

# Scrutinizing the Appropriateness of the Intermediate ILI English Series in the EFL Context of Iran

Amir Reza Asiyaban

Department of Foreign Languages, College of Humanities, Shiraz Branch, Islamic Azad University, Shiraz, Iran

Mostafa Zamanian

Department of Foreign Languages, College of Humanities, Shiraz Branch, Islamic Azad University, Shiraz, Iran

**Abstract**—Textbook evaluation has been a matter of interest in almost every EFL/ESL context. Since some aspects of the quality of language learning and teaching stem from the instructor's textbook adaptation and use and since different EFL/ESL textbooks target at touching different aspects of pupils' needs, carrying out an assessment of a particular textbook before its adoption and adaptation is of paramount importance. Accordingly, scrutinizing the weaknesses and strengths of the textbooks that are currently being taught in the most popular and the biggest institute of Iran seems to be inevitable. Hence, the aim of this study is to evaluate the *Intermediate ILI (Iran Language Institute) English Series*. To this end, eighty highly experienced male and female teachers from different branches in different cities of Iran were called for cooperation. The teachers ranged from BA holders to PhD candidates. In order to obtain the intended data, a forty item questionnaire developed by David R.A Litz (2000) was given to every instructor. Analyzing the data was done by running Independent samples t-test and basic statistics in SPSS 16 package for windows. The results show that although the series favor some strong points, the majority of the sections of the textbooks suffer a few number of pitfalls. Moreover, the overall evaluation of the series manifests the average level of satisfaction in every component on the part of the teachers. Also, the ideas of male and female instructors were different in "Conclusion", "Subject and Content" and "Language Type" categories.

**Index Terms**—textbook evaluation, EFL context, ESL context, pragmatic competence, communicative competence, linguistic competence

## I. INTRODUCTION

The industry of textbook publication has been mainly the result of the global status of English in the world. A successful ELT course book can sell over a hundred thousand copies a year (Littlejohn, 1992). Textbooks play a crucial role in language teaching and learning realm and they are looked upon as an indispensable vehicle for foreign language learning. As noted by Cotazzi and Jin (1999), textbooks serve many roles in an EFL classroom, namely teacher, map, resource, trainer, authority, and ideology. Gray (2002) holds that ELT publishers present a vision of the world in the texts they produce, and despite being designed explicitly for the teaching of the language, they are carriers of cultural messages. That is why the authors of different textbooks should identify the elements that they believe are essential to a good textbook, and their information should be compiled into their projects. In other words, textbook designers should try to scrutinize learners' and instructors' needs before commencing their job on designing satisfactory and appropriate materials for the students and teachers.

A question that may be raised here is that what if a teacher does not intend to use a textbook in carrying out their profession? It should be noted that the necessity of using textbooks depends on some factors such as teacher's teaching style, resources available to them, and accepted standards of teaching wherever they may be used. Whatever instructors decide in terms of either using a textbook or not, they should bear in mind that no textbook is perfect and therefore, they should have the opinion of assigning supplementary materials based on their specific needs in their specific teaching situations.

Since textbooks markets abound with various appealing materials published by diverse companies, it is all but hard to choose one over the other. So, textbook evaluation is indispensable owing to this profusion. Ellis (1997a) also underscores the need for course book evaluation. Correspondingly, diverse textbook evaluations have been carried out by researchers through checklists and questionnaires application. Thus, scrutinizing the appropriateness of different textbooks seems to be of paramount importance so as to make the exploitation and selection of the most contextually appropriate, advantageous and prolific materials vivid. Cunningsworth (1995) and Ellis (1997b) believe that textbook evaluation helps teachers move beyond impressionistic assessments and helps them to get useful, accurate, systematic, and contextual insights into the overall nature of textbook material. In much the same way, quality textbooks assist learners in acquiring the concepts, skills and different components of language as well as widening their knowledge.

Hence, textbook evaluation is necessary to maintain the quality of the textbooks and to ensure that they function as pupils' main sources of learning suitably.

In the similar fashion, the present paper is an attempt to evaluate one of the series being taught in the nationwide and the most popular institute of Iran, namely Iran Language Institute. To this end, *the Intermediate ILI (Iran Language Institute) English Series* will be the target of evaluation based on the opinions of the professional instructors in many cities in Iran. This study also aims to elucidate the appropriateness and usefulness of the above-mentioned series in terms of meeting students' needs in general and getting a good feedback on the series' approach, instructional philosophy, method and technique which suits the learners and their needs in particular.

## II. REVIEW OF THE RELATED LITERATURE

### A. *The Importance of Textbooks in EFL Contexts*

A textbook can be referred to as a published book especially designed to help language learners to improve their linguistic and communicative abilities (Sheldon 1987). In addition to being a learning instrument, textbooks are also used as a supporting teaching instrument (O'Neil 1982, Ur1996). They are "designed to give cohesion to the language teaching and learning process by providing direction, support and specific language-based activities aimed at offering classroom practice for students" (Mares 2003) and foster effective and quick learning of the language (Cunningsworth 1995). Accordingly, Sohail (2011) maintains that textbooks are inseparable parts of teaching due to the following reasons:

- To help the pupil,
- To help the pupil,
- To help in self-teaching,
- To give the minimum essential Knowledge at one place,
- To provide logical and comprehensive material,
- To ensure uniformity of good standard,
- To provide both confirmation and sustenance,
- To provide a base from which both the teacher and the pupil may start and continue to work.

### B. *The Need for Textbook Evaluation*

A number of studies have suggested that most current global, local ELT textbooks are developed for commercial purposes but are not based on principles of language acquisitions and development recommended by scholars and educators (Tomlinson, 2010). Financial success has become the primary goal of textbook publishing. Instead of contributing positively to student's development in the acquisition of language, many textbooks are in fact leading to learner's failure in acquiring the language and in the worst case, contain serious pedagogical flaws and practical shortcomings (Litz 2000).

According to Tomlinson (2008), the cause of language failure is twofold. The first one is germane to the need of commercial success which is reflected in the textbook moulding based on the liking of teachers, parents and administrators with a heavy focus on teaching of linguistic items instead of creating opportunities for students to acquire the language. The second cause of failure is that instead of focusing on how learners could actually benefit from using the textbook, textbook writers relied on their intuition and produce materials that they think would work best for their intended users. In other words, they are biased towards perceived rather than actual needs of learners.

Hence, choosing the right textbook is becoming more and more important at all levels of ELT. With the effort from textbook writers, ELT researchers and classroom teachers, textbook evaluation and selection have evolved into systematic action. Although most classroom teachers will not be involved in the production of textbooks, all teachers have the responsibility for textbook evaluation, selection and adaptation.

In the light of the above, it is very important for us to conduct EFL textbook evaluation so as to ensure EFL textbooks can effectively facilitate the attainment of our teaching objectives (Mukundan 2007).

### C. *A Review of Textbook Evaluation*

There is a plethora of literature on the evaluation and selection of textbooks in EFL settings. These studies mainly revolve around the exploitation of textbook evaluation checklists. Kayapinar (2009), for example, evaluated two packages of textbooks, namely *Opportunities* and *New English File*. He incorporated 134 instructors' survey results and pointed out that there was not an overall positive attitude towards the aforementioned course book packages among teachers. He also maintained that the course books had to be adapted in a way so that they fulfill learners' needs and interest at nationwide scope. He proposed the evaluation of the materials utilized in the teaching process on a regular basis to be kept renewed.

Also, a study has been conducted by Darali (2007) in regard to the inclusion of pragmatic issues. She analyzed *Spectrum* series meticulously and mentioned a variety of language functions that were provided in the series. She reported that although the series had covered different language functions, some of them, such as threatening and promising, which are also significant in everyday conversation, not only were in the form of unintended functions, but also they did not appear as frequently as others.

Another study was carried out by Rastegar (1992) who evaluated and analyzed the dialogs in English textbooks of Guidance and High schools in Iran based on the model by Levinson (1983).

Too, some comparative studies in the textbook evaluation realm have been conducted. Of the most recent ones, one belongs to Vellenga (2004) who made a comparison between ESL and EFL textbooks. She believes that textbooks suffer from dearth of information for learners to acquire pragmatic competence successfully. As she puts it, regarding speech acts in each of the books, there is a focus on explicit mention and metapragmatic description of speech acts such as complaints, apologies, requests, etc.

### III. SIGNIFICANCE OF THE STUDY

Some language instructors hold widely divergent opinions on controversial issues like textbook adoption. Thus, the results of this study would be of great use to those who are, in one way or another, involved in language learning and teaching processes. Also, the findings of this study would reveal the ILI language teachers' attitudes towards *ILI English Series* which would be of great significance to material developers and syllabus designers of *ILI*. Class evaluators and administrators of myriad branches of ILI in Iran would be other groups to benefit from the outcomes of the current study.

### IV. OBJECTIVES OF THE STUDY

It has been a matter of controversy among teachers whether *ILI (Iran Language Institute) English Series* are appropriate EFL textbooks in terms of satisfying students' needs or not. Accordingly, since there has been no study to explore *ILI English Series* in the context of Iran, the major thrust of this study is to fully evaluate the *Intermediate* series of the above-mentioned textbooks. It endeavors to find out whether or not the series can meet the students' needs. Also, this study attempts to see if the teachers are satisfied with the series and its feedback. To this end, this study specifically addresses the following questions:

1. What do EFL instructors think of *Intermediate ILI English Series* in terms of its suitability in Iran EFL educational setting?
2. How do teachers rank practical considerations, layout and design, activities, skills, language type, and subject and content of the series?
3. Is there any significant difference between the attitudes of male and female teachers towards the series?

### V. METHOD

#### A. Textbook

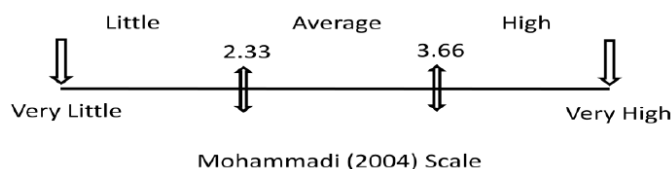
The textbook which this paper aimed to evaluate was *Intermediate ILI English series*. This series which consists of three books is one of the six series being taught in ILI, namely *Basic, Elementary, Pre Intermediate, Intermediate, High Intermediate, and Advance*. Each book encompasses eight units in each of which all four skills have been taken into account. Moreover, such different types of material as Dialogue, Reading, Listening, Grammar (spoken drills), and Vocabulary are included in each unit respectively. The series, as stated in the blurb, follows an eclectic methodology aiming at meeting diverse expectations of adult language learners through variety of supplementary materials to enhance fluency in Listening, Speaking, Reading and Writing. All of the series of books that are being taught in this nationwide institute have been designed and developed by Research and Planning Department of ILI.

#### B. Procedures for Data Collection

To conduct the study, the Textbook Evaluation Questionnaire developed by David R. A. Litz (2002) was given out to 80 professional EFL teachers ranging from BA holders to PhD candidates in different cities and towns of Iran. The reliability of the questionnaire was calculated as 0.86 through a test-retest method with a two-week interval. The instructors who were called for cooperation were experienced enough to express their attitudes with regard to the strengths and weaknesses of the intended series.

#### C. Data Analysis

The obtained data were subjected to statistical analyses pertinent to SPSS 16 for windows. Accordingly, the data of the study were analyzed using descriptive and inferential statistics within the above-mentioned software. Mean and standard deviation were computed in descriptive statistics so as to address the first and second research questions. In this regard, the following Mohammadi scale (2004) was utilized.



Also, an Independent Samples t-test was carried out to discern if there was any significant difference between male and female responses.

## VI. RESULTS AND DISCUSSION

To address the first research question of this paper descriptive statistics of the data was computed. The results of the analysis are illustrated in the Table 1 below. The table shows the mean and standard deviation obtained for each category. As can be seen, the means of all the subsections of the questionnaire range between 2.8 and 3.45 which, according to Mohammadi (2004) scale, indicate that all teachers have an average level of satisfaction with regard to diverse vantage points included in the questionnaire. The first five items of the questionnaire were sub-sections of 'Practical Considerations' part. These items mainly assessed the points of view of the instructors on the reasonability of textbook's price, its accessibility, publishing qualification, textbook package and authors' views on language and methodology. Table 2 shows in detail the teachers' views on these subsections. The mean scores of the items two and four indicate that teachers are highly satisfied with the ease of accessibility and textbook package since it comes in conjugation with a teacher's manual, a workbook, and a CD. However, a closer look at other mean scores reveals that teachers have neutral attitudes towards the rest of the criteria within 'Practical Considerations'.

TABLE 1  
DESCRIPTIVE STATISTICS FOR ALL THE SUBSECTIONS OF THE QUESTIONNAIRE

Sub-Sections	N	Maximum	Minimum	Mean	Std. Deviation
Practical Considerations	80	2.00	4.60	<b>3.2475</b>	.62135
Layout and Design	80	2.12	5.00	<b>3.4516</b>	.67079
Activities	80	1.00	5.00	<b>2.9821</b>	.89095
Skills	80	1.00	5.00	<b>2.8275</b>	.84838
Language Type	80	1.67	5.00	<b>3.2104</b>	.62796
Subject and Content	80	1.20	5.00	<b>3.1900</b>	.84188
Conclusion	80	1.00	5.00	<b>3.0062</b>	.94465

TABLE 2  
DESCRIPTIVE STATISTICS FOR PRACTICAL CONSIDERATIONS SUB-SECTIONS

Questions	N	Minimum	Maximum	Mean	Std.Deviation
Q1	80	1	5	2.49	1.125
Q2	80	1	5	<b>3.99</b>	1.049
Q3	80	1	5	2.47	1.242
Q4	80	1	5	<b>4.14</b>	1.064
Q5	80	1	5	3.15	1.008

'Layout and Design' is the second category of the questionnaire. This category comprised eight items measuring the judges' ideas about the clarity of the materials objectives to the teachers and students, teacher's book's provision of guidance on the utmost advantage of the materials, inclusion of testing suggestions and evaluation quizzes, inclusion of glossary, exercises and review sections, organization of the materials and clarity of the design. The overall mean score and standard deviation (SD) for this category were calculated as 3.45 and 0.67 respectively (see Table 1). The overall mean score of 3.45 implies neither high nor low level of satisfaction in this part. Accordingly, Table 3 shows the ideas of the judges with respect to every individual item. Based on the items six, seven, and nine, one can conclude that nearly most of the instructors were of the opinion that the textbook includes a detailed overview of the function, structures and vocabulary that would be taught in each unit. They were also happy with the inclusion of glossary and appropriateness and clarity of the layout and design. For the rest of the items of this category they have an average level of satisfaction.

TABLE 3  
DESCRIPTIVE STATISTICS FOR LAYOUT AND DESIGN SUB-SECTIONS

Questions	N	Minimum	Maximum	Mean	Std.Deviation
Q6	80	1	5	3.71	1.093
Q7	80	2	5	3.66	.954
Q8	80	1	5	3.59	1.040
Q9	80	1	5	3.82	1.028
Q10	80	1	5	3.51	1.169
Q11	80	1	5	2.63	1.372
Q12	80	1	5	3.30	1.354
Q13	80	1	5	3.39	.987

The third category utilized in the questionnaire was that of 'Activities'. Seven items were included in this section (see Table 4). These items were aimed at eliciting the raters' responses with respect to whether or not the activities can be supplemented and modified easily, internalization of newly introduced language can be lubricated through the tasks, creative and independent responses can be promoted through the activities, pair and group work is well accentuated, the grammar points and vocabulary items are introduced in authentic and motivating context. These items also addressed

the provision of balanced activities regarding free vs. controlled exercises, tasks that focus on both fluent and accurate production, and activities that encourage sufficient communicative and meaningful practice. The overall mean score of this category is 2.98 and its standard deviation is 0.890 (see Table 1) which indicate that teachers were not fully satisfied with regard to the above-mentioned criteria. In much the similar way, none of the items of this category received high degree of satisfaction on the part of the teachers.

TABLE 4  
DESCRIPTIVE STATISTICS FOR *ACTIVITIES* SUB-SECTIONS

Questions	N	Minimum	Maximum	Mean	Std.Deviation
Q14	80	1	5	2.66	1.201
Q15	80	1	5	2.85	1.284
Q16	80	1	5	3.33	1.167
Q17	80	1	5	2.98	1.190
Q18	80	1	5	2.97	1.201
Q19	80	1	5	3.01	1.085
Q20	80	1	5	3.07	1.077

The fourth section of the questionnaire was germane to 'Skills'. As shown in Table 1 the mean score and the standard deviation of this part are 2.82 and 0.84 respectively which in turn show that teachers had the same opinions towards the presentations of skills in the textbooks. This section focuses on tapping the raters' opinions as to whether the textbooks under study take into account those skills that the teachers and the learners need the most, whether these materials have provided an appropriate balance of the four skills, whether they pay attention to the sub-skills, whether they provide occasions for rehearsing natural pronunciation, and finally, whether the series centers on an integration of the four skills (see Table 5). As regards the results obtained for each sub-section of this part (Table 5), the instructors believe that the textbooks are not fully developed in terms of different aspects of skills.

TABLE 5  
DESCRIPTIVE STATISTICS FOR *SKILLS* SUB-SECTIONS

Questions	N	Minimum	Maximum	Mean	Std.Deviation
Q21	80	1	5	3.26	1.145
Q22	80	1	5	2.76	1.183
Q23	80	1	5	2.50	1.191
Q24	80	1	5	2.48	1.321
Q25	80	1	5	3.14	.990

The fifth category concerned different aspects of 'Language Type' through six different items. These items focused mainly on evaluating the views of the raters on whether a diverse range of registers and accents have been put forth through the presentation of the language in the textbook, whether the functions included typify those that the learners and the teachers will be likely to use, whether exemplifications and explanations of the grammar points are succinct and simple and whether the progression of the vocabulary and the grammar points is appropriate. Moreover, these items assessed the authenticity of the language used in the textbook and the utilization of the language at the right level for the learners. The overall calculation of mean score and standard deviation for this component is 3.21 and 0.62 respectively (see Table 1) which indicate that teachers have neutral attitudes towards this category altogether. However, the findings in Table 6 revealed that raters agreed that the progression of the grammar points and their presentations through examples and explanations have been practiced to a great extent (see Q28 & Q29 in Table 6). On the contrary, teachers were not satisfied with the representations of diverse range of registers and accents (see Q31 in Table 6).

TABLE 6  
DESCRIPTIVE STATISTICS FOR *LANGUAGE TYPE* SUB-SECTIONS

Questions	N	Minimum	Maximum	Mean	Std.Deviation
Q26	80	1	5	2.83	1.290
Q27	80	1	5	3.35	1.126
Q28	80	1	5	<b>3.72</b>	.900
Q29	80	1	5	<b>3.89</b>	.842
Q30	80	1	5	3.18	1.016
Q31	80	1	5	<b>2.30</b>	1.072

'Subject and Content' is the sixth component of the questionnaire which comprises five items. These items measure the following sub-components: whether the text book is pertinent to the students' needs, whether the subject and content of the series are generally realistic, whether the content of the text book is engrossing, challenging and motivating enough, whether the subject and content has fulfilled the requirement of variety, and whether the materials are culturally biased.

As displayed in Table 1 the mean score and standard deviation for this category are 3.19 and 0.84 respectively which maintain that raters are semi-satisfied with this section. In addition, the findings of the sub-sections in Table 7 substantiate the above-mentioned interpretation.

TABLE 7  
DESCRIPTIVE STATISTICS FOR *SUBJECT AND CONTENT* SUB-SECTIONS

Questions	N	Minimum	Maximum	Mean	Std.Deviation
Q32	80	1	5	3.25	1.073
Q33	80	1	5	3.21	1.122
Q34	80	1	5	2.84	1.316
Q35	80	1	5	3.05	1.231
Q36	80	1	5	3.60	.836

The final component of the questionnaire is that of 'Conclusion'. This section manifests teachers' attitudes towards total view of this series through four items. Also, this section mainly assesses (see Table 8) the views of the raters on the appropriateness of the series in terms of language-learning aims such as Listening, Speaking, Reading and Writing skills for all branches of ILI in Iran, the role of the series in raising teachers and students' interest in further English language study, the suitability of the series for small-medium, homogeneous and co-ed classes at ILI, and finally, whether the teachers would choose the textbook again. The overall mean score and standard deviation for this category are 3.00 and 0.94 respectively which shows the average level of satisfaction with this series of books altogether (see Table 1). Moreover, the results obtained for each item of this final component stipulate that raters are of the opinion that this series has not been very well developed so as to meet the needs of the intended audience in the EFL context of Iran.

TABLE 8  
DESCRIPTIVE STATISTICS FOR *CONCLUSION* SUB-SECTIONS

Questions	N	Minimum	Maximum	Mean	Std.Deviation
Q37	80	1	5	2.86	1.240
Q38	80	1	5	3.26	1.003
Q39	80	1	5	2.88	1.195
Q40	80	1	5	3.02	1.263

In order to answer the second research question, the categories of the questionnaire were ranked based on the judges' level of satisfaction for each component and its corresponding percentage. Table 9 shows the results obtained from the data.

TABLE 9  
PERCENTAGE OF SATISFACTION AND RANKING

Sub-Category	Mean	Percentage	Rank
Layout and Design	<b>3.45</b>	<b>69.03</b>	<b>1</b>
Practical Consideration	3.24	64.95	2
Language Type	3.21	64.20	3
Subject and Content	3.19	63.80	4
Conclusion	3.00	60.12	5
Activities	2.98	59.64	6
Skills	<b>2.82</b>	<b>56.55</b>	<b>7</b>

As the table clarifies (see mean scores) and as it was mentioned before, all the instructors had an average level of satisfaction towards the intended series based on different criteria included in the questionnaire. The percentage of each mean score has been calculated so as to find out the rank of each component. The raters' levels of satisfaction with regard to the categories are placed in rank order from 1 to 7. The results in Table 9 imply that among these categories, the one with which the judges are the happiest, is that of "Layout and Design". That is, in comparison with other categories, raters are more satisfied with glossary, section reviews, testing suggestions, layout and design and textbook organization subcategories. 'Practical Considerations' takes the second place which shows that teachers favored reasonability of the price, accessibility of the textbook and textbook package. 'Language Type', 'Subject and Content', 'Conclusion', and 'Activities' are ranked from 3 to 6 respectively. Of those seven categories, 'Skills' is favored the least which in turn indicates that not much heed has been paid to the integration of the four language skills in general and every one skill separately in particular. Moreover, practices of natural pronunciation do not seem to well suit the needs of the learners.

In order to answer the third research question of the study which is germane to the discrepancy between males and females attitudes towards the intended series, Independent Samples t-test was employed. The results of the analysis are shown in the following tables.

TABLE 10.  
GROUP STATISTICS FOR PRACTICAL CONSIDERATIONS

Category	Gender	N	Mean	Std.Deviation
Practical Considerations	Male	40	3.20	.605
	Female	40	3.29	.640

TABLE 11  
INDEPENDENT SAMPLES T-TEST FOR RATERS' ATTITUDES TOWARDS PRACTICAL CONSIDERATIONS

Layout and Design	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig	t	df	Sig.(2-tailed)
Equal Variances assumed	.259	.612	-.681	78	.49
Equal Variances not assumed			-.681	77.76	.49

The results of Levene's test for equality of variances show that equal variances are assumed ( $\text{Sig}=0.612>0.05$ ). Also, the results of t-test for equality of means indicate that there is not a significant difference between male and female attitudes towards 'Practical Considerations' category.

TABLE 12  
GROUP STATISTICS FOR LAYOUT AND DESIGN

Category	Gender	N	Mean	Std.Deviation
Layout and Design	Male	40	3.46	.625
	Female	40	3.43	.720

TABLE 13  
INDEPENDENT SAMPLES T-TEST FOR RATERS' ATTITUDES TOWARDS LAYOUT AND DESIGN

Layout and Design	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig	t	df	Sig.(2-tailed)
Equal Variances assumed	.689	.409	-.228	78	.820
Equal Variances not assumed			-.228	76.49	.820

In the same way, the results of Levene's test in Table 13 maintain the equality of variances ( $\text{Sig}=0.409>0.05$ ). Accordingly, the results of t-test for equality of means clarify that the discrepancy between males and females' responses about 'Layout and Design' category is statistically insignificant ( $\text{Sig}=0.820>0.05$ ).

TABLE 14  
GROUP STATISTICS FOR ACTIVITIES.

Category	Gender	N	Mean	Std.Deviation
Activities	Male	40	2.82	.869
	Female	40	3.14	.894

TABLE 15  
INDEPENDENT SAMPLES T-TEST FOR RATERS' ATTITUDES TOWARDS ACTIVITIES

Activities	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig	t	df	Sig.(2-tailed)
Equal Variances assumed	.619	.434	-1.630	78	.107
Equal Variances not assumed			-1.630	77.93	.107

As Table 15 shows, the significance value computed for Levene's test is 0.434 which is larger than 0.05 ( $\text{Sig}=0.434>0.05$ ). This shows that the variances are assumed equal. Moreover, the results of t-test for equality of means indicate that the difference between male and female judges' responses for 'Activities' category is not significant at the level of 0.05 ( $\text{Sig}=0.107>0.05$ ).

TABLE 16  
GROUP STATISTICS FOR SKILLS.

Category	Gender	N	Mean	Std.Deviation
Skills	Male	40	2.70	.900
	Female	40	2.95	.783

TABLE 17  
INDEPENDENT SAMPLES T-TEST FOR RATERS' ATTITUDES TOWARDS SKILLS

Skills	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig	t	df	Sig.(2-tailed)
Equal Variances assumed	1.116	.294	-1.351	78	.181
Equal Variances not assumed			-1.351	76.55	.181

Table 17 presents the analysis of data pertinent to the component 'Skills'. Based on the significance value computed for Levene's test, the assumption of equality of variances is retained ( $\text{Sig}=0.294>0.05$ ) and the results of t-test for equality of means prove that female and male teachers seem to have the same view towards the skills utilized in the series.

TABLE 18  
GROUP STATISTICS FOR LANGUAGE TYPE.

Category	Gender	N	Mean	Std.Deviation
Language type	Male	40	3.01	.557
	Female	40	3.40	.641

TABLE 19  
INDEPENDENT SAMPLES T-TEST FOR RATERS' ATTITUDES TOWARDS LANGUAGE TYPE

Language type	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig	t	df	Sig.(2-tailed)
Equal Variances assumed	1.259	.265	-2.885	78	.005
Equal Variances not assumed			-2.885	76.49	.005

Table 19 illustrates the results of Levene's test for equality of variances and t-test for equality of means. The amount calculated for the former is 0.265 and for the latter is 0.005 which in turn substantiates that the differences between the responses of male and female instructors are statistically significant with respect to 'Language Type' category (Sig=0.005<0.05).

TABLE 20  
GROUP STATISTICS FOR SUBJECT AND CONTENT.

Category	Gender	N	Mean	Std.Deviation
Subject and Content	Male	40	3.00	.859
	Female	40	3.37	.791

TABLE 21  
INDEPENDENT SAMPLES T-TEST FOR RATERS' ATTITUDES TOWARDS SUBJECT AND CONTENT

Subject and Content	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig	t	df	Sig.(2-tailed)
Equal Variances assumed	.236	.628	-2.003	78	.049
Equal Variances not assumed			-2.003	77.46	.049

The results of Levene's test in Table 21 maintain the assumption of equal variances (Sig=0.628>0.05). However, the significance value computed for equality of means expresses different views of raters with regard to the 'Subject and Content' category (Sig= 0.049<0.05).

TABLE 22  
GROUP STATISTICS FOR CONCLUSION.

Category	Gender	N	Mean	Std.Deviation
Conclusion	Male	40	2.74	.918
	Female	40	3.26	.806

TABLE 23  
INDEPENDENT SAMPLES T-TEST FOR RATERS' ATTITUDES TOWARDS CONCLUSION

Conclusion	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig	t	df	Sig.(2-tailed)
Equal Variances assumed	.000	.993	-2.57	78	.012
Equal Variances not assumed			-2.57	77.98	.012

The results in Table 23 confirm the equality of variances based on the significance value calculated for Levene's test (Sig=0.993>0.05). In addition, the analysis pertinent to t-test for equality of means proves that the discrepancy between male and female instructors' attitudes towards the 'Conclusion' category is statistically significant (Sig=0.01< 0.05).

## VII. CONCLUSION

Each textbook designed for the purpose of language teaching and learning, regardless of perusing the same goals, encompasses both strengths and weaknesses and the intended series was no exception. This series appears to be effective in such areas as accessibility, function, structure, vocabulary and layout. However, like other textbooks it suffers from some pitfalls and shortcomings. Since the major goal of a textbook is to assist learners in making competent bilinguals in terms of the four language skills, greater up- to- date emphasis should be given to these areas. Also, each textbook should provide the opportunity for the learners to get the hang of the target language culture which is inextricably linked with the language itself.

Having received the average level of satisfaction by the instructors throughout the country in the majority of the parts of the intended series, this study is hoped to assist the material developers and syllabus designers in giving deep thought to the content of the series so as to boost pupils' pragmatic as well as communicative and grammatical competence.

## REFERENCES

- [1] Cotazzi, M., & Jin, L. (1999). Cultural mirrors materials and methods in the EFL classroom. In E. Hinkel (Ed.). *Culture in second language teaching and learning*. Cambridge: CUP.
- [2] Cunningsworth, A. (1995). *Choosing your Coursebook*. UK: Heinemann English Language Teaching.
- [3] Darali, Gh. (2007). Pragmatic dimension in spectrum textbooks. Unpublished master's thesis. Shiraz University, Iran.
- [4] Ellis, R. (1997a). *SLA research and language teaching*. Oxford, UK: Oxford University Press.
- [5] Ellis, R. (1997b). The empirical evaluation of language teaching materials. *ELT Journal* 51(1), 36-42



- [6] Gray, J. (2002). The global coursebook in ELT. In D. Block & D. Cameron (Eds.), *Globalization and language teaching* (pp.151-167). New York: Routledge.
- [7] Kayapinar, U. (2009). Coursebook evaluation by English teachers. *Inonu University Journal of the Faculty of Education*, 10(1), 69-78.
- [8] Levinson, S.C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
- [9] Littlejohn, A. (1992). Why are ELT materials the way they are? Unpublished doctoral dissertation, Lancaster University.
- [10] Litz, D.R.A. (2000). Textbook Evaluation and ELT Management: A South Korea Case Study. *Asian EFL Journal*, Retrieved on December 2nd 2013 from [http://www.asian-efl-journal.com/Litz\\_thesis.pdf](http://www.asian-efl-journal.com/Litz_thesis.pdf)
- [11] Mares, C. (2003). 'Writing a Coursebook'. In B. Tomlinson (Ed), *Developing Materials for Language Teaching* (PP. 130-140). London: Continuum.
- [12] Mohammadi, R. (2004). A practical guide for internal evaluation in Iranian higher educational system. Sanjesh organization, Tehran, Iran.
- [13] Mukundan, J. (2007). 'Evaluation of English Language Textbooks, Some Important Issues for Consideration'. *Journal of NELTA*, Vol 12 No 1&2: 80-4
- [14] O'Neil, R. (1982). 'Why Use Textbooks?'. *ELT Journal* 36(2), 104-111
- [15] Rastegar, Z. (1992). The Analysis of Dialogues in Iranian Guidance and High School Texts in Terms of their pragmatic Functions. Unpublished master's thesis. Shiraz University, Iran.
- [16] Sohail, A. (2011). The Procedure of textbook development in Pakistan. Available at: <http://www.scribd.com/doc/60627513/Importance-of-Textbook>, retrieved on June 15th 2013.
- [17] Sheldon, L. (1987). *ELT Textbook and Materials: Problems in Evaluation and Development*. Oxford: Modern English Publications.
- [18] Tomlinson, B. (2008). *English Language Learning Materials: A Critical Review*. London: Continuum.
- [19] Tomlinson, B. (2010). 'Principals of Effective Material Developments'. In N, Harwood (Ed.) (2010). *English Language Teaching Materials: Theory and Practice*. New York: Cambridge University Press.
- [20] Ur, P. (1996). *A Course in Language Teaching: Practice and theory*. UK: Cambridge University Press.
- [21] Vellenga, H. (2004). Learning Pragmatics from ESL & EFL Textbooks: How Likely? *TESL-EJ*, 8(2), 1-18.



**Amir Reza Asiyaban**, born in Iran in 1982, is currently a PhD candidate in TEFL in Islamic Azad University of Shiraz. He received his BA and MA degrees from the same university in 2003 and 2009 respectively.

At present, he is teaching preparatory courses for M.A examinations and is working as an English instructor in different institutes and also as a lecturer in the University of Science and Research in Iran, Shiraz. He has also been an ACADEMIC DIRECTOR, A PLACEMENT TEST ADMINISTRATOR, A TTC TUTOR, and AN OBSERVER in diverse institutes in Shiraz. His main areas of interest are educational psychology, teaching strategies, teacher education and motivation. He has published some articles and a book:

- 'Expression via expressions' Shiraz, Eedeh Derakhshan.

- 'L1 and L2 language stores dependency and their connection facilitation through translation'. *Iranian EFL Journal*, 7(6), 296-308.

- 'Does Translation Contribute to Learners' Free Active Vocabulary?'. *Pan-Pacific Association of Applied Linguistics*, 16 (1)



**Mostafa Zamanian** was born in 1955. He received his PhD degree in the University of UNM, Albuquerque, NM, United States of America in 1984. His major was teaching English.

He has taught at Grambling State University in US and Paul Quinn College in the USA for about 20 years. He is currently a member of the Academic Staff with the rank of Assistant Professor teaching BA, MA and PhD courses at Islamic Azad University of Shiraz, Iran. His main areas of interests are Psycholinguistics, Material development, Motivation and Vocabulary. Dr. Mostafa Zamanian is now a program developer for MA and PhD courses at the aforementioned University.