

Evaluation of American English File and its Teacher's Manual

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Abstract

This study aims to evaluate the explicit features and pedagogic values of the American English File series and its teacher's manual based on McGrath's approach (2002). The selected material for evaluation is a five-level English coursebook accompanied by their teacher's manuals. Therefore, a quantitative design was used through online distribution of an evaluative checklist adopted from Miekley (2005) among 40 EFL teachers who had experienced teaching the series of books under this study. The participants of the study were asked to rate the checklist according to a five-point Likert scale (0 (totally lacking the feature), 1 (poor), 2 (adequate), 3 (good), and 4 (excellent)). The analysis of the obtained data showed that the series of books under this study fulfilled the objectives claimed to be set for the student book and the teacher's manual. The finding of this study could be fruitful for EFL teachers, syllabus designers, and material developers.

Keywords: American English File; Evaluation; ELT coursebooks

1. Introduction

Textbooks are defined as a core source for teaching, learning and classroom interaction. Textbooks are defined as one of the materials being used to help teachers teach learners (Tomlinson, 2011). Textbooks play a really fundamental role in today's language teaching and learning. Based on what Hutchinson and Torres (1994) believe, textbook is considered as a guide for teachers and as a tool for the learners in order to review the knowledge. There has always been some merits and demerits to textbooks.

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According to Tomlinson (2003) textbooks are used as an aid to re-skill rather than de-skill teachers. Carrying out the lessons are shown through the use of course books accompanied by a teacher's manual in order to help the teachers save time on preparation of the lessons and the materials. Textbooks are considered as a mean which offer a clear map for both the teachers and the learners through clearing for both where they are, and what they have done in order to reach a specific goal by the use of that course book (MacGrath, 2002) as well as giving the learners the opportunity of reviewing and practicing that they have learnt.

Evaluation is an essential process through which the degree to which a program or invention is worthwhile will be assessed. It involves the process of purposeful information gathering to make a sound decision to be analyzed and reported to stakeholders and interested parties. The term evaluation has been used differently in the field of applied linguistics. Lynch (1996) defines evaluation as “the systematic endeavor to collect information in order to collect information in order to make judgements or decisions” (p. 2). Brown (1989) adds a more comprehensive definition to it as he defines evaluation as “a systematic collection and analysis of all related essential information to promote the improvement of a curriculum and the assessment of its effectiveness” (p. 23).

In recent years, a growing number of English language teaching materials on the market has been the witnessed. However, in spite of their great importance, materials evaluation, has been a new trend in the process of language teaching as it does not have a long history. Tomlinson (2001) believes that books on this issue started to be published in 1990. Before then, the study of materials development did not receive enough attention. Materials evaluation is of significant importance since it leads to a much better understanding of the nature of a particular teaching – learning context. Moreover, teachers will have more accurate information about the nature of exploited course books on materials through the analysis and evaluation of what is happening within the teaching/learning scenario. The quality of course books should be evaluated as teachers choose course books to use in their courses and learners pay considerable amount of money for them. When a course book is picked and purchased, there is then an obligation to use it. Even if it is not highly suitable for a particular purpose. Therefore, spending sometime evaluating course books would worth it. Cater and Nunan (2001) define materials evaluation as a process through which the value of learning material will be measured.

In learning and teaching process, the content of textbook plays an important role. Educators believe that choosing an appropriate material

could be helpful in teaching process. So, the evaluation of materials deserves crucial consideration in teaching development. Cunningsworth (1995) and Ellis (1991) believe that textbook evaluation helps teachers move beyond impressionistic assessments and helps them to get accurate and contextual insights in to the textbook material. According to Sheldon (1988) “course book assessment is fundamentally a subjective, rule-of-thumb activity” and there is not any formula to provide a yardstick (p. 245). Tomlinson (1999) suggests that “the obvious but important point is that there is not and model for evaluating of materials, the framework used must be determined by the reasons, objectives, and circumstances of the evaluation” (p. 11). As Hay croft (1998) said, one of the advantages of using textbook is psychological effect on students’ achievement and their learning development. O’Neill (1982) indicated that textbooks are very sensitive to students’ needs. On the other hand, Hutchinson and Torres (1194) have mentioned that textbooks play an important role in innovation. They indicate that textbooks’ material can support teachers by distributing and threatening change processes, they also demonstrate new methodologies and create scaffolding upon which teachers can build a creative methodology of their own. In the field of ELT textbook design theorists such as Sheldon (1988), Brown (1995), and Harmer (1996) believe that evaluation checklists have some criteria which is based on physical features and logistical features. Trough the investigation of textbook, some Criteria should be investigated like: content, vocabulary, grammar, attractiveness, and physical make-up. Rastegar (1992) analyzed evaluated dialogs in English books which have taught in High schools in Iran. His study was based on Levinsons’ (1983) model. He used two models of five Levinsons’ model (1983). Another study that is related to textbook evaluation, belongs to Vellenga (2004) who makes a comparison between EFL and ESL textbooks. She believes that learner’s pragmatic competence is developed by textbooks materials. A number of studies (e.g., Toolabi, 2002; Yarmohammadi, 2002; Amalsaleh, 2004; Jahangard, 2007; Razmjoo, 2007; Chadran, 2001; Saslow & Ascher, 2011) have been conducted on coursebook evaluation throughout the world which demonstrate the significance of the coursebook in language teaching and learning. Accordingly, the problem that captured the attention of researchers of the current study was the exploration of the status of American English File series among EFL teachers who had at least one year of experience teaching the books. The study also intended to check whether the books under this study, have the power to fulfill the needs of EFL Learners.

Therefore, this study aims to answer the following three main research questions:

RQ₁: To what extent the students book fulfills the objectives claimed to be set for them?

- i. Regarding the content;
- ii. Regarding the vocabulary and grammar;
- iii. Regarding the exercises and activities;
- iv. Regarding the appearance and Physical make up.

RQ₂: To what extent the teacher's manual of the series fulfills the objectives claimed to be set for them?

- i. Regarding the general features;
- ii. Regarding the background information;
- iii. Regarding the morphological and guidance;
- iv. Regarding the supplementary exercises and material.

2. Methodology

2.1 Participants

The participants of the study were 40 EFL teachers having at least one year teaching experience of the books under study. They were teaching EFI in different language institutes in Iran. An adopted checklist from Miekley (2005) was distributed among 65 EFL teachers among which 40 completed ones were given back through an on-line distribution.

2.2 Materials

The selected materials for evaluation were American English File series which is a five level English course book accompanied by their teacher's manuals. Each book contains 10 to 12 units depending on the level of the book and each unit consists of three sections; A, B, and C respectively followed by two pages of practical English.

2.3 Instruments

Having reviewed a number of checklists (e.g., Sheldon, 1988; Ur, 1996; Littlejohn, 2011), the researchers decided to use a checklist adopted from Miekley (2005) which had been designed was based on McGrath (2002) framework. McGrath defines two main sections namely, 'First-glance' evaluation and 'in-depth' evaluation. Each stage consists of a series of criteria by which a textbook is evaluated. This framework tends to be in-depth and objective rather than subjective. Therefore, analyzing the individual activities in detail is considered. In the first stage 'namely first glance' the physical aspects of the material and how they appear are

regarded. To be able to run the second stage, namely, an in-depth evaluation, criteria such as content, vocabulary and grammar, exercises and activities are evaluated. Teacher’s Manual were also evaluated in terms of general feature, background information, morphological guidance, and supplementary exercises and materials (See appendix A). The participants of the study were asked to rate the checklist according to a five-point Likert scale (0 (totally lacking the feature), 1 (poor), 2 (adequate), 3 (good), and 4 (excellent)).

2.4 Procedures

Miekley’s (2005) evaluation checklist was selected as the instrument of the study in order to obtain the necessary data. The checklists were sent to 65 participants who were all EFL teachers teaching at different language institutes. The checklists were distributed to 65 of them via WhatsApp channel among which 40 checklists were completed and given back.

3. Data Analysis and Results

3.1. Content, Vocabulary, and Grammar of the Coursebook

In order to present a report of the analysis of the obtained data, data analysis was conducted with regard to the research questions of the study. The present study, therefore, employed a quantitative design to seek answers to the research questions. Before any statistical analysis, the collected data underwent the required preliminary checks to pave the way for using the appropriate inferential statistics. In this regard, the collected data were checked through tests of normality and for outliers. To make sure if the data is normally distributed both Kolmogorov-Smirnov and Shapiro-Wilk tests were used as displayed in the following table.

Table 1. *Test of Normality for Content Evaluation*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Mean1to5	138	40	.052	967	40	.252

a. Lilliefors Significance Correction

As Table 1 indicates, the significance values for both Kolmogorov-Smirnov and Shapiro-Wilk tests for normality are greater than 0.05.

Therefore, the data is normally distributed. Moreover, there were no significant outlier.

Table 2. Descriptive Statistics of Content Items

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Mean 1 to 5	40					
Valid N (listwise)	40	1.60	3.60	102.00	2.5500	.51789

As displayed in Table 2, the mean score estimated based on the participants’ rating for the content of the textbook was 2.55 which was greater than the test value (2).

Table 3. One-Sample t-test for Content

Test Value = 2						
t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
				Lower	Upper	
Mean1to5	31.141	39	.000	.55000	2.3844	2.7156

A one-samples t-test was conducted to compare the mean of the sample with a test value of 2. The results, in Table 3, revealed that there was a significant difference between the mean of the sample and the test value ($M = 2.5500$, $SD = .51789$; $t(39) = 31.141$, $P = .000$). An inspection of the mean suggests that the mean for a sample is significantly different from 2. Accordingly, the content of the series can fulfill the objectives claimed to be set for them.

In order to be able to answer to the research question dealing with vocabulary and grammar of the book, another statistical procedure was run. To do so the data underwent the essential preliminary checks. In this regard, the collected data were checked through the test of normality and for Outliers. According to Table 4.2 the results of both Kolmogorov-Smirnov and Shapiro-Wilk tests are above 0.05 which indicate the data is normally distributed. Moreover, there was no significant outlier.

Table 4. Test of Normality for Vocabulary and Grammar Evaluation

	Kolmogorov – Smimov ^a			Shapiro- Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Vocab grammar mean	.101	40	.200*	.976	40	.536

a. Lilliefors Significance Correction

As Table 5 reveals, the mean score for vocabulary and grammar evaluation ($M = 2.3600$) based on teachers’ idea was greater than the Test Value (2).

Table 5. *One-Sample Statistics for Vocabulary and Grammar*

	N	Mean	Std. Deviation	Std. Error Mean
Vocab grammar mean	40	2.3600	.62462	.09876

Accordingly, to make sure if the difference is significant or not one-sample t test was run and the following result was received.

Table 6. *One-Sample t-test for Vocabulary and Grammar Evaluation*

Test Value = 2						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Vocab grammar mean	23.896	39	.000	.36000	2.1602	2.5598

As displayed in Table 6, a one-samples t-test was conducted to compare the mean of the sample for Vocabulary and Grammar with a test value of 2. The results, in Table 6, revealed that there was a significant difference between the mean of the sample and the test value ($M = 2.3600$, $SD = .62462$; $t(39) = 23.896$, $P = .000$). An inspection of the mean suggests that the mean for a sample is significantly different from 2. Accordingly, the Vocabulary and Grammar of the book can fulfill the objectives claimed to be set for them.

3.2. Exercises, activities, attractiveness, and make-up

The exercises and activities of the series of the book under this study were also evaluated, based on the participants’ idea. To do so, the data collected from among the participants underwent the test of normality. As table 7 shows the significance value for Kolmogorov-Smirnov and Shapiro-Wilk test were .026 and 0.057 respectively. In these cases, Shapiro-Wilk value is taken to account. The sig. value is above 0.05 and it indicates that the data is normally distributed. Moreover, there was no significant outlier.

Table 7. *Test of Normality for Exercises and Activities*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Exercises and Activities Mean	.149	40	.026	.946	40	.057

a. Lilliefors Significance Correction

Regarding the evaluation of activities and exercises evaluation of American English File books based on teachers’ ideas, the mean score for this section’s evaluation is above the test value as displayed in Table 8.

Table 8. *One-Sample Statistics for Exercises and Activities*

	N	Mean	Std. Deviation	Std. Error Mean
Exercises and Activities Mean	40	2.3536	.65344	.10332

To see if the difference is significant, a One-Sample *t*-test was run and the following result was observed.

Table 9. *One-Sample t-test for Exercises and Activities Evaluation*

Test Value = 2						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Exercises and Activities Mean	22.780	39	.000	.35357	2.1446	2.5626

As it is shown in the above table, the significance value regarding the evaluation of this section is .000 which is smaller than 0.05 and it indicates that the exercises and activities of the series of the books under this study can fulfill the needs of EFL learners.

As for the other research question which dealt with the evaluation of the attractiveness of the text and the physical make-up of the coursebook, the data was checked through the test of normality and for outliers, as displayed in the following table.

Table 10. *Test of Normality for Attractiveness and Physical Make-Up*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Mean for Attractiveness and Make-Up	.137	40	.056	.972	40	.405

b. a. Lilliefors Significance Correction

As table 10 indicates, the significant value for the normality tests, namely Kolmogorov-Smirnov and Shapiro-Wilk, were .056 and 0.405 respectively. Therefore, the data was not normally distributed. Because there was one single group that had to be compared with the population, and because the data violated the assumption of normality, a one-sample

Wilcoxon signed rank test that is a non-parametric alternative test to One-sample *t*-test was run.

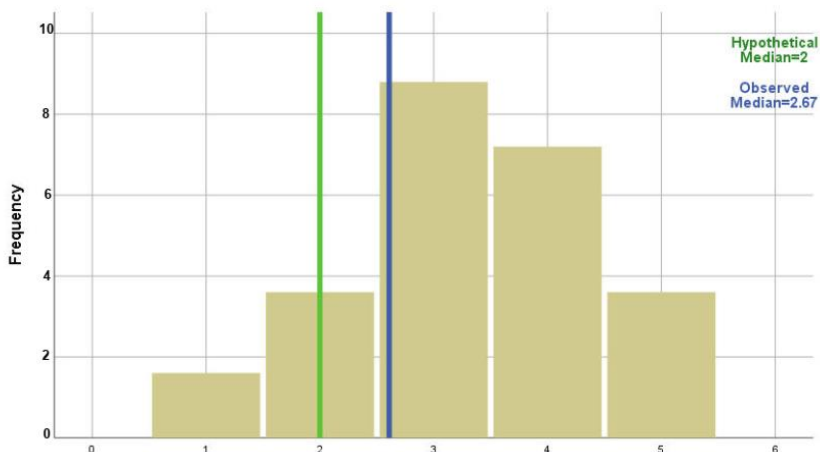


Figure 1. Hypothetical Median and Observed Median for Attractiveness and Physical Make-Up

According to Figure 1, a One-sample Wilcoxon signed-rank test was run to compare the median of the sample of the study, observed median, (*Mdn* = 2.67) with the hypothetical median (*Mdn* = 2).

Table 11. One-sample Wilcoxon Signed-Rank Test for Attractiveness and Physical Make-Up

Total N	40
Test Statistic	604.000
Standard Error	63.040
Standardized Test Statistic	4.299
Asymptotic Sig. (2-sided test)	.000

The One-sample Wilcoxon signed-rank test indicated a statistically significant difference between the observed median and the hypothetical median. ($Z = 604.000$, $P = 0.000$). Therefore, it was suggested that the attractiveness and physical make-up of the book were suitable and appropriate to attract the students.

3.3. Teacher’s Manual

The second section of evaluation is regarded to the teacher’s manual evaluation subdivided into four sections including the general features, background information, morphological, and guidance, and supplementary exercises and material. Regarding the analysis of the

general features of the teacher’s manual, the statistical Procedure was run as follows. The data of general features of the teacher’s manual underwent preliminary checks through the test of normality and for checking the Outliers. As Table 12 indicates the significant value for both Kolmogorov-Smirnov and Shapiro-Wilk tests were above 0.05.

Table 12. *Test of Normality for General Features*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
mean for general features	.170	40	.005	.953	40	.096

a. Lilliefors Significance Correction

In this regard it was assumed that the data was normally distributed; furthermore, no outlier was detected in the data.

Table 13. *One-Sample Statistics for General Features*

	N	Mean	Std. Deviation	Std. Error Mean
mean for general features	40	2.4625	.76282	.12061

After the data was checked for the normality, one sample *t*-test was run and the following result as it is shown in the following table was collected.

Table 14. *One-Sample t-test for General Features Evaluation*

	t	df	Sig. (2-tailed)	Mean Difference	Test Value = 2	
					95% Confidence Interval of the Difference	
					Lower	Upper
mean for general features	20.417	39	.000	.46250	2.2185	2.7065

The one-samples *t*-test in Table 14 revealed that there was a significant difference between the mean of the sample and the test value ($M = 2.4625$, $SD = .76282$; $t(39) = 20.417$, $P = .000$). Accordingly, the general features of the teacher’s manual can fulfill the objectives claimed to be set for them. As for the evaluation of background information of the teacher’s manual the following results were collected regarding the normality of the data.

Table 15. *Test of Normality for Background Information*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
mean of background information	.157	40	.014	.950	40	.073

a. Lilliefors Significance Correction

As it is indicated in Table 15 the significance value for Shapiro-Wilk test was above 0.05. It indicates that the data collected from among the participants of the study regarding the background information of the evaluation of the teacher’s manual were normally distribute and no outlier was observed there.

Table 16. *One-Sample Statistics for Background Information*

	N	Mean	Std. Deviation	Std. Error Mean
mean of background information	40	2.3125	.90361	.14287

A one-sample t-test was conducted to compare the mean of the sample ($M = 2.3125$) with a test value of 2.

Table 17. *One-Sample t-test for Background Information*

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
mean of background information	16.186	39	.000	.3125	2.0235	2.6015

There was significant difference between the mean of the sample and the test value ($M = 2.3125$, $SD = .90361$; $t(39) = 16.186$, $P = .000$). According to the participants’ overall evaluation, the teacher’s manual fulfilled the objectives for which they were designed in terms of background information.

The third criterion for the evaluation of the teacher’s manual dealt with the morphological and guidance. The data collected for this part underwent preliminary checks through the test of normality and for checking outliers.

Table 18. *Test of Normality for Morphological and Guidance*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
mean of morphological and guidance	.116	40	.187	.968	40	.304

a. Lilliefors Significance Correction

As it is indicated in Table 18 the significance value for both Kolmogorov-Smirnov and Shapiro-Wilk tests were above 0.05.

Table 19. *One-Sample Statistics for Morphological and Guidance*

	N	Mean	Std. Deviation	Std. Error Mean
mean of morphological and guidance	40	2.3891	.63081	.27841

It indicates that the data collected from among the participants of the study regarding the morphological and guidance of the evaluation of the teacher’s manual were normally distribute with no outlier observed.

Table 20. *One-Sample t-test for Morphological and Guidance*

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
mean of morphological and guidance	14.729	39	.000	.3891	1.9348	2.0248

According to Table 20, a significant difference was observed between the mean of the sample and the test value ($M = 2.3891$, $SD = .63081$; $t(39) = 14.729$, $P = .000$). Therefore, the participants’ overall evaluation regarding the morphological guidance indicated that the teacher’s manual fulfilled the objectives for which they were designed in this regard.

To be able to answer to the fourth question regarding supplementary and materials criterion of the evaluation of the teacher’s manual, the data underwent for preliminary checks through the test of normality.

Table 21. *Test of Normality for Supplementary and Materials*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
mean of supplementary and materials	.219	40	.034	.834	40	.006

a. Lilliefors Significance Correction

Based on Kolmogorov-Smirnov and Shapiro-Wilk tests in Table 21, it was revealed that the data was not normally distributed. Therefore, the researchers of the study had to apply a non-parametric test.

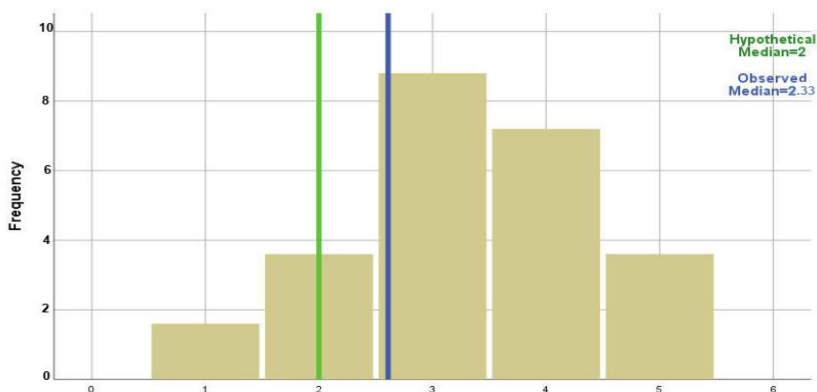


Figure 2. Hypothetical Median and Observed Median for Supplementary and Materials

As the Supplementary and Materials data was not normally distributed, a One-sample Wilcoxon signed rank test was run to compare the median of the sample ($Mdn=2.33$) of the study with the hypothetical median ($Mdn=2.00$).

Table 22. One-sample Wilcoxon Signed-Rank Test for Supplementary and Materials

Total N	40
Test Statistic	387.500
Standard Error	62.923
Standardized Test Statistic	.866
Asymptotic Sig. (2-sided test)	.386

According to Table 22, the One-sample Wilcoxon signed-rank test indicated a statistically significant difference between the observed median and the hypothetical median. ($Z = 387.500$, $P = .386$). Therefore, it was revealed that the Supplementary and Materials the teacher’s manual were not convincing according to the participants’ idea.

4. Discussion

Textbooks have always played a crucial role in any educational context. Selecting a particular textbook for a particular group of learners would be a difficult job. The researchers of this study aimed to gain evaluation of an EFL course book namely; American English File along with its teacher’s manual as well as the context. Regarding the first criterion evaluated by the teachers under this study, the student’s book was evaluated containing five factors; the content, vocabulary and grammar, exercises and activities, the physical make up as well as the attractiveness of the texts. Based on the statistical analysis received from the check lists filled in by the teachers who were experienced in teaching

this course book, it was figured out that the content significantly fulfilled the objectives for which they were designed. Learners' language needs and levels are the main concerns while presenting the grammatical structures. Furthermore, the vocabulary item sequence was founded in a systematic gradation. Therefore, a gradual increase of the complexity of structures and logical sequence of the sentences were observed in a textbook. Regarding the second section of the check list related to the student book evaluation, grammar and vocabulary of the course book were evaluated and it was recognized that the grammar and vocabulary of the book under this study were presented in a sequence order to be able to fulfill the needs of the EFL learners. Tasks, activities and exercises are the major components of every EFL textbook. According to Nation and Macalister (2010) the context, learners' needs, and the principles of teaching and learning should be regarded while designing the format and the activities of a textbook. The exercises should be used in meaningful contexts in order to foster authentic communication. Learners background knowledge, experience and current situation should be regarded as well to be consistent with the designed exercises (Graves, 2000). In this respect, teachers were satisfied with the exercise and activities of the course books as they fulfil the needs of EFL Learners. The next criterion regarding the evaluation of the coursebook was related to the appearance and physical make-up of the series including the cover of the book and the visual imagery as well as the texts and illustrations. Based on the teachers' point of view, the quality of the book's design is appealing enough that the EFL learners are attracted to choose them. The quality of teacher's manual was the next criterion examined in this study. Regarding the evaluation of the teacher's manual, there were four criteria including; the general features, background information, morphological guidance, and supplementary exercises and materials.

Most EFL books are supported by teacher's manual, CD/DVDs and student's books in one package. Each teacher's book provides essential information based on textbook passage as it provides relevant information of teaching tips and cultural backgrounds. It should provide the plans of each unit and suggested answers for all the exercises. Not only the novice teachers are benefited from the teacher's manual but also the experienced teachers can be benefited while using them. Regarding the statistical analysis provided from the checklist which was answered by the teachers who participated in this study. It was figured out that they were satisfied with the teacher's manual of the course book under this study in all four aspects including; general features, background information,

morphological guidance, supplementary exercises and materials. It was recognized that the text book series are appropriate enough for the curriculum and the texts coincide with the course goals. They are also appropriate for the students who use them and both the textbooks and teacher's manual are appropriate enough for the teachers who cover them.

5. Conclusion

To opt a good coursebook is challenging for program designers as well as the EFL teachers and administrators. Therefore, it is worth to devote some time and energy to evaluate a coursebook in order to choose one among too many coursebooks available. This study aimed to investigate the teacher's attitudes towards and ELT a coursebook in Iran namely, American English File series in two major aspects including the student's book and the teacher's manual. The findings of the study led us to draw a conclusion that the teachers are to a great extent convinced with the series of the book under this study. However, the supplementary and materials section of the teacher's manual was not convincing, according to the participants' ideas. Findings of this study will be fruitful for the authors of the coursebook to compensate for the shortcoming that might be available in the supplementary and materials section of the teacher's manual, as well as those involved in educational administrations. EFL teachers, syllabus designers, curriculum designers, and material developers will also benefit from the findings of this study, as an objective evaluation in which the advantages and disadvantages of the American English File series are provided by the current study. Moreover, it is suggested that supplementary coursebooks, activities and exercises can be opted for to alleviate the shortcomings of the coursebook under this study.

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Appendix A: Evaluation Checklist

I. Student’s book		Excellent	Good	Adequate	Poor	Totally lacking
A. Content						
	i. Is the subject matter presented either topically or functionally, in a logical organized, manner?	4	3	2	1	0
	ii. Does the content serve as a window into learning about the target language culture (American, British, etc.)?	4	3	2	1	0
	iii. Are the reading sections Authentic pieces of language?	4	3	2	1	0
	iv. Compared to texts for native speakers, does the content contain real life issues that challenge the reader to think critically about his or her window?	4	3	2	1	0
	v. Are the text sections representative of the verity of the literary genres, and do they contain multiple sentence structures?	4	3	2	1	0
B. Vocabulary and Grammar						
	i. Are the grammar rules presented in a logical manner and in increasing order of difficulty?	4	3	2	1	0

	ii. Are the new vocabulary words presented in a variety of ways (e.g., glosses, multi glosses, appositives)?	4	3	2	1	0
	iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary?	4	3	2	1	0
	iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?	4	3	2	1	0
	v. Are students taught top-down techniques for learning new vocabulary words?	4	3	2	1	0
C. Exercises and activities						
	i. Are there interactive and task- based activities that require Students to use new vocabulary to communicate?	4	3	2	1	0
	ii. Do instructions in the text book tell students to read for comprehension?	4	3	2	1	0
	iii. Are top- down and bottom- up reading strategies used?	4	3	2	1	0
	iv. Are students given sufficient examples to learn top-down techniques for reading comprehension?	4	3	2	1	0
	v. Do the activities facilitate students use of grammar rules by creating situations in which these rules are needed?	4	3	2	1	0
	vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts?	4	3	2	1	0
	vii. Do the exercises promote critical thinking of the text?	4	3	2	1	0
D. Attractiveness of the text and physical make _up						
	i. Is the cover of the book appealing?	4	3	2	1	0
	ii. Is the visual imagery of high aesthetic quality?	4	3	2	1	0
	iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it?	4	3	2	1	0
	iv. Is the text interesting enough that students will enjoy reading it?	4	3	2	1	0
II. Teacher’s Manual						
A. General Features						
	i. Does the manual help teachers understand the objectives and methodology of the text?	4	3	2	1	0
	ii. Are correct or suggested answers given for the exercises in the textbook?	4	3	2	1	0
B. Background Information						

	i. Are teachers shown how to teach Students to use cues from morphology, cognates, rhetorical relationship and context to assist them in lexical inferencing?	4	3	2	1	0
	ii. Is there a list of true and false cognates for vocabulary words?	4	3	2	1	0
C. Morphological Guidance						
	i. Are teachers given techniques for activating students background before reading the text?	4	3	2	1	0
	ii. Are teachers given adequate examples for teaching students to preview, skim, scan, summarize and to find the main idea?	4	3	2	1	0
	iii. Does the manual suggest a clear, concise method for teaching each lesson?	4	3	2	1	0
D. Supplementary Exercises and Material						
	i. Does the manual give instructions on how to incorporate audio visual materials produced for the text book?	4	3	2	1	0
	ii. Does the manual provide teachers with exercises to practice, test and review vocabulary words?	4	3	2	1	0
	iii. Does the manual provide additional exercises for reinforcing grammar points in the text?	4	3	2	1	0
III. Context						
	A. i. Is the text book appropriate for the curriculum?	4	3	2	1	0
	ii. Does the text coincide with the course goals?	4	3	2	1	0
	B. i. Is the text book appropriate for the students who will be using it?	4	3	2	1	0
	ii. Is the text free of the materials that might be offensive?	4	3	2	1	0
	iii. Are the examples and explanations understandable?	4	3	2	1	0
	iv. Will students enjoy reading the text selections?	4	3	2	1	0
	v. Will the content meet students felt needs for learning English or can it be adopted for this purpose?	4	3	2	1	0
	C. i. Are the textbook and teachers manual appropriate for the teacher who will be teaching from them?	4	3	2	1	0
	ii. Is the teacher proficient enough in English to use the teacher's manual?	4	3	2	1	0