

EFL teachers' and learners' perspectives on "English file series"

Masoud Rahimi *, Department of English Language, Faculty of Humanities, Bu-Ali Sina University, Iran.

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Abstract

The present study aimed at evaluating English File series, which is widely used in language classrooms in Iran. The purpose of this study was further to determine the teachers and learners opinions with regard to the practical considerations, layout and design, activities, skills, language type, subject and content, and conclusion of English File series. To this end, 40 teachers and 45 learners majoring in English at private language institutes in Sanandaj were selected as the participants of the study. The teachers filled out Teacher Textbook Evaluation form developed and adopted from Litz (2005) and the learners filled out Student Textbook Evaluation form developed and adopted from Litz (2005). Descriptive statistics, Independent Samples t-test and MANOVA were carried out to interpret the data. The results of Descriptive Statistics revealed that most teachers and learners had the same positive opinions with regard to all factors of the series. The results of Independent Samples t-test revealed that there was a significant difference between the opinions of teachers and learners with regard to the factors of the series altogether. The results of MANOVA revealed that there were significant differences between the opinions of teachers and learners with regard to all factors of the series except the skills.

Keywords: Textbook evaluation, English File Series.

*ADDRESS FOR CORRESPONDENCE: **Masoud Rahimi**, Department of English Language, Faculty of Humanities, Bu-Ali Sina University, Iran. E-mail address: rahimimasoud87@gmail.com

1. Introduction

Textbooks play a crucial role in the realm of language teaching and learning. Textbooks designers are responsible to design textbooks in an effective way so that teachers could use them easily and facilitate learning for their students. Without a textbook, it is difficult, if not impossible, for a teacher to deliver his knowledge to the learners. Hutchinson and Torres (1994) suggested that a textbook was an almost universal element of teaching.

Textbook evaluation can contribute to the textbook improvement. Nunan (1988) suggested that textbooks were among the important elements in the curriculum. He further suggests that textbooks can provide concrete models for desirable classroom practice, facilitate learning, and fulfil the teacher development role.

The first time a material is used at a language institute the teachers are responsible to painstakingly examine and evaluate it. So that they can make sure that it is appropriate for their particular institute setting. There are many aspects to be regarded in the process of examining and evaluating the material, one of them is the language factors that the learners need to learn. This process of examining the material is called materials evaluation (Fredriksson and Olsson, 2006). Tomlinson (1998) defines material evaluation as "The systematic appraisal of the value of materials in relation to their objectives. Evaluation could be before its use, so that it could focus on predictions of the potential values. It could be in the middle of its instructions, so that it could focus on awareness and description of what the learners are actually doing whilst the materials are being used. And it could be after its use, so that it could focus on analysis of what happened as a result of using the materials".

Undoubtedly the textbooks are not short of drawbacks, so that teachers should try their best to supplement a textbook with certain materials or evaluate it to improve its shortcomings based on their learners' learning styles and needs. Different purposes are involved for evaluating textbooks used for teaching English. Hutchinson and Waters (1987) suggest that the purpose of evaluating a textbook is to match it with the needs of a specific situation. They further proposed that these needs could be specified through a needs analysis process.

A substantial body of research in different contexts has been conducted on textbook evaluation. Different researchers have applied different textbook evaluation schemes or checklists to evaluate different textbooks or materials. Haghverdi and Ghasemi (2012) investigated American English File series. For collecting the required data they used Littlejohn's (1998) evaluative framework. They wanted to find out the explicit features of the books, and what pedagogic values it had. Littlejohn claims that a textbook should be evaluated based on its own pedagogic values. He further claims that a textbook should be examined to see what is in it not what the teacher and evaluators think must exist in it. Haghverdi and Ghasemi (2012) used this framework because they thought it was devoid of any impressionistic ideas and it was in-depth and objective. The participants of the study were nine ELT experts and ten ELT teachers. The findings revealed a number of shortcomings and drawbacks in American English File series, but its pedagogic values and positive attributes far out-weighed its shortcomings. They suggested that the pedagogical values of American English File series were first, the tasks which stimulated the students to use the language and further involved them in individual activities and helped them to infer the meaning of the texts. Second, paying attention to written word/phrases form of input and the oral word/phrases form of expected output.

Riasati and Zare (2011) conducted a study to evaluate New Interchange Series. They tried to reveal the overall pedagogical value and suitability of the series. The participants of the study were thirty-five Iranian EFL teachers (both male and female). For collecting the required data they used the textbook evaluation questionnaire developed by Litz (2005). Descriptive statistics were carried out to interpret the data. After analysing the data through descriptive statistics they concluded that most teachers had similar positive opinions with regard to the effectiveness and suitability of the series.

Alamri (2008) conducted a study to evaluate the quality of the sixth grade English language textbook for Saudi boys' schools which was introduced at the elementary stage. Ninety three

English language teachers and 11 supervisors took part in the study. For the textbook evaluation he used a questionnaire which included 64 items under 12 main categories. The categories were appearance, design, extra materials, objectives, appropriate topic, and the components of learning, socio-cultural contexts, skills development, teachability, flexibility, methods of teaching, and exercise and quizzes. By analysing the data through descriptive statistics he found that the category of learning components had the highest mean and the category of teaching methods had the lowest mean. He also found that there were no significant differences between the teachers and supervisors perspectives except on the flexibility of the textbook.

Amiryousefi and Ketabi (2011) evaluated the EAP textbooks at the universities of Iran. They further investigated the validity of some anti-textbook ideas in the field of EAP. The participants of the study were 300 EAP students and teachers. For collecting the required data they used three questionnaires, namely, Students Needs Analysis Questionnaire, Students Textbook Evaluation Questionnaire and Teacher Textbook Evaluation Questionnaire. After analysing the data they revealed that there was not a significant and meaningful correlation between the needs of the students and the textbook contents and organisations, but despite this EAP textbooks were necessary and useful and should have been included in EAP classes. They further suggested that teachers should have been given more autonomy to accommodate students' needs and interests.

Alemi and Sadehvandi (2012) conducted a study to evaluate Pacesetter Series in Iranian EFL contexts. It was an EFL course book series, in four levels of starter, elementary, pre-intermediate, and intermediate. It was currently taught at several language institutes in Iran. For collecting the data they used a questionnaire adopted by Litz (2005). Sixty four EFL teachers took part in the study as the participants. After analysing the data through descriptive statistics they revealed that all the teachers agreed that Pacesetter had addressed the needs of the learners in a communicative curriculum. They further revealed that the series did not sufficiently regard the speaking skill. They also found that as far as Iranian adolescent foreign language learners are not sufficiently familiar with certain aspects of the target language culture, it may cause frustration and bafflement. They suggested that in order to remedy these two weak-points the teachers should use other substitute exercises.

Riazi and Mosalanejad (2010) conducted a study to investigate whether or not the types of learning objectives represented in Iranian senior high school and pre-university English textbooks are based on Bloom's taxonomy of learning objectives. They evaluated three high-school textbooks and the sole pre-university textbook. The frequencies and percentages of different learning objectives in exercises and tasks of the textbooks were calculated. They revealed that in all grades lower-order cognitive skills were more prevalent than higher-order ones. They further indicated that the pre-university textbook used some degrees of higher-order learning objectives in comparison to the senior high school textbooks.

Al-sowat (2010) conducted a study to evaluate the English language textbook for first year intermediate grade in Taif Educational Governorate, Saudi Arabia. He considered the perspectives of both male and female teachers regarding their gender, years of experience. He further considered the interaction between their gender and years of experience. For data collection he used a questionnaire designed by himself. It contained 79 items. The reliability and validity of the questionnaire were substantiated. After analysing the data through different statistical approaches he concluded that the degree of the textbook evaluation was good for three criteria and weak for six criteria. To remedy the weak-points of the three criteria, the participants' own activities and supplementary materials were collected. They included audio-visual materials, tests, language laboratories and stories. He further found that there were statistically significant differences between the views of male and female teachers. He revealed that gender is in favour of female teachers. The results also revealed that there were no statistically significant differences between the views of the participants due to the experience and to the interaction between experience and gender.

Fredriksson and Olsson (2006) conducted a study to determine some criteria for selecting English textbooks at an upper secondary school. For collecting the required data they conducted interviews with four teachers. They found that all the teachers agreed that the most important criterion to consider in the textbooks selection was to include the texts that are both interesting and relevant to the students.

The purpose of the present study was to reveal teachers and learners opinions of the practical considerations, layout and design, activities, skills, language type, subject and content, and conclusion of English File Series in Iran EFL educational setting. It was further aimed to generalise the findings to all the Iranian teachers' and learners' perspectives. It attempted to reveal whether or not teachers and learners were satisfied with the series, and whether or not there was any significant difference between teachers and learners' opinions with regard to the factors of the series. As a result the findings were supposed to benefit Iranian EFL teachers, learners, and textbook designers.

The following research questions were postulated in order to answer these inquiries:

1. What do Iranian EFL teachers think of English File series in terms of their practical considerations, layout and design, activities, skills, language type, subject and content, and conclusion in Iran EFL educational setting?
2. What do Iranian EFL learners think of English File series in terms of their practical considerations, layout and design, activities, skills, language type, subject and content, and overall consensus in learning English?
3. Are there any statistically significant difference between Iranian EFL teachers and learners regarding the practical considerations, layout and design, activities, skills, language type, subject and content, and conclusion of English File series?

2. Methodology

2.1. Participants

Forty teachers and forty five learners (both male and female) in several private language institutes in Sanandaj took part in the study. They were selected based on cluster sampling. The teachers had been teaching English File books for several years, as a result they were experienced enough to be able to evaluate the series and identify their strengths and weaknesses. The learners were EFL learners above 16.

2.2. Materials and Instruments

The instrument used in this study was a textbook evaluation questionnaire developed and adopted from Litz (2005). It was a five-point Likert scale questionnaire whose options ranged from 1= strongly disagree to 5= strongly agree. This questionnaire was in two forms; Teacher Textbook Evaluation Form (TTEF) and Student Textbook Evaluation Form (STEF). TTEF included 40 items which were divided into several factors, each of which investigated a certain aspect of the textbook. These factors were practical considerations, layout and design, activities, skills, language type, subject and content, and conclusion of the book. STEF included 25 items which were divided into the same factors as it was for TTEF; each of these factors explored a certain aspect of the textbook. These factors were practical considerations, layout and design, activities, skills, language type, subject and content, and overall consensus.

To ensure the validity of the TTEF and STEF, they were pilot tested with 40 EFL learners. Kaiser-Meyer-Olkin (KMO) indexes for both TTEF and STEF were adequate and Bartlett's Test of Sphericity for both were significant which revealed significant correlation among the items of each questionnaire. In addition, by conducting Cronbach's Alpha consistency index, the questionnaires were revealed to enjoy acceptable reliability.

The series selected for evaluation was English File series by Oxenden and Latham-Koenig (2010) which included 4 textbooks, i.e., Starter, English File 1, English File 2, and English File 3, each of which had its own textbook, workbook, teacher's manual, and CDs.

2.3. Procedures

TTEF and STEF were given to the teachers and learners. The questions and procedures of both forms were elucidated for the participants. Hence, the participants became acquainted with the forms and types of questions. Then the questionnaires were given to the participants to take them back home, so that they could think about the items profoundly and select the options which were the most appropriate in their own points of views.

2.4. Data analysis

The mean and standard deviation of each factor (practical considerations, layout and design, activities, skills, language type, subject and content, and conclusion) for both TTEF and STEF were obtained. This provided an idea about the extent to which each characteristic in the textbook was satisfied by both teachers and learners. Descriptive statistics was used to analyse the data.

As noted above, the participants of this study were the English language teachers and learners. So that, in order to compare the perspectives of teachers and learners on the factors of the books, Independent Samples t-test and MANOVA were run. Independent Samples t-test was applied to investigate the differences between the teachers and learners with regard to the factors of English File series altogether. MANOVA was applied to investigate the differences between the teachers and learners opinions with regard to the practical considerations, layout and design, activities, skills, language type, subject and content, and conclusion of English File series.

3. Results

By collecting the data through the textbook evaluation questionnaire developed and adopted from Litz (2005) the researchers tried to analyse the data while using some statistical techniques.

Descriptive Statistics were run to investigate Iranian EFL teachers thought of English File series in Iran EFL educational setting.

The results are summarised in the tables 1 and 2 below:

Table 1: Descriptive Statistics, investigating the teachers' opinions with regard to all factors of English File series

	N	Minimum	Maximum	Mean	Std. Deviation
Teachers' opinions	40	3.10	4.60	3.8385	.33683
Valid N (listwise)	40				

As indicated in Table 1, the obtained standard deviation was 0.33 and the mean was 3.83, showing that most of the teachers' answers were scattered round the mean. It indicated that most teachers had the same opinion.

The following table showed the factors of the questionnaire, investigating the teachers' opinions regarding English File series. The factors were practical considerations, layout and design, activities, skills, language type, subject and content, and conclusion of the books.

Table 2: Descriptive Statistics, investigating the teachers' opinions with regard to the factors of English File series

	N	Minimum	Maximum	Mean	Std. Deviation
Practical	40	2.40	4.40	3.6825	.44427
Considerations	40	2.80	4.60	3.9550	.43202
Layout and Design	40	3.00	5.00	4.0425	.51085
Activities	40	2.80	5.00	3.8300	.49313
Skills	40	3.00	5.00	3.8325	.44686
Language Type	40	2.80	5.00	3.9500	.59872
Subject and Content	40	2.70	5.00	3.8450	.58175
Conclusion					
Valid N (listwise)	40				

As indicated in Table 2, the obtained standard deviation for the practical considerations was 0.44 and the mean was 3.68. It was suggested that the teachers agreed on the practical considerations of English File series.

The obtained standard deviation for the layout and design was 0.43 and the mean was 3.95. It indicated that the teachers had similar perspectives towards the layout and design of the books.

The obtained standard deviation for the activities was 0.51 and the mean was 4.04. It could be suggested that the teachers agreed on the activities used in the books.

The obtained standard deviation for the skills was 0.49 and the mean was 3.83. It indicated that the teachers agreed on the skills used in the books.

The obtained standard deviation for the language type was 0.44 and the mean was 3.83. It could be suggested that the teachers agreed that the language used in the books was appropriate for their learners.

The obtained standard deviation for the subject and content was 0.59 and the mean was 3.95. It indicated that the teachers were satisfied with the subject and content used in the textbooks.

The obtained standard deviation for the conclusion was 0.58 and the mean was 3.84.

It could be concluded that the factor which the teachers were happiest with was the activities of the series, and the factor which the teachers were the least satisfied with was the practical considerations of the series.

In order to investigate Iranian EFL learners thought of English File series in learning English Descriptive Statistics were run.

The results are summarised in the tables 3 and 4 below:

Table 3: Descriptive Statistics, investigating the learners' opinions with regard to all factors of English File series

	N	Minimum	Maximum	Mean	Std. Deviation
Learners' opinions	45	2.32	4.28	3.4311	.36860
Valid N (listwise)	45				

As indicated in Table 3, the obtained standard deviation was 0.36 and the mean was 3.43, showing that most of the learners' answers were scattered round the mean. It suggested that most learners had the same opinions.

The following table showed the factors of the questionnaire, investigating the learners' opinions regarding English File series. The factors were practical considerations, layout and design, activities, skills, language type, subject and content, and overall consensus in learning English.

Table 4: Descriptive Statistics, investigating the learners' opinions with regard to the factors of English File series

	N	Minimum	Maximum	Mean	Std. Deviation
Practical Considerations	45	1.00	5.00	3.2556	.98640
Layout and Design	45	2.40	4.60	3.4311	.46506
Activities	45	2.30	4.60	3.6022	.60771
Skills	45	2.10	4.50	3.4778	.52131
Language Type	45	2.00	4.60	3.5956	.59618
Subject and Content	45	1.00	5.00	2.9667	.83530
Overall consensus					
Valid N (listwise)	45				

As indicated in Table 4, the obtained standard deviation for the practical considerations was 0.98 and the mean was 3.25. It was suggested that the learners were satisfied with the practical considerations of the books.

The obtained standard deviation for the layout and design was 0.84 and the mean was 3.35. It was concluded that the learners had identical opinions towards the layout and design of the books.

The obtained standard deviation for the activities was 0.46 and the mean was 3.43. It could be suggested that the learners deemed the activities appropriate for their progression in English language learning.

Regarding the skills the obtained standard deviation was 0.60 and the mean was 3.60. It suggested that the learners were content with the skills used in the books.

Pertinent to the language type the obtained standard deviation was 0.52 and the mean was 3.47. It could be suggested that the learners were satisfied with the language used in the books.

Regarding the subject and content of the books the obtained standard deviation was 0.59 and the mean was 3.59. It suggested that the learners were content with the subject and content of the books.

The obtained standard deviation for the overall consensus was 0.83 and the mean was 2.96.

The results for the learners' opinions concluded that the factor which the learners were happiest with was the skills of the series. However the factor which they were the least satisfied with was the overall consensus of the series.

To investigate the differences between the teachers and learners with regard to the factors of English File series altogether an Independent Samples t-test was applied.

The results for Independent Samples t-test are summarised in the following tables:

Table 5: Independent Samples t-test, investigating the difference between the teachers and learners with regard to all factors of English File series

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed			5.295	83	.000	.40739	.07693	.25437	.56041
Equal variances not assumed	.294	.589	5.324	82.930	.000	.40739	.07652	.25519	.55959

As the results showed, there were significant differences between the teachers and learners with regard to all factors of English File series.

Table 6 shows the mean differences between the teachers and learners with regard to all factors of English File series.

Table 6: Independent Samples t-test, investigating the amount of mean difference between the teachers and learners with regard to all factors of English File series

Section	N	Mean	Std. Deviation	Std. Error Mean
Teacher	40	3.8385	.33683	.05326
Learner	45	3.4311	.36860	.05495

To investigate the differences between the teachers and learners opinions with regard to the practical considerations, layout and design, activities, skills, language type, subject and content, and conclusion of English File series, MANOVA was applied.

The results for MANOVA are summarised in the following tables:

Table 7: MANOVA, investigating the differences between the teachers and learners with regard to the practical considerations, layout and design, activities, skills, language type, subject and content, and conclusion of English File series

Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^h
Practical Consideration	3.860	1	3.860	6.343	.014	.071	6.343	.702
Layout and Design	7.553	1	7.553	16.104	.000	.162	16.104	.978
Activities	7.916	1	7.916	33.360	.000	.287	33.360	1.000
Skills	1.099	1	1.099	3.544	.063	.041	3.544	.461
Language Type	2.665	1	2.665	11.201	.001	.119	11.201	.911
Subject and Content	2.660	1	2.660	7.455	.008	.082	7.455	.770
Conclusion	16.337	1	16.337	30.888	.000	.271	30.888	1.000

As the results showed there were significant differences between the opinions of teachers and learners with regard to the practical considerations, layout and design, activities, language type, subject and content, and conclusion of English File series. The results further showed that there was not a significant difference between the opinions of teachers and learners with regard to the skills of English File series.

Table 8 shows the error differences and the total between the teachers and learners with regard to the factors of English File series.

Table 8: MANOVA, investigating the error differences and the total between the teachers and learners with regard to the factors of English File series

	Dependent Variable	Type III Sum of Squares	df	Mean Square
Error	Practical Consideration	50.509	83	.609
	Layout and Design	38.929	83	.469
	Activities	19.694	83	.237
	Skills	25.734	83	.310
	Language Type	19.746	83	.238
	Subject and Content	29.619	83	.357
	Conclusion	43.899	83	.529
	Total	Practical Consideration	1069.880	85
Layout and Design		1171.970	85	
Activities		1203.130	85	
Skills		1196.410	85	
Language Type		1151.540	85	
Subject and Content		1235.480	85	
Conclusion		1031.310	85	

4. Discussion

Fredriksson and Olsson (2006) suggested that materials and textbooks before their use should be carefully examined and evaluated. To this end the present study sought to investigate the teachers' and learners' opinions with regard to some factors that are pertinent to learners who are studying English File series and teachers who are teaching English File series. These factors were practical considerations, layout and design, activities, skills, language type, subject and content, and conclusion. The results of the study showed most teachers and learners had positive opinions towards English File series. The study in this regard (investigating the learners' opinions) are in line with suggestions of Fredriksson and Olsson (2006) who suggested that the factors that the learners need to learn should be considered in the investigation and evaluation of their textbooks and materials.

Hutchinson and Waters (1987) suggest that the purpose of evaluating a textbook is to match it with the needs of a specific situation. The present study aimed at matching the English File textbooks to the needs of the learners and teachers in the context of Iran. To this end, the opinions of the teachers and learners; using the textbooks were investigated.

As the results revealed the opinions of teachers regarding the factors of English File series were positive. The teachers were the least satisfied with the practical considerations of the books in comparison to the other factors. Regarding this factor it was suggested that the teachers to some extent were satisfied with the price of the textbook. They relatively agreed that the textbook were easily accessible, recently published, accompanied by a teacher's guide, workbook, and audio-tapes. They also deemed to agree that their own methodology was to some extent identical with the textbooks' methodology. Pertinent to the layout and design of the books, the teachers agreed that the textbooks included a detailed overview of the functions, structures, and vocabulary items. They thought that the layout and design of the books were suitable, appropriate, and clear, they were organised effectively, and included an adequate vocabulary list, review sections, exercises, and quizzes. The teachers further agreed that the teacher's book contained effective guidance, and their materials' objectives were clear to both the teachers and learners. The teachers were happiest with the activities of the books in comparison to the other factors. Related to this factor the teachers agreed that the textbooks provided a balance of activities. It was to say that there was an even distribution of tasks that focused on both fluency and accuracy of the learners. Regarding the skills the teachers agreed that the books included all the skills that the learners needed to practise. They further agreed that the books provided an appropriate balance of the four language skills which were integrated. Teachers also agreed that the textbooks sufficiently paid attention to sub-skills. Pertinent to the language type of the books the teachers agreed that the language to be taught was appropriate and authentic. They further agreed that the progression of grammatical

structures and vocabulary items were appropriate. With regard to the subject and content of the books they agreed that the subject and content of the books were realistic, interesting, challenging, motivating and pertinent to their learners' needs as English language learners. The last factor of the books, namely, conclusion revealed that the teachers were satisfied with choosing the series to teach again, because they deemed them important for their learners' needs.

In a study Fredriksson and Olsson (2006) claimed that the teachers agreed that the most important criterion to consider in the textbooks selection was to include the texts that are both interesting and relevant to the students. Regarding the claim of Fredriksson and Olsson (2006) the results of the present study revealed that the opinions of the learners related to the investigated factors in English File series were positive. Pertinent to the practical considerations of the books the learners were content with the price of the textbooks, and the accessibility of the textbooks. They further thought that the textbooks were recently published, they had audio-tapes, and accompanied by a workbook which was a supplement for their practice. The findings for the layout and design of the books suggested that the learners thought the textbooks had provided them a detailed overview of the functions, structures, and vocabulary items. They thought that the books were organised effectively. Like the teachers they were satisfied that the textbooks included an adequate vocabulary list, adequate review sections, exercises, and quizzes. With regard to the activities of the books the learners agreed that the textbooks had provided the activities to improve both their fluency and accuracy in using the language. The learners were happiest with the skills of the books in comparison to the other factors. Related to this factor the learners thought that the series included the skills and sub-skills which were relevant to their own needs. Regarding the language type the learners agreed that the language to be learned in the books was appropriate and authentic. They also thought that the progression of grammatical structures and vocabulary items were reasonable. Regarding the findings for the subject and content of the books the learners agreed that the subject and content of the books were relevant to their needs as English language learners. They further thought that the subject and content were realistic, interesting, challenging, and motivating. The learners were the least satisfied with the overall consensus of the books in comparison to the other factors. With regard to this factor it was suggested that as the learners thought that the course books were relatively pertinent to their needs, to some extent they were content to select them again as their course book.

The present study further investigated the possible differences between the teachers and learners with regard to all these factors. The results showed that if all factors of English File series were considered as a whole, there would be a positive significant difference between the opinions of teachers and learners. The results further showed that if the factors of English File series were compared one by one there would be significant differences between the opinions of teachers and learners with regard to the practical considerations, layout and design, activities, language type, subject and content, and conclusion of English File series but not with their skills. It was proposed that except the skills of the books the teachers were more satisfied with the factors underpinning the series. Although the series sufficiently considered the needs of the teachers and learners, it might be proclaimed that the series focused on the pedagogical values more than the learners' needs. The findings in this regard was supposed to be in harmonious with the claims of Haghverdi and Ghasemi (2012) who suggested that the pedagogical values of English File series were presented outstandingly well.

5. Conclusions and Implications

The findings revealed that most teachers had the same opinion of English File series. The findings also indicated that the teachers agreed on all factors of English File series, but the factor which was the most satisfactory for the teachers was the activities of the series, and the factor which was the least satisfactory for the teachers was the practical considerations of the series. Furthermore, the findings revealed that most learners had the same opinion of English File series. The findings further indicated that the factor which the learners were happiest with was

the skills of the series and the factor which they were the least satisfied with was the overall consensus of the series. Additionally, the findings showed that there were significant differences between the opinions of teachers and learners with regard to English File series, and all the factors except the skills.

The main suggestions of the study are for Iranian teachers, learners, textbook designers, materials developers, and syllabus designers. Iranian teachers and learners should be provided by course books and materials that effectively consider all factors of practical considerations, layout and design, activities, skills, language type, subject and content, and conclusion.

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8. Appendices

8.1. Appendix A: Student Text-Book Evaluation Form

	Evaluation criteria	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	The price of the textbook is reasonable.					
2	The textbook is easily accessible.					
3	The layout and design is appropriate and clear.					
4	The textbook is organized effectively.					
5	The textbook provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production).					
6	The activities encourage sufficient communicative and meaningful practice.					
7	The activities incorporate individual, pair and group work.					
8	The grammar points and vocabulary items are introduced in motivating and realistic contexts.					
9	The activities promote creative, original and independent responses.					
10	The materials include and focus on the skills that I need to practice.					
11	The materials provide an appropriate balance of the four language skills.					
12	The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.					
13	The language used in the textbook is authentic - i.e. like real-life English.					
14	The language used is at the right level for my current English ability.					
15	The progression of grammar points and vocabulary items is appropriate.					
16	The grammar points were presented with brief and easy examples and explanations.					
17	The language functions exemplify English that I will be likely to use in the future.					
18	The language represents a diverse range of registers and accents.					
19	The subject and content of the textbook is relevant to my needs as an English language learner.					
20	The subject and content of the textbook is generally realistic.					
21	The subject and content of the materials is interesting, challenging and motivating.					

22	There is sufficient variety in the subject and content of the textbook.					
23	The materials are not culturally biased and they do not portray any negative stereotypes.					
24	The textbook raises my interest in further English language study.					
25	I would choose to study this textbook again.					

8.2. Appendix B: Teacher Text-Book Evaluation Form

	Evaluation criteria	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	The price of the textbook is reasonable.					
2	The textbook is easily accessible					
3	The textbook is a recent publication.					
4	A teacher's guide, workbook, and audio-tapes accompany the textbook.					
5	The author's views on language and methodology are comparable to mine (Note: Refer to the 'blurb' on the back of the textbook).					
6	The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.					
7	The layout and design is appropriate and clear.					
8	The textbook is organized effectively.					
9	An adequate vocabulary list or glossary is included.					
10	Adequate review sections and exercises are included.					
11	An adequate set of evaluation quizzes or testing suggestions is included					
12	The teacher's book contains guidance about how the textbook can be used to the utmost advantage.					
13	The materials objectives are apparent to both the teacher and student.					
14	The textbook provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production).					
15	The activities encourage sufficient communicative and meaningful practice.					
16	16. The activities incorporate individual, pair and group work.					
17	The grammar points and vocabulary items are introduced in motivating and realistic contexts.					
18	The activities promote creative, original and independent responses.					

19	The tasks are conducive to the internalization of newly introduced language.					
20	The textbook's activities can be modified or supplemented easily.					
21	The materials include and focus on the skills that I/my students need to practice.					
22	The materials provide an appropriate balance of the four language skills.					
23	The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.					
24	The textbook highlights and practices natural pronunciation (i.e. - stress and intonation).					
25	The practice of individual skills is integrated into the practice of other skills.					
26	The language used in the textbook is authentic - i.e. like real-life English.					
27	The language used is at the right level for my (students') current English ability.					
28	The progression of grammar points and vocabulary items is appropriate.					
29	The grammar points are presented with brief and easy examples and explanations.					
30	The language functions exemplify English that I/my students will be likely to use.					
31	The language represents a diverse range of registers and accents.					
32	32. The subject and content of the textbook is relevant to my (students') needs as an English language learner(s).					
34	The subject and content of the textbook is generally realistic.					
34	The subject and content of the textbook is interesting, challenging and motivating.					
35	There is sufficient variety in the subject and content of the textbook.					
36	36. The materials are not culturally biased and they do not portray any negative stereotypes.					
37	The textbook is appropriate for the language-learning aims of my institution.					
38	The textbook is suitable for small-medium, homogeneous, co-ed. Classes of university students.					
39	The textbook raises my (students') interest in further English language study.					
40	I would choose to study/teach this textbook again					