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Inside reading 3 second edition answer

two: 10.14744/alrj.209.42714ALR Journal 2020;4(2):68–80Applied Linguistic Research JournalInvestigating Inside Reading Manual Series: Layout and Coherence in FocusOriginal Research1. IntroductionABSTRACTFor many scientists, textbooks are considered as one of the most crucial factors in EFL settings and play a vital role in language learning classes in all educational contexts. The attempt of this study is to analyse the series of Inside Reading manuals in terms of appearance and consistency. Twenty male and female EFL teachers who were teaching these series were selected to be interviewed about their ideas on these textbooks. The results showed that 5 of the total 16 texts read were in the field of student interest, as the subjects were related to culture, society, tradition and history. Three of the texts were reported as not of interest to students from the attitudes of their instructors because both were about unknown subjects about which the students had no content information about and were not related to students of cultural, social or historical origin. Almost all of those reading texts were perceived to be very intriguing and considered fit for the level of understanding of the students and vice versa. Of all the visual aids used some considered to be highly intentional; however, two of them, of all, after the teachers said, were not useful. The style of the written format and the font size of the texts read were also considered particularly suitable for students. Keywords: Rating; Inside Reading; Appearance; Consistency; Second book in foreign languages. Corresponding author: Mehrdad Vasheghani FarahaniPhone: +98-17657914208 e-mail: submittingpapers@yahoo.com Article citation: Vasheghani Farahani, M., & Rezaie, M. (2020). Investigation inside reading series of manuals: Appearance and consistency in focus. *Applied Linguistics Research Journal*, 4(2): 68-80. Rece-ved Date: 16 May 2019 Date of acceptance: 21 July 2019 On-line Date: 5 March, 2020Publ sher: Kare Publ sh'ng© 2018 Appl Ed L Dinfahan University, Iran Mehrdad Vasheghani Farahani, 1 Omid Rezaie, 2 Milad Masomzadeh2Multi consider textbook as the second most important factor in EFL settings, with professors *rst* (Rizzi, 2003). Text books play a vital role in language learning courses in all sectors of educational institutions. What adds to the importance of textbooks is that in many parts of the world, mentors have no freedom, so they cannot select any kind of manual on their own. However, most second language teachers are not free to use the books they want; rather, they are suggested to use the books (Garinger, 2001). In this regard, Litz (2005) argues that in recent years there was an explosion to use commercially available books in the classrooms of the EFL. In addition, since the manuals are in the field of the instructor's hands, it should be understood to apply the materials, as well as knowledge of the knowledge utility (Razmjoo, 2007). On the other hand, the abundance of different materials for the purpose of teaching English has made it a difficult task for teachers to select the appropriate material. *Appl Linguistics Research Journal*, 4 (2), 68-80 In this respect, the analysis and evaluation of textbooks have always been attracting EFL practitioners and researchers in second language teaching. In this way, some studies have conducted an assessment of what needs to be incorporated into a manual before designing it while others perform an analysis of what has already been designed. The latter is mostly done with two objectives. First, they try to investigate whether the manual follows the theories and approaches that have been supported to follow not. Secondly, studies could be conducted to explore the manual from a single point of view to • whether it is based on a certain set of principles or not. Consequently, the following research question was tried in this research:1. Does the appearance of The Inside Reading series units follow a standard criterion? 2. The passages of understanding the reading in the Inside Reading series follow the criterion of being coherent?2.Literature Review 2.1.Text coherenceConsistency and cohesion are two elements of a passage in a single reading and speech and are two important topics or call them hot debates among applied linguists (Navratilová & Renata Povolná, 2009). Based on this view, both can be achieved in different variety of types of conversations and as vital tools for communications, which are achieved by the existence of interaction between speaker and listener. For Schifrin (1987), coherent devices are those words that are used to help the reader build meanings and the writer to better understand the conversation. In this way, the coherence of the text depends very much on the successful integration of different verbal and nonverbal devices to place a message within an interpretive framework and on a listener's appropriate synthetic ability to interpret such cues as a totality to interpret that message (p. 39). 2.2.Descriptive/experimental studies on the evaluation of textbooksPractical over-the-use material evaluation shall vary according to the approach they approach. Aamri (2008), for example, used a questionnaire distributed to teachers and administrators to evaluate English textbooks used by a number of young learners of Saudi English. In another study, reading textbooks applied in secondary schools in Korea and Japan were studied (Atkins, 2001). To this end, he exploited a model designed by McDonough and Shaw (2003). In this respect, the researchers used a system that relied on the checklist with the necessary alternations, so that the evaluation process was more suitable for ease and every researcher. With regard to benefits of manual evaluations, Amrani (2011) argues that publishers are required to evaluate the materials because they should satisfy a wide range of learners. In addition, EFL teachers must evaluate the teaching materials available to them for various reasons. This is because the vital role of these manuals will determine the correct selection of textbooks for class settings (Karamifar, Barati, & Youhanan, 2014). Studies in textbook evaluation vary. In one research, a study in Iran was conducted on three different English secondary school textbooks on three levels different. After careful analysis of the textbooks, according to a distributed questionnaire, teachers and students, Dahmandeh (2009) could • that the textbook could not meet the needs of teachers or students; which means that the books could not provide the necessary skills students need in the actual use of English. In another research, Razmjoo (2007) also compared two textbooks used in Iran's education system, one of which belonged to a state high school and the other to a private high school. The purpose of the study was to seek representation of CLT principles in textbooks. They concluded that the private high school book is almost twice as communicative as the education system. They concluded that the textbooks were not produced in a student-based, 70 Farahani et al. MethodThis paper adopted a quantitative/qualitative evaluation of the design of manuals by collecting and analysing data obtained from expert opinions on the analysis of the content and appearance of the passages. According to Ahuvia (2001), the evaluation of manuals is used as a general term for methodologies in order to encode a piece of text into categories and then to count the frequencies of events within each category. To achieve the purposes of the study, a card was adopted as a content analysis from Mosali Ali (2010) to collect, describes and analyzes data on the content of the reading text & tasks in Inside Reading with consideration of the standards suggested in the card.3.1.ParticipantsInsofar as this study was an attempt to evaluate the Inside Reading course books, and as for the interview part in the study process, 15 participants, teachers, including 6 male teachers and 9 women with experience in teaching these series, were selected. The sample was randomly divided, in the sense that it was the teachers chosen who taught inside the reading series.3.2. Materials 3.2.1. Inside Reading Inside Reading series is a well-known series and is frequently used as a book course. With a new introductory level, Inside Reading is expected to prepare students to know academic texts when taking important vocabularies that are the list of academic words. The series has features, including: A) Explicit reading skills, would be inference, working with graphs and annotation B) texts of great interest from fields of academic content, such as psychology, engineering, arts, technology, and business, motivate studentsC) Systematic acquisition of the entire Academic Word through responsive ED) Examples from Oxford English Corpus teach real life EnglishE) Introduction levelF) Digital Resources for Teachers – iTools digital resources build the language proficiency through authentic videos and audio, G) e-books with interactive features designed for learning foreign languagesH) Inside Reading Second Edition combines the development of reading skills with key vocabulary from the Academic Word List, to provide students with the tools they need to understand academic texts. All the number of items in reading is listed according to the dimensions skills in reading cope with the Inside Reading series. Six areas were carefully chosen to match the purpose of the study and to discover areas of weaknesses and strengths in reading textbooks and tasks. Table 1 below shows the different categories of the checklist and their number of items. Table 1. Items chosen in each domain in card analysisNumber Domains Number of Items1 Reading Texts 72 Read Text Vocabulary 53 Read Text Visuals 44 Read Text Appearance 45 Reading Exercises 19Total 39 Applied Linguistics Research Journal, 4 (2), 68-80 713.2.2. The interview process The questions selected at this time contained below the titles/questions. 1. Reading texts that were more interesting to students.2. Reading texts corresponding to the level of understanding of the 9th grader.3. Visual elements of text and its reading content (clarity-attractiveness-color) were used. The reader's ease of font size and type.5. It took time to work on reading texts and exercises.6 Comments on reading texts and exercises.3.3 Procedure3.1. The sampling procedureSula is composed of four books. Each unit includes 10 units and each unit has two passages. In conclusion, there are 20 passages in each book. For the purpose of sampling, the names of all readings (80 passages) were written in pieces of paper, and 8 of them were chosen at random. The related passages were copied from the book and then the sample was given to the experts for further analysis.3.2. The data collection procedureS the series were evaluated in terms of appearance (on the basis of which the words were designed), the content and consistency of the passages understanding of the included reading. Data analysis for •rst research question was conducted based on the Moss-Ali checklist (2010) for appearance and content analysis. All units were examined and the questions in the checklist were answered by the researchers. Then, in order to verify the validity of the analysis, the aspects analysed were validated by two experts to answer the second research question. 15 teachers' ideas were welcomed on the coherence of the reading in this course book. In this regard, 5 teachers were asked to read the sampled passages to give researchers their ideas about their well-being coherence. In addition, they were asked to mention the points of inconsistency, if any, with examples.4 Results4.1. Also, of the Content ChecklistThe section provided here 7 standards based on the content of the reading in that book. Table 2 represents each domain in terms of issues such as the individual percentage of items, as well as the Reading Texts frequency. The organization of each item is in descending order. 72 Farahani et al. Table 2. Articles Frequency & Percentage in Reading ContentNo Standard Averageof fre-quency percentageage1 enrich students' knowledge about subjects different 16 100%2 help students read intensively 15.6 97.9%3 9.3 3 58.3 94% presents culture-related topics 4 25%5 Reality discussion topics 3.66 22.9%6 help the student to read extensively 07 are authentic 0 Total 48.66 43.44%Table 2 explains the enriched element students. After I can show the data, this item received the highest score of 100%. In other words, in the entire manual for each unit, there is a new and different topic. After that, the criterion entitled helping students to read intensively received the second highest, which was about 97.7%, along with 15.6 frequency, which means that almost reading the content in the Inside Reading series are read intensively by subjects. As regards issues such as values and good conduct, presented in the results, they received a rate of 58.3%, as well as a frequency level of 9.33. This percentage indicates that of 16 texts in reading, 9 of the Inside Reading series represent values and good manners. Taking into account the criteria related to culture, it was shown that it had the rate percentage of 25% with the frequency of 4 elements. This rate shows out of the total of 16 units in the assigned books, 4 contained subjects that were related to cultural issues. Based on the criteria related to reality, it received a percentage of 22.9% with a frequency rate of about 3.66, revealing that about 4 units out of 16 of the book have subjects related to reality. On the other hand, the element helped students to read at length received 0% of the total criterion. This shows that none of the texts read has been read at length by the writer. Taking into account the content of the series, the item uses authentic texts received 0% which means that the authenticity of the entire 16 books, Inside Reading, was zero. 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experience as a teacher, in which you read texts you face any problems with the type of font & size used in the reading texts?, all of which mentioned the suitability of the font type and size to the topics. Also mentioned was Applied Linguistics Research Journal, 4 (2), 68-80 79instructors did not detect any aws in font size and type, which that the layout manuals had no problems for both teachers and subjects.6ConclusionWith results, a number of conclusions can be drawn. Of the sixteen texts, 9 of them were for students. This is because they were familiar and interested in topics, such as culture, society, tradition, and history. The students were not interested in three subjects because they had no prior knowledge. Almost all the texts in the readings that were said to be much more appealing were those that had an adequacy to the level of understanding of the students and vice versa. Almost all of the images used in the manuals had objectives, but two of them were considered exceptional depending on the condition of the instructors. It is worth noting that the adequacy of font style and size that can be considered good for students, which means they almost had this idea that the information while reading was so easy to follow and understand, and this fact that their eyes did not get bored or tired. Of all the above factors, it can be concluded that reading skills for all teachers or students were considered significant; therefore, knowledge of the book that can be good in all respects would be this book which is provided in a way that can easily stimulate students' understanding and help them gain better knowledge of reading while learning new words. Like any other research project, this study has faced a number of limitations, some of which could be considered significant; the generalization of results. Knowing research limitations could make it possible to conduct more research in the future. What follows are the limitations over which the researchers had little or no control. a) A comprehensive investigation of the evaluation of the text books in relation to the layout and consistency requires the study of different types of readings and exercises presented in the books. This study focused on the overall structure of books that were evaluated by teachers, due to the limited time of the research, which limits the generalization of the results. b) the last, but by no means the slightest limitation, which related to the amount of previous knowledge that each teacher had. There was no control over the number of teachers' knowledge indicating their proficiency and many differences were another issue that was not considered in this research. 80 Farahani et al. ReferencesArami, A. A.M. (2008). An evaluation of the sixth grade English textbook for Saudi boys schools. 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