

## AN EVALUATION OF ENGLISH COURSEBOOKS FOR YOUNG LEARNERS

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**Abstract:** Evaluating two English coursebooks used at Wima Kids English course, this study aims at finding out whether Hip Hip Hooray and Backpack fulfill the objectives of teaching English at Wima Kids and whether they are designed according to the principles of TEYL. Furthermore, in what aspects Hip Hip Hooray could be complemented with the materials in Backpack. The instruments used in this study were the researchers themselves equipped with an Evaluation Checklist by Bilash (2009) and in-depth interviews with some teachers who have used those two books in their classes. Using the check list, it was found out that Hip Hip Hooray and Backpack are in accordance with the objective of teaching English at Wima Kids, which is to help learners to be able to use English for communication, especially orally. The two series also fulfill the principles of TEYL. Further, the last finding revealed that Backpack can supplement Hip Hip Hooray series in language content, topic content, teaching tips and techniques, and grammar activities.

**Keywords:** young learners, coursebook, coursebook evaluation

**Abstrak:** Dengan mengevaluasi dan menganalisa dua buku bahan ajar di lembaga kursus bahasa Inggris anak, WIMA Kids, penelitian ini bertujuan untuk mengetahui apakah buku Hip Hip Hooray dan Backpack memenuhi tujuan pembelajaran bahasa Inggris di lembaga tersebut dan apakah sesuai dengan prinsip pembelajaran bahasa Inggris untuk *young learners*, serta mencari tahu bagian buku Backpack yang bisa digunakan untuk melengkapi materi Hip Hip Hooray. Instrumen penelitian ini adalah peneliti yang menggunakan ceklis evaluasi dari Bilash (2009) dan juga wawancara mendalam dengan beberapa guru yang telah menggunakan kedua buku tersebut. Hasil penelitian menunjukkan bahwa buku Hip Hip Hooray sudah sesuai dengan tujuan pembelajaran bahasa Inggris di WIMA Kids, yang bertujuan membantu siswa menggunakan bahasa Inggris dalam berkomunikasi secara lisan. Selain itu, kedua buku tersebut juga memenuhi prinsip-prinsip pengajaran untuk *young learners*. Buku Backpack dapat melengkapi buku Hip Hip Hooray dalam bahasa, topik, kiat-kiat dan teknik mengajar serta jenis kegiatan tata bahasa.

**Kata-kata kunci:** *young learners*, buku ajar, evaluasi buku ajar

In recent years there has been a tremendous increase in the number of preschools (Play Group and Kindergarten) and Elementary Schools with the label National Plus or Semi International Schools. In their competition to get a lot of students, those schools offer curriculums especially designed to give an added value to their graduates, especially in the ability to

communicate in English. As a result there was a huge market for English coursebooks provided by various publishers.

As can be predicted, the schools tried to get a hold on a Course book from foreign publishers, such as Cambridge, Oxford, Pearson, just to name a few. The teachers in school do not have any other choice, than to use a particular book in class decided by the school. After using the book for some time the teachers found out that the book is not in accordance to the syllabus of the school or it does not completely fulfilled their needs.

In fact, due to the wide choice of English coursebooks available, the teachers have a good chance to choose the book most appropriate for the curriculum of the school as well as for their students. However, as what has been observed by the writers, the teachers do not know how to evaluate a coursebook. Thus, there is an urgent need for teachers, principals, and head of courses to have the ability to choose the most suitable coursebook for their students. If they are unable to choose the right book for the school or course, then the English teaching and learning process cannot have optimum result.

The English Department of Widya Mandala Catholic University (WMCUS) has an English course, called Wima Kids, for children and teenagers. This course, which was established in the year of 2000, has been using a coursebook named *Hip Hip Hooray* since December 2011. These series are used starting from Preschool 2 until Basic 4.

It has been observed that the instructors of Wima Kids often try to find supplementary materials from other sources especially the internet. Recently, the English Department has bought a new series called *Backpack*, which also consists of six Student books and six Workbooks. This new series, which is also used by some other schools in Surabaya, is available at the Self Access Center of the English Department of WMCUS. Therefore the books were evaluated in three aspects—(1) whether *Hip-Hip Hooray* and *Backpack* are in accordance to the objectives of teaching English at Wima Kids; (2) whether *Hip Hip Hooray* and *Backpack* are designed according to the principles of Teaching English to Young Learners; and (3) in what aspects *Hip Hip Hooray* coursebook can be supplemented with the materials in *Backpack*.

## **THE PRINCIPLES OF TEACHING ENGLISH TO YOUNG LEARNERS**

There are many principles of teaching English to young learners proposed by different experts in the field. McCloskey (2002) proposed seven principles as follows: (1) Offer learners enjoyable, active roles in the learning experience because children learn best when they enjoy an activity; (2) Help students develop and practice language through collaboration; (3) Use multi-dimensional, thematically organized activities; (4) Provide comprehensible input with scaffolding. This is the combination between Krashen's and Bruner's ideas; (5) Integrate language with content; (6) Validate and integrate home language and culture; and (7) Provide clear goals and feedback on performance.

Meanwhile, Brewster (2007) also proposed some principles as follows: (1) Considering children's excellence to observe something and grasp meaning in their L1 from various sources, teachers can help them draw on the skill in English by providing contextualized language with visual support; (2) As children learn L1 words through repetitions, incorporating repetition in teaching them English is important; (3) As children like to try to work out grammar rules for themselves in L1, teachers can expose to them contextualized and motivating English input to work with; (4) Based on children's skill in guessing and predicting, teachers can draw on these skills as part of 'learning to learn'; (5) As children like

to talk despite their limited vocabulary plus key intonation patterns, teachers can use this tactic in the children English development; (6) There must be a balance between support and challenge; and (7) As children are risk-takers, their efforts must not be discouraged by constant correction and a too strict atmosphere.

The principles above are based on children's characteristics, which are different from those of adults. Below are children's characteristics as set forth by Halliwell (1995). First, they are already good at interpreting meaning without necessarily understanding the individual words. Second, children are also creative in using their limited language resources. The third characteristic of children is their capacity for indirect learning. Fourth, children like interesting real tasks because, basically, they have the instinct for play and fun. Fifth, when playing together or even alone, children often use their imagination and fantasy. They use imagination in the process of understanding the world about them, and they use fantasy to test out their versions of the world. The last characteristic is, by nature, children like talking. These characteristics are beneficial for language learning and, therefore, teachers should make use of them creatively and wisely to help them learn English. The teaching principles and characteristics of young learners should be taken into considerations when choosing a coursebook for young learners.

## **EVALUATION OF A COURSE BOOK**

Evaluating a coursebook is needed because not every published material is appropriate to use to teach. A teacher needs to evaluate one or some coursebooks by identifying the strengths and weaknesses, and later select the one which fulfills the criteria of a good English coursebook for young learners and corresponds with the objective of teaching. As Pinter (2006) states, one clear purpose of such an evaluation could be for teachers to propose a better coursebook to schools to replace the old one or to identify ways in which the available coursebook can be supplemented.

Another activity following a coursebook evaluation is selecting the materials. The basic aim of selecting English materials for young learners is to prepare children to benefit fully from the more formal language teaching they will get at secondary school (Brewster, 2007). To help teachers in evaluating and selecting a coursebook, this study refers to Pinter (2006), Brewster (2007), and Dickinson (2010). The evaluation was done by using an evaluation checklist which was adapted from the three experts above covering the following areas: General Appearance, Layout and Design, Methodology, Activities, Language Skills, Language Content, Topic Content, Teachability and Flexibility, Assessment and Practical Considerations.

As the basic purpose of learning a language is to be able to use it for communication, it is important to review Bilash' (2009) criteria for a communicative activity to evaluate whether the activities in the coursebooks meet the criteria mentioned. As she puts it, a language learning activity will support the learners to use the language for communication if it takes place in or replicates a real life context, uses authentic materials (those that could be used by a native speaker of a similar age), and involves use of both personal knowledge and skills as well as language knowledge and skills. Further she says that by doing the activity, participants learn and use content knowledge. She also argues that talking, interaction, and problem solving are necessary in order to complete the task. In order to complete the activity everyone must speak and listen repeatedly then use stretches of language (sentences or several sentence responses). Meanwhile, the activity must be fun/ interesting, and novel so

that it is motivating for the learners. However, it must be of low risk and high security. Last but essential, the instructions must be given in the target language. (For the details, see Appendix 1).

## **WIMA KIDS PROFILE**

WIMA Kids is an English course for children and teenagers managed by the English Education Study Program of the Faculty of Teacher Training and Education at Widya Mandala Catholic University Surabaya. This is an attempt made by the department dealing with its concern on TEYL (Teaching English to Young Learners).

With an awareness that mastering English is very helpful for Indonesian young generation to compete in the global world and holding the principle of critical period as introduced by Lenneberg (1967), WIMA Kids helps young learners to learn English in an enjoyable process with the objective to help them to be able to use English for communication.

The course, on the one hand, is a revenue generating project that gives a chance for the English Education students of upper semester to practice their knowledge of teaching English to young learners and at the same time to earn some money while they are finishing their undergraduate studies. On the other hand, it is also partly a form of the department's community service. If compared to other English courses in Surabaya, therefore, generally speaking, the course fee is much lower.

There are three divisions of levels in WIMA Kids—Preschool, Basic, and Teenage each of which consists of some levels. The present data shows that WIMA Kids has 225 students spreading in 36 classes with 17 instructors. For the sake of the young learners' intensive learning, each class consists of maximally ten pupils. The schedule system applied is a twice-a-week course in the afternoon, each in 75 minutes.

## **METHOD**

This study is a descriptive study in a survey form because it describes coursebooks and all the components based on a questionnaire (in this case an Evaluation Checklist) and interviews. The subjects of the present study were two English coursebooks for young learners, *Hip Hip Hooray* and *Backpack*. Each coursebook consists of 6 student's books, 6 workbooks, cassettes/DVD and a Teacher's Book. They are both from foreign publishers.

The instruments were the researchers themselves and an Evaluation Checklist, which was adapted from those of experts in TEYL. In addition, Bilash' (2009) Criteria for a Communicative Activity is also used to evaluate the activities in the two coursebooks. To obtain more valid data, an interview with the teachers using these books were conducted.

The data for this study were taken from the results of Bilash' criteria checklist and the Evaluation check list done by the researchers. For the triangulation of the data, the teachers who have used the two coursebooks were also asked to fill in the Evaluation Checklist. Besides, they were also interviewed to get more supportive data.

The two researchers evaluated the two course books using Bilash' criteria checklist and the Evaluation sheet. Then an interview was conducted with teachers using *Hip Hip Hooray* and a teacher using *Backpack* in their teaching in class.

The data obtained from Bilash' checklist and the Evaluation checklist, both from the researchers as well as the teachers, were analyzed and interpreted. The results of the

evaluation of the two books were put in tables and compared to see their weaknesses and strengths. The results of the interviews with the teachers were transcribed and interpreted to get more supportive data of the two books.

## FINDINGS

As mentioned in Chapter Two, the objective of teaching English at Wima Kids is to help young learners to be able to use English for communication. Therefore, the criteria of communicative activities were used to evaluate the coursebooks which generates the following result:

Hip Hip Hooray and Backpack are in accordance with the objective of teaching English at Wima Kids because most of the activities in the two coursebooks meet the criteria of a communicative activity as proposed by Bilash (2009). Most of them happen in or replicate a real life context using authentic materials. They involve interactions where the young learners speak and listen as well. The activities are interesting and motivating but with low risk and high security. Meanwhile, the instructions are given in the target language.

In the efforts of finding out whether *Hip Hip Hooray* and *Backpack* are designed according to principles of TEYL, based on an Evaluation Checklist adapted from Dickinson's, Pinter's, and Brewster's, the writers made a comparison between the two series showing the following result:

| ASPECTS/BOOK              | <i>Hip-Hip Hooray</i>                                                                                                                                                                                           | <i>Backpack</i>                                                                                                                                                                                                                                                   |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>General Appearance</b> | Cover, content and font size are appropriate for children.                                                                                                                                                      | The same criteria goes for Backpack.                                                                                                                                                                                                                              |
| <b>Layout and Design</b>  | The layout and design is clear using attractive illustrations to stimulate learners to be creative.<br><br>The textbooks are also clearly structured and sequenced. Each Unit consists of the same sequence.    | Contents are clearly structured followed by a systematic sequence, starting from, Listening, Speaking, Reading, and Writing.<br><br>There are opportunities for independent study to stimulate young learners' creativity.                                        |
| <b>Methodology</b>        | It is learner-centered because it considers young learners' ways of learning and interests.                                                                                                                     | It is learner-centered because young learners are actively involved in every task and given a degree of freedom to express their opinions in a creative way.                                                                                                      |
| <b>Activities</b>         | The varied activities for each language skill provide opportunities for real language use that makes language interaction possible because individual, pair, and group-work are incorporated in the activities. | The activities are divided into twelve to fourteen different tasks for each unit, focusing on the four skills, thus, students are motivated to interact with others, especially when they work in groups to do projects, increasing in complexity for each level. |

|                                       |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Language skills</b>                | <p>The four skills are covered with the predominant skill Listening, followed by Speaking, then Reading, and the last one is Writing.</p>                                                                                                                                | <p>The books cover all the four skills with the focus on listening and speaking at the beginning series and added with reading and some writing activities.</p>                                                                                                                                                                                        |
| <b>Language content</b>               | <p>The language is sufficiently authentic and at the right level of the students' English ability. However, new language items are not always related to what has been previously learned.</p> <p>Moreover, the level of difficulties are not very well organized.</p>   | <p>The language is authentic because it is not only easy but can also be used for daily communication outside the classroom.</p> <p>New language items are not recycled in the next units of the book, but similar topics can be found in the more advanced levels with more extensive vocabulary requiring deeper thinking skills and discussion.</p> |
| <b>Topic content</b>                  | <p>The topics in the lower level books are interesting and close to the child's world, however, students need more realistic topics.</p>                                                                                                                                 | <p>The topics are arranged from their immediate environment to less immediate environment, however, still related to their interest.</p>                                                                                                                                                                                                               |
| <b>Teachability &amp; Flexibility</b> | <p>The series provide sufficient support such as audio CDs, Picture cards, Activity Cards, and Poster Pack to help students have a clear input.</p> <p>However, teachers still have to supplement the course book with materials from other sources.</p>                 | <p>Each level of the book is provided with CDs, additional materials, such as pictures to be cut out and stickers found in each book.</p> <p>There are a lot of supplementary materials which can be used by the teacher.</p>                                                                                                                          |
| <b>Assessment</b>                     | <p>The series provide adequate opportunities for learner assessment in the form of progress tests after every two units.</p> <p>Meanwhile, the Workbook also contains exercises including an audio CD.</p>                                                               | <p>The books provide adequate assessment in the Students' Book as well as the Work Book</p> <p>The assessment in the form of reviews after each unit, function as a tool to check students' understanding. Thus, giving time to teachers to give remedial work.</p>                                                                                    |
| <b>Practical considerations</b>       | <p>The books are durable, made of high quality paper and strong cover with fine printing.</p> <p>Yet, they are still affordable for parents to buy.</p> <p>However, they are not easily found in the bookstores as they are commonly available at book distributors.</p> | <p>The books are durable as they are made of strong materials: thick cover and paper.</p> <p>However, as the books are usually sold in particular stores only and quite expensive, not everybody can afford it.</p>                                                                                                                                    |

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The table above can thus be summarized as follows: Both series are designed according to the Principles of Teaching English to Young Learners in most aspects; however, there are some aspects in which Backpack has an advantage to Hip Hip Hooray.

Further, after comparing the two series, it was found out that there are some plus points in the Backpack series which are not found in Hip Hip Hooray. Those points, that can complement Hip Hip Hooray, are in the following aspects:

### **Language Content**

In the BP series, not in HHH, there is a special section called “Language in the Real World” found in every unit from level 1-6. In this section, the language items are used to describe real events happening in the world, thus, students realize that those items are authentic in the sense that they can meet and use them in the outside world. Furthermore, the new language in BP, although they are not recycled directly in the next unit of that particular book, they can be found in similar topics appearing in the more advanced series, which are put in a wider context than before, requiring higher thinking skills and promoting deeper discussions.

### **Topic Content**

The topics in HHH and BP are attractive for young learners as they belong to their immediate environment and are free from cultural/racial and sexual stereotypes. However, in HHH although the topics in the later series cover a broader area, they are still in the realm of children’s imagination. On the other hand, the topics in the later series of BP are related to events happening in the real world, such as Space, World of Records, Movies etc., but still attractive for children.

### **Teachability and Flexibility**

Both series are provided with CDs containing quality recorded Listening materials and as they have so many varied materials, BP as well as HHH are suitable for mixed ability classes of different sizes. However, BP series also include various additional materials in each unit covering *Sound and Spelling Handbook* to improve students’ pronunciation and spelling ability, *Information Gap Activities* to enhance interaction among students, *Grammar Handbooks* giving additional explanation of grammatical patterns found in a particular unit and *Writing Handbooks* providing general to detailed information about the process of writing. Also, every unit provides *Cutouts* and *Stickers* to be used in particular sections in each unit, and last but not least, a *Completion Certificate* at the end of each level which acknowledges each student’s successful final accomplishments of the book to enhance their motivation and self-esteem. Hence, teachers using BP series do not have to find supplementary materials, as long as they are creative in using all those supporting materials.

### **Teacher’s Books**

Although both series are provided with Teacher’s Books for each level (1-6), the content of BP Teacher’s Books are more comprehensive. They contain the *Course Philosophy*, *Series Features* describing the components of each unit, *Teaching Tips and Techniques* explaining the steps in presenting the materials covering Reading, Writing, Vocabulary and Grammar. In addition, there are two kinds of *Checklists*, one for students’ oral assignments, and the

other for learning strategies and critical thinking skills. Different kinds of tests such as *Placement Test*, *Unit Tests*, and *Review Test* are included.

### **Grammar Activities**

In Hip-Hip Horray, students are sometimes confused, because in one unit there can be two or three grammatical patterns being presented but with inadequate exercises. Moreover, as the series does not provide sufficient explanation on the concepts as well as the functions of the grammar items, teachers have to find outside resources. On the other hand, in the Backpack series, besides there are many grammar exercises, the grammar items are well sequenced and the difficult patterns are extensively explained in the *Grammar Handbook* found in each level (books 1-6).

### **DISCUSSIONS**

From the findings above, it can be concluded that both series are suitable for young learners in several aspects, such as General Appearance, Layout and Design, Activities and Language skills. In accordance to the criteria of a good coursebook stated by Mendez and Lopez (2005), both series are equipped with book covers that are attractive containing the title, level, and authors. Besides, the pages are made of thick paper and the layout use the basic colors, such as red, yellow, blue and green and avoiding the darker ones, such as brown, purple and grey. Furthermore, both series contain clear pictures to give contexts to the contents of the activities, the font type and size are appropriate for young learners and the number of units vary from 8-12 for each level.

From the point of the Activities and Language Skills, both series are in accordance with the characteristics of Young learners as stated by Halliwell (1995). The activities in HHH and BP stimulate the students to be creative in using their limited language and are challenged to do the interesting real tasks in a relaxed and enjoyable atmosphere. In addition the Language skills are naturally sequenced according to young learners' way of learning a language that is starting from Listening, Speaking, Reading and Writing. Thus, students do not find too much difficulty in following the units which are supported with colored illustrations and simple instructions.

In accordance with Gower's (2005) statement, both series contain a well-balanced proportion of language work (Vocabulary, Grammar and Pronunciation) and skills (Listening, Speaking, Reading and Writing). There are also Teacher's Books for each level which are usually helpful in stating the aims and objectives, giving guidelines how to use the materials effectively.

Concerning the methodology used in both series which is learner-centered, Paul (2003) commented that children as active learners exploring the world of English need to be involved in every stage of the learning process and get the feeling of success after completing tasks which are achievable for students. Both series contain various activities which require students to work individually, in pairs as well as in groups, thus stimulating continuous interaction orally and written. The activities are graded from simple to difficult, presented through topics which ranged from situations in their immediate environment to unfamiliar ones but still attractive for them.

However, as seen from 4.2, this study found out that BP has several additional positive points compared to HHH, especially in Topic Content, Language Content, Teachability and Flexibility. The topics and language contents of BP cover a broader area in the sense that

they are related to real events outside the classroom and the language items can be used for authentic communication orally as well as written. These are in accordance with the characteristics of young learners (Halliwell, 1995), who possess the urge to communicate, even in unfamiliar topics which stimulates them to construct language creatively to suit the occasion. As for Teachability and Flexibility, BP offers a wide variety of activities and tasks that can be used in mixed ability classes, either big or small ones. Those activities are supported by well-recorded listening materials in the form of CDs, Cutouts and Stickers.

Another important factor is the availability of a Teacher's Book, such as offered by Backpack, containing an extensive and detailed explanation of the contents of each level of the series. These are according to the criteria of a good coursebook as stated by Gower C.S. and also by Mendez and Lopez. Thus, it can be concluded that teachers using Hip Hip Hooray can supplement the book with materials taken from Backpack especially in enriching their topics, language items, and grammar explanations as well as exercises.

## CONCLUSIONS AND SUGGESTIONS

From the three findings above, it can be concluded that Hip Hip Hooray and Backpack are in accordance to the objective of teaching English at Wima Kids, which is helping young learners to be able to use English for communication. The two coursebook series also show that they have been designed according to the principles of Teaching English to Young Learners, which are elaborated in 14 aspects.

However, as the Backpack series have more additional plus points as compared to Hip Hip Hooray, this study concluded that Hip Hip Hooray materials should be supplemented using the materials from Backpack especially in the aspects of language content, topic content, teachability and flexibility, teacher's book, and most importantly grammar activities.

As has been found out that Backpack series have more additional plus points as compared to Hip Hip Hooray, WIMA Kids can consider Backpack as an important resource in presenting the Hip Hip Hooray series. Moreover, Backpack is available at the Self Access Center (SAC) of Widya Mandala Catholic University Surabaya.

To speak more broadly, the researchers would like to give a suggestion for other teachers teaching English to young learners to be more careful in selecting a coursebook. The proverb "Do not judge a book by its cover" really works in its literal meaning when selecting the right book for students. It is right that a good textbook for young learners must have interesting general appearance, layout, and design. However, those qualifications do not always guarantee that the content is like what is expected. Therefore, it is important to take time studying the content and other aspects of a book before deciding to use it. Besides, it is also beneficial to have a discussion with other colleagues to compare some potential books by finding out the strengths and weaknesses of each.

Concerning some weaknesses found in the study especially the excessive amount of vocabulary in one unit and inadequate quantity of the grammar exercises as well as the grammar presentation in one of the coursebooks, it is important for book writers to take them as considerations in writing a new coursebook or revising the available one for the following edition.

Finally, for further research, considering that there are quite numerous kinds of textbooks for young learners in the market, it is recommended that other researchers should make studies evaluating other foreign published books as well as locally published ones to

contribute useful information to those who are involved in teaching English to young learners.

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**APPENDICES**

Appendix 1: Bilash’ Criteria for a Communicative Activity

Instruction:

Name the activities you typically do in your L2 classroom in the columns. Then analyze each according to the criteria listed. Give one point per criteria. After comparing the scores of activities think of ways to alter an activity so that it meets more of the criteria!

| No | CRITERIA (one point each)                                                                            | Activit<br>y 1 | Activit<br>y 2 | Activit<br>y 3 | Activit<br>y 4 | Activit<br>y 5 |
|----|------------------------------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|
| 1  | Activity takes place in or replicates a real life context                                            |                |                |                |                |                |
| 2  | Activity uses authentic materials (those that could be used by a native speaker of a similar age)    |                |                |                |                |                |
| 3  | Activity involves use of BOTH personal knowledge and skills as well as language knowledge and skills |                |                |                |                |                |
| 4  | By doing the activity participants learn and use content Knowledge                                   |                |                |                |                |                |
| 5  | Talking is necessary in order to complete the task                                                   |                |                |                |                |                |

|                    |                                                                                                                     |                        |                        |                        |                        |                        |
|--------------------|---------------------------------------------------------------------------------------------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| 6                  | Interaction is necessary in order to complete the task                                                              |                        |                        |                        |                        |                        |
| 7                  | In order to complete the activity EVERYONE must speak AND listen repeatedly                                         |                        |                        |                        |                        |                        |
| 8                  | All participants must use STRETCHES of language (sentences or several sentence responses)                           |                        |                        |                        |                        |                        |
| 9                  | Participants must problem solve or use advanced thinking skills (strategic knowledge) in order to complete the task |                        |                        |                        |                        |                        |
| 10                 | Activity is novel – motivating – for participants                                                                   |                        |                        |                        |                        |                        |
| 11                 | Activity must be fun/interesting for participants                                                                   |                        |                        |                        |                        |                        |
| 12                 | Activities are low risk and high security                                                                           |                        |                        |                        |                        |                        |
| <b>No.</b>         | <b>CRITERIA (one point each)</b>                                                                                    | <b>Activit<br/>y 1</b> | <b>Activit<br/>y 2</b> | <b>Activit<br/>y 3</b> | <b>Activit<br/>y 4</b> | <b>Activit<br/>y 5</b> |
| 13                 | Instructions are given by the teacher in the target language                                                        |                        |                        |                        |                        |                        |
| <b>Total Score</b> |                                                                                                                     |                        |                        |                        |                        |                        |

Appendix 2: Evaluation Checklist

Instruction:

To respond to the statements, please give a check mark (v) for the appropriate choice as follows: (1). strongly disagree (2). Disagree (3). agree (4). strongly agree

| <b>No.</b>               | <b>General Appearance</b>                                                                                          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
|--------------------------|--------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|
| 1                        | The book cover is informative and attractive to young learners                                                     |          |          |          |          |
| 2                        | The font size and type used in the book are appropriate for young learners                                         |          |          |          |          |
| 3                        | The book contents and additional materials look interesting and fun to young learners                              |          |          |          |          |
| <b>Layout and Design</b> |                                                                                                                    |          |          |          |          |
| 4                        | The book includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit |          |          |          |          |
| 5                        | The layout and design is appropriate and clear                                                                     |          |          |          |          |
| 6                        | The textbook is clearly structured and sequenced                                                                   |          |          |          |          |
| 7                        | Adequate review sections and exercises are included                                                                |          |          |          |          |
| 8                        | The learners can easily see what they have to do                                                                   |          |          |          |          |
| 9                        | The materials provide sufficient opportunities for independent study                                               |          |          |          |          |
| 10                       | The illustrations are varied and attractive                                                                        |          |          |          |          |
| 11                       | The illustrations stimulate learners to be creative                                                                |          |          |          |          |
| <b>Methodology</b>       |                                                                                                                    |          |          |          |          |
| 12                       | The suggested methodology is learner-centered                                                                      |          |          |          |          |

13 The suggested methodology in presenting/practicing new language items are suitable for young learners

14 The materials can be easily adapted to suit various approaches

**Activities**

15 There are sufficient activities and tasks which are interesting in themselves and not just for language production activities

No.

**General Appearance**

1 2 3 4

16 There are plenty of activities for children who cannot yet read and write with confidence

17 There are plenty of varied practice for any one set of language items / skill

18 There is an appropriate balance between controlled and freer practice

19 The activities provide opportunities for real language use and possibilities for language interaction

20 The activities incorporate individual, pair and group work

21 The activities promote creative, original and independent responses

22 The activities are conducive to the internalization of newly introduced language

23 The activities can be modified or supplemented easily

**Language Skills**

24 The materials provide an appropriate balance of the four language skills

25 There is sufficient material for integrated skills work

26 Listening material is well recorded, as authentic as possible, and attracts the interest of young learners

27 There is sufficient range of interesting, level-appropriate reading material

28 There is sufficient material for spoken English incorporating activities that can be personalized and are interesting to young learners

29 Writing activities are suitable in terms of difficulty, interest, and amount of guidance

**Language Content**

30 The language used in the book is sufficiently authentic

31 The language used is at the right level for my students' current English ability

32 The language functions exemplify English that students will be interested in and likely to use

33 New language items are related to what has been previously learned

No.

**General Appearance**

1 2 3 4

**Topic Content**

34 The topics are realistic and likely to appeal to young learners

35 The topics are relevant and encourage learners to express themselves

36 The topics encourage independent thinking and active learning

37 The book avoids cultural/racial/sexual stereotypes

38 The topic reveals clearly what students are expected to learn in that unit

**Teachability and Flexibility**

- 39 The book provides sufficient support, such as CDs, cassettes, DVD, flashcards, posters to help students get a clear input
- 40 The book is suitable for mixed ability classes and classes of different sizes
- 41 The book provides opportunities to localize and personalize activities
- 42 The book caters for different preferred learning styles (VAK)
- 43 The teacher still has to supplement the coursebook with materials from other sources

**Assessment**

- 44 The book provides adequate opportunities for learner assessment
- 45 Adequate assessment materials such as progress tests are included or easily obtained

**Practical considerations**

- 46 The book is durable
- 47 The book is easily available in the bookstores
- 48 **The book is affordable for the parents to buy**

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*[adapted from Dickinson, Pinter, and Brewster (2007)]*

Appendix 3: Interview questions for the teachers

These are the main questions of the interview and other questions will be added based on the results of the Evaluation Checklist.

1. Does the methodology in the book encourage the students to be active in the classroom?
2. Do the activities motivate students to communicate in English especially orally?
3. Is the vocabulary suitable for the students' levels?
4. Does *Hip Hip Hooray* need to be supplemented with materials from other sources?
5. In what aspects does *Hip Hip Hooray* mostly need to be modified or supplemented?