

An Evaluation of the Coursebook for Second Year Students of Co-operative University Using the Criteria for Textbook Evaluation of Jeremy Harmer

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Abstract

Students of the Cooperative University, Thanlyin have to learn Business English as the minor subject from first year until third year. “Business Result” is prescribed as the coursebook for the Cooperative University, Thanlyin. First year students’ coursebook is Business Result: Elementary; second year students’ coursebook, pre-intermediate; third year students’ coursebook, intermediate respectively. Of them all, the present study is to evaluate the strengths and weaknesses of “Business Result: Pre-intermediate” prescribed as the coursebook for second year students of the Cooperative University. The objectives of the research are to evaluate the effectiveness of the coursebook, to find out the students’ needs about their foreign language, and to discover whether the coursebook helps the students improve their language skills or not. In this study, this coursebook was evaluated by the students to find out whether it can help the students improve their language skills. The data were gathered from the results of the students’ responses to the respective questionnaires. This study shows the effective ways to help the students overcome the difficulties that they face whenever they learn Business English through their prescribed coursebook.

1. Introduction

Business English is a type of English for Specific Purposes. It is used in business field, for example, business meetings, sales presentations, negotiations, business correspondence, business reports, executive summaries etc. Furthermore, it is studied by almost all non-native English speakers who wish to do business with English speaking countries where English is used as a lingua franca. Nowadays, English is regarded as the language of international business. Therefore, it is essential for everyone from non-English-speaking countries who does Business to learn Business English. Learning Business is a compulsory subject for every University student for meeting the demands of modern employers. Furthermore, not only the newly graduates but also the experienced managers must use “Business English” in their everyday work. Business English Courses are composed of particular vocabulary, topics, grammar, spoken idioms, collocations, phrasal verbs, and dialogues that are frequently used in the actual workplace. No one can deny that Business English Skills can definitely help the learners or workers achieve their professional goals at work as communication plays the vital role in dealing with each other in business field. For these reasons, the students at the Cooperative University are given a great opportunity to learn Business English. They have to study Business English through the coursebook named “Business Result” written by Mark Bartram. The present study is implemented to examine whether the prescribed coursebook is effective in teaching the students Business English, to find out the strengths and weaknesses of the coursebook, to discover the learners’ needs concerning with honing their Business English skills through learning it with the prescribed coursebook before they graduate and enter the business society, and to give necessary feedback and help for their respective needs. There are a vast numbers of Business English coursebooks in the book shops, which attract the Business English teachers and students to buy them. We know that not every coursebook is designed according to the students’ needs.

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But we must choose one which must cover maximum amount of their desire, needs and interest. It is vital to choose the right kind of coursebook which will certainly meet the students' requirements. In this case, we have already been asked to teach them Business English with the Business Result series, and it is really important to evaluate whether these coursebooks are the great help in our actual pedagogical activities.

1.1 Aim and Objectives

In this study, "Business Result (Pre-intermediate) written by Mark Bartram is selected to be evaluated by the second year students of the Cooperative University, Thanlyin. The main aim of the study is to evaluate the coursebook using the criteria for textbook evaluation of Jeremy Harmer. The objectives of the research are (1) to evaluate the effectiveness of the coursebook, (2) to find out the students' needs about their foreign language, and (3) to discover whether the coursebook helps the students improve their language skills or not.

1.2 Scope of the Study

This paper emphasizes only on the teaching material. It does not concern with the teachers, students and teaching methods. The present study is about evaluating the prescribed coursebook "Business Result(Pre-intermediate) for second year students at the Cooperative University Thanlyin.

2. Literature Review

21st century is regarded as the duration of establishing the global community and as a result, a person from North Pole is not quite far from another one from the South Pole. The emergence of global community has made the global network to do the international business. At such time, the essential requirement for the communication is the skills of language. English is accepted as the language of international business by almost all countries around the world. The type of English that is used to communicate with colleagues, clients, suppliers, distributors, consumers guests and partners in business field is Business English.

2.1 Why Coursebooks Are Evaluated

As people aware the importance of Business English, they try to learn it by attending language courses, buying the coursebook and learning by themselves. Therefore, a large number of Business English coursebooks compete to attract the customers so as to be bought in the market. It is absolutely important to match the actual needs of the learners and the appropriate coursebook to fulfil the language requirements. According to Harmer(2001), "using the coursebook appropriately is an art which becomes clearer with experience." Sometimes, junior tutors like us do not have the right to choose the coursebook which we like. Therefore, we have to evaluate the prescribed coursebook is effective in teaching the students Business English. Hutchinson and Waters said, " textbook evaluation is basically a straightforward, analytical matching process: matching needs to available solutions"(Hutchinson and Waters 1987). Wrong selection of coursebook which does not match the students' need can certainly pose serious problems not only for the students at present but also for the prospective business persons in our country, since one of the

objectives of our university is to nurture the business persons who have possessed the natural and social spirit as well as inculcated with Cooperative Principles. That's why, we had better evaluate the prescribed coursebook with the experts' criteria.

2.2 Various Criteria for Evaluation

In any course, need analysis for the students must be made prior to the course. After such need analysis, it is necessary to list the items for the coursebook evaluation. According to Harmer (1998), the following points must be considered for evaluating the coursebook.

- Price and availability
- Adds and extras
- Layout and design
- Instructions
- Methodology
- Syllabus
- Language skills
- Topics
- Cultural appropriacy
- Teacher's guide

In accord with the hypothesis of Sheldon (1988), a coursebook must be examined its factual details from front till the back cover of the book. There are altogether 16 criteria as follows:

- Availability
- User definition
- Layout/ graphics
- Accessibility
- Linkage
- Selection/ grading
- Physical characteristics
- Appropriacy
- Authenticity
- Sufficiency

- Cultural bias
- Educational validity
- Stimulus/ practice/ revision
- Flexibility
- Guidance
- Overall value of money

2.3 Previous Works

The coursebook, Welcome Plus, was evaluated by Asli Gurel, Banu Samana and Cagdas Cakici (2005). The research was done with the aim of evaluating whether the series of Welcome Plus coursebooks are appropriate to be used in a course according to such criteria as-

- The aims and objectives of the coursebook in teaching/learning process
- How it is designed and organized
- How it deals with language content and all of the four skills
- The methodological aspect of it
- How it is supported by the teacher's book.

They used the criteria of Cunningsworth (1995). The fact that the book series of Welcome Plus was comprehensive to students and teachers was discovered. They involved the four language skills, grammar and vocabulary in a deep extent for the young learners. The book series are also efficient for teachers. The teachers' books provide teachers guidance in every step for every activity and detailed information and explanations.

Raghdah (2009) evaluated Headway (elementary). The aim of the paper is to investigate Saudi students' view of the English textbooks Headway series based on needs analysis, in order to identify the students' needs and help them learn the English language in a convenient and smooth way. For evaluating Headway elementary book, he used some criteria from De Jong (1996), Byram (1991), and he worked some points out himself in which the designed questionnaire was built upon:

1. The design of the book is interesting and brings the best for the students and motivates them.
2. The topics are of interest and up to date.
3. The book covers the major skills of the language and encourages student-centred learning.

4. The textbook materials, visuals and learning tasks should represent the cultural difference and encourage comparison between their culture and what they encounter through the process of learning English.
5. The book encourages learners' independence. The research pointed out that there was a general satisfaction about the textbook, most students' answers showed that the textbook has a good design; it covers all four skills and encourages learners' independence and the use of technology.

3. Research Methodology

In order to evaluate "Business Result (Pre-intermediate)", the model of one of these methods designed by Harmer (1998) is applied. Using the criteria for coursebook evaluation by Harmer (1998), this research will evaluate the layout and design, instructions, syllabus, language skills, topics and cultural appropriacy of the coursebook. The study consisted of the theoretical review and the textual analysis and survey conducted on the students using a questionnaire given to 79 second year students who have been taught Business English using this coursebook. The questionnaire was designed based on points of consideration for coursebook evaluation by Harmer (1998).

3.1 Description of the coursebook

"Business Result" provides a multi level course in Business English for a wide range of learners. The course is designed systematically by awaring that people of different nationalities are employed in many businesses and English is used as internal communication in many organizations. The main emphasis of the course is on the students speaking and trying out the target language in meaningful and authentic ways. The coursebook is composed of sixteen units and each unit takes four hours to finish learning in the class. Each unit has three main sections: working with words, language at work and business communication. Core vocabularies associated with the unit theme, related grammar, and key functional expressions are also included in each unit. Each main section ends with a short fluency task to enable students to personalize the target language. Each unit ends with a case study or related activity. At the beginning of the unit, unit menu lists the key learning objectives of the unit. As the starting point, the unit opens with some lead-in questions to raise awareness and interest in the unit theme. The first main section introduces key vocabulary in a variety of ways, including authentic reading texts, listening and visuals. The grammar will be taught from a communicative point of view. Practically speaking section has the practical aspects of everyday communication like making polite requests, making arrangements, say goodbye and useful social interaction. Business communication focuses on one of five broad communication themes (meetings, presenting, exchanging information, telephoning and socializing). This section begins with students listening to an example situation. Before the students listen to an audio file, they had better learn the key expressions. They are then given the opportunity to practice these in various controlled and more open work-related tasks. Most units end with a "Case Study" section. This provides students an opportunity to recycle the language from the unit, demonstrate progress and use their

knowledge and ideas to resolve an authentic problem or issue. The case studies have been compiled using authentic content and contexts in a way that connects with the unit theme.

3.2 Possible Areas of Consideration

Harmer (1998) pointed out possible areas for consideration in coursebook evaluation analysis. They are

1. Price and availability
How much does the coursebook cost?
Is this good value for money?
2. Adds and extras
Are there internet sites with extra material?
3. Layout and design
Is the book attractive?
Is its design appropriate for the students?
Does the design of the book make it easy to follow?
4. Instructions
Are the instructions clear and unambiguous?
Are they written in language that the student will understand?
Can the coursebook be used by students working on their own, or is a teacher necessary to show them how to use it?
5. Methodology
What kind of teaching and learning does the coursebook promote?
Is there a good balance between study and activation?
6. Syllabus
Is the syllabus appropriate for our students?
Does it cover the language areas (grammar, vocabulary, functions, pronunciation, etc.) that we would expect?
7. Language Skills
Does the coursebook have the appropriate balance of skills?
Is the skills work really designed to promote the skills?
Are there possibilities for both study and activation in the skills areas?
Are the skills activities likely to engage students?
8. Topics
Does the book contain a variety of topics?
9. Cultural Appropriacy
Is the material appropriate for the cultural situation that the students are in?
Are the activities appropriate for learning culture?
According to Harmer (1998), teachers should make decisions about which coursebook must be used based on analysis, piloting, consultation and the gathering of opinions from the students.

3.3 Questionnaire for coursebook evaluation

When evaluating the coursebook, both teachers and students will have to take part. However, the present study is done by asking the students. Based on the criteria for textbook evaluation of Harmer (1998), the questionnaires were designed for evaluating the students' opinion about their prescribed coursebook. The questionnaires were distributed by the researcher to the teachers and the students. (27) close-ended questions and (5) open-ended questions were given to 77 second year students of Cooperative University, Thanlyin.

3.4 Participants

For evaluating the prescribed coursebook "Business Result"(Pre-intermediate), data were collected from students who are in second year (second semester) at the Cooperative University, Thanlyin who have used this coursebook when they were in second year first semester. The second year students have to choose and specialize in among five major modules. The data were collected from all five major classes. However, the questionnaires are provided to students by using the systematic data collecting method.

4. Data Analysis

The percentage ratio values of the data gathered from the questionnaire were computed by using Microsoft Office Excel and SPSS (12). The responses for the open ended questions were analyzed line by line and memos were written (Glesne, 1999; Strauss & Corbin, 1998). The identification of their answers was made by pattern codes. Then the pattern codes were identified as smaller sets, themes or construction with content analysis (Miles & Hubermas, 1994; Patton, 2002). The process is as follows (Yanpar Sahin, 2003) (a) underlying key terms in the responses, (b) restating key phrases, (c) coding key terms, (d) pattern coding, (e) constructing themes, (f) summarizing themes, (g) integrating theories in an explanatory framework.

5. Findings and Discussion

This section expresses coursebook evaluation of students according to questionnaires. 27 close-ended questions and 5 open-ended questions were provided to 79 second year students of Cooperative University, Thanlyin. Students' responses to the close-ended questions and their opinions to the open-ended questions are presented. The questionnaire results are presented with the percentage scores according to the responses of the students under the respective concept.

5.1 Students' responses to the close-ended questions

The students' responses on the first question which is about the attraction of the coursebook are expressed in Table 1.

Table 1**Percentages of Students' Views on the Attraction of the Coursebook**

Students' Views	Strongly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree
Coursebook Having Attraction	39%	57%	3%	1%

The first question asks the students to which extent they agree about the coursebook is really attractive due to the interesting photographs and pictures. According to Table 1 39% of the students strongly agree with the proposed idea in question no. 1. 57% of the students slightly agree, 3% slightly disagree and 1% strongly disagree, respectively. The coursebook is depicted not only with the photographs but also with the paintings, pie charts, graphs and diagrams. Generally, the students accept that the coursebook can attract them to some extent though a few students are not quite happy about this fact.

Table 2**Percentages of Students' Views on the Organization of the Coursebook**

Students' Views	True	False	No Idea
Coursebook Having Systematic Organization of the Units	80%	1%	19%

The idea of the second question is that the organization of the units in the coursebook is systematic. In Table 2, 80% of the students accept the given idea whereas 1% does not satisfy the idea in the question and 19% are not able to decide about this. Concerning with this type of question, it is difficult to decide whether the unit topics are systematically organized because a lot of facts must be considered such as their prior knowledge, their actual needs, and future demands in accord with their post they will be assigned or appointed. However, most of the students satisfy with the arrangement of the unit topics, in their coursebook. This is going to create a high motivation to go on their pedagogical activities.

Table 3**Percentages of Students' Views on Exercises in the Coursebook**

Students' Views	True	False
Coursebook Containing the Exercises to Practice Four Language Skills	94%	6%

Another question is about asking their approval or disapproval of the idea that the coursebook contains the exercises for practicing four language skills. In Table 3, 94% agree with the idea in the question, however, 6% do not agree.

According to their answers, many students think that the coursebook contains enough exercises for practicing all language skills.

Table 4**Percentages of Students' Views on Exercises to Practice Grammar**

Students' Views	True	False
Units in the Coursebook Having Exercises to Practice Grammar	90%	10%

The next question is that each unit has exercises to practice grammar. According to Table 4, 90% of the learners agree with the given statement in the questionnaire whereas 10% do not agree with this.

In each unit of the coursebook, after an explanation of every grammar rule, the exercises to practice this rule is given to the learners to practice it at once. Some students may not recognize this point and they do not agree with the given statement.

Table 5**Percentages of Students' Views on grammar activities**

Students' Views	Frequently	Sometimes	Seldom	Never
Grammar Activities After Learning Grammar	22%	67%	10%	1%

Another question of the questionnaire is that how often the students have to do the activities based on the grammar rules which they have been taught in the unit. Table 5 shows that 22% of the students think that they frequently do the activities after learning grammar rule. 67% sometimes do them, 10% seldom do and 1% never does.

In fact, the grammar is viewed from the communication point of view. Thus, the students have to do at least two activities as soon as the explanation of the grammar rules is given. Moreover, at the end of many units, there is a case study section which gives students an opportunity to recycle the language from the unit. The structure of the case study has three parts: background, discussion and task. In the background part, the students are generally given a short text or listening about a real company, product or related situation. Concerning with the discussion, two or three discussion questions on key issues appear to make them think of how to relate the background information and related issues. In the final part, Task, the students are given the chance to do the activity such as a discussion, meeting, simulation, series of tasks, in order to practice the grammar that they learnt in the unit. So, these activities either big or small can remind them how the grammar in each unit can occur in business and work situations. In my opinion, students who do not agree with the given statements may be the ones who do not attend the classes regularly or who do not know that the activities are based on the grammar rules even though they do these activities practically.

Table 6**Percentages of Students' Views on the Usefulness of Grammar**

Students' Views	Extremely	Rather	Slightly
Usefulness of Grammar that They Learned in Unit	38%	53%	9%

The next question is to find out the students' opinion of the fact that the grammar topics in the units are useful in the actual work situation. Table 6 reveals that 38% of the students think that the grammar topics will be certainly useful in their future business, 53% think that these topics will be fairly useful and 9%, slightly useful.

Table 7**Percentages of Students' Views on the Use of Teaching Aids**

Students' Views	CD Player	Speaker and Memory Stick	Video	Overhead Projector
Use of Teaching Aids in the Class		100%		

Question No. 7 is concerned with the teaching aids. The students are given four options; each of these is teaching aid, and they have to choose one through this they have been taught in their class. In this question, the options are CD Player, speaker and memory stick, Video and Overhead Projector. All the students selected the option 2 in unison.

By observing their choices, we can see that the students are very honest when they give the responses for the questionnaire. Due to the budget of the department and the university, the teachers are not provided with the necessary teaching aids. The role of teaching aids plays a vital role in the teaching- learning environment. They can arouse the students' motivation a lot. Some lazy students can be alerted with the use of teaching aids in the language class. The teaching staff should be provided with the necessary teaching aids to implement their tasks effectively and efficiently.

Table 8**Percentages of Students' Views on the Use of Internet**

Students' Views	Necessary	Not Necessary
Necessity of the Use of Internet to search the information linked with the activities of the coursebook	61%	39%

The next question is to find out whether it is necessary to search the information or figures or photographs from the internet when they are learning a unit. 61% of the students think that it is necessary but 39% think that it is not necessary.

In fact, there are a lot of activities that ask the students to search the information and illustration by surfing the internet. However, 39% of the students may not notice that fact because they may play truant and may not concentrate in the tasks of the units.

Table 9

Percentages of Students' Views on the Content of the Unit

Students' Views	Extremely Up to Date	Up to Date	Out of Date	No Idea
Content of the Units	9%	75%	5%	11%

The question No (9) is to discover the students' opinion whether the information in the unit is up to date or not. 9% of the students think that the content in each unit is extremely up to date; 75%, up to date; 5%, out of date and 11% have no idea for this question.

Most of the students think that the content of the unit can be up-to-date even though there is lack of latest news of the company. Their opinion is acceptable because the texts of the unit are composed about the actual business, companies and firms that are running in the present moment.

Table 10

Percentages of Students' Views on the Instructions

Students' Views	Very Easy	Easy	Difficult	Very Difficult
Comprehensible Instructions to the Students	2%	60%	38%	

The next question is to find out whether it is easy to understand the instructions in the unit. Table 10 shows that 2% of the students think that the instructions are very easy to understand; 60% think that it is easy, 38% think that it is difficult.

By observing their data, nearly half of the second year students are weak in English because the level of English in the pre-intermediate is suitable and it should not be difficult for them because they have already been trained with the Business Result (Elementary) for the whole academic year when they were in the first year.

Table 11

Percentages of Students' Views on the Possibility of Self Study

Students' Views	True	False
Learning English Without Teacher only with the Use of the Coursebook	8%	92%

The question No (11) is linked with the former question no (10). It is to examine whether it is possible to study the text alone without any help or explanation of the teacher. 8% of the students think that they can learn the coursebook alone but 92% think that they must ask for the teacher's help to learn this coursebook.

In my opinion, the students are not confident enough to learn the coursebook alone as a self-study because most of the Myanmar students are used to listening to the teachers' explanation about the exercises or activities in the unit. If they get familiar with the self-study learning style, it is sure that they can learn it without the help of the teachers. Another possibility is that the students' proficiency is quite low to use the coursebook. So, they need to be trained the general English simultaneously while they are learning Business English.

Table 12

Percentages of Students' Views on the Information and Vocabularies

Students' Views	True	False
Units Providing a Wide Variety of Information and New Vocabularies	85%	15%

Next question is asking the students whether each unit has a wide variety of information and new vocabularies. Table 12 points out that 85% of students believe that coursebook can provide the students a wide variety of information and new vocabularies, however, 15% of the students did not accept this idea. There is one person who did not choose any option.

In the first main section, Key vocabularies are introduced in a variety of ways, including authentic reading texts, listening and visuals. Moreover, different forms of words can be built from the same root, or to look at common combinations. Additional information will be revealed in the authentic reading text.

Table 13

Percentages of Students' Views on the Usefulness of the Units

Students' Views	True	False
Usefulness of the Units of the Coursebook in the Actual Work	85%	15%

Question No. (13) is about the usefulness of the units of this coursebook in the job. 85% of the students think that they are really useful for their jobs but 15% of the students do not agree with the given statement.

The unit topic and the content of the unit are about the authentic information of the the actual business. That's why they can apply the information in their jobs.

Table 14**Percentages of Students' Views on the Wide Variety of Exercises**

Students' Views	Various	Many	Not Enough	No Idea
Coursebook Having the Wide Variety of Exercises	5%	77%	9%	9%

Next, the question is that the students have to answer the amount of the types of exercises in the coursebook. According to Table 14, 5% of the students accept that there are various types of exercises, 77% think that there are many types of exercises, 9% think that there is not enough type of exercises and 9% think that they do not have any idea about this question.

There are sixteen units in the coursebook. Apart from Unit 1,3,7,12 and 16, the rest eleven units are ended with Case Study Activities. Unit 1,3,7,12 and 16 are concluded with the other activities in each unit. The activity in the final unit offers students a review and further practice of language from across the sixteen units.

Table 15**Percentages of Students' Views on Motivation Made by Coursebook**

Students' Views	Extremely	Rather	Slightly
Motivation Made by the Coursebook to Arouse the Curiosity to Learn Business English	20%	77%	3%

Furthermore, question No. (15) is about the amount of motivation that the exercise can pose to arouse the students. 20% of the students think that the exercises can promote the students' motivation very much. 77% of the students believe that they can make stimuli to some extent and 3% of the students think that they do not motivate the students at all.

During the activity, the students have to think of the real situation, they must imagine that they are in the expected situation and they become very interested in doing the activity. In this way, they are motivated by the activities.

Table 16**Percentages of Students' Views on the Activities**

Students' Views	True	False
Allowing Students to do the Pair Work and Group Work	92%	8%

Question No. (16) asks the students whether they are allowed to do the pair work and group work, due to the coursebook. Table 16 reveals that 92% of the students think that the

coursebook contains enough group work and pair work, whereas 8% of the students believe that it does not contain any pair work and group work.

Each and every unit is composed of not only pair work but also group work. Both these types emphasize on various practical aspects of everyday communication.

Table 17

Percentages of Students' Views on the International Culture

Students' Views	True	False
Allowing Students to Learn the International Culture	68%	32%

The next question asks the students whether they can learn international culture and customs on account of the unit content of this coursebook. Table 17 shows that 68% of the students believe that they can learn international culture and customs by learning this coursebook. 32% of the students do not think and accept the given idea.

In the coursebook, various culture and customs from different nations are briefly stated in order to let the students aware the international culture. Only if they know them, they will be able to do the business more effectively than before.

Table 18

Percentages of Students' Views on the Cost of the Coursebook

Students' Views	Very Expensive	A bit Expensive	Cheap	Very Cheap
The Cost of the Coursebook	6%	48%	43%	3%

Question No. (18) asks the students' opinion about the cost of the coursebook. 6% of the students think that the cost of the coursebook is very expensive, 48% of the students think that the coursebook is slightly expensive, 43% of the students assume that it is cheap and 3% of the students believe that it is very cheap for them.

Coursebook for Second Year Second Semester costs 3250 kyats. The cost of the coursebook must be considered with the effectiveness it can pose.

Table 19

Percentages of Students' Views on the Likes and Dislikes of the Coursebook

Students' Views	Certainly like	like	Dislike	Absolutely dislike
Like and Dislike of the Coursebook	6%	86%	8%	3%

Question No. (19) asks the students' like and dislike about the prescribed coursebook. 6% of the students like the coursebook very much, 86% like it, 8% do not like it.

Every person has different ideas about the coursebook. As their idea differ, their likes and dislikes differ. Some people who don't like the coursebook will express their opinion in question No. (32).

In question No. (20), the students have to guess the level of their reading skills. 2% of the students think that their reading skill is very good, 34% believe that their reading skill is fair, 49% assume that their reading skill is poor and 15% accept that their reading skill is very poor.

Question No. (22) asks the students opinion about their progress of reading skills by learning with the prescribed coursebook. 20% of the students believe that learning with the coursebook can promote their listening skills, 68% slightly agree with the idea that the coursebook can promote their reading skills, 9% do not think that it can promote their reading skills well, and 3% do not agree with the idea at all.

Question No. (23) points out the level of the students' writing skill. Concerning with their writing skill, 27% of the students think that their writing skill is fair, 52% of the students believe that their writing skill is poor and 21% assume that their skill is very poor.

Question No. (25) asks the students whether they can promote the students' writing skills by learning Business English with this coursebook. 15% of the students strongly agree with the idea that learning Business English with this coursebook can promote their writing skill, 67%, slightly agree; 11%, slightly disagree; 1% absolutely disagree.

Question No. (28) asks the students whether they can promote their listening skill due to learning with coursebook. 32% of the students strongly agree with the idea that their listening skill will be improved by learning Business English through the prescribed coursebook; 54%, slightly agree; 13% slightly disagree; 1%, absolutely disagree.

Question No. (29) asks the students to guess their level of speaking skill. 1% of the students think that their speaking skill is very good, 20% think that their skill is fair, 56% believe that their skill is poor and 23% assume that their skill is very poor.

Question No. (31) asks the students whether they can promote their speaking skills due to learning with coursebook. 19% of the students strongly agree with the idea that their speaking skill will be improved by learning Business English through the prescribed coursebook; 70% slightly agree; 28%, slightly disagree; 2%, absolutely disagree.

5.2 Students Responses to the Open-ended Questions

In question No (21), the students are asked to express the requirements and weaknesses of the students' reading skills. Their mostly common requirements are unfamiliar vocabularies. They find it difficult to read the texts if they do not know the grammar rules well. They need a lot of practice for reading skill. Furthermore, they can't translate very well

from English to Myanmar and they think that due to the poor translation skill, their reading skill is poor. Actually, the improvement of reading skill does not concern with the ability to translate. In addition, they do not know the phrasal verbs and collocations. They want to learn the vocabularies with the coursebook which trains the students only vocabularies. When they see a vocabulary with many different meanings, they do not know how to guess its contextual meaning. They cannot read out the word if its pronunciation is difficult to pronounce. When they were in State High School, they did not know the advantages of reading English text. They did not practice their reading skills and they think that they need to attend the special course to train writing skill only. They want to read the additional reading. Some people think that the reason why they are weak in reading skill is the boring mind to read extra reading text apart from the prescribed reading text like newspapers, journals, cartoons etc., in English. In the class, they want to be trained how to write in English by setting the extra time aside. They want to read the Business letter. The next point is that they do not catch up the idea if they read the text once. Another point is that they are not enable to concentrate while they are reading the passages. They also do not understand the meaning of the long sentences. They want to read the various types of materials frequently. Sometimes, the teachers, who try to cover the course in time, do not help their individual weaknesses in reading.

In question No (24), the students are asked to express their requirements and weaknesses of the writing skill. Some students do not know enough vocabularies and grammar rules. Although they want to write their own sentences, they cannot write long sentences, they do not dare to write them down. Moreover, they do not know how to use the tenses correctly. Some students just know only two basic tenses well like present simple and past simple. One of their difficulties is that they can write only simple sentence but they cannot write compound or complex sentences. They do not understand the various sentence patterns. In addition, they think that the cause of having weakness in writing skill is the lack of special training.

They want to attend the intensive training course to promote writing skill. However, they cannot make effort to attend the training courses on weekends because of the expensive fees. They think that the coursebook does not contain enough exercises to practice their writing skill. Furthermore, some students would like to be given advice by their teachers to practice writing skill. Some students can write well if they are told how to write the sentences. Some of them do not know the conjunctions very well and they cannot write the sentences in an organized way. Most of the students believe that they did not read many books, and they have drawbacks in writing skill. They want to write a lot of business letters. Some students find it difficult to write an essay.

In question No (27), the students give their weaknesses about listening skill. They think they need much practice for promoting their listening skill. Some students want to listen to the audio files since they attend their state high schools. They do not hear the vocabularies clearly and they do not catch up the contracted words. They want to look at the audio script, however, the prescribed coursebook does not contain the audio script. They also want to learn phonetics but the coursebook does not allow them. Although the teachers let them listen to the audio track, they do not catch up every single word very well because the sound of the

speaker and stick is not clear enough to catch them up very well. The students think that they do not understand the voice of the foreigners and native speakers. They do not understand the homonyms and contracted words in the audio files. Moreover, they usually neither watch English movies nor listen to English songs. The students think that the reason for not hearing the audio files is that the sound from the outside of the classroom can certainly interfere them. According to the students, the another reason for not hearing the tracks is that they cannot concentrate on them properly.

Question No. (30) makes the students express their weaknesses in speaking skill. Most of the common weakness is that they are not rich in vocabularies to speak. The students want to learn the phonetics. They do not have the confidence to talk in front of other people. They are also afraid of making mistake while they are speaking. The students think that they need much practice to speak. They want to speak in English with their friend during the English periods. Although some of them can speak in English what they want to talk about, they take a little long to choose the appropriate words. Some students cannot speak the utterances which are easy to understand. Some cannot speak fluently. They want to learn language functions. Before they listen to the audio files, they want the teachers to explain grammar rules and unfamiliar words contained in the audio files that they can speak out what they have well heard. They want to learn intensively how to speak English. Some students do not find even a word when they are asked to speak in English. They think that the reason for lacking any idea to speak is that they did not read many books. They believe that reading books can help them get the idea to speak fluently. Moreover, they want to speak with the native speakers if they have a chance. Furthermore, they think that they do not have the chance to speak in English in their classroom. Some students want to listen to the audio files more frequently than before, because they think that their weakness in speaking is the result of the insufficient listening practice.

Students provide their opinion and advice concerning with learning English in question No. (32). They think that the teachers should use language games and activities. The teachers do not have enough time to let the students play them because they must pay attention to the completion of the course syllabus. The students also want the interesting teaching methods which can motivate them well. They express their desire that they want to be taught with teaching aids and overhead projectors. They suggest that they did not learn how to listen, speak and write English at the state high schools and they want to be taught these skills systematically since they were at schools. Moreover, they think it is better to be taught listening Business English with the speakers that can produce the clearer sound because the speakers that are used by the teachers cannot produce clear and loud sound. Some students want particular listening periods than usual listening exercises. Furthermore, they think they should be asked to practice speaking exercises since they think that the coursebook does not have the enough speaking exercises. They want to be trained how to speak English individually. Some students think that the coursebook does not have the long passages to practice the reading skill even though it has some short comprehension exercises. They want to learn English with video files and they are very enthusiastic to do the exercises after observing the language that is used in the audio visual teaching aids. What's more they want

to do the presentation, discussion, group work and pair work frequently because they think that it is the best way to practice their language. In addition, they want to learn grammar which can certainly help them to improve their language skills. They also want to be shared the suitable grammar books by the teachers. Their next desire is that they want to learn Business English vocabularies which can help them improve their Business English skills. They would like to possess the skills to use Business English very well. Some students think that the tenses that they have been taught at the Cooperative University are repeated from first year to final year and they are bored to learn only these tenses: present simple, present continuous, present perfect, past simple and simple future. Although the coursebooks are not cheap, they think that the coursebooks are attractive and motivating to learn Business English due to the colorful photos, figures, diagrams and graphs of the actual companies and firms. The coursebooks can let them have the knowledge from the international countries.

6. Conclusion

The first objective of this research is to evaluate the effectiveness of the coursebook. According to the responses of the students, most of the students think that the prescribed coursebook is effective for their language learning process. It is true that the Coursebooks can provide the teachers ready teaching materials. However, the teachers should carefully choose them in order to actually help the students meet their needs. After choosing them, the teachers must listen to the students' opinion or feedback about their coursebooks. According to the responses of the students, they appreciate the coursebook and they like to learn Business English with it. Therefore, it is found out that the prescribed coursebook for the second year students of the Cooperative University is effective to some extent.

The second objective of the present study is to discover the students' needs about their second language. The students are very enthusiastic to answer the questionnaire because they have never been asked about the coursebooks, their needs and the fact that the coursebooks make the bridge between their needs and the actual teaching materials. So, almost all students participate actively in answering the questionnaire. They express their needs hoping these needs are going to be fulfilled soon. Although their language skills are quite different from each other, the same thing is that they really want to learn Business English so as to apply them in their future jobs. Some of their needs can be met with a little change for example adding audio script at the end of the coursebooks. However, some needs must be provided with the financial support like projectors and effective and efficient teaching aids. The present study can certainly point out these needs to learn Business English and we must try as much as we can to fulfill their requirements as soon as possible.

The last objective of the paper is to discover whether the coursebook helps the students improve their language skills or not. The students' responses show that over 80% of the students believe that the coursebook can help them to learn Business English. Teaching Business English is rather different from teaching general English. Students have the strong purpose to apply the language skill in their work. Therefore, the teachers must train them carefully to actually use them after the course. The coursebook is very important in the pedagogical activities and they play a vital role in implementing the learning objectives. In

order to accomplish the aims and objectives of the course, the right choice of the coursebook must essentially be considered.

In conclusion, the paper discovers the opinion of the students about the coursebooks that they are learning Business English with, the language needs of the students, and their views to the support of the coursebook in their teaching learning environment.

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Appendix

A Questionnaire for Students

- (1) The coursebook can attract the students with interesting photographs, and pictures.
 1. Strongly agree
 2. Slightly agree
 3. Slightly disagree
 4. Strongly disagree

- (2) The units in the coursebook are systematically organized.
1. True
 2. False
 3. No idea
- (3) The coursebook contains the exercises for practicing four language skills.
1. True
 2. False
- (4) Each unit has the exercises to practice grammar.
1. True
 2. False
- (5) After learning the grammar topic, the students have to do the activities concerning with the grammar must be done?
1. Frequently
 2. Sometimes
 3. Seldom
 4. Never
- (6) Are the grammar topics in the units useful in their actual work?
1. Extremely
 2. Rather
 3. slightly
- (7) Which of the teaching aids is used during the Business English period?
1. CD Player
 2. Speaker and memory stick
 3. Video
 4. Overhead Projector
- (8) Is it necessary to search the information or figures of photographs using internet websites?
1. Necessary
 2. Not necessary
- (9) Is the information in each unit up-to-date?
1. extremely up-to-date
 2. up-to-date
 3. out-of-date
 4. no idea
- (10) Is it easy to understand the instructions in each unit?
1. very easy
 2. easy
 3. difficult
 4. very difficult

(11) Is it possible to learn Business English using this coursebook as self-study?

1. True
2. False

(12) Each unit has a wide variety of information and new vocabularies.

1. True
2. False

(13) The unit content of this coursebook will be of great help in the job.

1. True
2. False

(14) There are _____ types of exercises in each unit.

1. various
2. many
3. not enough
4. no idea for the given sentence

(15) Exercises can arouse the learners' curiosity.

1. very much
2. to some extent
3. rarely

(16) The unit allows the students do the pair work and group work.

1. True
2. False

(17) International culture and customs will be observed by learning the unit content of this coursebook.

1. True
2. False

(18) The cost of the coursebook is _____.

1. very expensive

2. a bit expensive
3. cheap
4. very cheap

(19) I _____ this coursebook.

1. certainly like
2. like
3. dislike
4. absolutely dislike

(20) Your reading skill is _____.

1. very good
2. fair
3. poor
4. very poor

(21) What are the weaknesses of your reading skill?

(22) Learning Business English with this coursebook can promote your reading skills.

1. strongly agree
2. slightly agree
3. slightly disagree
4. absolutely disagree

(23) Your writing skill is _____.

1. very good
2. fair
3. poor
4. very poor

(24) What are the weaknesses of your writing skill?

(25) Learning Business English with this coursebook can promote your writing skill.

1. strongly agree

2. slightly agree
3. slightly disagree
4. absolutely disagree

(26) Your listening skill is _____.

1. very good
2. fair
3. poor
4. very poor

(27) What are the weaknesses of your listening skill?

(28) Learning Business English with this coursebook can promote your listening skill.

1. strongly agree
2. slightly agree
3. slightly disagree
4. absolutely disagree

(29) Your speaking skill is _____.

1. very good
2. fair
3. poor
4. very poor

(30) What are the weaknesses of your speaking skill?

(31) Learning Business English with this coursebook can promote your speaking skill.

1. strongly agree
2. slightly agree
3. slightly disagree
4. absolutely disagree

