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An analytic instrument for use in the selection and evaluation of E.S.L. (English as a second language) textbooks.

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LA THÈSE A ÉTÉ MICROFILMÉE TELLE QUE NOUS L'AVONS REÇUE
AN 'ANALYTIC INSTRUMENT' FOR USE IN THE SELECTION AND EVALUATION OF E.S.L. (ENGLISH AS A SECOND LANGUAGE) TEXTBOOKS

by

Elizabeth Susan Anne Strutt

A thesis
Submitted to the Faculty of Graduate Studies through the Faculty of Education in Partial Fulfillment of the requirements for the Degree of Master of Education at
The University of Windsor

Windsor, Ontario, Canada

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DEDICATION

I would like to dedicate this study to my family and friends who have had to contend with my lengthy preoccupation with its completion. Without the encouragement and support of these individuals, finishing this study would have been much more difficult.

In addition, I would like further to dedicate this study to one more group of individuals. I would like to recognize and dedicate this study to the many New Canadians that I have had the pleasure of teaching, and above all the greater pleasure of learning from them.

Elizabeth Susan Anne Strutt 1983
ACKNOWLEDGEMENTS

In the last four years I have been actively involved in the field of English language instruction and in community program development. In the process, I have had the pleasure of working with a number of excellent professionals and academics in the field of E.S.L. These individuals have provided me with a tremendous amount of assistance, incentive, and support in compiling this study.

I would like to take this opportunity to thank formally all of those who contributed to the successful completion of the 'Analytic Instrument'. I would especially like to recognize the following individuals for the extensive amount of their time and for their invaluable expertise contributed:

Dr. Suzanne Majhanovich
Dr. Michael Awender
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Bette Jean Kasurak
Dr. Harry Nephew
Donna Murray
ABSTRACT

The purpose of this study was to establish and incorporate the key concerns and the distinctive parameters involved in the instruction of 'English as a Second Language' into an effective 'Analytic Instrument'. This evaluative package would then be made available for the assessment of the validity and suitability of Introductory/Elementary level E.S.L textbooks used in the English language classroom.

The issue of evaluation has been receiving a great deal of attention by both educators and researchers alike. An evaluative technique such as the 'Analytic Instrument' developed for this study has been demanded by educators and theorists who concern themselves with evaluating the quality of the English language learning experience.

This study, divided into three parts, included the following: 1) a generalized background in E.S.L. instruction and textbook analysis; 2) the presentation of the proposed 'Analytic Instrument'; and 3) a validation and field-testing of the evaluation technique.

Chapters one through three presented the concerns and issues involved in E.S.L. instruction and textbook analysis. These chapters furthermore provided the supportive arguments for including this research material as the foundation of the proposed 'Analytic Instrument'. The investigation involved a concise and comprehensive familiarization of (a) the definition of 'an instructional textbook'; (b) the field of language learning in
general; (c) the implications of textbook analysis; (d) the basic principles of teaching E.S.L.; (e) the needs and nature of those who are studying the language; and (f) the expectations required of a textbook by those who teach the language.

All six of these components are often neglected individually, or in combinations in the process of acquiring suitable teaching materials such as a textbook. The 'politics' of textbook selection often becomes complex, and, in addition, takes precedence over and above the credibility of the materials themselves.

Chapter four introduced the 'Analytic Instrument' in its completed form. Consisting of two hundred and eighty-two questions, it is divided into a needs assessment survey, an analysis of sectional and total tabulations, in addition to five major investigative areas. The areas were comprised of: 1) Content (including listening skills, speaking skills, reading skills, writing skills, and communicative competence); 2) The Process (including grammar, drills and exercises, phonics, vocabulary, pronunciation, and review); 3) Affective Elements (including illustrations, multi-culturalism, Canadian culture, readability, universal concepts, and teacher's manual); 4) Economic and Cosmetic Considerations; and 5) General Considerations (including features which add to the overall language learning process).

The fifth and final chapter discussed the twenty-five field test applications in the development and finalization of the evaluation process. The 'Analytic Instrument' is introduced and evaluated as well as validated in general, and tested
in the context of this study. Recommendations toward implementa-
tion, usage, and areas for further research were system-
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Chapter One

An Introduction

Canada has offered a new home to people from every corner of the earth; a new home free of war, repression and restrictions. As such, she has provided an opportunity for a new start and a new life.

In the last ten years, approximately one and a quarter million immigrants have made Canada their home. (see appendix 1) In the last two years alone, almost sixty thousand Southeast Asian refugees\(^2\) emigrated from their broken and scarred mother countries, to seek refuge and a new opportunity to rebuild their lives in our multicultural nation.

Many of these newcomers were able to exercise their partial or fluent communicative competence with the English language upon reaching the Canadian shores; however, a comparable number of them have had little or no English language training experience. This, coupled with a possible feeling of disorientation towards Canadian culture, brought about by a sudden and somewhat desperate exodus, created a dual barrier toward their need and desire to assimilate into our society and way of life.

The teaching of 'English as a Second Language' (E.S.L.) has become an important part of our educational system. With the increasing demands to accommodate the language and cultural needs of the 'New Canadian', the Ministry of Education in conjunction with the Ministry of Citizenship and
Culture have supported and have attempted to fulfill the request for English instruction classes. Their programs range in size and format to include daily and evening continuing education classes for adults, in addition to the traditional daily classes offered by our public and separate school systems. Due to the current cutbacks of instructors in the school system, a large portion of teachers have returned to university to specialize in the growing fields of education. This retraining provides the opportunity for the teachers to increase their eligibility for maintaining their current assignments as well as securing future openings in their schools. Unfortunately, few have formally retrained themselves in E.S.L. The need for additional E.S.L instructors has increased enormously and the majority of these positions have been filled with retrained 'Special Education Instructors' or with other teachers who have had very little, if any, training or experience in E.S.L. Both teachers and administrators alike did not predict nor appreciate the necessity for proper training for teaching English.

Unfortunately, most of these teachers have encountered serious difficulties as they discover that the Ministry guidelines provide very little, if any, directions regarding the teaching of English as a Second Language.

In addition, Circular 14 seems to have totally disregarded any suggestions for E.S.L. instructional texts or teacher manuals. Many new E.S.L. teachers, while
concurrently teaching and formally retraining themselves through university courses, are forced to resort to a 'trial and error' method of instruction and reference.

As suggested by Abdel-Messih Paoud and Mariane Calce-Murcia:

In any language teaching-learning situation, success depends on giving proper consideration to both human elements, such as the role of the teachers, the nature of the learners, etc., and also to non-human elements such as the textbook, the syllabus, the number of hours allocated to language study, etc. .

Materials play a very important role in the daily instruction of the English Language. The more experienced and formally trained teachers rely jointly on the textbook, and on their own developed expertise of the language teaching field to develop their course outline. Their curriculum designs are the direct result of many years of use and testing in order to fulfill the teacher's expectations of the program, as well as to meet the individual student's needs.

On the other hand, the less experienced E.S.L. instructor, who has not had the opportunity of formal training and/or years of classroom experience, tends to rely almost exclusively on the available textbooks. Unfortunately, these books often become the syllabus of the program and the core of the program's curriculum design.

Instead of a basic, compact utilitarian distillation of knowledge, to be supplemented by other study, the school textbook often becomes the exclusive reading matter for a course for a whole
school year. Indeed, in many cases the textbook is also the teacher's lesson plan. Consequently, the textbook becomes excessively and monopolistically important, and the choice of a textbook takes on the seriousness of a political or medical decision.

As a consequence, the necessity for a sound, well developed textbook to be introduced into the schools for E.S.L. instructors is warranted to an ever larger degree.

The use of textbooks in language instruction must not be underestimated. Today's market introduces a vast spectrum of textbooks of varying context, motifs, usefulness and professional respectability. Likewise, it is extremely difficult, if not impossible, to determine which textbook is the best for each and every teacher and classroom. Both new and established E.S.L. instructors are faced with the often confusing and tedious task of textbook selection; a task which, in most cases, has already been somewhat tailored and censored by material selection committees.

In most subjects and in most elementary and secondary classes 80% of the knowledge to which students are exposed comes from a textbook. That this is the case is regrettable since undue reliance on a single source limits knowledge, understanding, and critical thinking. But this reliance is probably inevitable. What is more unfortunate, and possibly remediable, is the poor quality of most textbooks.

The purpose of this study, specifically, is to establish the exact parameters involved in teaching English as a Second Language, and as an end result, design an 'Analytic Instrument' to decide on the relevance and application of current E.S.L. resource materials. This, of course, would include textbooks.
According to a study prepared by twenty publishers, members of The School Group of the Canadian Book Publisher's Council, Ontario is spending far less on textbooks per pupil than any other jurisdiction in Canada. (see Appendix 2) In the sixties, Ontario held 50% of the market for English Language texts; however, in 1978, their market had decreased to that of only 38%.

Has the area of English Language training been deliberately neglected or have other growing fields of education, such as 'Special Education' taken precedence in material expenditures? The increasing demand for E.S.L. in the school system was not anticipated until the sudden influx of refugee groups in the past few years. As a consequence, the authors and editors of language training textbooks were not prompted to develop current and innovative English Language textbooks. The over-stocked bookshelves in closing schools does not encourage the marketability nor the purchase of new texts. Even with a given need and suitable textbooks, funds are not always available to purchase them.

Due to serious school budget constraints on textbook expenditures, it is essential that 'quality' not 'quantity' of material be sifted out of the surplus of materials floating in school and publisher warehouses. Limitations of one nature or another will persist in impeding teachers and/or administrators from selecting and purchasing choice textbooks, when and if available.
An 'Analytic Instrument' could assist in weeding through the jungle of irrelevant, ineffective and redundant materials; and consequently provide the most suitable textbooks for the individual needs of the teacher, the classroom and the student. This proposed 'Analytic Instrument' will be developed exclusively for the purpose of evaluating the suitability of a textbook in the instruction of Beginner students at the Adult or Secondary School level of education. It will be designed, such that, teachers of varying language learning philosophies and/or methodologies, will be able to assess specific content and curriculum aspects of textbook design according to their own personal preference and/or needs for their classroom.

The use of the 'Analytic Instrument' will be demonstrated in this study and a subsequent field test will be completed. A minimum of twenty-five applications will be made and those testing will then complete a brief personal evaluation of the value of this instrument for material evaluation in the field of E.S.L.

The following questions and issues constitute the main core of this study, and will thus be incorporated into the construction of the discussed 'Analytic Instrument'. They are as follows:

1) What are the specific needs of the New Canadian E.S.L. student?

2) What is the proposed methodology by which these various needs may be met in the educational system?
3) What are the principal elements and theories of language learning involved in the teaching of English as a Second Language?

4) What characterizes the ideal structure of an instructional text in E.S.L.?

5) What available texts fulfill this criteria, and what is their reported effectiveness in the classroom?

In order to understand fully the further implications for the need and design of an 'Analytic Instrument' it is necessary to familiarize oneself with (a) the definition of an 'instructional textbook', (b) the field of language learning in general, (c) the basic principles of teaching E.S.L., (d) the needs and nature of those who seek the knowledge of the English Language, and (e) the expectations required of a textbook by those who teach the language.

All five of these components seem to be neglected individually or as a whole, at one time or another in the process of acquiring suitable teaching materials and aids such as a textbook. The 'politics' of textbook selection is often more complex and, in addition, takes precedence over and above the credibility of the materials themselves.

Recycling redundant material may be the answer to budgetary constraints, yet it may be depriving the students of a high standard of education as it imposes a handicap on the teacher who by choice, or by need, has adopted the text as the core basis for instruction.

Beginning with the 'definition of an instructional textbook', each of the five previously mentioned factors
will be dealt with individually, as they pertain to textbook
selection and evaluation, and of course to the proposed
'Analytic Instrument'.

A) Definition of an Instruotional Textbook

As suggested by the 'Dictionary of Education',
an instructional textbook is: (1) Any manual
of instruction, (2) a book dealing with a
definite subject of study, systematically
arranged, intended for use of a specified
level of instruction, and used as a principal
source of study material for a given course.

The importance of a textbook in the classroom to both
the teacher and the students alike cannot be overestimated.
As quoted earlier, a large percentage of knowledge is
acquired directly from the textbook by the students. It is
a frame of reference in the absence of an instructor, and
is often the basis for the core curriculum in the classroom.

In the E.S.L. classroom, the text generally provides
new vocabulary, exercise, examples, and an introduction to
the Canadian culture and way of life. However, quantity
does not constitute quality of material. If the textbook
does not adequately represent any or all of these areas, it
could present a serious impediment in the language learning
process. This remains especially true if the teacher insists
on basing the course of study completely on the text with
few, if any, supplementary resource materials.

The problem of overdependence on a textbook will be
discussed at length in Chapter Two. It is sufficient at
this point, that one is acutely aware that textbooks play
an implicit role both in the design of curriculum, and in
the structure of English Language training.
B) *Language Learning and Language Theories*

There are six principle language learning theories or methodologies presently involved in the development of curriculum in E.S.L. and in the instruction of E.S.L. They are listed as follows: Grammar-Translation, The Audio-Lingual Method, The Cognitive-Code Learning (which is somewhat related to Grammar-Translation), the Reading Method, The Direct-Functional Method and 'Natural' Language Learning.

An instructor will consciously or unconsciously use one or a combination of the above methods when establishing a syllabus and/or a curriculum guideline for teaching English As A Second Language. Presumably, the teacher will try to choose a text that he/she feels answers the needs of the students and reflects the methodology of language teaching that the teacher is comfortable with.

Let us proceed now to discuss briefly each of the methodologies in part, and isolate the three most popular modes, to be taken into consideration, in the design of the 'Analytic Instrument'.

**Grammar-Translation**

This methodology aims at accumulating an understanding of the grammar of the language, and training the student to write the new language accurately, by regular practice in translating from the native language.\(^9\) The stress is concentrated on the written language almost exclusively. Most
students, quite fluent on paper, are often confused by an address made to them in the target language.

The Grammar-Translation methodology would not work in most E.S.L. classrooms. It is extremely rare that a totally homogeneous group is isolated in one classroom. Even if all the students share the same native language and are studying English as the target language, this methodology leads the student to overdependence on translation and the use of a language reference dictionary. In order for one to become bilingual, one must learn to think as well as speak in the target language. Translation impedes this process.

Communicative skills, by and large, are neglected. Lengthy lists of vocabulary accompanied by extensive grammar instruction constitute the main emphasis of the English Language learning experience.

This classic method, still often referred to, has more recently been set aside for the Audio-Lingual method which, with modifications, has become dominant in the language learning field.

Audio-Lingual Method

The emphasis in this method is on communication. First priority is strictly on verbal fluency, in order to enable the student to function effectively in 'aural-oral' English situations.

There are 'five basic slogans',¹⁰ which were applied as guides for teachers using the linguistic approach to E.S.L. instruction.
They went as follows:

1) Language is speech, not writing;
2) A language is a set of habits;
3) Teach the language and not about the language;
4) A language is what its native speakers say, not what someone thinks they ought to say;
5) Languages are different;

Many of these guidelines have now been seriously questioned as partial truths by experts in the Audio-Lingual field of study. Language, indeed, involves verbal communicative competence, yet also requires adequate written competence. In order to be functional in a red-tape, form-filling society, one must be able to express oneself on paper. Total immersion is effective when teaching children however, adults tend to be very rule oriented and at the theoretical stage they require instruction about the formal rules of the language, as well as the language itself.

Languages do differ from each other, and yet they share numerous similarities in structure, vocabulary and in grammar. Using these likenesses, translation is often resorted to the learning process. However, these five slogans have served their purpose in changing the emphasis on translation in language study.

In the Audio-Lingual method the instructor teaches the language skills in the order of listening, speaking, reading, and then writing. This communicative approach informally stresses vocabulary and structures required on a daily basis for verbal exchange. Reading and writing are merely supportive of what is practised and understood verbally. Pronunciation is stressed as well as audio acuity. Some explanations
of structures and rules are provided; however, the students have already had a chance to practise speaking and applying the English Language in real (meaningful) drills. Students are able to experience a sense of success and achievement after a relatively short period of time. Their lessons are structured, such that they are exposed to material that they will encounter at home, in the community and/or on the job.

The Cognitive-Code Learning Approach

As Carroll (1971) explains:

The term cognitive implies proceeding from mental understanding and awareness to practice from studying a structure, to seeing it used in context. In other words, the term 'cognitive' implies a conscious acquisition of competence followed by a conscious application of the 'competence' in the conscious development of performance skills.

The cognitive method proceeds from the focus on structural forms and functions, to exercises, and then on to reading.

All four skills are taught simultaneously. The student is exposed to the parts that are to be learned and then to the total communicative picture. The cognitive approach could be viewed as the "new-improved" version of the Grammar-Translation methodology. So much so, that at this point it is only fair to introduce the updated Cognitive-Grammatical methodology, which is the complementary union of the two remarkably similar philosophies. The revised Grammar-Translation methodology became the current Cognitive Code.
It retained the grammar analysis of the old methodology but not the translation.

Chastain, a pioneer in the Cognitive Language Learning Approach, proposes the following order for learning:

step one: comprehension of new grammatical concepts which are presented deductively

step two: practice in selection of linguistic forms to fit the context in exercise

step three: the study of reading and listening materials with some opportunity provided for students to produce messages intended to communicate their thoughts to someone else.

The cognitive methodology provides one with a taste of the former formal deductive rule reasoning and memorization, in conjunction with a more updated application of the rules in contextual exercises. This methodology, as well as providing good current practice, fulfills the needs of the adult learner, who has been raised in a rule-orientated motif of education.

The Reading Method

The Reading Method, as with the Cognitive-Code methodology, is somewhat related to the traditional Grammar-Translation method, especially as it concerns the understanding of grammatical rules. The students are required to read the new language, intensively and extensively, with direct comprehension of meaning, without a conscious effort to translate what they are reading.
It involves intense reading, with controlled vocabulary and limited grammar for each reading level that the student strives towards. The teacher controls the level of the student's reading and advances them as required. One would acquire a fairly large passive vocabulary; however, it would not necessarily prepare the student to be able to communicate functionally on a day to day basis. The reading skill, in itself, helps to familiarize the student with literature, with much vocabulary, and to a certain extent, with "spoken" language as portrayed in literary fashion. Oral work is now encouraged in the initial phases of the course under the teacher's supervision. This intensive reading is analytic and involves inference of the meaning of unknown words, grammar instruction and the evaluation of the individual's degree of comprehension. The extensive reading aspect of the course is completed by the students strictly on their own. The student is required to read scores of material, graded at his level, for the purpose of improving his reading ability.

This methodology is sufficient in itself; however, it is essential that a balance of the four language skills must be achieved through other means of instruction. Competent fluency cannot be acquired without the ability to speak, understand, and write English, as well as read it.

The Direct (Functional) Methodology

The Direct (Functional) Methodology is in direct contrast to the Grammar-Translation model. Its purpose is to provide
the New Canadian English language learner with the vocabulary and settings, in order to become 'conversationally functional' in our English-speaking society. The Direct (Functional) Methodology is the updated Audio-Lingual approach.

The Direct approach retained the premise that the emphasis should be on the speaking of the language rather than on the written aspects. Reading and listening skills are concentrated on in order to provide the opportunity for the students to produce messages to communicate effectively. However, the Direct Method as opposed to the Audio-Lingual method does not deal with a lot of analysis and parroting. There is little or no emphasis on the deductive teaching of grammatical concepts. No translation is involved, nor formal grammar. It involves total immersion into the words and culture of the English Language. The familiar settings of the students are the stages from which the students are prompted in their discovery of English. Meanings of words are made clear through pictures, acting or with concrete representations. Meaningful phrases and sentences are encouraged right from the beginning. The material learned in the classroom has implications for the student in his or her everyday life. Each lesson can be taken home and actively applied.

This methodology meets the needs of the adult student who is required to speak English at home, or at work, on a social or business level. It has become known as 'the
Communicative Approach. It is the most popular at the Secondary/Adult level of schooling.

The 'Natural' Language Learning Approach

As a reflection of the name, this mode of language learning involves informal settings, where the students and teachers alike communicate with each other in a very relaxed setting. 'Natural' language learning is a close twin to that of 'Functional' language learning. There must be a deep concern for the needs of the student by the teacher, and a mutual respect of each other:

linguistic abilities are
internalized 'naturally'
that is, without conscious focusing on linguistic forms.

The students seek to learn the language systematically; tapping all the various resources available to them for instruction and practice.

In summary; rarely, if ever, are any of the proposed methodologies of language learning used in isolation. Most instructors lean towards a balance of two or more of the methodologies or philosophies. This has been formally referred to as the 'Eclectic approach'.

The Eclectic Approach

This methodology is a collage of all those previously mentioned. It resembles the philosophy of individualized programming in education in general.
Language learning is dependent on many variables extending from the individual needs of the students, to the availability of appropriate resource materials.

As Palmer (1921) states:

We use each and every method, process, exercise, drill, or device which may further us in our immediate purpose, and bring us nearer to our ultimate goal; we adapt every good idea and leave the door open for all future developments, we reject nothing except useless and harmless forms at work. The multiple line at approach embodies the eclectic principle for it enjoins us to select judiciously and without prejudice all that is likely to help us in our work.

The Eclectic approach seeks the most appropriate method for each individual student, class setting, and/or content matter. The methodology may vary daily, and/or as frequently as with students to student. It enables the instructor to become totally selective in acquiring that which will reap the best harvest.

As demonstrated through the brief descriptions of each of the six 'Language Learning Theories' the complexity of universal textbook selection becomes more striking. That which meets the needs of one language instructor, who follows the 'Functional Approach', may not satisfy the requirements asked of by the teacher who follows the 'Audio-Lingual' approach.

No instructor seems to be fully supportive, passively or actively, of any of the theories in their entirety. Most tend to lean towards one theory more than another, but still consider the possible uses of others under special circumstances.
For the purposes of developing the 'Analytic Instrument', three specific theories will be concentrated on: the Cognitive-Code, the Audio-Lingual and the Direct (Functional) Method. The content evaluation and curriculum aspect of the 'Instrument' will be 'three-fold' in order to provide appropriate frames of reference for the teacher drawn towards one certain philosophy. A fourth consideration will be made in the development of questions for those drawn towards the 'Eclectic' philosophy of teaching. (Most teachers, incidently, will find themselves leaning towards this alternative.) It is difficult to commit oneself to any one methodology as each day, each situation, and each student requires an individualized approach to a certain extent.

C) Basic Principles of Language Instruction

There are certain variables which should be considered in the instruction of English to Non-English speaking students. These same variables must be seriously assessed in the development of the 'Analytic Instrument'.

Since a large majority of teachers, and new teachers especially, go to the textbook for their curriculum and/or syllabus, it is essential that the textbook adequately deals with these basic principles of successful language instruction.

In the literature search on this area, six basic principles became evident:
First of all, the teachers must acknowledge the student’s desperate need to be able to communicate in order to fulfill their needs in their new culture.

Secondly, intensive and selective courses for adults should be designed to accommodate both 'standard' as well as 'functional colloquial' English.

The third principle involves a conscious concentration on speech and understanding, as opposed to reading and writing in the initial stages of language learning. This, in conjunction with the second principle, provides the New Canadian with a foundation for cultural and social growth.

The fourth principle involves the amount of total immersion of English instruction on a day to day basis. The student must be involved in the study of English for no less than four hours a day. This variable, in conjunction with diligent home study, will establish a good chance of fluency within a year.  

The fifth principle takes class size into consideration. The ideal learning environment is maintained if there are no more than ten adults or twenty children to one instructor.

The sixth principle underlines the dire necessity for the new language to be used as much as possible; if not exclusively! In order for a new language to become natural, it must be applied on a regular daily basis.

These six principles, taught by an instructor with a sound E.S.L. background and further incorporated into a
comprehensive curriculum design, will provide the best opportunity for healthy language growth.

These principles should be part of the make-up of an effective textbook. The 'Analytic Instrument' will implicitly, as well as explicitly, dissect the textbook for evidence of these essentials in language learning.

D) The Needs of The New Canadian

Those who seek to learn the English language, appear to do it for at least one, if not both of the following two reasons. Language learning is essential in order to cope effectively in one's everyday life in a new culture, and in some cases, it is a prerequisite in continuing with formal education in the new country, specifically here in Canada.

English is much more than a language; it is a culture. The New Canadian must learn to assimilate and accommodate himself into our way of life in order to become a functional part of our complex societal systems.

The instructor can assist in the closing of the gap of cultures. The immigrant comes with expectations of becoming a good Canadian, and yet inevitably experiences the pain of alienation as he seeks some familiarity in an alien culture.

The positive multicultural contributions from other cultures can be maintained, and correlations may be drawn to that of the Canadian Culture. Novel concepts can be introduced in familiar settings, drawing upon the international needs of peace, family security and economics.
As Dan Leekie so aptly comments:

...when a child or a learner comes into our E.S.L. classroom, we must use his previous language, educational and cultural experience as a major component, as a balancing component in the teaching of the English Language.¹⁹

The textbook could possibly be instrumental in providing references to international customs, works of art and local folk from around the world. The New Canadians require a comprehensive representation of our societal values and the everyday activities associated with survival, as they wish to mainstream into our system.

E.S.L. students need to feel a sense of importance, even on a small scale, to counteract the traumas of having to leave their former society, often unwillingly, with the rewards of accomplishment left behind. Many are re-building their lives for a second time and they require much support and encouragement to achieve their new goals.

The E.S.L. student has a need to communicate, and the speaking and understanding of the English language presents a totally new horizon of opportunity for the New Canadian. It enables him/her to secure a job, acquire friends and companionship, and most essentially, a sense of belonging in a new world.

A textbook cannot directly fulfill any of these needs; however, a language program can be extremely instrumental in beginning to meet them. Since the curriculum of a majority of programs is based on a textbook, an 'Analytic Instrument' can assess to what degree a textbook may provide material in establishing a foundation to build upon for some, if any, of the
New Canadian's needs.

E) **The Expectations Required of a Textbook by An Instructor**

This area was dealt with briefly in the first few pages of this chapter. However, in further elaboration, it may be a good opportunity to suggest the pertinent need for a well-established, universal curriculum, to be used across the various levels of E.S.L. programs. Semi-standardization will hopefully promote and facilitate the universal needs of the E.S.L. student. For those who are just beginning in the field of E.S.L., an established syllabus and/or curriculum could prevent a lot of stumbling at the cost of the program, the students and the teachers themselves. Likewise, this will also save a great deal of time for the experienced teacher.

The needs of the E.S.L. instructor will be seriously taken into consideration, in the design of the 'Analytic Instrument'. The textbook is an extremely valuable teaching aid. If the text meets the requirements of the program, as well as the needs of the students, it will most likely meet the needs of the instructor.

English language teaching is extremely demanding, with a very limited formal resource department. Reliable materials provide the teacher with more time to invest into one's teaching, instead of in the revision of outdated and ineffective material.
This chapter has merely touched on the foundation of language learning and of the intricate involvement of the textbook in this process.

The following chapter centers on the theoretical framework involved in the evaluation of materials, textbook adaption, and the effect of the text on the subject matter, itself.
Footnotes


5) Ibid., p. 275.


7) Ibid. p. 5.


10) Ibid. p. 41.

11) Ibid. p. 49.

12) Ibid. p. 50.

13) Ibid. p. 35.

14) Ibid. p. 232.

15) Ibid. p. 53.

16) Ibid. p. 55.


Chapter Two

Textbook Analysis

The selection of an appropriate textbook is an extremely involved process requiring that those selecting are familiar with the proposed course of study, the needs of the learners, the needs of the teacher, and most essentially, a background in text analysis and its various components.

Chapter one discussed the various methodologies incorporated in the design and implementation of an E.S.L. program, in addition to the needs of the learners and instructors. This chapter will now proceed to discuss specifically the textbook used in achieving the goals set by the instructor.

The following areas will be discussed in depth:

A) The Use of the Textbook

Incorporated in an article on 'Textbook Selection', the author Michael S. Kahn stresses the dire need for accuracy and competency on the part of the selectors:

.....the fact remains that the textbook has more influence than the teacher in shaping the curriculum. The textbook sets objectives, plans daily lessons and activities, and suggests test questions. Since the text is often the determinant of the course of study, the selection of a text can be a critical task, (Robertson, 1971). For that reason an instrument is needed to measure objectively the strengths and weaknesses of a textbook which will facilitate and
direct the work of teachers, administrators and state textbook evaluation committees.¹

The textbook plays a multi-purpose role as it must meet the needs and/or expectations of administrators, teachers, and the students. Where it may be most servicable for one or two of those mentioned above, it is often lacking for the third. In most cases, the most suitable materials are selected and modifications in the teaching-learning process compensate for the deficient and/or limited coverage of certain subject material in the selected textbook.

When selecting a textbook, administrators seek to find one which complies with the philosophy of the program, fits within budget constraints, and is readily available for immediate or near immediate use. Ministry guidelines suggest suitable textbooks for the majority of subject areas in Ontario. Unfortunately, English as a Second Language (E.S.L.) has not been equally considered. In many cases, the responsibility of textbook selection for E.S.L. is left in the hands of area superintendents, few of whom are familiar with English as a Second Language training. The emphasis of such, is directed in the areas of availability and cost, instead of subject area suitability. Formal consultation with E.S.L. experts is often sought, yet many major decisions in regards to textbooks for English language training are made by those with merely a layman's knowledge of the field. Where this problem may be evident with many boards, a growing number of boards are viewing the situation of E.S.L. instruction as importantly as
that of math, science or any of the other core academic fields. Consultants specializing in E.S.L. are now beginning to play a more active role in textbook selection and in the development of curriculum.

In conjunction with declining enrolment, budgeting constraints generally do not encourage the spending of money on additional textbooks, especially if there are existing texts in the storerooms of schools. Unfortunately, a majority of these existing texts are neither up to date nor suitable for the needs of the teacher and/or students.

For example, many textbooks contain a large amount of racial and sexual stereotyping. The woman is always in the home as a wife and mother and the Chinese family usually owns a laundry or a Chinese restaurant. As important, many outdated textbooks are no longer valid in the presentation of modern Canadian/North American culture. The level of the textbook may be suitable for a beginner; however, it is presented in primary school form, instead of being presented in a low vocabulary, high interest format suitable for an adult. These are just a few examples of the subtle bad impressions that could be established through the use of such an out-dated text.

The function of a textbook is also designated by the expectations of the instructor or teacher. Once the function or purpose is established, the selection committee and/or the individual responsible for textbook selection may research that textbook which best fulfills the determined objectives.
Some possible functions of the textbook as a whole may include (1) the primary source of knowledge for the student, (2) a supplement to the knowledge presented by the teacher, (3) a major source of reference for the instructor, (4) a minor source of reference for the instructor or (5) a laboratory guide for the student and instructor alike.\textsuperscript{2}

When one of these functions for a text has been identified, the form of the text may be prescribed. For example, suppose that the first function was selected for a course. That is, the text was to be used as the side source of knowledge. In this event, it is sensible that the book should be readable. The language should include vocabulary that is either known to the reader or communicated in a way that is readily learned... the length of the textbook or material set should be limited to the time constraints experienced by the student as a learner. Aids that maintain attention to the text, which may include appropriate questions or review activities, would be valuable. The content of the text should by expressed in terms of principles with an aesthetically, pleasing array of examples for illustration.\textsuperscript{3}

If the teacher chooses not to invest a great deal of time using the textbook, then a good supplementary or reference text should be sought. Many instructors use an accredit text book for their own reference. Their course of study, in many cases, is in direct correlation with the presentation of the subject matter as introduced by the textbook. This is especially true of less experienced E.S.L. teachers who are struggling to develop a workable syllabus. There is considerable risk involved in such a process, as noted previously, as the 'model' textbook may not be
complete in itself and subsequently, subject matter may not
be adequately introduced or developed in order to facilitate
effective teaching or avid learning of the English language.

In the educational spectrum, a good 90-95% of instruc-
tional time is donated to the use of curriculum materials
rather than the teachers as the source of information.\(^4\)
Thus, one may assume the danger of inadequate materials being
misused in the classroom could have bad effects on the
learning process.

Language instruction, in the general sense, involves a
large percentage of the instructional hour in oral exercise
and oral exchange. However, if the subject matter is based
on a textbook, it is essential that the text is adequately
matched to the needs of student and to the requirements of
the course syllabus. It is not uncommon to find text dialogue
which is outdated, in addition to being in stilted rather
than standard or colloquial English.

If the student decides to continue with further formal
education, it is essential that he/she be familiarized with
the formal standardized format of the English language. As
importantly, the learner must also be made aware of common
colloquial English used in daily life. Each set of language
patterns maintains a purpose specific to each student and the
instructor must remain aware of the need for both forms to
be presented as part of the learning process. Tailoring
the course of study toward one form may handicap the learner
in his/her future needs or studies.
The textbook serves many functions for the student. It may be used as an occasional frame of reference, or as frequently as a "bible". It provides the student with a certain amount of security as it supplies answers to pending questions both in and out of the classroom setting. Depending on a particular student's mode of learning or his/her instructor's philosophy toward language learning, certain texts may help or hinder the learning process. If a student insists on reteaching himself his daily lessons through review of the text materials, then the textbook must compliment the instructor's mode of teaching. If this is not the case, then the instructor must stress to the students that the textbook is merely a supplement or aid.

The older the new learner is, the better the chances are that the student will persist in using a Translation methodology in teaching himself the new language. The written work remains much longer in his mind than that learned through oral exchange. In a case such as this, which is almost inevitable with adult learners, the instructor must find a textbook which follows the determined curriculum as closely as possible, in regards to vocabulary and introduction of new structures. There appears to be considerably more oral-aural language training with young children as their flexibility toward new language structure and oral presentation of vocabulary is much greater. One must appreciate the generalizations presented in the context of this study as
merely an assistance in deciding the appropriate textbook for the language learners of differing times and orientations in life.

Apart from the academics of language learning, the new Canadian seeks knowledge of the English language for communicative purposes. The textbook is thus challenged to fulfill this very important function.

In the designing of E.S.L. career-orientated materials, communication acts must undergo a similarly intense investigation since the learner's needs are derived from interfacing communicative incidents with requisite job skills.

The textbook often is sought to provide the student with an orientation towards cultural and social implications involved with living in a new country and speaking a new language. If this is the case, then it becomes essential that the textbook and complimentary teaching aids must be realistic and updated, in order to present a genuine representation to the impressionable learner of any age.

B) The Relationship Between Curriculum Development and the Textbook

The textbooks selected for E.S.L. can either be an intricate part of the curriculum development process, or, as in most cases, they may comprise the curriculum itself. In the formation of curriculum goals and objectives, experts seek out the top quality of reference materials and supplementary materials in order to develop the most effective program for information exchange and retention. Course content
and skills are intricately interwoven in a sequential pattern of instruction.

In the area of English as a Second Language training, very little is available in the line of formalized curriculum designs. It appears that most programs currently in use are developed by the instructors themselves, individually or as a team. The Ontario Ministry has not developed curriculum guidelines for E.S.L. instruction beyond a rather general curriculum document, and has not provided suggestions for textbooks in 'Circular 14'. The programs for E.S.L. instruction are not coordinated throughout the province, and as a result, quality of curriculum design has not been standardized. Curriculum development in this field is abruptly becoming a critical issue. The field of English language training is expanding due to the sudden influx of refugees and immigrants over the past few years, and a great deal of the newly assigned teachers have had little, if any, direct experience in teaching a second language. A situation such as this usually warrants the teacher to be resigned to the use of a textbook as both a classroom text and a curriculum design. Does a situation such as this still provide for 'quality' instruction, or does it pose an impediment in the teaching-learning process?

A small-scale research study was conducted to establish the role of textbooks and other curriculum materials in classroom instruction.
The following seven factors were uncovered: It was discovered that the majority of teachers rely on a single source, namely the textbook and possibly the supplemental teacher's manual for the curriculum content in their instructional sessions. It was suggested in the study that teachers introduce very little of their own content matter in their classroom instruction. It therefore appears that published materials determine the major part of the school curriculum.

It also appeared that students spent a majority of their time interacting with textbook materials rather than with the teacher. This suggested one of two points; either the teachers preferred to give seatwork rather than interact with the students, or this could suggest that teachers supply independent textbook work for the students so they may be able to spend more time with individuals. This reliance on the use of the textbooks tended to increase as the student progressed through school.

The third finding suggested that materials differed considerably in subject coverage, even though they appeared to have the same purpose.

The fourth finding revealed that an Educational Products Information Exchange (E.P.I.E.) study proved that less than one percent of the half million or so textbooks sold by publishers have been field tested for effectiveness. This suggests that educators must be responsible to screen materials before selecting a textbook. It is unfortunate that neither money nor time is invested by publishers to provide a long term market.
A study by Christopher Clark and his associates revealed the fifth finding. Teachers tend to limit their search for materials to those texts that are immediately available. Once again, they are caught by budget restraints and lack of training.

The sixth and seventh findings in a study conducted by E.P.I.E., discovered that fifty-four percent of instructors spend less than one hour a year on material selection. Most of these teachers are not trained in this selection process and prefer to have administrators assume the responsibility. This point is verified in the practices of the local boards. Teachers in the Ontario school system rarely choose their own books. The superintendents and consultants are usually given this responsibility.

An 'Analytic Instrument' would provide a simple and inexpensive method by which any teacher could effectively evaluate and search out available teaching materials for their specific purposes and objectives.

At the present time, the Ministry supplies a special set of study workbook and teacher guides written by Carson W. Martin. An Introduction to Canadian English is used as the core 'textbook' in most E.S.L. classrooms for adult education. Unfortunately, many teachers have been forced to use this workbook as a crutch in their curriculum development. It provides examples and exercises in the learning of English at a basic functional level. However, if used exclusively rather than inclusively in the teaching
program, it does not provide the student with a sound base for further language learning. By referring to the research cited earlier, one can appreciate the implications and reasons why a teacher can so easily end up with a one-text classroom.

The material or content covered in the local E.S.L. programs is largely adopted from *An Introduction to Canadian English* or from other more readily available textbooks. More experienced language and linguistics teachers have introduced other materials and their own personally designed activities into the classroom. However, the beginning teacher in E.S.L. must rely on this single text until his/her understanding and experience with English language training increases. Depending on the resourcefulness of the teacher, this process could occur spontaneously or may never be provoked.

E.S.L. students spend a certain amount of their class time using the textbook or other resources; however, a larger amount of time should be invested in oral-communicative work in small groups or as a class. As the student's literacy level increases in the English language, more emphasis is put on written exercises. Henceforth, a good textbook is required in order to facilitate the dynamic teaching-learning experience.

In any ideal language learning situation, the textbook is usually used as a reference or secondary source of content to that of the instructor. Depending on the philosophy of the instructor's teaching techniques, the textbook is used to
varying degrees. If the instructor, for example, leans towards a translation methodology of teaching English, then the students use their textbooks more frequently for exercises and reference. If the instructor leans towards the audio-lingual methodology, then the textbook is used less frequently by the student and more frequently by the teacher for ideas and class examples.

'Quality control' has been, more or less, left up to the individual classroom teacher. The responsibility of weeding out inappropriate teaching materials, is extremely tedious and very difficult. What appears to be most suitable often ends up being useless. Textbook evaluation requires a skilled eye and a great deal of experience in a field study. Through the process of elimination, teachers are limited to that which is readily available to them. Conferences provide an opportunity for various publishers and promoters to introduce new material. Unfortunately, there is not enough interest on the part of the boards which are, in addition, under strict budget controls, and they hesitate to cover the costs to send teachers to E.S.L. conferences. Even those teachers who can attend will be frustrated when the merchandise, however tempting, is beyond financial reach.

Unfortunately, there are not sufficient professional development days devoted to E.S.L. curriculum study and evaluation. This could be a result of lack of funding or lack of concern in this novel field of education. The E.S.L. instructors most often find themselves on their own and responsible for their entire program.
In general, E.S.L. teachers rely a great deal on resource material and textbooks in creating their classroom curriculum. The textbook must not become the curriculum by way of default. The issue of whether the chicken comes before or after the egg could be said to represent the curriculum design and the textbook. Preferably, the curriculum is developed before the textbook is adopted, as the egg is the offspring of the chicken. The principal purpose of the textbook in the classroom must be established. It cannot be assumed to be the ideal for English language teaching until it has been formally evaluated for that specific purpose.

The most advantageous form of a textbook varies distinctly with its expected goal or function. Choices pervade the selection design and construction of texts.

C) Textbook Analysis in General

Why evaluate a textbook? Many believe that if a book is published, it has already earned respect and has automatically provided the educator with the best possible product in that specific field. This widespread belief is not empirically proven evidence to be presented in a case for textbook adoption. Formal analysis should be conducted by an experienced party, who has the background in both the subject area concerned and in the field of textbook analysis. Glancing at a text and discussing it among colleagues constitutes merely the beginning phases of true analysis.

The selection of curriculum materials in the area of E.S.L. is decided either among instructors over a coffee in the staff room or by semi-knowledgable superintendents/consultants.
Unfortunately, textbook analysis is not always taken in the seriousness it deserves. Textbook analysis serves a very important purpose, as it will in turn enable instructors and administrators to maintain a certain degree of quality control in teaching aids, which subsequently lends itself to better quality education in general. Since textbooks for E.S.L. instruction are not included in Circular 14, they are not given the Ministry analysis and evaluation which other texts for other subjects receive.

By merely defining the term 'analysis', one may appreciate its value.

Analysis is the process of separating a whole into its component parts and examining the parts by themselves and in relation to each other.\textsuperscript{10}

The task of analyzing a project of any type should involve an examination of each and every intricate detail. In practice, certain features are automatically discussed, however, an equal number of other features are overlooked. In the case of textbook analysis, superficial features such as text binding and costs are prevalent over other more hidden features such as sequential organization of new material. The colour of a book and the elaborate pictures contained within, will catch the eye of a layman in the field; however, a professional is trained to look beyond and inside the colourful array of distractions.

Once the purpose for the text has been established, an evaluation will reveal to what degree the textbook can facilitate a given objective. If it falls short of its purpose, any subsequent areas of value will be acknowledged and thus utilized.
It will thus become a second source of reference from that of a more appropriate textbook.

There is an extremely large spectrum of properties, which can be experimented with in the process of studying curriculum materials. These properties must be given an order of priority in respect to the entire evaluation process. This 'analytic framework' should be standardized so that all the materials may be viewed objectively. The list must be clearly stated and easy to follow, so that the process of evaluation does not become a puzzle.

There are many 'analytic guidelines' made available for general use by educators from all the various fields of study. This study will produce, as an end product, a specific 'Analytic Instrument' aimed towards the field of English language training. This "Analytic Instrument" will encompass pertinent areas or properties required of a textbook for the purpose of E.S.L. instruction. It will suggest areas of concern and to what degree they fulfill the purpose of their use.

Different authors of the various 'Analytic Guidelines' accentuate their personal biases and thus concentrate on a specific area of concern. For example, Niedermeier, in the development of his 'Analytic Guidelines' based his evaluations on seven considerations:

Consideration 1
Does the instructional product specify outcomes that state what the learners will be able to do as a result of instruction?
Consideration 2
Are there provisions for frequent assessment of pupil's progress toward instructional outcomes?
Consideration 3
Are data presented to indicate that outcomes have been consistently attained during previous use of the product in a wide range of situations and that users of the product have expressed satisfaction with it?
Consideration 4
Does the product include instructional materials and activities that are keyed directly to the proposed outcomes?
Consideration 5
Does the product include materials and procedures for training teachers and other school personnel to use the instructional resources effectively?
Consideration 6
Are materials and procedures included for teachers and administrators to credit the instructional accomplishments of pupils in a form understandable to parents and the public?
Consideration 7
Are the time and the cost required to establish and operate instruction with the product acceptable to those involved and reasonable when expected outcomes are considered?

Contrary to Niedemeyer's areas of emphasis, Harriet Talmage suggests four other distinctive antecedents in the development of an effective analytic system. She takes into serious consideration the school district's educational policy, a description of the established curriculum, the characteristics of the students, the teacher's subject area knowledge and teaching style and, finally, an awareness of community sensitivities.¹²

Thus, the main thrust of an established 'Analytic System' will be moulded by the priorities of the author creating the system. The party who chooses to use
a form of evaluation on his/her instructional materials—must designate his/her own generalized areas of concern and locate an author that leans in a similar direction. Both Niedermeyer and Talmage are attempting to evaluate qualitatively instructional textbooks and materials and their effectiveness in the classroom learning situation, yet they approach it from almost diversified points of emphasis: similar goals but different strategy.

The premises on which the proposed 'Analytic Instrument' of this study is based will be exemplified later. Careful consideration of all possible variables in the teaching, learning experience of Second Language training are considered, as well as an intense study of what constitutes good textbook material in general.

As mentioned earlier, the responsibility of textbook evaluation and selection is not always left to those who are experienced in the procedure, but rather to the less experienced. As this is most often the case, then an 'Analytic Instrument' must be readily attainable and easily used by all interested parties.

Interest in textbook evaluation...has generated a need for assessment procedures that can be used by large numbers of individuals after relatively short training periods, and that yield patterns with respect to a single text that remain relatively constant regardless of who is doing the evaluating.

Once the antecedents are established, the format and content of the 'Analytic Instrument' may be designed. These
categories must involve all the prerequisites required to fulfill the needs of the teacher, the needs of the student, the established curriculum and content areas, and the assurance of an appealing yet highly effective educational aid.

Once the strengths and weaknesses are recognized in a textbook, the instructors may then modify or supplement it in order to utilize the full potential of the teaching materials as well as their own resourcefulness.

As reflected by Ronald Wardhaugh:

I am still unchanged in that belief, that there's a lot of good material already in existence. It's a lot easier to adapt and modify than it is to start from scratch. 14

After viewing the established criteria in various evaluation forms, specific generalities become evident. Each author's individual areas of emphasis are understood through the nature and the quantity of the questions in any given area.

The 'analytic instrument or survey', brought forth in this study, leaned towards the following areas of investigation: 1) the academic level of the material (to designate a target population), 2) the utilization of various learning skills and teaching methodology, 3) the accurate and comprehensive coverage of the subject area, 4) the quality and quantity of illustrations, charts and diagrams, 5) the pacing between the introduction of new content and the review of learned material, 6) appropriate readability level for age and interest group, 7) the physical qualities or properties
of the textbook (durability, binding, size and attractiveness), 8) publication and costs, 9) availability of the textbook and of the subsequent continuing series or levels of that textbook, 10) instructional properties (i.e. individualization of approaches and exercises, instruction patterns and motivational features), 11) the stated objectives and subsequent fulfillment of these goals, and 12) an adequate number and quality of exercises.

There are three more areas of investigation which appear to be exclusive to the analysis of language textbooks. They include: 1) an opportunity to utilize all four language skills (reading, writing, speaking-pronunciation and listening), 2) life skills training and 3) sequential grammar training.

The fifteen areas mentioned above are incorporated into an attractive and comprehensive array of questions and listings.

Each author, as mentioned earlier, stresses one's target areas of concern and strives to tailor the survey to fit a specific purpose or field in education. In order for the 'Analytic Instrument or Survey' to be content and skill oriented, a certain degree of expertise is required of the designer in that specific area. A survey produced by a designer with a mathematical background would not be totally suitable for the evaluation of a social science textbook. Even though a large number of the evaluative elements are constant for all subject areas, content and skill specifics must be patterned into a format for maximum effectiveness of evaluation.
The 'Analytical Instrument' designed in this study is specifically developed to evaluate the key criteria of an E.S.L. textbook at the introductory level of the language learning-teaching process. This evaluative set of criteria, in addition to its market use, may also serve as a guideline in the writing and publishing of subsequent textbooks for the field. 'Quality control' of teaching materials and textbooks must begin at the planning or transcript stage, rather than at the point of distribution.

Bill Parkhurst, in his article "Textbooks, Dull is Null, Spice is Nice" acknowledges the necessity of primary intervention and evaluation in the process of material development. It's no longer going to be enough to publish a book alone. The entire pedagogy of that book must be taken into account when publishing decisions are made. We have to scrutinize the writing, sharpen the editing, and produce more substantial teaching packages-books, teacher's guides, test: elements that take the whole teaching process into account. 15

In the following chapter a discussion will be presented on the various aspects and concerns in the area of E.S.L instruction, and the utilization of an appropriate textbook in complying with these areas.


3) Ibid. p. 555.


6) Gall, p. 12.

7) Ibid. p. 12

8) Ibid. p. 12

9) Guthrie, p. 531.

10) Gall, p. 4.


Chapter Three

The Language Learning Process and Evaluation

As indicated in the previous two chapters, there is a need for an effective means to decide as to whether or not the textbook and teaching materials used in the E.S.L. classroom are the best suited for the teacher and the students.

The development of an 'Analytic Instrument' must not only incorporate a study of content, but must also consider the various teaching methodologies and the key components involved in successful language learning. Chapter two established the need for an 'Analytical Instrument' as research has proven that most individuals selecting materials are not necessarily familiar with evaluation techniques. This 'Analytical Instrument' must be clear and precise in covering all aspects of a textbook. The 'Analytical Instrument' presented in this study will contain four major categories: 1) content 2) process 3) effective elements and 4) economic cosmic and other considerations. The instrument will be strictly limited to the evaluation of 'beginner-level materials' used in adult continuing education programs.

The content category of the Analytical Instrument will involve the four major language skills, listening, speaking, reading and writing, in addition to overall communicative competence.
The process category will involve the supplementary items that make the text and/or course effective in achieving its goals. Such items may include: 1) the teaching of formal or informal grammar (skill and structure building), 2) the sound system, (phonics), 3) vocabulary (suitable for age and interest level) of students, 4) pronunciation exercises; 5) a comprehensive review of previously learned materials and 6) drills and exercises. These elements will be emphasized accordingly, dependent on the teaching methodology or philosophy of the instructor.

The third category involves the affective elements that appear within the context of the text. It will also reflect the teaching philosophies of the text and instructor. A textbook may be well suited in regards to content, yet it may present the material in a format that is contrary to the teaching style of the instructor. Such elements may include: illustrative aids, multiculturalism and ethnic bias, an assimilation of universal needs and concepts, readability and a comprehensive teacher manual. These elements differ from those included in the 'process category' of the analysis as they are not required to teach the content, but are rather auxiliary aids in complementing the teaching process and in providing the student with a complete spectrum of the culture and application of the English language. The 'content' and 'process' categories concern themselves with the theoretical framework of the language learning process itself.
The fourth and final category involves economic and cosmetic considerations. Areas such as cost, distribution, availability, and appearance play an important role in the selection of a textbook. Illustrative aids and colourful examples attract the layman's eye, and unfortunately most materials are selected by individuals who are not experienced in the evaluation of textbooks. Publishers and salespersons alike prey on people such as these. Content is played down and appearance is pronounced in publisher displays.

The 'Analytic Instrument' will provide the evaluator with the opportunity to compare the economic and cosmetic features of the text in perspective with the other three categories. This overall evaluation will better insure quality choice of materials.

The function of an 'Analytic Instrument' is subject to the individual applying it. It may be used to evaluate materials currently used in the classroom, or it may be used in the selection of novel materials. It must be noted that the 'Analytic Instrument' is suggesting guidelines that encompass the spectrum of beginner-level E.S.L. instruction. It is not being suggested that, if a textbook is lacking in certain categories, it is sub-standard. It is the instructor's responsibility to select and use the most appropriate text for the class and not the publisher of the textbook to be responsible to meet their needs and the needs of their students.
A tremendous amount of preparation time may be eliminated if the instructor is able to discover a textbook complimentary to the teacher's mode of teaching. Using the textbook as a guide for the formulation of a daily lesson plan is not an uncommon practice, and is an efficient practice providing that all of the material covered is in accordance with the course guidelines. Over-dependence on a textbook, however, may introduce problems involving inadequate coverage of the language areas.

The author of a textbook may lean towards a certain bias and not give light to other areas. Providing the instructor is fully aware of these possible shortcomings, supplements from other resources will balance the language learning process. The 'Analytic Instrument' can help the instructor in isolating such deficiencies of coverage.

The following portions of this chapter will involve an elaboration of the elements in each of the four categories of the 'Analytic Instrument' and their involvement with the language learning process. The sources of much of this material are instructors in the field of E.S.L. and the authors of various teacher-reference E.S.L. guides. Many of these points may be disputed among colleagues; however, it is consequently left to the responsibility of the individual instructor to decide on what is appropriate for his/her teaching situation.
Category One - Content

A) Listening Skills

Listening is an intricate part of the language learning process. The instructors must teach their students not only to listen openly, but also to listen acutely and selectively.

The listening skills are very difficult to test or check in a student. Sound or phonetical distinctions between two or more similar sounding words provide the students with the opportunity to key in directly on an isolated sound and improve their fine listening skills. As a consequence, the student will naturally begin to discriminate between sounds and words in the communicative setting.

A large part of listening and comprehensive speech is through both verbal and non-verbal cues or feedback. Facial expressions, hand gestures and audio-visual aids are an intricate part of communicative skills, both in the classroom and in the real world. Telephone conversations are often found to be confusing and frustrating to an individual whose native tongue is not English. Even after many years of personal interaction and conversation, most prefer person to person dialogue which will have visual cues.

Listening, even under the best of circumstances, is a relatively difficult task for the majority of people, native and non-native English speakers alike. There is a definite distinction between 'hearing' and 'listening'. One is extremely selective as to how much is listened to and what is heard. One usually retains no more than 20% of what is heard unless
it is under a test situation. If written notes are made, up to 50% of material heard may be permanently retained by the listener.

As an English language instructor, one must provide a heavy concentration of opportunities for the student to develop the ability to differentiate the sounds within the spoken words. Records, tapes, radio programs and in-class dialogues between students and teachers provide ample practice for listening. Verbal testing for comprehension of novel materials further provides practice for speaking and listening skills. Good pronunciation and spelling are influenced by one's ability to listen discriminatingly. The textbook can provide oral-aural exercises that may be used by the instructor on a daily basis. Regular drills will promote growth in the listening skills as well as in the various related skills.

The native English speaker, on an average, tends to be a poor listener. This could be for a number of reasons. Two of the primary explanations seem to involve either a lack of interest in the subject matter of the conversation or due to a number of possible distractions. However, the new speaker of English makes an attempt to listen, yet often fails to hear what is being said. The sound system of the language may be very much different to that of his/her native tongue. They find it very hard to listen selectively even in the most ideal of conversational situations,
especially when the people around them speak English so quickly. Many speakers of English fail to pronounce their words properly, which increases the newcomers task of understanding to a larger extent.

There are four steps involved in the comprehension of an aural message. There must be an awareness of the sound patterns, as well as an understanding of the basic lexical content. In addition, the individual must have an understanding of the word groupings in conjunction with an acuity to pitch and intonation. These steps must be introduced at a conscious level by the E.S.L. instructor.

Exercises devoted to sound discrimination at various speeds of dictation will assist the newcomer in becoming better acquainted with the novel sounds. The ability to discriminate sounds will lend itself to the student's ability to hear the novel English words and thus understand the message.

There appear to be two major types of listening. The first type is listening for specific information, whereas the second type incorporates global comprehension.

The first type of listening is self-explanatory as the objective is to pick out key points of information. Global comprehension, on the other hand, involves the ability to grasp the 'gist' of what one hears and to merely understand the main point of the conversation, without necessarily knowing all the vocabulary and structures.
A number of systematically developed drills and exercises may be designed in order to help the second language learner gain confidence in a controlled environment. The consequence of such exercises will enable the student to follow television shows, movies, plays, informal conversations and oral presentations. Global Comprehension lends itself as a major contribution towards overall communicative competence on the part of the second language learner.

Listening, known as a passive language skill, is somewhat neglected in the exercises and drills of most language instruction materials. Reading, writing, and speaking, on the other hand, take precedence in both the textbooks, as well as in the E.S.L. curriculum design. Equal recognition of all four of the language skills is just recently being evoked through writings and workshops dealing with English language instruction.

B) Speaking Skills

Most drills at the introductory language levels should be and most often are done orally. The more experience with speaking the new language, the more confidence the student acquires in dealing with new vocabulary and structures.

The amount of stress imposed on the speaking aspects of the language skills is dependent on the teaching philosophy of the instructor. The trends tend to lean towards a communicative philosophy, so consequently, the speaking and listening skills play a more prominent role in the language learning
process. Dialogues, monologues and speeches are various common means to encourage the practice of speaking in the classroom.

Speaking helps the students to perfect their pronunciation and understanding of the vocabulary. Real-life situations are presented to the students, and they are taught to respond accordingly. Patterns of speech are taught and memorized. The students are then provided with the opportunity to apply these abstract thoughts into their own personal lives.

There is a direct correlation between the amount of exposure the students are given to the oral-aural aspects of the new language, and how quickly those same students become competent with the new language. Total immersion is the ideal setting for fast and comprehensive language learning. Communicative competence is required of students if they are to function in their social and work environments.

C) Reading Skills

The choice of reading material is important, for not only will the correct selection ensure the involvement and learning of the students, both with E.S.L. students, and particularly those who are new Canadians, many questions they have about their new country, its customs and values, can be met and discussed. In relating these to the student's own experiences, all of the students are learning a great deal about themselves and each other, while gaining proficiency in English. 5

An effective reading program involves a careful consideration of a number of key learning elements. The material must be of interest to the student and as importantly,
it must be at their readability or comprehension level. The vocabulary and the structures should be carefully controlled in their initial introduction to the students. The material should not challenge the student's threshold of frustration too quickly or the task will become threatening instead of stimulating to the anxious learner.

W. Gaskill has conducted a great deal of research into the area of reading programs in the E.S.L. classroom. He claims that it is a two-fold process, jointly involving a teamwork of reading skills and reading comprehension. The reading skills component involves: reading for the main idea (which encourages students to read independently, efficiently, and for overall comprehension), vocabulary growth (which encourages the students to use what they already know to deduce new meanings), and finally syntax (which can be used to reinforce and discuss novel syntactic structures which have caused difficulty in the reading comprehension component).

The reading comprehension component requires more individualized planning for each student. Students should only be exposed to materials when they are properly prepared for the vocabulary and syntax involved in a specific piece of work. A student may be able to pronounce a word or read a sentence perfectly, however, this may merely be a result of audio-oral practice and not include real understanding of the concepts and meanings of that sentence.
The reading comprehension component should build and reinforce the skills concurrently being introduced in the reading skills component. High interest once again poses an important role, as the student will learn much faster and more eagerly if the material is of personal interest.

It would be most difficult to discover one textbook which could accommodate the interests and needs of all students. It would be unwise to invest all of one's energy into one source.

A series of short passages of varying vocabulary, syntactical, and comprehensive levels would be most useful. If a solitary textbook could offer this range, it would have to concentrate almost exclusively on the reading skills. The textbook would be limited in the presentation of a rounded language learning approach, which is essential in the establishment of communicative competence. If the materials are chosen selectively for the different language areas, a great deal of time and expense will be incurred. This is often out of the hands of the instructor, even though the instructor best knows the heterogeneous needs and abilities of the class.

D) Writing

The learning process may be encouraged or inhibited when a large amount of writing is involved.

Depending on the learning style of the student, writing can distract the student from listening intensely for the verbal and non-verbal aspects of the language learning process.
Younger children are usually better at listening than adults. They seem to pick up language (especially the verbal aspects) at a much faster rate than the older and more educated students. Hence, children seem to be better audio-aural language learners, whereas adults are better when grammar translation techniques are practiced. Adults like to write the new word or have a written explanation for a novel structure for immediate reinforcement and for long term reference. Adult language learners will participate in reading, listening, and speaking exercises as readily as any child would; however, they eventually insist on seeing it written down on the board or on a piece of paper.

The value of the writing skill may be summarized as follows: syntax, linguistic forms, and language structures are taught both in oral and written learning-teaching environments. Grammatical rules and examples are constantly drilled in the form of written exercises for all levels of students. From the functional point of view, written language is an important part of our bureaucratic society. One is functionally handicapped if one is not able to complete a form or write a letter. While many students may be able to read a passage with adequate comprehension, the same students may not be able to summarize their understanding of the article in writing. The reading of words involves to a large extent, the mere recognition of a collection of familiar words, pronunciation and punctuation. On the other hand, the written language skills involve an intricate
weaving of vocabulary, grammar, syntax and structures that must be memorized and then effectively constructed on paper in an organized thought. Creative writing encourages students to formulate and express original and comprehensible thoughts in the target language for the reader of their work.

Whereas listening and reading are receptive skills; speaking and writing are more productive skills. They require much more work and dedication. The writing, as well as the speaking of a target language, is extremely demanding and requires a great deal of drilling and practicing.

The textbook can be an excellent source for ideas and exercises at all levels of the written language. Once completed, these same drills can be used for verbal-aural practice.

The writing skills should be taught alongside the other three language skills as they are interdependent upon each other in the learning process. The emphasis on any one skill should vary only with the changing needs and interests of the student.

E) **Communicative Skills** and **Communicative Competence**

As mentioned earlier, most of those who set out to learn a second language have a practical purpose behind them. They are learning English in order to enable themselves to become functional (socially or economically) in the English-speaking world.
These individuals may memorize reams of vocabulary and grammatical rules and yet never be able to transfer this newly acquired theory into practice. It is pertinent for an instructor to be aware of the needs of the students learning the second language and whether they have any special reason for learning it. If the instructor is leaning toward the traditional grammar-translation methodology, subsequently, the students are not provided with a great deal of communicative drills or functional language experience. On the other hand, the teacher who identifies with the 'Natural Language' learning approach does not always place enough emphasis on formal structure and grammar instruction.

Conversational skills should be introduced in the elementary phases of learning a language. Simple conversations involving general greetings and questions involving work and school should be encouraged in class drills. As a result of such prompting from the teacher, the students begin to feel more comfortable with the vocabulary and the structures involved. Within a short period of time, the students will begin to greet each other in English, as well as inquire of each other's daily activities. This is the first step toward communicative competence.

Listening and speaking drills are stressed in this area of language learning. The students are taught to key in on familiar words and phrases in order to understand a question posed to them. They process this information and attempt to respond accordingly.
The instructor can present a variety of common settings and common conversational points. The vocabulary can be introduced and drilled and the structures can be introduced both in the written form and, most importantly, in the oral form. These conversational drills can be used to refine pronunciation difficulties and any comprehension problems the students may be encountering.

Adults, while concurrently attending school for English, are actively seeking vocational positions and social position in our society. The conversational drills should introduce social and cultural aspects of the English-speaking society as well as theoretical aspects of the language.

Unless a program stresses communicative competence, a student, even after many years of language learning, may remain unable to communicate or understand native speakers. However, conversational skills must be taught in a step by step sequential pattern.

The sample dialogues should progressively become more difficult, yet remain natural in the usage of colloquial speech patterns. The New Canadian runs across many occasions where formal, proper English is required of him. Such situations may involve job interviews, meeting with officials and during formal business meetings. However, on a day to day basis he/she is merely interacting with newly acquired friends at school or work, and casual communication is all that is required in order to be functionally communicative.
The textbook, if it is to be used in a functional English classroom to encourage communicative competence, must provide situations typical to everyday conversation. However, it appears that such a text might be difficult to find.

When English Conversation became a part of the curriculum in our E.S.L. program...the problem of a textbook selection arose immediately. A number were reviewed and found to be ineffective: numerous texts purporting to teach 'conversation' appeared to contain unnatural dialogue, sometimes presented in a dry, if not downright boring manner.\(^7\)

In order to isolate the needs of the students, the teacher can distribute a needs questionnaire. If the students cannot read any English, this same questionnaire may be done orally. An example of an excellent questionnaire of this nature was compiled by Marian Tyacke, Lynne Earls, and John Stewart, and presented in an issue of T.E.S.L. Talk.

Needs Questionnaire

SCS3000 Communicative Competence in English as a Second Language

Student's Name ____________________________________________________________

A) Please check the writing and talking activities that you
(a) do on a regular basis now
(b) that you intend to do in the future

<table>
<thead>
<tr>
<th>Writing</th>
<th>Talking</th>
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<tbody>
<tr>
<td>Lecture notes</td>
<td>Lectures</td>
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<tr>
<td>Academic essays</td>
<td>Seminars</td>
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<td>Business reports</td>
<td>Oral reports at business meetings</td>
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<td>Technical reports</td>
<td>Negotiation at business meetings</td>
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<td>Business correspondence</td>
<td>Professional conversations with colleagues</td>
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<td>Advertising products</td>
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<td>Messages and notes</td>
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<td>Job applications</td>
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<td>Other (please specify)</td>
<td>Social conversations</td>
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81) In each case, which is your highest-priority of the list you have checked?
- Writing
- Talking

2) In each case, what do you consider to be your main problems?
- Writing
- Talking

3) In your profession or academic life, approximately how many English speakers do you interact with on a daily basis?

4) In your personal life, approximately how many English speakers do you interact with on a daily basis?

5) Are you able to begin conversations with an English speaker, or do you usually wait for the other person to begin?

6) How much talking and writing do you do on a regular basis in your own language?
- Talking
- Writing

7) Do you consider yourself to be a good writer in your own language?

8) Do you consider yourself to be a good speaker in your own language?

9) Check one or more of the following
- Do you want to improve your talking and writing
  a) in order to widen your job opportunities?
  b) in order to advance in the job you previously held?
  c) in order to feel more at home in Canada?
  d) in order to make more Canadian friends?
  e) in order to improve academic study skills?
This specific survey is quite comprehensive as it covers most of the points mentioned earlier. It has been used in classrooms with positive results. When used with elementary beginners, it must be explained in very simple terms in order for the instructor to formulate a truthful base. In many cases it is necessary for the instructor to answer the question for one's beginner class, basing the responses on information supplied by outside sources affiliated with the beginner students.

Category Two - The Process

A) Grammar and Structural Skills

Depending on the particular school of thought of any set instructor or institution, the introduction of grammar and structural skills can vary significantly or very little.

Some instructors teach formal grammar, whereas other instructors rarely touch on the rules but rather concentrate on applications of the structures and forms.

Over-simplification of grammar rules can be more harmful than teaching too much in the language learning situation. Providing students with basic rules only confuses them as they meet with a series of sub-rules and exceptions not much later. These half-truths find a prominent place in the impressionable learner's mind. It is much more difficult to reteach a rule later than it is to teach a somewhat complex rule at the beginning.

Students tend both inductively and deductively to formulate rules of their own in the learning process. Any
formalities to be taught should be introduced sequentially with an abundance of examples, supportive of the pending rule.

Some teachers use the first language to explain the rules or exemplify a rule; however, this practice is discouraged by language learning experts. Translation methodology often slows down the second language learning process as well as removing the effectiveness of a total immersion setting.

Frey (1970) warns that in early second language, learning translation is not a good idea since it retards the ability of the student to think in the new language.... We delude ourselves if we think the new student is not translating each new English item into his native language when he first meets it.9 The common pragmatic viewpoint (Finnocchiaro 1974, Rivers 1968) would be that judicious use of the native language for purposes of elucidation of a point that is apparently escaping the class would be acceptable....however, and one to be resorted to only when attempts at explication in the second language have failed or for... weaker students who are having difficulty in grasping a particular point.10

Grammatical terminology should also be given in English in the E.S.L. classroom at every level of learning. Most classes are not homogeneous and the target language is often the only common language or element in the classroom. The students appreciate the exposure to the new language and may always rely on their dictionaries for clarification.
Much controversy exists concerning the sequence of grammar instruction. The obvious tells one to teach from the simple to the complex. However, who is to determine what 'exactly is simple and what is complex? Is there a hierarchy of structural rules or are there a series of much smaller hierarchies that must be considered simultaneously?

The majority of instructors pick a starting point particular to their needs and the needs of their students. The vocabulary, initially introduced, is concrete and is presented in conjunction with structures that can be easily demonstrated. The verb 'to be' is popular as a starting point. Utilizing the objects in the classroom, the instructor can introduce each piece to the students in a sentence form. All forms of the verb can be easily demonstrated and the students have a pliable lesson to take home and practice. (ie: I am a student, He is a man, She is a woman, It is a desk, You are a teacher, We are New Canadians, They are men.)

From this point pronouns and possessive pronouns may be demonstrated in sentence form. All of these structures are common and provide ample opportunity for limitless vocabulary growth. The 'present continuous' can be subsequently introduced and a large number of verbs may be introduced to the student.

This material can be introduced orally and/or in the written form. Basic dialogues may be introduced as early as the first or second lesson, utilizing the newly learned vocabulary and structures.
Lists of words may be introduced as warranted. For example, the months of the year, the days of the week, and the English pronunciation for the numerical system can be introduced as the student inquires about the date in English.

Each of the structures should be taught as an extension of previously taught structures. Abstract teaching of structure will confuse the learner as one is taught not only to act upon a given situation step by step, but also to think in such a sequential manner.

Themes can be chosen by an instructor and the subsequent vocabulary and structures can be introduced in chunks. Complex phrases/idioms should be taught as a phrase so as not to confuse the student by explaining the intricate grammatical origin. An example would be a phrase such as "He won't even give me the time of day". The abstract nature of such a phrase will only confuse the beginner if explained word by word, however, a brief summation of its meaning would be immediately adequate for the student's curiosity.

If the students do not have a knowledge of the English Alphabet, it should be introduced by name and phonetically.

There is no 'tried and true' syllabus that is completely suitable for every instructor and/or class. A generalized syllabus may be constructed by all instructors involved, and collectively, each may suggest a possible list and order of structures to be covered by a set course or by a set of consecutive courses. Flexibility is the key for success in the instituting of a program. Major or minor adjustments are almost inevitably required when a new course is introduced.
Grammatical structures may be presented through a variety of means. It may be introduced in the context of a dialogue or short paragraph, in the description of a picture or concrete object, in a pantomime presented by the instructor or in the form of a formal grammatical rule. Some of these means encourage the students to learn inductively, the structures in context. On other occasions, the teacher states the rule and leads the learner to deduce examples subsequently.

Grammar may be taught in a linear or cyclical formation. The linear methodology promotes the teaching of structures from start through to finish in accordance to a set syllabus. Each area is dealt with thoroughly as it is introduced. On the other hand, the cyclical methodology encourages a constant review and recycling of learned structures as novel structures are taught. Each time the structure is reviewed, it is elaborated upon and retaught from a slightly different angle for clarification and emphasis. Both methodologies are currently used. In beginner E.S.L. classes, the cyclical methodology is used more often, while the linear methodology is used more in literacy and advanced level classes.

It is essential that an E.S.L. instructor have an explicit knowledge of English syntax and grammar. With this background, the teacher can formulate the most effective syllabus and means of introducing grammatical structures. Without a sound knowledge, structures may not be taught properly or in the most effective order by the instructor.
The students are met with a handicap, as these initial exposures to the language are most impressionable and, as mentioned earlier, are difficult to reteach. An instructor must not rely on a textbook as a crutch.

...no textbook can present or make clear all of the meanings of a particular form, nor can it distinguish the meaning of that form from those of semantically related forms. 12

It is difficult to find any two instructors who follow the exact same syllabus and use identical techniques in the instruction of grammar. Due to the individualized nature of structure teaching, it is also difficult to find a completely complementary textbook to be used in a course of study. It may be wiser to select a few good textbooks that fit into one's philosophy of teaching structures, and select abstract examples and exercises in accordance to the topic covered during that particular session. Once again, after careful consideration of the issues discussed earlier, the teacher must decide on material and programming that best meets the needs involved.

B) The Sound System and Pronunciation

The English language has a defined set of sounds, some distinctly different and some very much similar to those of other languages that share the same alphabet.

Phonics is an important part of language instruction. Many words share the same pronunciation and yet have a different spelling and a distinctly different meaning. Many
other words have a particular spelling and yet the pronunciation is most unlike what is written.

Some schools of thought encourage a 'dual spelling' of a word; the phonetical and proper spelling inclusive, when new vocabulary is introduced in the E.S.L. classroom. The difference in sound can make a difference in meaning. The students should usually be given the opportunity to see these discrepancies. Phonics plays an important role in spelling. Once the student is familiar with the spelling of a certain sound combination it becomes much easier for that student to predict the spelling of other words that share the same sound. A good example of this exercise could involve the 'ough' sound system. Phonetically it sounds like 'f'; however, it is spelled 'ough'. The student is introduced to a word such as 'rough'. The student recognizes the 'f' sound and when he hears the word 'tough' he/she associates the possible spelling through his/her phonics training.

Pronunciation should be emphasized or taught in conjunction with listening skills. The students must be trained to discriminate between different sounds and intonations and be able to recreate these sounds and intonations upon request of the instructor. If a word is pronounced incorrectly, it may be the result of not being able to discriminate between two sounds on an audio level or it may be the inability of the students to formulate the sound with their teeth, tongue and mouth in accordance to what they hear.
The instructor should devote a portion of class time to go through the various sounds of the voiceless and voiced consonants and the vowel triangle. Exercises and drills can be adapted from primary phonics workbooks, or materials may be used from the core textbook. Most textbooks, however, do not place a lot of emphasis, if any, on phonetical drills and exercises. This area is usually left to the teacher's own resources because pronunciation problems will vary according to the native languages of the students. Textbook followers may often teach an entire course with no deliberate regard or reference to phonics. Pronunciation for the purpose of exercises and dialogues may be checked; however, vocabulary and proper use of structures will be stressed to a greater degree. Since this is a somewhat neglected area in the basic language learning textbook, teachers must become aware of their responsibility to supplement their program with pronunciation and phonetical exercises and drills. Such exercises may involve minimal pairs, listening to an isolated sound, or a series of tongue twisters. Games which will make the drill a little more interesting can be formulated to teach the sound system or phonics further.

The teacher must become more familiar with the differing nature of the English language sound system to that of other languages. These novel, distinctively English sounds, must be taught carefully and frequently to avoid possible comprehension problems of words and phrases at a later date. For example, the Cambodian language does not have our 'f' sound. Instead, the 'f' sound is pronounced 'p' by Cambodians
unless they are taught to formulate the 'f' sound with their mouths. This cannot be self-taught, so it is left to the instructor to teach and drill accordingly. Misuse of the sound system can be a major drawback for students who are trying to make themselves understood in the real world. There is a big difference between asking for a 'fig' and being heard as asking for a 'pig'. This is merely one practical example in thousands where the need for intense training in phonics is needed to assist in good pronunciation of a new language.

C) Vocabulary Teaching

The teaching of vocabulary should be introduced sequentially and with a functional purpose in mind. Sounds, forms, and word sequences must be taught and practised systematically in a progression and order which will permit the learners to associate each little word with every other word and segment they have already acquired.

Vocabulary should be taught as two classifications of words: 1) content words and 2) function words. The content words should be learned in groups with a certain topic or motif in mind. The instructor, for example, can single out any of numerous real-life situations and introduce the new vocabulary involved. A good starting point would be the classroom setting and then the family home setting. Both of these settings are common to all students. The teacher can then proceed to tailor the settings and thus
the vocabulary to meet the needs of the students. Pictures and other audio-visual illustrative aids may be used to introduce words and phrases.

Function words such as with, for, may, and will, should be taught as quickly as possible in sentence form. Abstract words are much more difficult than concrete terminology to teach without relying on translation methodology.

Vocabulary growth will continue to progress at a steady rate as the student is exposed to more situations and experiences. It should not, however, take precedence over the teaching of the sound system and the teaching of structures. Isolated words, without a context, will not lead an individual toward communicative competence.

D) Drills and Exercises

There are thousands of variations of drills and exercises that may be used in the language learning process. They must be carefully prepared or selected to meet with the novel material without introducing confusion through too many words and structures at any one given time.

Wilga Rivers designed a checklist for the conducting of drills. A checklist such as this one should be kept at an arm's reach away for any occasion that warrants a drill. An ineffective drill presents more problems than the absence of a drill period.

Evaluative Checklist for Conducting Drills

1) A drill is designed for teaching, not testing. The teacher should provide considerable practice in the use of each element before moving to another.
2) Each drill should be concerned with one specific structural pattern.
3) The structural feature to be drilled will have been encountered already by the students in recent material - for example, in a dialogue they have memorized.
4) Changes made between one response item and the next will be minimal.
5) Each item in the series will be short.
6) Each item will be a complete utterance of a type which could conceivably occur in a conversational interchange.
7) The drill will be designed so that the cue will provoke only the desired response.
8) The variety of vocabulary should be kept to a minimum.
9) Both cue and response items should be in English.
10) Drills will (initially) be conducted orally.
11) They should not be purely imitative but varied in type to alleviate boredom.
12) Some provision will be made for students to apply what they have learned in the drill series in a structured communicative situation.

This same checklist should also be used in accordance to the selection of a textbook. Drills and exercises are essential in the teaching of a language. A good textbook can assist in the elimination of a lot of preparation time for the teacher, if it provides effective and well developed drills and exercises.

There are three basic classes of drills: a) mechanical (the response is completely controlled and the drill does not necessitate the understanding of the meaning), b) meaningful drills (the response is still controlled, however, the students cannot complete the drill unless they fully understand the structure and semantics, and c) communicative drills (there is no control of the response and there is a free transfer of learned language patterns - most like a regular conversational exchange).

Of these three basic classes of drills, there are dozens of variations for each. Constant drilling and application of
learned material will result, it is hoped, in the understanding and fluency of the new language.

E) Comprehensive Review Material

Language should be taught in a cyclical pattern. After the teaching of a set of structures or patterns, each should be reviewed and its association with the other structures should be emphasized.

Language is a collective unit of words and structures and the student must be able to understand and manipulate a passage to meet the specific needs of the situation. The student must be able to substitute every part of a sentence and understand the development of a similar idea in different words. Drills must be provided to enhance this process as language learning involves an understanding of the new language over and above the memorization of words and rules. Repetition is one key towards developing the complex cognitive base involved in learning a language. As the age of the student increases, proportionally the need for understanding all the reasons and the rules increases. Younger children process a new language differently from the way their parents will.

Each aspect of the language must be concentrated on individually. Skill and structure building requires several backward steps for each step forward, while the students are internalizing their core frame for future reference. At different points in time, the student peaks at a frustration level, and further teaching may become destructive at that time.
Review exercises on learned material can be introduced in class and, in addition, can be provided for home study. The more opportunities the student is given to work with the language material, the quicker the student will learn to utilize it functionally in his/her everyday activities.

Review exercises should involve all four of the language areas (listening, speaking, reading and writing) with the opportunity to acquire more vocabulary from more settings.

A textbook or a group of good textbooks can supply numerous exercises to meet with the different needs at one time. In the selection of a class text, exercises for novel material as well as comprehensive review exercises are two important considerations not to be overlooked. A text with good drills and exercises can cut down on the amount of preparation time a teacher must spend on a lesson, which in turn provides more time for teacher-student interaction.

Category 3 - Affective Elements

A) Illustrative Aids

The need for audio-visual materials in the E.S.L. classroom arises from the fact that language is ultimately inseparable from the real world and there is precisely little of the real world in the classroom.14

The use of illustrative aids in the classroom makes the presentation of novel content matter much easier. If the concrete article is not available, then the picture can present the idea or represent the word.
Pictures provide a situation and consequently bring a story to mind. The story can be told using a specific tense and the associated vocabulary, which is to be taught. All levels of students enjoy an audio-visual presentation of material. This provides excellent and entertaining practice in language use. Such presentations may include films, slides, photographs, posters, charts, diagrams and three dimensional representations of the real thing.

The textbook can be an excellent source for such pictures and diagrams. In the selection of an appropriate textbook, the teacher must take into consideration the age and interest level of the students. Nursery rhyme characters would not appeal to an adult audience, and political figures subsequently would not appeal to young children. Textbooks, if chosen for their functional attributes, will thus be illustrated appropriately.

It is also important that illustrative aids are not dated and meet with modern associations. The recent concerns for multiculturalism, non-sexist stereotyping and ethnic bias have provoked publishers to concern themselves with dealing with current issues in a diplomatic and non-discriminatory way. Pictures and illustrations are studied for their subtle and more obvious overtones that may offend any interest group. The instructor must be aware of these possible problems. The E.S.L. student is trying to grasp a taste of English-speaking culture as well as the language. Pictures may evoke strong impressions.
The illustrative aids in a text should compliment a lesson structure, not distract from it. The student must learn to associate words using one's memory instead of constantly relying on illustrative aids.

B) Multiculturalism and Ethnic Bias

Recent years have seen the growing concern of multicultural awareness in our Canadian society. Canada, often referred to as the salad bowl of North America, is rich with the wealth of culture from countries all over the world. Our Canadian identity is a collage of ideals and dreams brought from all facets of life and heritages.

This national outreach to overcome racism and to encourage a broad appreciation of the individual's worth is being formally introduced into the educational system. It is essential that each person understands his/her value in the system.

The cruelty of a society that does not promote ethnic and cultural diversification and appreciation is vividly accounted for in a passage written by Dan Leckie:

The film is called Between Two Worlds...It has a sincere message at the end of it. It's a child (West Indian) who at Grade 8 was having a major identity crisis and was saying "I wish I was white"... We can't allow that to be tolerated in our school system...It is obvious that the child is going to have major academic difficulties as a result of that failure to have a positive self image. It's obvious that that child has experienced and incorporated into himself a sense of racism.
The New Canadian is faced with a most serious dilemma as he attempts to make a new life for himself in an alien society and culture. If the instructor is aware of this need, an attempt can be made, through the educational system, to control some of the overwhelming repercussions of culture shock. The materials (content) found in an English language text can demonstrate the similarities of cultures and can draw upon cross-cultural references of places and public figures.

The refugee, who was not as well prepared for the drastic change in life that he has made, is more prone to culture shock. Simply through a picture of the old country, one can feel more at peace in one's new surroundings.

The materials used in the classroom should not be culturally biased. Racism and sexism in materials are taken more seriously by those offended, than by those to whom the references do not apply. They may also present other subliminal cues one is not conscious of. The classroom should present ideals and situations as realistically as possible and should accentuate the positive attributes of all lifestyles.

An assimilation of universal needs and concepts can be established and presented in a carefully designed program of study. All of mankind has a need for love, security, happiness and success. These common affections can provide a bond in the class, as the students can relate to each other's plights and struggles in adjusting and surviving in a new
world. The teacher may utilize these themes in the various reading passages and dialogues designed for the students.

Universal needs and concepts remain constant through the ages and this material will rarely become dated. In the selection of a textbook, the instructor should look for evidence of these themes. Language textbooks are no exception to the rule and they carry comparable amounts of opinions and attitudes as other textbooks. But are these opinions of substance:

To state that 'Japanese are people' is to make a simple assertion. However, to state, as does one TV commercial introducing a new automobile 'Clever people, these Japanese', is to make an evaluative assertion which calls up the familiar stereotype of the Japanese as shrewd emulators of western industrial design and suppliers of a vast range of cheap products.16

It is simple to see the subtle intonations of ethnic discrimination and bias from that which appears quite innocent.

Affirmative action must be taken to insure that every student, regardless of racial or ethnic background, is permitted to feel genuine pride in the textbook presentation of his cultural heritage. Curricular materials must increasingly emphasize the legitimate role of minorities in our pluralistic society. This will also enable the white student to grow up with a more honest picture of his heritage and the role that ethnic minorities have played in that heritage.17

C) **Readability Level of Material**

Most readability formulas are computed by measuring sentence length and word familiarity or word length.
Unfortunately, a short sentence is not necessarily easier to read nor understand than a long sentence. An excellent illustration of this principle is illustrated in a T.E.S.L. Talk article:

...there is a danger of making the same assumptions and holding similar misconceptions about teaching reading in the content areas to E.S.L. students. For example, it is tempting to assume that once E.S.L. students become familiar with the sound system, the syntax and the structure of oral and written English, they can automatically apply this knowledge to content area materials. For example:

passage 1: First Grade Reader.
One day a little boy named Jerry was tired of hearing things like that. He wished he could be something that was never told anything. He ran outside and sat down by a tree.

passage 2: Statistics Textbook
...a comparison is considered statistically significant if D (the absolute value D) exceeds a value S, which is defined as follows.

One can imagine the absurdity of assuming that once the E.S.L. student is familiar with the structure and the skills necessary to read the first passage that he can transfer the application of these skills in arriving at the understanding of the second passage.

This is an example of the discrepancy between the level of understanding and the readability level to two passages. Both passages are the same level of reading and yet require diversely different comprehension levels to be understood.

The cloze procedure appears to be the only available procedure that takes this discrepancy into consideration. It takes into account the constraints of a language system in
reading materials, the reading ability and other qualities of the reader, and the background information needed by the reader.

There are established criteria of success for all age groups and for all purposes. Everything examined should be judged relative to the background of the students and to the needs of the student in the classroom setting. Materials can be adapted to meet with the condition mentioned previously, and the teacher should not use unsuitable and irrelevant reading material in the classroom.

The textbook chosen for the course should have high interest or content level, yet have vocabulary and structures that remain at the level of the student's overall comprehension. An instructor cannot feed adult E.S.L. students the stories found in a primary reader. The vocabulary and structures are most suitable for a beginner E.S.L. student, yet the content is of no interest! Readability formulas will lead an instructor into this trap. They may be used as a guide; however, the purpose of the reading material and the reader himself must not be overlooked.

Reading material is important to the new language learner as it opens the door to a lot of new information about a new culture and new way of life....

We must always remember that when pupils read, they bring not only knowledge and understanding of the content area and topic being read, but also their anticipations and expectations of what are the purposes and objectives of the
reading lesson. We should never eliminate the reader and the act of reading from our concept of readability.

If the material made available is not suitable for the class reading level, the instructor can either adapt it or write novel material directed towards the needs of the students concerned.

In adapting material, several considerations should be made. If the content is of interest to the reader, it is worth adapting. However, if the content is of minimal interest it may not be worth the process involved.

In adapting materials, high-frequency synonyms may be substituted for unknown words in the original story. The syntax may be simplified accordingly and puzzling collocations can be explained or charged. Clues may be provided for words or expressions fully understood only by people brought up in this culture.

These are just a few ideas concerning the adaption of material. Thorndike's Teacher Word Book of 30,000 Words and the General Service List of English Words, will suggest the appropriate vocabulary level for students of varying E.S.L. levels.

Both adapted material and novel material require a great deal of time and effort in preparation. In the selection of a textbook, the teacher would be wise to select a book that provides as much written material as possible for their level of E.S.L. student.
Category 4 - Economic, Cosmetic and Other Considerations

A) The Format of the Textbook

This area, as mentioned previously, is what primarily attracts the individual selecting the book. If a textbook has an attractive and colourful cover, it will stand out. Once it has drawn attention, the individual who is selecting may be tempted to flip through it. Colourful illustrations and bold captions increase the attractiveness.

Secondly, the selector may make note of the strength of the binding, the durability of the book, and the print type. Also included in this portion of the evaluation, the selector may look for the layout of the pages, the suitability of the length, the organization of the presentation, and the presence of a 'Table of Contents' and an 'Index'.

B) The Cost

Due to the significant budget restraints imposed on the boards and consequently on the schools and instructors, the cost factor of a textbook selection has become an important issue. Such considerations may be made as the cost per student, the cost for a complete class set, the cost of support materials, the cost to the student, and the cost to the board of education. The materials currently used in the schools are often outdated and ineffective; however, due to monetary cutbacks, new materials cannot be purchased.

Instructors are requested to use the available materials stored in classroom and board stockrooms. An 'Analytical Instrument' could not only provide an excellent means of
extracting worth material from the dead-wood; but also in
the careful selection of limited new textbooks.

C) Other Considerations

This 'Analytic Instrument' will also include such
features as a 'suitability survey', to be used by teachers in
assessing the personality of their classes. One of the key
features in a successful language program is the ability of
the teacher to acknowledge the needs of the student and the
needs of him/herself.

The 'Analytic Instrument' also includes a small section
to acknowledge and evaluate supplementary teaching aids and
manuals which are included in the textbook's program of
study.

In the selection of a suitable textbook, there are many
variables to be considered, as illustrated through this past
chapter.

How do you produce one set of materials
that will be used, for example, in Japan,
Germany and Mexico? Notice the immense
variation in the consumer-groups. Imme-
diately you get into different kinds of
children, different languages, different
skills in the teachers, all kinds of
variables. Yet, undeniably, there's a
great need for that kind of material...
You can either invest a whole lot of
money in special programs...or you can
try to develop a comprehensive program
which somehow matches the basic needs of
all the local groups...I am still unchanged
in that belief, that there's a lot of good
material already in existence. It's a lot
easier to adapt and modify than it is
to start from scratch.
The 'Analytic Instrument' introduced in the next chapter was developed with this consideration of existing materials in mind. It is to enable the instructor to weed through instructional textbooks and material in order to extract systematically, the worthiness, the quality and the value of such. It, in addition, may also be used as a guideline for the development of future textbooks and guides in English Language Instruction.
Footnotes


3) Ibid. p. 663.

4) Ibid. p. 663.


10) Ibid. p. 220.


18) Riley, James D. "ESL and reading in the content areas: Misconceptions and assumptions" T.E.S.L Talk Vol. 9 No. 2 (Spring 1978), p. 23.


21) Ibid. p. 184.

Chapter Four

The Analytic Instrument

Contained within this chapter are the six components that combine to formulate the 'Analytic' or 'Evaluative' Instrument discussed in previous chapters. There is an established need for an effective means to determine whether or not the textbook and/or teacher's manual used in the E.S.L. classrooms are really effective. The 'Analytic Instrument' presented in this chapter will consider the needs of the E.S.L. student, the teacher, and of course of study in a systematic breakdown and evaluation of the six components in a textbook. These six components are comprised of: 1) a needs survey, 2) content (the five language areas), 3) the process, 4) affective elements, 5) economic and cosmetic considerations, and 6) general considerations.

This 'Analytic Instrument' may be used in its entirety, or in part, depending on the purposes of the evaluation. If used in full, this 'Analytic Instrument' covers all of the key areas of English As A Second Language instruction. Some textbooks deal with all of these areas in varying degrees, whereas others feature only one or two aspects of English instruction. If the textbook is predesignated for the purpose of one or more specific areas, then only certain components of the 'Analytic Instrument' will be utilized in the evaluation.
process.

If an instructor has a number of textbooks available for a course, he/she may choose the best suited textbook for each of the language learning areas by using certain components of the 'Analytic Instrument'. Taking 'grammar' as an example, the instructor may use the textbooks, in order to assess which textbook is strongest for that purpose.

Each of the individual components may be analyzed separately for strengths and weaknesses in classroom materials. A textbook may be strong in some areas and very weak in others. Many instructors/teachers choose to use the best of several textbooks, rather than attempting to seek out a possible textbook that will meet all the needs and expectations of a well developed curriculum.

Non-applicable areas of this evaluation form may be disregarded on the evaluation sheet, by writing N/A or crossing the section out. The net worth of points allotted to the irrelevent criteria may be taken into consideration in the overall evaluation of the textbook.

With the extensive number of E.S.L. textbooks currently in circulation, this 'Analytic Instrument' could prove to be a valuable investment. Decisions may be made more quickly, more efficiently, and effectively while using creditable evaluative standards.

This 'Analytic Instrument' is comprehensive, systematic, and simple to use. The following pages will provide the
questions and considerations that comprise the evaluative system. The final format of the 'Analytic Instrument' will be presented on colour-coded, laminated cue cards, divided into the six previously mentioned components. The file box format was chosen for its durability, portability, and organizational qualities.

Directly following the presentation of the 'Analytic Instrument' will be an extensive explanation of the various scores acquired through the evaluation process.
'AN ANALYTIC INSTRUMENT'

(for the purposes of textbook evaluation in English As A Second Language)

Compiled by: Elizabeth S.A. Strutt
University of Windsor
September 1983
Notes on the Use of the "Analytic Instrument"

The 'Analytic Instrument' is intended specifically for the purpose of evaluating Beginner-level English As A Second Language textbooks. This instrument consists of seven sections, each of which deal with a specific aspect in the evaluation of a textbook. The sections consist of:

This evaluation package may be used as a whole or in part dependent on the needs of the individual evaluating the textbook.

Each of the sections, with the exception of parts (A) and (B), have a scoring system and a subsequent analysis of the scores.

The responses to each of the questions of each section are to be recorded on the supplementary tabulation sheets. After completing those sections of interest to you, tabulate the subtotals and grand total of the evaluation proceedings.

These scores may now be interpreted. Attached to the end of the package is the interpretation portion of the "Analytic Instrument." Those pages will provide an explanation of the scores acquired in the evaluation process.

If one chooses to make a cross-comparison of two textbooks, this evaluative procedure will provide empirical evidence of the degree of suitability of each of the textbooks, in the respective areas of investigation. The text-
book with the highest score for each section is the best suited for that specific area of language instruction. The final tabulation at the end of the complete evaluation will be representative of the overall suitability of one E.S.L. textbook with another.

This package operates much like a multiple-choice exam. Be careful as to accurately transfer the answers from the question sheets onto the supplementary tabulation sheets, in order to ensure a validated assessment in the end. The first two sections, (A) and (B), are not included in the scoring system, as they are strictly for general interest. Please note, there are several sets of specific instructions incorporated in with the instrument's questions.

You may now proceed to section (A) of the "Analytic Instrument."
AN EVALUATIVE INSTRUMENT (for E.S.L. textbooks)

A) GENERAL INFORMATION

Name of textbook: ________________________________

Author: ______________________________________

Publisher: _____________________________________

Date of publication of the most current edition: _______

B) CHARACTERIZING YOUR CLASS AND TEACHING METHODOLOGY

(for the following questions in SECTION B, circle all the options which apply)

An overview of the needs of the class:

1) What are the age ranges of your class? 1) a b c d e f g
   a) under 12 years
   b) 12-18 years
   c) 18-25 years
   d) 25-35 years
   e) 35-45 years
   f) 45 years or older
   g) mixed 18+

2) What is the vocational nature of your class? 2) a b c d e f g
   a) students
   b) professionals (white-collar)
   c) labourers (blue-collar)
   d) pink-collar
   e) home-makers
   f) unemployed
   g) mixed
3) What are the predominant interests of your students?

4) What is the educational background of your students?
   a) equivalency of elementary education
   b) " of secondary education
   c) university/college
   d) technical/vocational
   e) no formal schooling (possibly illiterate)
   f) other

5) What are your students' immediate goals for themselves?
   a) to enter the labour market
   b) to continue in our educational system
   c) to become functionally literate in order to communicate
   d) to maintain a home
   e) citizenship training
   f) other

6) What type of English course is most suitable for your students?
   a) an intense course for academic students
   b) a course in survival English
   c) a review course
   d) a course designed for specific purposes (ie: vocational training)

7) What language skills appear to be most important to your students?
   a) reading and writing
   b) speaking and listening
   c) both (a) and (b)
   d) overall communicative competence
An overview of the needs of the instructor:

1) Do you have an established or formal course of study?  
   Yes__  
   No__

2) Is your course of study based on:  
   a) a textbook currently used in the classroom?  
   b) ministry or board guidelines?  
   c) content and methodology that you have found to be effective in the classroom?  
   d) other__________________

3) Do you require a textbook for the purposes of:  
   a) designing a course of study?  
   b) supplementing your course of study?  
   c) providing additional exercises for individualized student work?  
   d) providing a major source of reference for your use?  
   e) providing a minor source of reference for your use?  
   f) providing a vehicle for content learning?  
   g) other__________________

4) On an average, how much of your instruction time is devoted to the use of a textbook?  
   a) 0-24%  
   b) 25-49%  
   c) 50-74%  
   d) 75-100%

5) Do you find your present textbook(s):  
   a) are at the academic level of your students?  
   b) exhibit a variation of learning and teaching methodologies?
c) provide accurate and comprehensive coverage of the subject area?

d) provide a quantity of quality illustrations, charts, and diagrams?

e) provide sufficient pacing between the introduction of new content and the review of learned material?

f) exhibit the proper readability level for the age and interests of your students?

g) provide complementary instructional properties with your mode of instruction? (ie: individualization of approaches and exercises, instruction patterns, and motivational features)

h) provide an adequate number and quality of exercises?

i) reflect an even concentration on the four language areas?

j) provide some life-skills training?

k) provide sufficient sequential grammar training?

6) What methodology or teaching philosophy do you primarily follow?

a) COGNITIVE-CODE (involves formal deductive rule reasoning and memorization with context exercises, formal grammar, and phonetical teaching)

b) AUDIO-LINGUAL (emphasis on communication or verbal fluency - reading and writing serve as supportive elements in the language learning process - a significant amount of analysis and parroting)

c) DIRECT METHODOLOGY (emphasis on communicative competence - no translation, nor formal grammar - total immersion into the language - utilization of meaningful drills)

d) ECLECTIC APPROACH (a combination of the previously listed methodologies - individualized teaching and learning - seeks the most appropriate methodology for each student, class setting, set of content matter, and instruction)

e) other

f) unsure
7) Do you wish the materials to be:
   a) learner-centered?
   b) teacher-centered?
   c) a combination of both?
C) CONTENT

Notes on scoring for the remaining sections:

1) Circle the answer which best reflects your response to each question.

2) Questions requiring a rating will have the numbers (1) (2) (3) (4) (5). Circle that score which best reflects your opinion.

3) Questions requiring YES or NO for an answer will be scored in the following manner unless specified otherwise:
   YES = 5 points
   NO = 1 point

4) At the end of each section, add your total score. Upon completion of the entire evaluation, add all of the sectional scores together. Interpretations for these scores will be provided at the end of this analytic package.

5) For each of the following groupings of questions, consider to what degree the textbook or teacher's manual in question, satisfies your teaching philosophy and the needs of your classroom!

The four language areas:

LISTENING SKILLS AND LISTENING COMPREHENSION

1) To what degree does the textbook provide:
   a) exercises in the development of listening skills?
   b) an adequate number of listening comprehension drills?

2) To what degree does the textbook provide:
   a) exercises on the phonological code?
   b) exercises on the grammatical code?
   c) exercises on the message at the sentence level?
d) exercises on variations of language style?

e) exercises on the varying English language dialects?

f) exercises on the total meaning of an oral passage or communicative exchange?

3) To what degree does the teacher's manual stress the listening and speaking skills in comparison with the reading and writing elements of language learning?

4) To what degree does the textbook progressively introduce listening comprehension in a sequential building process?

5) Does the textbook or teacher's manual elicit a vast variation of listening skill situations whereas the student can learn to listen effectively and understand a message conveyed:

a) face to face in formal or informal settings?

b) over the telephone?

c) over the radio?

d) through a television presentation or movie?

5a) yes__no__

b) yes__no__

c) yes__no__

d) yes__no__

6) Do the listening comprehension passages include situations such as:

a) general conversations?

b) formal introductions and dialogues?

c) lectures?

d) jokes?

e) instructional items?

6a) yes__no__

b) yes__no__

c) yes__no__

d) yes__no__

e) yes__no__

7) Does the textbook accommodate to written exercise that are an extension or testing of a listening drill or exercise?

7) yes__no__

8) Does the textbook provide suitable tasks to evaluate the student's comprehension of an oral passage or dialogue? (such tasks may include drawing diagrams or pictures, the pointing out of words or pictures)

8) yes__no__
9) Do the tasks suggested by the textbook involve variations of intonation and stress in their presentation? 9) yes__ no__

10) To what degree does the textbook encourage listening comprehension to be taught in conjunction with the other three language skills? 10) 5 4 3 2 1

11) Does the textbook provide real-life applications of language drills and exercises that are of interest to the age group of the students? 11) yes__ no__

12) To what degree does the textbook provide direct or indirect information on the physical and social connotations directed through the spoken language? 12) 5 4 3 2 1

13) Does the textbook provide material which will assist the student in understanding feelings such as tension, fear, anxiety, surprise, anger, sarcasm, excitement, love, or depression through the spoken word? 13) yes__ no__

14) Are common colloquial cliches, idiomatic expressions, registers or levels of language (formal/informal speech), and accompanying facial and body gestures discussed and practised in listening comprehension drills? 14) yes__ no__

15) To what extent are the following listening comprehension drills practised through the textbook?
   a) simple parroting 15a) 5 4 3 2 1
   b) verbal dictation of words, sentences, and passages b) 5 4 3 2 1
   c) consequential conversation between the students c) 5 4 3 2 1 and the teacher during class, breaks, and otherwise
   d) short passages with accompanying comprehension d) 5 4 3 2 1 questions
e) other_________________________ e) 5 4 3 2 1
16) To what extent do the exercises in the textbook encourage students to memorize, complete, and incorporate material learned through listening comprehension drills?

17) Does the textbook or teacher's manual consider listening skills to be expendable in the language learning process?

18) Are supplementary aids such as records, tapes, radio programs, and in-class dialogues between students and teachers promoted and/or supplied through the textbook or teacher's manual?

SPEAKING SKILLS

1) To what degree does the textbook encourage the student to participate in oral drills such as parroting, answering simple and complex questions, or initiating and participating in a dialogue?

2) Are there sufficient exercises to enable the student to produce sounds in context in the English language?

3) Does the textbook or teacher's manual provide suggestions for role-playing exercises which enable the student to incorporate their verbal skills, their newly learned vocabulary and structures, into a meaningful question or response?

4) Are there an adequate number of exercises and drills provided for the student to practise sounds:
   a) in isolation?
   b) in conjunction with other sounds?
   c) in meaningful words and sentences?
5) Are the following qualities of the spoken language drilled either through drills or meaningful text?
a) intonation  b) rhythm  
c) stress  d) inflection

6) Does the teacher's manual and/or textbook lend itself to ideas in testing speaking skills through:
a) isolated words?  b) short phrases or sentences?
c) meaningful dialogue?  d) speeches?
e) informal verbal interaction between the students or between the teacher and the student?

7) Does the textbook provide optimum opportunity for the student to be listening to and speaking the target language?

READING SKILLS

1) Does the textbook provide reading material which is:
a) at the readability level of the student?  b) a blend of known vocabulary and an application of newly learned structures?
c) of interest to the student? (relevant text)  d) informative of social/cultural mores and formalities typical of everyday life in our society?
e) authentic and up-to-date material?

2) Does the textbook supply reading material which provides:
a) new vocabulary in context?  b) new structures introduced gradually in the context of known structures?
3) Does the textbook/teacher's guide provide sufficient written/oral exercises:
   a) to test the student's comprehension of the reading passage?
   b) to attempt to integrate the other three language skills with reading skills?
   c) a) & b) are left to the responsibility of the instructor.
   3a) yes__ no__
                   3b) yes__ no__
                   3c) yes__(1 pt.) no__(5 pts.)

4) To what degree does the teacher's manual/textbook effectively control vocabulary and structure growth?
   4) 5 4 3 2 1

5) To what degree could the textbook material inadvertently challenge the student's threshold of frustration and consequently discourage the average learner?
   5) 5 4 3 2 1

6) Does the reading material supplied accurately reflect Canadian/North American and/or international culture, mores, values and philosophies?
   6) yes__ no__

7) To what degree do the reading exercises provided encourage the student to read independently, efficiently, and for overall understanding?
   7) 5 4 3 2 1

8) Does the textbook/teacher's guide encourage both the silent reading of passages, as well as the oral reading of the same?
   8) yes__ no__

9) Does the reading component of the textbook coincide with the ongoing development of vocabulary and syntax?
   9) yes__ no__

10) Is accommodation made for individualized reading programs for students with varying interests and varying language skills?
    10) yes__ no__
11) Does the textbook/teacher's manual provide sufficient means by which to determine whether or not the student is exclusively proficient in oral recitals or whether the student is able to comprehend the passage as well?  

**WRITING SKILLS**

1) To what extent is the student encouraged to write out:
   a) drills and exercises practiced in class?  
   b) responses to questions?  
   c) dialogues?  
   d) lists of words for the purposes of spelling dictation?  

2) Are the written elements of the language comparatively stressed in conjunction with the other three language skills?  

3) To what degree do the written exercises provide for:
   a) the introduction of meaningful content?  
   b) the introduction of new vocabulary?  
   c) the application/ introduction of novel structures?  

4) Are the various elements of writing introduced and developed to lead towards competency in creative writing?  

5) Do the writing skills developed through the textbook lend themselves towards functional/practical application for the student?  

6) Does the textbook/teacher's manual suggest written activities that may in turn serve a dual function in verbal-aural practice?
COMMUNICATIVE COMPETENCE

1) Does the textbook introduce real-life situations in communicative drills? 1) yes no

2) Do the communicative drills facilitate the learner's language needs? 2) yes no

3) Are the following communicative drills and activities incorporated into the textbook? 3a) 5 4 3 2 1 KEY
   a) social formulas and dialogues
   b) community-oriented tasks
   c) problem-solving activities
   d) role-playing

4) To what degree do the exercises and drills in the textbook require interpersonal responsiveness rather than mere reproduction of language in order to complete a response? 4) 5 4 3 2 1
   (3) Regularly
   (2) Rarely
   (1) Never

5) To what extent does the textbook extend its content to social usage of the language, as well as in the practice of linguistic forms? 5) 5 4 3 2 1

6) Does the textbook/teacher's manual lend itself to informal conversational matter on behalf of the student? 6a) yes no
   b) Is the student encouraged to draw as much as possible from his/her own language ability rather than textual/reference material? b) yes no

7) Are the conversational skills systematically presented step by step, in the language learning process? 7) yes no

8) Does the textbook encourage 'natural' usage of colloquial speech patterns in conjunction with the examples of standardized grammar and language presented in formal literature and speech? 8) yes no
D) THE PROCESS

For the following groupings of questions, consider to what degree the textbook in question satisfies your teaching philosophy and the needs of your classroom.

GRAMMAR

1) To what degree does the textbook's introduction to grammar compliment that of the teaching methodology chosen for this classroom situation?

2)a) inductively ____
   b) deductively ____
   c) both ______

2b) (no points)

2i) a major point of emphasis in the book's curriculum?
   ii) a minor point of emphasis in the book's curriculum?
   iii) merely an incidental concern in the book's curriculum design?

3) Are the grammatical rules of the language summarized through:
   a) charts
   b) examples
   c) definition

4) Are the novel structures and/or grammatical terms:
   a) adequately introduced and explained?
   b) effectively illustrated in both simple and complex sentence structures?
   c) effectively drilled in controlled exercises?
   d) effectively presented in meaningful drills (i.e. dialogues and role-playing)?
   e) contrasted with the student's native language grammatical network?
   f) presented from the simple to the complex in a highly structured and segmented approach?
5) To what degree:
   a) are the suggested drills the most appropriate for that particular structure?    5a) 5 4 3 2 1
   b) are the drill items grouped together logically for ease in student perception and performance? b) 5 4 3 2 1
   c) are the changes required in the drills minimal when a structure is first introduced? c) 5 4 3 2 1
   d) are the drill utterances authentic?7 d) 5 4 3 2 1

6) Are the following verb patterns incorporated into the syllabus of the textbook?
   a) the simple tense (past, present and future) 6a) yes___no___
   b) the continuous tense (past, present and future) b) yes___no___
   c) the perfect tense (past, present and future) c) yes___no___

7) Are the various 'parts of speech' (i.e. prepositions, articles, verbs, nouns, adverbs, adjectives, etc.):
   a) introduced and referred to by their grammatical terms? 7a) yes___no___
   b) introduced as strictly vocabulary and not grouped in their grammatical groupings? b) yes___no___
   c) occasionally grouped?
   d) assumed by the student through varying numbers of examples? c) yes___no___
   d) yes___no___

8) Does the textbook provide for the learning of the alphabet (by name and phonetically) for students who are not familiar with it?
   8) yes___no___

9) Does the textbook deal with grammar in a:
   a) cyclic formation? 9a) yes___no___
   b) linear format? b) yes___no___ (no points)

10) Does the textbook introduce the new structures as an extension of previously presented structures?
   10) yes___no___

11) Does the textbook supply a thorough teaching of a novel structure and supply subsequent drills ranging from the mechanical level, through to the meaningful level, and completed with a communicative drill?
   11) yes___no___
DRILLS AND EXERCISES

1) To what degree are the following structural pattern drills applied in the textbook?
   a) Repetition Drills (verbatim repetition, open-ended repetition, dialogue repetition)  
      la) 5 4 3 2 1  
   b) Discrimination Drills (pattern recognition, context recognition, function coding)  
      lb) 5 4 3 2 1  
   c) Alternation Drills  
      Morpho-lexical Drills (single slot substitution, double slot substitution, multiple slot substitution, moving slot substitution, correlative substitution)  
      lc) 5 4 3 2 1  
   d) Alternation Drills  
      Syntactic Drills (expansion, completion, reduction, transformation, integration)  
      ld) 5 4 3 2 1  
   e) Reply (short answer, comprehension questions, rejoner, comment, free response)  
      le) 5 4 3 2 1  

2) Does the textbook introduce mechanical, meaningful, and communicative drills in this stated order, as a building process?
   2) yes  no

3) Are the drills designed for:
   a) teaching rather than testing?  
      3a) yes  no
   b) mastering specific structural patterns in isolation?  
      3b) yes  no
   c) eliciting a single desired response?  
      3c) yes  no

4) Are the novel structural items presented and drilled through the textbook:
   a) encountered by the student in previous reading prior to drilling?  
      4a) yes  no
   b) presented at each step with a minimum of variation?  
      4b) yes  no
   c) typical of an utterance which may occur in a conversational/communicative exchange?  
      4c) yes  no

5) Are the drills both explained and conducted in the target language?
   5) yes  no
6) Do the drills and exercises, included in the textbook, provide for the application of the increased number of newly learned structures and newly acquired vocabulary in mechanical manipulation?  

PHONICS (the sound system)

1) Does the textbook introduce 'dual spelling' (phonetic and proper) of new vocabulary to reinforce the relationship between sound and spelling? 1) yes__ no__

2) Does the textbook:
   a) deal directly with phonetical explanations and exercises or
   b) assume that the student will inadvertently assume the phonetical construction behind the proper pronunciation of the language?
   2a) yes__ no__
   b) yes__ no__ (1 pt) (5 pts)

3) Does the textbook provide:
   a) demonstrations of 'like' sounding words and of consequence, their 'like' spelling?
   b) word drills which demonstrate discrepancies in sound and of consequence in spelling?
   3a) yes__ no__
   b) yes__ no__

4) Does the textbook provide exercises specifically geared towards sound discrimination and the spelling of those particular sounds? (i.e.: the 'f' sound spelled 'ough')?
   4) yes__ no__

5) Does the textbook provide drills and exercises to assist the student in developing an oral/aural accuity with:
   a) voiced consonants?
   b) voiceless consonants?
   c) the vowel triangle?
   5a) yes__ no__
   b) yes__ no__
   c) yes__ no__

6) Does the teacher's manual/textbook discuss means by which a sound may be taught and drilled, specifically for students whose native tongues do not use such sounds or patterns?
   6) yes__ no__
VOCABULARY

1) Does the textbook:
   a) introduce new vocabulary in a familiar setting/framework? 1a) yes no
   b) build vocabulary complementary to the teaching of new structures/grammar? b) yes no
   c) provide vocabulary relevant to the needs/interests of the target group? c) yes no
   d) provide sufficient oral/written drills to practise vocabulary? d) yes no
   e) provide meaningful comprehension passages utilizing the new vocabulary and structures? e) yes no
   f) provide illustrative aids/visual cues to represent the new words? f) yes no
   g) provide a glossary or dictionary containing the new vocabulary introduced in the text? g) yes no

2) Does the textbook effectively introduce idioms and groupings of words that present a single meaning?

3) Does the textbook effectively introduce:
   a) formal standard English? 3a) yes no
   b) colloquial English?
   c) when each type of English is to be used?

4) Is the vocabulary and content matter current?

5) Does the textbook systematically introduce:
   a) content words as such?
   b) function words as such?

6) To what extent does the textbook provide for adequate testing of vocabulary in both oral and written format?

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<tr>
<td>(5)</td>
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<td>Almost always</td>
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<tr>
<td>(1)</td>
<td>Never</td>
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</tbody>
</table>
7) Does the textbook use the learned vocabulary as a building block for new vocabulary and structures in future lessons in the book? 7) yes__ no__

8) To what degree is the vocabulary reviewed throughout the text? 8) 5 4 3 2 1

9) Does the textbook present a variety of learning situations and experiences to provide for specific and generalized vocabulary growth? 9) yes__ no__

10) Does the text tend to teach new words:
   a) in context? 10a) yes__ no__
   b) in clusters according to theme? 10b) yes__ no__
   c) in isolation/at random? 10c) yes__ no__

PRONUNCIATION

1) Does the textbook/teacher's manual make accommodations to select and present each sound individually in a pattern of learning? 1) yes__ no__

2) Does the textbook/teacher's manual provide for exercises and drills to:
   a) assist the student in recognizing a new sound? 2a) yes__ no__
   b) supply practice in discriminating between similar sounds? 2b) yes__ no__

3) Does the textbook/teacher's manual teach sound discrimination, and production of sound features, in a building process, beginning with single words, then phrases, and completing with a sentence? 3) yes__ no__

4) Does the textbook/teacher's manual provide communication situations to practise pronunciation of words as well as sound/word discrimination? 4) yes__ no__
5) Does the textbook/teacher's manual stress the advantages of understanding sound in the teaching of basic rules, which can later be used in the teaching of good spelling?

6) Does the textbook/teacher's manual provide exercises to assist the student in understanding and in practising the articulation of stress and intonation in good pronunciation?

REVIEW OF LEARNED MATERIAL

1) Does the textbook elicit a:
   a) cyclic language learning pattern?
   b) linear language learning pattern?

2) Do the exercises, drills, and examples provided by the textbook involve an understanding of the new language over and above the memorization of words and rules?

3) Does the textbook provide supplementary exercises to reinforce:
   a) newly learned material?
   b) previously learned material?
   c) the combination of newly learned material with previously learned material?

4) Do the review exercises/sections involve:
   a) all four of the language areas?
   b) overall testing of communicative competence?

5) Does the textbook provide sufficient written exercises and drills for the advanced or struggling student, so the instructor may invest more energy in the development of oral/aural language exercise and teacher/student interaction?
E) AFFECTIVE ELEMENTS

ILLUSTRATIVE AIDS

1) Does the textbook contain:
   a) attractive illustrations? 1a) yes no
   b) charts and diagrams? 1b) yes no
   c) pictures and photographs? 1c) yes no

2) Are the illustrative aids:
   a) representative of the situations/content conveyed in the textbook? 2a) yes no
   b) current and representative of the culture and era of which they are depicting? 2b) yes no

3) Does the textbook/teacher's manual suggest/supply supplementary items such as:
   a) films? 3a) yes no
   b) slides? 3b) yes no
   c) photographs? 3c) yes no
   d) posters? 3d) yes no
   e) charts? 3e) yes no
   f) diagrams? 3f) yes no

4) Does the textbook utilize illustrative aids to:
   a) increase the aesthetic appeal of the textbook? 4a) yes no
   b) support lists of vocabulary? 4b) yes no
   c) create a setting to introduce a new structure, verb tense, and the associated vocabulary? 4c) yes no
   d) to create visual representation of Canadian/North American society and culture? 4d) yes no

5) Do the illustrative aids serve the interests and needs of the students? (ie: pictures of traffic signs for driving tests for adults or pictures of cartoon characters for children)? 5) yes no
6) Are the pictures and illustrations:
   a) current and representative of society today?
   b) dated and no longer relevant?
   6a) yes___ no___
   b) yes___ no___
   (1 pt) (5 pts)

7) Do the pictures and illustrations indicate:
   a) sexist stereotyping?
   b) racial stereotyping?
   c) religious stereotyping?
   d) a realistic and non-discriminatory depiction of all groups of people?
   7) Check only those which apply
   a) ______ (0 pts.)
   b) ______ (0 pts.)
   c) ______ (0 pts.)
   d) ______ (5 pts.)

8) Do the pictures and illustrations:
   a) complement the lesson structure?
   b) distract from the lesson structure?
   8a) yes___ no___
   b) yes___ (1 pt.) no___ (5 pts.)

MULTICULTURALISM AND PRESENTATION OF CANADIAN CULTURE

1) Does the textbook facilitate to the student becoming bicultural as well as bilingual?
   1) yes___ no___

2) Does the textbook state an outward awareness of Canada's multicultural nature in the design and/or implementation of the textbook in classroom use?
   2) yes___ no___

3a) Are specific cultural/ethnic groups mentioned or credited in the textbook?
   3a) yes___ no___
   b) Are these groups presented in a:
      i) positive light?
      ii) negative light?
      iii) neutral light?
      b) (i) yes___ no___
         (ii) yes___ (1 pt.) no___ (5 pts.)
         (iii) yes___ no___

4) Does the text attempt to present the similarities between cultures, as well as the differences, through drawing upon cross-cultural references of places and public figures?
   4) yes___ no___
5) Does the content of the textbook accentuate the possible attributes of all life-styles in a truthful and realistic presentation?

6) Does there appear to be a cultural bias toward one or two specific groups?

7) Does the textbook exercise frequent opportunities to introduce North American/Canadian way of life?

8) Does the textbook lend itself:
   a) directly to life skills instruction?
   b) indirectly to life skills instruction?
      (ie: exercises in banking, budgeting, and citizenship training in conjunction with reading passages and accompanying exercises)

UNIVERSAL NEEDS AND CONCEPTS

1) Are both sexes presented in a fair and equal light?

2) Are the universal concerns of love, security, happiness and success, integrated into the context of the textbook?

3) Does the textbook elicit feelings of pride among the students in regards to the presentation of their cultures and heritages?

4) Does the textbook content deal with issues such as family life, education, vocational training, and social mores and values?

5) Does the textbook encourage community and world awareness through the nature of the communicative drills and exercises? (ie: monologues on government policy, the reading of newspapers, involvement in extra-curricular activities at work and in the school)?
READABILITY

1) Is the reading level satisfactory for the English language level of the class? 1) yes__ no__

2) Is the vocabulary suited towards the needs and interests of the specific student group? (i.e. technical terminology for machinists, medical terminology for nurses and doctors, etc.) 2) yes__ no__

3) Is the reading material found in the textbook high interest, low vocabulary or similarly suited to the students? 3) yes__ no__

4) Does the textbook provide for gradual vocabulary/structure growth in conjunction with continued practice of known material? 4) yes__ no__

ACCOMPANYING INSTRUCTOR'S MANUAL

1) To what degree does the instructor's/teacher's manual provide key teaching aids, supplements, and guidance to the teacher who may or may not be experienced in the E.S.L. field? 1) 5 4 3 2 1 KEY (5) Always (4) Almost always (3) Regularly (2) Rarely (1) Never

2) To what degree does the manual provide clear, concise directions for the instructor in the key areas of language instruction? 2) 5 4 3 2 1

3) Does the manual provide suggestions for supplementary exercises and activities to be utilized by the instructor for specific and general purposes? 3) yes__ no__

4) Does the instructor's/teacher's manual provide:
   a) detailed reference notes on the textbook content? 4a) yes__ no__
   b) an organized table of contents/index by which to quickly locate problematic areas of the language learning program? b) yes__ no__
F) ECONOMIC AND COSMETIC CONSIDERATIONS

1) What is the cost of the textbook?  
   1) (no points)

2) Will your present budget afford you:  
   a) a class set?  
   b) partial set?  
   2a) __________ (5 pts.)  
   b) __________ (1 pt.)

3) Is there a Canadian distributor?  
   3) yes__ no__

4) Is the textbook available immediately?  
   4) yes__ no__

5) Does the textbook have a recent copyright date? (no more than five years old)  
   5) yes__ no__

6) Physical makeup:  
   a) Is the cover durable?  
   b) Does the book have an aesthetic appeal?  
   c) Is the textbook a suitable size for carrying and storage?  
   d) Is the binding sturdy and strong?  
   e) Is the binding adjustable to accommodate to deletions and additions to the textbook?  
   f) Does the textbook have a reasonable shelflife? (minimum of 5 years)  
   g) Is the paper of good quality?  
   h) Is the print easy to read?  
   i) Is the layout of the text orderly, easy to follow, and attractive?  
   j) Is the material organized to complement your teaching syllabus?  
   k) Does the textbook contain:  
      i) a 'Table of Contents'  
      ii) an index  
      iii) verb charts  
      iv) a dictionary  
   6a) yes__ no__  
   b) yes__ no__  
   c) yes__ no__  
   d) yes__ no__  
   e) yes__ no__  
   f) yes__ no__  
   g) yes__ no__  
   h) yes__ no__  
   i) yes__ no__  
   j) yes__ no__  
   k) (i) yes__ no__  
   (ii) yes__ no__  
   (iii) yes__ no__  
   (iv) yes__ no__
G) GENERAL CONSIDERATIONS

1) Is the content of the textbook/teacher's manual up-to-date and of current interest with present day teaching philosophies and in the field of language learning in general? 1) yes__ no__

2) Does the textbook present a variety of learning skills? 2) yes__ no__

3) Is the style of the presentation appealing and reflective of today's standard of quality? 3) yes__ no__

4) Does the content of the textbook meet with the objectives set by the book's promotional reviews? 4) yes__ no__

5) Is the presentation of the material of optimum quality, in view of the needs and concerns of both the instructor and of the student's alike? 5) yes__ no__

6) Which of the following support materials are provided or recommended by the textbook or teacher's manual? 6a) yes__ no__
   a) films and slides
   b) charts and pictorial aids
   c) cassette and VCR tapes
   d) flashboards
   e) supplementary exercises and activities for individualized programming?
   f) other?

7) Does the textbook contain suggestions to further enhance the language lesson beyond that which is contained in detail by the textbook? (ie: projects, creative activities, games) 7) yes__ no__
FOOTNOTES


2) Ibid. p. 60.

3) Ibid. p. 63.

4) Ibid. p. 67.

5) Ibid. p. 70.

6) Ibid. p. 56.


9) Paulston and Bruder, p. 11.

ANALYTIC INSTRUMENT TABULATION SHEETS

Please note: Sections (A) and (B) are not to be scored. The purpose of these sections is to familiarize the evaluator with information about the textbook, the classroom situation, and the nature of the students involved.

PART (A) GENERAL INFORMATION

Name of textbook: ____________________________

Author: ________________________________________

Publisher: ______________________________________

Date of publication of the most current issue: ______

PART (B) CHARACTERIZING YOUR CLASS AND TEACHING METHODOLOGY

1) a b c d e f g
2) a b c d e f g
3) ____________________________________________
4) a b c d e f
5) a b c d e f
6) a b c d
7) a b c d

1) yes__ no__
2) a b c d
3) a b c d e f
4) a b c d
5) a b c d e f g h i j k
6) a b c d e f
7) a b c

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NOTES ON SCORING FOR THE FOLLOWING SECTIONS:

1) Circle that answer which best reflects your response to each question.
2) Questions requiring a rating will have the numbers 1 through 5. Circle that which best reflects your opinion.
3) Questions requiring YES or NO for an answer will be scored in the following manner unless specified otherwise:
   YES = 5 points
   NO = 1 point
4) At the end of each section, add your total score. Upon completion of the entire evaluation, add together all of the sectional scores.

PART (C) CONTENT

Listening Skills

1a) 5 4 3 2 1
   b) 5 4 3 2 1
2a) 5 4 3 2 1
   b) 5 4 3 2 1
   c) 5 4 3 2 1
   d) 5 4 3 2 1
   e) 5 4 3 2 1
   f) 5 4 3 2 1
3) 5 4 3 2 1
4) 5 4 3 2 1
   KEY
   (5) Excellent source
   (4) Good source
   (3) Adequate source
   (2) Poor source
   (1) no evidence

5a) yes __ no __
   b) yes __ no __
   c) yes __ no __
   d) yes __ no __
6a) yes __ no __
   b) yes __ no __
   c) yes __ no __
   d) yes __ no __
   e) yes __ no __
7) yes __ no __
8) yes __ no __
9) yes __ no __
10) 5 4 3 2 1
11) yes __ no __
12) 5 4 3 2 1
13) yes __ no ___
14) yes __ no ___
15a) 5 4 3 2 1
   b) 5 4 3 2 1
   c) 5 4 3 2 1
   d) 5 4 3 2 1
   e) 5 4 3 2 1
16) .5 4 3 2 1
17) yes __ (1 pt.) no ___ (5 pts.)
18) yes __ no ___
SUBTOTAL = ____________ points

   175
Speaking Skills
1) 5 4 3 2 1
2) yes __ no ___
3) yes __ no ___
4a) yes __ no ___
   b) yes __ no ___
   c) yes __ no ___
5a) yes __ no ___
   b) yes __ no ___
   c) yes __ no ___
   d) yes __ no ___
6a) yes __ no ___
   b) yes __ no ___
   c) yes __ no ___
   d) yes __ no ___
   e) yes __ no ___
7) yes __ no ___
SUBTOTAL = ____________ points

   80
Reading Skills
1a) yes __ no ___
   b) yes __ no ___
   c) yes __ no ___
d) yes__ no__
e) yes__ no__
2a) yes__ no__
b) yes__ no__
3a) yes__ no__            KEY
b) yes__ no__            (5) Excellent source
c) yes__ (1 pt.) no__ (5 pts.) (4) Good source
4) 5 4 3 2 1             (3) Adequate source
5) 5 4 3 2 1            (2) Poor source
6) yes__ no__            (1) No evidence
7) 5 4 3 2 1
8) yes__ no__
9) yes__ no__
10) yes__ no__
11) yes__ no__
SUBTOTAL = ___________ points.

90.

Writing Skills
1a) 5 4 3 2 1
b) 5 4 3 2 1
KEY
5) Always
(4) Almost always
3) Regularly
(2) Rarely
(1) Never
4) yes__ no__
5) yes__ no__
6) yes__ no__
SUBTOTAL = ___________ points

55

Communicative Competence
1) yes__ no__
2) yes__ no__
3a) 5 4 3 2 1
b) 5 4 3 2 1
   KEY
   (5) Always

c) 5 4 3 2 1
   (4) Almost Always

d) 5 4 3 2 1
   (3) Regularly

4) 5 4 3 2 1
   (2) Rarely

5) 5 4 3 2 1
   (1) Never

6a) yes__no__

   SUBTOTAL = ____________ points

7) yes__no__

   60

8) yes__no__

   TOTAL POINTS FOR CONTENT = ____________ points

   460
PART (D) THE PROCESS

Grammar
1) 5 4 3 2 1

2a) inductively\____
deductively\____
both\____

\{\}

b) i) yes\____ no\____
   ii) yes\____ no\____
   iii) yes\____ no\____

3a) yes\____ no\____
b) yes\____ no\____
c) yes\____ no\____

4a) yes\____ no\____
b) yes\____ no\____
c) yes\____ no\____
d) yes\____ no\____
e) yes\____ no\____
f) yes\____ no\____

KEY
(5) Always
(4) Almost Always
(3) Regularly
(2) Rarely
(1) Never

5a) 5 4 3 2 1
b) 5 4 3 2 1
c) 5 4 3 2 1
d) 5 4 3 2 1

6a) yes\____ no\____
b) yes\____ no\____
c) yes\____ no\____

7a) yes\____ no\____
b) yes\____ no\____
c) yes\____ no\____

8) yes\____ no\____

9a) yes\____ no\____\{(no points for this question)\}
   b) yes\____ no\____

10) yes\____ no\____
11) yes\____ no\____

SUBTOTAL = _________ points

125
Drills and Exercises
1a) 5 4 3 2 1
   b) 5 4 3 2 1
   c) 5 4 3 2 1
   d) 5 4 3 2 1
   e) 5 4 3 2 1
2) yes__ no__
   3a) yes__ no__
      b) yes__ no__
      c) yes__ no__
     4a) yes__ no__
       b) yes__ no__
       c) yes__ no__
     5) yes__ no__
    6) yes__ no__
SUBTOTAL = __________ points

Phonics
1) yes__ no__
2a) yes__ no__
     b) yes__ (1 pt.) no__ (5 pts.)
3a) yes__ no__
    b) yes__ no__
4) yes__ no__
5a) yes__ no__
    b) yes__ no__
    c) yes__ no__
6) yes__ no__
SUBTOTAL = __________ points

Vocabulary
1a) yes__ no__
    b) yes__ no__
    c) yes__ no__
    d) yes__ no__
    e) yes__ no__
    f) yes__ no__
g) yes__ no__
2) yes__ (1 pt.) no__ (5 pts.)
3a) yes__ no__
b) yes__ no__
c) yes__ no__
4) yes__ no__
5a) yes__ no__
b) yes__ no__
6) 5 4 3 2 1
7) yes__ no__
8) 5 4 3 2 1
9) yes__ no__
10a) yes__ no__
b) yes__ no__
c) yes__ no__

SUBTOTAL = ___________ points

105

Pronunciation
1) yes__ no__
2a) yes__ no__
b) yes__ no__
3) yes__ no__
4) yes__ no__
5) yes__ no__
6) yes__ no__

SUBTOTAL = ___________ points

35

Review of Learned Materials
1a) ______ (5 pts.)  b) ______ (3 pts.)
2) yes__ no__
3a) yes__ no__
b) yes__ no__
c) yes__ no__
4a) yes__ no__
b) yes__ no__

SUBTOTAL = ___________ points

40

TOTAL POINTS FOR THE PROCESS = ___________ points

520
PART (E) AFFECTIVE ELEMENTS
Illustrative Aids
1a) yes__ no__
b) yes__ no__
c) yes__ no__
2a) yes__ no__
b) yes__ no__
3a) yes__ no__
b) yes__ no__
c) yes__ no__
d) yes__ no__
e) yes__ no__
f) yes__ no__
4a) yes__ no__
b) yes__ no__
c) yes__ no__
d) yes__ no__
5) yes__ no__
6a) yes__ no__
b) yes__ (1 pt.) no__ (5 pts.)
7) Check only those which apply
   a)____(0 pts.)
   b)____(0 pts.)
   c)____(0 pts.)
   d)____(5 pts.)
8a) yes__ no__
b) yes__ (1 pt.) no__ (5 pts.)
SUBTOTAL = _______________ points
105

Multiculturalism and Presentation of Canadian Culture
1) yes__ no__
2) yes__ no__
3a) yes__ no__
b) (i) yes__ no__ (ii) yes__ no__ (iii) yes__ no__
   (1 pt.) (5 pts.)
4) yes__ no__
5) yes__ no__
6) yes__ (1 pt.) no__ (5 pts.)
7) yes  no  
8a) yes  no  
  b) yes  no  
SUBTOTAL = ___________ points  
   60

Universal Needs and Concepts
1) yes  no  
2) yes  no  
3) yes  no  
4) yes  no  
5) yes  no  
SUBTOTAL = ___________ points  
   25

KEY
(5) Always
(4) Almost Always
(3) Regularly
(2) Rarely
(1) Never

Readability
1) yes  no  
2) yes  no  
3) yes  no  
4) yes  no  
SUBTOTAL = ___________ points  
   20

Accompanying Teacher's Manual
1) 5 4 3 2 1 
2) 5 4 3 2 1 
3) yes  no  
4a) yes  no  
  b) yes  no  
SUBTOTAL = ___________ points  
   25

TOTAL POINTS FOR AFFECTIVE ELEMENTS = ___________ points  
   235
PART (F) ECONOMIC AND COSMETIC CONSIDERATIONS

1) __________________________ (no points)

2a) __________ (5 pts.)
   b) __________ (1 pt.)

3) yes__ no__

4) yes__ no__

5) yes__ no__

6a) yes__ no__
   b) yes__ no__
   c) yes__ no__
   d) yes__ no__
   e) yes__ no__
   f) yes__ no__
   g) yes__ no__
   h) yes__ no__
   i) yes__ no__
   j) yes__ no__
   k) i) yes__ no__
      ii) yes__ no__
      iii) yes__ no__
      iv) yes__ no__

TOTAL OF ECONOMIC AND COSMETIC CONSIDERATIONS = __________points

90
PART (G) GENERAL CONSIDERATIONS

1) yes__ no__
2) yes__ no__
3) yes__ no__
4) yes__ no__
5) yes__ no__
6a) yes__ no__
  b) yes__ no__
  c) yes__ no__
  d) yes__ no__
  e) yes__ no__
7) yes__ no__

TOTAL FOR GENERAL CONSIDERATIONS= ___________ points

55
TOTAL SCORES OF EVALUATION

CONTENT ______/ 460
THE PROCESS ______/ 520
AFFECTIVE ELEMENTS ____________/235
ECONOMIC AND COSMETIC CONSIDERATIONS ____________/90
GENERAL CONSIDERATIONS ________________/55

TOTAL ____________________/1360
ANALYSIS OF THE SCORES

A) ANALYSIS OF THE EVALUATION'S TOTAL SCORES

If the score was between 1360 points and 1000 points, the textbook is well suited for your purposes.

If the score was between 999 points and 750 points, the textbook is basically suitable for your purposes.

If the score was between 749 points and 500 points, the textbook may be somewhat suitable for your purposes.

If the score was between 499 points and 250 points, the textbook is not suitable for all your purposes.

B) ANALYSIS OF THE SECTIONAL SCORES

<table>
<thead>
<tr>
<th>SECTION</th>
<th>RANGE OF SCORE</th>
<th>INTERPRETATION OF THE TEXTBOOK AS A SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(C) CONTENT</td>
<td>460-350 pts.</td>
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<td>Listening Skills</td>
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<td>Reading Skills</td>
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<td>Writing Skills</td>
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<td>Communicative</td>
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<td>Skills</td>
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<td><strong>(D) THE PROCESS</strong></td>
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<td><strong>Grammar</strong></td>
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<td><strong>Drills and Exercises</strong></td>
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<td><strong>Phonics</strong></td>
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<td><strong>Vocabulary</strong></td>
<td>105-85 pts.</td>
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<td>** Pronunciation**</td>
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<td><strong>Review of Learned Material</strong></td>
<td>40-35 pts.</td>
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<td><strong>(E) AFFECTIVE ELEMENTS</strong></td>
<td>235-200 pts.</td>
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<td><strong>Illustrative Aids</strong></td>
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<td><strong>Multiculturalism and the Presentation of Canadian Culture</strong></td>
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<td><strong>Universal Needs and Concepts</strong></td>
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<td><strong>Readability</strong></td>
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<td>Accompanying Teacher Manual</td>
<td>25-20 pts.</td>
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<td>(F) ECONOMIC AND COSMETIC CONSIDERATIONS</td>
<td>90-80 pts.</td>
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<td>(G) GENERAL CONSIDERATIONS</td>
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<td>excellent source</td>
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(Please note that the interpretations provided above are only to give you a general idea. It is important that each section is weighed on its own merit as to whether or not the score is applicable for your evaluation purposes)
This 'Analytic Instrument' will be distributed to a number of English As A Second Language teachers and instructors at various levels in the educational system.

They will be asked to apply this new mode of evaluation in selecting a textbook for both specific and general use in the classroom. They will then be asked to supply answers to the following questions.

1) Did you find this mode of textbook evaluation useful? Why? or Why not?
2) Did you find this format easy to use? Why? or Why not?
3) Do you feel this mode of evaluation was fair in its treatment of all areas? Why? or Why not?
4) What do you feel are the strengths of this evaluation process?
5) What do you feel are the weaknesses of this evaluation process?
6) How would you improve this evaluative technique?
7) Would you find this 'Analytic Instrument' useful again?
8) Other remarks?

The following chapter will present the results of this test market. It will also elaborate more fully on alternative uses for this evaluative procedure.
Chapter Five

Field Test Findings and Final Considerations

The purpose of this study was to develop an 'Analytic Instrument': a set of comprehensive questions to assist the instructor or administrator in evaluating the complete or partial effectiveness of an E.S.L textbook.

Chapter four presented the completed version of the above mentioned instrument. The latter incorporated all of the various issues, concerns, and content cited in chapters one through three.

The evaluative instrument was designed as objectively as possible in order to provide a fair frame of reference to teachers of varying instructional methodologies. It was not the intent to make this set of guidelines theoretically biased towards any one of the many E.S.L language teaching theories. A lack of objectivity would, in fact, have defeated the overall practical nature of this 'Analytic Instrument', as it would make its use exclusively for those who practise one particular methodology in the field of E.S.L instruction. The 'Analytic Instrument', introduced in chapter four, was built upon the understanding of a need of both novel and experienced E.S.L instructors for a simple, non-biased, and comprehensive evaluation procedure.

This fifth and final chapter will serve two purposes. The first purpose is to cite the results of the twenty-five test applications of the 'Analytic Instrument'. The second
purpose involves a collection of further considerations of the information provided through the four previous chapters.

The following section will involve an intense discussion of the test marketing of the 'Analytic Instrument'. In order to validate the composition and usage of this evaluation package, it was necessary to tap the opinions and resources of those currently active in the field.

The Field Test

There were twenty-five applications made of this 'Analytic Instrument'. Fifteen of the applications were completed by a mixture of E.S.L./D instructors and the remaining were completed by the designer. There were eight instructors, four of which did two applications on two different textbooks. (see Appendix 5 for a sample application) The three administrators completed the remaining three applications.

Each of the participants was asked to complete an 'evaluation report' after using the 'instrument' for their purposes. A copy of this report is included as Appendix (4). As noted previously, a number of the participants completed two applications. Their evaluation reports were based on their overall opinions after the two applications. The following discussion incorporates the responses and suggestions offered by the participants.

The overall response was very positive. Ten out of the eleven participants found this mode of evaluation to be highly effective, in part and as a whole. They agreed that the questions covered all of the key points in each of the areas
of investigation. A number of the participants remarked on the thorough nature of the 'needs assessment' section of the evaluation package. Furthermore, it was felt that this specific section was effective in prompting the participant into considering exactly what one is dealing or working with in the classroom setting, over and above the curriculum.

One of the three participating administrators did not feel 'comfortable' with this mode of textbook evaluation. This respondent felt that this format would not assist him in making decisions on textbook material. He felt that the lengthiness would inhibit busy individuals such as himself in applying this 'evaluation instrument' on a regular basis. As a consolation, he suggested that this 'Analytic Instrument' could theoretically be used in a condensed format and still remain highly effective. It was further suggested that each of the investigative areas could be packaged individually and used accordingly.

As discussed earlier, the intentions for the implementation of this evaluative package are very similar to the participant's suggestion. The final version of this 'instrument' will be presented on colour-coded, laminated cue cards, divided into the various investigative areas. This will enable the user of the package to be as selective in the various investigative areas as necessary, to meet the purposes of the textbook analysis. The participant, once informed of the proposed format, responded positively.
The second question on the evaluation form inquired as to whether or not this 'Analytic Instrument' was easy to use. Nine out of the eleven participants found it to be simple to use, whereas two of the eleven found it somewhat confusing.

With one of the confused participants, it was discovered that the instruction sheet, explaining the tabulating system, had been misplaced before being read. Having a glance at a replacement copy, the procedures involved in the evaluation became evident.

The other puzzled participant felt that there were too many questions 'packed' onto one page. This apparently led to confusion between transferring the answers from the question sheet and onto the scoring sheet. The participant felt that the scoring system should be included with the questions, as well as on the tabulation sheet.

This suggestion was incorporated into the final version, as opposed to the test market draft of the evaluative package. The answer scheme was printed beside each of the questions, as well as on a disposable tabulation sheet. This made it much simpler in the transfer of the responses from the question sheets to the scoring sheets.

The third question inquired as to whether or not each of the investigative areas were treated fairly. Ten of the eleven respondents felt that each of the areas were treated fairly. A number of the respondents expounded on the intense and thorough nature of the questions. It was a general
consensus that each of the areas were sufficiently investigated in order to make a validated evaluation.

The opposing participant suggested a number of additional questions to be considered for several of the investigative areas. This respondent, who does **not** use a textbook regularly in the classroom, felt that there should have been appropriate questions and responses directed to the performance of the instructor, instead of the textbook. It was later understood by this participant, that the mandate or purpose of this 'Analytic Instrument' was to **assist** the instructor or administrator in selecting effective textbook(s) for each of the language learning areas. This process of evaluation was **not** intended to investigate the instructional qualities of an E.S.L. teacher and/or curriculum. However, the 'Analytic Instrument' introduced in this paper could be used by an instructor new in the field of E.S.L., as a 'checklist' of content and process in curriculum development. It is **not** necessarily suitable for evaluating curriculum, or the course of study followed by a teacher.

The fourth question on the evaluation report dealt with the appraised strengths of this evaluation process. The comprehensiveness and sequential design of the 'Analytic Instrument' were the two major strengths cited.

One participant remarked on the helpfulness of the scoring system and the subsequent explanations of the total scores in securing a valid evaluation of a textbook. Another participant noted that this 'Analytic Instrument' provided
an objective set of questions which, in part, could be made applicable to other teaching disciplines. Even though portions of the 'content' and 'process' sections of the evaluation kit were geared specifically to E.S.L., the 'needs assessment' section, the 'affective elements' section, and the 'cosmetic considerations' section could otherwise be applied. One who is experienced in both the content and in evaluation could probably adapt the entire procedure to suit another subject area.

In addition, a number of the participants reflected upon their previous frustrations in selecting a textbook. It was felt that an 'Analytic Instrument' of this nature would provide both a good guideline for their own personal selection of textbooks, as well as providing empirical and tangible evidence in support of their administrators purchasing new and more suitable textbooks for the classroom. This would help in the justification of additional budget expenditures not previously forecasted.

The fifth question on the evaluation report provided the participants of the field-test with an opportunity to reflect on their perceived weaknesses of the 'Analytic Instrument'.

A number of the respondents claimed that the very nature of the 'Analytic Instrument' restricted its use to that of the Beginner/Intermediate levels of English instruction. It was explained in both the context of this paper, as well as in the instructions, that the intent of this analysis is specifically for Beginner level E.S.L. textbooks and teachers'
manuals. If necessary, some accommodations could be made to incorporate an analysis of higher levels of E.S.L. textbooks by an experienced teacher or administrator. In this case, the scoring system would have to be adjusted according to the omissions and submissions of newly required questions.

The other criticism cited, evolved around the length of the 'Analytic Instrument'. As explained earlier, and to the participant, this evaluation package can be used in part or as a whole, according to the extent of the instructor's textbook evaluation experience and/or needs.

Each section will be colour-coded in its final format to assist the evaluator in selecting only those areas applicable to their textbook evaluation process. If the textbook in question is to be the major source of reference for a class, all of the various areas may be evaluated for the book's overall usefulness. However, if the textbook is intended specifically for one area, grammar exercises for example, it may then be evaluated in part for that area of language learning. The appropriate colour-coded question cards may be extracted from the evaluation kit and used exclusively.

The comprehensive nature of this evaluation kit was appreciated; once the participants used one or more of the sections to evaluate a textbook. The importance of the detail in this 'Analytic Instrument' was further acknowledged when other instructors, new in the field of E.S.L., applied the test. The framework of the evaluative instrument provided
them both with a foundation of considerations towards conducting their class, as well as a generally effective means of assessing the viability of the textbook and teaching aids made available to them.

If the questions had been too generalized, the purpose of having an 'Analytic Instrument' is defeated. Any instructor, experienced or inexperienced, in the field of E.S.L. can provide a face-value opinion of a textbook. However, in order to investigate thoroughly and come to appreciate key issues and concerns in E.S.L. instruction, a comprehensive checklist or referral list is most useful in providing important answers.

The remaining seven of the eleven participants stated that they felt the evaluation process was most adequate, and felt that there was no apparent weaknesses in either the design or implementation of the 'Analytic Instrument'.

The sixth question requested suggestions in the improvement of this evaluative technique. Nine of the eleven respondents stated that they had already provided their suggestions in previous questions. One of the eleven respondents left the question blank and the remaining respondent provided the following suggestion.

It was recommended that an interpretation of the scores for each of the individual sections should be provided, in addition to the interpretations spelled out for the final scores of the test. It was further advised that this would increase the effectiveness of the instrument as a whole.
The initial intentions in the development of the 'Analytic Instrument's' sectional scoring system, were used exclusively on a cross-comparison basis between two or more textbooks. For example, if an instructor was seeking a textbook with the most suitable section on phonics, the phonics portion of the 'Analytic Instrument' would be applied on the textbooks in question. Upon completion of the test the final scores of each of the textbooks would be quantitatively compared. Thus, the best score would be representative of the most suitable textbook.

The criticism provided by this respondent presented both the problematic nature of the proposed system and a new outlook on an effective scoring strategy.

It was acknowledged that this suggestion was an excellent finishing touch to the composition of the 'Analytic Instrument'. This concept was incorporated into the evaluation package, as now demonstrated in chapter four.

The seventh and final question on the evaluation report inquired of future usefulness of the 'Analytic Instrument'. Ten out of the eleven participants responded favourably, whereas only one of the eleven felt that it would not be found useful at a later date. This respondent, who was an administrator, explained that he personally would probably not find a suitable opportunity to reuse the evaluation package; however, he felt that some of his instructors may find it useful.
In addition to the fifteen applications reported on above, ten additional applications were completed by the designer in the development and field-testing of this evaluative instrument. Modifications were made accordingly as problematic areas became evident. The major changes which were evoked, involved the strategic design of the questions and a few omissions in the content of the questions and/or in the number of selections made available for responses.

The major modification involved the changing of highly technical language to that of more colloquial terminology. The intentions were to accommodate the instructor and/or administrator who may not be familiar with E.S.L. theory or linguistics. The need for this modification was further reinforced through the field study.

On an average, the participants in this field test had six to ten years of experience in the field of E.S.L., with an additional three who had over ten years of experience. These professionals are most familiar with the area and in all cases, have at least the minimum of the ministry requirements for E.S.L. instruction. However, even with both the extended experience and with the formal training, a number of the respondents found some of the terminology to be confusing. These further accommodations were made to make the readability level more suitable for all parties.

In the majority of the field test applications, the developer was present in order to clarify or answer any questions as the procedure was carried through. However, the
participants appeared to require very little in the way of
directions. The package, overall, was found to be self-
explanatory.

The participants who used the package more than once,
found the second application to be much faster and smoother.
The amount of time required by the respondents, to complete
the entire evaluation, averaged forty minutes. Taking into
consideration the tremendous amount of emphasis generally
posed on the use of a textbook in a classroom, forty minutes
to one hour of an instructor's time, to validate the text-
book's use, is nominal.

This concludes the results of the field study and brings
one to the further considerations in the development and
implementation of the 'Analytic Instrument'.

Further Considerations

As stated previously, the purpose of this study was to
incorporate the vital concerns and issues in the teaching of
English as a Second Language into an effective 'Analytic
Instrument'. This evaluative package would then be used to
assess the validity and suitability of the beginner E.S.L.
textbook used in the classroom.

Chapters one through three presented the concerns and
issues involved in E.S.L. instruction and textbook analysis.
They furthermore provided the supportive arguments in includ-
ing this material as the basis of the prepared 'Analytic
Instrument'. Chapter four, then introduced the 'Analytic
Instrument' in its completed form. This fifth and final
chapter will now attempt to demonstrate the process by which the theoretical principles and issues, introduced in chapters one through three, were manifested into an effective evaluative format.

The contributions of each of the chapters will be introduced individually, chapter by chapter. The major points will be pointed out and further elaborated on, if necessary. Explanations will then be provided to correlate the key points of each chapter with the questions included within the 'Analytic Instrument'.

Chapter one involved an overview of the area of English as a second language and textbook evaluation. There was an intense discussion of both the needs of the instructors, both experienced and inexperienced, as well as the needs of the New Canadian.

As evident through a great amount of research, there is very little available to the E.S.L. instructor, in the way of Ministry guidelines and/or curriculum. As a consequence, a large number of teachers resort to a textbook for both curriculum development as well as a resource in the classroom. Due to this heavy reliance, it is essential that the instructor considers two points. The first point centers on both the suitability and effectiveness of the textbook under consideration, with the second point evolving around the amount and type of use the textbook will be playing in the classroom.

The 'Analytic Instrument' provides a framework in section (B) in order to assist the instructor in dealing with these
two questionable issues. This section incorporates the needs of the class, the needs of the instructor, as well as an understanding of the teaching methodology applied. These series of questions will prompt the instructor into considering exactly what he/she is dealing with in the classroom as well as the means.

Five questions were introduced in chapter one, as the core behind the study's theoretical framework. They consisted of:

1) What are the specific needs of the New Canadian E.S.L. student?
2) What is the proposed methodology by which these various needs may be met in the educational system?
3) What are the principle elements and theories of language learning involved in the teaching of English As A Second Language?
4) What characterizes the ideal structure of an instructional textbook in E.S.L.?
5) What available texts fulfill this criteria and what is their reported effectiveness in the classroom?

Questions one through four were satisfactorily answered throughout the first three chapters. However, question five could not be effectively answered exclusively through research. Due to the complexity and subjectivity of a question of this nature, the need for an 'Analytic Instrument' was validated.

An application of the 'Analytic Instrument' to any given textbook, would qualify as to what extent the textbook could effectively fulfill language learning criteria and remain the most suitable textbook for the teacher and students. A test market of twenty-five applications was conducted in order to confirm the validity of the 'Analytic Instrument' as an effective form of evaluation.
The 'Analytic Instrument' presented in this paper helps to define: 1) a good instructional textbook, 2) the field of language learning in general, 3) the basic principles of E.S.L. instruction, 4) the needs and nature of those who seek the knowledge of the English Language and 5) the expectations required of a textbook by those who teach the language.

It was summarized that the two major areas of concern that would be contributory in the development of the 'Analytic Instrument' were expertise in textbook analysis and extensive expertise in linguistics and in the language learning process. The remaining two investigative chapters elaborated on these two areas in preparation of the design of the 'Analytic Instrument' introduced later in chapter four.

In chapter two, the investigation of textbook analysis in general was furthered. The following three issues constituted the core of this chapter, as well as playing an instrumental role in the development of the evaluative instrument.

The first issue evolved around the proposed and/or apparent use of the textbook in the classroom. The second issue centered on the relationship between curriculum development and the textbook, with the third issue investigating textbook analysis in general.

Since it was estimated that ninety to ninety-five percent of instructional time was devoted to some sort of use of a textbook, these issues became more instrumental in demanding an effective evaluation process to secure suitable textbooks.
There appear to be five primary functions of a textbook: 1) a primary source of knowledge for the student, 2) a supplement to the knowledge presented by the teacher, 3) a major source of reference for the instructor, 4) a minor source of reference for the instructor, and 5) a lab guide for the student and instructor alike. 2

The design of the 'Analytic Instrument' permits the instructor and/or administrator to fully understand the function(s) of the textbook under analysis. Section (B) of the 'Analytic Instrument' provides a comprehensive set of guideline questions in order to effectively draw these conclusions.

There often appears to be a strong relationship between the curriculum development of an E.S.L. program and the content of a textbook. In the formation of curriculum, experts seek out the top quality of reference materials and supplementary materials. However, instructors both without the expertise or suitable materials made available to them, are not always able to achieve similar optimum results. It is of prime importance that the instructor has the best possible text for his or her purposes if the course of study is to be based on it. If the textbook is deficient, of consequence, so will the curriculum.

The 'Analytic Instrument' centers on the key areas of E.S.L. instruction. If the textbook rates satisfactory, then the curriculum based on the textbook will be effective. As
a new E.S.L. instructor becomes more experienced, there will be less of a need for the textbook to play such an important role in the curriculum development.

Textbook evaluation, in general, should be conducted by an experienced person; however, in most cases it is accomplished over a coffee in a staffroom. Textbook evaluation should be standardized in order to ensure a complete and objective investigation of all textbooks. Equally important, the standardized evaluation technique must be comprehensive in dealing with all of the content areas of the textbook as well as maintaining an objective viewpoint toward teaching philosophies.

The 'Analytic Instrument' introduced in Chapter four was given twenty-five field test applications to check for its comprehensiveness and objectivity. It received very positive feedback in regards to both of these concerns. As was the intent in the design, it was also suggested that this evaluative technique could couple as a guideline in the writing and publishing of prospective textbooks in the area of 'Beginner E.S.L.'. Experts in the field agreed to the viability of using the 'Analytic Instrument' as a guide for these purposes. It was coined as an effective means of 'putting the horse before the cart'. If the textbook is appropriately designed, it will, of consequence, be most effective in its use. This further affirms the quality of the evaluative package and the prospects of its extensive use in the educational system.
Continuing with the investigation involved in the development of the 'Analytic Instrument', it was the intent of chapter three to thoroughly discuss the field of English language learning. This chapter provided the content for sections (C), (D), (E), (F), and (G) of the evaluative procedure.

This chapter, as with the 'Analytic Instrument', was divided into five major categories: 1) **Content** (including Listening and Listening Comprehension, Speaking Skills, Reading Skills, Writing Skills, and Communicative Competence), 2) **The Process** (including Grammar, Drills and Exercises, Phonics, Vocabulary, Pronunciation, and Review of Learned Material), 3) **Affective Elements** (including Illustrative Aids, Multiculturalism and Presentation of Canadian Culture, Universal Needs and Concepts, Readability and Accompanying Instructor’s Manual), 4) **Economic and Cosmetic Considerations** (including binding, distribution, availability and physical makeup), and 5) **General Considerations** (including features which add to the overall language learning process).

As noted above, within each of these major categories, there were a number of specific areas of investigation. The information and discussions presented in these areas contributed in full to the design and content of the questions in the evaluative package. These areas of investigation provide the justification for the viability of the questions contained within the 'Analytic Instrument'.
Since the setup of chapter three is much like that of the instrument; reference between the two may be made if specific clarification or varifications are required.

Upon the completion of chapters one through three, there was sufficient validated evidence and background material in order to present an effective and useful analytic procedure.

Chapter four, which presented the 'Analytic Instrument' was in fact; the manifestation of the ideas presented through the three previous chapters. Some modifications were suggested by resource people who are experts in either the field of E.S.L. instruction or in textbook evaluation. Other additional changes in the 'Analytic Instrument' were made after the field testing. These changes, as noted previously in this chapter, were mainly of structure and not of content.

This concludes the discussion on the information and means by which the 'Analytic Instrument' was developed. The following and final section will provide a brief portrayal of the study in its entirety and suggestions for further research.

**Final Remarks**

The purpose of this study, specifically, was to establish the exact parameters involved in teaching English as a Second Language, and as an end result, design an 'Analytic Instrument' to decide on the relevance and application of current E.S.L. resource materials. This, of course, would include the textbook.
Recently the issue of evaluation has been receiving a great deal of attention by both educators and administrators alike. The majority of conferences now feature at least a couple of workshops and/or papers on evaluation in the classroom. A great deal of this emphasis on evaluation has been directed towards classroom materials, textbooks, and/or teaching aids.

An evaluative technique such as the 'Analytic Instrument' disclosed in this paper, has been demanded by educators who concern themselves with quantitively evaluating the quality of the learning experience. Only a limited amount of evaluative techniques are available, yet the demand for and the emphasis on evaluation continues to increase.

The 'Analytic Instrument' presented in this paper was designed in an attempt to partially fulfill this growing demand. The nature of the questions contained within key sections of the evaluative package somewhat restrict the usage of the evaluative technique to that of 'Beginner-level English As A Second Language' textbooks. However, some of the sections are more flexible and may be applied to other levels of textbooks in English instruction. Since this 'Analytic Instrument' may only play a limited role in the field of evaluation, it is essential that more evaluative packages of this nature should be developed.

It is suggested, as an extension of this paper, that a series of evaluative packages might be developed in order to cover all of the levels of E.S.L. instructional textbooks.
Furthermore, packages based on the example of the 'Analytic Instrument' may be designed for other subject areas requiring similar evaluative needs.

This 'Analytic Instrument', comprehensive and objective for its purposes, represents only a small cornerstone in the foundation of evaluative procedure. It is hoped that the concepts and arguments presented in this paper may initiate a more thorough concentration on evaluation in general, and subsequent research in the field of textbook analysis.
Footnotes


Appendix 1

Canadian Refugees Programs

Special Refugee and Humanitarian Movements - Arrivals.

<table>
<thead>
<tr>
<th>Period</th>
<th>Movement</th>
<th>Arrivals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1947 - 1957</td>
<td>Post-War European Movement</td>
<td>186,150</td>
</tr>
<tr>
<td>1956 - 1957</td>
<td>Hungarian Movement</td>
<td>37,149</td>
</tr>
<tr>
<td>1968 - 1969</td>
<td>Czechoslovakian Movement</td>
<td>11,943</td>
</tr>
<tr>
<td>1970</td>
<td>Tibetan Movement</td>
<td></td>
</tr>
<tr>
<td>1972 - 1973</td>
<td>Ugandan Asian Movement</td>
<td>7,069</td>
</tr>
<tr>
<td>1973 - 1979</td>
<td>Special South-Asian Program</td>
<td>7,016</td>
</tr>
<tr>
<td>1975</td>
<td>Cypriots Special Program</td>
<td>700</td>
</tr>
<tr>
<td>1975 - 1978</td>
<td>Special Vietnamese/Cambodian Program</td>
<td>9,060</td>
</tr>
<tr>
<td>1976</td>
<td>Iraq Kurdish Movement</td>
<td>98</td>
</tr>
<tr>
<td>1976 - 1977</td>
<td>Angola/Mozambique Returns</td>
<td>2,100</td>
</tr>
<tr>
<td>1976 - 1979</td>
<td>Lebanese Special Program</td>
<td>11,321</td>
</tr>
<tr>
<td>1978</td>
<td>Argentine Political Prisoner</td>
<td>9</td>
</tr>
<tr>
<td>1979 - 1980</td>
<td>Southeast Asian Refugee Program</td>
<td>51,677</td>
</tr>
</tbody>
</table>

Appendix 2

Total Sales Spent on Textbooks Per Student (Provincial)

<table>
<thead>
<tr>
<th>Province</th>
<th>Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newfoundland</td>
<td>$20.99</td>
</tr>
<tr>
<td>British Columbia</td>
<td>20.29</td>
</tr>
<tr>
<td>Alberta</td>
<td>18.05</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>14.29</td>
</tr>
<tr>
<td>Manitoba</td>
<td>13.61</td>
</tr>
<tr>
<td>Ontario</td>
<td>11.52</td>
</tr>
<tr>
<td>Quebec</td>
<td>12.00*</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>10.67**</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>12.87</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>21.28</td>
</tr>
</tbody>
</table>

* Does not include an additional 20% spent by Quebec under a sharing plan.
** Since the foregoing includes primarily English language books, it does not take account of the fact that about 40% of students are instructed in French. (French language titles generally cost more per unit because of shorter print runs and higher unit costs.)

"Will Ontario Students be Deprived of Customized Texts?"
by Jack MacDonald (ed)
Ontario Education U.R. #1 Jan./Feb. 80
Appendix 3

Comparison of 'Much' emphasis of instruction in E.S.L. classes in elementary and secondary schools.

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>93.8%</td>
<td>86.2%</td>
</tr>
<tr>
<td>Speaking fluency</td>
<td>76.5%</td>
<td>72.4%</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>69.1%</td>
<td>89.7%</td>
</tr>
<tr>
<td>Reading</td>
<td>56.7%</td>
<td>62.1%</td>
</tr>
<tr>
<td>Canadian Way of life</td>
<td>42.0%</td>
<td>48.3%</td>
</tr>
<tr>
<td>Written Comprehension</td>
<td>27.2%</td>
<td>27.5%</td>
</tr>
<tr>
<td>Handwork</td>
<td>18.5%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Literary Appreciation</td>
<td>13.6%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Handwriting</td>
<td>12.3%</td>
<td>24.1%</td>
</tr>
<tr>
<td>Math</td>
<td>11.1%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Knowledge of Grammatical terms</td>
<td>37.00%</td>
<td>13.8%</td>
</tr>
</tbody>
</table>
Appendix 4

EVALUATION REPORT

Name: ________________________ (optional) Date: ________

No. of years Involved in E.S.L. ______ Position: ________

1) Did you find this mode of textbook evaluation useful? Yes ___ No ___ Why? Why not?

2) Did you find this format easy to use? Yes ___ No ___ Why? Why not?

3) Do you feel this mode of evaluation was fair in its treatment of all areas? Yes ___ No ___ Why? Why not?

4) What do you feel are the strengths of this evaluation process?

5) What do you feel are the weaknesses of this evaluation process?

6) How would you improve this evaluation technique?

7) Would you find this 'Analytic Instrument' useful again? Yes ___ No ___ Why? Why not?

8) Other remarks?

(Could you please complete an evaluation of the 'Analytic Instrument by using these questions as a guideline)

THANK YOU!

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Appendix 5

NOTE BENE: Included in this appendix is a copy of one of the twenty-five field-test applications of the 'Analytic Instrument'. This particular participant chose to only evaluate three of the areas contained in the CONTENT section of the evaluative package. As noted in the discussions presented in chapters four and five, the 'Analytic Instrument' may be applied in its entirety or in part according to the specific needs of the evaluator.

The sections/questions which were not applied by the participant have not been included. A copy of the accompanying tabulation sheets are attached. The interpretations of the final scores are typed on the tabulation sheets for easy reference.

The name of the participant and the name of the textbook in the needs assessment section of the evaluation have been deleted in order to maintain objectivity and eliminate conflict of interest in this sample application.

This appendix is comprised of four other sheets, numbered 165 thru 169 inclusive.
ANALYTIC INSTRUMENT TABULATION SHEETS

Please note: Sections (A) and (B) are not to be scored. The purpose of these sections is to familiarize the evaluator with information about the textbook, the classroom situation, and the nature of the students involved.

PART (A) GENERAL INFORMATION

Name of textbook: ____________________________

Author: ____________________________

Publisher: ____________________________

Date of publication of the most current issue: 1982

PART (B) CHARACTERIZING YOUR CLASS AND TEACHING METHODOLOGY

1) a b c d e f
2) a b c d e f
3) _____ to learn English in order to secure a job

4) a b c d e f
5) a b c a e f ______ an extensive course based on functional needs
6) a b c d
7) a b c d

1) yes x no
2) a b c d our departmental course of study
3) a b c d e f
4) a b c d
5) a b c d e f g h i j k N/A
6) a b c d e f * Whole Language Approch based on
7) a b c Psycholinguistic theory - including language experience

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NOTES ON SCORING FOR THE FOLLOWING SECTIONS:

1) Circle that answer which best reflects your response to each question.
2) Questions requiring a rating will have the numbers 1 through 5. Circle that which best reflects your opinion.
3) Questions requiring YES or NO for an answer will be scored in the following manner unless specified otherwise:
   YES = 5 points
   NO = 1 point
4) At the end of each section, add your total score. Upon completion of the entire evaluation, add together all of the sectional scores.

PART (C) CONTENT

Listening Skills  N/A

1a) 5 4 3 2 1
   b) 5 4 3 2 1
2a) 5 4 3 2 1
   b) 5 4 3 2 1
   c) 5 4 3 2 1
   d) 5 4 3 2 1
   e) 5 4 3 2 1
   f) 5 4 3 2 1

3) 5 4 3 2 1
4) 5 4 3 2 1

5a) yes___ no___
   b) yes___ no___
   c) yes___ no___
   d) yes___ no___
6a) yes___ no___
   b) yes___ no___
   c) yes___ no___
   d) yes___ no___
   e) yes___ no___
7) yes___ no___
8) yes___ no___
9) yes___ no___
10) 5 4 3 2 1
11) yes___ no___
12) 5 4 3 2 1
13) yes  no
14) yes  no
15a) 5 4 3 2 1
   b) 5 4 3 2 1
   c) 5 4 3 2 1
   d) 5 4 3 2 1
   e) 5 4 3 2 1
16) 5 4 3 2 1
17) yes (1 pt.)  no (5 pts.)
18) yes  no
SUBTOTAL= __________ points

Speaking Skills  N/A
1) 5 4 3 2 1
2) yes  no
3) yes  no
4a) yes  no
   b) yes  no
   c) yes  no
5a) yes  no
   b) yes  no
   c) yes  no
   d) yes  no
6a) yes  no
   b) yes  no
   c) yes  no
   d) yes  no
   e) yes  no
7) yes  no
SUBTOTAL = __________ points

Reading Skills
1a) yes ✗ no
   b) yes ✗ no
   c) yes ✗ no
d) yes\[x\] no
  e) yes\[x\] no
  2a) yes\[x\] no
  b) yes\[x\] no
  3a) yes\[x\] no
  b) yes\[x\] no
  c) yes \[1 pt.\] no\[x\] (5 pts.)
  4) 5 4 3 2 1
  5) 5 4 3 2 1
  6) yes\[x\] no
  7) 5 4 3 2 1
  8) yes\[x\] no
  9) yes\[x\] no
  10) yes\[x\] no\[x\]
  11) yes\[x\] no\[x\]

SUBTOTAL = 80 points

Writing Skills
  1a) 5 4 3 2 1
  b) 5 4 3 2 1
  c) 5 4 3 2 1
  d) 5 4 3 2 1
  2) yes\[x\] no
  3a) 5 4 3 2 1
  b) 5 4 3 2 1
  c) 5 4 3 2 1

SUBTOTAL = 37 points

Communicative Competence
  1) yes\[x\] no
  2) yes\[x\] no
  3a) 5 4 3 2 1
b) 5 4 3 2 1  
c) 5 4 3 2 1  
d) 5 4 3 2 1  
4) 5 4 3 2 1  
5) 5 4 3 2 1  
6a) yes x no __  
b) yes x no __  
7) yes x no __  
8) yes x no __  
SUBTOTAL = 54 ___ points  
60  
TOTAL POINTS FOR CONTENT = 469 
(points) (two of the sections were not completed)  

**** INTERPRETATIONS OF TABULATIONS

Reading skills  80/90. An excellent source for reading skills.
Writing skills  37/55 A good source for writing skills.
Communicative Competence  54/55 An excellent source for communicative competence.

Since several sections of the content portion of the evaluation were not completed, an assessment of the entire content portion is not possible.
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50) Payne, Ryder and McTeague, Frank. "Developing Skills in Adolescents and Adults" TESL TALK Vol. 7 No. 4. (September 1975): 60-82.


54) Riley, James D. "E.S.L. and Reading in the Content Areas: Misconception and assumptions." T.E.S.L. Talk Vol. 9 No. 2 (Spring 1978): 23.


VITA AUCTORIS

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EDUCATIONAL BACKGROUND:

UNIVERSITY OF WINDSOR
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Master of Education (Candidate) 1983
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Bachelor of Education 1980

Ontario Teachers' Certificate 1980

LORD ELGIN HIGH SCHOOL
Burlington, Ontario

Grade 13 Graduation Certificate

NELSON HIGH SCHOOL
Burlington, Ontario

Grade 12 Graduation Certificate

ACADEMIC AWARDS:

1982/83 University Of Windsor - Scholarship for academic excellence
1981/82 University Of Windsor - Scholarship for academic excellence
Summer/Intersession 1982/83 - Summer Bursary
1977/78 University of Windsor President's Roll of Scholars
1973/74 Nelson High School - Honours Society Award

MEMBERSHIPS AND PROFESSIONAL AFFILIATIONS:

T.E.S.L Canada
T.E.S.L Ontario (Windsor Affiliate) - Executive
T.E.S.O.L
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Federation Of Women Teachers' Association of Ontario
O.M.C  Ontario Multicultural Council
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Cameo Jaycees of Essex County
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I.F.F  International Freedom Festival
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