APPENDIX A

Student Questionnaire Cover Letter

Dear student:

I am carrying out a research aimed at improving the course materials used for teaching English at the pre-university level. To this end, I am seeking your opinions on the book that you have used. Please respond carefully to all 49 items in the questionnaire attached. Be assured that your responses are strictly confidential, and will be used only for purpose of research. Please feel free to ask for help if necessary.

Thank you very much for your time and effort.

Leila Dobakhti
Master Student
Faculty of Language & Linguistics
University of Malaya (UM)

APPENDIX B

Student Questionnaire

A: BACKGROUND INFORMATION								
Name:	Faculty:							
Gender:	Email Address:							
Age:	Cont	act num	ber:					
Please complete all these below by ticking the a	ppropr	iate resp	onses.					
B: Objectives								
1-My Objectives in learning English in the classroom	were	(you c	an tick ı	more tha	an one)			
a) learning reading skills e)	e) learning grammar							
b) learning communication skills f)	f) fulfilling the school requirement							
c) learning writing skills g)	g) passing university entrance exam							
d) learning vocabulary h)	others (please sp	ecify)					
From Question 2 onwards, you should tick only	one an	swer.						
2 of the objectives of the coursebook	none	a few	some	many	most	all		
were stated clearly.								
3 of the objectives of the coursebook	none	a few	some	many	most	all		
were in accordance with my objectives in								
learning English in the classroom.								
4- At the end of the course objectives stated	none	a few	some	many	most	all		
in the coursebook were achieved.								
5- At the end of the course of my objectives in learning English in the classroom were achieved.	none	a few	some	many	most	all		

Disagree	Unsure	Agree	Strongly agree
Disagree	Unsure	Agree	Strongly agree
Disagree	Unsure	Agree	Strongly agree
Disagree	Unsure	Agree	Strongly agree
Disagree	Unsure	Agree	Strongly agree
Disagree	Unsure	Agree	Strongly agree
Disagree	Unsure	Agree	Strongly agree
Disagree	Unsure	Agree	Strongly agree
a few	some	most	all
a fow	como		
a iew	some	most	all
a faw	some	most	all
a iew	Some	most	an
	Disagree Disagree Disagree Disagree Disagree	Disagree Unsure Disagree Unsure Disagree Unsure Disagree Unsure Disagree Unsure A few Some	Disagree Unsure Agree Agree Agree Disagree Unsure Agree

17 of the new vocabulary items were	none	a few	some	most	all
practiced through listening activities.					
18 of the new vocabulary items were practiced	none	a few	some	most	all
through speaking activities.					
19of the vocabulary items were presented in a	none	a few	some	most	all
structured, purposeful way.(For example: words were					
presented with their synonyms or antonyms or they					
were related to sports, politics and transportation)					
20- I was happy with the number of new vocabulary	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
items in the lessons.					
21of the vocabulary items were introduced in	none	a few	some	most	all
contexts.					
22of the new vocabulary items were practiced	none	a few	some	most	all
in subsequent lessons.					
23- There were summaries of new words and phrases	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
in the lessons which helped me to access them easily.					
24- I learntstrategies that helped me to					
understand the meaning of the new vocabulary in a	no	a few	some	many	
text.					
E: Reading Skills					
25 - I was happy with the length of the reading texts.	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
26 - Different types of texts (such as report,	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
advertisement, literature, article,) were included.	3				9

27- Different purposes of reading were included in the	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
coursebook (e.g. enjoyment, getting information,	g- 11				
getting instruction).					
	C4	Digograp	Unsure	Agree	C4
28 - I had some previous knowledge about the context	Strongly disagree	Disagree		l rigito	Strongly agree
of the reading passages.					
29 reading strategies were included in the	no	a few	some	many	
book.					
30- I learnt reading strategies by reading the	no	a few	some	many	
coursebook.					
31 - I can use those strategies in my readings.	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
F: Subject Matter/Topics					
32 of the topics were about real life situations.	none	a few	some	many	all
33 of the topics were suitable for students my	none	a few	some	many	all
age.					
34 - Various topics were included.	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
35 of the topics were interesting for me.	none	a few	some	many	all
36 of the topics were culturally appropriate.	none	a few	some	many	all
G: Exercises and Activities					
37effective grammar exercises were included	no	a few	some	many	
in the coursebook.					
38 effective communicative exercises were	no	a few	some	many	
included in the coursebook.					
39 - The coursebook allowed me to do of the	none	a few	some	many	all
activities individually.					

40 - The coursebook allowed me to do of the	none	a few	some	many	all
activities in pairs.					
41- The coursebook allowed me to do of the	none	a few	some	many	all
activities in groups.					
42 of the activities allowed me to produce	none	a few	some	many	all
creative responses.					
43 of the exercises helped me to better	none	a few	some	many	all
understand the newly introduced language.					
44- There was a variety of activities in the	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
coursebook.					
45 - I could do of the activities easily.	none	a few	some	many	all
46 of the instructions to the activities were	none	a few	some	many	all
clear.					
47 of the activities were interesting for me.	none	a few	some	many	all
48 of the activities reflected the objectives of	none	a few	some	many	all
v	none	3.10.	Some	many	411
the coursebook.					

APPENDIX C

Teacher Questionnaire Cover Letter

Dear teacher:

I am carrying out a research aimed at improving the course materials used for teaching English at the pre-university level. To this end, I am seeking your opinions on the book that you are teaching. Please respond carefully to all 49 items in the questionnaire attached. Be assured that your responses are strictly confidential, and will be used only for purpose of research. Please feel free to ask for help if necessary.

Thank you very much for your time and effort.

Leila Dobakhti

Master Student

Faculty of Language & Linguistics

University of Malaya (UM)

APPENDIX D

Teacher Questionnaire

A: Background I				
Please answer the	e questions	below.		
1. Name:				
2. School:				
3. Contact Number	r:			
4. E-mail Address:	:			
Please indicate yo	our answer	with a tick.		
5. Gender				
☐ Male		□Female	;	
6. Age				
☐ below 25	<u>25-30</u>	□ 31-35	□3640	□above 40
7. Years of teaching	ng experienc	e.		
□1-4	□5-9	□10·14	□15-20	□above 20
8. Qualifications				
☐ B.A / B.S. Fig	eld:			
☐ M.A Field:				
☐ Ph. D. Field:				
☐ Other Specify:				

Please complete all these below by ticking the appropriate responses.

B: Objectives

1- According to my experience the objectives of the students in learning English in the classroom

are (you can tick more than one)

a) learning reading skills

- e) learning grammar
- b) learning communication skills
- f) fulfilling the school requirement

c) learning writing skills

g) passing university entrance exam

d) learning vocabulary

h) others (please specify)

From Question 2 onwards, you should tick only one answer.

2 of the objectives of the coursebook	none	a few	some	many	most	all
were stated clearly.						
3 of the objectives of the coursebook	none	a few	some	many	most	all
are in accordance with the students' objectives in						
learning English in the classroom.						
4 - At the end of the course objectives	none	a few	some	many	most	all
stated in the coursebook are achieved.						
		- 6				- 11
5 - At the end of the course of the	none	a few	some	many	most	all
students' objectives in learning English in the						
classroom are achieved.						

C: Grammar/Structure					
6 - Grammatical structures are emphasized in the	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
coursebook.					
7- The grammatical points are well organized from	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
easy to difficult.					
8- The students can follow the grammar points	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
presented in the coursebook easily.					
9- The new grammar points were well presented.	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
10- Along with the grammar structures their use in	Strongly	Disagree	Unsure	Agree	Strongly agree
real situations were also taught in the coursebook.	disagree				
11- The grammatical points were introduced in	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
meaningful contexts.					
12- The students can use the grammatical points of the	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
coursebook in their writings.					
13- The students can use the grammatical points of the	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
coursebook in their speaking.					
D: Vocabulary					
14 of the new vocabulary items are highlighted	none	a few	some	many	all
some way in the text. (For example: bold, italic,					
defined in the text or a glossary was given)					
15 of the new vocabulary items are practiced	none	a few	some	many	all
through reading activities.					
16 of the new vocabulary items are practiced	none	a few	some	many	all
through writing activities.					

17 of the new vocabulary items are practiced	none	a few	some	many	all
through listening activities.					
18of the new vocabulary items are practiced	none	a few	some	many	all
through speaking activities.					
19of the vocabulary items are presented in a	none	a few	some	many	all
structured, purposeful way. (For example: words were					
presented with their synonyms or antonyms or they					
were related to sports, politics and transportation)					
20 - The students usually are happy with the number of	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
new vocabulary items in the lessons.					
21of the vocabulary items are introduced in	none	a few	some	many	all
contexts.					
22of the new vocabulary items are practiced in	none	a few	some	many	all
subsequent lessons.					
23- There are summaries of new words and phrases in	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
the lessons which help the students to access them					
easily.					
24- The students learnstrategies that help them	no	a few	some	many	
to understand the meaning of the new vocabulary in a					
text.					
E: Reading Skills					
25- The students are happy with the length of the	Strongly disagree	Disagree	Unsure	Agree	Strongly
reading texts.	uisagree				agree
26 - Different types of texts (such as report,	Strongly disagree	Disagree	Unsure	Agree	Strongly
advertisement, literature, article,) are included.					agree

27 Different numerous of reading are included in the	Strongly	Disagree	Unsure	Agree	Strongly
27 - Different purposes of reading are included in the coursebook (e.g. enjoyment, getting information,	disagree	Disagree	Chistre	rigite	agree
getting instruction).					
28 - The students have some previous knowledge about	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
the context of the reading passages.					
29 reading strategies are included in the book.	no	a few	some	many	
30- At the end of the course the students learn	no	a few	some	many	
reading strategies.					
31- The students can use those strategies in their	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
readings.					
F: Subject Matter/Topic					
32 of the topics are about real life situations.	none	a few	some	many	all
33 of the topics are suitable for pre- university	none	a few	some	many	all
students.					
34 - Various topics are included.	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
35 of the topics are interesting for the students.	none	a few	some	many	all
36 of the topics are culturally appropriate.	none	a few	some	many	all
G: Exercises and Activities					
37effective grammar exercises are included in	no	a few	some	many	
the coursebook.					
38 effective communicative exercises are	no	a few	some	many	
included in the coursebook.					
39 - The coursebook allow the students to do of	none	a few	some	many	all
the activities individually.					

40 - The coursebook allow the students to do of	none	a few	some	many	all
the activities in pairs.					
41 - The coursebook allow the students to do of	none	a few	some	many	all
the activities in groups.					
42 of the activities allow the students to	none	a few	some	many	all
produce creative responses.					
43 of the exercises help the students to better	none	a few	some	many	all
understand the newly introduced language.					
44 - There is a variety of activities in the coursebook.	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
45 - The students can do of the activities easily.	none	a few	some	many	all
46 of the instructions to the activities are clear	none	a few	some	many	all
for the students.					
47- The students seem interested in of the	none	a few	some	many	all
activities.					
48 of the activities reflect the objectives of the	none	a few	some	many	all
coursebook.					
	I	l	l	1	1

APPENDIX E

Student Interview Questions

Time of interview:	Duration:	min/hr					
Date:							
Place:							
Interviewee:	Sex:	Age:					
Contact No.:							
1- What were your objectives in study	ring English at pre-university l	level?					
2- What do you think about the objectives of the coursebook?							
3- What do you think about the gramm	mar points of the coursebook?						
4- What do you think about the vocabulary of the coursebook?							
5- What do you think about the reading skills of the coursebook?							
6- What do you think about the subject	et matter of the coursebook?						
7- What do you think about the exerci	ses and activities of the course	ebook?					
8- How do you think the quality of the coursebook can be modified?							

APPENDIX F

Teacher Interview Questions

Time of interview:	Duration:	min/hr
Date:		
Place:		
Interviewee:	Sex:	Age:
Contact No.:		
1- According to your experien	ce, what are the students' ol	bjectives in studying English a
pre-university level?		
2- What do you think about the	e objectives of the coursebo	ook?
3- What do you think about the	e grammar points of the cou	ırsebook?
4- What do you think about the	e vocabulary of the courseb	ook?
5- What do you think about the	e reading skills of the cours	ebook?
6- What do you think about the	e subject matter of the cours	sebook?
7- What do you think about the	e exercises and activities of	the coursebook?
8- How do you think the quali	ty of the coursebook can be	modified?

APPENDIX F

Sample Unit oF the Coursebook