

Evaluating the Chinese Textbook of Independent Senior High School in Malaysia

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This research aims to develop the suitable evaluation indicators of Chinese textbook in Malaysia's Independent Senior High School and evaluate the quality of the third version Chinese textbook which had been published by the United Chinese School Committees Association of Malaysia in the year of 2012-2014. Some opinions about the third version Chinese textbook were suggested. This research focus on the third version which consists of total six volumes each textbook and teacher's guidebooks published.

Besides, this research is using documentary analysis, content analysis and semi-structured interview methods. The instrument in this study includes self-developed evaluation indicators and semi-structured interview guide towards the Chinese textbook in Malaysia's Independent Senior High School. A total of five dimensions and twenty-six indicators were developed in this study.

The main conclusions of this study are as follows:

Dimension 1: Teaching Objectives

The third set of high school "Chinese" textbook can implement most of the goals of this stage of China Arts curriculum standards, only the binomial teaching objectives not fully practice. Most of the materials are in line with the student's capability of study, except for minor objectives still can be improved.

Dimension 2: Content Property

The third set of high school "Chinese" textbook of choice, although in line with the student's learning progress, but only a few close to the student life experience, basically commensurate with the number of teaching classes. Another part to strengthen is the contents from countries such as Singapore and Malaysia.

Dimension 3: Teaching Implementation

The third set of high school "Chinese" textbook exercises & questions are diverse, but somewhat for abstruse portion, it does not match the student level. Anyway, teaching strategies and specific programs in the teaching manuals should be able to help in

improving student language proficiency.

Dimension 4: Publication Features

The third set of high school "Chinese" textbook, author photo or illustration should indicate the source. Beside than that, selected articles are too long to read and may be considered in providing an executive summary. Some of the text notes also can be simplified. Also, the textbook front and back cover are easily being torn off and cannot last long for keeping. Following that is the text numbering color is too shallow and difficult to read.

Dimension 5: Supplement Resources

The third set of high school "Chinese" teaching manual provides only a small number of full texts (poetry) structural analysis (chart or table), writing design, teaching activities and teaching recommendations focus. Apart from it, it is also recommended to reinforce the "Malaysian Independent Chinese Language Teaching Platform Resource Station" in terms of the difficulty in teaching and auxiliary resources discussions.

Keywords : Independent School Textbook Textbook Evaluation