



2nd GLOBAL CONFERENCE on LINGUISTICS and FOREIGN LANGUAGE TEACHING,
LINELT-2014, Dubai – United Arab Emirates, December 11 – 13, 2014

"English Result" The Qualitative and Quantitative Analysis of Course Books as Perceived by Iranian EFL Learners and Teachers

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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 cluttered passages and pictures were the main weak points of this series.

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Peer-review under responsibility of Academic World Research and Education Center.

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.

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(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

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