

Evaluating ‘Q: Skills for Success’ from Students’ and Teachers’ Perspectives at the English Language Institute- Yanbu (YELI)

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Abstract

This article aims to evaluate ‘Q: Skills for Success’ 1 and 2 from teachers’ and students’ perspectives in the English Language Institute (YELI), the Royal Commission Colleges and Institutes (Yanbu). One of the goals of this study is to check whether this newly introduced coursebook is fairly appropriate for the preparatory year at YELI by comparing the results of evaluating this coursebook with findings of evaluating similar coursebooks in similar contexts. In order to answer the research questions, two questionnaires are administered to convenience samples from both teachers and students in YELI. The data are then statistically analyzed with the Statistical Packages for Social Sciences (SPSS). Descriptive statistics, t-test, one-way analysis of variance (ANOVA) are used. The study findings indicate that both teachers and students have highly positive attitudes towards both ‘Q: Skills for Success’ 1 and 2. Moreover, the findings shows that there is no significant difference between the participants’ perspectives according to gender difference. However, the results of ANOVA indicate that there are some significant differences between 001 and 002 students in their perspectives and attitudes towards the coursebook evaluated. Broadly, the study findings coincides with those of several similar/parallel studies in similar contexts.

Keywords: Q: Skills for Success, EFL/ESL, coursebook, materials evaluation

1. Introduction

A cornerstone in teaching English as a second or foreign language (ESL/EFL) is the use of coursebooks as the major tool in the classroom. Coursebooks often contain all that is needed, from learning objectives and activities for instructions, to assessment in the form of tasks and tests. Therefore, coursebooks play a key role in EFL/ESL classes by “providing useful ready-made material to both teachers and students” (Charalambous, 2011). In this sense, coursebooks are essential tools that make the roadmap, the resource, and the authority in the classroom. Consequently, evaluating coursebooks is one of the key factors that contribute to the success of teaching and learning in ESL/EFL classes. O’Neill (1982) gives four reasons for the use of coursebooks. First, most of the materials in coursebooks are often geared towards students’ needs, even in the case of global ones. Second, coursebooks give the students the chance to predict new lessons and to review the old ones. Third, coursebooks are usually practically well-presented in inexpensive form. Finally, well-designed coursebooks allow for adaptation by the teacher and offer the students the chance to create the necessary interaction in the class.

“Q: Skills for Success” is a six-level ESL/EFL series that claims to help students to think critically and succeed academically. The book has been used in the English Language Institute (YELI) in Royal Commission Colleges and Institutes-Yanbu (RCYCI) for the past few years. Until now, no research that evaluated the book from the teachers’ and students’ perspectives has been published. This is because “Q: Skills for Success” has had very short history of use. It should be noted that the series has been revised to suit culture and needs in the Saudi context.

1.1 Goals

EFL/ESL coursebooks cause some reactions, which often go between two different perspectives, “representing arguments and counterarguments” for using a coursebook in the classroom” (Radic-Bojanci and Topalov, 2016). One way of how to explore these arguments and counterarguments is to build a framework through which we could evaluate a particular coursebook that is used in a specific educational setting. To attain this goal, we ought to systematically analyze stakeholders’ perspectives and reactions towards the coursebook as one of key steps in the process of evaluation.

The purpose of this study is to explore teachers’ and students’ perspectives on “Q: Skills for Success” regarding significant relevant aspects. One of the goals is to check whether this newly introduced coursebook is perfectly appropriate for the preparatory year at YELI by comparing the results of evaluation here with findings of evaluating similar coursebooks in similar contexts.

1.2 Research Questions

Given the purpose of this study stated above, the present research answers the following three questions:

- 1) What are the students’ perspectives towards “Q: Skills for Success” in term of the key relevant features?

- 2) Are there any significant differences between the students' perspectives towards the coursebook according to gender and level of study?
- 3) What are the teachers' perspectives towards "Q: Skills for Success" in term of the key relevant features?

2. Relevant Previous Studies

Several studies have been done in the area of evaluating ESL/EFL coursebooks in different countries and various contexts. Below are five of the relevant previous studies from different countries that share similar contexts regarding language learning and teaching.

The first relevant research is Al-Nafisah and Al-Shorman's (2014) study on evaluating EFL materials taught at Saudi universities which aims at investigating instructors' perspectives on the "Interactions Series," which has been used at some Saudi universities for almost two decades. The researchers have developed a questionnaire to identify the instructors' perspectives on the coursebook in question. It consists of thirteen domains that cover almost all significant aspects: layout, design, subject, and content. Additionally, the survey includes an open-ended question which aims to explore the participants' recommendations to improve the whole series. The sample of the study consists of twenty-seven EFL male instructors at King Saud University during the first semester of the academic year 2012-2013. The research findings indicate that the participants believe "the Interactions Series" to be appropriate for teaching EFL for Saudi students at university. One of the key findings is that the series raises target students' motivation and interests to learn English. A major recommendation of the study was that instructors at King Saud University should perform content analysis to further adapt the coursebook for students' needs.

A second relevant previous study is Farsi and Sahrgard's (2014) study which deals with the 'World English series' from EFL learners' needs and teachers' perspectives in Iran. It should be noted here that this series had been taught in the English Language Institute in Yanbu (YELI) until it was replaced by 'Q: Skills for Success' in 2012. The instruments of data collection in this study are two questionnaires. The study participants consist of fourteen EFL instructors who have had rich experience of teaching the World English series, and a sample of fifty-nine male and female students who are taught this series. Tools of data analysis are descriptive statistics (percentages, means, and standard deviations) as well as inferential statistics (t-tests). The study findings indicate that from teachers' perspectives 'the World English series' is in the average range. However, from students' perspectives, the series is fairly excellent.

The third significant relevant study is Cakit's (2006) MA thesis which evaluates the effectiveness of "New Bridge to Success 3", designed by Ministry of National Education in Turkey as the coursebook for grade 9. The study assesses this coursebook from both teachers' and students' perspectives by eleven criteria. It employs mixed methods design, using a questionnaire administered to 336 students (to obtain quantitative data), and interviews for eight teachers (to collect qualitative data). Descriptive statistics are used to show how the students rate the coursebook regarding the relevant criteria. Data collected through interviews are transcribed to make them liable to techniques of content analysis. The results indicate that

both teachers and students have unfavorable attitudes towards “New Bridge to Success 3”. The study concludes that the reading passages in the book should be simplified in terms of both vocabulary load and structures. The majority of the students and almost all the teachers believe that the level of the coursebook is not appropriate for the particular age group. Data analysis also indicates that the relevant coursebook failed to appreciate the variant learning styles of the learners. However, one of the merits indicated in the study is that “New Bridge to Success 3” contains up-to-date artworks that might facilitate learning.

A fourth relevant research is Hashemi and Borhani’s (2012) study on evaluating materials for teaching English. Hashemi and Borhani’s study investigates the position of “Touchstone series” in the Iranian EFL context. The study sample involves forty experienced teachers, equally distributed according to gender. Their academic degrees range from BA to Ph.D., and their ages were between 24 and 35. A forty item questionnaire is used to elicit relevant data. Independent sample t-test is used to check the significance of the difference according to gender. Results indicate that “Touchstone series” is suitable and appropriate in EFL teaching and learning in Iran. As well, results show that there is no statistically significant difference in teachers’ perspectives towards the series according to gender difference.

Finally, a relevant previous research is Hammad’s (2014) study which aims to explore the attitudes of Palestinian EFL teachers’ attitudes towards diverse and significant features of the English coursebooks used at the first three grades of elementary school in Gaza, English for Palestine. Mixed-methods design was employed to collect quantitative and qualitative data in the present study. To collect quantitative data, a twenty-eight item questionnaire which include four basic domains: content, vocabulary and structures, exercises and questions, and teacher’s guide. Participants of the study are 70 teachers who have answered the questionnaires. To collect qualitative data, twelve teachers from the study participants are selected to conduct semi-structured interviews, which are then fully transcribed in Arabic. The transcribed data are coded and organized into several categories. Finally, the researcher compares the quantitative and qualitative data to validate the findings and results. The study findings indicate that the participants have highly positive attitudes towards the coursebooks explored in terms of their cultural appropriateness and relevance to students’ needs.

Though several studies have been conducted in the area; the present study makes a unique contribution to the body of research in evaluating EFL/ESL materials. There has been no research published yet that tackles the question of evaluating the “Q: Skills for Success” series from teachers’ or learners’ perspectives. This is why the present study could be seen as a ground-breaking project and a significant asset added to the body of the relevant literature.

3. Method

3.1 Study Design

This is a cross-sectional quantitative study that uses statistical analysis to explore the topic in question. In a cross-sectional design “the information about X and Y that is gathered represents what is going on at only one point in time” (Olsen and George, 2004, p. 7). Data are obtained through close-ended questionnaires, the detail of which are explained below.

3.2 Participants

A convenience sample of sixty six male students and forty four female students makes the first group of participants in this study. Their age is generally between 17 and 21; their levels of proficiency in English are in the range from A1 to B1. Furthermore, a sample of fifty six male and female teachers constitutes the second group of the study participants. These teachers hold degrees from BA to Ph.D.; their ages ranges from 20 to 60. They are from different nationalities, cultures, linguistic and educational backgrounds. Below is the distribution of participant teachers according to their educational background.

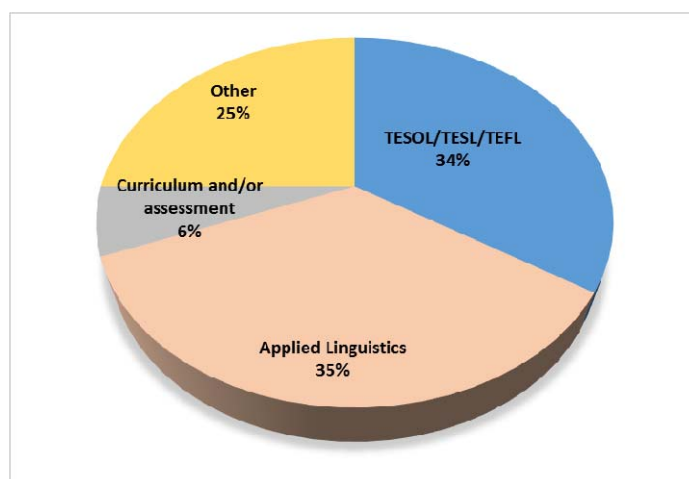


Figure 1. Distribution of Participant Teachers according to their Educational Background

3.3 Instruments of Data Collection

Instruments of data collection are two questionnaires which have been adapted from many sources to suit the goals of this study. Demir and Ertas' (2014) eclectic checklist for evaluating ELT coursebooks is one of the main sources of the questionnaires used in the present study.

A. Students' Questionnaire

This questionnaire focuses on the aspects of learning, layout and design, and friendly-user features of the book. It consists of twenty items. The three key domains of students' questionnaire are: practical considerations, layout and design, and language skills and contents. The questionnaire is translated into Arabic before it is administered to the target sample. Both teachers' and students' questionnaires are designed in line with the five point Likert scale (*Agree/Strongly agree/Neutral/Disagree and strongly disagree*).

B. Teachers' Questionnaire

This questionnaire focuses on the aspects of learning outcomes and teaching. It consists of twenty two items. The three key domains of this questionnaire are: coursebook and syllabus/specifications, layout/design and practical considerations, and language skills, contents, activities, and tasks.

3.4 Tools of Data Analysis

Results of the questionnaires are analyzed through the appropriate techniques and tests on SPSS. Descriptive statistics (percentages, means, and standard deviations) as well as inferential statistics (one sample t-test, independent samples t-test, and ANOVA) are used as the tools of data analysis.

4. Results and Discussion

4.1 Students' Perspectives on 'Q: Skills for Success': Comparing Means

For a holistic scoring of the students' questionnaire:

- 1) If a participant scores 75 and above that means the participant has a positive view of the coursebook.
- 2) If a participant scores 74 or below that means the participant has a negative or neutral view of the coursebook.

The tables below display the results of the t-test and ANOVA statistics for students' perspectives on 'Q: Skills for Success' after scoring the survey as an interval scale.

Table 1. Scores of Students' Perspectives- One Sample t-test Statistics

	N	Mean	SD	Sig. (2-tailed)
All students	110	77.52	12.9	.042
Male students	66	78.41	12.8	.034
Female students	44	76.20	13.03	.048

Table 1 above shows that the perspectives of all students (and the two groups of the students according to gender) are significantly higher than the cut point (75). Results of the t-test (.042 for all students, .034 for male students, and .000 for female students) are all significantly higher than the p-value .05. This means that students in the preparatory year have positive perspectives and favorable attitudes towards the coursebook. However, there are some differences regarding these positive perspectives on 'Q: Skills for Success' among the four groups in the study, as indicated in the tables below.

Table 2. *Descriptive Statistics for Students' Responses: All Groups*

	N	Mean	SD	Minimum	Maximum
001 Male Students	32	72.12	14.62	40.00	92.00
002 Male Students	34	84.32	6.86	65.00	92.00
00 1 Female Students	12	66.92	14.30	32.00	82.00
002 Female Students	32	79.67	10.83	48.00	92.00
Total	110	77.53	12.87	32.00	92.00

 Table 3. *ANOVA: Scores of Students' Perspectives*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4004.685	3	1334.895	10.065	
Within Groups	14058.733	106	132.630		.000

Table 3 shows there is a significant difference between the four groups of the study. The table below displays where the difference within occurs.

 Table 4. *Multiple Comparisons- Dependent Variable: Scores of Students' Perspectives*

(I) Students' Levels	(J) Students' Levels	Mean Difference (I-J)	Std. Error	Sig.
001 Male Students	002 Male Students	-12.19853*	2.84	.000
	00 1 Female Students	5.20833	3.90	.184
	002 Female Students	-7.56250*	2.88	.010
002 Male Students	001 Male Students	12.19853*	2.84	.000
	00 1 Female Students	17.40686*	3.87	.000
	002 Female Students	4.63603	2.84	.105
00 1 Female Students	001 Male Students	-5.20833	3.90	.184
	002 Male Students	-17.40686*	3.87	.000
	002 Female Students	-12.77083*	3.90	.001
002 Female Students	001 Male Students	7.56250*	2.88	.010
	002 Male Students	-4.63603	2.84	.105
	00 1 Female Students	12.77083*	3.90	.001

*. The mean difference is significant at the 0.05 level

As shown in the table 4 above, both 001 female and male students have significantly less favorable perspectives on the coursebooks. This might be attributed to the fact that 001 students are less familiar with the coursebook.

4.2 Students' Perspectives on 'Q: Skills for Success': A Detailed Analysis of the Questionnaire

Table 5. Detailed Results of Students' Questionnaire I

Key Domain	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Practical Considerations	1)The price of the textbook is reasonable.	44	32	12	12	10
	2)The textbook is easily accessible.	15	42	13	34	6
Mean		29.50	37.00	12.50	23.00	8.00

Table 5 illustrates how students' perspectives on 'Q: Skills for Success' are highly positive on the practical considerations of the coursebook as the means of responses 'Strongly Agree' and 'Agree' are 29.50 and 37.00 respectively. The table indicates that students' responses for the negative perspectives on the coursebook are significantly lesser than the percentages of positive responses: 23.00 for 'Disagree' and 8.00 for 'Strongly Disagree'.

Table 6. Detailed Results of Students' Questionnaire II

Key Domain	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Layout and Design	3)The layout and design of the book is appropriate and clear.	38	12	4	45	11
	4)The size of the book is convenient.	41	22	5	28	14
	5)The coursebook is effectively organized.	66	32	1	4	7
	6)The coursebook contains a detailed list of contents which helps me search for lessons and topics.	13	47	24	14	12
	7)Illustrations in the coursebook are diverse and attractive.	35	34	21	10	10
	8)The font size and type used in the book are appropriate.	48	22	23	12	5
Mean		40.17	28.17	13.00	18.80	9.80

Table 6 illustrates how students' perspectives on 'Q: Skills for Success' are highly positive on layout and design of the coursebook. The means of responses 'Strongly Agree' and 'Agree' are 40.17 and 28.17 respectively, and the means of students' responses for the negative perspectives on the coursebook are significantly lesser than the percentages of positive responses: 18.80 for 'Disagree' and 9.80 for 'Strongly Disagree'.

Table 7. Detailed Results of Students' Questionnaire III

Key Domain	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Language skills and contents	9)The paradigms used to introduce grammatical rules are clear and simple.	25	23	21	26	15
	10)Language items (e.g. vocabulary, etc.) are presented in context to make meaning clear.	14	21	34	23	18
	11)Texts and dialogues include new useful vocabulary and grammatical structures.	26	28	22	12	22
	12)The topics of the units in the coursebook are interesting and motivating.	28	36	24	2	20
	13)The activities and exercises in the coursebook increase my desire to learn English.	46	48	2	10	4
	14)The activities in the coursebook help me improve my writing skills.	42	12	24	20	12
	15)The speaking activities in the textbook provide me use English outside the classroom in daily life.	55	22	15	9	9
	16)I find the conversations that I listen through the tape- recorder clear and understandable	26	15	23	26	20
	17)The activities in the textbook sufficiently encourage group and pair work.	52	10	12	20	16
	18)I understand the instructions in the textbook easily.	46	22	12	12	18
	19)I can use the coursebook to study by myself independently.	42	20	12	23	13
	20)The activities in the coursebook help me evaluate what I have learnt.	32	28	16	12	22
Mean		36.17	23.75	18.08	16.25	15.75

Table 7 illustrates how students' perspectives on 'Q: Skills for Success' are highly positive on language skills and contents in the coursebook. The means of responses 'Strongly Agree' and 'Agree' are 36.17 and 23.75 respectively, and the means of students' responses for the negative perspectives on the coursebook are significantly lesser than the percentages of positive responses: 16.25 for 'Disagree' and 15.75 for 'Strongly Disagree'.

4.3 Teachers' Perspectives on 'Q: Skills for Success': Comparing Means

In this study fifty six teachers in the English Language Institute (YELI) have responded to teachers' questionnaire which is one of the instruments of data collection. Below is the percentages of teachers' responses regarding 'Q: Skills for Success' 1, 2, or both.

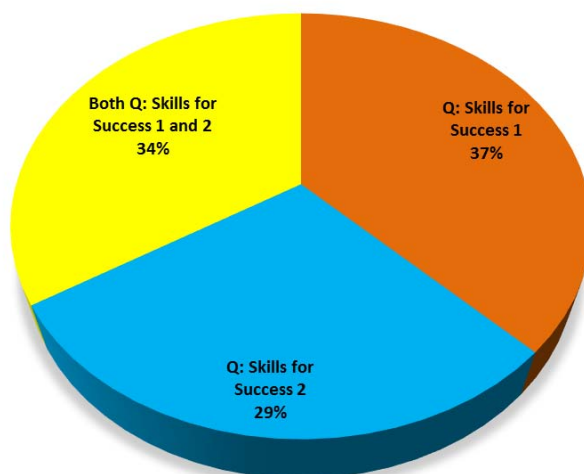


Figure 2. Percentages of Teachers' Responses 'Q: Skills for Success' 1, 2, or Both

For a holistic scoring of the teachers' questionnaire:

- 1) If a participant scores 80 and above that means the participant has a positive view of the coursebook.
- 2) If a participant scores 80 or below that means the participant has a negative view of the coursebook.

The tables below display the results of the t-test statistics for teachers' perspectives on 'Q: Skills for Success' after scoring the survey as an interval scale.

Table 8. Teachers' Perspectives-One-Sample t-test

	N	Mean	SD	Sig. (2-tailed)
Scores of Teachers' Perspectives	56	85.9286	6.64928	.000

Table 6 above shows that the perspectives of all teachers (male and female) are significantly higher than the cut point (80). Results of the t-test .000 is significantly higher than the p-value .05. This means that teachers of the preparatory year in the English Language Institute (YELI) have positive perspectives and favorable attitudes towards the coursebook. Furthermore, the independent-samples t-test shows there is no significant difference between those positive perspectives of teachers according to gender difference.

Table 9. Teachers' Perspectives: Group Statistics

	Teachers Responses Across Gender	N	Mean	SD
Scores of Teachers' Perspectives	Female	15	88.67	5.79
	Male	41	84.93	6.72

Table 10. Teachers' Perspectives: Independent Samples t-test

		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
Scores of Equal Teachers' Perspectives	variances assumed	1.908	55	.062	3.74

Table 10 shows that the significance value (.062) is greater than the p-value (.05), and this means the perspectives of both male and female teachers are almost similar and equally positive.

4.4 Teachers' Perspectives on 'Q: Skills for Success': A Detailed Analysis of the Questionnaire

Table 11. Detailed Results of Teachers' Questionnaire I

Key Domains	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Coursebook and syllabus/specifications	1) The coursebook is appropriate for the language-learning aims of the prep year program.	32	14	4	2	4
	2) The coursebook matches the specifications of the syllabus.	36	12	2	4	2
Mean		30.41	15.77	4.00	3.27	2.55

Table 11 illustrates how students' perspectives on 'Q: Skills for Success' are highly positive on coursebook and syllabus/specifications of the coursebook as the means of responses 'Strongly Agree' and 'Agree' are 30.41 and 15.77 respectively. The table indicates that students' responses for the negative perspectives on the coursebook are significantly lesser than the percentages of positive responses: 3.27 for 'Disagree' and 2.55 for 'Strongly Disagree'.

Table 12. Detailed Results of Teachers' Questionnaire II

Key Domain	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Layout/design and practical considerations	3) The layout and design of the book is appropriate and clear.	31	15	4	4	2
	4) The coursebook is effectively organized.	26	19	5	4	2
	5) The lessons in the textbook are well-linked with each other.	30	16	4	4	2
	6) The coursebook contains a detailed list of contents.	23	24	3	5	1
	7) Illustrations in the coursebook are diverse and informative.	25	22	5	2	2
	8) The coursebook has supporting online materials/tests.	26	18	6	4	2
Mean		30.41	15.77	4.00	3.27	2.55

Table 12 illustrates how students' perspectives on 'Q: Skills for Success' are highly positive on layout/design and practical considerations of the coursebook. The means of responses 'Strongly Agree' and 'Agree' are 30.41 and 15.77 respectively, and the means of students' responses for the negative perspectives on the coursebook are significantly lesser than the percentages of positive responses: 3.27 for 'Disagree' and 2.55 for 'Strongly Disagree'.

Table 13. Detailed Results of Teachers' Questionnaire III

Key Domains	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Language skills, contents, activities, and tasks	9)The paradigms used to introduce grammatical rules are clear and simple.	28	16	6	4	2
	10) Language items (e.g. vocabulary, etc.) are presented in context to make meaning clear.	34	14	2	4	2
	11)Texts and dialogues include new useful vocabulary and grammatical structures.	36	10	4	2	4
	12)The activities in the coursebook are sufficiently communicative and meaningful.	24	23	3	5	1
	13)The language of the coursebook is fairly	32	14	4	4	2

authentic.					
14)The activities in the coursebook promote development of study skills (note taking, self-study, etc.).	30	16	4	4	2
15)The activities in the coursebooks incorporate individual, pair and group work.	32	12	6	2	4
16)The amount of listening, speaking, reading and writing in tasks and activities in the coursebook is distributed appropriately.	30	16	4	2	4
17)Activities in the coursebook can work well with the most innovative methods and techniques in ELT.	30	16	4	4	2
18)The coursebook contains a lot of interactive and task-based activities that require students to use new vocabulary to communicate in the target language.	36	10	4	2	4
19)Activities in the coursebook apply to a diversity of student abilities, interests and learning styles.	34	12	4	2	4
20)The thematic contents of the coursebook are culturally appropriate to the target learners at RCYCI.	26	20	4	4	2
21)The coursebook contains a wide range of different texts with a variety of appropriate subjects and themes.	30	16	4	2	4
22)The thematic content in the coursebook is free from any kind of discrimination (gender, race, religion, etc.)	38	12	2	2	2
Mean	30.41	15.77	4.00	3.27	2.55

Table 13 shows how teachers' perspectives on 'Q: Skills for Success', like students' perspectives, are highly positive on language skills, contents, activities, and tasks as the means of responses 'Strongly Agree' and 'Agree' are 30.41 and 15.77 respectively. The means of students' responses for the negative perspectives on the coursebook are significantly less than those of the positive responses: 3.27 for 'Disagree' and 2.55 for 'Strongly Disagree'. The pie chart below visually displays these facts.

5. Conclusions

5.1 Summary of Findings

The purpose of this study is to explore students' and teachers' perspectives on "Q: Skills for Success" regarding the significant relevant aspects in evaluating EFL/ESL coursebooks. One of the goals of this study is to check whether this newly introduced coursebook is perfectly appropriate for the preparatory year at YELI by comparing the results of evaluation here with findings of evaluating similar coursebooks in similar contexts. In this cross-sectional quantitative research two questionnaires are designed and administered to convenience samples of fifty six teachers and one hundred and ten students (male and female) to elicit their perspectives and attitudes towards the coursebook. The results of this cross-sectional survey indicates that both teachers and students had highly positive attitudes towards both 'Q: Skills for Success' 1 and 2. As well, the findings show that there is no significant difference between the participants' perspectives according to gender difference. However, 001 and 002 students showed some differences in their perspectives towards the coursebook. Study findings show that 001 level have less positive perspectives towards 'Q: Skills for Success'.

Overall, the study findings reveal that students' and teachers' perspectives on 'Q: Skills for Success' are highly positive. Using it as the coursebook in the preparatory year is well-defended by the favorable attitudes the book received in terms of the significant aspects evaluated in this research.

5.2 Limitations of the Study

A key limitation of this study is the type of research design employed. Because of time limitation, for this article is originally my senior project in summer semester 2018, the quantitative cross-sectional design used could not cover all aspects of evaluating the coursebook in question. If a mixed methods design had been used in this study that would have yielded deeper and richer data that would provide much deeper insights. Had questionnaire results been followed up by opened-ended interviews with teachers and students, the results would have been more accurate and more reliable regarding the participants' perspectives.

5.3 Recommendations

In the light of the findings and the limitations of this research, it is recommended that further studies should be done to evaluate 'Q: Skills for Success'. Future research should employ mixed-methods design which involves collecting and analyzing both quantitative and qualitative data in a single study to better evaluate the coursebook in question. Use of a qualitative design will allow the use of more techniques and methods such as content analysis and open-ended interviews with participants. Furthermore, it is recommended that future studies use longitudinal techniques, which means that the evaluation would be done over a whole academic year or semester, not just at one point of time.

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