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ACKNOWLEDGEMENT

I would like to express my deep gratitude to all the people who patiently helped me all the long way.

My special appreciation and regards to my respectful supervisor, Assist.Prof.Dr. Paşa Tevfik CEPHE, who ever showed guidance, support and patience toward me. His significant hints and comments made me follow the right path.

My family: my dear mother, my brother and his wife, my aunt, my daughter Yegane and Bahman. Without their encouragements, I would never be able to pass the way.

My friends: Giti, and Maryam who were always there in all endless uphills. Their being gave me courage.

Also my great thanks to Mr.Silsüpür, Mr.Kutlay, and Mr.Şahin who helped me a lot while doing my thesis.

Finally I should like to say: I owe any improvement in my life to the TEACHERS I have ever had. Thanks to all: in Iran, Turkey and the whole gone stages of my life.
CHAPTER 1

INTRODUCTION

1.0 PRESENTATION

This chapter contains the background of the study, the statement of the problem, the aim and scope of the study the method, and the assumptions.

1.1. Background of the Study

As controversial it is, language learning has been one of the concerns and objectives of people dealing with language. This people ranging from a confused but eager student of an English class to an outstanding academician innovating language learning theories, all follow one same question: how and by means of which learning a new language takes place more easily and more effectively.

Apart from the “live and animate” part of the “issue” there is a “live inanimate” side which silently plays an important role in language learning process, which is a “course book”. Using course books traces back to the very beginning of the history of education maybe when God started to teach his language to the human being. Holly books all over the history of “rational” existence tried to facilitate the process of rational spiritual education. Anyway course books if only prepared and used properly with an ever- overlooking attitude and in a way that can satisfy the very needs of its “users” with a view to all their sociological, political, economical and cultural surroundings can speak the first word in language learning issue. So finding out about the usefulness of a course book is a primitive question for those who would consistently deal with it. This fundamental question brings about the issue of assessment and evaluation by means of which language administrators try to
find out the usefulness of any course book. In other words, they need to know how much a course book supports, would support or did support any specific educational goal as well as its specific audience’s expectations.

1.2 The Problem of the Study

A big part of destiny for language participants is determined by the course book they use. Here language participants mean publishers, writers, administrators, teachers and students. Giving the main role to the main participants meant teachers and students, if only a coursebook can satisfy their real needs the way would lead to the happy end of effective learning. The problem is that although a big part of course and course book designing should be according to the ideas of teachers and needs of students, very little attention has been given to them as main participants of learning process. The further a course book is from its users’ desires and needs the further are learners and educationalists from their goals of effective teaching and learning. So using the ideas of teachers and students who are direct users of course books seems so reasonable and necessary to reveal the weak points in any course books.

1.3 Aim and Scope of the Study

Undoubtedly, there should be a smart accordance between a course book and its audience. To survey this, one of the best ways is asking for the addressees’ ideas of a desired course book which could help them to acquire the language the way they desire. This also would be a part of needs analysis in users’ point of view for whom these books are prepared.

As an in-use evaluation this study aims to make the pedagogical distance between the current and the desired English course books of Iranian junior schools emerge so that the farthest and the closest areas -to the teachers- students needs – will be revealed. This study, acting as a pre- assessment for future adaptations and
changes which should precede any revise, would also be of benefit since it can show the users’ need and expectations which is necessary for any revision.

The study was carried out in junior schools in Tabriz Iran on 6 randomly chosen grades of 6, 7, 8 and 9. The 9th grade students, as highschool first year students, gave their idea about the junior school course books generally. Another questionnaire adapted for teachers was filled out by 19 teachers teaching these grades.

1.4 Method

First, a checklist was prepared on the basis of the studied literature and available international checklists. This checklist in the form of a questionnaire was given to the students and teachers, so it not only measures the distance between the book and the teachers- students’ expectations, but also evaluates the course book according to acceptable standard criteria. The only difference is that the examiners are both teachers and students, and the study is supposed to show their real feelings.

After the theoretical background presented in chapter 2 and 3, the practical or the main part of the study appears in chapter 4. The questionnaires for both teachers and students contain essential and crucial questions about the quality of the coursebooks from different point of views. The collected raw materials, figures and numbers, have changed into understandable and reasonable facts which are explicitly expressed in chapter 4 through some tables showing the weak and strong points comparatively. In chapter 5 there is a sample unit as a try to show a repaired model of a unit (unit 8 in the course book available in appendix part). Finally, the whole material leads us to the main conclusion and some general suggestions.
1.5 Assumptions

The following assumptions were considered regarding the research context:

1. The sample teacher and student groups are considered to represent a population in terms of beliefs and knowledge.

2. The data collected is considered as the real attitude of the participants.

3. Participants are assumed to be economically equal.

4. There are some failures in language learning process in Iran which is assumed to be partly the result of unsuccessful and inefficient course books.

5. Students and teachers’ awareness of the difference between what their desire as a course book and what they currently have in hand may set the pillars for future consistent changes in course books.
CHAPTER V

SAMPLE UNIT

5.0 PRESENTATION

In this chapter, a sample unit will be presented. It has been tried to prepare this chapter to cover the weak points as much as possible. The emphasis has been on some points like pictures, audios, authenticity, more types of intelligence, some strategies like grouping, problem solving and so on. The original text used in the coursebook is available in appendices part.
CHAPTER II

REVIEW OF LITERATURE

2.0 INTRODUCTION

This chapter gives the theoretical background to the study; in other words, it is a try to deeply investigate the “course book” issue.

Section 2.1 discusses why English Language is needed as a common worldwide language and how necessary is an effective learning–teaching situation to master the language. Part 2.2 introduces the course book as a tool for better learning. In 2.3 and 2.4 the process and conditions needed for designing a desirable course book are stated. 2.5 is a try to make the audience of the course books clear and the course book designers are defined in 2.6. Curriculum, syllabus, evaluation (as well as their components) and a complete definition of a desired and useful course book are the topics of following sections respectively.

2.1. Age of Durable Interactions

When Elvin Toffler (1990) called this age truly “the age of information”, he may have not been aware of how sincerely he has highlighted the core nature of human relationships for the whole time and not just an age. Exchange of information is the wheel on which the civilizations and consequently Man improved his mind, his soul and his body also. You need to “interact” if you want to know and to be known. You need to use your language.

English as the most common language in the world plays the main role of all other languages and therefore it has been the very concern of the language participants during the whole history of language learning process.
“The phenomenon of ‘shrinking world’ has intensified the already existing need for a common world language—an international language—often referred to as language of wider communication or (LWC).
Dubin, Olshtain (1986)

In other words learning English is inevitable.

“As Richards (1985) reminds us that the current status of English has turned a significant percentage of the world’s population into part time users or learners of English”.
Mc Donough and Shaw (2003)

The pack of far-reachable learning secrets or “effective learning secrets” has been got closer and closer to be “touched”. Scientist of all fields intended or by chance helped to reveal a part of the secret, each in his own way. Brain seekers, mind miners, heart holders, soul savers, in their constructive, behaviorist or communicative approaches tried to fill the gaps and find answers to the problem of effective learning or let say effective teaching-learning. They actually tried to make the path of language learning and teaching brighter.

“How we teach depends on what we believe on how students learn.” Silva (1998)

To do this, using a kind of objective prescription, a tool, a “book” seemed necessary. A tool for demonstrating the target language from the linguists’ specific spectrum, their believed philosophy of learning and teaching came to be of great importance. This guidebook, as a language album came to help the learners grasp language. This way a language album to depict durable pictures of the target language in language courses took one of the main roles.
“Indeed, estimates suggest that textbooks serve as the basis for 75 to 90 percent of classroom instruction in the United States.” This is what Farr, Tulley and Powell (1987); Miller (1986), and Tyson and Woodward (1989), have found during their surveys.

(Adapted from Stein, Stuen, Carnine, Long 2001)

The fact that course books are relied sources for a vast majority of teachers gives a special importance to their expected quality. Course books as representatives of different attitudes and beliefs toward language learning process try to present the target language from different point of views. Pieces of language are introduced to the learners as reading texts, dialogues, pictures, cultural capsules and so on. Wisely arranged, these separate photographs matching some definite objectives can act as a whole and give a consistent idea of the target language. A work of art language album will permanently be adhesive to the memories of eager eyes. I assumed a successful course book should be like an album since like family pictures in an album, different parts in any course book could be able to influence the addressees mind, soul and memory in a durable and effective way.

2.2 Wise Arrangement of a Durable Work of Art

To design a course book as a work of art, we will need to undergo a chain of work of art activities. So in this part we will go through a step by step route which should be taken wisely in the process of “course book issues”. This will happen through answering some fundamental questions which designing a fate for the course book, determines its “destiny”.

2.3 Why we use a Course Book?

According to Cunningsworth (1995) “course books are best seen as a resource in achieving aims and objectives that already had been set in terms of learners needs.” This needs whether formulated by any government or defined by coursebooks’ authors are necessary to be considered in language teaching because needs set the objectives in any
program and no educational program will be successful without defined goals or objectives.

Ersöz (2001) states course books, when there is no specific syllabus, often control the instruction as teacher and learners tend to rely heavily on them. Actually the need for a course book can be studied from different point of views. For the teacher, it is a ready source if carefully chosen can relieve her from the pain of preparing reliable source for each level or class.

“Course books have been variously regarded by teachers as the Bible, a guide, a necessary evil, or a burden” Gabrieltatos (2000)

The validity and reliability of the materials are somehow guaranteed if they were tested in pilot studies so teachers can trust them readily. If properly used they would be time saving for all participants that is administrators teachers and students.

“They lessen preparation time, provide ready-made activities and provide concrete samples of classroom progress through which external stakeholders can be satisfied.” Garinger (2001)

The ready-made activities and pre-defined route of course books support teachers and as referred by Ersöz (2001) there would be a higher degree of consistency and continuity in preceding levels and also the units of the book. This means helping teacher avoid unplanned repetitions as well as neglecting essentials and necessities.

Moris (1977) highlights that using a course book helps teacher to elaborate on or reinforce what students have read rather than contradict or correct it. It can also reduce the time and effort required to design and coordinate other instructional materials and activities to be used in the course.

For administrators like school owners, course books mean scheduled courses bringing them a steady flow of school program, recharging source of students, money and professional circulation in definite intervals because they end up with evaluating
tests at some pre-defined units of the books which potentially encourage the students to follow the route up to the point it may go.

For course designers, choosing among the available variety of course books can be easier than designing a whole not-experienced book. Surveying the books to find the better-fitting ones to meet any specific educational conditions would also give some new ideas to improve the criteria in textbook selection and curriculum defining.

As Mike Kito refers, for authors, course book is a brainchild, for which they expect a brilliant future which means the working and usefulness of the author’s educational philosophy, experience and efforts.

For publishers who are one of the smartest members of business world, course books could be inevitable factors for running their existence. In case of wise market surveys and regarding the policy, ideology, educational proficiency, local or international trends, fashions and stream, social psychology, and smart data collecting and statistics, course book publishers can seize the international markets.

For learners, the most important part of the issue, whose learning is the main goal—or should be the main goal—course books are solid recourses showing where they are and where they should go. They give a good feeling of achievement, progress and self fulfillment.

Ansari and Babaii (2002) say that:

“In the eyes of learners no textbook means no purpose and without it learner thinks that their learning is not taken seriously”

They are easy to review. They, when “wisely arranged” give a real colorful miniature world of people with another culture and language. They can give a constant logic for learning in a consistent but not repetitive frame.

According to Sheldon (1987) a textbook can loosely be defined as a commercially published book which explicitly aims to assist foreign learners of English
in improving both linguistic knowledge and communicative ability.

Cunningworth (1995) sums up the multiple roles of course books in ELT as follows:

. A resource for presentation material (spoken and written)

. A source of activities for learner practice and communicative interaction

. A reference source for learners on grammar, vocabulary, pronunciation, etc

. A source of stimulation and ideas for classroom language activities

. A syllabus (where they reflect learning objectives which have already been determined)

. A resource for self-directed learning or self access work

. A support for less experienced teachers who have yet to gain in confidence.

So although there are some disadvantages for course books and their using - or let say over using- the advantages in the company of “Aware teachers” makes its using reasonable or inevitable.

2.3.1 For Whom a Course Book Should Be Designed? Audience

As mentioned it seems there are some convincing facts that make the course books an inseparable part of any English Language Teaching program and consequently raise one of the essential questions regarding course books: Who are the addressees of this inevitable factor in teaching- learning context. According to Pakkan (1997), a good course book should match the learners in terms of “language level, level of education, age, social attitudes, intellectual ability and the level of emotional maturity and the general goals of ELT in the country it is used. It should also be relevant to the needs of the learners”. 
Therefore, the main audience of course books are undoubtedly the learners whose expectations and needs are going to be satisfied by the curse books, which on the other hand should booster their tendency toward language learning.

That is why Pakkan emphasizes a good course book should be motivating which this would be possible if only the audience of the course book be known to the designers.

So designing a course book at first step requires an exact and complete analysis of its audience. This means answering some questions like:

1. Who are they (audience) (age, education or other spesifications)?

2. Where do they live (culture, policy)?

3. What do they need (specific and general objectives)?

4. What do they think about target language?

5. What is their attitude toward language learning?

6. What are potential motivating or suppressing factors for them?

It is not possible to talk about the learners and their needs in isolation without taking their political, social, cultural, economical or ideological surroundings into account. To do this kind of analysis we should turn back to a more fundamental issue which introduces or let say defines – its actual or desired – group of learners clarifying their - would be or should be – needs.
“Learners are, in a sense, clients and their needs should be served. But at the same time, teachers, administrators, employers, institutions, societies, and even whole nations have needs that may also have bearing on the language teaching and learning situation.” Brown (1995)

Next parts, introducing the seen and unseen authors of course books, will present the issue of curriculum—and consequently the syllabus—design which course book design (and evaluation) would not be possible but under the domination of it as a big brother.

We will though find out the relationship between course books, students, curriculum and syllabus.

2.3.2 Who Designs the Course Books? Front Seat and Back Seat Authors

Course book designing and evaluation as mentioned before is not possible without paying attention to a commanding general framework called curriculum. So we first try to figure out the features of curriculum so that the back and front seat authors would be verified, that is, the part of policy makers, super power publishers—who have the control of book markets—, dominating educational trend and finally the author—whose name is seen on the cover—, in the scenario of course book issues will become clear.

2.4 Curriculum

Course book designers need to follow a format to design a course book. This format is curriculum. Curriculum which in a deeper look is the border gate for any entrance to the land of any scheduled teaching-learning process, can be categorized in two ways:
In broad sense as Little Wood (1992) asserts it “refers to all the learning process that a person encounters at school” whereas in a narrow sense it is the experience that a person gets regarding a specific subject.

When looking to the position of English in these two categories in broad sense it is “English in curriculum” and in narrow sense, it is “English curriculum”.

According to Rechards et al (1985) curriculum (in general sense) is an educational program that states:

a) The educational purposes of the program (the ends)
b) The content, teaching procedures and learning experiences which all be necessary to achieve this purpose (the means)
c) Some means for assessing whether or not the educational ends have been achieved

Quoted in William Little Wood (2000)

Robertson (1971; quoted in Yalden 1987) puts the definition in another way saying that curriculum is the set of goals, objectives, contents, processes, resources and means of evaluation of the all learning experiences planned for pupils both in and out of school. It is clear that he does speak about the general curriculum, though.

Taba (1962:12) lists the curriculum process as follows:
1. Diagnosis of needs

2. Formulation of objectives

3. Selection of content

4. Organization of content

5. Selection of learning experiences
6. Organization of learning experiences

7. Determination of what to evaluate and the means to evaluate

Little wood (2000) simplifies these vital questions in curriculum designing as following:

a) Why do we learn and teach? (aims and objectives)

b) What do we learn and teach? (content)

c) How do we learn and teach? (methods, learning activities)

d) With what resources do we learn and teach? (books, materials)

e) How well do we learn and teach?

These questions in fact are practical guides for any general or specific curriculums. As for the English Curriculum let us have a look on some definitions which all of them actually in different words express the same core principles:

For Allen (1983) curriculum consists of six levels, which are:

1. Concept formation (general principles of language learning)

2. Administrative decision making (which includes the formulation of general aims)

3. Syllabus planning (the stage at which the specific objectives are defined)

4. Materials design (including text, exercises and so on)

5. Classroom activity (where materials are adapted by individual teachers to their own situation)
6. Evaluation (which tests the validity of the decisions made at earlier stages)

For Brown (1995) it seems that the curriculum is a kind of constitution that determines what is happening in a language learning situation and he divides it into four categories:

1. Ways of defining what the students need to learn

2. Ways of organizing the instruction to meet those needs

3. Ways of actually presenting the lessons

4. Ways of practicing what has been taught

The following profile may give an observable image of the ELT curriculum design:

![Diagram of Curriculum Design]

Figure 1: Features of Curriculum Design
So curriculum designing would be possible if only we pass through its chronological phases by means of factual basic information which will enable us to set the educational programs by defining smart, data-based goals and objectives.

2.4.1 Prerequisites for Curriculums

The main mission or the important role of any curriculum is to define the goals and objectives for educational programs. To do this we need to have some basic information about the learning situation for which the goals are to be defined. The information should be in a way that gives us some factual answers regarding the different aspects or dimensions of the teaching–learning atmosphere.

This is what Dubin and Olshtain (1986) refer to as “assessing societal factors.” which is done via “the fact finding stage”. This can maybe called “needs assessment” of the learners who live in a society with all its specialties.

“In a country or setting where the language program planners and designers do not know the existing conditions, the fact finding process must rely heavily on basic sociolinguistic research which relates to national concerns, international ties and political trends.” (Dubin and Olshtain 1986)

Fact finding stage or assessing societal factors according to Dubin and Olshtain (1986) is gathering information in four basic fields which are:

a. The language setting
b. Patterns of language using in society
c. Political and national context
d. Group and individual attitudes
The following diagram which may help to a better understanding shows the fields needed for data collecting.

According to Pakkan (1997), this analysis can be done in some ways such as behavior observation, meetings, testing, interviews, and opinion surveys of questionnaires.
This is obvious that just a set of well-informed designers who know how and where to search for the necessary data would be able to preset a successful program to meet the needs of whole language concerned society.

2.4.2 “Who, how and where” of Needs Analysis

James Brown (1995) defines the needs analysis as activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of the particular group of the students.

Pratt (1980) points out that “needs analysis refers to an array of procedures for identifying and validating needs, and establishing priorities among them.”

As for Brown (1995) needs assessment or analysis is “the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence learning and teaching situation.”

Needs analysis has been considered as a foundation for a “framework” which controls the whole process of any learning situation. This is clearly stated by Mc Donough and Shaw (2003) that the overall goals of a language teaching program derive from an analysis of reasons why a particular group of learners in a particular context wants to learn English. Then to define this framework they remind the view that materials and methods cannot be seen in isolation and that they are embedded in a broader professional context which consists of learners and educational setting. These are the sources for gathering information necessary to define any language program. This language program is the curriculum which as a framework using the societal data tries to define goals and objectives which are the sea lights helping to choose the path toward learning teaching process.
As it mentioned before the fact finding stage provides answers to key questions about language program policy and leads to what we call needs analysis.

Brown (1995) believes that four categories of people may become involved in needs analysis: “the target group, the audience, the needs analyst, and the resource group.”

The target group is the people about whom the data is being gathered. Usually they are students but sometimes they can be teachers and administrators.

By audience we mean all the people “who will eventually be required to act up on the analysis; teachers, teacher aids, administrators or any governing bodies or supervisors in the bureaucracy above the language program”.

People who are responsible for conducting the needs analysis are analysts. These people can be consultants, member of group designated for the job. They should be flexible enough to act both as an individual and in group.

Resource group consists of “any people who may serve as sources for information about the target group”. Parents, financial sponsors, future employers can be examples of target group.

Analysts then to conduct the analysis may follow some philosophies. According to Stufflebeam (1985) four types of philosophies arise in needs analysis:

The discrepancy philosophy is one in which needs are viewed as differences, or discrepancies, between a desired performance from the students and what they are actually doing.

In democratic philosophy, the group(s) desired situation is the scale; what they are now and what they want to be. These groups can be the students, their teachers, program administrators, or the owners of a private, for-profit language school. The
gathered information should be about the learning most desired by the chosen group(s).

In analytic philosophy, the meaning of need is whatever the students will naturally learn next based on what is known about them and the learning process involved. For example, if the students’ current level is x, their next need would be x+1 or whatever is next in the “hierarchy of language development”.

A diagnostic philosophy proposes that a need is “anything that would prove harmful if it was missing”. For example if the target group is a group of immigrants their needs analysis would be conducted concerning the daily needs of them and consequently the type of language would to accomplish such survival needs.

From another point of view, there are some fields from which the data should be gathered.Dubin and Olshtain (1986) state these fields as the following four categories:

1. The language setting refers to the “totality of communication roles”(Gumperz 1968) in any speech community. What the language learners need depends on the context they live in. By setting we mean the learners or the society’s attitude toward learning the target language. By setting, we also refer to the role of target language in the context. It can be the ESL, EFL, or it can be considered as the LWC, which in latter case the educational aim might be the modernization of the society under the cultural-political principles.

Another important point regarding language setting is considering it as continuum through which English as target language might be viewed. The continuum starting with communities like USA or UK in which most of the population are native speakers of English moves toward the population for them. English is just one the languages spoken natively like Canada. Further along the continuum are countries like Nigeria in which just a small minority speak English natively. Then there are countries like Kenya in which English is neither the national nor official language, but it had been given importance because of some historical bands like being an ex-colony. Toward the end of
continuum there are countries that for them English is just one of the foreign languages taught in school. Language continuum is important as a setting because it can mean a full –force support and accelerator or a potential hinder in some anti-target language societies. In both cases it should surely be considered in needs analysis process.

2. “Patterns of language use in society,” indicates the three different ways we may look at the LWC (language for wider communication) which are its roles in education, in labor market, and in modernization of society. In needs assessment it is important to know the place and importance of target language in schools as well as to gather information about how much it is important in finding a good job. On the other hand, we should watch the process of modernization in terms of using the latest updated information and the role of Target Language in accessing those information necessary for modernization. So needs analysis should assess the role of language in schools, in professions and in technological improvements then it will be able to define accurate goals for large- scale educational programs.

3. The third field for gathering data has a psychological tone, that is, how learners feel about (a) learning the target language and (b) about the learning/acquisition process itself. It briefly means how important they think is learning the target language, is it according to what they feel they need to learn, are the programs aims in accord with their needs? What kind of positive or negative experiences do they have toward learning generally and learning the target language?

It is clear that what is important here is the group and individual feelings toward the target language. The different feelings may have historical, national and personal backgrounds.

4. The political national context should be seriously taken into account. For instance, it is highly important to consider how “political considerations have to do with the particular regime or administration in power and how it
views the question of language in general.” As Dubin and Olshtain maintain, sometimes strong nationalistic feelings call for keeping the national language as pure and specific as possible. This may result in lessening of emphasis on the LWC intensification of local language. It is concluded that when initiating a new curriculum or launching a material development project, planners must be fully aware of the political and national priorities of that community in that particular time.

Mc Donough and Shawn (2005) specify some contextual factors, without which any language planning wouldn’t be possible. Actually they state some important learners’ variables for needs analysis such as: age, level of proficiency, aptitude (specific language talent), mother tongue, academic and educational level, attitudes to learning, to teachers, to the institution, to the target language itself, and to its speakers, reasons for learning, preferred learning styles, personality. Here what is different from the last perspectives is more emphasis on individual considering his learning style and personality which maybe refers to the multiple intelligence and psychological aspect of the individual.

For them another area as a database for analysis is the setting and by setting, they mean:

The role of English in a country, the role of it in the school, the teachers, managements and administration, resources available, support personnel, the number of pupils, time available for the program, physical environment(the nature of building, noise factor, flexibility of chairs and tables, size of room in relation to size of class, heat and cold and so on.), the socio-cultural environment, the types of tests used, procedures for monitoring and evaluating .

Hedge (2000) eludes the similar points, classifying them into educational, social, pupil and teacher variables.
Different words actually are describing a main core idea, that is, defining goals and objectives requires some accurate data, objective or subjective, about whatever around a learner. The whole process being learner- oriented, the path in any curriculum is toward a goal.

The issue of goals and objectives will lead us to the topic of syllabus design which is as important and vital as the curriculum design, but before that referring to the different meanings of these two terms will be of benefit.

In his book ‘the elements of language curriculum1995’ Brown states:

“A logical outcome of determining the needs of a group of language students is the specification of the goals, that is general statements about what must be accomplished in order to attain and satisfy students’ needs.”

On the other hand, Objectives refer to specific contents or skills that students need to be equipped with to achieve those general goals.

The last point regarding the curriculum is the philosophical sieve passing through which the educational goals dress in their ultimate shapes. This way we are trying to explore the links between the purposes of education and the goals of foreign language learning which lead to the kind of language teaching curriculum that we devise.

According to Skilbeck’s(1982) there are three educational traditions:

a) Classical humanism in which the purpose of education is to transmit the valued knowledge and culture to an elite section of the next generation and, in so doing, to develop their general intellectual abilities. The curriculum is determined mainly by the valued subject content, which exists outside the learners and should be transmitted to them.

b) The main purpose of reconstructionism is to bring about desired social change. The focus is on providing every individual with knowledge and skills that are
useful for social life. The curriculum is carefully planned around taxonomies of objectives that each learner should be enabled to master.

c) Progressivism in which the purpose is to enable each individual to develop toward self-fulfillment. Since self-fulfillment takes different forms for different people, the focus is on nurturing natural growth processes rather than planning end-points. The curriculum should provide the experiences needed to stimulate this growth.

If we relate these purposes to the foreign language learning we will have the following justificatios:

a) As a contribution to the transmission of valued knowledge and skills, foreign language learning provides:
knowledge of different language system;
as a result, a better understanding of one's own language;
knowledge and understanding of a different culture and civilization;
genereal intellectual skills e.g. analysis and inference.

b) As a contribution to the individual’s preparation for life as a member of society, foreign language learning provides:
A useful skill for many kinds of work;
extended opportunities for independent travel;
wider and better possibilities for communicating with others;
a better understanding of other members of society.

c) As a contribution to the development of the individual, foreign language learning provides:
a less restrictive perspective on the world;
more ways of expressing one’s own self;
a richer interpersonal network for one’s existence.
Whatever philosophy we follow in implementation of a curriculum, the next step we take would be defining a more detailed map toward our course objectives, that is, a syllabus.

2.5 Syllabus

The next step after defining the general goals of education is selecting the appropriate syllabus that best fits our specific educational context.

Brown (1995) states that apart from the approach, that is, the way of defining what students need to learn, every teacher must plan and organize, and make decisions about what should be taught first, second, third, and so on. This is what we can call syllabus.

Mckay (1978) says: “a syllabus provides a focus for what should be studied, along with a rationale for how that content should be selected and ordered.”

Here it would be beneficial to explain three crucial terms which will help us to perceive the meaning of syllabus clearly. According to Richards and Rodgers (2001) there are three distinct levels which are intended to show the relationship between the theory and practice of language teaching as an ‘interdependent system’.

1) Approach: the most general level refers to the views and beliefs – or theories – of language and language learning on which planning is based. If we view the language as a set of grammatical structures, so we bear a structural view.

2) Design: is where the principles of the ‘approach’ are converted into the more practical aspects of syllabuses and instructional materials. “It is here that decisions are taken about the arrangement of content to be taught and learnt, the choice of topics, language items to be included in the program, and so on.”
3) Procedure: is the techniques and management of the classroom.

Under any other name or categorization, we encounter this process in different teaching contexts. The first level seems to refer to a frame which controls generally the curriculum planning. The second one, design, implies the syllabus, that is, it gives a more detailed guide on what and how the pre-defined set of general principles should be put into practice.

Ersöz (2001) believes a good syllabus should provide the teacher with the following information:

1. A statement of major (and specific where possible) objectives which serve as a basis for the teaching of English. Precisely what language skills are to be taught and the emphasis each skill should receive will depend on these objectives.

2. A statement of the basic skills (and sub-skills, where possible) to be taught, for example, writing, summarizing, taking notes, making an outline, etc.

3. A statement of the specific language items which need to be taught; for example, a list of structures.

4. An indication of specific areas of difficulty which the learners are likely to experience; for example, a list of sounds whose articulation may be problematic.

5. Some suggestions regarding teaching techniques which can be used to teach and practice different skills and language components.

As Mc Donough and Shaw (2003) state “the English Teaching profession nowadays has a range of different types of syllabus from which a choice will be made for a specific situation. So however diverse our teaching contexts, our courses will be based on one, or a combination of, the principles of organizations.”
By types of principles for organization in fact we mean different types of syllabus. The next part identifies different types of syllabus.

### 2.5.1 Types of Syllabus

According to the Mc Donough and Shaw (2003), there are six broad types for syllabus:

1. **Grammatical or structural**: It is an organization of the material according to a list of grammatical structures.

2. **Functional – Notional**: It is based on the communicative and interpersonal uses to which language is put, and in contrast to the formal structural system of the first type, highlights what people do through language. This design principle is commonly together with other abstract categories like time and place. These general abstract concepts called ‘notions’ and this kind of syllabus is called Functional – Notional.

3. **Situational**: This type presents a set of everyday situations or ‘settings’.

4. **Skill-based**: This is a kind of syllabus focuses on language skills, and is concerned with what learners do as speakers, listeners, readers, writers.

5. **Topic-based**: In this type of syllabus topics or themes are used as starting points according which other elements are presented.

6. **Task-based**: This kind of syllabus emphasizing on task-based learning or TBL involves the students in some kinds of activities to obtain a communicative purpose.
Ersöz puts the approaches to syllabus design in two conceptual types from the linguistic viewpoint: synthetic and analytic.

By synthetic we mean a focus on what the students will have accomplished when they complete the program. Here language is seen as separate units which can be added together and build up a whole. The examples of these kinds of syllabuses are:

Grammatical (structural) syllabus; in which the language has been broken into its grammatical structures so that the learner can be taught a limited sample of language in different parts and in a step-by-step procedure. In this type of syllabus each unit of learning deals with some particular aspect of grammatical structure and is identified with a grammatical label such as present simple, reported speech, etc which have been chosen to be taught in turn regarding their simplicity, regularity, frequency, and constructive difficulty. This type of syllabus is not learner-centered, there is not enough attention to the meaning (instead forms are given priority), and the communicative value of language is lost in the stream of grammatical formulas.

In situational syllabus; the starting point is a kind of predicted situational needs of the learners. It gives an isolated image of what normally may happen in different situations without considering that “language is used in social context and cannot be fully isolated from that context”.

In topical or theme-based syllabus according to the sense of the importance of the author(s) some topics or themes are chosen. The topics are a kind of socially debating topics which are presented to the learners from easier to difficult in terms of vocabulary or reading passage.

Notional/functional (communicative) syllabus design has the communicative facts of the language as its main objective. Accuracy and fluency are both emphasized by trying to develop the communicative competence through presenting notions and functions opposed to grammatical items and situational elements. The problem here, as Ersöz quotes from Rabbini (2001), can appear when you want to put the functions in a order to present. Clearly the task of deciding whatever a given function (persuading), is
easier or more difficult than another (approving), make the task harder to approach.

Another general type which Ersöz presents is Analytic Approach. In a course
duration, the focus here would be on the process of teaching- learning rather than the out
comes . The philosophy behind this approach explains the language as a whole. A
variety of linguistic structures are given from the beginning. As Ersöz (2001)highlights;
“There is no attempt to control the linguistic input to the learner.”

Examples of this approach are as follows:

Procedural /task -based approach uses tasks and activities to encourage learners
to use the language communicatively and learn the language purposefully. Here a kind
of unconscious or subconscious learning is desired. The tasks ranging from linguistic,
like writing a resume, or non- linguistic, like coloring a picture , follow some aims
through written or spoken instructions. In brief while a conscious problem solving
procedure, learners perceive the language subconsciously.

Skill- based syllabus is another approach in which the materials’ organization is
based on the study skills that the author thinks is needed for learners during the course.
The core idea here is training self- dependent students and improve learners autonomy.
Skimming, scanning and guessing vocabulary from contexts are examples of the
emphasized skills.

There are other types of syllabus design like proportional or cross- curricular. In
proportional type the aim is developing the “overall competence” and the focus starting
to be on form, changes to interactional components later on. In cross- curricular design
the dominant is the general rules or principals. The background knowledge and final
product are both shaped according to another course in the curriculum, for example
mathematics, but to perform successfully in the given projects, the language knowledge
and skills are required.
The sample figure below makes these categories obvious:

<table>
<thead>
<tr>
<th>1. Simple past : irregular verbs</th>
<th>2a. Making suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The passive</td>
<td>Asking for directions</td>
</tr>
<tr>
<td>Formation of adverbs</td>
<td>Giving advice</td>
</tr>
<tr>
<td>Type 3 conditionals</td>
<td>Introducing yourself</td>
</tr>
<tr>
<td>Gerunds and infinitives</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2b. Locations</th>
<th>4. Making notes from a talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Durations</td>
<td>Reading for information</td>
</tr>
<tr>
<td>Ability</td>
<td>Using a dictionary</td>
</tr>
<tr>
<td></td>
<td>Writing an exam answer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. In the restaurant</th>
<th>5. Special travel</th>
</tr>
</thead>
<tbody>
<tr>
<td>At a hotel</td>
<td>Intelligence test</td>
</tr>
<tr>
<td>In the post office</td>
<td>Smoking</td>
</tr>
<tr>
<td>At a garage</td>
<td>The weather</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Language focus: Question form</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: meeting people</td>
<td></td>
</tr>
<tr>
<td>Skills: speaking, reading, listening</td>
<td></td>
</tr>
<tr>
<td>Task preparation: listen to people meeting</td>
<td></td>
</tr>
<tr>
<td>Task: interviews</td>
<td></td>
</tr>
<tr>
<td>Task follow up</td>
<td></td>
</tr>
</tbody>
</table>

Figure 3: principles of syllabus organization.
(Adapted from Cutting Edge (Cunningham and Moor, 1998.).)

According to Mc Donough and Shaw (2003), another more realistic type of syllabus which has its roots in the communicative approach is the multilayered syllabus. The development of this approach not only consolidated a two-tier arrangement (function and structures), but also opened up possibility of the principled inclusion of other ‘layers’ of organization (functions, structures, roles, skills, topics, situations).
Swan (1985) justifies communicative approach in the following terms:

When deciding what to teach to a particular group of learners, we need to take into consideration several different meaning categories and several different formal categories. We must make sure that our students are taught to operate key functions….to talk about basic notions …to communicate appropriately in specific situations ….to discuss the topics which corresponds to their main interests and needs ….At the same time, we shall need to draw up a list of phonological problems ….of high priority structures, and of the vocabulary which our students will need to learn. In addition, we will need to a syllabus of skills.

In some more recent attitudes, there has been more attention toward vocabulary, tasks and learning process. In other words, there have been a number of important growth areas in materials since the communicative revolution of 1970s: multi-syllabus where the structures have been apposed and sequenced together with situations functions or other aspects of language.

Tasked- based syllabus where the learners are encouraged to use the language for communicative purposes.

The lexical syllabus in which, the lexis has been given importance may need more explanation. According to Mc Donough and Shaw (2003) the starting point of this type is when the COBUILD dictionary was published in 1987. It is based on an extremely large corpus of language of many millions of word, stored on a computer database. Sources of data are both spoken and written language, and include magazines, books, broadcasts, conversations and many more. The philosophy of dictionary is to provide ‘above all a guide to ordinary everyday English’, and frequency of occurrence is a key criterion for inclusion Both the philosophy and the database of the dictionary have led to an approach to materials design that is usually termed the ‘lexical syllabus’. Its central claim is that the lexical database provides a ‘rich input of real language’, thus giving authenticity and context to the tasks and exercises. COBUILD has subsequently spawned a good deal of further practice material, in particular on grammar and usage. Syllabuses focused on the process of individual learning psychology and learning
strategies, process syllabus or procedural syllabus are all examples of emphases on practicality of language. In fact the essence of all ‘process’, ‘task-based’, and ‘procedural’ syllabuses is described by Breen (1987).

‘One of the major sources of impetus for the recent interest in alternative methodologies has been an intensified theoretical and research focus upon the language learning process and, in particular, the contributions of the learner to that process.’

In other words, the focus is on ‘how’ rather than ‘what’. The most important characteristic of this approach is that it contains the far reaching implications that syllabuses cannot be fully worked out in advance but must evolve as learners’ problems and developing competence gradually emerge. So the course design is likely to start with a ‘bank’ of possible tasks rather than a tightly controlled set of contests.

Prabhu’s ‘procedural’ syllabus(1987) was based on this approach to syllabus design.

In his project, ‘Bangalore Project’ which was based on his classroom experiences, he lists three categories of problem solving tasks:

1. Information gap activities: for example where each person in a pair has only part of the required information.

2. Reasoning-gap activities: for example making a decision or an inference based on giving information.

3. Opinion-gap activities: for example taking part in a discussion of an issue, or completing a story.

Prabhu is particularly critical of the multi- syllabus, and indeed of any syllabus approach that is ‘materials-driven’ because he believes materials should become sources for the development of tasks and are only loosely, not fully, pre-constructed. He believes in ‘simple’ rather than ‘sophisticated’ syllabus.
Clearly and inherently not all course books incorporate all the elements as their controlling idea of their contents. Principles for course and sourcebook design cannot have equal and universal applicability; different teaching situations have different requirements and expectations. This brings about another important issue regarding course and course book design, that is, course book evaluation. The matter of finding out whether any of each mentioned syllabuses, separately or integrated, meet the allover learning – teaching context or not.

**2.6 Evaluating Teaching Materials**

Any textbook should be used judiciously since it cannot cater equally to the requirements of every classroom setting (Williams, 1983: 251).

Nunan (1991) gives advice on what appears to be the most common reason for coursebook evaluation:

“When selecting commercial materials it is important to match the materials with the goals and objectives of the programme, and to ensure that they are consistent with one’s beliefs about the nature of language and learning, as well as with one’s learners’ attitudes, beliefs and preferences.” (Nunan 1991: 209)

Regarding the all went above, it becomes clear that having a well-designed course book in hand- in terms of curriculum and syllabus appropriateness- is not the happy end of the story. You have to check whether the coursebook you are confidently using or you plan to use fits and meets the users circumstances. This can be fulfilled through the process of evaluation.
‘The ‘assessment’ of a course book is an out of class judgment as to how well a new book will perform in class. Course book ‘evaluation’ on the other hand, is a judgment on how well a book has performed in fact.” Harmer (2001).

This is how Jeremy Harmer (2001) puts the issue in two different categories. He then refers that this assessment using checklists prepared by others, in turn, may encounter some difficulties like not being suitable for all the teaching situations. By evaluation, on the other hand, he means a kind of while and post evaluating of how well the book performs in obtaining its pre-claimed objectives and how correct our assessment is about it.

Ersöz (2001) identifies a three stage process of evaluation:

1. Initial evaluation which means evaluation at first sight or after scanning its preface, contents and abstract.

2. Detailed evaluation during which evaluation forms can be used.

3. In-use evaluation that is a constant evaluation of the material to see how it works in the actual classroom situation.

Whatever the process is, according to Andrew Atkins (2001), course books are (and should be) evaluated by different people within education for different reasons, however, the main role in the evaluation ‘play’ is with teachers. Course books are usually assessed before they are chosen in order to find a suitable text from amongst the vast variety available. In contrast to this, many teachers, especially junior ones, do not have the luxury of choosing their own books.

‘Previous decisions about the exact syllabus and the textbook to be used can often tie teachers to a style of teaching and to the content of the classes . . .’ (Harmer 1991: 256).
Course book appraisal is an important task for the teacher in this situation. It is essential to understand a book’s content and style as well as its strengths and weaknesses so that the book can be adapted to suit factors such as course aims, student needs and teacher beliefs.

Ersöz (2001) emphasizes some main points like being written for mass sales, targeting an average group of learners, and not meeting the all expectations of school, teachers or learners need. She believes that teachers are bound to find themselves in a situation where they should find their own way of adapting and adjusting, or even sometimes developing materials. This is to make a balance between what the coursebook offers and what is necessary for program and learners.

Textbook evaluation is a necessary and worthwhile process for teachers in any context and any time so it shouldn’t be considered as an exercise to be carried out just before a course book is used.

2.7 Models for Course book Evaluation

There is not only one definitive model for assessing course books because every teacher has different requirements to consider.

According to Sheldon (1988), ‘the literature on the subject of textbook evaluation is not very extensive.’ (Sheldon 1988: 240).

Stern (1992: 352) identifies an important issue; the teacher’s main problem is one of selection among the great number of available books. This is undoubtedly true as a visit to any large bookstore will reveal a wide and confusing array of seemingly similar books.

Sheldon (1988: 237) suggests ‘ELT books are frequently seen as poor compromises between what is educationally desirable on the one hand and financially
viable on the other.’ You cannot find all the desired characteristics in a pre-defined package. The same may be said of evaluative models. Sheldon states:

‘It is clear that coursebook assessment is fundamentally a subjective, rule of thumb activity, and that no neat formula, grid, or system will ever provide a definitive yardstick.’ (Sheldon 1988: 245).

Teachers, students, and administers are all consumers of textbooks. All these groups, of course, may have conflicting views about what a good/standard textbook is. However, the question is where they can turn to for reliable advice on how to make an informed decision and select a suitable textbook.

As Ansari and Babaii confirm, the literature on textbook selection and/or textbook evaluation procedure is vast. Various scholars have suggested different ways to help teachers become more systematic and objective in their approach (Chastain, 1971; Tucker, 1975; Candlin & Breen, 1979; Daoud & Celce-Murcia, 1979; Williams, 1983; Hutchinson and Waters, 1987; Sheldon, 1988; Skierso, 1991; Ur, 1996; Littlejohn, 1996; to name but a few). They have often offered checklists based on supposedly generalizable criteria. These sometimes detailed check-sheets use a variety of methods to assess how well a particular textbook under scrutiny measures up.

2.8 Checklist as a Common Tool

When trying to select some common areas for evaluation, the result would be a list of items. These items being more or less the common standards of the evaluators are called checklists.

Harmer (2001) states that “one approach to the assessment of coursebooks is to use a checklist- or checklists prepared by others which analyze various components of the material whether linguistics, topic, or activity based”
Harmer then defines a three stage procedure allowing teachers to assess books on the bases of their own beliefs and their assessment of their students’ need and circumstances. These stages are:

1. Selecting areas for assessment; which means making a list of the features we wish to look at in the course books under consideration.

2. Stating beliefs; which is what we- as a single or group of teachers- have to say about the features under investigation.

3. Using statements for assessment; this means using our statements of beliefs for each of our selected areas and then using a simple tick and cross system to compare different books.

The following table shows the process in brief:

<table>
<thead>
<tr>
<th>Area</th>
<th>Assessment statements</th>
<th>Coursebook 1</th>
<th>Coursebook 2</th>
<th>Coursebook 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lay out and design</td>
<td>The page is uncluttered</td>
<td>✓</td>
<td>----</td>
<td>✔  ✔</td>
</tr>
<tr>
<td></td>
<td>The lesson sequence is easy to follow</td>
<td>✓</td>
<td>✔</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td>The illustrations are attractive and appropriate for the age group</td>
<td>✔  ✔</td>
<td>✔</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td>The instructions are easy to read</td>
<td>✓</td>
<td>---</td>
<td>✔  ✔</td>
</tr>
</tbody>
</table>

Figure3. Sample chart for course book assessment

Breen and Candlin’s (1987) model, described by Nunan (1991: 209) as an ‘accessible list of evaluative questions’, seems to have some merits and ‘invites the teacher to adopt a critical stance toward the materials’ aims, appropriateness and utility’
(Nunan 1991: 209). Block (1991) offers an alternative perspective saying that Breen and Candlin’s (1987) list is ‘extremely complex’ (Block 1991: 212). Breen and Candlin’s (1987) list, totalling more than 40 evaluative questions, does appear to be very complex. These questions as Andrew Atkins (2001) concerns seem to have a highly subjective nature. So as Nunan (1991:223) implies, answers to the questions would vary considerably from teacher to teacher.

One of the earliest checklists for course book evaluation has been provided by Williams (1983). He provides a sample checklist for evaluation with 28 separate items to evaluate. Williams suggests weighting each item for the purpose of ‘adapting evaluative items to suit the particular demands of the teaching situation.’ (Williams 1983: 253). He does not provide much guidance on how to calculate this weighting system. Sheldon (1988) questions the ease of scoring when trying to quantify some of William’s categories e.g. ‘Whether or not a book is “based on contrastive analysis of English and L1 sound systems”’ (Williams 1983: 255) might present problems of clarification and scoring’ Sheldon (1988: 240).

McDonough and Shaw’s (1993) two-stage model for coursebook evaluation is an apparently logical framework for conducting a detailed analysis of a coursebook. It provides guidance on how to perform the analysis but remains flexible. They describe it as ‘a model which distinguishes the purpose behind the evaluation’ (McDonough and Shaw 1993: 65) and continue to say that it is ‘an external evaluation which offers a brief ‘overview’ of the materials from the outside (cover, introduction, table of contents), which is then followed by a closer and more detailed internal evaluation.’ (McDonough and Shaw 1993: 66)

McDonough and Shaw make the distinction between evaluating to adopt and evaluating to adapt.

“…. ‘White(1998) points out that ‘published materials of any kind have to cater for a very wide range of possible users, which means that they cannot address any individual student or group of students directly’. Adoption, then, is a process subsequent to and dependent on adaptation. Furthermore, whereas
adoption is concerned with whole coursebooks, adaptation concerns the part that make up that whole…”Mc Donough and Shaw (2003)

The first stage of McDonough and Shaw’s two-stage evaluation is to look at the external (outside the core of the student’s book) printed material. This includes ‘claims made on the cover of the teachers/students book . . . [and] the introduction and table of contents.’ (McDonough and Shaw 1993: 67).

McDonough and Shaw also suggest examining the content page as this provides a ‘bridge’ between ‘blurb’ and book.

Application of the external stage of the model McDonough and Shaw (93: 68-69) provide a list of areas that they expect to be commented on in the ‘blurb’, introduction and contents page:

2.8.1 External Analysis

External evaluation which offers a brief overview of the material from the outside, deals with the following points:

. The intended audience in terms of age; students should be adult, young adult or senior high school students.
. The proficiency level.
. The context in which the materials are to be used.
. How the language has been presented and organized into teachable units/lessons.
. The authors’ views on language and methodology.
. Framework.:method for presenting the material.
. How culturally appropriate is the approach?

In their external evaluation, McDonough and Shaw include a number of other points to be looked at:
Is a vocabulary list or index included?
What visual material does the book contain and is it there for cosmetic value or is it actually integrated into the text?
Is the presentation clear or cluttered?
Is the material too biased or culturally specific?
Do the materials represent minority groups and/or women in a negative way?
Do they present a ‘balanced’ picture of a particular country/society?
The inclusion of audio/video material and resultant cost.
Is it essential to possess this extra material in order to use the textbook successfully?
The inclusion of tests.

2.8.2 Internal Analysis

External analysis proceeds the other more detailed analysis, that is, Internal analysis. The following points are taken into account in this kind of analysis:
The presentation of the skills in the materials.
The grading and sequencing of the materials.
Lexis or grammar in the text.
Where reading/discourse skills are involved, is there much in the way of appropriate text beyond the sentence? (balance between the presented skills and opportunity for students to practice those skills on extended reading passages.)
Where listening skills are involved, are recordings ‘authentic’ or artificial?
Do speaking materials incorporate what we know about the nature of real interaction or are artificial dialogues offered instead?
Is the teacher’s guide efficient in achieving its aims?
The following figure shows the general schema of materials evaluation from McDonough and Shaw’s point of view.

Sheldon (1988: 242) suggests an outline for an evaluation sheet, which would be very useful in many English departments. Reviewers would have to complete the appraisal in an objective way, however factors such as teacher training, beliefs about how language is ‘learned’ and experience may influence overall opinion.
<table>
<thead>
<tr>
<th>Factual Details:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
</tr>
<tr>
<td>Authors:</td>
</tr>
<tr>
<td>Publisher:</td>
</tr>
<tr>
<td>ISBN:</td>
</tr>
<tr>
<td>Components: SB/TG/WB/Cassette/Graded reader and free tests.</td>
</tr>
<tr>
<td>Level:</td>
</tr>
<tr>
<td>Physical size:</td>
</tr>
<tr>
<td>Length:</td>
</tr>
<tr>
<td>Target Skills:</td>
</tr>
<tr>
<td>Target Learners:</td>
</tr>
<tr>
<td>Target Teachers:</td>
</tr>
<tr>
<td>ASSESSMENT (.. Poor .... Fair ...... Good ........ Excellent)</td>
</tr>
<tr>
<td>Factor Rating</td>
</tr>
<tr>
<td>Rationale ....</td>
</tr>
<tr>
<td>Availability ....</td>
</tr>
<tr>
<td>User definition</td>
</tr>
<tr>
<td>Layout/graphics</td>
</tr>
<tr>
<td>Accessibility</td>
</tr>
<tr>
<td>Linkage ....</td>
</tr>
<tr>
<td>Selection/grading</td>
</tr>
<tr>
<td>Physical characteristics</td>
</tr>
<tr>
<td>Appropriacy ....</td>
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<tr>
<td>Authenticity ....</td>
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<tr>
<td>Sufficiency ....</td>
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<tr>
<td>Cultural bias ...</td>
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<tr>
<td>Educational validity</td>
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<tr>
<td>Stimulus/practice/revision</td>
</tr>
<tr>
<td>Flexibility ....</td>
</tr>
<tr>
<td>Guidance ......</td>
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<tr>
<td>Overall value for money ....</td>
</tr>
</tbody>
</table>

(Taken from Sheldon 1988: 242)
Studying the different checklists it comes obvious that there can be a common core around which the evaluation criteria is definable. So there is an opportunity to be able to find a consensus among the all which have been introduced and presented as checklists. The use of reaching to a possible degree of consistency among the checklists available is to retain more objectivity and explicitness in the evaluation issue.

In their study to seek consensus among evaluating criteria, Ansari and Babai (2002), attempt to indirectly explore “whether or not a de facto consensus exists at all over what makes a good/ standard EFL/ESL textbook.” They tried to possibly locate some theory-neutral, universal, and broad characteristics of EFL/ESL textbooks and to draw up, as such, some guidelines for the generation and/or systematic evaluation of EFL/ESL textbooks.

“Ten EFL/ESL textbook reviews and 10 EFL/ESL textbook evaluation checklists were used. Then, an attempt was made to discover what authors often consider as important elements in EFL/ESL textbooks. Finally, a select set of common consensus-reached characteristics of EFL/ESL textbooks was identified.”

In addition, as a reaction to subjective rule-of-thumb evaluation procedures they attempted to present a graphically represented mode of EFL/ESL textbook analysis.

The table on the next page shows what Ansari and Babayii found as a consensus-reached characteristics of EFL/ESL textbooks:
### Approach
- Dissemination of a vision (theory or approach) about
  - the nature of language
  - the nature of learning
  - how the theory can be put to applied use

### Content Presentation
- Stating purpose(s) and objective(s)
  - For the total course
  - For individual units
- Selection and its rationale
  - Coverage
  - Grading
  - Organization
  - Sequencing
- Satisfaction of the syllabus
  - To the teacher
    - Providing a guide book
    - Giving advice on the methodology
      - Giving theoretical orientations
    - Key to the exercises
    - Supplementary materials
  - To the student
    - Piecemeal, unit-by-unit instruction
    - Graphics (relevant, free from unnecessary details, colorful, etc.)
    - Periodic revisions
    - Workbook
    - Exercise and activities
      - In the classroom
      - Homework
      - Sample exercises with clear instructions
      - Varied and copious
    - Periodic test sections
    - Accompanying audio-visual aids

### Physical Make-up
- Appropriate size & weight
- Attractive layout
- Durability
- High quality of editing and publishing
- Appropriate title

### Administrative Concerns
- Macro-state policies
- Appropriate for local situation
  - Culture
  - Religion
  - Gender
- Appropriate Price

---

Figure 5: A seeming standard evaluation sheet for course book evaluation. (2001) Ansari and Babai
2.9 Material Adaptation

Using different checklists, the analyzer tries to obtain the kind of information which help him to decide whether a course book is useful or not. By ‘useful’ we may mean the degree a coursebook is successful making its carefully-defined objectives come true. The word ‘carefully-defined’ implies a careful needs analysis, which in turn sets the pillars for a smart-made continuum of the language learning- and teaching process.

A good checklist, revealing the weak and strong points of the course book – or the general circumstances of learning-teaching situation- enables the language administrators to change the existing way. These changes in large scale may consist of the changes in educational policies, educational philosophies, curriculums or textbooks.

As far as the course book are concerned “changing” implies some different meanings which due to the judgment of analyzers may come to act.

Ersöz (2001) makes the issue clear:

“material evaluation is inevitable …to increase the effectiveness of our program and make our students task of learning as easy and enjoyable as possible……(as trained English teachers ) we can understand our students better and predict the problems they are likely to encounter. The only limit to materials adaptation is the time restrictions and background knowledge that we(may) have, in addition to our enthusiasm, creativity and imagination.”

Then she defines four categories for material adaptation as follows:

1. finding ‘additional’ activities
2. making ‘organizational’ changes
3. ‘taking a similar unit’ from another published book
4. ‘designing’ an original unit
figure 6 shows how Harmer (2001) identifies the forms of adaptation:

He has considered different stages for adaptation. As it is seen the general types consist changing, omitting and replacing. The point is that to satisfy any required needs teacher is free changing prescribed insensible parts with whatever he find more applicable either completely or partly.

2.10 The Principle Aim

Whichever criteria we use and whatever changes we make, the main objective is to recognize and use the best materials in terms of effective learning dimensions. To do this, getting to know the curriculum and syllabus, we passed through the stages which helped us to verify our learners, the learning- teaching atmosphere, the effective philosophies of learning, the general and specific data extremely needed for objective observation, judgment, decision-making, and implication of the facts. Then we tried to put all the pack of conceptual knowledge into more observable scales of measurements with defining some meaningful criteria as checklists.

Checklists as useful tools are assumed to help us find out the practicality and usefulness of the teaching materials specially the coursebooks. They are supposed to do so all the long way of teaching- learning process. Like a chain, everything goes round the central point of consistent evaluation. Designing (a course or coursebook), applying, maintenance, revision, adoption and adaptation are all only possible if there could be a consistent evaluation and assessments.
In this study I attempt to evaluate the usefulness of the English coursebooks of Guiding schools in Iran. Trying to use a consensus- reached list of criteria, I asked for the ideas of most-in- touch users of the coursebooks, that is, teachers and students. My objective was to find out the distance between the currently used course books with the expectation of teachers and students as their desired book. This way the course books are evaluated by their real users by means of reliable standard checklists.

The data and method are presented in following chapters but before data analysis part, the next chapter will have a brief look on the educational situation of ELT in Islamic Republic of Iran.
CHAPTER III

The Position of ELT in Iran

3.0 PRESENTATION

In this chapter the history of ELT in Iran as well as the current position of it in society and schools will be studied. Also some studies in the course book evaluation field in Iran will be shortly reviewed.

3.1 The Past and Current Situation of ELT in Iran

The recent history of English language teaching in Iran can be divided into two parts of pre and post revolution, that is, before and after 1979. Prior to the Islamic Revolution in 1979, because of the close relations between the Iranian government and the West, especially the U.S. and England, English language teaching received particular attention. Presence of abundant native speaking teachers and the contribution of several American and British institutions strengthened the condition and consequently led to such an extreme position that certain national universities were conventionally called American Universities. As an example, in Shiraz University English proficiency was considered a basic requirement for entering or starting the major courses.

Post-revolutionary period in Iran also was a time of extremely unfriendly attitude toward ELT. Following the revolutionary oppositions against the U.S, this attitude led to some revolutionary movements as Aliakbari (2004) explains:
“as the main supporter of the fallen kingdom, and because of the faulty perception of parallelism between English and the U.S., ELT received waves of hostility. A movement, generally referred to as ‘book purging’, aimed at 'deculturalization' of school and university English-teaching textbooks. As an urgent reaction, certain words and concepts were replaced by ‘proper’ a-cultural or neutral ones.”

The next steps, naturally, were replacing or adopting the course books which best fit the revolutionary beliefs and ideas of after-revolutionary atmosphere in Iran.

Nowadays the stream of the issue is toward a daily-growing interest toward learning English language. This has been an observable movement specially seen in parents’ tendency in sending their children to the nursery, primary, junior or high schools where English is taught and considered as seriously inevitable part of the education.

As Aliakbari (2004) says : “There is an extensive and still growing private sector of education in the country, a distinctive feature of which is introducing English at primary school and even pre-school levels.”

In the line with the interest it has been received, English language teaching has benefited of different ideologies as its controlling frame work. The raising interest toward English maybe has its roots in the inevitable growth of technology during the time and this fact that all ways toward technology and its inherent companions like worldwide multi-dimension interrelations, leads to one main avenue, that is, English language.

As Aliakbari and Talebinezhad (2004) state English is the dominant language of foreign trade, international conferences, for air traffic in international airports, and in sea navigation.Iran’s relation with the world is mainly through English. Though native-like pronunciation, which is not contradictory to EIL assumptions, is aimed at in classrooms. In fact, English is often used for non-native interactions. English
dailies, weeklies, journals and other English periodicals directed by Iranian nationals are issued and available throughout the country.

On the other hand Iran for exporting non-oil products needs to be equipped with the national market’s language, to be aware and active enough for taking the best economic-political actions. This comes to be an unavoidable factor when ones remembering the importance of the cooperation with some regional and world organizations like the UN, Islamic Conference Organization, ECO, OPEC and others or some international events like book fairs and trade exhibitions held annually in the capital.

Putting more English language programs in separate English-talking channels or using authentic news in other channels, is a positive sign of government’s attitudes toward English Language learning’s necessity.

It seems that the educational philosophy, beside an EFL approach, should confirm the EIL (English as international language) which means the use of English by people of different nations in order to communicate with one another.

According to the different attitudes of educational administers (foreign policies) of the country the different kinds of curriculums, syllabuses and course books have been used in school programs in Iran. The following would be a brief history of the ELT’s school movement in Iran.

3.2 ELT in Schools

The first using of coursebooks in high schools in Iran traces back to 1937. The beginning of the World War II stopped the use and development of English course books for national use in Iran. Then after for 20 years some books like Essential English, Oxford series, Speak English, and Modern English were the only available books for teaching-learning English in or out of schools.
As Lotf-o-llah Yar mohammadian in the ELT seminar in 2000 states, in 1971 the ministry of education published the series “Graded English” which were designed regarding the audio-lingual approach. The authors were a group of experts under the heading of Dr. Manuchehri. These series benefited of a good teachers Guide too.

In 1985 a new series “Right path to English” were replaced the former coursebooks in Iran. The change of the educational system to the “terms- credits” system made a kind of adoptions in the books take place. The available course books were 2 books for junior school, 3 for high school and 1 for pre-university stage. In 2000 again another change in educational system caused inevitable changes in curriculum and consequently the course books.

In 2002 again another change happened and it was a forward movement as introducing English in the first Grade junior school which used to be in the second grade before.

The current program for English teaching at school programs recommends 4 hours of weekly English lessons for junior schools. There are no separate hours for communication skills and teachers should cover a student book as well as work books to make the students ready for examinations.

3.3 The Main Aims of Language Teaching in Junior Schools in Iran

Roshd journal in its 46th issue (1996) defines the followings as educational aims of junior schools in Iran.

The main aim in language learning in Iran is to enable the students to read, comprehend, and write the foreign language texts, as well as training them to be able to have interactions and oral communication. Along with this, the aim is preparing the students for the next coming highschool and university educations regarding
English. It has been stated that this kind of goal setting can provide the industrial and scientific independence of the country as well as setting pillars for better understanding of other cultures which in turn facilitates the mutual understanding and stating of the facts in international scale.

To achieve these aims, some objectives have been defined:

1. enabling the students to correct spelling and pronunciation of the taught material
2. practicing the listening skill to understand the taught simple sentences and expressions – and patterns- so that recognizing them in simple speech acts
3. practicing speaking skills have been considered so important; speaking would be according to the presented expressions and patterns
4. teaching reading skills limited to simple sentences and texts
5. writing limited to coursebooks sentences
6. grammar according to what has been presented in the book
7. about 700 hundred vocabulary
(Roshd journal, 1996)

If completely fulfilled, this objectives will make the students to communicate and interact successfully so that the large scale aims like understanding and being understood effectively and world widely, will be attained.

3.3.1 The Principle Organization of the Books

This is what has been presented in “some words to the teachers” part of the coursebooks (2000), as the general organization of the junior school’s course books:

a. Dialogue

The objective assumed to be presenting the use of language in real situations as well as using the structure and the vocabulary of the unit in that dialogue.
b. Patterns

Structural patterns of each unit have been presented in this section as sentences. This is confirming the idea that structure is a mean to convey meaning. There is no direct presentation of structure. Students first practice then are given the rule.

c. Oral Drills

The objective here is practicing structure for fluency. The role of repetition and habit formation has been considered important here.

d. Write it down

The points the students have learned should be practiced in written form too. The main objective here is supposed to be putting the real world around (the pictures) into written form. English handwriting and spelling are important here.

e. Speak out

The assumed objective here is to help the students to use their creativity in restating the taught materials. This part tries to train the students in a way that they can express themselves in different situations.

f. New words and expressions:

A list of presented vocabulary items and expressions has been presented here for ease of learning.
g. Basic Structures:

For ease of learning and review the presented structure(s) in the unit have been given here in a table.

In the following chapters there would be a sample unit of the 6th grade’s course book which will help better observation of mentioned parts above. The present study is to see that whether the claimed objectives are fulfilled in teachers and students point of view. But before that a brief history of the studies done in this area will be presented.

3.4 Some Previous Studies in Coursebook Evaluation in Iran

This study is to present some information regarding the course books in Iran’s junior schools in terms of students and teachers expectations from a coursebook. As it is mentioned before course book evaluation is (or should be) a permanent quality of any educational system because it precedes the evaluation of all other factors existing in any educational context. As better results in education are achievable if only there can be found an everlasting chain of overviews and evaluations.

There have been some other studies, each from another perspective, in the field of course book evaluation in Iran. Some of them are presented below:

1. Shokri (1995) studied the English language program of the 8th graders from the experts, teachers and students point of views. He showed that students found the objectives and curriculum satisfactory but he thinks the content, activities, sources, means, and finally the time of evaluation are not suitable. Also he showed that they mostly are interested in conversation and reading parts. The collected data showed that the successful students were those who were interested in English more than the others. As for the teachers, they were not satisfied with the whole learning – teaching
program of this grade. Experts also didn’t find the program useful. Teachers referred to the lack of time for enough practicing, the unattractive topics of the book, and the thick volume of the content and points to be learned as the problems of the course book.

2. Moradi (1995) studied the problems of teaching-learning English in high school level in Tehran. The result showed that according to the students there are 12 factors effecting the language learning-teaching process in high school levels such as: low education of the father and mother, no access to the other sources of language learning, and the unsatisfactory content of the course books. As for the teachers, there were 34 factors effecting the English language program in high school such as: teachers who were not satisfied with their job, the lack of mutual understanding and affection between teachers and students, not enough attention to oral exercises and oral exams.

3. Rahimi (1995) studying the situation in high schools in Isfehan has found the following results: the crowded classes, absence of supplementary materials or not enough use of them, lack of enough explanations for vocabulary items. The unsuitable content for the age group, lack of poems or puzzles and so on, the low educational level of the parents, teachers low salaries, unsuitable starting time for the language learning in schools, no time and facilities for oral practice and evaluation in high schools were some of the reasons for unsuccessful language programs in Isfehan.

4. In her study “the evaluation of the junior schools English course books based on the teachers point of view and students educational improvements in Shiraz” Ghasemi, came to the following results: there is a correlation between the content of the course books and students’ learning abilities and their daily real life experiences. The data also showed that there is a short time for English lessons in the curriculum and the content as constant and independent source for studying is weak. The useful and suitable parts came to be “spelling, plural making, sentence making, making wh questions, fill
in the gaps parts and choosing the correct items among the group of words”. On the other hand, students found the “negative making parts and giving short answers” difficult in the books. The results for improvement test showed that regarding “question making with Wh words” girls did better than the boys but in other points there was no meaningful differences.

3.5 Conclusion

There is little study regarding the course books taught in schools in Iran. Course books have a great role in language learning so it is highly important to evaluate them scientifically and consistently. Every little data may reveal the weak and strong points of the coursebooks and this way the way toward more useful and beneficial teaching- learning situation would be closer.

It is hoped that along side with the other studies in this important field, that is course book evaluation, this study helps to emerge some points regarding weak and strong points of the junior schools course books so that the necessity of consistent evaluations and revisions will be felt and considered more urgently.

Next chapter will explain the process of the data collection and present the related interpretations for that.
4.0 PRESENTATION

In this chapter we will see and analyze the data gathered from questionnaires given to 19 teachers and 200 students of Iran’s guiding or junior schools.

First each graph will be stated in a sentence showing the meaning of the percentages and then in a separate part the whole data would be analyzed and interpreted. The percentage of the participants who chose one of the a,b,c,d,e or f has been shown by the same letter in the graph.

4.1 Teachers’ Questionnaire

Item I: Years of teachers teaching experience

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<tr>
<th>Item</th>
<th>Group</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>No answer</th>
<th>Number of participants</th>
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<tr>
<td>1</td>
<td>1</td>
<td>10</td>
<td>3</td>
<td>6</td>
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<td>19</td>
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Most of the randomly chosen teachers are those with less than 5 years teaching experience the second rank is with more than 15 years experience.
Chart 1: Percentage of teaching experience

Item II. Grade of teaching:

a) grade 6        b) grade 7        c) grade 8

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<th>item</th>
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<th>no answer</th>
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<td>II</td>
<td>7</td>
<td>7</td>
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As the table shows, most of the randomly chosen teachers in this study teach for grade 6 and 7.
1. Cover and pages of the course book are of good quality and the durability is satisfactory.

a) completely right  b) right  c) somehow right
d) no idea  e) I don’t agree  f) don’t agree at all.

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<th>group</th>
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<td>3</td>
<td>0</td>
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Data shows that most of the teachers think that the cover and pages of the course books are just somehow in a good quality.
2. The appearance of the book is interesting and attractive.

a) completely right  b) right  c) somehow right  
d) no idea  e) I don’t agree  f) don’t agree at all

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Most of the teachers believe the appearance of the book is not attractive.
3. If the course books were in a different size (smaller or bigger) they were more practical.

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Most of the teachers think that the size of the book is suitable.
Chart 5: Teachers’ idea regarding the course books’ size

4. The course book benefits of easily accessible supplementary materials (tapes, flash cards…)

   a) completely right      b) right      c) somehow right
   d) no idea                e) I don’t agree    f) don’t agree at all

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The supplementary materials are available for teachers.
5. The design, clarity and reasonable sequence of the materials in the book encourages better and more effective learning of the students.

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Most of the teachers do not agree that the design, clarity and sequence of materials in the book encourage or facilitate the learning for students.
6. Graphics (maps, pictures, tables…) effectively facilitate the understanding of the presented material.

   a) completely right     b) right     c) somehow right
   d) no idea              e) I don’t agree    f) don’t agree at all

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   In teachers opinion the graphics in the book are just somehow effective in students learning.
7. Language skills (listening, speaking, writing and reading) presented in the book are appropriate for this age group of students and their knowledge level.

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Most of the teachers confirm the appropriateness of the presented material with the students’ age and knowledge.
8. Titles and topics are selected according to the interests of this age group of the students.

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Most of the teachers do not find the materials attractive and interesting for students at this age.
9. Readings and texts are authentic and taken from the real life. They are not unnatural clichés far from our daily life.

a) completely right  b) right  c) somehow right  
d) no idea  e) I don’t agree  f) don’t agree at all.

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Teachers believe that the texts in the course book are just somehow authentic.
10. There is a variety of materials all over the book in terms of exercises or texts …(letters, dialogues, poem, song, riddles, advertisements…) 

- a) completely right
- b) right
- c) somehow right
- d) no idea
- e) I don’t agree
- f) don’t agree at all.

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<td>2</td>
<td>3</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>0</td>
<td>19</td>
</tr>
</tbody>
</table>

**Teachers do not find enough variety of materials in the course books.**
11. The order of presentation of the materials in each unit is from easy to difficult (from known to unknown) and it is suitable for the learning capacity and maturity of the students.

a) completely right  b) right  c) somewhat right

d) no idea  e) I don’t agree  f) don’t agree at all.

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>E</th>
<th>f</th>
<th>answer participants</th>
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<tbody>
<tr>
<td>1</td>
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<td>8</td>
<td>1</td>
<td>3</td>
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</tr>
</tbody>
</table>

The majority of teachers just somehow find the units sequence suitable.
Chart 13: Teachers’ ideas about how suitable are materials in each unit in terms of sequence

12. The order of presentation of the materials in the whole book is from easy to difficult (from known to unknown) and it is suitable for the learning capacity and maturity of the students.

a) completely right  b) right  c) somehow right 

a) no idea  e) I don’t agree  f) don’t agree at all.

group  item  a  b  c  d  e  f  no answer  number of participants
1 12 5 3 7 1 3 0 0 19

Again as for teachers the sequence of presented materials in the whole book is somehow acceptable regarding students characteristics.
13. Activities and exercises in the book are in a way that while searching for the answers, besides the language knowledge, students’ general knowledge increases.

a) completely right   b) right   c) somehow right

d) no idea           e) I don’t agree  f) don’t agree at all.

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>no answer</th>
<th>participants</th>
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<tbody>
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<td>13</td>
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<td>6</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

Most teachers believe that the activities or exercises either somehow or hardly are involving students or giving them any general knowledge (no task based activities seemingly).
Chart 15: How involving the activities and exercises are in the course books

14. The number and difficulty of the vocabulary in each unit is suitable.

a) completely right  b) right  c) somehow right

d) no idea  e) I don’t agree  f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>answer</th>
<th>number of participants</th>
</tr>
</thead>
<tbody>
<tr>
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<td>8</td>
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<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
</tbody>
</table>

Teachers confirm the suitability of presented vocabulary in each unit (its quantity and quality).
15. There is not only the presentation of the new lesson but also introduction of some useful techniques to better learning (learning strategies).

a) completely right  b) right  c) somehow right  
 d) no idea  e) I don’t agree  f) don’t agree at all.

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
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<td>15</td>
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<td>5</td>
<td>3</td>
<td>4</td>
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</tbody>
</table>

The first and second ranks are respectively somehow and don’t agree choices. It shows that teachers think that the learning strategies are either to some degree or hardly presented in the books.
Chart 17: Percentage of teachers’ opinion about using the learning strategies in the course books

16. Recycling has been given importance in the book in suitable intervals.

<table>
<thead>
<tr>
<th>Group</th>
<th>Item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
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<th>Number of Participants</th>
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<td>19</td>
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</tbody>
</table>

Teachers mostly believe that recycling has been given importance in suitable intervals.
Chart 18: Percentage of teachers who confirm the adequacy of recycling in the books

17. The activities in the work book are in accordance with the presented materials in the course book and really can test how much students have learned.

<table>
<thead>
<tr>
<th>item</th>
<th>no answer</th>
<th>number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
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<td>b)</td>
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<td>f)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>group</td>
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</tr>
</tbody>
</table>

The majority of teachers believe that workbook exercises are not the real testers of what have been presented in the course books.
18. The course book is flexible, and any adaptation, omission or changes do not damage its consistency and practicality.

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
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<td>5</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
</tbody>
</table>

The majority of teachers think that the course books are not flexible regarding any change or adaptation.
19. As a teacher of the book you agree and confirm the approach and educational objectives of the book.

a) completely right  b) right  c) somehow right

d) no idea  e) I do not agree  f) do not agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
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<td>2</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>19</td>
</tr>
</tbody>
</table>

The first and second rank are the teachers who just somehow or do not confirm the approach and educational objectives of the books.
Chart 21: Percentage of teachers conforming the book’s educational objectives and approach.

20. Multiple Intelligence theory has been considered in presenting the materials.

a) completely right  b) right  c) somehow right

 d) no idea           e) I don’t agree  f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
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<th>number of participants</th>
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<td>1</td>
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</tbody>
</table>

The theory of multiple intelligences has been considered just *somehow* in preparing the course book.
21. Teachers manual is really useful and the approach, educational philosophy and objectives of the book have been defined there also it presents the best ways to teach it.

a)completely right b)right c)somehow right
d)no idea e)I don’t agree f)don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
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<td>7</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
</tbody>
</table>

Most of the teachers did not give any exact idea. The second rank belongs to the teachers who believe in inadequacy of the teachers manual.
22. In your opinion what are the education objectives of this book.

a) Teaching grammar
b) Teaching the reading and comprehension
c) Giving general information for success in the examination
d) Enabling the student to use the language for communication
e) None of them
f) All of them

Most of the teachers think that the educational goal of the books is mainly based on teaching grammar.
23. This course book modifies and potentially supports its objectives

- a) completely right
- b) right
- c) somehow right
- d) no idea
- e) I don’t agree
- f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
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<td>3</td>
<td>5</td>
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<td>0</td>
<td>19</td>
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</tbody>
</table>

Most of the teachers do not find the course books supporting and modifying its objectives.
Chart 24: Teachers’ opinion about how well the books modify and support their objectives

24. This course book is designed according to culture and religion of our country.

<table>
<thead>
<tr>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>no answer</th>
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</thead>
<tbody>
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<td>4</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>19</td>
</tr>
</tbody>
</table>

Teachers mostly believe that the course books somehow are designed regarding cultural religious beliefs in Iran.
4.2 Students’ Questionnaire

4.2.1 High School First Year Students’ Idea About the Guiding School Course Books

Item I: Parents’ Educational Status:

<table>
<thead>
<tr>
<th>Group</th>
<th>Item</th>
<th>a) Under Secondary</th>
<th>b) Secondary</th>
<th>c) Upper Secondary</th>
<th>No Answer</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
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<td>13</td>
<td>31</td>
<td>0</td>
<td>50</td>
</tr>
</tbody>
</table>

Most of the parents have upper secondary level of education.
Item II: Interest in English:

a) a little  
b) average  
c) very much

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>16</td>
<td>23</td>
<td>50</td>
</tr>
</tbody>
</table>

Most of the students are very interested in English.
1. Our course book is both durable and attractive. (Cover, appearance, binding).

<table>
<thead>
<tr>
<th>a) completely right</th>
<th>b) right</th>
<th>c) somehow right</th>
<th>d) no idea</th>
<th>e) I don’t agree</th>
<th>f) don’t agree at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>24</td>
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</tr>
<tr>
<td>7</td>
<td>8</td>
<td>8</td>
<td>0</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

Most of the students believe that this is just to some degree right.
2. The book has interesting and attractive appearance inside it.

<table>
<thead>
<tr>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>number of participants</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2</td>
<td>0</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>19</td>
<td>11</td>
</tr>
</tbody>
</table>

For most of the students the inside of the course books are not interesting and attractive.
3. The print, page layout, sequence or order of sections and binding are neat and clear enough to facilitate and accelerate my learning.

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>no answer</th>
<th>number of participants</th>
</tr>
</thead>
<tbody>
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<td>2</td>
<td>15</td>
<td>22</td>
<td>7</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>50</td>
</tr>
</tbody>
</table>

Most of the students believe that the print, page layout, sequence or order of sections and binding are just to some degree neat and clear enough to facilitate and accelerate their learning.

<table>
<thead>
<tr>
<th>Group</th>
<th>Item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>No of participants</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>14</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>50</td>
</tr>
</tbody>
</table>

To the students the graphics in the book facilitate their learning *just to some degree*. 
5. Grammar and Vocabulary found in the book are mostly higher than our (me and my classmates’) knowledge and level (we cant understand easily).

Chart 2.6: Percentage of students satisfied with the effectiveness of the graphics of the books

- a) completely right
- b) right
- c) somehow right
- d) no idea
- e) I don’t agree
- f) don’t agree at all

<table>
<thead>
<tr>
<th>group item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>answer</th>
<th>number of participants</th>
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<tbody>
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<td>2</td>
<td>5</td>
<td>4</td>
<td>12</td>
<td>26</td>
<td>0</td>
</tr>
</tbody>
</table>

The majority of students believe that the grammar and vocabulary found in the book are not higher than their knowledge and level.
Chart 2.7: How suitable vocabulary and grammar are presented for the students

6. I find the exercises and tasks in the book difficult.

<table>
<thead>
<tr>
<th>item</th>
<th>a) completely right</th>
<th>b) right</th>
<th>c) somehow right</th>
<th>d) no idea</th>
<th>e) I don’t agree</th>
<th>f) don’t agree at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>number of participants</td>
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<td>6</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>7</td>
</tr>
</tbody>
</table>

Most of the students do not find the exercises and tasks in the book difficult.
Chart 2.8: Difficulty of the exercises and tasks in the book

7. In each unit exercises are completely related to the points which have been taught in that unit.

a) completely right  b) right  c) somehow right  
d) no idea  e) I don’t agree  f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
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<td>0</td>
<td>50</td>
</tr>
</tbody>
</table>

Students believe that in each unit exercises are completely related to the points which have been taught in that unit.
8. Activities in the book require my personal involvement and I need to research so that beside my language knowledge my general knowledge of life increases.

a) completely right  
b) right  
c) somehow right  
d) no idea  
e) I don’t agree  
f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
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<td>13</td>
<td>14</td>
<td>1</td>
<td>0</td>
<td>50</td>
</tr>
</tbody>
</table>

Majority thinks that activities in the books do not require any personal involvement and there is no need to research and consequently no improvement in general knowledge of life.
Chart 2.10: Do the activities involve students experiences and general knowledge of the real life?

9. Titles and topics are attractive for me and this makes me curiously study the content.

a) completely right  b) right  c) somehow right  
   d) no idea  e) I don’t agree  f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
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</tbody>
</table>

They find the topics somehow interesting.
10. Activities in the book are not only useful and helpful but also interesting and amusing

a) completely right    b) right    c) somehow right

d) no idea   e) I don’t agree   f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
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</tbody>
</table>

Most of the students find the item right to some degree.
Chart 2.12: Amusing activities in the course books

11. There is a variety of materials all over the book in terms of exercises or texts ….(letters, dialogues, poem, song, riddles, advertisements…)

a) completely right  b) right  c) somehow right

 d) no idea  e) I don’t agree  f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
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</tbody>
</table>

Most of the students think variety can be found just to some degree.
12. Instructions are all obvious and clear so I can easily understand them and do the activities

- a) completely right
- b) right
- c) somehow right
- d) no idea
- e) I don’t agree
- f) don’t agree at all

According to the students there are clear instructions in the course books.
Chart 2.14: How clear the instructions are for the students

13. After finishing a unit I am satisfied that I have learned useful points from this unit.

- a) completely right
- b) right
- c) somehow right
- d) no idea
- e) I don’t agree
- f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
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<td>24</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>50</td>
</tr>
</tbody>
</table>

They feel to some degree satisfied with what they have learned after a unit.
Chart 2.15: Learners’ satisfaction after finishing each unit

14. The presentation of 4 main skills (writing, speaking, listening and reading) is considered at the same level of attention and importance and is in balance with each other.

<table>
<thead>
<tr>
<th>Group</th>
<th>Item</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>No answer</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>14</td>
<td>5</td>
<td>6</td>
<td>11</td>
<td>13</td>
<td>7</td>
<td>8</td>
<td>0</td>
<td>50</td>
</tr>
</tbody>
</table>

They mostly did not give any exact idea about it.
15. In our course book there are some units with a very difficult content (grammar, reading, dialogue) and other units which are boringly easy!

- a) completely right
- b) right
- c) somehow right
- d) no idea
- e) I don’t agree
- f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>no</th>
<th>number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>15</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>9</td>
<td>16</td>
<td>8</td>
<td>0</td>
<td>50</td>
</tr>
</tbody>
</table>

They mostly do not agree that is true. It means the course books are homogenous in content.
16. Our course book is easy to obtain with a reasonable price.

a) completely right     b) right     c) somehow right

d) no idea               e) I don’t agree      f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>answer</th>
<th>number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>16</td>
<td>21</td>
<td>14</td>
<td>2</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
</tr>
</tbody>
</table>

For most of the students the price is reasonable and the book is accessible.
Chart 2.18: The price and accessibility of the book in students’ point of view

4.2.2 The 8th Grades Students’ Idea About Their Course Book

Item I: Parents’ Educational Status:
- a) under secondary
- b) Secondary
- c) upper secondary

<table>
<thead>
<tr>
<th>Group</th>
<th>Item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>24</td>
<td>10</td>
<td>16</td>
<td>50</td>
</tr>
</tbody>
</table>

Most of the parents have under secondary education
Item II: Interest in English:

<table>
<thead>
<tr>
<th>group</th>
<th>Item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>number of participants</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>ii</td>
<td>3</td>
<td>10</td>
<td>37</td>
<td>50</td>
</tr>
</tbody>
</table>

Most of the students like English very much.
1. Our course book is both durable and attractive. (Cover, appearance, binding).

- a) completely right
- b) right
- c) somehow right
- d) no idea
- e) I don’t agree
- f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>no</th>
<th>number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>9</td>
<td>11</td>
<td>18</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>50</td>
</tr>
</tbody>
</table>

Students mostly believe that this is right to some degree.
2. The book has interesting and attractive appearance inside it.

<table>
<thead>
<tr>
<th>Group</th>
<th>Item</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>No Answer</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>16</td>
<td>14</td>
<td>9</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>50</td>
</tr>
</tbody>
</table>

For most of the students that is completely true.
3. The print, page layout, sequence or order of sections and binding are neat and clear enough to facilitate and accelerate my learning.

<table>
<thead>
<tr>
<th></th>
<th>a) completely right</th>
<th>b) right</th>
<th>c) somehow right</th>
<th>d) no idea</th>
<th>e) I don’t agree</th>
<th>f) don’t agree at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>group</td>
<td>no answer</td>
<td>number of participants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>17 15 7 2 5 4 0</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Most of the students believe that the statement is completely right the overall design facilitates their leaning.
Chart 3.5: How well the print, page layout, sequence and so on facilitate the learning


a) completely right   b) right   c) somehow right

4) no idea   e) I don’t agree   f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>no answer</th>
<th>number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>16</td>
<td>13</td>
<td>12</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>50</td>
</tr>
</tbody>
</table>

The majority of the students believe that the graphics of the book facilitate their learning.
5. Grammar and Vocabulary found in the book are mostly higher than our (me and my classmates’) knowledge and level. (we cant understand easily)

<table>
<thead>
<tr>
<th></th>
<th>a) completely right</th>
<th>b) right</th>
<th>c) somehow right</th>
<th>d) no idea</th>
<th>e) I don’t agree</th>
<th>f) don’t agree at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>no answer</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>7</td>
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<td>3</td>
</tr>
<tr>
<td>number of participants</td>
<td>9</td>
<td>14</td>
<td>14</td>
<td>0</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

Students mostly do not believe that Grammar and Vocabulary found in the book are mostly higher than their level of knowledge and understanding.
Chart 3.7: How suitable vocabulary and grammar are presented for the students

6. I find the exercises and tasks in the book difficult.

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>no answer</th>
<th>number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>4</td>
<td>17</td>
<td>13</td>
<td>0</td>
<td>50</td>
</tr>
</tbody>
</table>

They do not think that the tasks and exercises are difficult.
7. In each unit exercises are completely related to the points which have been taught in that unit.

a) completely right  
b) right  
c) somehow right  
d) no idea  
e) I don’t agree  
f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>no</th>
<th>answer</th>
<th>participants</th>
</tr>
</thead>
<tbody>
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<td>3</td>
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<td>13</td>
<td>14</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>10</td>
<td>0</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

The general belief confirms the relevance of the exercises to the taught points.
8. Activities in the book require my personal involvement and I need to research so that besides my language knowledge my general knowledge of life increases.

<table>
<thead>
<tr>
<th></th>
<th>a)completely right</th>
<th>b)right</th>
<th>c)somehow right</th>
<th>d)no idea</th>
<th>e)I don’t agree</th>
<th>f)don’t agree at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>group</td>
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<td>15</td>
<td>7</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>item</td>
<td>a</td>
<td>b</td>
<td>c</td>
<td>d</td>
<td>e</td>
<td>f</td>
</tr>
<tr>
<td>answer</td>
<td>10</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

They believe that their general knowledge improves while dealing with the activities.
Chart 3.10: Do the activities involve students experiences and general knowledge of the real life?

9. Titles and topics are attractive for me and this makes me curiously study the content.

<table>
<thead>
<tr>
<th>Group</th>
<th>Item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>No answer</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>9</td>
<td>19</td>
<td>8</td>
<td>9</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>50</td>
</tr>
</tbody>
</table>

Most of the students find the topics and titles attractive.
Chart 3.11: The percentage of interesting topics in students’ point of view

10. Activities in the book are not only useful and helpful but also interesting and amusing.

a) completely right b) right c) somehow right
d) no idea e) I don’t agree f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>no answer</th>
<th>number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>10</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>5</td>
<td>11</td>
<td>7</td>
<td>0</td>
<td>50</td>
</tr>
</tbody>
</table>

The majority do not find the activities amusing or helpful.
11. There is a variety of materials all over the book in terms of exercises or texts (letters, dialogues, poem, song, riddles, advertisements…).

<table>
<thead>
<tr>
<th></th>
<th>a)completely right</th>
<th>b)right</th>
<th>c)somehow right</th>
<th>d)no idea</th>
<th>e)I don’t agree</th>
<th>f)don’t agree at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>no number of participants</td>
<td>50</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>group</td>
<td>item</td>
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<td>b</td>
<td>c</td>
<td>d</td>
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<tr>
<td>3</td>
<td>11</td>
<td>6</td>
<td>7</td>
<td>9</td>
<td>7</td>
<td>9</td>
</tr>
</tbody>
</table>

Students do not believe that there is a variety in materials in their course book.
Chart 3.13: Variety in the course books

12. Instructions are all obvious and clear so I can easily understand them and do the activities.

<table>
<thead>
<tr>
<th>a) completely right</th>
<th>b) right</th>
<th>c) somehow right</th>
<th>d) no idea</th>
<th>e) I don’t agree</th>
<th>f) don’t agree at all</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td>no answer</td>
<td>number of participants</td>
</tr>
<tr>
<td>group</td>
<td>item</td>
<td>a</td>
<td>b</td>
<td>c</td>
<td>d</td>
</tr>
</tbody>
</table>

For them the instruction is clear and understandable.
13. After finishing a unit I am satisfied that I have learned useful points from this unit.

a) completely right  b) right  c) somehow right

d) no idea  e) I don’t agree  f) don’t agree at all

<table>
<thead>
<tr>
<th>Group</th>
<th>Item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>Answer</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
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<td>3</td>
<td>13</td>
<td>18</td>
<td>11</td>
<td>13</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>50</td>
</tr>
</tbody>
</table>

They are mostly satisfied and feel that they have learned new things.
14. The presentation of 4 main skills (writing, speaking, listening and reading) are considered at the same level of attention and importance and are in balance with each other.

<table>
<thead>
<tr>
<th></th>
<th>a)completely right</th>
<th>b)right</th>
<th>c)somehow right</th>
<th>d)no idea</th>
<th>e)I don’t agree</th>
<th>f)don’t agree at all</th>
<th>no answer</th>
<th>number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>14</td>
<td>6</td>
<td>9</td>
<td>14</td>
<td>10</td>
<td>4</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

They do not completely believe that the presentation of four main skills is at the same level.
15. In our course book there are some units with a very difficult content (grammar, reading, dialogue) and other units which are boringly easy!

<table>
<thead>
<tr>
<th></th>
<th>a)completely right</th>
<th>b)right</th>
<th>c)somehow right</th>
<th>d)no idea</th>
<th>e)I don’t agree</th>
<th>f)don’t agree at all</th>
<th>no answer</th>
<th>number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
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<td>14</td>
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<td>5</td>
<td>7</td>
<td>9</td>
<td>0</td>
<td>50</td>
</tr>
</tbody>
</table>

They agree that some units are more difficult than the others.
16. Our course book is easy to obtain with a reasonable price.

a) completely right  b) right  c) somehow right

<table>
<thead>
<tr>
<th>Item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>No answer</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 3</td>
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<td>5</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

They mostly do not have problems regarding price or accessibility of the book.
4.2.3 The 7th Grade Students’ Ideas About Their English Course Book

Item I: Parents’ Educational Status:

<table>
<thead>
<tr>
<th>Group</th>
<th>Item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>9</td>
<td>7</td>
<td>9</td>
<td>25</td>
</tr>
</tbody>
</table>

Most of the parents have either under secondary or upper secondary education.
Chart 4.1: Parents’ educational level

Item II: Interest in English:

a) a little  b) average  c) very much

<table>
<thead>
<tr>
<th>group</th>
<th>Item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>II</td>
<td>3</td>
<td>6</td>
<td>16</td>
<td>25</td>
</tr>
</tbody>
</table>

Most of the students like English very much.
1. Our course book is both durable and attractive (cover, appearance, binding).

<table>
<thead>
<tr>
<th>a) completely right</th>
<th>b) right</th>
<th>c) somehow right</th>
</tr>
</thead>
<tbody>
<tr>
<td>d) no idea</td>
<td>e) I don’t agree</td>
<td>f) don’t agree at all</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>answer</th>
<th>number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>4</td>
<td>8</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>25</td>
</tr>
</tbody>
</table>

For most of the students this is right or somehow right.
Chart 4.3: Students’ idea regarding durability and appearance of the course books

2. The book has interesting and attractive appearance inside it. (colorful designs)

<table>
<thead>
<tr>
<th>Group</th>
<th>Item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>No answer</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>3</td>
<td>10</td>
<td>7</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>25</td>
</tr>
</tbody>
</table>

They are satisfied with the inside characteristics of the book.
3. The print, page layout, sequence or order of sections and binding are neat and clear enough to facilitate and accelerate my learning.

a) completely right    b) right    c) somehow right

d) no idea   e) I don’t agree  f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>answer</th>
<th>number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>25</td>
</tr>
</tbody>
</table>

Mostly students think that the mentioned characteristics are facilitating and accelerating their learning.
Chart 4.5: How well the print, page layout, sequence and so on facilitate their learning


a) completely right  b) right  c) somehow right

d) no idea  e) I don’t agree  f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>answer</th>
<th>participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Most of the students think that this is right just to some degree.
Graph 4.6: Percentage of students satisfied with the effectiveness of the graphics of the books.

5. Grammar and Vocabulary found in the book are mostly higher than our (me and my classmates’) knowledge and level (we cannot understand easily).

a) completely right  b) right   c) somehow right
 d) no idea   e) I don’t agree  f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>no answer</th>
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<td>5</td>
<td>4</td>
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<td>25</td>
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</tbody>
</table>

Most of the students do not have any idea about this question.
6. I find the exercises and tasks in the book difficult.

<table>
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<tr>
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<th>a</th>
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<td>11</td>
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</tbody>
</table>

Most of the students disagree that the exercises are difficult for them.
7. In each unit exercises are completely related to the points which have been taught in that unit.

<table>
<thead>
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<td>0</td>
<td>0</td>
<td>25</td>
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</tbody>
</table>

Exercise are completely related to the taught material in each unit.
Chart 4.9: Relevance of the exercises and presented points in the lesson

8. Activities in the book require my personal involvement and I need to research so that besides my language knowledge my general knowledge of life increases.

a) completely right  b) right  c) somehow right

d) no idea  e) I don’t agree  f) don’t agree at all

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<td>5</td>
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<td>25</td>
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</tbody>
</table>

Activities do not require students’ research and involving. They do not give any real life information.
Chart 4.10: Do the activities involve students experiences and general knowledge of the real life?

9. Titles and topics are attractive for me and this makes me curiously study the content.

a)completely right  b)right  c)somehow right
d)no idea  e)I don’t agree  f)don’t agree at all

<table>
<thead>
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<th>group</th>
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<td>25</td>
</tr>
</tbody>
</table>

To some degree they believe that the topics are attractive for them.
10. Activities in the book are not only useful and helpful but also interesting and amusing.

a) completely right  b) right  c) somehow right
d) no idea  e) I don’t agree  f) don’t agree at all

<table>
<thead>
<tr>
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<th>item</th>
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<td>3</td>
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<td>25</td>
</tr>
</tbody>
</table>

They believe that it is right to some degree.
11. There is a variety of materials all over the book in terms of exercises or texts (letters, dialogues, poem, song, riddles, advertisements…).

a) completely right  b) right  c) somehow right
d) no idea  e) I don’t agree  f) don’t agree at all

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</tbody>
</table>

For the students of this grade it seems to be right although some of them also do not give any idea about this question.
12. Instructions are all obvious and clear so I can easily understand them and do the activities.

<table>
<thead>
<tr>
<th>a) completely right</th>
<th>b) right</th>
<th>c) somehow right</th>
<th>d) no idea</th>
<th>e) I don’t agree</th>
<th>f) don’t agree at all</th>
</tr>
</thead>
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<td>12</td>
<td>12</td>
<td>9</td>
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<td>2</td>
</tr>
</tbody>
</table>

They do not have any problems understanding the instructions.
13. After finishing a unit I am satisfied that I have learned useful points from this unit.

a) completely right  b) right  c) somehow right

d) no idea  e) I don’t agree  f) don’t agree at all

<table>
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</tbody>
</table>

They satisfied that they have learned useful points after finishing each unit.
14. The presentation of 4 main skills (writing, speaking, listening and reading) are considered at the same level of attention and importance and are in balance with each other.

a) completely right 

b) right  

c) somehow right 

d) no idea 

e) I don’t agree 

f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
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<th>b</th>
<th>c</th>
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</tbody>
</table>

Whether they do not think that the presentation for main skills is with the same emphasis or they think that the presentation of those skills is to some degree balanced.
15. In our course book there are some units with a very difficult content (grammar, reading, structure) and other units which are boringly easy!

a) completely right  b) right  c) somehow right  
  d) no idea  e) I don’t agree  f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
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</tbody>
</table>

 Mostly they think that somehow this is right.
Chart 4.17: Homogeneous level of difficulty in the course books

16. Our course book is easy to obtain with a reasonable price.

a)completely right  b)right  c)somehow right  
d)no idea  e)I don’t agree  f)don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
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<td>25</td>
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</tbody>
</table>

Students do not have any difficulty in finding and buying the book.
Chart 4.18: Our course book is easy to obtain with a reasonable price

4.2.4 The 6th Grade Students’ Ideas About Their Course book

Item I: Parents’ Educational Status:

<table>
<thead>
<tr>
<th>Group</th>
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<th>a</th>
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<td>25</td>
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</tbody>
</table>

Most of the parents have upper secondary education.
Item II: Interest in English:

<table>
<thead>
<tr>
<th>a) a little</th>
<th>b) average</th>
<th>c) very much</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<td>1</td>
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<td>25</td>
</tr>
</tbody>
</table>

Most of the students are interested in English very much.
1. Our course book is both durable and attractive (cover, appearance, binding).

<table>
<thead>
<tr>
<th></th>
<th>a) completely right</th>
<th>b) right</th>
<th>c) somehow right</th>
<th>d) no idea</th>
<th>e) I don’t agree</th>
<th>f) don’t agree at all</th>
</tr>
</thead>
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<td>2</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Most of the students think that the course book is somehow durable and has an attractive appearance.
Chart 5.3: How durable and interesting the appearance of the course book is

2. The book has interesting and attractive appearance inside it.

<table>
<thead>
<tr>
<th>item</th>
<th>a</th>
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<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
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<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

Students of this grade think that the inside of the course book is attractive.
Chart 5.4: How attractive inside of the book is?

3. The print, page layout, sequence or order of sections and binding are neat and clear enough to facilitate and accelerate my learning.

<table>
<thead>
<tr>
<th>a) completely right</th>
<th>b) right</th>
<th>c) somehow right</th>
<th>d) no idea</th>
<th>e) I don’t agree</th>
<th>f) don’t agree at all</th>
<th>no answer</th>
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<td>4</td>
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<td>0</td>
</tr>
</tbody>
</table>

Students think that the print, page layout, sequence or order of sections help and facilitate their learning.

a) completely right  b) right  c) somehow right  
d) no idea  e) I don’t agree  f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
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<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>25</td>
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</table>

Graphics are helpful in students’ learning.
Chart 5.6: The percentage of students satisfied with the effectiveness of the graphics of the books

5. Grammar and Vocabulary found in the book are mostly higher than our (me and my classmates’) knowledge and level (we cannot understand easily).

a) completely right b) right c) somehow right
d) no idea e) I don’t agree f) don’t agree at all

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<th>item</th>
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<td>4</td>
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<td>0</td>
<td>25</td>
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</tbody>
</table>

They agree that grammar and vocabulary are somehow difficult or higher than their knowledge level.
6. The exercises and tasks in the book are difficult.

a) completely right  b) right  c) somehow right

d) no idea  e) I don’t agree  f) don’t agree at all

<table>
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They find the exercises and tasks difficult to some degree.
7. In each unit exercises are completely related to the points which have been taught in that unit.

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The exercises are related to the taught points in each unit.
Chart 5.9: The relevance of the exercises and presented points in the lesson

8. Activities in the book require my personal involvement and I need to research so that besides my language knowledge my general knowledge of life increases.

a) completely right  
   b) right  
   c) somehow right  
   d) no idea  
   e) I don’t agree  
   f) don’t agree at all

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<td>4</td>
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<td>4</td>
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<td>25</td>
</tr>
</tbody>
</table>

They think that activities and exercises give them some general knowledge.
9. Titles and topics are attractive for me and this makes me curiously study the content.

a) completely right  b) right  c) somehow right  
d) no idea  e) I don’t agree  f) don’t agree at all

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<td>0</td>
<td>25</td>
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</tbody>
</table>

Mostly they find the topics attractive.
Chart 5.11: The percentage of interesting topics in students’ point of view

10. Activities in the book are not only useful and helpful but also interesting and amusing.

a) completely right    b) right    c) somehow right
  d) no idea            e) I don’t agree     f) don’t agree at all

<table>
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Mostly they find the activities not only useful but also interesting and amusing.
11. There is a variety of materials all over the book in terms of exercises or texts (letters, dialogues, poem, song, riddles, advertisements…).

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Students think that it is right to some degree.
12. Instructions are all obvious and clear so I can easily understand them and do the activities.

a) completely right  
b) right  
c) somehow right  
d) no idea  
e) I don’t agree  
f) don’t agree at all

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Most of the students find the instructions easy to understand.
Chart 5.14: How clear the instructions are for the students?

13. After finishing a unit I am satisfied that I have learned useful points from this unit.

<table>
<thead>
<tr>
<th>Item</th>
<th>a) completely right</th>
<th>b) right</th>
<th>c) somehow right</th>
<th>d) no idea</th>
<th>e) I don’t agree</th>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

They are satisfied with what they have learned at the end of each unit.
14. The presentation of 4 main skills (writing, speaking, listening and reading) is considered at the same level of attention and importance and is in balance with each other.

<table>
<thead>
<tr>
<th></th>
<th>a)completely right</th>
<th>b)right</th>
<th>c)somehow right</th>
<th>d)no idea</th>
<th>e)I don’t agree</th>
<th>f)don’t agree at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>14</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

They have no idea whether the presentation of four main skills is in balance with each other or not.
15. In our course book there are some units with a very difficult content (grammar, reading, structure) and other units which are boringly easy!

a) completely right  
b) right  
c) somehow right  
d) no idea  
e) I don’t agree  
f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>no</th>
<th>number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>15</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>25</td>
</tr>
</tbody>
</table>

They agree that some units are very easy and some units are very difficult.
16. Our course book is easy to obtain with a reasonable price.

- a) completely right
- b) right
- c) somehow right
- d) no idea
- e) I don’t agree
- f) don’t agree at all

<table>
<thead>
<tr>
<th>group</th>
<th>item</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>answer</th>
<th>number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>16</td>
<td>3</td>
<td>5</td>
<td>9</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>25</td>
</tr>
</tbody>
</table>

Mostly they have no difficulty in obtaining the book with a reasonable price.
Chart 5.18: Our course book is easy to obtain with a reasonable price
4.3 Data Analysis

This part will offer an overall analysis of the data. It will first separately and then generally present, compare and analyze the gathered data.

4.3.1 Teachers’ Questionnaire

Four different schools in four different regions of Tabriz were randomly chosen. Questionnaires were given to 19 teachers teaching to grades 6, 7, and 8. The teachers teaching experiences were ranging from less than 5 years to more than 15 years. But mostly they were new teachers with less than 5 years experience.

To see what is the distance between the teachers’ expectations and what the course books in reality are like, here we have used three letters as symbols:

- (S): same
- (A): average
- (D): different

1. According to 47% of the teachers the durability and quality of the guiding school course books is to some degree satisfactory. (A)

2. 32% of the teachers do not find the course book’s appearance interesting and attractive. (D)

3. 32% of the teachers believe that course books are in a suitable size. (S)

4. 31% of the teachers are satisfied with the supplementary materials. (S)

5. 59% of the teachers believe that the order or sequence of the content of the book doesn’t facilitate the students’ learning. (D)

6. 42% of teachers think the graphics in the course books are helpful in learning just to some degree. (A)
7. There is somehow a kind of accordance between the presented materials and the knowledge level and maturity of students. This is what 31% of teachers maintained. (A)

8. 41% of the teachers do not find the topics interesting for students. (D)

9. 25% of the teachers believe in the authenticity of the materials just to some degree. (A)

10. 41% of the teachers believe that there is no variety in the content materials. (D)

11. 42% of the teachers think that somehow the presentation of the language points in each unit is from easy to difficult (known to unknown) and also suitable for maturity and knowledge level of them. (A)

12. 37% of the teachers think that somehow the presentation of the lessons in the whole book is from easy to difficult (known to unknown) and also it is suitable for maturity and knowledge level of them. (A)

13. 32% of teachers think that the activities and tasks in the course books don’t make the students to research and increase their general knowledge too. There is no indirect learning while doing the tasks. (D)

14. The vocabulary presented in each unit is in accordance with the learning capacity of the students of this age. This is true for 42% of the teachers. (S)

15. According to 25% of the teachers learning strategies are rarely seen in the course book. (A)
16. The presented grammar sequence is from known to unknown and there are grammar reviews with specific intervals. 31% of the teachers confirm that this is true. *(S)*

17. The exercises in the workbooks are related to the taught materials in the course books and evaluate students’ knowledge. 27% of the teachers do not believe that this is true with the course books of guiding school.*(D)*

18. 48% of the teachers believe that the course book is not flexible for any change or adaptation.*(D)*

19. For 32% of the teachers the educational philosophy and the method of the presenting the materials in the book are not what they can approve.*(D)*

20. The multiple intelligence theory has been rarely considered in preparing the course books. This is what 42% of teachers believe in. *(A)*

21. Teachers mostly do not have any idea about the usefulness and practicality of teachers’ manual. When asked if the manual gives some information about the educational philosophy and goals of the book or some hints for how to teach better they mostly chose (d) that is, I have no idea! *(A)*

22. 52% of teachers believe the main objective of the course book is teaching grammar. *(D)*

23. Mostly, teachers believe that the course book is not successful obtaining its objective(s). 27% *(D)*

24. Most of the teachers think that the course book is to some degree prepared regarding cultural and religious context of Iran. (32%) *(A)*
The following table shows the areas which course books are close, far, or somewhere between the teachers’ expectations and the real used books.

<table>
<thead>
<tr>
<th>Item</th>
<th>S</th>
<th>A</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Durability</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>2. Cover</td>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>3. Size</td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>4. Supplementary materials</td>
<td></td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>5. Helpful design</td>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>6. Helpful pictures</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>7. Appropriateness for the age group</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>8. Topics and titles</td>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>9. Authenticity</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>10. Variety</td>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>11. Sequence in each unit</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>12. Sequence in the book</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>13. Learning through involving tasks</td>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>14. Appropriate number of vocabulary in each unit</td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>15. Learning strategies</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>16. Grammar sequence and consolidation</td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>17. Relevant, meaningful, valid and reliable tests in workbook</td>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>18. Flexibility for adaptations and changes</td>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>19. Approving the educational philosophy</td>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>20. Considering the theory of multiple intelligence</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>21. Teachers’ manual</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>22. Deserved objective of the book</td>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>23. Coursebooks’ meeting and supporting the goals and objectives</td>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>24. Cultural, religious consideration</td>
<td></td>
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</tbody>
</table>
The collected data shows that in teachers’s point of view the following areas are weak and need adoption: Durability, cover, design, topics and titles, variety, using tasks, relevant tests in workbook, flexibility for adaptation, supporting the claimed educational aims, objectives and philosophy.

### 4.3.2 Students’ Questionnaire

200 students have been given the questionnaires: 50 high school first year students who gave their opinion about the books of 6th, 7th and 8th grades. Then students from 3 grades stated their idea about their own course books separately. 50 students from 8th grade and 25 from 7th and 6th were given the questionnaires.

### 4.3.3 Group II: High School First Year Questionnaires’ Analysis

1. 48% of the students believe that the course book is somehow durable and has an attractive cover. (A)

2. The inside and content of the course book does not seem attractive for 38% of the students. (D)

3. Print layout and clarity facilitate the learning to some degree for 44% of the students. (A)

4. Graphics are somehow helpful in understanding the meaning. This is the idea of 28% of the students. (A)

5. Grammar in the course books is not generally difficult for the class according to 52% of them. (S)

6. 58% of the students do not find the exercises or tasks difficult. (S)
7. In each unit the exercises are generally about the points taught in that unit. (S)

8. 31% of the students do not believe that “the exercises make them research so that besides their language knowledge they could increase their general knowledge of life.” (D)

9. 34% think that the titles and topics are attractive only to some degree. (A)

10. The exercises are somehow amusing for 32% of the students. (A)

11. 26% of the students think there is somehow a variety of materials in the course books. (A)

12. Instructions and examples are so clear and understandable for 32% of the students. (S)

13. After doing the exercises at the end of each unit 24% of the students feel they have learned lots of things. (A)

14. 26% of the students did not give any idea regarding if they think that 4 main skills are presented in a balanced way. (A)

15. 32% of the students did not find that “some units are very difficult and the others are very easy.” (S)

16. 42% of the students obtain the course book easily and with a reasonable price. (S)
<table>
<thead>
<tr>
<th>Item</th>
<th>S</th>
<th>A</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Durability</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>2. Attractive inside</td>
<td></td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>3. Print and lay out facilitating the learning</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>4. Helpful pictures</td>
<td></td>
<td>A</td>
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<tr>
<td>5. Not difficult grammar (regarding the age group and so on..)</td>
<td></td>
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<tr>
<td>6. Not difficult exercises</td>
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<td>S</td>
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<tr>
<td>7. Relevant exercise</td>
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<tr>
<td>8. Learning through involving tasks</td>
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<td></td>
<td>D</td>
</tr>
<tr>
<td>9. Attractive titles and topics</td>
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<td>A</td>
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<tr>
<td>10. Amusing exercises</td>
<td></td>
<td>A</td>
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<tr>
<td>11. Variety of materials</td>
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<td>A</td>
<td></td>
</tr>
<tr>
<td>12. Clear instruction</td>
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<td>S</td>
<td></td>
</tr>
<tr>
<td>13. Feeling of learning at the end of each unit</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>14. Same emphasis on the four main skills</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>15. Hemogenous content (reasonable difficulty all over the books)</td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>16. Acceccability and reasonable price</td>
<td></td>
<td>S</td>
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</tbody>
</table>

According to the highschool students, the course books in junior school are weak in following areas: being attractive in content, tasks.
4.3.4 Group III: 8th Grade Students’ Questionnaire Analysis

1. 38% of the students believe that the course book is somehow durable and has an attractive cover. (A)

2. The inside and content of the course book seem attractive for 32% of the students. (S)

3. Print and layout clarity facilitate the learning for 34% of the students. (S)

4. Graphics are helpful in understanding the meaning. This is the idea of 32% of the students. (S)

5. Grammar in the course books is not generally difficult for the class according to 29% of them. (S)

6. 34% of the students do not find the exercises or tasks difficult. (S)

7. In each unit the exercises are generally about the points taught in that unit according to 28% of the students. (S)

8. 30% of the students believe that “the exercises make them research so that besides their language knowledge they could increase their general knowledge of life.” (S)

9. 36% think that the titles and topics are attractive. (S)

10. The exercises are not amusing for 22% of the students. (D)

11. 24% of students think that there isn’t any variety of materials in the course books. (D)

12. Instructions and examples are so clear and understandable for 38% of the students. (S)
13. After doing the exercises at the end of each unit 36% of the students feel that they have learned lots of things. (S)

14. 28% of the students think that 4 main skills are presented somehow in a balanced way. (A)

15. 28% of the students find that “some units are very difficult and the others are very easy.” (D)

16. 52% of the students obtain the course book easily and with a reasonable price. (S)

<table>
<thead>
<tr>
<th>Item</th>
<th>S</th>
<th>A</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Durability</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>2. Attractive inside</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Print and lay out facilitating the learning</td>
<td>S</td>
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<tr>
<td>4. Helpful pictures</td>
<td>S</td>
<td></td>
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<tr>
<td>5. Not difficult grammar (regarding the age group and so on..)</td>
<td>S</td>
<td></td>
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<tr>
<td>6. Not difficult exercises</td>
<td>S</td>
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<tr>
<td>7. Relevant exercise</td>
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<tr>
<td>8. Learning through involving tasks</td>
<td>S</td>
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<tr>
<td>9. Attractive titles and topics</td>
<td>S</td>
<td></td>
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<tr>
<td>10. Amusing exercises</td>
<td></td>
<td>D</td>
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<tr>
<td>11. Variety of materials</td>
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<td>D</td>
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<tr>
<td>12. Clear instruction</td>
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<tr>
<td>13. Feeling of learning at the end of each unit</td>
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<tr>
<td>14. Same emphasis on the four main skills</td>
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<td>A</td>
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</tr>
<tr>
<td>15. Hemogenous content (reasonable difficulty all over the books)</td>
<td></td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>16. Accessibility and reasonable price</td>
<td>S</td>
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</tbody>
</table>
The data reveals that in the opinion of 8th grade students the following areas are better to be changed: exercises regarding their being amusing, variety of material, balanced content regarding difficulty of the materials.

4.3.5 Group IV: 7th Grade Students’ Questionnaire Analysis

1. 32% of the students believe that the course book is durable and has an attractive cover. (S)

2. The inside and content of the course book seem attractive for 40% of the students. (S)

3. Print and layout clarity facilitate the learning for 24% of the students. (S)

4. Graphics are somehow helpful in understanding the meaning. This is the idea of 36% of the students. (A)

5. 40% of the students do not have any idea whether the grammar in the course books is generally difficult for the class or not. (A)

6. 44% of the students do not find the exercises or tasks difficult. (S)

7. 40% of the students believe that in each unit the exercises are generally about the points taught in that unit. (S)

8. 28% of the students do not believe that “the exercises make them research so that besides their language knowledge they could increase their general knowledge of life.” (D)

9. 36% of the students think that the titles and topics are somehow attractive. (A)

10. The exercises are somehow amusing for 24% of the students. (A)
11. 24% of the students think that there is a variety of materials in the course books at the same time 24% of the students do not give any idea. (A)

12. Instructions and examples are so clear and understandable for 36% of the students. (S)

13. After doing the exercises at the end of each unit 24% of the students feel that they have learned lots of things. (S)

14. 32% of the students think that 4 main skills are presented in a balanced way. On the other hand 32% of the students think that there is not any equal situation in presenting the 4 main skills. (A)

15. 28% of the students somehow find that “some units are very difficult and the others are very easy.” (A)

16. 28% of the students obtain the course book easily and with a reasonable price. (S)

<table>
<thead>
<tr>
<th>Item</th>
<th>S</th>
<th>A</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Durability</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Attractive inside</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Print and lay out facilitating the learning</td>
<td>S</td>
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<tr>
<td>4. Helpful pictures</td>
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<tr>
<td>5. Not difficult grammar (regarding the age group and so on..)</td>
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<td>A</td>
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<tr>
<td>6. Not difficult exercises</td>
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<tr>
<td>7. Relevant exercise</td>
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<tr>
<td>8. Learning through involving tasks</td>
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<td></td>
</tr>
<tr>
<td>9. Attractive titles and topics</td>
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<td>A</td>
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<tr>
<td>10. Amusing exercises</td>
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<td>A</td>
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<tr>
<td>11. Variety of materials</td>
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<tr>
<td>12. Clear instruction</td>
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<tr>
<td>13. Feeling of learning at the end of each unit</td>
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<tr>
<td>14. Same emphasis on the four main skills</td>
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<td>A</td>
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<tr>
<td>15. Homogenous content (reasonable difficulty all over the books)</td>
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<td>A</td>
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</tr>
<tr>
<td>16. Accessibility and reasonable price</td>
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</tbody>
</table>
For this group of students there is just one weak point in the book that is using the tasks for teaching –learning.

4.3.6 Group V: 6th Grade Students’ Questionnaire

1. 48% of the students believe that the course book is somehow durable and has an attractive cover. (A)

2. The inside and content of the course book seem attractive for 28% of the students. (S)

3. Print and layout clarity facilitate the learning for 44% of the students. (S)

4. Graphics are helpful in understanding the meaning. This is the idea of 44% of the students. (S)

5. 24% of the students believe that the grammar in the course books is generally difficult for the class. (A)

6. 32% of the students find that the exercises or tasks are somehow difficult. (A)

7. 36% of the students in each unit the exercises are generally about the points taught in that unit. (S)

8. 32% of the students believe that “to some degree the exercises make them research so that besides their language knowledge they could increase their general knowledge of life.” (A)

9. 36% of the students think that the titles and topics are attractive. (S)

10. The exercises are somehow amusing for 28% of the students. (A)

11. 32% of the students think that there is a kind of variety of materials in the course book. (A)
12. Instructions and examples are somehow clear and understandable for 36% of the students. (A)

13. After doing the exercises at the end of each unit 44% of the students feel that they have learned lots of things. (S)

14. 32% of the students did not give any idea whether regarding they think that 4 main skills are presented in a balanced way or not. (A)

15. 28% of the students find that “some units are very difficult and the others are very easy.” (D)

16. 36% of the students obtain the course book easily and with a reasonable price. (S)

<table>
<thead>
<tr>
<th>Item</th>
<th>S</th>
<th>A</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Durability</td>
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<td>A</td>
<td></td>
</tr>
<tr>
<td>2. Attractive inside</td>
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<td>S</td>
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</tr>
<tr>
<td>3. Print and lay out facilitating the learning</td>
<td></td>
<td>S</td>
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<tr>
<td>4. Helpful pictures</td>
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<td>S</td>
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<tr>
<td>5. Not difficult grammar (regarding the age group and so on..)</td>
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<td>A</td>
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<tr>
<td>6. Not difficult exercises</td>
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<tr>
<td>7. Relevant exercise</td>
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<td>S</td>
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<tr>
<td>8. Learning through involving tasks</td>
<td></td>
<td>A</td>
<td></td>
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<tr>
<td>9. Attractive titles and topics</td>
<td></td>
<td>S</td>
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<tr>
<td>10. Amusing exercises</td>
<td></td>
<td>A</td>
<td></td>
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<tr>
<td>11. Variety of materials</td>
<td></td>
<td>A</td>
<td></td>
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<tr>
<td>12. Clear instruction</td>
<td></td>
<td>A</td>
<td></td>
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<tr>
<td>13. Feeling of learning at the end of each unit</td>
<td></td>
<td>S</td>
<td></td>
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<tr>
<td>14. Same emphasis on the four main skills</td>
<td></td>
<td>A</td>
<td></td>
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<tr>
<td>15. Hemogenous content (reasonable difficulty all over the books)</td>
<td></td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>16. Accessibility and reasonable price</td>
<td></td>
<td>S</td>
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</tbody>
</table>

For 6th graders the weak point is the imbalanced difficulty of presented materials.
4.3.7 Comparison Between the Groups

This table shows the overall result of comparing all participants opinions about the junior school coursebooks.

<table>
<thead>
<tr>
<th>item</th>
<th>G.II high school 1.st year</th>
<th>G.III 8th grade</th>
<th>G.IV 7th grade</th>
<th>G.V 6th grade</th>
<th>G.I teachers’ questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
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<td>16</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
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</tbody>
</table>

Interpretation of the levels:
S: same as the users’ expectation
A: a little different with the users’ expectation (average satisfaction)
D: very different from the users’ expectations or distance between reality and expectations.
4.3.8 Results Regarding the 8, 7, and 6 Grades Separately

1. Regarding durability, for grades 8 and 6 the satisfaction is in the average level. For grade 7 satisfactions is in the S level.

2. Regarding inside and content appearance for grades 8, 7, and 6 the satisfaction is the same as the users’ desired quality.

3. Print and lay out are at the users’ desired level for grades 8, 7, and 6.

4. Graphics are at the S level for 8 and 6, that is it meets the users’ expectations whereas it is at the A level for grade 7 and they are not completely satisfied with graphics.

5. For grade 8 the level of difficulty of vocabulary and grammar is S and they are satisfied, whereas it is A for 7 and 6 grades. It is not what they expect from vocabulary and grammar.

6. For grades 8 and 7, there is no distance between the expected and real condition of the course book in terms of difficulty of exercises. As for grade 6, it is a little bit different from what they desire.

7. All grades of 8, 7, and 6 find no distance between their desired condition and their course books contents in terms of relevance of exercises and taught points in each unit.

8. Grade 8 students find the exercises challenging in a way that they expect. For 7 grade students the exercises are different from the criteria of making them involved in an aimfull process of learning. Students of grade 6 are in the average satisfaction regarding this criteria.
9. For 8 and 6 graders the topics as attractive as they expect. 7 graders find a little bit distance between what they think of as attractive topics and how the real course book titles are like.

10. 8th graders do not find the exercises amusing. The course book’s exercises are different from their idea of “being amusing”. 7 and 6 graders have an average level satisfaction in terms of possible amusing feature of exercises.

11. Variety is a factor that 8 grade students believe that their course book lacks it. Their level of satisfaction is D. Comparing their expectation, 7 and 6 graders see an average level of variety in their course book’s content.

12. The instructions are at the S level of clarity and helpfulness for the students of 8 and 7 grades, whereas 6 graders satisfaction with that element is at the A level.

13. All graders after finishing each unit feel that they have learned new things. This meets their expectations and criteria.

14. All graders believe that there is a little distance between what they expected their course book be like in terms of presenting the main four skills in a balanced way.

15. 8 and 6 graders inference confirm that the nature of the course books are not homogeneous. They determine the D level regarding this factor. Average distance between desired and real context is what the 7 graders allude.

16. For all the graders the level is S if the element of the price is considered.
4.3.9 Teachers and High School First Grade Students’ Expectations and Ideas About the Course Books of Junior School

1. Regarding durability, both teachers and high school students’ satisfaction is at the average level. It means that they desire something more about this factor.

2. Regarding inside and content’s appearance both high school students and teachers expectation is different from the real condition of the current course books.

3. Print and lay out are at the A level for high school students and at the D level for teachers who expect more quality regarding this factor.

4. Graphics are at the A level for both senior students and teachers. They are not completely satisfied with graphics.

5. For both teachers and students of high school the level of difficulty of vocabulary and grammar is S and they are satisfied. It is the same as their criteria.

6. For high school students, there is no distance between the expected and real condition of the course book in terms of difficulty of exercises. This item does not exactly exist in teachers’ questionnaire.

7. HS students find no distance between their desired condition and the available course books contents in terms of relevance of exercises and taught points in each unit. This item does not exactly exist in teachers’ questionnaire.

8. Both HS students and teachers find the exercises different from their idea of being challenging. There is a distance between their expectations and the current textbooks. No try to getting the students involved in an aimfull process of learning.
9. For the students the topics are not as attractive as they expect. Their level of satisfaction is A. As for the teachers they are at the D level which means a distance between the teachers’ “is” and “should be”.

10. High school students of first grade bear an average level of satisfaction in terms of possible amusing feature of exercises. This item does not exactly exist in teachers’ questionnaire.

11. Variety and real life samples (authenticity) are factors that compare their expectation, students and teachers find variety and authenticity at an average or even distant level in their course book’s content.

12. The instructions are at the S level of clarity and helpfulness from the high school students point of view. This item does not exactly exist in teachers’ questionnaire.

13. What the high school students feel toward this item has been shown by their choice of A level.

14. High school students believe that there is a little distance between what they expected their course book be like in terms of presenting the main four skills in a balanced way and the real current text books’ presentation of these skills. For the teachers the issue is at the D level. There is an obvious distance between reality and expected situation.

15. High school students inference confirms the homogeneous nature of the course books. They determine the S level regarding this factor. This item does not exactly exist in teachers’ questionnaire.

16. For all the graders the level is S if the element of the price is considered. This item does not exactly exist in teachers’ questionnaire.
As a sum up it should be said that the main points which teachers and students referred as D have been considered as “must” points to be the subject for any adaptation. A parts which represent a conservative ideas of both teachers and students should be taken into account. Maybe the further investigations in future with a more careful attention to these points can result in more exact data and better evaluation.
CHAPTER VI

DISCUSSION and SUGGESTIONS

6.0 PRESENTATION and SUMMARY

This study attempted to find out the distance between Iranian teachers and students’s expectation of a desired English course book and the currently used English course books in secondary school. The results show that there should be some adaptations or changes in Guiding school course books. According to the teachers and students there are some weak areas which require more care and attention to become more helpful and practical for the users of the current course books. The questionnaire which was prepared using some standard check list for course book evaluation and was adopted to be suitable for Iranian students and their probable needs tried to reveal those areas in which the course books are far from what the users really need or expect.

To make the evaluation easier, it was tried to use a kind of scale that is, S,A, and D emphasizing the degree of deviance from needs and expectations of the users. So it can be said that in S level areas there is a less need to any change than in an A level. In turn when D shows the greater emergency for reviewing and revising the material, again an A level satisfaction can wait for a longer time to be changed or adopted.

Another point is the difference between the ideas of Teachers, High school students, and Guiding school students which can be justified regarding their age and maturity, experiment and experience, their inference of the questions of the questionnaire, looking over the issues and looking through the issue (from an authority or objective position and from subjective position.), and so on.
This study trying to reveal the weak and strong points of the Guiding school course books can be considered as a needs analysis for further investigations as the basis for revealed information are the very participants of course books which are teachers and students.

The following part presents some suggestions to keep and maintain the importance of the Course book issues in its desired place. As a central and not the marginal core of attention.

6.1 Some Suggestions

1. To have a good English course a good teacher and a good coursebook seem necessary. So the first step is knowing and identifying the good coursebooks by good teachers. It means teachers should be trained more seriously regarding course design, curriculum and syllabus design and coursebook evaluation. Here the suggestion is having more hours of training in this field whether in university or while working. Continuous in service and pre-service trainings.

2. Course book evaluation should be taken as a serious and inevitable factor in teaching-learning process not something in margin and being postponed for some unknown or never coming time.

3. Teachers as well as students should be aware that the part of inefficiency in language programs may have its roots in inefficient materials they use. So keeping a critical mind toward coursebook and reflecting the ideas of teachers as well as students seems necessary.

4. Not only in ministries but also in every language institute there should be active evaluating groups consisted of teachers and students and overviewed by trained experts. Common evaluating workshops with both teachers and students not only assess the course book but also trains critical and self-assessing minds.
These suggestions if applied are assumed to be the potential basis for more successful English programs. Hoping that all language administers in Iran or all over the world be in touch in improving world of consistent researches and studies.
Appendix I

Students’ Questionnaire

Grade: 6  7  8
Gender:  male  female
Parents’ Educational Status:  under secondary  Secondary  upper secondary:
Interest I English:  a little  not that much  great

1. Our course book is both durable and attractive. (cover, appearance, binding).
   1. completely right  2. Right  3. somehow right  4. no idea  5. I don’t agree  6. don’t agree at all.

2. The book has interesting and attractive appearance inside it. (colorful designs)
   1. completely right  2. Right  3. somehow right  4. no idea  5. I don’t agree  6. don’t agree at all.

3. The print, page layout, sequence or order of sections and binding are neat and clear enough to facilitate and accelerate my learning.
   1. completely right  2. Right  3. somehow right  4. no idea  5. I don’t agree  6. don’t agree at all.

   1. completely right  2. Right  3. somehow right  4. no idea  5. I don’t agree  6. don’t agree at all.

5. Grammar and Vocabulary found in the book are mostly higher than our (me and my classmates’) knowledge and level. (we can’t understand easily)
   1. completely right  2. Right  3. somehow right  4. no idea  5. I don’t agree  6. don’t agree at all.

6. I find the exercises and tasks in the book difficult.
   1. completely right  2. Right  3. somehow right  4. no idea  5. I don’t agree  6. don’t agree at all.

7. In each unit exercises are completely related to the points which have been taught in that unit.
   1. completely right  2. Right  3. somehow right  4. no idea  5. I don’t agree  6. don’t agree at all.

8. Activities in the book require my personal involvement and I need to research so that beside my language knowledge my general knowledge of life increases.
   1. completely right  2. Right  3. somehow right  4. no idea  5. I don’t agree  6. don’t agree at all.

9. Titles and topics are so attractive for me that I curiously don’t hesitate to study the content.
   1. completely right  2. Right  3. somehow right  4. no idea  5. I don’t agree  6. don’t agree at all.

10. Activities in the book are not only useful and helpful but also interesting and amusing.
    1. completely right  2. Right  3. somehow right  4. no idea  5. I don’t agree  6. don’t agree at all.

11. There is a variety of materials all over the book in terms of exercises or texts … (letters, dialogues, poem, song, riddles, advertisements…)
    1. completely right  2. Right  3. somehow right  4. no idea  5. I don’t agree  6. don’t agree at all.

12. Instructions are all obvious and clear so I can easily understand them and do the activities.
13. After finishing a unit I am satisfied that I have learned useful points from this unit.
1. completely right  2. Right  3. somehow right  4. no idea  5. I don’t agree  6. don't agree at all.

14. The presentation of 4 main skills (writing, speaking, listening and reading) are considered at the same level of attention and importance and are in balance with each other.
1. completely right  2. Right  3. somehow right  4. no idea  5. I don’t agree  6. don't agree at all.

15. In our course book there are some units with a very difficult content (grammar, reading, structure) and other units which are boringly easy!
1. completely right  2. Right  3. somehow right  4. no idea  5. I don’t agree  6. don't agree at all.

16. Our course book is easy to obtain with a reasonable price.
1. completely right  2. Right  3. somehow right  4. no idea  5. I don’t agree  6. don't agree at all.
Appendix II

Teachers’ Questionnaire

Gender: male female:
Years of teaching experience: less than 5 years: more than 5 years: more than 15 years
Grade: 6 7 8

1. Cover and pages of the course book are of good quality and the durability is satisfactory.
   1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. don’t agree at all.

2. The appearance of the book is interesting and attractive.
   1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. don’t agree at all.

3. If the course books were in a different size (smaller or bigger) they were more practical.
   1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. don’t agree at all.

4. The coursebook benefits of easily accessible supplementary materials (tapes, flash cards, ...).
   1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. don’t agree at all.

5. The design, clarity and reasonable sequence of the book encourages better and more effective learning of the students.
   1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. don’t agree at all.

6. Graphics (maps, pictures, tables...) effectively facilitate the understanding of the presented material.
   1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. don’t agree at all.

7. Language skills (listening, speaking, writing and reading) presented in the book are appropriate for this age group of student and their knowledge level.
   1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. don’t agree at all.

8. Titles and topics are selected according to the interests of this age group of the students.
   1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. don’t agree at all.

9. Readings and text are authentic and taken from the real life. They are not unnatural clichés far from our daily life.
   1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. don’t agree at all.
10. There is a variety of materials all over the book in terms of exercises or texts ...(letters, dialogues, poem, song, riddles, advertisements...) 
1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. don’t agree at all.

11. The order of presentation of the materials in each unit is from easy to difficult (from known to unknown) and it suitable for the learning capacity and maturity of the students.
1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. don’t agree at all.

12. The order of presentation of the materials in the whole book is from easy to difficult (from known to unknown) and it suitable for the learning capacity and maturity of the students.
1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. don’t agree at all.

13. Activities and exercises in the book are in a way that while searching for the answers, besides the language knowledge, students’ general knowledge increases as well. (students involvement in the tasks.)
1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. don’t agree at all.

14. The number and difficulty of the vocabulary in each unit is suitable.
1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. don’t agree at all.

15. There is not only the presentation of the new lesson but also introduction of some useful techniques to better learning. (learning strategies).
1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. don’t agree at all.

16. Recycling has been given importance in the book in suitable intervals.
1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. don’t agree at all.

17. The activities in the Work book are in accordance with the presented materials in the main book and really can test how much students have learned.
1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. don’t agree at all.

18. The course book is flexible and any adaptation, omission or change don’t damage its consistency and practicality.
1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. don’t agree at all.

19. As a teacher of the book you agree and confirm the approach and educational objectives of the book.
1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. don’t agree at all.

20. Multiple Intelligence has been considered in presenting the materials.
1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. don’t agree at all.

21. Teachers manual is really useful and the approach, educational philosophy and objectives of the book have been defined there also it presents the best way to teach it.
1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. don’t agree at all.

22. In your opinion what are the education objectives of this book.
1. teaching grammar 2. teaching reading comprehension 3. giving general information for success in the examination 4. enabling the student to use the language for communication 5. none of them

23. This course book modifies and potentially supports its objectives.
1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. dont agree at all.

24. This course book is designed according to culture and religion of our country.
1. completely right 2. Right 3. somehow right 4. no idea 5. I don’t agree 6. dont agree at all.

Any additional idea on weak and strong points of the course book?
Any suggestion to addition, change or omission of any part?
Appendix III