

# Thai EFL Teachers' Perceptions of English Language Textbooks

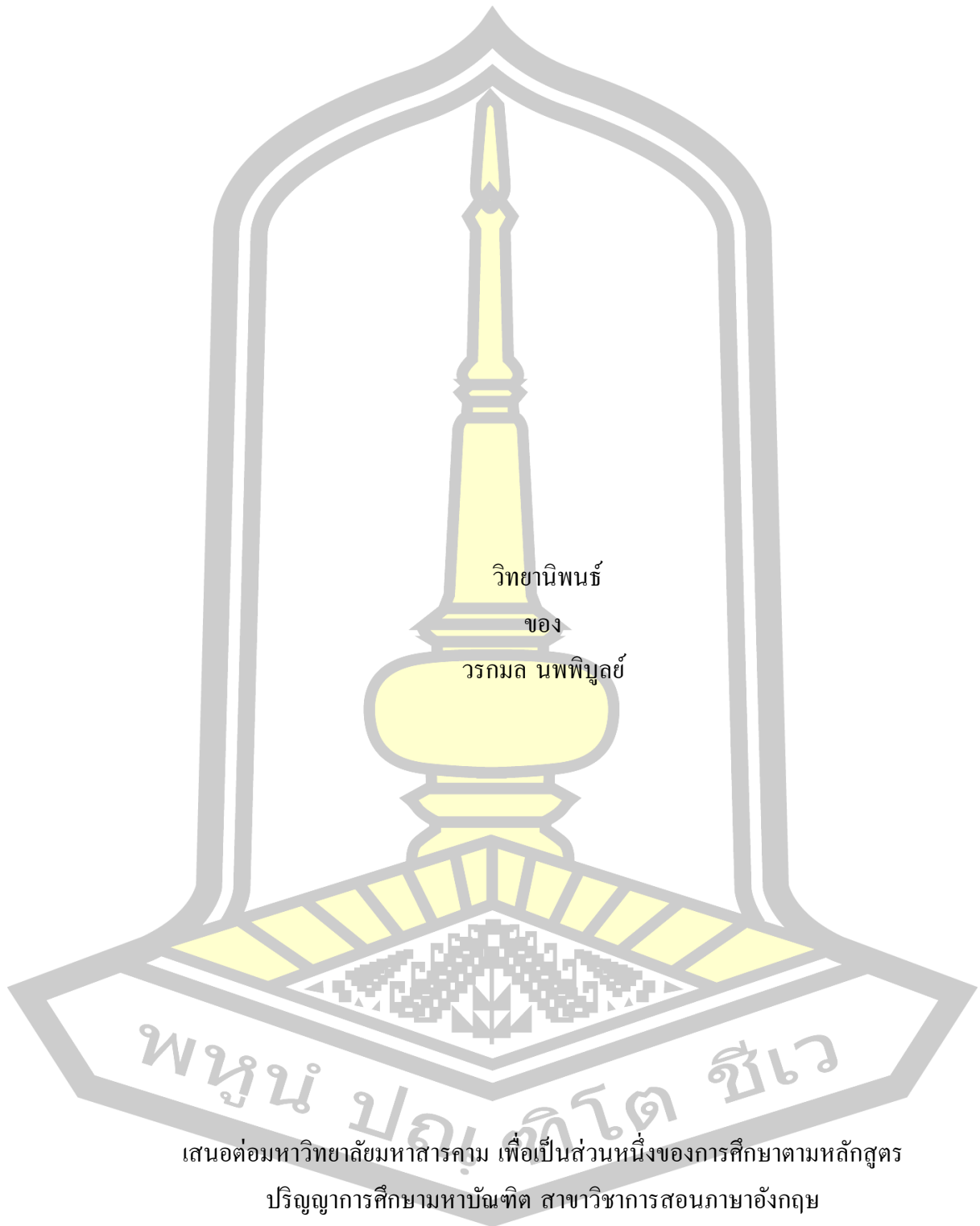
Worakamon Noppiboon

A Thesis Submitted in Partial Fulfillment of Requirements for  
degree of Master of Education in English Language Teaching

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Worakamon Noppiboon

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April 2024

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### ABSTRACT

Textbooks are pivotal for both language teaching and learning in an EFL context. Therefore, this qualitative study investigates the perspectives of Thai EFL primary school teachers regarding the “New Say Hello series 1-3” English language textbooks used in their classrooms. Through semi-structured interviews with six purposively selected teachers, aged thirty to fifty-five, insights into their experiences with the textbooks were gathered. The qualitative data were transcribed and coded into themes. The transcribed data were inter-coded by another well-trained English teacher. These data were also cross-checked by participants to ensure the trustworthiness of the findings. The analysis of the findings revealed that teachers reported positive experiences with the “New Say Hello” series, highlighting its interactive resources, alignment with varied learning styles, and emphasis on communicative language teaching. Integrating Thai and English-speaking cultures into the textbooks was particularly valued for promoting cultural awareness and global citizenship among students. The findings underscored the importance of textbooks in supporting curriculum goals and engaging students in learning English with appealing topics. The “New Say Hello” series effectively enhanced language education quality in Thailand by being age-appropriate, developmentally suitable, and culturally inclusive. The findings also showed that Thai EFL teachers implemented the textbooks by following the guidelines and well-structured progression of English language skills. This research offers insights into curriculum development and teaching practices, suggesting that well-designed textbooks are crucial for improving language education outcomes. It also suggests the necessity for further research into implementing textbooks and their influence on language acquisition educational in Thailand.

**Keyword :** English language textbooks, Thai EFL primary school teachers, EFL teachers’ perceptions, Language components, Implementing English Textbook, Classroom practice

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Worakamon Noppiboon

## TABLE OF CONTENTS

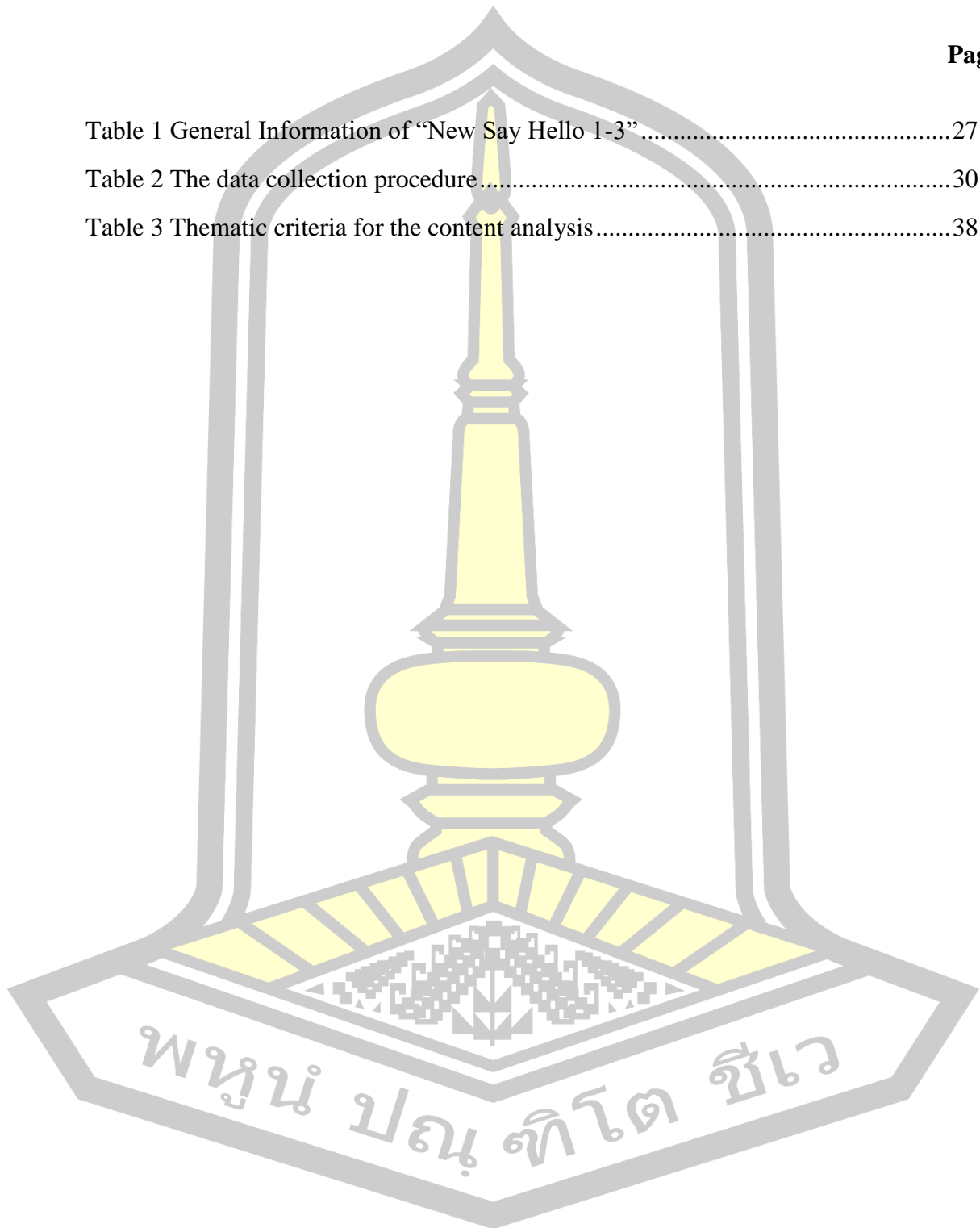
|  | <b>Page</b> |
|--|-------------|
| ABSTRACT.....  | D           |
| ACKNOWLEDGEMENTS.....  | E           |
| TABLE OF CONTENTS.....   | F           |
| LIST OF TABLES .....   | H           |
| LIST OF FIGURES .....  | I           |
| CHAPTER I INTRODUCTION .....                                   | 1           |
| 1.1 Background to the study .....                              | 1           |
| 1.2 Purposes of the research .....                             | 5           |
| 1.3 Scope of the research .....                                | 5           |
| 1.4 Significance of the Study .....                            | 6           |
| 1.5 Definitions of key terms .....                             | 6           |
| 1.6 Thesis organization .....                                  | 7           |
| CHAPTER II LITERATURE REVIEW .....                             | 9           |
| 2.1 Roles of English Textbooks in Classroom Practice.....      | 9           |
| 2.2 Language Components of the English Textbooks Used.....     | 11          |
| 2.3 Textbook Selection .....                                   | 13          |
| 2.4 The Link between SLA Theories and Textbooks .....          | 14          |
| 2.5 Teachers' Perceptions of English Language Textbooks.....   | 17          |
| 2.6 Teachers' Implementations in Classroom Practice.....       | 17          |
| 2.7 Related Studies on Teachers' Perceptions of Textbooks..... | 19          |
| 2.8 Summary of the chapter .....                               | 21          |
| CHAPTER III RESEARCH METHODOLOGY .....                         | 22          |
| 3.1 Research design and paradigm .....                         | 22          |
| 3.2 Participants and setting .....                             | 22          |
| 3.3 Research instruments and textbooks.....                    | 24          |

|   |    |
|---|----|
| 3.3.1 Textbook Analysis.....  | 24 |
| 3.3.2 Semi-structured interviews.....   | 28 |
| 3.4 Data collection procedure.....  | 29 |
| 3.5 Data analysis.....  | 31 |
| 3.6 Summary of the chapter.....   | 31 |
| CHAPTER IV RESULTS AND DISCUSSION.....  | 33 |
| 4.1 Language components of the English textbooks used in primary schools .....                              | 33 |
| 4.2 Thai EFL primary school teachers' perceptions of English language textbooks .....                       | 38 |
| 4.2.1 Topic selection and relevance .....   | 39 |
| 4.2.2 Textbook structure and organization .....   | 41 |
| 4.2.3 Language content adequacy .....   | 42 |
| 4.2.4 Teaching methodologies.....   | 46 |
| 4.2.5 Cultural integration.....   | 48 |
| 4.3 The implementation of school English textbooks: Perspectives from Thai EFL primary school teachers..... | 50 |
| 4.4 Summary of the chapter.....   | 52 |
| CHAPTER V CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS .....   | 53 |
| 5.1 Implications .....  | 53 |
| 5.2 Limitations and recommendations.....  | 55 |
| 5.3 Conclusions.....  | 56 |
| 5.4 Summary of the chapter.....   | 58 |
| REFERENCES .....  | 59 |
| APPENDICES .....  | 64 |
| Appendix A: English Language Textbooks.....   | 65 |
| BIOGRAPHY .....   | 66 |



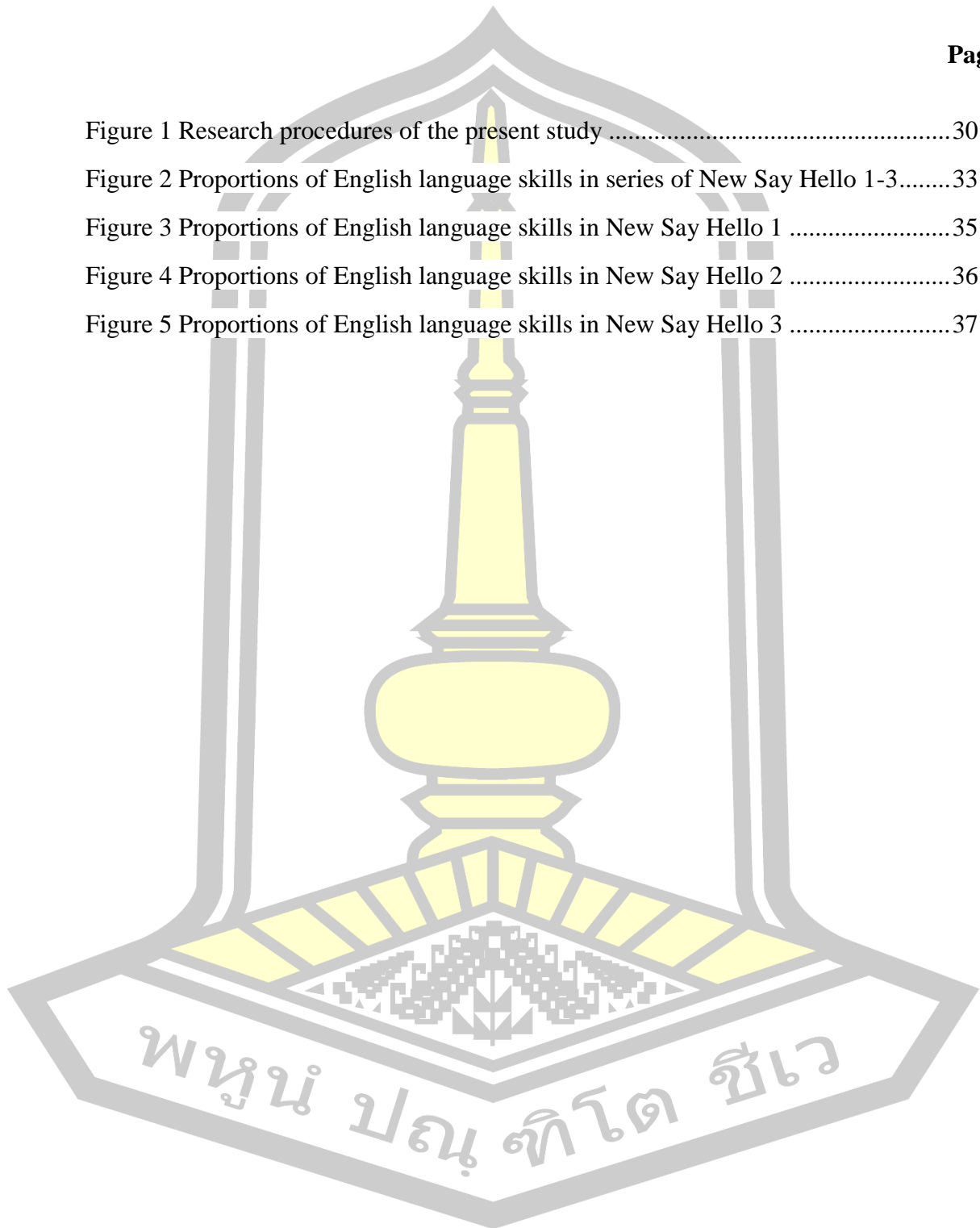
## LIST OF TABLES

|  | Page |
|--|------|
| Table 1 General Information of “New Say Hello 1-3” ..... | 27   |
| Table 2 The data collection procedure .....              | 30   |
| Table 3 Thematic criteria for the content analysis ..... | 38   |



## LIST OF FIGURES

|   | Page |
|---|------|
| Figure 1 Research procedures of the present study .....                             | 30   |
| Figure 2 Proportions of English language skills in series of New Say Hello 1-3..... | 33   |
| Figure 3 Proportions of English language skills in New Say Hello 1 .....            | 35   |
| Figure 4 Proportions of English language skills in New Say Hello 2 .....            | 36   |
| Figure 5 Proportions of English language skills in New Say Hello 3 .....            | 37   |



# CHAPTER I

## INTRODUCTION

This chapter presents an overview of the background information related to English language textbooks, role of English language textbooks and language components of the English textbooks used in primary schools. However, the chapter starts with the background of the study, followed by the study's purposes and research questions. Furthermore, the scope of the study and the significance of the study are also addressed. The chapter concludes by providing the definitions of key terms used to operationalize the study to facilitate comprehension.

### 1.1 Background to the study

English is acknowledged as a pivotal global lingua franca, mirroring Thailand's commitment to equipping its populace for global interactions, commerce, and education, all the while safeguarding Thai linguistic and cultural heritage. In many educational scenarios, commercial textbooks serve as critical tools for both educators and students, offering a systematic curriculum, thoughtfully crafted activities, and additional resources to support language acquisition objectives. Harmer (2007) emphasizes the textbook's value, noting its appealing presentation, coherent grammar syllabus, adequate vocabulary exposure and exercises, guidance for teachers, and opportunities for learners to anticipate upcoming lessons and review past content. According to Harmer, textbooks furnish a definitive language instruction, aiding educators in the planning and execution of effective lessons through organized language input, detailed explanations of grammar and vocabulary, and diverse activities for practical language application in relevant situations.

Textbooks also play a crucial role in ensuring consistency and quality across language education programs. By adhering to a standardized curriculum, teachers can guarantee that all students receive equitable instruction and support, which is important in environments where teacher experience and expertise may vary widely. However, the reliance on textbooks should be balanced with the use of authentic materials and other teaching resources that cater to the unique interests and needs of learners, making the language learning experience more engaging and relevant.

Research highlighted the foundational role of textbooks in academic studies, with textbooks being utilized as primary learning resources in classrooms (Gholami, Nikon, & Soultanpour, 2012; Wang, 2017). This is echoed by Afersa (2020), who noted that textbooks are often mandated by government education policies, underscoring their significance in the educational framework. The benefits of using textbooks, as outlined by Susiati & Mufidati (2020), included providing learners with a wealth of information, a learning pathway, and the convenience of having a consistent source of educational content.

The learner's perspective on textbooks is equally important, with studies indicating that students' attitudes towards their textbooks can significantly influence their classroom engagement and overall academic performance. A positive relationship with the textbook materials can lead to more active participation and a deeper connection with the language being learned. In many EFL contexts, textbooks may represent the first exposure learners have to the English language, making their role in teaching and learning the subject matter indispensable (Mohammadi & Abdi, 2014; Sukying, 2012). As such, English language textbooks and similar EFL environments are more than just educational materials; they are a bridge connecting learners to the wider world, facilitating not only the acquisition of a global lingua franca but also fostering an appreciation of cultural diversity. The strategic use of textbooks, supplemented by a variety of teaching resources, can enhance language education, making it a more enriching, effective, and inclusive process. As a graduate student in education, I have always been intrigued by the dynamics between teaching materials and instructional practices. Understanding how teachers perceive and utilize textbooks is essential for improving educational outcomes, especially in the field of English language teaching. Given my interest in this area, I decided to undertake a research project focusing on exploring Thai EFL primary school teachers' perceptions of English language textbooks. I conducted interviews and surveys to gather insights into how teachers engage with textbooks in their classroom settings. I wanted to study teachers' perceptions of textbooks because textbooks are a central component of classroom instruction. Teachers' attitudes and beliefs about textbooks can significantly impact their teaching practices and, consequently, student learning outcomes. By understanding teachers' perspectives, I aimed to identify strengths and

weaknesses in current textbook materials and provide recommendations for improvement. Previous studies in the field have highlighted the importance of considering teachers' perceptions when designing and evaluating instructional materials. These studies have shown that teachers' attitudes toward textbooks can influence their instructional decisions, including lesson planning, resource selection, and classroom activities. Additionally, previous research has identified various factors that can affect teachers' perceptions of textbooks, such as content relevance, alignment with curriculum standards, and ease of use. I selected the "New Say Hello" series textbooks as the focus of my study for several reasons. Firstly, these textbooks are widely used in Thai primary schools, making them representative of the instructional materials teachers encounter in their everyday practice. Secondly, the series is known for its approach and comprehensive content, which are important factors to consider when investigating teachers' perceptions of textbooks. Finally, by focusing on a specific textbook series, I could provide targeted recommendations for improving the design and implementation of English language textbooks in Thai primary schools.

Thailand has changed its English language curriculum several times in the last 20 years, yet none of the changes have improved students' English competence across the board. In response, the Thai Ministry of Education adopted a novel approach in 2014 to improve English language instruction by fusing Communicative Language Teaching (CLT) with the Common European Framework of Reference for Languages (CEFR). This initiative was driven by the aspiration to improve the global competitiveness of the Thai workforce, especially in light of the formation of the ASEAN Economic Community (AEC) in 2015. The policy introduced six foundational sub-policies for Basic Education: (1) the adoption of CEFR for setting learning objectives, curriculum development, and assessment measures; (2) the prioritization of CLT or communicative approach in teaching; (3) the flexibility for educational institutions to select suitable teaching methods within the CEFR framework based on student needs and interests; (4) the promotion of extensive English language projects and special programs focused on enhancing language skills for a variety of purposes, supported by diverse activities and environments; (5) the systematic evaluation of English teachers' proficiency for ongoing development; and

(6) the incorporation of Information and Communication Technology (ICT) in language teaching. These policies aimed to bolster English language education across Thailand, ensuring that future generations are well-prepared for global participation.

According to a study by Wuttisrisiriporn, Vinichevit, and Usaha (2020), the selection of school textbooks should align with the Basic Educational Core Curriculum, considering factors like content, the Ministry of Education's quality accreditation, and cost. Brown (1995) and Mohammadi & Abdi (2014) suggest that textbooks should serve the needs of teachers and learners rather than dictate educational goals. Consequently, it is vital for Thai EFL primary school teachers to diligently assess textbooks against a broad set of relevant and contextual criteria to ensure their effectiveness in language classrooms. Given the mandatory nature of English education, understanding teachers' perspectives on the use of English language textbooks becomes crucial. Such insights can reveal strategies for enhancing teaching and learning and underscore the critical relationship between educators and their teaching materials. Exploring teachers' perceptions offers valuable information on the practical application of textbooks and informs practitioners, administrators, policymakers, material developers, and researchers about the integral role of textbooks in English language education. This comprehensive approach to textbook evaluation and teacher engagement highlights the importance of aligning teaching resources with educational objectives to support the development of English language proficiency in Thailand.

Exploring teachers' perceptions of English textbooks in Thai primary schools, alongside conducting thorough textbook evaluations, plays a pivotal role in enhancing the quality and effectiveness of language education. Teachers, as primary users of educational materials in daily instruction, possess unique insights into the practical application of textbooks within the classroom. Their perspectives offer valuable feedback on how these resources can be optimized to better align with educational goals, address student needs, and facilitate engaging and productive learning experiences. This feedback is instrumental in tailoring educational content to suit the diverse learning styles, interests, and cultural backgrounds of students, thereby ensuring a more inclusive and effective language learning environment.

Furthermore, teachers' insights into textbook content can shed light on the cultural relevance of the materials used. This is crucial in maintaining a balance between teaching English as a global language and preserving the local culture and values, ensuring that students not only learn a new language but also understand and appreciate their own cultural heritage in relation to the global context. Additionally, understanding teachers' perspectives on textbooks can highlight areas where they may require additional support, guiding professional development initiatives to enhance teaching strategies and classroom management skills.

### **1.2 Purposes of the research**

This current research examined English language textbooks used in classrooms at a Thai primary school. It also explored Thai EFL primary school teachers' perceptions of English language textbooks in their classroom practice. The following research questions were established to guide the study:

1. What are the language components of English language textbooks in Thai primary school?
2. What are Thai EFL primary school teachers' perceptions of English language textbooks?
3. How do Thai EFL primary school teachers' implement English textbooks in classroom practice?

### **1.3 Scope of the research**

This study examined the language components of English language textbooks, such as topics, designs and organizations, language contents, methodology and cultures aspects, specifically targeting a particular grade level or age group in Thai primary schools. It also explored Thai EFL primary school teachers' perceptions of these textbooks and investigates their implementation in classroom practice, including any challenges or barriers encountered by teachers. More specifically, this study primarily focused on "New Say Hello 1-3" Series textbooks allowed to be used Thai primary school education.

### 1.4 Significance of the Study

Investigating Thai primary school teachers' perspectives on English textbooks and conducting textbook evaluations are crucial for improving language learning' effectiveness and quality. Teachers, as the main users of these educational tools, offer essential insights into their practical use in classrooms. Their feedback is key to refining textbooks to meet educational objectives, cater to student needs, and provide engaging learning experiences. This process aids in customizing educational content to accommodate the varied learning styles, interests, and cultural backgrounds of students, ensuring an inclusive and successful language learning environment.

Moreover, teachers' observations on the cultural element of textbooks are vital for balancing the teaching of English as an international language with the preservation of Thai culture and values, guiding the development of professional training to improve teaching methods and classroom management while pinpointing where they may need more support.

Evaluating textbooks based on teachers' perceptions informs policymaking and the implementation of effective teaching practices. It allows for data-driven decisions on curriculum development, resource distribution, and teaching methodologies, recognizing teachers' expertise and involving them in the continuous enhancement of language education. This collaborative method not only enriches students' learning experiences but also instills a sense of ownership and pride in teachers regarding their educational roles.

Overall, examining teachers' perceptions of English textbooks and systematically evaluating these resources are integral to crafting a responsive, culturally sensitive English language education framework in Thai primary schools. These efforts aim to boost English proficiency levels among Thai students and equip them with the necessary linguistic and cultural skills for global success.

### 1.5 Definitions of key terms

For this study, the following keys terms are defined as follows:

***English language textbooks*** refer to instructional materials designed to facilitate the teaching and learning of English as a foreign language that have been authorized by



the Ministry of Education. The textbook selected for this study are “New Say Hello series 1, 2 and 3”, published by MACEDUCATION publisher, aimed at developing learners’ proficiency in various language skills such as listening, speaking, reading, and writing.

***Thai EFL primary school teachers*** refer to six teachers employed in Thai primary schools who are responsible for teaching English as a Foreign Language (EFL) to young students. These teachers represent the participants in the current study, providing valuable insights into their experiences, perceptions, and practices regarding the use of English language textbooks in the primary school setting.

***Thai EFL teachers’ perceptions*** refer to how Thai primary school teachers perceives of English language textbooks called the “New Say Hello” in their classroom practice.

***Language components*** refers to the fundamental elements or categories used in the analysis and evaluation of English language textbooks. These components encompass various aspects such as topics covered in the textbooks, the design and organization of the textbooks, the language content included, the types of learning activities provided, and the integration of cultural elements within the textbooks.

***Implementing English textbook*** refer to the utilization and application of the “New Say Hello” textbook series by Thai primary school teachers in their teaching practices. It involves how teachers incorporate the content, methodologies, and strategies outlined in the textbook series into their classroom instruction.

***Classroom practice*** refer to the actual teaching methods, techniques, and activities employed by the teachers in their classrooms. It encompasses how teachers adapt, supplement, and implement the textbook material to cater to the needs of their students, address challenges, and create engaging and effective learning experiences.

## **1.6 Thesis organization**

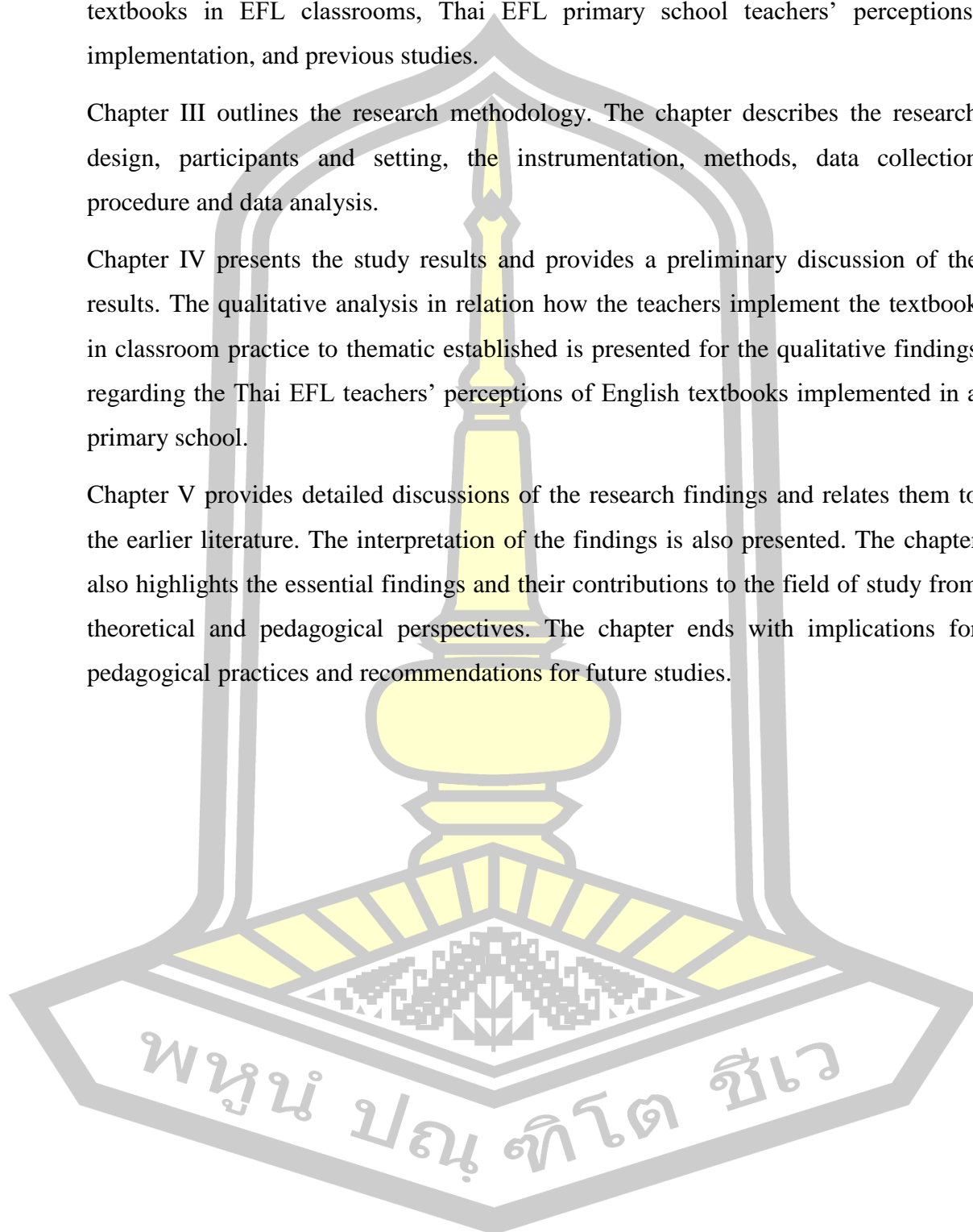
This thesis consists of five chapters. Chapter I provides an overview of the study. It begins with the study background of the study and then the research purposes as well as its research questions. The scope and the significance of the study are also provided. The chapter ends with the definitions of key terms used in the study.

Chapter II reviews the relevant literature and research that forms the roles of textbooks in EFL classrooms, Thai EFL primary school teachers' perceptions, implementation, and previous studies.

Chapter III outlines the research methodology. The chapter describes the research design, participants and setting, the instrumentation, methods, data collection procedure and data analysis.

Chapter IV presents the study results and provides a preliminary discussion of the results. The qualitative analysis in relation how the teachers implement the textbook in classroom practice to thematic established is presented for the qualitative findings regarding the Thai EFL teachers' perceptions of English textbooks implemented in a primary school.

Chapter V provides detailed discussions of the research findings and relates them to the earlier literature. The interpretation of the findings is also presented. The chapter also highlights the essential findings and their contributions to the field of study from theoretical and pedagogical perspectives. The chapter ends with implications for pedagogical practices and recommendations for future studies.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter reviews the relevant literature and research that forms roles of English textbooks in the classroom practice, language components of the English textbooks used, textbook selection, the significance of teachers' perceptions and implementations of English Language Textbooks and previous studies.

#### **2.1 Roles of English Textbooks in Classroom Practice**

English textbooks play a pivotal role in language education, serving as key instructional resources in classrooms worldwide. This literature review aims to explore the multifaceted roles that English textbooks fulfill in classroom instruction, examining their impact on teaching and learning processes, as well as their influence on educational outcomes. The evolution of English textbooks can be traced back to the early days of language instruction, where grammar-translation methods dominated pedagogical practices. Over time, shifts in language teaching methodologies, such as the communicative approach, have influenced the content and language of English textbooks. Contemporary textbooks strive to integrate a balance of language skills, cultural insights, and real-world contexts to meet the diverse needs of learners.

Subsequently, various theories of language acquisition have emerged over time, starting with behaviorism and progressing through interactionism to sociocultural perspectives. Behaviorism perceives learning as a response to external stimuli, portraying learners as beings inclined towards habitual actions capable of acquiring a target language through repetitive drills and group recitations. Within this framework, the audio-lingual method regards second or foreign language acquisition as a process of forming habits through extensive practice and repetition. However, the limitations of behaviorism became apparent as it portrayed instructors as the sole providers of knowledge and learners as passive recipients. Consequently, the cognitive learning theory gained prominence (Brown, H. D., 1994).

Textbooks emerged as vital components within the teaching and learning environment of English education. Cunningsworth (1995) defined a textbook as a versatile resource that presented material that offered practice opportunities and included various activities covering vocabulary, pronunciation, grammar, listening, reading, speaking,

and writing. They served as valuable aids for teachers in aligning with curriculum requirements and providing structured learning experiences for students. Despite the availability of alternative learning materials such as picture books and e-books, printed textbooks remained extensively utilized by teachers due to their reliability and accessibility (Richards, 2001). The pivotal role of textbooks in classrooms was widely acknowledged, as they provided a consistent framework for both teachers and students to navigate through the learning process (Mahmood, 2011).

Besharati and Mazdayasna (2017) highlighted the influential role of textbooks in shaping decisions and judgments within educational settings, emphasizing their significance in imparting community-specific values and subject-specific knowledge (Gebregeorgis, 2017). Thus, teachers relied on textbooks as mandated resources to facilitate effective teaching and learning practices (Afersa, 2020). Textbooks offer numerous benefits, such as providing comprehensive information, structured learning experiences, consistency, and convenience, enhancing the overall educational process (Susiati and Mufidati, 2020). However, debates persisted regarding the efficacy and limitations of textbooks in English as a Foreign Language (EFL) classrooms, with their usage impacting students' attitudes and performance toward learning materials.

Teachers play a crucial role in selecting appropriate textbooks to optimize students' learning outcomes (Richards, 2015). Textbooks served as teaching instructions, guiding educators in organizing their lessons and balancing language skills and exercises (Vettorel and Lopriore, 2013). They also fostered meaningful interactions between students and learning materials, serving as a primary source of English input for EFL learners (Ramazani, 2013). However, there were instances where textbooks did not fully meet the expectations of classroom teaching, requiring adaptation by teachers to suit their students' needs (Simsek, 2017). Thus, while textbooks remained a cornerstone of English language teaching, their effectiveness depended on their alignment with classroom dynamics and student learning preferences.

In English as a Foreign Language contexts, English textbooks are considered a crucial part of all English classrooms (Litz, D. R., 2005) as they are beneficial as a tool to assist learners in building on their language skills and communicative abilities (Tomlinson, 2003). Besides, textbooks play a significant role in developing students'

communication skills (Tomlinson, 2008). In addition, textbooks provide language content of the language skills and the pedagogical model taught in ELT classes (Richards, 2001). Therefore, ELT textbooks are used in order to promote and increase learners' awareness of the diversity of English in global contexts as well as cultural elements (Xu, 2013). Since textbooks play a significant role as ELT materials in EFL classrooms, most ELT materials are regulated and produced by printing companies (Tomlinson, 2003). Textbooks play an important role in teaching and learning, as they enable interactions between teachers and students (Clavel-Arroitia & Fuster-Márquez, 2014; Gómez Rodríguez, 2015). According to Habib (2014), an effectively crafted textbook can promote global harmony and tranquility. The textbook is a learning resource that contains texts and images to help the learner achieve the goals of education (Bezemer & Kress, 2010). Textbooks contribute not only to the development of learners' knowledge but also to their attitudes and behaviors (Mukundan et al., 2011). According to Dłaska (2000), Litz (2005), and Wu (2010), cultural content in textbooks could increase student motivation to learn a foreign language. In addition, analyzing textbooks as teaching materials can produce benefits in terms of optimizing learning and teaching in the classroom (Khodadady & Shayesteh, 2016). However, the benefits gained from a textbook depend on teachers' methods of using it (Guerrettaz & Johnston, 2013). Therefore, teachers need to know the strengths and weaknesses of textbooks to use them appropriately. However, textbooks serve as fundamental resources in education, shaping teaching practices and influencing student learning experiences. Understanding teachers' perceptions of textbooks is essential for enhancing instructional effectiveness and curriculum development. This literature review synthesizes existing research on teachers' perceptions of textbooks, examining various factors that influence their attitudes and practices.

## **2.2 Language Components of the English Textbooks Used**

Textbooks play a pivotal role in English language teaching (ELT), serving as essential instructional resources that significantly influence language learning outcomes. This section provides an in-depth exploration of the multifaceted role of textbooks in ELT, tracing their evolution over time and examining various approaches to their selection and evaluation.

Historically, ELT textbooks have undergone significant transformations in response to evolving pedagogical theories and educational practices. From traditional grammar-translation methods to communicative language teaching approaches, textbooks have adapted to reflect changing paradigms in language education.

One crucial aspect of ELT textbooks is their treatment of vocabulary instruction. This includes how vocabulary is presented, organized, and taught within the textbooks. Various strategies, such as lexical frequency considerations, word lists, and vocabulary learning techniques, are explored. Furthermore, the integration of vocabulary instruction with other language skills is examined for its effectiveness in enhancing language acquisition. This encompasses the sequencing of grammar points, clarity of explanations, diversity of practice activities, and the balance between form-focused and meaning-focused instruction. Effective grammar instruction is crucial for learners to develop proficiency in language structures and usage.

ELT textbooks play a significant role in the development of reading skills. Text selection, comprehension strategies, vocabulary support, and integration with other language skills are key areas of consideration. Effective reading instruction not only enhances reading comprehension but also facilitates language acquisition and fosters critical thinking skills.

The section also examines how ELT textbooks address the development of listening and speaking skills. This includes the types of activities incorporated, language functions targeted, pronunciation instruction provided, and opportunities for authentic communication. Effective listening and speaking instruction are essential for promoting oral fluency and communication competence.

Finally, the section discusses the teaching of writing skills in ELT textbooks. This encompasses the exploration of various genres, strategies for organizing ideas, conventions of language use, mechanisms for providing feedback, and opportunities for creative expression. Effective writing instruction is vital for learners to communicate effectively in written form and express their ideas coherently.

In summary, ELT textbooks play a vital role in language education, shaping the learning experiences of students and influencing their language proficiency



development. Understanding the various components and approaches to ELT textbook design and implementation is crucial for educators to make informed decisions in selecting and utilizing instructional materials effectively in the classroom. The study focuses on analyzing the language components of English textbooks used specifically in Thai EFL (English as a Foreign Language) primary schools. It likely provides detailed insights into the language skills and components covered in these textbooks, such as grammar, vocabulary, reading, writing, speaking, and listening (Smith, J., & Johnson, A. 2020).

### **2.3 Textbook Selection**

This section critically evaluates the effectiveness of language components in English textbooks, drawing upon theoretical frameworks and practical insights. Language content, as emphasized by Cunningsworth (1995), encompasses a diverse array of variety and complexity, reflecting the richness and adaptability of human communication. The suitability of language content must be analyzed within the context of language teaching and learning, considering factors such as the audience, context, and purpose of communication. While textbooks serve as invaluable resources for language learners by offering structured guidance and comprehensive content, they may not suffice for optimal language learning outcomes alone. Integrating real-life language practice, immersion experiences, and diverse language learning tools can enhance the overall learning experience and contribute to a more well-rounded and successful language acquisition process. It is crucial to identify specific grammatical points that pose challenges for learners and tailor teaching approaches based on their needs and contextual factors.

In addition to grammar, vocabulary acquisition plays a crucial role in language learning. Textbooks provide structured support for learners to expand their lexical repertoire, which is essential for language proficiency. Attention to vocabulary teaching is underscored by recent research, as mastery of vocabulary is fundamental to language acquisition. Similarly, phonological competence, including word forms, stress patterns, and intonation, is integral to effective communication. While textbooks typically cover phonological elements, learners should focus on comprehension and communication rather than fixating on native-like accents.

Teachers play a pivotal role in textbook selection, as they are responsible for identifying the most suitable materials to facilitate student success in learning. Establishing criteria tailored to meet students' needs is essential in guiding textbook selection. However, English teachers often face challenges in delineating the prerequisites of a practical textbook. Scholars have provided insights into textbook assessment criteria from various perspectives, emphasizing practical considerations, layout and design, activities, skills, language type, subject matter, and overall content. Furthermore, textbook selection plays a crucial role in facilitating teachers' development and professional growth. Textbooks significantly impact the teaching and learning process, as English is often a foreign language for students. Thus, selecting an appropriate textbook is not solely an objective endeavor; instead, it relies on the subjective judgments and expertise of teachers. Considering the significance of textbook selection in determining students' success or failure, it is imperative to prioritize the involvement of teachers in this process.

Cunningsworth (1995) outlined the criteria of a good textbook, including aims and approach, design and organization, language content, skills, topic, methodology, teacher's book, and practical considerations. However, English teachers often struggle to determine the requirements of good English language textbooks, highlighting the need for further investigation and research within specific contexts. Ultimately, by addressing the challenges and complexities associated with textbook selection, educators can enhance the quality of teaching and learning experiences for students.

#### **2.4 The Link between SLA Theories and Textbooks**

The link between Second Language Acquisition (SLA) theories and textbook analysis is a vital area of research within the subject of language learning. It provides invaluable insights into the effectiveness of language learning materials, making it an important area of study. A theoretical foundation for understanding how languages are learned is provided by SLA theories. Some examples of these theories include Krashen's Input Hypothesis (1982), Long's Interaction Hypothesis (1996), Vygotsky's Sociocultural Theory (1978), and Schmidt's Noticing Hypothesis (1990). Language acquisition is facilitated by exposure to comprehensible input, meaningful



interaction, social context, and the language learners' awareness of linguistic forms, according to these theories (Krashen, 1982; Long, 1996; Vygotsky, 1978; Schmidt, 1990). Additionally, these theories suggest that language acquisition is facilitated by social context.

The study that is conducted on textbook analysis makes use of these SLA theories to evaluate the content, organization, and pedagogical practices that are contained inside language learning textbooks. Evaluation of the relevance and sequencing of linguistic input offered by textbooks is the primary emphasis of content analysis. This is done to ensure that the input is in line with the developmental phases of the learners (Richards, 2001). An assessment of the pedagogical approaches that are utilized inside textbooks takes into consideration whether or not they promote communicative language instruction, task-based learning, or other instructional strategies that foster engagement and the practical application of language (Nunan, 2004). In addition, the incorporation of cultural information is evaluated to assess how effective it is in fostering intercultural competence. This reflects Vygotsky's focus on the significance of sociocultural context in the learning process (Liddicoat & Scarino, 2013).

Moreover, the role of textbooks in fostering learner engagement and motivation is a critical aspect of analysis. This involves evaluating the diversity of activities, the relevance of topics to learners' interests, and the use of authentic materials to simulate real-life language use scenarios (Tomlinson, 2012). Influential language textbooks, as evidenced by SLA-informed research, are those that not only facilitate the acquisition of linguistic knowledge but also actively engage learners in meaningful communication and cultural exploration (Ellis, 2003).

The link between SLA theories and textbook analysis studies emphasizes the significance of a principled approach to language textbook design. Teachers and developers may ensure that language learning materials are both pedagogically sound and applicable in real-world situations by basing textbooks on strong SLA theoretical underpinnings and regularly evaluating their effectiveness through thorough analysis. The continuing debate between theory and practice in textbook production is critical for developing resources that fit the changing requirements of language learners while adhering to current pedagogical norms.

Research has consistently shown that textbooks based on SLA principles, such as those stressing intelligible input (Krashen, 1982) and interactive learning possibilities (Long, 1996), significantly improve students' language acquisition processes. For example, Ellis (2003) discovered that task-based language learning, a method inspired by the Interaction Hypothesis, promotes meaningful language use and enhances language learners' communicative competence. This emphasizes the importance of textbooks, including assignments that encourage students to engage in authentic communication, so matching real-world language use settings.

In addition, the sociocultural context of language learning, which was brought to light by Vygotsky (1978), is still another aspect that can be reviewed critically about the content of textbooks. According to Liddicoat and Scarino (2013), the inclusion of cultural content in textbooks is of utmost importance. They argue that such content should not only educate students about various cultures but also encourage them to engage in intercultural communication practices. This is consistent with the findings that textbooks that incorporate cultural and intercultural information efficiently enhance cultural awareness and sensitivity among students, which is a vital component of language instruction.

The challenge of maintaining learner engagement and motivation, as examined by Tomlinson (2012), also finds its basis in research. Textbooks that offer a variety of activities and use authentic materials are shown to be more engaging and relevant to student's interests and experiences. Such materials not only support language acquisition but also enhance learners' motivation by providing contexts that are meaningful and relatable.

Moreover, the adaptation of content to meet the diverse needs of learners is a significant concern highlighted in the literature. Richards (2001) discusses the importance of content sequencing and relevance, suggesting that textbooks should be designed to progressively challenge learners while also being accessible and engaging. This is particularly important in addressing the varied proficiency levels within a classroom, ensuring that all students can benefit from the materials.

Incorporating these research findings into our discussion, it becomes evident that the effective implementation of SLA theories in textbook design is not merely theoretical

but a practical necessity. Textbooks that successfully integrate these principles offer a more holistic and effective approach to language learning. They not only facilitate linguistic competence but also prepare learners to operate effectively in multicultural and multilingual environments. Therefore, the continuous evaluation and adaptation of textbooks, guided by both SLA theory and empirical research findings, are crucial for advancing language education and meeting the evolving needs of learners.

### **2.5 Teachers' Perceptions of English Language Textbooks**

Teachers' perceptions play a pivotal role in shaping teaching and learning processes, as they not only influence educators' actions and decision-making but also offer valuable insights into various aspects of education. English textbook evaluation conducted by teachers in Thai contexts has revealed relatively low levels of performance in this area. This can be attributed to the predominant focus of Thai research on textbook characteristics such as grammar, vocabulary, and cultural content while neglecting other crucial factors. Several studies have investigated teachers' perceptions of textbooks across different educational contexts. These perceptions encompass various dimensions, including content relevance, instructional design, language clarity, cultural appropriateness, and pedagogical effectiveness. Furthermore, research studies in this domain have been sporadic compared to international counterparts. Recent efforts in Thai research have centered on teachers' textbook selection practices, as evidenced by studies conducted by Chathep (2006) and Prompan (2007), along with investigations into teachers' perspectives, as seen in the work of Arsairach (2007). However, the comprehensive evaluation of English textbooks remains inadequate. Many textbooks designed by foreign authors may not be well-suited for Thai learners, and those published by local printing houses have not undergone thorough scrutiny (Syananondh et al., 2005; Arsairach, 2007).

### **2.6 Teachers' Implementations in Classroom Practice**

Numerous studies have delved into the intricate dynamics of how teachers implement English language textbooks in classroom settings. These implementation practices encompass a wide array of activities, including but not limited to lesson planning, instructional delivery, activity adaptation, assessment strategies, and classroom management techniques. Despite the pivotal role textbooks play in education, teachers often encounter a plethora of challenges and limitations in their utilization. These

hurdles may range from outdated content and lack of flexibility to cultural biases, linguistic complexities, and mismatches with students' learning needs and preferences.

While existing studies offer valuable insights into teachers' perceptions of textbooks, several gaps in the literature persist. Future research endeavors could delve deeper into the influence of emerging educational technologies on textbook perceptions, the efficacy of teacher training and professional development initiatives, and the impact of socio-cultural factors on textbook selection and adaptation.

Promnitz-Hayashi (2017) investigated the utilization of textbooks in Thai English language classrooms and their subsequent impact on pedagogical practices. The findings illuminated that textbooks were often relied upon as the primary instructional resource, consequently restricting opportunities for communicative language use and interaction. As a response, teachers were urged to supplement textbooks with authentic resources to foster greater communicative language use in the classroom.

Similarly, Prapphal and Buasawan (2018) conducted a content analysis of English language teaching textbooks utilized in Thai high schools. Their analysis revealed a predominant focus on grammar and vocabulary instruction, with limited emphasis on communicative language activities. To address this, they recommended that teachers enhance textbook materials with communicative language tasks to bolster student engagement and language proficiency.

These findings underscore the significance of supplementing traditional textbook materials with authentic resources and communicative language activities to cultivate more interactive and engaging language learning experiences. Such insights hold particular relevance for educators utilizing the Global English 1 book, prompting them to consider integrating additional resources to promote communicative language use and foster dynamic learning environments conducive to student engagement and language development.

Furthermore, it is evident that textbooks have long played a pivotal role in English language education in Thailand. However, despite their pervasive presence, systematic research on their effectiveness remains scant in the Thai context. While

teaching materials, especially in language education, have garnered attention in recent decades, comprehensive research on textbooks remains scarce.

Elomaa (2009) highlights this limited focus on textbooks, observing that most studies have predominantly evaluated textual content rather than exploring user experiences. Conversely, Inprasit (2016) suggests that while textbooks are extensively utilized in Thai English language classrooms, there is a need for their design and implementation to align more closely with communicative language teaching approaches.

Therefore, there is a pressing need to examine teachers' perceptions regarding the use of English textbooks, particularly concerning the New Say Hello textbook in selected school contexts. Understanding teachers' perspectives can furnish valuable insights into enhancing teaching and learning practices, given that teachers' perceptions wield considerable influence over their instructional decisions and practices. By scrutinizing teachers' attitudes towards English textbooks, this research endeavors to illuminate ways to enhance the quality of language education and enrich student learning experiences.

## **2.7 Related Studies on Teachers' Perceptions of Textbooks**

The recent surge in attention towards English language education in Thailand reflects a concerted effort by policymakers and educators to elevate English proficiency levels among Thai students, equipping them with indispensable linguistic and cultural competencies for global success. To formulate effective educational frameworks suitable to the unique needs of Thai students, it is imperative to develop a comprehensive understanding of the numerous factors influencing English language teaching and learning practices in Thai schools.

Several studies have explored teachers' perceptions of English language textbooks and their implementation in classroom settings within the Thai context. For instance, Phoochan, Praphan, and Chaiyasuk (2012) investigated how English teachers utilized the My World textbook series, revealing high levels of perception and utilization of these materials as supplementary resources in classrooms. Conversely, Srakang and Jansem (2013) highlighted teachers' advocacy for supplementary materials to complement textbooks, citing limitations in meeting learners' diverse needs. Areeya Phinyaphinun (2015) offered insights into how primary school English teachers

perceived the alignment of textbook content with language components such as grammar, vocabulary, and pronunciation.

Additionally, Pipattanasomporn and Salisbury (2016) delved into Thai EFL teachers' perceptions of English language teaching in secondary schools, emphasizing the role of textbooks and cultural sensitivity in shaping teaching practices. Nattama and Pongpairoj (2018) provided an overview of English language education policies and practices in Thailand, underlining the significance of textbooks and curriculum frameworks in guiding teaching strategies. Furthermore, Siriwan and Williams (2019) underscored the impact of teacher professional development programs on teaching practices, including textbook evaluation and cultural sensitivity training.

Wanpen Jarernsuk (2019) investigated Thai EFL teachers' perceptions of English language textbooks' effectiveness in developing speaking skills among primary school students. Siwawong (2020) explored the cultural sensitivity of Thai primary school teachers in teaching English as an international language, while Kamonnat Manamorn (2020) examined Thai secondary school English teachers' perceptions of textbook integration of cultural elements.

In the context of primary school teachers' perceptions of English textbooks in Thailand, the literature highlights several key aspects valued by teachers. These include the relevance and engagement of topics covered, well-designed and organized materials facilitating effective lesson planning, and the delivery of language content aligned with students' proficiency levels and real-life applications. Teachers also emphasize the critical role of methodology in catering to diverse learning styles and promoting active language use, as well as the positive impact of incorporating cultural content in textbooks to foster student interest and awareness.

Despite facing challenges such as time constraints and varying student abilities, teachers actively adapt and supplement materials to meet their students' needs, underscoring the importance of teacher confidence and proficiency in implementing English textbooks effectively. Qualitative findings from semi-structured interviews provide nuanced perspectives and experiences, complementing quantitative data and contributing to a deeper understanding of teacher perceptions towards English textbooks and instructional practices.

However, acknowledging the limitations of the study, such as sample size constraints or potential biases in data collection methods, is crucial. Recommendations for further research may include exploring specific aspects of teacher perceptions in greater depth, investigating the effectiveness of different instructional strategies, or examining the impact of cultural adaptation in English textbooks on student learning outcomes. Addressing these gaps can foster ongoing enhancement of English language education practices in Thai primary schools.

## **2.8 Summary of the chapter**

This chapter provides a comprehensive overview of the use and significance of English textbooks in language education, tracing their evolution from traditional grammar-translation methods to contemporary communicative techniques. Highlighting their adaptability, Cunningsworth (1995) characterizes textbooks as vital tools that offer structured material, practice opportunities, and a wide range of activities that support both teaching and learning. Despite the availability of alternative learning resources, printed textbooks continue to be favored for their reliability and ease of access. The chapter underscores the role of textbooks in lesson organization and fostering meaningful educational connections, referencing the work of scholars like Daoud and Celce-Murcia (1979), Cunningsworth (1995), Litz (2005), and Abdel Wahab (2013), who have set forth standards for textbook assessment centered around student needs. However, the process of defining textbook requirements is marked by complexity and subjectivity, with teachers' preferences and expertise significantly influencing selection and use in the classroom. Concluding, the chapter calls attention to the pivotal roles, perceptions, and evaluations of English textbooks in educational settings, asserting their foundational place in language education. It also highlights the ongoing need for research aimed at refining instructional methods and improving the quality of language teaching through more effective textbook use. Teachers' perceptions of textbooks are multifaceted and influenced by various factors. Understanding these perceptions is essential for informing curriculum development, instructional practices, and teacher professional development initiatives. By addressing research gaps and exploring emerging trends, educators can enhance the effectiveness of textbooks in supporting teaching and learning processes.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presented the methodology of the current study. First, the research design adopted in the study was discussed. This was followed by a description of the participants involved in the study and the reasons for selecting participants. Next, the research instruments, data collection procedures, and analysis were discussed. Finally, the chapter ended with a summary of the current chapter.

#### **3.1 Research design and paradigm**

Incorporating the qualitative research approach into the study's research design and paradigm, the focus on complex, inductive methodologies is central. This approach is grounded in a constructivist paradigm, which values the subjective interpretation of social phenomena. By emphasizing in-depth interviews, the study sought to deeply understand the experiences and perspectives of participants regarding the "New Say Hello" English language textbooks. This choice reflected a commitment to exploring educational practices within a specific cultural and institutional context, highlighting the nuanced ways in which topics, textbook designs and organizations, language content, learning activities, and cultures impact English education. The qualitative nature of this study, underscored by its small sample size (N=6), aligned with a research design that prioritized rich, detailed data collection over breadth, aiming to contribute meaningful insights into effective textbook implementation strategies within a primary school of an educational area of Surin.

#### **3.2 Participants and setting**

The study selected six EFL (English as a Foreign Language) teachers from primary schools in Surin, Thailand, for their experience. These teachers were purposively selected because they had at least five years of experience in teaching English and utilized the "New Say Hello" English textbooks. Their teaching demographics included young EFL students aged between 6 and 8 years old, covering grades 1 to 3. This targeted selection was aimed at closely examining their perceptions and attitudes toward using "New Say Hello" English language textbooks for primary school students in Surin.



General background information on the teachers is presented in this section. The participants were selected from the school where the researcher worked in order to conduct the study and gain the data conveniently. They included both male (n=2) and female (n=5) Thai EFL teachers of different ages and grades teaching. The total teachers, five females and two teacher participants, were male. All the participants had graduated in education, language arts, or related fields. Four teachers reported having a bachelor's degree in English major as their highest qualification, while two reported having a master's degree in Curriculum and Instruction and also in English Language Teaching. No teachers who held doctoral or other degrees participated in the study. It can be observed that most of the teachers had more than ten years of English teaching experience, while only one of the teachers indicated she had English teaching experience of between one and five years. The study included six informants, each with their own gender, age, educational background, teaching experience, and CEFR levels. Other relevant information is presented below:

**Somsak**, aged 54, holds a bachelor's degree in English and has a distinguished teaching tenure extending over 29 years. He has attained a proficiency level of A2 according to the Common European Framework of Reference for Languages (CEFR). Currently, he is engaged in imparting education to first-grade students within a primary school setting, where he leverages his extensive experience and academic qualifications to foster the early educational development of young students.

**Nidnoy**, a 53-year-old teacher, has earned a Bachelor of Arts in English for Business Communication and a Master's Degree in Curriculum and Instruction. With 24 years of teaching experience, she has reached a CEFR level of A2. Nidnoy applies her extensive academic background and pedagogical expertise to teach first-grade students at a primary school, where she focuses on laying a solid educational foundation for young students.

**Anna**, with her rich background and a Bachelor of Arts in English Language, offers a deep well of knowledge and skills to her second-grade students. Her 27 years in education, marked by a CEFR level of B2, underscore her advanced mastery of English. This level of proficiency not only enriches her teaching but

also serves as a testament to her ability to engage and inspire young students, fostering their language acquisition and educational growth in a primary school setting.

**Mali**, at 34, brings a fresh perspective to her role as a grade 2 teacher in a primary school, supported by her Bachelor's Degree in English and seven years of teaching experience. Her journey in the educational field is marked by achieving a CEFR level of B1, which underscores her solid grasp of the English language. This qualification allows her to effectively communicate and engage with her students, fostering an environment conducive to learning and growth. Compared to her peers, her relatively shorter tenure adds a dynamic and modern approach to her teaching methods.

**Tukky**, a 43-year-old teacher, possesses both Bachelor's and Master's Degrees in English Language Teaching, alongside 20 years of teaching experience. She has achieved a CEFR level of B1, demonstrating a solid command of the English language. She applies her extensive knowledge and pedagogical skills to teaching third-grade students, contributing to their language and academic development.

**Nadeach**, at 55, brings a wealth of experience to his role as a third-grade teacher with a 22-year teaching career and a Bachelor's Degree in English. His attainment of a CEFR level of A2 signifies a strong foundation in the English language, which he leverages to enhance his students' educational experience. His teaching approach, shaped by over two decades of experience, supports the development of his students' language skills, preparing them for future academic challenges.

### **3.3 Research instruments and textbooks**

The study collected data through textbook analysis and semi-structured interviews. These instruments are detailed in the following sections.

#### **3.3.1 Textbook Analysis**

In the school context, textbooks were regarded as a primary source for teaching and learning. In this regard, teachers had to rely on the textbook to improve their teaching practices. However, there were so many different textbooks available, and it was

believed that all English textbooks used at all education levels met the Ministry of Education standards regarding content matters and language use. As such, when schools selected textbooks that might have been accessible at hand or convenient to find, such textbooks might have provided (un)suitable features of content and language use; that is, they might have contained too much content, lexical items to learn, and this might not have matched with students' level (Sukying, 2012). In other words, content, vocabulary, grammar, and language use should match the students' level.

The textbooks selected for the present study were three English textbook series, New Say Hello 1, New Say Hello 2, and New Say Hello 3, which were introduced to grade 1-3 students at the primary schools in Surin Educational Service Area 1 in the academic year 2023. The "New Say Hello 1-3", authored by Kusaya Saengdet, Preeyapron Apidet, Putthasorn Chaidecha, and Wina Watanopas, was published by MACEDUCATION publisher. These "New Say Hello" volumes were authorized in Thai primary schools and officially approved by the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), the Ministry of Education. The publisher also provided practitioners with a teacher's guide, workbook, online materials, and audio CDs.

Although commercial textbooks from publishers were rising, these "New Say Hello 1-3" were selected for the study because they were officially chosen by the Primary Educational Area of Surin Province. Primary school teachers needed textbooks that matched their personal needs. Additionally, since the Common European Framework of Reference for Languages (CEFR) and Communicative Language Teaching (CLT) were essential, the cover page of these commercial textbooks displayed a CEFR competency level. More importantly, these textbooks were approved by the Office of the Basic Education Commission (OBEC) before being used in Thai schools and were publicly listed on the OBEC website's Textbook database (<http://academic.obec.go.th/textbook/web/>).

The analysis of the "New Say Hello" English textbooks deployed in Thai primary educational settings reveals significant elements aimed at enhancing the English language proficiency of young learners. Employing content analysis, these

educational resources prioritize the development of speaking, listening, reading, and writing abilities within the “A New Say Hello 1-3” series. These facets illustrate a deep alignment with the principles of second language acquisition (SLA), specifically tailored to address the distinctive requirements and developmental stages of Thai students. Grounded in behaviorist and communicative language teaching (CLT) paradigms, these textbooks seamlessly integrate language pedagogy with interactive learning experiences. Speech-related tasks, listening comprehension exercises, textual materials, and written assignments are meticulously crafted to scaffold students’ linguistic growth, progressing incrementally in complexity to foster fluency and comprehension. Moreover, the incorporation of behaviorist strategies ensures a robust educational foundation through clear directives, modeling, and reinforcement methods. Furthermore, the communicative approach nurtures practical communication skills, nurturing both linguistic and communicative proficiencies. Adapted to students’ cognitive and linguistic developmental trajectories, the curriculum unfolds gradually, facilitating students’ acquisition of English language skills at their individual pace. In conclusion, this analysis underscores how the “New Say Hello” textbooks effectively synthesize SLA theories with pragmatic pedagogical approaches, equipping Thai primary school students with indispensable English language competencies conducive to effective communication and academic advancement. The “New Say Hello” consisted of 7 Units, each with a different theme comprising nine sections. Additionally, the textbooks contained exercises, activities, and multimedia resources to support classroom teaching and learning. The analysis commences with a thorough examination of the “New Say Hello” English textbooks, encompassing a comprehensive review of the content across the entire series, including lesson plans, activities, exercises, and supplementary materials. Following this initial scrutiny, key components pertaining to English language skills, such as speaking, listening, reading, and writing, are meticulously identified and further dissected into specific sub-skills or activities pertinent to language acquisition. Through a systematic approach, the content of the textbooks undergoes categorization based on its relevance to each language skill component, exemplified by activities like dialogues and pronunciation drills categorized under speaking skills, and listening comprehension exercises categorized under listening skills. The establishment of

inclusion and exclusion criteria ensures consistency and objectivity in the analysis process, whereby only activities explicitly contributing to targeted language skill components are considered. Subsequently, each categorized content undergoes evaluation to gauge its effectiveness in addressing the designated skills, scrutinizing factors such as frequency, depth, and complexity of activities. Finally, percentages are calculated to delineate the proportion of content dedicated to each language skill component, providing insight into their relative prominence and emphasis within the curriculum. This meticulous analytical framework, guided by established criteria and systematic procedures, ensures a rigorous examination of textbook content, culminating in accurate percentage calculations for each language skill component. Additionally, the qualitative approach to data analysis employed in this study involved thorough engagement with semi-structured interview data to uncover themes, patterns, and insights. This process informed by Cunningsworth's (1995) criteria for textbook evaluation, entailed translating interviews into written form and conducting open coding to facilitate the emergence of themes. Themes were refined iteratively to align with research objectives, with their accuracy verified through triangulation with participant feedback. The study concludes with a comprehensive narrative detailing findings, supported by participant quotes, while maintaining reflexivity to mitigate researcher biases and ensure analytical integrity. The general information textbooks used in the present study are shown in Table 1.

**Table 1** General Information of “New Say Hello 1-3”

| <b>Evaluation Criteria</b>   | <b>Textbook Details</b>                               | <b>Textbook Details</b>   | <b>Textbook Details</b>  |
|------------------------------|---|---|--|
| <b>Title of Textbook</b>     | New Say Hello 1                                       | New Say Hello 2   | New Say Hello 3  |
| <b>Authors</b>               | Kusaya Saengdet, Putthasorn Chaidecha, Wina Watanopas | Kusaya Saengdet, Pensinee Sangchaum, Putthasorn Chaidecha, Wina Watanopas | Kusaya Saengdet, Preeyaporn Apidet, Putthasorn Chaidecha, Wina Watanopas |
| <b>Publisher</b>             | MACEDUCATION publisher                                | MACEDUCATION publisher  | MACEDUCATION publisher   |
| <b>Total Number of Pages</b> | 80 pages  | 88 pages  | 72 pages   |
| <b>Level</b>                 | Grade 1   | Grade 2   | Grade 3  |
| <b>ISBN</b>                  | 978-616-274-745-8                                     | 978-616-274-180-7   | 978-616-274-250-7  |

| Components | Student's book,<br>Workbook, Online<br>audio materials | Students' book,<br>Workbook, Online<br>audio materials | Students' book,<br>Workbook, Online<br>audio materials |
|------------|--|--|--|
|------------|--|--|--|

These textbooks emphasized communication skills through stories that were relatable to students, progressing from local to global topics. Pronunciation practice was included in every unit, along with a compiled word list at the end of the book to help students with memorization and application. Games and songs were incorporated to make the classroom more enjoyable, and unit-end assessments were provided for self-evaluation, covering both formative and summative aspects. The new concept in designing learning management units was based on the Backward Design method and the curriculum adjustment of the Ministry of Education. However, the primary goal was to ensure that students and teachers could effectively utilize this textbook, enabling students to acquire knowledge and skills aligned with the Basic Education Core Curriculum A.D. 2008 goals. Additionally, continuous updates and revisions were made to the textbooks to address feedback from teachers and students, ensuring their relevance and effectiveness in the classroom.

### 3.3.2 Semi-structured interviews

English teachers' perspectives on three English textbooks from "New Say Hello 1-3" were gathered through the use of semi-structured interviews. The researcher employed the semi-structured interview due to its adaptable nature, in which new questions could be posed in response to the interviewee's responses. This interview was designed to gain a comprehensive grasp of the experiences, perspectives, and difficulties primary school students encounter in relation to English textbooks. By employing this approach, the researcher assimilated the complexity of primary school teachers' perspectives regarding textbooks, pedagogical approaches, and the efficacy of textbooks in promoting student learning. The interviewers utilized the following preset questions:

1. What English textbooks are you using for your classes? How do you come up with this textbook?
2. How do you like this English textbook?
3. Could you please tell us about this textbook (i.e., topics, content, designs and organizations, presentation of the textbook)



4. What are your thoughts on the topics covered in these textbooks?
5. How would you describe the design and organization of these textbooks?
6. Regarding language content, do you believe the textbooks adequately cover essential language skills such as reading, writing, listening, and speaking?
7. Could you provide examples of the methodologies employed in these textbooks for teaching English?
8. How do you perceive the representation of different cultures in the “New Say Hello” textbooks?
9. What strengths or weaknesses have you identified in the English textbooks used in primary schools?
10. Can you share any suggestions or improvements you believe could enhance the effectiveness of these textbooks?
11. From your perspective, how do these textbooks align with the educational goals and curriculum standards for English language learning in primary schools?
12. How do you use this textbook in your classroom?

### **3.4 Data collection procedure**

The research was carried out in the latter half of the 2023 academic year at a primary school located in Surin. Before initiating the study, a review of existing literature revealed a scarcity of research on teachers’ perceptions towards the use of English textbooks called “New Say Hello” textbook in Surin province, with most studies being outdated for over a decade. Consequently, the textbooks evaluated in these earlier studies were no longer relevant, casting doubts on the applicability of their findings to the present educational context. For ethical considerations, all participant data were confidential and exclusively used for research purposes.

The research process began with the submission of a consent form from the Graduate School of Mahasarakham University to the school to obtain approval for the study and to arrange interview timings with EFL teachers. Once permission was secured, Thai EFL teachers teaching English at the primary level in Surin were selected for data collection. The objectives of the study were communicated to potential participants, who were then asked for their voluntary participation. Before the interview,

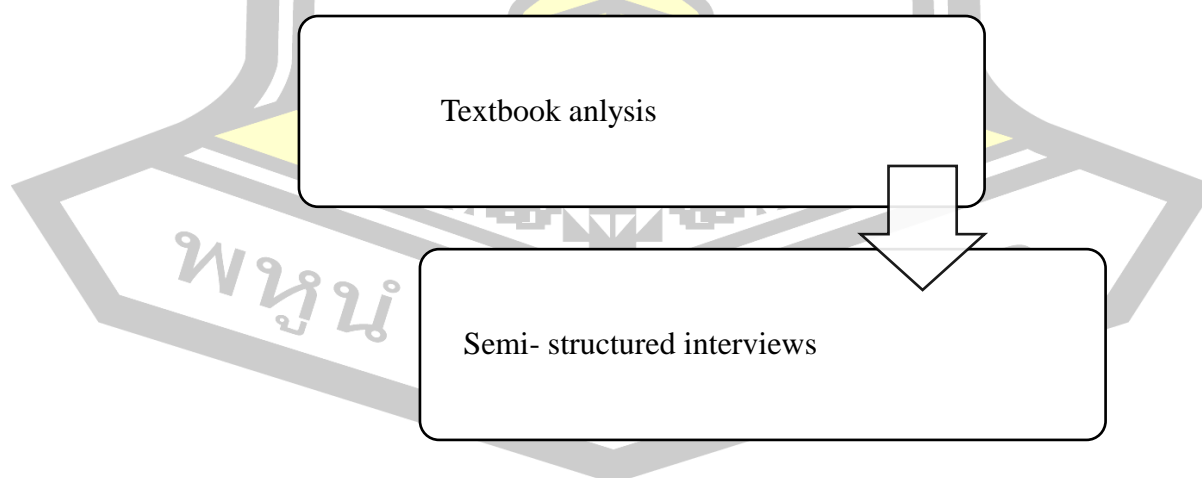
participants were required to sign a consent form affirming their voluntary participation and the confidentiality of their responses. The researcher then analysed the textbooks and conducted three observation sessions with each teacher, taking comprehensive notes that included observations, reflections, and any significant events or patterns noticed during the classes. These notes were crucial for assessing teachers' views and methods concerning English textbook usage.

Additionally, informal discussions might have been held post-observations to delve deeper into the teachers' instructional choices and thoughts. These conversations allowed teachers to express their experiences and viewpoints on textbook usage in their classrooms, enriching the observational data. Moreover, participants were carefully chosen for a semi-structured interview to garner deeper insights, complementing the observational data. Each interview lasted about 15 minutes, varying with participant responses. Data from interviews was cross-verified to enhance reliability, offering multiple interpretive angles on the findings.

**Table 2** The data collection procedure

| Week | Data collection procedure   | Participants |
|------|-----------------------------|--------------|
| 1-3  | Textbook analysis           |              |
| 4-6  | Semi- structured interviews | N = 6        |

Figure 1. illustrates the research procedures of the present study.



**Figure 1** Research procedures of the present study



### 3.5 Data analysis

In this study, a qualitative approach was employed to analyze the data gathered from semi-structured interviews. This method focused on systematically examining the interview transcripts to identify recurring themes, patterns, and insights. The analysis process commenced with the transcription of the interviews, followed by an in-depth exploration of the transcripts to gain a nuanced understanding of the participants' responses. The coding process was pivotal in organizing the data, wherein significant phrases or sentences were highlighted to capture key concepts. Drawing from Cunningsworth's (1995) criteria for textbook evaluation, open coding techniques were utilized to allow themes to naturally emerge from the data. These initial codes were then organized into broader themes, reflecting underlying patterns and meanings within the dataset. Throughout the analysis, a rigorous process of refinement was undertaken, which involved scrutinizing the themes for coherence and relevance. This often entailed the restructuring of themes through splitting, merging, or redefining to accurately represent the complexity of the data. The interpretation of these refined themes was guided by the research objectives and existing literature, enabling the extraction of meaningful insights into participant perspectives. To ensure the credibility of the analysis, triangulation was employed by comparing themes across interviews and incorporating participant feedback to validate findings. This iterative process of validation and refinement bolstered the trustworthiness of the study's conclusions. The findings were synthesized into a comprehensive report that provided a structured narrative supplemented by direct quotes from participants. This narrative effectively conveyed the story of the data, aligning with the research objectives and offering rich insights into teachers' perceptions of English language textbooks. Maintaining reflexivity throughout the analysis was paramount to acknowledge and mitigate researcher biases. This self-awareness helped uphold the analytical integrity of the study and bolstered confidence in the validity of the findings.

### 3.6 Summary of the chapter

This current study presented a qualitative approach to explore teachers' perceptions of English language textbooks in Thai EFL primary school teachers. Firstly, the participants' selection followed a detailed description of the research instruments and the construction of each device. Six participants were selected using purposive

sampling in this research. The methodology of the study includes a description of participants and settings, research instruments and textbooks, data collection procedures, and data analysis. Lastly, it described how the data were collected and analyzed. A semi-structured interview was also conducted with the participants to better understand their perceptions of English language textbooks and explore how EFL teachers implement English textbooks in their actual classroom. The study findings and discussion are presented in Chapter IV, and the conclusions and recommendations for future studies are in Chapter V.

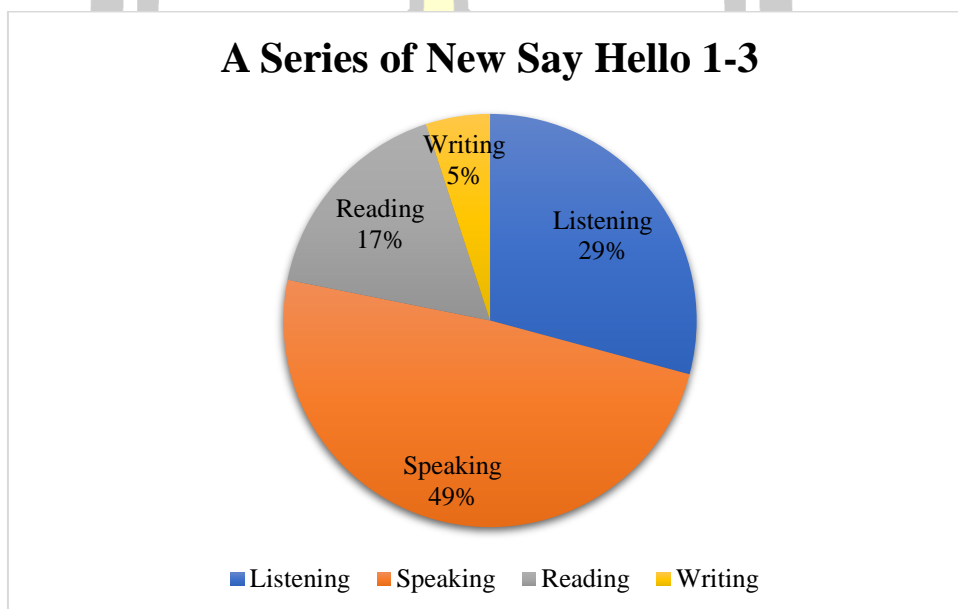


## CHAPTER IV

### RESULTS AND DISCUSSION

This chapter presents the findings of the study. The chapter focused on the interview data. These qualitative data are presented in response to the research questions. Specifically, this chapter presents the results regarding the Thai EFL teachers' perceptions of English language textbooks implemented in a primary school. This chapter also presents the results in relation to how the teachers implement the textbook in classroom practices.

#### 4.1 Language components of the English textbooks used in primary schools



**Figure 2** Proportions of English language skills in series of New Say Hello 1-3

This section presents the key components of “New Say Hello”, English textbooks used at primary schools in Thailand. The results illustrated an emphasis on English language skills necessary for building young students’ English foundation. In other words, the analysis of English textbooks reflected how English skills were focused on equipping Thai primary school students with English education. The content analysis was employed to categorize and sort key elements of English textbooks (see Chapter 3 for detailed descriptions).

Holistically, the analysis of textbooks revealed the language components emphasis on speaking, listening, reading, and writing skills within the “A Series of New Say Hello

1-3” textbooks reflect a deep alignment with the principles of second language acquisition (SLA), mainly catering to the needs and developmental stages of young Thai students. This alignment is rooted in behaviorist and communicative language teaching (CLT) approaches, which are central to modern SLA theories and practices, especially for young Thai primary school children.

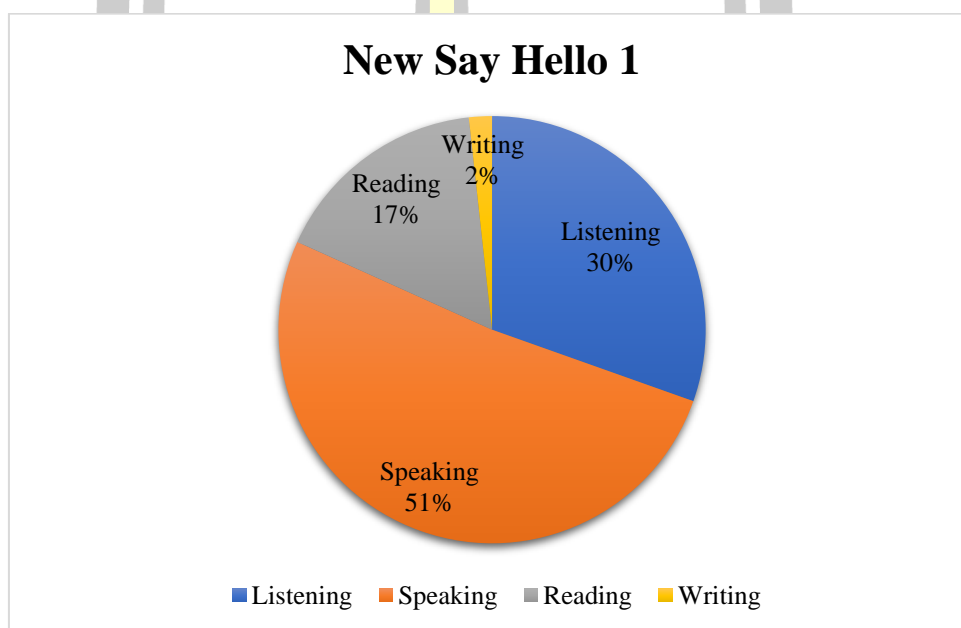
At the forefront of this curriculum design was the emphasis on speaking skills, which occupied 49% of the language content. This priority underscores the curriculum’s alignment with the communicative approach, emphasizing the importance of oral proficiency in real-life and academic settings. By focusing on speaking, the textbooks actively engage students in practical language use, encouraging them to utilize English in meaningful interactions. This approach facilitates language competence and confidence in verbal communication, which is essential for their overall language development.

Listening skills were given substantial importance, constituting 29% of the curriculum. This component is crucial in the initial stages of language learning, where understanding spoken language is foundational. Listening activities are designed to expose students to a variety of language sounds and patterns, enhancing their auditory processing skills and enabling them to grasp the nuances of English communication. Such exercises are instrumental in building a solid foundation for more advanced language skills.

Reading and writing skills, though receiving a lesser emphasis at 17% and 5%, respectively, play significant roles in the school curriculum in Thailand. The inclusion of reading activities supports vocabulary expansion, comprehension skills, and exposure to different text types, fostering literacy and cognitive abilities like critical thinking and analysis. Although allocated a smaller portion, writing is crucial for reinforcing grammar, vocabulary, and the ability to express thoughts coherently in written form. These skills are fundamental for academic success and integral to developing an accomplished language student.

Overall, the comprehensive approach adopted by the “A Series of New Say Hello 1-3” textbooks demonstrated an understanding of the multifaceted nature of language learning. By balancing these four essential language skills, the series not only adhered

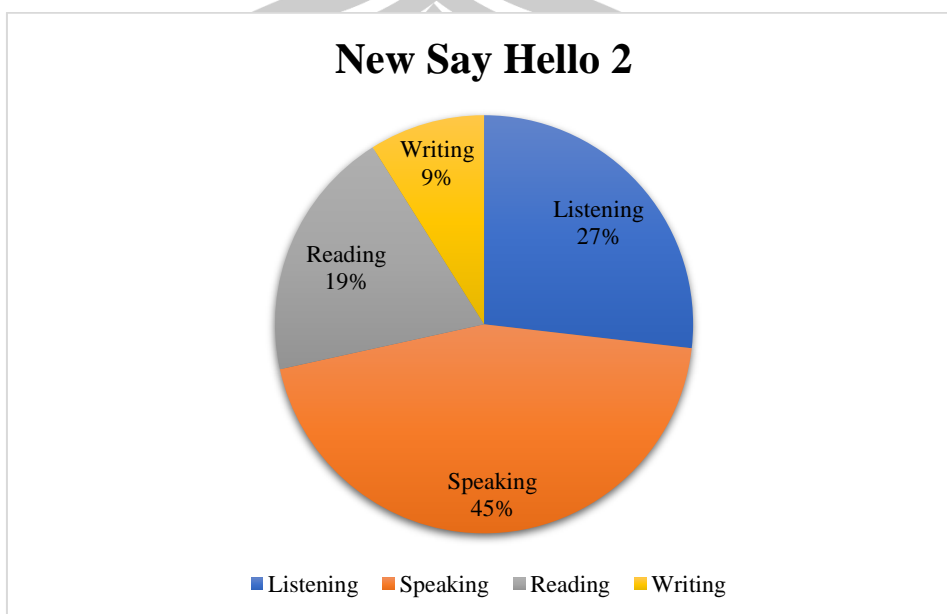
to behaviorist principles, emphasizing repetition and practice, but also embraced aspects of the communicative approach, focusing on language use in social contexts. These approaches indicate that Thai primary school students are equipped with the necessary skills to use in both academic settings and everyday life. As such, this series of New Say Hello textbooks offers a practical and effective foundation for language acquisition in a classroom setting and prepares young Thai students for real-world communication, embodying a holistic approach to learning English.



**Figure 3** Proportions of English language skills in New Say Hello 1

The findings showed that “New Say Hello 1,” tailored for Thai primary school students, offers a nuanced approach to language learning, specially designed for young Thai beginners. With its curriculum heavily weighted towards speaking (51%), listening (30%), it underscores the foundational importance of oral and aural skills in the early stages of language acquisition. This emphasis aligns with the natural way children learn languages, prioritizing verbal communication and auditory comprehension as key drivers for linguistic development. Reading, which is allocated 17%, supports these primary skills by introducing students to the visual aspect of language and enhancing vocabulary and comprehension. Though given a minimal focus at 2%, writing is introduced as a foundational skill to be developed progressively. This distribution of language skills in “New Say Hello 1” reflects a deep understanding of the needs of young beginning language students. It provides a

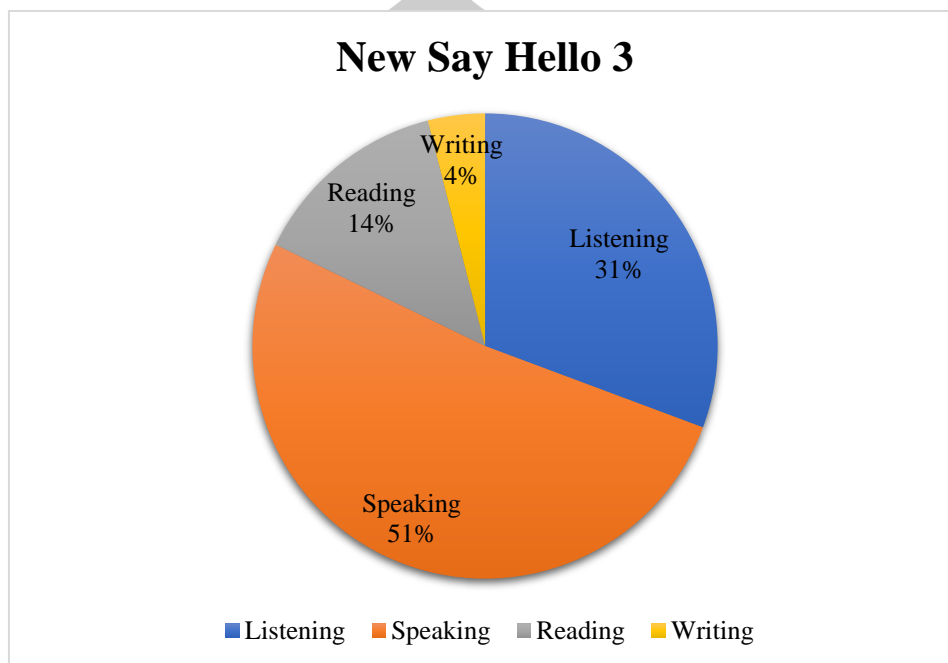
balanced mix of activities that foster confidence in speaking and listening while laying the groundwork for reading and writing proficiency, which is crucial for their continued educational journey.



**Figure 4** Proportions of English language skills in New Say Hello 2

The “New Say Hello 2” is thoughtfully crafted for Thai primary school students, marking a progressive stage in the journey of young beginning language students, especially in the context of learning English as a foreign language. This edition subtly shifts the balance among the core language skills to better match the evolving competencies of its students. Speaking remains a significant component at 45%, reflecting the continued emphasis on oral proficiency as a cornerstone of language acquisition. However, there is a notable increase in writing to 9%, indicating a progression in learning priorities as students become more comfortable with the basics of English and are ready to explore more complex forms of expression. Listening, though slightly reduced to 27%, and reading, increased to 19%, are adjusted to support this development, ensuring a balanced approach that nurtures all necessary language skills. The analysis of the study indicated that “New Say Hello 2” exemplifies a pedagogical approach that adapts to the stages of language acquisition, gradually increasing the proportion of reading and writing activities to complement the foundational listening and speaking skills, thereby providing a well-rounded

educational experience within a foreign language learning context. Figure 3 presents these proportional numbers shown in “New Say Hello 2.”



**Figure 5** Proportions of English language skills in New Say Hello 3

The analysis of “New Say Hello 3” reveals a continuation of the structured language learning pathway designed for Thai primary school students. This edition maintains and reinforces the foundational skills established in earlier stages of the series. Notably, “New Say Hello 3” allocates a significant portion, 51%, to speaking and 31% to listening. This echoes the emphasis on oral communication skills observed in “New Say Hello 1,” where listening and speaking were similarly prioritized to establish a strong language foundation. This emphasis aligns with the understanding in pedagogy that young learners benefit greatly from focusing on verbal skills during initial language acquisition stages.

In comparison to “New Say Hello 2,” which aimed to balance oral skills development with an increased focus on writing (9%) and reading (19%), “New Say Hello 3” strategically returns to enhancing verbal proficiency. It slightly reduces the emphasis on writing to 4% and reading to 14%. This adjustment indicates a deliberate pedagogical decision to consolidate spoken language capabilities before delving further into the complexities of written language.



The progression from “New Say Hello 1” to “New Say Hello 3” illustrates a thoughtful approach to language learning stages. Each stage builds upon the previous one, gradually introducing more complex skills while ensuring that oral skills remain a primary focus. This progression reflects a deep understanding of the optimal trajectory for language acquisition among Thai primary school students in a foreign language context.

#### **4.2 Thai EFL primary school teachers’ perceptions of English language textbooks**

This section presents the participants’ perceptions of English language textbooks. The findings are derived from the qualitative depiction and analysis of the six individuals selected for the semi-structured interview.

The interview data obtained from Thai English primary school teachers were qualitatively analyzed and categorized into thematic criteria, comprising topics, textbook designs and organizations, language content, learning activities, and cultures. These themes were slightly adapted from Cunningsworth’s (1995) criteria for textbook evaluation. The utilization of Cunningsworth’s (1995) criteria for textbook evaluation stems from its established framework and comprehensive coverage of key aspects essential for assessing the quality and effectiveness of English language textbooks. By adapting and slightly modifying these criteria, this study ensures a systematic and structured approach to analyzing the qualitative data obtained from Thai English primary school teachers. The criteria for analyzing and tabulating the data are presented in Table 3.

**Table 3** Thematic criteria for the content analysis

| <b>Criteria</b>               | <b>Key information</b>   |
|-------------------------------|--|
| Topic Selection and Relevance | Examining the appropriateness and significance of topics covered in English language textbooks such as greetings, family, classroom, friends, school, toys, pets, festivals, celebrations, travels, clothes, parts of the body, beaches, time, foods, daily routines, health and related people, things around us. |

|   |  |
|---|--|
| Textbook<br>Structure and<br>Organization | Evaluating the structured development, integration of skills, and interactive activities within textbooks.   |
| Language<br>Content<br>Adequacy           | Assessing the adequacy and suitability of language content, particularly in terms of integrated skills and daily communication.                                    |
| Teaching<br>Methodologies                 | Exploring the recommended methodologies for teaching English, with a focus on communicative language teaching (CLT), comprehensibility, and authenticity.          |
| Cultural<br>Integration                   | Investigating the inclusion of culture-specific information, festivals, traditions, and diverse cultural representations within textbooks and learning activities. |

This research provides a comprehensive exploration into the varying opinions of Thai EFL primary school teachers regarding the use of English language textbooks, uncovering many themes that influence their perspectives. These include the selection and pertinence of topic selection and relevance, textbook structure and organization, language content adequacy, the methodologies recommended for teaching, and how cultures, traditions, and festivals are integrated into the learning material. Moreover, the study sheds light on the practical application of these textbooks within the educational setting, as experienced and reported by the teachers, offering a detailed insight into the challenges and advantages of current English language teaching resources in Thai primary schools.

#### **4.2.1 Topic selection and relevance**

The analysis of the findings highlighted that Thai EFL teachers viewed the “New Say Hello” textbook series as a crucial component in the English language curriculum for primary schools, emphasizing its role in integrating topics that are closely related to the student’s daily lives and cultural experiences. These topics include “Myself,” “Family,” “School,” “Health,” “Food and Beverages,” “Travels,” and “Celebrations and Festivals,” which are not only reflective of daily communication but also key in engaging students in meaningful learning experiences [1,4]. Teachers value the textbook’s ability to present relevant, diverse content tailored to students’ language

proficiency levels, enhancing their engagement and cultural understanding. Specifically, topics such as “Myself” and “Family” are appreciated for building students’ confidence and connecting their personal lives to their learning environment, thereby boosting motivation and making the learning more relatable [1,4]. Additionally, topics on “Health,” “Food and Beverages,” and “Travels” are seen as essential for expanding vocabulary and practical communication skills, preparing students for real-life situations [1,2,5]. The inclusion of “Celebrations and Festivals” is particularly noted for enriching cultural knowledge and promoting global citizenship [3]. Overall, the “New Say Hello” textbooks are regarded as effective tools for developing proficient, confident, and culturally aware English speakers, aligning with educational goals beyond linguistic proficiency to include broader cultural awareness and understanding. The following excerpts could argue the above claims:

[1] – I think “New Say Hello” textbooks truly understand our **students’ lives and interests**. Topics like “Myself” and “Family” provide a platform for them to express themselves in English, which is crucial for their **confidence and language development**. It is incredible to see how these topics bridge the gap between classroom learning and their **real-world experiences**. ‘Somsak’

[2] – I have found that topics such as “Health and Beverages” and “Travels” are incredibly effective in expanding our students’ vocabulary and **practical communication** skills. These topics are vital for honing useful language abilities that students can use outside of class ‘Nidnoy.’

[3] – The topics of “Health” and “Celebrations and Festivals” in the curriculum. It provides students with an understanding of cultural diversity and fosters respect for different traditions. These topics go beyond language learning; they instill a sense of **global citizenship**. ‘Anna’

[4] – I appreciate how the “New Say Hello” textbooks offer various topics that resonate with our **students’ everyday experiences**. From discussing their families to exploring different celebrations, these themes engage our students and enhance their communicative competence in **real-life scenarios**. It is a holistic approach to language learning that truly prepares them for the global stage. ‘Mali’

[5] – I find topics in the “New Say Hello” textbooks attractive to engage and challenge **students appropriately**. They are sophisticated enough to enrich their awareness yet tailored to their language proficiency levels. These topics are carefully chosen to stimulate interest and promote cultural understanding. ‘Tukky’

[6] – In topics like “School” and “Travels,” students not only learn language skills but also gain **a deeper understanding of the world** around them. ‘Nadeach’

#### 4.2.2 Textbook structure and organization

Thai primary school teachers have shared insightful reflections on the textbooks employed within their classrooms, underscoring the remarkable effectiveness of these educational tools. They unanimously appreciate the thoughtful design of the textbooks, which boast an appropriate level of complexity, ensuring content is accessible and engaging for young students. The clarity of the font size and the textbooks' easy-to-read format significantly enhance readability, making learning more inviting for students. The textbook's organization stands out, with clear, simple instructions and logical sequencing that seamlessly guide students through their learning journey. Color plays a pivotal role in these textbooks, with vibrant, colorful illustrations that capture the imagination and make the content more digestible and relatable to real-world scenarios. The relevance of topics to students' daily lives is carefully considered, ensuring that each lesson resonates deeply and fosters a genuine connection to the material.

Furthermore, the textbooks are adorned with clear, age-appropriate images that align closely with the content, aiding comprehension and making the learning experience more vivid and memorable [7,8,10,12]. Teachers emphasized that these textbooks were not just tools for learning; they were gateways to understanding, meticulously aligned with educational objectives to spark curiosity, interest, and a genuine love for learning. This consensus among Thai primary school teachers underscored the profound impact of well-crafted textbooks on enriching the educational journey, making a compelling case for their vital role in the classroom. The following statements could support the above arguments:

[7] – I think the design of the textbooks truly **enhances the learning experience** for students. The apparent font size and easy-to-follow layout make it easier for them to engage with the material. Plus, the colorful illustrations and relevant images bring the content to life, sparking their curiosity and imagination. ‘Somsak’

[8] – I have found that the organization of the textbooks is incredibly user-friendly. The **logical sequencing of lessons and clear instructions** help students navigate through the material with ease. It is like taking them on a structured journey of learning, where each step builds upon the last. ‘Nidnoy’

[9] – I state that textbooks are like the **treasure** of knowledge for students. The thoughtful design and organization ensure that they don't just passively consume information but

actively engage with it. This fosters a deeper understanding and retention of the concepts being taught. ‘Anna’

[10] – One thing that stands out to me is the relevance of the topics covered in the textbooks. They are **not abstract concepts** but rather things that students encounter in their **daily lives**. ‘Mali’

[11] – I think textbooks are not just educational tools but windows into the world for students. The **colorful illustrations and vivid imagery** transport them to different places and scenarios, making learning a truly immersive experience. ‘Tukky’

[12] – I have seen **relevant topics and captivating visuals** and created an environment where they feel excited to explore and discover. The structure and presentation of the textbook are also **attractive and age-appropriate**. ‘Nadeach’

The analysis of qualitative data from six participants underscores the critical role of thoughtful design and organization in English textbooks. This includes careful consideration of font size, which ensures readability and accessibility for all students, and the use of illustrations that not only engage but also aid in understanding the material. The structure of the textbooks is highlighted as well, with a clear and logical organization that facilitates a smooth learning progression. These elements collectively contribute to an enhanced educational experience, demonstrating that a textbook’s physical and visual aspects are as vital as the content they contain in supporting effective language learning.

#### **4.2.3 Language content adequacy**

##### ***Listening skills***

Qualitative data analysis highlights the significance of well-designed listening activities within English textbooks. These activities are celebrated for their ability to engage students [13], offer authentic language experiences [13,15] and align closely with varying language proficiency levels [14]. Such a focus ensures that listening exercises capture students’ interest and facilitate genuine comprehension and interaction with English. The emphasis on matching activities to students’ proficiency levels further ensures that each student is appropriately challenged and supported, fostering a more effective and inclusive language learning environment. This insight underscores the vital role of listening activities in enhancing the overall effectiveness of English textbooks by prioritizing engagement, authenticity, and tailored learning experiences [16]. Thus, listening activities are diverse listening skills [17] and develop

listening skills [13]. These key terms highlight various aspects of practical listening activities within English textbooks, including engagement, authenticity, proficiency levels, tailored learning experiences, diversity in activities, and skill development. The following statements could support the above arguments:

[13] – I think listening activities in English language textbooks are invaluable. They **capture my students' attention** and provide **authentic language experiences** that mimic **real-world interactions**. 'Somsak'

[14] – I have noticed that the listening activities in the textbooks are **appropriate for the age** of the students. 'Nidnoy'

[15] – English language textbooks provide **authentic language experiences** that mimic real-world interactions. 'Anna'

[16] – I think English language textbooks aim to **enhance listening comprehension and vocabulary**. 'Mali'

[17] – English language textbooks **incorporate diverse listening activities**. These include audio recordings of dialogues and passages covering various topics. 'Tukky'

[18] – I have found that listening in textbooks is **helping students develop their listening skills** in a meaningful way. 'Nadeach'

### ***Reading skills***

The qualitative analysis sheds light on the nuanced approach to reading activities in English textbooks, revealing a concerted effort towards their thoughtful design and implementation. Despite a perceived lesser emphasis on reading than other language skills, the deliberate choice of simple language structures [19,22], practical reading strategies, and the incorporation of real-life tasks stand out. This approach aims to create a comprehensive and engaging [24] for students. By simplifying language structures, teachers could ensure reading materials are accessible [22] to students at various proficiency levels. Introducing practical strategies [20] enhanced the student's ability to navigate texts effectively, fostering a deeper understanding and retention of the material. Furthermore, integrating tasks that mirrored real-life [23] scenarios emphasized the practical application of reading skills, making the learning experience more relevant and motivating for students. This holistic approach to reading activities underscored the importance of a balanced and immersive language learning experience facilitated by the careful design and thoughtful integration of reading

components in English textbooks. Below are the excerpts that maintain the above claims:

[19] – I think the reading was a **simplified and relatively** short passage. It is suitable for student's level. 'Somsak'

[20] – The reading exercises provide students with opportunities to apply their reading skills in **practical contexts**. It makes the learning experience more relevant and engaging for our students. 'Nidnoy'

[21] – I have found that the reading activities in English language textbooks go beyond **simple comprehension exercises**. They are designed to challenge students while providing support through dialogue. 'Anna'

[22] – The **simple language** structures in reading activities are instrumental in making them accessible to students of all proficiency levels. 'Mali'

[23] – I appreciate how the reading activities in English textbooks **mirror their real-life context**. 'Tukky'

[24] – I think appropriate factors are the relevance of the content, its alignment with curriculum standards, and its **ability to engage** students. 'Nadeach'

### ***Speaking skills***

The consensus among participating teachers regarding the speaking activities in English textbooks was positive, recognizing their substantial contribution to enhancing students' communication skills. These activities were designed to encourage students to express themselves verbally, boosting their confidence [25,28,30] and fluency [26] in English. The textbooks provided meaningful tasks mirrored daily communication by integrating speaking with other skills, focusing on real-life interactions [26,27] and pronunciation practice. This approach aligns with curriculum objectives by encouraging students to organize and engage in simple spoken texts for various social functions. It ensures the appropriateness of language use in different contexts.

Thai primary school participants stated that speaking exercises in every lesson offered students invaluable opportunities to practice pronunciation, fluency, and interactive language use. However, challenges such as limited class time [29], large class sizes, and diverse proficiency levels among students necessitated additional resources to integrate speaking activities into the curriculum effectively.



Despite these problems, the positive impact of speaking activities on the language learning experience was undeniable. They enhanced the learning experience, making it both enjoyable and interactive [30], fostering a constructive attitude [27] towards English. These activities are practical tools for applying learned language in real-life situations, significantly enhancing students' confidence in speaking. The qualitative feedback from six participants emphasizes the various benefits of speaking activities in textbooks, highlighting their crucial role in developing essential language skills, boosting students' confidence, engaging the learning environment, and various aspects of practical speaking activities within English textbooks, including fluency development, real-life interaction, challenges, constructive attitude fostering, and interactive and enjoyable learning. The following interview excerpts could support such assertions:

[25] – I try to practice English speaking with students without worrying about each accent, which may differ. This helps students **boost their confidence** in speaking. The textbooks make learning **interactive and enjoyable**, creating a dynamic classroom environment. 'Somsak'

[26] – Speaking activities not only help students practice pronunciation and fluency but also encourage them to engage **in real-life interactions**. 'Nidnoy'

[27] – I think speaking in English language textbooks **is suitable for** students' language development. They offer practical tasks that simulate daily communication situations, helping students apply learned language in **real-life situations**. Despite challenges like limited class time, these activities play a crucial role in fostering a **constructive attitude** towards English learning. 'Anna'

[28] – I think the speaking activities in textbooks cater to students of all proficiency levels, making them inclusive and accessible to everyone. Even with diverse proficiency levels in my class, I have found these activities to be effective in **enhancing students' confidence** and facilitating interactive language use. 'Mali'

[29] – The textbook emphasizes listening and speaking activities a lot, but sometimes there are issues with sound material, leading to **limited time** for students to practice speaking. 'Tukky'

[30] – I think speaking activities in English language textbooks are a cornerstone of our language curriculum. They provide students with opportunities to practice speaking in a supportive and engaging environment. Despite our challenges, these activities significantly **enhance students' confidence** and proficiency in English, setting them up for success in their language learning. 'Nadeach'

### *Writing skills*

Thai primary school teachers believe that there are not enough activities for teaching [32] writing in the textbooks used for young students. They think this happens because the books are made to be simple and easy [32,36] for young students to understand. Even though there are not many writing exercises, the teachers still think the textbooks are suitable [33] for the student's level of learning. They believe the books have a good balance between being easy to use [34] and helping students learn. This means the teachers understand that young students need special care in how they learn to write, ensuring the lessons grow with them in a way that fits their age and learning stage. They highlight various aspects of writing activities within English textbooks, including an emphasis on writing skills, scarcity, tailored design, simplicity and accessibility, essential nature, balance, curriculum structure, and routine [33]. The following statements could argue the above claim:

[31] – I am concerned about the **lack of emphasis on writing skills** in primary education, noting that it may hinder students' ability to effectively communicate and express themselves in written form. 'Somsak'

[32] – I attribute this **scarcity to the tailored design** textbooks for young students, prioritizing **simplicity and accessibility**. 'Nidnoy'

[33] – I think writing activity is limited. However, **writing is essential** to balance offering accessible content and fostering skill development to meet the diverse needs of students. 'Anna'

[34] – I find that the **balance** between being easy to use and helping students learn 'Mali.'

[35] – I agree that English textbooks provide a good foundation for **curriculum structure** and can offer a **familiar routine** to students in lessons. 'Tukky'

[36] – I think writing activities suit the needs of young students, emphasizing **simplicity and accessibility**. 'Nadeach'

#### **4.2.4 Teaching methodologies**

The "New Say Hello" textbook series, tailored for Thai primary school students, has received high praise from teachers for its focus on interactive learning, accommodating diverse learning preferences functional language skills [39] and promoting active language learning techniques. Teachers appreciate the series' structure and organization, ensuring each part is appropriate for young students and

directly supports their developmental and cognitive growth. This strategic design is vital to creating an effective language-learning environment.

Teachers have particularly lauded the series for its emphasis on enhancing communicative skills using innovative methods to apply language in real-life contexts. This approach, which incorporates enjoyable activities [42] geared towards speaking and listening, aligns with the communicative language teaching method. It believes active engagement practice using English in various simulated situations [40] is the most effective way to learn a language. This emphasis improves students' confidence and motivation [39] to communicate in everyday situations.

The textbooks are praised for their balanced approach to language learning, combining structured lessons with opportunities for creative expression. This balance allows students to navigate the language learning process in a supportive and exploratory way, avoiding them while presenting challenges suitable for their development level.

In conclusion, Thai primary school teachers highly regarded the methodology behind the “New Say Hello” series as well-suited, well-organized, and focused on engaging communicative practices. The series' commitment to interactive, varied learning experiences and age-appropriate, enjoyable activities [42] for developing speaking and listening skills is viewed as crucial for helping Thai primary school students become proficient in English. This approach effectively prepares students with the necessary skills and confidence for real-world communication, making it an invaluable resource in English language education in Thailand. The following statements could support the claims mentioned earlier:

[37] – Textbooks focus on **communicative activities and authentic materials** for students to engage in language use rather than just rote memorization of vocabulary. ‘Somsak’

[38] – I agree that English textbooks provide a good foundation for **curriculum structure** and offer a familiar routine to students in lessons. ‘Nidnoy’

[39] – Textbooks help students develop **functional language skills** while fostering confidence and motivation to communicate in English. They provide students with a supportive yet challenging environment for language acquisition. ‘Anna’

[40] – I provide students with opportunities to **practice** using English in various **simulated situations**, such as **everyday conversation scenarios** and allow them to practice language use in contexts relevant to real-life situations. ‘Mali’

[41] – The textbook includes material for pronunciation work, such as listening or dialogue practice, that is suitable to students' needs. Textbooks provide students with **input**, such as listening and reading materials, that is **comprehensible and engaging**. 'Tukky'

[42] – Textbooks may contain **enjoyable activities that engage students**, such as listening activities requiring the use of English. After listening, students have to practice speaking. 'Nadeach'

#### 4.2.5 Cultural integration

Thai primary school teachers had positive perspectives about the “New Say Hello” series, praising its comprehensive approach to showcasing a variety of cultures, traditions, and celebrations. The series is lauded for effectively merging Thai cultural elements with those from English-speaking countries. It is crucial to deepen students' appreciation for their cultural backgrounds while introducing them to various global cultures. Teachers appreciate this fusion because it helps students recognize the commonalities and diversities among cultures, promoting an early understanding of global citizenship [45].

Teachers noted that the “New Say Hello” series adeptly introduces students to cultural differences respectfully and engagingly. Through narratives, educational content, and activities focused on different cultural festivities, traditions, and daily practices worldwide, the textbooks act as a gateway for Thai students to explore global diversity [45]. Such exposure is essential for cultivating an open-minded perspective and a profound appreciation for cultural variety.

Moreover, the teachers were impressed with how the series encourages students to celebrate their cultural heritage and establish connections with cultures globally. Interactive lessons designed to draw comparisons and contrasts between cultural practices teach students to cherish their unique cultural identities while fostering respect and empathy for others. This educational approach is considered crucial for developing well-rounded individuals who are confident in their cultural roots and ready to interact with the broader world.

The inclusion of cultural content from both Thai and English-speaking contexts was particularly commended for enriching Thai students' understanding and appreciation of various cultures and traditions beyond their immediate surroundings. Teachers believed this method expanded students' perspectives, preparing them with the

awareness and sensitivity needed to thrive in and contribute positively to a multicultural environment [45,47].

Overall, Thai primary school teachers view the “New Say Hello” series as an invaluable resource that significantly enhances the educational experience by imparting a deep understanding of cultural diversity. By cultivating respect for local and international cultures, the series equips Thai students to become knowledgeable, empathetic, and culturally conscious individuals, poised to engage with the global community respectfully and insightfully. The statements below could support the above claim:

[43] – Textbooks **integrate Thai cultural elements** with **those from around the world**. Through stories, lessons, and activities, students learn about their **cultural heritage** and gain a deeper understanding and **respect for the diverse cultures** that make up our **global community**. They enjoy learning more. ‘Somsak’

[44] – I express concerns about potential cultural biases or inaccuracies in portraying certain traditions or festivals, suggesting a need for careful review and **cultural sensitivity** in textbook content. ‘Nidnoy’

[45] – I like some topics for their **inclusive representation of cultures, traditions, and festivals**, which enhance students’ appreciation of their cultural heritage and **foster a sense of global citizenship**. ‘Anna’

[46] – I note that the textbook introduces students to **diverse cultures**. Still, it may **not provide sufficient context** for them to develop a comprehensive understanding of the cultural nuances and complexities involved. ‘Mali’

[47] – Some lessons integrate diverse cultural elements such as festivals and daily customs. This serves as a **gateway to global understanding and cultural recognition**. However, I have to prepare the content and gain more knowledge about that content before teaching. ‘Tukky’

[48] – I am concerned about explaining **the differences between Thai and international cultures** to students by simply reading a short passage and doing the worksheet. ‘Nadeach’

### **4.3 The implementation of school English textbooks: Perspectives from Thai EFL primary school teachers**

The implementation of the “New Say Hello” textbook series by Thai primary school teachers sheds light on a spectrum of experiences marked by both benefits and challenges, underlining the necessity for further professional development.

The “New Say Hello” series, renowned for its comprehensive coverage and structured methodology in language learning, serves as a foundational scaffold for lesson planning among Thai primary school teachers. Appreciated for its clear guidelines and sequential arrangement of topics and activities, the series provides a reliable roadmap for content delivery, ensuring a coherent progression of language skills development from listening and speaking to reading and writing. Furthermore, teachers augment the textbook material with external resources to enrich the learning experience, catering to the diverse needs of their students and enhancing interest and motivation in English language acquisition.

Regarding cultural elements, Thai primary school teachers indicated that they often omitted these aspects from their lessons, as noted in the excerpt [50]. This omission might stem from their limited experience or insufficient cultural knowledge of native English-speaking contexts. Consequently, they mentioned that their focus shifted towards teaching grammar and vocabulary instead. In this regard, Thai primary school teachers mainly follow textbook guidelines and add related resources for their classroom practice.

Despite the benefits, teachers encounter several challenges in their daily classroom practices, as noted in the excerpt [51]. A significant concern revolves around the lack of confidence in correctly implementing textbook strategies, stemming from uncertainties about alignment with intended pedagogical outcomes. Time constraints also pose a formidable challenge, with teachers often struggling to cover all planned activities within limited class periods. Moreover, the accessibility of textbook content presents another obstacle, as specific topics or activities may not resonate with or be suitable for all students, necessitating adjustments or alternative content selection to ensure engagement and comprehension. Addressing these challenges underscores the critical need for targeted professional development opportunities to enhance teachers’



proficiency in effectively utilizing the “New Say Hello” series. Teachers express a particular interest in short, intensive training programs focused on developing practical and engaging classroom activities that align with the existing curriculum and time limitations. Additionally, there is a recognized need for training that addresses cultural awareness, especially concerning the cultures and traditions of native English speakers, integral to the “New Say Hello” series. Such training programs would enrich teachers’ knowledge base and enable them to convey a more nuanced understanding of the language’s cultural context to their students. While the “New Say Hello” textbook series lays a solid foundation for English language instruction in Thai primary schools, its effective implementation requires continued support and development for teachers. Comprehensive training programs addressing challenges of confidence, time management, content accessibility, and cultural understanding are essential for empowering teachers and ensuring a more engaging, effective, and culturally sensitive approach to English language teaching and learning in Thailand. These interview excerpts could argue the claims mentioned above:

[49] – I express **a lack of confidence** in implementing textbook strategies effectively and struggle with **time constraints** in covering all planned activities. ‘Somsak’

[50] – admits to **skipping explanations of cultural details** in lessons, focusing more on teaching vocabulary and tasks. ‘Nidnoy’

[51] – I acknowledge **omitting cultural elements** from lessons due to **limited experience** with native English-speaking cultures, shifting focus to grammar and vocabulary. ‘Anna’

[52] – I highlight the comprehensive coverage and step-by-step approach of the textbook series, providing **a solid framework** for effective lesson planning. ‘Mali’

[53] – I **adjusted textbook content** to ensure student engagement and comprehension, highlighting challenges in keeping lessons relevant and interesting. ‘Tukky’

[54] – I emphasize **the need for intensive training** focusing on practical classroom activities and **cultural awareness** to create a more immersive learning environment ‘Nadeach’

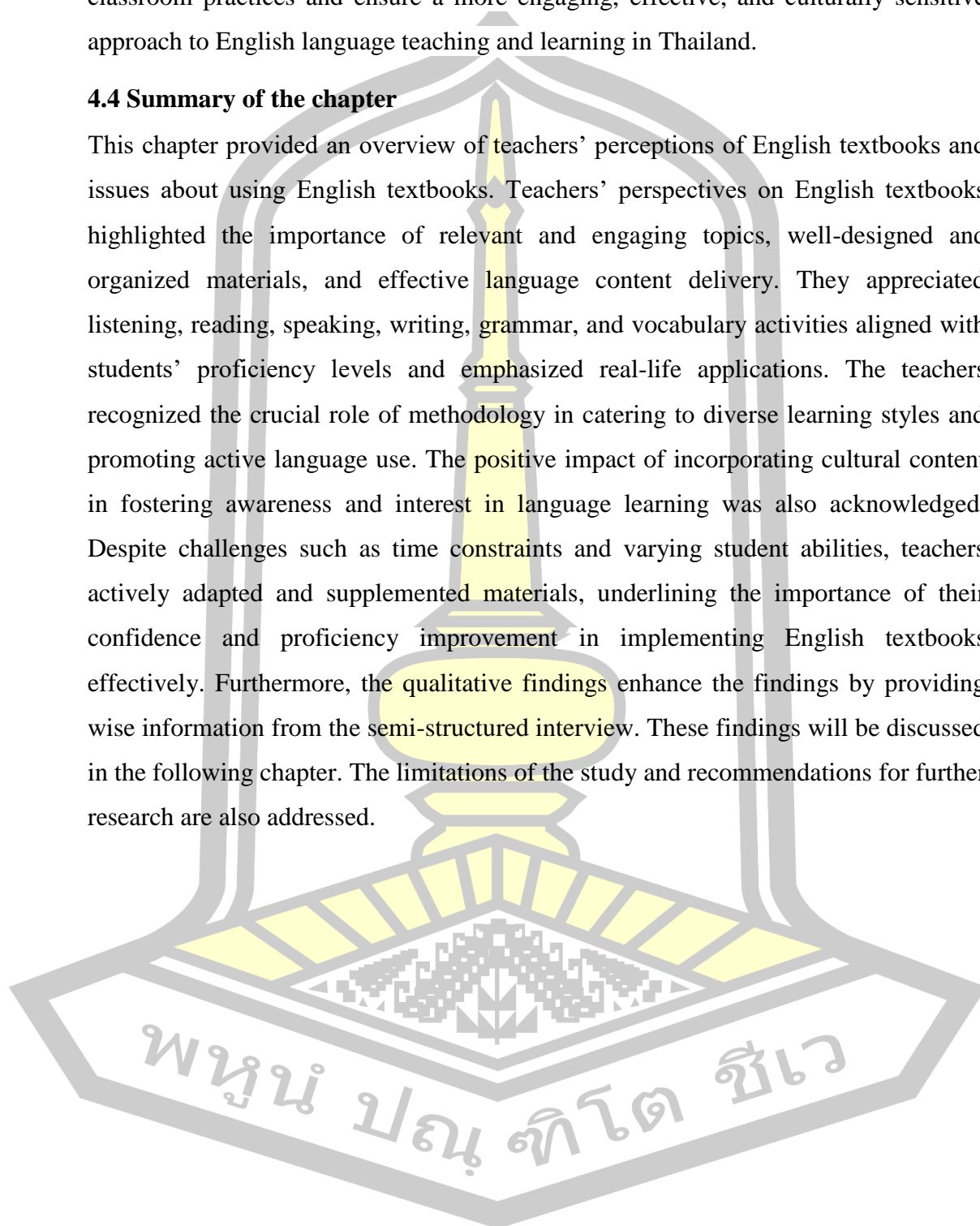
In conclusion, the “New Say Hello” textbook series serves as a valuable resource for English language instruction in Thai primary schools, its effective implementation relies on ongoing support and professional development for teachers. By addressing challenges related to confidence, time management, content accessibility, and cultural



understanding through comprehensive training programs, educators can enhance classroom practices and ensure a more engaging, effective, and culturally sensitive approach to English language teaching and learning in Thailand.

#### **4.4 Summary of the chapter**

This chapter provided an overview of teachers' perceptions of English textbooks and issues about using English textbooks. Teachers' perspectives on English textbooks highlighted the importance of relevant and engaging topics, well-designed and organized materials, and effective language content delivery. They appreciated listening, reading, speaking, writing, grammar, and vocabulary activities aligned with students' proficiency levels and emphasized real-life applications. The teachers recognized the crucial role of methodology in catering to diverse learning styles and promoting active language use. The positive impact of incorporating cultural content in fostering awareness and interest in language learning was also acknowledged. Despite challenges such as time constraints and varying student abilities, teachers actively adapted and supplemented materials, underlining the importance of their confidence and proficiency improvement in implementing English textbooks effectively. Furthermore, the qualitative findings enhance the findings by providing wise information from the semi-structured interview. These findings will be discussed in the following chapter. The limitations of the study and recommendations for further research are also addressed.



## CHAPTER V

### CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter presents the its significance, contributions and implications derived from the study. And also presents the conclusion of the study from the perceptions of Thai primary school English teachers. The chapter acknowledges its limitations and offers recommendations for future studies.

#### 5.1 Implications

This chapter discusses implications regarding the key elements of English language textbooks in Thai primary schools and the perceptions of Thai EFL primary school teachers. There is a structured focus on speaking, listening, reading, and writing skills, which aligns with second language acquisition principles tailored to the developmental stages of Thai students. This comprehensive approach, rooted in behaviorist and communicative language teaching methods, is evident across editions of textbooks like “New Say Hello 1-3,” reflecting a progression that suits the evolving language acquisition process among Thai primary school students. And also underscores the importance of delving deeper into the perceptions held by teachers regarding English language textbooks in Thai primary schools. Understanding these perceptions is crucial as they significantly influence instructional practices and student learning outcomes. By examining teachers’ viewpoints, we can gain valuable insights into how English language teaching materials are utilized, perceived, and adapted within classroom settings. The study sheds light on the structured focus of English language textbooks in Thai primary schools, particularly highlighting the emphasis on speaking, listening, reading, and writing skills. However, to comprehensively understand the impact of these textbooks, it is imperative to explore how teachers interpret and implement them in their teaching practices. Such research can reveal the strengths and limitations of current instructional materials and provide guidance for curriculum development and teacher training initiatives.

Thai EFL primary school teachers are likely to view the emphasis on speaking skills positively, acknowledging its significance in enhancing language proficiency and confidence among students. The balanced variety of activities designed to promote different language skills could be perceived as advantageous, fostering a well-rounded

language learning environment. Additionally, the gradual adjustment of language skill proportions in various textbook editions may resonate with teachers, highlighting the necessity of adapting instructional methods to accommodate students' changing abilities. In terms of implementing English textbooks in classroom practice, Thai EFL primary school teachers often follow the textbook structure and organization, which is beneficial for guiding their teaching approaches. The alignment with behaviorist and communicative language teaching approaches suggests practical methods for incorporating language learning activities into classroom routines. Moreover, the gradual progression in the distribution of language skills across different textbook editions may assist teachers in planning lessons and implementing curricula that balance foundational oral skills with more advanced language tasks. However, Thai EFL primary school teachers often ignore oral activities and tasks due to the lack of a comprehensive approach to English language instruction. This results in addressing the developmental needs of young students and equipping teachers with adequate resources for classroom teaching.

Furthermore, cultural implications play a crucial role in shaping the effectiveness of English language textbooks in Thai primary schools. While textbooks like "New Say Hello 1-3" provide a structured approach to language acquisition, they may not always adequately address cultural nuances and contexts relevant to Thai students. Incorporating culturally relevant content and activities within English language textbooks can enhance students' understanding and appreciation of diverse cultures, fostering intercultural competence and global awareness. Moreover, by acknowledging and integrating Thai cultural elements into the curriculum, English language textbooks can create a more inclusive and engaging learning environment, catering to the diverse cultural backgrounds of students. Understanding the cultural context of language learning is essential for promoting effective communication and building meaningful connections between language learners and the broader global community. Therefore, future revisions of English language textbooks should consider incorporating culturally responsive practices to enrich students' language learning experiences and promote cultural sensitivity among teachers and students alike.

## 5.2 Limitations and recommendations

The study delves into the perceptions of Thai EFL primary school teachers regarding the utilization of the “New Say Hello” English textbooks, aiming to shed light on their experiences, challenges, and benefits. Through qualitative analysis, the research explores various thematic criteria adapted from Cunningsworth’s (1995) framework, including topic selection, textbook organization, language content, teaching methodologies, and cultural integration. The study has several limitations that should be acknowledged. Firstly, its exclusive focus on the “New Say Hello” series in Thailand may restrict the generalizability of its findings to other English language textbooks or educational contexts, thus limiting its applicability. Secondly, there is a potential for subjectivity in the analysis of textbooks and curriculum design, as researcher bias or interpretation could impact the objectivity of the findings. Additionally, the study’s scope of research questions may be limited, as it primarily addresses key components and perceptions of English language textbooks, potentially overlooking broader contextual factors influencing language learning and teaching practices in Thai primary schools. Furthermore, the absence of student perspectives in the study, which primarily relies on curriculum analysis and teacher perceptions, hinders a comprehensive understanding of the effectiveness of English language textbooks. Lastly, the study may not adequately account for potential changes or updates in the curriculum or textbooks over time, potentially reducing the relevance and applicability of its findings.

To address these limitations, several recommendations can be made for future research endeavors. Firstly, researchers should aim to diversify their sample by including multiple textbook series and schools across different regions in Thailand to enhance the generalizability of findings. Secondly, employing numerous data collection methods such as surveys, interviews, and classroom observations can help triangulate data and ensure a comprehensive understanding of teacher perceptions and classroom practices. Additionally, conducting 1 studies can provide insights into the effectiveness of English language textbooks and curriculum implementation, tracking students’ language acquisition. Furthermore, incorporating student feedback through surveys or focus group discussions can offer valuable insights into their experiences with English language textbooks and inform curriculum design and teaching

practices. Lastly, future research should consider sociocultural factors that may influence language learning and teaching practices in Thailand, such as cultural attitudes towards education and language proficiency goals, to provide a more holistic understanding of the context.

### **5.3 Conclusions**

The present study analyzed the English textbooks used in primary schools. Specifically, this study explored Thai primary school English teachers' perceptions towards using "New Say Hello" English textbooks for their classroom practices. The analysis of qualitative data has shown that the "A Series of New Say Hello 1-3" textbooks showcase a well-rounded teaching strategy that incorporates the key facets of language learning, tailored specifically for young Thai students. The distribution of emphasis on speaking, listening, reading, and writing skills reflects a strategic alignment with the principles of second language acquisition, underpinned by both behaviorist and communicative language teaching methodologies. This alignment is particularly evident in the significant focus on speaking skills, which not only highlights the curriculum's commitment to the communicative approach but also serves as a cornerstone for developing practical language proficiency essential for real-life and academic applications. Similarly, attention to listening, reading, and writing skills ensures a comprehensive development of linguistic capabilities, laying a solid foundation for effective communication and academic success.

The textbooks' thoughtful design, prioritizing oral proficiency while still providing substantial resources for listening, reading, and writing, demonstrates an in-depth understanding of the language acquisition process. By fostering an environment where students are encouraged to engage with English in meaningful ways, the textbooks cater to the developmental stages and needs of young students promoting competence and confidence in their language skills. The balance struck between the four key language domains not only adheres to established SLA principles but also prepares students for real-world interactions, making the "A Series of New Say Hello 1-3" an exemplary model for language education.

Ultimately, this series exemplifies a holistic and practical approach to English language teaching, equipping Thai primary school students with the skills necessary

for both academic achievement and everyday communication. It stands as an indication of the curriculum designers' expertise in creating a learning experience that is both comprehensive and conducive to the multifaceted nature of language learning, thus preparing young students for the challenges of global communication in the 21st century.

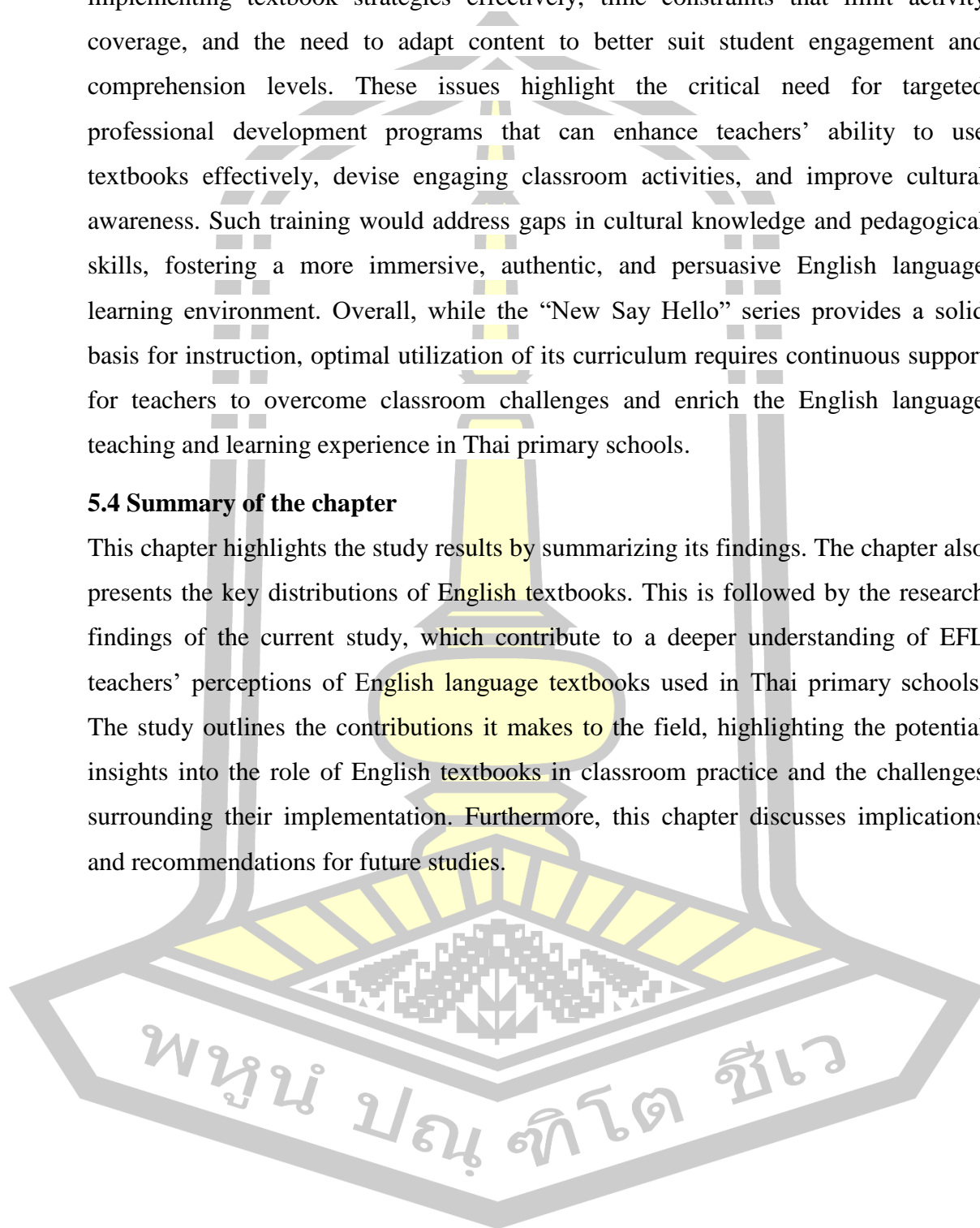
Thai EFL primary school teachers' perceptions of "New Say Hello" were also investigated. Thai primary school teachers reported that these textbooks are appealing, culturally suitable, and pedagogically sound. They stated that the "New Say Hello" series focused on topics relevant to students' daily lives and cultures, hence increasing engagement and making language learning more relevant. Their positive comments on the textbooks' design and organization demonstrated that visually appealing and logically constructed content aided student engagement and comprehension. Thai EFL teachers concentrated on linguistic features and vocabulary rather than interactive resources and communicative language training, as the textbooks recommended. Cultural materials demonstrate Thai EFL primary school teachers' commitment to global citizenship and intercultural awareness. The teachers admitted to omitting cultural themes due to a lack of understanding of English native speakers' cultures and traditions. These findings indicate that Thai primary school teachers choose an English language textbook that enhances language abilities, cultural awareness, and globalization preparation.

The study showed the utilization of the "New Say Hello" series by Thai EFL primary school teachers, uncovering a spectrum of experiences that highlight the benefits, challenges, and pressing need for further professional development in English language teaching. Teachers appreciate the series for its approach and comprehensive content, which serve as a foundational guide for lesson planning and skill progression in listening, speaking, reading, and writing. The practice of supplementing textbook material with external resources is expected, aimed at enriching the learning experience and accommodating the diverse needs of students. However, cultural elements within the curriculum are often neglected due to teachers' limited exposure or understanding of native English-speaking cultures, leading to a greater focus on grammar and vocabulary.

Despite the advantages, teachers face challenges such as uncertainties in implementing textbook strategies effectively, time constraints that limit activity coverage, and the need to adapt content to better suit student engagement and comprehension levels. These issues highlight the critical need for targeted professional development programs that can enhance teachers' ability to use textbooks effectively, devise engaging classroom activities, and improve cultural awareness. Such training would address gaps in cultural knowledge and pedagogical skills, fostering a more immersive, authentic, and persuasive English language learning environment. Overall, while the "New Say Hello" series provides a solid basis for instruction, optimal utilization of its curriculum requires continuous support for teachers to overcome classroom challenges and enrich the English language teaching and learning experience in Thai primary schools.

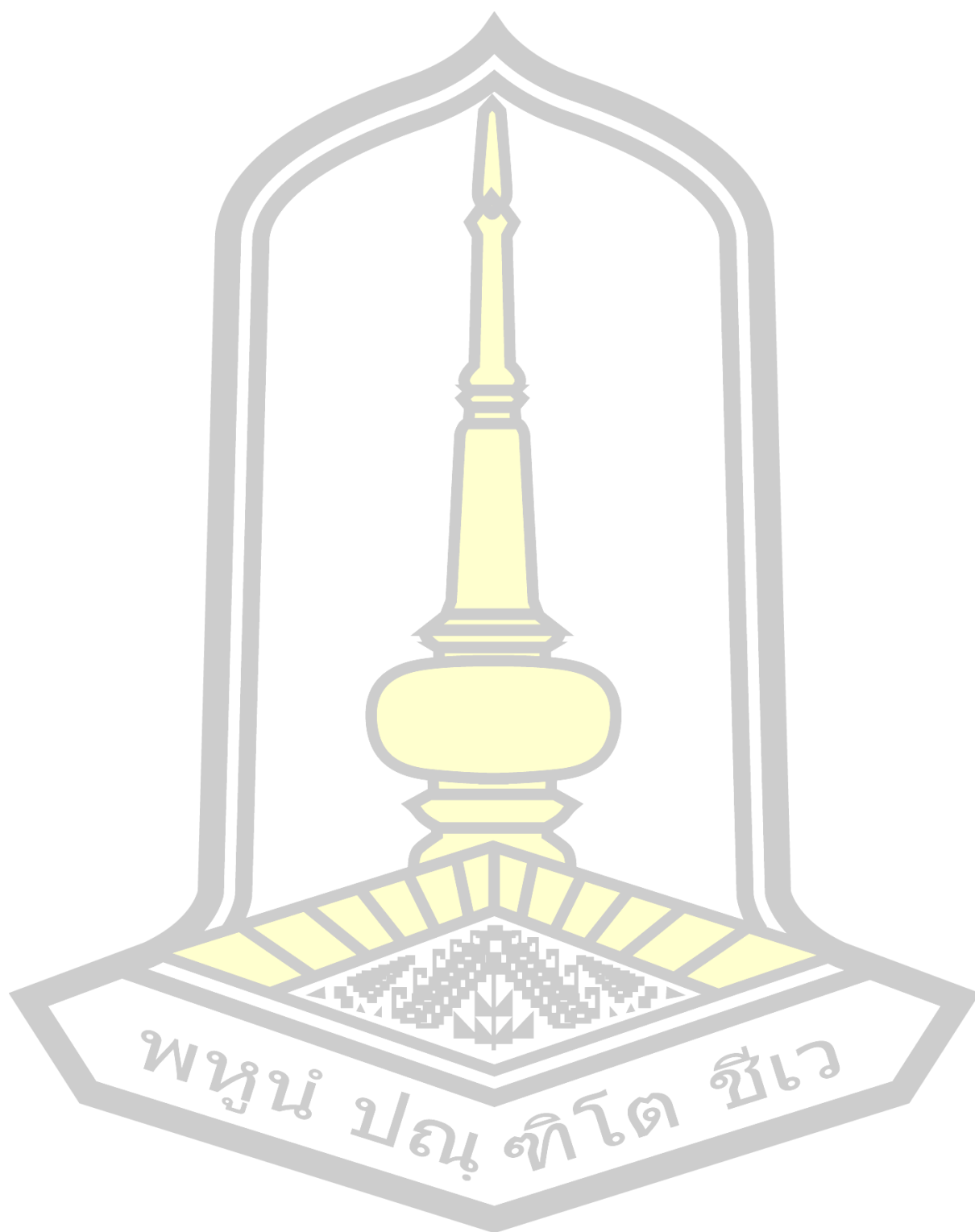
#### **5.4 Summary of the chapter**

This chapter highlights the study results by summarizing its findings. The chapter also presents the key distributions of English textbooks. This is followed by the research findings of the current study, which contribute to a deeper understanding of EFL teachers' perceptions of English language textbooks used in Thai primary schools. The study outlines the contributions it makes to the field, highlighting the potential insights into the role of English textbooks in classroom practice and the challenges surrounding their implementation. Furthermore, this chapter discusses implications and recommendations for future studies.





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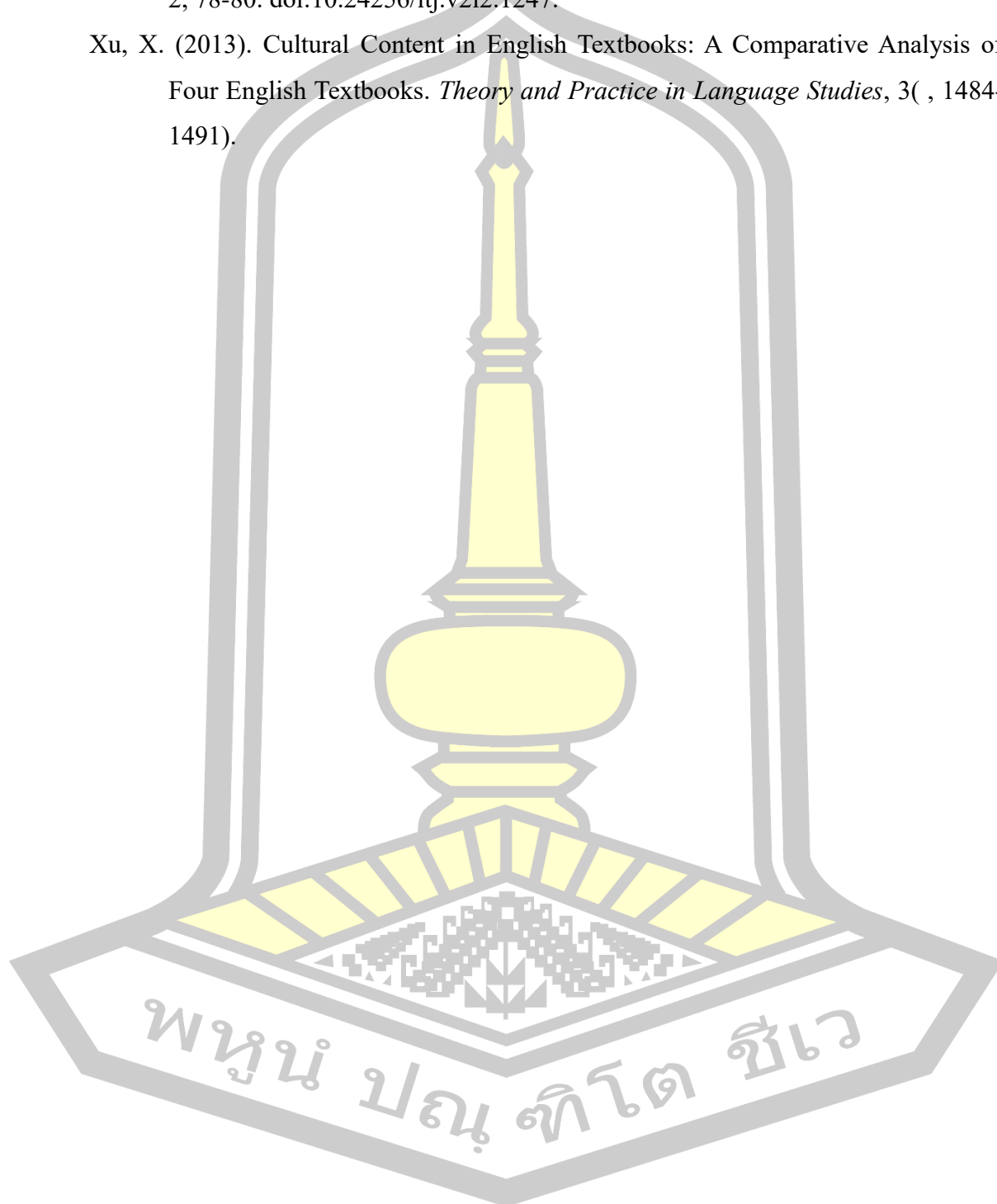
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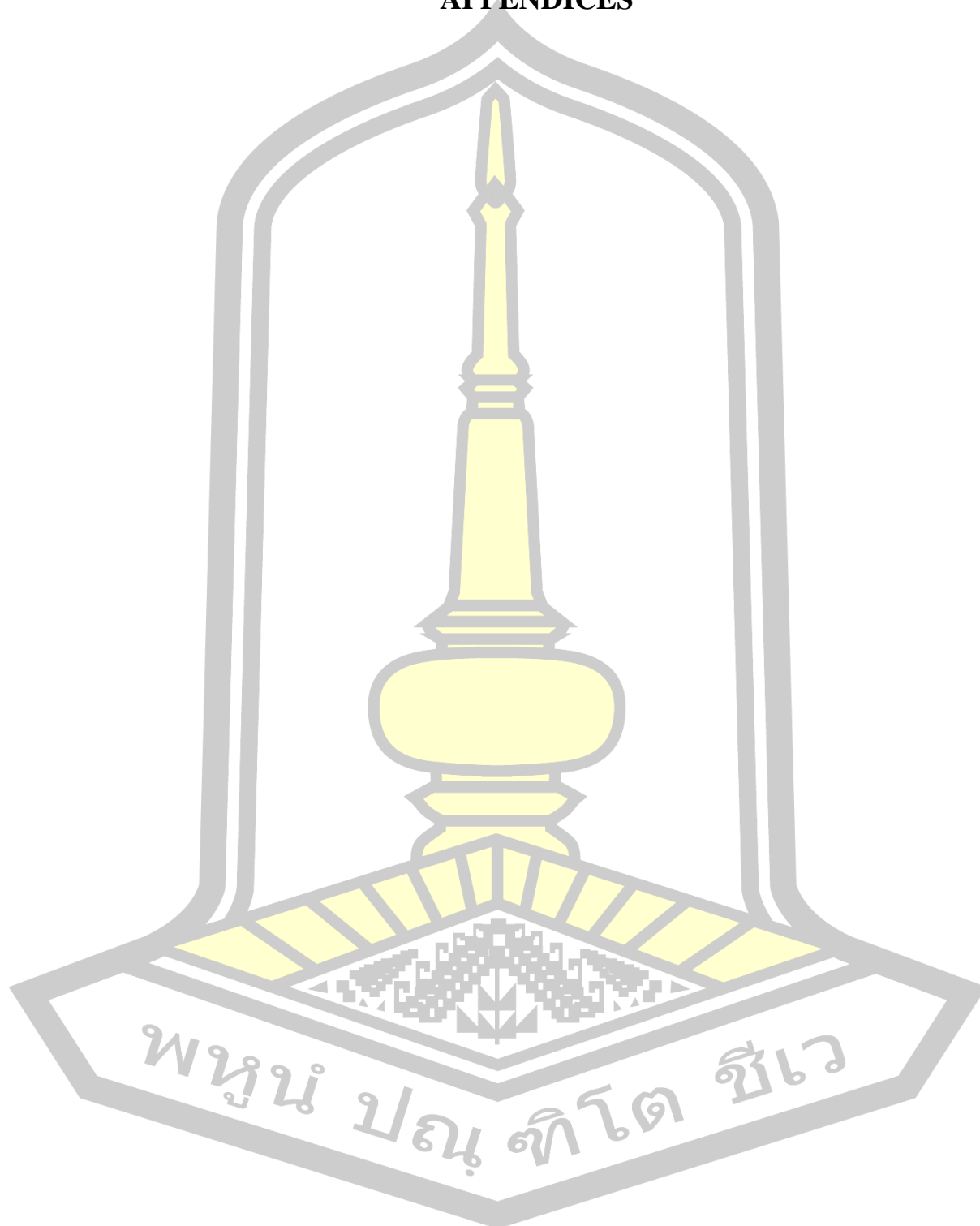
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## APPENDICES



### Appendix A: English Language Textbooks

The textbook selected for this study are “New Say Hello series 1-3” written by Kusaya Saengdet, Preeyapron Apidet, Putthasorn Chaidecha, Wina Watanopas and published by MACEDUCATION publisher. All English textbooks are allowed to be used at primary schools in Thailand and “New Say Hello” is used by the school selected for the study.



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