AN INVESTIGATION INTO TRENDS, PHILOSOPHICAL PREMISES, AND METHODOLOGIES IN TESOL POST-SECONDARY TEXTBOOKS WITH COMPARATIVE EVALUATION FROM THE PERSPECTIVE OF THE PEOPLES REPUBLIC OF CHINA

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PREFACE

During the past quarter-century English language study has mushroomed worldwide. To be realistic, textbooks designed to teach English to speakers of other languages should meet the needs and objectives of English as an international lingua franca. This study of representative American ESL texts, analysed by educators who have experience teaching ESL both in the United States and abroad, and by educators in the Peoples Republic of China, attempts to establish their credibility, validity, and adaptability for worldwide use in teaching and learning English.

The evaluation and analyses by these educators, based on an evaluative instrument designed specifically for this investigation, provide the raw material for this study. Primary attention was directed to criteria in three vital areas: the textbooks' methodology and organization, the educational philosophy and objectives, and the cultural/ethnic portrayal as presented through their contents.

The findings and conclusions about the quality, strengths, weaknesses, practicality, suitability, and utilization in foreign classrooms as well as American schools supply the insights influencing the points of view herein expressed. The purpose of the study is to improve textbooks so that they more accurately reflect and meet the language and cultural needs and objectives of both non-native ESL teachers and students abroad and those of the ESL classrooms in the United States.

I wish to express my sincere gratitude to all the people who gave of their time, energy, and talents in preparing me for this work, to those who assisted me in its development and preparation, and to the English Language Institute-China of San Dimas, California, which made possible my spending eight weeks in China during the summer of 1987, enabling me to observe, experience, and teach with colleagues there, and to obtain from them the evaluations and perspectives which serve as the catalyst and foil for this project.

I acknowledge my indebtedness and extend my sincere appreciation to those who offered their insights and expertise to this endeavor, for providing guidance, suggestions, constructive criticism, encouragement, and friendship. First to those who evaluated textbooks for me in the United States and brought to my attention details and perceptions from their experiences overseas and in the United States which benefitted the implementation and direction of my study: to Stephanie Ford Jones, Jack Nuzum, Linda Ito, Trach Vu, Shoumin Li, and Huang Yu Hsin. Their evaluations and commentaries about specific text features were incisive.

In addition, I am thankful for the college administrators and teachers in the Peoples Republic of China who graciously took time from their busy schedule and academic duties to appraise the texts for me and confer with me about methods, objectives, objectives, materials, and needs in their respective assignments. I owe a special thanks to Zhou Zsi Pei, Dean of the Foreign Language Department at Henan Teachers University in Xinxiang, his assistant and my consultant, Zhang Binxin, for their supervision and cooperation. The trenchwork was supplied by my colleagues Gou Li Ping, Wang Xiao Jun,

Duanmu Gingyi, Li Yuan Fang, Sun Jian Ying, Liang Xiao Dong, Pei Ya Jian, and Chen Yun Xiang. Without their assistance my labors would have been unsurmountable if not impossible.

Especially important to my efforts are the members of my committee who have advised, intrigued, counseled, supported, encouraged, and directed the academic progress and arduous course of my studies with patience, perseverance, and enthusiasm; to my TESL mentor, Dr. Ravi Sheorey for the essential foundation established; my methods and curriculum specialists, Drs. David Yellin and Randall Koetting who provided resources and kept me focused on the salient issues with suggestions and penetrating questions; and ultimately to my academic advisor, Dr. William Segall whose conferencing and direction shaped and guided my progress over the rough spots.

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CHAPTER I

INTRODUCTION

English is spoken by over four hundred million people around the world, three hundred million of them native speakers of one variety or another, and native speakers of American English compose over fifty percent of this total. Fox Butterworth, the first New York Times correspondent to live in The People's Republic of China (PRC) since the revolution, recounts in his book China: Alive in the Bitter Sea that when Deng Xiaping made his historic journey to the United States in 1979, video pictures of his visit were sent back to China. At a banquet in Beijing a group of high-ranking communist officials viewed the video of Deng visiting a highly automated automobile plant and the Peach Tree Plaza Hotel in Atlanta where Deng stayed. As they watched these pictures of the United States, one of the shaken cadres turned to the others and asked: "What have we done? Have we wasted thirty years?"

In a drastic move to catch up, the PRC inaugurated a rapid modernization program. The urgency of China's thrust toward modernization, as well as toward participating in the exchange of ideas between East and West, created an unprecedented demand for English language skills as the key element of that program; i.e. teaching English to students to give them access to the world of

required subject in secondary schools and an important part of the national college entrance examinations. Despite the dearth of Chinese English teachers then, there are presently more persons in China studying English than persons in North America who speak English as a native language.

In addition, The Institute of International Education's Open Doors annual report for 1986 shows the largest percentage of increase in foreign student population, up 38.4 percent, was from The Peoples Republic of China with a total of 13,980 students. The total foreign student enrollment increase was up just 0.5 percent for 1986. Taiwan continues to send the largest number of students with 23,770 in 1986 (Foreign 9). The ancient xenophobia of Middle Kingdom persists even in their recent opening up to the world. A nation accustomed to absolute rule will be cautious, perhaps overly cautious, about any and all intrusions which may potentially change them (Watson 1985). And learning a second language means and requires change. One cannot properly separate language from culture (McLeod 217). Students tend to be wary of change, for it means risking conflict with traditions, family, culture, concepts, and upward mobility (Troyka 17).

Problem

What this emphasis on learning English will do to the Chinese education system, to our concepts and practices in language teaching, and to international relations is grist for speculation. If their honeymoon with English follows the pattern which emphasis on Russian

had during the Mao era, English will experience a quick demise. If the language teaching profession and enterprise develops nothing, gains nothing, learns nothing from the experience, it fails or impinges on its credibility of being a viable discipline. If Sino-American relations improve or sour, probably partial responsibility for results will point directly at our methods, our teaching personnel "expatriots," and our materials, i.e., textbooks. The question posed, then, is will the American export of these three to China and to the rest of the world do the job required or become another "Ugly American?". Here we limit comment to the third item, the textbooks. Do they in their present form have the capacity to perform their function successfully. The role of textbooks in any teaching situation ranges from little to almost total domination. Current and traditional Chinese education, views the textbook's role as near absolute, decreed from national sources, the syllabus, usually the sole focus of classroom activity, and the only resource a teacher and student has.

The most obvious areas anticipated as posing problems for China's use of American textbooks are the American pedagogical methods inherent in most texts, most of which contrast drastically with the traditional Chinese concept of teaching and learning. The philosophical basis upon which American education builds curriculum and course content, and the quite different cultural concepts related to education--values, definition of an educated person, ethical standards, etc.-- derive from sources somewhat antithetical to the Chinese. For example, the American expository composition form is based on the rhetorical foundations of Aristotle, Cicero, Horace, and

other classical sages altered somewhat by Alexander Bain, Kinneavy, Macorie, Corbett, Booth, Young, Becker, Burke, and others. The premises these men base their work on related to style, invention, arrangement, ethos, pathos, logos, enthymeme or whatever terminology used are quite foreign to the non-Western mind. Invention to the Chinese mind means imitation of excellent models; arrangement is not what we consider logical and direct sequencing or similar schema, but filling in structural forms; style is not an individualistic personality trait, but the ability to "borrow" stylistic phrases from the masters--what we consider bordering upon plagiarism (Matalene 794). This practice is traditional and a form of respect, is the culturally indirect route to a topic in discourse in contrast to the directness typical of American discourse which directness to the Oriental borders on bad manners. A second major difference is the American adversarial characteristic of polarizing-plus-confrontation which contrasts with the oriental proclivity to seek harmony in everything. Obviously then, a major problem in teaching writing using American texts based on Western premises will not succeed with non-Westerners until the different philosophical foundation is learned or changed.

Besides educational pedagogical theory underlying the text's format, and premises authors and publishers make about the text's users--both student and teacher--which underpin their material, perhaps the most important criteria in textbook evaluation intended for use by non-native (and therefore also non-culture-knowledgeable) speakers both in the United States and in overseas institutions; a second problem is the social and cultural aspects exhibited by the

text both explicitly and implicitly in its contents, its almost total academic focus, and the pedagogical methods/techniques/activities it requires of users.

Another problem is in the area of strangeness, the American tendancy to utilize excessive drill, workbook exercises, and discussion--while the Chinese place intensive reading at the core of the curriculum; lecture, and memorization as proper procedure (Tinberg 46). Recitation is paramount in Chinese education. A third involves text content. The Chinese textbook (see sample lesson in Appendix D) author and editor construe text content selection not as a literary or grammatical exercise, nor a pedagogical decision, but as a political and ideological act. Traditionally the Chinese expect the text to teach and prescribe Chinese ethics, ideologies, and morals. In the United States overt attempts to teach morality in public education face law suits and book-burnings [so these things are taught explicitly instead]. The basic problem is how to produce better ESL/EFL textbooks.

Purpose

The purpose of this study, consequently, focused on identifying what explicit and implicit messages American ESL/EFL textbooks send to students, how they differ from PRC produced and controlled texts, how they might or might not be usable for EFL instruction in the PRC, and what criteria they must meet to receive the "imprimatur" of the PRC Ministry of Education. In sum, how comprehensive, multicultural,

to students, how they differ from PRC produced and controlled texts, how they might or might not be usable for EFL instruction in the PRC, and what criteria they must meet to receive the "imprimatur" of the PRC Ministry of Education. In sum, how comprehensive, multicultural, usable and exportable are American-made ESL/EFL texts? How must they be improved to be employed more universally?

Besides the goal of teaching and learning English most effectively and efficiently, the second major concern about ESL/EFL textbooks is foreignness and change. The language being learned is foreign. To many the alphabet is not only a foreign concept but also foreign graphically. The culture depicted is foreign, and the "Weltanschauung" foreign. If the text is also of foreign origin, all this foreignness become a potentially insurmountable or unnecessary obstacle in the learner's efforts to acquire fluency in English? How much foreignness is too much because it gets in the way of understanding? Or in which areas does such foreignness play a significant role in developing negative attitudes toward the foreign native users of that language, and in which areas is foreignness not a matter of concern?

A study such as this will likely raise more questions than answers because teaching a foreign or second language touches on almost all facets of life, culture, politics, and values--a view of the world and of life. Therefore, the endemic goal includes pointing out specific areas which should receive further study in more detail elsewhere. If most of this original intention is actually accomplished, without unsurmountable difficulties, the study will have served its purpose well.

Assumptions

A beginning assumption is that textbooks can and should be improved. The importance of cultural/ideological aspects in an EFL/ESL text becomes evident when one reads of the recent major revisions in socio-cultural content made by the United States Information Agency (USIA) curriculum personnel and instructors in American-made texts used at the American University of Cairo because some portrayals of people were offensive to the Muslim students and posed a distinct obstacle to their language-learning efforts--in addition to provoking a negative attitude to everything American (R. Light 1+). The revisions made in British texts by the PRC Ministry of Education during the cultural revolution to eliminate bourgeois vocabulary and content, illustrate that the Chinese traditionally believe education and therefore texts should provide directives in culture, ethics, and prescriptive cultural education. Censorship is an expected element in textbook construction. Culture pervades both class materials and activities (Ford 1985).

This study of texts used to teach English as a foreign language begins with our premise or definition of a good language text as one which strives to include and focus on grammatical patterns, concepts, and expressions of a second language (L2) which potentially may cause learning difficulties for non-native speakers. That requires some contrastive analysis involved in its construction. In addition, a good text introduces students to the history, geography, people, and culture of the native speakers of a second language with the

objective of helping them recognize and understand that culture, but without implicitly aiming at assimilating, or imply the learner adopt it, nor present L2 as superior. Above all it should be void of cultural and intellectual aspects and content which may offend the intended user. Although English is used, learned, and taught globally, it is not liked globally. Too often the language is still associated with oppression, colonialism, exploitation, and frequently considered a subtle version of what existed economically and politically a century ago (Kohn 44). Biculturality is considered oreferable to replacing one with another.

A second assumption is that a hypotheses taylored to meet objectives must be developed in order to address the problems and develop a procedure and upon which to evaluate the results of the study. Moulton claims that the use of analogy is enormously important to language learning because the process of comparing one language to another elucidates how the one being studied works (3). Consequently, it will be assumed that a text designed for international use best serves Americans and international students learning English in the United States, other students overseas with non-native speaking teachers, and ultimately world business, politics, progress, cooperation, and understanding. Thirdly it is assumed that a multi-cultural textbook content will provide a more usable text worldwide; that a comprehensive text which presents the contrastive features of English and other tongues will be more effective and efficient for students and teachers alike; that methodology should play a minor role and be flexible enough to accommodate varieties of class size, situations, and objectives; and that

functional-communicative aspects of English as an international language best serves the world's educational and lingua franca needs. Moulton believes that to learn a language without speaking it is an enormously difficult, almost inhuman task, and that it is next to impossible to read and write a foreign language with near native-like competence without hearing or speaking it at all (14).

Studying a language, it is therefore opined, should not begin with reading and writing, for writing systems merely symbolize a language. They are not the language itself (124). And finally, "all normal writing systems are intended for those who already know the language in question; they were not designed to meet the needs of those who are learning the language" (130). The textbook should have relevance to the student, especially the beginning student. When the text's topics are exclusively about the United States they help in creating curiosity which easily leads to questions, recitation, role play, and other functional language activity. But exclusive topics about a foreign culture impedes discussion and hence real communication. Beginning students and those with low proficiency know little or nothing about the American culture which makes dicussion about the text's contents next to impossible. Beginners especially need materials which begin where the students are, meaning texts, topics, and methods from their native culture, native literature--things with which the student can identify with, be interested in, and can discuss at length in English. From the familiar then, they can be introduced to the unfamiliar. Such multicultural content enables the student to use confidently the language already understood instead of struggling uncomfortably

topic (Balhorn 15). Such a text design would meet the students' needs, abilities, and exploit Krashen's comprehensible input hypothesis approach.

Procedure

The following description of the projected research design seems reasonably sufficient to reach the intended goals. The first objective in obtaining a sampling of textbooks which accurately represent the diversity of those readily available is to establish selection criteria. Recency was an important criterion in this study as well as including entries which purport to concentrate on one of the four language areas plus grammar. The field was limited to texts aimed at students with sufficient experience in English acquisition to read them, but not necessarily fluent enough to succeed on the TOEFL, CELT, Michigan, or equivalent evaluation instrument. The publisher's advertised level served to guide selection. Although these parameters are arbitrary, they provide sufficient material upon which valid and reliable judgments can be obtained--judgments that may serve as hypotheses for future more all-encompassing study.

Developing a tentative working definition of an acceptable ESL/EFL text preceeds constructing an evaluation instrument, sampling and field-testing it with the help of selected ESL educators, and revising it prior to conducting the major evaluative research which is to occur during an eight weeks summer teaching experience at the

Henan Teachers University in Xinxiang, Henan Province, China. A summary and analysis of the evaluative criteria has two objectives: to discover the adequacy and adaptibility of a random sampling of American/British ESL texts to a variety of non-Western educational settings, and to develop guidelines for improving the quality of texts which authors and publishers might benefit from in planning production.

This definition guided our development of an evaluative analysis instrument to use in surveying the texts (see appendix B) and was used by seven educators in the United States for field-testing. The ESL texts selected for evaluation from the numerous choices available from major publishers represent reading, writing, speaking, and listening emphases. The researcher selected six of those evaluated, the remainder are texts suggested by colleagues who have taught EFL in the PRC and/or other nations. Workbook types of texts were excluded as were those dated before 1980, with one exception--the sole communicative text included, New English Course. The other texts are: Communicate in Writing (Keith Johnson. Longman, 1986), Connections (Paula Sunderman. Holt, Rinehart, Winston, 1985), Learning ESL Composition (V. Faye Hartfiel, et al. Newbury, 1985), Reading Beyond Words third edition (W. Royce Adams and Jane Brody. Holt, Rinehart, Winston, 1987), Reference Guide To English (Alice Maclin. Holt, Rinehart, Winston, 1981), Techniques for Writing: Composition (Milton Wohl. Newbury, 1985), and The Grammar Handbook (Irwin Feigenbaum. Oxford UP, 1985).

The preliminary evaluation sheet was intentionally developed to contrast sharply with the one a major publisher uses to design and

promote its texts (see appendix E), in that the criteria the latter basis its quality check on typically focuses on commercial as well as interests deemed appealing to the teacher (guides, test bank, supplementary audio-visual materials, etc.) rather than on how well and accurately the language and culture of English-speaking peoples are presented to a non-native student of English. A better form because it addresses the needs of its clientele is one developed by the ESL staff at Fullerton College for their use in choosing texts for their program (Appendix G).

This study's initial instrument was field-tested during the process of having the texts evaluated in the United States during Spring 1987. The evaluators included Chinese educators currently in the United States as students, researchers, and an exchange English teacher; four Americans experienced in teaching English in the PRC and in the USA, three of who have Masters Degress in TESL; a Vietnamese refugee ESL teacher who has also taught in China. Their input resulted in a revised instrument (see appendix C) which provided the major basis for this study's primary evaluation done by secondary and university EFL teachers in the PRC. The revisions were not substantive, but addressed to a different audience.

Another step following textbook selection requires an analysis of the textbooks to determine the mode of instruction each text requires or assumes the instructor uses. The four modes adopted for the study are those delineated by Hillocks in his Research on Written Composition (116), i. e., presentational, environmental, natural process (formerly designated non-directional), and individualized. The classroom teacher's role, choice of techniques, methods, and

lesson plans are usually guided if not controlled by the text's built-in mode.

A second phase of this analysis identifies the focus of instruction each text presents, or the dominant content of instruction. Content determines and limits the experiences students will encounter (barring additional teacher-prepared materials). The focus of instruction categories for ESL learning used in this study includes grammar/mechanics, sentence pattern construction (combining, manipulation, expansion, substitution, imitation--both written and oral), models, scales, free writing, inquiry, and various forms of drill, repetition, exploration, and creativity. Reading materials categories consider topics, literary genre, and classicalness.

A third examination, and perhaps the study's primary concern. surveys any cultural aspects which the mode and context reflect explicitly and implicitly; and the underlying assumption, if present, about the relative value of one culture in contrast to another.

The third portion of this research study discusses the results of those evaluations completed in the United States. The stateside evaluations obtained, compended, and matched with the various text categories receive further analysis to discover whatever relationships and trends, if any, appear more acceptable, practical, usable, and less "foreign" than others, to rank the modes, foci, cultural aspects, and from results base a quality judgment.

The fourth portion reviews the evaluations done by the Chinese educators abroad and compares them with the first group's analysis. The final section discusses the conclusions reached from the study,

those areas open to further research, and suggestions for improving ESL/EFL textbooks.

Limitations

This study makes no attempt to be all-encompassing, but limits its scope to ESL/EFL textbooks, specifically those designated as appropriate for the student between senior in high school and college sophomore levels, their role, their assumptions about pedagogical philosophy and methods, about their users both teacher and student, about biases, stereotypes, and culture contained in contents, and about organization, thoroughness, and comprehensiveness. This study is also cross-sectional rather than longitudinal, and thus bears the assets and deficiencies of cross-sectional research. In addition, the mode of presentation mirrors that appropriate to the humanities and language arts disciplines--its topic--which features judgments, interpretations, critical thinking based on data, and literary style; and not the tentative, hypothetical, speculative, objective, theoretical mechanical discourse generally expected in the social sciences and scientific disciplines.

Granted, the Chinese who provided the following evaluations do not qualify as a sufficiently broad sampling of their ten thousand colleagues from which to derive valid concensus. But they do constitute an honest and dedicated opinion of what they see from their experience and circumstances as valuable, practical, and helpful. What is valid about their appraisal is that it has little or

no influence from personal contact or experience outside mainland China. In that respect their views can be assumed to differ little from those of the majority of their peers. Their aims, influenced by persevering Confucian ideals and tradition two millenia old like that of their colleagues, are inspired more by a serious concern for academic respectability than practicality or student need (Maley 8).

Finally, although the intent was to transfer results and suggestions to other more universal environments, the major portion of study focused on and derives from education in The United States and The Peoples Republic of China.

CHAPTER II

EVALUATION LITERATURE REVIEW

Textbook evaluation is a perennial project and problem engaging teachers, administrators, selection committees, parent groups, school boards, publishers, legislators, and sometimes the courts. Each looks at the text from a different perspective, with different needs and purposes, and frequently with different biases. Because textbooks play a major role in most academic endeavors, the views of the teachers should probably be most important, but are generally considered by those who make final decisions as having less weight than other groups. The teacher's evaluation of what makes a good textbook, and selection based on heuristic procedures, considering subject matter sequence, content, and course objectives--all seasoned by training and experience--are more apropos than the criteria publishers use in preparing and marketing them.

The teacher is cognizant of local needs, while publishers necessarily must aim at being relevant to a wide variety and type of general markets and respond to economic and often political considerations more than to educational ones. As a result, the amalgamated composite hybrid evaluation forms typical of publishers (see Appendix E) often seem to ignore the teacher's judgment as insufficient, uninformed, or incompetent and lacking experience. With theory/method ranked above pragmatics, "teacher proof" and attractive

packaging features seem on a par with quality, scope, accuracy, and depth of content. However, a thorough and informed evaluation guideline for ESL textbooks prepared by Alan Cunningsworth (see Appendix A) focused entirely upon language learning needs, theories, methodologies, and based on research rather than on economic or political necessities is available. It is not an ESL text, but discusses text strengths and weaknesses.

A large body of literature issued annually about methods, about basics, about student and teacher competencies contains little about what the qualities and characteristics of a good textbook are. When textbook selection conflicts reach the courts and media, much rhetoric and theoretical discussion becomes "ink"--little having pedagogical depth and consequence. Even less literature directly addresses the English as a second or foreign language textbook evaluation, and a good portion of it appears in my opinion naive or provincial; naive because it slights sound second language learning principles , and provincial because it lacks the global perspectkve English as an international language ought to have.

Part of the paucity in both areas may be attributed to the recency of the ESL/EFL discipline, if thirty plus years is recent. Two thirds of the non-native-speaking users of English today learned English in the last twenty years (Strevens 56). The emergence of ESL/EFL textbooks on a mass scale is as recent, although perhaps part of a long tradition"(Appendix H tabulates the twenty-year growth from twenty-nine texts then to about 1500 publishers currently). It is believed that the first known textbook designed specifically to teach English as a foreign language was published in London in 1586 by

Jaques Bellot. His Familiar Dialogues used what we today label the communicative approach, had natural discourse rooted in context, was pragmatic in content, and included a guide to pronunciation (Bowers 396). A perusal of texts marketed today as ESL/EFL reveals that two general types exist. The first cannot be honestly called ESL for they are typical standard English grammar, reading, or composition texts for native speakers rehashed and relabeled with a smattering of token espousals to second language learning. The other, designed from current research, knowledge, and theory about first and second language learning, are authentic ESL textbooks.

A second duality exists in content theory. One group assumes the students' goal is to assimilate through language study into the cultural melting pot of the English speaking nation, or is concerned about the latest fad in American social problems--real and imagined. The other assumes that the student prefers to retain his native culture but desires to be familiar with a second, recognizing, coping with, or adapting to it when expedient--to be bicultural. In this category what shows the editor's or publisher's bias most clearly are the topics of examples and reading materials included--the culturally, politically, socially, personally neutral; the multicultural and acultural; or the many biases and axes to grind of various political, ethnic, civil rights, moral/religious, conservationist activist groups--which prove offensively insensitive to the foreign students' culture. A third category where polarity becomes evident is between texts which attempt to be comprehensive or too eclectic and end up"rambling and superficial,"and those with

focused substance and approach sometimes too narrow for general adaptability.

A fourth distinction separates those texts assuming that the American methodologies, whether behaviorist, cognitive, or other, are universally used and the superior approach, and those which take into account that each culture favors its own methodology and pedagogical practices as more appropriate than others--and attempts to accommodate the variety of learning styles students and non-native teachers bring with them into the classroom. Finally, we might classify texts by their roles, what attitude toward the text is expected; those presented as authorities, and those meant to be used as tools. Prescriptive texts, for instance, emphasizing rules rather than guides, which regard language as rigid, inflexible, and permanent will be formatted quite differently from those that imply or acknowledge langauge change, diversity, and their own obsolescence.

Regardless of which category or a combination of two or more categories a text falls into, an evaluation of each must address at least four general topics: the philosophical premise of the text, and how that premise in turn controls the role of the text in a class; the role of language concept; the theory of language learning and methodologies; and the social, cultural, moral, and political function of language. This study emphasized the latter. Mackay concludes that an ESL/EFL text should be analysed according to what it includes and excludes; how specific or general, complete, clear, and accurate it is; its organization, approach, and learning theory basis; and whether it is appropriate for the intended audience (323).

Textbooks reflect the orientation of the author toward life, the world, and learning. The scientific epistomology assumes the only way to learn, to know, to solve, is through inquiry and observation. It questions, urges exploration, and sometimes creativity. The control orientation, which American schools foster almost exclusively based on the assembly line factory model of Bobbitt, et al. strives for efficient management and product uniformity. It results in teacher-proof materials, diagnostic and prescriptive models, favors an input-output productivity mentality, and stresses standardized outcomes. Mediocrity results in most areas of education including textbooks. The recent trend toward criterion-referenced materials might prove a small step toward remedying the pigeon-holing, labeling, sterile, mechanistic type of education-control orientation it produces. But criterion-referenced materials seem too restrictive to be the answer. Neither practice seems well-suited to optimum education, and perhaps both do more harm than good (Eisner 17-20). Textbooks, Soudek observed, and current ESL teaching practices by Americans contain oversimplifications about English, and assume a non-existant uniformity and consistency.

The curriculum of a school and class is controlled by one pedagogical premise or another through the textbook used. The role of the textbook often surpasses in importance that of the teacher. Farr asserts that American schools are textbook dominated; that seventy-five percent of class time is focused on the text. Consequently the text determines what is taught, how it is taught, and when it is taught. It becomes the course syllabus (467). Such influence helps explain the furor over textbook adoption frequently

ending up in court. Unfortunately, too often such controversy is concerned with political, social, moral, religious, civil-rights, or secular-humanism issues and ideologies rather than pedagogical (Bernstein 464). Bernstein argued that the focus should be on the ubiquitous bad writing, superficial stereotyped coverage, factual inaccuracies, trivia, busy work to meet "on task" requirements, poor organization, and other faults of texts instead (465). Farr blames these flaws and misguided focus on publishers and adoption committees concerned with readibility scales, currency of copyright dates, scope, and financial criteria (470-71). Both critics cited above advocate a trend toward originals rather than the commentaries, summaries, and easier paraphrased versions marketed to fit designated reading levels. Contents should challenge rather than insult the student's intelligence (Bernstein 466). A paraphrase at best approximates the original's meaning derived from the words, but cannot convey that meaning expressed by the style (Widdowson, 84). Both form and content contain the message.

Producers of English language textbooks in the People's Republic of China also acknowledge the authority of the text, but more importantly also the power of the text: its power to mobilize thought. To them the selection of content, the selection of textbooks, and the methodology becomes paramount, a national concern (Tinberg 49). In the West we fragment this power among local school boards, activist groups, even teachers. We also separate the message from the meaning, ending up with volumes filled with empty rhetoric from "Dick, Spot, and Jane" inanities, even in college freshman composition readers. E. D. Hirsch stresses this theme in his

criticism of American education, Cultural Literacy. As a result much academic rhetorical mode activity becomes merely an exercise in filling in forms. The Chinese believe language is (not has) meaning, and that text content must have meaning. No vacuous, opaque drills for the sake of drill enters their text because they expect a message from what they read--expect one, and seek one even where none may exist (Tinberg 50). For them textbook preparation is too serious a matter, according to Kwong, to compromise content with short term political exigencies, or to allow alienating and conflicting ideas to appear (197) Textbooks must provide role models for the youth to emulate (201). Basic morals, principles, and right attitudes--honest, faithful, altruistic, industrious, frugal, courageous, dedication to duty, academic achievement, and intellect--are paramount for the student to relate to and apply to his everyday life (203). They serve to provide students with values fundamental to the society's political, cultural, and social structures which transcend local and ephemeral matters (197). The textbook sample in Appendix D. for instance, is mistitled. Its theme is not language learning, but hard work and dedication to duty.

For the Chinese textbook author, always assigned and supervised by the National Minister of Education, content selection is not only a pedagogic act, but also a political act. The text's study guide and drill may focus on grammatical analysis, but the exercize items' semantic content emphasizes and involves political, ethical, and cultural commentary. Nationwide uniformity and control is maintained at the national level. This practice proves expedient and practical in relation to the national college entrance examination. At present,

textbook selection in the PRC is the sole prerogative of the national education ministry, but current reform efforts move toward allowing each provincial ministry of education to assume that duty as well as the responsibility to develop and publish the textbooks. Local districts, schools, and teachers are not involved.

For teachers textbook selection and evaluation remains an irrelevant issue rarely discussed. In contrast, American teachers frequently are involved, even required, to engage in the review, evaluation, and selection process. Unfortunately, little undergraduate instruction prepares them for this facet of their teaching duties, and the professional resources of journals, workshops, in-service training, and organization conferences rarely touch the subject. English, ESL/EFL, and education are no exception. Few methods texts devote more than passing mention of textbook evaluation and selection chore of the teacher or committee. A few devote a section of or an entire very short chapter to selection, or offer some general objective guidelines, usually in an appendix, which differ little in content or concern from those exhibited by publishers (see Appendix F for an example). Methods texts which do include evaluation and selection seem to have been cloned from the same prototype. Relatively little appears on the subject in the professional journals.

The few exceptions of those who have considered or researched textbook evaluation during the past one-and-one-half decade include A. M. Daud's doctoral dissertation (unpublished) "Evaluating an English Textbook for the Preparatory stage" (Cairo: Ain Shams University, 1970); Clifford Prator's unpublished handout used in his

ESL methodology courses at UCLA; and K. Chastain's seven page guideline with broad and general assumptions in his Appendix 2: 523-530 (Developing Second Language Skills. second edition, Chicago: Rand-McNally, 1976). Hovy M. Cowles provides a checklist for selecting a variety of teaching materials including texts in his "Textbook Materials Evaluation: A Comprehensive Checklist" (FLA 9.4: 300-303). Dubin and Olshtain (Facilitating Language Learning: A Guidebook for the ESL/EFL Teacher NY: McGraw-Hill, 1977) have three pages of twenty-seven questions the teacher should consider in selecting textbooks (231-234). Anthony Papalia gives a brief checklist of items based on criteria established by the Modern Language Association in an appendix to Learner-centered Language Teaching: Methods and Materials (Rowley, MA: Newbury, 1976: 176-179). Wilga M. Rivers in Teaching Foreign Language Skills (Chicago: Chicago UP, 1968) has a set of guidelines for materials selection adaptable to textbook evaluation. Evidently the subject has attracted little print popularity. Beyond scattered resources such as those above most textbook evaluation, or more accurately, criticism, has been concerned with history, biology, and social science texts and their evolution/creation square-off, or with discriminatory and stereotyping of ethnic groups, minorities, other cultures and peoples, and women.

With history and biology texts gaining most of the public attention in selection activites, most of it polemic, ideological, and emotional, and little constructive criteria suggested for textbook selection, the ESL/EFL area fades into obscurity. Several critics have studied these special interests in ESL/EFL textbooks.

Lafavette's "Cultural Revolution in Language Teaching" looks at recent changes in content reflecting a concern with eliminating negative ethnic and stereotyped implications. Porreca focuses on feminine biases and sexism, but approaches it strictly from the American viewpoint which in itself is highly objectionable to many Asian and Arabic cultures. Other topics often found in American texts are improper, impolite, or taboo subjects in other cultures. Lampe, Schmitz, Garcia, Joiner, and Kramsch judge texts in other disciplines for cultural biases and misinformation--with criticisms quite adaptable to ESL/EFL textbooks.

Some evaluate all areas, others zero in on a single feature. Rings, for example, in "Authentic Language and Authentic Conversational Texts" evaluates what passes for conversation in most texts--which she concludes is quite formal textbook "print" communication rather than informal colloquial--and suggests realism, spontaneity, and open-ended or non-controlled dialogue with its elipses, assimilations, blendings, pauses, intonations, and rhythms be used. In sum, tell it like it is. O'Donnell's "Improving textbooks: Who is Responsible?" (Journal of Reading 29 ((Dec 85)): 268-270) tackles responsibilities for the production process and subsequently the selection, but offers no concrete guidelines for actually improving content. Nemeth, Wieseman, Williams, Redei, De Silva, Bragaw, Cowels, Seelye, and Morain attempt generic comprehensive evaluation guidelines from which the ESL/EFL textmakers could extract several useful suggestions. All the above are tangently applicable to evaluating ESL/EFL textbooks, and their frequent lack of agreement diminishes their credibility.

Others who criticize selected facets of ESL textbooks and recommend changes include Marland who contends that growth in language requires using it in intellectuallly taxing contexts to develop proficiency fully (134). He believes that ESL/EFL teaching through the medium of subject matter texts designed for non-native speakers is preferable to separate English classes, and that those discipline teachers need to understand how to teach EFL algebra, EFL history, EFL literature, etc. (135). Supporting his position are studies in bilingual education revealing that of all the methods and approaches attempted, total immersion proved not only the most effective and efficient, but also more consistant in producing satisfactory results.

Barry Taylor claims that lessons emphasizing contrasts within the target language are more profitable to use than contrasts between English and the speaker's native tongue. H. D. Taylor and Sorenson concur. Others, however, notably McLeod, Matalene, and Xiu-bai feel contrastive analysis with another language and culture, preferably the native one, produces the best results. Hillock's extensive research leads him to conclude that children in formal class settings progress farther and faster than those in informal class settings (114).

A large percent of those analysing ESF/EFL texts zero in on cultural issues where most texts rate poorest. Perhaps that is not the publishers fault. Few if any guidelines and criteria exist from consumers about the nature of materials to select for multi-cultural education (Shane 281). Trifonovich insists that such direction should come from the anthropologists rather than the ESL teachers (12).

Shane furthermore laments that very little curriculum-making has seriously focused on the analysis of world cultures (286), and he suggested using Trager-Hall's analysis of culture in The Silent Language (1959) as the beginning point and guideline for selecting textbook content (290). The textbook format or thematic arrangement of contents Trager-Hall's cultural analysis identifies which is suggested here includes eight aspects of universal human activity: speech, association (relationships and pecking order), dietary behavior, sex roles, territorial behavior (proxemics), concept and use of time, learning, and playing. Having language text contents comparing these activities in a variety of cultures through literature, art, music, mores, cartoons, etc. would foster multicultural understanding and cultural literacy.

The only current evaluation which concentrates directly and comprehensively on all aspects of ESL/EFL texts is Cunningsworth's Evaluating and Selecting EFL Teaching Materials. Besides its thoroughness, it offers perceptive guidelines and suggestions publishers would do well to consider. His stated goal is to evaluate the potential of a text according to criteria related to today's accepted principles of language learning (v). His basic premise is that the textbook should serve the teacher and student equally well, be learner-centered, and allow the teacher to set the objectives. "A text should be a good servant for it makes a poor master," he observes (1). The key to good evaluation is asking the right questions. Determining whether a text is good or bad is relative to "good or bad for whom?"--a vital question most evaluators are vague about--which eliminates making abstract judgments (2).

Secondly, what are the perspectives of the text: communicative, structural, skills, specialized needs; and is it usable by individuals, small groups, large groups? Materials to include in the text and for the teacher to select to use based on the teacher's objectives should, in addition, be intellectually stimulating (6). Contents should be adaptable to a variety of student learning styles (13). The lessons must demonstrate the correspondance between form and function so students learn to generate and produce language accurately from an understanding of meaning and structure rather than by parroting stock phrases (37). The fundamental question he offers is whether the text material can easily be taught by non-native EFL speakers, or does it require a highly trained native speaker to grasp the nuances of language and topic (56)?

The material should also motivate. The content can motivate only if it has genuine intrinsically interesting subject matter, value, importance; is not ficticious, superficial, meaningless, very foreign, or lacking in literary merit. Motivation, he opines, is the most important single factor in success or failure in teaching and learning a language (59). Content is a major factor in motivation.

Cultural content should be specific, easily understood, transparent, deal with universal situations acceptable (inoffensive) in almost all countries. He voices the same theme most critics emphasize: limiting content to portrayal of British or American culture may be an impediment to EFL learning, especially in nations where English is the lingua franca between diverse ethnic and language groups such as India (62). He concludes that the validity of any text evaluation depends heavily upon the evaluator's knowledge

and understanding of language learning, methodology, practical experience, linguistics, and culture (74). Constructing and evaluating an ESL text cannot be well-wrought by a single discipline expert. The guideline he builds throughout the text appears summarized in Appendix A.

The revised evaluation form used for this study in the Peoples' Republic of China reflects Cunningsworth's influence and input (Appendix C). Though lacking his scope and depth for the sake of expediency and usability, this study's revised evaluation form addresses the major concerns of ESL/EFL textbook evaluation that teachers, authors, and publishers must respond to in order to produce responsible and quality textbooks internationally adaptable. How the stateside evaluators responded to the initial form's criteria occupies our attention next.

CHAPTER III

ANALYSIS OF ESL/EFL TEXTBOOKS IN THE UNITED STATES

Current trends, theory, knowledge, and practices of ESL/EFL reveal vast changes language instruction has undergone during the last half century with little sign of slackening pace in the near future. One feature emerging more strongly than others as a trend in the late eighties seems to be electicism, which despite all its benefits from the intent to select only the best from a variety of sources, could backfire into a kaleidescopic fiasco by trying to please everything and everybody, but doing neither. The intent to raise the professional standards, expertise, and materials in teaching foreign languages and EFL worldwide can by uncontrolled eclecticism become a chaos of methodologies not unlike an earlier confusion of tongues.

Evaluating current textbooks brings into sharp focus the changes, eclecticism, specialization or fragmentation, and the Babelic tower possibility unless a finger plugs the dike prior to any dispersion commences. That English is now the world's international mode of communication, few dispute. The dangers and responsibilities affiliated with teaching it need careful attention and foresight. Various sources claim between two billion and a conservative one billion users, those with the lesser figure add that only one third

are native speakers. Although prior to mid-century English represented to much of the world a symbol of subservience, capitalism, and imperialism, now its role, function, and prestige has completely changed--influenced by science, technology, politics, industry and business, and even popular music. It is a welcome change. Stamison-Atmatzidi states that EFL learners now see learning English as a means of gaining prestige, of giving them access to a wide range of experiences, of enabling them to communicate and conduct business with foreign companies and people, and as a form of enrichment, status, and prestige (7).

The important question about this change is, how are English users and especially ESL/EFL teachers and textbooks going to use this emerging status with its visceral privileges and obligations? History will tell. It may also record a vast change in the English language itself--as has happened to it in the past--because of its omnivorous nature when brought into contact with other tongues; a feature few other languages share, and some, like French, have struggled desperately against for centuries. The more English becomes an international language, the more probable it seems likely to be internationalized--inundated with extensive borrowings. Necessity is the mother of invention, and the needs internationalization demands for adequate communication will produce change.

Language change is inevitable. The change(s), however, as past changes to English have been, will be almost exclusively lexical as man copes with needs to express himself, perhaps phonetical, but not grammatical. Despite all its diversity already existing in grammar theories, methods, dialects, and different Englishes, Strevens

writes, at present "two components of English are taught and learned without variation: these are its grammar and its core vocabulary" (61). "As long as teachers of English continue to teach the lexico-grammar of 'educated/educational English' the unity of the language will transcend its immense diversity" he continues (62). As long as English remains a literate language, it will also preserve the cultural view of reality endemic to it, particularly the logical thought patterns: "Writing is essential for analytic, linear, and sequential thought" (Ong, 47). Another influence contributing to the perpetuation of teaching and learning "educated/educational" English in our age of information, Hirsch wrote in The Philosophy of Composition, is that "Standard written English is the most efficient version of the language for communicating information."

A major caveat Smith offers regarding the internationalizing of English is one a majority of American textbook producers fail to heed. Smith warns, "The spread of English is not a homogenizing factor which causes cultural differences to disappear, but the use of English offers a medium to express and explain these differences. There is no desire among members of the world community . . . to become more like native speakers in their life style" (1983). This fact is true whether ESL/EFL students study English here or abroad. Bilingualism has an additive rather than a replacement or assimilating effect, a fact anathema to "English Only" advocates. But scanning the plethora of American-made ESL textbooks reveals that their producers assume such a desire among the learners exists. Cunningsworth emphasizes this point in his evaluation criteria, advising that a strong portrayal of British or American culture often

presents an impediment to EFL learning (62). The extensive revisions in American texts at the University of Cairo to avoid offending Muslim students and Egyptian culture, the revisions Maoists made in both their Russian and British language textbooks to purge them of "dangerous ideologies," and the changes Ghodiwala illustrates in Indian textbooks add support to Smith's statement.

On the other side stands an opposing viewpoint Henry summed up in his Time editorial, offering an overview of the "English only" American mindset from the 1600's to the present (inherited from England which also retains it). He cited among others Congressman Edward Everitt's 1820 warning that "from the days of the Tower of Babel, confusion of tongues has ever been one of the most active causes of political misunderstanding" (30). Henry concluded with Irving Howe's acknowledgement that "the ethnic nest remains the point from which everything begins, but it must be transcended; transcendence does not mean disappearance" (31). To which Richard Rodriquez responded with a realistic appraisal: "Culture survives whether you want it to or not" (31).

The additive aspect of bilingualism has historical roots. Genessee notes that "Throughout history bilingualism and bilingual education have been seen as hallmarks of the well-educated person. This is no less true today than in the past" (545). He cites the popularity of private schools worldwide which derives from their language programs and the enriched cultural experience associated with them. "Educational authorities, including the President's Commission of Foreign Language and International Studies, have expressed concern over Americans' general incompetence in foreign

langauges and their ignorance of foreign culture" he concludes (559). Marland writes that seventy percent of the world's population is bilingual (123). He points to the inconsistency of schools which nurture and praise other special student skills and talents such as music, athletics, art, but decry linguistic skills (125) and claims that both the education system and native English speakers have cultural and linguistic myopia (127). Provincial tunnel-visioned textbooks must shoulder much of the blame, and ESL/EFL textbooks have the greatest opportunity to be vanguards in remedying this void.

The panel of evaluators assembled for this study are cognizant of these problems. They examined the randomly selected texts used in this study as representative of typical ESL/EFL texts in general. They examined and evaluated them based on the criteria developed and noted the disparity between what is needed/demanded of International English, and the faulty assumptions the texts seem to be based upon, particulary their outlooks toward three areas: grammar/lexicon, methodology, and culture. Their appraisal reveals a mixed bag of results.

The texts rate quite favorably in the eyes of the evaluators on uniformity in stressing standard "educated/educational" formal English as the preferred model. Methodologically, most are eclectic, but lean heavily yet to the audio-lingual and traditional methods prevalent in the fifties and earlier; methods based upon the behaviorist theory of learning. Culturally they found most either naive, provincial, or biased. A common comment the evaluators wrote suggested that the absence of a multi-cultural perspective was one of the major negative aspects of the text and the prime reason they

could not consider using the textbooks in their particular circumstances. In situations where teachers have opportunity to select texts, which most of them do not enjoy, this cultural flaw is one publishers should correct, recognizing that English teachers are not what they used to be.

The nature of who teaches English has changed dramatically over the past decade. Originally Britain and the United States supplied almost all the English teachers abroad. Now they are joined, rivaled, or supplanted by teachers of English as a Foreign language from Canada, Australia, New Zealand, Belgium, India, Pakistan, South Africa, and other nations. "The decisive difference in outlook (compared to conventional TESL attitudes) is the recognition that in the great non-native speaker populations English will be taught mostly by non-native speakers of the language to non-native speakers in order to communicate mainly with other non-native speakers . . . populations requiring English for their internal purposes, or for dealing with other non-native populations without the presence or intervention of native speakers" is a fact Strevens emphasizes we must relate to (62). The overwhelming majority of EFL teachers in the Peoples Republic of China, for instance, are native Chinese speakers, most of whom have learned the language from textbooks, and, other than a little television or radio, have never heard or spoken face to face with a native speaker of English. Hou reports that the fifty million students studying English in the PRC have 100,000 Chinese English teachers and a handful of native speakers (25). What does this predicament require of the textbooks they use in regard to language presentation, methodology--most of their classes average

fifty to sixty students--and the cultural content? Such circumstances, repeated elsewhere, raises questions about one aspect of the Sapir-Whorf hypothesis that one needs to know a culture thoroughly before one can learn or teach the language well.

On lesser scales similar conditions exist elsewhere. If, as reported, English is being taught and learned worldwide primarily for communicative purposes, this condition creates a serious handicap to the student's listening and speaking skill development; in many cases a total inability to proceed beyond "Hello." How are and can textbooks and materials remedy the problem? This change in instructor sources and lack of native-speaker contact in much of the world requires a pragmatic change in EFL focus and purpose which ESL/EFL textbooks must adopt.

Teaching and learning has become more learner-centered and based on cognitive learning theories. The teachers' professionalism has increased while competency has failed to keep pace, and textbooks have been slow or resistant to follow. Most ESL/EFL texts produced in the United States and Britain remain aimed at English as a school subject, primarily for academic purposes, and emphasize the culture of native speakers. Hou complains that they forget language is not knowledge, but competence, and the textbook's and teacher's duty is not to exploit the student's intellect, but to help develop it (26). Of the two major textbook flaws he cites, one is that they rarely present opportunities for students to engage in meaningful communication (27). ESL/EFL texts which approach English primarily as a medium of instruction, as a lingua franca with other non-English speaking communities, and which concentrate on non-native American or

British culture--are more multi-cultural--are the preferred type. The current trend toward English as an international language stresses the communicative function, but textbooks have been slow to share this purpose. This includes English for special purposes such as business, sports, news, diplomacy, entertainment, technology and science, even war; and the instruction should strive for the goal of mutual intelligibility among the variety of non-native speakers involved.

Taking these concerns of students into consideration in developing and revising this study's evaluation form, in analysing the texts, and in suggesting criteria for textbook construction identifies the basis and rationale for the discussion which follows. The review of evaluation proceeds according to the sequence established on the evaluation form designed for domestic evaluators, and reports the results item by item with all the texts for comparison. A summation or overall appraisal and an attempt at ranking the individual texts for total quality, considering their weak and strong points and their estimated usability in foreign settings by non-native speaking teachers concludes this portion of the study.

Textbook organization and methodology

The first evaluation section investigates the organizational and methodological aspect of the texts. It deals with the overt content and theoretical premises which constrain the text's

formation, scope, and depth. Item one in this section, textual presentation of the English phonetic system, concerns the student's ability to aurally distinguish and orally produce the English phonetic system. It is placed first because sound is the facet of language generally considered to be the source of all language learning for both native speakers and second language learners. It follows the hypotheses of the natural approach advocated by Terrell and Krashen; but which also other methodologies incorporate to some extent explicitly and implicitly--Total Physical Response, the Silent Way, and others. Of the seven texts evaluated stateside, only one received a favorable rating in this first category: The Grammar Handbook. Another, Reference Guide to English, at least discussed the matter of English phonemes in passing, but in a manner assuming its users either were familiar with or fluent in the English sound system, or the matter was not relevant to learning English--an idea its title seems to contradict. It is plausable that the authors assume the text's users will have satisfactorily passed the TOEFL or other such test. However, the experience of college freshmen English class teachers with international students enrolled who have succeeded on the TOEFL refutes that assumption. Oral and aural skills particularly are not well reflected in TOEFL scores. These teachers are quite vocal about the unintelligibility of their student's speech, and the inability of these students to understand their teacher's lectures. They may succeed in these classes on the basis of written communication, often poorly (Appendix I exemplifies an essay written by a college freshman whose TOEFL score was over 500). It does not seem sound to assume prior proficiency, and textbooks which

omit at the least a review of the sound system at the onset do not serve the user's needs well.

Even composition texts should include it. How will the student develop writing style without an inner ear attuned to alliteration, assonance, and other rhetorical devices considered necessary for discourse's form and content to function as a team? Rhetoricians from Aristotle to Rene and Welleck have insisted that this unity between sound and sense is basic to communication, oral or written. Much of its emphasis has decreased with the advent of printing and prose replacing the supremacy of poetry, but it persists in our slang, our proverbs, and our well-turned memorable phrases from Cicero to Churchill.

The second criterion evaluated, language-specific features of words, is an essential element in acquiring fluency in all four language areas, but more essential in writing and reading than the other two skills which afford greater use of feedback, concrete context, and often assisted with body language to promote understanding. The way in which English words are constructed, transformed to serve a variety of syntactic and semantic functions, the descriptions of and the rules governing these structural, graphemic, or morphemic transformations both on the surface level and the propositional/predication level are of paramount importance not only for standard educated/educational English, but also for avoiding misunderstanding, unintelligibility, and ambiguity in sending and receiving communication. This concern involves not only what is meant, but also how it is meant. It involves vocabulary, literal and figurative usages, connotations, and idioms. Of the texts under

scrutiny here, half were rated sub-par in the first two sub-categories of inflectional and derivational affixes and in teaching word families. Without knowledge and proper use of the first, a person's attemots at producing or understanding the language is reduced to marginal literacy. Ignorance of the second handicaps or prevents one from producing formal standard English even with the crutch of consulting dictionaries--a time-consuming exercise which detracts one's thoughts from the message which was the sole purpose for communicating initially. Both items are basic to vocabulary growth.

Learning ESL Composition, Connections, and Communicate in Writing either skimmed over or omitted reference to instruction and exercises in items 2a and 2b on the evaluation form (English forms and structures and language functions). Reading Beyond Words was unanimously rated average. Techniques for Writing Composition, Reference Guide to English, and The Grammar Handbook were considered meritable. Here, as elsewhere, the texts are listed in ascending rank order based on the evaluators' ratings and comments unless indicated otherwise.

Items 2c, 2d, and 2e--tense concepts, plurality, case, pronouns, and person--fair slightly better, but with almost the same lineup as above. In order on these issues from almost nothing to reasonable thoroughness are Learning ESL Composition, Connections, Communicate in Writing, Techniques for Writing, Reference Guide to English, Reading Beyond Words, and The Grammar Handbook. For native speakers of Chinese, the first four language features on the evaluation form are handled in an entirely different manner in their langauge than in

English, making a clear presentation of how English signals these concepts vital to their understanding and their acquiring proficiency in English as a foreign language.

Criterion three touched comprehensiveness. The tendancy to specialize and subdivide pervades both curriculum planning and textbook production. Academic catalog course lists and descriptions illustrate the variety of particularized categories language study fractures into in addition to the traditional divorce of literature and composition: technical writing, creative writing, composition, advanced composition, thesis writing, research writing, vocabulary, spelling, basic writing, to name a few. An attempt to compromise with a writing-across-the-curriculum approach to this fragmentation seems a step in the other direction. Finding a single text designed to be comprehensive, to treat about equally the writing, speaking, listening, and reading skills takes extensive detective work. Professional organizations tend to follow suit by branching out into specific interest groups or dividing into secondary organizations. Our selection of texts to evaluate therefore, sought to include at least one text designated for each of the four language skills. The primary purpose for including this criteria in the evaluation process is to determine to what extent even specialized texts acknowledge the existance of the other three language areas, their inter-relatedness, and their inter-dependency; or whether they ignore them as non-existant or irrelevant.

All the texts evaluated but two were found by at least one of the evaluators to totally ignore any significance or relationship that specialized text had with the other language areas. The two

exceptions--Reference Guide to English, and The Grammar Handbook--averaged a two on the scale of zero to four. One other, Connections received fair marks for acknowledging or referring to the other skills' consanquinity.

Although designing a comprehensive text may prove a Herculean task, and perhaps also a poor business venture; and possibly the demand for such a text may not exist in classes for native speakers, ESL/EFL courses would benefit from such a text by serving a pedagogical purpose if not a language one--especially in countries where texts are rare and difficult to obtain--for it might inhibit the practice of teaching the language as a school subject rather than a usable communicative tool. Many such texts are used in foreign language classes, especially modern languages; and the Peoples Republic of China's middle and high school English texts, though antiquaited and based on the grammar-translation method, incorporate all four language skills. Perhaps our vision of what language is and does needs a change from tunnel vision to panoramic in order to give our ESL/EFL students a well-rounded cohesive experience with English rather than imposing upon them our notions and whims about pigeon-holing everything.

The fourth criterion, language-specific syntax and semantics, delved into differences and incorporates general contrastive analysis. English like every other language has some idiosyncracies. These language-specific features should be identified for, explained to, and learned by the ESL/EFL student as an aid in acquiring proficiency and as a preventative measure against L1 interference in his oral and written production. A text failing to explicitly include

these English peculiarities--grammatical, syntactic, structural, functional--ignores the learner's need, for they are essential to fluency.

Rhetorical invention is another important area for texts to consider. The conventional sequential development and linear style of English taught in American schools and texts supposedly imoroves spontaneity. But ESL composition texts especially must cope with the competing styles and thought patterns of other cultures and language systems--the circular development of Oriental languages, the parallel patterns of Semetic cultures, the complex digressions innate to Russian, Spanish and other Romance tongues (Celce-Murcia 191, and Kaplan 4-10). Unless this comparison and contrast of styles is identified and dealt with, trying to teach international students from these backgrounds the standard essay form will be difficult if not impossible. Even among those who have learned it and become bi-stylistic, the native style appears within their productions in the second language discourse (Ricento 567, and Wu 303). After several attempts and frustrations, Tinberg concludes from his overseas experience that typical American methods fail to teach writing in the Peoples Republic of China [and most oriental cultures]. The philosophic basis of these methods needs rethinking (46).

In addition, in presenting these language-specific features of English, it seems that a good text should provide a variety of guidelines and examples in context for their proper use. Some items may be presented adequately in isolated examples or lists, but others may require representations in a variety of settings to illustrate their multi-dimensional aspects, or in extended discourse, in various levels and registers, different genres, and subject matter areas. Finally, figurative and idiomatic features of American English (or British) should be presented. For example, many figurative and idiomatic American expressions are based on the native American culture which, even for British audiences need explanation, and much more so for ESL/EFL students.

Though not as pervasive in formal and academic writing, idioms are rampant in other types of literature, magazines, and speech. [American] "textbooks tend to be too culturally bound to be used by non-Americans without substantial footnoting or explanatory glossary for such items as three-piece suits, anti-war movement, folk music, baby boom, stress management, workaholic, the depression, career planning, corporate ladder . . . (Hynes). One cannot read Time or The Reader's Digest without a firm foundation in understanding idioms. The Chinese we encountered were avid readers of The Reader's Digest. Hardly a day passed during the summer session without a student or colleague directing a question to us about the meaning of something in that publication; most of the time what confused them was an idiom or colloquial metaphoric usage. Newspapers, radio, cinemas, and television require a familiarity with the lingo of figurative, idiomatic, and slang expressions. Even reading the Iliad, Odyssey, or

Bible intelligently in English translations requires of both translator and reader some acquaintance with Greek and Hebrew idioms and culture.

This evaluative item sought to discover how well or to what extent these aspects of learning the English language were presented. The two texts considered to treat the matter quite well were Reference Guide to English and Techniques for Writing Composition. Behind them ranked Connections, Learning ESL Composition, and The Grammar Handbook. Another step down, but in the category of inadequate, were Communicate in Writing and, ironically, on the bottom of the ranking was Reading Beyond Words, the one text on the list one could assume from the title addresses this aspect most thoroughly. One cannot read much of anything beyond the word-calling stage without understanding denotation, connotation, figurative language, and idioms. Some texts may partially remedy omission of teaching these features of English with marginal or footnotes for explanation. But that technique does not teach the problem-solving skill needed to read material comprehendingly without the footnote crutch.

To what extent do the texts, all but one with copyright dates in the 1980's, utilize the language learning and acquisition knowledge, insights, hypotheses, and theories which have emerged during the past thirty years is the focus of the fifth evaluative item? Without claiming that new is better, it does seem prudent and astute to take advantage of everything known about the learning process, new or old, when attempting to teach. Any text published in the 1980's which is little or no different in methods and approach from texts of the

twenties, thirties, and forties is not only a disservice and handicap for students to use, but also a step backwards, contributing to the chronic syndrome that effects education--the problem of being two decades behind the times, being regressive and backward-looking rather than preparing for the future. Except in schools, the "what was good enough for grandfather is good enough for the children" attitude is in disrepute. This discrepancy fosters the major polarity between those who see education as the way to build and change society such as Counts and Freire, and those whose concept of the school's role holds it to be the place to preserve the past, the traditions and culture of the nation. In language learning it boils down to prescriptive versus descriptive postures, between admitting that language constantly changes and attempting to prevent language from changing or becoming polluted by foreign incursions. As the history of English demonstrates, English has a tradition of change, assimilation, borrowing, and growing. Internationalizing English will augment, not slow down its changing. Attempts to set it in concrete are futile. A current text promoting the "rules of English" that have been invented, borrowed from other grammars, notably Latin, or otherwise misconceived and introduced into textbooks during the past two centuries by well-meaning but misguided enthusiasts is neither realistic nor beneficial. Two typical examples often used as barometers in measuring a text's orientation are what the text says about splitting infinitives and the will/shall usage. The author's premise of whether language is a tool for man to use or whether language is one's master is basic to his approach to this criteria.

Of the texts used in this study, Reference Guide to English ranked the most traditional--that is, it appeared to incorporate the least or none of the past thirty years of language research and discovery--and resembled more than the others the typical English texts of the 1930's and earlier. The three most up-to-date, according to the evaluators, were Reading Beyond Words, Communicate in Writing, followed by Connections. The three remaining texts came out as fence-sitters in their outlook, or ambivalent in presenting a position, which stance frustrates the traditionalist teacher and those knowledgeable in current language acquisition practices. Admittedly, state-of-the-art textbooks are impossible to produce because of the time it takes to write, edit, print, and market them; and as annual new editions attest, the final optimum draft of a textbook is a thing to be striven for but never attained. However, having a text current within a decade of advances in the field is not asking too much in our culture of planned obsolescence.

Because of its close topical relationship to the above, we turn now to the seventh item rather than the sixth, which will follow. The seventh criteria more particularly investigates the orientation of the organizational structure of each text. Though most current texts tend to be elective or give token appearances of being so, one predominant pattern guides its formation and presentation. However, the specific approaches themselves are of necessity subjective.

Simple-to-complex, for example, seems a simple orientation until one attempts to determine exact criteria for determining or defining complex. Dolch and other authors of many beginning vocabulary lists operating with the questionable assumption that simple is determined

by size or frequency. Thus some word lists begin with one, two, and three letter words and move toward three and four syllable words with increasing letter count. Simple they equate with short or small, yet words like "taw, pyx, yak, wry, vie, orb gnu" seldom appear on the lists before longer more "complex" words, indicating that size is really not their criteria. The other popular determiner of simple assumes frequency of use equals simplicity. But frequency, as comparing various such lists reveals, is relative to whose language samples one uses; five year old urban children, Shakespeare's plays, Alexander Haig's speeches, or college professors. Frequency lists are of negative value because ninety-seven percent of the one-hundred most often used words are structure words, not content words. Of the three hundred most frequently-used words sixteen percent are structure words. "The" occurs in almost seven percent of the total words used in most discourse (Bowen 195). Structure words indicate relationships, but content words convey information and meaning.

Others define simplicity by the semantic concept involved, i.e., concrete things and qualities are assumed to be simpler than abstract ones. How one determines meaning complexity, logical levels of simplicity, or abstractness has undergone invesitigation for centuries without a concensus. The modern theories of Vigotsky, Skinner, Piaget, and others illustrate their lack of agreement. One could also use phonemes to determine simplicity with those a child produces first as simple, and those learned after greater muscular development and control enable the speech mechanism to produce more "difficult" sounds. Thus they are called simple sounds. But any adult trying to learn a foreign tongue encounters great difficulty trying

to produce strange sounds of the new language even with fully mature speech apparatus. Consonant clusters prove to"be stumbling blocks to some, for others umlauted vowels.

Determining simple to complex in grammatical items is also confusing. Are nouns easier to learn than verbs or adjectives, all of which have numerous inflectional and derivational alternatives determined by other factors such as syntax and meaning, or are prepositions and articles easier because they have no structural changes. Yet grammar texts invariably begin with nouns in chapter one, then verbs, then modifiers, without imperical evidence or explanation of why nouns in every language are easier to learn than verbs. Perhaps they are. Does the fact that the child learning his native language learns one kind of word, syntactic structure, or phonetic combination, or sentence function before some other kind indicate easiness of learning and simplicity, or does it reflect frequency of experience and/or survival needs as Huang and Wells propose? Slobin's hypothesis elucidated by Huang alleges that words with grammatical markers carrying semantic content are learned earlier than those with empty or little semantic import--such as structure words--(131), but makes no claims about them being easier, simpler, more difficult or complex. Cunningsworth's evaluations conclude that most ESL texts present basic language systems--phonetic, grammatic, and semantic--incidently and randomly rather than systematically which makes it ever more difficult for the second langauge learner (17). Without explaining their premises, textbook forewards and promotional blurbs capitalize on the selling power which the phrase "simple-to-complex" sequence has among

prospective customers. An explanation of how they determine degrees of complexity ought to be required and defended.

The evaluators were not asked, therefore, to analyze what specific idea of complexity the author operated under, but only to determine whether the contents were ostensibly promoted in the preface as simple-to-complex or some other organizational pattern.

In addition, the type and use of drill methods and exercises was an ingredient investigated. Though all texts advertise the use of "meaningful" drill rather than mechanistic "drill-for-drill's sake," the latter is an inescapable feature of the audio-lingual and grammar-translation methods. All the texts were considered eclectic, but in one case the combination of methods was limited to two. Connections employed primarily a simple-to-complex sequence with a variety of experience-based practice exercises considered relevant to technological, scientific, and professional disciplines. Very little drill is included. At the other extreme are Reading Beyond Words, :The Grammar Handbook, and Reference Guide to English which have a little of everything. Reading Beyond Words, the most eclectic, has about an equal amount of each approach listed on the questionnaire. The Grammar Handbook is predominantly the grammar-translation format in the author's version of simple-to-complex sequence. Reference Guide to English slights the TPR and Immersion methods. Three most closely adhere to the natural and acquisition theory approach currently the most popular: Learning ESL Composition, Techniques for Writing, and Communicate in Writing. None used the notional-functional approach to any extent.

Another area frequently overlooked in foreign language classes and texts, except perhaps Greek where both Koine and classical are represented, is the different levels and registers of formality and appropriateness. Evaluation item six investigates whether the text treats only the education/educational academic formal usage of English, or gives adequate treatment to other levels. In every literate language courses may be and often are separated into conversational and regular, and thereby emphasize only one level. But the conversational courses usually carry the inuendo that they are less demanding, less dignified, perhaps frivolous and less scholarly, and therefor inferior. Textbooks which ignore language levels perpetuate this age-old idea. The Romans called it the "vulgate," the Greeks referred to "hoi polloi," and dictionaries today frequently label levels with status, or lack of, by terms such as colloquial, slang, non-standard, dialectal, or another euphemism for inelegant or non-prestige--all implying inferiority or lacking in culture, sophistication, or education.

Even attempts at putting realistic dialogue into texts fails as writers and editors present formal written language as natural dialogue." What do you want?" appears in print instead of the actual dialogue "Whacha want?" Mark Twain and today's cartoons do a much better job of realistic dialogue with their contractions, assimilations, ellipses, abbreviations, and jargon. Perhaps they make a more realistic text for teaching the levels of English than the textbooks. Speaking and listening skill competency depends upon one's understanding and ability to use properly in appropriate contexts a variety of language levels and registers. Many foreign students speak

and understand only the formal--sounding like a textbook more than like a real person to the native speaker, and finding it difficult to listen comprehendingly to native speakers using informal speech. Dialects and different Englishes (Australian, South African, American, British, etc.) are not here considered levels. Levels transcend Englishes.

The seven texts split quite evenly among those that presented almost entirely formal standard American English--Learning ESL Composition, Reference Guide to English, and Connections gave little more than lip-service to other levels. Communicate in Writing, Techniques for Writing Composition, and The Grammar Handbook, though heavier on formal English, handle both formal and informal about equally. Reading Beyond Words does the best job of presenting several levels and varieties of English in context with guidance about proper situations for using one level or another, including criteria such as audience, topic, occassion, and purpose. Commendably, none of these texts went to the other extreme as a few texts do, aiming at inner city junior high levels in an effort to appeal as relevant and "mod," but in reality doing the students a disservice by failing to teach also the levels of the language necessary to be mobile in our society. In effect such texts relegate the student to permanancy in one social class. Such a text would also thoroughly confuse the neophyte ESL/EFL student.

The final criterion in the first section on organization and method treats practical matters. Is the text easily adaptable to a variety of teaching situations, requirements, restrictions, and methods as practiced by other cultures, or does the manner in which

material is presented and the context prescribe a particular procedure and method. How versatile internationally is the text? A text which has much built-in class discussion basic to its use would not work in schools where class size averages fifty or more students. A workbook format would eliminate the use of TPR. A text relying upon considerable input from the instructor would be difficult for an individual to use for self-study. Three texts the evaluators rated as requiring specific methods, classroom size and management, and particular teacher skills or knowledge were Connections, Reading Beyond Words, and Communicate in Writing. This ranking implies that its versatility may limit its adaptability even in American schools. Techniques for Writing and Learning ESL Composition were considered quite usable in a variety of cultural and educational environments. Considering that all the evaluators had experience teaching in at least one other culture besides American, one can surmise from their reports that the text was found suitable for at least each's particular school situation abroad as well as domestically. The Grammar Handbook and Reference Guide to English were considered the most flexible. One might suspect that both of these, being grammar texts which approach language as an organized structure of facts and rules and which cater more to learning about language than to learning language use--therefore a school subject rather than a useful tool for enhancing one's daily living and communication needs--may have contributed to their high ranking on this scale of versatility.

In retrospect, results from the first evaluative section on organization, format, and method revealed that these current

textbooks claiming to be designed specifically for ESL/EFL students are little different from those not so designed, and also not very different from those developed for native speakers four decades earlier. Should they be different might be an appropriate question. The obvious answer seems to be affirmative. The second language learner, it is true, already has a language background from which to draw help just as does a native speaker. But he lacks the vocabulary, rhythm, stress and intonation patterns already familiar to the native speaker. The ESL/EFL student operates on different semantic fields and consequently his world view and understanding of experience and existance differs. He thinks along different grammatical organizations. All these differences and sometimes others should be considered, presented, and delineated in an ESL/EFL text. They should not be necessary in a text designed for native speakers. Otherwise the ESL/EFL student may learn about English, but may not learn English. His knowledge of mother tongue will, as a result, interfere with acquiring English unless the differences between languages are addressed. The ESL/EFL text should also make utmost use of all that has been learned about language learning and teaching within the past thirty years. Anything less qualifies the text as a museum piece.

Curriculum and agenda

The second major section of evaluation concerns what the text explicitly and implicitly presents, and what by omission it avoids presenting, culturally and socially--the value systems, attitudes, and extent to which it engages the learner's affective, psychomotive, and cognitive domains. Does the text assume one way, one set of

and extent to which it engages the learner's affective, psychomotive, and cognitive domains. Does the text assume one way, one set of values, one culture, the needs and concerns of one people is better, more important, or more to be desired than another, or is the major premise that they are all equal but different. Does it assume universality in areas where Western, African, Oriental, et al. "universals" differ such as concept of time, the value of life, competition, human relationships to each other and to nature, the purpose and value of education, and even what is man? The purpose or goal of this formative evaluation is curriculum material revision and improvement through appraising the quality, content, scope, and activities the texts provide the teacher and student in regard to self-concept, culture concept, language concept, and social concept.

States, textbook selection committees, civil rights and minority advocacy groups, and special interest groups who regulate or influence textbook selection and eventually content, make more headlines than changes. How long before ESL/EFL texts undergo their scrutiny? Neutralizing male-female roles, ethnic and cultural groups, religious and political--all important--too often does not solve the equally significant intellectuial, subject matter, and factual criteria problems of textbooks. Spending time and energy teaching and trying to learn trivialities, acquiring ephemeral facts and information, storing theories and ideas that are obsolete or biased is not only senseless, but contributes to student apathy and subsequently classroom management issues. In addition, content that is developmentally inappropriate for the targeted student audience, either an insult to its intelligence or beyondd its ability, is also

inappropriate. Unfortunately, much ESL/EFL text content vomited upon the market, especially for migrant and refugee groups, equates lack of fluency or literacy in English with idiocy. Equally unacceptable content is biased, stereotyped, denigrated cultural, social, and economic groups, and misinformation.

Finally, with literature written in English increasingly becoming international, even global, I concluded it behooves the textbook developers to produce content that is cross- or multi-cultural. Not only does such content more accurately reflect the real world of today and the future, but it "offers an experience [to the student] . . . of entering into a different semantic field . . . a different way of seeing and describing the world. The net effect is that the reader can understand the cultural horizons of the author's culture more expertly than before . . . broadens his own perception" (Dasenbrock 14). These perceptions and understandings along with acquiring proficiency in English enhances one's capacity not only to communicate, but to develop better relations with the world community--an effect much more difficult to achieve without an ability to communicate than with a lingua franca. That is a change greatly to be desired both here and abroad.

Culture

In the first item of this second section the question of cultural bias is addressed. Possibly a text, especially in grammar, seems to be acultural by nature, but subtle word choices, examples,

exercises, and subject matter employed in them may contain cultural or social overtones. Using the name "Lewis," for instance, in a sentence illustrating passive voice might appear as "Luis, Ludwig, Luigi, Louis, Ludvig," etc. Which choice is used may have ethnic references and the rest of the sentence must be more circumspect in content and idea than when "Lewis" is used. "The strawberries were picked by Lewis" would not imply the same ethnic and class stereotyping idea that "The strawberries were picked by Luis" does.

Cultural bias, explicit and implicit includes what attitude the author/editor expresses toward the learner as implied by the content and organization of the text. In this regard the texts rated mediocre. Reference Guide to English came out the lowest, i. e., potentially most liable of bias or of giving offense. Yet it was rated at the middle of the scale. The Grammar Handbook, and Learning ESL Composition were a step higher with Reading Beyond Words slightly higher but a little below the three tied for doing the best job of avoiding bias. The nature of these books by their groupings here is interesting. Those texts specializing in grammar, which one might surmise could most easily escape appearances of bias were considered to express it most. An enlightening exercise would be to examine this aspect more in depth to determine what feature(s) might have influenced the evaluators to so rate them. Several possibilities come to mind. The attitude implied by the way grammatical explanations were worded may appear condescending. The organization may have appeared simplistic. The examples and exercises may not be challenging enough or too challenging for the targeted level of student. The inclusion or exclusion of specific topics may have

hinted at the intelligence, knowledge, naivete, or maturity of the student--or lack thereof--or some other characteristic. The one composition text not grouped at the top with the others but at the lower end of the rankings may have given a negative first impression by its very title. Does Learning ESL Composition imply that it is different from and therefore of a higher or lower quality and prestige than learning any other kind of composition? The subtle concept of separate-but-equal, which in American culture can raise sensitive antennae, may invoke similar alerts to others by its title. The three texts rated highest, all composition oriented, by contrast did not hint in their titles that there was any distinction between kinds of composition learning.

The text squarely in the center is a reading text, which characteristic could most easily, it seems, incline to make it biased and offensive merely in the topics selected for readings and those omitted, the characters therein, the circumstances, the choice of authors, or in the questions and exercises included. A quick look at the general supply of college freshman readers one surveys when selecting a text for one's course, and a review of the major high school senior English texts reveals that editors have a proclivity to select articles, poems, and stories concerned with currently controversial issues with little regard for their literary quality, triviality, long-term importance, banality, or universality. The Reading Beyond Words editors, in the eyes of the evaluators, did a commendable job of avoiding bias-conducive articles. A table-of-contents analysis of this text shows that of the twenty-two readings, seven were about self-improvement and

understanding--sociological therapy, which may imply an attitude of the editors about the learner's need for it--four selections were about self-concept, and four about current social issues of the United States. Three readings each are about America's favorite whipping boy--public education-- and general entertainment. One article dealt with nuclear concerns. If the eleven entries, half the total, addressing introspective, sociological, and psychological matters of the reader imply that all students, native and international alike, need counseling in this area, it could not be taken any more offensively by one group than by another. That may be a stance of neutrality or fence-sitting. Yet it seems to assume something about the reader, a need for therapy, and the English class, the best place to provide it, that could easily offend. It also ignores the anthropologist's premise that languages reflect man's relations to the world and life; that a society's family system and language refering to kinship relationships gives the culture a sense of identity, of social belonging, or enhances opportunities for alienation and identity-crisis. The Chinese language, for example, abounds in precise kinship vocabulary which makes identity and belonging easy, alienation difficult. The society reflects that influence as much from its language structure as from its philosophical basis derived from Confucianism. English does not have the relationship vocabulary, and English speakers therefore are more apt to experience alienation and identity problems. An ESL text should consider such language/cultural characteristics in selecting content topics (Beechhold 16-17).

The next criterion, closely related to the above but limited to explicit matters more specifically addressed sub-groups and minorities within cultures: religious, political, social, economic, activist, feminist, and so on. One text, Reference Guide to English, received no ratings: just "not applicable." The evaluators felt this text could not be judged by this criteria. Cursory examination of the other texts reveals a possible reason for their being judged from fair to acceptable. None were rated superior. In order of quality they are The Grammar Handbook, Connections, Learning ESL Composition, Communicate in Writing, Techniques for Writing, and doing the best job of presenting cultural varieties in an unbiased manner was Reading Beyond Words. The difference between all texts were slight, perhaps negligible.

Why The Reference Guide to English escaped evaluation may be because it used in its examples and exercises names, for instance, that are all Anglo in derivation which make them safe to say anything about in the rest of the sentence or paragraph regarding the person named. In contrast, if names such as Pedro, Zhou, Pierre, Tran, Abdul, or Raja were used, what the rest of the sentence says about the person must be circumspect to pass muster. Likewise, in selecting pronouns, a sentence like "She is beautiful" will probably not antagonize feminist activists as much as "She is ugly" or "She washes dishes diligently" might. The editors wisely avoided including such potential offenses in this text.

Only two of the texts, however, presented much variety in multi-cultural material: Connections and Reading Beyond Words. As with many American texts, content material here is quite limited to a

few groups and cultures, mostly American blacks and Latin Americans, and give more space to environmental, social, ethical, and moral relativity concerns popularized by the press in the United States; issues most other nations take little or no interest in judging by the contents of their school texts. The Peoples Republic of China texts, for example, are highly political, patriotic, and ply personal relationships in content and application.

What the student brings with him to the ESL/EFL learning task is an important aspect of his English acquisition. His experience, culture, education, biases, sensitivities, as well as native language, and family background contribute to his success. Our selection of texts aimed at upper high school and lower division college level students permitted their authors and editors to safely assume their clientele are not beginners. How fluent they are in each of the four language areas, even when test scores such as the TOEFL indicate an adequate level of language aptitude, influences each text's usability. How much second language acquisition and proficiency can be assumed is subjective at best, especially knowing that the previous texts used by the students and teachers in their native schools probably have little consistency in their objectives, methods, contents, emphases, their publisher's standards, and agendas. There are, however, generally agreed-upon levels to guide choices in language matters. The range of what is considered intermediate, for instance, does not vary too extremely from one nation to another any more than it does among American college freshmen.

Fewer or no such generally agreed-upon cultural content and orientation standards exist internationally. As a result, some students may be quite familiar with many aspects of cultures other than their own while others may know next to nothing foreign, or overflow with erroneous ideas based on having watched American movies and television.

A third area of concern authors and editors must consider in developing texts and selecting contents is to anticipate the purpose which the student has in learning English. The teacher considers purpose first when selecting a text. Too often it seems assumed, judging from the textbook content and orientation of many not included in the study but considered for it, that the international students of English are learning English because they want to assimilate into American culture as a resident or eventually a citizen. The facts of what percentage of foreign students who come to the United States annually to study actually stay permanently will not support that assumption. According to the Institute of Internal Education which reports annually, 343,777 foreign students attended higher education institutions in the United States during 1986 ("Foreign" 9). The average stay of these on student visas is under five years. In contrast, the number of students learning English abroad, [Hsu reported fifty million in the PRC] taught by non-native English-speaking teachers, who never come nor intend to come to the United States far outnumber those who do come temporarily. Those who stay are a fraction. To avoid severely limiting their market potential, it behooves text planners to avoid assimilation assumptions. Even among the refugees, immigrants, and migrant aliens

who also learn English, but as much for survival and occupational necessities as for any other reason, the majority prefer and intend to retain and maintain most of their native culture, language, and traditions, not abandon them to embrace the American culture. McLeod insists that students need to know and understand the values of their second language culture group without fear of having assimilation forced upon them (219).

What assumptions the text reveals have been made first about students and then about their teachers in these four areas are evaluated separately in the next few criteria--students in the first and teachers following. The evaluations reveal an obvious similarity and consistency. Those assuming a high degree of both language ability and cultural knowledge for the students also assume a high degree of familiarity if not native acquaintance with American culture on the part of the teacher. Assuming that most English as a second language teachers worldwide are American or know American culture well has been unfounded for about a decade. The percentage of international students serving as teaching assistants in American universities for freshman courses is also considerable. Despite such facts, most of these texts evaluated, all published within the last four years, evidenced such assumption guided their producers. Connections, Reference Guide to English, and The Grammar Handbook were most culpable in this regard which in turn renders them least usable by any non-American here or abroad. They assume much more about the learner and teacher than do Techniques for Writing, Learning ESL Composition, and Communicate in Writing. Reading Beyond Words was judged to have made very little assumption about its users

except by one evaluator--an exchange teacher--indicating that the evaluators considered it more adaptable and usable internationally than the other texts without putting either student or teacher unfamiliar with American culture at a disadvantage. Neither does it then require extensive research and extra work on the part of the teacher to help him do an effective job of teaching should he use the text. It was also not considered to be attempting overtly or subtly to make Americans out of the students. A change in perspective on the part of publishers appears to be in order, these two evaluative item results indicate, if they intend to meet the needs of their global English student market.

The final item in this major section on bias and culture questions the accuracy with which the text portrays American culture. Perhaps a definition or description of American culture is in order. Culture, McLeod defines as the shared value system of a society having its own integrity (211). But whatever explanation one gives here may not represent the concept of American culture held by the evaluators. In fact, considering the diversity of their backgrounds, experiences, philosophies, and origins--viewpoints developed and influenced by cultures from Canada, the United States' Southwest and Southeast, Vietnam, Taiwan, the Peoples Republic of China, Thailand, Hong Kong, the Phillipines, and Japan--arriving at a concensus of generalities and stereotypes would be difficult. Such an endeavor could result in the same anomaly as the six blind men experienced in the fable about the elephant. The advantage of not defining American culture for them, nor for insisting on their agreement on one, is that with such disparity of perspectives as they used the study might

achieve greater objectivity and random sampling than it would under circumstances controlled by a concise definition of American culture--if such a succinct one is even possible. Thus both native Americans and non-natives involved evaluated from an international and multicultural viewpoint producing a multidirectional panoramic observation of the same phenomenon rather than a single look from one perspective: avoiding thereby dogmatic conclusions.

This item also assumes that the text overtly attempts to provide some acquaintance with American culture, an arbitrary assumption which for one of the texts, Reference Guide to English, proved inappropriate according to the evaluators. It does not assay the scope or depth, but the fairness, consistency, accuracy, and absense of any special-interest group's ideological advocacy. In a sense the question is whether or not the text has a hidden agenda or curriculum either by intent, subterfuge, or ingenuousness, a goal other than language under the guise of teaching English. Hidden agendas are difficult to avoid. One discovers the implicit goal in the contents and their points of view. Common themes include developing a social consciousness, a liberation theology, an environmental/conservationist advocacy, an anti-war or nuclear disposition, and political ideologies. Besides the one text which was judged quite acultural in this area, three were considered to have done an acceptable job of being fair, accurate, and non-propagandistic: Communicate in Writing, The Grammar Handbook, and Techniques for Writing. Connections and Learning ESL Composition rated better, and Reading Beyond Words was thought to have done the best job of presenting American culture fairly. This item, of course,

is highly subjective because the variety of evaluators could easily include people with similar opinions about what was fair, accurate, and typically American.. Their diversity in background, origin, and experience, however, and the fact that none of them knew any of the others, rules out any possibility of sameness or collusion. That they reached a concensus can, therefore, be considered a valid although subjective conclusion.

To carefully balance multicultural outlooks with American cultural presentation within one text requires an awareness of and sensitivity to the needs and goals of the students and teachers worldwide. To ignore either outlook or user might be considered crass or narrow-minded. Although labeled language texts, they cannot avoid emanating culture any more than culture can be separated from language. Mathieson asserts that teachers of language are unavoidably teachers of culture (11). How it is done and the objectivity with which it is done has been the focus of this second section. The criteria used assume that objectivity is desirable. While none of the texts evaluated received a superior or outstanding rating within this area, neither were any considered terribly biased, unfair, grossly inaccurate, or propagandistic. The Stoic Greek ideal of moderation apparently guided their production.

Practicality and adaptability

The third major section of evaluation is open-ended and holistic in dealing with the practical use, adapability, and suitability of the texts in the evaluator's individual situations, past and present. Though different philosophies of educational theory may underpin their judgment, the practical reality of student-teacher-textbook-classroom interaction predominates. The individual situations involved represent a somewhat cosmopolitan educational background. High schools in the United States' Southwest and Midwest, in prewar Vietnam, Taiwan, and the People's Republic of China are considered along with colleges in the United States, Japan, Hong Kong, Taiwan, Canada, and the Peoples Republic of China. Also represented are adult education programs in the United States for migrants, refugees, and minority school-dropouts; Philippine and Thailand refugee camps.

This section relates most closely to assessing the market value of the textbooks from the perspective of the classroom teachers, teachers whose experiences range from two years to over thirty in small classes and large. The first criteria looks at the text's orientation--subject matter focused, student-centered, teacher-centered, or eclectic. It concerns subordinate points under these three orientations which reflect the educational philosophy of the author/editor, particularly what is the purpose of education. These purposes may be the humanities-great-ideas goal as advocated in Adler's The Paideia Proposal, the social-reconstruction intent of Freire and Bobbitt, the

development of mental processes/cognition-strengthening goal, the vocational/technological world-of-tomorrow vision, the environmentalist's mission to save the world, or the psychiatric self-analysis couch of naval-gazing introspection in search for self.

Reading Beyond Words, as previously reviewed, is both student-centered, and with half the reading selections (eleven of twenty-two) requiring the reader to analyze/evaluate self, rates as overtly introspective, following Socrates' admonition to 'know thyself," which knowledge and search for it serves individualistic interests, isolates and withdraws the self from society through self-concern. It contributes little or nothing to global/cultural understanding. An implicit agenda with an outward look would better serve students who need to learn to live with others in this world more than to survive by themselves, as Donne exhorts us: "No man is an island, entire unto himself." The implicit goal of the text, then, is to teach psychological self-analysis under the guise of learning to read. For that reason this text rates as inappropriate for the student abroad and probably a disservice to normal students here.

Connections and The Grammar Handbook are strongly task-oriented, bent on subject matter acquisition as an end in itself rather than a means. Little attention is paid to the obvious problem that the Western thought and logic processes endemic to the English language and its use in academic "standard essay form' is as foreign to the non-western mind as is the language. One can struggle to learn English and academic discourse with these texts, but could learn the language and its uses easier if first or simultaneously made acquainted with the direct, deductive thinking patterns such usage

entails. As many teachers abroad and those with international students in the United States realize, trying to have non-western students write the standard definition, classification, comparison-contrast,topic-sentence plus support discourse basic to freshman English classes contends with the cultural approaches to discourse which Bander in American English Rhetoric (1971) and Kaplan explain inhibit their learning of English. Kaplan thinks "each language and each culture may have a paragraph order unique to itself and that part of the learning of a particular language involves the mastering of its logical system" (15). Until that logical system is understood, the struggle with grammar and composition is arduous. Huang illustrates one such area where Chinese and English differ completely in the way in which question formation is related to word order and ultimately to logic. DeFrancis identifies another in the two writing systems; one being alphabetical, the other morphemic, phonetic, and syllabic. To learn either as a second language requires that one learn first a new psycholinguistic mechanism. The practical adaptability of these two texts in foreign classrooms, because they do not address that fundamental logical system of English, is minute.

Techniques for Writing does little better with the logical system problem, but its thrust is toward the technological world. The topics, examples, readings, and theme focus on what could be called English for the world of science and industry. That over half of the international students attending United States institutions of higher education are engineering (22%), business (19%), science, and technology majors ("Foreign" 9) may have guided the text's producers to cater to those interests. In that regard they may be considered

student-centered. That focus, however, limits somewhat a teacher's and student's optimum use for the text for pursuing other majors and programs--leading the evaluators to question its relevancy to them ,their needs, and interests.

Communicate in Writing, though quite discipline-oriented, does tackle the thought process question and presents work on developing the thinking patterns used by Western academic writers in English. Learning ESL Composition does a better job of introducing the direct thought processes involved than any other text evaluated according to the judges. It also has a technological slant to its content selections and topics.

Reference Guide to English is strictly discipline oriented. It tends to be prescriptive, which approach generally excludes explanations of "why" and "how" something works; explanations that could introduce the subject of thought systems undergirding English and its uses. It, like the others, does very little in developing the listening and speaking skill areas which for many international students is more important for their future than writing. Most texts fail, Xiu-bai complains, to consider the essential fact that communicative skills are more important than literary skills, and Beechhold agrees that "language's major function is social" (13).

The strengths and weaknesses of individual texts as determined by the evaluators, subjective at best, reached general agreement, perhaps more so than in most of the other criteria. What they looked for in a text for their students, and therefore important to their selecting a text, might be useful to prospective developers of future texts. Many of the features publishers tout as important criteria to

use in text selection were glaringly absent from all their comments. None of the evaluators, for instance, considered the colors or artistic attractiveness of the cover, the illustrations or lack of, nor other cosmetic features. Lists of or availability of supplementary materials such as cassette tapes, audio-visual materials, size and cost were not considered significant enough to mention. Whether a teacher's syllabus/manual with its teacher-proof features and canned methodology with rationale and theory were available or not they deemed irrelevant to the text's adoptability.

Likewise, several of the criteria they indicated by comments were quite important to them are absent from most of the checklists one finds in methods-course textbooks and advertising materials produced by publishers. In addition to those presented above--cultural aspects, implicit agendas and biases, the special needs and purposes of the ESL/EFL student, and what the text assumes about the student--its use across disciplines and for a variety of academic settings, its comprehensives (how thoroughly an item or topic is covered and whether the organization is linear or cyclical), and the ease or difficulty of finding specific information, i.e., indices, table of contents, and layout, were important. If one accepts the notion that the ultimate evaluation of a text comes with actual classroom use, and that no existing textbook is perfect, then improvement should evolve from the classroom rather than from advertising agencies, textbook selection committees, or educational ivory towers. The contention between a skills oriented approach and a communicative approach needs compromisation.

Reading Beyond Words was considered strong in its completeness as an aid to improve its user's reading ability and flexibility. It was well organized. Its major weaknesses are what it assumes the student already knows and needs. His proficiency level must be quite advanced. A novice ESL student would benefit more from reading-improvement lessons and skill training than from attempting the competency level which the text requires. It does not address techniques for reading poetry and drama, two genres Aristotle believed appealed to the emotions as well as the intellect, therefore the most egalitarian art form (Mathieson 112 and Cunningsworth 60). Learning ESL Composition is excellent for presenting the basic writing skills of sentence, paragraph, and short essays (300-500 words), and covers the key functions of their construction well. On the other hand, it is weak in the area of longer discourse, the research paper, it contained too much theory, had too much abstract information, and was not considered applicable to students with foreign backgrounds. This latter point was stressed by those evaluators from foreign backgrounds and experience, not the American evaluators who had neither.

Communicate in Writing had good sequence and variety of writing in the standard organizational patterns and difficulty levels required by academia. The articles/examples were interesting. The text is self-contained and complete in presenting short compositions. However, it assumes the student is quite advanced, has too much "busy work," and tends as a result to be boring. It lacks instruction in extended discourse, and is more appropriate and useful for native-speaking students than for ESL/EFL students. This last opinion

was voiced by both the native and non-native evaluators based on their experience.

Techniques for Writing had concise and clear exercises, explanations, and sentence examples. It presented a variety of topics from several disciplines and the particular styles of composition each preferred. It followed a good organizational principle, but appeared to lack depth and to be too generalized. Connections presents American culture better than any of the texts evaluated. It is strong in teaching formal academic writing techniques and fundamentals. It also uses examples from a variety of disciplines which depict the different styles used by them, and its organization is logical and systematic. It was considered, however, too difficult for the ESL/EFL students at the upper high school and freshman college level. Its relevance for most ESL students is limited in that most students learning English worldwide are not involved in creative analytical research and composition at the sophisticated level this text specializes in. As a text for special purpose classes and students it would be more suitable than for the average classroom whose needs in English are more practical and encompassing.

The Grammar Handbook is clear, sequential, complete, and has an excellent index. But it lacks a table of contents up front. One must search for items in the content lists preceding each chapter. Color-coding or some other device for quickly finding a topic would help. It also juxtaposes simple and complex language in its information and explanations, requiring the ESL student to consult a dictionary and to level-switch unnecessarily often. A greater

consistency in semantic-lexical selection and a complete table of contents at the beginning would improve this text.

Reference Guide to English's acultural feature mentioned above is an asset according to the evaluators. Its emphasis on the educational discipline with no apparent hidden agenda or implied curriculum was appreciated. The single weakness reported was its wordiness, which at times obfuscated instead of clarifying the item.

Suggestions for improving these texts, in addition to and derived from the above critique summaries, follow. Texts should include exercises and examples from a variety of world cultures geared to ESL students abroad with which they can identify from their background and experience, which they can relate to, understand, and use for a basis for comparing it with other cultures. The number of examples and variety of exercises need broader scope, especially for difficult lessons--difficult for ESL/EFL students which may be different from those things difficult for native speakers.

A more accurate estimation of the ESL/EFL student's ability and needs would improve several of the texts. The audience they indicate they address does not coincide with the classroom facts these teachers know and work with. Several of the composition texts did not require enough actual writing on the part of the student, but seemed to imply one learned how to write by having the process explained to him, like ninety-five percent of the texts ignoring the basic truth that " one learns to write by writing and revision" (Conners 265). "Too much analysis and not enough application" one evaluator wrote. A final comment about one composition text was that it would be more appropriately titled "How to Write good

Sentences"--suggesting that its title promised much more than it delivered, vainly hoping or assuming that subskill amstery transfers to writing mastery (Conners 265). Overall, the most common and emphasised concern was that an ESL text must be international in scope, depth, content, and purpose; not so limited to one parochial, academic, or cultural outlook and purpose with which the ESL student has little use. "Unfortunately," Bowers writes, "those who establish the purposes are not the experts [in the classroom], but the politicians, businessmen . . ." (400_.

Of the seven texts evaluated, the two considered most adaptable to ESL/EFL classrooms at home and abroad were The Grammar Handbook and Reference Guide to English. Several would be considered for use with American students, but not internationals, and two for specialized clientele but not the general ESL student. This final section of evaluation elicited from the evaluators in addition to some terse remarks about a feature of the text, several essays up to four single-spaced pages of opinion about a particular text. The results of this diverse group's analysis provides a basis for now comparing it with the much more homogenous group's evaluation from the Peoples Republic of China which follows.

CHAPTER IV

EVALUATION BY CHINESE TEACHERS OF ENGLISH

"Teachers are the engineers of mankind" stated Joseph Stalin. His phrase guided Chinese education under Mao except during the Cultural Revolution when for all practical purposes there was no education (Hynes). And that concept continues to influence Chinese education today. Despite the open door policy, EFL language texts in the Peoples Republic of China, as in many other nations, notably the Arab states, are designed, specially written or selected, and published by national government agencies to assure that their contents are acceptable to local mores and national purposes (Byrd 12). The PRC Ministry of Education exercises censorship control of all educational materials to assure political, ethical, social, moral codes, and goals are presented--prescriptive texts including method result, and the Confucian tradition in pedagogy persists (Ford 3,4). The text's contents must provide role models for the young to emulate, to prepare them for the nation's future. They have an obligation to present right attitudes, faithfulness, altruism, industriousness, frugality, courage--physical and moral-- dedication to duty, academic achievement, and develop the intellect. Every reading example has a moral and purpose. Teachers and students relate stories to everyday life and learn how to apply the lesson to their

life. Above all, the texts must exclude contents, topics, and methods presenting taboo items such as socio-political etiquette, human rights, sex, violence, religion, and opportunities for polemics, debate, and adversarial roles which polarize ideas and people (Kwong "Changing" 202,203,205). As a consequence the culture's value system perseveres and achieves uniformity.

From this perspective the texts were evaluated by Chinese teachers, five male and five female ranging in age from twenty-four to forty-seven. All presently serve as university English instructors. Three have administrative duties. Four have secondary school teaching experience. Two have been to the United States briefly--one to a convention and the other to present lectures on Chinese history and culture. In addition to these constrictions, operate from a disadvantage. A most fundamental problem the Chinese have is a lack of general information about the world: about cultural, historical events; about things, persons, values, concepts beyond the Middle Kingdom's confines (Hynes). The college EFL teachers, however, are much better informed than the K-12 professionals in China. Gottschang adds that not only do teachers lack this knowledge, their students know less, and much of what they do know of the outside world, misinformation developed during the Cultural Revolution, has not altogether disappeared from texts and classrooms, much less from their memories and attitudes. Wang quoted Ven Jing Hui, vice-director of the Research Institute: "It is a fact that during the Cultural Revolution (1966-76) . . . few people in this country escaped this social catastrophy" (4). Gottschang adds,

and my experience supports his observation, that they are hungry for current, correct, reliable, useful information.

Considering this background, one need not be a mind reader to correctly surmise that teachers scorn texts with vacuous content. The British Council report concluded that texts produced and used in America are abysmally weak in vocabulary, situations, content, and information needed by Chinese students of English. Kramsch opined that "literary content in texts is superior to the contrived, fragmented, second-hand vacuous entries typical in language texts." Literary entries require the reader to read between the lines; to learn symbolic, idiomatic, and figurative meanings; and to understand cultural, social, historical, logical, and ethical dimensions of both the langauge and the people. Conversely, vacuous entries require no coherent thought, and go little beyond word-for-word correspondence with dictionary meaning (357). The mindless content found in American texts, Kliebard claims, derives from B. F. Skinner's social control behaviorism psychology influencing American education which produced trivialization of method, material, content, and product (67).

As a result of this situation, not only do communicative methodology approaches meet with protracted resistance in the PRC (Ford 16), but they make it more apparent that the EFL students and teachers in China want to learn "educated standard English" because it has practical value, prestige, and wider application advantages (Kohn 1980: 47). Ford, among others, concludes that English text contents for all EFL students in every nation should be independent of sole concentration on the target language culture, and reflect more on the culture of the students learning it (7), and on

multicultural objectives. It is imperative, Bowers writes, that text producers and teachers realize and respond to the fact that it is the receivers of English language learning worldwide who establish and control why, where, when, how, and who learns. They also control what. The most important criterion for all ESL/EFL instruction is the learner's purpose--which in today's world is not for academic purposes and pursuits as most American texts assume (398). Their academic experience is merely one step along the path to a multitude of other pursuits.

China, like other countries stressing English language learning, chose English for its utility and benefit to their larger society, not for academic endeavors (Judd 15). Their educational goal is to double the 1981 enrollment in post-secondary education by 1990. In 1981 only five percent of China's high school graduates, one out of every ten thousand, passed the college entrance tests of which English is an important component (Ford 48). In 1981 China had 1.2 million students in 675 college/university institutions and 1.2 million students in technical schools (British Council). The Chinese teachers' concerns, consequently, are not only on the logistics of classroom space, size of classes, and availability of capable teachers, but also on sufficient quantity and quality of materials, i.e., textbooks. For prospective textbook producers interested in marketing texts to the Peoples Republic of China, and by transfer and extension to any nation teaching EFL, what evaluations and suggestions Chinese educators make should carry more weight than domestic experts, theorists, and practicioners.

Their evaluation covered the same seven ESL texts used previously--all totally new to them-- plus an additional textbook with which they are familiar from observing and participating in its use by American teachers during two intensive six week workshop summer sessions for 240 high school EFL teachers, many of whose English was acquired by self-study or from a Chinese textbook. The eighth text is the New English Course by Edwin T. Cornelius, Jr. (Prentice Hall, 1979). Whether mixing this familiar one with the unfamiliar texts affected their objectivity is unknown. It provided them with a frame of reference for comparison with something besides their own PRC English texts. The New English Course has a communicative orientation.

Content, Organization, and Method

On the first criterion under the organization and method section (hearing and pronouncing English phonemes) four texts scored a zero: Connections, Learning ESL Composition, Techniques for Writing, and Reference Guide to English. Reading Beyond Words, Communicate in Writing, and the Grammar Handbook faired very slightly better. New English Course, on the other hand, scored extremely well. Comparing the evaluation here with those made in the USA reveals that this rating differs very little, except much lower on the scale, from that of the results recorded in Chapter Three. The second standard, comparing phonemes between English and other languages, also had four texts getting zero ratings: Communicate in Writing, Connections, Techniques for Writing, and Reference Guide to English. Learning ESL Composition, The Grammar Handbook and Reading Beyond Words were

Techniques for Writing, and Reference Guide to English. Learning ESL Composition, The Grammar Handbook and Reading Beyond Words were barely better. New English Course received a mediocre rating. Here again, the ratings are lower, the order changed slightly, but overall they agree with those in Chapter Three. On the third part of this item, language-specific grammatical features of English, all performed better than on the other two items, but for three texts. Learning ESL Composition, Connections, and Communicate in Writing the difference was slight. The other four jumped to near the top of the scale. Techniques for Writing was slightly lower than Reference Guide to English and New English Course. The Grammar Handbook was superior. This rating is more identical with those of Chapter Three than the previous ones.

The consistency of the ratings on this first criterion by the PRC teachers is noteworthy in that it contrasts with the wider range, variety, and frequent inconsistency the judges in the United States engendered. Relative uniformity was noticeable in a majority of the remaining items also which may raise questions about the homogeneity of their background, training, outlook, or mindset. Collaboration is not an issue.

How well the texts address the four language area skills, functions, and levels produced little variety of opinion. On forms and structures Reading Beyond Words and Learning ESL Composition did poorly. Connections, Communicate in Writing, and New English Course were minimally acceptable. Reference Guide to English, Techniques for Writing, and The Grammar Handbook explained forms and structures very well. Again, the rating and positional ranking is almost identical

with those of Chapter Three. In explaining functions and levels Reading Beyond Words again occupied the bottom, less than adequate. The other seven scored above average. Connections and Learning ESL Composition were slightly above average; Communicate in Writing and Reference Guide to English were better. Techniques for Writing, New English Grammar, and The Grammar Handbook performed very well in presenting the function and level aspect of English. On the listening and speaking coverage, the degree to which a communicative approach was included was measured. Communicate in Writing and Connections ignored it altogether in the eyes of the judges. Reading Beyond Words, Techniques for Writing, The Grammar Handbook, and Reference Guide to English had minimal acknowledgement of these skills. Learning ESL Composition had a little more, but not enough to be rated satisfactory. New English Course, a communicative text, rated better on this item than on any other area of the evaluation instrument. It is the text's only strong point, for all its other ratings hover around the average or lower scores. Conversely, in reading and writing skills the New English Course ranked at the bottom at a barely acceptable level. Reference Guide to English, The Grammar Handbook, Communicate in Writing, and Reading Beyond Words were minimally better. Learning ESL Composition, Techniques for Writing, and Connections were excellent. The low rating Communicate in Writing received raises doubts about the veracity of its title. The other three composition texts lived up to their billing.

How much grammar the texts incorporated into their format, the quality, scope, thoroughness, and approach to the grammar of English received the rankings one would expect from Chinese scholars

considering their reputation for excelling in grammar. Learning ESL Composition, Reading Beyond Words, Connections, and New English Course were found quite inadequate. Communicate in Writing was minimally satisfactory. Techniques for Writing, Reference Guide to English, and The Grammar Handbook performed excellently.

Lexical growth, basic and necessary to all aspects of language fluency, appears to be a concern met about equally well by all eight texts, though none were considered much above average. In Connections vocabulary was of minor importance. The other seven varied slightly below and above average but their difference was negligible. The evaluators felt Reading Beyond Words devoted slightly more attention to vocabulary enrichment than the others.

How adaptable to a variety of learning situations--class size, tutorial potential, individual learning-- was judged in the third standard. How self-sufficient was the text, especially how much initiative and responsibility is the learner required to provide? American education, in general, and American textbooks, according to many European educators, tend to expect the instructor to do much more work in the schooling process than the students. Assuming that such prioritizing of labor transposes sound learning principles, and knowing it is a foreign concept to the Chinese evaluators' tradition, helps one anticipate their evaluation on this item. The Grammar Handbook faired very poorly. Techniques for Writing and Reference Guide to English were considered average. New English Course, and Connections were slightly more flexible. Reading Beyond Words, Communicate in Writing, and Connections were found to be useful in a wider range of circumstances.

The kind of lesson organization, the format and content of excersizes, the thinking taxonomies involved, and the degree of control exercized over student performance is measured in item four. It is considered desirable to involve a majority of the thinking taxonomy levels, and the level of control should decrease steadily from beginning to end. The main issue in this criterion is not whether the texts exhibited isolated example items (most textbooks do), but whether that is the only kind of examples given and required. A text receives a positive rating if it included a variety of example contexts in addition to isolated ones. Having solev isolated examples and requiring the same of the students was here considered a negative characteristic as was having only extended discourse examples. Reference Guide to English and The Grammar Handbook were most guilty of having only isolated examples and exercizes requiring similar decontextualized responses. Connections, Techniques for Writing, and Learning ESL Composition had a good balance of isolated and extended contexts. The New English Course, Reading Beyond Words, and Communicate in Writing had an insufficient and unsatisfactory variety.

The treatment of idioms, figurative language, lexical ambiguity, and other semantic features of language in the texts was poor. In essence an important part of vocabulary learning, it is usually separated or omitted in the typical units of vocabulary study which concentrate on literal and denotative aspects of the lexicon. In doing so, the language growth of the ESL/EFL student is limited, and the concept of semantic fields is severely restrained. The result retards and handicaps the students' understanding of what he reads

and hears, and makes writing and speaking more difficult and less flexible. In addition, texts which restrict themselves to the narrow field of formal academic use of language not only tend to ignore the figurative/idiomatic use of language, but often, unfortunately, imply it is of lower prestige and out of place in formal discourse like slang and jargon; forgetting that it is the vital ingredient that distinguishes between great-classical literature and the mundane-mediocre or trashy.

Techniques for Writing and Reading Beyond Words gave minimal mention of this semantic topic. The Grammar Handbook and Learning ESL Composition were slightly better. New English Course, Communicate in Writing, and Connections were considered to treat non-literal language to a satisfactory degree, while Reference Guide to English did a commendable job.

All the texts performed better in presenting the informal/formal levels and social registers of English. This feature of any language is perhaps most important in speaking where subtle vocal shifts and nuances require flexible situational adaptations and changes spontaneously--a productive skill perhaps better learned through listening experience than from textbooks. Yet texts should help the student learn to identify, appraise, and react appropriately to the discourse markers and cultural signals, then apply them correctly to his communication. To fail this, or to communicate incorrectly leads to embarrassment, wounded self-esteem, and impaired self-confidence, which in turn makes the learner more hesitant to perform in the target langauge thus limiting his experience and growth in proficiency. New English Course, despite featuring the communicative

approach, provided instruction in this category poorly. The Grammar Handbook and Learning ESL Composition were not much better. These three failed to provide a balanced presentation by limiting discussion to only the narrow range of differences and formal English. Reference Guide to English ranked acceptably. Communicate in Writing, Techniques for Writing, and Connections were commendable, while Reading Beyond Words was excellent.

A text should foster growth and language independence. It can best encourage this development by steadily reducing control over student response and performance, by requiring the student to assume greater responsibility, ownership, and creativity in producing in the foreign language. It should neither toss the student into a sink-or-swim predicament, nor fail to ever push him out of the nest to fly on his own. Three of the texts too severely controlled student performance consistently throughout: Reference Guide to English, Reading Beyond Words, and New English Course. The Grammar Handbook, Learning ESL Composition, and Techniques for Writing sequenced satisfactorily a diminishing amount of control. Connections did the best job of leading the student to self-initiative and sufficiency.

Closely related to the control factor is the cognitive approach and style, deduction, induction, problem-solving, and creativity development components of using language. Being evenly balanced is deemed better than restricting instruction to only one or two. The Grammar Handbook was considered highly inductive, and above average in presenting problem-solving skills, but weak in developing creativity and failed to develop deductive skills. Techniques for Writing also emphasized inductive skills, but matched them equally

with deductive. Its forte, however, was creativity. It advocated problem-solving skill above average, and of all eight texts had not only the best treatment of all four cognitive skills, but the most balanced emphasis. Connections did the best job of teaching creativity, performed well with induction, was adequate in deduction, but very weak in problem-solving. Communicate in Writing was also excellent in teaching creativity, fair in problem-solving and induction, but very weak in teaching deductive thinking skills. The other four texts ranked from average to poor in helping the students learn to use their minds. Logic and language learning involve more than just the type of thinking found in taxonomies. Thinking is also culture-related. The Arabs, for instance, in learning English not only must learn a strange orthographic system, just as the Chinese do. To them English is written backwards, pronounced through the nose, and spelled unpredictably (Byrd 12). People from oral cultures behave, learn, and think differently because their world is organized differently (Ong 53). Sapir's studies confirm that. When the style of writing is different, as is Chinese, Chi writes that the visual learning style predominates rather than other learning styles. And Pilarcik lists all the syntactic clues English requires one to know which Chinese find unnecessary (143).

Learning ESL Composition and Reading Beyond Words did well with creative and problem-solving skills, but were weak in deduction and poor in induction. Reference Guide to English had satisfactory problem-solving and deductive instruction, but was inadequate in induction and poor in creativity. Induction, problem-solving, and creativity were adequately covered in balanced fashion in New English

Course, but deduction is slighted. How much of and what part of the cognitive taxonomy a text uses impinges on the methodology employed.

What organizational pattern and methodology the text prescribes also reveals the educational philosophy of its producers. The linear progression tends to present information more thoroughly and usually appears well organized. It requires of the teacher and student a mastering approach on first contact and often isolates and fragments bits of information in analytic style. The cyclical format provides more reinforcement by frequently returning to a topic with a new facet exhibited, adding new information to what is assumed has been learned previously. But it also demands more organizational skills on the part of the learner to network the new into the old as it is stored in the brain. Texts using the cyclical approach must also devote much attention to help students relate things and see the overall pattern, otherwise confusion often results. Communicate in Writing, Reference Guide to English, and The Grammar Handbook followed the linear sequence pattern almost exclusively. Reference Guide to English gave more reinforcement and review than the above two, but the evaluators judged all three as weak in providing students a second opportunity to study specific items. The Grammar Handbook, though mostly linear, contained an adequate mixture of repeating or review to be considered hybrid in its presentation. New English Course, Connections, and Learning ESL Composition were predominantly cyclical. The evaluators felt all eight texts set a gradual pace in presenting new information and were fairly thorough. Connections, Reading Beyond Words, and New English Course were least thorough, most superficial.

In this category the Chinese evaluators differed greatly with the judgment of those in Chapter Three. Part of this difference may be attributed to their thorough familiarity and experience with the grammar-translation method, and their relatively ambiguous acquaintance and notions about all the theories, practices, and hypothesis developed in language learning during the past thirty years. Part may be influenced by their analytical style of study, their differing view of student needs, values, and motivations for learning English.

The fifth category evaluated appraised the predominant orientation of grammar presented in the text: traditional, structural, generative-transformational, etc. All eight textbooks were considered to be primarily descriptive but eclectic. The Grammar Handbook, Connections, and Reference Guide to English featured traditional grammar. Reference Guide to English was the most eclectic in types of grammar presented. Communicate in Writing was strong in structural grammar. All the texts were regarded as relative strangers to generative-transformational grammars.

How the texts approached second language learning was analyzed next. All the texts utilized current acquisition theories, some more exclusively than the others. Communicate in Writing, Connections, Techniques for Writing, and New English Course were the most predominantly current. The Grammar Handbook, Learning ESL Composition, and Reading Beyond Words used current theory about second language acquisition derived from cognitive psychology, but employed about an equal amount of the older audio-lingual/grammar-translation practices based on behaviorial

psychology premises. Techniques in Writing, Learning ESL Composition, and Reference Guide to English were most eclectic in approaches. How effectively they incorporated and coordinated the variety of approaches was not evaluated, thus that they provided variety cannot be considered either a positive or negative characteristic here.

The last part of the first section on organization, method, and orientation looks at what hidden agenda, if any, the text seemed to advocate, what Eisner labels the implicit and null curriculum (87, 97). Communicate in Writing seemed to stress developing mental processes most strongly with an attemot to anticipate or influence student-centered relevance and technological fields. The Grammar Handbook and Reference Guide to English, strongly subject-matter centered, tried to incorporate the across-the-curriculum format. Connections, Reading Beyond Words, and Learning ESL Composition were considered to have student-centered relevance and developing mental processes as their goal. Techniques for Writing concentrated heavily on technology as its way of being student-centered. New English Course was student-centered and stressed aural skills. Interestingly, texts attempting to have student-centered relevance do not agree on what students consider, or should consider, relevant. It amounts to either a guessing game of what students are or will be concerned about this year or the next few (before a new edition can make another guess), or to reveal what the producers of the text are most concerned with and want to implant their concern into the students. This results in such a variety of texts and hidden agendas that an instructor has little difficulty selecting one which best matches his personal whims, enabling him to use the text and podium as pulpit to

promote his particular prejudices. Student-centered relevance is at best like music and clothing fashions, too ephemeral, venued, and transient to buy into permanently. Text producers would better serve their clientele and economize by focusing on things more universal and lasting in their implicit curriculum. [Not to be interpreted as advocating the Great Ideas philosophy of Mortimer Adler, Alan Bloom, Hutchins, et al.].

Culture

The second area of concern in this evaluation form looks at culture and values. The Chinese search eagerly for any and all information about other cultures. It is scarce. In learning English they have used texts which reveal little about the outside world. This evaluation section reveals somewhat their desire to know more about the American culture which is much more intense than is the case in most nations such as Korea, Japan, The Philipines, Taiwan, and others who have not experienced a closed society for over thirty years and are quite well acquainted with America, Americans, and American culture. They thought Communicate in Writing and Techniques for Writing had very little cultural content and information other than what the language itself reveals. At the same time both were considered to have intellectually stimulating contents. The Grammar Handbook and Learning ESL Composition were the least biased and offensive in their treatment of different cultures, but had little American culture. They did not contain entries which stereotyped

people and classes. In sum, these four revealed very little about America, but what they gave was commendably done. Connections, Techniques for Writing, Reading Beyond Words, and New English Course had interesting contents which also provided opportunities to learn something about American culture, some quite general, at least one, New English Course, extremely limited to one US city and one social class. Connections, they felt, provided the most information about American culture. Learning ESL Composition was the most culture-specific, i.e., least multi-cultural, and consequently they rated it also as the most intellectually stimulating.

How compatible are the texts to being used in their classrooms is the next criterion in respect to what the texts demand of or assume about the teacher and student. Those the PRC evaluators felt required a native English-speaking American teacher were Communicate in Writing, Techniques for Writing, Reading Beyond Words, and New English Course. The foreign teacher would have great difficulty, they thought, understanding the cultural aspects of the language and contents. Relating that information and understanding to the students would be omitted or incorrect and distract from or impede their language acquisition progress. Connections, Learning ESL Composition, and Reference Guide to English might be usable by a non-American teacher, but perhaps by only the most knowledgeable teacher. The Grammar Handbook required the least acquaintance with American culture to be used satisfactorily by non-American teachers. Learning ESL Composition was considered to require the most knowledgeable and informed instructor. In contrast, the evaluators of Chapter Three,

having experienced at least one year of American culture, did not find the texts so unadoptable for this cultural reason.

The attitude of the text toward the learner and his purpose for learning English is one of the most important factors in considering an ESL/EFL text for adoption according to Cunningsworth (59, 60) and others. In this regard the texts were judged to imply consistently the learner's purpose was cultural assimilation. Connections and Reference Guide to English gave that impression to them most strongly. New English Course and Reading Beyond Words followed close behind and in addition were considered to portray American culture as superior-thus providing a motive for adopting it. Learning ESL Composition and Techniques for Writing did not come on as strongly either way, and The Grammar Handbook did not appear to foster much of any assimilation assumption.

In the adaptibility of the texts to a variety of educational situations and environments the evaluators drew from predominantly much experience in large classes and private individualized self-instruction. All had experience with small English classes on a very limited scale. Reference Guide to English was the best text for individualized study. Communicate in Writing was a close second. None of the others were considered adequate without the use of additional resources. Techniques for Writing was the least usable for private instruction. Three of the texts by their methodology required small classes. Techniques for Writing, New English Course, and Learning ESL Composition contained much activity engaging students in class and peer group interaction, or class discussion; a difficult procedure with thirty-five or more students in a class which most of them have.

It is also difficult to employ in very formal classroom settings which most education systems in the world practice. Reference Guide to English and The Grammar Handbook were the most usable and flexible for large, small, individual classes, formal or informal. Techniques for Writing, Connections, and Reading Beyond Words were considered the most restrictive in format and least adaptable to their circumstances and needs.

Strengths and weaknesses

The final section of open-ended questions explores weaknesses, strengths, adoptability, and the evaluator's suggestions for improving the texts to make them fit their needs better. The weaknesses Learning ESL Composition had were that the homework exercises were not concrete enough, the description rhetorical mode was insufficiently represented, and much was found to be too difficult for their lower division students. Its strengths included the practical guidelines, especially the pre-writing section, its organization from simple to complex, the reinforcement afforded by the exercises, and the clear representations, diagrams, and examples. All but two evaluators considered it unusable for their classes. The two would use it as a reference, but not a text. To improve it they suggested adding some instruction in style and distinguishing between formal and informal, simplify the vocabulary, and provide more examples.

Connections had good models, examples, and illustrations. The directions and definitions were brief, clear, and analyzed well. The process approach was relatively new to them and appreciated. Its weaknesses included an absence of oral communications skills, too little grammatical material, too formal and theoretical (impractical especially for English majors), and very uninteresting articles and examples. Two said they could use it for their classes; the others could not. To improve it they suggested adding more grammar and lexicon material, simplify the language, and reduce the number of sections.

Communicate in Writing was regarded good in developing a communicating ability, thinking--especially creativity-- and providing reinforcement. The rhetorical modes were well presented. Its major weakness was its limited scope in example topics (primarily in technology and science), its analyses of style and instruction in construction needs application by the students in order for him to learn them, which they thought were missing or insufficient. The articles were dull, the exercises too controlled, and the intellectual level too immature for their students. They would use parts of the text as resource, especially the process writing and organization of the standard essay, but only use the whole text for a very basic level course. To improve this text would require including articles on culture, literature, and travel--more variety in topics.

Techniques for Writing had comprehensive, detailed, useful, clear, easy to understand basic information that they felt to be practical. The presentation on developing logical thinking was good. However, it was generally too theoretical, the vocabulary too

difficult, the lessons were too grammatically oriented, the analysis of various kinds of writing they felt was too superficial, and it did not require the student to do enough work. This text also was too restricted in entries to the science/technology field and to sentence-writing--inadequate longer discourse--and could be adapted to upper division courses in English for special purposes. Their suggestions were to diminish, omit, or improve the grammar content--what is there is too elementary for their students. Eliminate all but the composition part, one proposed. Others wanted more variety in rhetorical and discipline examples.

Reading Beyond Words was considered the best of all the texts reviewed for adoption in their classes. Its strengths were in the problem-solving skills, the independent thinking, and the reading comprehension instruction. It also had good immediate feedback incorporated into the lessons. The articles were interesting, and might help students in their development of a philosophy of life. The arrangement and method was appreciated. It did have weaknesses. They did not think it could be used for private or individual study--too much peer interaction built into the lessons. There were no pronunciation and vocabulary lessons, and several of the entries were too difficult for their students. Most of them would use it for upper division classes, especially the parts for helping students develop reading skills. Some would use it only as a secondary text or resource. To improve it they suggested adding more examples, vocabulary study and phonetics, more exercises in improving composition weaknesses, use simpler language and less theory, and add illustrations to complement the abstractions and aid understanding.

Reference Guide to English was found to have many strengths. It addressed well, especially for non-native speakers, the common and usually neglected writing problems. The information was clear, basic, and easy to understand. The coverage was comprehensive and thorough. Information was easy to locate. Its weaknesses included insufficient facts and support to validate its assertions. A few parts were too difficult for lower division students. The idioms, figurative language, and levels of usage information was unsatisfactorily treated. as was application of the language features being taught: i.e., using it in composition and speaking. Two evaluators felt they could use it as a text for upper division students, especially English majors, but the others would restrict it to a reference manual for the teacher's use. It could be improved by adding more examples and exercises, especially longer discourse assignments.

New English Course with which they were familiar was strong in listening practice, especially with the cassettes accompanying the printed text. Vocabulary work was good. It was considered functional for small classes and individualized study, and had a student-centered approach which they liked. It was weak, however, in speaking opportunities. The characters and situations, relationships and locales were confusing, superficial, meaningless trivia, and seemed addressed to young teenagers, not high school seniors or college freshmen. The cultural content was too restricted, and little formal language was included. Thus it was boring and monotonous after the first few lessons--the rest were more of the same. It requires a native-speaking teacher, and limited itself too much to a single language skill. Only one would consider adopting it for her classes.

two others would if all their students were planning to go to the United States, but the rest would not consider it. To improve it they would correct all the weaknesses stated above and reduce the confusing number of characters which detracted attention from the lesson into detective work in an attempt to sort out all the relationships.

The Grammar Handbook had simple, clear, basic, and thorough explanations especially helpful for the non-native speaker's learning. The exercises promote inductive thinking. It is good for helping the EFL student edit his writing. The size and layout of the text was appreciated. However, it was very weak in helping one in rhetoric and composition, or to study the structural aspects of English, and the contents were considered too elementary for college freshmen--better for lower high school grades. Teachers with what we call basic, language-lab, or remedial classes for freshmen would accept this book as a text for these classes, but not for regular EFL classes. To improve the text they suggested including a variety of levels of English, incorporating lessons on idioms, figurative language; and this is the only text any of the evaluators recommended offering a teacher's manual to accompany the text--one especially designed for the non-native teacher.

The PRC teachers who evaluated these texts differed little in substance from those evaluators used in America. The difference was in degree. This was their first look at all but one of the American textbooks, and their first experience at formal evaluation of textbooks while their American counterparts had evaluated many texts previously and had also used some of the texts in this study so they

had intimate acquaintance with them. Perhaps the area where the two groups differed most was is adoptability. The PRC teachers were much less ready to select the texts for their classes than were those who had experienced American education. They did not reject them because they already had better texts. They do not. But these eight met neither their needs nor ideals. They looked for more cultural material; the Americans for less biased cultural content. The American evaluators, like the texts, had a narrower view of purpose, primarily academic and assimilation, while the Chinese focused on international communication anf multi-cultural information. A final difference existed in the hidden or implicit agenda. The PRC's goals of education which textbooks must serve are their modernization goals including making loyal, virtuous citizens, raising China's role in the world, and improving the people and the nation. The American implicit agendas seem to have environmental and sociological issues: the one on people; the other on things which difference reflects somewhat the major cultural distinction between the Oriental concern with relationships and the Western concern with utilitarianism and materialism. A review of the conclusions reached from this study and recommendations will conclude this study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

To suggest specific reforms aimed at improving particular textbooks in general is both necessary on a continuing basis and a responsibility all educators share. The task of collecting, selecting, evaluating, and integrating the wealth of information and materials needed to appraise the relctive quality of ESL/EFL texts is arduous and complex. Evaluation of texts does not produce perfect textbooks but enhances the process of striving for the ideal. Too many variables are involved. Not only does each class situation differ from place to place and year to year, but also the standards selected for measuring quality shift as social, political, economic, and cultural concerns and values change. Becoming an international language requires such diversity and flexibility. The example of Latin examplifies what happens to a language when it fails to meet the changing needs of its users. Latin became the international language, but its inflexibility also helped it become a dead language. Stability in language is synonymous with rigor mortis.

Evaluation of textbooks depends heavily upon the professional judgment of the persons doing the evaluation and the circumstances under which it is carried out. "Professional judgment, founded on understanding of the rationale of language teaching and learning and

backed up by practical experience, lies at the base of the evaluation procedure. The best resource and recourse is to rely on specialists--the teachers in the classroom with EFL clients serving as primary focus and source" (Cunningsworth 74).

The evaluators participating in this study combine two essential ingredients for the task: a great variety of classroom experience and professional training in second language learning and teaching--more practical than theoretical. Their work may help fill a void Shane claims exists: "Few if any guidelines and suggestions to publishers about the nature of materials to select for multi-cultural education are available" (281). The results of this study limited to a sampling of eight ESL/EFL textbooks may reveal as much about American textbooks in general as about those few under scrutiny. Accomplishing that could initiate pertinent guidelines to fill that void. Likewise, how they can be improved in quality for use by a broader audience might make the job of teaching ESL/EFL more an of art as it should be. That there is room for improvement is evident from scanning the literature and listening to the ESL/EFL teachers. Criticism of materials made by others this study substantiates and reinforces. Hubbard believes that the discipline needs a text which provides up-to-date and clear-cut principles and approaches to ESL/EFL teaching for native English-speaking teachers as well as the majority of EFL teachers worldwide who are non-native English-speaking teachers; a text which is usable, practical, and adaptable to a variety of methods and classroom situations. It should be culturally relevant, accurate, and unbiased in content with a multicultural international perspective. It should be comprehensive, accurate, and

clear in its presentation of all facets of the four English language proficiency skills. Its objective should be practical for international use of English as a lingua franca applicable for a variety of purposes, a variety of social-cultural backgrounds and situations--economic, political, as well as academic. ESL/EFL texts too often, he claims, are too academic and too irrelevant for international teachers and students (1).

It seems evident from this study and the literature devoted to ESL/EFL textbooks and materials that the world-wide students' purposes for learning English mentioned earlier must play a crucial role in planning and producing ESL/EFL textbooks. The goal of most ESL/EFL language teaching and learning is to enable students to compete on an equal basis with all EFL students from other nations in the world's affairs whether they attend academic institutions in the United States or not. The vast majority do not. At the same time learning English creates differences which Judd claimed makes teaching English more than an academic exercise; he equates it with a moral activity (15). By merely learning English, or controlling who learns it, and how well it is learned results in developing class distinctions with accompanying political, economic, social, and cultural dominance and privilege (16). This result conflicts with the initial aims for teaching English and with the intent of TESOL's 1987 resolution--"All individuals have the opportunity to acquire proficiency in English while maintaining their own language and culture." Learning English changes both.

Although the major function of language is social communication (Beechhold 13), the result of learning it is power. By age five,

Wells reports, the main purposes for which five year olds use language are representational (exchange information), thirty-four percent of the time; control, twenty-seven percent of the time; procedural thirteen percent of the time; and expressive, ten percent of the time. With age the latter two gradually diminish while control gains most (119). That power to receive or give information and to control via language is at the root of all language learning, whether it is a password, shibboleth, or prestige dialect. St. Augustine wrote in his Confessions that he learned to speak in order to impose his will upon others, and to empower him to gain a measure of control over the circumstances of his life. These same motives for learning a native tongue apply to acquiring a second or third and comes from the realization that the better one can use language, the greater one's potential for exercizing one's will and control over others--people and sometimes things. That premise is at the heart of Freire's Pedagogy of the Oppressed, and China's Open Door policy. Method and content of textbooks, Freire writes, and becoming literate can either free one to be himself and control one's own destiny, to function as a viable part of and within society--local or world-- or it can reinforce a dependent, passive, fringe role which he considers being oppressed (209). One can conclude then that the essential premise upon which ESL/EFL textbooks should build, is their contribution of both language and culture not merely on the education process--it has broader repercussions. Textbooks and the educational process should reveal and explain the sociolinguistic and psycholinguistic issues and the relationships between social, political, economic, and

linguistic variables: how language not only reflects them, but has the power to control and change them.

Mere acquaintance with literacy, however, is not enough. The ability to read leaves one at the mercy of printed words for good or ill written by those skilled at manipulating words (Delattre 60). Unless one learns to think also, to gather evidence for oneself, Delattre continues, to assess arguments, to see relationships between principles, mere literacy can harm more than help (60). Textbooks and teaching should stress these cognitive skills and the power of language as innate in fluency. Farrell insists likewise. "The basics are increasing conceptual abilities and awareness, not spelling, grammar, and diagramming" (43). The ESL/EFL teacher and text need to adopt the Gestalt view of language more than the analytical; which Bloom defines as that complex language behavior which is more than the sum of all its parts (16).

The development of the American school system in the early 1800's brought language into the limelight as an explosive and devisive issue with political, ethnic, social, and economic aspects. Its consequences and power struggles, unfortunately, are still with us. The slavery of the American education system's goal to be a homogenizing/assimilation agent developed in the early 1800's continues and narrows its aims, preventing a holistic approach to educating its people (Bloomfield 36). With this growth of influence came a measure of isolationism internationally, ethnocentricism, and problems domestically and internationally which can be changed by internationalizing its langauge, English, and its vision. Language became and still is in the United States a basis for discrimination

and a target for linguistic genocide (Bloomfield 40). Xiu-bai's caveat that learning a second language requires learning another unique cultural set of assumptions and values, raising the justifiable fear that one's cultural, national, and/or ethnic identity will be lost must be handled discretely. Because language is part of one's personality, behavior, dignity, and culture, any deprecation of one's language: whether social, dialectal, ethnic, or cultural; equates scorn for its user (Bloomfield 41). Linguistic identification uses the dominant language as a standard for measuring worth. English used as an international lingua franca will be used as a standard and subsequently as an agent in changing social class distinctions--dividing the users from the non-users, the in-groups from the out-group (Trovka 24). ESL/EFL textbooks and teachers are the agents in this change--equating both with subversive capabilities. Being a "native speaker" may have more political and sociological overtones than linguistic ones.

When standards for improving ESL/EFL textbooks and language instruction are determined with these parameters in mind, petty parochial problems need subsumtion. Only then will suggestions for improvement have validity. The summary of suggestions stemming from this study are synthesized here without claiming imprimaturship. They are based on and limited to the literature gleaned and the opinions of a score of educators in the United States and The Peoples Republic of China. Their universal application may or may not be valid.

Conclusions

The general conclusion from this study is that though the production and quantity of ESL/EFL textbooks is plethoric, the quality of those examined bordered on inadequate. The material contained in and the pedagogical appraoches to presenting language and culture in these textbooks bears little relation to the language theory and philosophy, the sociological and anthropological research currently available, and the apparent needs and purposes of the teachers and students engaged in learning English as an additional language worldwide. Their philosophical/methodlogical premises and assumptions need change: the content and implicit curriculum should be revised and lend itself to explicit objectives: multicultural, international communication and understanding for a variety of uses including but not predominantly academic; and the text design must be global, i.e., usable/adaptable by both teachers and students who are not native speakers of English and who are not familiar with American or Western culture. Such knowledge should not be a prerequisite to text adoption and optimum utilization.

That English is becoming an international language is undisputed. Quirk and others feel this trend is fortuitous because "English carries less implication of political or cultural specification than any other language" (8). A language with these qualifications has the potential to be more acceptable to and least prejudicial of the greater variety of peoples and cultures. Nida makes a similar observation about Biblical Hebrew in his discussion

of its use relative to the spread of Christianity 2000 years ago (32). Linguists also contend that English is less complex than many languages. That it can be succinct, abrupt, precise is a commonly known attribute as is its potential for offuscation. Many linguists also accept the existence of a universal grammar upon which individual languages are based with idiosyncratic and language-specific features added. The existence of constructs such as the International Phonetic Alphabet lends support to that belief. It would seem that language and grammar study in any language, then, ought to begin with these universal aspects, and only subsequently study the individual deviations of the target language, native or second. Roger Bacon (1214-1294) advocated such a procedure: "He that understands grammar in one language, understands it in another as far as the essential properties of grammar are concerned. The fact that he can't speak, nor comprehend, another language is due to the diversity of words and their various forms, but these are the accidental properties of grammar." Du Marsais (c 1750) wrote: "In a grammar there are parts which pertain to all languages; these components form what is called the general grammar . . . . In addition to these general (universal) parts, there are those which belong only to one particular language: and these constitute the particular grammars of each language." Approaching English or any grammar study in this process would establish a basis for comparing the new language structure in addition to contrasting it with one's native tongue. It is the fundamental logical practice of identifying and learning the new, the unknown, in relationship to the familiar

and known. The same sequence should be followed in presenting culture, and in teaching writing and speaking skills.

Grammar, however, best serves as a minor means toward an end, a concept language textbooks in this study seem to ignore. They resort to another tradition and ideology developed by publishers and teachers through a vicious circle of one training and influencing the other. Grammar out of discourse context and connection, written or oral, as in a vacuum, is empty of meaning. Textbooks that exclude whole discourses lose not only relevance and meaning, but also the ability to motivate the student by focusing on the product instead of the cause and process. Decontextualized discourse, like disembodied spirits, lack substance. Polanyi wrote: "No skill can be acquired by learning its constituent motions separately . . . . isolation modifies the particulars; their dynamic quality is lost . . . and tends to paralyze its performance (126). The problem is not new. Aristotle and Plato's Socrates complained in the fourth century B. C. about rhetoric handbooks whose contents lacked reality, were disjunctive, and atomic analyses of language.

ESL/EFL textbooks have an obligation to present reality, to show the responsibility of language to present culture and thinking. Culture and language are inseparable, Chi reasons. "The relationship of language and culture in bilingual education and ESL classrooms is pervasive. Without this understanding, teachers, administrators, counselors, and psychologists [and textbook publishers] cannot effectively serve their students, nor can they learn how to use the resulting cultural and linguistic richness for the benefit of all students." Trifonovich would add that culture learning is affective,

not cognitive (12). The two are acquired together, not separately. Culture learning is a two-way street. It is not sufficient that the ESL/EFL student learn enough about American culture to enhance an understanding of its people, but both the ESL/EFL student and the American people must learn about other cultures as well. "Two-thirds of the world which currently generates the most . . . problems is precisely the two-thirds of the world about which our people know the least" (Shane 306). ESL/EFL textbooks can offer a media through which this ignorance may be diminished.

Another ignorance which limits a textbook's global use is the implicit assumption that all teachers teaching English are familiar enough with American culture to recognize the cultural nuances, connotative, idiomatic, and figurative use of language in the text necessary to convey that understanding to the students. Among the flaws Soudek cites in current texts is their lack of psychological, social, contextual, cultural, linguistic cue knowledge, which lack results in flat monodimensional productions. They fail to teach how to recognize and adapt these clues, to give explicit advice enabling students to understand the diversity and use changes in register as well as the native speaker does.

A second assumption concerns the student's purposes for learning English. The text's focus needs broadening to include much more than the narrow field of academic pursuit and survival--which lasts a few short years--which may or may not be the immediate nor long-range goal; but which in either case is merely a means toward some other end and not the real reason for learning English--especially the communicative interpersonal aspect of language. The latter should

receive equal billing. To be practical for the widest audience requires a text to serve universal functions, individual needs, collective needs, cognitive needs, and affective needs (Cunningsworth 8). The English language is a global tongue and ought to be taught in global contexts, for global objectives, to foster bilingualism and biculturalism. One final important criterion Cunningsworth stresses overrides all the above: the contents should be intellectually challenging and stimulating to students worldwide.

Recommendations

This study concentrated primarily on looking at ESL/EFL textbooks from two perspectives--the United States and the Peoples Republic of China. What conclusions have been reached about the particular are applied by extension to the general without, it is believed, losing much authenticity. The study's limitations provide the opportunity to continue, broaden, and deepen similar studies in ESL/EFL textbook evaluation. Several areas and topics arise immediately from these limitations. Here we considered the needs and purposes of the teachers and students. One might find enlightening and beneficial an investigation into the same topic from the perspective of those who made the promotion and spread of English worldwide ensue: the business leaders and the political groups whose policies, plans, motivations, ideologies, and objectives led them to their decisions about the use of English for their people. An important concern should be a similar questioning into what anthropology can do and offer which promises to improve language

textbooks and teaching. Perhaps also an interested organization or producer may derive valuable insights and help from an effort to gain an international concensus on standards, criteria, content, and methodology for producing a better, more widely acceptable ESL/EFL textbook. A well-wrought ESL/EFL text requires construction by experts in a variety of disciplines. A collaboration of psychologists, sociologists, and linguists may profit from a combined probe into how a text and teacher can effectively and efficiently present culture through the medium of language learning.

These and other topics one might find raised by this study seem more important and vital to having an accountable competent textbook, teacher, and education system than testing achievement levels on minute particles of language knowledge for occupational or educational admissions and advancement requirements which deal with the administrative apparatus, not the product or process itself; necessitating a reversal of the present practice of making content fit the form--a kind of cart-before-the-horse inanity. Brademas in his "Growing Up Internationally" stresses the need for Americans to become more aware of other nations. His concern is applicable to peoples of other nations as well. "The realities of today's world make it essential that there be a strong international dimension to our educational system from grade school through graduate school" (8). The cultural illiteracy bemoaned by American education's critics, who claim our schools have failed our children, fault the wrong perpetrator. It is not the school system, but the vacuous textbooks; their ephemeral, narrow, shallow, meaningless contents. Educational systems can only accomplish this cultural literacy goal

on a global scale through the efforts of teachers and materials, i.e., textbooks, which have an international scope, which help students become familiar with both their own cultural heritage and with that of their world neighbors' civilizations, peoples, languages, cultures, and value systems beyond their immediate experience (7). ESL/EFL textbooks and classes for all ages are an ideal place to begin whether taught in the United States or abroad.

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APPENDIX A

CUNNINGSWORTH'S EVALUATION CHECKLIST

10 Checklist of Evaluation Criteria

The criteria for evaluation discussed in Chapters 2–8 are summarized here in the form of a checklist of questions to ask about EFL teaching materials. The questions are numbered chapter by chapter.

Some of the points can be checked off either in polar terms (i.e. yes or no) or, where we are talking about *more* or *less* of something, on a gradation from 1 to 5. A straight yes or no answer is required to the questions such as 6.2 'Are there any materials for testing?' However, in many cases such a simple choice would only very inadequately reflect the nature of the course material and there would be a consequent danger of oversimplification. It is, for example, rare for material to assume a wholly inductive or deductive learning process on the part of the learner (for comparison of inductive and deductive learning, see p. 32) and some form of compromise is usually achieved whereby the writer has used both approaches and we, as users, need to know approximately the proportion of one to the other. In this case it would be useful if the reader thought in terms of the relative weighting given to each approach by the materials writer and indicated this descriptively as, for example, in question 4.1.2.

Is the language learning process assumed to be essentially
- inductive
- deductive
- a combination of both?

where the answer may be 'essentially inductive but significant elements of deductive learning'. Alternatively the reader could use a five point scale, and indicate the relative weightings on it:

Inductive	1	2	3 x	4	5
Deductive	1 x	2	3	4	5

Other questions on the checklist cannot be answered in quantitive terms but require an evaluative or descriptive comment. For example,

> 4.3 Comment on the presentation and practice of new lexis (vocabulary). How is new lexis presented (e.g. in word lists, with visuals, in a text)? How is the meaning of new lexis taught (e.g. through context, through explanation, by translation)?

The checklist is intended as an instrument, or a useful tool, for evaluating teaching material. It is not an automatic procedure such as an algorithm that will guide the user progressively towards the 'right' answer. The reason for this is that there are too many variables involved, and many of the variables depend upon the professional judgement of the person carrying out the evaluation exercise. Professional judgement, founded on understanding of the rationale of language teaching and learning and backed up by practical experience, lies at the base of the evaluation procedure.

Chapter 2 Language content

2.1 What aspects of the language system are taught? To what extent is the material based upon or organised around the teaching of:

(a) language form (see 2.2)

(b) language function

(c) patterns of communicative interaction?

2.2 Which aspects of language form are taught?

(a) phonology (production of individual sounds, stress, rhythm, intonation)

(b) grammar (i) morphology
(ii) syntax

(c) vocabulary (lexis)

(d) discourse (sequence of sentences forming a unified whole)

2.3 What explicit reference is there to appropriateness (the matching of language to its social context and function)? How systematically is it taught? How fully (comprehensively) is it taught?

2.4 What kind of English is taught?

(a) dialect (i) class
(ii) geographic

(b) style (i) formal
(ii) neutral
(iii) informal

(c) occupational register

(d) medium (i) written
(ii) spoken

2.5 What language skills are taught?

(a) receptive (i) written (reading)
(ii) spoken (listening)

(b) productive (i) written (writing)
(ii) spoken (speaking)

(c) integration of skills
e.g. note taking, dictation, reading aloud, participating in conversation

(d) translation (i) into English
(ii) from English

Chapter 3 Selection and grading of language items

3.1 Does the material follow
(a) a structural syllabus

(b) a functional syllabus?

3.2 Is the selection and sequence of the language to be taught based on:
(a) an attempt to identify probable student need

(b) the internal structure of the language (*subject-centred approach*)?

3.3 Grading and recycling

3.3.1 Is the grading of the language content
(a) steep

(b) average

(c) shallow?

3.3.2 Is the progression
(a) linear

(b) cyclical?

3.3.3 Is there adequate recycling of
(a) grammar items

(b) lexis (vocabulary)?

Chapter 4 Presentation and practice of new language items

4.1.1 What are the underlying characteristics of the approach to language teaching?
(a) influence of behaviourist learning theory

(b) influence of the cognitive view

(c) a combination of both

(d) other influences (e.g. group dynamics, humanistic education)

4.1.2 Is the language learning process assumed to be essentially
(a) inductive

(b) deductive

(c) a combination of both?

4.2 Presentation and practice of grammar items

4.2.1 Comment on the presentation of new structures (grammar items). How are new structures presented? To what extent is the presentation:
(a) related to what has been previously learned

(b) meaningful (in context)

(c) systematic

(d) representative of the underlying grammar rule

(e) appropriate to the given context

(f) relevant to learners' needs and interests?

4.2.2 Comment on practice activities for new structures. Are they
(a) adequate in number

(b) varied

(c) meaningful

(d) appropriate to the given context

(e) relevant to learners' needs and interests

(f) sufficiently controlled?

4.3 Comment on the presentation and practice of new lexis (vocabulary).
(a) How is new lexis presented (e.g. in word lists, with visuals, in a text)?

(b) How is the meaning of new lexis taught (e.g. through context, through explanation, by translation, through the use of semantic relations e.g. synonymy, hyponymy)?

(c) Is new lexis recycled adequately?

(d) What is the amount of new lexis taught in each unit, text etc.? (This can be expressed as a percentage of new lexis in relation to familiar lexis. See page 40.)

4.4 Is there any systematic attempt to teach the phonological (sound) system? If so, comment on content and method of teaching under the following headings:
(a) Recognition of individual sounds (phonemes)

(b) Production of individual sounds (phonemes)

(c) Recognition and understanding of stress patterns and intonation contours

(d) Production (in appropriate contexts) of stress patterns and intonation contours

Chapter 5 Developing language skills and communicative abilities

5.1 Free production of speech

5.1.1 What activities are there for free production of spoken English?

5.1.2 What is the relative proportion of time devoted to presentation of new language items, to practice of these items, and to free production activities?

5.2 Materials for reading, listening and writing

5.2.1 Comment on the extent and nature of reading texts and accompanying exercises.

5.2.2 Comment on the extent and nature of listening materials and accompanying exercises.

5.2.3 Comment on the extent and nature of writing exercises.

5.3 Integrated skills and communicative abilities

5.3.1 What activities are there for integrating language skills?

5.3.2 What activities are there for communicative interactions and the teaching of communication strategies?
Are they representative of and modelled on the processes that take place in real language use?

5.3.3 Are there any exercises that implicitly or explicitly teach how to combine functional units of language to create discourse and how to recognise the structure of discourse?

Chapter 6 Supporting materials

6.1 Does the course material include the following? If so evaluate usefulness in each case.
(a) visual material
(b) recorded material
(c) examples of authentic language
(d) a teacher's book
(e) an index of grammar items, functions etc.
(f) a vocabulary list (preferably indicating in which unit each word is first used)

6.2 Are there any materials for testing?

6.2.1 If so, are there materials for
(a) entry testing (diagnostic testing)
(b) progress testing
(c) achievement testing?

Are there any suggestions for informal continuous assessment?

6.2.2 Are the tests
(a) discrete item tests
(b) communicative tests
(c) a combination of both?

6.2.3 Do the tests relate well to
(a) the learners' communicative needs
(b) what is taught by the course material?

6.3 Other considerations

6.3.1 Evaluate the degree of support for the teacher and the amount and quality of guidance provided.
(a) Does the material require a high degree of teacher input?
(b) Is the material almost self-sufficient (teacherproof)?
(c) Is it suitable for a teacher who is not a native speaker?
(d) Does it require the teacher to have a native speaker intuition?

6.3.2 Does the material impose any specific physical restraints (e.g. material only usable in darkened room with projection facilities; material requiring regular use of a language laboratory)?

6.3.3 Does the subject matter contained in the course material have any intrinsic interest in its own right (or is it transparently a pretext for language work)?

6.3.4 Evaluate the overall composition of the material (i.e. the relationship of the parts to the whole).

Chapter 7 Motivation and the learner

7.1 Does the material have variety and pace?

7.2 Is the subject matter of reading texts, listening passages, etc. likely to be of genuine interest to the learners, taking into account their age, social background and cultural background, their learning objectives and the composition of the class?

7.3 Are the learning activities in the course material likely to appeal to the learners (taking into account the variables mentioned in 7.2 above)?

7.4 Does the material have an attractive appearance (visuals, layout, typography etc.)?

7.5 Do the activities in the material encourage the personal involvement of the learners in the learning process (e.g. by talking about themselves or finding out about each other)?

7.6 How much responsibility for the learning process is to be assumed by the learners themselves, individually or collectively?

7.7 Is there a competitive or problem-solving element in the learning activities?

7.8 Does the material have a specific cultural setting (e.g. young, trendy, middle-class London) or is it non culture-specific?

7.9 If material is culture-specific, will this be acceptable to the learners?

7.10 Does the material include aspects of British and/or American culture so that language learning is seen as a vehicle for cultural understanding?

7.11 Is the cultural context included only to provide a setting for the content of the material (i.e. is cultural context subordinated to language learning)?

7.12 Does the cultural context of the material guide the learners in perceiving and categorising the social situation they may find themselves in, with a view to helping them to match their language to the situation (i.e. to use English appropriately)?

Chapter 8 Conclusions and overall evaluation

8.1 Briefly state the objectives of the material.

8.2 To what extent is it successful in achieving these objectives?

8.3 Note particular strengths.

8.4 Note particular weaknesses.

8.5 Are there any notable omissions?

8.6 For what type of learning situations is the material suitable?

8.7 For what type of learning situations is the material unsuitable?

8.8 Comparisons with any other material evaluated.

8.9 General conclusion.

APPENDIX B

EVALUATION WORKSHEET A

UNITED STATES FORM

TEXTBOOK EVALUATION WORKSHEET

Evaluator_____

RANK ON A SCALE OF 0 to 4 (0= not at all, 4= extensively) how well you think the textbook presents the following items.

ORGANIZATION, FORMAT, METHOD

1. Identifies, presents, and helps the student hear and pronounce the phonetic differences between English and the student's native sound system. 0 1 2 3 4

2. Identifies these language-specific grammatical features of English words as they differ from the student's native language:

inflectional affixes	0 1 2 3 4
derivational affixes	0 1 2 3 4
tense concepts	0 1 2 3 4
plurality, possession, case	0 1 2 3 4
pronouns and person	0 1 2 3 4

3. Gives about equal coverage to each of the four aspects of language listening, speaking, reading, writing 0 1 2 3 4

4. Identifies and explains the language specific grammatical features of English sentence syntax and semantics in

isolated examples	0 1 2 3 4
extended discourse	0 1 2 3 4
idiomatic and figurative items	0 1 2 3 4

5. Presents language learning in a traditional grammatical manner, or utilizes current acquisition theory and knowledge 0 1 2 3 4

6. Presents examples of various levels of usage with explanations about appropriate situations for using each level

formal	0 1 2 3 4
conversational	0 1 2 3 4
confidential	0 1 2 3 4
other	0 1 2 3 4

7. Approaches language learning from a sepcific method

grammar-translation (parts and rules to usage)	0 1 2 3 4
audio-lingual (pattern memorization/drill to variations)	0 1 2 3 4
Immersion, TPR, silent method (relevance)	0 1 2 3 4
simple to complex, frequency based	0 1 2 3 4
natural and acquisition theory	0 1 2 3 4
other, eclectic	0 1 2 3 4

8. Is the text material presented in a way which is easily adaptable to a variety of academic settings and methods practiced in other cultures. 0 1 2 3 4

CONTENT, VALUES

9. The content presents cultural items in an unbiased inoffensive manner, both implicitly and explicitly, through examples, readings, illustrations 0 1 2 3 4

10. Contents does not stereotype people, social groups, cultural groups, ethnic groups, economic groups, political groups 0 1 2 3 4

11. Content makes unfounded assumptions about
    the student's language knowledge which present obstacles to L2 learning 0 1 2 3 4
    his understanding of grammatical terms 0 1 2 3 4
    his intellectual ability, naivete, acuity (either complimentary or deprecative) 0 1 2 3 4

12. Content, examples, and explanations make unfounded assumptions about
    the teacher's knowledge of English, his teaching ability, his cultural orientation. 0 1 2 3 4

13. Contents assumes the student is well-acquainted with American culture 0 1 2 3 4
    wants to acquire the culture or assimilate into it 0 1 2 3 4

14. How well and accurately does the text introduce American culture to the student? 0 1 2 3 4

ORIENTATION, USEFULNESS

15. What seems to be the text's major emphasis:
    a) personality identity, identification
    b) humanities, the great ideas
    c) technological specialization
    d) social adjustment or reconstruction
    e) developing mental processes
    f) student centered
    g) subject matter centered
    h) literacy or oralacy centered
    i) interdisciplinary

16. What seems to be the text's strengths?

17. What appear as weaknesses in the text?

18. What would you suggest is most needed to be included, changed, or omitted from this text if you were to use it for teaching English to your students?

19. Is this text easily adaptable to your specific educational situation, or does it assume an inappropriate classroom environment and methodology?

APPENDIX C

EVALUATION WORKSHEET B

PEOPLES REPUBLIC OF

CHINA FORM

TEXTBOOK EVALUATION Text Title_____

EVALUATOR_____ Author_____

Rank on a scale of 0 to 4 (0 = not at all, 4 = extensively) how well or how much you think the textbook presents the following language learning items.

ORGANIZATION, METHOD, ORIENTATION

1. Text identifies, presents, and helps the student	
hear and pronounce the English phonetic system	0 1 2 3 4
recognize differences between English phonemes and the student's native phonetic system	0 1 2 3 4
understand the language-specific grammatical features of English	0 1 2 3 4
2. Text content is adequately balanced with	
English forms and structures	0 1 2 3 4
language functions	0 1 2 3 4
oral and aural fluency	0 1 2 3 4
reading and writing competency	0 1 2 3 4
grammar	0 1 2 3 4
vocabulary development and usage in context	0 1 2 3 4
3. Text requires the learner to	
involve self and assume responsibility for learning English	0 1 2 3 4
integrate receptive and productive fluency	0 1 2 3 4
communicate and think in English rather than through translation	0 1 2 3 4
4. Content presents explanations, examples, and exercises in	
isolated items	0 1 2 3 4
extended discourse	0 1 2 3 4
idioms and figurative language	0 1 2 3 4
a variety of social and formal registers and levels	0 1 2 3 4
text-controlled exercises diminishingly sequenced	0 1 2 3 4
inductive learning processes	0 1 2 3 4
deductive learning processes	0 1 2 3 4
problem-solving skills	0 1 2 3 4
creative ability development	0 1 2 3 4
linear sequence and progression	0 1 2 3 4
cyclical sequence and progression	0 1 2 3 4
gradual, thorough presentation of each new language item	0 1 2 3 4
rapid, incomplete presentation of each new language item	0 1 2 3 4

5. The linguistic orientation of the text is

traditional	0 1 2 3 4
structural	0 1 2 3 4
descriptive	0 1 2 3 4
transformational	0 1 2 3 4
generative	0 1 2 3 4
eclectic	0 1 2 3 4

6. The text utilizes

current acquisition theory, practice, and knowledge	0 1 2 3 4
one specific method	0 1 2 3 4
eclectic methodology	0 1 2 3 4

7. What seems to be the text's major emphasis?

personality identification	0 1 2 3 4
the humanities and great ideas	0 1 2 3 4
technological specialization	0 1 2 3 4
social adjustment or reconstruction	0 1 2 3 4
developing mental processes	0 1 2 3 4
student-centered relevance	0 1 2 3 4
subject matter centered	0 1 2 3 4
literacy and oral fluency	0 1 2 3 4
interdisciplinary	0 1 2 3 4
controversial issues orientation	0 1 2 3 4

CONTENT, CULTURE, VALUES

8. Text content is

culture specific	0 1 2 3 4
non-culturally specific (acultural)	0 1 2 3 4
multi-cultural	0 1 2 3 4
culturally unbiased and inoffensive	0 1 2 3 4
non-stereotyping of people, social classes, ethnic groups	0 1 2 3 4
informative enough to provide cultural understanding	0 1 2 3 4
intellectually stimulating	0 1 2 3 4

9. Content requires or assumes teacher to be

a native speaker of English	0 1 2 3 4
an expert in American or British culture	0 1 2 3 4

10. Content assumes the learner wishes to adopt and assimilate into American or British culture 0 1 2 3 4

11. Text is practical for

individual and private learning	0 1 2 3 4
small classes (15 or fewer)	0 1 2 3 4
large classes (30 or more)	0 1 2 3 4

12. What seem to be the text's strengths?

13. What seem to be the text's weaknesses?

14. How adaptable is this text to your specific educational situation and needs?

15. What changes, if any, do you suggest are necessary in order for this text to be useful for your classes?

16. Additional comments about this text you wish to make.

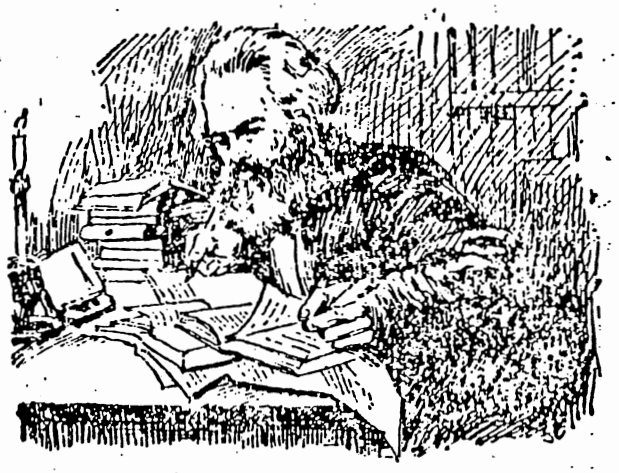
APPENDIX D

HIGH SCHOOL TEXTBOOK SAMPLE LESSON

SENIOR LEVEL

LESSON ONE

HOW MARX LEARNED FOREIGN LANGUAGES



Karl Marx was born in Germany, and German was his native language. When he was still a young man, he was forced to leave his homeland for political reasons. He stayed in Belgium for a few years; then he went to France. Before long he had to move on again. In 1849, he went to England and made London the base

for his revolutionary work.

Marx had learned some French and English at school. When he got to England, he found that his English was too limited. He started working hard to improve it. He made such rapid progress that before long he began to write articles in English for an American newspaper. In fact, his English in one of these articles was so good that Engels wrote him a letter and praised him for it. Marx wrote back to say that Engels' praise had greatly encouraged him. However, he went on to explain that he was not too sure about two things — the grammar and some of the idioms.

These letters were written in 1853. In the years that followed, Marx kept on studying English and using it. When he wrote one of his great works, *The Civil War in France*, he had mastered the language so well that he was able to write the book in English.

In the 1870's, when Marx was already in his fifties, he found it important to study the situation in Russia, so he began to learn Russian. At the end of six months he had learned enough

to read articles and reports in Russian.

In one of his books, Marx gave some advice on how to learn a foreign language. He said when a person is learning a foreign language, he must not always be translating everything into his own language. If he does this, it shows he has not mastered it. He must be able to use the foreign language, forgetting all about his own. If he can not do this, he has not really grasped the spirit of the foreign language and can not use it freely.

WORDS AND EXPRESSIONS

Karl Marx 卡尔·马克思(1818—1883)
Germany ['dʒə:məni] *n.* 德国
native ['neitiv] *adj.* 本国的,本土的
one's native language 本国语;本族语
force *vt.* 强迫,迫使
homeland ['həumlænd] *n.* 祖国
political [pə'litikəl] *adj.* 政治的
Belgium ['beldʒəm] *n.* 比利时
before long 不久以后
base [beis] *n.* 基础;基地,根据地
revolutionary [ˌrevə'lu:ʃnəri] *adj.* 革命的
n. 革命者
limit ['limit] *vt.* 限制,限定

limited ['limitid] *adj.* 有限的
improve [im'pru:v] *vt.* 改善;提高
vi. 改善;增加
rapid ['ræpid] *adj.* 快的,迅速的
progress ['prougres] *n.* 进展;进步
make progress 取得进步
article ['a:tikl] *n.* 文章,论文;冠词
Engels ['engəls] 恩格斯 (Friedrich ['fri:drih], 弗里德里希, 1820—1895)
praise [preiz] *vt.* & *n.* 赞扬,表扬
greatly ['greitli] *adv.* 大大地;非常
encourage [in'kʌridʒ] *vt.* 鼓励
however [hau'evə] *conj.* 然而,可是;仍然
grammar ['græmə] *n.* 语法
idiom ['idiəm] *n.* 成语,习惯用语
follow ['fɔləu] *vi.* 跟随;(表示时间,次序等)接着
keep on (doing something) 继续(做某事);反复(做某事)
works *n.* 著作,作品;工厂
civil ['sivl] *adj.* 国内的
master *vt.* 精通;掌握
situation [ˌsitju'eiʃən] *n.* 位置;形势;情况
Russia ['rʌʃə] *n.* 俄国;俄罗斯
translate [træns'leit] *vt.* 翻译
translate ... into ... 把……译成……
grasp [gra:sp] *vt.* 抓住;领会;(对知识等的)掌握,了解
freely *adv.* 自由地;随意地

NOTES TO THE TEXT

1. When he was still a young man, he was forced to leave his homeland for political reasons. 他早在青年时代,就由于政治原因被迫离开了祖国。

在这个句子中 for 是"因为,由于"的意思。又如:

He was praised for his hard work. 他因为工作努力受到了表扬。

2. He made such rapid progress that before long he began to write articles in English for an American newspaper. 他进步很快,不久就开始用英文给一家美国报纸撰稿。

such ... that (如此……以致) 用来引导结果状语从句。such 修饰的名词可以是单数,也可以是复数。如果是单数可数名词,要在 such 之后用不定冠词。又如:

She is such a good teacher that all of us love and respect (尊敬) her. 她是一位很好的老师,我们都敬爱她。

3. In the years that followed, Marx kept on studying English and using it. 在这之后的几年中,马克思继续学习和使用英语。

that followed 是起定语作用的从句,修饰前面的名词 the years。

keep on (doing something) 继续(做某事);反复(做某事)。又如:

Keep on trying. You'll make even greater pro-

gress. 继续努力，你会取得更大的进步的。

Why do you keep on making the same mistake? 为什么你老是犯同样的错误？

4. *The Civil War in France* 《法兰西内战》

这部著作是马克思受国际工人协会（第一国际）的领导机关"总委员会"的委托而起草的一篇关于巴黎公社的宣言。在巴黎公社失败后两天，即1871年5月30日，马克思向总委员会宣读了这篇用英文写的宣言，获得一致通过，随后立即印成单行本出版。

5. In the 1870's, when Marx was already in his fifties, he found it important to study the situation in Russia, so he began to learn Russian. 在十九世纪七十年代，马克思已经五十几岁了，他觉得研究俄国的形势很重要，便开始学习俄语。

1870's 也可写成 1870s，（读 eighteen seventies）十九世纪七十年代。

in his fifties 他五十几岁时

fifties 是 fifty 的复数形式，在这里指年龄，从五十岁到五十九岁。依此类推，可以说 twenties（二十几岁），thirties（三十几岁），forties（四十几岁），等等。

句中 it 是 found 的形式宾语，真正宾语是不定式短语 to study the situation in Russia；important 是宾语补足语。

6. In one of his books, Marx gave some advice on how to learn a foreign language. 马克思在他的一本书里对于如何学习外语提出了一些建议。

句中 on 是介词，作"关于"讲。不定式短语 how to learn a foreign language 作介词 on 的宾语。

7. He said when a person is learning a foreign language, he must not always be translating everything into his own language. 他说当一个人在学习外语时，不要老是把什么都译成本族语。

这个句子的谓语是由must not和不定式的进行时构成的，表示"不应该……"、"一定不要……"等意思。在must not和不定式之间加上 always，加重了不赞成的语气。又如：

You must not always be talking so much. 你不应该老是讲这么多话。

8. He must be able to use the foreign language, forgetting all about his own. 他一定要能做到在使用外语的时候，完全忘掉本族语。

EXERCISES

I. Answer the following questions:

1. In what country was Karl Marx born?
2. What was Marx's native language?
3. Did he find his English good enough when he got to England?
4. He made rapid progress in English not long after he came to London, didn't he? Give an example.
5. What did Engels do when he found Marx had made rapid progress in his English?

6. How did Marx answer him?
7. Did Marx stop learning English after he had made such progress?
8. In what language did Marx write *The Civil War in France*?
9. When did Marx start learning Russian? Why?
10. How long did it take him to learn Russian well enough to read articles and reports?
11. What advice did Marx give on how to learn a foreign language?
12. How long have you been learning English?
13. What should we learn from Marx in mastering a foreign language?

II. For each word in Column A find a word or phrase of similar meaning in Column B:

A	B
1. force	1. quick
2. homeland	2. make or become better
3. improve	3. much
4. rapid	4. make somebody do something
5. greatly	5. one's native country
6. follow	6. change from one language into another
7. situation	7. come or go after
8. translate	8. condition

III. Translate the following into Chinese and tell what part of speech each italicized word is:

1. We haven't *enough* food for everybody.
2. You can never be careful *enough*.
3. Is the ice hard *enough* to skate on?
4. I've got *enough* to do at the moment.
5. *Enough* has been said on how to learn a foreign language.
6. What time did you get home from *work* yesterday?
7. Our soldiers quickly broke through the enemy's defence *works*.
8. This book is one of the great *works* by Lenin.
9. His father has *worked* in this chemical *works* for over twenty years.

IV. Fill in the blanks with *so ... that* or *such (a* or *an) ... that*:

1. Table tennis is ___ interesting game ___ people all over the world play it.
2. He spoke ___ fast ___ I couldn't follow him.
3. It was ___ warm day ___ they went swimming.
4. The teacher was ___ pleased with Zhao Ming's progress in his English ___ he praised him in class.
5. A TV set can be made ___ small ___ it may be easily placed in a watch.

6. It was ___ good exhibition ___ he went to see it several times.
7. This is ___ important meeting ___ you should attend it.
8. The Frenchman caught ___ bad cold ___ he coughed day and night.

V. Translate the following into English:

1. 这学期汪飞写字有很大进步。(to improve)
2. 他一直工作到七十多岁。(to keep on)
3. 掌握科学是我们青年的一项重要任务 (task)。(to master)
4. 请告诉我如何掌握课文的意思。(to grasp)
5. 李教授对怎样学习数学提出了很好的意见。(to give advice on)
6. 我们家乡不久就要建成一所医院了。(before long)
7. 史密斯先生鼓励他的孩子学德语。(to encourage)
8. 二十世纪八十年代中国发生了很大的变化。(in the 1980's)

VI. Put the verbs in the correct tenses:

Before they ___ (go) to England, Lenin and his wife ___ (translate) a whole book from English into Russian. They ___ (think) they ___ (master) the English language quite well.

After arriving in London, however, they ___ (find) they ___ (can, not understand) the people there, and nobody ___ (understand) them. This

___ (force) them to learn spoken English from the beginning. They ___ (start) going to all kinds of meetings. At the meetings, they ___ (sit) or ___ (stand) in the front and carefully ___ (watch) the speakers' mouths. They ___ (try) hard to grasp the spirit of the speeches (演讲). They ___ (go) very often to Hyde Park (海德公园)to listen to people speaking freely on the situations at home and abroad(国外). Lenin ___ (show) great interest in listening to them and ___ (learn) a great deal of spoken English in this way.

Some time later, from a newspaper, Lenin ___ (learn) that two Englishmen ___ (want) to exchange(交换) lessons. Before long Lenin ___ (get) in touch (连系) with them. He ___ (teach) them Russian and they ___ (teach) him English. Lenin ___ (keep) on studying with them for some time, and ___ (find) his spoken English greatly improved. In this way Lenin ___ (make) rapid progress in his English study.

VII. Read the following passage and put it into Chinese:

Once Lu Xun spoke to the youth about the study of foreign languages. He said:

"You must not give up studying foreign languages for even a day. To master a language, words and grammatical rules are not enough. You

must do a lot of reading. Take a book and force yourself to read it. At the same time, consult dictionaries and memorize grammatical rules. After reading a book, it is only natural that you won't understand it all. Never mind. Put it aside and start another one. In a few months or half a year, go over the first book once again; you are sure to understand much more than before ... Young people have good memories. If you memorize a few words every day and keep on reading all the time, in four or five years, you will certainly be able to read works in the foreign language."

youth [ju:θ] *n.* 青年
grammatical [grə'mætikəl] *adj.* 语法的
consult [kən'sʌlt] *vt.* 查阅
memorize ['meməraiz] *vt.* 记住
natural ['nætʃrəl] *adj.* 自然的
Never mind. 不要紧。
aside [ə'said] *adv.* 在一边

LESSON TWO

AT HOME IN THE FUTURE

A medical examination without a doctor or nurse in the room? Doing shopping at home? Borrowing books from the library without leaving your home?

These ideas may seem strange to you. But scientists are working hard to turn them into realities.

Let us suppose we can visit a home at the end of this century. We will visit a boy named Charlie Green. He is not feeling well this morning. His mother, Mrs Green, wants the doctor to see him. That is, she wants the doctor to listen to him. She brings a set of wires to Charlie's room. These wires are called sensors. She places one sensor in his mouth and one on his chest. She puts another one around his wrist and one on his forehead. Then she plugs the sensors into a wall outlet. She says the code "TCP". This means "telephone call placed." A

APPENDIX E

PUBLISHER'S TEXTBOOK EVALUATION FORM

Criteria for Evaluating an English as a Second Language Text for students ages 10–17

The following criteria have been developed to aid state and local educators in evaluating competing English as a Second Language texts. This comprehensive listing derives from study of criteria by academicians, state agencies, school districts, and publishing companies. The result is a listing of criteria that will indicate both the strengths and the weaknesses of an English as a Second Language text.

Individual texts should be judged on each criterion and a score assigned on a scale of 0 to 4. Give a score of 0 if a book fails to meet a criterion, or if its treatment is unsatisfactory or weak. If a criterion is fulfilled in an excellent manner, score a 4. Ratings of 1, 2, and 3 allow the evaluator to make judgments that fall between weak and excellent.

After scoring all criteria, tally the scores; then transfer them to the English as a Second Language Comparison Sheet. When all the programs and scores are entered, English as a Second Language texts may easily be compared.

Name of Text _____

Publisher _____ Copyright date _____

I. General Observations

Scale:
0 = weak
4 = excellent

1. The authors have considerable classroom experience in teaching English as a Second Language.	0	1	2	3	4
2. The appearance, organization, and design of the texts contribute to student enjoyment and motivation.	0	1	2	3	4
3. The way in which English is presented is appropriate for the age of the student.	0	1	2	3	4
4. A complete, multi-level program with necessary ancillaries is provided.	0	1	2	3	4

Section I TOTAL _____

II. Content

Scale:
0 = weak
4 = excellent

1. Lessons follow a consistent pattern so students always know what to expect. 0 1 2 3 4
2. Vocabulary includes those words students need for basic communication in English. 0 1 2 3 4
3. There is careful control of the rate of introduction of new material to avoid student frustration. 0 1 2 3 4
4. Pronunciation guidelines are included. 0 1 2 3 4
5. Cultural information in the program offers students a background for understanding cultural patterns relevant to everyday life in the United States. 0 1 2 3 4
6. Ample review materials are provided. 0 1 2 3 4

Section II TOTAL _____

III. Skills

1. The required vocabulary for every lesson is introduced in a clearly indicated section. 0 1 2 3 4
2. Vocabulary words are introduced with pictures wherever possible to help students think more directly in English. 0 1 2 3 4
3. Visuals used to introduce vocabulary clearly communicate word meanings. 0 1 2 3 4
4. Vocabulary is always practiced using known grammar. 0 1 2 3 4
5. Grammar structures are presented in a sequence that enables students to speak English right from the start. 0 1 2 3 4
6. The introduction of grammar structures is carefully paced. 0 1 2 3 4
7. Grammar structures are explained simply with clear examples, then practiced using known vocabulary. 0 1 2 3 4
8. Careful attention to each of the four language skills—listening, speaking, reading, and writing—provides the integrated experience necessary to developing an ability to understand, speak, read, and write English. 0 1 2 3 4
9. English sounds, sentence stress, rhythm, and intonation are treated systematically. 0 1 2 3 4

Continued →

Scale:
0 = weak
4 = excellent

10. Through various types of conversation practice, students are led toward independent speech in English. 0 1 2 3 4

11. Through guided writing exercises, students are gradually led toward independent written expression. 0 1 2 3 4

Section III TOTAL _____

IV. Management/Assessment

1. Objectives for each lesson are clearly defined. 0 1 2 3 4

2. The management system of the program is described in teacher materials. 0 1 2 3 4

3. Teacher materials include techniques for presentation, drill, and review, along with instructions for use of the ancillary materials. 0 1 2 3 4

4. The testing program includes both placement and book tests with directions for their use. 0 1 2 3 4

Section IV TOTAL _____

V. Student Text

1. Subject matter in the student text deals with situations that are relevant to students' lives. 0 1 2 3 4

2. Vocabulary is introduced wherever possible with visuals that communicate word meanings clearly and directly. 0 1 2 3 4

3. The program includes unlabeled charts and/or pictures that provide a visual stimulus for oral language development. 0 1 2 3 4

4. Provisions for frequent self-testing are included. 0 1 2 3 4

5. The student text contains a cumulative vocabulary list keyed to the lesson in which each word is taught. 0 1 2 3 4

6. Grammar summaries, verb charts, and/or similar helpful information is included in the student text. 0 1 2 3 4

Section V TOTAL _____

Continued on back page.

VI. Teacher's Edition

Scale:
0 = weak
4 = excellent

1. Practical page-by-page suggestions for teaching the lesson, including enrichment activities, are provided.	0	1	2	3	4
2. Suggestions for adapting lesson material to peer and small-group work are included.	0	1	2	3	4
3. Teacher materials contain full-size reproductions of student text pages.	0	1	2	3	4
4. Answers to student text exercises are included in the teacher materials.	0	1	2	3	4
5. Lesson exercises are keyed to related material in the ancillaries.	0	1	2	3	4
6. Answers are included for student text exercises and tests and for workbook exercises.	0	1	2	3	4
7. Reproducible tests, answers, and techniques for testing are offered in the teacher materials.	0	1	2	3	4
8. Enrichment and reinforcement material for teaching culture is contained in the teacher materials.	0	1	2	3	4

Section VI TOTAL _____

VII. Supplementary Materials

1. Additional skills practice is offered through supplementary workbooks coordinated with the student text.	0	1	2	3	4
2. Taped materials include vocabulary and pronunciation exercises, conversation practice, and listening comprehension, at all levels.	0	1	2	3	4

Section VII TOTAL _____

This Criteria for Evaluation form comes to you as a special service of Scott, Foresman and Company. We trust that you will find it to be a useful aid in the important task of text selection. Forms are also available in other subject areas. For copies, write to your nearest Scott, Foresman regional office.

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APPENDIX F

TESL METHODOLOGY TEXTBOOK EVALUATION FORM

THE CHECKLIST

	Excellent	Good	Adequate	Weak	Totally lacking
	4	3	2	1	0
The Textbook					
a. Subject matter					
1. Does the subject matter cover a variety of topics appropriate to the interests of the learners for whom the textbook is intended (urban or rural environment; child or adult learners; male and/or female students)?					
2. Is the ordering of materials done by topics or themes that are arranged in a logical fashion?					
3. Is the content graded according to the needs of the students or the requirements of the existing syllabus (if there is one)?					
4. Is the material accurate and up-to-date?					
b. Vocabulary and structures					
1. Does the vocabulary load (i.e., the number of new words introduced every lesson) seem to be reasonable for the students of that level?					
2. Are the vocabulary items controlled to ensure systematic gradation from simple to complex items?					
3. Is the new vocabulary repeated in subsequent lessons for reinforcement?					
4. Does the sentence length seem reasonable for the students of that level?					
5. Is the number of grammatical points as well as their sequence appropriate?					
6. Do the structures gradually increase in complexity to suit the growing reading ability of the students?					
7. Does the writer use current everyday language, and sentence structures that follow normal word order?					
8. Do the sentences and paragraphs follow one another in a logical sequence?					
9. Are linguistic items introduced in meaningful situations to facilitate understanding and ensure assimilation and consolidation?					
c. Exercises					
1. Do the exercises develop comprehension and test knowledge of main ideas, details, and sequence of ideas?					
2. Do the exercises involve vocabulary and structures which build up the learner's repertoire?					
3. Do the exercises provide practice in different types of written work (sentence completion, spelling and dictation, guided composition)?					
4. Does the book provide a pattern of review within lessons and cumulatively test new material?					
5. Do the exercises promote meaningful communication by referring to realistic activities and situations?					
d. Illustrations					
1. Do illustrations create a favorable atmosphere for practice in reading and spelling by depicting realism and action?					
2. Are the illustrations clear, simple, and free of unnecessary details that may confuse the learner?					
3. Are the illustrations printed close enough to the text and directly related to the content to help the learner understand the printed text?					
e. Physical make-up					
1. Is the cover of the book durable enough to withstand wear?					
2. Is the text attractive (i.e., cover, page appearance, binding)?					

	4	3	2	1	0
3. Does the size of the book seem convenient for the students to handle?					
4. Is the type size appropriate for the intended learners?					
The Teacher's Manual					
a. General features					
1. Does the Manual help the teacher understand the rationale of the Textbook (objectives, methodology)?					
2. Does the Manual guide the teacher to any set syllabus for that level?					
3. Does the index of the Manual guide the teacher to the vocabulary, structures, and topics found in the Textbook?					
4. Are correct or suggested answers provided for all of the exercises in the textbook?					
5. Is the rationale for the given sequence of grammar points clearly stated?					
b. Type and amount of supplementary exercises for each language skill					
1. Does the Manual provide material for training the students in listening and understanding the spoken language?					
2. Does the Manual provide material for training the students in oral expression?					
3. Does the Manual suggest adequate and varied oral exercises for reinforcing points of grammar presented in the textbook?					
4. Does the Manual provide drills and exercises that enable the teacher to help the students build up their vocabulary?					
5. Does the Manual provide questions to help the teacher test the students' reading comprehension?					
6. Does the Manual provide adequate graded material for additional writing practice?					
c. Methodological/pedagogical guidance					
1. Does the Manual help the teacher with each new type of lesson introduced?					
2. Does the Manual provide suggestions to help the teacher review old lessons and introduce new lessons?					
3. Does the Manual provide practical suggestions for teaching pronunciation and intonation?					
4. Does the Manual provide suggestions to help the teacher introduce new reading passages?					
5. Does the Manual provide guidance to the teacher for introducing various types of written work?					
6. Does the Manual provide guidance to the teacher for evaluating written work and identifying the students' most serious mistakes?					
7. Does the Manual advise the teacher on the use of audiovisual aids?					
d. Linguistic background information					
1. Does the Manual provide contrastive information for the teacher on likely pronunciation problems?					
2. Are English vocabulary items and English structures well explained?					
3. Are lists of cognate words (true and false cognates) provided for the teacher?					
4. Does the Manual provide information on grammar to help the teacher explain grammatical patterns presented in the lessons and anticipate likely problems (i.e., data from contrastive analysis and error analysis)?					

APPENDIX G

ESL DEPARTMENT'S EVALUATION FORM

CALIFORNIA STATE UNIVERSITY,

FULLERTON

GUIDELINES FOR EVALUATING ESL TEXTS AND MATERIALS

1. AUTHORS
   a. Include experts in second language research?
   b. Classroom teachers included?
   c. Writers for several levels and audiences (children, adults)?

2. PHILOSOPHY
   a. Agree to "no one best way" to teach given concepts?
   b. Belief in a specific methodology?
   c. Belief in an eclectic, balanced program?

3. PHYSICAL ASPECTS
   a. Books and materials of appropriate size?
   b. Is type clear?
   c. Grade designations avoided?
   d. Binding or construction sturdy?
   e. Paper of good quality?
   f. Illustrations
      1. Proximate to text reference?
      2. Stimulate discussion?
      3. High art standards?
      4. Multi-ethnic?
      5. Clear?

4. LITERARY QUALITY
   a. Style?
   b. Imaginative?
   c. Variety, including action, humor, adventure, etc.?
   d. Includes social studies and science topics?

5. CULTURAL DIVERSITY
   a. Content multi-ethnic?
   b. Promotion of positive attitudes?

6. RANGE OF ABILITIES
   a. Provision for range in abilities?
   b. Diagnostic and prescriptive materials?
   c. Enrichment activities?

7. TEACHER'S MANUAL
   a. Range and variety of suggestions for lesson plans?
   b. Activities to introduce new words and concepts?
   c. Suggestions for word-attack techniques?
   d. Review of previously acquired skills?
   e. Synopsis of student text for teacher convenience?
   f. Suggestions for meeting differing levels of ability?
   g. Index of skills?
   h. Suggestions for enrichment activities?
   i. Sequential development?
   j. Provision for assessment and diagnosis?
   k. Suggested daily lesson plans?

8. SKILLS PROGRAM
   a. Structure
      1. Sequencing of materials?
      2. Adequate explanation?
      3. Variety of drills and activities?

   b. Vocabulary
      1. Planned introduction of new words?
      2. Adequate repetition of new words?
      3. Multiple meaning and multiple referent words explained?

   c. Reading comprehension skills
      1. Literal recal and understanding?
      2. Analytical comprehension?
      3. "reading between the lines"?

   d. Writing
      1. Letter formation?
      2. Sentence level?
      3. Sentence combining?
      4. Paragraph development?
      5. Composition?

   e. Study skills
      1. Help with locating skills (skimming, scanning, using titles), locating information, finding main idea and support?
      2. Help with dictionaries, encyclopedias, reference books?
   3. 3. Help with charts, maps, graphs, tables?
      4. Help with subject content areas, variety of genres?

   f. Oral skills
      1. Systematic teaching of pronunciation, intonation, rhythm?
      2. Oral language production?
      3. Oral reading, including verse choir, dramatisation, role play?
      4. Sequentially developed oral language program?
      5. Encouragement of oral expression?
      6. Based on pupil's experience?

   g. Review program
      1. Practice for each skill introduced?
      2. Skill teaching spiral or intensive?

9. FOLLOW-UP ACTIVITIES
   a. Correlated to original presentation?
   b. Directions easily understood?
   c. Provides ample practice of skills?

10. TESTING
   a. Provides informal tests, checklists, vocabulary lists?
   b. Provides diagnostic and achievement tests?
   c. Provides norms?

APPENDIX H

ESL TEXTBOOK EXPLOSION

"The ESL Textbook Explosion: A Publisher Profile,"
by Pearl Goodman and Satomi Takahashi.

TESOL Newsletter
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CURRENT NUMBER OF TEXTS AND PUBLISHERS COMPARED TO TWENTY-NINE TEXTS AVAILABLE TWENTY YEARS AGO.

Skills	Total	Addison-Wesley	Alemany Press	Cambridge University	Delta Systems	Easy Aids	Harcourt Brace*	Harper & Row*	Heinemann	Heinle & Heinle	Holt, Rinehart & Winston*	Lingual House	Linmore	Longman	McGraw-Hill	Macmillan	Minerva	National Textbook Co.*	Newbury House	Oxford University	Pergamon	Prentice-Hall	Pro Lingua	Random House*	Regents	Scott, Foresman	Thomas Nelson & Sons	University of Michigan*	University of Pittsburgh
Reading (incl. Readers)	558	7	2	10			19	4	82	2	7		2	168	16	29	2	5	16	19	13	44	3	4	80		20	3	1
E S P	177	1	2	3					2				1	10	13	19	1	13	1	13	33	16			34		13		
Composition/Writing	121	3	3	2			4	3		5	10			6	4	9		13	10	1	2	23		5	3	1	7	3	4
Grammar	111	2		2			6				3			5	9	12	1	3	8	6		24	2	4	9		6	5	4
Conversation	91	5	1	7			5	1		3				7	1	2	2	4	9	3	6	11		4	12		5	1	2
Basal Texts	86	8	3	2	2		2		1	2	3			3	4	2		6	6	2	6	9			12	3	7	3	
Listening Comp.	60	3	1	2				1	2		1	6		5	1	1		1	6		9	7		4	3		5	2	
Duplicating Masters/ Visuals	35	3		1		20												5		1	5								
Testing	33	1	3												7				4		4	1			1		12		
American Culture/ Citizenship	33	1	6	1				4										16			1	3			1				
Vocabulary	30		3					1			1			1	2			6	2	6		3	1		2		1	1	
Dictionaries	30													9	1	1	2	2		8	2				1		4		
Computer Software	29										2				1	1		1							24				
Pronunciation	23		2	5							1				1	1			1		1	7						2	2
Games	21		5	1					1		1				1			1			6		2		1		2		
Idioms	20		1					2		1					1		2	2	3	1		1			4		1	1	
Video	20									3				4					1		1	1					10		
English thru the Arts	10											1		1	1	2		1		2					2				
Spelling	5														2			1				1							1
GRAND TOTAL	1493	34	32	36	2	20	36	16	88	16	29	7	3	219	65	79	10	80	67	62	89	153	8	21	189	4	93	21	14

*Publisher lists two or three titles in two skill areas rather than one.

TN 4/87

APPENDIX I

ESL STUDENT ESSAY SAMPLES

FIRST DRAFTS

Written examination is more important than oral examination in China. Perhaps it is the traditional educational system of our country. It is quite different from America. Chinese middle school students have got used to that. Before examination, no matter it is important (such as entrance examination to the colleges or universities), or unimportant (such as middle term exam and final term exam), students will try their best to get good preparation. But why some of the students can success easily and some of them fail sadly: I would rather analyse why students fail than why students success.

Before one or two weeks of examination, teacher tell the students how to prepare the examination, what the students will be examined. Some of the students begin to be nervous. Because they don't study well in the class. They never listen to the teacher carefully and patiently. They never do what the teacher asks to do. They don't know how to prepare, what they should prepare. It seems everything is new for them. They just kill the time of one or two weeks. They are calm in their faces, but they are frighten in their hearts. They are afraid of giving up revision, Because they are forced to study by their parents. So if they fail, they will be beaten or driven out of the family.

It seems that a family inhabited the boat. On the second to the third line, "children a male adult and a female adult" suggests so, and three sets of fishing gear and adult-sized fins shows the fact that the family consisted at least of four; father, mother, adult child, and small child. It would be a warm, vital, lively family. The oldest child who was probably supposed to be male, and over seventeen or eighteen would have helped his parents alot. On the contrary, other children might be very young, who scattered clothes in the cabin and who might have promoted the boat to be damaged.

Judging from the appearance of the boat, it must have been much damaged. That may be partly explained by the fact that the children did not care whatever the boat would be like when they were playing or that they used the boat so many times, however, it's probably because that something happened to the boat. They took trips mainly between Hawaii and San Francisco Bay as the maps show. Those kind of trips do not seem to be hard to get so much damage, and as the statements says that "steering wheel is tied into position with a rope", "a two foot portion of the starboard . . . broken", we can imagine that an accident happened. According to my guess, the boat hit the other big boat. Therefore the boat got out of control so that they had to tie the steering wheel with a rope. There are a lot of things left in the boat; fins, clothes, mask glasses, novel and so on, as if they were leading usual life to the last minute before they got out of the boat.

The fishing boat was thirty miles off the coast. The spot where the boat was would be lonely, quiet, vast, and can see nothing. After the accident, they immediatly transfered to the other big boat which hit their boat.

VITA

Ralph Hubert Skov

Candidate for the Degree of

Doctor of Education

Thesis: AN INVESTIGATION INTO TRENDS, PHILSOPHICAL PREMISES, AND METHODOLOGIES IN TESOL POST-SECONDARY TEXTBOOKS WITH COMPARATIVE EVALUATION FROM THE PERSPECTIVE OF THE PEOPLES REPUBLIC OF CHINA.

Major Field: Curriculum and Instruction

Biographical:

Personal Data: Born in Denver, Colorado, September 12, 1928, the first son and second child of Bunde and Clara Skov. Married to Marie F. Marostica on February 13, 1955.

Education: Graduated from St. John's Academy, Winfield, Kansas in May 1946; received an Associate in Arts from Northeastern Junior College, Sterling, Colorado in May 1948; received a Bachelor of Arts Degree from Valparaiso University, Valparaiso, Indiana in June 1951; received a Master of Education Degree in school administration from the University of Nebraska, Lincoln, Nebraska in August 1962; Received a Marter of Arts Degree in English from the University of Nebraska in August 1971; received a Lutheran Teachers Diploma from Concordia Teachers College in Seward, Nebraska in July 1979. Additional graduate coursework received at the University of Colorado, Boulder; the University of Denver, Denver, Colorado; the University of Arizona, Tucson; the Univeristy of Texas, Austin; Wichita State University, Wichita, Kansas; and Kansas State University, Manhattan; and comoleted requirements for the Doctor of Education Degree at Oklahoma State University, Stillwater, in May 1988.

Professional Experience: Teacher and coach at: Iliff High School, Iliff, Colorado 1952-1955; Montrose High Shool, Montrose, Colorado 1955-1956; Denver Lutheran High School, Denver, Colorado 1956-1958; Concordia Teachers College Training High School, Seward, Nebraska 1958-1966; New Braunfels, ISD High School, New Braunfels, Texas 1966-1070; Holyoke High School, Holyoke, Colorado 1970-1976.

Served as athletic director, assistant professor of English, coach, and assistant director of development at St. John's College, Winfield, Kansas between 1976-1984; associated teaching asssistant at Oklahoma State University 1984-1986; teacher and coach at Garden City High School, Garden City, Kansas 1986-1987; director of EFL teaching team and teacher of EFL at Henan Teachers University, XinXiang, Henan, the Peoples Republic of China 1987; Director of ESL Program and professor at Christ College, Irvine, California 1987 to the present.

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