

CHAPTRE IV

RESULTS AND DISCUSSION

4.1 INTRODUCTION

This chapter presents the analysis of data gathered through questionnaires and interviews in order to answer the research questions. In analyzing the questionnaires, frequency counts and percentages are used to describe the findings while the qualitative data is analyzed interpretively.

This chapter is organized according to the six elements selected for evaluation of the coursebook under study, i.e. objectives, grammar, vocabulary, reading skills, subject matter and exercises and activities. Therefore, following the introduction, the background information of the participants is presented. Next, the qualitative and quantitative data gathered for each element are presented and discussed in detail. In the final section a summary of the chapter is presented.

4.2 BACKGROUND INFORMATION

This section describes the participants of the study. As discussed in chapter three, two groups of participants were selected for this research: teachers and ex-students. Each of these groups of participants is depicted in the following sections.

4.2.1 Teachers' Background Information

The following two parts describe the teachers who completed the questionnaires and participated in the interviews.

4.2.1.1 Questionnaire Participants

Table 4.1 shows the frequency and percentage of the gender, age, years of experience and qualifications of the 32 teachers who participated in answering the questionnaire.

On the whole 32 teachers filled out the questionnaire. In terms of gender, there were slightly more males than females. More than one half of the participants were between 31-40 and one third was below 30. Only 4 (12.5%) of them were above 40 years old. In terms of experience, again more than one half had between 11-20 years of experience, while about 10% had ten or less than ten years of experience. Only 3(9.4%) of them had more than 20 years of experience. As for qualification, all were degree holders while 6 had double degrees (MAs).

Table 4.1: Background Information of the Teachers for Questionnaire

		Frequency	Percent
Gender	Male	17	53.1
	Female	15	46.9
	Total	32	100.0
Age	below 25	3	9.4
	25-30	7	21.9
	31-35	9	28.1
	36-40	9	28.1
	Above 40	4	12.5
	Total	32	100
Experience	1-5	3	9.4
	6-10	8	25.0
	11-15	8	25.0
	16-20	10	31.3
	Above 20	3	9.4
	Total	32	100
Qualifications	B.A.	26	81.3
	M.A.	6	18.8
	Total	32	100

4.2.1.2 Interview Participants

Four teachers were selected for interview from among those who had answered the questionnaires according to their experience and qualifications, i.e. they were those whose teaching experience were above 15 years and had an M.A. degree in TESL. Among them, one was a 48-year-old male with an experience of 25 years in teaching. The other participant was a 45-year-old female who had 22 years of teaching experience. The third participant was a 39-year-old female with 17 years of teaching experience while the last participant was a 40-year-old male, with 16 years of teaching experience. Table 4.5 summarizes this information.

Table 4.2: Background information of the Teachers for Interview

Gender	Age	Years of experience	Qualification
male	48	25	MA
female	45	22	MA
female	39	17	MA
male	40	16	MA

4.2.2 Ex-Students' Background Information

In the following two sections the ex-students who filled out the questionnaire and took part in the interviews are described.

4.2.2.1 Questionnaire Participants

On the whole, 352 students filled out the questionnaire. Among them slightly more than half were female. Regarding their age, about two thirds (65.9%) were 18, while the others were 19 (28.4%) and 20 years old (5.7%). They were selected in equal numbers from 11 faculties at Tabriz University (about 9% from each faculty). Table 4.3 presents the frequency and percentage of their gender, age and faculties.

Table 4.3: Background Information of the Students for Questionnaire

		Frequency	Percent
Gender	male	168	47.7
	female	184	52.3
	Total	352	100.0
Age	18	232	65.9
	19	100	28.4
	20	20	5.7
	Total	352	100
Faculty	Persian & Foreign Languages	32	9.1
	Mathematical science	32	9.1
	Chemistry	32	9.1
	Agriculture	32	9.1
	Humanities and Social Sciences	32	9.1
	Education & Psychology	32	9.1
	Natural Sciences	32	9.1
	Physics	32	9.1
	Electronical & Computer Sciences	32	9.1
	Civil Engineering	32	9.1
	Mechanical Engineering	32	9.1
	Total	352	100

4.2.2.2 Interview Participants

On the whole, 35 students were selected for interview from among those who filled out the questionnaire. They were from different faculties. Slightly more than one half of them (54.2%) were female and more than two thirds (68.6%) were 18 years of age. Table 4.4 depicts the frequency and percentage of their gender, age and faculty.

Table 4.4: Background Information of the Students for Interview

		Frequency	Percent
Gender	male	16	45.8
	female	19	54.2
	Total	35	100
Age	18	24	68.6
	19	8	22.8
	20	3	8.6
	Total	35	100
Faculty	Persian & Foreign Languages	3	8.6
	Mathematical sciences	3	8.6
	Chemistry	3	8.6
	Agriculture	4	11.4
	Humanities and Social Sciences	4	11.4
	Education & Psychology	3	8.6
	Natural Sciences	3	8.6
	Physics	3	8.6
	Electronical & Computer Sciences	3	8.6
	Civil Engineering	3	8.6
	Mechanical Engineering	3	8.6
	Total	35	100

4.3 OBJECTIVES

For evaluating the objectives of the coursebook 4 criteria were selected from the theory and practice in the field of coursebook evaluation. To this end, both quantitative data and qualitative data were gathered for this element. Each of these 4 criteria was matched with a question in the questionnaire for the teachers and students. A general question about the element was asked in the interviews. In the following sections data analysis from questionnaire and interview are presented and discussed for each of these 4 criteria.

4.3.1 Criterion 1

Explicit statement of the objectives of the coursebook

Table 4.5 depicts the frequency and percentage of the responses towards question number 2 (based on criterion 1 for objectives). Both the students' and the teachers' responses are presented in the below table. **T** stands for teachers and **S** for the students.

Table 4.5: Responses to Question 2 on Objectives

Item 2= of the objectives of the course were stated clearly.	Frequency		Percent	
	T	S	T	S
none	-	6	-	1.7
a few	-	82	-	23.3
some	26	197	81.2	56
many	6	35	18.8	9.9
most	-	27	-	7.7
all	-	5	-	1.4
Total	32	352	100	100

Regarding the clear statement of the coursebook's objectives, about four fifths of the teachers (81.3%) and more than one half of the students (56%) said that only *some* of the objectives of the coursebook were stated clearly. In fact, one quarter of the students said that *none* or *few* of the objectives were stated clearly. Meanwhile, only around 10% of the students believed that *most* or *all* of the objectives were stated clearly.

All the four teachers who were interviewed believed that all the objectives of the coursebook were not stated clearly: they also felt that the content of the coursebook was not based on the stated objectives. They stated that the only objective of the coursebook which was stated in the introduction was that the coursebook tried to develop the students' reading skills. However, it was not stated exactly what kind of reading skills the student would acquire at the end of the course. Moreover, new vocabulary and grammar points were introduced in the units and a large portion of each unit was dedicated to these points. The teachers were wondering about the purpose of including vocabulary and grammar in the units; they stated that if learning them was part of the objectives of the coursebook then this should have been mentioned.

Furthermore, during the interviews, twenty three of the students mentioned that based on the introduction of the coursebook they only knew that they were going to learn some reading skills but it was not clear exactly what kind of reading skills.

The analyses of the questionnaires and interviews revealed that most of the teachers and students believed that only some of the objectives of the coursebook were stated clearly. Stating the objectives of the coursebook is of great importance, as it tells the teachers and students what they should expect from the coursebook. It also shows them their "destination" so that they know what they should achieve in order to demonstrate that they have achieved those objectives at the end of the course. However, in the present coursebook, it seems that the ultimate goals were not clarified completely and the authors did not specify the final objectives of the coursebook.

4.3.2 Criterion 2

Accordance of the coursebook's objectives with students' objectives

Criterion 1 for objectives revealed that only some of the objectives of the coursebook are stated clearly. The purpose of criterion 2 for objectives is to find out to what extent these stated objectives of the coursebook are in accordance with the students' objectives.

Tables 4.6 and 4.7 show the responses of the teachers and students towards questions number 1 and 3 (based on criterion 2 for objectives).

Table 4.6: Responses to Question 1 on Objectives

Item 1= The students in learning English in the classroom were (you can tick more than one)	Frequency	
	T	S
Learning reading skills	32	218
Learning communication skills	32	306
Learning writing skills	26	190
Learning vocabulary	32	292
Learning Grammar	32	267
Fulfilling the school requirement	32	352
Passing university entrance exam	32	338
Others	-	-

Table 4.7: Responses to Question 3 on Objectives

Item 3= ... of the objectives of the coursebook were in accordance with the students' objectives in learning English in the classroom.	Frequency		Percent	
	T	S	T	S
none	-	10	-	2.8
a few	3	65	9.4	18.5
some	29	205	90.6	58.2
many	-	31	-	8.8
most	-	26	-	7.4
all	-	15	-	4.3
Total	32	352	100	100

According to Table 4.6, the first priority for all of the students was to fulfill the school requirement. Passing the university entrance exam was the second priority for most of them. Their next priorities were learning communication skills, vocabulary, grammar

and reading respectively. Both the teachers and students believed that learning writing skills was the last priority.

As can be seen from table 4.7, the majority of the teachers (90.6%) believed that *some* of the objectives of the coursebook were in accordance with the objectives of the students and more than one half of the students agreed with them. While around one fifth of the students stated that *few* or *none* of the objectives of the coursebook were in accordance with their objectives, only around 10% said that *most* or *all* of the objectives of the coursebook were in accordance with their objectives.

In this regard, all the four teachers interviewed believed that passing the course and also the university entrance examination were top priority for almost all the students. However, they were of the opinion that the students were also interested in learning to communicate in English. Most of the students are ambitious to speak and write in English. According to the teachers when they do not achieve these objectives at school, some of them attend the private English language institutes where the emphasis is on communication. However, because of the high expenses of such classes some of the students are unable to do so.

31 (88%) of the interviewed students stated that passing the university entrance exam was their first priority. Therefore, they expressed that the stated objectives of the coursebook were important for them because the university entrance exam was based on the coursebook. However, they emphasized that they also wanted to improve their communication and writing skills. Meanwhile three of them said that they were so worried about university entrance exam that they did not care much about the content of the book.

The data gathered for criterion 2 for objective indicated that both the teachers and the students were of the opinion that only some of the coursebook's objectives were in accordance with the learners' goals. It was apparent that university entrance exam had influenced the objectives of the students. As this exam is based on the high school coursebooks, consequently the objectives of the coursebook have become a part of the students' objectives. The importance of coursebook becomes clear in this situation, because it exactly determines what is learnt and how it should be learnt in these classrooms. On the other hand, both the teachers and the students contended that the learners' other objectives were to learn communication skills, increase their vocabulary domain, learn grammatical points and improve their writing skills. Some of these objectives did not appear to be in accordance with the coursebook's objectives.

4.3.3 Criterion 3

Achievement of the objectives of the coursebook at the end of the program

Table 4.8 depicts the teachers' and students' responses towards question number 4 (based on criterion 3 for objectives).

Table 4.8: Responses to Question 4 on Objectives

Item 4= At the end of the course ... objectives stated in the coursebook were achieved.	Frequency		Percent	
	T	S	T	S
none	-	10	-	2.8
a few	5	70	15.6	19.9
some	27	206	84.4	58.5
many	-	32	-	9.1
most	-	21	-	6
all	-	13	-	3.7
Total	32	352	100	100

More than four fifths of the teachers said that *some* of the stated objectives of the coursebook were achieved at the end of the course and the others (15.6%) believed that only *a few* of them were achieved. Meanwhile, more than one half of the students said that

only *some* of the stated objectives of the coursebook were achieved at the end of the course. While about a quarter of the students stated that only *a few* or *none* of the coursebook's stated objectives were achieved at the end of the program, less than 10% believed that *most* or *all* of these were achieved.

All the four teachers interviewed were of the opinion that only some of the stated objectives of the course were achieved. They stated that the coursebook was not able to develop all the students' reading abilities. Two of the teachers referred to the definition of a *good reader* which was stated in the introduction of the coursebook. It literally says [translated from Persian], *a good reader is an active one who has some specific purposes for reading before starting reading. He/she continuously evaluates whether reading the text fulfills his/her purposes. Before reading, he/she usually takes a general look at the text, ... usually predicts what is next, reads selectively, decides what to read carefully, what to read quickly, what to read again and what not to read, etc.* These two teachers believed that this coursebook did not develop *a good reader* as described in the introduction of the book. They believed the reason for such a failure was that the coursebook was not fully concentrated on this objective. According to them, some reading strategies were introduced; however, the coursebook did not provide appropriate situations for the learners to practice and use them. Furthermore, they felt that the way these strategies were presented were neither clear nor enough. Therefore, the teachers were of the opinion that the coursebook ignored the individual differences of the students. Some students were slow and could not follow the points merely by reading them and they needed to have more practice in order to internalize those points, they said. As a result the students only became familiar with some strategies in passing. However, most of them were unable to use them in their readings.

Thirty of the students interviewed believed that the coursebook could fulfill only some of its objectives, and emphasized that they only learnt some reading strategies.

Based on the data gathered for criterion 3 for objective it becomes clear that both the teachers and the students were of the opinion that only some of the coursebook's stated objectives were achieved at the end of the course. As the main objective of the coursebook was to improve the students' reading skills, most of the teachers and the students agreed that the coursebook had been successful in familiarizing the students with only some reading skills. However, according to both group of participants it failed in equipping the students to apply those strategies.

4.3.4 Criterion 4

Achievement of the objectives of the students at the end of the program

Table 4.9 represents the teachers' and students' responses towards question number 5 (based on criterion 4 for objectives).

Table 4.9: Responses to Question 5 on Objectives

Item 5= At the end of the course ... of the students' objectives in learning English in the classroom were achieved.	Frequency		Percent	
	T	S	T	S
none	-	11	-	3.1
a few	10	101	31.2	28.7
some	22	175	68.8	49.7
many	-	24	-	6.8
most	-	25	-	7.2
all	-	16	-	4.5
Total	32	352	100	100

According to Table 4.9, two thirds of the teachers and around one half of the students believed that at the end of the course the students achieved only *some* of their objectives. About one third of the teachers stated that the students achieved only *few* of their objectives at the end of the course. While about one third of the students believed that

only *few* or *none* of their objectives were achieved, less than one fifth (18.5%) stated that *many, most* or *all* of their objectives were achieved at the end of the program.

At this juncture, while two of the teachers interviewed thought that the students achieved some of their objectives, the other two believed that only a few of the objectives of the students were fulfilled at the end of the course. They stated that the objectives of the students relating to the communicative skills were not fulfilled at all. The course did not improve their listening, speaking or writing skills. Also, the vocabulary and grammar points did not help them in this regard and also the reading skills they learnt were not enough for them. Therefore, they said, if the students passed the course and were lucky enough to pass the university entrance exam they would have achieved a few of their objectives; otherwise almost none of their objectives were fulfilled.

Meanwhile, most of the students believed that since they could pass the university entrance exam they achieved some part of their objectives. However, 29 (83%) of them said they did not feel so successful because they could not improve their speaking and writing skills which were part of their objectives. 12 (34%) of them also asserted that they wanted to get prepared for their university studies, but now that they had entered university they felt that the course had not prepared them for this stage.

Considering all the data gathered for this criterion, it seems that most of the teachers and the students believed that the students had achieved only a few or some of their objectives. Referring to criterion 2 for objectives, it indicated that only some of the objectives of the students were in accordance with the coursebook's objectives. While the coursebook was mainly concentrated on reading skills, the students intended to learn communication skills, vocabulary, grammar and also writing skills. Consequently, the

results obtained for criterion 4 is self explanatory. That is, the objectives of the coursebook were not in complete accordance with the students’ objectives; therefore, all the objectives of the students could not be achieved at the end of the course.

4.4 GRAMMAR

For evaluating the grammar element, eight criteria were selected based on the literature and the fact that the present study is post-use evaluation. Eight questions were developed based on these criteria for both the teachers and students questionnaires. Also, qualitative data, through interviews, were collected for this element. The data collected for these criteria are presented and discussed below.

4.4.1 Criterion 1

There should be emphasis on language form.

Table 4.10 presents the teachers’ and students’ responses towards question number 6 (based on criterion 1 for grammar).

Table 4.10: Responses to Question 6 on Grammar

Item 6= Grammatical structures were emphasized in the coursebook.	Frequency		Percent	
	T	S	T	S
strongly disagree	-	10	-	2.8
disagree	7	37	21.9	10.5
unsure	-	21	-	6.0
agree	25	273	78.1	77.6
strongly agree	-	11	-	3.1
Total	32	352	100	100

Regarding the emphasis on grammatical structures in the coursebook, more than three quarters of the teachers and students agreed that the grammatical points were emphasized in the coursebook. Only one fifth of the teachers and around 10% of the students disagreed with this point.

Furthermore, during the interviews, both the teachers and the students stated that grammatical rules were emphasized in the coursebook. However, some of them believed that the number of the grammatical points presented was not enough. One of the teachers mentioned that the coursebook consisted of eight units and each unit presented one grammatical point. According to him only eight grammar points during a schooling year was not enough for pre-university level.

In order for the form to be learnt successfully it needs to be noticed (Cameron, 2002). Based on the results of the study, it can be concluded that both groups of participants agreed that the grammatical points were emphasized. However, it seemed that the number of the grammatical points were not enough for this level.

4.4.2 Criterion 2

The grammatical points should be presented in an appropriate sequence.

Table 4.11 shows the frequency and percentage of the responses of the teachers and the students towards question number 7 (based on criterion 2 for grammar).

Table 4.11: Responses to Question 7 on Grammar

Item 7= The grammatical points were well organized from easy to difficult.	Frequency		Percent	
	T	S	T	S
strongly disagree	-	45	-	12.8
disagree	29	145	90.6	41.2
unsure	3	86	9.4	24.4
agree	-	63	-	17.9
strongly agree	-	13	-	3.7
Total	32	352	100	100

According to table 4.11, the majority of the teachers (90.6%) thought that the grammar points were not organized from easy to difficult and more than one half of the students were of the same opinion. About one quarter of the students were not sure about this.

During the interviews, three of the teachers expressed that it was not clear on what basis the grammar points were organized in the units. It could not be said that the grammar points of unit one was easier than unit two, they said. They also believed that the grammar points within the units were unrelated to one another or even sometimes to the reading text and it was not clear on what bases they were selected.

24 (68%) of the students interviewed expressed that they did not see any difference among the grammatical points in terms of their level of difficulty. Also, 14 (40%) of the students mentioned that they could not find any connection between the grammar points of different units.

Systematic selection of grammatical points for teaching has been a priority for applied linguists since 1920s (Richards, 2007). There are different approaches to gradation. According to Richards (ibid.) some of them are: *linguistic distance*, i.e. structures that are similar to the native language should be taught first; *communicative needs, frequency* and *intrinsic difficulty*, i.e. moving from easy to difficult, which is the commonest one in justifying the sequence of the structures in a syllabus.

According to the teachers and the students the grammar points within the units of the present coursebook were neither arranged according to their difficulty level, nor were they related to each other. It seemed that the organization of the coursebook was according to reading texts, i.e. the selection of the vocabulary items; sometimes the reading skills and the grammar points were centered on the reading text in each unit. However, according to the teachers who were interviewed, there was a lack of coherence within some units. Despite all the above mentioned points, neither the teachers nor the students mentioned that the order of the grammatical points made it difficult for the learners to follow them.

4.4.3 Criterion 3

The number of grammatical points should be appropriate for the learners' level

Table 4.12 depicts the teachers' and students' responses towards question number 8 (based on criterion 3 for grammar).

Table 4.12: Responses to Question 8 on Grammar

Item 8= The students could follow the grammar points presented in the coursebook easily.	Frequency		Percent	
	T	S	T	S
strongly disagree	-	19	-	5.4
disagree	20	229	62.5	65.1
unsure	-	32	-	9.1
agree	12	49	37.5	13.9
strongly agree	-	23	-	6.5
Total	32	352	100	100

As can be seen in Table 4.12, about two thirds of the teachers disagreed that the students could follow the grammar structures easily. While almost three quarters of the students (70.5%) disagreed or strongly disagreed that they could follow the grammatical points easily, only about one fifth of them agreed or strongly agreed that they could follow them easily.

Three of the teachers interviewed believed that some grammar points were unnecessary for the students. One of them referred to the presentation of *adjective phrases* which states “Adjective clauses with an active structure are reduced to adjective phrases through an –ing form” and “Adjective clauses with a passive structure are reduced to adjective phrases through a past participle form” (p. 32). She said that the students were not familiar with adjective clauses and adjective phrases and suddenly the structure tried to teach them how to reduce an adjective clause to adjective phrase. She stated that since most of the students were not able to produce even simple sentences, explanation on how to make complex sentences seemed unnecessary.

19 (54%) of the students interviewed claimed that some of the grammar points were not interesting for them because they did not feel it necessary to learn them. 28 (80%) of them stated that the number of the grammatical points were not enough for them.

In addition to gradation, another important point is the selection of the grammatical points for a syllabus. This selection can be based on *simplicity* and *centrality*, i.e. those structures that are basic in a language, *frequency* or *learnability* of the structures (Richards, 2007). Furthermore, the most important point is that they should be at the right level for the learners.

The analysis of the data gathered for criterion 3 for objectives indicated that some of the teachers (75%) and students (54%) interviewed believed that some of the grammatical rules were unnecessary for pre-university level. Moreover, some students (80%) were of the opinion that the number of the grammatical points presented in the coursebook was not sufficient for them.

4.4.4 Criterion 4

The grammar points should be presented clearly.

Table 4.13 shows the frequency and percentage of the responses of the teachers and students towards question number 9 (based on criterion 4 for grammar).

Table 4.13: Responses to Question 9 on Grammar

Item 9= The new grammar points were well presented.	Frequency		Percent	
	T	S	T	S
strongly disagree	-	34	-	9.7
disagree	30	253	93.8	71.9
unsure	-	18	-	5.1
agree	2	35	6.2	9.9
strongly agree	-	12	-	3.4
Total	32	352	100	100

The majority of the teachers (93.8%) and students (81.6%) were of the opinion that the grammar points were not presented well. Meanwhile less than 10% of the teachers and around 10% of the students agreed that the new grammatical points were well presented.

During the interviews, two of the teachers mentioned that the grammar points were not presented well. One of them stated that the authors had tried to present them inductively. Therefore, only a few examples were presented containing the grammatical points which were neither clear nor enough. However, before the students could learn the grammar points completely they were asked to do the related exercises. After the exercises, a very short and brief explanation of the grammar point was presented at the end of the unit. Three of the teachers believed that the grammar points were not so difficult by themselves. However, the manner in which they were presented made it difficult for the students to learn them. All the four teachers stated that sometimes they did not follow the order in which the grammar points were presented in the units. They said that they first presented the rule and explained it or brought some extra examples to the class and after making sure that the students had gained enough knowledge about that grammar point they asked the students to do the exercises.

Also, 27 (77%) of the students interviewed mentioned that the presentation of grammar points were not clear. They stated that the grammar points were presented through examples which were not clear. They believed that the way the grammar points were presented made it difficult for them to understand them. 24 (68%) of them stated that the explanations of the grammar points were not sufficient and they had to rely either on their teachers' explanations or had to study other books by themselves.

As the results imply, it seems that both the teachers and the students were of the opinion that the grammar points were not presented well in the coursebook. Both groups believed that the manner in which they were presented made it difficult for the students to follow them. The teachers needed to make more clarifications about them or the students themselves had to refer to some other sources.

4.4.5 Criterion 5

There should be balance between language form and language use.

Table 4.14 presents the teachers' and students' responses towards question number 10 (based on criterion 5 for grammar).

Table 4.14: Responses to Question 10 on Grammar

Item 10= Along with the grammar structures their use in real situations were also taught in the coursebook.	Frequency		Percent	
	T	S	T	S
strongly disagree	-	22	-	6.3
disagree	30	239	93.8	67.9
unsure	1	47	3.1	13.4
agree	1	39	3.1	11.1
strongly agree	-	5	-	1.3
Total	32	352	100	100

Table 4.14 indicates that the majority of the teachers (93.8%) believed that the use of grammar structures in the real world was not taught in the coursebook. While only around 10% of the students believed that the use of the grammatical points were taught in the coursebook, about three quarters of them disagreed or strongly disagreed with this point.

Three out of the four teachers interviewed were of the opinion that the use of the grammatical points was not emphasized in the coursebook. One of them pointed out that after presenting the grammar points through some examples, the students were asked to do the related exercises without being aware of the use of that point. Finally, he said, at the end

of the unit called *Grammar Digest* section there was usually one sentence explaining the meaning of the grammar point. One more point that was mentioned by another teacher was that when a grammar point had more than one meaning, the coursebook only referred to one aspect of it. He exemplified the use of *while* which was explained in the coursebook as “While and whereas are conjunctions which show contrast” (p.51). However, he stated that there were some other meanings for *while* which were ignored in the related section.

Also, 23 (66%) of the students stated that they did not learn the use of some of the grammatical structures as completely as possible.

“Grammar is something much more than the lists of labels and rules found in grammar books, and grammar is closely tied into meaning and use of language” (Cameron, 2002, p. 96). Furthermore, learners need and want to be able to use the structures for their own purposes in their communications. Therefore, it is “disputable that both form and use must be learned, and as closely together as possible” (Cunningsworth, 1995, p. 32). However, one glaring weakness of the present coursebook stems from the fact that it places more emphasis on grammatical accuracy than on the actual use and meaning of the grammatical items; it seems that *use* has been underestimated altogether.

4.4.6 Criterion 6

Grammar rules should be introduced in meaningful context.

Table 4.15 illustrates the teachers’ and students’ responses towards question number 11 (based on criterion 6 for grammar).

Table 4.15: Responses to Question 11 on Grammar

Item 11=The grammatical points were introduced in meaningful contexts.	Frequency		Percent	
	T	S	T	S
strongly disagree	-	17	-	4.8
disagree	29	262	90.6	74.4
unsure	2	36	6.3	10.3
agree	1	30	3.1	8.5
strongly agree	-	7	-	2.0
Total	32	352	100	100

In terms of introducing the grammatical points in meaningful contexts, the majority of the teachers (90.6%) disagreed that the grammatical points were introduced in meaningful contexts. Meanwhile more than three quarters of the students disagreed or strongly disagreed that the grammatical points were introduced in meaningful contexts. Only about 10% of the students believed that meaningful contexts were used for introducing the grammatical items.

During the interviews, all the four teachers agreed that the grammatical points were not introduced in meaningful contexts. One of the teachers referred to the presentation of the grammatical points through limited and unclear examples which sometimes made their understanding more difficult for the students.

In real life situations, communication happens in context. The context clarifies who is speaking to whom, in which situation, for which purposes and in what style. By presenting the grammar in context, it “becomes generative and students can transfer it to relevant situations” (Hedge, 2002, p. 159). However, analysis of the students’ and teachers’ responses to criterion 6 for grammar indicated that the grammar points were neither introduced in meaningful contexts nor were they presented in a clear and adequate manner.

4.4.7 Criterion 7

The students should be able to use the grammatical points in their writing.

Table 4.16 represents the frequency and percentage of the teachers' and the students' responses towards question number 12 (based on criterion 7 for grammar).

Table 4.16: Responses to Question 12 on Grammar

Item 12= The students could use the grammatical points of the coursebook in their writings.	Frequency		Percent	
	T	S	T	S
strongly disagree	-	17	-	4.8
disagree	29	169	90.6	48
unsure	3	94	9.4	27.8
agree	-	49	-	13.9
strongly agree	-	23	-	6.5
Total	32	352	100	100

The majority of the teachers (90.6%) disagreed that the students were able to use the grammar points in their writings. More than one half of the students believed that they were not able to use the grammatical points they had learnt in the coursebook in their writings. While more than a quarter of the students were unsure that they could use the grammatical points, only around one fifth of them believed that they could apply the grammatical points in their writings.

All the four teachers interviewed were of the opinion that many of the students were unable to use most of the grammatical points presented in the coursebook. They mentioned that the reasons for this could be that the grammar points were not presented in meaningful contexts and also their use was not emphasized in the coursebook. Furthermore, they stated that there were not enough and appropriate exercises where the students could practice the use of these points and internalize them. As a result, they stated, most of the students were not able to use these grammar points in their writings and speaking. In other words, they said, the students could not activate their grammatical knowledge.

26 (74%) of the students interviewed believed that they did not think they could use these grammar points in their speaking or writing. They stated that they did not have a chance to practice them in their speaking and writing. Six of the students felt that they did not know whether they could use those grammar points in their speaking and writing because they had never had a chance to do so.

As was discussed in criterion 5 for grammar, the aim of teaching grammar points should be to help the students to use them in their communication. However, it seems that the present coursebook failed to fulfill this goal since most of the teachers and the students believed that the learners were not able to utilize these structures in their speaking and writing. Some of the reasons that the teachers and the students mentioned included the lack of emphasis and presentation of the use of the grammatical points and the lack of appropriate and efficient activities and tasks similar to real life situations which allow the students to use those grammatical points.

4.4.8 Criterion 8

The students should be able to use the grammatical points in their speaking.

Table 4.17 depicts the teachers' and students' responses towards question number 13 (based on criterion 8 for grammar).

Table 4.17: Responses to Question 13 on Grammar

Item 13= The students could use the grammatical points of the coursebook in their speaking.	Frequency		Percent	
	T	S	T	S
strongly disagree	-	52	-	14.8
disagree	30	226	93.8	64.2
unsure	2	25	6.2	7.1
agree	-	41	-	11.6
strongly agree	-	8	-	2.3
Total	32	352	100	100

The majority of the teachers (93.8%) and more than three quarters of the students believed that the students were not able to use the grammatical points they had learnt in the coursebook in their speaking. Only less than 15% of the students stated that they were able to use these grammatical points in their speaking.

The viewpoints of the teachers and the students about this criterion have been discussed under criterion 7 for grammar.

4.5 VOCABULARY

This element was included both in the questionnaire and the interviews. Eight criteria were selected for this element based on which eleven questions were developed in the questionnaires. The following are the presentation and discussion of collected data for each of the eight criteria.

4.5.1 Criterion 1

Vocabulary should be noticed in text through features such as putting the word in italics or bold type, by defining them in the text, or in a glossary or a list at the beginning of the text or by getting the learners to look it up in a dictionary.

Table 4.18 represents the teachers' and students' responses towards question number 14 (based on criterion 1 for vocabulary).

Table 4.18: Responses to Question 14 on Vocabulary

Item 14=..... of the new vocabulary items were highlighted some way in the text. (For example: bold, italic, defined in the text or a glossary was given)	Frequency		Percent	
	T	S	T	S
none	-	-	-	-
a few	-	16	-	4.6
some	9	41	28.1	11.6
most	23	246	71.9	69.9
all	-	49	-	13.9
Total	32	352	100	100

About three quarters of the teachers and students stated that *most* of the new vocabulary items were highlighted in the text.

Furthermore, according to two of the teachers interviewed, presenting the new vocabulary items in the margin was helpful for the students to access them easily.

Based on the teachers' and the students' views most of the new vocabulary items were noticed by defining them in the margin.

4.5.2 Criterion 2

The vocabulary items that have been introduced should be retrieved by receptive retrieval or productive retrieval through four skills of listening, speaking, reading and writing.

Tables 4.19-4.22 depict the teachers' and students' responses towards questions number 15- 18 (based on criterion 2 for vocabulary).

Table 4.19: Responses to Question 15 on Vocabulary

Item 15=..... of the new vocabulary items were practiced through reading activities.	Frequency		Percent	
	T	S	T	S
none	-	-	-	-
a few	-	29	-	8.2
some	7	51	21.9	14.5
most	25	272	78.1	77.3
all	-	-	-	-
Total	32	352	100	100

Table 4.20: Responses to Question 16 on Vocabulary

Item 16=..... the new vocabulary items were practiced through writing activities.	Frequency		Percent	
	T	S	T	S
none	30	315	93.8	89.5
a few	2	37	6.2	10.5
some	-	-	-	-
most	-	-	-	-
all	-	-	-	-
Total	32	352	100	100

Table 4.21: Responses to Question 17 on Vocabulary

Item 17= of the new vocabulary items were practiced through listening activities.	Frequency		Percent	
	T	S	T	S
none	32	352	100	100
a few	-	-	-	-
some	-	-	-	-
most	-	-	-	-
all	-	-	-	-
Total	32	352	100	100

Table 4.22: Responses to Question 18 on Vocabulary

Item 18=of the new vocabulary items were practiced through speaking activities.	Frequency		Percent	
	T	S	T	S
none	26	307	81.2	87.2
a few	6	45	18.8	12.8
some	-	-	-	-
most	-	-	-	-
all	-	-	-	-
Total	32	352	100	100

Regarding the practice of the new vocabulary items through the four language skills, more than three quarters of the teachers and students believed that *most* of the new vocabulary items were practiced through reading activities. However, the majority of the teachers (93.8%) and students (89.5%) stated that *none* of the vocabulary items were practiced through writing activities. Also, all the teachers and the students expressed that *none* of the new vocabulary items were practiced through listening activities. Furthermore, more than four fifths of the teachers (81.3%) and students (87.2%) said that *none* of the new vocabulary items were practiced through speaking activities.

During the interviews, the teachers emphasized that it would be more useful if the vocabulary items were practiced through productive and receptive skills. They stated that the new vocabulary items were not practiced in any way in the units. However, that said, presentation of the new vocabulary through reading texts was helpful. Furthermore, they believed that if the students had a chance to use the new vocabulary in their speaking and

writing or practice them through different skills it could help them to activate their passive vocabulary knowledge.

Moreover, 26 (74%) of the students who were interviewed stated that the new vocabulary needed to be practiced more. 13 (37%) of them mentioned that since there was no practice for the new vocabulary, they had prepared a notebook and tried to collect some other sample sentences for each new word. They believed it helped them a lot.

After introducing the new vocabulary, it needs to be practiced in different contexts and through different skills. Not only do the students need to practice the new vocabulary through the receptive skills, but they also need to practice them through productive skills so that they can activate the passive ones. However, in the present coursebook, after vocabulary items are introduced almost no practice is provided for them. It was a shortcoming that both the teachers and the students seemed unhappy about.

4.5.3 Criterion 3

The vocabulary should be presented in a structured, purposeful way.

Table 4.23 shows the frequency and percentage of the students' and the teachers' responses towards question number 19 (based on criterion 3 for vocabulary).

Table 4.23: Responses to Question 19 on Vocabulary

Item 19=of the vocabulary items were presented in a structured, purposeful way. (For example: words were presented with their synonyms or antonyms or they were related to sports, politics and transportation)	Frequency		Percent	
	T	S	T	S
none	29	300	90.6	85.3
a few	3	48	9.4	13.6
some	-	4	-	1.1
most	-	-	-	-
all	-	-	-	-
Total	32	352	100	100

In terms of presenting the vocabulary in a structured way, the majority of the teachers (90.6%) believed that *none* of them were presented in a structured way. Also,

almost all of the students (98.8%) stated that *a few* or *none* of the vocabulary items were presented in a structured way.

Also, two of the teachers who were interviewed stated that if the new vocabulary items were selected according to a specific pattern or were presented with their synonyms and antonyms and the related idioms and phrases were added to those words, the vocabulary domain of the students would have been greatly increased. Furthermore, one of them mentioned that the selection of new vocabulary was based on the texts. This means that a text was selected and then some vocabulary items which the authors thought were new for the students were selected and explained. However, they stated that there were still some vocabulary items in the texts that were new for the students, and their meanings were not explained in the margins.

The data collected for criterion 3 for vocabulary indicated that none of the new vocabulary items were selected in a structured way. According to Cunningsworth (1995, p. 38) effective vocabulary development activities need to include some or all of the following: *semantic relations, situational relationships, collocations, relationships of form*. However, it seems that the authors of the present coursebook did not consider any of these points in their vocabulary presentation. Instead, they had selected some texts and then had chosen some of their vocabulary as new ones and had defined them in the margins. To this end, it seems that there is no principled basis for selection and presentation of vocabulary in this coursebook.

4.5.4 Criterion 4

The vocabulary load should be reasonable for the students' level.

Table 4.24 illustrates the teachers' and students' responses towards question number 20 (based on criterion 4 for vocabulary).

Table 4.24: Responses to Question 20 on Vocabulary

Item 20=The students usually were happy with the number of new vocabulary items in the lessons.	Frequency		Percent	
	T	S	T	S
strongly disagree	-	-	-	-
disagree	28	278	87.5	79
unsure	-	17	-	4.8
agree	4	50	12.5	14.2
strongly agree	-	7	-	2
Total	32	352	100	100

Most of the teachers (87.5%) and students (79%) believed that vocabulary load was not appropriate for pre-university level. Only about 15% of the students and less than 10% of the teachers stated that the vocabulary load was appropriate for the students.

Two of the teachers who were interviewed believed that the load of vocabulary was not appropriate for pre-university level. They claimed that, on the whole, around 100 new vocabulary items were introduced in the book. The students should learn them during a schooling year which was officially around 8 months. Therefore, they thought it was not enough for them.

27 (77%) of the students stated that they could handle the new vocabulary in the coursebook easily. However, they believed that in comparison to their university coursebooks, the number of new vocabulary items was not sufficient in the coursebook.

While some of the students stated that they could handle the load of new vocabulary, some of the teachers and the students believed that the number of new vocabulary items was not enough for pre-university level. According to Cunningsworth

(1995), while a course might include 120-140 hours' work, it is expected that around 1000 new words should be presented. The present coursebook is taught for three hours each week during a school year. Officially, the school year should be around nine months. However, considering the vacations, holidays and exam season, sessions last for around seven months, i.e. 84 hours. Therefore, it is expected that at least 700 new words should be introduced by the coursebook. However, according to one of the teachers only around 100 new vocabulary items were introduced in the coursebook. To this end, it seems that the number of the vocabulary items is not sufficient for pre-university level.

4.5.5 Criterion 5

The vocabulary should be introduced in appropriate contexts.

Table 4.25 represents the teachers' and students' responses towards question number 21 (based on criterion 5 for vocabulary).

Table 4.25: Responses to Question 21 on Vocabulary

Item 21=of the vocabulary items were introduced in contexts.	Frequency		Percent	
	T	S	T	S
none	-	-	-	-
a few	-	-	-	-
some	-	-	-	-
most	4	28	12.5	8
all	28	324	87.5	92
Total	32	352	100	100

As can be seen from table 4.25, all of the teachers and students believed that *most* or *all* of the new vocabulary items were introduced in meaningful contexts.

Three of the interviewed teachers and 28 (80%) of the students who were interviewed expressed that it was very helpful that the new vocabulary was introduced in texts.

According to the teachers and the students the new vocabulary was introduced in meaningful contexts. Furthermore, both groups stated that the way the new vocabulary items were introduced were helpful and effective.

4.5.6 Criterion 6

New vocabulary should be practiced and recycled in subsequent lessons.

Table 4.26 shows the teachers' and students' responses towards question number 22 (based on criterion 6 for vocabulary).

Table 4.26: Responses to Question 22 on Vocabulary

Item 22=.....of the new vocabulary items were practiced in subsequent lessons.	Frequency		Percent	
	T	S	T	S
none	27	314	84.4	89.2
a few	5	38	15.6	10.8
some	-	-	-	-
most	-	-	-	-
all	-	-	-	-
Total	32	352	100	100

All the teachers and students stated that *a few* or *none* of the new vocabulary items were practiced in subsequent lessons.

Also, all the four teachers who were interviewed believed that the vocabulary needed to be repeated in the subsequent lessons for reinforcement. Furthermore, during the interviews, 33 (94%) of the students contended that it would have been useful if the new vocabulary had been repeated in subsequent units.

When new vocabulary is introduced, it needs to be retrieved and recycled in order to be learned, remembered and used. "In case of grammar and vocabulary, items not only need to be met in context and actively practiced, they need to be recycled three, four or more times before they become stored in the long-term memory" (Cunningsworth, 1995, p.28). However, the results for vocabulary criterion 2 and criterion 6 indicated that after

introducing the new vocabulary the authors had ignored the practice part and had left it to the students to work on by themselves.

4.5.7 Criterion 7

The text should make the vocabulary easily accessible to the learners, through summaries of new words and phrases.

Table 4.27 depicts the responses to question 23 (based on criterion 7 for vocabulary).

Table 4.27: Responses to Question 23 on Vocabulary

Item 23= There were summaries of new words and phrases in the lessons which helped the students to access them easily.	Frequency		Percent	
	T	S	T	S
strongly disagree	-	-	-	-
disagree	6	74	18.8	21
unsure	-	55	-	15.6
agree	26	223	81.3	63.4
strongly agree	-	-	-	-
Total	32	352	100	100

While most of the teachers (81.3%) and many of the students (63.4%) said that there were summaries which helped to access the new vocabulary, about one fifth of the teachers and students disagreed with this point..

Furthermore, three of the teachers interviewed suggested that it would have been more helpful if there had been a summary of the new vocabulary and phrases with their pronunciation, part of speech and meaning in English at the end of the units or the book.

During the interviews, 18 (51%) of the students mentioned that although there was no summary of the new vocabulary in the units, the new vocabulary written and explained in the margins helped the students to find them easily. However, they stated that they preferred a summary of these items in each unit. Also, 22 (63%) of the students interviewed mentioned that the pronunciation of the new words were not presented. They suggested that

if there had been a *dictionary section* at the end of the book which was arranged alphabetically and included the new word, its pronunciation and its meaning in English, it would have been very helpful.

According to the teachers and the students, including a summary of the new vocabulary items and phrases with their pronunciations, and their meaning in English would help the students to access them more easily. However, the present coursebook neither includes summaries nor pronunciation of the new vocabulary.

4.5.8 Criterion 8

Materials should enable students to expand their own vocabulary independently by helping them to develop their own learning strategies.

Table 4.28 represents the frequency and percentage of the responses to question 24 (based on criterion 8 for vocabulary).

Table 4.28: Responses to Question 24 on Vocabulary

Item 24= The students learntstrategies that helped them to understand the meaning of the new vocabulary in a text.	Frequency		Percent	
	T	S	T	S
no	-	57	-	16.3
a few	29	275	90.6	78.1
some	3	12	9.4	3.4
many	-	8	-	2.2
Total	32	352	100	100

As Table 4.28 indicates, the majority of the teachers (90.6%) and most of the students (78.1%) stated that the students learnt only *a few* strategies to deal with new vocabulary. While around 15% of the students believed that they learnt *no* strategies to deal with new vocabulary, only around 5% said that they had learnt *some* or *many* strategies.

Regarding the strategies for handling the new vocabulary, three of the teachers who were interviewed believed that they were not sufficient and were not practiced in any way

in the units. Therefore, they believed that the students became acquainted with some strategies but had problems with using them. Also, 23 (66%) of the students mentioned that although some strategies were introduced for guessing the meaning of new vocabulary, there was not enough practice for these strategies.

The coursebooks can not only introduce new vocabulary to the students but also can ‘help equip students with strategies for handling the unfamiliar vocabulary that they will inevitably meet’ (Cunningsworth, 1995, p. 38). Although the present coursebook presents some of these strategies, it seems that it fails in equipping the students to learn and use these because it stops at the presentation stage and does not go further.

4.6 READING SKILLS

For evaluating this element, seven criteria were selected and both qualitative and quantitative data were gathered for this purpose. Below are the results and discussions for each of these seven criteria.

4.6.1 Criterion 1

The length of the reading texts should be reasonable.

Table 4.29 represents the frequency and percentage of the responses to question 25 (based on criterion 1 for reading skills).

Table 4.29: Responses to Question 25 on Reading Skills

Item 25= The students were happy with the length of the reading texts.	Frequency		Percent	
	T	S	T	S
strongly disagree	-	14	-	4
disagree	28	267	87.5	75.9
unsure	-	16	-	4.5
agree	4	46	12.5	13.1
strongly agree	-	9	-	2.5
Total	32	352	100	100

Regarding the appropriate length of the reading texts, the majority of the teachers (87.5%) and students (79.9%) believed that they were not appropriate. Only about 15% of the teachers and students stated that the length of reading texts was appropriate.

Furthermore, during the interviews three out of the four teachers stated that some of the texts were too long. They mentioned that sometimes they have to devote the whole class session for reading which made it boring for the students. Also, 22 (63%) of the students interviewed mentioned that the texts were too long. 19 (54%) of them stated that the number of reading text was not enough. They suggested that the length of the reading texts be decreased and instead their numbers increased.

Selecting the texts with appropriate length is important because long texts might be boring for the students and cause them to lose their attention. However, most of the teachers and students believed that the length of some of the texts in the present coursebook was not appropriate.

4.6.2 Criterion 2

Different genres should be included.

Table 4.30 depicts the frequency and percentage of the responses to question number 26 (based on criterion2 for reading skills).

Table 4.30: Responses to Question 26 on Reading Skills

Item 26= Different types of texts (such as report, advertisement, literature, article,...) were included.	Frequency		Percent	
	T	S	T	S
strongly disagree	-	150	-	42.6
disagree	29	186	90.6	52.8
unsure	-	9	-	2.6
agree	3	7	9.4	2.9
strongly agree	-	-	-	-
Total	32	352	100	100

In terms of inclusion of different genres, the majority of the teachers (90.6%) and students (95.4%) stated that different types of texts were not included in the coursebook.

Also, the teachers interviewed stated that almost all the readings were in the form of article, on scientific topics. They stated that if different types of texts had been included the students would have been more interested in them. Moreover, during the interviews, 26(74%) of the students mentioned that if different types of text had been included it would have been more interesting for them.

Including different genres in reading texts can not only make the students more interested in the readings but also enable them to become familiar with different types of readings. If the purpose is to enable the students to read in real situations, then the material should present the opportunity for the learners to become familiar with all different kinds of reading types that they may confront in the real world. However, according to the teachers and students the present coursebook fails to fulfill this point and most of its texts comprise only scientific articles.

4.6.3 Criterion 3

Different purposes of reading should be included (e.g. enjoyment, getting information, getting instruction).

Table 4.31 represents the frequency and percentage of the responses to question 27(based on criterion 3 for reading skills).

Table 4.31: Responses to Question 27 on Reading Skills

Item 27= Different purposes of reading were included in the coursebook (e.g. enjoyment, getting information, getting instruction).	Frequency		Percent	
	T	S	T	S
strongly disagree	-	98	-	27.8
disagree	30	214	93.8	60.8
unsure	2	19	6.3	5.4
agree	-	21	-	6
strongly agree	-	-	-	-
Total	32	352	100	100

According to Table 4.31, the majority of the teachers (93.8%) and students (88.6%) believed that different purposes of reading were not included in the coursebook. Only around 5% of the students said that this aspect was considered.

According to the participants, it seems that in the present coursebook there is no emphasis on different purposes of reading , such as getting information, instruction, some general ideas or receiving specific points.

4.6.4 Criterion 4

The materials should involve the learners’ knowledge of the world.

Table 4.32 illustrates the frequency and percentage of the responses to question 28 (based on criterion 4 for reading skills).

Table 4.32: Responses to Question 28 on Reading Skills

Item 28= The students had some previous knowledge about the context of the reading passages.	Frequency		Percent	
	T	S	T	S
strongly disagree	-	24	-	6.8
disagree	23	206	71.9	58.5
unsure	2	19	6.3	5.4
agree	7	91	21.9	25.9
strongly agree	-	12	-	3.4
Total	32	352	100	100

In terms of having previous knowledge about the context of reading texts, about two thirds of the teachers and students stated that the learners did not have previous knowledge about the reading passages.

According to all of the four teachers who were interviewed some students did not have enough background knowledge about some of the texts. For instance, they referred to reading texts on *global warming*, *space exploration* and *IT and its services*. Regarding the pre-reading activities, three of the teachers were of the opinion that they were not helpful enough. They stated that while some of the pre-reading activities were helpful in preparing the students for reading the texts, some others were more complicated than the reading texts themselves. Also, 26 (74%) of the students interviewed mentioned that they did not have previous knowledge about some of the texts, for example, *space exploration* and *IT and its services*.

Based on the *schema-based approach* to teaching reading, “the reading process can not be explained without acknowledging the vital importance of the knowledge system in readers’ minds” (Masuhara, 2003, p. 348). Therefore, having some knowledge about the reading text can help the readers to understand the text better. *Pre-reading activities* are typical activities that try to help the readers to gain some background knowledge about the reading texts. However, according to all of the teachers and some of the students, some of the students did not have prior knowledge about some of the texts and some of the pre-reading activities failed to help the students to gain the necessary information about the texts. According to the *schema-based approach* in teaching reading, this may affect the comprehension of the texts on the part of the students (Masuhara, *ibid.*).

4.6.5 Criterion 5

There should be a focus on the development of reading skills and strategies.

Table 4.33 illustrates the frequency and percentage of the responses to question number 29 (based on criterion 5 for reading skills).

Table 4.33: Responses to Question 29 on Reading Skills

Item 29= reading strategies were included in the book.	Frequency		Percent	
	T	S	T	S
no	-	-	-	-
a few	-	10	-	2.8
some	5	72	15.6	20.5
many	27	270	84.4	77.7
Total	32	352	100	100

In terms of reading strategies, more than four fifths of the teachers and three quarters of the students believed that *many* reading strategies were included in the book.

Moreover, three of the teachers interviewed stated that it was useful to include reading skills in the coursebook. However, one of them mentioned two problems. First, she stated, some of the strategies had not been included in the previous levels: the students came across reading strategies which were completely new to them. Second, she said the sections on these strategies in each unit were so limited and improperly presented that it only made the students familiar with them; they (the students) could not use them for practical purposes. Furthermore, 22(63%) of the students interviewed stated that they found learning the reading strategies interesting. However, they stated that there was insufficient practice on them.

As the authors of the coursebook claimed in the introduction, the main aim of this coursebook was to improve the students reading abilities by teaching them some reading strategies. Therefore, it was expected that reading strategies be included in the coursebook. According to most of the teachers and students, many reading strategies were indeed included in the coursebook. However, both groups were of the opinion that there was insufficient practice for these strategies. Furthermore, the teachers referred to the point that reading strategies were completely new for the students and they were introduced to them for the first time at this level. This also emphasized the fact that the students needed more

practice in order to master them. However, like other aspects in the coursebook, it seems that after introducing the strategies the authors have left the responsibility of practicing various skills and knowledge to the students and teachers.

4.6.6 Criterion 6

If the reading strategies are taught, apparently the learners should learn them.

Table 4.34 depicts the frequency and percentage of the responses to question 30 (based on criterion 6 for reading skills).

Table 4.34: Responses to Question 30 on Reading Skills

Item 30= At the end of the course the students learnt reading strategies.	Frequency		Percent	
	T	S	T	S
no	-	12	-	3.5
a few	25	81	78.1	23
some	7	217	21.9	61.6
many	-	42	-	11.9
Total	32	352	100	100

More than three quarters of the teachers believed that the students learnt only *a few* reading strategies at the end of the course. Meanwhile, more than a half of the students (61.6%) stated that they learnt *some* reading strategies at the end of the course. While more than one fifth of the students said that they learnt *a few* reading strategies, about 10% of them stated that they learnt *many* reading strategies at the end of the course.

According to the results of criterion 5 for reading skills many reading strategies were introduced in the coursebook. However, the students expressed different opinions regarding learning them. This may explain the differences of the students' levels. While only explaining a topic is sufficient for some of the students to learn that point some others are slow learners and need more explanation and practice. However, according to the teachers and the students there were not enough practice texts/exercises for the strategies in

the coursebook. Therefore, most of the students felt that they had not learnt many of the strategies that were presented.

4.6.7 Criterion 7

The students should be able to use the reading strategies that they have learnt.

Table 4.35 represents the frequency and percentage of the response to the question number 31 (based on criterion 7 for reading skills).

Table 4.35: Responses to Question 31 on Reading Skills

Item 31= The students could use those strategies in their readings.	Frequency		Percent	
	T	S	T	S
strongly disagree	-	12	-	3.4
disagree	27	165	84.4	46.9
unsure	-	78	-	22.2
agree	5	91	15.6	25.9
strongly agree	-	6	-	1.6
Total	32	352	100	100

Regarding the use of reading strategies by the students in their readings, more than three quarters of the teachers were of the opinion that the students could not use those reading strategies in their readings. However, the students had differing opinions about this. About a half of them believed that they could not use those strategies in their readings; while about a quarter of them said that they could use the strategies in their reading (more than one fifth of them were not sure about it).

Three of the teachers interviewed stated that most of the students were unable to use these strategies in their readings. Also, 21(60%) of the students interviewed stated that they learnt some strategies through the coursebook; however, they could not apply all of them in their readings. They believed that they did not have a chance to practice them when the strategies were introduced. Seven of the students (20%) mentioned that they did not pay attention to the reading strategies while they were reading. However, five of them (14%) stated that they could apply most of the strategies which they had learnt.

Similar to criterion 6 for reading skills, the students had different beliefs about their ability in using the reading strategies in their readings. This also highlights the fact that the students were of different levels and had different interests in the classrooms. Those who believed they could not use most of the strategies in their readings stated that there was not enough practice for them. Also, a few of the students stated that they did not pay attention to the reading strategies while they read. It seems that it is necessary for the authors of this coursebook to consider the individual differences of the students. Since a large number of students are using this coursebook it is necessary to consider that the students have different abilities and interests and some of them need more practice than the others and some have different interests.

4.7 SUBJECT MATTER/TOPIC

The next element selected for the present study was subject matter/topic. Five criteria were selected for evaluating this element in the coursebook. Both quantitative and qualitative data were gathered for this component. The data collected for each of these five criteria are presented and discussed below.

4.7.1 Criterion 1

Real topics should be included (the topics should be about the real aspects of the world, instead of describing some imaginary and non-existent constructs)

Table 4.36 depicts the frequency and percentage of the responses to question number 32 (based on criterion 1 for topics).

Table 4.36: Responses to Question 32 on Topics

Item32= of the topics were about real life situations.	Frequency		Percent	
	T	S	T	S
none	-	10	-	2.8
a few	10	102	31.3	29
some	22	226	68.8	64.2
most	-	8	-	2.3
all	-	6	-	1.7
Total	32	352	100	100

Regarding the inclusion of topics about real life situations, more than half of the teachers and students believed that *some* of the topics were related to real life situations. Meanwhile, one third of the teachers and nearly one third of the students said that only *a few* topics were about real life situations.

Furthermore, during the interviews, 27 (77%) of the students expressed that they wanted topics that were interesting and useful so that, they could learn something from them and use them in their real lives. 12 (34%) of the students referred to some of the topics such as *Child Labor* and *Space Exploration* and mentioned that they did not find these topics useful in their real lives.

Although the primary role of coursebooks is facilitating language learning, this is not the only role of the coursebooks because language is used in real situations for real purposes. As a result coursebooks must represent language as it is actually used and contain real subject matter and deal with real topics of various kinds (Cunningsworth, 1995). By including real life topics the learners not only learn the language but also become more motivated. However, it seems that only some of the topics in the present coursebook are related to real life situations.

4.7.2 Criterion 2

They should be suitable for the age group.

Table 4.37 represents the frequency and percentage of the responses to the question number 33 (based on criterion 2 for topics).

Table 4.37: Responses to Question 33 on Topics

Item33= of the topics were suitable for pre- university students.	Frequency		Percent	
	T	S	T	S
none	-	-	-	-
a few	8	26	25.0	7.4
some	24	271	75.0	77
most	-	40	-	11.3
all	-	15	-	4.3
Total	32	352	100	100

With regard to appropriateness of the topics for pre-university level, about three quarters of teachers and students stated that only *some* of the topics were suitable for pre-university students.

4.7.3 Criterion 3

They should cover a variety of topics suitable to the interest of the learners.

Table 4.38 shows the frequency and percentage of the responses to question number 34 (based on criterion 3 for topics).

Table 4.38: Responses to Question 34 on Topics

Item34= Various topics were included.	Frequency		Percent	
	T	S	T	S
strongly disagree	-	17	-	4.8
disagree	9	76	28.1	21.6
unsure	-	30	-	8.5
agree	23	196	71.9	55.7
strongly agree	-	33	-	9.4
Total	32	352	100	100

With regard to inclusion of various topics in the coursebook, around three quarters of the teachers and students agreed that various topics were included. However, about a quarter of the students disagree with this point.

Two of the teachers interviewed stated that most of the texts were on scientific topics. According to them, adding more of other interesting types of texts could be better for the students. Also, some of the students interviewed suggested that topics on technology, historical events, myths/legends and funny stories could be interesting and might add variety to the topics.

As the students come to the classroom with different attitudes and interests, the inclusion of various types of topics can help in catching their attention and keeping them motivated. However, based on the teachers' and students' views, it seems that the present coursebook fails to fulfill this point and sufficient variety is not included in the topics.

4.7.4 Criterion 4

The topics should be interesting for the learners.

Table 4.39 illustrates the frequency and percentage of the responses to question number 35 (based on criterion 4 for topics).

Table 4.39: Responses to Question 35 on Topics

Item35= of the topics were interesting for the students.	Frequency		Percent	
	T	S	T	S
none	-	14	-	4
a few	6	87	18.7	24.7
some	26	217	81.3	61.6
most	-	26	-	7.4
all	-	8	-	2.3
Total	32	352	100	100

According to Table 4.39, most of the teachers (81.3%) and more than a half of the students (61.6%) believed that *some* of the topics were interesting. Meanwhile, about a quarter of the students said that only *a few* of the topics were interesting for them.

During the interviews, two of the teachers were of the opinion that some of the topics (for example *Global Warming* and *Space Exploration*) were boring for the students.

They suggested that more general topics about real life situations would catch the students' attention more.

Moreover, 26 (74%) of the students interviewed mentioned that some of the topics were not interesting. In addition to the two topics mentioned above *Child Labor* and *IT and Its Services* were mentioned. Five of them stated that they felt the information on *Child Labor* was not relevant or necessary for them. Some others believed that the topic on *IT* did not provide any information that they could use in their real-world lives. Some others stated that some of the texts included so many details that made it boring for them.

It is a common fact that when the learners enjoy a given lesson, they will pay more attention to it and they will be keen in learning. This is also true of language learning. Therefore, the coursebook needs to motivate learners to learn; otherwise the lessons will be boring. Keeping the students interested is one of the ways of motivating them. If the topics and the texts are not interesting for the students, they may lose their attention and interest very easily. Especially, in the present coursebook which is a reading book and a great proportion of the book is dedicated to reading, including interesting topics seems more important. However, based on the teachers' and the students' viewpoints only some of the topics are interesting for the students.

4.7.5 Criterion 5

Subject matters/topics should not be biased culturally and portray any negative stereotypes.

Table 4.40 represents the frequency and percentage of the responses to the question number 36 (based on criterion 5 for topics).

Table 4.40: Responses to Question 36 on Topics

Item36= of the topics were culturally appropriate.	Frequency		Percent	
	T	S	T	S
none	-	-	-	-
a few	-	-	-	-
some	-	-	-	-
most	4	26	12.5	7.4
all	28	326	87.5	92.6
Total	32	352	100	100

Regarding cultural appropriateness of the topics, all the teachers and students stated that *most* or *all* of the topics were appropriate.

4.8 EXERCISES AND ACTIVITIES

For evaluating this element nine criteria were developed. Like other elements, both quantitative and qualitative data were gathered for this element. These data are presented in the following two sections.

4.8.1 Criterion 1

The activities should focus on both accurate and fluent production of language.

Tables 4.41 and 4.42 represent the frequency and percentage of the teachers' and the students' responses towards question number 37 and 38 (based on criterion 1 for exercises and activities).

Table 4.41: Responses to Question 37 on Exercises and Activities

Item37=effective grammar exercises were included in the coursebook.	Frequency		Percent	
	T	S	T	S
no	-	18	-	5.1
a few	5	32	15.6	9.1
some	27	288	84.4	81.8
many	-	14	-	4
Total	32	352	100	100

Table 4.42: Responses to Question 38 on Exercises and Activities

Item38= effective communicative exercises were included in the coursebook.	Frequency		Percent	
	T	S	T	S
no	29	286	90.6	81.5
a few	3	54	9.4	15.2
some	-	12	-	3.3
many	-	-	-	-
Total	32	352	100	100

As can be seen from table 4.41, more than four fifths of the teachers and students believed that *some* effective grammar exercises were included in the coursebook. Also, the majority of the teachers (90.6%) and students (81.5%) were of the opinion that *no* effective communicative exercises were included in the present coursebook.

Moreover, three of the teachers who participated in the interviews mentioned that sometimes the amount of grammar exercises were more than reading or vocabulary exercises. According to them, however, some of the exercises were not helpful or useful. They were of the opinion that the exercises did not help the students to better understand the new items. Neither did they allow the students to produce their own responses. They stated that some of the grammar exercises were too mechanical in nature and the students did them based on the patterns without understanding them.

All the four teachers agreed that a few effective communicative activities were included. They stated that the only activities on spoken language were those that came immediately after each reading text where the students were asked to discuss some issues related to the text itself. They stated that the communication skills had been ignored in the previous levels. While most of the students were not able to produce simple sentences in English, suddenly in this level *discussion* parts were included. In these sections, the students were asked to discuss some topics in relation to the reading text (such as *how child labor can be ended in the world* or *what they know about the International Space Station*) which the teachers believed was difficult for the students. As a result, they stated that very few communicative exercises were included in the coursebook.

During the interviews, 30 (86%) of the students expressed that they were unsatisfied with the communicative aspect of the coursebook. They stated that the communicative

activities were not sufficient and they really wanted to improve their communicative skills. According to them the coursebook did not help them in this case.

In learning a language the learners not only need to achieve accuracy but also fluency. Therefore, including both types of activities (fluency and accuracy) seems necessary. The present coursebook is based on a skills-based syllabus. The general theory of learning, in this syllabus, holds that the learning of complex behaviors such as language is best facilitated by breaking them down into small bits (skills), teaching the bits, and hoping that the learner will be able to put them together when actually using them.

Including some meaningful communicative activities can not only help in improving the students' communicative skills which is a goal of the students (according to objectives criterion 1) but can also add to the variety of the activities. When the students find the coursebook in accordance with their objectives they will be more motivated.

However, the analysis of the quantitative and qualitative data for criterion 1 for exercises and activities indicate that the authors have concentrated more on accuracy than fluency in the present coursebook. This seems to be in contrast with the objectives of the students. The research problem for the present study was the point that after studying English for several years, most of the Iranian students are unable to use it properly. The results indicate that the focus of this coursebook is more on the accuracy than the fluency. However, as the students do not get an opportunity to activate their knowledge of the language, accuracy seems to be of little use for them.

4.8.2 Criterion 2

They should incorporate individual, pair and group work.

Tables 4.43 to 4.45 represent the frequency and percentage of the responses to questions number 39- 41 (based on criterion 2 for exercises and activities).

Table 4.43: Responses to Question 39 on Exercises and Activities

Item39= The coursebook allowed the students to do of the activities individually.	Frequency		Percent	
	T	S	T	S
none	-	-	-	-
a few	-	-	-	-
some	-	-	-	-
many	4	34	12.5	9.7
all	28	318	87.5	90.3
Total	32	352	100	100

Table 4.44: Responses to Question 40 on Exercises and Activities

Item40= The coursebook allowed the students to do of the activities in pairs.	Frequency		Percent	
	T	S	T	S
none	19	166	59.4	47.2
a few	13	163	40.6	46.3
some	-	23	-	6.5
many	-	-	-	-
all	-	-	-	-
Total	32	352	100	100

Table 4.45: Responses to Question 41 on Exercises and Activities

Item41= The coursebook allowed the students to do of the activities in groups.	Frequency		Percent	
	T	S	T	S
none	27	305	84.4	86.6
a few	5	36	15.6	10.2
some	-	11	-	3.2
many	-	-	-	-
all	-	-	-	-
Total	32	352	100	100

All the teachers and students believed that *many* or *all* of the exercises allowed the learners to do individual work. While about a half of the teachers and students stated that *none* of the activities allowed the students to work in pairs, the other half said that *a few* of the activities allowed pair work. More than four fifths of both the teachers and the students believed that *none* of the activities allowed the learners to work in groups.

The teachers interviewed stated that the students had to do almost all the activities individually. After they had done them by themselves, the students were asked to compare their answers with a partner, which the teachers believed was not following actual principles of the pair work.

During the exercises, the students need to do all kinds of activities including individual, pair and group work. They not only need to think and challenge themselves in doing exercises but also need to cooperate and communicate with others. Pair and group work increase the chances of the students to speak in the class and interact with each other. According to the constructivist view of language learning (William & Burden, 1997), learning takes place in a social context through interaction with other people. The students can learn better when they interact with others. Furthermore, according to Vygotsky's (1981 cited in Johnson, 2004) "zone of proximal development" (ZPD) learners can, with the help of adults or other learners who are more advanced, comprehend concepts and ideas that they cannot understand on their own. Moreover, pair and group work can promote learner autonomy as learners can work without the guidance of the teacher (Harmer, 2002). However, the present coursebook seems to have ignored the interaction aspect in learning and has concentrated largely on individual exercises.

4.8.3 Criterion 3

The activities should promote creative, original and independent responses.

Table 4.46 illustrates the frequency and percentage of the teachers' and students' responses towards question number 42 (based on criterion 3 for exercises and activities).

Table 4.46: Responses to Question 42 on Exercises and Activities

Item42- of the activities allowed the students to produce creative responses.	Frequency		Percent	
	T	S	T	S
none	-	-	-	-
a few	29	290	90.6	82.4
some	3	62	9.4	17.6
many	-	-	-	-
all	-	-	-	-
Total	32	352	100	100

In terms of producing creative responses to the exercises, more than four fifths of the teachers and the students believed that only *a few* of the activities allowed the learners to produce creative responses. The rest of the teachers and students said that the coursebook allowed them to produce creative responses to only *some* of the activities.

Furthermore, all the four teachers interviewed were of the opinion that the exercises were controlled ones which rarely allowed the students to produce creative responses. One of them referred to the fact that there were no tasks in the coursebook and most of the exercises only allowed the students to *tick* or *select* from among the given words or *rewrite* the sentences.

Moreover, the teachers believed that the number of the exercises on vocabulary and reading skills was very limited and ineffective, because they did not allow the students to produce any piece of language. They emphasized that the exercises made the students passive and did not allow them to take part in the classroom actively, which in turn made the students bored and disappointed.

Also, 24 (68%) of the students who participated in the interviews believed that the exercises did not allow or encourage them to be active learners and language users. 28 (80%) of them mentioned that almost none of the activities allowed them to produce their own piece of language. They complained that all they had to do was to *circle*, *select* or *tick* from among the limited words.

Exercises and activities should provide opportunities for learners to practice the newly learnt language and eventually produce a free piece of language. They (exercises and activities) may include controlled and free types and it is expected that there be a balance between them, and that they allow learners to produce creative and independent responses to exercises. The results of the study suggest that the activities of the present coursebook do not promote substantial free production. This is probably based on the assumption that the students do not have enough linguistic resources to produce language (Stranks, 2003). This may also indicate the underestimation of the fluency by the authors of the present coursebook. However, activities “should encourage interactive, realistic, message-focused output” (Hedge, 2002, p. 179).

4.8.4 Criterion 4

The exercises should be conducive to the internalization of newly introduced language.

Table 4.47 illustrates the frequency and percentage of the teachers’ and the students’ responses towards question number 43 (based on criterion 4 for exercises and activities).

Table 4.47: Responses to Question 43 on Exercises and Activities

Item43= of the exercises helped the students to better understand the newly introduced language.	Frequency		Percent	
	T	S	T	S
none	-	19	-	5.4
a few	26	270	81.3	76.7
some	6	36	18.8	10.3
most	-	17	-	4.8
all	-	10	-	2.8
Total	32	352	100	100

According to Table 4.47, more than three quarters of the teachers and students believed that *a few* of the exercises helped the students to learn the newly introduced

language points. Meanwhile, only less than 10% of the students said that *most* or *all* of the exercises were helpful in understanding the new language items.

The main purpose of exercises is to help the learners to practice and internalize the new language points and use them for their own purposes. However, according to the teachers and students it seems that the present coursebook fails in fulfilling this point.

4.8.5 Criterion 5

There should be a variety of activities in the coursebook.

Table 4.48 shows the frequency and percentage of the responses to question number 44 (based on criterion 5 for exercises and activities).

Table 4.48: Responses to Question 44 on Exercises and Activities

Item44= There was a variety of activities in the coursebook.	Frequency		Percent	
	T	S	T	S
strongly disagree	-	22	-	6.3
disagree	27	248	84.4	70.4
unsure	-	25	-	7.1
agree	5	39	15.6	11.1
strongly agree	-	18	-	5.1
Total	32	352	100	100

In terms of variety of activities in the coursebook, while around 15% of the teachers and students believed that various activities were included in the coursebook, more than three quarters of them disagreed with this point.

Moreover, three of the teachers interviewed stated that there was no variety in the exercises and the same kind of exercises were repeated throughout the units.

Including variety can activate students' interest and motivation and ultimately assist them with learning. However, according to the teachers and the students it seems that there is not enough variety in the activities of this coursebook.

4.8.6 Criterion 6

The activities should be pitched at the right level for the students.

Table 4.49 depicts the frequency and percentage of the responses to question number 45 (based on criterion 6 for exercises and activities).

Table 4.49: Responses to Question 45 on Exercises and Activities

Item45= The students could do of the activities easily.	Frequency		Percent	
	T	S	T	S
none	-	-	-	-
a few	4	69	12.5	19.6
some	21	159	65.6	45.2
most	7	89	21.9	25.3
all	-	35	-	9.9
Total	32	352	100	100

Regarding the level of the exercises, there were various responses by the teachers and the students. While more than half of the teachers believed that the students could do *some* of the exercises easily, around one fifth of them stated that the students could do only *a few* of the exercises easily. However, less than half the students stated that they could do *some* of the exercises easily. Meanwhile, about one fifth of them said that they could do *a few* of the exercises easily and a quarter of them stated that they could do *most* of the exercises easily. Only about 10% of the students stated that they could do *all* the exercises easily.

12 (34%) of the teachers interviewed stated that the students could do the activities easily because most of them were mechanical. 11 (31%) of the students said that as the new grammatical points were not presented well enough, doing some of the grammatical exercises was difficult for them. Also, 21 (60%) of them stated that the number of the exercises was not enough and they needed more exercises to handle the new language points.

Based on the teachers' and students' opinions, it seems that different students had different views about the level of the exercises. While some students found a few of the exercises at the right level, some others stated that they could do some of the activities easily. Meanwhile, some other students stated that they could do most of the exercises easily because they (the exercises) were mechanical and they did not even need to learn the language points well. This contradiction in the students' views may reflect the individual differences of the students. In a classroom there might be students with different proficiency levels. While some of them might not need a lot of exercises, others might need a lot of repetition and exercises. Including some extra exercises in the coursebook or if possible having a workbook can help the students to do some extra exercises on their own. However, the present coursebook neither includes a workbook nor extra exercises.

4.8.7 Criterion 7

The instructions to the activities should be clear and appropriate.

Table 4.50 illustrates the teachers' and the students' responses to question number 46 (based on criterion 7 for exercises and activities).

Table 4.50: Responses to Question 46 on Exercises and Activities

Item46= of the instructions to the activities were clear for the students.	Frequency		Percent	
	T	S	T	S
none	-	3	-	0.9
a few	-	18	-	5.1
some	8	28	25.0	8
most	24	280	75.0	79.5
all	-	23	-	6.5
Total	32	352	100	100

Regarding the clarity of the instructions to the activities, about three quarters of the teachers and students stated that the instructions to *most* of the activities were clear.

During the interviews, one of the teachers referred to the instructions to some of the exercises and stated that they were not clear. For instance, he said that when an activity

asks the students to use the *time conjunctions* or make *adjective phrases*, the students are not familiar with the terms. These technical expressions only make them confused: he has to first explain the instruction and only then ask the students to do them.

In general, it seems that both groups of participants believed that the instructions to most of the exercises were clear.

4.8.8 Criterion 8

The activities should be interesting for the learners.

Table 4.51 shows the frequency and percentage of the responses to question number 47 (based on criterion 8 for exercises and activities).

Table 4.51: Responses to Question 47 on Exercises and Activities

Item47= The students seemed interested in of the activities.	Frequency		Percent	
	T	S	T	S
none	-	20	-	5.7
a few	26	257	81.3	73
some	6	53	18.7	15.1
most	-	17	-	4.8
all	-	5	-	1.5
Total	32	352	100	100

In terms of the activities being interesting, about four fifths of the teachers believed that only *a few* of the activities were interesting, while, about three quarters of the students chose this option, only around 5% of the students said that they found *most* or *all* of the activities interesting.

Furthermore, during the interviews, 22 (63%) of the students complained that the exercises were not interesting for them.

Including interesting and meaningful exercises can attract the students' attention and keep them motivated. However, the results of the study suggest that only a few of the activities of this coursebook are interesting for most of the students.

4.8.9 Criterion 9

The activities should reflect the objectives.

Table 4.52 shows the frequency and percentage of the responses to question number 48 (based on criterion 9 for exercises and activities).

Table 4.52: Responses to Question 48 on Exercises and Activities

Item48- of the activities reflected the objectives of the coursebook.	Frequency		Percent	
	T	S	T	S
none	-	6	-	1.7
a few	11	126	34.4	30.8
some	21	206	65.6	58.6
most	-	10	-	2.8
all	-	4	-	1.1
Total	32	352	100	100

Regarding the reflection of the goals of the coursebook in the activities, more than half of the teachers and students believed that only *some* of the exercises reflected the objectives of the coursebook. Meanwhile, around one third of the teachers and students stated that only *a few* of the exercises were in accordance with the objectives of the coursebook.

Three of the teachers interviewed agreed that only some of the exercises were in accordance with the stated objectives of the coursebook. They said that since the objective of the coursebook was to improve the students' reading skills it was expected that the concentration be on those kinds of activities. Furthermore, two of the teachers mentioned that the number of the exercises which was devoted to reading strategies was not sufficient. However, they said, there were other exercises on vocabulary and grammar which were not part of the coursebook's objectives.

Also, one of the teachers referred to the point that there was no coherence in some units. The grammar points or the exercises were not related to each other and to the text and it was not clear on what bases they were selected and organized.

The objectives of the coursebook determine its content. The exercises, as part of its contents, should be in accordance with the objectives of the coursebook. However, according to the teachers and the students, in the present coursebook only some of the exercises are in accordance with the objectives of the coursebook.

4.9 SUMMARY

This chapter has been devoted to a detailed presentation and discussion of the data gathered through questionnaires and interviews for the present study. In the analysis of the teachers' and students' perceptions towards the coursebook under study, the major aspects were highlighted and discussed. The results revealed that the teachers and the students felt that there were some weaknesses in the coursebook in terms of the objectives, grammar, vocabulary, reading skills, subject matter and exercises and activities.

The next chapter, the last one, is the conclusion which includes the closing remarks. It covers a summary of the study and also summary of the findings. Based on the participants' views, some suggestions are made for improving the quality of the coursebook under study.