Abstract

The highest purpose of the present paper is to carry out an evaluation of the EFL course book "English Result" series in two levels of intermediate and upper-intermediate being currently trained in several language institutions in Iran. In order to accumulate data, Litz's questionnaires (2005) were conducted on the basis of the students' and instructors' responses to the subdivisions in the checklist. One hundred two EFL teachers and one hundred eighty students appraised the series. Cronbach's Alpha 0.875 and 0.884 were accompanied to estimate the reliability of the students and instructors questionnaire respectively. Regarding the accomplished results, the researcher specified that lack of TTC program; i-tools features, the clattered passages and pictures were the main weak points of this series.

Keywords: Textbook evaluation; English Result; Litz questionnaire

1. Introduction

The zeal of students to learn English has become the most controversial discussion in academic and nonacademic context. While schools and universities have traditional and standard programs for instructing English language, the English as a Second language (ESL) institutions offer a more flexible approach in teaching English. Clearly, course books are the ultimate resources because they are the references for both teachers and the learners at the English learning centers. When it comes to evaluating course books, policy makers, hold conflicting interpretations, however; particular specialists have tried to improve the appropriate checklists for textbook evaluation.
(O’Neill, 1982) acknowledged four reasons of the use of course books: First, most portions, of course book materials are based on students' needs, even if they are not designed for them. Second, it allows students to plan for future learning and also appraisal the preceding materials or lessons. Third, course books make students available with great superiority materials at a sensible price. Forth, appropriate course books allow teachers to adjust them to encounter the learners' needs and also allow for regular collaboration to take place.

2. Objectives Of The Study

The purpose of this study was predominant to evaluate the "English Result" textbooks currently compiled at well-known language institutes in Iran such as Safir, Tehran Oxford, Mojtama-Fani, and etc. from English teachers' and students' perspectives with the aim of eliciting their recommendations and critiques about it. The results of this research might be valuable for the English language teachers and students in Iran. Also, the outcomes of the evaluation are anticipated to assist English teachers in sundry of language organizations in that it might give them perception about the course book they use and how they can accomplish it better. As well, it might provide teachers an innovative insight and might illuminate the light into the ways to help students. Last but not least, this study can be taken as principles for illuminating the present course books, if their perceptions appear valuable to be taken into contemplation by the reputable textbook compilers, to modify in the revisions of the textbooks. The present inquiry endeavored to respond the following questions:

1. What are the strong points of "English Result" series from the learners' point of view in an Iranian EFL context?
2. What are the weak points of "English Result" series from the learners' point of view in an Iranian EFL context?
3. What are the strong points of "English Result" series from the teachers' point of view in an Iranian EFL context?
4. What are the weak points of "English Result" series from the teachers' point of view in an Iranian EFL context?

3. Review of Some Research Carried Out In Iran

English is taught as a foreign language in a number of countries. Hence, language course book evaluation has been a significant constituent of research in the field of foreign language teaching.

(Alavinia & Siyadat, 2013) accompanied an inquiry which is a quantity of ubiquitous English course books in the Iranian context. The researchers collected 320 male learners from West Azerbaijan institutions were questioned according to the features of four English textbooks, i.e. American English File 1, American Cutting Edge 1, American Headway 1, and New Interchange 1. To do so, several interrogations were implemented from Cunningsworth (1995) checklist. The checklist demonstrated the applicants’ interpretations concerning the set books. The researchers found out via an appropriate website for precise course books, the learners would be exceedingly encouraged and appreciate the English language learning process; definitely, American English File 1 – through its in touch materials, attractive coverage and depictions and an appropriate website – was more special than other three course books mentioned beyond.

(Haghverdi & Ghasemi, 2013) evaluated American English File series of ELT textbook, by the use of (Littlejohn,1998) evaluative framework to perceive what the unequivocal sorts of the book are, what educational tenets it has, whether it is in agreement with its appealed intentions, and what its virtues and drawbacks are. To this end, Nine ELT specialists and ten ELT instructors facilitated the investigator ratio the evaluative checklists. The outcomes of the probe display that though numerous inadequacies were found in American English File, but they are consistent with the objectives established by its authors.

3.1. Textbook Evaluation

(Cunningsworth 1995, Ellis 1997) recommended that textbook evaluation supports instructors transfer further than blurred calculations and it supports them to attain convenient, precise, organized, and circumstantial
perceptions into the global natural surroundings of textbook material. Textbook evaluation, therefore, can theoretically be a predominantly useful means of accompanying accomplishment research over and above an arrangement of qualified authorization and enhancement.

4. Method

4.1. Participants

The participants in this inquiry were intermediate and upper intermediate English language students and English language teachers of diverse language institutes. Indeed, the target population of the investigation was rather assorting in terms of the participants' dwellings of origin, since several cities were intricate comprising Tehran the capital of Iran, Roudehen, Karaj, Gorgan, Qom and Qazvin. This probe was coming up with 180 English Result's students and 102 qualified teachers who taught "English Result" series were randomly selected from the foreign population studying ESL at several institutions with the aim of eliciting their suggestions and critiques. The range of teachers' experience of teaching was between 2 to over 10 years.

4.2. Procedure

After permission were granted from director of institutions, and professors, the researcher selected intermediate and upper intermediate classes for the measurement administration. Before administering the questionnaires, the participants were informed that they had right to decline taking part in the study. After participants’ consent was assured, questionnaire and (learners' needs analyses) were administered to the students and professors. Also, there were some participants who fill the checklists via email and the researcher sent invitations via Linked In. Also, the student's inquiry form was translated into Persian. The Persian questionnaires were administered to the pilot group of five students and three EFL expert professors in Tehran. After running the pilot study, the necessary modifications were made. Also, the statistical method employed in this study was descriptive. The excel file was imported into SPSS 17. Besides, Cronbach’s \( \alpha \) Test conducted to explain the reliability of the teachers' questionnaire and learners' questionnaire, which were .884 and .874, respectively.

5. Results

This probe pointed to comprehend what Iranian EFL learners assumed about this language training textbook series pertaining to 7 categories.

Table 1. Percentages of the Students' Response Related to Practical Consideration.

<table>
<thead>
<tr>
<th>Practical Consideration</th>
<th>%</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>DA</th>
<th>SD</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1. The price of the textbook is reasonable.</td>
<td>%</td>
<td>11.1</td>
<td>41.1</td>
<td>6.7</td>
<td>27.8</td>
<td>13.3</td>
<td>2.91</td>
<td>1.29</td>
</tr>
<tr>
<td>Q2. The textbook is easily accessible.</td>
<td>%</td>
<td>23.3</td>
<td>53.3</td>
<td>5.0</td>
<td>11.1</td>
<td>7.2</td>
<td>2.25</td>
<td>1.14</td>
</tr>
</tbody>
</table>

Note. SA=strongly agree; A=agree; N= Neutral; DA=disagree; SD=strongly disagree

As pointed out in Table 1, about 55% of the learners had affirmative insights and closely 41.1. % had incompatible outlooks concerning the price of the textbook. Hence, it can be identified that the English Result students thought that the prices of the English Result series are reasonable. Moreover, learners' were highly rated (about 76%) and merely 18% had negative attitudes towards the accessibilities of the textbook series.

Table 2. Percentages of the Students' Response Related to Layout and Design.

<table>
<thead>
<tr>
<th>Layout and Design</th>
<th>%</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>DA</th>
<th>SD</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
</table>

As pointed out in Table 1, about 55% of the learners had affirmative insights and closely 41.1. % had incompatible outlooks concerning the price of the textbook. Hence, it can be identified that the English Result students thought that the prices of the English Result series are reasonable. Moreover, learners' were highly rated (about 76%) and merely 18% had negative attitudes towards the accessibilities of the textbook series.
As elucidated in Table 2, the outcomes specified that approximately 61% of the students had expectant insights concerning the suitability of the layout and design in the textbooks. Also, the mean score is 2.4 and standard deviation is 1.078. Accordingly, with regard to layout and design respondents' ratings were quite positive for the series.

As shown in Table 2, learners approximately 51% had supportive viewpoints and about 40% had adverse attitudes regarding the effective organization of textbooks. A higher standard deviation of the statement 4 (SD=1.24) reflects the wider dispersion of responses among the participants.

As demonstrated in Table 3, about 18.3% of the participants strongly agree, 30% of the participants agree, 14.4% of the participants disagree, and 7.8% of the participants strongly disagree. Subsequently, 48% learners' disagree or strongly disagree. Consistent with the learners' point of view, English Result series can't provide a balance of activities.

Moreover, learners closely 16.1% strongly agree and 30% agree, 16.7% disagree, and only 9.4% strongly disagree. The mean score is 2.07 and the standard deviation is 1.19. It can be taken that the raters had predominantly confirmatory judgment as regards to the satisfactoriness communicative and meaningful rehearses.

The upshots lightened that there is a conflict among the contributors of English Result series regarding the incorporation of the individuals, pairs and group works activities, the outcomes confirmed that the infinite preponderances of the English Result students (77%) had supportive point of view and merely 7.7% had undesirable perceptions towards the statement.

In addition, as regards to whether the grammar points and vocabulary items are introduced in motivating and realistic contexts or not, the students' around 42% had uplifting allegations and around 37% had argumentative assertions about the above statement.

Respecting the preceding item in Table 4.3., the marks pointed out that around 47% of the students' had objectionable view points and about 43% had suitable perceptions towards the last statement (M=2.98, SD=1.27, and M=3.05, SD=1.20, respectively).

<table>
<thead>
<tr>
<th>Activities</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>DA</th>
<th>SD</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q 5. The textbook provides a balance of activities.</td>
<td>18.3</td>
<td>30.0</td>
<td>27.8</td>
<td>16.1</td>
<td>7.</td>
<td>2.65</td>
<td>1.17</td>
</tr>
<tr>
<td>Q 6. The activities encourage sufficient communicative and meaningful practice.</td>
<td>16.1</td>
<td>30.0</td>
<td>27.8</td>
<td>16.7</td>
<td>9.4</td>
<td>2.73</td>
<td>1.19</td>
</tr>
<tr>
<td>Q 7. The activities incorporate individual, pair &amp; group work.</td>
<td>30.6</td>
<td>47.2</td>
<td>14.4</td>
<td>6.1</td>
<td>1.7</td>
<td>2.01</td>
<td>.921</td>
</tr>
<tr>
<td>Q 8. The grammar points and vocabulary items are introduced in motivating and realistic contexts.</td>
<td>21.7</td>
<td>21.7</td>
<td>18.3</td>
<td>30.6</td>
<td>7.8</td>
<td>2.81</td>
<td>1.29</td>
</tr>
<tr>
<td>Q 9. The activities promote creative, original and independent responses.</td>
<td>8.3</td>
<td>35.6</td>
<td>7.8</td>
<td>39.4</td>
<td>8.9</td>
<td>3.05</td>
<td>1.20</td>
</tr>
</tbody>
</table>

Note. SA=strongly agree; A=agree; N= Neutral; DA=disagree; SD=strongly disagree

Respectively, the students' around 42% had uplifting allegations and around 37% had argumentative assertions about the above statement.
Q 11. The materials provide an appropriate balance of the four language skills. % 9.4 25.0 13.3 36.7 15.6 3.23 1.25
Q 12. The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming, for information, etc. % 10.0 33.9 24.4 18.9 12.8 2.90 1.19

Note. SA=strongly agree; A=agree; N= Neutral; DA=disagree; SD=strongly disagree

Regarding the issue of whether or not the materials include and focus on the skills based on the learners' needs, about 42% of the students had satisfactory stances and only approximately 27% had contrary insights.

The statistics substantiated that beyond the half of the students had undesirable asserted and approximately 34% manipulated satisfaction about the pertinence balance of the four language skills in the textbooks.

The numeral statistics epitomized that about 43% enumerated favorable beliefs and around 30% of the apprentices' noted disagreeable report concerning the attendance of sub-skills in the text. Consequently, the acquired beliefs signified that students' had optimistic assessments.

Table 5. Percentages of the Students' Response Related to Language Type.

<table>
<thead>
<tr>
<th>Language Type</th>
<th>%</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>DA</th>
<th>SD</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q 13. The language used in the textbook is authentic - i.e. like real-life English.</td>
<td>16.1</td>
<td>40.0</td>
<td>16.7</td>
<td>20.0</td>
<td>7.2</td>
<td>2.62</td>
<td>1.28</td>
<td></td>
</tr>
<tr>
<td>Q 14. The language used is at the right level for my current English ability.</td>
<td>16.1</td>
<td>42.2</td>
<td>11.7</td>
<td>17.8</td>
<td>12.2</td>
<td>2.67</td>
<td>1.28</td>
<td></td>
</tr>
<tr>
<td>Q 15. The progression of grammar points and vocabulary items is appropriate.</td>
<td>16.7</td>
<td>42.8</td>
<td>8.9</td>
<td>23.9</td>
<td>7.8</td>
<td>2.63</td>
<td>1.23</td>
<td></td>
</tr>
<tr>
<td>Q 16. The grammar points were presented with brief and easy examples and explanations.</td>
<td>21.1</td>
<td>43.3</td>
<td>5.0</td>
<td>23.9</td>
<td>6.7</td>
<td>2.51</td>
<td>1.24</td>
<td></td>
</tr>
<tr>
<td>Q 17. The language functions exemplify English that I will be likely to use in the future</td>
<td>37.2</td>
<td>32.8</td>
<td>7.2</td>
<td>7.8</td>
<td>15.0</td>
<td>2.30</td>
<td>1.42</td>
<td></td>
</tr>
</tbody>
</table>

Note: SA=strongly agree; A=agree; N= Neutral; DA=disagree; SD=strongly disagree

The upshots confirmed that, beyond 55% of students' divulged assenting interpretations while about 27% quantified disapproval explanations towards the authenticity of the series. The mean score is 2.62 and the standard deviation is 1.28. As a consequence, it can be assumed that English Result series encompass the authentic language use.

As the data uncovered in the Table 5, the majority of the students' (49%) had favorable providers and approximately 29% enumerated objectionable discernments with regard to the fitness of the language used within the students' level.

Regarding the issue of whether or not, grammar points and vocabulary items are appropriate, the data displayed that the majority of students' 58% were contented and 30% were disgruntled towards the progression of the grammar and vocabulary points.

The mainstream of the students' (64%) had optimistic attitudes and about 29% had adverse elucidations along with the subject of the brief presentation of the grammar points.

Considering the language functions' exemplification of useful English, the bulk of the students (69%) had assured attitudes and about 22% had disagreeable point of views.

As the upshots clarified, the main part of the students' (55%) had positive attitudes concerning the diversity of accents.

Table 6 Percentages of the Students' Response Related to Subject and Content.

<table>
<thead>
<tr>
<th>Subject and Content</th>
<th>%</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>DA</th>
<th>SD</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
</table>

Note: SA=strongly agree; A=agree; N= Neutral; DA=disagree; SD=strongly disagree
Q 19. The subject & content of the textbook is relevant to my needs as an English language learner.

% 27.8 38.3 7.2 20.0 6.7 2.39 1.26

Q 20. The subject and content of the textbook are generally realistic.

% 27.8 66.1 73.3 93.3 100.0 2.57 1.15

Q 21. The subject and content of the materials is interesting, challenging and motivating.

% 14.4 47.2 11.7 20.0 6.7 2.89 1.22

Q 22. There is sufficient variety in the subject and content of the textbook.

% 15.0 25.0 26.7 22.8 10.6 2.80 1.19

Q 23. The materials are not culturally biased and they do not portray any negative.

% 16.1 28.9 18.9 30.6 5.6 2.66 1.17

Note. SA=strongly agree; A=agree; N= Neutral; DA=disagree; SD=strongly disagree

As regards to whether or not the subject and the content of the textbook are relevant to the students' needs, about 65% were satisfied and about 26% of the students were displeased with this report. The attained perspectives specified that students were deeply fulfilled in favor of this note.

Consistent with whether or not, the subject and the content of the textbook are generally realistic; participants had positive point of views (61%). Also, the minority of participants had negative attitudes (26.6% respectively).

According to the above indications, in terms of whether the subject and content of the materials is interesting, challenging and motivating or not, participants were mostly gratified with statement 21 and about 33% weren't gratified.

Pertaining to the adequacy varieties of the subject and content, respondents' ratings were quite negative, that is, (above 49% and 36.2% respectively) of the respondents disagree or strongly disagree.

Moreover, over 55% were pleased and prominently supposed that English Result series are not culturally biased and they do not portray any negative stereotypes. Even though, about 28% participants thought conversely.

Table 7. Percentages of the students' Response Related to Overall Consensus.

<table>
<thead>
<tr>
<th>Overall Consensus</th>
<th>%</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>DA</th>
<th>SD</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q 24. The textbook raises my interest in further English language study.</td>
<td>%</td>
<td>20.0</td>
<td>22.8</td>
<td>30.6</td>
<td>18.9</td>
<td>7.8</td>
<td>2.71</td>
<td>1.20</td>
</tr>
<tr>
<td>Q 25. I would choose to study this textbook again.</td>
<td>%</td>
<td>13.9</td>
<td>28.9</td>
<td>12.8</td>
<td>20.6</td>
<td>23.9</td>
<td>3.11</td>
<td>1.41</td>
</tr>
</tbody>
</table>

Note. SA=strongly agree; A=agree; N= Neutral; DA=disagree; SD=strongly disagree

As verified in Table 7, with regard to overall agreement, the greater part of the students' (42.8%) had positive thoughtfulness and approximately 25% had dissatisfied claims.

It is remarkable to note that about 43% of the students' had argumentative insights about choosing the course book again and about 41% had optimistic standpoints.

5.1. Tabulated Findings of Teachers' Questionnaire Items

The below tables pointed to perceive what Iranian EFL instructors assumed about the English Result series with reference to several categories.

Table 8. Percentages of the Teachers' Response Related to Praical Consideration.
As labeled in Table 8, in terms of practical considerations, the data revealed that the greater part (60%) of the English Result teachers in our sample population was satisfied with the price of the English Result series and just about 30% the respondents were unsatisfied. Therefore, the respondents of the series thought that the textbook price is impartial.

The marks uncovered that the teachers beyond 70% had constructive insights and just about 17.7% had disparate insights toward the availability of the series.

As verified in Table 8, the upshots labeled that roughly 65% of the lecturers had progressive claim and simply 25% had opposing claim due to the whether the textbook is the latest publication or not. Also, the mean score is 2.4 and standard deviation is 1.4. An upper standard deviation in both series (SD=1.3, SD=1.4) exposed the extensive distribution of responses surrounded by the contributors.

Relating to whether the writer's interpretations on language and methodology are comparable to them or not, the bulk of professors, 55% had bright point of views and almost 36% had resentful point of views toward the author's clarifications. The upshots surrounded by trainers' uncovered that English Result series purported that the author's views on language and methodology are equivalent to their interpretations.
Concerning with whether the textbook comprises of a thorough overview of the tasks, configurations and vocabulary that will be trained in each part or not the upshot shown that 65% of the mentors had congruent comprehensions and just about 16% had contrasting comprehensions. Likewise, the mean score is 2.8 and standard deviation is 1.48.

Also, the trainers accurately 46.1% rated the unfavorable assertiveness toward the pertinence of layout and design. A superior standard deviation in the endorsement (SD=1.31) discovered the diverse scattering of replies (inconsistency) between the participants.

In relation to whether the textbook is organized effectively or not maximum answers for this most part focused on the last two options, which can be taken as an opposite assertion.

The conclusions disclosed that almost 63% of the instructor's had uplifting standpoints about the entitlement due to the adequacy of vocabulary list or glossary. Consequently, it is submitted that the non-adequacy of vocabulary list or glossary is one of the deficiencies of the series.

In connection with the adequacy analysis subdivisions and drills respondents' rankings were reasonably fervent for English Result series (52%).

As revealed in Table 9, approximately 46% of the instructors had a bright point of views and 48% had objectionable asserted regarding the adequacy set of evaluation quizzes.

Along with the judgment of the actualities toward whether the professor's manuscript encompasses assistance about how the textbook can be used to the utmost advantage or not, approximately 47% of the coaches were disgruntled and indelicately 44% were pleased.

Regarding to whether the material objectives are ostensible to both the teacher and the student or not, about 46% of the respondents looked like to distress and 44% reach agreement.

<table>
<thead>
<tr>
<th>Table 10. Percentages of the Teachers' Response Related to Activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
</tr>
<tr>
<td>Q 14. The textbook provides a balance of activities.</td>
</tr>
<tr>
<td>Q 15. The activities encourage sufficient communicative and meaningful practice.</td>
</tr>
<tr>
<td>Q 16. The activities incorporate individual, pair and group work.</td>
</tr>
<tr>
<td>Q 17. The grammar points and vocabulary items are introduced in motivating and realistic contexts.</td>
</tr>
<tr>
<td>Q 18. The activities promote creative, original and independent responses.</td>
</tr>
<tr>
<td>Q 19. The tasks are conducive to the internalization of newly introduced language.</td>
</tr>
<tr>
<td>Q 20. The textbook's activities can be modified or supplemented easily.</td>
</tr>
</tbody>
</table>

Note. SA=strongly agree; A=agree; N= Neutral; DA=disagree; SD=strongly disagree

As exemplified in Table 10, about 47% participants agree, and 46% contributors disagree with the statement that the textbook provides a balance of activities.

As to the encouraging activities and adequate communicative and meaningful practice the mainstream of respondents (53%) were disappointed.

Regarding whether the activities incorporate individual, pair and group work, the bulk of professors (47%) were
disgruntled. It can be reserved as one of the shortcomings of the series. Furthermore, the preponderance of teachers (58%) was dissatisfied concerning whether the textbook's activities can be modified or supplemented easily. The upshots can be kept as a deficiency of the series.

Table 11. Percentages of the Teachers' Response Related to Skills.

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>%</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>DA</th>
<th>SD</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q 21.</td>
<td></td>
<td>21.6</td>
<td>16.7</td>
<td>4.9</td>
<td>29.4</td>
<td>27.5</td>
<td>3.24</td>
<td>1.54</td>
</tr>
<tr>
<td>Q 22.</td>
<td></td>
<td>22.5</td>
<td>18.6</td>
<td>4.9</td>
<td>25.5</td>
<td>28.4</td>
<td>3.18</td>
<td>1.57</td>
</tr>
<tr>
<td>Q 23.</td>
<td></td>
<td>18.6</td>
<td>18.6</td>
<td>3.9</td>
<td>32.4</td>
<td>26.5</td>
<td>3.29</td>
<td>1.49</td>
</tr>
<tr>
<td>Q 24.</td>
<td></td>
<td>20.6</td>
<td>16.7</td>
<td>2.9</td>
<td>34.3</td>
<td>25.5</td>
<td>3.27</td>
<td>1.51</td>
</tr>
<tr>
<td>Q 25.</td>
<td></td>
<td>28.4</td>
<td>16.7</td>
<td>6.9</td>
<td>24.5</td>
<td>23.5</td>
<td>2.98</td>
<td>1.58</td>
</tr>
</tbody>
</table>

Regarding the issue of whether or not the materials include and focus on the skills that I need to practice, in excess of 56% of the teachers reinforced the affirmation and only 38% didn’t support. About 53% of the trainers had provocative assertion and about 41% had confirmatory belief within the issue of the suitability and balance of the four language skills in the textbooks. The significances uncovered that about 37% had productive acuity and roughly 58% of the instructors had disparaging acuity with the concern of attending the textbooks to the sub skills. Beyond 59% of the English Result professors had contrary judgment and about 37% had positive assessments concerning the practices of natural pronunciation.

About 47% of the teachers had favorable understandings and about 45% had indifferent sights respecting the matter of the integrity of individual skills.

Table 12. Frequency and Percentages of the Teachers' Response Related to Language Type.

<table>
<thead>
<tr>
<th>Language Type</th>
<th>%</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>DA</th>
<th>SD</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q 26.</td>
<td></td>
<td>23.5</td>
<td>14.7</td>
<td>6.9</td>
<td>28.4</td>
<td>426.5</td>
<td>3.19</td>
<td>1.554</td>
</tr>
<tr>
<td>Q 27.</td>
<td></td>
<td>17.6</td>
<td>25.5</td>
<td>5.9</td>
<td>6.7</td>
<td>34.3</td>
<td>3.24</td>
<td>1.569</td>
</tr>
<tr>
<td>Q 28.</td>
<td></td>
<td>22.5</td>
<td>21.6</td>
<td>8.8</td>
<td>24.5</td>
<td>22.5</td>
<td>3.029</td>
<td>1.512</td>
</tr>
<tr>
<td>Q 29.</td>
<td></td>
<td>37.3</td>
<td>17.6</td>
<td>3.9</td>
<td>20.6</td>
<td>20</td>
<td>2.69</td>
<td>1.621</td>
</tr>
<tr>
<td>Q 30.</td>
<td></td>
<td>46.1</td>
<td>32.4</td>
<td>2.0</td>
<td>11.8</td>
<td>7.8</td>
<td>2.02</td>
<td>1.293</td>
</tr>
<tr>
<td>Q 31.</td>
<td></td>
<td>48.0</td>
<td>27.5</td>
<td>4.9</td>
<td>12.7</td>
<td>6.9</td>
<td>2.02</td>
<td>1.293</td>
</tr>
</tbody>
</table>

The results exhibited that about 54% disagree and about 38% of the teachers disagree regarding the authenticity
of English Result series. Thus, professors claimed that the language used in the textbook is not based on the actual life.

It is worth to assert that the mainstream of the teachers 51% had a disagreeable point of views and 43% contributors had anticipated insolence concerning the language used well-matched level of students.

Besides, there is a conflict between the instructors about the progression of grammar and vocabulary points in which more than 54% were satisfied and 40% did not support the statement.

As explained in Table 12, the mainstream of the teachers (54%) had sanguine sensitivities and just about 27% trainers 'supported the issue of briefly proposing the grammar points.

It is thought-provoking to annotate that regarding the issue of whether or not language functions represent useful English, the greater part of the respondents' (78%) had affirmative attitudes and only about 19% had objectionable insolences.

As the outcomes disclosed that in the area of whether or not the course book encloses the multiplicity of accents, the widely held of professors' (75%) had progressive assertiveness and only (19%) had critical stances.

Table 13. Percentages of the Teachers' Response Related to Subject and Content.

<table>
<thead>
<tr>
<th>Subject and Content</th>
<th>%</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>DA</th>
<th>SD</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q 32. The subject and content of the textbook is relevant to my needs as an English</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>language learner.</td>
<td></td>
<td>22.5</td>
<td>20.6</td>
<td>6.9</td>
<td>25.5</td>
<td>24.5</td>
<td>3.08</td>
<td>1.53</td>
</tr>
<tr>
<td>Q 33. The subject and content of the textbook is generally realistic.</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q 34. The subject and content of the materials is interesting, challenging and</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>motivating.</td>
<td></td>
<td>17.6</td>
<td>26.5</td>
<td>4.9</td>
<td>21.6</td>
<td>29.4</td>
<td>3.18</td>
<td>1.53</td>
</tr>
<tr>
<td>Q 35. There is sufficient variety in the subject and content of the textbook</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q 36. The materials are not culturally biased.</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note. SA=strongly agree; A=agree; N=Neutral; DA=disagree; SD=strongly disagree</td>
<td></td>
<td>29.4</td>
<td>11.8</td>
<td>-</td>
<td>31.4</td>
<td>27.5</td>
<td>3.15</td>
<td>1.23</td>
</tr>
</tbody>
</table>
As regards to the issue of the relevancy of the textbook to the learners' needs, about 50% had adversarial opinion and about 46% of the respondents had optimistic judgment. Regarding the dispute of the authenticity of the textbook, about 51% had positive estimation and about 39% of the teachers had distrustful estimation.

On the subject of the whether the materials are interesting, challenging and motivating, around 51% teachers had negative opinion and nearly 44% teachers had encouraging estimation.

On the subject of the whether the varieties in the subject and content of the textbook are enough or not, the majority of the professors about 81% had favorable opinion and merely 16% of the professors had opposing estimation.

<table>
<thead>
<tr>
<th>Table 14. Percentages of the Teachers' Response Related to Overall Consensus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Consensus</td>
</tr>
<tr>
<td>Q 37. The textbook is appropriate for the language-learning aims of my institution.</td>
</tr>
<tr>
<td>Q 38. The textbook is suitable for small-medium, homogeneous, co-ed. Classes of university students.</td>
</tr>
<tr>
<td>Q 39. The textbook raises my interest in further English language study.</td>
</tr>
<tr>
<td>Q 40. I would choose to study this textbook again.</td>
</tr>
</tbody>
</table>

As shown in Table 14, about half of the respondents had supportive affirmation and about 43% had adverse estimation pertaining to the appropriateness of textbook in terms of the language-learning institutions' aims.

With regard to whether the textbook is suitable for small-medium, homogeneous, co-ed or not, the greater part of the teachers (57%) had antagonistic standpoints and approximately 36% had delightful judgment. Hence, the instructors assumed that the series are not accurate for university learners.

In terms of raising the interest of learners in further English language study, about 56% of English Result instructors had opposed perception and about 40% had assenting vision with a mean score of 3.3 (SD=1.56).

In addition, the last point of the questionnaire was the deduction of the opinion poll. Regarding the issue whether instructors would choose to study this textbook again, about 74% of the instructors had conflicting point of views and only about 20% had confirmatory perceptions with a mean score of 3.88 (SD=1.35).

5.2. Strengths of "English Result" Series from Learners' Perspective "English Result" Teacher's Open-Ended Question Discussions

Concerning the strengths and weaknesses of the English Result series from learners and instructors' perspective, it concluded the following statements.

- Grammatical item rules are clear and simple. (n=46)
- Language items (e.g. vocabulary) are obtained through various settings to make meaning clear. (n=23)
- Pronunciation is constructed through varied types of activities, such as listening, dialogue practice etc.
- All four language skills of listening, speaking, reading, and writing are integrated in each unit. (n=15)
- There are some materials for independent work in each unit. (n=12)
- Nobody can oppose the role of grammar in the usefulness of a course book. Clarity and simplicity of the introduction of grammatical rules are great assets in a textbook and tremendous help for students.(n= 25)

5.3. Shortcomings Of "English Result" Series From Learners' Perspective
1. The insufficient vocabularies would be considered as a disadvantage of these series. (n=53)
2. The textbooks were not conducive to autonomous learning. (n=64).
3. Regarding the size and the amount of new words, the units are more or less similar. (n=15)
4. The pattern of exercises, negligence to reading skills and strategies turn this book into a boring one. (n=21)
5. The inadequate reading strategy comprising of scanning, skimming, predicting meaning from context, predicting, reading for main ideas, prior or background knowledge, etc.(n=33)
6. Meanwhile, there are no particular strategies in this book, privation of exercises about listening and reading is natural. The inferiority in this fragment is certainly evident. (n=23)
7. The textbooks don’t have posters and flashcards. (n=14)
8. There was no software accessible with different layouts of questions for more exercises related to each unit. (n=11)

5.4. Strengths of "English Result" Series from Professors' Perspective

- Correct pronunciation and speaking tries to teach English and other accomplishments such as grammar and vocabulary applied simultaneously to strengthen the teaching style. The teachers tried to design courses in both direct and indirect ways. (n=95)
- "English Result" series are applying the most up to date student's needs analysis. It's based on the last findings of science in the training program. It has both extrinsic and intrinsic attractions that can effect on students learning. (n=12)
- The variety of subjects motivates students in many subjects. (n=12)
- Lots of activities and exercises (tasks) help students to have self-study. (n=68)
- The course books are fulfilled with piles of colorful photographs. (n=17)
- "English Result" books cover different skills in a great way (n=10).
- The subjects and content are realistic, entertaining, challenging, enthusiastic, and it provides students to talk.
- This course book provides students perception and motivation. The concrete scheduled rehearsal and drill aimed to create a difference in teaching English. It also, associates simple assessing tools in the test form. (n=8)
- It gives the reader both insight and incentive. The actual planned practice designed to make a difference in teaching English. It links simple measuring tools in test form. (n=25)
- This course books have inadequate amount of pronunciation practice and do not have sufficient consideration to pronunciation. (n=33)
- The course book does not intend to detach students from their own culture. (n=12)
- It does not take any religious contemplation into account. (n=5)

5.5. Shortcomings of "English Result" Series from Professors' Perspective

- Less motivating topics in an unexciting, tedious and unreal context makes the students bored. (n=26)
- The pictures in" English Result" series are not real and there are somehow artificial. (n=19)
- The layout and design is not appropriateness. (n=22)
- Pictures are excessively perplexing and not clear. (n=17)
- Writing lots of detail information under the pictures in small size, make both students and teachers perplex and prevent remembering all those writings or vocabularies. (n=29)
- At lower levels (intermediate) the speaking topics in the several situations is absent, but at upper levels (upper-intermediate) speaking topics improve. (n=25)
- Some listening sections/parts are difficult for learners. It has some exercises which are not productive. (n=23)
- Different pronunciation from different nationalities gets students confused. (n=49)
- Lack of the TTC program for the teacher, makes teaching tough and severe. (n=49)
- It is hard to teach "English Result" series.
- The exercises for vocabularies don't exist. (n=38)
The shortage of new lexical items and vocabulary can affect students learning and teachers need to suggest extra course books. (n=28)
- It has the low variations in strategy types which may result in learner not having enough conceptual and practical knowledge of speech acts to use them. (n=14)
- Whereas some instructors consider that pronunciation is not as vital as lexicon and grammar in ESL/EFL learning, none of them contradict its substantial role. There is not an ample extent of pronunciation practice. (n=31)
- Group work activities are fun, motivating, and useful to help avoiding the gap between active students and passive students, helpful to build self-esteem and confidence among students. But the learning process also becomes more a teacher -centered rather than a student-centered. Therefore it is important to create an environment that support the students’ learning process and offer opportunities for acquiring English speaking skills as well as other basic skills in English language. (n=4)
- Cultural understandings have not been considered. Cultural disputes have always been provocative in language learning. It is extensively thought that absence of course books' consideration to cultural understandings might have contrary effects on learners. Teachers assumed that English Result suffers from this flaw. (n=24)
- The absence of some fruitful features such as i-tools is felt in this series in Iran. (n=60)
- The textbooks were not conducive to autonomous learning.
- The textbooks don’t have posters and flashcards.

5.6. How to Improve "English Result" Series
1. By decreasing the high diversity of pronunciation from different nations.
2. Getting listening sections more interesting.
3. It can be better by using more words and vocabularies.
4. It's really necessary to incorporate more authentic and helpful instruction of speech acts along with the course books.
5. By using various sources, comedy texts, getting students familiar with the layers of cultures via poems and literary stories, teaching English become more interesting.
6. Enjoyment comes from the visual whole-page texts in every lesson. Success comes from putting real world language to practice in every lesson.
7. Within class DVDs', teachers DVDs' and interactive total multi-media.
8. Beautiful songs in different genres are fancied.
9. Good quality of the printing is clamored.
10. Interesting jokes and stories are to be included.

6. Conclusion
The upshots achieved from the study showed that English Result textbooks based on English students' perception are carefully developed to meet students' needs and interests in improving their English language ability. Also, the data revealed that in English Result series, the greater part of both learners and teachers in our sample population were satisfied with the price of the series. Therefore, the respondents of the series thought that the textbook price is impartial. Similarly, both English Result learners and teachers beyond 70% had constructive insights toward the availability and accessibility of the series. The bulk of professors had a bright point of views toward the author's clarifications. In the other word, instructors purported that the author's views on language and methodology are equivalent to their interpretations. Concerning with whether the textbook comprises of a thorough overview of the tasks, the vast majority of the mentors had congruent comprehensions. The English Result trainers accurately had unfavorable assert toward the pertinence of layout and design. On the contrary, the students had confirmatory attitudes toward the appropriateness of the layout and design. Thus, the upshots between trainers' and learners of the English Result series discovered the diverse scattering of replies (inconsistency). In connection with the adequacy analysis subdivisions and drills teachers' rankings were reasonably fervent for these series. Also, many of the instructors had objectionable asserted regarding the adequacy set of evaluation quizzes. For that reason, the concern exhibited lecturers' were frustrated. Along with the judgment of the actualities toward whether the professor's manuscript encompasses assistance about how the textbook can be used to the utmost advantage or not,
approximately 47% of the coaches were dissatisfied. Regarding to whether the material objectives are ostensible to both the teacher and student or not, the greater part of the instructors looked like to distress with this report. In addition, based on the professors' attitudes, the English Result series doesn't provide equilibrium of activities. As to the encouraging activities and adequate communicative and meaningful practice the mainstream of instructors were disenchanted. Regarding whether the activities incorporate individual, pair and group work, the bulk of English Result professors were disgruntled. It can be reserved as one of the shortcomings of the series. The students had positive attitudes regarding the grammar points and vocabulary items are introduced in motivating and realistic contexts. In contrast, the mainstream of professors had undesirable opinions. Therefore, it can be noted that the grammar points and vocabulary items were not introduced in motivating way in English Result series. In addition, the vast preponderances of the students and teachers were not intensely pleased in favor of the suitability and balance of the four language skills in the textbooks. The consequences exposed that the superiority of the instructors had disparaging acuity regarding to attending the textbooks to the sub skills. Incompatibly, beyond half of the professors had contrary judgment concerning the practices of natural pronunciation. The conclusions pointed out that professors were not intensely in favor of this report. Pertaining to whether the materials are not culturally prejudiced or not, the preponderance of the instructors had opposing opinion with this report. In contrast, the students were totally had positive opinions. Above and beyond, teachers had delighted interpretation pertaining to the appropriateness of textbook in terms of the language-learning institutions' aims. Beyond half of the instructors had opposed perception due to whether the course book raising students' interest in further English language study. Quite the reverse, the students had optimistic attitudes about this statement. In addition, the last point of the questionnaire was the deduction of the questionnaire. Regarding the issue whether instructors would choose to study this textbook again, most of instructors had conflicting point of views. Quite the opposite, the students would choose this course book again. From the open ended questions it can be inferred that the English Result series, suffers from less motivated topics, the artificial pictures, the non-appropriate layout and design, perplexing pictures, different pronunciation from different nationalities, lack of the TTC program for the teacher, and lack of the i-tools feature in Iran. Concerning the interviews the researcher found out that "English Result" series considerably influence on the correct pronunciation and conversation to strengthen functional grammar and vocabulary simultaneously. The design of "English Result" series attempts to transfer these skills directly and indirectly, nevertheless the topics are so monotonous and it weren't use in authentic context. Also, the privation of the TTC program for the teacher, makes training hard. "English Result" series are too inflexible for teaching. Above and beyond, group work activities are effective to develop speaking skills among students, but the controversial discussion in the book does not exist. Hence, the lecturer implements group works activities in teaching and learning English as a foreign language. Furthermore, the Iranians' institutions don't use some facilities and instruments of "English Result" series such as i-tools, which are very useful and fruitful for the students.

References


