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THE IMPACT OF CHATTING WITH NATIVE SPEAKERS IN SOCIAL NETWORKS ON YOUNG IRANIAN ENGLISH UNIVERSITY STUDENTS' INTRINSIC MOTIVATION TOWARD LEARNING SPEAKING SKILL

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ABSTRACT

THE PRESENT STUDY INVESTIGATED THE EFFECTS OF CHATTING ON INCREASING IRANIAN ENGLISH STUDENTS' INTRINSIC MOTIVATION TOWARD LEARNING SPEAKING ENGLISH. THIS STUDY ALSO AIMED TO EXAMINE THE MOTIVATING FACTORS IN CHATTING FROM PARTICIPANTS' POINT OF VIEW AND IT ALSO INVESTIGATED THE BEST MOTIVATION RAISING CHAT TOPICS. TO FULFILL THE OBJECTIVES OF THE STUDY, 24 MALE AND FEMALE BA ENGLISH STUDENTS FROM AZAD UNIVERSITY, ABADAN, IRAN WERE SELECTED AS THE PARTICIPANTS OF THE STUDY. DÖRNYEI (2010) ENGLISH LEARNER QUESTIONNAIRE (PART 1) WAS DISTRIBUTED AMONG THEM. AFTER FILLING OUT THE QUESTIONNAIRE, THE RESEARCHER HELD AN INTERVIEW WITH THE PARTICIPANTS OVER THEIR MOTIVATION IN LEARNING ENGLISH AS A WHOLE AND SPEAKING ENGLISH IN PARTICULAR. AFTERWARD, THEY WERE ASKED TO SPEND 3 MONTHS CHATTING WITH NATIVE SPEAKERS ON WHAT'S APP. AFTER 3 MONTHS CHATTING WITH NATIVES, ANOTHER INTERVIEW WAS HELD TO CHECK THE PARTICIPANTS' MOTIVATION AND SPEAKING SKILL. THE ENGLISH LEARNER QUESTIONNAIRE WAS ALSO DISTRIBUTED AMONG THEM AGAIN AND FINALLY, THE COLLECTED DATA WERE ANALYZED. PAIRED SAMPLE T-TEST WAS RUN TO COMPARE THE PARTICIPANTS' SCORES BEFORE THE TREATMENT AND AFTER THE TREATMENT. THE RESULTS INDICATED THAT CHATTING WAS EFFECTIVE TO INCREASE PARTICIPANTS' INTRINSIC MOTIVATION TOWARD SPEAKING ENGLISH. THE STUDY ALSO FOLLOWED A QUALITATIVE CONTENT ANALYSIS METHOD TO CODE THE DATA EXTRACTED FROM THE INTERVIEWS; THIS TYPE OF DATA WERE CATEGORIZED BASED ON PARTICIPANTS' VIEWS. RESULTS OF QUALITATIVE DATA SHOWED THAT TOPICS LIKE: IMPROVING ENGLISH ACHIEVEMENT, TYPING SKILL IMPROVEMENT, SELF-CONFIDENCE IMPROVEMENT AND FAMILIARIZING WITH TARGET CULTURE WERE THE MOST MOTIVATING FACTORS FOR THE PARTICIPANTS TO CHAT. FINDINGS ALSO INDICATED THAT MALE RESPONDENTS TENDED TO CHAT WITH NATIVE SPEAKERS ON TOPICS LIKE FOOTBALL, FINDING JOB, BUSINESS, TRAVELLING ABROAD, AND POLITICAL ISSUES AND FEMALE PARTICIPANTS DISCUSSED MORE ON COSMETIC SURGERY, MARRIAGE, FASHION AND MAKE-UP.
1. Introduction

For most people, the ability to speak a foreign language is synonymous with knowing that language because speech is the basic means of human communication for them. English learners no longer enjoy the traditional approaches that their teachers apply in the classrooms to on develop their English proficiency level. Today, teachers are expected to familiarize their students with the advantages of the technology in improving their language learning.

To help EFL students gain more self-confidence in speaking English, technological tools can be applied to possibly solve the problems. Related studies about Synchronous Computer-Mediated Communication (SCMC) in language classroom suggest that online chatting, which is a kind of SCMC, can motivate students to produce language in real-time (Yuan, 2003).

SCMC is a real-time communication via a computer network. Online chatting is a kind of SCMC that is available on the Internet where users around the world communicate in real-time (Almeida d’Eç, 2003; Böhlke, 2003). Kitade (2000) states that online chatting could promote self-correction while chatting. The conversations in chat rooms allow students to scroll back and rethink what had been discussed and reformulate their own conversations before posting it into the chat rooms. Chatting is an instrument to encourage students to produce language. Online chatting is a technological tool that occurs in real-time and allows the users to use spoken language in the same manner as face-to-face interactions. This study uses it to improve EFL students speaking skill and to encourage them to produce and learn language in a positive learning environment.

Gaining proficiency in speaking skill has always been a great point of concern for potential EFL communicators. This need is now more concrete than any time before. In face-to-face communication contexts, plenty of such factors as anxiety, shyness and not being enough proficient are demotivating and inhibit the individuals to communicate with native-speakers. Along with the emergence of the virtual world, the cyber space, where you can stay anonymous and yet express yourself in the most comprehensive way, this problem has been fairly solved. Online learning can facilitate learning new languages; Ally (2008) defines online learning as the use of the Internet to access learning materials, to interact with the content, instructor, and other learners, to obtain support during the learning process in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience. Kern, Ware and Warschauer (2008) state that those students who can converse in spontaneous online chat discussions, for example, should have an easier time contributing to the ongoing flow of a face-to-face conversation. It is believed that online learning can increase the learners' motivation and it is also a useful method to improve English language proficiency.

2. Review of the Literature

2.1. Social Networking

The idea of “Social Networking” has existed for several decades as a way for people to communicate in society and build relationships with others (Coyle & Vaughn, 2008). With the increase of technology used for communicating with others and the popularity of the Internet, “Social Networking” has become an activity that is done primarily on the Internet, with sites like MySpace, Facebook, Bebo, Friendster, and Xanga (Coyle & Vaughn, 2008). Social networking sites (SNS) may be defined as: "Web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system" (Boyd & Ellison, 2007, p. 1).
"Social networking sites allow users to create user-generated content that is highly dynamic and changeable and is mainly characterized by the emphasis on community and collaboration" (Arnold & Paulus, 2010, p. 188). Indeed, they often contain individual profile pages that help identify the author of the posts and tools, such as blogs, chats and discussion forums that enhance cooperation between the peers.

Some well-known social networking sites are Facebook, Twitter, MySpace, YouTube, SlideShare and Flickr and social bookmarking sites, such as Delicious, all of which provide a vehicle for collaboration for educational and non-educational purposes worldwide.

The mentioned social networking sites have some benefits for example, Facebook has been found to promote socio-pragmatic competence (Blattner & Ellison, 2009) and to facilitate problem-solving and peer support (Minocha, 2009) and the Ning site, to encourage student engagement, learning ownership and collaboration with students and professionals (Brady, Kevin, Holcomb, Smith, 2010). Blogs and wikis have been found to help in student socialization, collaborative learning, teamwork and peer-to-peer support and feedback and, thus, they benefit students through idea sharing, which helps in understanding course concepts (Minocha, 2009). Further advantages derived from the use of social networking sites include a sense of achievement and encouraging improvement, as the writing that is carried out is directed at an audience (Minocha, 2009).

Computer-mediated communication (CMC) was reported in numbers of previous study that it is a benefit to language learning in many ways: it facilitates communication (Cooper & Selfe, 1990), facilitate social learning (Barker & Kemp, 1990), promote egalitarian class structures (Sproull & Kiesler, 1991), reduce anxiety (Kern, 1995), and develop the writing/thinking connection and enhance student motivation (Warschauer, 1996). Also, the findings of researches indicated that online chatting and synchronous CMC can facilitate the development of socio-linguistic and interactive competence (Kern, 1995).

Kern (1995) studied the amounts of different discourse patterns and the characteristics of discourse for the networked computer mediated discussion compare to oral discussion. He reported that learners produced more turns and sentences and used a greater variety of discourse structures in the networked computer mediated communication than learners in the oral discussion did.

Tudini (2003) examined open-ended conversations regarding a set topic between Italian NSs and NNSs in text chats. He discovered that speakers engaged in modified interaction, triggered mainly by lexical confusion, which could facilitate SLA.

2.2. The Importance of Speaking

Brumfit (1984) considered fluency as natural language use like the native speakers. That the ability one speaks fluently can sustain the speaker to produce continuous speech and meaning without comprehension difficulties for the listener. Richards (2006) argued the strand of fluency is a measurement of one’s communicative proficiency level. As a result, it is obvious that the speaking fluency is an important component of the communication competence. Hedge (2000) eventually put the fluency development into the criteria list of communicative competence for being a successful English speaker.

Unlike the traditional grammar translation method, which is a structure-based teaching model pays attention on grammar structure rather than developing their listening and speaking skills. Instead, CLT requires the teachers to seek and present tasks for developing communicative skills. Richards (2006) maintained that the speaking fluency is developed by many variables: the interaction in problem solving tasks, the negotiation of meaning in pair work and the use of communication strategies. Regardless, Ellis and Sinclair (1989) advised the language learners are supposed not to make pauses, instead speaking...
meaningfully and naturally, with no excessive repetition. Whereas teacher’s role is to correct the students’ misunderstandings and guide them avoiding communication breakdowns (Richards, 2006).

Based on Fillmore’s (1979) definition of speaking fluency: a) the ability to talk at length with few pauses; b) be able to produce sentences coherently, reasoned and semantically; c) have appropriate expressions in a wide range of contexts; d) language use should be creative and imaginative. Hedge (2000) further stated that speaking fluency is in line with: 1) the coherent response within the turns of communication; 2) appropriate use of linking different devices; 3) intelligible pronunciation and proper intonation.

2.3. Motivation and Language Learning

Motivation is a basic and essential part of learning (Brewer & Burgess, 2005). Gardner (1985) believed that with the intention of being motivated, the learner necessitates, requires, and needs to have something to anticipate, foresee, expect and long for, a reason, principle, or rationale having to do with aim or target. There is also a concept in the field of motivation introduced by Ryan and Deci (2000) as Self-Determination Theory; Ryan and Deci (2000) said that Self-Determination Theory categorizes and tells apart diverse types of motivation in accordance with the different rationales, causes, or targets which strengthen a deed or an achievement.

In proportion to this theory, the most fundamental difference is between intrinsic motivation and extrinsic motivation. Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant. Students who have intrinsic motivation are inclined to stay with intricate and complicated problems and gain knowledge from their slips and mistakes (Walker, Greene, & Mansell, 2006). Besides, intrinsic motivation is essential and fundamental for the integration process through which elements of one’s accessible internal awareness and knowledge is assimilated or mixed with new knowledge. Extrinsic motivation, on the other hand, is the propensity to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark (Vansteenkiste, Lens, & Deci, 2006).

3. Methodology

3.1. Participants

This work was carried out on 24 BA English students, from Azad University, Abadan, Iran. Their age range was 20 to 28. Twenty to twenty eight years old individuals were chosen because this age group is the most potential member of social network- What's App. The researchers selected all the participants non-randomly because they were available and they could contact them more easily. One of the requirements needed for English learners to be chosen as the participants of this study was their cooperation with the researchers and having What's App; they promised to cooperate well with the researchers. Gender variable was accounted for by dividing the participants by half as 12 males and 12 females.

3.2. Instrumentation

The first instrument of this study was Dörnyei (2010) (part 1) English Learner Questionnaire, this questionnaire was used to help the researchers check the current participants' intrinsic motivation level. The questionnaire was a 6-linkert one: 1 to 6- Strongly Disagree (1), Disagree (2), Slightly Disagree (3), Slightly Agree (4), Agree (5), and Strongly Agree (6).

The second instrument was an interview; after answering the questionnaire, the researchers held the interview with participants about their motivation in learning English. This interview contained 15 open-
ended questions. Three English Ph.D instructors confirmed the validity of the interview items. The purpose of interview was to measure both participants' intrinsic motivation and speaking ability. Chatting with native speakers was the treatment to elicit the needed data from the participants. The respondents were wanted to chat with natives for three months on What's App. It is worth noting that after the period of the treatment-chatting with natives- the mentioned questionnaire and interview were used again to help the researchers find the impact of chatting on improving the participants' intrinsic motivation and speaking skill.

3.4. Procedure

The data gathered and used in this study were both quantitative and qualitative by nature. The required data were collected through motivation questionnaire and interview. To collect these data, participants were provided with the motivation questionnaire to answer. After filling out the questionnaire, the researchers held the interview with the participants over their motivation in learning English as a whole and speaking English in particular. Afterward, they were asked to spend 3 months chatting with native speakers on What's app. Participants were required not to delete any message they received in chatting because the messages they received were crucially needed for finding the answers for the research questions. After this period of time, another interview about their motivation was conducted. The mentioned questionnaire also was distributed among them again and the answers were compared and analyzed by SPSS software.

3.5. Data Analysis

The data which was collected through the motivation questionnaire were analyzed by using Paired Samples T-test to find the impact of chatting on the participants' intrinsic motivation. Regarding the collected data through holding interviews, first, the collected data were transcribed, and then they were categorized and finally analyzed qualitatively. The details of analyzing process and the results are reported in the next section.

4.1. Results

4.1 Quantitative Results

Table 1 presents basic information about the pre-test and post-test scores of the participants in questionnaire and interview.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest</td>
<td>24</td>
<td>12.00</td>
<td>18.00</td>
<td>14.4583</td>
<td>1.64129</td>
</tr>
<tr>
<td>Posttest</td>
<td>24</td>
<td>15.00</td>
<td>20.00</td>
<td>17.3333</td>
<td>1.52277</td>
</tr>
<tr>
<td>Questioner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest</td>
<td>24</td>
<td>1.36</td>
<td>1.95</td>
<td>1.6131</td>
<td>.18177</td>
</tr>
<tr>
<td>Posttest</td>
<td>24</td>
<td>5.17</td>
<td>5.57</td>
<td>5.3542</td>
<td>.11086</td>
</tr>
</tbody>
</table>
Based on Table 1, the lowest score of the participants in the pre-test interview is 12; the highest is 18 and the average is 14.46. As the above table shows, in post-test interview the lowest score is 15; the highest score is 20 and the average is 17.33. That means the treatment was very effective on the participants. The participants did better after the experiment.

Table 1 also indicates the scores of the participants in the motivation questionnaire (6-linkerts). The lowest score in pretest questionnaire is 1.36; the highest score is 1.95 and the average is 1.61. In posttest questionnaire the lowest score is 5.17; the highest score is 5.57 and the average is 5.35. This significant rising in scores implies that the treatment-chatting with natives- was effective in getting the learners intrinsically motivated toward speaking English.

Table 2. The Interview Mean Scores in Pre-test and Post-test (Paired Samples T-test)

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest – Pretest</td>
<td>2.87500</td>
<td>41.691</td>
<td>23</td>
<td>.000</td>
</tr>
</tbody>
</table>

According to the above table, $T = 41.691$ with $DF = 23$ and Sig$ = 0.000$ which is less than 0.05; meaning that there is a meaningful difference between pretest and posttest interview scores. Posttest average is 2.875 units bigger than pretest average.

Table 3. The Questionnaire Mean Scores in Pre-test and Post-test (Paired Samples T-test)

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest – Pretest</td>
<td>3.74107</td>
<td>84.901</td>
<td>23</td>
<td>.000</td>
</tr>
</tbody>
</table>

Based on the above table, $T = 84.901$, $DF = 23$, (Sig. = 0.000) which is smaller than the significance level set for the study (0.05) which means there is a significant difference between the pretest and posttest mean. Posttest average is 3.74107 units bigger than the pretest average.

4.2. Qualitative Results

Participants were interviewed; their responses were recorded and the collected data were analyzed qualitatively. According to the interview based data, four factors- improving English achievement, typing skills improvement, self-confidence improvement and familiarizing with target culture were the most motivating in chatting. The researchers also transcribed females' answers separately from the males'. Based on the responses that the participants produced, male respondents tended to chat with native speakers on topics like football, finding job, business, travelling abroad, and political issues. They claimed that the mentioned topics were very hot to discuss and most of the treatment time was spent on arguing these issues. On the other hand, female participants discussed more on cosmetic surgery, marriage, fashion and make-up. The details are reported in the discussion section.

It is worth noting that the students wanted to chat again in the next term because they enjoyed chatting. They wanted to chat with their friends in other social networks because they needed a friendly environment. One suggestion was that they need to use high speed Internet. Also, they suggested integrating the online chatting into all courses to reduce shyness when asking the teacher some questions.
The results and discussions of the current study indicated that the EFL students could improve their speaking skills and they had positive opinions about using online chatting in language classrooms.

5. Discussion

To discuss the results of the research, the research questions are referred to as follows:

RQ 1. Does using text-chat raise BA English students' intrinsic motivation toward learning speaking skill?

This study examined the effects of chatting through social networking on improving motivation and speaking English. After analyzing the data, the results showed that there was not a significant difference among students' performance in pre-test, but in contrast there was a significant difference between the results of pre-test and post-test. It could be also observed that participants got better scores and had better performance after the treatment. The outcomes additionally showed that chatting with natives improved the speaking skill of the respondents. The online chatting could encourage students to produce and practice language. The results showed that learning English is facilitated through social networking. In fact, chatting is beneficial to language learning, the results of this study confirm the outcomes of the previous empirical studies.

The findings of the present study are in line with Chun's (2008) study. Chun (2008) illustrated that CMC is an effective medium for facilitating the acquisition of the discourse skills and interactive competence. He investigated the language production of first and second semester learners of German, and the results of his study showed that learners produced a wide range of discourse structures and speech acts, and that the learners interacted directly with each other with minimal pressure on response time and without the psychological pressure of making mistakes or looking foolish.

RQ 2. What are motivating factors in chatting from participants' point of view?

For answering this question, the participants were interviewed; their responses were recorded and the collected data were analyzed qualitatively. Based on the results, four factors- improving English achievement, typing skills improvement, self-confidence improvement and familiarizing with target culture were the most motivating in chatting.

For the advantages, the students believed that they could improve their language skills (vocabulary and grammatical knowledge, writing, speaking, and reading skills) and learn the target language more easily by chatting. They said that their typing skills and their self-confidence also improved. They also enjoyed their chatting experience. One participant said that "chatting can improve my general English so I can travel internationally". The results of the interview revealed that the students had positive opinions toward the advantages of using online chatting and thought they could use this to improve writing, reading, and speaking skills. They believed that they had more self-confidence in using and producing the language. They stated that chatting allowed them to participate equally in the conversations. They competed to produce language in chat rooms and they had more self-confidence to use English without shyness.

They did believe that chatting can improve their typing skills. They also contested with their friends in typing quick responses. The other important factor which sparked the participants' motivation to chat with natives was the chance of getting familiar with a new culture. Some students found the target customs interesting. Although there were some differences between two cultures, some similarities were found based on participants' ideas. Participants claimed if societies cooperate based on their cultural similarities, they will live a happy life together. They said "Chatting with our NS partners was very stimulating. Our NS partners were very patient and were willing to help us out when we got stuck. We..."
believe that chatting with NSs is a powerful way to learn English. We were exposed to authentic language use and a full range of conversation functions. When we wrote to our NS partners, we had to think carefully how to express ourselves appropriately so they understood us. Sometimes it was not easy for us but it was the best way we have ever learned to communicate with others in the target language”.

For the disadvantages of chatting, they said that they could not practice pronunciation and listening skills while chatting. Online chatting, specifically text-chatting, allows students to use spoken language by typing messages but it cannot replace the face-to-face interactions in terms of pronunciation and listening practices (Volle, 2005). However, the voice-chatting can be used to overcome this weak point of text-chatting.

RQ 3. What can be the best motivation raising chat topics?

After the researchers interviewed all participants, they transcribed their answers and categorized them. In fact, the researchers transcribed females’ answers separately from the males. Based on the responses that the participants produced, male respondents tended to chat with native speakers on topics like football, finding job, business, travelling abroad, and political issues. They claimed that the mentioned topics were very hot to discuss.

Male participants were interested to talk about sport because of its popularity. They were eager to chat about finding job because finding job is a nightmare for them and it is the most important issue for the young male people. They liked to gain much information about business since through business they can earn money and travel to other countries. Travelling to foreign countries was another motivation raising topic which they chat on a lot. They claimed that through travelling they can become familiar with different places, people and cultures. The last topic which the male respondents chat on a lot was political issues. As they said in the interview, they commented on presidents of two countries- Iran and England while chatting with each other; and they spoke about Middle East wars. On the other hand, female participants discussed more on cosmetic surgery, marriage, fashion and make-up. As beauty is a very important factor for women, they chat a lot on it. They talked about the advantages and disadvantages of the cosmetic surgery. Based on the interview, the Iranian female respondents were more determined to do plastic surgery than their British interlocutors. Marriage was another hot topic for females to express their ideas about it. Iranian female participants liked to marry soon then continue their education. They believed finding job is not very important for them but British participants had a tendency to remain single and be economically independent. Their education and finding job were priorities. Fashion and make-up were other topics which tempted the female to deal with them. Young Iranian females believed that as a young person they have the right to wear modern clothes with world brands. But some social conventions restrict them and they are forcefully required to wear modestly. Tough to young British females, fashion was not as important as Iranian females they could freely wear what they like. Regarding make-up, Iranian females spend more time wearing make-up.

They said "discussion on the above-mentioned topics forced us to use certain vocabularies and phrases to get our ideas across to our partners. We enjoyed the discussions with our partners. We learned many new words and expressions from them because they were fluent in English. In our opinion, chatting is authentic and a true way to learn a foreign language”.

6. Conclusion

The first conclusion to be drawn from this study is that chatting with native speakers is beneficial to university students. Chatting has positive effects on the speaking skill and intrinsic motivation of language learners. As motivation has been shown to play a significant role in students’ achievement, techniques that focus on increasing students’ motivation should be developed. Using chatting through
the Internet for improving students’ motivation and speaking fluency is also of great importance due to the opportunity that a chatting naturally gives to its users by combining speaking and writing (more specifically typing) so that all of them can express themselves and type their ideas at the same time without any interference and interruptions of others’ speech. This is not possible in real classes since one cannot understand anything if all learners start talking and saying their ideas.

To put it in a nutshell, learning a language online is more attractive and useful for the students. Online chatting improves English learners’ motivation and speaking skill; it attracts students’ attention; it helps those introvert students to express their ideas without shyness. Chatting can enhance students' typing skill and self-confidence. Chatting through What’s App should be integrated into curriculum due to the fact that it is familiar to the students.

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HOW TO TEACH THE VOCABULARY LEARNING STRATEGIES? A COMPARISON OF TWO METHODS OF VLS TRAINING TO THE EFL LEARNERS.

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ABSTRACT


KEY WORDS: VOCABULARY, STRATEGY TRAINING, EXPLICIT, EMBEDDED.

Review of research

Many scholars believe that although there is a lot of individual variation across learners, teaching them vocabulary learning strategies is essential. Ahmed(1989) in a study of some 300 Sudanese learners, found that good learners not only used more vocabulary learning strategies but also relied more heavily on different strategies than did poor learners.

Oxford and Crookall (1994) examined a number of different techniques for teaching vocabulary and grouped them into fully, semi, and de-contextualized techniques. They concluded that not all students
benefit equally from such techniques. They also concluded that incidental or indirect vocabulary learning through L2 use is essential for language development.

Cohen (2003) puts considerable emphasis on learning words through association, and particularly mnemonic techniques, because his research showed that learners do not use such aids systematically and therefore need instruction.

Schouten-Van Parreren (1992), in a study of Dutch students learning French, concluded that weak pupils should be helped to "master relevant vocabulary learning and reading strategies" (p. 94).

Ellis and Beaton (1993, cited in Coady, 2012) investigated forty-seven students learning German and using Repetition, Key word, or "own" strategy conditions. They found that phonological and orthographic similarity of L2 to L1 was facilitative. The part of speech and the word's image ability were also strong determinants, particularly in the case of key word approach.

Oxford and Scarcella (1994) emphasized that, for most adult learners, direct vocabulary instruction is also beneficial and necessary. This is because students cannot usually acquire the mass vocabulary they need just by meaningful reading, listening, speaking, and writing. For long term retention and use of vocabulary, additional support is helpful.

Sanaoui (1995, cited in Coady, 2012) identified two distinctive approaches to L2 vocabulary learning, a structured approach to vocabulary learning was more successful than an unstructured one regardless of level of instruction and type of instruction received.

Hulstijn (1997) argued that it was especially worthwhile to teach foreign language students how to use the keyword approach.

Parry (1997, cited in Coady, 2012) carried out a longitudinal case study that demonstrates quite clearly how different cognitive strategies can have very dramatic impacts on the success or failure of particular students in their acquisition of vocabularies.

Altman (1997) showed the importance of metacognitive awareness in the process of oral production of vocabulary.

Nation and Newton (1997, cited in Coady, 2012) argued that the 2000 most frequent words should be learned as quickly as possible through direct teaching and learning.

Two major studies found positive evidence in support of explicit vocabulary instruction in an ESL setting. The first, Paribakht and Wesche (1997) is a significant empirical study that argues the, contextualized learning through reading is effective but that contextualized reading plus instruction is superior. The second study is Zimmerman's 1994 dissertation titled "self-selected reading and interactive vocabulary instruction". She also found that systematic instruction can indeed result in students learning certain target words and in a manner superior to simply having them do free and assigned reading. It is argued that the most effective way of addressing the vocabulary needs of L2 academic students is through a combination of reading and interactive vocabulary instruction.

**Method:**

The subjects of the first group who received explicit training were provided with lecture times on the concept of "strategy", different kinds of vocabulary learning strategies and were asked to learn the main and subcategories of them.
On the other hand, the subjects of the second group who received embedded training were not provided with any kind of consciousness raising about the vocabulary learning strategies.

The existence of any probable relationship between the learners' vocabulary learning of these two groups and their use of specific strategies and the differences between their strategy profiles were also to be sought by the researcher.

Subjects

The subjects were 120 EFL female students at the intermediate level at Jahesh Institute. They were within the age range of 16 to 22. They had already covered the Elementary and pre-intermediate Headway series, and were going to study the Intermediate Headway series. They all participated in this research willingly.

Instrumentation

Three instruments were used to collect the data from the subjects. These included: a) a CELT test (2012) for determining the proficiency level of the students; b) a questionnaire on vocabulary learning strategies proposed by Gu and Johnson (2003) which was translated into Persian; c) a vocabulary test based on the students' current level of language ability which was the Headway intermediate book.

The language Proficiency Test and the Vocabulary Questionnaire:

The test was an original 2012 version of CELT (Comprehensive English Language Test). The items were of the multiple-choice type. That written test included two sections: 'structure' (75 items) and 'vocabulary' (75 items). Each item of this standardized test was equally weighed by receiving a single credit with no negative point value for wrong answers. The allocated time for this test was 80 minutes.

The questionnaire (VLQ Version 3) was used to elicit students' beliefs about vocabulary learning and their self reported vocabulary learning strategies. The questionnaire reflected previous quantitative and qualitative research (e.g., Oxford, 1996; Gu and Johnson, 2003; Ahmed, 1989) and item analyses that removed redundant items from two earlier pilot versions.

The questionnaire included two sections. Section 1-beliefs about vocabulary learning-consisted of 17 statements representing three dimensions of beliefs: (a) Vocabulary should be memorized. (b) Vocabulary should be picked up naturally, and (c) Vocabulary should be studied and used. Participants were asked to rate each statement on a seven-point scale from Absolutely disagree (1), Disagree (2), Impartial (4), to Agree but not always (5), Agree (6), and Absolutely agree (7). Section 2, contained 91 vocabulary learning behaviors divided into two major parts of metacognitive regulation and cognitive strategies.

The original form of the questionnaire in English had classified the strategies into headings and related subheadings. After being translated into Persian, the strategy classifications were scrambled so that no two adjacent strategy items belonged to the same strategy category, otherwise it could affect the students' responses.

The Vocabulary Test

A vocabulary test was administered to measure the participants' word power made on the basis of the students' textbook. It was developed by the researcher for the purpose of this study, with (KR-21) r = 0.93 obtained in a pilot study of the twenty students who had the same characteristics of the subjects of the study. It contained 40 multiple-choice items of vocabulary. The allocated time for this test was 25 minutes.
Procedures

After administering the CELT English proficiency test to all the 120 subjects, the papers were corrected and those students whose scores were within one SD above and below the mean were chosen as the subjects of this study. They were 80 students among which 60 students participated in the main study and 20 of them took part in the pilot study. Then the 60 students were randomly put into the first and the second group.

During the second phase, 200 vocabulary items were taught to the subjects in two different ways. For the first group vocabulary learning strategies were taught explicitly and for the second group these strategies were not taught directly while they were embedded in the teaching process. So the first group received information about the concept of "strategy", learned to use and to monitor their own use of strategies, they were provided with the list of vocabulary learning strategies and were asked to learn the subcategories of each category. The teacher asked the students of the first group to analyze and discuss the strategies and allocated lecture time to directly teach the strategies but the students in the second group were not provided with any consciousness raising toward vocabulary strategies or the concept of strategy itself, so the teacher did not discuss those skills. One week before the last session 20 students who had the same characteristics of the subjects of the study participated in the pilot study. So they took the post test of vocabulary which consisted of 45 items during 25 minutes. Each item was equally weighed by receiving a single credit and no negative-point value was considered for wrong answers.

The poor items were omitted. The reliability of the test based on the new items was computed. The two groups took the test. The obtained data from the two groups was computed by a 't-test'. At last the subjects completed the Questionnaire.

Design

The design of this study is the posttest-only, equivalent-groups:

<table>
<thead>
<tr>
<th>R</th>
<th>G1</th>
<th>O2</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>G2</td>
<td>O2</td>
</tr>
</tbody>
</table>

There are two groups: the first group (G1) who received explicit strategy training and the second group (G2) who received the embedded one. The subjects were randomly assigned to one of the groups. The gained calculated means were compared by performing a t-test to see if the difference between the mean scores were significant.

Analysis and Discussion

The 120 subjects took the CELT test and the descriptive statistics of the scores obtained of this test are shown in the following table.

<table>
<thead>
<tr>
<th>N</th>
<th>K</th>
<th>MEAN</th>
<th>SD</th>
<th>V</th>
<th>SE of Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td>150</td>
<td>101.38</td>
<td>240293</td>
<td>590.169</td>
<td>2.218</td>
</tr>
</tbody>
</table>

The KR-21 formula was utilized and a value of 0.94 was obtained which indicated that the test was reliable. Eighty students who scored one standard deviation above and below the mean were chosen.
Twenty of them were used in the pilot study and the other 60 subjects were randomly put into two
groups in four intact classes. The F-test was also calculated for the two groups' proficiency test.

\[ F = \frac{12.13}{10.26} \]

The F observed value (1.40) has a p-value greater than 0.05, i.e., 0.283. Thus the two groups enjoyed
homogeneous variances and were homogeneous in terms of their proficiency.

One week before the last session of the 36-hour course a teacher-made test based on the materials of the
learners' textbook-intermediate headway was administered to 20 subjects who had the same
characteristics of the subjects under study. The test included 45 items and on the basis of the scores, item
facility and discrimination of them was calculated. The items with \( 25 < _{IF} < 75 \) and \( 0.34 < _{ID} < 1 \) were
retained and the rest were removed.

The descriptive statistics of the pilot test, Table 2.

<table>
<thead>
<tr>
<th>N</th>
<th>K</th>
<th>Mean</th>
<th>SD</th>
<th>V</th>
<th>SE of Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>40</td>
<td>24.20</td>
<td>11.242</td>
<td>126.379</td>
<td>2.514</td>
</tr>
</tbody>
</table>

The reliability estimate of 0.93 calculated by KR-21 formula showed a high reliability. In the last session of
the semester the vocabulary test was given to the two groups. The descriptive statistics of these two tests
are shown in the following tables:

The Descriptive statistics of the test for the first group (under explicit training), Table 3.

<table>
<thead>
<tr>
<th>N</th>
<th>K</th>
<th>Mean</th>
<th>SD</th>
<th>V</th>
<th>SE Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>40</td>
<td>29.60</td>
<td>7.758</td>
<td>60.179</td>
<td>1.41633</td>
</tr>
</tbody>
</table>

The test Descriptive statistics for the second group (under embedded training), Table 4.

<table>
<thead>
<tr>
<th>N</th>
<th>K</th>
<th>Mean</th>
<th>SD</th>
<th>V</th>
<th>SE Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>40</td>
<td>28.37</td>
<td>7.907</td>
<td>62.516</td>
<td>1.44356</td>
</tr>
</tbody>
</table>

The reliability estimate for both tests was 0.88 which is acceptable.

The independent t-test was run to compare the mean scores of the two groups on the vocabulary test. The
t-observed value was 0.61. This amount of t-value at 58 degrees of freedom is lower than the critical t-
value, i.e. 2.

Based on these results, it can be concluded that there is not any significant difference between the mean
scores of the two groups on the vocabulary test.

The Pearson Correlation Coefficient was calculated to measure the degree of association between the
learning strategies total score and the first group subjects' scores on the vocabulary test. The r-observed
value is 0.80. The amount of r-value at 28 degrees of freedom is higher than the critical r-value, i.e. 36.
The correlation coefficient between the subsections of the strategy questionnaire and the vocabulary test
shows that out of 23 calculated coefficients, 13 are significant. The highest correlation is between the
vocabulary and the extended strategies (0.68) and the lowest one is between the vocabulary and the top-
down ones (0.10).
The Pearson Correlation Coefficient is calculated to measure the degree of association between the learning strategies total score and the second group subjects' scores on the test. The r-observed value is 0.79. This amount of r-value at 28 degrees of freedom is higher than the critical r-value, i.e. 0.36.

It can be concluded that there is a meaningful relationship between the embedded group students' performance on the vocabulary test and the total score of the strategy questionnaire.

Out of the 23 calculated coefficients, 13 are significant. The highest correlation is between the vocabulary and the use of note taking strategies (0.73) and the lowest is between the vocabulary and the top-down strategies (0.01).

Twenty three different independent t-tests were run to compare the mean scores of the explicit and embedded groups on the components of the questionnaire. All of the observed t-values were higher than the critical value of t. The only non-significant t-value belongs to the comparison made between the mean scores of the two groups on the TOP-DOWN section (section C). The critical value of t at 58 degrees of freedom is 2. All of the underlined t-values show significant differences between the two groups mean scores. So the embedded group (with mean of 30.4) performed better than the explicit group (with mean of 22.8) on the Memorization part (Section A), while on all other sections the explicit group performed better.

One more difference which can be seen is that among the sub parts of the encoding memory strategies "visual encoding" had the lowest mean (M=8.16,SD=1.59) for the first group while "semantic encoding" showed the lowest mean (M=6.06,SD=1.48) of this category for the second group.

A cluster analysis was run to measure the degree of membership predictability of the subsections of the questionnaire. Before running the analysis, the scores converted into z-scores in order to have comparable criteria. The only subsection that could predict the members of the first group (explicit) is the Memorization, while all other subsections could predict the members of the second group. To put it into other words, the members of the first group tend to use the Memorization strategy while the members of the second group use all other strategies.

The significant F-values indicated that the subsections of the questionnaire could predict the membership of the subjects with accuracy. All of the significance values were less than 0.5.

Two multiple regression analyses were run to measure the power of the whole questionnaire (the total strategy use) and the components of the questionnaire in predicting the subjects' scores on the test.

The correlation between the total strategy and vocabulary is 0.50. Its square is 0.25. That is, 25 percent of the score on one test can be predicted from the other one.

Model Summary for the first regression, Table 5.

<table>
<thead>
<tr>
<th>MODEL</th>
<th>R</th>
<th>R SQUARE</th>
<th>ADJUSTED R SQUARE</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.502(a)</td>
<td>.252</td>
<td>.239</td>
<td>6.79697</td>
</tr>
<tr>
<td>A Predictors:(Constant),TOTALSTRA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As the ANOVA table shows the F is significant. Its p-value is .000. Thus the model is linear.

ANOVA for the first regression, Table 6.

ANOVA (b)
Regression coefficients can be seen in the next table. If one wishes to predict the vocabulary score, he should use this formula:

\[ \text{Vocab} = (\text{Total strategy} \times .90) + 1.69. \]

Coefficients for the first regression, Table 7.

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1</td>
<td>constant</td>
<td>1.698</td>
</tr>
<tr>
<td></td>
<td>TOTALSTRA</td>
<td>.093</td>
</tr>
<tr>
<td>a</td>
<td>Dependent Variable:VOCAB</td>
<td></td>
</tr>
</tbody>
</table>

The Beta is .50. That is a unit of change in either test, results in .50 units change in the other one. The significant p-value for the t-statistics (t=4.41, p=.000) indicate that the beta value is statistically significant.

Out of the 23 independent variables entered into the regression equation, only two of them turned out to have significant predictive ability, the rest of the variables have not shown any significant contribution to the regression equation.

The model summary for the second regression indicated that Dictionary (Section H) has the highest predictive power, hence entered the equation on the first step. Its R Square is .27. That is with Dictionary score, one can predict 27 percent of the vocabulary score.

Model Summary for the second regression, Table 8.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.521(a)</td>
<td>.271</td>
<td>.259</td>
<td>6.70696</td>
</tr>
</tbody>
</table>
At the second step, the Selfinitiation Strategy (Section E) is entered. This two factor model can predict 32 percent of the vocabulary score (R-Square=.32).

The significant F-values (Sig <.05) indicate that the results of the regression model are significant.

ANOVA for the second regression, Table 9.

\[
\begin{array}{|c|c|c|c|c|}
\hline
\text{Model} & \text{Sum of Squares} & \text{df} & \text{Mean Square} & \text{F} & \text{Sig} \\
\hline
1 & \text{Regression} & 971.951 & 1 & 971.951 & 21.607 & .000(a) \\
& \text{Residual} & 2609.033 & 58 & 44.983 & \\
& \text{Total} & 3580.983 & 59 & & \\
2 & \text{Regression} & 1173.960 & 2 & 586.980 & 13.900 & .000(b) \\
& \text{Residual} & 2407.024 & 57 & 42.228 & \\
& \text{Total} & 3580.983 & 59 & & \\
\hline
\end{array}
\]

The table displays the regression coefficients and the constant. Using the figures of this table, one can predict the vocabulary score through the following formula:

\[
\text{Vocabulary} = (\text{Dictionary} \times 1.63) + (\text{Selfinit} \times 1.14) + 4.71
\]

Coefficients for the second regression, Table 10.

\[
\begin{array}{|c|c|c|c|c|c|}
\hline
\text{Model} & \text{Unstandardized Coefficients} & \text{Standardized Coefficients} & \text{t} & \text{Sig.} \\
\hline
& \text{B} & \text{Std. Error} & \text{Beta} & & \\
1 & \text{(Constant)} & 11.359 & 3.889 & 2.921 & .005 \\
& \text{DICTIONA} & 1.637 & .352 & .521 & 4.648 & .000 \\
2 & \text{(Constant)} & 4.715 & 4.840 & .974 & .334 \\
\hline
\end{array}
\]
The statistics for the variables excluded from the equation were also examined. The non-significant t-values (Sig > .05) indicated that the respective variable did not contribute to the equation significantly. The Normal Probability Plot indicated that the regression equation was linear. The variables have clustered around the diagonal (see Appendix A).

Summary of findings

The t-test showed no significant difference between the scores of the two groups.

Thus it could be concluded that the teachers’ efforts in teaching the unreal materials of vocabulary learning strategies would be of no use.

In order to find the answer to the three other research questions the two groups had filled VLS questionnaires.

The Pearson Correlation was calculated to measure the degree of association between learning strategies total score and the first group subjects’ scores on the vocabulary test. The same calculation was also done for the second groups.

It was concluded that there were meaningful relationships between both the explicit and embedded groups of students’ performance on the vocabulary test and the total score of the strategy questionnaire. So the more proficient students used more strategies dispense with whatever group they had been settled in (embedded or explicit) and less proficient learners in both groups used less vocabulary learning strategies.

Also the calculation of the correlation coefficient between subsections of the strategy questionnaire and the vocabulary test for the first group showed that their scores were highly correlated with “extended dictionary strategies”, and the “top-down belief” about learning vocabularies had the lowest correlation with their vocabulary scores. It means that the more proficient learners in the first group tended to use the eight subsections of the ‘Extended dictionary strategies’ more than the less proficient ones while they didn’t believe so much in the top-down approach toward learning the words. On the other hand the correlation coefficient between the subsections of the strategy questionnaire and the vocabulary test for the second group showed that there were the highest correlations between the vocabulary scores and the “using note” strategies, and the lowest ones had been between the vocabulary scores and the “top-down” belief about learning strategies. So it means that more proficient learners in the second group used more note – taking strategies (both meaning-oriented and usage-oriented ones) than the less proficient students. Again like the first group, the more proficient subjects in the second group did not believe so much in “top-down” approach toward learning vocabularies while the less proficient ones seemed to have the opposite idea.

In order to find the answer to the fourth question twenty three different independent t-tests were run to compare the mean scores of the explicit and embedded groups on the components of the strategy questionnaire. As the results showed in the first group participants emphasized the belief that vocabulary should be memorized less than the second group. This shows that the subjects under explicit training of
strategies had become aware that there are so many other ways and strategies which can facilitate vocabulary learning and there would not be any obligation to learn them just through memorizing Persian equivalents of words, remembering dictionary definitions and memorizing word lists by the best way which would be repetition. On the contrary the subjects of the second group were shown to agree with those ideas.

In spite of expressing these beliefs the first group were shown to use memory strategies (both encoding and rehearsal strategies) more than the second group. This shows that while they don’t believe “memorization” is the only way of mastering words, at the same time they used all kinds of those strategies more than the second group and although the second group believed in memorization, in practice they used memory strategies less than the first group.

Except the first belief-memorization on the first section of the questionnaire-the independent t-tests showed that the first group used all the strategies more than the second group. Their better performance can be inferred to be due to having consciousness raising toward vocabulary learning strategies. Comparing the subsections of the main categories of the VLS questionnaire, we see one difference in the two groups’ performance. Among the sub parts of the encoding memory strategies, visual encoding had the least mean for the first group while encoding showed the least mean of this category for the second group. This means that the subjects under explicit training would use visualization less than other strategies in their encoding processes while the second group tended to use semantic encoding less than the others.

A cluster analysis was also run to measure any probable difference in the degree of membership predictability of the subsections of the two groups’ questionnaire. The result showed that those students who used more memorization strategies (both rehearsal and encoding) could be identified as the members of the first group while no single subsection could predict the second groups’ membership.

Finally two multiple regression analyses were run to measure the power of the questionnaire and the components of the questionnaire in predicting the subjects’ scores on the vocabulary test. The first regression analysis showed that 25 percent of the vocabulary score on one test can be predicted from the other one and if one wishes to predict the vocabulary score, he should use this formula:

\[ \text{Vocabulary score} = (\text{Total strategy score} \times 0.09) + 1.69 \]

The second regression analysis showed that “Dictionary strategies” and “self-initiation” were proved to be able to predict the vocabulary scores. Therefore one can predict the subjects’ vocabulary score of this study through the following formula:

\[ \text{Vocabulary score} = (\text{Dictionary} \times 1.63) + (\text{selfint} \times 1.14) + 4.71 \]

The significant F-values of ANOVA and the linear regression showed that the results of the regression model were significant.

**Theoretical Implications**

The findings of this study provided the researcher with the following theoretical results:

1. Teaching the unreal materials including the list of vocabulary learning strategies would have no effect on the students’ final scores.
2. The more proficient learners use more vocabulary learning strategies dispense with whatever group they had been settled in (The explicit or the embedded one).
3. The more proficient learners who had been under explicit training use extended dictionary strategies more than the less proficient ones.

4. The more proficient learners under explicit training – contrary to the less proficient ones- do not believe in “top-down” approach toward learning vocabularies.

5. The more proficient learners under embedded training used more “note-taking strategies” contrary to the less proficient ones.

6. The more proficient learners under explicit training like those under the embedded one do not believe in “top-down” approach toward learning vocabularies while the less proficient ones do.

7. The learners under explicit training use more vocabulary learning strategies than the learners under embedded training.

8. The learners under explicit training do not believe that memorization and repetition are the best ways of mastering vocabularies while those under embedded training do.

9. While the learners under explicit training do not believe in obligation in memorizing vocabularies, they used both rehearsal and encoding memorization strategies more than the others but the learners under embedded training do not show any strategy to predict their membership to their group.

10. The learners under explicit training use “visual encoding” less than other strategies of “encoding strategies”.

11. The learners under embedded training use “semantic encoding” less than other strategies of “encoding strategies”.

**Pedagogical Implications**

The findings of this study can help teachers, material developers and consequently the students in many ways.

It can help teachers by awaring them that teaching the abstract information including lists of vocabulary learning strategies would not have any effect on the students' vocabulary learning. So there is no essential need to specify a remarkable time of the class to teach unreal materials which would not create any difference on the final outcome. Moreover, on the condition of replacing that with real language activities we might receive more successful results.

On the other hand we saw that there were some relationships between the use of some specific strategies and students' scores in both groups. By knowing those strategies which are mostly used by the more proficient learners, the teachers can make the less proficient ones be aware of those strategies and help them improve their learning under whatever training they have been settled, for example if they are in an explicit group they can get information about "memory strategies" and "extended dictionary use strategy" and if they are in an embedded group they can get information about "beliefs on memorization" and take-noting strategies.

The teachers can also create a balance in their approach toward teaching strategies by considering the differences between the strategies used by the learners under different training methods. So they can have a combinative approach to teach just those strategies which are not used by the students, for example as we saw the subjects under explicit training didn't use “visual encoding” in their encoding processes so much and the subjects under embedded training used "semantic encoding" strategies less than the other encoding strategies. By making more emphasis on these kinds of strategies the teachers can
both avoid from teaching long lists of strategy items and make the students aware of many strategies they don't know.

This study will also remove any probable doubt in material developers' mind that there would not be any essential need to mention vocabulary learning strategies explicitly in the textbooks.

Finally all these findings were to pave the way for the teachers to help students gain more success in their educational activities.

References

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The Effects of Task-based Teaching and Metacognitive-based Teaching on Pragmatic Competence of EFL Learners

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ABSTRACT
IN THE PRESENT STUDY THE RESEARCHER ENDEAVORED TO INVESTIGATE THE EFFECTS OF TASK-BASED TEACHING AND METACOGNITIVE-BASED TEACHING ON PRAGMATIC COMPETENCE OF EFL LEARNERS. THE SAMPLE OF THIS STUDY CONSISTED OF 100 FEMALE AND MALE INTERMEDIATE STUDENTS OF AN IRANIAN ENGLISH LANGUAGE INSTITUTE-NAMED RESPINA TALK NOVIN. THE DESIGN OF THIS QUASI-EXPERIMENTAL STUDY WAS FACTORIAL DESIGN BASED ON ARY, JACOBS, SORENSEN, AND RAZAVIEH (2010). THE RESULTS OF THE STUDY ANALYZED USING DESCRIPTIVE STATISTICS; PRE/POST TESTS OF PRAGMATIC COMPETENCE. IN ORDER TO SEE WHETHER METACOGNITIVE-BASED TEACHING IS SUPERIOR OR TASK-BASED ONE, THE TWO-WAY INDEPENDENT SAMPLES TEST; ANALYSIS OF VARIANCE (ANOVA) TEST WAS RUN. THE RESULTS SHOWED THE EFFECT OF BOTH TASK-BASED AND METACOGNITIVE-BASED INSTRUCTION ON PRAGMATIC COMPETENCY OF IRANIAN EFL LEARNERS, THEREFORE, ALL THREE NULL HYPOTHESES WERE REJECTED. THE FINDINGS OF THIS STUDY WILL PROVIDE INSIGHTS INTO FORM(S) OF APOLOGY AND REQUEST NEEDED TO BE TAUGHT TO NON-NATIVE LEARNERS WITH ATTENTION TO THE CROSS-CULTURAL DIFFERENCES FOUND BETWEEN PERSIAN AND ENGLISH.

KEYWORDS: TASK-BASED INSTRUCTION, METACOGNITIVE-BASED INSTRUCTION, PRAGMATIC COMPETENCE

1. INTRODUCTION
Along with the emergence of communicative competence in language teaching, pragmatics captured scholar’s imagination as a potential field of research. Cohen, Bardovi-Harlig, Jianda, and Roever are among scholars who have great body of work in the area of pragmatics. Sociolinguistic and ethnographic studies have focused on incorporation of pragmatic awareness in TESOL planning as well, being reinforced by the move from grammatical to communicative competence in language learning. However, there is not much body of research on the specific components constituting such awareness. EFL learners
essentially need to know grammar, text organization rules, and the pragmatic aspects of the target language (Bachman, 1990) in order to use them appropriately.

The development of speech-act theory has provided interlocutors with a better understanding of speakers’ intention in the act of communication. It also has inspired research concentrating on the effects of diverse strategies and approaches on speech events and speech acts the outcomes of which will make the instructors more aware of the interaction of situational, sociolinguistic, and linguistic competence.

Task-based instruction as one of its offshoots is new approach within umbrella of communicative language teaching (CLT) focusing on communication of meaning rather than study grammatical forms to begin learning. Such an approach provides exposure to authentic language, helps learners to produce meaningful language, and presents opportunities to attend to the grammatical forms involved.

Skehan (1996) differentiates between strong forms of TBLT in which transacting tasks is the main emphasis and everything else is supplementary; and weak forms which are like “general CLT”. As Willis (1996) believes, in task-based learning (TBL), a strong version provides better opportunity than weak one for student choice of language.

In addition, Ellis (2003) suggests that task-supported teaching is a weak version facilitating the communicative practice of language pieces that have been presented in a traditional way. The presence of different variations of TBLT can be beneficial in that it offers flexibility but also possibly problematic in terms of being perplexing or even conflicting.

Cohen (1999) notes that metacognitive strategies cope with pre-assessment and pre-planning, on-line planning and evaluation, and post-evaluation of language learning activities (p. 7). Therefore, metacognitive strategies are described as thoughts or behaviors consciously used by the learner to think about the learning task, plan for the task, monitor the task, and evaluate how well he/she has completed the task.

Problem identification, social strategies, and affective strategies are metacognitive strategies that have also been considered for teaching, some of which will be employed in this study in order to investigate their effects on pragmatic competence of EFL learners.

Following the above mentioned strategies, this study is an attempt to explore and compare the effects of task-based and metacognitive-based teaching as independent variables on pragmatic competence (with the focus on two speech acts of request and apology) of Iranian EFL learners as a dependent variable to make a contribution to obtain more reliable and valid results. What differentiates this study from the stated ones is that it will not only reveal some facts about the effects of methods on pragmatics, but also about the superiority of one of the methods over the other one which has not been the focus of any studies to date.

2. LITERATURE REVIEW

2.1 Teaching Pragmatics

Left to their own devices such as contact with the target language in and out of the classroom, the majority of learners apparently do not acquire the pragmatics of the target language on their own.

The need for pragmatics instruction is fairly easy to document. In addition there are recent studies that suggest instruction benefits pragmatic development in both production and comprehension.

What are the goals of teaching pragmatics? What are the ultimate benefits to the learners? The chief goal of instruction in pragmatics is to raise learners’ pragmatic awareness and to give them choices about their
interactions in the target language. The goal of instruction in pragmatics is not to insist on conformity to a particular target-language norm, but rather to help learners become familiar with the range of pragmatic devices and practices in the target language. With such instruction learners can maintain their own cultural identities and participate more fully in target language communication with more control over both intended force and outcome of their contributions. In her chapter Kondo notes that “successful communication is a result of optimal rather than total convergence” (Giles, Coupland, & Coupland, 1991). As the authors to the chapters have said, exposing the learners to pragmatics in their second or foreign language helps them expand their perceptions of the language and speakers of the language. The classroom provides a safe place for learners to learn and experiment. In the classroom learners are able to try out new forms and patterns of communication in an accepting environment. For example, they can experiment with unfamiliar forms of address, or attempt shorter conversational openings or closings than they are used to that might at first make them feel abrupt or they might try longer openings or closings that initially might feel too drawn out, just to get the feel of it. The instructor and other student participants can provide feedback.

Instruction should allow for flexibility for the students in how much of the pragmatic norms of the culture that they would like to adopt or adapt to their own repertoire. No matter how much learners intend produce, as a result of the activities suggested in this book, they will be able to better interpret the speech of others. They will enjoy a greater level of acceptance or insight into the target culture.

2.2 Speech Act Theory

A speech act can be defined as linguistic action, or an utterance that serves a function in communication. It “can exist only if there is a match between manifested intention and a display of uptake, either in non-verbal reaction to what has been said or more often in what another speaker says next.

The foundations of speech act theory were laid by philosophers such as Wittgenstein, Austin and Searle. Although Wittgenstein (1953, cited in Bach, 2004) made an important contribution to the field of pragmatics by stating that language was a social activity and that ‘the meaning of a word is its use in the language’ (p. 463), it is Austin who is generally regarded as the father of pragmatics (Mott, 2003) and speech act theory (Mey, 2001). Austin’s (1962) theory was based on his belief that speakers do not merely use language to say things, but to do things and that thus utterances could be regarded as speech acts. Based on this notion he developed a system which distinguished three components of speech acts:

• Locutionary acts which are the actual words uttered. It refers in fact to the act of saying something.

• Illocutionary act which means the force or intentions behind the words uttered.

• Perlocutionary act which is defined as the act itself or effect of the illocution on the hearer

A review of speech act theory would not be complete without a mention of the classification systems of speech act types. Although Austin had developed such a system, it is Searle’s that is most widely used. Searle (1976, p. 10) distinguishes five speech act classes:

- Representatives (speakers commit themselves _ to something being true, for example, to boast or to deduce)

- Directives (attempts by speakers to get hearers to do something, for example, to request or to beg)

- Commissives (speakers commit themselves to some future course of action, for example, to promise or to threaten)

- Expressives (speakers express their psychological state, for example, to thank or to apologize)
_ Declarations (speakers bring about correspondence between propositional content and the reality, for example, to christen or to appoint).

Thomas (1995) cited that by taking into account the contextual and interactional factors, speech acts are interchangeable by no means. So it is recommended to study speech acts both in isolation and context.

Since among speech acts, both request and apology are the most widespread types of speech acts used mostly even by novice, also because of the difficulty and importance of using these two types of speech acts for second language learners and according to a large number of studies conducted in these areas (Edmondson, 1981; Olshtain & Cohen, 1983; Trosborg, 1995; Hill, 1997; Otcu & Zeyrek, 2008 & Salazar, 2003).

2.3 Metacognitive-based Language Teaching

The role of the educator in the learning process is in question when viewed from a metacognitive perspective. From this perspective, the teacher, even at an early stage of development, must have as one of his/ her learning objectives to make himself/ herself redundant. Effective learning is achieved by the adjusted abandonment of learning support to learners while they engage in the activity or process that is the focus of the learning process.

Educators at primary level have a relatively stable position in the learning process. At later developmental stages educators have a greater responsibility to encourage learner independence. This is achieved most effectively by assisting learners to develop a capacity for self-reflection both on themselves as learners and on their position within society and the community. Ultimately, educators have an effect on everyone’s life in one way or another. Thus educators’ characteristics and styles are critical. However, they need to be considered in context with what learners bring to the learning environment. Some learners will benefit more from structure than others and some educators may be able to handle flexible teaching better than others. The extent to which these elements shift in emphasis depends upon the developmental stage of the learner and what is to be learnt.

If a teacher knows that metacognitive strategies will help students become better learners, then the obvious classroom implication is that he or she needs to incorporate explicit teaching and implicit use of these strategies into the everyday classroom activities.

2.4. Task-based Language Teaching

Task-Based Language Teaching (TBLT) developed from communicative approaches. In TBLT, a task is seen as central to learning cycle.

Ellis (2003) defines task as:

Tasks involve a plan for learner activity; they have a primary focus on making meaning; they engage with real-world authentic language use; they focus on any or all of the four language skills; they engage learners in cognitive skills in order to accomplish them; and they have a defined communication-based learning outcome. (pp. 9-10).

So, a task-based approach is very much towards the meaning-based end of the spectrum.

3. THE CURRENT STUDY

This study tends to investigate the results of task-based and metacognitive-based instruction on pragmatics for Iranian learners of language.
After having the participants taken the pretest, one group was exposed to different task-based activities such as listing, brainstorming, ordering and sorting, matching, comparing the similarities and differences, problem-solving, sharing personal experiences, storytelling, and the like to acquire apology and request speech acts. Simultaneously, a series of metacognitive-based activities for planning, checking, monitoring, selecting, revising, evaluating, etc. were presented to engage students of another group in strategies in order to complete an assignment or solve a problem.

After implementation of mentioned activities, evaluating the process and product resulting from the activities was the final step. Finally, a questionnaire for diagnostic assessment which was composed of a set of apology and request situations with four multiple choice answers was completed as the posttest by both groups.

This study reports the answers to the following research questions:

1. What is the effect of task-based teaching on pragmatic competence of Iranian EFL learners?
2. What is the effect of metacognitive-based teaching on competence of Iranian EFL learners?
3. Which method (task-based teaching or metacognitive-based teaching) has more effects on pragmatic competence of Iranian EFL learners?

4. METHOD

4.1 Participants of the Study

The sample of this study consists of 60 participants. They were both female and male intermediate students of an Iranian English language institute named Respina Talk Novin. They were homogenized and classified into two groups of 30 subjects with the age range from 20 to 30. Eight sessions of thirty minutes were held. From that sample, one group was exposed to task-based instruction of apology and request speech acts and the other group of participants received metacognitive-based instruction of apology and request speech acts as a treatment.

4.2 DATA PRESENTATION

Research Question 1

1. What is the effect of task-based teaching on pragmatic competence of Iranian EFL learners?

Figure 1

Research Question 2
2. What is the effect of metacognitive-based teaching on competence of Iranian EFL learners?

![Figure 2](image_url)

**Research Question 3**

3. Which method - task-based teaching or metacognitive-based teaching - has more effects on pragmatic competence of Iranian EFL learners?

![Figure 3](image_url)

### 4.3 DISCUSSION

In order to answer the first research question, data was measured on an interval scale. The results proved the effect of Task-based instruction on pragmatic competency of Iranian EFL learners.

With respect to the second research question, Meta-cognitive based instruction has a significant effect on second assumption pragmatic competency of Iranian EFL learners. Therefore, the second null hypothesis was rejected.

With respect to the third research question of the effectiveness of the two methods namely Meta-cognitive based instruction and Task-based instruction in comparison with each other, it was shown that neither of the instructions had superiority over the other one.

### 5 CONCLUSIONS

The present research lends itself to the following conclusions:
1. Meta-cognitive teaching has an effect on pragmatic competence of Iranian EFL learners.

2. Task-based teaching has an effect on pragmatic competence of Iranian EFL learners.

3. Neither of the instructions has more effects on pragmatic competence of Iranian learners.

4. All in all, it can be concluded that instructions are effective in any terms of improving the pragmatic knowledge of Iranian EFL learners; therefore, they are necessary to be included in language learning curriculum.

REFERENCES
AN INVESTIGATION OF EFL LEARNERS’ ENGLISH PRONUNCIATION IN CONNECTED SPEECH AND PROSODY

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ABSTRACT
WHILE ORAL SKILLS ARE OF GREAT IMPORTANCE IN ENGLISH LANGUAGE, PRONUNCIATION HAS A CENTRAL POSITION IN THE TEACHING AND LEARNING OF OTHER LANGUAGES. ALTHOUGH ENGLISH PRONUNCIATION IS DIFFICULT TO LEARN AND UNDERSTANDABLE PRONUNCIATION IS A NECESSARY PART OF COMMUNICATIVE COMPETENCE, THE IMPORTANT POINT IS THAT IN MANY ENGLISH LANGUAGE CLASSROOMS, EFL LEARNERS HAVE NOT BEEN ABLE TO LEARN THIS IMPORTANT SKILL EFFECTIVELY. IN THIS PAPER, THE AUTHORS IDENTIFY KEY ISSUES OF ENGLISH PRONUNCIATION AMONG EFL LEARNERS IN TWO IMPORTANT AREAS CALLED CONNECTED SPEECH AND PROSODY AND OFFER SOME USEFUL SUGGESTIONS TO TEACH THEM.

KEYWORDS: PRONUNCIATION PROBLEMS, CONNECTED SPEECH, PROSODY

1. Introduction

EFL language learners have a lot of problems in their English classes at all levels. They find their classes not so easy, tedious, and ineffective. However, they try very hard to do well in the final exams which they are pressured to perform well. In order to do well in these exams they have to memorize a large amount of their textbooks. This is probably because of the wrong method to learning English, i.e. the Grammar Translation. According to Richards and Rodgers (2001), although the Grammar-Translation Method (GTM) creates disappointments for learners, it makes few demands on the teachers. They said that, although the GTM is still widely used, it doesn’t have advocates. No literature presents a rationale for it or tries to relate it to the issues in linguistics, psychology, or educational theory.

In the past, the GTM was used for teaching English language by EFL teachers. This method created a lot of problems for English language teaching in EFL classrooms. It took a long time for EFL teachers to change their English language teaching from the GTM to the communicative method. This change was made to improve the situation of English teaching in EFL classes where many learners could not produce sentences in English after graduating from universities. Since this change, accuracy has lost its position and fluency has taken over in its place (Richards & Rodgers, 2001). Despite teaching English under the communicative method, it seems that many EFL learners have not improved both their speaking ability and their English pronunciation. This may be partly pertinent to the entrance examinations of universities, in which no speaking test is required. Intelligible English pronunciation is an essential skill required for those who want to use English communicatively.
According to Celce-Murcia, Brinton, and Goodwin (1996), English pronunciation has an important role in oral proficiency. Pennington and Richards (1986) said that pronunciation is needed for intelligible communication and it affects persons in that accent is a significant part of face-to-face interactions by which speakers present an image of themselves to others. According to Gatbonton, Trofimovich, and Magid (2005), Bamgbose (1998), Dalton and Seidlhofer (1994), and Pennington (1994), pronunciation can establish an individual’s identity to a certain group and bring motivation and confidence into language learning.

Gilbert (2005), Hahn (2004), Weinstein (2001), Hagen (2000), Celce-Murcia et al., (1996), Dauer and Browne (1992), Anderson-Hsieh (1990), and Pennington and Richards (1986) expressed that the ability to reproduce suprasegmental features like intonation, rhythm, sentence stress, connected speech has been recognized to be significant for obtaining overall intelligibility. Second language fluency is not only based on grammar, syntax, and discourse, but pronunciation as well, which has a significant role in fluency. The prosodic features of speech are as the important parts for the language learners to learn. Stress, rhythm, and intonation distinguish the fluent speakers from the ordinary language speakers and leads to a native-like accent which is important for the successful use of a second language (Adams-Goertel, 2013). In this paper, EFL learners’ English pronunciation in the fields of connected speech and prosody are discussed in detail and some useful suggestions are also offered.

2. Connected Speech

Brown and Kondo-Brown (2006a) and Dauer and Browne (1992) stated that knowing how to produce connected speech can assist learners to understand speech naturally. According to Brown and Hilferty (2006), Ito (2006a), Matsuzawa (2006), and Henrichsen (1984), connected speech involves phonological processes like reduction, elision, intrusion, assimilation, and it can help learners understand authentic natural speech uttered by native speakers of English.

Connected speech is the examination of the continuous links in normal spoken language and conversation (Brown & Kondo-Brown, 2006a). Connected speech makes up a very real part of the spoken language and happens in all levels of speech from informal to very formal levels. The naturally occurring speech of native speakers of English is fast and continuous with linking, sound change, or reduction at word boundaries, which may cause understanding problems when non-native speakers listen to it.

Language learners are able to use English communicatively through learning phonemes. Some phonemes may be subjected to phonetic changes in connected speech, particularly across words. They may be elided, assimilated, or linked. These changes may not occur randomly. Learners should keep these changes in their minds and unconsciously use them in the same environments. The alveolar stop, both voiced and voiceless, is subject to elision when it is medial in a group of three consonants. Elision happens within words (e.g. ‘directly’, ‘lastly’ and ‘friendship’) and across words (e.g. waste products-next question-stand clear-last call). Due to elision, ‘like them’ may be pronounced with ‘liked them.’ The difference in tense is dependent upon the context or on the presence of a brief pause in lieu of the elided voiceless alveolar stop. The voiceless alveolar stop in words such as ‘doesn’t’ and ‘haven’t’ is also subject to elision. Weak vowels /ə, I/ can also be elided, as in ‘connect’ and ‘practical.’ In the words ‘camera’, not only may the schwa be elided, but the syllabic / r/ may lose its syllabicity and the word may become bi-syllabic. Opposite to elision, another phoneme may be added. The voiceless alveolar stop may be inserted between the alveolar nasal and the voiceless alveolar fricative (e.g. ‘sense’), and between the alveolar nasal and the voiceless palato-alveolar fricative (e.g. attraction). The voiceless bilabial stop may be inserted between the bilabial nasal and the voiceless labio-dental fricative (e.g. ‘comfort’). Elision should be appropriately taught to learners because this will aid them to stop unnecessary vowel insertion. Teachers should help learners to understand correctly the difference
between elision of the alveolar stops and unreleased stops. The insertion of /t,p/ can be particularly useful for advanced learners (Wells, 2006).

Assimilation takes place in connected speech. Native speakers of English are sometimes unaware of this process. Assimilation is a natural process in English language. This process helps native speakers pronounce easily some phonemes in their language (Wells, 2006). In learning English, EFL learners must learn English assimilation rules. Due to the lack of adequate spoken input, EFL learners tend to pronounce English words according to spelling or phonetic symbols transcribed in dictionaries. According to Wells (2006), assimilation is divided into three groups: progressive, regressive, and coalescent. Progressive assimilation is common in articulation. For example, the alveolar plosives become the bilabial plosives before the bilabials (e.g. ‘that person’) and the velar plosives before the velar plosives (e.g. ‘good concept’), where voicing is full. This de-alveolarization can be useful information to make the learners’ English sounds more natural. Many EFL learners are familiar with coalescent assimilation, where the alveolar plosive plus the palatal approximant becomes the palato-alveolar affricate (e.g. could you—you did you). Another type of assimilation that is well taught is regressive assimilation in voicing (e.g. have to—this ship—ten men—down beat—unless you—as you see).

When native speakers of English produce a sentence, they link words to each other. Due to this process, the words in a sentence do not have the same sound as when they tell them separately. As a result, linking is of great significance in English because if learners know and use linking, they will understand other people better and other people will easily understand them. Words are linked based on the following rules:

Rule 1: Consonant + vowel

When a word ends in a consonant and the next word begins with a vowel, the two words are linked. For example, the following phrases are written like this:

an eye where are run out of put it in abox
(a-neye) (whe-rear) (ru-nou-tof) (pu-ti-tino-box)
[ǝ-naɪ] [we-o-rə] [rʌ-naʊ-tə] [pʊ-ti-tʊn-bɒks]

Rule 2: Vowel + vowel

If a word ends with a vowel sound and the next word starts with a vowel sound, the words are linked with either Y or W. For example:

the end of say it my aunt enjoy it
(theYendof) (sayYit) (myYaunt) (enjoyYit)
[ði-(j)æn-dəv] [sei-(j)ɪt] [maɪ-(j)ænt] [ɪnʤɔɪ-(j)ɪt]
you are late show us how are you grow up
(youWare late) (showWus) (howWare you) (growWup)
[ʊð(w)ər leɪt] [ʃəʊ(w)əs] [hɔʊð(w)ər jʊ] [ɡrʊð(w)əp]

Rule 3: Consonant + same consonant
When one word ends in a consonant and the next word begins with the same consonant, the two consonants are combined or pronounced as one sound. There is no pause between the two words. The followings are examples of some phrases with blended consonants.

For example:

black + car = (blackar)
big + game = (bigame)

famous + seller = (famouseller)

It can be concluded that teachers should have access to information concerning what and how to teach connected speech. Instruction of connected speech can contribute to the development of decoding skills. If EFL learners have problems decoding sounds or individual words due to connected speech, they can rarely understand what is spoken. Teaching connected speech explicitly can have a positive impact on the development of decoding and help learners comprehend better. Instruction of connected speech can help EFL learners adjust their listening strategies and have a positive impact on learners’ self-confidence on knowing prosody. Rules of connected speech should be taught explicitly to help EFL learners learn them effectively. EFL learners should be exposed to the sounds of connected speech so that they can tune their ears to connected speech features and understand them by sounds. The sounds of connected speech can help learners understand how connected speech features can be pronounced.

3. Prosody

According to Crystal (2003) and Adams-Goertel (2013), the prosodics of oral languages include change in syllable length, pitch, and loudness of speech sounds. Prosodic features are the actual phonetic chunks of speech. They do not relate to grammatical units like phrases or clauses; they are more pertinent to pronunciation rather than meaning. Stress, rhythm, intonation, syllabification, and tone are suprasegmentals, showing a conceptual division of speech into segmental and suprasegmental parts. Stress, rhythm, and intonation are important prosodic features and controlling them accurately is helpful in making the EFL learners’ English sound naturally and is also useful in avoiding unanticipated misunderstandings from occurring.

3.1. Rhythm

According to Halliday (2013), the rhythm of speech results from the marked difference between strong and weak syllables. The strong syllables of content words happen at regular intervals of similar length whether they are separated by unstressed syllables or not. Roach (2009) expressed that the regularity of occurrence is relative. This idea of regularity in speech is called stress-timing and the intervals between stressed syllables are the same in time. Some examples of stress-timing by Kelly (2000) are as follows:

1. They LIVE in a NICE OLD HOUSE
2. They LIVE in a LOVEly OLD HOUSE
3. They’ve been LIVing in a deLIGHTful OLD HOUSE
4. They’ve been LIVing in a deLIGHTful OLD COTTage
5. They’ve been LIVing in a deLIGHTful vicTORian COTTage
Kelly (2000) explained that the speaker begins with a sentence and then adds syllables to each line, but the time it takes to utter a sentence will be the same. According to Thornbury (2006), stress timing is phonologically a useful notion for teaching English rhythm. Nursery rhymes, limericks, chants, or rap songs are the good ways for learners to experience the rhythm in which they can hear and practice the regularity between strong and weak beats.

Rhythm is regarded as one of the biggest problems for many EFL learners. It is very important for EFL learners who have different structures in their L1. These learners are not generally promoted for pronunciation activities. Therefore, the timing patterns are not the same in all languages. There are two contrary types of rhythm in languages: stress-timed and syllable–timed (Ghaemi & Pourjam, 2015). Stress-timed rhythm is determined by stressed syllables that occur at standard gaps of time with an irregular and different number of unstressed syllables among them. Syllable-timed rhythm is founded on a lot of syllables as each syllable receives almost equal quantity of time. English, with a change of stressed and unstressed syllables, is stress–timed (Ghaemi & Pourjam, 2015).

Rhythm is one of the serious problems for EFL learners’ mis-articulations. Many EFL learners speak English unnaturally and sometimes not comprehensibly. A major problem of this case is the incorrect English rhythm. According to Roach (1991), rhythm is the relative systematic occurrence of stressed syllables whether they are distinguished by unstressed syllables or not. Consequently, the blend of stressed and unstressed syllables aids to create the word rhythm where the beat occurs with the stressed syllables regardless of the number of intervening unstressed syllables. For example, the modal verb can is rarely pronounced if it is used in the positive form (e.g., Jack can attend school on time). When the negative form can’t is used, it is stressed (e.g., Jack can’t attend school on time). The sentence “Jack can’t attend on time” is longer than “Jack can attend school on time” because both can’t and attend are stressed.

3.2. Stress

The word stress is of crucial importance to comprehending spoken English. Native speakers normally use word stress. Word stress is very natural for native speakers of English and they do not know they utilize it. Non-native speakers who do not use word stress in their speech face with two difficulties. They find it difficult to understand native speakers particularly those who speak so fast and native speakers may find it difficult to understand them.

To understand word stress helps to understand syllable. Every word is made from syllables. Each word has one, two, three, or more syllables. Every syllable involves one vowel (a, e, i, o, or u) or vowel sound. Because most EFL learners do not know the importance of word stress, they try to arbitrarily put stress on any one of the syllables in a word and this may result in the change of meaning. For instance, in the word seventeen some learners stress the first syllable rather than the second one; thus, what is heard is not “sevenTEEN” but “SEVENTY.”

The discrepancy in the pattern of stress is of great importance. EFL learners are unfamiliar with the patterns of stressed and unstressed syllables in English words owing to the difference in the relative force of pronunciation of stressed and unstressed syllables in English and their language. That is, in English, unstressed syllable can be pronounced very weakly whereas stressed syllables can be fully pronounced (Hahn, 2004). Unstressed syllables can have full vowels and be pronounced obviously by EFL learners. Because this seems to be ignored by some EFL learners and because EFL learners are only used to seeing words on paper, they are not able to reduce unstressed vowels to schwa /ə/. A good example is the word “around.” Many EFL learners say “around” without being aware that vowels in unstressed syllables are reduced to a short central vowel /ə/. According to Hahn (2004), it is the vowel reduction that makes the difference between stressed and unstressed syllables very clear in English. This problem can also result from learners’ learning background by which the rhythmical features of pronunciation are
ignored and the language of some non-native speaking teachers who utilize supra-segmentals incorrectly
in a way that impact their understandability.

Hahn (2004) stated that word stress is an important process where specific syllables are stressed
within a word. Important words such as verbs, nouns, adjectives, adverbs, numbers, and negatives are
stressed. That is, a stressed syllable is spoken louder in volume, longer in duration, or higher in pitch
than an unstressed one. Learners should know that correct stress makes better their pronunciation,
improves their listening comprehension, and facilitates communication. Misplaced stress hinders
comprehension and makes speech more difficult to understand (Hahn, 2004). Accordingly, non-native
speakers like EFL learners who speak English to native speakers without the use of word stress encounter
two difficulties. First, they are not able to easily understand native speakers. Second, native speakers may
not easily understand them. This occurs because non-native speakers mispronounce some of the
individual sounds in words and words are not easily recognized because the speaker has stressed the
wrong part of the word. Many people have problems hearing the difference between the words “sixty”
and “sixteen” if stress is not placed correctly. So, it is very important for Iranian learners to learn how a
word is stressed at the same time as they learn how to pronounce it.

Word stress is not always on the same syllable (e.g. TRAiner, mainTAIN, imPOssible). This means
that in English stress is given to some words while other words are rapidly produced. Consequently,
word stress is part of the language as it has a phonemic role, contrasting lexical pairs of verb/noun as in
inCREASE (v) / INcrease (n), objEct (v) / OBJECT (n). It can also indicate oppositions between compounds
and phrases. For instance, in “English teacher”, if primary stress is placed to the first word and the
second word has a weaker stress, the compound means “a teacher who teaches English.” If primary stress
is assigned to the word “teacher” and a secondary stress to “English”, the phrase means “a teacher who is
English” (Clark & Yallop, 1995).

If learners want to better understand word stress, they should first understand syllables. Teachers
should tell their learners that a syllable is a division of a word based on the vowel. Each word has one,
two, three, or more syllables. Every syllable involves a vowel or a syllabic consonant (Roach, 1991). For
example, the words dog, main, and grand are one-syllable words; gracious (gra-cious), and drastic (dra-
tic) are two-syllable words; attachment (at-tach-ment) and visible (vis-i-ble) are three syllable words;
whatsoever (what-so-ev-er) is a four-syllable word; and possibility (pos-si-bil-i-ty) is a five-syllable word.
The pattern of stressed and unstressed syllables of a word is important for recognizing a word. Thus,
change of stress pattern can have a grammatical role in English and leads to pairs of words like proDUCE
(verb) and PROduce (noun), DESert (noun), and deSERT (verb).

According to Mochizuki-Sudo and Kiritani (1991), there are some rules that govern the position of
lexical stress in English. The best way is to ask learners to learn word stress as they learn new vocabulary.
There are two rules for word stress. First, one word has only one stress. That is, one word cannot have
two stresses, although there can be a “secondary” stress in some words. A secondary stress is weaker
than the primary stress and is used in long words. Second, in stressed syllables, vowels are long and clear
whereas in unstressed syllables vowels are very short and unclear (schwa /ə/). For example, consider
the difference in the length of the three vowels in the word “banana” /bəˈnaːnə/. Although they are
spelled with similar letter, the first and last vowels are pronounced in a shortened way.

Schwa /ə/ is the most common vowel in the spoken language because many unstressed vowels are
pronounced as schwa. It is one of the most difficult differences between written and spoken English
because it does not correlate with any letter in the alphabet as can be seen from the following list of
words in which it appears: attempt /əˈtempt/, suggest /səˈdʒest/; emphasis /ɪˈməʊʒəs/, presently
/ˈpreznəlti/ (middle syllable); picture /ˈpɪktʃər/, father /ˈfaːtər/, nation /ˈneɪʃən/ (final syllable). EFL
learners not only should learn to lengthen the stressed vowel but they also should be able to use the
shortened schwa sound in their speech. They should practice hearing it because the repeated use of schwa is a major obstacle to listening comprehension for EFL learners.

There are some more rules that can help EFL learners know where to put the stress.

1. Most two-syllable nouns or adjectives are assigned stress to the first part. In the following examples, stressed syllables are in CAPITAL letters: GERmany, ANthem, FURTive, LIquid, TUBby.

2. Most two-syllable verbs are assigned stress to the last syllable: imPORT, acCEPT, reSERVE.

3. Words ending in -ic, -mic, -sion, -cian, -tion are assigned stress to the syllable before the ending: GRAPhic, ecoNOMIC, deCIsion, physICion, variATion.

4. Words ending in -phy, -gy, -cy, -al, -meter are assigned stress to the third from the last syllable: phoTography, phoNOlogy, PROphecy, PHYSical, paraMETER.

5. Compound words (words with two parts):
   
   First, compound nouns (e.g., noun + noun or adjective + noun) are assigned stress to the first part: DESKtop, PENcil case, BOOKshelf, BLACKboard, TOOTHbrush.

   Second, for compound adjectives, the stress is assigned to the second part: well-BALanced, old-FASHioned, good-TEMpered.

6. For compound verbs (preposition + verb), the stress is assigned to the second part: underTAKE, overTOOK, outWEIGH.

7. For many of the phrasal verbs (two-part verbs), correct word stress is important as they have compound noun counterparts. In phrasal verbs, the preposition gets the word stress. If they have a noun counterpart, stress is assigned to the first part: let DOWN / LETdown, print OUT / PRINTout, take OVER / TAKEover.

Beare (2003) said that sentence stress is an important idea because it gives English its rhythm. Sentence stress helps learners understand spoken English, particularly when spoken fast. Sentences include regular patterns of stressed words. Besides, the pitch of the voice changes from one level to another level, falling or rising in various types of phrases and sentences. This is maybe what occurs to learners who listen to utterances, giving equal importance to each word in sequence, indicate very poor listening strategies and they complain that it is too fast.

Sentence stress is accent on some words within a sentence. The words that receive stress are called “content words” like nouns (e.g., kitchen, Smith, wheat), main verbs (e.g., indicate, sell, cut), adjectives (e.g., black, large, intelligible, unexciting), adverbs (e.g., ever, heedlessly, likely) and negative auxiliaries (e.g., don’t, aren’t, can’t). These words communicate the most important opinions in the sentence. They convey the meaning behind the sentence (Beare, 2003).

Non-stressed words are usually “function words” like determiners (e.g., the, a, some, a few), auxiliary verbs (e.g., do, have, would, should), prepositions (e.g., at, up, from), conjunctions (e.g., and, but, because) and pronouns (e.g., I, she, them). These words communicate less important information in a sentence. Function words may carry sentence-stress if emphasized in some way or to correct information. In order for EFL learners to learn how sentence stress works, teachers can say them to remove all the “function” words from a sentence; the sentence will have a certain amount of meaning and can be understood.
According to Clark and Yallop (1995), content words are stressed because this makes the rhythm of the English language which is specified by strong beats falling on the stressed syllables of words. In the example, “John should have gone to the cinema with Clark” the rhythm is identified by the stress pattern of the words “gone”, “cinema” and “Clark.” The words “John should have”, “to the”, and “with” are normally unstressed. This rhythm changes the speed at which native speakers speak the language. That is, because the duration of each syllable is identical, a single syllable or several syllables will take the same amount of time. Consequently, in the above sentence, there are three syllables before GONE, and two syllables between GONE and CINEMA, and one syllable between CINEMA and CLARK. But, the time between GONE and CINEMA and between CINEMA and CLARK is the same. This means that the group of unstressed words “John should have”, “to the” and “with” take the same amount of time to produce.

EFL learners should learn the reduction of function words in connected speech. Below are some examples of reduced forms:

**Reduced Form Long Form**

D’ya ——— Do you...

How’re ya doing? ——— How are you doing?

Niceta meetcha. ——— Nice to meet you.

It’s raining cats ‘n’ dongs. ——— It’s raining cats and dogs.

Whaddaya do? ——— What do you do?

I wanna go to ta London. ——— I want to go to London.

We kin swim. ——— We can swim.

I’m gonna go ta London. ——— I’m going to go to London.

I’ve gotta go. ——— I’ve got to go.

In fast and informal speech, past forms of modal verbs are reduced:

would have come ——— would’ve come or would’a come

should have said ——— should’ve said or should’a said

could not have been ——— couldn’t ‘ve been or couldn’a been

Sometimes the letter “h” is not pronounced at the beginning of English words. In some words, such as “honest” and “hour,” it is never pronounced. In other cases, the “h” is pronounced except in the following situations:

- when a pronoun or auxiliary word beginning with /h/ is unstressed, and
- when it does not come at the beginning of a phrase.

When these two conditions happen, the /h/ sound is omitted, and the word with the “h” is connected to the previous word. This occurs with pronouns.
For example:

Long: He doesn’t know what to get her.       Short: He doesn’t know what to get ‘er.
Long: Has he come yet?                      Short: Has ‘e come yet?
Long: Is he ready?                         Short: (izzi) ready?
Long: Where have you been?                 Short: (where uv) you been?

In the following examples, the /h/ is not omitted if it is in a stressed word or at the beginning of the phrase.

Can you help me?
I hope so.
He’s so great.

Stress is significant in grammatical units that are larger than single words and makes their meaning clear. Incorrect stress placement results in misunderstandings. Different stress placement is beneficial in distinguishing compounds from noun phrases, as in ‘Italian teacher’ (meaning ‘teacher of Italian’) and ‘Italian ‘teacher’ (meaning ‘teacher from Italy’). Primary stress is placed on the first word in compounds and on the second word in noun phrases (Wells, 2006).

Wells (2006) continued that compounds such as ‘Christmas Day’ takes stress pattern as if it were a noun phrase. Learners must memorize them one after another. Stress placement differs based on parts of speech in bi-syllabic words. When they are used as a noun, they take primary stress on the first syllable, but when they are used as a verb, it is the second syllable that primary stress falls. Words like conduct – construct - contract - contrast – desert – abstract -import must be pronounced attentively, though some native speakers may break this rule. Stressed syllables can be reduced. New green silk, for example, is pronounced- ‘New ‘green silk- but is usually pronounced -'New green 'silk- by reducing the second stressed syllable.

It can be concluded that EFL learners should not worry about pronouncing every word obviously to be understood. They should focus on pronouncing the content words clearly rather than giving importance to each syllable. If EFL learners can practice this, they will understand and communicate better because they start listening stressed words. Stressing the content words is the key to excellent pronunciation and understanding of English.

3.3. Intonation

According to Underhill (2005), intonation is the “pattern of pitch variation” and prominence and rhythm are the necessary components of intonation. Brinton (2008) expressed that prominence is the highlighted element within an intonation unit and it is produced by four main factors: loudness, length, pitch, and quality. According to Roach (2009), these factors have not the same importance; the strongest impact is produced by pitch and loudness is also a powerful factor. Underhill (2005) said that tone unit is a part of speech which involves a single complete pitch pattern and most of the pitch change in a tone unit is focused on one syllable called the tonic syllable or nucleus. Underhill (2005) also continued that the tonic syllable carries both the main pitch and prominence. The smallest tone unit includes only a tonic syllable but a tone group can also have a tail, an onset, a head, and a pre-head.
Intonational phrases are related with clauses and the clause can be a simple sentence, a complex one, or a compound (Gimson, 1994). According to Kelly (2000), pitch refers to the speed at which vocal cords vibrate. Tonic syllables carry the main change of pitch in a tone unit. When such a change in pitch happens, there are different possibilities of the pitch movement. The basic movements of pitch within a tone unit are called tones.

Cruttenden (1997) expressed that intonation is a difficult area for EFL learners. One serious problem is that intonation has not been well taught. EFL learners are told to follow the model of native speakers, but this is not a systematic way of teaching. An utterance involves one or more intonational phrases (IPs). Each IP has a special syllable called the nucleus which acts as the center of pitch movement in each IP. This pitch movement is called the nuclear tone. Intonation is a sequence of IPs. In a monosyllabic sentence, like ‘Yes’ or ‘No’, the pitch movement is completed in this syllable. When there are syllables after the nucleus, the pitch movement is completed at the end of the IP, but the major pitch movement is realized on the nucleus.

The IP is made up of four constituents: pre-head, head, nucleus, and tail. Only the nucleus is compulsory. The head extends from the first accented syllable in an IP up to but not including the nucleus. The pre-head involves unaccented syllables at the beginning of an IP. The tail means all syllables following the nucleus within a given IP. When a tail follows the nucleus, the nuclear tone is completed at the end of the tail (Cruttenden, 1997). Roach (2000) groups the nuclear tones in five categories: fall, rise, rise-fall, fall-rise, and level. Both a fall and a rise are subdivided into high and low versions and the nuclear tones are divided into seven: high fall, low fall, rise-fall, low rise, high rise, fall-rise, and mid-level. The pre-head is divided into low and high versions. The classification of the head is more complex. It is divided into four categories: high, falling, rising, and low. An emphatic head is subcategorized into three groups: stepping, climbing, and sliding.

Roach (2000) states that when there is more than one stressed syllable in the head, those syllables in the high head ‘step downwards progressively.’ This form matches the falling head. The low head includes both the rising head and the low head. The rising head is nearly connected with a fall. The starting point of this tone should be high, and if the beginning of the head is low, there should be a progressive step-up in the head. That is, the rising head does not have to be grouped separately. When a high head is followed by a fall, accented syllables in the head do not have to step down progressively. This means that a high head does not have to be subdivided. This classification is appropriate and better for EFL learners. The stepping head can be considered as part of the high head, but the climbing head and the sliding head are useful for non-native speakers to learn.

Inappropriate use of intonation may cause unexpected misunderstandings. Instead of ‘No, thank you’, which is neutral, ‘No, thank you’ sounds unpleasant. The difference is at the head. Another example is ‘How many times do I have to /tell you?’ This sentence sounds neutral with a high head. A low head should be used with care. Different choices of tone type can change the meaning of utterances. In ‘I’ve got tea, or coffee, or lemonade’, if the last word is spoken with a fall, it means there is no more choice, but if it is spoken with a rise, it means that there may be more choices. In ‘He took the test last week and passed’, if the speaker wants to indicate how surprised s/he is, s/he has to say ‘passed’ with a high fall (Roach, 2000).

EFL learners can easily pronounce any nuclear tone if an IP includes the nucleus only or the nucleus and a tail. When there is a longer sequence of syllables before the nucleus, as in ‘Couldn’t we ‘postpone it till Monday?’ EFL learners are not able to pronounce the end of sentences; therefore, the nucleus may not be pronounced as clearly as it should be. In recognition practice, many exercises are given in which EFL learners should mark the place of the nucleus and to identify tone patterns. In most cases, orthographic transcriptions are distributed and learners should check the place and/or the type of the
nucleus. In some cases, segments also should be transcribed in phonetic symbols. In pronunciation instruction, production practice should go hand in hand with recognition practice (Roach, 2000).

4. Conclusion

In this paper, the researchers identified basic problems with English pronunciation among EFL learners and presented some useful suggestions to deal with them in two major areas: connected speech and prosody. The researchers explained some mechanisms of English pronunciation learning and teaching. The findings of this study indicated that connected speech and prosody are two problematic areas of English language. EFL teachers should devote more time to teaching these problematic areas of English pronunciation. If pronunciation is given priority at the beginning of learners’ learning process, EFL learners will be able to advance their pronunciation in the fields of connected speech and prosody. This study indicated that through raising learners’ awareness of connected speech and prosody features and through providing sufficient opportunities for communicative practice, it is possible for EFL learners to obtain this objective. Although pronunciation instruction is of great importance, it has been demonstrated that a lot of fluency-oriented activities should accompany English pronunciation for the EFL learners to be able to practice the connected speech and prosody features. If EFL learners are going to use English in international settings, they should pay attention to connected speech, rhythm, stress, and intonation. If EFL learners want to improve their English pronunciation in the fields of connected speech and prosody, they should have continuous production and recognition practice.

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THE IMPACTS OF PLAY THERAPY AND MUSIC THERAPY ON PRE-SCHOOL STUDENTS’ AGGRESSIVE BEHAVIOR IN TUYSERKAN CITY

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ABSTRACT


KEYWORDS: PLAY THERAPY, MUSIC THERAPY, AGGRESSION

Introduction

Children make the majority part of the population in the world. At the moment, they take about %50 of the world’s population (Narimani, et al.) . Children health has always been a major concern all over the world since a healthy body and mind may enhance their psychological and physical capabilities which they need as effective social members. In this regard, their physical and psychological recognition of this
Age group and the satisfaction of their physical, emotional and thinking capacities is of great importance (Khodam et al., 2008). The childhood period is an appropriate time for the recognition of children's problems, in time intervention, and prevention of emotional, social, and educational disturbances in the years to come. In fact, in time intervention and the correction of adverse behaviors of children during this critical period, may enhance their social skills and the popularity among the peers and adults and prepares the children for the acceptance of their future responsibilities (Khodam et al., 2009).

Studies done in various cultures have shown that a significant percentage of pre-school and school age children with behavioral problems have made a lot of behavioral, personal, and social problems (Harland, 2002). Children with behavioral disorders, have troubled family, school and society with various problems and make adolescents and even adults vulnerable against psycho-social disturbances as well (Costello et al., 1993). One of the behavioral problems faced by many children is aggression. Aggressive is a behavior by which people try to harm themselves or others. In this definition, the intention is a key element. Here, a harmful behavior is considered aggressive when it is done deliberately to harm himself or the others (Karimi, 2003).

Antisocial behavior and aggression are among the most common causes of reference of children and adolescents to mental health clinics (Venables, G. & Simon, 2001). Some believe that aggression as a learned form of social behavior, is in principal a means that direct reinforcement or substitution reinforcement can intensify it. (Walters, 1963; Singer, 1971). Aggressive behavior among children is a common problem all over the world which needs increasing attention and research on effective solutions, has created a major challenge for scientists and theorists (Nissimov-Nahum, 2009). Aggression brings about adverse effect on children's growth process. Researchers are interested in finding the negative effects that an aggressive behavior may have on interpersonal behavior and undesired effects on people's psychological inner states (Hashemi, 2010). Aggression has negative impacts such as damage or harm, assault causing harm to themselves and others, unexpected death and risk behavior (Jentery, 2007). The use of treatments in reducing behavior problems can be very important in decreasing the behavioral problems. One of the methods used in improving the behavioral problems of children is play therapy.

Play therapy is a structured approach based on treatment theory designed for the children in the process of learning and adaptive normal relationship (Landreth, 2001). During game therapy, the children are given opportunities to express and manifest their annoying feeling and internal problems through games (Malek, et al., 2002). The researchers done regarding the methods and play therapy intervention have shown to be effective in decreasing the emotional and behavioral disturbances of children. In a study by McGiv (2000) under the titled of: “the study of the effectiveness of group play therapy in decreasing the behavioral problems, the increase in emotional adjustment, the concept -enhancement, and self-control enhancement in the north of Texas with 30 pre-school subjects showed positive inclination on the part of the children and their behavior.

Music is another factor influencing directly the level of emotion, sensation, and mental imaging and indirectly affects the cognitive capabilities of the individual. The disturbed behavior is the result of the lack of harmony in the person and music can restore the harmony and order and in the long run will improve the health of the people (Muhammad-Zadeh, et al., 2005). Music therapy is the use of music as a tool for creating positive changes in the behavior. The goal of music is to help people to acquire certain capabilities, restoring, stabilizing, and improving physical, social, and emotional well being. Thanks to its great attraction and motivational effects, music creates a safe and appropriate atmosphere for social relationships. Music motivates pleasant memories and internal positive interests in people. As a result, music reduces the social apathy, withdrawal, the lack of pleasure, and violence (Johari Fard et al., 2010). The academic performance and emotional and behavioral characteristics are mutually affected by each other, and many children with behavioral disorders, anxious, uncertain, incontinence rebellious followed by successive are usually failed (Vallas et al., 2010). The results of the study done by Mayer et al. (2000), Bartoon Hime (2004) showed that aggressive behavior brings about physical,
psychological, and social consequences and in the long run will lead to the feelings of helplessness, loneliness, social maladjustment, ignoring the needs and rights of others, ulcers, migraine, hypertensive disorders, depression, and anxiety (Strachan, 2007). Therefore, early diagnosis and treatment of these problems, as well as effective interventions suited to each child is felt more than ever. A thorough review of the review of literature indicates that any of the above treatment methods (play therapy and music therapy) alone has been able to reduce the children’s behavioral problems (including aggression). But still it has not been specified correctly which therapy method has a greater impact on the aggression level. Therefore, the main research question remains as: whether there is a difference between the effectiveness of play therapy and music therapy on aggression in preschoolers or not? The results of this study can help to determine which treatment method as compared with other methods, is effective in the treatment of children with aggression and is the first priority in the process of treatment.

Methodology

The statistical method used in the present study was applied semi-experimental. The population of the study were all pre-school students with aggressive behavior. The subjects of the study were 120 children with aggressive behavior disorder, who were randomly divided into three groups: control (40 people), play therapy group (40 people), and music therapy group (40 people) after matching the samples. During play therapy, the subjects participated in 10 session (45 minutes) in group and individual games. The intervention method of the present research was based cognitive-behavioral play therapy. After sessions of play therapy, the test of behavioral problems was conducted on two groups of experimental and control groups.

First meeting: Introduction of therapist with children and activities of group meetings, providing the rules and responsibilities of each member.

Meeting two: To recognize the feelings of children and the creation of conditions for mapping out their feelings.

Meeting three: helping children to understand the emotional experiences of positive and negative and the expression of emotions necessary in a correct way and to record the different emotions, skills enhancement, and coping with negative emotions.

Meeting Four: Learn to identify the opinions using the revised negative thoughts form.
Meeting Session: Browsing the emotional experiences of children during the week and studying the forms provided.
Meeting Session: The education of reconstructing negative thoughts.
Meeting seven: anger management skills training.
Meeting eight: Training positive self-talk.
Meeting nine: Training anger control skills.
Meeting ten: Problem solving skills, and finally summarizing and conclusion.

Group music therapy sessions (gentle musical themes) were done daily for 20 to 30 minutes (in comfort and relaxed way).

In order to achieve the research objectives, the music therapy training package using external sources, was translated, adapted, and localized as according to the Iranian culture. The number of music therapy for each group were 10 sessions (each 20-30 minutes) in which some delightful and energetic pieces of music were played. The reason for choosing these three themes, was the effectiveness of them on aggressive behavior. According to the review of literature, the delightful pieces of music are those suitable for aggressive children.
rhythmic pieces with relatively slow melody which inspire happiness relaxation, stability, and vivacity and remove anxiety and restlessness. These romantic pieces bring sorrow, unhappiness, and regret among the people. They also create sympathy and tranquility in people by stimulating and retrieving memories and the depletion of tragic feelings causes sympathy and tranquility among people. Listening to such themes for mournful people with grief and melancholy is quite effective. The tragic and sad themes reduce the negative stress related failure and mourning. In energetic happy themes, the powerful rhythm and stimulating melodies with positive and pleasant tones strengthen the morale more than energy and power. Theses pieces change lethargy and weakness into activity like a pleasant shock and will lead to a strong power, dominance, and will. The choice of related pieces was under the supervision of some music specialists. They played their favorite pieces of music which were approved by the music researchers and specialists. During the playback of the pieces, the subjects were supposed to keep silent and not to leave the treatment session at any cost. It was among the rules of the participation and was emphasized in the first session of briefing meeting. The tool used to gather data was the aggressive questionnaire of pre-school children (Vahedi et al. 2008) which composed of 43 question items. It also consisted of 4 aspects of: verbal-aggression, relational aggression, anger impulse.

The scoring method

The questionnaire used consisted of 43 questions with the purpose of evaluating the level of aggression among the pre-school children with regard to verbal-aggression, relational aggression, anger impulse. The scoring method was Lickert scale (never 0, rarely 1, once a month 2, once a week 3, and most days 4). To obtain the scores of each aspect, the total scores of every question items was calculated together. To obtain the total score of the items, the total questions scores was calculated together. The score of Lickert scale could be between 0-168, the more score the more the level of the aggression among the children. In a separate research project by Vahedi et al. (2008), the reliability and validity of the questionnaire was evaluated. During the present research, the agent-analysis method was used to evaluate the construct validity. Agent-analysis of this scale was done using main components analysis and after the Varimax cycle, the four factors of verbal-aggression, physical-aggression, relational aggression, and anger impulse were introduced as the indicators of scale construct validity. To evaluate the reliability of the questionnaire, Alpha Cronbach was used and the total value for the whole questionnaire was equal to 0.98. To analyze the research hypotheses, the independent and dependent t-test, one way Anova and Tukey was used due to the normal distribution of data (in Kolmogroph-Smearnov) tests.

Findings

The obtained results showed the meaningful impacts of teaching play therapy and music therapy on aggressive behavior of children (table 1 and 2).

Table 1: the analysis of the impacts of play therapy on decreasing the aggression among the children (post-test comparison)

<table>
<thead>
<tr>
<th></th>
<th>Mean and Standard deviation</th>
<th>Independent T-test value</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play Therapy</td>
<td>131.33 ± 29.9</td>
<td>22.02</td>
<td>0.008</td>
</tr>
<tr>
<td>Control</td>
<td>133.6 ± 16.8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2: The analysis of the impacts of music therapy on decreasing the aggression among the children (post-test comparison)
The comparison of the impacts of play therapy and music therapy on decreasing the aggression among the children showed no significant difference (table 3)

**Table 3 : the comparison of the impacts of music therapy and play therapy on decreasing the aggression using Anova**

<table>
<thead>
<tr>
<th></th>
<th>square mean</th>
<th>Degree of freedom</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inter-group</td>
<td>684.4</td>
<td>2</td>
<td>0.767</td>
<td>0.47</td>
</tr>
<tr>
<td>Intra-group</td>
<td>890.9</td>
<td>42</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Results and conclusion**

The obtained results showed that play therapy did not have significant and meaningful effects on decreasing the level of aggressive behavior of pre-school children. Results found were in correlation with the findings of Glass (1986), Garry Landert (1937), Glimoor (1979), Sealock (1979). The cognitive-behavioral play therapy of children is specially designed for those pre-school children and children who start school with an emphasis on the cooperation of the children in the process of treatment and considering factors such as control, dominance, and accepting the responsibility towards the change in their individual behavior (Nell, 1999). Here, as in cognitive–behavioral treatments of adults, it is assumed that the adaptive behavior is the result of the interaction between the thoughts, feelings, and the behavior of the person. Play therapy is method in which the children are given the opportunity to express their negative, disturbing feelings along with their internal problems in the form of games, and the therapist creates a situation to help the children to learn how to solve their conflicts. However, after about 75 days, the follow up report taken from the parents indicated that the aggression among children has recurred. According to the results, it was found that play therapy showed to be ineffective due to the following factors:

- The unawareness of parents after this stage and the parents- children conflicts
- The lack of endless love between the parents and children
- The unawareness of the required briefing behavior outside the treatment area
- The lack of appropriate tender and loving words on the part of the parents
- Aggressive behavior of the parents resulting from the failure in life
- The lack of an ideal pattern in life to guide the children
• The lack of proper understanding of the concept and importance of play therapy among the parents

Play therapy based on the relationship between the educator and the children has not found its true place in the context of Iranian local culture. The substitution of the educator and the use of existing affection between the educator and the child helps the specialist to obtain appropriate results. Since the existing relationship as in the parents-child relationship is affected by race, nationality and ethnicity. The dominant affection in educator-children relationship is a phenomenon which requires more time and the skill of the educator in maintaining appropriate relationship with the children. Another important fact is that in the existing intervention program, the major focus of attention is on creating and activating a relationship with the children and this may have influenced the effectiveness of the amount of aggression reduced.

As for the existing problems in the present study, such as the uncooperative behavior of mothers, it was impossible to perform trial plans with pre-test and post-test of the control group. Therefore, it is suggested that in future studies, the researcher apply such tests with high generalization nature.

The obtained results also showed that music therapy played significant and meaningful impacts on decreasing the aggression among the pre-school children. Gholami, et al (2013) investigated the impacts of combining two methods of music therapy and relaxation on the aggressive behavior of high school students. His results maintained that the combination of relaxation and music therapy played an important role on the aggressive behavior of students and meaningfully decreased their anger, nervousness, aggression, offense and insult, obstinacy, and implacability. Allahyari, et. al (2013) in their study found that implementation of the mild musical themes reduce aggression among the students. Shafie et al. (2014) in their research project, studied the effects of music viber acoustic on decreasing the challenging behavior (stereotype, self-injury, and aggressive) of people with autism disturbance and found that the treatment of music viber acoustic decreases the challenging behavior of subjects with autism by affecting the sympathetic nervous system. Gazeta (1989) reported the positive effects of music on decreasing the anxiety among the patients. Mazhok Tachleman and Houser (1989) studied the impacts of sport and music on five children suffering from attention deficit/hyperactivity. The results of this study showed that exercise coupled with the music had a positive effect on social behavior and the operating speed of these children and in some areas also reduced their hyperactivity. Art therapy is considered an old and common treating method. Art therapy specially music therapy has shown to be a common way for treating people due to the incompleteness of the effectiveness of drug treatment and increasing attention to non-pharmacological methods (Gold, 2009; Hell Dawn). Music is a powerful stimulant that is able affect the body and soul at the same time and may adjust the aggressive behavior.

Since the aggressive person suffers from disturbance in behavior, emotions, feelings, mental imagery and interpersonal relationships, music can influence these aspects and the cognition directly and indirectly. The disturbed behavior is the result of none harmony in person and music plays a major role in restoring such harmony and balance and in the long run the health of the people. In general, music makes access to the subconscious and emotional and releases the enclosed feelings. Music rhythms affect the pituitary gland, and will secrete endorphins which finally will relieve the pain and relaxation among the people. Regarding the emotional load of music as a means of expressing feelings and the mental drain of people experiencing tension and mental pressure, people can reach optimal levels of excitement and relaxation by projecting pressures and emotions. According to the principle of adherence, our bodies automatically adjust to the pitch and rhythm of the songs. It can even lead to renew visual memory in accordance with the songs and it can retrieve the memories attached with the music. In other words, our body and soul is a function of the acoustic environment surrounding us. According to the above explanation, it can be concluded that the principle of adherence is a strong way for the modification of human behavior. So, the principle of adherence is a sequence of musical project to promote a sense of
inspiration and an agent for the transmission of feelings. Music is among the few experiences that is felt and understood at all levels of human consciousness and thus reduces the aggression as a result of listening to music. The results of the present study showed that the two methods of intervention (play therapy and music therapy) could not have similar impact on aggression in school students. Therefore, both methods cannot be used equally in treating the behavioral problems in preschool children.

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A REVIEW: WHICH ONE IS MORE IMPORTANT IN EFFECTIVE LANGUAGE LEARNING, IQ OR EQ? ARE THEY TEACHABLE?

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ABSTRACT

TO HAVE A PRODUCTIVE AND EFFICIENT LANGUAGE LEARNING, LEARNERS NEED TO HAVE AT LEAST AVERAGE LEVELS OF BOTH RATIONAL AND EMOTIONAL INTELLIGENCE, RESPECTIVELY STANDING FOR IQ AND EQ. IT IS OBVIOUS THAT SUCCESS IN LANGUAGE LEARNING NECESSITATES MORE THAN COGNITIVE SKILLS, AND TEACHERS PLAY A GREAT ROLE IN ASSISTING STUDENTS TO DEVELOP ALL OF THEIR CAPABILITIES, ESPECIALLY THEIR EQ. IQ CAN BE SAID TO BE MODIFIED INSIGNIFICANTLY ONCE AT THE END OF ADOLESCENCE, BUT EQ CAN BE DEVELOPED BY PRACTICE OVER TIME AT ANY AGE. HENCE, EQ CAN BE TEACHABLE AND EACH PERSON'S EQ CAN BE IMPROVED AT ANY AGE. THEREFORE, IN SOME CASES, EQ CAN BE EVEN MORE EFFECTIVE THAN IQ IN LANGUAGE LEARNERS' SUCCESS.

KEY WORDS: IQ, EQ, EFFECTIVE LANGUAGE LEARNING

Introduction

IQ is usually considered as a criterion for measuring the degree of cognitive capacity, cleverness and skillfulness of individuals. A child who receives the high score at school is considered as an intelligent person. Therefore, IQ is just a measurement of one aspect of an individual's learning and IQ, by itself, cannot be a touchstone for measuring an individual's success in language learning.

Language learning is tough and full of difficulties; therefore, those who have higher levels of EQ are more likely to be successful in their learning. Students should be able to manage and control their anxiety in academic environment to be able to learn better. Certainly, having IQ is essential in language learning but it is not sufficient because it, by itself, does not guarantee the success in language learning. In order to be an efficient language learner and be able to handle difficulties of learning process and establish a good relationship with others while coping with the environment, EQ turns to be an essential and in some cases even more important factor than IQ. If a person has an average level of IQ with a high level of EQ,
he/she can be more successful in life but a person with a low level of IQ and very low EQ level may not be able to handle his/her life properly enough.

A Glance at Related Literature

According to the definition of psychologists in the early 90s (Salovery & Mayer), EQ is a self-perceived ability to identify, assess, and manage the emotions of one's self and of others to discriminate among them and to use this information to promote personal growth. Goleman (1995) suggested that to some psychologists IQ scores cannot conclude all the components of human intelligence and hence, another kind of human intelligence i.e. EQ is needed that is at least as equal as, if not more important than, IQ. According to Loh (2015), "All wise men say 'a high IQ will get you through school, a high EQ will get you through life.'" In fact, EQ means developing an IQ that is being able to know, understand and master techniques of how to lead life. EQ comes as a gift from the God. However, it must be nurtured and developed through the course of life right from childhood to teenagehood. Children with better EQ values tend to learn more from their interactions with people around them" (Loh, 2015).

Bessert (2007) as cited in Andrew Loh (2015) asserts, "IQ alone is not enough; EQ also matters. In fact, psychologists generally agree that among the ingredients for success, IQ counts for roughly 10% (at best 25%); the rest depends on everything else- including EQ."

Research on emotional intelligence (EI) is increased over the last decade (Brackett and Mayer, 2003). According to Fiori and Antonakis (2011, p. 246), "... high EI individuals would have wider emotion knowledge, but also stronger problem-solving abilities in dealing with emotionally charged situations." Besides, Mayer (2003) supported the compensatory effect of high EI on low IQ on performance; in other words, EQ emerged as an important asset that can compensate for low IQ.

Cotrus et al., (2012) obtained data which confirmed a strong relation between IQ and academic performance. Also, they found a positive correlation between IQ and empathy. Although IQ and EQ are complementary aspects of intelligence, Loh (2015) cites, "...one can safely say that possessing a better EQ might be better than having a good IQ. Good EQ can elevate a person's spiritual status and leave him or her to a platform of societal achievement."In his Multiple Intelligence Theory (1983), Gardner introduced two types of intrapersonal and interpersonal intelligence. Later on, Salovery and Mayer (1990) coined the term 'Emotional Intelligence' (EI) to propose that emotion and intelligence are complementary not adversaries. Salovery and Mayer (1990: 189) defined EQ as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions." Later on (1993), they gradually changed their definition of EQ because they concluded that their initial definition was based on some aspects of personality that sometimes accompanies intelligence (Mayer et al., 2000). According to their new definition of EQ, it was actually a real intelligence which was referred to as" the ability to (a) perceive emotion, (b) integrate emotion to facilitate thought, (c) understand emotions, and (d) regulate emotions to promote personal growth" (Mayer & Salovery, 1997). According to Bar-On (1997), EQ consists of the five main following skills which determine our success in profession, relationships, adaptation to demanding situation and even managing our anxiety and stress:

1. Intrapersonal EQ (self-awareness, self-management, self-actualization and independence)
2. Interpersonal EQ (social awareness, relationship management and empathy)
3. Adaptability ability (flexibility and problem solving)
4. Stress management (stress tolerance)
5. General mood (optimism and happiness)
It is worth mentioning that Bar-on (2000) revised this stratification by excluding General mood from it. He further claimed that it is not a component of EQ; rather, he considered it as a facilitator of EQ. Goleman (1995) also extended the work of Salovery and Mayer (1990) and introduced five aspects of emotional intelligence. On the basis of Gardner’s categories, he identified three intrapersonal and two interpersonal abilities. The Goleman’s intrapersonal ability consisted of three aspects: a) the ability to know one’s own emotions. b) the ability to manage one’s emotion, especially negative ones. c) the ability to motivate self.

Salovery & Mayer (1990) and Mayer et al. (2000) as cited in Brackett & Mayer (2003, p.8) maintain that ‘the correct definition of EI is the ability to reason with emotions and of emotions to enhance reasoning. It means that it is intelligence which leads emotion so that we are intelligent about handling our feelings, while it is emotion which leads intelligence for us to make good decisions and understand other people.

Conclusion

As a final statement, elaborating on the difference between IQ (intelligent quotient) and EQ (emotional quotient), IQ is a set of cognitive abilities which allows a person to think abstractly, to make calculations, to understand complex ideas, to reason, to learn fast, to learn from experience and to solve problems. On the other hand, EQ demonstrates a measure of an individual’s level of emotional intelligence. EQ can be regarded as a self-perceived ability to identify, assess, and manage the emotions of one’s self and of others to discriminate among them and to use this information to promote personal growth. Individuals with high values of EQ are more sensitive to emotional cues. Therefore, being able to regulate emotions is an essential characteristic of individuals who use emotions intelligently. Furthermore, they are more creative and use their emotions to resolve their problems.

The relationship between intelligence and emotion is bidirectional, i.e., emotion manages intelligence and intelligence handles emotion. As a matter of fact, IQ and EQ are not opposites; rather they are complimentary which enables people to help them solve their problems better and more effectively. Hence, there should be a balance between two aspects of intelligence (IQ and EQ) so that a person can be successful in language learning.

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A MULTIDIMENSIONAL CRITICAL EVALUATION OF ENGLISH COURSEBOOK USED FOR IRANIAN HIGH SCHOOL FIRST GRADER

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ABSTRACT

The present study aims to develop a multidimensional framework of English coursebook used as a new teaching material for high school first graders throughout Iran. Obviously, the main purpose of English language materials development, particularly in an EFL context, is to operationalize the goals defined by the curriculum designers or the local educational policy makers. Accordingly, the present study was conducted based on an empirical basis to ensure the pedagogical validity and applicability of the English coursebook titled *Prospect 1* by utilizing an evaluation process rooted in current theoretical conceptualizations concerning material development. For this purpose, a carefully designed questionnaire including 40 prompts followed by an open-ended interview was used to address and actualize the twenty principles suggested by Nation and Macalister (2010). From the total population of high school first graders and their English teachers teaching first grade level English courses at different high schools in Isfahan province, 120 male and female high school pupils as well as 20 in-service English teachers were chosen based on a convenient sampling method. After administering the questionnaire and conducting the interview, the obtained data was analyzed. The findings reflected that the course book *Prospect 1* did not meet the targeted needs set by the local educational experts and policy makers. More notably, the male and female participants did not unanimously view the effectiveness of the content and the method and format of presentation by *Prospect 1*. It seems that these findings might have certain pedagogical implications for EFL teachers, curriculum designers, policy makers, material developers, and stakeholders who are involved in the preparation of locally developed English textbooks.

KEYWORDS: English language teaching materials, multidimensional evaluation, material design, material evaluation, *Prospect 1*
1. Introduction

In the past two or three decades, English has acquired a magnificent position among other languages in the world (Hjarvard, 2004). Nowadays, serving as a lingua franca, English has influenced the core of relations in the modern world so much so the knowledge of English has become of great significance in many countries. Apparently, in the milieu of globalization, English has turned into a prevalent foreign language as a vital subject of educational curricula throughout the world (Chang, 2006).

Not surprisingly, language textbooks play a pivotal role in the educational system of various countries. As such, locally trained EFL teachers are necessarily exposed to the theories, guidelines, and the techniques of materials development. The reason is that a textbook provides the necessary content and sets the directions for attaining the objectives of the course (MacGrath, 2002). Consequently, language learning programs traditionally need print or non-print materials to cater to students` needs (Reinders & White, 2010; McGrath, 2002; Richards, 2001).

Nation & Macalister (2010) suggest that evaluation in its totality needs to be conducted to ascertain the quality of developed curriculum design because course planning and the implementation of educational courses can guarantee the planned outcomes. More importantly, the evaluation program can be successful when it focuses on the crucial issues of students` learning accomplishments, teachers` attitudes about the quality of the course, students` satisfaction with the course, and its cost-effectiveness (Nation & Macalister, 2010). In this sense, Tomlinson (2003) states that the material design theme should lead writers to both learning and respecting the needs, interests, and learning goals. To develop materials, various wants and needs of the teachers, students, and administrators must be considered so that all the performers engaged are addressed (Tomlinson, 2003). Actually, Nation and Macalister (2010) in their multidimensional framework have addressed twenty principles eight of which focus on various components of the curriculum design process including: a) considering the environment, (b) discovering needs, (c) following principles, (d) goals, (e) content and sequencing, (f) format and presenting material, (g) monitoring and assessing, and (h) evaluation. Multidimensional Critical Evaluation, therefore, relates to the broader focus on the evaluation of the materials and principles that govern learners` learning needs.

Naturally, the multidimensional approach to evaluation involves three significant issues; namely, environment, needs, and principles that are crucially vital in any evaluation program. Nation and Macalister (2010) divided needs analysis into three groups of necessities, lacks, and wants. Needs analysis, as Brown (2011, p.269) maintains, concentrates on learners` needs and expectations and “once they are identified, needs are translated into learning objectives, which in turn serve as the basis for further development of teaching materials, learning activities, tests, program strategies”.

Evaluation goes beyond description transcending those procedures which address the content alone (Rallis and Bolland, 2004). In point of fact, the materials should be looked at within a given context and the syllabus derived from a specific approach (McDonough and Shaw, 2003). Therefore, an essential dimension of material evaluation is the setting and environment in which learning takes place so that the need for developing materials should be examined based on the themes affecting selection of the textbooks such as the function of available time for the course, the number of students, support personnel, the physical environment, the types of tests applied, administration and management, the socio-cultural environment, the role of English in schools, the ways through which students are evaluated, procedures of evaluation, and monitoring the teaching process (McDonough and Shaw, 1993). Through environment analysis, teachers and curriculum designers thoroughly investigate “the factors that will have a strong effect on decisions about the goals of the course, what to include in the course, and how to teach and assess it” (Nation & Macalister, 2010, p. 14).
Principles are theories and assumptions related to the nature of language and language learning focusing on curriculum design and teacher training. It is also possible to take a philosophical stance on principles considering “the nature of language, the nature of learning, and the role of culture” (Nation and Macalister, 2010, p. 38). Atkinson (2010) asserts that without observing theoretical principles, we lose track of vital tools for responsible instructional planning, effective classroom decision making, productive expert response, and meaningful assessment. In fact, the stated principles of a program or instructor needs to match pedagogical practice, pointing toward necessities, lacks, and felt needs (Nation & Macalister, 2010).

Multiaspsectual evaluation further correlates with the principles that dominate the teaching and learning environment of English teaching concerning learners’ needs. Reviewing various models of evaluation, the design by Nation and Macalister (2010) was scrutinized that includes twenty fundamental principles for material development. Each principle is further divided into sub-domains of principles which are related to the content and sequencing of the material, principles related to monitoring and assessment, and principles related to format ad presentation of the materials. According to Nation and Macalister (2010), each sub-domain focuses on different relevant principles each of which should be deeply considered in the evaluation process.

The sub-domain of content and sequencing aimed at investigating whether the selected textbook covers the ideas, skills, language items, and strategies required for fulfilling the goals of an English course as well as the extent to which it can meet the desired goals. Actually, it involves factors of frequency of language items, strategies and autonomy, spaced retrieval of the learnt items, generalizable features of the language, progressive use of skills and strategies, sequence and teachability of language items, effective use of learners’ previous knowledge, and language items’ inference (Nation and Macalister, 2010).

Alternatively, monitoring and assessment principles deal with the extent to which the textbook has been compatible with the learners’ needs. More specifically, the sub-domains of monitoring and assessment includes considering ongoing needs along with environment analysis which consists of selection, ordering, presentation, and assessment of the materials employed on the basis of learners’ needs, available resources, and the allocated time for the course.

The format and presentation sub-domains of materials determine if the units of progression in the textbooks followed a set format to make sure that “the same sequence of activates occur in all or some of the lessons” (Nation and Macalister, 2010, p. 9). The principles related to format and presentation sub-domains are motivation of the learners, balance of the four strands, comprehensible input, activities for increasing learners’ fluency, learners’ output, deliberate learning, specific time on each task, deep process of language items, favorable attitude of learners toward language, its users, and their teachers, and adaptation of the material to different learning style of pupils. Considering the evaluation process of English course books, university textbooks, and high school teaching materials, the studies conducted so far have mainly focused on either locally prepared textbooks organized for universities and high schools or the original English textbooks used in language institutes.

As an illustration, Udenwa and Ikonta (2008) evaluated textbooks of junior high schools in Lagos State. The objective of the study was to investigate the comparability, readability, and level of integration of English language and literature. According to the findings of the study, there was an inconsistency between the integration of General English language and literature, as well as the inadequacy in difficulty level for the intended readers. In another study, Karatas and Fer (2009) evaluated “English II curriculum at Yildiz Technical University (YTU)” applying Context Input and employing a Process and Product (CIPP) model. The findings of the research indicated that there were significant differences among students` and teachers` viewpoints toward the related items such as input, content, and process and
product of the curriculum. Finally, the researchers found that teachers’ expectations were higher; however, students’ perceptions were lower. Therefore, they suggested that students’ needs and viewpoints should also be considered in curriculum design and development.

Spot On, the textbook taught at the primary schools in Turkey, was evaluated by Tok (2010) by the use of a five-point Likert scale questionnaire. Forty-six teachers voted on the tasks, content, subject, and layout which were quite pleasing in their point of view; although they stated that the books did not meet the needs of learners completely. His in-depth analysis further revealed that negative features of the book overweighed its positive features. In her PhD thesis, Aftab (2012) carefully evaluated English textbooks in Pakistan. Based on the data, it was revealed that the school policies and the curricular objectives were inadequate. Due to the shortcomings specified in the study, she suggested several modifications for improving the quality of the approved books, curriculum developmental processes, and textbook developers and teacher training programs. She concluded that improvements can expedite learning and acquisition of English in Pakistani context in the long term.

There is a rich body of research on the textbook development in the Iranian context. Several studies have been conducted on the evaluation of textbooks for discovering their points of strength and weakness (see Yarmohammadi, 2002; Jahangard, 2007; Riazi & Aryashokouh, 2007; Bahrami, 2011; Gholampour, Kasmani and Talebi, 2013; Azizifar and Baleghani, 2014). In addition, some researchers have tried to investigate touchstones for a rich evaluation in the textbook studies (see Ansary & Babaii, 2002; Razmjoo, 2007; Zare Moayedi, 2007; Riasati and Zare, 2010; Alemi and Hesami, 2013; Shabani and Nejad, 2013; Ansari and Babaii, 2013; Ahour, Towhidiyani and Saeidi, 2014; Rashidi and Kehtarfard, 2014).

Gholampour, Kasmani and Talebi (2013) evaluated common English textbooks of junior high school and English language institutes in Iran. The focus of the study was to ascertain strengths and weaknesses of the targeted books; therefore, they concluded that some of the books in the analysis need to be revised or re-written since their deficiencies were greater than the pedagogical merits. In a similar vein, Shabani and Nejad (2013) aimed at investigating the educational value of the third-grade English high school textbooks in Iran and their importance in the curriculum. For this purpose, questionnaires were given to both teachers and students. The results demonstrated that the textbooks were not successful enough to encourage learners and to enhance their interests since only few students and teachers regarded them as interesting.

In another study, Ahour, Towhidiyani and Saeidi (2014) aimed at investigating the appropriateness of the English textbooks for junior high school students in Iran. They examined the textbooks from the viewpoints of teachers. Based on the results of the research, teachers did not have positive attitudes about the selected textbooks. Accordingly, the researchers’ suggestion was either to revise the current textbooks or to adopt new ones. Through an evaluation process Rashidi and Kehtarfard (2014) analyzed third grade high school English textbooks in the Iranian context. They adopted a needs analysis approach in order to examine their content related to language skills and language components. The findings of the research demonstrated that all language skills and components were very significant to the students; however, the textbooks failed to address and reinforce all of them. The researchers finally suggested that the textbooks must either be revised or enriched by supplementary instructional materials to enhance the efficiency of learning outcomes in light of the learners’ needs.

Clearly, for education of primary and secondary level students, learning highly depends on the interrelation between the teachers, students, and textbooks; since this interaction bears the main outcome in the process of learning/teaching in the EFL/ESL context. In other words, when a new textbook is prepared and used for particular groups of learners, an evaluation of different aspects of the book is crucial since there are many reasons for textbook evaluation such as educational and administrative decision making on financial, political, and professional investment (Sheldon, 1988). It is quite
unfortunate that not much research has been conducted concerning the multidimensional evaluation of materials in the Iranian high school contexts, especially the recently published textbook for the first graders, *Prospect 1*. Although a lot has been done on one of the mentioned aspects of critical evaluation, i.e. needs analysis, there is still need for more elaborative multidimensional evaluations considering all aspects of textbooks, i.e. pupils, teachers, and administrations. On this basis, the purpose of the present study was to evaluate the pedagogical utility of *Prospect 1* based on a multidimensional evaluation model proposed by Nation & Macalister (2010).

**Research Questions**

1. To what extent do high school first graders view the pedagogical appropriacy of *Prospect 1*?

2. Are high school teachers’ attitudes towards the pedagogical appropriacy of *Prospect 1* consistent with those of high school first graders?

**2. Method**

**2.1 Design of the Study**

The significance of systematic and principled evaluation lies in the point that teaching and learning materials constitute the main exposure learners have to the target language (Mishan and Timmis, 2015). Being aware of that, the current study aimed at conducting a multispectral evaluation model adopting the list of principles governing curriculum design proposed by Nation and Macalister (2010) who maintained the three main categories of curriculum design are need analysis, environment analysis, and principles applied.

The multi-faceted stance of this list toward the curriculum development leads to a comprehensive approach for the materials to be evaluated. As can be seen in Figure 1, the core of the different layers of the evaluation is the goals that are the predominant point in this model. These goals are of great importance since they are highly related to textbooks as they are one of the most basic parts of a curriculum in terms of content and materials used for language teaching. These defined goals are the focus of content selection, sequencing, and presentation of materials. Additionally, goals are formulated based on environmental factors which in fact give rise to learning context, learners, teachers, and administrators. Needs, on the other hand, play an effective role in formulating the goals guiding the application of a given textbook in a specific teaching/learning context.

For the role of principles in the evaluation procedure, Nation and Macalister (2010) maintain that the chief objective of the principles is to guarantee the money for value criterion. To put differently, it has to be ensured that learners do not waste their time during the course and that the course is advantageous to them as well. Therefore, principles are what motivate the selection and sequencing of the materials, the choice of particular format of presenting content, monitoring, assessment, and self-assessment of the content.
Figure 1 A model of the parts of the curriculum design process based on Nation and Macalister (2010)

2.2. Participants

The participants of the research were a relatively large population of 120 full-time students, 60 girls and 60 boys, from among the high school students in 4 different districts in Esfahan province from both state and private high schools. Additionally, to ensure generalizability, all the students were similar ages, 14 and 15.

In addition, the other group of participants were 10 male and 10 female in-service non-native speaker English teachers of high school, between the ages 25 to 45, who have already taught and carefully studied Prospect 1. The subjects were qualified undergraduate and graduate teachers majored in English with at least three years of teaching experience. Moreover, the participants were selected by convenient sampling through which those who were available and willing were chosen (Farhady, 2001). Although they were volunteer participants, it is believed that these teachers are a representative of all English teachers in the region the sample included older teachers with many years of experience and younger teachers with less experience whose mean age was 35.9 and year of teaching experience of 12.75 are about the average in this area.

2.4. Instruments

2.4.1 Questionnaire

A carefully selected self-constructed questionnaire based on Nation and Macalister (2010) was adopted which was developed for material development and post-use evaluation of the targeted textbook. The researcher-developed questionnaire was designed and applied for gauging learners’ opinions on the effectiveness of the textbooks. To make sure the items on the questionnaire best suit the context and objectives of the study, the guidelines offered by Dörnyei (2003) were carefully followed and adopted. Following this procedure, the required content for the preparation of questionnaire items was explicitly chosen.
The participants were asked to choose the items that best suit the Iranian context. A five-point Likert type questionnaire including 40 items about the multiaspectal evaluation. It has to be mentioned that fifteen of the items chosen were related to monitoring and assessment to consider situational and contextual factors. Also, thirteen items were in accordance with format and presentation of the material to see if they contributed to needs, lacks, and wants of the learners. In addition, twelve items were in line with the content and sequencing of materials applied during the course. This selection hoped to render more reliable and generalizable results.

The questionnaire was originally written in English and was provided both in email format and hard copies to reach as many teachers as possible. Due to the probability of misunderstanding in the meanings and intentions behind some items, students’ were also given the Persian format of the same questionnaire being translated. In addition, care was given to ensure that the translated format of the questionnaire is the exact equivalent of the original one. Therefore, two university professors and two high school teachers were invited to read and check the translated format to ensure about that the wording is clear, easy, and understandable to all participants in the study. The respondents were given 30 minutes completion time to answer the items on the questionnaire.

In the next step, the validity and reliability of the questionnaire were investigated. In order for the questions to be thoroughly valid, four experts in the field were asked to check on the content of the questionnaire. Furthermore, using the Cronbach’s alpha coefficient formula, the reliability was calculated, which was equal to 0.89. The reliability estimates for each of the sub-domains were also measured: content and sequencing (0.92), format and presentation (0.79), and monitoring and assessment (0.86).

2.4.2 Interview

A structured group-focused interview of the total number of teachers led to a better understanding and negotiation of the problem under investigation as well as providing a source of triangulation. A structured interview was conducted, for it is adjustable, adapts well to the agenda, and gives interviewee the freedom to state their opinion (Mackey & Gass, 2005). The interview contained 7 open-ended questions since it aims at achieving real data to help develop ideas that can better answer research questions. To minimize the probability of problems and limitations four steps in writing interview questions proposed by Timmis (2003): make sure that interviewees completely understand what you meant, make clear to the interviewees that there is no preferable answer, avoid imposing the authors own ideas in the questions, avoid asking leading questions.

Therefore, the teachers’ meeting was for the case of having more time and facilitating the conveyance of their attitudes on the textbook quality. To make sure the interviewees respond correctly and honestly, a relaxing and friendly atmosphere was created by the researcher. The interview results were divided into three categories of 1) consensus agreement, 2) consensus neutral attitude 3) consensus disagreement. The data obtained from this part of the study were very valuable for finding the strengths and weaknesses of the textbook. With the permission of the attendants, the interviews were all voice-recorded and transcribed and supplemented with extensive notes during the interview. The interview session took about 20-30 minutes.

2.5. Procedures

The primary sources for collecting empirical qualitative data were the self-structured questionnaire and a face-to-face structured group-focused interview. The questionnaire was developed on the basis of Nation and Macalister (2010) which presented inclusive approaches for each of the aspects of evaluation. To obtain the best of the evaluation process, items in the questionnaire were rewritten into statements with a five point Likert-scale to help participants express their attitudes. To maintain the originality of the text in
Nation and Macalister (2010), the wording and terminology is strictly referenced during transformation. In order to find reasonable and applicable findings, SPSS version 19.0, 2011 was utilized as an ancillary material to facilitate statistical analysis.

2.6. Data Analysis

As the primary data sources for the analysis, empirical qualitative data were collected from 1) results of the evaluation from post-use evaluation of the researcher-developed questionnaire and 2) the data from the interview sessions that were held subsequently after the evaluation. For the results of each item on the questionnaire and the structured interview of the study and due to the non-parametric distribution of data, there was a separate Chi-square and frequency statistical techniques in order for the findings to be perfectly applicable. Also, for the interview, the data were collected, stacked, scored, and analyzed through Chi-square test. Basically, the structured interview was adopted to make an interactive situation with the teachers through which we can ensure that items on the questionnaire could truly be an indication of the learners’ responses.

3. Results

The results of evaluation obtained from the data collecting instruments concerning the targeted research questions were quite revealing. Based on recipients’ responses to the prompts on the five-point-scale questionnaire (Strongly agree = 1, Agree = 2, Undecided = 3, Disagree = 4, and Strongly disagree = 5), the mean score of each item was compared with the average score of the choices made which was equal to 3. Using this as a baseline, those participants whose mean score of a particular item was less than 3, were considered as those who had agreed with the statement. Conversely, when the mean score of an item on the questionnaire was more than 3, the attitude of participants was regarded as negative, a sort of disagreement with the given prompt.

3.1. Results Related to the Questionnaire

The items on the questionnaire were examined in terms of their frequency (F), percentage (P), mean, and standard deviation (SD) values so as to see what their general attitude is toward the textbook Prospect 1 about three different but related features of content, sequencing, format and presentation, as well as monitoring and assessment (see Appendix for more information on the results). Tables 1 to 3 present the students’ attitudes on these subcategories:

Table 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My English textbook provides the best possible coverage of content.</td>
<td>3.73</td>
<td>0.645</td>
</tr>
<tr>
<td>2</td>
<td>I think that my English textbook includes items that occur frequently in the language.</td>
<td>3.82</td>
<td>0.574</td>
</tr>
<tr>
<td>3</td>
<td>The activities in my English textbook aim at improving the learners' fluency of language use in listening.</td>
<td>3.54</td>
<td>0.521</td>
</tr>
</tbody>
</table>
I feel that the content in my English textbook provides the learners with the best return for their learning efforts.

The Prospect 1 series teach learners how to become independent learners.

My English textbook creates a lot of opportunities for retrieving items used in a variety of contexts.

The repetition of target language items in my English textbook are adequate for the learners to give attention to the wanted items.

I feel that English course books for high school students cover the required skills & strategies progressively.

I feel that English textbooks for high school students have a desirable sequencing of language items.

The activities in my English textbook aim at improving the learners' fluency of language use in writing.

The way content is presented in my English textbook takes account of learners' readiness for learning them.

The exercises and activities in my English textbook have a logical ordering considering my needs.

As presented in Table 1, since the mean values for the majority of the items (nine out of twelve) were at least one standard deviation above the baseline neutral scale, it can be concluded that students have a negative attitude towards the items related to content and sequencing. Furthermore, students expressed partial neutral attitudes towards items 5, 11, and 12 indicating that learners regarded the textbook positively. Admittedly, they believe that the new textbook helped them to become independent, autonomous learners. Alternatively, learners expressed their agreement on item 11, showing that the organization of the content was meaningful and suitably fitted the students’ learning profiles. Similarly, learners’ responses to item 12 revealed that the sequencing of the activities appropriately addressed the desired needs.

By contrast, students disagreed with items 4 and 7, respectively. Notably, item 4 was the greatest mean score among other items in the content and sequencing sub-domain of curriculum development process. The learners totally disagreed with the statement proposing that “the textbook provides learners with a satisfactory return for their learning efforts”. Additionally, the students did not seem to agree with item 7 expressing that repetition of target language items in the English textbook under investigation was sufficiently attractive to the learners.

Table 2

<table>
<thead>
<tr>
<th>The Frequency and Percentage Values of High School Students’ Attitudes towards the Format and Presentation Sub-domain</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I feel that the content in my English textbook provides the learners with the best return for their learning efforts.</td>
<td>4.23</td>
</tr>
<tr>
<td>5</td>
<td>The Prospect 1 series teach learners how to become independent learners.</td>
<td>3.07</td>
</tr>
<tr>
<td>6</td>
<td>My English textbook creates a lot of opportunities for retrieving items used in a variety of contexts.</td>
<td>3.38</td>
</tr>
<tr>
<td>7</td>
<td>The repetition of target language items in my English textbook are adequate for the learners to give attention to the wanted items.</td>
<td>4.28</td>
</tr>
<tr>
<td>8</td>
<td>I feel that English course books for high school students cover the required skills &amp; strategies progressively.</td>
<td>3.69</td>
</tr>
<tr>
<td>9</td>
<td>I feel that English textbooks for high school students have a desirable sequencing of language items.</td>
<td>3.85</td>
</tr>
<tr>
<td>10</td>
<td>The activities in my English textbook aim at improving the learners' fluency of language use in writing.</td>
<td>3.83</td>
</tr>
<tr>
<td>11</td>
<td>The way content is presented in my English textbook takes account of learners' readiness for learning them.</td>
<td>2.58</td>
</tr>
<tr>
<td>12</td>
<td>The exercises and activities in my English textbook have a logical ordering considering my needs.</td>
<td>2.64</td>
</tr>
<tr>
<td>No.</td>
<td>Statements</td>
<td>Mean</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>13</td>
<td>My English course book helps me to make use of my previous knowledge and experience.</td>
<td>3.49</td>
</tr>
<tr>
<td>14</td>
<td>The activities in my English textbook aim at improving the learners' fluency of language use in speaking.</td>
<td>3.50</td>
</tr>
<tr>
<td>15</td>
<td>Items in my English textbook are arranged in such a way that earlier learning facilities subsequent learning.</td>
<td>3.29</td>
</tr>
<tr>
<td>16</td>
<td>I feel that my English textbook contains enough interesting activities and exercises which boost the learners' motivation.</td>
<td>3.64</td>
</tr>
<tr>
<td>17</td>
<td>My English textbook has substantial quantities of comprehensive activities in listening.</td>
<td>3.69</td>
</tr>
<tr>
<td>18</td>
<td>My English textbook has substantial quantities of comprehensive activities in reading.</td>
<td>2.89</td>
</tr>
<tr>
<td>19</td>
<td>The activities in my English textbook aim at improving the learners' fluency of language use in reading.</td>
<td>2.62</td>
</tr>
<tr>
<td>20</td>
<td>The format of presenting activities in my English textbook forces the learners' to produce language.</td>
<td>3.39</td>
</tr>
<tr>
<td>21</td>
<td>I feel that the activities and tasks in my English textbook engage the learners in focusing on second language sufficiently.</td>
<td>3.56</td>
</tr>
<tr>
<td>22</td>
<td>My English textbook provides a substantial number of activities on all aspects of L2 like sounds, spelling, vocabulary, grammar, and discourse areas.</td>
<td>4.12</td>
</tr>
<tr>
<td>23</td>
<td>I feel that the English textbook used at high school level creates a positive learners' attitude towards English and its speakers.</td>
<td>2.77</td>
</tr>
<tr>
<td></td>
<td>The high school English textbook caters to the needs of the learners with different learning styles.</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>The format and presentation of activities in my English textbook provide a lot of opportunities for different learners.</td>
<td>3.57</td>
</tr>
</tbody>
</table>

As displayed in Table 2, the mean values for the majority of the items (eight out of thirteen items) were at least one standard deviation above the baseline, thus it was concluded that the learners did not view positively the items related to the sub-domain of format and presentation. Unlike other items, owing to the mean and standard deviation values of the items 18, 19, and 23, students did concur with the comprehensible nature of reading activities stating that the textbook was conductive to their reading fluency.
More significantly, the students had the most negative attitude towards items 22 and 24, respectively because the activities in the textbook did not include a substantial amount of input concerning all L2 aspects. Besides, most of them failed to agree that their English textbook caters to different learners' needs.

Table 3

The Frequency and Percentage Values of High School Students’ Attitudes towards Monitoring and Assessment Sub-domain

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>I feel that the content and activities in my English textbook best fit the class time specified in the high school curriculum.</td>
<td>4.46</td>
<td>0.785</td>
</tr>
<tr>
<td>27</td>
<td>I feel that the content and activities in my English textbook are well geared to the learners' learning needs.</td>
<td>4.39</td>
<td>0.773</td>
</tr>
<tr>
<td>28</td>
<td>I feel that the content and activities in my English textbook at high school level are designed based on careful consideration of existing teaching conditions.</td>
<td>4.03</td>
<td>0.791</td>
</tr>
<tr>
<td>29</td>
<td>I feel that the content and activities in high school English textbooks provide ample opportunities for assessment and self-directed learning.</td>
<td>3.87</td>
<td>0.699</td>
</tr>
<tr>
<td>30</td>
<td>My English textbook provides me with helpful feedback which allows me to improve the quality of language use.</td>
<td>4.48</td>
<td>0.782</td>
</tr>
<tr>
<td>31</td>
<td>I think that the activities and tasks in my English textbook have been designed by careful consideration of class size in Iran.</td>
<td>2.89</td>
<td>0.657</td>
</tr>
<tr>
<td>32</td>
<td>I feel that the successful completion of the lesson units in my English textbook gives me a feeling of achievement.</td>
<td>2.82</td>
<td>0.634</td>
</tr>
<tr>
<td></td>
<td>I think that English textbooks used at the high school level help learners to achieve the targeted goals.</td>
<td>4.57</td>
<td>0.548</td>
</tr>
<tr>
<td>33</td>
<td>The vocabulary items used in my English textbook are adequate.</td>
<td>2.53</td>
<td>0.627</td>
</tr>
<tr>
<td>34</td>
<td>The format, type of paper, print and pictures used in high school English textbooks are appealing to the learners.</td>
<td>4.48</td>
<td>0.532</td>
</tr>
<tr>
<td>35</td>
<td>The high school English textbooks employ language learning websites to offer students self-access, supplementary materials.</td>
<td>4.81</td>
<td>0.334</td>
</tr>
<tr>
<td>36</td>
<td>The high school English textbooks use relevant technologies which enable multimedia glosses (e.g. graphic, audio/visual, etc.) for reading and listening activities.</td>
<td>4.48</td>
<td>0.523</td>
</tr>
<tr>
<td>37</td>
<td>Materials used in high school English textbooks provide ample opportunities for peer interaction.</td>
<td>3.76</td>
<td>0.772</td>
</tr>
<tr>
<td>38</td>
<td>Activities and tasks in high school English textbooks make use of</td>
<td>3.88</td>
<td>0.705</td>
</tr>
</tbody>
</table>
"real English for real world".

40 I feel that the way a teacher handles an English textbook is very important to learning.

As table 3 depicts, the fact that the mean score of the majority of items for most of the prompts, (i.e., eleven out of fifteen items) was at least one standard deviation above the baseline implies that most of the learners disagreed with the claim that items related to monitoring and assessment in the new textbook sufficiently addressed the learners’ needs. Accordingly, similar to other sub-domains, it could be inferred that the learners had a negative attitude towards the items in the third sub-domain.

On the other hand, the mean and standard deviation values for items 31, 32, and 34, provided support for learners’ partial neutral attitude towards them showing that the activities in the new textbook satisfied with students’ vocabulary needs, class size, and feeling of achievement.

With regard to item 40, learners unanimously stated that teachers’ role in handling the textbooks is of great significance to them ($M=1.63$, $SD=0.623$). In addition, their most negative attitude towards item 36 conveyed that the targeted textbook does not accompany proper websites for enabling learners to access supplementary and self-access materials to enhance their language skills ($M=4.81$, $SD=0.334$).

Table 4 demonstrates the descriptive statistics concerning students’ attitudes towards all three features investigated through the questionnaire.

Table 4

Descriptive Statistics of the Students’ Attitudes for Different Features of the Questionnaire

<table>
<thead>
<tr>
<th>Features</th>
<th>Item No.</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content and Sequencing</td>
<td>1-12</td>
<td>3.55</td>
<td>0.424</td>
</tr>
<tr>
<td>Format and Presentation</td>
<td>13-25</td>
<td>3.43</td>
<td>0.419</td>
</tr>
<tr>
<td>Monitoring and Assessment</td>
<td>26-40</td>
<td>3.80</td>
<td>0.503</td>
</tr>
</tbody>
</table>

As can be seen in Table 4, monitoring and assessment yields the highest mean score, while format and presentation gets the lowest among the subdomains under scrutiny. It is clearly observed that the mean score for monitoring and assessment items on the questionnaire was 3.80, which means that there was a marked tendency among the learners to disagree with the proposition that the new textbook presented the best features of monitoring and assessment. As presented in Table 4, since the overall mean values for all sub-domains dominating the textbook evaluation were almost one standard deviation above the baseline (neutral scale 3), the learners did not seem to evaluate the textbook positively showing that the targeted textbook did not meet their levels of expectation.

3.2. Results Related to the Teachers’ Interview:
Obviously, the professional attitudes of experienced teachers can further unveil whether the multi-aspectual evaluation has been effective or not. This means that if the attitudinal results derived from both questionnaire and interview analyses were both supportive of the pedagogical efficiency of the new high school textbook, then it could be concluded that the overall evaluation had credibly and successfully estimated the pedagogical utility of the targeted textbook.

Regarding the significance of the interview, the recorded interview session was carefully analyzed with the purpose of theory testing. In this regard, the seven interview questions to address environment, needs, and principle dimensions of material design were employed to create triangulation. The respondents’ answers were analyzed through adopting a content analysis approach for investigating the frequency and percentage values of the responses which reflected the participants’ attitudes towards the efficacy of the new high school textbook for Iranian high school first graders. It was then revealed that the majority of the teachers disagreed with the prompts signaling the three sub-domains. The overall attitude of the teachers towards the book is illustrated graphically in Figure 2 below.

*Figure 2. Teachers’ attitude towards different features of the book based on the interviews’ results.*

As demonstrated in Figure 2, 55 percent of the teachers expressed their negative attitudes towards the textbook; however, only 30 percent of them agreed with the efficacy of the book in general. Notably, about 15 percent of the teachers adopted a neutral position in evaluating the book. Therefore, one can logically infer that the results obtained through the interview corroborated with those of the learners’ questionnaire. In other words, the findings of the interview validated the results obtained through the questionnaire manifesting that the multiaspectual critical evaluation of the *Prospect 1*, using the structured questionnaire, was a valid data collecting approach since there was a considerable concordance between teachers’ attitudes on interview and those of the learners on the questionnaire. This can prove that the new textbook needs revisions and modifications in order to meet learners’ and teachers’ needs and expectations.

4. Discussion and Conclusion

4.1. Research Question 1:

To what extent do high school first graders view the pedagogical appropriacy of *Prospect 1*?

Having considered the findings of the questionnaire, the pupils in this study did not seem to consider the textbook favorably. In fact, learners reported that the textbook was not successful in meeting their needs. With regard to the large number of learners responding the items on the questionnaire, they agreed that the textbook lacked a satisfactory language input on all the three sub-domains. For one thing, the learners were mostly dissatisfied with the sub-domain of monitoring and assessment which encompasses issues of lesson activities, exercises, and assessment tasks, peer interaction, supplementary materials, and multimedia gloss. The learners’ responses revealed that there might be a lack of variety in lesson activities of the textbook or a lack of sufficient activities which ensure learners’ comprehension. It was also stated that there was a need for progress tests which help revise learners’ previously learned
materials and prepare learners for the final exam. More importantly, the activities and tests needed to be modified in order to assist and prepare Iranian pupils for the National University Admission Test.

Generally, the findings of the study were consistent with those of Yarmohammadi (2002); Biria & Mehrabi (2015); Shah, Hassan, & Iqbal (2015); and Nguyen (2015) who maintained that the local English textbooks have not paid enough attention to the communicative aspects of language as well as a relevant balance between the skills. In the same way, Rodrigues (2005) claimed that learners need types of activities which ensure their engagement during the communication process such as information gap, problem-based exercises, consensus-building activities, and the type of activities that involve fluency, such as fluency circles, role-plays, ordering and sequencing activities, jigsaws, and presentations. The mentioned activities do not require a great repertoire of the target language since it is believed that learners can communicate, interact, and experience tangible language items during learning process.

4.2. Research Question 2:

Are high school teachers’ attitudes towards the pedagogical appropriacy of Prospect 1 consistent with those of high school first graders?

The experimental results of the interview demonstrated that teachers expressed their attitudes the local textbook’s deficiencies based on the factors Nation and Macalister (2010) found valid in material development. The teachers were not positive on most aspects of the textbook except for some minor factors. Regarding the monitoring and assessment sub-domain which yielded the highest mean score in the evaluation of the textbook, the teachers expressed their highest dissatisfaction unanimously. Accordingly, the findings of the study were not in accordance with those of Ahmadi & Derakhshan (2015), Golpour (2012), Guilani, Yasin, and T. Hua (2011), and Azizifar (2009) who found that English textbooks has succeeded in using a proper format of presenting language skills and activities such as listening, vocabulary, reading, writing, meaningful communication, etc. On the contrary, the results of this study corroborated the findings of Ahour, Towhidiyan and Saeidi (2014), Shabani and Nejad (2013), Alemi and Hesami (2013), Guilani et al. (2011), Riazi and Aryashokooh (2007), Jahangard (2007), Razmjoo (2007), Yarmohammadi (2002), who investigated that the English textbooks failed to provide learners with an appropriate format and presentation of language items, exercises, and activities.

Although, from the teachers’ point of view, parts of the format and presentation of the activities facilitated learners to produce language and made use of their previous knowledge, in the current study, the teachers’ responses to the interview revealed that there might be a poor distribution of language items such as grammar, vocabulary, reading, listening, speaking, and writing in each unit. It can be concluded from the interview results that the textbook lacked linkage between the units in terms of themes and functions. Indeed, the teachers’ views might be on the basis that the textbook’s activities were not complete and practical enough, particularly in listening and speaking tasks. They stated that Prospect 1 did not contain stimulating activities that could boost learners’ motivation. According to what Jahangard (2007) concluded, the need for the appealing, practical, and up-to-date exercises, topics, and lessons seems to be a crucial part of any material development. Similar to learners, teachers’ views revealed that they believed the activities in the textbook were not challenging enough to prepare learners well for their tests.

Teachers also strongly disagreed that the vocabulary, grammar, spelling, and discourse areas applied in the textbook were sufficient for their pupils, this might be because of the need for more related authentic input on each issue in order to enable learners to produce language appropriately. In the same way, Riazi & Aryashokooh’s (2007) study demonstrated that to ensure a better understanding, the focus of the vocabulary section should be on the combination of the words not the individual words. Accordingly, it was reported by teachers in the present study that the vocabulary exercises and speaking activities seem not to be sufficient for the EFL learners who have no exposure to the target language outside the
classroom. As with the speaking tasks, which were not truly communicative or even semi-communicative, the listening exercises did not seem practical because they were mostly practiced indirectly.

Moreover, the listening activities could be enhanced by more fruitful exercises such as prompts, listening grips, sentence completion, and matching exercises. Besides, the textbook might promote comprehension skills by adding activities that focus on features of input processing, comprehension questions on the main points of the text, and discussions which lead to a deeper understanding of the topic under review as well as production of the language. In the same vein, similar to the findings of Rezaeian and Zamanian (2014), the teachers’ ideas in the interview session revealed that although the textbook included more listening than the previous ones being taught, it has been disregarded that learners need to be exposed to a diverse range of accents and registers which enables them a deeper and better understanding while communication. Actually, it was noted that they believed more enriching input in reading, writing, listening, speaking, and grammar could attract learners’ attention to the target linguistic features.

According to the teachers’ attitude, the textbook lacks adequate reading skills and since reading is a primary source of learning vocabulary, grammar, discourse, etc. can assist learners with production of language output particularly in writing and speaking skills, in case that understanding and comprehension of the text can trigger learners’ background knowledge and accelerate learning new information and language input. As an important factor, in line with Rashidi and Kehtarfar’s (2014) study, the writing skill is somewhat overlooked in its true sense in case that it is mostly limited to the practice of grammatical and conversational sentences asking learners for some separate sentences. In all, the textbook analysis revealed that Prospect 1 was not conductive to the real language instruction and implementation. The findings of this study were in line with Nguyen (2015) who concluded that learners and teachers agreed on most parts of the textbook evaluation. Similar to Nguyen (2015), through the evaluation process in this study, it was inferred that both learners and teachers demanded for more daily life vocabulary which can facilitate their communication in the target language. Additionally, the two groups of participants announced their disagreement on the distribution of the four language skills. It was further concluded that they were quite unsatisfied with the way the textbook performed assessment activities so it did not fulfill their needs and expectation on the final tests results as well as preparation on the University National Admission Test, which is one of the paramount objectives of any Iranian high school student.

Actually, majority of the teachers reported that the textbook did not fulfill the desired elements of the curriculum design where the main purpose of a textbook is to serve the goals of the curriculum designers. The co-effectiveness of the textbook was not confirmed by the teachers since they reported they spent a lot of time on explaining the tasks which did not sound organized so well to allow learners make connections between what they already know and what they learn and find further opportunities to explore the content. Teachers also maintained that the most part of the content of the textbook does not sound satisfactory to them since the repetition of target language items was not sufficient to cover the required skills and strategies. In addition, it was found that the textbook’s aim to improve learners’ fluency in the skills was not successfully achieved.

As an indispensable part of an evaluation process, the content of the textbook has always been a vital part of curriculum design and development procedure. Based on what it was drawn from the findings of this study and Rodrigues’s (2015) study, the textbook did not cover the topics that provide an in-depth understanding of the content; moreover, the initial linguistic items did not succeed completely in building understanding upon learners’ previous knowledge. In fact, the content of the textbook did not allow for cycling and repetition of the language items to help attract learners’ attention to the target language constantly. Hence, the textbook might prove to be more successful in case of providing more
input processing for meaning and form as well as more authentic input manipulation by the use of comprehensible input that is essential to their language system. In the same vein, the findings of the study approved Ghorbani’s (2011) findings that concluded the high school textbook in Iranian context did not cover a balanced strategy of skills’ distribution. Indeed, Yarmohammadi (2002), Hosseini (2007), Ghorbani (2011), and Alavi (2013) also stated that the speaking and listening skills were totally ignored in EFL textbooks of Iranian schools.

It is remarkable to mention that the findings of the interview were in harmony with the results obtained from the questionnaire which determines the triangulation has led to reliable and valid results. Since the two instruments supported one another, it was manifested that the questionnaire and the interview have been successful in achieving the main purpose of this research which was a multiaspectral post-use evaluation of the newly designed high school textbook for first graders. In fact, the proposed framework was investigated to check the pedagogical fitness of the textbook with the current curriculum goals. Hence, the outcome of this research was previously endorsed by Tomlinson (2001) who maintained that post-use evaluation is the most practical since they provide the actual reflection of the materials on learners and teachers.

Finally, this study can be considered as one of the few attempts that have investigated the new high school EFL textbook in Iran from a multiaspectual evaluation perspective. The textbook’s true efficiencies and deficiencies can best be obtained through the attitudes of its users. Thus, the administrators, material designers, syllabus and curriculum designers, stakeholders, teachers, and professionals can gain insight to the facts by the first-hand evidence provided by the teachers and learners who have experienced the merits and demerits of the textbook. Currently, the material developers gain a wider insight into elements to be included and the extent of their emphasis in the textbook. In fact, modifying or revising the textbook can lead to enhancement of the overall language curriculum. Accordingly, the modifications can assist teachers with providing supplementary materials and additional sources to overcome the shortcomings of the textbook.

It might be useful to extend the practice stage in each section of the textbook to give learners more opportunities to use the target language. Besides, additional material can be provided for learners such as comic trips, authentic audio and video files, extra readings and story books, and picture stories to motivate learners and familiarize them with the real-life English in different contexts. Moreover, additional individual and choral speaking tasks such as giving reports, telling stories, giving short presentations, group discussions, role-plays, and chain activities can be applied to assist learners with their speaking skills and create an interactive situation that can improve learners’ communicative skills. In fact, making a balance in all the four skills can enable learners and teachers perform better in class. Moreover, the activities need to be flexible and suit learners’ level since they are beginners and too much information may change to a burden and demotivate them.

Additionally, progress tests might help learners get familiar with typical content and form of the exams, minimize their anxiety and stress on tests, motivate them to study, and help teachers find learners’ problems on each lesson. Finally, the teachers might be given some extra materials or have the authority to create supplementary materials to employ in accordance with the context and education policy of their school. This could help the teachers get engaged in the material development as well as evaluation of their work considering the needs and expectations of the learners.

REFERENCES


Appendix

Table 1

The Frequency and Percentage Values of High School Students’ Attitude towards the Content and Sequencing Sub-domain

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>F/P</th>
<th>Sa</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>Sd</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My English textbook provides the best possible coverage of content.</td>
<td>F</td>
<td>9</td>
<td>19</td>
<td>11</td>
<td>37</td>
<td>44</td>
<td>3.73</td>
<td>0.645</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P</td>
<td>7.5%</td>
<td>15.8%</td>
<td>9.2%</td>
<td>30.8%</td>
<td>36.7%</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>2</td>
<td>I think that my English textbook includes items that occur frequently in the language.</td>
<td>F</td>
<td>10</td>
<td>13</td>
<td>12</td>
<td>39</td>
<td>46</td>
<td>3.82</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.574</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The activities in my English textbook aim at improving the learners' fluency of language use in listening.</td>
<td>F</td>
<td>12</td>
<td>19</td>
<td>13</td>
<td>44</td>
<td>32</td>
<td>3.54</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.521</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I feel that the content in my English textbook provides the learners with the best return for their learning efforts.</td>
<td>F</td>
<td>2</td>
<td>13</td>
<td>11</td>
<td>23</td>
<td>71</td>
<td>4.23</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.632</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The Prospect 1 series teach learners how to become independent learners.</td>
<td>F</td>
<td>13</td>
<td>37</td>
<td>23</td>
<td>22</td>
<td>25</td>
<td>3.07</td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.574</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>My English textbook creates a lot of opportunities for retrieving items used in a variety of contexts.</td>
<td>F</td>
<td>17</td>
<td>25</td>
<td>18</td>
<td>15</td>
<td>45</td>
<td>3.38</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.565</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The repetition of target language items in my English textbook are adequate for the learners to give attention to the wanted items.</td>
<td>F</td>
<td>5</td>
<td>8</td>
<td>12</td>
<td>18</td>
<td>77</td>
<td>4.28</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.675</td>
<td></td>
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<tr>
<td>8</td>
<td>I feel that English course books for high school students cover the required skills &amp; strategies progressively.</td>
<td>FP</td>
<td>3</td>
<td>20</td>
<td>22</td>
<td>41</td>
<td>34</td>
<td>3.69</td>
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<tr>
<td>9</td>
<td>I feel that English textbooks for high school students have a desirable sequencing of language items.</td>
<td>F</td>
<td>7</td>
<td>16</td>
<td>19</td>
<td>24</td>
<td>54</td>
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<td>The activities in my English textbook aim at improving the learners' fluency of language use in writing.</td>
<td>F</td>
<td>11</td>
<td>15</td>
<td>15</td>
<td>21</td>
<td>58</td>
<td>3.83</td>
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<td>0.662</td>
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<tr>
<td>11</td>
<td>The way content is presented in my English textbook takes account of learners' readiness for learning.</td>
<td>F</td>
<td>25</td>
<td>41</td>
<td>22</td>
<td>23</td>
<td>9</td>
<td>2.58</td>
<td></td>
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</tr>
</tbody>
</table>
The exercises and activities in my English textbook have a logical ordering considering my needs.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>F/P</th>
<th>Sa</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>Sd</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>My English course book helps me to make use of my previous knowledge and experience.</td>
<td>F</td>
<td>6</td>
<td>26</td>
<td>16</td>
<td>47</td>
<td>25</td>
<td>3.49</td>
<td>0.502</td>
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<td></td>
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<td>21.7%</td>
<td>13.3%</td>
<td>39.2%</td>
<td>20.8</td>
<td>3.49</td>
<td>0.502</td>
</tr>
<tr>
<td>14</td>
<td>The activities in my English textbook aim at improving the learners' fluency of language use in speaking.</td>
<td>F</td>
<td>3</td>
<td>19</td>
<td>37</td>
<td>37</td>
<td>24</td>
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<td>0.473</td>
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<td>2.5%</td>
<td>15.8%</td>
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<td>30.8%</td>
<td>20%</td>
<td>3.50</td>
<td>0.473</td>
</tr>
<tr>
<td>15</td>
<td>Items in my English textbook are arranged in such a way that earlier learning facilities subsequent learning.</td>
<td>F</td>
<td>11</td>
<td>22</td>
<td>25</td>
<td>45</td>
<td>17</td>
<td>3.29</td>
<td>0.536</td>
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<td>9.2%</td>
<td>18.3%</td>
<td>20.8%</td>
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<td>14.2%</td>
<td>3.29</td>
<td>0.536</td>
</tr>
<tr>
<td>16</td>
<td>I feel that my English textbook contains enough interesting activities and exercises which boost the learners' motivation.</td>
<td>F</td>
<td>7</td>
<td>16</td>
<td>20</td>
<td>47</td>
<td>30</td>
<td>3.64</td>
<td>0.542</td>
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<td>13.3%</td>
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<td>25%</td>
<td>3.64</td>
<td>0.542</td>
</tr>
<tr>
<td>17</td>
<td>My English textbook has substantial quantities of comprehensive activities in</td>
<td>F</td>
<td>0</td>
<td>18</td>
<td>21</td>
<td>61</td>
<td>20</td>
<td>3.69</td>
<td>0.398</td>
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<td>P</td>
<td>0%</td>
<td>15%</td>
<td>17.5%</td>
<td>50.8%</td>
<td>16.7%</td>
<td>3.69</td>
<td>0.398</td>
</tr>
</tbody>
</table>

*SD: Strongly disagree; D: Disagree; U: Uncertain; A: Agree; SA: Strongly agree

Table 2

The Frequency and Percentage Values of High School Students' Attitude towards the Format and Presentation Subdomain

---

12
<table>
<thead>
<tr>
<th></th>
<th>My English textbook has substantial quantities of comprehensive activities in reading.</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>P</td>
<td>11.7%</td>
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<table>
<thead>
<tr>
<th></th>
<th>The activities in my English textbook aim at improving the learners' fluency of language use in reading.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>20</td>
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<td></td>
<td>P</td>
<td>16.7</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>The format of presenting activities in my English textbook forces the learners' to produce language.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>FP</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>5.8%</td>
<td>19.2%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>I feel that the activities and tasks in my English textbook engage the learners in focusing on second language sufficiently.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>P</td>
<td>5.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>My English textbook provides a substantial number of activities on all aspects of L2 like sounds, spelling, vocabulary, grammar, and discourse areas.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>1</td>
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<tr>
<td></td>
<td>P</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>I feel that the English textbook used at high school level creates a positive learners' attitude towards English and its speakers.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>P</td>
<td>15.8%</td>
</tr>
</tbody>
</table>
24. The high school English textbook caters to the needs of the learners with different learning styles.

F | P  
---|---
3% | 2.5%  
4% | 3.3%  
22% | 18.3%  
50% | 41.7%  
41% | 34.2%  

25. The format and presentation of activities in my English textbook provide a lot of opportunities for different learners.

F | P  
---|---
8% | 6.7%  
15% | 12.5%  
30% | 25%  
35% | 29.2%  
32% | 26.7%  

*SD: Strongly disagree; D: Disagree; U: Uncertain; A: Agree; SA: Strongly agree

Table 3

The Frequency and Percentage Values of High School Students’ Attitude towards Monitoring and Assessment Sub-domain

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Sa</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>Sd</th>
<th>Mean</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>26</td>
<td>I feel that the content and activities in my English textbook best fit the class time specified in the high school curriculum.</td>
<td>3</td>
<td>4</td>
<td>18</td>
<td>5</td>
<td>90</td>
<td>4.46</td>
<td>0.785</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.5%</td>
<td>3.3%</td>
<td>15%</td>
<td>4.2%</td>
<td>75%</td>
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<tr>
<td>27</td>
<td>I feel that the content and activities in my English textbook are well geared to the learners’ learning needs.</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>19</td>
<td>82</td>
<td>4.39</td>
<td>0.773</td>
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<td></td>
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<td>4.2%</td>
<td>5%</td>
<td>6.7%</td>
<td>15.8%</td>
<td>68.3%</td>
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<tr>
<td>28</td>
<td>I feel that the content and activities in my English textbook at high school level are designed based on careful consideration of existing teaching conditions.</td>
<td>9</td>
<td>11</td>
<td>13</td>
<td>21</td>
<td>66</td>
<td>4.03</td>
<td>0.791</td>
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<td>7.5%</td>
<td>9.2%</td>
<td>10.8%</td>
<td>17.5%</td>
<td>55%</td>
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<tr>
<td>29</td>
<td>I feel that the content and activities in high school English textbooks provide ample opportunities for assessment and self-directed learning.</td>
<td>6</td>
<td>22</td>
<td>10</td>
<td>25</td>
<td>57</td>
<td>3.87</td>
<td>0.699</td>
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<td>5%</td>
<td>18.3%</td>
<td>8.3%</td>
<td>20.8%</td>
<td>47.5%</td>
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<td></td>
</tr>
<tr>
<td>30</td>
<td>My English textbook provides me with helpful</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>20</td>
<td>83</td>
<td>4.48</td>
<td>0.782</td>
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<tr>
<td>31</td>
<td>I think that the activities and tasks in my English textbook have been designed by careful consideration of class size in Iran.</td>
<td>28</td>
<td>31</td>
<td>12</td>
<td>24</td>
<td>25</td>
<td>2.89</td>
<td>0.657</td>
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<td>23.3%</td>
<td>25.8%</td>
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<tr>
<td>32</td>
<td>I feel that the successful completion of the lesson units in my English textbook gives me a feeling of achievement.</td>
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<td>21</td>
<td>21</td>
<td>2.82</td>
<td>0.634</td>
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<td>20.8%</td>
<td>28.3%</td>
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<tr>
<td>33</td>
<td>I think that English textbooks used at the high school level help learners to achieve the targeted goals.</td>
<td>0</td>
<td>6</td>
<td>8</td>
<td>17</td>
<td>89</td>
<td>4.57</td>
<td>0.548</td>
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<tr>
<td>34</td>
<td>The vocabulary items used in my English textbook are adequate.</td>
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<td>34</td>
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<td>26</td>
<td>8</td>
<td>2.53</td>
<td>0.627</td>
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<td>26.7%</td>
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<tr>
<td>35</td>
<td>The format, type of paper, print and pictures used in high school English textbooks are appealing to the learners.</td>
<td>0</td>
<td>8</td>
<td>9</td>
<td>20</td>
<td>83</td>
<td>4.48</td>
<td>0.532</td>
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<td>6.7%</td>
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<tr>
<td>36</td>
<td>The high school English textbooks employ language learning websites to offer students self-access, supplementary materials.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>23</td>
<td>97</td>
<td>4.81</td>
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<td>0%</td>
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<tr>
<td>37</td>
<td>The high school English textbooks use relevant technologies which enable multimedia glosses (e.g. graphic, audio/visual, etc.) for reading and listening activities.</td>
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<td>10</td>
<td>8</td>
<td>16</td>
<td>86</td>
<td>4.48</td>
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<td></td>
<td>0%</td>
<td>8.3%</td>
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<tr>
<td>38</td>
<td>Materials used in high school English textbooks provide ample opportunities for peer interaction.</td>
<td>4</td>
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<td>21</td>
<td>46</td>
<td>3.76</td>
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### Activities and tasks in high school English textbooks make use of "real English for real world".

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<tr>
<td>39</td>
<td>Activities and tasks in high school English textbooks make use of &quot;real English for real world&quot;.</td>
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<td>18</td>
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</table>

### I feel that the way a teacher handles an English textbook is very important to learning.

<p>| | | | | | | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>40</td>
<td>I feel that the way a teacher handles an English textbook is very important to learning.</td>
<td>47</td>
<td>71</td>
<td>2</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

* SD: Strongly disagree; D: Disagree; U: Uncertain; A: Agree; SA: Strongly agree