
A Contrastive Study of the Linguistic and Communicative Features between Junior Secondary Program and the Third Level of Educational Ex-system and Survey of the Teachers Attitude

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Nowadays, learning English is a major area of interest around the world. Textbooks can be regarded as the most important learning sources of students at present training and educational policies of a country. Such pedagogical ideologies are being reflected within the concepts of the textbooks. This study is based on contrasting and evaluating analytical trend. It attempts to investigate the difference between the Right Path to English textbook for the third level of the educational ex-system and the Junior Secondary Program (JSP) Prospect 3 textbook in terms of linguistic and communicative features. The content-analysis was preferred as an evaluation method to examine vocabulary ion (linguistic feature) and teaching techniques (communicative feature). For this purpose, two groups (totally 40 participants) were studied. The first group included 20 third grade JSP students at SAMA Boy School, Rasht, Iran, and the other group included 20 English teachers different JSP schools in Rasht, Iran. The teachers were B.A. and M.A. holders in English Teaching and Applied Linguistics. The data were collected through a questionnaire for both English teachers and students. The data were analyzed using the SPSS software, and the results obtained through descriptive and inferential statistics including mean scores and an independent samples t-test revealed a statistically significant difference between the characteristics of two aforementioned textbooks based on teachers' and students' viewpoints. Therefore, it is proposed that stakeholders take into consideration the psychological, psycholinguistic and psycho-cultural elements for developing English textbooks based on teachers' and students' needs and goals, as

they influence the effectiveness of English classes to a great extent.

Keywords : Contrastive Study , Communicative Features

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