The course content and materials used in Oral Communication Skills II course: students' perspectives

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Abstract

Assessment and evaluation of any course content are the vital components of education policy in any field of education. To learn about alearners' existing situation, their needs and expectations, how much they have achieved in a given course, what should be readapted, eliminated or changed in the syllabus etc. can be highlighted through assessment and evaluation. There are a number of ways in which assessment and evaluation can be implemented and developed depending on many factors and intentions of the researchers. One of the ways is students' reflections on the course. In this study, it is aimed to evaluate the efficiency of the course content and material exploited in English for Academic Purposes – EAP- course for Oral Communication Skills II. The evaluation was based on the students' reflection on the course. Most of the students reflected positive views on the course content, though few criticized the course materials. As regards the students' expectations, some applications in the course have been reviewed.

Keywords: syllabus, course content, English for Academic Purposes (EAP), assessment, evaluation, materials

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Introduction

ESP has become a great field of interest for the past 40 years. Expatriate teachers (British, North American, Australian) led projects in some parts of the world (Middle East, Iran, Kuwait, and Saudi Arabia) thus ESP activity started to be discussed in a broader perspective (Dudley-Evans &St John,2005). Hutchinson and Waters (1987) gave a different direction to ESP. They suggested that ESP doesn't involve a particular kind of language, teaching material and methodology. They questioned the reason why learners need to learn a foreign language.

To accomplish the course objectives in an ESP course, there are some vital steps to be applied. These are the needs analysis and evaluation, choosing or generating appropriate materials, deciding on the teaching methodology, assessment, and evaluation (Dudley-Evans & St John, 2005). Actually assessment and evaluation are interrelated but the applications may vary. Evaluation is making decisions about the value of the program/course. However, assessment is measuring a program. Hutchinson and Waters (1987)proposed two levels of evaluation. These are learner assessment and course evaluation. For learner assessment three basic types of assessments are proposed. These are placement tests, achievement tests, and proficiency test. As regards the course evaluation suggested by Hutchinson and Waters (1987), four main aspects of ESP course are considered. These are:

a) What should be evaluated?
b) How can ESP courses be evaluated?
c) Who should be involved in the evaluation?
d) When should evaluation take place?

The above listed aspects were taken into consideration in this study. It was aimed to evaluate the course content and materials by taking the students' views through an interview and a questionnaire. The questionnaire and the interview were applied after the Oral Communication II (an EAP course) was over, at the end of the term (12 weeks, per 3 hours a week).

Theoretical review

Gravestock and Gregor-Greenleaf (2008)state that for accurate evaluation, students should be given enough and decent information in order to obtain useful and appropriate responses. Another point suggested by Gravestock and Gregor-Greenleaf (2008) is providing students with access to evaluation results. However, it is pointed that this can lead to some undesired consequences such as comparisons between the courses or instructors. They also argue that students should be assisted for comprehending the value of the evaluation process so that evaluation can improve students' faith in evaluation.

Courses are evaluated and the results are discussed in terms of the anticipated conclusions reached after the needs analysis. Course evaluation is an essential application in EAP programs. Course evaluation is also valid for ESP courses in terms of followed syllabus, materials, and adopted methodology. Evaluation can be formative and summative (Dudley-Evans& St John, 2005). Formative evaluation takes place during the term (also named as ongoing evaluation). The purpose is to shape the course and conduct any changes or

adaptations while the course is running. However, the summative one is conducted at the end of the term. This kind of evaluation aims to gather data and reach conclusions to check the impact of the course on the learners who took it. By using interviews, questionnaires, surveys etc., the course instructor may collect valuable data and if needed readapt the course material, teaching methodology, activity type, course content etc. (Dörnyei, 2007). Evaluation is a general recheck of the goals referring back to the needs analysis conducted at the beginning of the term (Momeni&Rasekh, 2012).

It is also suggested that carrying out the evaluation matters in terms who conducts it (Momeni & Rasekh, 2012). What matters is whether it is carried out by insider or outsider. It is stated that the outsider may be more objective, free from prejudice or local pressure. The insider may not be reliable enough for administrative decisions. However, the best and most effective evaluation is the one conducted by the course teacher himself/herself in informal, subjective way. Momeni and Rasekh (2012) suggest that evaluation can be done by the use of questionnaires, check lists, or rating scales. On the other hand, questionnaires should be valid in terms of meeting the given conditions and also matching the course content.

The present study also tries to assess the effectiveness of the course content and materials, particularly the course book. Studies suggest that many textbooks are valued to understate the enormous disciplinary variation in style and language (Hardwood, 2005). There is a severe criticism that EAP textbook writers rely on intuition or folk beliefs when they describe academic discourse norms rather than meeting authentic needs in a given ESP/EAP field. However, Harwood (2005) also discusses the advantageous features of commercial materials like course books. He states that those materials are based on the systematic balanced syllabuses. On the other hand, teacher's photocopies are not structured in that way. Teacher- produced materials are mostly generated week by week and do not have an overall course plan. The textbook is much more organized and reduces the chances of learning gaps and the learners are aware where the course is going since they clearly see the structure throughout(Harwood, 2005).

Byrd (2001) explains the fit between the textbooks and the texts. She states that the textbooks should not only have the content demanded by the curriculum but also meet the learners' needs. She proposed three major elements of a textbook: content (and explanations), examples, exercises or tasks. Additionally, there are lots of graphical elements like print size, style, white space, illustrations etc. In this sense, when any textbook is selected, a precise evaluation should be carried out. Byrd (2001: 417) proposes some questions to be answered.

1. **Questions to be answered for content:** Is the content going to appeal to students' interest and be useful? Is there any chance that the content could be offensive or inappropriate for its intended audience? Do the explanations work for these learners?
2. **Questions to be answered for examples:** Are the examples appropriate to the lives and interests of the students? Do the examples fit closely with the concepts they are supposed to be explaining?

3. **Questions to be answered for exercises / tasks:** Do the exercises or tasks provide enough variety to meet the needs of different kind of learners in the class? Will they be of interest to the students?

4. **Questions to be answered for format:** Does the book look right for these students? Are the illustrations and other graphical and design elements appropriate for their age and educational level? Is the printed text easy to read and appropriate for their reading level. Is the mix between print and white space balanced so that the readability is enhanced and appropriate? Does the book have an index, appendices, or other section that are useable by students? Is the book well constructed – will it last a term of hard use by students?

Content and material evaluation is an essential phase in any school course. Reliable results can enhance redesigning the course material and content as well as many other effective factors like physical environment, classroom equipment, course time, teacher's methodology and performance etc.

The study

Research questions

The study aims to conduct a course content and material evaluation in order to examine the ELT students' satisfaction with the course material covered in Communication Skills II.To implement the mentioned above aim, the following research questions were formed:

1. *Are ELT students of Trakya University Faculty of Education satisfied with course content used in Oral Communication Skills II*

   - *What are the most effective topics in the course content?*
   - *Is the content and organisation clear?*
   - *Are the activities and tasks included in the topics useful?*

2. *Are ELT students of Trakya University Faculty of Education satisfied with course material used in Oral Communication Skills II*

Methodology and instruments

Two different instruments were used to collect data; a questionnaire and a short interview. The questionnaire (see Appendix I)was prepared to evaluate the course content and used course material during the term. There were 28 items and 4 parts. Actually, there is one more part where three more items were included. This part was demographic information about the students' age and gender. The first part included information about the studied topics in the course content. The second part included only three questions and examined the course content and its organization in general. The third part was about the activities and tasks included into the course and their efficiency. And the final part was designed for evaluating the efficiency of the course book.

At the interview session,10 students who were randomly selected were asked an open ended question. The question was "*What would you change in terms of the content and course material at oral communication skills course?*"The answers were manually recorded by the course instructor.

Setting and participants

The questionnaire was administered on 69(27 male and 42 female) first year students attending the ELT department at a Turkish university. The study was carried out after the 12-week Oral Communication course. The course is held once a week for three hours.The aim of the course is outlined below:

- Speaking spontaneously by responding to open ended questions which do not require specialist knowledge
- Discussing questions by stating individual opinions to validate the proposed point
- Speaking by using the content vocabulary covered in the covered article reading
- Giving short presentations (6-8 min.) by following the pre-thought format (thesis statement, introduction, main body, conclusion) and using topic related visuals

Findings

As it was mentioned above, the questionnaire consists of 4 parts and the one additional section about the demographic information about the participants. Depending on the demographic section, the following data were obtained: out of 69 participants, 27 were male and 42 female students at the ages of 18-22.

The first part of the questionnaire evaluates the units to be followed in the twelve-week oral communication course syllabus. The topics were taken from the course book *Newspaper Articles to Get Teenagers Talking*, *Timesaver* by Dainty (2006). The purpose was toelicit data about the first sub-question "*What are the most effective topics in the course content*". The students studied each unit in the course and they were asked to reflect on how much these topics contributed to their interest. The students were asked to rate the topics.

Table 1

Evaluation of Course Topics

	Unit topics covered weekly	**Totally agree**		**Agree**		**Undecided**		**Disagree**		**Totally disagree**	
		f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
1.	Disciplining children- article: *Should smacking ban get backing?*	10	14,5	27	39,1	22	31,9	5	7,2	5	7,2
2.	International companies - article: *How the Indian call centre makes you feel at home*	4	5,8	21	30,4	27	39,1	12	17,4	5	7,2
3.	Money matters - article: *Pizza man gives away his millions*	7	10,1	27	39,1	27	39,1	8	11,6	-	-
4.	From teacher to plumber – article: *Skint boffin quits to be rich plumber*	19	27,5	17	24,6	19	27,5	10	14,5	4	5,8
5.	Does punctuation matter – article: *Never mind the punctuation , look at our low prices*	18	26,1	17	24,6	13	18,8	12	17,4	9	13,0
6.	Does prison work – article: *Italian crooks are helping with enquires*	10	14,5	22	31,9	23	33,3	11	15,9	3	4,3
7.	The island doctor - article: *A new life on Jura*										

	is just what the doctor ordered	15	21,7	26	37,7	14	20,3	12	17,4	2	2,9
8.	A man's job – article: *Gondoliers sink hopes of first woman driver*	18	26,1	21	30,4	15	21,7	12	17,4	3	4,3
9.	The school day – article: *Lessons leave no time for play in Seoul*	17	24,6	13	18,8	24	34,8	11	15,9	4	5,8
10.	Bullies at school – article: *12 ways to beat bullies*	24	34,8	27	39,1	9	13,0	5	7,2	4	5,8
11.	New foods - article: *Sweet strawmato is pick of the crop*	11	15,9	13	18,8	25	36,2	15	21,7	5	7,2
12.	Too old to have children – article: *Older Mum Not so Bad*	15	21,7	14	20,3	27	39,1	9	13,0	4	5,8

Table 1 displays the rating by the students in order to sort out the beneficial and efficient topics and to detect the one(s) that didn't appeal to the students' wants and interest. Most of the items were rated above 50% in positive manner. That is, out of 12 items, only 4 were rated between 35% and 43% in positive manner. The students rated the other 8 units much higher in positive manner (between 49% and 74%). For example item 2, in which the topic was *International Companies,* was rated in positive manner by only 36 %, and for the same item, 39 % declared that they stayed undecided. On the other hand, item 10, *Bullies at school*, were rated positively by most of the students (74%).

The second part of the questionnaire tried to find out how clear the content and organisation were. The purpose was to elicit data related to the second sub-question "*Is the content and organisation clear?"*. There were only three items. The findings are displayed in Table 2

Evaluation of Course Content

Language skills	Totally agree		Agree		Undecided		Disagree		Totally disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
13. The course objectives were clear	19	27,5	27	39,1	21	30,4	--	--	2	2,9
14. The course workload was manageable	14	20,3	40	58,0	9	13,0	6 –	8,7	--	--
15. The course was well organized	34	49,3	21	30,4	10	14,5	3	4,3	1	1,4

As indicated in the table, the participants declared positive attitudes toward the course objectives (67%). That reveals that the set objectives were clear and most of the students were aware of what they should achieve in the classroom.Again the vast majority of the students (78%) declared positive ideas about the course workload, assigned tasks and projects. And the great majority (80 %)stated that the course was well organized. This reveals that the course material and content were satisfactory for their expectations in a general perspective.

Part 3 focused on the activities and tasks that were implemented by the students.The purpose was to gather data for the third sub-question "*Are the activities and tasks included in the topics useful?*".The findings are displayed Table 3.

Table 3

Evaluation of Tasks and Activities

I find...........	Totally agree		Agree		Undecided		Disagree		Totally disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
16............. the open-ended questions for reading comprehension useful.	24	34,8	24	34,8	18	26,1	1	1,4	2	2,9
17. .... the glossary listed in every unit beneficial.	23	33,3	32	46,4	10	14,5	4	5,8	--	--
18............. the *true-false* questions for reading comprehension beneficial.	27	39,1	23	33,3	14	20,3	5	7,2	--	--
19. ....the vocabulary guessing activities for the development of vocabulary useful.	29	42,0	22	31,9	11	15,9	5	7,2	2	2,9
20. ....the discussion activities useful.	30	43,5	17	24,6	15	21,7	3	4,3	4	5,8
21. ....the speaking tasks beneficial to develop my presentation ability.	36	52,2	23	33,3	4	5,8	6	8,7	--	--
22. ....the *useful languagebox* given before the discussion activity beneficial.	31	44,9	13	18,8	19	27,5	4	5,8	2	2,9

Most of the students (70%) declared that the comprehension check questions were useful. Before the reading articles there is a glossary to be checked and 80% students reflected positive manner on the glossary placed in each unit and found it beneficial. Similarly, for the vocabulary guessing activities (item 19), most of the students (74%) stated that such activities were useful for the vocabulary development. After the reading section there is a discussion part in each unit and item 20focused on that component. 78% of the students rated this section as useful, since it directly related to creative and spontaneous speech. Item 21 questioned the efficiency of speaking tasks on the development of presentation skill. 80% of the students declared that those tasks were beneficial and they had positive effect on the students. Before discussion section, the course material in every unit includes *useful language* part (phrases, idioms, colloquial expressions, etc)for discussion. And item 22 tried to find out whether this section was useful. Most of the students (64%) declared positive opinionson this item; that is, this section was beneficial as well.

In Part 4 of the questionnaire, it was aimed to gather information about the course material. The data were assumed to be supportive to highlight the second research question of the study "*Are ELT students of Trakya University Faculty of Education satisfied with course material used in Oral Communication Skills II?*"There are 6 items listed in Table 4 below:

Table 4

Course Material Evaluation

I would rather	Totally agree		Agree		Undecided		Disagree		Totally disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
23. ....the course book is colourful rather than a black and white copy	22	31,9	14	20,3	11	15,9	8	11,6	14	20,3
24. ....have some listening activities incorporated in the units	11	15,9	15	21,7	23	33,3	16	23,2	4	5,8
25. .....read shorter articles	20	29,0	17	24,6	15	21,7	8	11,6	9	13,0
26. ....watch some videos related to each unit	37	53,6	15	21,7	6	8,7	7	10,1	4	5,8
27. .....have a different course book which is more relevant and useful	20	29,0	17	24,6	15	21,7	10	14,5	7	10,1

	Very important		Important		Undecided		Not much important		Not important *f*	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*%*	
28 . How important do you think is the course material on your individual success?	33	47,8	28	40,6	5	7,2	3 –	4,3	--	--

(Some students responded to this additional sub-question of item 28)

-Please explain the choice you have indicated in one or two sentences.

-There are many discussion questions in every unit. We discuss before we do reading activity... and after it. There are some other discussion questions. We first speak in pairs.. after a few minutes we have a whole class discussion.. our teacher help when we have problems.

- Especially the book is useful. We can study at home before class and after school... especially I practice new words and some idioms.
- I like watching series. I watch them in English. Perhaps in speaking classes we can watch some episodes. Some of my friends also want to watch.

- I think the teacher is very important not the book... when I like the teacher I am more interested and hardworking in the class.

- I learn new things happening in the world. The articles in the book are giving information about events in the world.

-I learn new words and especially some idioms that native speakers use.

As displayed in the table, item 23 focused on the visual quality of the course book. Nearly half of the students (52%) declared that having a colourful course book is a better choice. The rest were undecided or negative towards this point. And more than half of the students preferred reading shorter articles (54%). When they were questioned about watching videos(item 26), 75% of the students declared positive manner. And more than half of the students (54%) stated that they would prefer another course book which is more relevant and useful (item27).

Item 28 searched for the impact of the course material on the students' success. Most of the students (88%) declared that the course material was an essential factor on their success. There was an open ended question following item 28. Only 23 out of 69 students responded to this open-ended question. For instance, one of the students stated that the course material was an important prompter in speaking classes to give novel ideas and initiate discussions. Some students evaluated the course material as a learning assistant, enhancing the teaching learning process. Some other students proposed that visual materials were very effective. One student proposed that the teacher was much more important than the course material. Another one stated that course material was a good source for learning the colloquial expressions. And

another stated that reading the articles increased their world knowledge. It can be concluded that the students had an idea on how the course material affected their learning.

Another instrument used to collect data was the student interview. The students were asked a single question related to any change they would like to have in the content or course material. The addressed question was *"Are you satisfied with course material used in Oral Communication Skills II and do you want any changes in the material"?*This question was to gather additional data for the second research question *"Are ELT students of Trakya University Faculty of Education satisfied with course material used in Oral Communication Skills II".*10 students were interviewed and the findings are as follows:

Students' raw data obtained from the interview

A:*...The discussion question we answer after we read the article are directly related to the topic... it is good to have some other related question we can choose to speak.... sometime I feel I have nothing to say about the topic.... for example I don't know about prison life and prisoners much and we had to speak about it... it was boring for me...*

B:*...Some units' topics are boring... I am not interested and motivated in the course when the topic I speak about is not interesting... learning new vocabulary and using them is good but some topics are old fashioned....may be more technology and topics we discuss music can be good idea...*

C:*... I like the topics... they are real life events... I think am happy to discuss these topics... I learn new words and idioms... but I find some words useless to learn... for example last week I learned a word "tweak"... but I am not sure I will use it when speaking....*

D: *I don't like the last lesson because it time for us to go and make a presentation... it is very stressful and when it is my turn I am nervous and afraid because I can say something stupid or forget what to say next...Sometimes I don't want to join the last class, especially when I am not prepared. I know we have to make presentations because we will be English teachers .... public speaking is important....but I still don't want to go in front of the class and present... The book is good I think...*

E: *It is speaking class... we can watch more videos or films... we can speak abbot them... we can learn new words... hear the right pronunciation...yes... I want to improve my pronunciation... so watching or listening English people speaking is good... I also want to have a native teacher....*

F: *The book is good... most topics are interesting but we can speak more about daily issues, student problems... inventions, and social relations. In the course I learn new words and I try to use them when I speak...*

G: *Yes .. I like the course and the book is not difficult... what can be different is the book can contain more drawings and pictures and maybe can be more colourful... I think colours and pictures is important... they motivate me ...*

H:*I like the course... I'm happy with the instructor.. and the book is fine... I like public speaking and I often prepare a presentation at home and present ... but most of my friends are nervous the day... on the day they will give presentations. I have more self-confidence now...*

in the beginning of the course I wasn't very good at presenting. Now... I'm not very nervous before presentations.

I: Every week we need to be ready to make a short presentation... this..difficult and tiring... when I am not prepared I don't want to attend classes...I feel low but I like speaking classes... and we can watch movies sometimes...

J:.. The book is OK but the articles we read are old.. I mean they are stories .. may be 7-8 year old..I am interested in technology and it is very different ... I mean 2-3 years is long time in technology ... I remember a question about writing a letter.. actually... nobody write letter today... also in the class we can watch videos and talk about them..actors, special effects.. etc.

Referring to the raw data obtained as a result of the interview, the students focused on the following points about the course materials. The main material, The Course Book (*Newspaper Articles to get Teenagers Talking*, Timesaver), was assumed to be a good source of vocabulary enrichment. Although the activities in the units initiated speaking and negotiating issues, some students stated that some of the reading articles are not up-to-date and some topics are ridiculous. Another student similarly explained that some of the discussion points were on topics with which they were not familiar; for instance, talking about prisoners and prison life. Nearly half of the students pointed out that the book was good; however, some of them suggested that it could be a better source if it was more colourful and containing more pictures and drawings. Some students declared that discussion topics on technology and recent inventions could be a good source for speaking; and old-fashioned practices like writing a letter or a post card were not the activities they experienced and practiced. Therefore, they declared they were reluctant to talk about such issues during the course time, since they did not have any experiences about such practices. And some of the students proposed to watch videos or movies and talk about the plot, acting, actors etc. during the course.

However, there were some complaints about the presentations which the students would implement in the classroom in the last lesson of the three-lesson course. Some stated that they got very nervous, and even did not want to attend the class when they were not well-prepared. Although the presentations were not the concern of this study which focused on material evaluation, the students declared other concerns about the course content.

Discussion

Regarding the data for evaluating the course content and course materials in this study, most of the students reflected positive views on the course content, though few criticized the course materials. Thesefindings of the study may be helpful for drawing some conclusions. The responses of the students would be helpful for the adaptation of the course for the following year, sincethe students were encouraged to make evaluation and to respond sincerely as suggested by Gravestock and Gregor-Greenleaf(2008).Therefore, the low rated units in the first part of the questionnaire would be replaced with the new ones, probably a needs analysis might be helpful to select new units for the course content for meeting the students' needs and expectations.

When analysing the organisation and clarity of the course, the majority of the students responded that they were satisfied with the course, the course load and with the course objectives. Probably following a good course book and having regular presentations in class is what students need and expect from a speaking course. Actually the scholars in the field propose many views on the usefulness of the course book; some stress the importance of a course book or others are against using course books (Harwood, 2005). However, in this study the students' satisfaction is much more than the dissatisfaction. As Harwood (2005) stated that course books arebased around systematic balanced syllabuses; and when one matching students' needs, wants and level is selected, remarkable results may be obtained. As stated in the literature, course materials are not so vital but still they have a lot of influence on the learners' motivation and achievement (Williams & Williams, 2011).

One of the concerns of the study was to evaluate the efficiency of the input (the reading material whish was actually the news paper articles), exercises, tasks and graphics as Byrd (2001) suggested. She states that the textbooks should not only have the content demanded by the curriculum but also meet the learners' needs. The results indicated that most of students were satisfied with the course book and found it beneficial in terms of the examples, exercises and the tasks. However, for the students, the reading articles turned up to be something unpleasant, since most of them were a whole page size and a bit time consuming. It can be concluded that in speaking classes students have more expectations to practice language orally rather than doing some reading or listening activities. Nevertheless, in pedagogical perspective, the input (a text, dialogue, video recording) is a must for the integration of various aspects of learning and the input provides stimulus, new language items, correct models for language use, a topic for communication, and opportunities for learners to use their exiting knowledge (Hutchinson &Waters, 1987).Thus, if the students had not been exposed mainly to those article readings as an input of the course, and some videos, or other audio-visuals had been used instead of the reading passages, they would have been much more satisfied with the course. This conclusion was supported by the data in Table 4. The students mostly stated that videos would be great prompters as discussion starters. This information can be evaluated for the course design of the following year.

Conclusion

Course evaluation is very important application for identifying which features of a given course do work and which ones need adaptation, change or even elimination. This study focused mainly on the course content and course material. Data obtained from the students indicated that some applications need to be revised. The students' needs and expectations for more visual and shorter reading texts, less limitation on presentation topics, more colourful materials need to be taken into account while designing speaking courses. However, this aspect of the study is so narrow for making general judgements about course evaluation, since evaluation is a complex process. For a more valid assessment and comprehensible evaluation, many other components such as teaching methodology, course time, physical environment, final tests should be considered in further research. Content and material evaluation should also be done by an expert cooperatively. After making revisions, students need to be questioned for evaluating the impacts of the changes.

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Appendix I

Personal Background   **Tick √ an appropriate gap.**

Sex: Male ( ) Female ( )	Age: 18-22 ( ) 23-27 ( ) 28 + ( )	Class:

I.   Course Content

The following are the topics covered in this course.

Please rank from *totally disagree 1 - to totally agree 5* with respect to how beneficial they are.

Unit topics covered weekly	1	2	3	4	5
1. Disciplining children- article: *Should smacking ban get backing?*					
2. International companies - article: *How the Indian call centre makes you feel at home*					
3. Money matters - article: *Pizza man gives away his millions*					
4. From teacher to plumber – article: *Skint boffin quits to be rich plumber*					
5. Does punctuation matter – article: *Never mind the punctuation , look at our low prices*					
6. Does prison work – article: *Italian crooks are helping with enquires*					
7. The island doctor - article: *A new life on Jura is just what the doctor ordered*					
8. A man's job – article*: Gondoliers sink hopes of first woman driver*					
9. The school day – article: *Lessons leave no time for play in Seoul*					
10. Bullies at school – article: *12 ways to beat bullies*					
11. New foods - article: *Sweet strawmato is pick of the crop*					

	1	2	3	4	5
12. Too old to have children – article: *Older Mum Not so Bad*					

II.   Course content and organisation

	1	2	3	4	5
13. The course objectives were clear.					
14. The course workload was manageable.					
15. The course was well organized.					

III.   Activities and Tasks

The following statements are about the usefulness of the activities covered in the course.

Please rank the activities and tasks from *totally disagree 1 - to totally agree 5*

I find...........	1	2	3	4	5
16............ the open-ended questions for reading comprehension useful.					
17. .... the glossary listed in every unit beneficial.					
18............ the *true-false* questions for reading comprehension beneficial.					
19. ....the vocabulary guessing activities for the development of vocabulary useful.					
20. ....the discussion activities useful.					
21. ....the speaking tasks beneficial to develop my presentation ability.					
22. ....the *useful languagebox* given before the discussion activity beneficial.					

IV.   Course Material

Please rank from *totally disagree 1 - to totally agree 5*

I would rather	1	2	3	4	5
23. ....the course book is colourful rather than a black and white copy.					
24. ....have some listening activities incorporated in the units.					
25. .....read shorter articles.					
26....watch some videos related to each unit.					

27. .....have a different course book which is more relevant and useful.					

28. How important do you think is the course material on your individual success?

Very important ( )   Important ( )   undecided ( ) not much important ( ) not important ( )

Please explain the choice you have indicated in one or two sentences.

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