

การวิจัยเชิงสำรวจความคิดเห็นของนักเรียน ชั้นมัธยมศึกษาปีที่ 6 โรงเรียนปัญญาวรคุณ
ที่มีต่อหนังสือเรียน *Concentrate of Critical Reading 6B Coursebook*

A Survey Study of the Opinions of Matthayomsuksa VI Students at
Panyaworakun School towards *Concentrate of Critical Reading 6B Coursebook*

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บทคัดย่อ

บทความวิจัย เรื่อง การวิจัยเชิงสำรวจความคิดเห็นของนักเรียน ชั้นมัธยมศึกษาปีที่ 6 โรงเรียนปัญญาวรคุณ ที่มีต่อหนังสือเรียน *Concentrate of Critical Reading 6B Coursebook* มีจำนวนกลุ่มตัวอย่าง รวม 3 ห้อง 76 คน ได้มาโดยวิธีการเลือกแบบเจาะจงเนื่องจากนักเรียนศึกษา รายวิชา E33203 Thematic English Course และใช้หนังสือเรียนเล่มนี้การวิจัยมีวัตถุประสงค์ เพื่อสำรวจความคิดเห็นของนักเรียนชั้นมัธยมศึกษาปีที่ 6 จำนวน 76 คน ที่มีต่อประสิทธิภาพของหนังสือเรียน *Concentrate of Critical Reading 6B* ในการตัดสินใจที่จะรับหรือใช้หนังสือเรียนต่อไป เครื่องมือที่ใช้ในการวิจัย คือ หนังสือเรียน *Concentrate of Critical Reading 6B Coursebook* แบบสอบถามการประเมินหนังสือเรียนภาษาอังกฤษซึ่งสังเคราะห์มาจากเกณฑ์วิเคราะห์หนังสือเรียนต่างๆ โดยนางสาวสุพรรณิ อาศัยราช ข้อมูลแบบสอบถามของนักเรียนวิเคราะห์โดยใช้วิธีการวิเคราะห์เนื้อหาในทางตรง

ผลการวิจัยพบว่า สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 6 จำนวน 76 คน โรงเรียนปัญญาวรคุณ มีความคิดเห็นที่เห็นด้วยและไม่เห็นด้วยกับหนังสือเรียนในด้านต่างๆ ดังนี้ 1. เนื้อหาสาระ 2. จุดประสงค์ 3. หัวเรื่อง 4. เนื้อเรื่อง 5. เนื้อหาทางภาษา 6. ไวยากรณ์ 7. คำศัพท์ 8. เสียง 9. บริบททางสังคมและวัฒนธรรม 10. วิธีสอน 11. แบบฝึกหัด/ กิจกรรม 12. รูปแบบการนำเสนอ 13. การออกแบบและการเรียงลำดับ 14. องค์ประกอบอื่น ๆ

รวมทั้งมีลักษณะของกิจกรรมสำหรับนักเรียนที่เห็นด้วยและไม่เห็นด้วยกับหนังสือเรียน และงานวิจัยนี้ได้เสนอแนวทางการปรับปรุงหนังสือเรียนเล่มนี้ โดยหนังสือเรียนเป็นรูปแบบและเลียนแบบข้อสอบเข้ามหาวิทยาลัยทางเดียวมากเกินไป จึงมีนักเรียน 63.35% ที่เห็นด้วยกับหนังสือเรียน และมีแนวโน้มที่จะตัดสินใจรับหนังสือหรือใช้หนังสือเรียนเล่มนี้ต่อไป ในขณะที่มีนักเรียน 36.65% ซึ่งชอบการสื่อสารมากกว่าการทำข้อสอบ จะไม่เห็นด้วยกับหนังสือเรียน และอาจจะไม่ตัดสินใจรับหรือใช้หนังสือเรียนเล่มนี้ต่อไป

คำสำคัญ: หนังสือเรียน *Concentrate of Critical Reading 6B* เกณฑ์การวิเคราะห์หนังสือเรียน

Abstract

The research “A Survey Study of the Opinions of Matthayomsuksa VI Students at Panyaworakun School toward *Concentrate of Critical Reading 6B Coursebook*” had the subjects of 3 classes. By means of purposive sampling, 76 high-school students of 3 classes studied E33203 Thematic English Course and used *Concentrate of Critical Reading 6B Coursebook*. The purposes of this research were to study the opinions of 76 Matthayomsuksa VI students toward the effectiveness of *Concentrate of Critical Reading 6B Coursebook* to decide to adopt (or continue

with) this coursebook. The research instruments were *Concentrate of Critical Reading 6B Coursebook*, the English textbook evaluation questionnaire synthesized from many textbook analysis criteria by Suphannee Arsairach, The students' data from the questionnaire were analyzed by way of directed content analysis.

The research results revealed that for 76 Matthayomsuksa 6 students at Panyaworakun School, there are their opinions which agree or disagree with the coursebook in many aspects as follows: 1. content 2. objectives 3. topics 4. subject matter 5. language content 6. grammar 7. vocabulary 8. phonology 9. social and cultural context 10. methodology 11. exercises/ activities 12. presentation pattern 13. grading 14. impressionistic overview. The findings also included the activities for agreeing students and for disagreeing students and this research suggested the way how to improve the coursebook. The coursebook has one form of exercises simulated from entrance examination papers too much; therefore, 63.35% of students agreed with this coursebook and their trend is likely to adopt (or continue with) this coursebook. On the other hand, 36.65% of students who prefer communication to the exercises of entrance examinations might disagree with the coursebook and it is possible for them not to adopt (or continue with) this coursebook.

Keywords: *Concentrate of Critical Reading 6B Coursebook* / Textbook, Analysis Criteria

Introduction

There are pro-textbook and con-textbook schools in Thailand. Panyaworakun School is a pro-textbook school together with depending on

the teachers to supplement additional materials. Poltiraksa (2015) states that textbooks have an important role in learning and teaching English. Students can learn and practice many activities themselves with textbooks such as grammar, vocabulary, and pronunciation. Besides, textbooks are a guideline for teachers to teach English (Cited in Cunnings worth, 1995: 7). As a guideline, *Concentrate of Critical Reading 6B Coursebook* has been used to prepare students for university entrance examinations and to develop their reading skills. For this reason, this coursebook is appropriate to use in E33203 Thematic English Course. After this coursebook consisting of 28 chapters including 8 Practicing Reading Skill and one entrance examination is used, the students' feedback on the effectiveness of *Concentrate of Critical Reading 6B Coursebook* is collected in terms of Part 1 Content: Objectives, Topics, Subject Matter, Language Content, Grammar, Vocabulary, Phonology, Social and Cultural Context, and Methodology, Part 2 Exercises/ activities, and Part 3 Presentation Pattern: Grading and Impressionistic overview (Arsairach, 2007: 80-85 [in Thai]) as an in-use or whilst-use evaluation.

There are a lot of publications and English coursebooks distributed in the markets. *Concentrate of Critical Reading 6B Coursebook* is selected in E33203 Thematic English Course because other textbooks do not prepare Matthayomsuksa 6 students for a coming entrance examination. The classic theme of this coursebook can deal successfully with the national examinations in every period of time. Most coursebooks are imported coursebooks which emphasize more communication. As for imported coursebooks, Bao (2008) commented that "such publications tend to

stay disconnected with the local examination system” (Cited in Tomlinson, 2008: 266).

The point of this study is to investigate the opinions of Matthayomsuksa 6 students at Panyaworakun School toward the effectiveness of *Concentrate of Critical Reading 6B Coursebook* to improve the coursebook and recommend adopting (or continuing with) *Concentrate of Critical Reading 6B Coursebook* for Matthayomsuksa 6 students at Panyaworakun School.

Investigating the effectiveness of *Concentrate of Critical Reading 6B Coursebook* is a guideline to examine the effectiveness of other coursebooks so that this guideline will be employed for considering and selecting the new coursebooks, studying the appropriateness of the coursebooks used currently, or knowing the advantages or the disadvantages of the coursebooks. Besides, not only do teachers get the suitable coursebooks, but they can also prepare their guidelines for applying the coursebooks effectively.

Objectives of Study

This study was carried out with the following objectives:

1. To investigate the opinions of 76 Matthayomsuksa 6 students toward the effectiveness of *Concentrate of Critical Reading 6B Coursebook* in terms of 1. Content 2. objectives 3. topics 4. subject matter 5. language content 6. grammar 7. vocabulary 8. phonology 9. social and cultural context 10. methodology 11. exercises/ activities 12. presentation pattern 13. grading 14. impressionistic overview.

Scope of the Study

1. This study was conducted to survey the opinions of 76 Matthayomsuksa 6 students at Panyaworakun School toward *Concentrate of Critical Reading 6B Coursebook*.

2. The results of this study can only be true and applicable for Panyaworakun School until the textbook is reused and developed.

Review of Literature

1. *Concentrate of Critical Reading 6B Coursebook*

Concentrate of Critical Reading 6B Coursebook is created for responding to the importance of reading skills development and the purposes of senior high school curriculum including the objectives of a foreign language subject which enable learners to use the language as a tool for seeking knowledge and a basis for studying the language in a more advanced level or for working.

This coursebook is a supplementary reading course for senior high school students. According to Table of Contents of *Concentrate of Critical Reading 6B Coursebook*, the names of the Chapters are written in the form of gerund phrases and noun phrases. Also, the names of the Chapters in Table of Contents of this coursebook demonstrate a variety of reading strategies. The syllabus of this coursebook is ‘Skill-based’ focusing on reading strategies.

As for a reading syllabus, *Concentrate of Critical Reading 6B Coursebook* is a type of skills and strategies textbooks. Wisaijorn (2015) who wrote *Syllabus Design* indicates that “Reading

skills and strategies textbooks aim to improve reading abilities by developing reading skills and strategies such as skimming, scanning, finding main ideas of the paragraph, making inferences, and summarizing” (Wisaijorn, 2015: 75-76). The significant strategies of *Concentrate of Critical Reading 6B Coursebook* are to develop reading abilities so that learners can read quickly, react to the reading objectives, and more succeed in reading. As a result, reading strategies are vitally important for *Concentrate of Critical Reading 6B Coursebook*. Phonhan (2018) reports on reading strategies that “Reading strategies are considered to be one of the important key to reach the reading intention because this method can help students to improve reading comprehension” (Carrell, 1989; Song, 1998; Tercanlioglu, 2004; Chomphuchart, 2007, Kaemsup and Yu, 2015). Without reading strategies, *Concentrate of Critical Reading 6B Coursebook* will have none as reading strategies are the core of this coursebook.

2. Textbook Analysis Criteria Synthesized by Suphannee Arsairach

Arsairach (2007) developed a new textbook evaluation questionnaire consisting of 15 items adapted from the study of 6 checklists, Office of the National Primary Education Comission’s (2005), Grant’s (1987), Ur’s (1996), Cunnings worth’s (1995), Byrd’s (2001), and the North Carolina Department of Public Instruction’s (2006) already checked by the experts, in 11 perspectives: objectives, topics, subject matter, language content (4 items comprising grammar, vocabulary, phonology, and discourse), social and cultural context, methodology, exercises and activities, grading, impressionistic overviews, supplementary, and teacher’s book. The textbook evaluation

questionnaire developed by Arsairach (2007) was qualitatively analyzed for investigating the opinions of Matthayomsuksa 6 students at Panyaworakun School toward *Concentrate of Critical Reading 6B Coursebook*. In this study, discourse in language content, supplementary, and teacher’s book are not included. Only *Concentrate of Critical Reading 6B Coursebook* was conducted in this study and this coursebook was not studied in discourse levels which are too difficult for Matthayomsuksa 6 students to make comments.

3. Relevant Research

Bik (2005) stated on “*An Analysis of the English Textbook, ‘Different Student Book 2’ by Jim Lawley and Rodrigo Fernandez Carmona*” that the Fry’s Graph and the Flesch-Kincaid gave the textbook an approximate reading level of 7 which is equivalent to Matthayomsuksa 1 while the reading age level of the textbook is 14 years which is equivalent to Matthayomsuksa 3. Based on the content analysis, the features of the textbook seem to be intended for teenagers judging from the authentic pictures, most drawings, various text types, exercises, and quick reviews appealing to young adult learners. The analysis of grammar structures with the M.1 – M.3 syllabus stipulated by the Ministry of Education suggests that the textbook is suitable for Matthayomsuksa 3 students. The analysis of the topic and subject content demonstrates that the textbook is written on the topic-based syllabus. Grammar and vocabulary are built around the topic. Each unit is complete in itself, and; therefore, can be taught in any order. There is a variety of the subject contents and the widths in scope ranging from history, entertainment, sports, etc, to technology. Most topics are modern and relate to student life.

Meesupsang (2009) reported on “An Analysis of the English Textbook, Smart Choice 2, Student Book” that aims and approaches, topics, skills, grammars, vocabulary, pronunciation, and social and cultural values are summarized as text appearance and organization and contents. For text appearance, the beautiful and durable appearance is attractive for students to use. For text organization, the textbook contains the well-organized components. Each unit contains several main sections (instructions) having sub-instructions and the organization of the main sections in each unit is arranged in a consistent manner throughout the textbook. For contents, the textbook aims at getting students to develop in four skills including grammars, vocabulary and pronunciation. The thinking skills and social and cultural values are added. Authentic texts and tasks are provided in skills and linguistic features development throughout the textbook. For all, this textbook design is based on a topical or content syllabus and the textbook is developed for EFL adult and young adult learners who are in the level of pre-intermediate in general.

Chaisongkram (2011) indicated on “An Analysis of an English Textbook: MegaGoal 1” that the checklist of textbook evaluation adapted from criteria set by Cunningsworth (1995) and Daoud and Celce-Murcia (1979) was employed. The checklist consists of the general information of the textbook and the textbook analysis’ questions which include the eight criteria: aims, design and organization, skills, topic, vocabulary and structure, phonology, illustrations, and physical made-up. The study found that the outcome of the

textbook’s content shows that all of the skills are presented in *MegaGoal 1*. The illustrations are also well-presented with colorful and clear pictures. The font sizes of the textbook are easy to read. The organization and layout of the textbook are clear enough. The organization of each unit is ordered logically so that learners can follow the steps in practicing English clearly. The textbook has impressive external appearance as it provided a good textbook cover with colorful pictures and a good paper quality which is a water resistant paper. The textbook is developed for the beginning level or Matthayomsuksa 1 in Thailand as it gradually provides all four useful language skills with authentic English until learners can communicate by themselves and Thai and foreign cultural aspects in reading activities are also involved so as to widen learners’ visions of English language communication.

Although the three analyses of English textbooks are differently presented with the different research instruments, the perspectives of the three analyses criteria are not different much such as aims, topic, skills, content, vocabulary, grammar, pronunciation, and appearance. To cover all criteria of these three analyses, the criteria of Arsairach (2007) were used because they cover all the aspects as follows: 1. content 2. objectives 3. topics 4. subject matter 5. language content 6. grammar 7. vocabulary 8. phonology 9. social and cultural context 10. methodology 11. exercises/activities 12. presentation pattern 13. grading 14. impressionistic overview and the questionnaire can be varied according to the specific purpose and time limitations.

Research Methodology

1. Subjects

One subject is one textbook, *Concentrate of Critical Reading 6B*, written by Dr. Wattanaporn Rangubtook and Dr. Sompit Sattayarak, published by Wattana Phanich Co. Ltd, copyright in 1999. The aim of the textbook is to enable learners to use English for analyzing and criticizing information from reading, to seek knowledge from information resources and to enjoy and value reading. The textbook is divided into 28 chapters including 8 *Practicing Reading Skill* and one entrance examination on 15th of March, 1999. The exercises of the textbook are the following types: Multiple choice, True-false, Questions and answers, Guessing meanings from context, Gap-filling, Matching, Questions for discussion, Underlining the word or words, Combining prefixes, suffixes, and roots, Fact-opinion, Listing the opinions, Listing the facts, Stating the author's conclusion, Listing the causes and effects, and Completing the diagram.

The other one is 76 high-school students of 3 classes which were purposively selected since this group of the students studied E33203 Thematic English Course and the researcher taught these students of 3 classes with only *Concentrate of Critical Reading 6B Coursebook* without any supplementary reading materials at Panyaworakun School in the first semester of 2019 academic year.

2. Materials

The instrument employed to collect the data from this research was a textbook analysis form synthesized from 6 persons or organizations' criteria by SuphanneeArsairach (Arsairach, 2007: 80-85 [in Thai]). The new criteria of this textbook analysis form developed by SuphanneeArsairach consist of 1. content 2. objectives 3. topics 4. subject matter 5. language content 6. grammar 7. vocabulary 8. phonology 9. social and cultural context 10. methodology 11. exercises/activities 12. presentation pattern 13. grading 14. impressionistic overview.

3. Procedures

3.1 *Concentrate of Critical Reading 6B Coursebook* were given to 76 high-school Matthayomsuksa 6 students of 3 classes. The students studied *Concentrate of Critical Reading 6B Coursebook* during an in-use or whilst-use evaluation for 3 months from May to July.

3.2 The students of the 3 classes were asked to comment on *Concentrate of Critical Reading 6B Coursebook* after they finished studying the coursebook by way of responding to the textbook evaluation questionnaire developed by Arsairach (2007) as an in-use or whilst-use evaluation. The questionnaires were collected by the teacher or the researcher.

3.3 The data of 76 students' questionnaires of 3 classes were qualitatively grouped and classified by means of directed content analysis (Suttinarakorn, 2018: 83-88) [in Thai].

Results

Table 1 presents the opinions of students toward *Concentrate of Critical Reading 6B Coursebook*.

Table 1 The Opinions of Students toward *Concentrate of Critical Reading 6B*

Criteria	Opinions		Reasons for Agreeing/ Reasons for Disagreeing
	Agree	Disagree	
Part 1 Content	53 (69.74%)	23 (30.26%)	(See Results.)
1. Objectives	65 (85.53%)	11 (14.47%)	
2. Topics	53 (69.74%)	23 (30.26%)	
3. Subject matter	48 (63.16%)	28 (36.84%)	
4. Language content	41 (53.95%)	35 (46.05%)	
4.1 Grammar	43 (56.58%)	33 (43.42%)	
4.2 Vocabulary	48 (63.16%)	28 (36.84%)	
4.3 Phonology	33 (43.42%)	43 (56.58%)	
5. Social and cultural context	42 (55.26%)	34 (44.74%)	
6. Methodology	52 (68.42%)	24 (31.58%)	
Part 2 Exercises/ activities	59 (77.63%)	17 (22.37%)	
Part 3 Presentation Pattern	40 (52.63%)	36 (47.37%)	
1. Grading	52 (68.42%)	24 (31.58%)	
2. Impressionistic overview	45 (59.21%)	31 (40.79%)	
Total	63.35%	36.65%	

1. Content

69.74% or 53 students who agreed with the content of *Concentrate of Critical Reading 6B Coursebook* understand the content easily and they get a lot of knowledge from this content. They can read and understand the chapters. They thought that the content is suitable for Matthayomsuksa 6 which is an intermediate level and the content suits them in spite of remembering more vocabulary. They enjoy the content and the content-rich exercises are informative and easy to understand. The new subject matter on hard science supplements their background knowledge.

On the contrary, 30.26% or 23 students thought that the content is difficult for them. This difficulty of the content demotivates this group of the students to study hard. For this group of the students according to their reason, they do not understand the language content since they are not good at English. They criticized that the content in the coursebook contains entrance examination papers including math calculation which are too complicated for them. They do not understand graphs and diagrams which are not clear. They are confused with these graphic aids. They need much clearer information than most students need. Additionally, they disagreed with

the informative and full content. For them, the vocabulary in the chapters is too formal and too hard for them. They suggested applying the content in daily life.

2. Objectives

85.53% or 65 students agreed with the objectives of the coursebook. They thought that the objectives are in line with the teaching content in the coursebook. They saw that the objectives are clear to present students with the language knowledge. These objectives help them know what to do and what to read in each chapter. The objectives are also definite for them to take entrance examinations. They get the real knowledge from the objectives of the coursebook which are in sequence and help them do the exams.

In contrast, 14.47% or 11 students thought that the objectives of the coursebook focus more on exams than on true communication or real conversations. The objectives are aimed at only one examination and it is difficult for them to attain these objectives which are rather more exam-based. In their opinion, the objectives of the coursebook are quite hard for slow learners.

3. Topics

69.74% or 53 students agreed with the topics of the coursebook. They thought that the topics are in accordance with the contents for teaching. The topics are interesting to attract them to more reading. Particularly, they are informed what to study by the topics and the topics are big enough for them to see. The topics are clear, concise, and easy to understand and the topics include the contents well.

On the opposite side, 30.26% or 23 students disagreeing with the topics of the coursebook believed that there are not any topics clearly informing in the coursebook. There are also no topics indicating in the chapters. The topics are too difficult for them to understand and the topics are unclear for them.

4. Subject matter

63.61% or 48 students agreed with the subject matter of the coursebook. One thing is that the subject matter is divided into each chapter and it is related to the topics. The subject matter is interesting for the students to follow further. The students enjoy the subject matter and get more new vocabulary. For the subject matter, they would like to search the information and study more. Due to an exam-based coursebook, the subject matter has a variety of reading to prepare the students for the examinations. Also, the students can learn writing because the subject matters are written language which is formal and grammatically correct. No matter how difficult the passages are, this group of the students would like to practice the language skills.

36.84% or 28 students disagreed with the subject matter of the coursebook. They are bored with the subject matter and each passage is very long with a lot of too difficult new words. The subject matter will be suitable for them in the future as university students since they can practice more. The coursebook weighs too much on examinations which they dislike. Instead of having no background knowledge on poets or poetry in an index, they have an idea how to

make a video after learning the table of contents on video technology.

5. Language content

53.95% or 41 students agreed that there is a lot of knowledge in language content of the coursebook. They thought that the language content teaches them about vocabulary very well and they know additional vocabulary, but they still need more clear explanations in the chapters. They also know more language content to read sentences in many chapters. The language content in some chapters covers both vocabulary and grammar in gap-filling exercises. As well as reading, they believed that the content aims to read and speak to answer the questions in the classrooms and this interaction makes them get more knowledge. Therefore, they can practice speaking skill easily from this content.

46.05% or 35 students regarded that the language content of this coursebook is difficult and the sentences in this book are too long. The language content and the knowledge are too full. This full language content, especially vocabulary is not attractive to read the passages. They would like the coursebook to contain easier language and it would be better to have some Thai language to make them understand more in the coursebook.

6. Grammar

56.58% or 43 students agreed with grammar in *Concentrate of Critical Reading 6BCoursebook*. They believed that grammar can help them to use words while reading the passages and doing exercises in the coursebook and the grammar patterns in the coursebook can be easily understood. They can use grammar correctly from

reading the content of the coursebook. They like grammar and grammar assists them to read passages easily. They can be grammatically correct in use, for example, past tense is written in narrations. They can get overall grammar from reading the chapters of the coursebook.

43.42% or 33 students disagreed that grammar does not appear in this coursebook and this coursebook does not emphasize grammar. Grammar of this coursebook is unclear since there are not any grammar presentations or explanations in the book. They cannot read the sentences and the passages which are too long for they have no good groundings in grammar and they need an easier way to understand and succeed in reading this book. Additionally, they do not like to study grammar whereas they prefer communication to grammar. Grammar is too difficult for them and they have to review the book many times to learn grammar.

7. Vocabulary

63.16% or 48 students who agreed with the vocabulary in this coursebook like to learn a lot of words. They understand difficult new words more and they are not too serious to study some words due to not too much interpretation and the words which are familiar to them. They like to know the variety of words. They enjoy learning and they would like to get more words every time they are studying the coursebook.

On the contrary, for 36.84% or 28 students, the words are too formal and too much for them in the form of examinations. They are confused since the words have more than one meaning. They criticized that the words are too difficult and the coursebook contains a lot of

difficult words. They rarely see these words and some words are technical terms which are too complicated for them. They are not used to the words. The words are too sophisticated and they haven't learned these words before. They are demotivated to learn by these words. They recommended including a mini-dictionary in the coursebook. In addition, they cannot write and they do not understand how to write clues and meanings. They do not have enough words to write in exercises.

8. Phonology

43.42% or 33 students agreed with phonology in *Concentrate of Critical Reading 6BCoursebook*. They thought that phonology depends on the teachers who teach this coursebook to speak and pronounce the words. Regarding this group of the students, the teacher who teaches this coursebook has correct pronunciation. The teacher pronounces clearly and the students can read and understand this coursebook. They are not bored when they practice pronunciation. Although the teacher has a Thai accent, they can listen to the teacher and understand easily.

56.58% or 43 students disagreed with phonology in this coursebook. The coursebook has no audio CDs, audio MP3, or DVDs and for pronunciation in this coursebook, the students do not know to where they listen or for whom they ask. There are still some unfamiliar words and the students need the sounds provided by this coursebook. They believed that the teacher cannot help in phonology.

9. Social and cultural context

55.26% or 42 students agreed with the social and cultural context of *Concentrate of Critical Reading 6BCoursebook*. They said that there are a lot of passages on people and countries. The coursebook presents the interesting social and cultural context through reading the passages. The passages in the coursebook have good images of social and cultural context which are generally seen in the entrance examination papers. They can also see western cultures in the coursebook.

44.74% or 34 students disagreed with the social and cultural context of this coursebook. They criticized that due to an exam-based coursebook, the book does not emphasize social and cultural context. The book is for only teaching and does not support for group work activities and relationships. The students have to count on the teacher to tell the stories of societies and cultures while the teacher cannot cover all students.

10. Methodology

With reference to *Introduction*, the activities of *Concentrate of Critical Reading 6BCoursebook* consisting of presentation, practice, and evaluation are in accordance with 68.42% or 52 students. They agreed that they can read the texts in the right way from the book. They like the book because the book practices them to analyze words and to look for the information step by step in the chapters. They have a chance to notice, analyze, and do math which they rarely do in other English coursebooks and they enjoy the way

to learn noticing skills for analyzing the words. They love noticing skills and word analysis in this coursebook.

Except 68.42% or 52 students, 31.58% or 24 students is slightly confused with this method. The teaching techniques of the coursebook are based on the same form of exams which is difficult for them. For this reason, they prefer language games to this coursebook.

11. Exercises/ activities

77.63% or 59 students like the exercises and activities in the coursebook. They are interested in practice and analysis which are in accordance with the objectives of the coursebook. They feel that the exercises are moderately difficult. The choices are not too difficult and an analysis of the choices is clear for them. There is moderation in an exercise quantity. In particular, there is a variety of exercises and the exercises are interesting for them to read and practice. They regarded the coursebook as a self-study exercise which they can do themselves.

22.37% or 17 students who disagreed with the exercises or activities in the coursebook believed that the exercises are too difficult for them. They cannot do the exercises because there are some words that they are confused and they do not understand these exercises. There are some parts they cannot do. Looking for clues is not easy for them. Pertaining to them, these exercises should explain more understandably with elaborate points. Like tutoring, all exercises together with doing math in some parts simulate or use entrance examination papers. This makes exercises or activities too complex for them.

12. Presentation Pattern

52.63% or 40 students agreed with the presentation of *Concentrate of Critical Reading 6BCoursebook*. They thought that the book present knowledge well and the presentation sequence is step by step. Besides knowledge, the presentation pattern is very detailed and has a lot of contents. They can easily read and get the contents in depth. Some exercises are presented like games and simply remembered.

However, 47.37% or 36 students disagreed with the presentation pattern of the coursebook. They criticized that the presentation pattern is confusing and complicated. It is very difficult for them to understand the questions in the form of exercises. To understand this coursebook well, the book needs a lot of other learning materials. The presentation pattern of the book is also difficult to understand especially for the contents. They do not see the whole picture of the book presentation. Additionally, the book depends on each teacher to teach and this causes uncertainty of presentation.

13. Grading

Pertaining to grading, 68.42% or 52 students agreed that grading the contents and exercises of the coursebook is in sequence and this makes the students effortlessly understand. The contents cover all topics and subject matter in order and the students can prioritize and categorize the contents well. The students said that owing to grading, the teacher can teach gradually progressively in step and the students are not confused. In contrast, 31.58% or 24 students are puzzled in grading and they don't know which is which. For example, in graphic aids, they commented that the graphic aids in the coursebook should be more easily

understandable and explanatory in details so that there are not any problems while they are studying.

14. Impressionistic overview

59.21% or 45 students agreed with the impressionistic overview of the coursebook. They prefer multiple choice exercises to words writing exercises. They insisted that the book be well-formatted and designed.

40.79% or 31 students who disagreed with the impressionistic overview of the coursebook suggested that the glossary be added and the meanings be defined in Thai. They also added that to be more attractive, the book should be colorful, illustrative and pictorial. Next, the letters and texts are easily faded after erased with erasers. They said that instead of black and white, the coursebook should be more attractive with colors and the printing ink should be fixed.

Discussion and Conclusion

1. Part 1 Content

Pertaining to *Concentrate of Critical Reading 6B Coursebook*, the content is too difficult for some students and they criticized that the sentences are too long and the content is too informative and full. The students cannot communicate with these kinds of content. For one thing, the content lacks affective engagement. Bao (2008) comments regarding ELT materials used in Southeast Asia that “While the reading texts are generally written in good English, many of them tend to discuss universal knowledge about the topic rather than unique information or debatable ideas to provoke the learners’ affective responses” (Cited in Tomlinson, 2008, p.275). The subject matter of

the chapters of the coursebook is hard science which is difficult for some students. Bao (2008) pointed out on a number of research studies that learners prefer materials which give them chances to discuss issues that suit their cultural values. Because of no issues discussion, the students are in a heavily controlled classroom. For this reason, the coursebook should engage the learners in affective rather than merely cognitive ways to motivate the students’ affective responses so that they are not bored with the content especially for vocabulary. Bao (2008) said that “Some courses introduce an excessive amount of new vocabulary and syntactic structures which demand intense memorization. They are coupled with many uninteresting, tedious exercises which entail cognitive processing without affective engagement. Such components put a burden on the learner and take away the energy that could be invested in more meaningful communication” (Cited in Tomlinson, 2008, p.268). Bao (2008) recommended improving future materials that “the amount of new language in every unit should be manageable to the learner’s mind rather than exhausting it” (Cited in Tomlinson, 2008, p.276).

In particular, the vocabulary is too formal and too hard for the students due to this coursebook simulated from the entrance examination papers. Bao (2008) also advised that “To gain trust among material users, writers should ensure linguistic accuracy throughout the course and expose the learners to the most natural and appropriate language possible” (Cited in Tomlinson, 2008, p.275). These suggestions serve a real communicative purpose which hasn’t been found in these chapters of *Concentrate of Critical*

Reading 6B Coursebook. Another thing is that exercises of the coursebook, for example, will more interesting if the students would like to make a video according to the advent of current technology. By this way, Bao (2008) found that in the study of Kajanaphoomin (2004) and in some classrooms at Assumption University, a lot of teachers demonstrate to be highly innovative and resourceful course developers. However, it is too difficult for many teachers to adapt the materials owing to being incompetent language users and pedagogically unskilled teachers and although there is no free-styled discussion, debates are not encouraged in Thai culture according to Choengsaksri (2003). This coursebook; therefore, is appropriate with a Thai learning behavior as a Thai passive style of learning. For the other thing, regarding the objectives of the coursebook, most students are interested in practice and analysis. The coursebook chapters include analyzing language, contexts, words, pictures, diagrams and tables, and surveying many parts of this coursebook. Related to methodology, the students have a chance to analyze words and do math which is rarely found in other coursebooks. The world they are studying is not familiar with them and there is some new information to challenge their thinking ability. On the other hand, rather than merely cognitive ways, Bao (2008) suggested engaging the learners in affective ways. Due to lacking critical discussion in terms of many uncommon, thought-provoking topics. Bao (2008) states about ELT materials used in Southeast Asia that “Many of my teacher interviewees admit that textbooks in their countries tend to put excessive emphasis on reading comprehension while neglecting

appropriateness and fluency of language in use” (Cited in Tomlinson, 2008, p.267). For this reason, skills especially verbal skills can enhance and support reading comprehension. The objectives of reading alone in a variety of exercises in this coursebook cannot respond to the students’ real life which many skills are integrated.

2. Part 2 Exercises/ activities

Concerning exercises/ activities, some students don’t understand exercises or activities. The coursebook has few examples and a lot of unclear explanations, and there is only one form of exercises simulated from the entrance examination papers in the coursebook. Bao (2008) criticized on ELT materials used in Southeast Asia that there are little opportunity for recycling of language and poor affective engagement. One form of exercises simulated from entrance examination papers ignores the need for recycling the language being taught and is rather boring to read because the activities going with this one form do not appear to engage the students affectively.

3. Part 3 Presentation Pattern

Grading the chapters, they lack consistency in appearance, content and method. Some chapters are interesting for some students while some students don’t understand some chapters. This inconsistency is in accordance with the study of Bao (2008) pointing out that “Some units in the same course are much better written than others; questions in one chapter may be much more interesting than those in other chapters” (Cited in Tomlinson, 2008: 274). As a result, some students lost inspiration to study in the chapters. Additionally, nearly half students

regarded that *Concentrate of Critical Reading 6B Coursebook* are not attractive and an impressionistic overview is not modern. Considering the front cover, Bao (2008) commented that “the book shows its title only on a plain background, the external designs of most other textbooks use visual metaphors. Some of them represent the modern looks of urban advancement or symbols of information technology. Other covers show a collage of multiple images blending local icons” (Cited in Tomlinson, 2008: 272). Bao (2008) gave the reason of poor impressionistic overview that “Suffering from limited financial support and poor market sales, these courses lack the attractive design that imported books enjoy and thus do not look appealing to the learners” (Cited in Tomlinson, 2008: 267). Bao (2008) suggested generating reasonable finance could make the textbooks enjoy more attractive design.

4. Activities for Agreeing Students

The coursebook is an exam-based book. Nearly most students agreeing with the coursebook like entrance handbooks. They enjoy the content-rich exercises and the objectives are clear to present them with the language knowledge for taking entrance examinations. They are interested in the topics of a variety of reading passages from entrance examinations. They know a lot of new words and grammar which assist them to read passages easily. They can analyze words and criticize reading texts in the chapters of the book which are in sequence. One thing they like the most is multiple choice exercises. They don't like words writing exercises.

5. Activities for Disagreeing Students

The exam-based coursebook may not be appropriate for this group of the students. Because of an exam handbook, the content is too difficult and complicated for them. They like to communicate while the objectives of the coursebook focus more on exams which they thought that there are not any topics in only exams. The subject matter is boring and passages in the coursebook are very long with a lot of new words out of control. They are confused with the presentation pattern of the coursebook.

6. How to Improve the Coursebook for 76 Matthayomsuksa 6 Students at Panyaworakun School

The coursebook should include the ways how to use or recycle the words in meaningful contexts or in real life for both inside and outside classrooms. For the students, the vocabulary in the chapters is too formal and too hard, and cannot be applied in daily life. Similarly, Bao (2008) stated that “Instead of listing too many words and structures, each unit should select a smaller number of them but show the learners how those language items are used in some meaningful context” (Cited in Tomlinson, 2008, p.276).

The coursebook should be suitable for the students' level and respond to their needs. Regarding their opinions, the objectives of the coursebook are quite hard for slow learners. Bao (2008) indicated that “There should be more consistency in the quality of appearance, texts, activities, authentic use of language, levels of challenge and learning opportunities” (Cited in Tomlinson, 2008: 275).

The coursebook should be flexible enough for adaptation so that the students can start and complete their project. They have an idea how to make a video after learning the table of contents on video technology. Bao (2008) recommended that “although teachers often provide poor models of English to their students, many teachers prove to be highly innovative and resourceful course developers.” (Cited in Tomlinson, 2008, p.270). If not, another thing is to adapt the materials for the students. Klipbua (2002) suggested that “that materials should be flexible enough for teachers to adapt them in ways that would suit their students” (Cited in Tomlinson, 2008: 270).

The coursebook should use Thai for guiding the students. The students would like the coursebook to contain easier language and it would be better to have some Thai language to make them understand more in the coursebook. They suggested including mini English-Thai dictionary in the coursebook and at the end of each chapter, it is vital that translation into Thai be needed for them. For example, the glossary should be added and the meanings should be defined in Thai. For using Thai in the coursebook, Bao (2008) pointed out that “The use of the mother tongue plays an essential part in guiding the learners through tasks and promoting the development of translation skills, an indispensable ability in the real world” (Cited in Tomlinson, 2008: 272).

The coursebook should connect relationships among the students. This coursebook is for only teaching and does not support for group work

activities and relationships. Unlike lockstep, Choengsaksri (2003) discovered that “the most desired activity type for verbal skills is free-styled discussion in small groups in which students feel liberated from the strain of a heavily controlled classroom” (Cited in Tomlinson, 2008: 271).

The coursebook should be like imported coursebooks which contain communication activities and language games. Some respondents prefer language games to this coursebook. Concerning Bao’s study, Bao (2008) found from his teacher interviewees that “imported courses seems more systematic than domestic textbook in that form-focused tasks are often connected with communicative activities and workbook exercises are related to language taught in students’ books” (Cited in Tomlinson, 2008: 265).

The coursebook should avoid the overuse of the PPP approaches. The students are bored with the coursebook because the exercises in the coursebook do not explain more understandably together with elaborate points. As stated by Brian Tomlinson, “It should be possible to provide teachers and learners with a choice as to the weighing and sequencing of stages in the lesson procedure (e.g. starting with production activities and then providing presentation and practice in relation to the learner performance” (Tomlinson, 2008: 319).

The coursebook should be more attractive with colors. Bao (2008) recommended that “reasonable finance should be generated so that the textbooks could enjoy more attractive design and better durability” (Cited in Tomlinson, 2008: 275).

7. Would the students recommend adopting (for continuing with) this coursebook?

Concentrate of Critical Reading 6B Coursebook is an exam-based book. This study found that 63.35% or a lot of students agreed with all criteria during an in-use or whilst-use evaluation. Their trend is likely to adopt (or continue with) this entrance handbook as a coursebook of E33203 Thematic English Course for Matthayomsuksa 6 students at Panyaworakun School. This group of the students regarded the coursebook as a self-study workbook which they can do themselves. They are interested in this coursebook and this coursebook responds to their needs because they are preparing themselves for a coming entrance examination.

On the contrary, 36.65% or some students are demotivated by this coursebook during an in-use or whilst-use evaluation. It might be possible for them not to adopt (or continue with) this coursebook. This group of the students prefers imported coursebooks to entrance handbooks. This study revealed that there is no communication taking place in entrance handbooks whereas this group of the students likes to speak English. They would like to communicate more than to do the entrance examinations. For this reason, this coursebook in E33203 Thematic English Course does not suit these students at Panyaworakun School.

According to being mentioned above, *Concentrate of Critical Reading 6B Coursebook* in E33203 Thematic English Course should be adopted and used for 63.35% of students at Panyaworakun School.

Recommendations for Further Research

Based on the findings and conclusions of this study, the following recommendations are made for further research.

1. Another study on attitude survey toward *Concentrate of Critical Reading 6B Coursebook* can be conducted to strengthen the evaluation of this research by using Tom Hutchinson and Alan Waters' checklist for materials evaluation divided into four major steps: 1. Defining criteria 2. Subjective analysis 3. Objective analysis. 4. Matching.

2. Another action research study can be conducted to find the effectiveness of a new materials development designed by the results of this study.

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