

Textbook Evaluation of Family and Friends Series Based on Teachers' Perspectives

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Abstract

The selected textbook in the present research is Family and Friends series for young- learner students, that is, Family and Friends 5, (Naomi Simmons, Tamzin Thompson and Jenny Quintana, second edition) and Family and Friends 6, (Naomi Simmons, Tamzin Thompson and Jenny Quintana, second edition) were selected. Twenty instructors comprising of 10 males and 10 females were participated. These instructors have been teaching Family and Friends books for several years. Thus, these experienced instructors have enough knowledge and ability to evaluate the books and identify their strengths and weaknesses. An EFL/ESL textbook evaluation checklist consisting of 35 items served the instrument in the present study. The checklist was compartmentalized into four sub-parts as follows: aim and achievement, skill, language type and technical consideration, each directly related to a criterion and likewise, an important aspect of textbook evaluation. The checklist is adapted and modified version of Mc Donough and Shaw (1993) provided an evaluating model for the study. Frequencies and percentages were calculated for each item to describe the overall picture of how the teachers rated the textbook in terms of four criteria. In addition, chi-square for each criterion was calculated. The study's finding indicated that the teachers were extremely satisfied with a majority of the textbook's features. The result of the prepared checklist is added to the related sections. Therefore, Family and Friends series are suitable to be used as it has been used successfully for several years at language institutes in Iran.

Keywords: Family and Friends series, evaluation, EFL, teachers' perspectives

INTRODUCTION

Materials evaluation is an educational necessity because it determines how a textbook can be improved or justified objectively. Teaching materials have a great impact on the process of learning and teaching. Nunan (1988) declares that materials are, in fact, an essential element within the curriculum and do more than simply lubricate the wheels of learning. If done in the correct manner, material evaluations can provide concrete models for desirable classroom practice. They act as models and, at their very best, they fulfill a teacher development role (Nunan, 1988). In today's classrooms, textbooks serve as a tool,

guidebook and measurement aid for teachers. Teachers throughout the world use texts to guide their instruction, and textbooks have influence on how content is delivered significantly (Association for Supervision and Curriculum Development, 1997). Schmidt, McKnight, and Raizen (1997) suggest that textbooks as playing an important role in making the leap from intentions and plans to classroom activities, by making content available, organizing it, and setting out learning tasks in a form designed to be appealing to students. According to Cortazzi and Jin (1999), ELT textbooks play the role of a teacher, a map, a resource, a restrictor, and as an ideology. Additionally, Richards and Renandya (2002) believe in active part that a textbook plays in what they term as "social routinization", meaning classroom interaction which turns stereotyped to shrink the stress and unpredictability.

Further, as Cunningsworth (1995) contends, a textbook can be a source of activities, a syllabus for pushing the teaching/learning process toward systematization, and as a scaffold for novice teachers. Still others refer to textbooks in tandem with innovation, students' needs, issues related to money and time (Hutchinson and Torres, 1994 and O'Neil, 1982). To make the most effective use of a textbook teachers must judge which one is appropriate for their goals and needs. A teacher must know how well a textbook's instructional design effectively helps them to attain their specified teaching goals. The only way to reach this is through careful evaluations of textbooks and other curriculum materials. Evaluation of a published textbook by the involved individuals such as learners and instructors can lead authors to analyze and revise the problematic sections. Moreover, teachers should not necessarily determine the aims themselves (components of teaching and learning) or become the aims but they should always be at the service of the teachers and learners (Brown, 1995). Consequently, we must make every effort to establish and apply a wide variety of relevant and contextually appropriate criteria for the evaluation of the textbooks that we use in our language classrooms. We should also ensure "that careful selection is made, and that the materials selected closely reflect [the needs of the learners and] the aims, methods, and values of the teaching program." (Cunningsworth, 1995 p. 7).

Richards and Rodgers (2003) declare that the functions for materials encompass objectives, content, learning activities, and learner and teacher roles. Having presented arguments for the significant part of textbooks in teaching learning process, one can figure out the necessity for assessing and studying this substantial component of language teaching profession. To this end, Tomlinson (2001) looks at studying materials as a bridge linking different areas of sociolinguistics, language acquisition, discourse analysis and pragmatics as well as the effectiveness of materials. As Rashidi and Bahrami (2012) state, different scholars and instructors to be the framework and road map for any pedagogical plans in EFL field perceive textbooks all over the world. Richards, (2010).

Cunningsworth (1995) and Ellis (1997) maintain that textbook evaluation helps instructors move beyond impressionistic assessments and helps them to get useful, accurate, systematic and contextual insights into the overall nature of textbook material. Moreover, Textbook evaluation can also be a valuable part of teacher training programs since it serves the purpose of making teachers aware of important features to look for in

textbooks while familiarizing them with a wide range of published language instruction materials.

English textbook has an important relationship with the learning of the students; the evaluation of the textbooks for English has a significant role in the future success of the educational program. The results of this study would be significant to all who are in the process of second or foreign language learning or teaching. The outcomes of this study can help teachers decide what to do in their classes in terms of presentation, procedure and evaluation of student are learning. Textbook selection and evaluation are crucial issues in an academic and non-academic situation in order to raise problem regarding textbook selection among teachers and EFL learners to learn English. Furthermore, experience has shown that the level of general English proficiency (GEP) is also low and most of the instructors point out students need to improve their general English to understand the basic structure of English grammar and vocabulary to understand the content. Although Iranian universities and school use predetermined course book, Iranian language institutes use a different material, therefore, based on the aim of the institutes different material are used.

There are great numbers of language learners in Iran who have not direct relationship with native speakers. Therefore, their cultural awareness is highly depending on textbook available for them. Having considered what we argued about so far, the current study made an attempt to reconsider the extent to which the textbooks 'Family and Friends series' are well devised based on teachers perspectives in Iran. It is hence hoped this study would discover new dimensions in association with the textbook and help to exert improvement on it if required. With regard to Bragow, the ultimate goal for the teaching of culture in target language highly depends on consciousness, cross-cultural learners and international understanding Moreover, it is crucial to evaluate not only the cultural context in textbooks and curricula but also the manner in which it is presented. Tomlinson, DAT, and Richards (2001) stated that before evaluating a textbook, some criteria are more important such as the role of a textbook, teachers, and learner in the program. Tomlinson (2001) argued that textbook evaluation is an ongoing process. Crunch (1998) believed that people communicate with individual and conduct the social life is through language and describe it as principal means.

REVIEW OF LITERATURE

The literature on textbook selection and/or textbook evaluation procedures is vast. Various scholars have suggested different ways to help teachers become more systematic and objective in their approach (Chastain, 1971; Tucker, 1975; Candlin & Breen, 1979; Williams, 1983; Hutchinson and Waters, 1987; Sheldon, 1988; Skierso, 1991; Ur, 1996; Littlejohn, 1996). There appears to be very little research, however, on the exact role of textbooks in the language classroom. Allwright (1981) suggests that there are two key positions. The first – the deficiency view – sees the role of textbooks or published materials as being to compensate for teachers' deficiencies and ensure that the syllabus is covered well. Underlying this view is the assumption that good teachers always know what material to use with a given class and have access to, or can create, them. They thus

neither want, nor need, published materials. The second view, on the other hand, sees materials as the decision carriers best made by someone other than the teacher because of differences in expertise. This view was mentioned by several of the teachers participating in the TESL-L debate, who argued for the use of published materials on the grounds that these are better – and cheaper in terms of cost and effort (McDonough and Shaw, 1993) – that what teachers can produce consistently in the time available to them. Evaluation is a dynamic process which investigates the suitability and appropriateness of an existing practice (Rea-Dickens & Germaine, 1992). It is a useful device for both teachers and material writers as an underlying element in the development of innovations and modifications within the teaching /learning context. However, despite its important role in improving various aspects of teaching programs, evaluation is not still a well-articulated and supported part of a project (Hargreaves, 1989). Hence, the significance of the textbook as a universal component of English language teaching is undeniable (Hutchison & Torres, 1994).

Cunningsworth (1995) and Ellis (1997) have suggested that there are three different types of material evaluation. They argue that the most common form is probably the 'predictive' or 'pre-use' evaluation that is designed to examine the future or potential performance of a textbook. The other types of textbook evaluation are the 'in-use' evaluation designed to examine material that is currently being used and the 'retrospective' or 'post-use' (reflective) evaluation of a textbook that has been used in any respective institution. Evaluation is seen as “an activity of gathering information to be used in making educational decisions” (Genesee & Upshur, 1996) which consists of three major components in processing. The first of three that concerns with collection of information regards factors which deal with students' background, learning processes, and instructional factors. The second component is the interpretation of the information and comparing it with some desired state of affairs, goals, or other information that you think is relevant to your decisions. And the last one is the decision-making process about instruction, students, textbooks, etc. (Becerra, 2006).

Despite the fact that textbooks are an important element in most of EFL classes, there has been little investigation done in terms of how and why materials are selected by teachers. The reason for this may lie in the fact that in the age of communicative teaching, experts who advise on the use of textbooks may seem out of step with current language teaching methodology. Yet, regardless of how great an emphasis is placed on the use of authentic materials, teachers frequently do not have the time and the administrative support to collect and adapt all the necessary materials for their classes. Therefore, it is disappointing that researchers have not provided more guidance to enable teachers and administrators to make wiser decisions (Soori, et al., 2011).

To Prabhu (1987) Textbooks are fully specified and pre-constructed materials that provide a certain amount of uniformity in what occurs in many different classes with different teachers and students, which serves the interests of accountability. Sheldon (1988) has offered several reasons for textbook evaluation. He suggests that the selection of an ELT textbook often signals an important administrative and educational decision in which there is considerable professional, financial, or even political investment. A

thorough evaluation, therefore, would enable the managerial and teaching staff of a specific institution or organization to discriminate between all of the available textbooks on the market (David, 2001).

In Ruben (2010) research, a content analysis of the textbooks used in the Dutch early childhood teacher education shows clear inconsistencies with the intended curriculum. Neither the content standards found in the professional profile for teachers nor the content standards from the educational profile of their training courses are adequately covered in the books. While they pay considerable attention to the teacher's educational duties, other tasks outside the primary work process are either dealt with in much less detail or ignored altogether, including the need for strategic planning, for reflection and evaluation, for the development of educational policy, and for cooperation and liaison with colleagues from other disciplines. Marc and Rees (2009) analyze the content of textbooks as well as teachers' usage of them. Results show author representation in textbooks increasingly resembles students' reading preferences at the expense of selections made by literary experts. At the same time, teachers have increasingly adopted textbooks that regarded students' preferences the most. These trends seem to be the result of changes in the student population rather than teachers' professional characteristics.

Textbook Evaluation

As Rubdy (2003) observes, evaluation criteria are not always readily accessible to teachers and as such, selection may be done in an ad hoc manner. Textbook evaluation should ideally inform selection, and become an ongoing activity during, and even after, use of the textbook. Masuhara, (1998) and Tomlinson (2003-a) note that evaluation differs according to purpose and may be done systematically in three stages: pre-use (materials selection), whilst-use and after-use. McGrath (2002, pp.-15) examines similar processes, "pre-use", "in-use" and "post-use" evaluation. Rubdy (2003) suggests a framework including psychological validity (learners' needs, goals and pedagogical requirements); pedagogical validity (teacher's skills abilities, theories and beliefs); process and content validity (the thinking underlying the materials writer's presentation of the content and the approach to teaching and learning respectively). In order to make an informed selection, with long-term sustainability in mind, Hutchinson (1987, pp. 42-43) advocates that teachers look "underneath materials" in order to make selections and develop awareness of their own teaching-learning situation. The practice of materials evaluation develops awareness by encouraging teachers to analyse their presuppositions about the nature of language and learning, establish priorities, and view materials as an integral part of teaching and learning. Numerous textbook evaluation checklists have been developed over time (Breen & Candlin, 1987; Chambers, 1997, Cunningsworth, 1984; Dougill, 1987; Ellis, 1997; McDonough & Shaw, 1993; McGrath, 2002; Sheldon, 1988; Tomlinson, 2003a; Ur, 1996; Williams, 1983). The existence of such checklists does not mean that textbook evaluation actually takes place as suggested by adopting one or more of these criteria. As Huang (2011) observes in her examination of the gap between the ideal and the real in her study of textbook selection in Taiwanese universities and Institutes of Technology, the majority of evaluation criteria have originated in British,

Australasian and North American (BANA) contexts and may not suit the needs of other contexts. Even when teachers use some of the suggested criteria, they may not necessarily do so as a result of having awareness of the existence of such checklists. Huang (ibid) comparatively analysed 18 checklists for materials evaluation from the 1970s onwards. She filtered their criteria into 13 overall categories, representing overall suggestions for teachers to take into account during materials evaluation, as follows:

- Teaching contexts and situations
- Authenticity
- Sensitivity to socio-cultural issues
- Organization of the materials
- Methodology
- Textbook content
- Tasks (Exercises, activities etc.)
- Self-instruction
- Supplementary materials
- Visual Design
- Practical Concerns
- Quality of the textbook

Reasons for textbook evaluation

There are various reasons for textbook evaluation. Ellis (1997) divided textbook evaluation into two types namely; micro-evaluation and macro-evaluation. A macro-evaluation calls for the entire assessment of materials to plan and collect essential information. In a micro evaluation, the instructor chooses one particular element of the task in which she or he has a special interest. The researcher uses the series of micro-evaluation to provide the basis for a subsequent macro-evaluation. However, a micro-evaluation is used as a practical and accurate way of conducting an empirical evaluation of teaching material. Sheldon (1988) introduces various reasons for textbook evaluation. He believed that the selection of an EFL textbook often shows a crucial administrative and educational decision in which there is prominent professional, financial, or even political investment a comprehensive evaluation enables a researcher and instructor to differentiate between all of the available textbooks on the market. Instructors are able to recognize the particular strength and weakness in textbooks already in use. In Iran, English is taught as a foreign language, thus, learning and teaching English to occur in a classroom situation, which means teaching textbooks play important role in English learning and teaching. Chastain (1988) believed that learning culture is as universal and natural as learning a language. Functional knowledge of a language is both essential to enable individual to interact with the people in the environment. According to Chastain (1988), learning culture is so complex that a learner cannot acquire all aspects of the

target language. With regard to Friedman (1997), language learners are culture learner. He adds isolating cultural awareness from language class makes the learner demotivated and deprive them to interact communicate with the target language. Textbooks depict the role of large number of people in the target society, the way various people at different level of society express their intentions through utterances. (Sahragard, 2009) educational setting, including different teaching approaches, students' interest or other environmental factors may affect the practicality of textbooks. The effect of textbook as educational material is important to affect students' motivation. (Riazi, Mosallanejad, 2010).

Textbook evaluation stages

Harmer (2001) offers three main steps related to textbook evaluation, namely, selecting areas for assessment, stating beliefs, and using statements. Ur (1996) provides a framework to be applied to conduct a textbook evaluation, including deciding on criteria and applying these. According to Harmer (2001), textbook evaluator needs to follow three main stages; the researcher selects the area he wants to assess. Then the researcher uses checklist to evaluate the areas, which are needed to be evaluated. Ur (1996) points out that the textbook evaluator needs to follow two wide stages, namely deciding on criteria and applying criteria. The former, the researcher make use of material evaluation theories proposed by ELT expert and leader, the researcher use any available textbook to examine its element by using criteria he has established. Textbooks are often divided into units concerning cultural topics, for example, there is normally more than one cultural topic depicted in one text. The significance of a variety of topic has received extensive attention for many years. Many scholars (Pfister&Borzilleri, 1998) clearly stressed the importance of suitable topics in textbook.

Relevant studies

A large number of authors and scholars used checklist or questionnaire approach to evaluating some of the widely used textbooks. Sahragard, Rahimi, and Zaremoayeddi (2009) conducted a study to an examination of the third edition of Interchange. The result revealed that Interchange third edition has some weak points regarding the lack of reference to instructors and learners. The next demerits were an emphasis on input enhancement technique and ignoring the important role of self-directed activities in task competition. However, there were some positive points, including an emphasis on group working and meaningful interaction. Prodromou (1992) examined the relationship between knowledge of the target culture and the student's motivation, the findings revealed that 83% of the learners are strongly motivated which is turn reflected positively on their language learning. Another fundamental reason for introducing culture in a foreign language class is the role of cultural background knowledge in reading comprehension. The findings of Jafarpour (1980) showed that learners who were given reading passages related to the target culture had better reading comprehension skill than those who were provided with reading material based on their own culture. Rezaei (2013) conducted a study to evaluate the New Interchange textbook series. They tried to compare and evaluate the Interchange series with a series entitled Top Notch. The study attempted to evaluate each section as follows: lay out, skills, activities, language type,

subject, and content. Forty-five learners participated. They had a different level of proficiency in English. First, instructor divided them into two groups. Then each group was asked to assess one of the two series. The instructor used an evaluation questionnaire to elicit learners' view. The result indicated that most of the learners were not satisfied with the Top Notch. A great number of learners complained that Top-notch series were too expensive, out of date and difficult to access. However, most learners were satisfied with the New Interchange series and learners granted the highest point to the Interchange series. The differences were in favor of New Interchange series over Top Notch series. Kossha and Hanfiyeh (2014) evaluated "Four Corners" textbooks in term of cognitive process using Bloom's revised taxonomy. This study was based on macro evaluation and examined entire of usefulness of the textbook. The result showed that students felt positive about the most characters of the textbook. Cheng, Kamali and Noroozi, (2010) conducted study to evaluate "four Corners" through checklist. The result revealed that the use of this book is recommended for Iranian language institutes. Because it provides up-to-date, interesting, accurate information and is worth working on Yarmohammadi (2002) examined the pre-university textbooks. The result indicated that textbooks suffer some demerit as follows: 1. they were not authentic. 2. Ignoring speaking and listening skills. 3. Farsi and English were used interchangeably. Shamsaddini, Ghanbari and Vaghfard, (2014), examined the similarities and differences of Top Notch and Four Corners series based on ACTEFL standard. The result indicated that Four Corners series was more suitable textbook for using in ELT context.

THE STUDY

The study aims at evaluating the overall effectiveness of a intermediate level textbook titles "Family and Friends series" which is currently in use at language institutes in Iran. It tries to find out whether or not the series can satisfy the student's need and to see if the teachers are satisfied with the series and its feedback. The research project tries to find answers to the following research questions:

1. What are the teachers' perspectives towards the aims and achievement of Family and Friends series?
2. What are the teachers' perspectives towards the improvement of the learners' skills by the Family and Friends to develop language learning?
3. What are the teachers' perspectives towards the different language types used in the Family and Friends series to improve language learning?
4. What are the teachers' perspectives towards the technical considerations covered in the Family and Friends series to improve language learning?

METHOD

Material

For the purpose of this study, The selected textbook in the present research is Family and Friends series for young- learner students, that is, Family and Friends 5, (Naomi Simmons, Tamzin Thompson and Jenny Quintana, second edition) and Family and

Friends 6, (Naomi Simmons, Tamzin Thompson and Jenny Quintana, second edition) were selected. Each book contains 12 units, with four lessons per unit, focusing on one or several components of language (e.g. Vocabulary, grammar, or pronunciation). Oxford University Press publishes.

Participants

Twenty instructors comprising of 10 males and 10 females were participated. These instructors have been teaching Family and Friends books for several years. Thus, these experienced instructors have enough knowledge and ability to evaluate the books and identify their strengths and weaknesses. They are both males and females between 20-38 years of age and ranged from BA degree to Ph.D. candidates. The instructors were presented with a checklist of EFL/ESL textbook. The participants were presented with a checklist of EFL/ESL textbook evaluation, and clearly direct to rate the textbooks based on the criteria included.

Instrument

An EFL/ESL textbook evaluation checklist consisting of 35 items served the instrument in the present study. The checklist was compartmentalized into four sub-parts as follows: aim and achievement, skill, language type and technical consideration, each directly related to a criterion and likewise, an important aspect of textbook evaluation. The questions are quite clear and straightforward and they were rated based on a four-point Likert scale (from 1-strongly disagree, to 5-strongly agree). The checklist is adapted and modified version of Mc Donough and Shaw (1993) provided an evaluating model for the study. To determine the reliability of the checklist, the KR-21 formula was used. The reliability values of all the four sections of the checklist ranged from 0.75 to 0.91, which can be considered high-reliability values.

Procedure of data collection and analysis

The raters were directed to rate the textbooks separately for each criterion and its related questions. Frequencies and percentages were calculated for each item to describe the overall picture of how the teachers rated the textbook in terms of four criteria. In addition, chi-square for each criterion was calculated to determine the subjects' overall attitudes about the textbook and the degrees in which they agreed or disagreed with the evaluative statements that are represented in the checklist. It is worth mentioning that SPSS 16 was used to analyze the data collected for this study.

RESULT AND DISCUSSION

Aims and achievement

The first research question: 'What are the teachers' perspectives towards the aims and achievement of Family and Friends series?' was measured through four items in the checklist and responses are presented in table 1 reveals the frequencies and percentages of participants respond to the item related to the aims and achievement. Based on the results it can be claimed that more than half of the participants support the first statement. The arithmetic means is 3.80 and the standard deviation is 0.89. While 70%

teachers agree and strongly agree with the second statement. The arithmetic means is 1.90 and a standard deviation is 0.71. Furthermore, regarding the third statement, two-thirds of the participants 65% agree that the materials have helped the earners to become autonomous learners. The arithmetic mean is 4.20 and the standard deviation is 0.76. While almost 90% of the agree and strongly agree with the fourth item. The mean score is 4.20, and the standard deviation is 0.61. often make use of this technique. The arithmetic mean is 2.25 and the standard deviation is 1.06.

Table 1. Aims and achievement

Statement	Strongly disagree	disagree	Somewhat agree	agree	Strongly agree	Mean	Std.
1. The aims and objectives of the textbook correspond to the needs and goals of the students.	0	10	20	50	20	3.80	0.89
2. The materials have increased the linguistic proficiency of the learners.	0	10	20	50	20	3.90	0.71
3. The materials have helped the learners to become autonomous learners.	10	15	10	35	30	4.20	0.76
4. The materials have increased the motivation and the confidence of the learners and the teachers.	0	0	10	60	30	4.20	0.61

Table 2. Chi-square aims and achievement

	Choices
Chi square	121.2
df	7
Asymp.sig.	.000

The results of the chi-square test ($\chi^2 (4) = 121.2, p = .000 < .05$) (Table 2) indicates that the above-mentioned differences are statistically significant among teachers' attitudes regarding aims and achievement

Skills of the textbook

The second question : 'What are the teachers' perspectives towards the improvement of the learners' skills by the Family and Friends to develop language learning?' was measured through twelve items in the checklist and responses are presented as table 2 indicated, more than two-third of the teachers (85 %) support the related item. Regarding the sixth item 90% of teachers believed that Family and Friends series "all skills are covered". The arithmetic mean is 4.30 and the standard deviation is 0.65. according to seventh item, 75 percent of the teachers agree and strongly agree on the statement of The textbook pays attention to sub-skills such as note-taking, skimming, scanning and paraphrasing employ this technique and less than one-quarter of them sometimes carry out the related item. Concerning the next item, 85 percent of the respondents agree and strongly agree that the textbook includes practice on natural pronunciation.. Additionally, only 5 percent of the teachers strongly disagreed and disagreed with the related item. The arithmetic mean is 4.20 and a standard deviation is 0.83. The next item revealed that, Less than one-quarter of the teachers (20% somewhat agreed with ninth item. On the other hand, more than half of the teachers (80% agreed

and strongly agreed) stated that the writing material is well organized, controlled and effective in enhancing writing abilities. The arithmetic mean is 4.20 and the standard deviation is 0.76. However, the fifth item, the teachers reported that they make use of this technique nearly about 40%. The arithmetic means 3.68 and a standard deviation is 4.65. Regarding the tenth, item the majority of the teachers (80% agreed and strongly agreed) telling students what they have received with specific reference to their learning. The arithmetic means is 4.10 and a standard deviation is 0.71. Concerning the next item, (25 percent disagreed and strongly disagreed) teachers thought that the textbooks is not related to the structure and vocabulary practiced orally shown in table 2. Additionally, 80 percent of the teachers thought that. The writing material in the textbook demonstrates techniques for handling aspects of composition teaching. The arithmetic means is 4.05 and a standard deviation is 0.91. According to the next item, 75 percent of teachers mentioned that the reading passages are enough, interesting and of appropriate length. Furthermore, more than half of the teachers (70% agreeing and strongly agreeing) mentioned that the textbook contains the passages within the vocabulary range of the learners 20 percent of the respondents stated that The material for spoken English is not well teachable in the classroom and effective in preparing learners for real life interactions but more than half of the teachers agreed and strongly agreed with this item. Finally, regarding the last item majority of the teachers (95%) mentioned that the textbook includes speech situations relevant to the learners' background.

Table 3. Skills

Statement	Strongly disagree	disagree	Somewhat agree	agree	Strongly agree	Mean	Std.
5. The practice of each skill is integrated to the practice of the other one?	0	0	15	55	30	4.15	0.67
6. All skills are covered.	0	0	10	50	40	4.30	0.65
7. The textbook pays attention to sub-skills such as note-taking, skimming, scanning and paraphrasing.	0	0	25	25	50	4.25	0.85
8. The textbook includes practice on natural pronunciation.	0	5	10	45	40	4.20	0.83
9. The listening material is well recorded, motivating and comprehensive.	0	0	20	40	40	4.20	0.76
10. The writing material is well organized, controlled and effective in enhancing writing abilities.	0	0	20	50	30	4.10	0.71
11. The written work is related to structures and vocabulary practiced orally.	5	20	35	35	5	4.05	0.91
12. The writing material demonstrates techniques for handling aspects of composition teaching.	0	5	15	60	20	3.95	0.79
13. The reading passages are enough, interesting and of appropriate length.		5	20	50	25	3.95	0.82

14. The textbook contains the passages within the vocabulary range of the learners.		30	50	20	3.90	0.71
15. The material for spoken English is well teachable in the classroom and effective in preparing learners for real life interactions.	20	40	35	5	4.15	0.76
16. The textbook includes speech situations relevant to the learners' background.		5	70	25	4.20	0.52

Table 4. Chi-square skills

	Choices
Chi square	94.4
df	11
Asymp.sig.	.000

The results of the chi-square test ($\chi^2 (4) = 94.4, p = .000 < .05$) (Table 4) indicate that the above-mentioned differences are statistically significant among teachers' attitudes regarding skills

Language type of the textbook

The third question : What are the teachers' perspectives towards the different language types used in the Family and Friends series to improve language learning?' was measured through seventeenth items in the checklist and responses are presented in table 3 indicated, it can be seen almost all the teachers reported that about 85 % (agreeing and strongly agreeing) with the first item. Additionally, 5 percent of the teachers stated that they disagreed with the related item. In addition, the arithmetic mean is 4.05 and a standard deviation is 0.75. With regard to second item, as it can be inferred from the table 3, majority of the teachers (90%) supported this statement Regarding the next statement of this criterion, 15 percent of the teachers disagreed and strongly disagreed the textbook provides a variety of registers and text types. Moreover, 65% of teachers thought that the textbook. Provides linguistic items introduced in meaningful context to facilitate understanding. Concerning the participants' opinions, tabulated in Table 3, nearly 85% of the teachers favor the statement that. The sequence of presentation of the vocabulary and structures is suitable. While over 10% of the teachers disagreed with the related item. Furthermore, regarding the statement that the vocabulary load is suitable two-thirds of the teachers agreed and strongly agreed with this item. Only 10% of teachers disagreed with the related item. Considering the next statement, more than half of the participants (60%) strongly disagreed and disagreed on the statement of the textbook emphasizes vocabulary learning strategy, while 25 percent of the participants agreed and strongly agreed with this item.

Moreover, the great number of participants granted the highest score to the next item and more than half percent of teachers were emphasized, e.g., 40 % strongly agreed and agreed and roughly, 20 % of the teachers thought that. The grammatical structures and vocabulary are not reviewed in a systematic recycling for reinforcement additionally, 65 percent of the teachers believed that textbook highlights cultural concepts of American

or British English. Item and 10 percent of the teachers disagreed with this item. As it is shown in table 3 the extreme percentage of the respondents, i.e. 50% strongly disagreed and disagreed the textbook contains cultural biases and serotypes.

Additionally, 55% of respondents strongly agreed and agreed on the statement of the textbook provide enhanced input on pragmatic components of language such as discourse markers or discourse markers. Regarding next item the high degree of teachers expressed that the activities and exercises are sufficiently various to help people with different kinds of intelligences i.e. 65% strongly agreeing and agreeing with this item. Furthermore, 90 percent of the teachers thought that the textbook is flexible. As you can see in table 3, great number of the instructors (90%) reported that the textbook is easy to use for teachers. Additionally, 80 percent of the teachers expressed that the textbook involves pair and group work. As it is shown in the table 3, 80 percent of the teachers stated that the communicative abilities have been developed. Finally, the last item showed that two third of the teachers strongly agreed and agreed the workbook enhances learning.

Table 5. Language type of the textbook

Statement	Strongly disagree	disagree	Somewhat agree	Strongly agree	Mean	Std.
17. The language is used in the textbook authentic and accurate.	0	5	10	60	25	4.05 0.75
18. The progression of grammatical points is appropriate.	0	0	10	60	30	4.20 0.61
19. The textbook provides a variety of registers and text types.	5	10	20	50	15	3.66 1.04
20. The linguistic items introduced in meaningful context to facilitate understanding.	0	5	25	50	15	3.85 0.81
21. The sequence of presentation of the vocabulary and structures is suitable.	0	5	10	45	40	4.20 0.83
22. The vocabulary load is suitable.	0	10	15	40	30	3.94 0.97
23. The textbook emphasizes vocabulary learning strategy.	35	25	15	15	10	2.40 1.39
24. The grammatical structures and vocabulary are reviewed in a systematic recycling for reinforcement.	0	20	35	30	15	3.40 0.99
25. The textbook highlights cultural concepts of American or British English.	0	10	25	60	5	3.60 0.75
26. The textbook contains cultural biases and serotypes.	25	25	15	10	20	2.73 1.52
27. The textbook provides enhanced input on pragmatic components of language such as discourse markers or discourse markers.	0	0	45	40	15	3.70 0.73
28. The activities and exercises are sufficiently various to help	0	0	25	45	30	4.05 0.75

people with different kinds of intelligences.							
29. The textbook is flexible.	0	0	10	65	25	4.15	0.58
30. The textbook is easy to use for teachers.	0	0	10	65	25	4.15	0.58
31. The textbook involves pair and group work.	0	0	20	50	30	4.10	0.71
32. The communicative abilities have been developed.	0	0	20	45	35	4.15	0.74
33. The workbook enhances learning.	0	0	15	65	20	4.05	0.60

Table 6. Chi-square

	Choices
Chi square	130.5
df	16
Asymp.sig.	.000

The results of the chi-square test ($\chi^2 (4) = 130.5, p = .000 < .05$) (Table 6) indicate that the above-mentioned differences are statistically significant among teachers' attitudes regarding language type.

Technical consideration of the textbook

The fourth question: 'What are the teachers' perspectives towards the technical considerations covered in the Family and Friends series to improve language learning?' was measured through two items in the checklist and responses are presented in table Concerning the participants' opinions, tabulated in Table 4 nearly 80% of the teachers favor the statement that the paper has been made of durable and of high quality. While over 15% of the teachers somewhat agreed with the related item. Furthermore, regarding the statement that the textbook and audio CD is available. 85 percent of the teachers agreed and strongly agreed with this item. Only 15 percent of the teachers disagreed with the related item.

Table 7. Technical consideration of the textbook

Statement							
34. The paper has been made of durable and of high quality.	0	0	20	50	30	4.10	0.71
35. The textbook and audio CD is available.	0	0	15	60	25	4.10	0.64

Table 8. Chi-square technical consideration

Chi square	126
df	7
Asymp.sig.	.000

The results of the chi-square test ($\chi^2 (4) = 126, p = .000 < .05$) (Table 8) indicate that the above-mentioned differences are statistically significant among instructors' attitudes regarding the aims and achievement.

Table 9. Arithmetic means and standard deviations of the four categories

Main categories	Mean	Std. deviation
Aims and achievement	4.02	0.74
Skills	4.11	0.74
Language type	4.00	0.84
Technical consideration	4.10	0.67

Table 9 shows clear dispute over aims, achievement, and skills. Two categories had arithmetic means of 4.02 and 4.11. The table also shows that two categories namely, language type and aims and achievement had the lowest mean. On the other hand, skills and technical consideration had the highest mean. The overall result shows that the teachers were satisfied with the textbook and they had a general tendency toward supporting the skills content in the Family and Friends series

CONCLUSION AND IMPLICATIONS OF THE STUDY

To answer the first question, more than half of the teachers felt positive regarding aims and achievement. They stated that the textbook series involve student with interesting reading material to practice and learn language structures such as idiom, collocation, vocabulary and reading comprehension. Additionally, based on teachers' perspectives Family and Friends series have helped learners to become autonomous and play pivotal role to promote motivation and confidence of the learners. Moreover, the learners are motivated to learn language through group work and negotiating meaning. Litz (2005) stated that, those activities that do not encourage learners the group work promote the independent responses. Although, learners doing activities individually, but they are encouraged to discover the meaning and finding the correct answer in the group. Pertaining to the second question, two-third of the teachers felt positive regarding skills of the textbook series. They stated that the task and activities are completely communicative and meaningful. Moreover, the series presented vocabulary and grammar in motivating way and daily life context. It should be noted that the sub-skills of all skills are adequately meet the learners' need.

With regard to Guarinto and Morley (2001) at the intermediate levels of language learning, authenticity is not useful due to it is not only demotivate learners in order to difficulty and bafflement but also prevent them from meaningful participation in the process of learning. Regarding the third question, more than half of the teachers were satisfied with the type of language employed in the Family and Friends series. The language type presented is at appropriate level for the Iranian learners and there is direct connection between learners' expectation and what they are going to learn. In addition, the textbook series provide variety of subject and content that are appropriate for intended learners. Concerning the last question, approximately all teachers favored the technical consideration of the textbook they stated that the textbook and audio CD have been made of durable and of high quality. Additionally, the Family and Friend series easily available in Iran and new version of the textbook series newly published in 2016. However, Family and Friends series are suitable for inexperienced or untrained teachers. Therefore, the textbook can develop learners and teachers' view of a culture. The findings

of the present study could be a road map for EFL instructors and Iranian language institutes to evaluate their textbooks and syllabus and selection of proper textbook in terms of the learning objectives they are seeking. It is worth mentioning that the textbook is a tool, and instructor must know not only how to use in the classroom but also how useful it can be.

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