

## The Development of Evaluation Theories for Foreign Language Textbooks

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This study aims to carry out a theoretical survey on the development of evaluation theories for foreign language textbooks. This study also focuses on recognizing the importance of textbook development in the field of not only teaching English as a foreign language, but also teaching Korean as a foreign language. Recently, the field of teaching Korean as a foreign language has made progress and we should admit that the theoretical basis of Korean as a foreign language is closely related to English as a foreign language. So it is necessary to adapt the theories for evaluating EFL textbooks in the field of KFL. Hence, this study intends to pursue three aims: the first is to study the existing theories of English textbook analysis, classifying them by the time (1970s, 1980s and 1990s), the second is to examine the transitional aspects of theoretical analysis of English textbooks, in order to develop a textbook of Korean as a foreign language, and the third purpose is to suggest a direction for which the future textbooks of KFL (Korean as a foreign language) and EFL (English as a foreign language) should progress through studying the theoretical analysis of textbooks for teaching English as a foreign language.

**Key Words:** evaluation theories, textbook analysis, teaching material, EFL context, KFL context

### 1 Introduction

A textbook occupies a very important place in foreign language education. And the analysis and evaluation of existing textbooks plays a very important role in the process of developing new textbooks. Analyzing and fixing problems with existing textbooks provides the basis on which the direction of development of new teaching materials can be presented. This research aims to carry out a theoretical contemplation in order to develop a textbook that suits the original purpose and provides a basis for the future educational environment, upon recognizing the importance of textbook development in the field of teaching Korean or English as a foreign language. Recently, the field of teaching Korean as a foreign language has made good progress and

we should admit the theoretical basis of Korean as a foreign language is closely related to English as a foreign language. Hence, the researcher intends to study the existing theories of English textbook analysis, classifying them by the decade (1970s, 1980s and 1990s), and to examine the transitional aspects of theoretical analysis of English textbooks, in order to develop a textbook of Korean as a foreign language. And the purpose of this research is to suggest a direction for which the future textbooks of KFL (Korean as a foreign language) and EFL (English as a foreign language) should progress through studying the theoretical analysis of English textbooks.

## **2 Theoretical Foundation for Evaluating Foreign Language Textbooks**

According to Tom Hutchinson (1983), the evaluation of a textbook contributes to the area of English education in two aspects. That is, one aspect is a simple contribution through the teacher's deed of selecting a textbook and the other is that the teacher can enhance his own understanding of the teaching and learning situation.

The prerequisite for the process of English textbook analysis is that the textbook author's view of language and learning should coincide with the teacher's philosophy. For example, when a subject is expressed to be 'communicational' or 'functional', what is meant by it? Does the concept of 'being communicative' coincide with your own interpretation? In case the term became meaningless, it is effective to ask your own question on the assumptions inherent in the textbook.

Through this process, it was noticed that textbook analysis poses two basic questions. That is, how does the textbook express the author's view of language and learning? Do you agree with this opinion? Based on these basic theories, the evaluation is carried out according to the following 4 steps.

The first step is to determine the criteria by which the evaluation is made.

The second step is to analyze the nature and underlying principles of a specific teaching and learning situation.

The third step is to analyze the nature and principle of available teaching material and to adapt these theories into workable processes in the classroom.

The fourth is to compare the results of two analyses.

One of the material development experts in the field of English education, Alan Cunningsworth (1984) suggested the basic theories of developing foreign language textbooks as follows: 1) Teacher and Textbook, 2) Principles of Textbook Analysis, 3) Grading of foreign Language Textbook.

### **2.1 Teacher and textbook**

Most teachers use a textbook. As it requires time and effort for an individual to produce a textbook, each teacher cannot create his own quality textbook easily. Most of the published textbooks were written by those who are experienced and well qualified and the contents of the textbooks are checked

carefully by practical application, prior to the publication. Teachers who use textbooks actively, would seek out the textbook that fits their purpose, keeping the students' requirements in mind. The textbooks that were published in conformity with the guide from the ministry of education, were written after the authors had gotten well-acquainted with learners' interests, background and ability. Most English courses are general not only in that the courses are devised to teach all aspects of English but also in that the courses are designed to satisfy the general demand from the world market. So the teacher should select textbook and lead the class, taking the basic demand and general requirements of the learner into consideration after examining the contents of English textbook.

## **2.2 Principles of foreign language textbook analysis**

Alan Cunningsworth (1984) devised the principles of foreign language textbook analysis and summarized them into 4 categories like these.

First, we should set up the goal of education first and analyze the textbook in association with this goal. If the goal is to enhance 'communication skill', what sort of communication is taught? Are such activities as self-introduction, describing a place, asking for directions and giving them, expression of likes and dislikes, apologizing and making an offer, related to the learner's demand and interest? If so, the textbook seems to be consistent with the goal of the course. Although the purposes of language are universal and general, expressions of language can vary by culture. To evaluate a textbook, we should consider also whether the background used in the textbook is closely linked to conditions that are useful to learners.

Second, under the recognition of the learners' linguistic view, a textbook that meets the learner's own purpose, should be selected. First, the relation with such language features-forms is to be presented through a dialogic style and later, the context would be presented through introducing the paragraphs for whole class to debate, thus the language features should be trained within a certain context.

Third, to learn a language effectively, the learner should learn a limited quantity of new knowledge at a time. The amount of learning that is suitable for one time is stipulated as a unit of learning. The learning unit should be linked to the existing knowledge of learner and the learner builds up knowledge of the English language through adding a new unit of learning.

Fourth, language, curriculum and the elements with the learners are the essential elements in language learning. None of them should be omitted and any of them should not be overemphasized. On the other hand, recent language-learning methodologies tend to ignore the linguistic difficulty that is inherent in language learning, giving way to individual learner's desire and sense. The class activities, performed by learners should give a point of engaging the learners and the appropriateness of activities should be examined thoroughly in terms of language teaching potential.

The learner is an entity that acts as an organization and has individual needs and collective needs at the same time. Such needs have both intellectual and emotional aspects. English is a complicated language system that conveys meaning and allows the speaker to conduct communicative activities. Language behavior is a part of social behavior and cannot be understood completely outside of the social context. The role of the teacher is to promote learning, linking the learning process of learner to the professional skills. The textbook is to assist the teacher and learner in the task of facilitating learning.

### **2.3 Grading of language textbook**

The grading of language textbook requires monitoring the progress of learners. How many new materials are introduced during the given time? At what interval does a new grammar structure show up? How many new words are presented in each unit? What amount of practice is to be given? The matter of grading should be decided by the answers to these questions.

The repeated learning plays the role of fixing knowledge. If a word is introduced only once, it will be forgotten. One word needs to be reiterated three or four times until a learner becomes proficient suitably. It is desirable that a new word should be reiterated in different contexts. The sequential progress has an advantage in that it provides a strong stepping stone towards the next step. The circular progress moves easily from one item to the next but goes back to the previous items more than one time, in the latter part of a subject. It may have less effect on some individual item but it is more effective in terms of cultivating the ability of communication.

Both the sequential progress and the circular progress have merit. When we select one out of these two methods, the matter whether the learners are able to stay till the end of a subject as well as the length and objective of a subject, should be taken into consideration.

### **3 Textbook Analysis Theories in 1970s**

The period of the 1970s has great significance in that the textbook analysis theory was presented, for the first time in the field of English education. In this period, Stevick (1972), Bruder (1978), Tucker (1978), Cowles (1976), Daoud and Celce-Murcia (1979) and etc. have presented the theory for English textbook analysis. The theory of English textbook analysis, presented in this period, didn't have enough theoretical basis due to its short history. At that time, detailed items to assess the textbook contents, were set up and the assessor was simply asked to make only objective and numerical assessment as for the detailed items, which was the dominant trend at that time.

The researcher would like to survey the theories of English textbook analysis that were established in the 1970s by Stevick (1972), Bruder (1978) and Tucker (1978), hereunder.

### **3.1 Textbook analysis theory of Stevick (1972)**

The standards of English textbook analysis, presented by Stevick, were so distinct and unprecedented that the standards occupy a very important position in the area of textbook analysis even now.

Upon classifying the assessment standards of the English textbook into three qualifications, three dimensions and four components, Stevick has suggested the details as follows.

#### **Three qualifications**

- ① Strength/Weakness: the degree of appropriateness to the learner in terms of level of textbook content, vocabulary and sentence structure
- ② Lightness/Heaviness: the degree of pressure, caused by the difficulty of pronunciation or the lengthy sentence
- ③ Transparency/Opacity: the cognitive property that shows how easily the learner is able to understand the connection between units

#### **Three dimensions**

- ① Linguistic Dimensions: linguistic skill that learners have command of
- ② Social Dimensions: the speaking companion of learner
- ③ Topic Dimensions: the content discussed by learners

#### **Four components**

- ① Occasions for Use: a textbook should suggest clearly for what occasion the language is to be used.
- ② A Sample of the Language in Use: a textbook should present a concrete sample of language in use.
- ③ Lexical Exploration: a textbook should possess the function to have the learner recognize and find out the right word when he feels the necessity.
- ④ Exploration of Structural Relationships: whether a learner picks out the correlation of language form with meaning should be shown.

The fact that Stevick has presented such 3 qualifications, three dimensions and four components as above, is significant in that Stevick has established a clear and systematic view of textbook analysis.

### **3.2 Textbook analysis theory of Bruder (1978)**

Mary Newton Bruder has presented the assessment standards for 8 items in English textbook analysis like as follows: Level, Objectives, Style, Language

Background, Age Background, Time, and Convictions. As to the 8 items mentioned before, Bruder has set up the guidelines by which the evaluator is to mark '+', if the textbook content matches the level of the evaluator, to mark '-', if the textbook content doesn't match the level of the evaluator and to mark '0' if the textbook can't be applied. The most salient thing about Bruder's evaluation standards is that it had established more objective grading (+, -, 0) than Stevick's evaluation theory.

### **3.3 Textbook analysis theory of Tucker (1978)**

Tucker maintained that second language educators have a responsibility to evaluate the ESL textbook for the development of English education and pointed out that English education has so far lacked the systematic and efficient approach of evaluation. He also maintained the textbook evaluation system should include the following fundamental elements:

- ① The textbook evaluation system should extend over such a wide range that it may accord with the linguistic, psychological and pedagogical principles, existing in the basis of language teaching method.
- ② The evaluation should include a flexible evaluating system, upon providing one evaluating method that corresponds to each category and a simple system where each evaluator can record his judgment.
- ③ The sign for easy identification should be rendered as for the evaluation results and the rating chart, showing the whole of evaluation, should be presented.
- ④ Regarding the ideal model of textbook and the evaluation results, visual comparison should be presented.

According to the above evaluation standards, Tucker has set 18 detailed items of evaluation, upon dividing the evaluation subject into pronunciation category, grammar category, contents category and general category, and made a graph of each content of the detailed items after scoring. Among the theories of English textbook analysis, Tucker's standards for textbook analysis seem to be very innovative in that it not only presented the items of evaluation standards but also indicated the evaluation results clearly and it presented the whole rating chart in graphs, displaying the difference from the ideal model by visual analysis.

### **3.4 Others**

We look to Cowles (1976) and Daoud and Celce-Murcia (1979) as other linguists who presented a theory of English textbook analysis in 1970s.

Cowles (1976) established only 26 detailed items of evaluation without setting up the parent category of analysis and suggested the analysis

standards that require objective evaluation as for some detailed items as well as subjective evaluation as for some items, asking for the opinion of evaluator.

The characteristic of Daoud and Celce-Murcia's analyzing standards (1979) is that the standards for textbook analysis and the standards for the analysis of teachers' guide were presented together at the same time. For textbook analysis, they established the details of each broad category as the criteria, upon broadly dividing the standard into ① topic category, ② the category of vocabulary and sentence structure, ③ exercise category, ④ picture category, ⑤ physical feature category, the analysis result of each detailed item was shown as follows / 4: Excellent, 3: Good, 2: Adequate, 1: Weak, 0: Totally lacking. The detailed items which were presented by Daoud and Celce-Murcia for the standards of English textbook analysis, often overlap with the preceding studies but they seem to be very unique because they have presented, for the first time, the analysis standards for a teachers' guide in detail.

Michael Breen and Christopher Candlin rendered an interrelated and step-by-step guidance for consumers, which was to assist teachers in selecting a textbook. They have also presented the extensive evaluation questionnaire to survey the textbook's purpose and content. They put the emphasis on understanding the learner's point of view and tried to find out the learner's own criteria.

The theory of English textbook analysis which began to develop with Stevick's theory in 1970s, came to occupy an important position in the area of English education, owing to the analysis standards that were presented by many other linguists after Stevick. What all the theories of English textbook analysis in this period have in common is that they ask for a very objective evaluation as for the detailed items, upon establishing detailed items of evaluation on the textbook content, which can be seen obviously in the evaluation standards graph, presented by Tucker (1978). Also, the evaluation standards for the teacher's guide were presented during this period but they are judged not to have reached the level of establishing a systematic theory in that they have not provided the parent category of the detailed items for evaluation.

#### **4 Textbook Analysis Theories in 1980s**

Upon entering 1980s, the theory of English textbook analysis was systematically established. During this period, Rivers (1981), Cunningsworth (1984), Dougill (1987), Sheldon (1988) and others have presented theories of textbook analysis. The most notable feature with the theory of English textbook analysis in 1980s is that it has established the parent category to which the detailed items of textbook analysis are bound. The fact that the theory of the 1980s began to ask for the evaluator's subjective evaluation,

stepping further from the objective evaluation of the 1970s, implies that the theory of the 1980s is qualitatively different from that of the 1970s.

Hereunder, the researcher intends to compare the theory of the 1980s with that of the 1970s, researching the theories of Rivers (1981), Cunningsworth (1984), Dougill (1987) and Sheldon (1988).

#### **4.1 Textbook analysis theory of Rivers(1981)**

Rivers introduced the evaluation standards of seven categories and 45 detailed items when he presented a theory of English textbook analysis.

- ① Circumstances: connection between textbook's goal and textbook contents, age and capability of learners, length and intensity of a subject, detailed items of diverse activities of learners and others.
- ② Demand of teacher and learners: methodology, auxiliary teaching materials, auxiliary educational instruments of teacher and learner and others
- ③ Language and thematic content: fidelity of textbook contents, theme, surroundings, the contents' interest and value, the balancing sense and others
- ④ Linguistic content and structure: selection of language materials, unit plan, teaching contents of specific subject
- ⑤ Learning activities: dialogic style, actual communication, contents of exercise
- ⑥ Practicalities: physical feature, price, availability
- ⑦ Interesting contents: Interesting contents for learner and teacher

As suggested above, Rivers established the analysis standards, integrating all the detailed items into the 7 parent categories, unlike the evaluation standards of 1970s, which is regarded to be the distinguishing characteristics.

#### **4.2 Textbook analysis theory of Cunningsworth (1984)**

Cunningsworth (1984) presented the general principle of textbook production and evaluation and also presented the comprehensive valuation basis chart for English textbook. The evaluation criteria presented by him, was divided broadly into 4 categories of linguistic content, the selection and grading of language items, presentation and practice of new language items and development of language skills and communication skills. And he presented the detailed contents of the respective category.

Table 1. Cunningsworth's Standards of Textbook Evaluation.

General category	Detailed items
① Linguistic content	<ul style="list-style-type: none"> <li>-Which part of language systems is to be taught? (linguistic form, language skills, type of communication)</li> <li>-What aspect of linguistic form is to be taught? (Phonology, Grammar, Lexis, Discourse)</li> <li>-Any special comments on propriety?</li> <li>-What type of English is being taught? (Dialects, Language style, Occupational scope, Language Medium)</li> </ul>
② Selection of linguistic items and Grading	<ul style="list-style-type: none"> <li>-Which is adopted by the textbook, out of the structural syllabus and functional syllabus?</li> <li>-By which one of learner-centered approach and subject-centered approach is the sequence and selection of language contents decided?</li> </ul>
③ Presentation of new linguistic item and Exercise	<ul style="list-style-type: none"> <li>-How and to what extent is the new grammatical items presented?</li> <li>-Is the exercise for new grammatical items diverse, significant and proper to the given situation?</li> <li>-How are the new words presented? (in the vocabulary table, as visual materials, in main text and others)</li> <li>-How is the teaching of phoneme conducted?</li> </ul>
④ Development of language skills and communication ability	<ul style="list-style-type: none"> <li>-What is the practice skill for spontaneous speech? What is proportion of presentation-practice-spontaneous speech in the ex- exercise of speaking?</li> <li>-What are the levels of exercise for listening, reading and writing and what are the features?</li> <li>-What exercise is prepared to test integrated skill and communication ability?</li> </ul>

### 4.3 Textbook analysis theory of Dougill (1987)

Whereas Cunningsworth established ① Linguistic content, ② Selection of linguistic items and Grading, ③ Presentation of new linguistic item and Exercise, ④ Development of language skills and communication ability, as the upper category of detailed items in the analysis of textbook, John Dougill also established ① overall outline, ② unit, ③ theme, ④ form, ⑤ components of subject and others as the upper category from a different viewpoint. Accordingly, we can notice from John Dougill's theory of analysis that the establishment of upper category to organize detailed items, having arisen in early 1980s, came to secure an unwavering position and a definite role in Dougill's time.

Dougill has suggested that the following items should be taken into consideration when the critics examine and analyze the textbook.

### **Overall outline**

#### (1) Syllabus

- ① Type of syllabus (structural/functional/multiple syllabus etc.)
- ② Comprehensiveness of syllabus
- ③ Relevance to objectives (to what extent is it related to the mentioned goal?)

#### (2) Progress

- ① Is the progress of the subject linear or circulatory?
- ② How straightforward is the subject and how fast does it progress, compared to other subjects?

#### (3) Repetition

Is the learning content recurrent periodically?

#### (4) Language skills

- ① Is there an integrated approach for language skills?
- ② To what extent are the 4 basic language skills used?

#### (5) Cohesiveness

- ① Is the subject cohesive as a whole? Is there any imbalance?
- ② Does it emphasize a specific aspect improperly?

### **Learning unit**

#### (1) Unit of subject

- ① Does the quantity of a textbook fit for the given time?
- ② Is the quantity of one unit improper?

#### (2) Presentation

- ① Was the language presented in a clear and interesting way?
- ② Does it have a deductive and inductive approach?

#### (3) Exercise

- ① Is the amount of exercise sufficient?
- ② Does the exercise lead to spontaneous speech?
- ③ Is the exercise meaningful and individualized? (i.e., Does it approach the learners in other way than a simple method of rote?)
- ④ Does it build the learner's confidence to speak outside the classroom?

#### (4) Diversity and regularity

- ① Does each unit follow the same format? Then, does the textbook have enough diversity to keep learners' interest?
- ② If not, is there any regularity to help teachers in building up the diversity?

#### (5) Clarity of goal

- ① How clearly is the content to be performed by learners manifested?
- ② How easily can learners carry out what is expected from them?

### **Theme**

#### (1) Interest

- ① How strongly does the theme seem to attract learners' interest?
- ② Is there any prejudice against a fact or a fiction?
- ③ Is the textbook interesting in itself, or a simple tool for language learning?

#### (2) Culture

- ① Is the culture distinct?
- ② Is it too childish or too complicated for the group of target language learners?
- ③ Does it show any prejudice against gender?

### **Form**

#### (1) Visual form

- ① Is the formation of a page too dense to read properly?
- ② Does the font offer assistance to the textbook's purpose? Otherwise, does it obstruct?

#### (2) Motivation

Does the textbook motivate learners?

#### (3) Illustration

- ① Do the illustrations give assistance to language learning and enliven the pages?
- ② Are the illustrations clear enough to fit the objective?
- ③ Are the illustrations too many or too few?
- ④ Are they too childish, biased towards a gender, or culturally insensitive?

#### (4) Other features

- ① Does the textbook allot some space for extra tables, lists and explanations, considering learners' convenience?
- ② How useful are these tables?
- ③ How usefully can learners utilize this book outside classroom?

### **Components of subject**

#### (1) Cassette

- ① How clear is the sound quality of cassette?
- ② How natural is the cassette? To which extent is it realistic?
- ③ Is a transcript of the recording necessary and available?
- ④ Does it require much?
- ⑤ Are the paragraphs too long to attract learners' attention?

#### (2) Guidebook for teacher

- ① Is the guidebook aimed at novice teachers? Or at experienced teachers?
  - ② Is it effective methodologically, enough to lead a novice teacher?
  - ③ Does it provide substitutions?
  - ④ Is the time saved by using it? Is it easy to use, combined with learner's book?
  - ⑤ Does it require much effort from the teachers?
- (3) Experimental practices and practice books
- ① Do such practices and practice books help the learner in accomplishing set goals?
  - ② To what extent is it communication-oriented?
  - ③ Does it provide something worthy of investment?
- (4) Raising issues
- The critic should examine the textbook carefully, bearing in mind the questions, presented above.
- (5) Feasibility of problem solving

Teaching a language is full of options and substitutions, so nobody can guarantee the right track of teaching a language.

Besides the evaluation standards presented above, Dougill presented other standards for textbook evaluation in terms of superficial validity, creativity, consistency and emotion. The superficial validity refers to how much the subject goal and textbook content is superficially reasonable and creativity indicates to what extent the textbook encourages learners to use the language outside the class. And the consistency refers to the degree of a subject's coherence as a unit and the emotional aspect refers to the extent to which textbook content influence on the individual tendencies of learners.

Dougill put more emphasis on the whole organization of textbook composition and on the aspects of formality in the selection of evaluation standards, which is different from Cunningsworth's evaluation categories. That is to say, Dougill established the upper category of overall outline, unit, theme, form and components of subject and presented the superficial validity, creativity, consistency and emotion as additional standards. Hence, Dougill should be assessed to have made important contributions to the development of English textbook analysis theory in the 1980s, together with Cunningsworth.

#### **4.4 Textbook analysis theory of Leslie E. Sheldon (1988)**

Sheldon (1988) pointed out that the previous theories were provisional and had the tendency to follow the linguistic fashion of the times. Also he pointed out that the previous questionnaires and evaluation sheets merely gave room for consideration in terms of textbook choice, but they exerted no influence on textbook evaluation. It is remarkable that his chart of evaluation standards did not establish the upper theoretical category, unlike that of Cunningsworth or Dougill.

Sheldon presented such evaluation standards as follows.

- ① Theoretical basis: For what purpose is this textbook written? Was the writing purpose clearly mentioned?
- ② Availability: Are the support-materials of main textbook easily purchased? Can learners get in touch with the publishing company when they want to know details of textbook contents?
- ③ User-defined: Are the details of users such as age distribution, cultural background, learning preferences and others, available?
- ④ Arrangement: Is each page of proper density? Are the charts presented clearly?
- ⑤ Ease of self evaluation: Can the learners recognize their progressing position at a certain point? Does the textbook have any area for learners' review and independent study?
- ⑥ Connectivity: Were the exercises clearly connected with the unit, in terms of theme, situation and topic?
- ⑦ Choice, Grading: Are the introduction, practice and rotation of new lexical items carried out through a proper process?
- ⑧ Physical characteristics: Is the textbook solid? Does it have some writing space?
- ⑨ Appropriateness: Are the contents so sufficient and adequate as to attract learner's attention?
- ⑩ Authenticity: Are the contents communicative and realistic?

The characteristics of textbook analysis theories in the 1980s can be summarized as follows: Dougill (1981) describes the 4 methods as the core of textbook evaluation, upon having pointed out that too many questions were being given, as for the property of the textbook's target group. Cunningsworth (1984) emphasized that there's no need to have a textbook be assessed by a linguistic theory, especially the theory created in the area of pragmatics. He investigated how well the EFL textbooks, widely being used, conformed to the research on the "realistic and dialogic interaction". The results of his research revealed that many textbooks were presenting an artificial style of conversation as the linguistic model, ignoring the true nature of colloquial language. Sheldon (1988) presented the evaluation standards in terms of cultural prejudice, educational adequacy, flexibility, direction, etc., in addition to the above contents. He is assessed to have presented more substantial foundation for English textbook evaluation through suggesting more detailed evaluation items. It is regarded as appropriate that the textbook should be evaluated, not only by the teachers or critics but also by the educational administrators who are responsible for building up the best value of textbook.

Upon examining the theories of textbook analysis that got shown in 1980s, we noticed that the evaluation standards in the 1980s required the

evaluator's subjective assessment rather than the objective assessment by a grade, whereas the evaluation in the 1970s required such objective assessments as the evaluation by numeric grades and assessment by using graphs as in Allen Tucker's case. Also the most salient feature with the evaluation standards of 1980s is that the parent (or upper) categories were established to organize the detailed items of evaluation at a higher level. Especially, it is notable that Cunningsworth presented the parent (upper) category of evaluation from a unique perspective and in a new light and the evaluation standards Dougill presented is distinctive in that they demanded for the evaluation in terms of overall organization and overall format.

That is to say, the theory of English textbook analysis had focused on the evaluation of the concrete 4 language skills in the 1970s but it displayed a remarkable development in trends in the 1980s, switching its focus to the communicative activities or the overall outline.

## **5 Textbook Analysis Theories in 1990s**

The most salient feature of the theory of textbook analysis in the 1990s is that the upper category of analysis which started to appear from the 1980s was set up in the higher level. Although not a great quantity of theories of textbook analysis were released in the 1990s, the theory of MacDonough and Shaw (1993) displays a feature that is quite distinct from the theory from the 1980s. Following are the theoretical descriptions by MacDonough and Shaw regarding the evaluation of the English textbook.

### **5.1 Demand for communication-oriented textbook**

There had been a boom in publishing textbooks that were designed per the principle of communication. Such a communication-oriented textbook has the following characteristics.

- ① Learners study the how to properly use the language because they are interested in using the language rather than the language structure.
- ② It is a dynamic textbook and it has a functional foundation. It provides learners the opportunity to utilize the language meaningfully and thoroughly, which is necessary for learners to lead efficient communications.
- ③ It is made of skills that enable communications in real life.
- ④ It teaches how to communicate efficiently, through making learners understand the relation between language form and function.
- ⑤ It aims to develop the discourse technique under the communicative surroundings.

### **5.2 Situation of textbook evaluation**

The situation in which a textbook is used, is not so simple and monotonous. There are, broadly speaking, two situations; one is a situation where the textbooks are sold openly and the other is a situation where administrative authorities produce textbooks.

- ① The case of public sale: Teachers have infinite opportunities for selection and also have the opportunity to be combined freely with colleagues. But too many opportunities for selection might mean the inefficiency. Also, in case of too many textbooks, the teacher or organizer of a subject may be subjected to pressure in terms of professionalism and financial matters.
- ② The case of presenting specified textbook: The reason and background why the textbook was produced, should be understood and the method how to use the textbook efficiently, should be understood.

In case it is difficult to generate a model of textbook or to use a realistic textbook, the selection of an excellent textbook becomes very important. When a textbook is designated by the administrative authorities or some organization, teachers need to apply the textbook to special circumstances.

The analysis theory, presented by MacDonough and Shaw in 1993, established the upper category of analysis standards on a far higher level than the level of the 1980s and made the coverage of its upper categories be extended to a broader scope. That is, it established two upper categories of Macro-Evaluation (External Evaluation) and Micro-Evaluation (Internal Evaluation). This distinctive features display the process through which the textbook, the analysis subject, undergoes the macro evaluation in the first stage and undergoes the micro evaluation for an exhaustive test, only after the textbook has withstood the first stage. This theory suggests that the process of micro evaluation should not evaluate all the units of a textbook, but evaluate only 2 or 3 units of a textbook according to detailed criteria, instead. Such a theory is very distinct, compared to the preceding theories.

In this theory, the following items were presented as detailed items of *macroscopic* evaluation.

- ① Is the textbook (the analysis target) a key teaching material of the subject or a teaching aid?
- ② Is a guidebook for the teacher available? Is it also useful for foreign teachers?
- ③ Does the textbook have a lexicon or index?
- ④ What sort of visual materials are presented in the textbook?
- ⑤ Does it present a clear outline?
- ⑥ Does the textbook contain any cultural prejudice?

- ⑦ Are the audiovisual materials included? How much does it cost to use the audiovisual materials?
- ⑧ Are the contents of examination in the textbook useful to the learner?

The following *micro* evaluation standards are to be applied only to two or three units of the textbook that has gotten through such a process of macro evaluation as explained above.

- ① Presentation of language skills: which language skills were presented and in what proportion they were presented?
- ② Grading of textbook contents: the textbook's sequencing and grading
- ③ Type of reading contents: does the reading description have many texts, of which the length is beyond the unit of a sentence?
- ④ Type of listening contents: are the listening contents realistic or artificial?
- ⑤ Type of speaking contents: do the speaking contents reflect the real situations?
- ⑥ Type of examination and exercise: do the relationship between examination and exercise correlate the learner's demand and the textbook's contents?
- ⑦ Feasibility of self-teaching: is the textbook appropriate for self-teaching?
- ⑧ Connection between teacher and learner: how can the textbook build up the connection and interaction between teacher and learner?

MacDonough and Shaw established the analysis category in a much higher level, classifying the analysis criteria into Macro-Evaluation (external evaluation) and Micro-Evaluation (internal evaluation) and suggested that the Micro Evaluation should be performed only for the textbooks that have passed the Macro Evaluation. In this respect, the analysis theory of MacDonough and Shaw can be maintained to be very distinctive so as to be distinguished from those theories of the 1970s and 1980s.

As the perception of English textbook's importance in the field of English education, became firm, the interest in the development of English textbooks got boosted and the theory of English textbook analysis appeared as an essential step for English textbook development. The English textbook analysis that began to appear in earnest from the 1970s, does not have enough theory, compared to various theories of English education. But the theory of English textbook analysis has great significance in that the position of English textbook analysis became firm in the field of English education. The theories of English textbook analysis in 1990s developed, passing through the 1970s when the theory began to be formed up in earnest and 1980s when it was established theoretically. Although not many theories of textbook

analysis prepared in the 1990s, the theory in 1990s demonstrates developmental phase of English textbook analysis by modifying and supplementing the theory of 1980s.

Upon studying the changing phases of English textbook analysis theory by period, the researcher could draw up the following Table 2 (Chang, 1996, p.88). All the theories of English textbook analysis that were studied above, are abridged in Table 2. When we see the changing phases of English textbook analysis theory from Table 2, we notice that, in the 1970s when scholars such as Daoud & Murcia, Tucker, Bruder, Cowles and Stevick, introduced the theory of English textbook analysis for the first time, the analysis standards were established in detailed small items and the result of analysis were shown in the objective form of numeric or rating.

We notice that the subjective evaluation by the evaluator was requested in the 1980s, by the scholars like Sheldon, Dougill, Cuningsworth and Rivers and the upper categories of analysis standards were established to organize comprehensively the detailed items of analysis standards in 1980s. Besides, Table 2 displays that a more comprehensive parent category like Macro-evaluation/Micro-evaluation of MacDough and Shaw was emphasized in 1990s. So, regarding the theory of English textbook analysis, we can see clearly the development phases of the respective times of 1970s, 1980s and 1990s from Table 2.

Table 2. Development of Foreign Language Textbook Analysis Theories

	1970s	1980s	1990s
Overview of Theory	The theory of textbook analysis made its first appearance in the field of English education. The analysis standards were established in detailed items and each item requested for objective analysis by numeric code or rating.	The upper category of analysis standards was introduced in order to organize the detailed items in a higher stage. The theory of this period was apt to ask rather for the evaluator's subjective evaluation than the objective evaluation by numeric code or rating.	More comprehensive upper category was established, compared to that of 1980s. That is, it has established the two upper category of Macro-evaluation/Micro-evaluation and made the textbook undergo macro evaluation first and undergo the 2nd micro evaluation. Thus, it established a principle to adopt the textbook that passed the micro evaluation.

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Scholars	Daoud and Celce-Murcia (1979) Tucker (1978) Bruder (1978) Cowles (1976) Stevick (1972)	Sheldon (1988) Dougill (1987) Cunningsworth (1984) Rivers (1981)	MacDonough and Shaw (1993)
Distinction	Detailed items of 8~26 were presented.	The upper categories of 4~7 were presented. <Upper Category 1>	The two upper categories of micro evaluation and macro-evaluation were presented. <Upper Category 2>

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(Chang, 1996, p.88)

## 6 Conclusion: Development and Prospect of Textbook Analysis Theories

Through the surveying the theories for analyzing foreign language textbooks, the development trend of textbook analysis theories can be summarized like these. The theory of textbook analysis of appeared first in 1970s, in which period the analysis standards were established in detailed items and each item requested for objective analysis by rating. And 8~26 detailed items for objective ratings were presented. In 1980s, the upper category of analysis standards was introduced in order to organize the detailed items in a higher stage. The theory of this period was apt to ask rather for the evaluator's subjective evaluation than the objective evaluation by numeric code or rating. During 1980s, the upper categories of 4~7 (Upper Category 1) were presented for rating. Compared to that of 1980s, more comprehensive upper category was established in 1990s. That is, it has established the two upper category of Macro-evaluation/Micro-evaluation and made the textbook undergo macro evaluation first and undergo the micro evaluation in the next stage. Thus, it established a principle to adopt the textbook that passed the micro evaluation.

We need to analyze the existing English textbook in order to develop an English textbook that fits for Korean circumstances of English education. And, regarding the establishment of analysis standards, the changing phase of analysis theory by the times implies that we should not turn to simple experience or vague intuition with no theoretical basis but establish the analysis standards upon carrying out a thorough theoretical analysis and study. Also it is an essential prerequisite of the construction of theoretical basis to understand exhaustively the detailed features of each analysis theory in foreign countries and the overall transition process to date. It was made public that the setting and scope of English textbook analysis standards are to be decided depending on the subjective views of the related scholar, upon

studying the theory of English textbook analysis that began to develop from the 1970s.

When we consider the issue of textbook development for KFL and English, based on such facts, mentioned above, we come to recognize that we should not introduce the foreign theory changed, but arrange our own standards for the current textbooks, upon considering foreign theory's connectivity with our curriculum, the requirements of learners and our unique cultural background all together. Hence, the researcher views that the urgent problem with our foreign language education is to set the direction for which our production of foreign language textbook moves forward, based on such recognition as seen in the preceding paragraph.

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