A Comprehensive Analysis of Lower Secondary English Textbooks Used in Malaysia and Indonesia, and a Comparison with Japan

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Lower secondary English textbook series used in Malaysia, Indonesia and Japan were analyzed in terms of their communicative content and grammatical presentations, as well as their listening, speaking, reading, and writing programs. Criteria for evaluation included the opportunity provided by each text for students to respond, the number of exercises, and the variety of exercises. The analysis exposed wide differences regarding the quantity of student responses in grammar exercises in the three texts. Although each text is supposedly an "integrated" text, the four skills were found to achieve different balances in each. The Malaysian and Japanese texts were found to have only forty percent and sixty percent, respectively, of the variety of exercises found in the Indonesian text. The results were then used to suggest improvements in Japanese lower secondary English textbooks.

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This paper stands subsequent to, and should be understood in the context of, the qualitative two-hour analysis presented February 23, 2002 at Seinan Gakuin University.

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