ELT Materials Evaluation: A Comprehensive Analysis of *Mosaic Series Middle East Gold Edition*

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Abstract

Textbooks play a crucial role in language learning classrooms. The problem is that among the great quantity of available textbooks on the market which one is appropriate for a specific classroom and group of learners. In order to evaluate ELT textbooks, theorists and writers have offered different kinds of evaluative frameworks based on a number of principles and criteria. This study evaluates a series of ELT textbook, namely, *Mosaic Series Middle East (Gold) edition* using Littlejohn's (2011) evaluative framework to see what explicit features of the book are, what pedagogic values it has, whether it is in line with its claimed objectives, and what its merits and demerits are. Littlejohn believes that we should evaluate a textbook based on its own pedagogic values and we should see "what is in it" not what teachers and evaluators think must exist in it. Consequently his framework is claimed to be devoid of any impressionistic ideas and it is in-depth and objective rather than subjective. Five ELT experts and five ELT teachers helped the researcher to evaluate the book through rating the evaluative checklists. The results of the study showed that although a number of shortcomings and drawbacks were found in *Mosaic Series Middle East (Gold) Edition*, it stood up reasonably well to a detailed and in-depth analysis and that its pedagogic values and positive attributes far out-weighed its shortcomings.

Keywords: ELT Materials, Textbook evaluation, Mosaic Series

INTRODUCTION

There has been an increase in demand for English courses due to the global status of English, technological advancements and globalization. In general, the most popular language is English. English is typically the language of latest-version applications and programs, social media networks and websites, software manuals, hardware installation guides and product fact sheets. English is the language used in every activity at the

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institutions of higher learning, and most journals and technical periodicals that give international acclaim to scientists, engineers, technologists, and technocrats are printed in English (Amiryousef & Vahid Dastjerdi, 2011). Therefore, the importance of learning English cannot be ignored in an increasingly interconnected and globalized world (Jordan, 1997; Islami, 2010). There has, therefore, been an increase in the books written by national and international authors to offer materials and exercises to satisfy what they believe are learner's needs in an English class. Regarding the global status of English and the increasing number of English textbooks, this study is intended to analyze the results of an evaluation of three English textbooks(Mosaic series) used in almost all of the Iranian institutes .

Textbooks play a pivotal role in ELT classes. They can be important resources for teachers in assisting students to learn English and serve as the foundation of instructions and the primary sources of information for teachers. They play a role in actualization of the plans and decisions into interesting and useful materials, tasks and activities (Azizifar et al. 2010; Kurkgöz, 2009; Richards, 2001).Some researchers (Allwright, 1981; Harwood, 2005; Thornbury &Meddings, 2001) have, however, questioned the actual role of textbooks in ELT classes. They argue that there is a big gap between learners' needs and styles and advances in teaching and learning, and the materials which are prepared commercially for EFL and ESL courses (Richards, 2005).

Although there are some commonalities among different checklists, every well-established checklist is driven from a framework and as far as literature shows this is the theory behind the framework that specifies and develops checklist. Littlejohn (2011), remarks that one of the most obvious sources for guidance in analyzing materials is the large number of frameworks which exist to aid the evaluation of a course book. He believes one of the principal problems in their use is that they usually involve making "general, impressionistic judgments" on the materials rather than examining "in depth" what the materials contain.

What can be inferred from above arguments is that in today's situation of language teaching and learning (in order to choose suitable materials for a course whether by a teacher or by administrator) evaluation is usually done and no one can deny its importance. In this regard, this research, then, will be concerned with carrying out an evaluation (using Littlejohn's framework, 2011) on a series of ELT materials, namely *Mosaic Series*.

English language instruction has many important components but the essential constituents for many ESL/EFL classrooms and programs are the textbooks and instruction materials that are often used by language instructors. In Iran like many other countries located in the Middle East region, schools, government-run or private, use institutional materials produced according to the syllabuses and curriculum, designed and developed by the Ministry of Education and under the supervision of this organization. Global materials such as *Mosaic, Headway, Interchange, Cutting Edge,* and *Top Notch* are also widely used in private language institutes or in colleges. While the quality of EFL textbooks in recent years has improved dramatically, especially in Iran, the

process of selecting an appropriate text has not become any easier for most teachers and administrators. Program directors and classroom teachers are under pressure to adopt new textbooks on a fairly regular basis and with regard to some scholarly tested criteria. It is a fact that selecting and evaluating textbooks in EFL context is of utmost importance.

Research Questions

1) What are the explicit features of *Mosaic Series*?

2) What pedagogic values does *Mosaic Series Middle East (Gold) Edition* have*?*

3) What are the merits and the demerits of *Mosaic Series*?

LITERATURE REVIEW

Textbooks are really crucial in today's realm of language teaching and learning because the textbooks are generally considered to be essential component of teaching and will therefore have a great impact on a teacher's methods of instruction (Long, 2005). Although there might be some, according to Tom (2004), advocates of textbooks argue that they are the most effective way of presenting materials, help learners achieve a sense of system, cohesion, and progress, and also help teachers to be prepared. In some contexts, teachers are untrammeled to choose their own textbooks. The vast majority of teachers, however, have textbooks suggested, prescribed, or assigned (Tomlinson, 2001). According to Riazi and Mosalanejad (2010), "textbooks play a very crucial role in the realm of language teaching and learning and are considered the next important factor in the L2 classroom after the teacher." Some theorists such as Hutchinson and Torress (1994) know them as „an almost universal element of teaching.

Some theorists such as Haycroft (1998) suggest that one of the primary advantages of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them. Second, as Sheldon (1988) has pointed out, students often rely more on using a textbook in their particular language classroom and program and believe that published materials have more credibility than teacher-generated or "in-house" materials. Third, as O'Neill (1982) has indicated, textbooks are generally sensitive to students' needs, even if they are not designed specifically for them, they are efficient in terms of time and money, and they can and should allow for adaptation and improvisation. In this way, textbooks can reduce potential occupational over-load and allow teachers the opportunity to spend their time undertaking more worthwhile pursuits (O'Neill, 1982; Sheldon, 1988).

Theoretical background of materials evaluation

Tomlinson (2001) considered material development (and evaluation) as both a field of study and a practical undertaking. As a field, he argued it studies the principles and procedures of the design, implementation and evaluation of language teaching materials. As an undertaking, it involves the production, evaluation and adaptation of language

teaching materials, by teachers for their own classrooms and by materials writers for sale or distribution. He stated that study of material development is a recent phenomenon.

> "Until recently materials development was treated as a sub-section of methodology, in which materials were usually introduced as examples of methods in action rather than as a means to explore the principles and procedures of their development."(p, 66)

Ellis (1997) distinguished between two different types of material evaluation: a predictive evaluation designed to make a decision regarding what materials to use and a retrospective evaluation designed to examine what have actually been used. He believed that nearly most of the material evaluations that have been done are predictive type. There are two ways in which teachers can carry out this kind of evaluation. One way is that teachers rely on evaluations carried out by expert reviewers. For instance, journals like ELT journal assist teachers in this respect by providing reviews of published course books. On the other hand, as an alternative, teachers can carry out their own predictive evaluation. As Ellis indicated, there are numerous checklists and guidelines available to help them to do so. However, there are limits to how 'scientific' such an evaluation can be. He quoted from Sheldon (1988) that believed" it is clear that course book assessment is fundamentally a subjective, rule-of-thumb activity, and that no neat formula, grid, or system will ever provide a definite yardstick."

Ellis (1997) stated that materials can be retrospectively evaluated impressionistically or by collecting information in a systematic manner (i.e. conduct an empirical evaluation). Empirical evaluations are less common because they are time-consuming. Being so, Ellis suggested that empirical evaluation can be made more manageable through micro-evaluation. He distinguished between macro-evaluation and micro-evaluation indicating that a macro-evaluation calls for an overall assessment of whether an entire set of materials has worked, while in micro-evaluation, the evaluator selects one particular teaching task in which s/he has a special interest and submits this to a detailed empirical evaluation.

Three of the most recent researchers in the field of textbook evaluation studies in Iran are Azizifar, Koosha, and Lotfi (2010) who examined an evaluation of two series of ELT textbooks used for teaching English in Iranian high schools from 1965 to the present. To do so, Tucker's (1975) textbook evaluation model was employed and the findings suggested that one of the main factors for the students' achievement in English is the ELT textbooks. They suggested that in the textbooks, there should be enough opportunity for the learners to practice the language they are learning communicatively.

In one study Otlowski (2003) evaluated a series of ELT materials called '*Expressway A series'* to study portrayal of gender and the representation of the various ethnic groups in it. He analyzed this textbook based on two criteria: *a) gender bias* (the depiction of women in stereotypical roles), and *b) ethnic group portrayal* (the visibility and depiction of ethnic groups in the text). Based on these criteria he has examined the conversations and graphic illustrations of the textbook. Finally, in result section he reported that although

Expressway A is better than many earlier EFL textbooks, it still depicts women in roles that no longer accurately represent their role in society.

Another rather comprehensive piece of study was conducted by Litz (2005). He reported the results of his evaluative study based on an ELT textbook under the title of *English Fisherhand 2* (EF2). The study was carried out in Sung Kyun Kwan University in Suwan, South Korea. As he stated the purpose of this research project was to determine the overall pedagogical value and suitability of this book towards the specific language program in that particular learning environment.

In their study, Samad and Noordin (2003) carried out an evaluation of an EST (English for Science and Technology) materials to examine how far the prescribed textbooks used in ESL classrooms (in Malaysian context) provide the necessary tools in preparing learners for the transition of language skills across disciplines. They applied a framework for evaluation which is claimed to be developed by a person called Dougill (1987), but there is no bibliography of him in their reference part.

METHODOLOGY

The purposive, convenient sampling procedure was used in this study; purposive in the sense that only English teachers were recruited, and convenient in the sense that the participants were easily accessible ones which were intended to be representative of the whole population as diverse as possible. Participants of this study consisted of 10 teachers (for practical considerations and because of the great amount of data gathered in the study just 10 teachers were selected) including five(M A) ELT experts and five ELT teachers who were teaching at Neday-e- Shokouh English language institute in Aligudarz. Each of these teachers will have at least one year teaching experience of the textbooks under analysis. (Note that *Mosaic* for Middle East was introduced to Iranian institutes 2years ago).

Materials and Instrument

A sample of the *Mosaic Middle east (Gold) Edition* by Jami Hanerddy and Elizabeth Whalley published by McGraw Hill and is a fully-integrated academic skills series for adults and young adults was put under analysis. This sample included three units. Each chapter of the Reading volume starts with a one page warm-up and is composed of two parts; the listening and speaking volume has chapters with four parts. The sample contained a total number of 93 tasks. Each task was labeled by a number that was applied in task analysis sheets. There was another checklist based on Littlejohn's framework under the title of Task Analysis Sheet (TAS). This checklist examines the activities and tasks in one typical unit of each textbook.

There was also a third checklist developed based on claims declared by the authors of *Mosaic Middle east (Gold) Edition* and Richards and Rodgers notion of design.

Procedure

The checklist was developed to examine the explicit features of *Mosaic Middle east (Gold) EditionSeries* that was worked on by the researcher himself because as Littlejohn puts it, this checklist deals with "tangible" or physical aspects of the materials and there will not be any disagreement among different evaluators about the results provided by this check list.

 The second checklist (TAS) was offered to five ELT experts as raters. It is worth mentioning here that this checklist, proposed by Littlejohn, is developed in a way that it can be worked on by even one rater. Each rater was provided with a sample of the material and checklists to work on. Before starting the job, a brief description of the whole material (number of units in each textbook, the sequence and patterns of activities, the number of textbooks in each level, components, etc.) was presented to the raters to have a general idea about *Mosaic Middle east (Gold) Edition* series. Then each rater was asked to work on the first five tasks as a kind of piloting to become familiar with the nature of the evaluation he was involved with.

 The third checklist then was handed to these five experts and also to five teachers with experience in teaching *Mosaic Middle east (Gold) Edition* books in order to have a thorough vision on design as explained in previous section. Experts were asked to help us because after working on TAS checklist they would have a general view on *Mosaic Middle east (Gold) Edition* and they could also use their expertise in ELT to work on this checklist. Teachers helped us at this part because of their experience of teaching these books. They had an idea about the whole material, not just the sample.
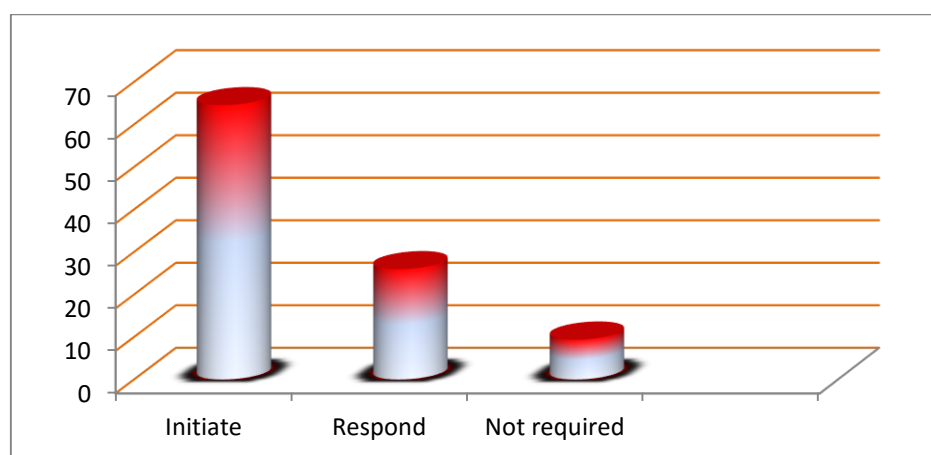
DATA ANALYSIS AND RESULTS

As Table 1shows most of the tasks in *Mosaic series (Gold) Edition* (64.57%) include "initiation". 25.99% of the tasks expect the learners to "respond", and 9.43% "the tasks do not require learners to initiate or respond.

Table 1: Frequency and percentage for Turn-Take

Turn take	Frequency	Percentage
Initiate	308	64.57%
Respond	124	25.99%
Not required	45	9.43%
Total	477	100%

These results show that the *Mosaic series (Gold) Edition* tasks more often encourage students to use the language and more importantly they often require them to express themselves rather than be a listener. In conclusion we can see that *Mosaic series (Gold) Edition* tasks cater for more involvement of the learners in the classroom events.

Figure1: Turn take

According to bar figure1 shows majority of the turn-take tasks in *Mosaic series (Gold) Edition* (64.57%) include "initiation". The bar of which is taller than the two others. Another 25.99% of the turn-take tasks expect the learners to "respond", and the left 9.43% turn-take tasks do not require learners to initiate or respond.

The table2 and figure 2 show that 70.53% of the total tasks in *Mosaic series (Gold) Edition* draw on "meaning". Activities which draw learners' attention to meaning/ system relationship (form-meaning relationship) occupy next biggest proportion of the tasks by 24.06%. And 5.39% of the tasks are those which direct students to focus on language form or language system (rules and form).

Table 2: Frequency and percentage for Focus

Focus on	Frequency	Percentage
Language System(rules and form)	26	5.39%
Meaning	340	70.53%
Meaning/ System/Form relationship	116	24.06%
Total	482	100%

The below bar graph is a pictorial representation of the data gathered from the participants' responses to the "focus" section of the TAS.
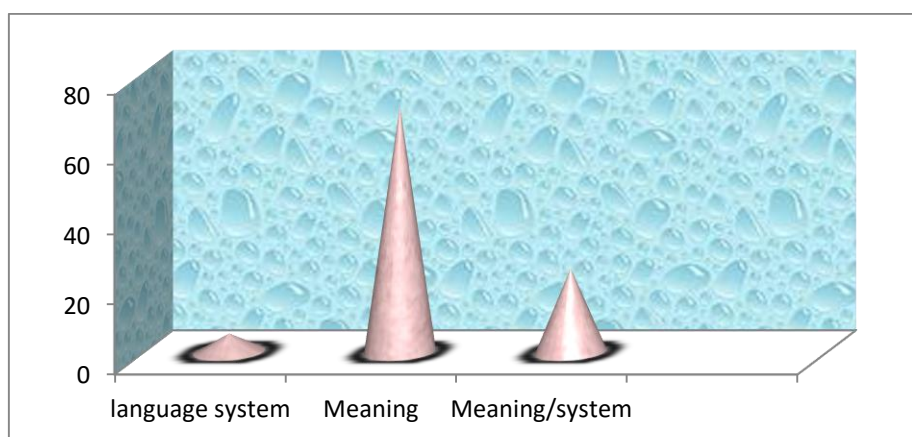
Figure 2: Focus

The longest bar represents the total amount of the tasks which focus on language system. As it was earlier said, this amount comes to 70.53% of the total tasks in *Mosaic series (Gold) Edition*, and it shows that 70.53% tasks draw on "meaning". Activities which draw learners' attention to meaning/ system relationship (form-meaning relationship) occupy next biggest proportion of the tasks by 24.06%. And 5.39% of the tasks are those which direct students to focus on language form (language system (rules and form).

As the table 3 shows the tasks in *Mosaic series (Gold) Edition* demand twelve mental operations in order to be accomplished. Retrieve from long term memory is used more than other operations (29.17%). Draw on prior knowledge is demanded in 28.26% of tasks. Activities that ask students to compare the information are about 1.54% of the total proportion. Activities that demands selecting of information, and the tasks by which learners need to apply language rules, and the tasks that demand decoding of semantic meaning are 13.25%, 3.92% and 11.71% respectively. Building text and repeat with expansion are the two next mental operations which are almost equal (6.59% and 5.63% respectively). Relating sound to objects and deduce language rules are 0.35% and 1.12% of the total proportion of tasks. Finally tasks that require learners to hypothesize (2.73%) research (0.07) and express their own ideas (1.19) compose the rest of activities.

Table 3: Frequency and percentage for Mental Operation

Mental operation	Frequency	Percentage
Retrieve from LT memory	416	29.17%
Built text	94	6.59%
Draw on prior knowledge	403	28.26%
Relate sounds to objects	5	0.35%
Compare	22	1.54%
Decode semantic meaning	167	11.71%
Select information	189	13.25%
Hypothesize	39	2.73
Deduce language rule	16	1.12%
Research	1	0.07
Apply language rule	56	3.92
Express own idea	17	1.19
Total	1426	100%

As can be seen in the table 4, activities which require students to accomplish a task individually simultaneously compose 58.86% of total tasks in *Mosaic series (Gold) Edition*. Tasks that involve learners into pairs or groups activities are 31.10% of total proportion. And 10.2% of tasks require interaction between students and class.

Table 4: Frequency and percentage for Who with?

Who with	Frequency	Percentage
Learner to class	39	10.2%
Learner individually simultaneously	229	58.86%
Learner in pairs/groups	121	31.10%
Total	389	100%

As the table 5 shows written words/phrases have dominant source of input (54.14%). Oral extended discourse is the next main source of input in *Mosaic series (Gold) Edition* by 32.75%. Written extended discourse and Graphic are the two next sources of input that are almost equal (7.42% and 4.58% respectively). Oral words and phrases, in contrast to written words and phrases, are only 1.09% of total proportion of tasks. The smallest proportion of total sources of input in tasks of *Mosaic series (Gold) Edition* belongs to sound and music.

Table 5: Frequency and percentage for Input to learners

Input to learners	Frequency	Percentage
Graphic	21	4.58%
Oral word/phrases	5	1.09%
Oral extended discourse	150	32.75%
Written word/phrases	248	54.14%
Written extended discourse	34	7.42%
Total	458	100%

As table 6 shows the textbook provides a great amount of materials and contents for lessons itself (84.50%). Learners are the next source of content by 15.49% of total proportion of tasks.

Table 6: Frequency and percentage for Source

Source	Frequency	Percentage
Materials	349	84.50%
Teacher	0	0
Learner	64	15.49%
Total	413	100%

As the table 7 shows, the selected textbook obtained 60% of the optimum score (90 out of 150) for aims and objectives part. Principles of selection acquired 58% of the optimum score (87 out of 200). Principle of sequencing received 41.6% of optimum score (83.2 out of 150). The obtained score for subject matter and focus of subject matter was 62% of the optimum score (144 out of 200) which seem to be rather high. Types of teaching/learning activities obtained 32.4% of optimum scores (81 out of 250). Participation received 35.2% of optimum scores (52.8 out of 150). The next score was obtained by classroom roles of teachers and learners which was 40.4% of optimum proportion (80.8 out of 200). Learner role in learning obtained 46% of optimum scores (92 out of 200) and finally the role of materials as a whole received 41.6% of optimum scores (124.8 out of 300).

Table 7: Total score and proportion percentage for Design

Design	Total	Percentage
1.Aims & Objectives	90	60%
2.Principles of selection	87	58%
3. Principle of sequence	83.2	41.6%
4. Subject matter and focus of subject matter	144	62%
5. Types of teaching/ learning activities	81	32.4%
6. Participation	52.8	35.2%
7. Classroom roles of teachers and learners	80.8	40.4%
8. Learner roles in learning	92	46%
9. Role of the materials as a whole	124.8	41.6%

DISCUSSION

As it was stated earlier, textbooks in language classrooms and language learning procedure have a pivotal role, and we cannot ignore the role of textbooks in language classrooms and language learning procedure.

The data were analyzed and the results of the evaluation focusing mainly on the tasks of *Mosaic Series Middle East (Gold) Edition* showed that regarding "turn-take" students are more likely to initiate rather than respond (64.57%). Also the tasks showed to be focused mainly on meaning (70.53%). Regarding the "mental operation" it was revealed that a variety of mental operations exist in *Mosaic Series Middle East (Gold) Edition* tasks with the highest proportion of total tasks belonging to "Retrieve from long term memory" with (29.17%), and the least proportion focusing on "Relating sound to objects" (0.35%). Regarding the type of interaction it was revealed that tasks in *Mosaic Series Middle East (Gold) Edition* mostly require learners to act individually simultaneously (58.86%). The important point to be mentioned here is that only 31.10% of the tasks involve learners in pairs/groups activities.

The study also revealed that written words/phrases (54.14%), and Oral extended (32.75%) are dominant forms of input while Oral words and phrases, in contrast to written words and phrases, has the least proportion in input form of tasks (1.09%). It was also proved that the kind of expected output from the learners is mostly in written extended discourse (39.77%).

In addition, it was shown that the main source for the tasks in *Mosaic Series Middle East (Gold) Edition* is the textbook itself (84.50%) and the teachers provide the least amount of materials. Regarding the nature of the tasks it appeared that different kinds of task nature were evenly distributed in textbook.

In conclusion, it could be said that although there are some drawbacks and shortcomings in *Mosaic Series Middle East (Gold) Edition*, its positive features and merits outweighs the negative ones and *Mosaic Series Middle East (Gold) Edition* has been successful in fulfilling its claimed objectives (more than 80 percent).

Question one: What are the explicit features of *Mosaic Series Middle East (Gold) Edition*?

One of the innovative features in *Mosaic Series Middle East (Gold) Edition* is the attachment of the supplementary materials and components such as Students' CD-Rom (attached to the student books), teacher's Edition and Lesson planner, listening and speaking audio program to this series. The reading book also is accompanied by a "Reading test CD-Rom". As the authors say, this series is accompanied by an online learning center too.

Among activities and tasks presented in *Mosaic Series Middle East (Gold) Edition* the following seem to be exclusive and noticeable:

In *Mosaic Series Middle East (Gold) Edition* this problem is dealt way in a very logical manner. To put it another way, in the series under question (in Reading, Listening and Speaking, and Writing book) the activities are classified in a manner that makes the learners ready for getting the topic. In fact, the pre-reading, pre-listening and pre-writing activities and other stages of these skills are explained explicitly. As it was stated earlier, different activities are classified under the titles" Before You Read/ Listen, Read/ Listen, and After You Read/ Listen". This way, the learner knows what to do and how to do it and this prevents the learner to get confused among the myriad of activities.

Mosaic Series Middle East (Gold) Edition's pedagogical values are as follow:

 1. According to the results of the study (table 1) it was revealed that the tasks in *Mosaic Series Middle East (Gold) Edition* more often encourage the students to use the language. These tasks demand learners to use language and express themselves rather than to be inactive and just listen. Based on the findings, only 9.43% of tasks do not require students to participate in their accomplishment. This can indicate that *Mosaic Series Middle East (Gold) Edition* focuses more on involvement of the learners in the classroom activities.

2. The results of this study (table2) revealed that *Mosaic Series Middle East (Gold) Edition* mostly tries to draw on meaning as the basis for the learning task. Since one of the objectives of *Mosaic Series Middle East (Gold) Edition* is to develop a communicative competence which is achieved by enhancing comprehension of the language, and comprehending the language needs attention to meaning, the results can be seen as one sign of success for this textbook.

3. Based on the results of the study (table 3) it is revealed that *Mosaic Series Middle East (Gold) Edition*'s tasks demand all the thirteen examined mental operations in order to be accomplished. *Mosaic Series Middle East (Gold) Edition* provides students with tasks that give the opportunity to infer the meaning of the texts that accompany applying language rule, recalling previous learning, and using prior linguistic knowledge which can be related and applied in new tasks and activities.

4. According to (table 4) *Mosaic Series Middle East (Gold) Edition* pays more attention to tasks that involves learners into activities that should be done individually simultaneously rather than group activities.

5. The study also shows that (table 5) *Mosaic Series Middle East (Gold) Edition* has provided different types of input to learners among which paying attention to written word/phrases form of input are considerable.

6. The results of the study also revealed that (table 6) for the majority of tasks and activities the textbook itself specifies its own texts as the source of content. In some respects it can mean that *Mosaic Series Middle East (Gold) Edition* frees teachers from the burden of providing the contents for each class sessions and it lets teachers to have more free time for other responsibilities. *Mosaic Series Middle East (Gold) Edition* tasks provide a great variety of contents from different sources which contain systematic practice of practical language.

Question Three: what are the merits and demerits of *Mosaic Series Middle East (Gold) Edition*?

Based on the results of evaluations following are the merits of *Mosaic Series Middle East (Gold) Edition*:

1. The price of Mosaic Series Middle East gold edition student book with CD-ROM is reasonable compared to other ELT textbooks in the market. It is also easily available and learners can find it without trouble.

2. Each two-page part of *Mosaic Series Middle East (Gold) Edition* in each chapter is appropriate for one class session and begins with stated communication goals and ends with a communication practice.

3. *Mosaic Series Middle East (Gold) Edition* tasks more often encourage students to use the language and require them to express themselves rather than be a listener. In other words the tasks cater for more involvement of the learners in the classroom events.

4. *Mosaic Series Middle East (Gold) Edition* tasks enhance comprehension by the use of the activities that draw student's attention more to meaning of the language than its form.

5. *Mosaic Series Middle East (Gold) Edition* tasks demand a variety of mental operations from the learners. It facilitates the process of learning.

6. The graphic form of content, the caption illustrations, photos, definitions, examples and other form of inputs help to remove doubt about the meaning of introduced information. Also as a merit of *Mosaic Series Middle East (Gold) Edition* we see that teachers do not have to search for pictures to bring to class and do not have to resort to translating vocabulary into students' native language.

7. The majority of tasks in *Mosaic Series Middle East (Gold) Edition* require learners to initiate or respond and a much smaller proportion requires them not to do any . This is desirable if we want to have an active class.

8. Finally it should be mentioned here that *Mosaic Series Middle East (Gold) Edition* package benefits from a rich number of components which are very helpful in the process of language learning.

The demerits of *Mosaic Series Middle East (Gold) Edition* are as follow:

1. *Mosaic Series Middle East (Gold) Edition*'s tasks do not apply satisfactory amount of inductive approach toward teaching grammatical structures so the discovery-learning activities of this type are not enough in this textbook.

2. The tasks which require learners to "repeat" the learning points "with expansion" have not been included as many as other kinds of tasks. These semi-structured

activities are useful in the sense that they require students to produce utterances while guiding them what structures or what vocabulary items they can use.

3. As it was mentioned before, the amount of pairs/groups work activities that help learners to practice language more naturally are not satisfactory in *Mosaic Series Middle East (Gold) Edition*.

4. Written form of suprasentential level for both the input and the output are also not adequately considered in *Mosaic Series Middle East (Gold) Edition*'s tasks. This is undoubtedly a drawback for an ELT textbook.

5. Expected output from learners is mostly in the form of written words/phrases and extended discourse that may prevent student attain fluency and self-confidence for everyday oral communications.

The results of the present study are comparable with another rather comprehensive piece of study which was conducted by Litz (2005). He reported the results of his evaluative study based on an ELT textbook under the title of English Fisherhand 2 (EF2). The study was carried out in Sung Kyun Kwan University in Suwan, South Korea. As he stated the purpose of this research project was to determine the overall pedagogical value and suitability of this book towards the specific language program in that particular learning environment. A sample of eight intermediate English course instructors as well as five hundred students who were enrolled in the program has been applied. Some of the positive features of the book according to the results of this study were that the book was well conceived and it contained a wide variety of useful supplementary materials. The book was proved to be very attractive and organized in a clear, logical, and coherent manner etc.

The results of this study are in line with another study in which Kiani(2008) evaluated another series of ELT textbook, namely, Top Notch using Littlejohn's (1998) evaluative framework. The results of the study showed that although a number of shortcomings and drawbacks were found in Top Notch, it stood up reasonably well to a detailed and in-depth analysis and that its pedagogic values and positive attributes far out-weighed its shortcomings.

CONCLUSION

Although a number of shortcomings and drawbacks were found in *Mosaic Series Middle East (Gold) Edition*, the results of the study seemed to reveal that this particular ELT textbook stood up reasonably well to a detailed and in-depth analysis and that its pedagogic values and positive attributes far outweighed the negative characteristics. Both experts and teachers' evaluation results showed that *Mosaic Series Middle East (Gold) Edition* are in line with the goals set by its authors. Of course teachers of English language who teach *Mosaic Series Middle East (Gold) Edition* series are suggested to consider the shortcomings of the textbook and try to alleviate or compensate for these drawbacks by supplementing, modifying and adapting problematic aspects of the textbook.

We would like to end this conclusion by the argument of Byrd (2001) who states that in the evaluation process, those with the responsibility for choosing textbooks need to consider not just the fit between the curriculum and the textbook but also the practical issues of usability by teachers and by students. She believes once a textbook has been selected, teachers need to analyze the resources in the textbook to create a plan for daily lessons and for the whole course that helps them both implement and supplement what is already given in the most efficient and effective way.

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