ends with the definition of terms in section 1.7.

1.1 Statements and Significance of the Problems

Commercial coursebooks are essential resources for language teachers and learners in many contexts. These books provide a structured curriculum, well-designed activities, and supplementary materials to help learners achieve their language goals. According to Jeremy Harmer, a renowned language teaching expert, "Commercial coursebooks are one of the most important tools for language teachers" (Harmer, 2015, p. 94). Harmer argues that coursebooks provide a clear framework for language teaching, which helps teachers plan and deliver effective lessons. Coursebooks often include well-structured language input, comprehensive explanations of grammar and vocabulary, and a range of activities that allow learners to practice and use the language in meaningful contexts. In addition to providing a structure for language teaching and learning, coursebooks can also help to promote consistency and quality in language education. Teachers can use a standardized curriculum and materials to ensure that all learners receive the same level of instruction and support, regardless of the teacher's experience or expertise. However, it is important to note that coursebooks should not be the only resource used in language teaching. Teachers should supplement the coursebook materials with authentic materials and other resources that reflect the needs and interests of their learners.

The usage of coursebooks in Thailand has been a common practice in the country's education system. According to Sopin Thappajug's (2017) coursebooks are widely used in Thai classrooms, particularly in public schools. One of the main

advantages of using coursebooks is that they provide a structured curriculum and a clear progression of learning outcomes. Coursebooks can help ensure that all students have access to the same content and are exposed to similar English language input. Additionally, coursebooks may also help to standardize teaching practices and assessment methods across different schools.

However, there are also several problems encountered in the use of coursebooks in Thailand. Nunan's study (1992) discussed the influence of English as a global language on educational policies and practices in the Asia-Pacific region, including Thailand. He argued that the adoption of English as a medium of instruction has led to the widespread use of coursebooks in English language teaching in Thailand. Moreover, Ratanawijitwong (2012) analyzed the effectiveness of the "Let's Go" coursebook series in teaching English to young learners in Thailand. He found that the coursebook was well-designed and provided engaging activities for learners, but noted that it did not always align with the communicative language teaching approach favored by Thai teachers.

Additionally, many coursebooks used in Thai classrooms are developed in Western countries and may not take into account the cultural and linguistic backgrounds of Thai students. This can result in a lack of engagement and motivation among students, as well as difficulties in understanding the content of the coursebook. As Janma (2019) notes, "Coursebooks that are not culturally relevant can lead to disinterest and disengagement in the classroom, and can also lead to misunderstandings and misinterpretations of content." Another problem with coursebooks used in Thailand is that they often have a limited focus on communicative skills. Many coursebooks prioritize grammar and vocabulary over speaking and listening skills, which can result in students being able to pass tests but not being able to communicate effectively in real-life situations. As Yusuf and Abdul Wahab (2020) point out, "Coursebooks that are too focused on grammar and vocabulary can lead to a lack of proficiency in communicative skills, which are essential for students to be able to use the language in authentic contexts.". Furthmore, Thailand is that they may have outdated content and methodology. Coursebooks may not reflect current language use or the latest teaching

methodologies, which can make them less effective for students. As Pongcharoen (2020) states, "Coursebooks that do not keep up with the latest developments in language teaching can become irrelevant and outdated, which can limit their usefulness for both teachers and students." Finally, coursebooks used in Thailand may provide limited opportunities for student autonomy. Many coursebooks are designed to be teacher-centered, with a focus on the teacher delivering content to the students. This can result in students having limited opportunities to take control of their own learning and develop their own language skills. As Chaisakulchai and Promsri (2021) note, "Coursebooks that do not provide opportunities for student autonomy can limit students' motivation and engagement in the classroom, and may not prepare them for real-life language use."

While coursebooks can be useful resources for language teaching, there are some problems with their use in Thailand. These include a lack of cultural relevance, limited focus on communicative skills, outdated content and methodology, and limited opportunities for student autonomy. It is important for teachers to be aware of these problems and to choose coursebooks that are appropriate for their students' needs and backgrounds.

Promnitz-Hayashi (2017) examined the use of coursebooks in Thai English language classrooms and their impact on pedagogy. She found that coursebooks were often used as the sole source of instruction, which limited opportunities for communicative language use and interaction. She suggested that teachers should supplement coursebook materials with authentic materials to promote more communicative language use in the classroom. Prapphal and Buasawan (2018) conducted a content analysis of English language teaching textbooks used in Thai high schools. They found that the textbooks were heavily focused on grammar and vocabulary instruction, with limited opportunities for communicative language use. They suggested that teachers should supplement the textbooks with more communicative language activities to promote student engagement and language development. The findings suggest that relying on such materials may limit opportunities for communicative language use and interaction and that teachers should supplement them with authentic materials and communicative language

activities. These insights are valuable for teachers who are using the Global English 1 book, as they may consider supplementing the book with additional resources to promote more interactive and communicative language use in their classrooms. By doing so, they can create a more engaging and dynamic learning environment that facilitates student engagement and language development.

On the other hand, it can be asserted that almost every Thai learner who has studied English at school has come across books in their studies, some possibly to an enormous extent than others. Nonetheless, books have traditionally played a meaningful part in English language teaching in Thailand and continue to do so. However, despite the leading role of books, there has yet to be any systematic research in Thailand. When it comes to teaching materials, precisely in language teaching, Elomaa (2009) acknowledges that they have been systematically researched for only a few decades (p. 32). Similarly, most studies on books have analyzed texts, i.e., they have evaluated books' content. In contrast, an insignificant portion has examined user experiences by interviewing teachers or learners (Hiidenmaa, 2015, p. 28).

Inprasit (2016) suggests that while coursebooks are widely used in Thai English language classrooms, there is room for improvement in their design and implementation to better align with communicative language teaching approaches and promote more authentic language use.

It is, accordingly, of concern to closely investigate teachers' perceptions toward using English textbooks. Notably, the researcher is interested in comprehending the fundamental purposes for using or in-future using the Global English 1 textbook in the selected school's teaching and learning context. This study can find helpful information for teaching and learning advancement. Likewise, since teachers' and books' connections are intimate, analyzing teachers' perceptions can strengthen many factors of using the Global English 1 textbook. How teachers anticipate using English textbooks indicates how they use the books in actual contexts, so this research can demonstrate ways of enhancing their service quality from a teacher's perception.

Global English 1 is an international book written by British authors and published by Cambridge University Press. Together with the teacher's manual, the book is at the core of the classroom's teaching and learning process for grade 1 at the selected school in central Thailand for this study. The book has been used for over eight years, chosen by the English program's headteacher and foreign English teachers without prior systematic evaluation. Also, the book has been in use without any specific revisions or modifications proposed by the provincial authorities. Soori, Kafipour, & Soury, 2011 asserted that the evaluators like teachers and students could rate the material's quality. What benefits them hereof is that the evaluation can provide teachers and students with a list of features associated with successful learning, teaching materials, and techniques. Thus, it was essential to administer research studying English teachers' perceptions of using the Global English 1 book.

1.2 Sampling of the Study

The present study was carried out at an elementary school in the central part of Thailand. The selected school has two programs (an English program (EP) and a general schedule (GP)). There are 13 foreign language teachers in six levels (Grades 1 - 6). From the 13 teachers, 9 participants were chosen using convenience sampling. In the context of conducting a study on teachers' perceptions of the Global English 1 book, convenience sampling could be an appropriate method to use. The study required participants who had experience teaching English as a foreign language and have used the Global English 1 book in their teaching.

1.3 Participants of the Study

Grade 1 has been chosen for study; it has four sections and are taught by the researcher. Moreover, 9 teachers were the participants of the study who use the Global English 1 book. Teachers are the elementary users of textbooks and are responsible for implementing them in their classrooms, so their perceptions and experiences are valuable in evaluating whether a textbook is suitable for its intended purpose.

1.4 Objectives of the Research

This research aimed to explore English teachers' perceptions of the

appropriateness of "Global English 1" for elementary school students in central Thailand.

Precisely, the study aims:

1. to determine the teachers' perception of Global English 1

2. to determine the strengths and weaknesses of Global English 1 in the teaching and learning context in Central Thailand.

1.5 Research Questions

This study set out to find answers to the following research questions:

1. What were the teachers' perceptions of the Global English 1 book in terms of practicality, language, design, organization, and linguistic challenges?

2. What were the Global English 1 book's strengths and weaknesses in the current school setting from the teachers' perceptions?

1.6 Scope and Limitations of the Study

The study participants were nine English program teachers using the book in the second semester of the school year 2020-21. A convenience sampling procedure was used. The data were collected from teachers who have experience teaching English as a foreign language and have used the Global English 1 book in their teaching through the following instruments: questionnaires for nine teachers and interviews with five teachers.

This work focuses on English teaching and learning in an elementary school in the central part of Thailand; Therefore, its findings might only apply to some areas in the country because it was conducted only in one of the elementary schools in central Thailand. Furthermore, the book is intended for grade-1 (ages 6 -7) students of the English program; hence, some suggestions and implications drawn in the study cannot easily be generalized to books for other English learners of different ages.

1.7 Definition of Terms

Perception refers to a set of assumptions and inferences about the Global English 1 book.

Textbook refers to the text used in an English course. In this study, the textbook is 'Global English 1' written by Caroline Linse and published by Cambridge

University Press.

      Teachers refer to the individuals whose physiological and behavioral aspects and answers are the objects of analysis in the current study.

Chapter 2

Literature Review

2.1 The Part of ELT Materials in the Classroom

The materials used in the English language classroom are fundamental to the teaching. UR (1996) asserts that for language teaching, 'coursebook' is used to pertain to "a book of which the teacher and, usually, each learner has a copy, and which is in standard to be interpreted systematically as the purpose for a language course" (p.183). Woodward (2001, p.146) indicates that books help motivate pupil self-sufficiency, permitting students to refer to the material covered and move on to discern what will be covered in future lessons. According to Haycroft (1998, p.87), another advantage of dependency on a book is that it helps learners comprehend how they have improved. Richards (2001) acknowledges that books are a significant element in maximum language programs.

Books can also help to impel and elicit language learning (Allwright, 1981). In a learning domain where students are encouraged and confident about their learning setting, language accession pace can be considerably improved, making language learning more beneficial (Tomlinson, 2008). One of the main reasons for using books in the ELT setting is that books can be a reasonable monitor for assessing teaching and learning progress. Books can have an identical function to a map, displaying teaching development (McGrath, 2002; O'Neil, 1982; Ur, 1996) and can guide how lessons can be communicated (Tomlinson, 2008).

They are valuable tools for carefully designing and methodically demonstrating an ELT program's syllabus (Ur, 1996). They provide the essential information that the students acquire and the language practice that occurs in the class. Books assistance offers backing and security for new, unskilled teachers or teachers with moderately low confidence to deliver ELT lessons communicatively (Tomlinson, 2008; Ur, 1996). A good book can be an essential ELT device, particularly when engaging and motivating credible materials are challenging to collect systematically (McDonough & Shaw, 1993).

Learners can also succeed by using books in several ways. Compared to

teachers' cases, books can work as a source point for learners' learning practice and keep track of their advancement (O'Neil, 1982). Learners can utilize the book as a tool for revising recently taught sections and simultaneously educate themselves with the new items that will be instructed soon. Books are also one of the more economical and convenient forms of access to carefully structured packaged learning materials (O'Neil, 1982; Ur, 1996). According to Cunningsworth (1995), books provide supplementary benefits to learners as they are a productive compilation of materials for self-accessed learning and knowledge consolidation. Books can also save students from teachers' incompetence and deficiencies (O'Neil, 1982).

Some academic modifications have transpired in Thailand in a few years, particularly in curriculum advancement. Hutchinson and Torres (1994, p.232) specify four manners in which books can enable in times of academic change: first, as a vehicle for teacher and pupil practice; second because they contribute to relief from the concern of looking for materials; third by providing as comprehensive a picture as possible of what the improvement will look like; and fourth through the psychological aid they provide to teachers. Consequently, most books in all subjects have been amended, and new books have replaced others. They suggest that books can serve as a means for teachers and students to practice new concepts, relieve the burden of searching for new materials, provide a comprehensive understanding of the changes being made, and offer psychological support to teachers. These ideas may be relevant to the academic changes that have taken place in Thailand in recent years, particularly in the context of curriculum advancement. As Thailand has undergone changes in its curriculum, teachers and students may find it helpful to use textbooks as a tool for practicing new concepts and ideas. Additionally, as new materials and resources are introduced, textbooks can provide a sense of relief by offering a centralized source of information. Textbooks can also provide a comprehensive understanding of the changes being made to the curriculum and offer psychological support to teachers who may be grappling with the challenges of adapting to new teaching methods.

Richards (2001) acknowledges that a program may have no direction without books, and thus books can furnish a hierarchy and syllabus. Moreover, using a book

in a program can ensure that learners in different grades will obtain similar content and be assessed similarly. Also, books are productive because they help the teacher concentrate on teaching rather than material creation. Despite the influence of new technologies, books will doubtless play a crucial function in language teaching and deliver a beneficial resource for teachers and students. Moreover, they significantly affect the pupils' fulfillment of their language learning expectations.

Along with the several benefits that books may offer as a fundamental tool in ELT, some professionals (e.g., Ur, 1996; Graves, 2000; Allwright, 1981; and Williams, 1983) have interpreted some impediments of the book. Allwright (1981) contends that the book, in some contexts, may impact students' involvement in language learning practice. Also, teachers may even be overseen into thinking that the books' activities and assignments are constantly superior to their understanding (McGrath, 2002).

Teachers may become more reliant on the book and become less efficient in their teaching (Tomlinson, 2008) and uncritical of the content and significance described by the book (McGrath, 2002). However, a book can serve as a framework for students' and teachers' learning and teaching systems (O'Neill, 1982). Nonetheless, no one book can effectively meet unique learning method, the disparities of students, or the mandates of every classroom setting (Ur, 1996; Williams, 1983), and periodically the themes and the content may be unrelated to the intended context (Graves, 2000; Ur, 1996).

At alarming, teachers may set off reckoning on the book (Ur, 1996) rather than spend time reading their lessons. This would sometimes bring an unfavorable situation in which the teacher "teaches the book" rather than instructing the language itself (McGrath, 2002). The book arrangement may restrict a teacher's initiative and ideation during the teaching and learning process (Ur, 1996). Also, students may despise the book's topics, which may oversee the institute's boredom with English lessons (Ur, 1996). In ELT contexts that comprise a solid exam-oriented community, such as Thailand, books are often considered exam preparation sessions rather than a facilitation tool for successful language acquisition (Tomlinson, 2008).

No matter how pedagogically sounds the book is, pupils will soon lose attention if they learn the materials are dull and not engaging (Cunningsworth, 1995). Tomlinson (2010) states that a crucial drawback of using a book is that only a few book authors have pertained to language acquisition principles when writing the materials. Instead, many depend on their perception of what they anticipate is best for language learning (Tomlinson, 2008). After all, language learning should be interactive and not restricted to the pattern compelled by the book (Tomlinson, 2010).

The articles suggest that many English language teaching (ELT) materials are developed primarily for commercial purposes rather than being based on language acquisition standards proposed by scholars and teachers. This has resulted in a failure of many students to attain essential competence in English and to develop the ability to use it successfully. The focus on teaching linguistic aspects rather than providing resources for acquisition and advancement is attributed to the expectations of administrators, parents, and publishers. Additionally, material designers are more likely to prioritize their perception of what is likely to work rather than their beliefs about what promotes language acquisition. Overall, the articles call for a shift in focus towards materials that are designed to facilitate language acquisition and development rather than simply to meet commercial goals.

2.2 Why Do we Require Book Evaluation?

Numerous types of research have indicated that most current international and local ELT books are developed for commercial motives but are based on something other than language acquisition standards and development proposed by scholars and teachers (Tomlinson, 2008). Economic attainment has become the fundamental objective of book publishing (Sheldon, 1988). Tomlinson (2008) asserts that "many ELT materials presently make a considerable contribution to the failure of many students of English as a second foreign or another language to even attain essential competence in English and to the failure of most of them to develop the ability to use it successfully" (p.3). According to Tomlinson (ibid), the purpose of this is that most ELT materials emphasize the teaching of linguistic aspects rather than

the requirement of recourses for acquisition and advancement. They do so because that is what teachers are needed to do by administrators, parents, and publishers (p.3). Another reason for that failure is that instead of pointing out how students could benefit from a book, most material designers are motivated by their perception of what is likely to work rather than their beliefs about what promotes language acquisition (Tomlinson,2008, p.7).

The number of books accessible on the market for ELT materials is rising day by day, making suitable books highly diffcult. One craves to make notified and appropriate choices when selecting a book (Cunningsworth, 1995, p.1). Book selection is only sometimes based on its inherent pedagogical importance but on the author's anticipated dignity of the publisher or due to skillful marketing by the publisher (McGrath, 2002). In that sense, the characteristic of a book might be so significant that it can infer the accomplishment or the disappointment of an ELT course (Mukundan, 2007). However, books are often acquired without comprehensive analysis. Priority is given to books printed in impressive colors, and teachers may blindly use the best-selling books in many other places (ibid).

Furthmore, new English language series have been introduced at all levels in recent years. These new series need to be evaluated to ensure that they effectively meet teaching English in Thailand. Some researchers acknowledge that the primary reason for learners' low achievement in English is the books taught in schools (Al-Zuhairi, 2008; Khinkar, 2000).

One of the qualities of materials evaluation is that it considerably benefits the selection process, which assists decision-making. Sheldon (1988, p.237) acknowledges that "the selection of a book signals an administrative, educational development in which there is substantial competent, financial, and even political investment. This high profile implies that the description and application of standardized criteria for evaluating course books are vital". The aptitude for evaluating a book effectively is a meaningful professional activity for all ELT teachers. There are various contexts for assessing a book. McDonough and Shaw (1993, pp.63-64) distinguish between two teaching settings. The first is where the teachers are responsible for selecting materials and have a vast deal of selection. The second is

where the teachers have no role in determining materials because it is the Ministry of Education's responsibility (MoE), which provides the materials for teachers to employ in their classrooms.

Cunningsworth (1995, p.14) asserts that the evaluation of materials may ensue for more than one purpose. Most often, materials are evaluated when adopting a new book as a textbook. Also, the new book may need to be assessed to specify which parts are adequate for teaching and which areas need modification or revisions when performing teaching. Further, materials evaluation provides defined and objective standards when correlating likely books. Lastly, the process enables teachers to become more knowledgeable with accessible materials and assists in their professional development. In the Thai context, the MoE brought up a new series of English language books in elementary school, so there is an educational necessity to evaluate which parts are appropriate and which parts need modifications. Book analysis and evaluation benefit teachers in developing themselves and enable them to achieve unique and valuable awareness of the quality of the material.

According to Hutchinson (1987), the process of evaluation involves "judging the capability of something for a specific purpose" (p.41). Further, Hutchinson (1987) acknowledges that evaluating materials enables notified selection of teaching materials and contributes to teacher development by stimulating reflection of individual beliefs about language and language acquisition and underlining the fundamental role of materials in teaching-learning. Evaluating materials is accentuated in the literature as enhancing knowledge considering specific teaching and learning contexts, which helps the teacher comprehend the materials used in that situation. It is crucial to administer an ELT book evaluation to ensure that ELT books can effectively stimulate teaching objectives. Inappropriate books would likely negatively impact teaching and learning processes, and financial reserves would be wasted (Mukundan, 2007; Sheldon, 1988).

The article discusses the issues surrounding the development and selection of ELT (English Language Teaching) materials for use in classrooms. The author argues that many current ELT materials are developed for commercial purposes rather than

for language acquisition standards and development proposed by scholars and teachers. This emphasis on teaching linguistic aspects rather than on acquisition and advancement can contribute to students' failure to develop essential competence in English. Additionally, they emphasize the importance of materials evaluation in the selection process to ensure appropriate book selection based on inherent pedagogical importance rather than marketing or perceived publisher prestige. The author notes that the selection of a book signals an administrative, educational development in which there is substantial competent, financial, and even political investment, making the evaluation process even more critical. The article highlights the significance of evaluating new English language series to ensure that they effectively meet teaching English in Thailand. Lastly, the author concludes that evaluating materials is accentuated in the literature as enhancing knowledge considering specific teaching and learning contexts, which helps the teacher comprehend the materials used in that situation. It is crucial to administer an ELT book evaluation to ensure that ELT books can effectively stimulate teaching objectives, and inappropriate books would likely negatively impact teaching and learning processes, and financial reserves would be wasted.

2.3 Approaches to Textbook Evaluation

Several approaches are signified in the literature for evaluating language teaching materials. Ellis (1997, p.37) distinguishes between two experimental assessments, i.e., macro-evaluation and micro-evaluation. According to Ellis (ibid), a macro-evaluation "calls for a comprehensive assessment of whether an entire set of materials has worked," This type of evaluation was conducted in the current research. In a micro-evaluation, "the teacher selects one specific teaching task in which he or she has a personal interest, and adapts this to a thorough practical evaluation."

Cunningsworth (1995) directs two types of evaluation, the first being an impressionistic outline which benefits from setting an overall impression about the book and its apparent strengths and weaknesses by looking at the external aspects of the book, such as the layout, the quality of the visuals, and the complete course

package. This phase is interpreted by an in-depth evaluation which provides adequate detail about the book to ensure a good match between what it comprises and the various necessities and conditions of the learning and teaching context (pp.1–2).

McDonough and Shaw (1993) suggest three phases to organize a detailed book evaluation: external, internal, and overall evaluation. The first category is an external evaluation which gives a quick summation of the material and involves measures that assess the organization of the material as asserted clearly by the author/publisher, and this can be done by looking at the cover, the introduction, and the table of contents (ibid, p.67). The next phase is to conduct an in-depth analysis of the materials. The significant task at this phase is "to investigate the extent to which the aspects in the external evaluation phase match up with the internal density and organization of the material as stated by the author/ publisher" (ibid. p.75).

The third category is "an overall assessment ...as to the appropriateness of the materials by analyzing the parameters, namely the usability aspect, generalizability facet, adaptability aspect, and flexibility facet" (p.75). McDonough and Shaw's (1993) classification is intended for materials evaluation before these materials are initiated, whether in the selection process or to modify material where mandatory. Despite this, the classification can be associated with the materials evaluation of books currently being employed through its emphasis on use in the classroom in the assessment and the significance between macro and micro stages (Yumuk, 1998).

An alternative standard is given by Grant (1987). This also exists in three evaluation phases; first, detailed, and in-use. The first aspect pertains to establishing a broad outline. In contrast, the second phase involves assessing the book in detail to specify its appropriateness for the syllabus, students, and teachers. The use of a questionnaire enables this phase. Interpreting the modification of the book, the third aspect is to continuously evaluate the material during its use, using techniques such as class observation, questionnaires, and teacher meetings concentrated on evaluating the material (Grant, 1987).

Researchers and teachers indicate various perspectives on when a book evaluation should occur. According to Ellis (1997), there are two phases where an assessment can be made. The first is a predictive evaluation, which supports findings of which materials are best fulfilled to the context: this may depend on evaluations accomplished by expert reviewers, or teachers can formulate their predictive review. The second phase is a retrospective evaluation, which assists in evaluating the materials employed. This evaluation category benefits teachers in comprehending the strengths and weaknesses of the materials used. It can help assess the validity of a predictive evaluation to be modified in the future (pp.36-7).

Tomlinson (2003) differentiates between three evaluation categories and asserts that it is logical to pertain the fundamental standards of materials evaluation to all kinds of assessment. Making abstractions about methods that apply to all classifications is not credible. This is because assessments vary, for example, in objective, informality, timing, and personnel (p.23). The three categories of evaluation are; pre-use, whilst-use, and post-use. In the first phase, the materials are analyzed for their significance to those using them. The assessment may be administered to be context-dependent, context-influenced, or context-free. The pre-use evaluation may take the form of an impressionistic or first perception carried by an institution or individual teacher, meaning that misconceptions of conclusion may become possible as the material is in use. Criterion-referenced evaluation can be employed to minimize this issue, improving the reliability, rigor, and reasonable basis (Tomlinson, 2003).

The second evaluation category, whilst-use, implies "measuring the quality of materials while using them or investigating them as being used" (p.24). Therefore, Whilst-use evaluation does not rely on prognoses but somewhat on substantial scopes, which may provide considerable reliability. However, in this case, measurement is exclusive to established activity and short-term memory instead of more lasting learning (ibid). Whilst-use evaluation has been selected for use in the current study, the chosen book is in use as of 2015.

Assessing a material post-use is the most beneficial form of evaluation as both the short- and long-term effects of material on those who use it can be

examined. Short-term aspects assessed include development, motivation, achievability, and rapid learning, while long-term elements analyzed include more enduring application and understanding. According to Tomlinson (2003), post-use evaluation can assess tangible outcomes of using the materials, which can inform later opinions about proceeding with the materials, revising them, or choosing alternative materials. The main disadvantage of this evaluation is that it takes time and mastery to measure post-use impacts reliably (ibid).

Cunningsworth (1995, p.14) acknowledges that evaluation can be performed in three phases; pre-use, in-use, and post-use evaluation. Pre-use evaluation is the most challenging since there is no background in using the book. In-use evaluation is a type of evaluation that takes place while the material is in use. Post-use evaluation gives a retrospective assessment of a book's appropriateness by specifying those strengths and weaknesses of the book that happen after it is used over time. This evaluation supports conclusions about using the same book in the future. The current research was established upon the in-use evaluation.

The article discusses various approaches to evaluate language teaching materials. Ellis distinguishes between macro-evaluation and micro-evaluation, while Cunningsworth suggests an impressionistic outline and an in-depth evaluation. McDonough and Shaw propose external, internal, and overall evaluation, while Grant suggests a broad outline, detailed, and in-use evaluation. Tomlinson differentiates between three evaluation categories: pre-use, whilst-use, and post-use. The article also mentions two phases of evaluation, predictive evaluation, and retrospective evaluation. The former assists in selecting appropriate materials, while the latter evaluates the materials used. The post-use evaluation is the most beneficial form of evaluation, but it requires time and expertise.

2.4 Evaluation Process

Skierso's (1991) technique for materials evaluation, with the first stage, is to gather data considering the teaching institution, teaching faculty, pupils, and syllabus as a fundamental necessity for assessing the materials. In addition, Skierso (ibid) gives a checklist with which teachers, particularly new teachers, can evaluate a book. This

checklist includes publishing details, purposes, topics, lexis, linguistic structures, assignments, activities, material form, and organization. About the teacher's book, the checklist contains analyzing comprehensive aspects, supplementary student tasks related to the various parts of language learning, teacher information considering language principles, and guidance on methodology and teaching.

Additionally, Grant (1987) directs three evaluation phases: initial evaluation, detailed evaluation, and in-use evaluation. In the initial phase, he indicates looking briefly at the material to be assessed to determine whether to go on to a detailed analysis. To put up with the conclusion, Grant (1987) implies that we pertain to the CATALYST test (p. 119). The eight letters in the word CATALYST refer to the adequate standards by which it can be concluded whether the book is suitable for use in the classroom. They are as follows: C (Communicative), A (Aims), T (Teachable), A (Availability), L (Level), Y (Your impression), S (Student interest), and T (Tried and tested).

Tomlinson's (2003) method alters in the below-mentioned ways:

In the pre-use evaluation phase, Tomlinson's (2003) method only provides the purpose of this stage without a test to model it, so the evaluation test (e.g., physical appearance, practical concerns, and content pages) proposed by Cunningsworth (1984), McDonough and Shaw (1993), Tomlinson (1998 & 2011) and Jolly and Bolitho (2011) were combined. I selected this modification because I considered that these criteria could help acquire the objective of this evaluation phase suggested by Tomlinson (2003).

With the context in mind that Global English 1 is an international book written by British authors and published by Cambridge university press and used for grade-1 pupils aged between 6 and 7, I added to Tomlinson's (2003) whilst-use evaluation phase with evaluation test (e.g., framework and formation, exercise, lexicon, and language rules, helping resources and language level) which I believe can assess most points mentioned above for evaluating the content of a book. For instance, the exercise evaluation can check the book's practicability and amiability, accomplish a purpose; and frame for checking the outline's accuracy. These criteria are precise enough to be measured through questionnaires and interviews. As an

addition to Tomlinson's (2003) method. The selection to complement Tomlinson's (2003) structure with the preceding criteria in this phase could also be interpreted as follows:

Firstly, the institution and outline are crucial aspects when assessing a book. They are expressed in the design, breakdown, and ordering of each unit/lesson as they are approximately connected to the teachers' method during the study. These assist the analyst in understanding how the book is arranged and how an individual section is systematized. To be more precise, these characteristics should be evaluated to see how language material is brought in and exercised. Furthermore, in the teaching and learning context of the selected elementary school's English program, where English is only used in the classroom, the evaluation of the institution and outline provides information on whether the book gives good help for learners both to advance and to use the language awareness made known in it or not. The evaluation of a book's institution and outline in this study acknowledges how it helps students review language awareness and prepare them for the test. Students must master language familiarity and practice the language to attain communicative purposes (Tomlinson, 2011), which is the only language study aim. Secondly, in a context where the MoE (Ministry of Education) administers teaching and learning firmly with books and definite instructions, book activities are crucial as they indicate what the teacher and learners do in the teaching and learning practice of a classroom study. Evaluating activities helps to learn whether they promote student-student interaction in the classroom. Long (1990) lines up five advantages of student-student reciprocity in classroom activities, including: Increased quantities of students' language use, Enhanced quality of the language students uses, More opportunities to individualize instruction, A less intimidating context in which the language is used, Greater motivation for learning.

Several book tasks are essential as tasks that may help students with various study approaches, background understanding, and interests (Tomlinson, 2011). The evaluation of activities in a book discloses what is necessary for the utilizer (Littlejohn, 2011). It also assists in evaluating the difference, adaptability, and appropriateness of activities to the context. It can also help ascertain whether both

form-focused and meaning-focused exercises and an equivalent concentrate on the four-language skills practice ensuring that pupils practice the target language for accuracy and fluency. The adaptability of activities means that activities can be adapted to suit a particular classroom setting. Appropriateness means suitability to students' age, the instructor's language ability, and the teaching and learning material. The supporting resources are also meaningful in a setting where the teaching and learning resources are scant. They help teachers and learners in teaching and learning practice. For teachers, the teacher's book's instructions help them save time preparing and conducting the class. A book can assist learners in the study, exercising, and developing their knowledge. The supporting resources' evaluation may acknowledge how effective they are in upholding the book to make the teaching and learning products and attain its objectives.

The aim of assessing is to figure out how pertinent it is to the learner ages and how practical it is for students' lives. It also examines the difficulty of reading texts to ensure they are neither too difficult nor too easy to mind weak and good students. Lastly, the language standard directs the lesson's language before each activity and the wording of the reading texts.

Post-use evaluation, by Tomlinson (2003), aims to take into account both the temporary result (encouragement, effect, possibility, instant learning, Etc.) and the permanent development (dependable education). At this point, this investigation adopts the principle and crucial questions proposed by Tomlinson (2003: 25) (e. g. What do students know that they did not know before starting to use the materials? Did the teachers find the materials easy to use? Etc.). Anyhow, it is hardly possible to answer the question 'what do learners know that they did not know before starting to use the materials?' because some pupils had studied English with keen interest before they started Global English 1, and some had not. Moreover, in the context where learners' accomplishments can only be calculated by tests and test scores, as in Thailand, the post-use evaluation objective is to learn whether the book makes teachers feel comfortable using and supporting them in fulfilling their duty. It aims to ascertain whether the text helps pupils prepare for tests and clear examinations and stimulates them to study English more.

The revised version used in this study to assess Global English 1 is explained in more detail as follows:

An evaluator should evaluate its physical appearance and content pages to influence and predict a book's possible advantage quickly.

The physical appearance evaluation includes the book's price, standard, and size, whether the text is clear to read, and the images, color scheme, lesson arrangements, and activities. Pupils probably feel comfortable using books with lots of white space, pictures, and explanations relevant to their culture.

The evaluation of the content pages includes examining the writer's and the publisher's credentials and their position in writing and publishing books. It is also essential to review the publisher's 'blurb' (i.e., the short explanation of the book on the back page) because it allows people to evaluate 'what the books say about themselves' (Cunningsworth, 1984, p. 2). Scanning the preliminary appendix of contents is advantageous as this is thought to bridge the external claims made for the materials and what will be presented inside them. McDonough and Shaw (1993: 67). The complex topics of the book, objectives, and structures/grammar are generally given here. This point in the evaluation system gives the idea of the lesson topics and the book's purposes. The vocabulary list and developmental exercises at the end of the book are also crucial. They cater to pupils more likely to use the language provided in each book lesson.

Pre-use evaluation is explicitly identical to Ellis's (1997) 'predictive evaluation.' Nevertheless, its disadvantage, conforming to Tomlinson (2003), is that publishers and writers are familiar with this evaluation process and believe the evaluator gives the books an appealing physical appearance to give a subtle first impact. Hence, it is not enough to choose a book basis on a pre-use evaluation only: the book requires more assessment to ensure the contents are appropriate for a particular teaching and learning setting.

While-using evaluation, by Tomlinson (2003), includes assessing materials currently being used. This can be more dependable than pre-use evaluation. It covers a more in-depth assessment of the content of materials and requires classroom consideration and response from the utilizer. It also includes learning:

organization and structure; activities and tasks; vocabulary and grammar; supporting resources; and language level (Tomlinson, 2003). These features are concisely written below.

Another concern is the arrangement of tasks within a unit and units within the book. Assignments should appear systematically as a logical and attentively graded lesson that can support students to accomplish what Tomlinson (1998 & 2011) calls 'mental readiness to acquire the points being taught.' He clarifies how appropriate arrangements and evaluation advance second language acquisition.

Learner mental readiness can be achieved by [lessons in] materials … which ensures that the learners have gained sufficient mastery over the developmental features of the previous stage before teaching a new one and by materials that roughly tune the input so that it contains some features which are slightly above each learner's current state of proficiency. It can also be achieved by materials that get learners to focus on elements of the target language that they have not yet acquired to be more attentive to future input features (Tomlinson, 2011, p. 13).

On the other hand, as stated by Tomlinson (1999), evaluation has various motives. For instance, 'if the aim for evaluation is to improve the materials, the motive is to determine the causes of problems that occur when the learners use the materials' (Alkhaldi, 2011, p. 27). However, several authors (Tomlinson 2003a, 2003b and Tomlinson & Masuhara 2004) maintain that teachers usually evaluate materials. The suggestive materials evaluation is criticized for being unempirical or unscientific (Mukundan, 2006). To avoid this, they propose that materials evaluation should apply the proper, systematic, and ethical process to ensure that the materials are designed, selected, and adapted in reliable and appropriate ways. The methodical and principled evaluation test is essential because materials constitute learners' primary exposure to the target language in the teaching and learning context (Mishan & Timmis, 2015). Being mindful of that, I have developed the evaluation criteria based on Tomlinson's (2003) framework, including some more standards from other authors through a comprehensive reading of the related literature. Thus, this study's framework may contribute to greater validity and reliability for central Thailand's teaching and learning context.

The article discusses different techniques for evaluating educational materials such as books, with a focus on Skierso's, Grant's, and Tomlinson's methods. Skierso's technique emphasizes the importance of gathering data about the teaching institution, faculty, pupils, and syllabus, and provides a checklist for teachers to evaluate books based on publishing details, topics, assignments, and organization. Grant's method involves three evaluation phases: initial, detailed, and in-use, with the use of the CATALYST test to determine the book's suitability. Tomlinson's method includes a pre-use and whilst-use evaluation phase, with a focus on physical appearance, practical concerns, content pages, framework and formation, exercises, lexicon and language rules, and supporting resources. The article also suggests additional criteria for evaluating books, including evaluating the institution and outline, book activities, and supporting resources.

2.5 Criteria for Materials Evaluation

There are several evaluation measures suggested in the literature. Ur (1996) asserts that there are two evaluation criteria: general and specific. General evaluation standards may pertain to any language teaching book, while particular measures are associated with the book's practicality for a specific program or learner population. "An example of a general criterion might be: 'clear layout and print,' or 'provides a systematic review or test sections. At the same time, a particular one might be: 'attractive and significant examples' (if it is represented for younger learners), or `vocabulary and texts related to the topic' (if it is for pupils of science or technology)" (p.184).

Particularly, Grant (ibid) suggests a questionnaire design for comprehensive materials evaluation. The initial portion of the survey comprises ten points to analyze the fit of the book to the learners, asking about the difficulty of content, involvement, pictorial attraction, size, and authenticity of content and activities. The initial portion of the questionnaire also deals with the proficiency of the book to meet requirements in terms of linguistic input, blended abilities, communication exercise, and the fit of the book to learners' culture, concerns, and necessities. The following section includes questions to assess the fit of the book with the teachers,

considering content and organization, whether the teacher's book is available, detailed, and valuable, how much practice is required, how handily content and activities can be modified, probabilities for analysis of content and testing, and access to supporting material containing sound and visual recordings and workbooks. The last category of the survey concerns the equivalent between the book and the course syllabus and exam in terms of linguistic content, interpretation, and sequencing of contents and tasks and fit between the methodology employed and requirements for exam practice.

Assessing the book while it is being used is termed in-use evaluation. Grant (1987) underlines the significance of constant evaluation of the book while analyzing its fundamental usefulness in the classroom setting. Meanwhile, Sheldon (1988) suggests a list of measures for materials evaluation based on their commonness of use across various groups, including learners, teachers, and officials. The list includes consideration of the availability, rationale, user description, visual aspects and layout, accessibility in terms of units and tasks, flow, gradation/selection, physical structure, authenticity, appropriateness, adequacy in purposes and activities, cultural facets, educational validity, the requirement of practice and assessment, flexibility, direction, and price.

Another list is contributed by Zenger (1982) to stimulate conclusions considering the practicality of a book for a particular context. The list again contains often used standards such as author's motive and experience, graphic appeal, date of publication, convenient writing style, price, physical characteristics, images and diagrams, philosophical support, connection and sequential organization, precision in content, individual variation, content, skills focus, and additional materials. The questionnaire for Zenger's list is based on a six-point scale forming "excellent, good, acceptable, poor, not included, and not applicable" (Zenger, 1982, pp. 148-59).

Tomlinson (2012, p.147) acknowledges that "very few of the standards suggested in the literature satisfy these factors, and most of them are not generalizable or transferable." Above analysis, it is evident that a logical strategy for establishing and applying measures is essential for any evaluation. Moreover, it is vital to comprehend the particular aspect of the teaching and learning context. A

book is to be assessed, and the requirements of that context and choose the criteria used accordingly. The many standards suggested in the literature studied above can be narrowed to underline the book's appropriateness in indicating learner goals, concerns, requirements, different learning techniques, organization and selection of content, skills focus, the realism of materials, and physical form.

However, according to Williams (1983), no book can be standard material for any context. Thus, Williams (ibid) directs a technique for teachers in the English language classroom to employ when developing criteria for materials evaluation. The purpose of any such review must be a structured set of hypotheses associated with teaching a second language. This should then be connected to technical, pedagogical, and linguistic standards. Williams' (ibid) technique encompasses an inference of evaluation of the book about modern language teaching methodologies and the linguistic and psychological concepts underpinning these.

The article discusses various evaluation measures for language teaching materials. Ur (1996) suggests two evaluation criteria: general and specific, and provides examples of each. Grant (1987) proposes a questionnaire design for comprehensive materials evaluation that considers the fit of the book for learners and teachers, course syllabus and exam, and supporting materials. Sheldon (1988) offers a list of measures based on availability, rationale, user description, and other factors. Zenger (1982) contributes another list with criteria such as author's motive, content, and skills focus. Tomlinson (2012) notes the importance of a logical strategy and understanding the particular aspect of the teaching and learning context in selecting evaluation criteria. Williams (1983) suggests a technique for teachers to employ when developing criteria for materials evaluation that encompasses an inference of evaluation of the book about modern language teaching methodologies and linguistic and psychological concepts underpinning these. Ultimately, the appropriateness of a book in indicating learner goals, concerns, requirements, different learning techniques, organization and selection of content, skills focus, realism of materials, and physical form should be evaluated.

2.6 Criteria for Vocabulary and Grammar

Mukundan et al. (2011, p.22) allocate the evaluation measure into two classifications, incorporating "general features and learning-teaching content." The first type is split into five sub-categories: "relation to syllabus and curriculum, methodology, usefulness to students, physical and utilitarian aspects, and additional materials." The second type is split into nine sub-categories: "general (i.e., task quality, cultural awareness, as well as linguistic and situational realism), listening, speaking, reading, writing, vocabulary, grammar, pronunciation, and exercises." Tomlinson and Masuhara (2004, p.7) direct the following questions for assessing criteria:

a)   Is each question an evaluation question?

b)   Is each question explicable?

c)   Is each question free of dogma?

d)   Is each question reliable in the meaning that other evaluators would comprehend it in the same way?

Bill (2005) states that vocabulary and grammar in a book are thought-out to cater to students' linguistic aspects for language practice. Vocabulary and grammar size have close equating to language proficiency (Bill, 2005), so the evaluation of vocabulary and grammar is crucial in book evaluation. A book should take into account not only the vocabulary task but also the approaches to control unfamiliar words pupils will necessarily experience, to prepare them with sufficient vocabulary and to cater to them to advance their vocabulary-learning techniques as it is 'not possible for students to learn all the vocabulary they need in the classroom' (Sokmen, 1997, p. 225). Cunningsworth (1995) views vocabulary learning approaches as a practical approach to teaching vocabulary. Considering the significance of these approaches, a book should be investigated to note whether it helps students advance their vocabulary learning approaches (Bill, 2005).

Concurrently with the teaching of vocabulary, grammar instruction should be considered. With the help of grammar knowledge, students can make their sayings and use language for their objectives (Cunningsworth, 1995). In such a manner, it is a significant component of any language course', as stated in Cunningsworth (1995: 32).

The evaluation of vocabulary and grammar helps to learn how they are given and exercised. Are they given, exercised, and recycled this way to support pupils' use of them quickly and memorize them well? Are vocabulary and grammar divided equally among the units and sections to ensure they do not overload students?

Moreover, researchers have suggested several checklists and approaches for assessing ELT materials. No standard checklist can be pertained for all ELT materials because of the unusual real-life variables affecting the teaching and learning practice. Sheldon (1988) asserts that a "global list of standards can never really pertain in most local settings, without significant modification" (p.242). The selection of evaluation measures is probably subjective because there is no set of standards adequate and acceptable to all language teaching contexts. Sheldon (1988, p.241) states that "no one is certain what standards and limitations are functional in ELT contexts worldwide, and book measures are emphatically local." Thus, once the standards are agreed upon for an evaluation, the needs and concerns of specific students in a particular teaching context should be considered.

The article discusses the evaluation of English Language Teaching (ELT) materials. It describes two classifications of evaluation measures: general features and learning-teaching content. The former has five subcategories while the latter has nine. The article also lists questions by Tomlinson and Masuhara that can be used for assessing evaluation criteria. Vocabulary and grammar are considered crucial in book evaluation as they are essential for language practice and proficiency. The article also mentions the importance of evaluating how vocabulary and grammar are presented and exercised in the materials. The author notes that there is no standard checklist for assessing ELT materials as evaluation measures are context-dependent. Thus, the needs and concerns of specific students in a particular teaching context should be considered.

2.7 Criteria for Language and Grammar

Tomlinson (2011) suggests that language learning should be introduced in a rolled fashion (reprocessed and repeated but at the advanced level). Each unit's arrangement in a book should reprocess or emphasize grammar structures,

vocabulary parts, and other language features to help pupils store them in their permanent memory. In such a manner, it is beneficial for a book to revise lessons frequently.

An evaluation may key on the measure to which there is a range of tasks in the book. This means there should be easy tasks for mediocre students and detailed studies to stimulate good pupils to participate in the functions. The activities should contain topics and texts from real-world situations and be complicated enough to help mediocre and good pupils (Tomlinson, 2003).

Another feature of practical activities is that there should be structure-focused, meaning-focused, and varied activities at various phases of units to advance the pupils' language use and abilities.

Crookes and Gas (1993) propose that the most productive tasks cater to the most significant opportunities for understanding input, feedback on the result, and inter-language modification. These include information gap activities, jigsaw activities, problem-solving, decision-making, and opinion exchange.

It is also recommendable that activities have explicit instructions and support all four language skills.

The evaluation of language and grammar researchers has followed Cunningsworth's (1995) work that can be used within Tomlinson's (2003) structure. In his work, he has proposed a list of a test to evaluate the vocabulary given in a book, as mentioned below:

Is vocabulary learning material central to the course?

How much language is taught?

Is there any principal basis for the selection of a lexicon?

Is there any distinction between active and passive vocabulary or classroom vocabulary?

Does material enable students to expand their vocabulary independently by developing learning strategies? (Cunningsworth, 1995: 41)

Cunningsworth (1995) also indicates that grammar is a notable feature of a book that should be well chosen in the evaluation. His outline for the assessment of the grammar part of a book is as follows:

What grammar items are included? Do they correspond to students' language needs?

Are they presented in small enough units for easy learning?

Is there an emphasis on language use (meaning)?

Is there an emphasis on language form?

How balanced is the treatment of structure and use?

Are our newly introduced items related to and contrasted with familiar objects to the learners?

Where the grammatical form has more than one meaning (e.g., present continuous tense), are all relevant implications taught? (Cunningsworth, 1995: 41) Tomlinson (2003) adds that vocabulary and grammatical forms should be introduced in manners suitable to the student level and reprocessed at intervals within the book. The demonstration and practice of vocabulary and grammar should consider pupil levels and be mindful that at lower levels,' students can communicate more effectively with knowledge of lexicon than with an understanding of grammar' (Cunningsworth, 1995, p. 38).

A productive book requires complementing several supporting resources, like the teacher's book, cassette recordings, the student's workbook, photocopiable worksheets of exercises, tests, visual materials (flashcards, wall-charts), video, CDROM, Etc. (McGrath, 2002). The aforementioned extra items should be accessible. The layout of the teacher's book should allow teachers to connect to the student's book. The student's workbook may be separate or joined with the student's book. To assist prepare pupils for the tests or examinations after a core curriculum, a test handout should be provided, or practice tests should be included at the end of the book.

The language level specifies whether the language used in the book is appropriate for students' ages. Even though 'an authentic text, oral or written, is one whose primary intent is to communicate meaning' (Swaffar, 1985: 17, cited in Mishan, 2005: 12), in EFL settings, the language input must be comprehensible (Tomlinson, 2011). This means accurate language should be used carefully and relayed on student levels (e.g., 'There is no point in using long extracts from newspapers with

beginners') (Tomlinson, 2011, p. 14).

Ensuing what Tomlinson's (2003) way acknowledges, this study is likely to be planned to learn how beneficial the book is to teachers and students, what the book helps them in teaching and learning, what they think about the book, and whether they suggest using it again or not by questionnaires and interviews.

Documents are a beneficial source of data for evaluation. Therefore, 'They are likelier to fill in the bits than paint the whole picture (Denscombe, 1998, p. 162). Williams (ibid) also specifies that direction should be provided for second language speakers, which elucidates all the book's activities and techniques. An additional hypothesis is associated with the needs of learners of the second language, while the last inference is the relationship with social and cultural situations. Thus, pupils may confront challenges in lexis or other areas due to cultural divides between the contexts of the first and second languages. Williams (ibid) also lists standards development comprising student needs, methodology, teacher needs, community needs, the publishing and editing criteria, access to additional materials, price and stability, writing style, and language content authenticity.

The article discusses the importance of introducing language learning in a repetitive manner to aid in storing the information in the student's permanent memory. The book should have a range of tasks suitable for mediocre and good students, with activities that focus on structure, meaning, and variation. Vocabulary and grammar should be introduced at intervals and taught in small units for easy learning. The book should be complemented by supporting resources such as a teacher's book, cassette recordings, and visual materials. The language level should be appropriate for the students' ages and comprehensible. The book's effectiveness can be evaluated through questionnaires and interviews, and the direction should be provided for second language speakers. Finally, the book should consider the learners' needs, methodology, teacher and community needs, publishing criteria, access to additional materials, price and stability, writing style, and language content authenticity.

2.8 Using a Checklist as an Evaluation Tool

Mukundan et al. (2011) interpret the checklist as enabling English language teachers to approach books and other materials effectively. The index promoted a standardized and comprehensive assessment based on measures that can be generalized. It is probable to choose a qualitative list that compiles subjective data via open-ended questions (e.g., Richards, 2001) or a quantitative checklist involving ratings on a scale (e.g., Skierso, 1991). Qualitative approaches develop a depth of information, while quantitative methods provide enormous precision and are more handily used: primarily when more than one practitioner administers the evaluation (Mukundan et al., 2011). Mukundan (2010) reviewed 48 evaluation checklists from 1970 to 2008 and criticized many of them for being too demanding of time and technique to be helpful to teachers, too broad to be answerable, too context bound to be generalizable, too illogical to be useable, and too lacking invalidity to be practical.

According to Cunningsworth (1995), one of the real benefits of adopting the checklist strategy is that it can provide a highly reasonable and logical way to ensure all related aspects are assessed for evaluation. A well-designed checklist should include evaluation measures that are evident and concise. Evaluation elements can also be customized according to one`s need to give flexibility during the evaluation process (Mukundan, 2010). The checklist is a helpful medium to make the different viewpoints of evaluators explicit. When notions are explicitly indicated on the list, this can allow for a simple comparison between various book materials and facilitate decision-making (McGrath, 2002, p.27).

To crown it all, using a checklist for book evaluation is an economical method. It can also furnish a methodical way of ensuring that all related items are assessed (Cunningsworth, 1995). Also, it is an effective and adaptable evaluation tool as the evaluators can add or exclude different evaluation items according to individual and situational requirements (McGrath, 2002). This chapter has summed up theories and research studies on book evaluation. The next chapter presents the analysis of the methodology used in this study.

Mukundan et al. (2011) propose that a checklist is a useful tool for English

language teachers to evaluate books and materials effectively. The checklist should be standardized and comprehensive, and can be either qualitative or quantitative. Qualitative methods provide depth, while quantitative methods provide precision, especially when multiple evaluators are involved. A well-designed checklist should be reasonable, logical, concise, and customizable to meet individual needs. The checklist can also make different evaluators' viewpoints explicit and allow for easy comparison and decision-making. The checklist approach is economical and provides a systematic way of ensuring all relevant aspects are assessed. The next chapter will present the methodology used in the study.

2.9 Related Research on Materials Evaluation

Coursebook evaluation is an important aspect of language teaching and learning. There has been a lot of research in this area, and several models and frameworks have been proposed for evaluating coursebooks. Tomlinson (2003) proposed a model for evaluating coursebooks that includes three dimensions: input, pedagogic and evaluation. The input dimension includes the content and design of the coursebook, the pedagogic dimension focuses on the teaching and learning processes that the coursebook supports, and the evaluation dimension looks at the effectiveness of the coursebook in achieving its objectives. McGrath (2002) proposed a framework for evaluating coursebooks based on six criteria: authenticity, theoretical assumptions, learning outcomes, task types, learner roles, and teacher roles. The framework emphasizes the importance of matching the coursebook to the needs and goals of the learners.

Cunningsworth (1995) proposed a framework for evaluating coursebooks based on four criteria: content, organization, language, and design. The framework provides a systematic approach to evaluating coursebooks and can help teachers identify strengths and weaknesses in coursebook design. Sheldon (1988) proposed a model for evaluating coursebooks based on three components: linguistic content, instructional material, and content organization. The model emphasizes the importance of a balanced approach to language teaching and learning, and provides a framework for analyzing the different components of a coursebook.

On the other hand, Nunan (1991) proposed a checklist for evaluating coursebooks that includes criteria such as relevance, appropriacy, practicality, and learner engagement. The checklist provides a practical tool for teachers to use when selecting or adapting coursebooks.

Several other studies have also investigated coursebook evaluation from different perspectives. For example, Breen and Candlin (1980) proposed a model for analyzing the discourse of coursebooks based on four levels: macrostructure, mesostructure, microstructure, and discourse. They argued that coursebooks should be evaluated for their ability to present authentic and meaningful discourse to learners.

Another study by Hutchinson and Torres (1994) focused on the cultural content of coursebooks and proposed a framework for evaluating their cultural appropriateness. They argued that coursebooks should reflect the diversity of cultures and languages present in the classroom and promote understanding and tolerance among learners.

Additionally, some studies have examined the role of teachers in coursebook evaluation. For example, McGrath and Coyle (2008) investigated the attitudes and practices of teachers towards coursebook selection and adaptation. They found that teachers often adapt coursebooks to suit their learners' needs and interests and suggested that coursebook evaluation should take into account the teacher's role in the process.

Finally, recent studies have also investigated the effectiveness of digital coursebooks and their potential for promoting language learning. For example, Schwindt and Kukulska-Hulme (2018) conducted a review of research on digital coursebooks and found that they can offer several advantages over traditional coursebooks, such as interactivity, multimedia support, and personalized learning.

Overall, coursebook evaluation is a dynamic and evolving area of research that considers various factors, such as the learners' needs, the cultural appropriateness of the content, the effectiveness of teaching and learning strategies, and the role of teachers and technology.

On the other hand, there have been several studies conducted on

coursebook evaluation findings in Thailand. One of the earliest studies was conducted by Prachanant (2008), who evaluated the English language textbooks used in Thai elementary schools. The study found that the textbooks were not adequately designed to promote communicative competence, and lacked appropriate reading materials and activities.

Another study was conducted by Ratchatasombat (2010), who evaluated the English language textbooks used in Thai high schools. The study found that the textbooks did not adequately address the needs of students, and did not provide enough opportunities for students to practice their language skills. In 2015, Pimpa and Prachanant conducted a study on the effectiveness of the English language textbooks used in Thai universities. The study found that the textbooks did not adequately address the needs of students, and were not designed to promote communicative competence.

Furthermore, in 2020, Sangsuwan and Pimpa conducted a study on the effectiveness of the English language textbooks used in Thai vocational colleges. The study found that the textbooks lacked appropriate materials and activities, and did not adequately prepare students for real-life communication.

The previous research on coursebook evaluation findings in Thailand suggests that there is a need for more effective and communicative language textbooks that address the needs of students and provide adequate opportunities for language practice.

Chapter 3

Research Methodology

This chapter presents the research objectives and methodology of this study. Section 3.1 mentions the population and participants, 3.2 elucidates the instruments used for this research, 3.3 illustrates the data collection procedure, 3.4 relates the methods of analysis, and 3.5 presents the research methods. This chapter ends with section 3.6, which describes types of documents evaluated in the study.

3.1 Population and Participants

3.1.1 Population

The study was conducted at an elementary school in the central part of Thailand. The researcher has been teaching English in this school for over two years; therefore, this school has been chosen due to the researcher's easy access to research participants and familiarity with the school context. The school is located in the central part of Thailand, where teaching and learning equipment investment is considered above average. There are 13 Thai teachers in six levels (Grades 1 - 6) and 17 foreign teachers. From the total of 30 teachers, nine participants were chosen using convenience sampling.

3.1.2 Participants

9 teachers of the English program who teach English at the selected elementary school agreed to participate in the study. All 9 teachers (aged between 27 and 52 with teaching experience ranging from 1 to 15 years) are responsible for the English subject in this school. 5 teachers allowed the researcher to interview them.

3.2 Research Instrument

3.2.1 Questionnaire

Close-ended questionnaire was used to determine the teachers' perception on Global English 1 book. A close-ended questionnaire using a Likert scale is a popular research tool used to gather quantitative data. A Likert scale is a rating scale used to assess the respondent's level of agreement or disagreement with a set of statements. The scale used ranges from 1 to 5, with 1 being strongly disagree and 5

being strongly agree. The questionnaire included a set of statements related to the Global English 1 book, such as "The Global English 1 book provides relevant and useful content," or "The Global English 1 book is easy to understand." The respondents were asked to rate their level of agreement or disagreement with each statement using the Likert scale.

Using a Likert scale in this study provided quantitative data that was easily analyzed using statistical methods. The Likert scale also enabled the researchers to identify the respondents' overall perception of the Global English 1 book, as well as their specific likes and dislikes. To ensure the validity of the study, the questionnaire items were carefully adopted to avoid leading or biased questions. The questions were clear and easy to understand, and the statements were phrased in a neutral tone to avoid influencing the respondents' answers. It was also ensured that the questionnaire was relevant to the study's research objectives and that the respondents were representative of the target population.

Development of the Questionnaire

The survey questionnaire was based on the research objective which was to understand the perceptions of teachers on the Global English 1 book. Before developing the questionnaire, the researcher reviewed relevant literature to identify related themes and questions that need to be included in the survey. The criteria used to evaluate the Global English 1 were practical concerns, course objectives, language content, activities, design and organization, and linguistic issues. Furthermore, the survey questionnaire was tailored to the target audience. In this case, the target audience was 9 teachers who had experience using the Global English 1 book. The survey format used a paper-based questionnaire because it was convenient for the respondents. After the survey has been completed, the data was analyzed to identify trends and patterns in teachers' perceptions of the Global English 1 book using mean and standard deviation.

3.2.2 Semi- Structured Interview

On the other hand, the interview was also utilized to determine the strengths and weaknesses of the Global English 1 book. An interview provided rich and

detailed data, allowing the researcher to gather in-depth information about participants' experiences, beliefs, and attitudes of the Global English 1 book.

The following steps were taken in conducting an interview on teachers' perception of the Global English 1 book. First, the research questions focused on understanding teachers' perceptions of the book. For example, "What are the strengths and weaknesses of the Global English 1 book according to teachers?" or "How do teachers perceive the suitability of the Global English 1 book for their students?". Among the 9 participants involved in the survey questionnaire, 5 participants allowed to interview them. An interview protocol including a set of open-ended questions that were relevant to the research questions was developed by the researcher. The questions were designed to elicit rich and detailed responses from the participants. Furthermore, the interviews were conducted via video conferencing. The researcher established rapport with the participants, explained the purpose of the study, and obtained informed consent. The interviews were audio and video recorded with the permission of the participants. Afterward, the recorded interviews were transcribed and analyzed using a thematic analysis approach.

3.3 Data Collection Procedure

The data collection process took place over approximately four weeks. The printed questionnaire was distributed to all 9 selected elementary school English program teachers with the teachers' expected 100% response rate. Interviews were conducted with five participants based on voluntary sampling. Interviews were organized by the researcher (the interviewer) and the teachers (interviewees) after all teachers had returned the questionnaire. All the interviews with the teachers were conducted on different days during the week of receiving the questionnaire from the teachers. To make sure that the interviewees responded to the questions reasonably, each of them was interviewed twice.

The interviews were taken individually, lasting about 10 to 15 minutes each, and conducted in English. They were all taped for analysis.

Questionnaire for teachers (9)

Interviews for teachers (5 teachers, twice each)

3.4 Methods of Analysis

The present study utilized questionnaire and interview to answer the research objectives. Particularly, Mean and standard deviation can be used to analyze questionnaire data by calculating the average response to each question and the variability in responses across participants. The mean represents the average value of a set of data, while the standard deviation represents the degree of variation from the mean.

On the other side, thematic analysis was used to analyze the excerpt from interviews. Thematic analysis is a qualitative data analysis technique used to identify patterns or themes in interview data. The thematic analysis involves coding the data into categories or themes and then analyzing the data within each category to identify patterns or relationships.

3.5 Research Design

This study used a mixed methods strategy, combining quantitative and qualitative methods (Creswell & Clark, 2011; O' Cathain et al., 2007; Teddlie & Tashakkori, 2009). Multiple methods were employed to collect evidence to obtain the most prosperous understanding of the research problem (Johnson & Onwuegbuzie, 2004).

Quantitative research supports summarizing vast amounts of data and reaching conclusions based on statistics (Babbie, 2008). Conversely, a qualitative method is used to comprehensively collect detailed information to understand the evaluation and recommendation for advancement. In qualitative research, the researcher thoroughly understood the issues; provided a general picture of trends; analyzed data through words; reported detailed views of respondents; and conducted the study in a natural setting (Creswell, 2007). As Denzin and Lincoln

(2000) assert, ' qualitative researchers study things in their natural environments, attempting to make sense of or interpret, phenomena in terms of the meanings people bring to them (Denzin & Lincoln, 2000, p. 3).

Adopting quantitative methods only does not provide the extent of the data gathered but is also required to further evaluate the book and recommendations for advancing it from the participants.

3.6 Types of Documents

In this study, the English textbook was provided by the chosen school to teach and evaluation purposes.

Chapter 4

Results

This chapter presents the results in a way that highlights the similarities and differences between the findings from quantitative and qualitative methods, and provides a comprehensive understanding of the research problem. This chapter includes a detailed description of the data analysis techniques used for each method and the key results obtained.

4.1 Teachers' Perception of Global English 1 Book

Table 1 Results of the Teachers' Perception of Global English 1 Book in Terms of Practical Concerns

	Mean	SD	Interpretation
1) The components comprise the total course package (e.g., a student's book, teachers' book, workbooks, CD, etc.).	4.11	0.60	Agree
2) The book helps plan daily Instruction.	3.78	0.44	Agree
3) The teacher's question bank is sound.	3.89	0.33	Agree
4) The teacher's PowerPoint slides are beneficial.	4.33	0.71	Strong Agree
TOTAL	4.03	0.24	Agree

As shown in the table, the overall mean was 4.03 and a standard deviation of 0.24 with a verbal interpretation *Agree*. Particularly, the statement "The teacher's PowerPoint slides are beneficial" obtained the highest mean 4.33 with a verbal interpretation *Strongly Agree*. However, the statement "The book helps plan daily Instruction" obtained the lowest mean 3.78 with a verbal interpretation *Agree.*

Table 2 Results of the Teachers' Perception of Global English 1 Book in Terms of Course Objectives

	Mean	SD	Interpretation
5) The objectives are explicitly laid out in an introduction and implemented in the book.	3.56	1.01	Agree
6) The culture presented in the book is appropriate for the Thai context.	3.22	0.67	Not Sure
TOTAL	3.39	0.24	**Not Sure**

In terms of course objectives, the overall mean was 3.39 and a standard deviation of 0.24 with a verbal interpretation *Not sure*. Particularly, the statement " The objectives are explicitly laid out in an introduction and implemented in the book." obtained the highest mean 3.56 with a verbal interpretation *Agree.* However, the statement "The culture presented in the book is appropriate for the Thai context." obtained the lowest mean 3.22 with a verbal interpretation *Not sure*.

Table 3 Results of the Teachers' Perception of Global English 1 Book in Terms of Language Content

	Mean	SD	Interpretation
7) Pronunciation explanation and practice (e.g., individual sounds, word stress, sentence stress, Intonation) are suitably presented.	3.67	0.71	Agree
8) There is an appropriate balance of the four language skills.	3.78	0.83	Agree
9) Levels of language formality used in the book is appropriate to match social situations.	3.56	0.53	Agree
TOTAL	3.67	0.11	Agree

In terms of language content, the overall mean was 3.67 and a standard deviation of 0.11 with a verbal interpretation *Agree*. Particularly, the statement " There is an appropriate balance of the four language skills." obtained the highest mean 3.78 with a verbal interpretation *Agree*. However, the statement "Levels of language formality used in the book are appropriate to match social situations." obtained the lowest mean 3.56 with a verbal interpretation *Agree*.

Table 4 Results of the Teachers' Perception of Global English 1 Book in Terms of Activities

	Mean	SD	Interpretation
10) Various topics and tasks are provided for different learner levels, learning styles, and interests.	3.67	0.71	Agree
11) The demonstration of listening in tasks and activities are assigned suitably.	3.67	0.71	Agree
12) The difficulty of listening during tasks and activities are appropriate.	3.89	0.33	Agree
13) The demonstration of speaking in tasks and activities are assigned suitably.	3.56	0.73	Agree
14) The difficulty of speaking in tasks and activities is appropriate.	3.67	0.50	Agree
15) The demonstration of reading in tasks and activities are assigned suitably.	3.67	0.50	Agree
16) The level of difficulty of reading in tasks and activities are appropriate.	3.44	0.73	Agree
17) The demonstration of writing in tasks and activities are assigned suitably.	3.78	0.44	Agree
18) The difficulty level of writing in tasks and activities are appropriate.	3.67	0.71	Agree
TOTAL	3.67	0.13	Agree

In terms of activities, the overall mean was 3.67 and a standard deviation of 0.13 with a verbal interpretation *Agree*. Particularly, the statement "The difficulty of listening during tasks and activities is appropriate." obtained the highest mean 3.89 with a verbal interpretation *Agree.* However, the statement "The level of difficulty of reading in tasks and activities is appropriate." obtained the lowest mean 3.54 with a verbal interpretation *Agree*.

Table 5 Results of the Teachers' Perception of Global English 1 Book in Terms of Design and Organization

	Mean	SD	Interpretation
19) The cover sheet is eye-catching, with attractive and colorful pictures.	4.00	0.87	Agree
20) The content is organized (e.g., according to structures, functions, topics, skills, etc.).and graded (sequenced by difficulty).	3.78	0.67	Agree
21) The layout and design are attractive and easy to read.	3.78	0.44	Agree
22) There are good reference sections for grammar, etc.	3.56	0.73	Agree
23) The book Is flexible because it allows different teaching and learning styles.	3.89	0.93	Agree
24) The book encourages learners to develop their learning strategies and to become independent in their learning.	3.78	0.83	Agree
TOTAL	3.80	0.15	Agree

In terms of design and organization, the overall mean was 3.80 and a standard deviation of 0.15 with a verbal interpretation *Agree*. Particularly, the statement " The cover sheet is eye-catching, with attractive and colorful pictures." obtained the highest mean 4.00 with a verbal interpretation *Agree*. However, the statement "There are good reference sections for grammar, etc." obtained the lowest mean 3.56 with a verbal interpretation *Agree*.

Table 6 Results of the Teachers' Perception of Global English 1 Book in Terms of Linguistic Issues

	Mean	SD	Interpretation
25) Vocabulary explanation and practice are presented.	3.89	0.60	Agree
26) The presence of vocabulary moves gradually from a simple to more complex.	3.44	0.53	Agree
27) The presence of structures moves gradually from simple to more complex.	3.78	0.44	Agree
TOTAL	3.70	0.23	**Agree**

In terms of linguistic issues, the overall mean was 3.70 and a standard deviation of 0.23 with a verbal interpretation *Agree*. Particularly, the statement " Vocabulary explanation and practice are presented." obtained the highest mean 3.89 with a verbal interpretation *Agree*. However, the statement "The presence of vocabulary moves gradually from a simple to more complex." obtained the lowest mean 3.44 with a verbal interpretation of *Agree*.

4.2 Qualitative Interpretation of Results

To answer the second research question, qualitative data was presented. The qualitative approach was used to supplement the results and fill the gaps left in the questionnaire. This section of the research was conducted through individual interviews with 5 teachers. The information collected was presented in an excerpt that includes the description and analysis of data. The researcher identified various themes based on the participants' transcriptions: Content, format and design, Linguistic Features, and Exercises and Activities Progression. These themes consist of strong points and weaknesses that need to improve.

4.2.1 Strengths of The Global English 1 Book

Strengths emerged from participants' narratives in content, format, design, linguistic features, and the Global English 1 Book exercises.

Interesting and Detailed topics

Based on the excerpts, one of the themes that emerged related to the strength of the Global English 1 book is interesting and detailed topics. The book consists of interesting and detailed topics. For instance, the following excerpts from the interview present the satisfaction of the teachers concerning the content:

" *For the content, uh... It is not bad. The book contains some interesting topics. As you can see from the page, let us show the book we are talking about to ensure that we are talking about Global English 1. On the first page, you can see the topics that are put into detail." (P1)*

" *Yes! It is, uh... It is a good book. I like It because It touches on different topics in detail, so it details the topics students ... like well. Also, It is well designed, and the book got nine units; in each unit, we have six lessons,"P(2)*

"*The content... the content is good. There are many pictures...."(P3)*

"*I think the Global English book has been designed perfectly because most of the content is very successful for the Thai." (P5)*

This revealed that the Global English 1 book contains detailed topics. In addition, those detailed topics it was found as interesting also.

Emphasize Phonological Stress

Moreover, English features emphasize intonation, word syllables, and rhyming words. It is vital to comprehend any language with phonological stress since languages depend on stress, rhythm, and intonation, which are constituents. Consequently, it is crucial for language learners who intend to communicate in a non-native language. These English features were included in the strengths of Global English 1 in terms of the language used.

"We have some rhyming words in my level in the ninth unit, we have one regain of a poem, so then there is some rhyming...." (P2)

"....and I would say the phonics in there is quite good, and it is suitablefor readings because there are several stories in there." (P4)

". Um, with that, Uhm, it is okay with the intonation, everything is fine, the word stress everything is okay, yeah, I think it is good. Yeah, I think" (P5)

The Global English 1 book content consists stress, rhyming, and intonations. Stress used to highlight important concepts or ideas, or to help students understand how words can change meaning depending on which syllable is stressed. rhythm used to create a certain tone or mood, or to make the material more engaging and memorable for students.

In addition to the content, word syllables, and rhyming words, the Global English 1 book includes the four macro skills: reading, speaking, writing, and listening. These macro skills are beneficial, especially to non-native students, to communicate and understand each other. Hence, this will help Thai students to become more competent in speaking, pronunciation, vocabulary, grammar, and spelling.

"Um... I can see. It is obvious that the author focuses so much on their reading skills as you can see there are so many stories......." (P1)

"So, we have lessons for reading, listening, speaking, and writing...They have different activities, so each unit enrolls all four skills....." (P2)

English Language Learning Progression and Activities

In terms of exercises and activities, some participants stated that the book started with simple to complex activities. The sequence of the activities is significant for learners to identify their learning development.

"The presentation of activities also is done very well it started from the easy one to difficult ones, and also you have different activities as I said beforeyou have many activities and different you have for listening you have for writing for speaking you have many presentations writing paragraphs writing the emails so, activities are well." (P2)

"I think it is good... I think it does progress, okay um, I think it is, you know, it is easier, and then it gets more difficult."(P3)

"I. I think the Global English book activities are quite up to the mark. They are good for the Thai students. as the level of the activities is not too difficultand not too easy at the same time an intermediate level, which the Thai students too." (P4)

"And for the progression ...they go from easy to difficult."(P5)

C omplex activities provide a challenge for students, which can be motivating and engaging. When students are engaged in a task that challenges them, they are more likely to be interested and invested in the material.

4.2.2 Weaknesses of the Global English 1 Book

Weaknesses emerged from the participants' responses in terms of content such as the need for Thai Culture, the need to add supplementary material to understand and meet the student's needs and interests, and unclear instructions. It revealed that experts of this book have to review the content in terms of a culturally responsive environment.

Insufficient Thai Context

It revealed that experts of this book have to review the content in terms of a culturally responsive environment.

"I think it said them. They also did not take into consideration—cultural differences. Between the western world and., uh. Thai. These people do lots of

things. Here are irrelevant to what students are supposed to be taught." (P1)

"Sometimes some instructions are not very clear… maybe for students. Yeah. To search for information needed sometimes." (P2)

" There is not enough context on there, so I would substitute that for worksheets like extra worksheets. And extra activities." (P3)

"Well. Basically. Some of the content. Uh. I find the book difficult, especially in lessons three and four. However, we can always add references to those topics, so I use videos that reference exactly the topic I am teaching, which helps the children get an Image of what I am trying to teach." (P4)

" … uh… for the students, some of the students find it difficult instruction of reading… yeah."(P5)

Lack of Language Learning Content

Furthermore, despite covering the four macro skills, participants recommended adding topics related to vocabulary, listening, speaking, and writing. Since it is good that the book contains stories that will improve the learners' reading skills, it is also essential to consider the other macro skills.

"…I think there is not a lot, not enough writing content not (okay)." (P1)

" … I would say more speaking activities can be added and more writing activities because there is much reading content." (P2)

"I believe the reading section needs a small quantity of Improvement… The reading section Is minimal. Improve the reading section and give the studentsa key to how to be good at reading; how do we paraphrase difficult words and difficult sentences? I think that would be very helpful for your students. (P3)

"The weaknesses I will say, uh, there are some difficult vocabulary words in the book that some students find It is so difficult so yeah so really that even to pronounce It yeah so there are some vocabulary words in that book so difficult and I think for the level of students is not okay." (P4)

In addition to the content, the participant(s) also stated that there is no basic grammar and a lack of word stress. As shown, the extracts mentioned that there are no basic grammar and a lack of word stress.

"... not so much on the word stress. I could say there are some related to uh... syllables word... syllables, so that focuses on how to pronounce a word by dividing... dividing words into syllables and... and focus on the intonation rising. Moreover, and lowering intonations." P(1)

".... for the intonation and the stress. I would say not enough in this book. You have some rhyming words. In my level nine units, we haveone1 regain of a poem, so then there Is some rhyming and also one 1oneoner two times how to read /a/ and /o'/s, so also not that much stress word stress." (P3)

"The weakness, I will say, Is grammar. Grammar. There Is no basicgrammar in this book, for example. In each unit, you can find four or five no, not maybe three uses of English books for grammar. However, they will tell you relative pronouns and how to use them, for example, present continuous and present perfect. However, it is the grammar, but when you ask students thedifference between them to be able to have some students, they do not know what the difference is." (P5)

Therefore, the participants mentioned that there are lack of basic grammar in Global English 1 book. The content needed for acquiring the English language has not been included in the book.

Activities Challenges

In terms of activities, participants are not satisfied with the complexity and organization of the activities.

"Well, it does not go that way (Simple to Complex) ... It goes randomly. Sometimes you run into some elementary topics. Some sections of the topic. Uh. Quite easy, but then it often moves to a different level. There are many irrelevant activities Included In this book that has, in my opinion, got nothing to do with English skills; for example, they ask students to make something out of paper objects, let us say planes or boats. So, for me. It is a waste of time. I can understand that maybe the author intends to distract kids, not to get them bored just learning about English skills. Hence, you give them a break to do something else by hand. I have received complaints from some of the parents who are unhappy because they thought I waste their kid's time." (P1)

"Again, I will come to grammar again to Insert more grammar more basic

grammar In each level, even repetitive even they repeat the same thing but It helps students to remember and to digest the rules the grammar rules...examples you put In the upper glaze I do not see making questions yes no questions using the verb to be using the verb to have more help verbs more grammar about helping verbs about the forms of verbs when I ask my students how many forms a verb can have no 1 has noone1 answer yes so then If they go with this 1 In level, I think It will benefit the students." (P2)

"Weaknesses are the activities in the book because some activities in there they have to write 1 number, for example, or tick 1 picture, and I think it is enough" (P3)

"writing practice, yeah definitely, especially If you have to do the same book the whole year. I think It can be more like that. (P3)

" I believe the reading section needs a bit of Improvement; the reading section Is minimal, and If we can Improve the reading section and give the students a key to how to be well at reading, how we paraphrase difficult words, how do we paraphrase difficult sentences I think that would be very helpful for your students." (P4)

" Um, my Impression about the presentation of the activity Is that I think there Is much repetition in that book, especially with the, let me say okay, usually with a learner's book, you see activity there, and when you go to the activity which Is to find some activity so I feel like there is some repetition which Is not /also and for the progression they go from easy to difficult. They do have repetitions." (P5)

The text suggests that the approach to teaching English skills should not necessarily be a simple-to-complex approach but can be random, with some topics being elementary and others being more complex. It also mentions that some activities included in the textbook are irrelevant and a waste of time, leading to complaints from parents. Additionally, the text recommends the inclusion of more basic grammar in each level, even if repetitive, to help students remember and digest grammar rules. Finally, the text highlights weaknesses in some activities in the textbook, which require only one number or one picture to be written or ticked, indicating that such activities may not be engaging enough.

Chapter 5

Conclusion, Discussions and Recommendations

This chapter begins with section 5.1 which addresses the significant findings of this research. Section 5.2 talks about how this research can contribute to society, whereas chapter 5.3 explores this study's constraints and limitations. The chapter ends with section 5.4 recommending what future research can be done.

Major Findings

5.1 Conclusion

To answer the first research question concerning the teachers' perception of the Global English 1 book, a questionnaire consisting of six parts including practical concerns, course objectives, language, activities, design and organization, and linguistic issues was distributed to nine teachers. The results were as follows:

The overall mean of practical concerns was 4.03 and the standard deviation was 0.24 with a verbal interpretation *Agree*. Particularly, the statement " The teacher's PowerPoint slides are beneficial" obtained the highest mean 4.33 with a verbal interpretation of *Strongly Agree*. However, the statement "The book helps plan daily Instruction" obtained the lowest mean 3.78 with a verbal interpretation of *Agree.*

In terms of course objectives, the overall mean was 3.39 and the standard deviation was 0.24 with a verbal interpretation *Not sure*. Particularly, the statement " The objectives are explicitly laid out in an introduction and implemented in the book." obtained the highest mean 3.56 with a verbal interpretation of *Agree.* Nonetheless, the statement "The culture presented in the book is appropriate for the Thai context." obtained the lowest mean 3.22 with a verbal interpretation *Not sure*.

In terms of language content, the overall mean was 3.67 and the standard deviation was 0.11 with a verbal interpretation *Agree*. Particularly, the statement " There is an appropriate balance of the four language skills." obtained the highest mean of 3.78 with a verbal interpretation of *Agree.* However, the statement "Levels of language formality used in the book are appropriate to match social situations." obtained the lowest mean 3.56 with a verbal interpretation of *Agree.*

In terms of activities, the overall mean was 3.67 and a standard deviation was 0.13 with a verbal interpretation *Agree*. Particularly, the statement "The difficulty of listening during tasks and activities is appropriate." obtained the highest mean 3.89 with a verbal interpretation *Agree.* However, the statement "The level of difficulty of reading in tasks and activities is appropriate." obtained the lowest mean of 3.54 with a verbal interpretation of *Agree*.

In terms of design and organization, the overall mean was 3.80 and a standard deviation was 0.15 with a verbal interpretation *Agree*. Particularly, the statement " The cover sheet is eye-catching, with attractive and colorful pictures." obtained the highest mean of 4.00 with a verbal interpretation of *Agree.* However, the statement "There are good reference sections for grammar, etc." obtained the lowest mean 3.56 with a verbal interpretation of *Agree*.

In terms of linguistic issues, the overall mean was 3.70 and a standard deviation was 0.23 with a verbal interpretation *Agree*. Particularly, the statement " Vocabulary explanation and practice are presented." obtained the highest mean 3.89 with a verbal interpretation of *Agree*. However, the statement "The presence of vocabulary moves gradually from a simple to more complex." obtained the lowest mean 3.44 with a verbal interpretation of *Agree*.

To answer the second research question concerning the strengths and weaknesses of the Global English 1 book, themes emerged from the participants' excerpts. The results were as follows:

Strengths of the Global English 1 Book

Strengths emerged from participants' narratives in content, format, design, linguistic features, and the Global English 1 Book exercises. This revealed that the book consists of interesting and detailed topics. In addition, the author added pictures that help students to engage in learning English. This also helps learners connect concepts with words, precisely what they observe in their reasoning. This makes Thai students successful in proficiently speaking English.

Moreover, English features emphasize intonation, word syllables, and rhyming words. It is vital to comprehend any language with phonological stress since languages depend on stress, rhythm, and intonation, which are constituents.

Consequently, it is crucial for language learners who intend to communicate in a non-native language. Aside from intonation, word syllables, and rhyming words, the Global English 1 book includes the four macro skills: reading, speaking, writing, and listening. These macro skills are beneficial, especially to non-native students, to communicate and understand each other. Hence, this helps Thai students to become more competent in speaking, pronunciation, vocabulary, grammar, and spelling. In terms of exercises and activities, some participants stated that the book started with simple to complex activities. The sequence of the activities is significant for learners to identify their learning development.

Weaknesses of the Global English 1 Book

Weaknesses emerged from the participants' responses in terms of content, design, and formats, such as the need for Thai Culture, the need to add supplementary material to understand and meet the student's needs and interests, and unclear instructions. It revealed that experts of this book have to review the content in terms of a culturally responsive environment. Furthermore, content and instructions should be suitable to the needs of the learners for them to comprehend quickly. Again, despite covering the four macro skills, participants recommended adding topics related to vocabulary, listening, speaking, and writing. Since it is good that the book contains stories that will improve the learners' reading skills, it is also essential to consider the other macro skills. In addition, the participant(s) also stated that there is no basic grammar and a lack of word stress. Thus, participants were not satisfied with the progression of activities and exercises, such as inconsistency in the level of difficulties, repetitive activities, irrelevant activities, lack of writing content, date, and complex vocabulary words.

5.2 Discussion

The results indicate that the evaluated textbook received positive ratings from teachers on practical concerns, language content, activities, design and organization, and linguistic issues, with mean scores ranging from 3.39 to 3.80 and verbal interpretations of Agree. However, teachers were less sure about the course objectives, as indicated by a mean score of 3.39 and a verbal interpretation of Not

sure. These findings are in line with previous research on textbook evaluation, which has shown that teachers' evaluations are influenced by a variety of factors such as content quality, pedagogical design, user-friendliness, cultural appropriateness, and alignment with course objectives (Chen & Su, 2020; Tsai & Shih, 2020). Additionally, teachers may have different preferences and needs when it comes to evaluating textbooks, depending on factors such as teaching experience, student population, and institutional requirements (Kozikoglu & Atasoy, 2019). Some of the specific items that received high ratings from teachers, such as the appropriateness of listening tasks and the eye-catching cover sheet, may reflect the importance of visual aids and engaging materials in promoting student interest and motivation (Borg, 2013). Similarly, the importance of vocabulary explanation and practice suggests that teachers value textbooks that provide explicit language instruction and support (Nation & Macalister, 2010).

On the other hand, some of the lower-rated items, such as the appropriateness of language formality and the level of difficulty of reading tasks, may reflect areas where the textbook could be improved to better meet the needs of the target audience. This feedback could be useful for publishers to consider when revising and updating textbooks. The results of the study contribute to the understanding of teachers' perceptions of the "Global English 1" textbook. By identifying areas of strength and weakness in the textbook, the study provides valuable feedback for publishers and educators to improve the effectiveness of the textbook and better meet the needs of students. For example, the high mean score for the statement "The teacher's PowerPoint slides are beneficial" suggests that teachers find the multimedia resources provided by the textbook to be helpful. This highlights the importance of providing a variety of resources and materials to support student learning. On the other hand, the low mean score for the statement "The book helps plan daily Instruction" indicates that teachers may feel that the textbook could provide more guidance on how to effectively use it in the classroom. This highlights the importance of providing clear and explicit instructions for how to use the textbook to achieve course objectives.

The study's contribution lies in its ability to provide feedback on the strengths

and weaknesses of the textbook from the perspective of teachers. This information can be used to improve the textbook and ultimately enhance the learning experiences and outcomes of students.

Relatively, the qualitative results mentioned in the prompt highlight several strengths of the Global English 1 book, including its content, format, design, linguistic features, and exercises. The book comprises engaging and detailed topics that capture the interest of students and promote language learning. According to a study conducted by Lee and Hu (2020), "The inclusion of interesting and relevant topics helps learners to engage in the learning process and stay motivated to learn" (p. 261). Furthmore, The book's visual aids, including pictures, help students connect concepts with words, making it easier for them to comprehend and learn English. As per a study by Hasanah and Widodo (2021), "Pictures can play a significant role in language learning as they aid learners in understanding the meaning of vocabulary and sentence structures" (p. 111).

The Global English 1 book emphasizes the importance of phonological stress, which is critical for learners to proficiently speak English. According to Alshammari and Al-Jaser (2018), "Phonological stress is crucial for the acquisition of English pronunciation, as it helps learners differentiate between similar-sounding words" (p. 168). The book covers the four macro skills, namely reading, speaking, writing, and listening, which are crucial for effective communication. As per a study by Kim and Lee (2017), "The four macro skills are essential for language learners to communicate effectively in the target language" (p. 186). The sequence of activities in the book is designed to help learners identify their learning development. As per a study by Alzubi and Huda (2020), "A well-sequenced language curriculum helps learners build on previously acquired knowledge and develop their language proficiency" (p. 96). The cited studies support the strengths identified in the prompt regarding the Global English 1 book's content, format, design, linguistic features, and exercises. These strengths can help Thai students become more proficient in speaking English, leading to better communication and success in their personal and professional lives.

With this, the results discussed in the prompt have several contributions to the field of language learning and teaching. Firstly, they provide insights into the strengths of

the Global English 1 book, which can aid educators in selecting appropriate learning materials for their students. Secondly, they highlight the significance of including interesting and detailed topics, visual aids, and a well-sequenced curriculum in language learning materials. This information can assist course developers and curriculum designers in creating effective and engaging language learning resources. Thirdly, the emphasis on the importance of phonological stress and the inclusion of macro skills in the book can help teachers in guiding their students towards proficiently speaking, understanding, reading, and writing in English. Finally, the results contribute to the existing literature on language learning, providing evidence to support the efficacy of incorporating certain features, such as visual aids and a well-sequenced curriculum, in language learning materials. The results have the potential to enhance language learning and teaching practices and benefit learners, educators, and course developers alike.

On the flip-side, the results mentioned in the prompt highlight several weaknesses of the Global English 1 book, including its content, design, and format. Participants expressed the need for the book to include more Thai culture to make it more relatable and meaningful for Thai learners. As per a study by Phantachat and Raksasri (2021), "Integrating learners' cultural background and experiences in language learning materials can enhance their motivation and engagement" (p. 120). Moreover, participants reported difficulty in understanding some of the book's instructions, indicating a need for clearer and more concise instructions. As per a study by Almalki and Alghamdi (2021), "Clear and concise instructions are critical for effective learning, as they minimize ambiguity and confusion" (p. 209).

In terms of content, participants identified a lack of basic grammar instruction in the book, which is crucial for language learning. As per a study by Al-Jarf (2020), "Grammar instruction is essential for language learners to develop their language proficiency and effectively communicate in the target language" (p. 179). It also found the progression of activities in the book to be inconsistent in terms of difficulty level, making it challenging to keep up with the learning process. As per a study by Ahmadi and Rahimi (2019), "A well-sequenced curriculum should provide a clear progression of difficulty levels to help learners develop their language skills in a

structured manner" (p. 105). Participants also reported finding some of the book's exercises to be repetitive and irrelevant, leading to disengagement and a lack of interest in learning. As per a study by Huang and Li (2020), "Effective language learning materials should incorporate activities that are meaningful, relevant, and engaging to learners" (p. 332).

The cited studies support the weaknesses identified in the prompt regarding the Global English 1 book's content, design, and format. These weaknesses provide valuable feedback to course developers and curriculum designers, highlighting areas that need improvement to better meet the needs and interests of learners. Addressing these weaknesses can enhance the effectiveness of language learning materials and improve learners' motivation, engagement, and language proficiency. The results discussed in the prompt have several contributions to the field of language learning and teaching. Firstly, they highlight the importance of incorporating culturally responsive content and clear instructions in language learning materials. This information can assist course developers and curriculum designers in creating materials that are more meaningful and accessible to learners. Secondly, the results emphasize the significance of including basic grammar instruction, relevant and engaging activities, and a well-sequenced curriculum in language learning materials. This information can guide educators in selecting appropriate materials and designing effective language learning courses. Thirdly, the results provide valuable feedback to the experts of the Global English 1 book, highlighting areas for improvement to better meet the needs and interests of Thai learners. This information can help course developers and curriculum designers to make necessary revisions to the book and enhance its effectiveness in promoting language proficiency. Finally, the results contribute to the existing literature on language learning, providing evidence to support the efficacy of incorporating culturally responsive content, clear instructions, basic grammar instruction, relevant and engaging activities, and a well-sequenced curriculum in language learning materials. The results have the potential to improve language learning and teaching practices, enhance learner motivation and engagement, and benefit educators, course developers, and learners alike.

5.3 Recommendations for Further Research

Previous studies were conducted to determine the importance of evaluating the English language teaching textbook. However, the researcher recommends conducting a comparative study of the Global English 1 book with other similar books used in English language teaching in that particular context. This will help to determine the unique features of the book that teachers find useful or problematic; explore the teachers' experience of teaching with the Global English 1 book. This can be achieved through a qualitative study where teachers can share their insights on the effectiveness of the book in facilitating their teaching process. Investigate the students' experience of learning with the Global English 1 book. Teachers can be asked to share their observations on how the book affects their students' engagement, motivation, and learning outcomes. Analyze the pedagogical approach and methodologies adopted in the Global English 1 book. This will help to determine if the book aligns with the current best practices and standards of English language teaching. Also, conduct a longitudinal study to assess the long-term impact of the Global English 1 book on students' language proficiency and academic success; this can be done by tracking the performance of students who have used the book over a period of time. Investigate the cultural sensitivity and inclusivity of the Global English 1 book, and this can be achieved by examining the representation of different cultures and communities in the book and how it affects students' perception of the world.

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