

The Qualitative and Quantitative Analysis of "Top Notch" Course Books As Perceived by Iranian EFL Learners and Teachers

Naghmeh Nourmohammad-Nouri¹

Dr. Farid Ghaemi ² (Corresponding Author)

Dr. Roya Sedigh ³

^{1, 2, 3} Department of TESOL, Science and Research Branch, Islamic Azad University, Shahrood, Iran
Corresponding Author

Abstract: *It's uncommon to see a course book that genuinely is a precious stone; it's important not just judge a book by its attractive cover. Books loaded with useful information will help anyone improve their daily outlook. The present study was accompanied to evaluate the EFL course book "Top Notch" series in two levels of intermediate and upper-intermediate being presently taught in various English language centers in Iran. The researcher used a retrospective mixed-methodology research design both quantitative and qualitative to evaluate the course books, which includes interviews and questionnaires. For this purpose the five Likert points of Litz's questionnaires (2005) was employed on the basis of the students' and instructors' answers. To do so, one hundred two EFL teachers and one hundred eighty students appraised the series. Cronbach's Alpha 0.875 and 0.884 were complemented to estimate the reliability of the students and instructors questionnaire respectively. The results obtained from the study identified that Top Notch series suffers from the insufficient and inadequate exercises for vocabulary, the unrelated topics, diverse pronunciations, not good for self-learning, and the shortage of specific reading strategy such as skimming, scanning in Top Notch series is evident. Furthermore, the upshots acquired from this probe showed that the current English textbooks based on students' perception are meet the students' needs and interests in improving their English language ability.*

Keywords: *Textbook evaluation, Top Notch, Litz questionnaire*

Introduction

Cunningsworth (1995) highlighted that textbooks have always been not merely the supreme favorite instructional material in training, but also, are greatest deliberated as a source in accomplishing tenacities in relation to learner requirements. Moreover, the other main purpose of texts is the availability of existing knowledge and clear to the apprentice in a preferred and prepared fashion. It is postulated that the purpose of the textbook by characterizing the lesson is the interaction between the three portions, namely, teacher, learners and materials which, in turn, contributes to facilitate learning processes (Allwright, 1981).

Different companies published plethora EFL textbooks which have several attractive materials; so choosing one over another is severely. This abundance makes the assessment of school texts, essential (Alemi & Sadehvandi, 2012).

Purpose of the Study

Frequently, insufficiencies in lately implemented manuscripts are not noticed till it is too late. Evolving an assessment checklist can assist teachers tangibly inspect, gauge, and choose novel textbooks. Meanwhile a textbook regularly affords an outline as a course of study for a class; it is authoritative that the content counterpart the fundamental methodology and requirements of the program in which it was applied.

The present inquiry endeavored to respond the following questions:

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

Methodology

Predominantly the "Top Notch" course books presently trained in eminent language institutes in Tehran such as Milad, Iranian, and etc. Indeed, the target populations of the investigation were intricate comprising Tehran the capital of Iran, Roudehen, Karaj, Gorgan, Qom and Qazvin. This study was coming up with 180 Top Notch students and 102 experienced teachers who were taught "Top Notch" 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. Professors were both males and females between 24-35 years of age and ranged from BA holders to Ph.D. candidates. The methodology for this study was a purposive probability sampling, including both male and female apprentices and educators.

A semi-structured interview was accompanied by the fourteen EFL teachers in order to obtain their ideas and insights regarding the top notch series. The interview interrogations involved both general and detailed items. Furthermore, the close-ended questionnaires and two open-ended items were projected to provoke the students' and professors' general attitudes regarding the course books and how it could be improved in order to achieve the students' and course's goals. Besides, the student's inquiry form was translated into Persian. To this point, 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.

Tabulated Findings of Students' Questionnaire Items

Table: 1

Frequency and Percentages of the students' Response Related to Praical Consideration

Practical Consideration	%	SA	A	N	DA	SD	Mea n	Std. Deviation
Q1.The price of the textbook is reasonable.	%	8.3	32.2	11.7	22.8	25.0	3.23	1.35
Q 2. The textbook is easily accessible.	%	22.2	40.6	5.6	16.7	15.0	2.61	1.38

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

As pointed out in Table 1, the facts disclosed that specifically 47.8% of the Top Notch learners' had opposed points of view and closely 40.5% had optimistic insolence regarding the price of the textbook. Hence, it can be identified that the greater part of the Top Notch students' in our sample population believed that the Top Notch series are rather costly.

Moreover, the outcomes illuminated that about 62% the Top Notch respondents' had progressive discernments and only 31% had contrary sensitivities towards the accessibilities of the textbook series. In that respect, it can be assumed that there are certain regions that can hardly access the Top Notch series in Iran.

Table: 2

Frequency and Percentages of the students' Response Related to Layout and Design

Layout and Design	%	SA	A	N	DA	SD	Mean	Std. Deviation
Q 3. The layout and design is appropriate and clear.	%	22.2	31.1	20.0	18.3	8.3	2.59	1.24
Q 4. The textbook is organized effectively.	%	15.6	30.0	11.7	24.4	18.3	3.00	1.38

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

As elucidated in Table 2, the outcomes specified that beyond 53% of the Top Notch learners' had supportive sensitivities and about 21% had belligerent discernments concerning the suitability of the layout and design in the textbooks. Besides, the mean score is 2.59 and standard deviation is 1.24.

As Table 2, designated, about 45% of the Top Notch learners' had bright points of view and 42% had undesirable judgment regarding the effective organization of textbooks. Moreover, English Result learners approximately 51% had supportive viewpoints and about 40% had adverse attitudes. A higher standard deviation of the statement 4 (SD=1.24) reflects the wider dispersion of responses (variability) among the participants.

Table: 3

Frequency and Percentages of the students' Response Related to Activities

Activities	%	SA	A	N	DA	SD	Mean	Std. Deviation
Q 5. The textbook provides a balance of activities.	%	9.4	31.7	22.8	14.4	21.7	3.07	1.30
Q 6. The activities encourage sufficient communicative and meaningful practice.	%	12.8	27.2	21.1	23.3	15.6	3.01	1.28
Q 7. The activities incorporate individual, pair and group work.	%	23.9	46.7	11.7	7.8	10.0	2.33	1.20
Q 8. The grammar points and vocabulary items are introduced in motivating and realistic contexts.	%	16.1	19.4	19.4	36.7	8.3	3.01	1.24
Q 9. The activities promote creative, original and independent responses.	%	11.1	36.7	5.6	35.6	11.1	2.98	1.27

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

As demonstrated in Table 3, about 9% participants strongly agree approximately 31% participants agree, 14.4% participants disagree and 21.7% participants strongly disagree concerning the balance of activities in the textbooks. The obtained mean score is 3.07 with a

standard deviation of 1.30. According to the actualities, it can be kept that Top Notch series provide a balance of activities.

Approximately 12% of the Top Notch raters' strongly agree, 27% agree, 23.3% disagree, and 15.6% strongly disagree concerning the sufficient communicative and meaningful practice. The mean score is 3.01 at a standard deviation of 1.28. Consequently, about 40% of Top Notch learners' had satisfactory acuties and 38% had undesirable views about the adequacy communications and meaningful practices.

The upshots lightened that the immense mainstreams of the Top Notch contributors (69%) were reassuring affirmation and just about 17% had contrasting contention toward the incorporation of the individuals, pairs and group work activities. Hence, Top Notch learners' assumed that the activities integrated the individuals, pairs and group works. In addition, as regards to whether the grammar points and vocabulary items are introduced in motivating and realistic contexts or not, around 44% of the Top Notch students had supportive point of view and about 35% had contradictory claims ($M=3.016$, $SD=1.24$). Respecting the preceding item in Table 4.3., the marks pointed out that almost 47% of the Top Notch students' had negative entitlements and around 46% had supportive views of the issue.

Table: 4

Frequency and Percentages of the students' Response Related to Skills

SKILLS	%	SA	A	N	DA	SD	Mea n	Std. Deviation
Q 10. The materials include and focus on the skills that I need to practice.	%	4.4	32.8	26.1	19.4	17.2	3.12	1.17
Q 11. The materials provide an appropriate balance of the four language skills.	%	10.6	28.3	13.3	28.3	19.4	3.17	1.32
Q 12. The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming, for information, etc.	%	7.8	30.0	19.4	30.6	12.2	3.09	1.18

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, the records demonstrated that the Top Notch participants can't make up their mind and about 36% agree and 36% disagree.

The statistics substantiated that the mainstreams of the Top Notch students' almost 47% had conflicting comprehensions and approximately 28% had favorable perceptions in terms of the pertinence balance of the four language skills in the textbooks. Subsequently, the acquired measurements quantified that the Top Notch scholars were not intensely satisfied in favor of this issue.

The numeral statistics epitomized that almost 37% of the Top Notch students' verified desirable discernments and just about 42% noted contradictory estimations regarding the attendance of sub-skills in the course book. Consequently, the acquired beliefs signified that Top Notch apprentices were frustrated in favor of this issue.

Table: 5
Frequency and Percentages of the students' Response Related to Language Type

Language Type	%	SA	A	N	DA	SD	Mean	Std. Deviation
Q 13. The language used in the textbook is authentic - i.e. like real-life English.	%	22.8	31.7	15.6	15.0	15.0	2.67	1.37
Q 14. The language used is at the right level for my current English ability.	%	14.4	35.0	8.9	20.6	21.1	2.98	1.41
Q 15. The progression of grammar points and vocabulary items is appropriate.	%	11.1	17.8	2.8	28.9	39.4	3.67	1.42
Q 16. The grammar points were presented with brief and easy examples and explanations.	%	22.2	41.7	3.9	22.8	9.4	2.55	1.31
Q 17. The language functions exemplify English that I will be likely to use in the future.	%	25.0	55.0	16.7	1.7	1.7	2.00	.798

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

The upshots confirmed that, beyond half of the Top Notch learners' revealed confirmatory remarks and not quite 30% disclosed disagreeing annotations towards the authenticity of the Top Notch series. As a consequence, it can be assumed that Top Notch series encompass the authentic language use.

As the data uncovered in the Table 5, the greater part of the Top Notch scholars' (49%) had bright concepts and about 41% had obstruction ideas 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 an excessive proportion of the Top Notch students' (about 67%) recorded disappointed opinions and just about 28% noted supportive theories about this account.

As the facts validated, over 63% of the Top Notch students' had positive interpretations and only about 31% had contrary annotations along with the subject of the brief presentation of the grammar points.

Considering the language functions' exemplification of useful English, the vast majority of Top Notch students' (80%) had pleasant thoughts and only approximately 2% had contrary views. It can be clarified that the Top Notch series comprises of the language functions which exemplify useful English.

As the upshots clarified, the greater part of Top Notch learners' (58%) verified supportive estimation and almost 29% itemized negative point of views concerning the diversity of accents.

Table: 6

Frequency and Percentages of the students' Response Related to Subject and Content

Subject and Content	%	SA	A	N	DA	SD	Mean	Std. Deviation
<i>Q 19. The subject and content of the textbook is relevant to my needs as an English language learner.</i>	%	27.2	26.7	11.7	28.3	6.1	2.59	1.31
<i>Q 20. The subject and content of the textbook are generally realistic.</i>	%	27.2	53.9	65.6	93.9	100.0	2.45	1.28
<i>Q 21. The subject and content of the materials is interesting, challenging and motivating.</i>	%	28.3	33.9	7.2	25.0	5.6	2.72	1.22
<i>Q 22. There is sufficient variety in the subject and content of the textbook.</i>	%	21.1	20.0	32.2	18.3	8.3	3.09	1.33

<i>Q 23. The materials are not culturally biased and they do not portray any negative.</i>	%	16.7	20.6	12.8	36.7	13.3	1.90	.809
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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, 53% of the Top Notch students had positive opinion and about 34% had undesirable perceptions.

Consistent with whether or not, the subject and the content of the textbook are generally realistic; Top Notch participants had positive point of views (61%). Also, the minority of Top Notch participants had negative attitudes (30.6%).

According to the above indications, in terms of whether the subject and content of the materials is interesting, challenging and motivating or not, most of Top Notch participants were pleased (41.1%) and only 26.6% were displeased.

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

In the case of Top-Notch textbooks, the vast majorities of respondent' (87%) had approval estimations and only 6.7% had adversative assessments in the favor of culturally biased materials.

Table: 7

Frequency and Percentages of the students' Response Related to Overall Consensus

Overall Consensus	%	SA	A	N	DA	SD	Mea n	Std. Deviation
Q 24. The textbook raises my interest in further English language study.	%	9.4	15.6	10.6	46.7	17.8	3.47	1.22
Q 25. I would choose to study this textbook again.	%	15.0	24.4	1.7	21.7	37.2	3.41	1.54

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

As verified in Table 7, with regard to overall agreement, respondents' ratings were quite negative, with a mean score of 3.47 (SD=1.22), about 63% of the scholars' were displeased by statement 24. It can be assumed that the Top Notch textbooks would not increase the scholars' interests in further English language study.

It is remarkable to note that the vast preponderances of the Top Notch students' (89%) had confirmatory viewpoints to choose this textbook again and only about 39% had undesirable reports.

Tabulated Findings of Teachers' Questionnaire Items

Table: 8

Frequency and Percentages of the Teachers' Response Related to Praical Consideration

Practical Consideration	%	SA	A	N	DA	SD	Mean	Std. Deviation
Q1. The price of the textbook is reasonable.	56	29.4	25.5	18.6	10.8	15.7	2.57	1.417
Q2. The textbook is easily accessible.	56	18.6	25.5	21.6	12.7	21.6	2.93	1.416
Q 3. The textbook is a recent publication.	56	20.6	21.6	17.6	21.6	18.6	2.96	1.420
4. A teacher's guide, workbook, and audio-tapes accompany the textbook.	56	32.4	38.2	15.7	3.9	9.8	2.20	1.221
5. The author's views on language and methodology are comparable to mine.	56	16.7	12.7	8.8	28.4	33.3	3.49	1.480

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

As labeled in Table 8, in terms of practical considerations, the data revealed that in Top Notch series, 56% of the respondents supported that the textbook price is reasonable and about 25% didn't support this assertion.

The marks uncovered that almost 43% of the Top Notch trainer's had supportive asserted about the entitlement due to the availability of the course books and 33% had contradictory

asserted. In that respect, it is suggested that there are some localities that can hardly access the Top Notch textbook in Iran.

As verified in Table 8, the upshots designated that just about 41% of the Top Notch instructors, had the optimistic perspectives and approximately 39% instructors had adversative perspective due to the whether the textbook is the latest publication or not. Moreover, the mean score is 2.6 and standard deviation is 1.3.

Relating to whether the writer's interpretations on language and methodology are comparable to them or not, Top Notch respondents' rated about 28% had delightful stance and roughly 61% had disenchanted stance. The upshots surrounded by trainers' uncovered that in the Top Notch series the author's views on language and methodology is diverged to their point of view.

Table: 9

Frequency and Percentages of the Teachers' Response Related to Layout and Design

Layout and Design	%	SA	A	N	DA	SD	Mean	Std. Deviation
6. The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.	%	31.4	33.3	13.7	10.8	10.8	2.36	1.31
7. The layout and design are appropriate and clear.	%	7.8	19.6	15.7	27.5	29.4	3.50	1.31
8. The textbook is organized effectively.	%	10	9.8	9.8	11.8	10	4.17	1.03
9. An adequate vocabulary list or glossaries are included.	%	8.8	15.7	11.8	29.4	34.3	3.64	2.71
10. Adequate review sections and exercises are included.	%	23.5	32.4	11.8	13.7	18.6	2.71	1.44
11. An adequate set of evaluation quizzes or testing suggestions is included.	%	17.6	46.1	17.6	7.8	10.8	2.48	1.19
12. The teacher's book contains	%	26.	26.5	9.8	14.7	22.	2.80	1.53

guidance about how the textbook can be used to the utmost advantage.		5				5		
13. The materials objectives are apparent to both the teacher and student.	%	38.2	33.3	10.8	8.8	8.8	2.166	1.27

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

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 the preponderance of the Top Notch mentors rated conflicting assertion relatively (64%), and (21.6%) held contrary assertion. As well, the mean score is 2.36 and standard deviation is 1.31. In an assessment of the aforesaid facts, the infinite majority (56%) of Top Notch instructors' ranked an argumentative assertiveness and (decently 27%) ranked a favorable assertiveness toward the pertinence of layout and design.

In relation to whether the textbook is organized effectively or not maximum answers for this most part focused on the first two options, which can be taken as confirmation of the assertion that instructors were delighted with the organization of the textbook. Subsequently, approximately 21.8% of the Top Notch professors were not triumphant contented with this account.

The conclusions disclosed that almost 63% of the both Top Notch instructor's had uplifting standpoints and near 24%, and 30%, respectively had inconsistent 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 both series.

In connection with the adequacy analysis subdivisions and drills respondents' rankings were reasonably fervent for Top Notch series (55%).

As revealed in Table 9, beyond 63% of the Top Notch mentors' had affirmative discernments and roughly 18% had argumentative discernments toward 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, it gave the impression that the trainers have manipulated this affirmation as the advantage of Top Notch textbooks. Therefore, the overall responses to this item concentrated on the first alternatives (53% agree).

Regarding to whether the material objectives are ostensible to both the teacher and the student or not, the greater part of the Top Notch educators (71%) had progressive assertiveness and (17.6%) had antagonistic asserted regarding the report.

Table: 10
Frequency and Percentages of the Teachers' Response Related to Activities

Activities	%	SA	A	N	DA	SD	Mean	Std. Deviation
Q 14. The textbook provides a balance of activities.	%	9.8	14.7	6.9	30.4	38.2	3.72	1.36
Q 15. The activities encourage sufficient communicative and meaningful practice.	%	7.8	23.8	16.7	21.6	30.4	3.43	1.34
Q 16. The activities incorporate individual, pair and group work.	%	12.7	15.7	2.9	27.5	41.2	3.68	1.46
Q 17. The grammar points and vocabulary items are introduced in motivating and realistic contexts.	%	11.8	16.7	10.8	23.5	37.3	3.57	1.431
Q 18. The activities promote creative, original and independent responses.	%	14.7	33.3	9.8	19.6	22.5	3.01	1.42
Q 19. The tasks are conducive to the internalization of newly introduced language.	%	33.3	40.2	5.9	12.7	7.8	2.21	1.25
Q 20. The textbook's activities can be modified or supplemented easily.	%	4.9	10.8	9.8	34.3	40.2	3.94	1.17

Note. SA=strongly agree; A=agree; N= Neutral; DA=disagree; SD=strongly disagree
As exemplified in Table 10, approximately 24% teachers agree and 68.6% participants disagree, with the statement that the textbook provides a balance of activities. The mean score is 3.72 with a standard deviation of 1.36. This seems to state that Top Notch series don't provide equilibrium of

activities.

As to the encouraging activities and adequate communicative and meaningful practice the mainstream of Top Notch respondents (about 52%) were disappointed.

Regarding whether the activities incorporate individual, pair and group work, the bulk of Top Notch professors (about 68%) were disgruntled. It can be reserved as one of the shortcomings of the series.

Regarding whether the grammar points and vocabulary items are introduced in motivating and realistic contexts or not, the mainstream of Top Notch respondents (approximately 60%) was frustrated and the minority of them approximately 28.5% were fulfilled. As a result, it can be said that in Top Notch series the grammar points and vocabulary items were not introduced in motivating way from the teacher's point of view.

As regards to the promoting creative, original and independent responses of the activities, the outcomes demonstrated that Top Notch coaches' 48% were contented and 41% were discontented.

Moreover, as established in Table 10, the marks demonstrated that in excess of 73% the Top Notch trainers' had enchanting decision and pretty closely 13.5% had disappointed estimation concerning the acquaintance of newly language in the tasks.

Furthermore, the preponderance of the Top Notch mentors' about 74% were dissatisfied concerning whether the textbook's activities can be modified or supplemented easily.

Table: 11
Frequency and Percentages of the Teachers' Response Related to Skills

SKILLS	%	SA	A	N	DA	SD	Mean	Std. Deviation
Q 21. The materials include and focus on the skills that I/my students need to practice.	%	8.8	9.8	7.8	24.5	49.0	3.95	1.33
Q 22. The materials provide an appropriate balance of the four language skills.	%	8.8	13.7	2.0	39.2	36.3	3.80	1.30
Q 23. The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming, for information, etc.	%	12.7	14.7	3.9	28.4	40.2	3.68	1.44
Q 24. The textbook highlights and practices natural pronunciation.	%	8.8	15.7	1.0	40.2	34.3	3.75	1.31
Q 25. The practice of individual skills is integrated into the practice of other skills.	%	40.2	33.3	9.8	8.8	7.8	2.10	1.25

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 that I need to practice. The data presented that the Top Notch participants just about 73% were not satisfied and almost 18.6% were satisfied.

The vast preponderances of the Top Notch instructors 75% had confirmatory assertion and about 21% had provocative belief within the issue of the suitability and balance of the four language skills in the textbooks, the obtained results specified that educators were not intensely gratified in favor of this sentence.

The significances uncovered that the superiority of the Top Notch instructors about 68% had antithetical insolence and about 27% had positive perception complaint with the concern of attending the textbooks to the sub skills.

The immense majority of Top Notch educators (approximately 74%) had confrontational viewpoints and only about 24% had assured insolences as regards to the practices of natural pronunciations.

Further than the bulks of the Top Notch instructors 73% had expectant perceptions and only 16% had adversative sensitivities respecting the matter of the integrity of individual skills.

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

Language Type	%	SA	A	N	DA	SD	Mean	Std. Deviation
Q 26. The language used in the textbook is authentic - i.e. like real-life English.	%	52.0	35.3	-	7.8	4.9	1.78	1.11
Q 27. The language used is at the right level for my current English ability.	%	35.3	32.4	11.8	11.8	8.8	2.26	1.29
Q 28. The progression of grammar points and vocabulary items is appropriate.	%	44.1	35.3	8.8	7.8	3.9	1.92	1.09
Q 29. The grammar points were presented with brief and easy examples and explanations.	%	32.4	39.2	8.8	9.8	9.8	2.25	1.27
Q 30. The language functions exemplify English that I will be likely to use in the future.	%	12.7	15.7	8.8	29.4	33.3	3.54	1.41
Q 31. The language represents a diverse range of registers and accents.	%	59.8	21.6	7.8	8.8	2.0	1.71	1.06

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

The results exhibited that there are comprehensive agreements on the authenticity of the Top Notch series. Beyond 87% of the Top Notch instructors strongly agree and agree the statement, and only 12% disagree, and strongly disagree. The mean score is 1.7 and the standard deviation is 1.11.

It is worth to assert that 67% of the Top Notch trainers confirmed the report that the language used well-matched level of students and about 20% had contrary contentions. The inferences exhibited that the great proportion of the Top Notch trainers about 79% had bright estimation and only about 19% of the lecturers had deviated approximation along with the issue of the appropriateness of grammar points and vocabulary items.

As explained in Table 12, further than majorities of the Top Notch educators almost 71% had enlightened discernments and about 19% had adversarial discernments regarding 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 immense mainstream of Top Notch professors (62%) had argumentative attitudes and only approximately 27% had constructive point of views. This seems to show that there is a discrepancy that Top Notch series' language functions exemplify useful English.

As the outcomes disclosed that in the area of whether or not the course book encloses the multiplicity of accents, the widely held of Top Notch professors' about 81% had progressive assertiveness and only 10% had critical stances.

Table: 13

Frequency and Percentages of the Teachers' Response Related to Subject and Content

Subject and Content	%	SA	A	N	DA	SD	Mean	Std. Deviation
Q 32. The subject and content of the textbook is relevant to my needs as an English language learner.	%	8.8	23.5	6.9	22.5	38.2	3.57	1.42
Q 33. The subject and content of the textbook is generally realistic.	%	37.3	23.5	2.9	20.6	15.7	2.53	1.53
Q 34. The subject and content of		18.	24.	3.9	25.5	27.5	3.18	1.52

the materials is interesting, challenging and motivating.	%	6	5					
Q 35. There is sufficient variety in the subject and content of the textbook.	%	4.3	36.3	3.9	14.7	10.8	2.31	1.36
Q 36. The materials are not culturally biased.	%	52.0	36.3	4.9	5.9	1.0	52.0	.89

Note. SA=strongly agree; A=agree; N= Neutral; DA=disagree; SD=strongly disagree
As regards to the issue of the relevancy of the textbook to the learners' needs, 60% of the Top Notch applicants had undesirable judgment on the statement and about 32% had desirable opinion.

Regarding the dispute of the authenticity of the textbook, 60% of the Top Notch participants had an appropriate interpretation of the statement and about 36% had the unpleasant view.

On the subject of the whether the materials are interesting, challenging and motivating, 53% of the Top Notch participants had affirmative view on the avowal and about 43% had disagreeable view.

On the subject of the whether the varieties in the subject and content of the textbook are enough or not, 40% of the Top Notch professors had favorable interpretation on the statement and approximately 25% had displeasing view.

Pertaining to whether the materials are not culturally prejudiced or not, the mainstream of Top Notch contributors (88%) had satisfactory explanation on the statement and merely 15% had unpleasant sight.

Table: 14

Frequency and Percentages of the Teachers' Response Related to Overall Consensus

Overall Consensus	%	SA	A	N	DA	SD	Mean	Std. Deviation
Q 37. The textbook is appropriate for the language-learning aims of my institution.	%	6.9	14.7	4.9	33.3	40.2	3.85	1.28

Q 38. The textbook is suitable for small-medium, homogeneous, co-ed. Classes of university students.	%	11.8	7.8	2.9	41.2	36.3	3.82	1.32
Q 39. The textbook raises my interest in further English language study.	%	27.5	27.5	4.9	14.7	25.5	2.83	1.59
Q 40. I would choose to study this textbook again.	%	33.3	37.3	2.9	11.8	14.7	2.37	1.42

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

According to the upshots visible in Table 14, the substantial major of Top Notch trainers (about 73%) had opposing estimation and only 21% had delighted interpretation 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, Top Notch professors' had rather confrontational point of view (about 77%), with a mean score of 3.8 (SD=1.6), about 19% of the instructors had adversarial allegations about this report.

It is noteworthy to explain that about 55% of the Top Notch lecturers had confirmatory outlooks in terms of raising the interest of learners in further English language study and about 40% had disapproving judgment with a mean score of 2.83 (SD=1.59).

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, most of the Top Notch instructors about 70% had affirmative attitude and quite a number of instructors 26% had opposing opinion with a mean score of 2.37 (SD=1.42).

Strengths of "Top Notch" Series from Learners' Perspective

1. The posters and flash cards that complement the book are appropriate. (n=29)
2. The prototype used to acquainting with grammatical rules is clear and simple. (n=21)
3. Grammar items are explained simply and based on the students' language needs. (n=25)
4. The font size and type used in the book are tremendously suitable. (n=52)
5. It motivates students to cooperate and interact with people from the other beliefs and cultures. (n=34)
6. It purposes to develop the global culture. (n=23)
7. The social and cultural perspectives in the course book are understandable to the learners. (n=15)
8. The textbook has elegant and attractive layout and design. (n=39)

Shortcomings of "Top Notch" Series from Learners' Perspective

1. Exercises for vocabulary are insufficient and inadequate. (n=38)
2. The topics are not related to each other. (n=28)
3. Diverse pronunciations get students confused. (n=46)
4. The textbooks were not conducive to autonomous learning. (n=57)
5. The Computer Aided Language Learning materials are not applied. (n=34)
6. No comic texts and interesting are used. (n=10)
7. The textbook is not recent publication. (n=54)
8. The Top Notch series have too much exercises and activities that makes students uninterested and exhausted. (n=19)
9. The Top Notch series are excessively dialogue-based, subsequently it can't promote students critical thinking. (n=33)
10. Texts and dialogues take account of new vocabulary and grammatical structures but the inadequacy of vocabulary force them to refer the other books. (n=58)

Strengths of "Top Notch" Series from Professors' Perspective

1. No one can oppose the role of grammar in the usefulness of a course book. Clarity and simplicity of the introduction of grammatical rules are considered as great assets in the textbook and it tremendously contribute students. (n=51)
2. Developmental and evolving objectives meet the needs of learners.(n=12)
3. There is an applicable teacher's guide to assist and contribute the teachers. (n=48)
4. The posters and flash cards that complement the book are appropriate. (n=17)
5. Grammar items are explained simply and based on the students' language needs. (n=25)
6. The font size and type used in the book are massively appropriate. (n=52)
7. The Top Notch series have relevant and appropriate depictions design. (n=37)
8. The layout and design in the textbooks are assumed highly attractive and it can captivate learners. (n=19)

Shortcomings of "Top Notch" Series from Professors' Perspective

1. Particular subjects in "Top Notch"(2A) aren't useful, i.e. some parts of car. (n=31)
2. The subjects don't meet any cohesion and coherence. (n=27)
3. Revising the cluttered passages displays that they are not related. (n=25)
4. Concerning the extent and the quantity of new words, the units are more or less comparable. (n=17)
5. Reviewing the exercises demonstrates that they are outdated and inflexible. (n=22)
6. The immense varieties of pronunciation in "Top Notch" series are absolutely loftier in which teachers considered it as one of the drawbacks that make students tangled and they couldn't decide which pronunciation and register is proper.(n=54)

7. Inadequate and restricted reading comprehension in "Top Notch" series seems as a drawback. (n=22)
8. The lack of specific and efficient reading strategy such as skimming, scanning in Top Notch series is evident. In fact, there is no specific strategy for reading. (n=27)
9. The textbooks were not conducive to autonomous learning. (n=10)

Interviews

As mentioned earlier, the researchers conducted interviews with five ESL instructors. The interviews conducted were semi structured. From the interview sessions, the findings were exposed in succeeding report.

The instructors perceived that "Top Notch" series have the simple view on the concepts of correct pronunciation, vocabulary and grammar. "Top Notch" series endeavor to practice functional concepts and encourage interacting straightforwardly. Subsequently, the students achieve sufficient self confidence in their daily conversation. This approach is appropriate but after a while, learners will face with some problems such as vocabularies shortage, inadequate grammars, and incorrect pronunciations. To tackle this problem the learners should use other textbooks on the side.

The "Top Notch" series are also based on use of a wider, more informal quantity of spoken and written language with true conversations, real conversations, and authentic texts to ensure that conversation strategies are well understood and applied. In addition, the title and topic of the units found in the "Top Notch" series are tangible and worldly, for instance names and occupations, directions and transportation. The context of the course book is not suitable for any English for specific purposes, but sets a general course in English. The themes and topics of the units throughout the book clearly indicate this fact. The book was also designed to raise learner "grammar awareness". Hence, L2 learners are able to perform self-correct more readily.

In addition, there is a section named "Vocabulary Booster" which offers supplementary vocabulary. It seems that the list delivered in the "Top Notch" series is not appropriate. Moreover, photographs and pictures in the "Top Notch" series are animated, interesting, and genuine. In the course book, there is some review sections, gauging the preceding facets worked on in the prior units. These review sections is not a quiz, but it is more like a class activity. Hence, it can be worthwhile for the learners to understand what they have accomplished and what their difficulties in learning English are.

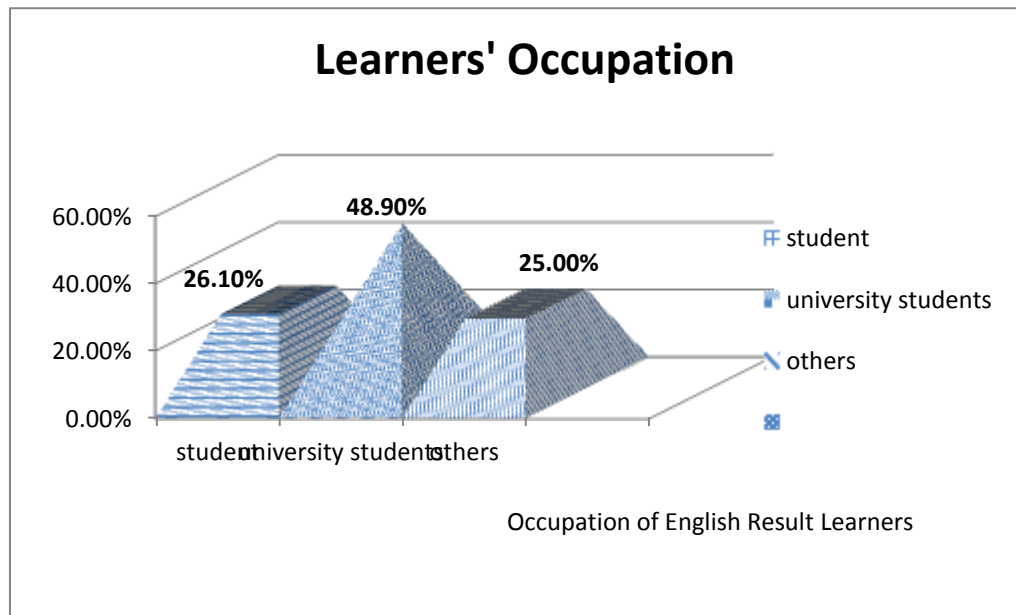
Another drawback is the lack of activities or discussions that present new words or vocabularies. This is not desirable if we want to have an active class. According to the in-depth teaching of the "Top Notch" series, the instructors concluded that the series met most of the criteria. In general, they are considered to be an appropriate material of education despite shortcomings and negative points, mainly because the turning points have triumph over the demerits.

The "Top Notch" series are also based on use of a broader, more informal corpus of spoken and written language including authentic interviews, real conversations, and authentic texts to ensure

that conversation strategies are well understood and applied. In addition, the title and topic of the units found in the "Top Notch" series are tangible and worldly, for instance names and occupations, directions and transportation. The context of the course book is not suitable for any English for specific purposes, but suits a general course on English. The themes and topics of the units throughout the book clearly indicate this fact. The book was also designed to raise learner "grammar awareness". Hence, L2 learners are able to perform self-correct more readily.

Tabulated Findings of Learners' Needs Analysis

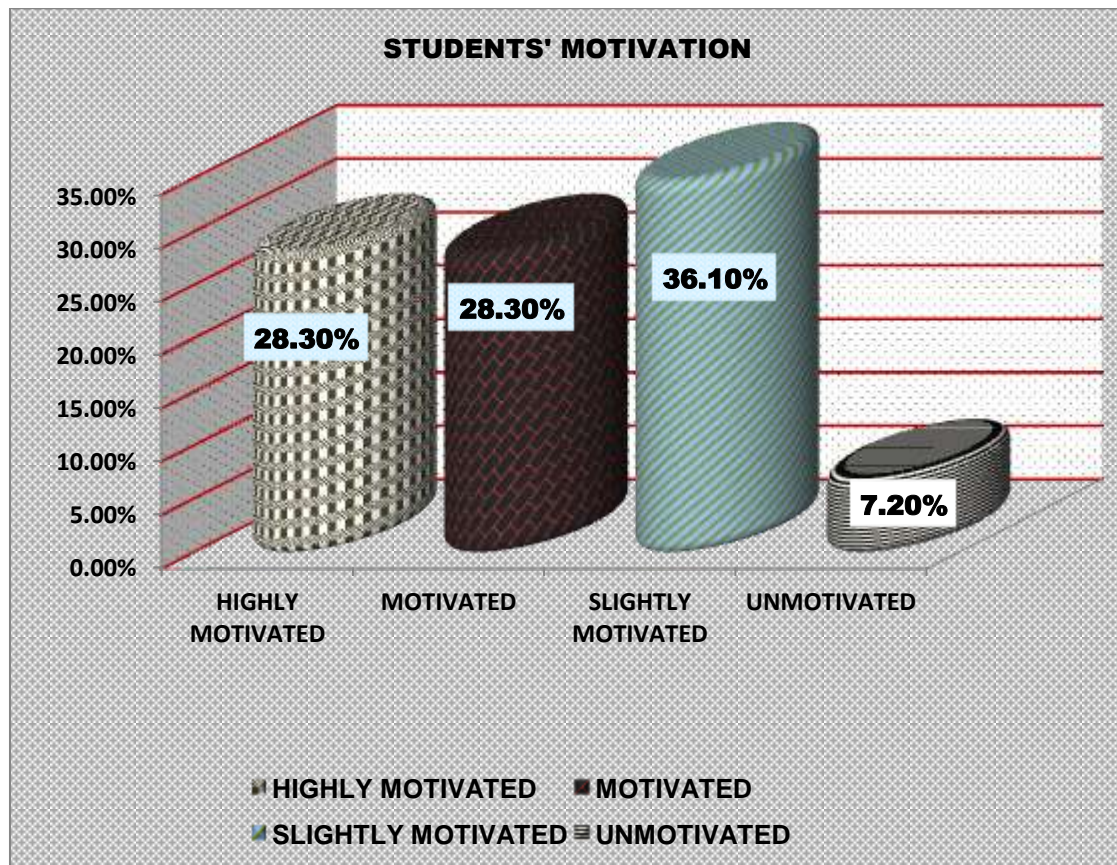
Figure: 1



Learners' occupation

As indicated in Figure 1, about 26.10% of the participants were students, about 49% were university students and 25% were not student and they had different jobs.

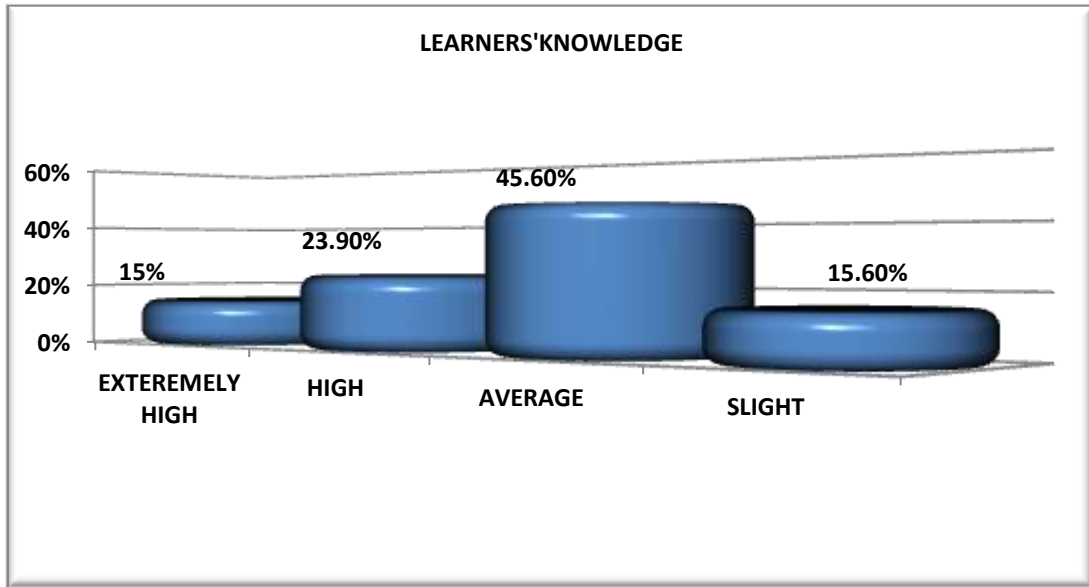
Figure: 2



Top Notch Students' Motivation

As shown in Figure 2, about 28.30% students were highly motivated, about 28.30% were motivated, about 31.10% were slightly motivated, and about 7.20% were unmotivated. The statistics indicated that the majority of students were motivated to learn English

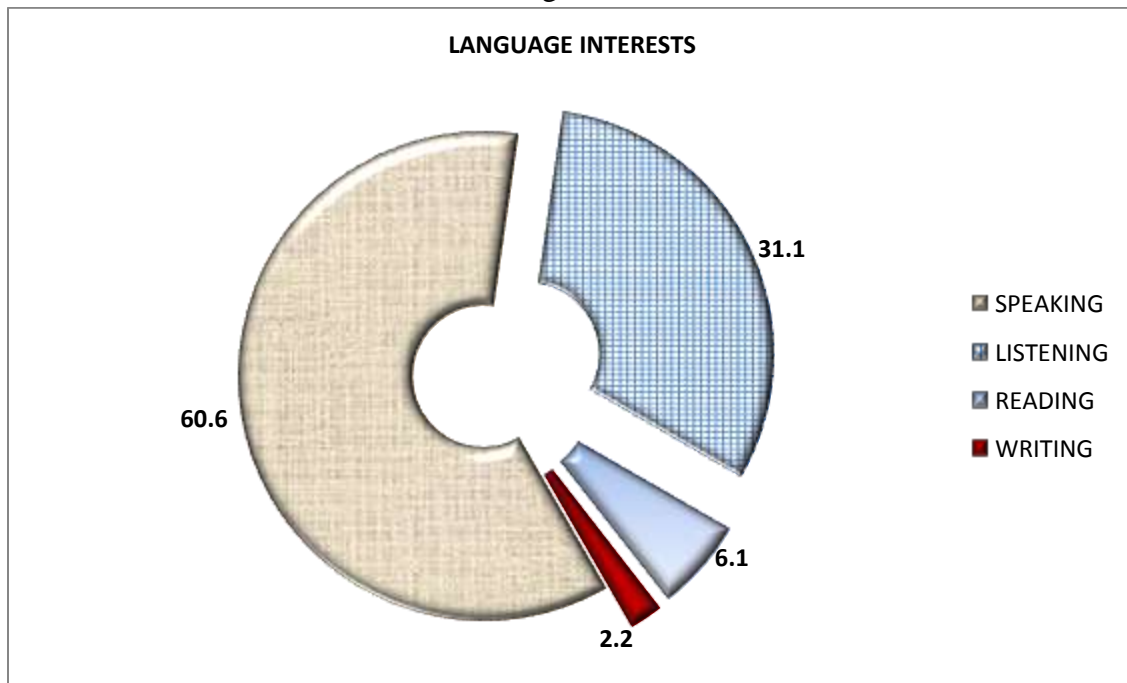
Figure: 3



Learners' Knowledge of English

As displayed in Figure 3, the majority of students (45.60%) had average knowledge about English as a foreign language.

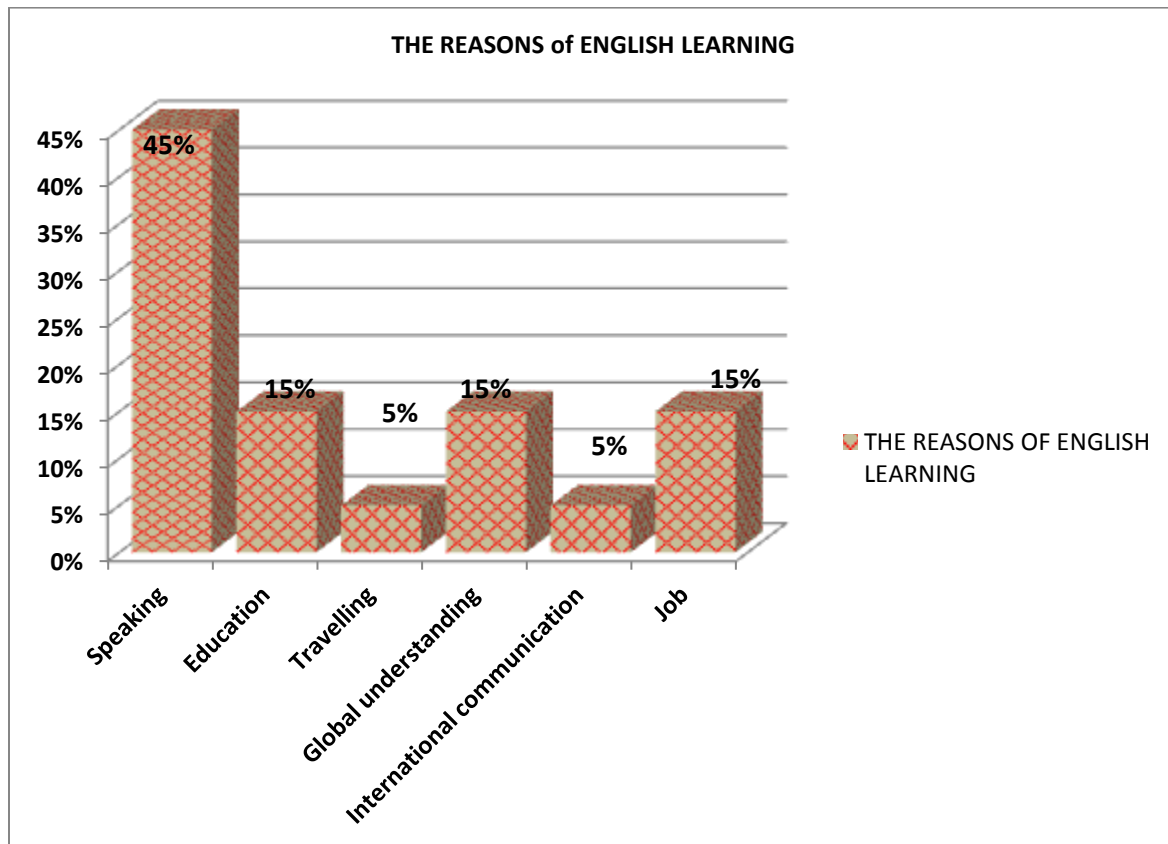
Figure: 4



Language Interests

Referable to the facts, it can be understood that most students (60%) had eagerness toward learning speaking. The students' zeal toward listening was about 31.1% and it seems that they had a less keenness towards the reading and writing.

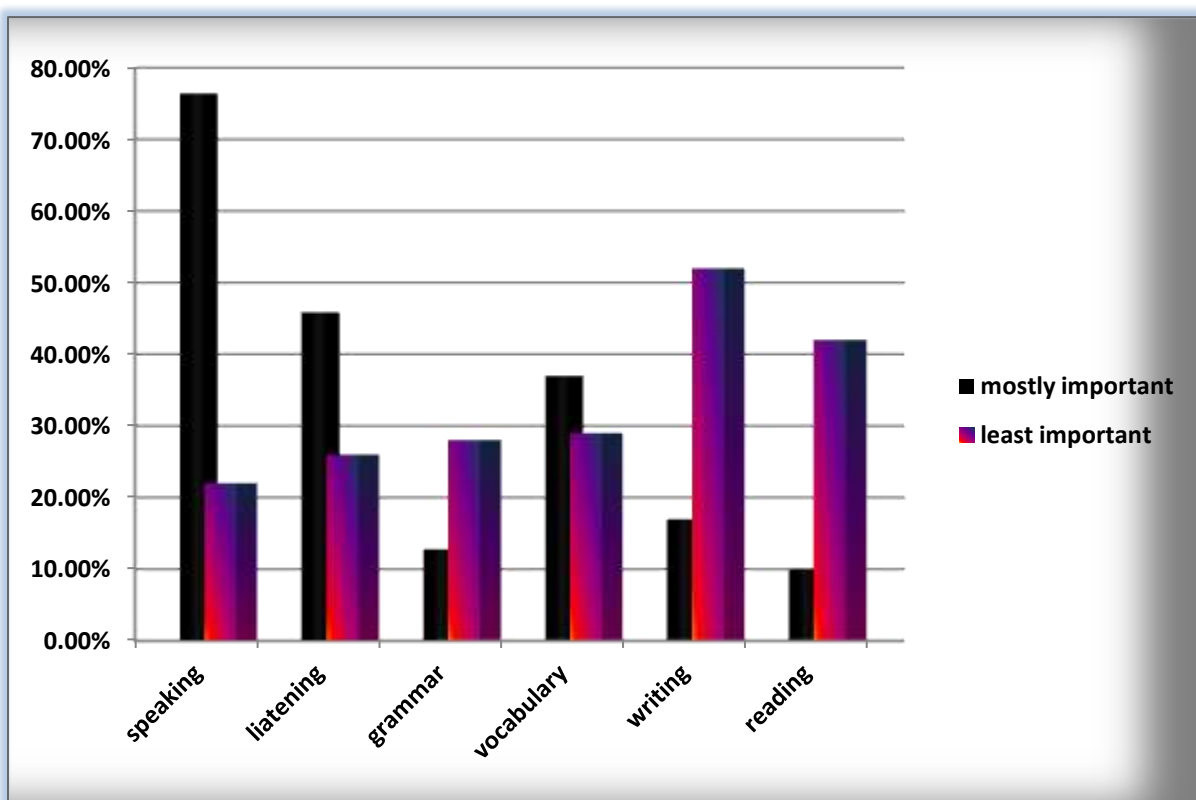
Figure: 5



The reasons for students to learn English

As displayed in Figure 5, about 45% of students learn English for speaking purposes and about 15% learn it for educational purposes and 5% for travelling purposes, 15% for global understanding such as internet, computer learning, watching movies, etc. Also, about 5% of the student's purposes were international communications and approximately 15% for using English in their jobs.

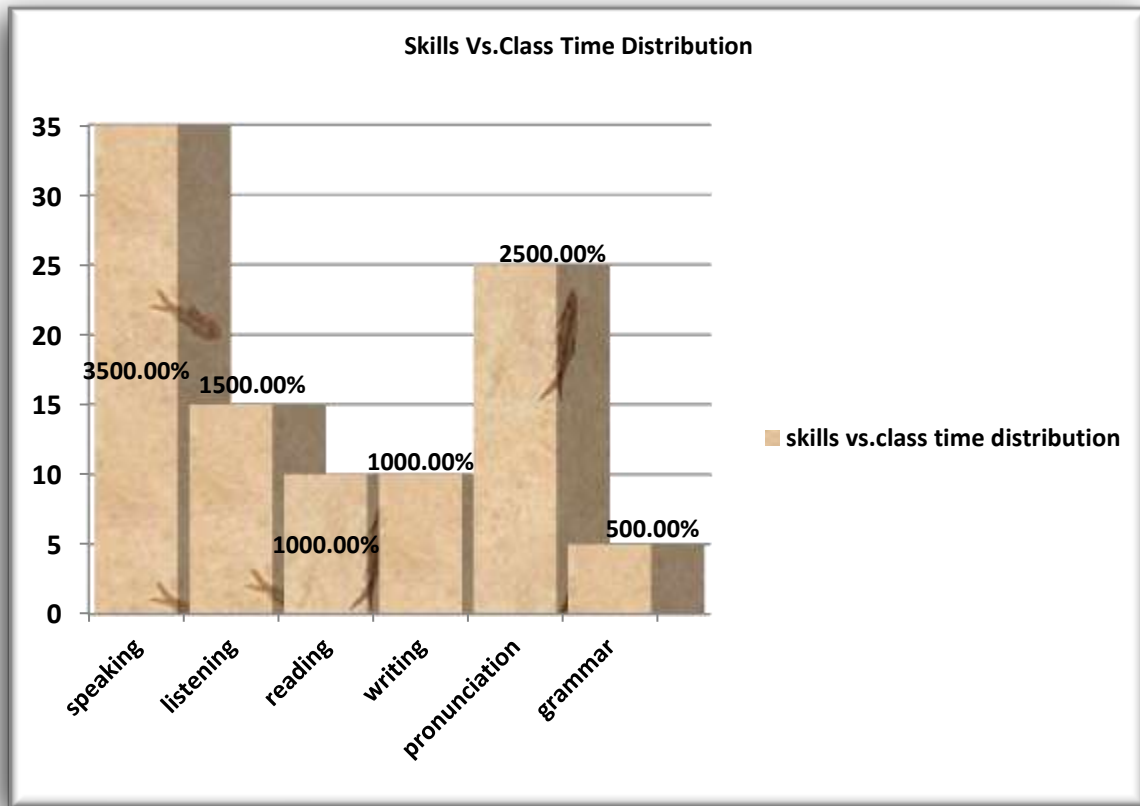
Figure: 6



Skills Importance Ranking

As shown in Figure 6, the vast majority of the students had strong tendencies to speaking skills. The next important skills from students' point of views were listening. Also, students assumed that writing and reading skills were less important.

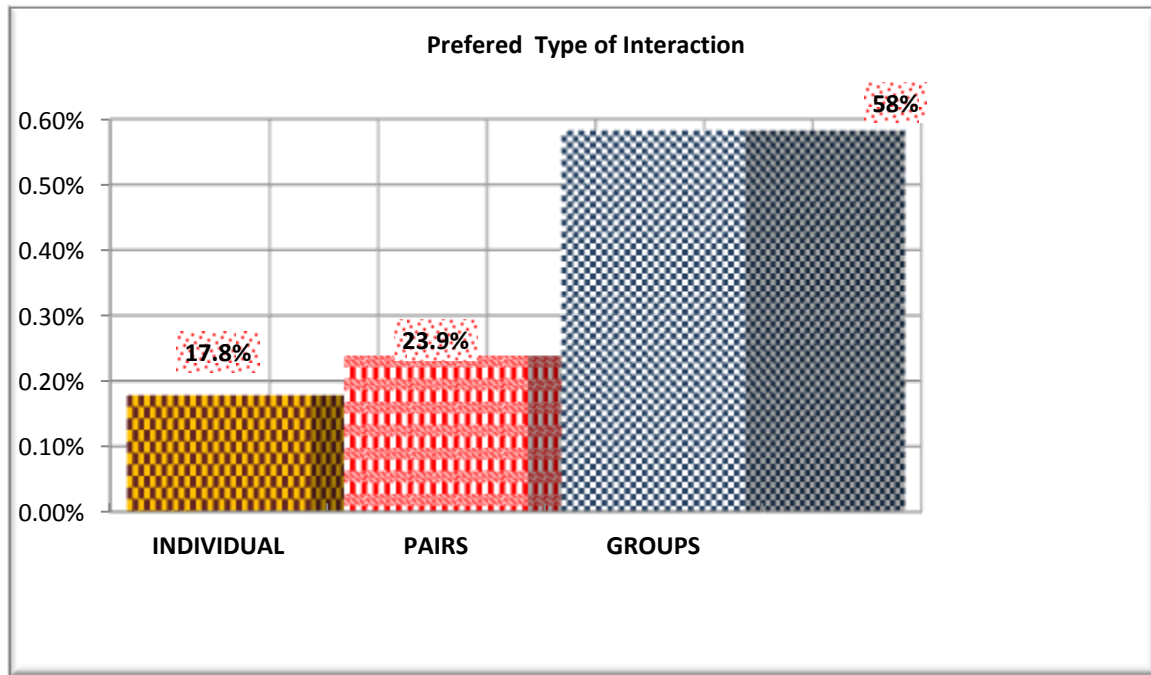
Figure: 7



Skills vs. class time distribution

As presented in Figure 7, the main streams of students believed that teachers should spend more time on speaking and pronunciation and least time on grammar.

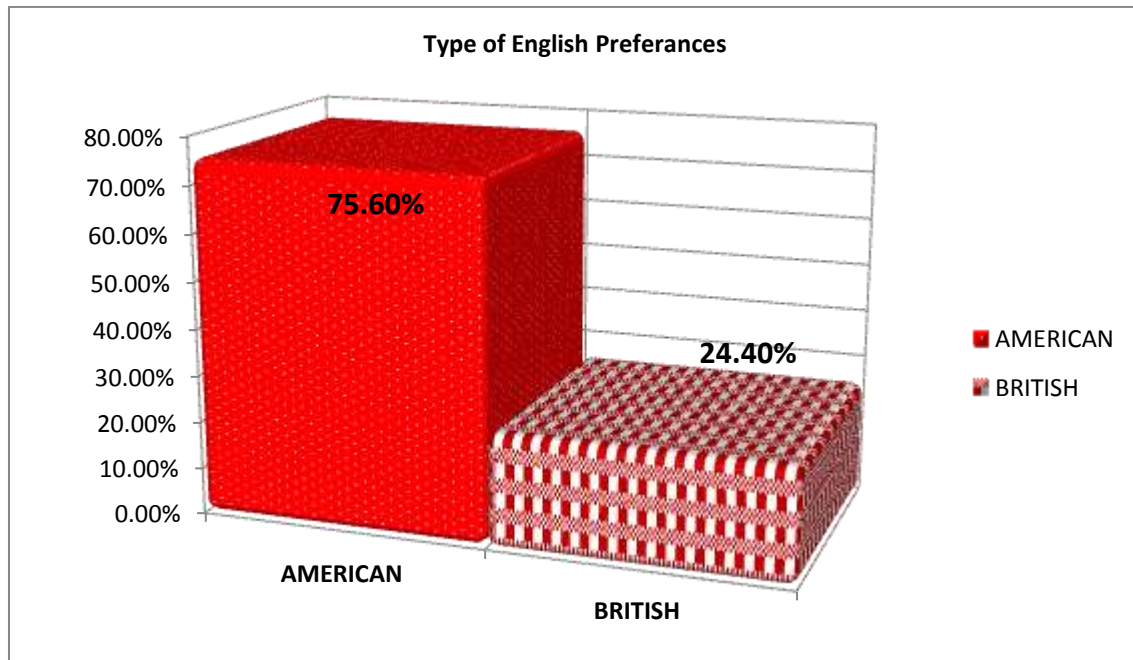
Figure: 8



Learners Preferred Type of Interaction

As illustrated in Figure 8, the majority of students (58%) had eagerness toward group learning.

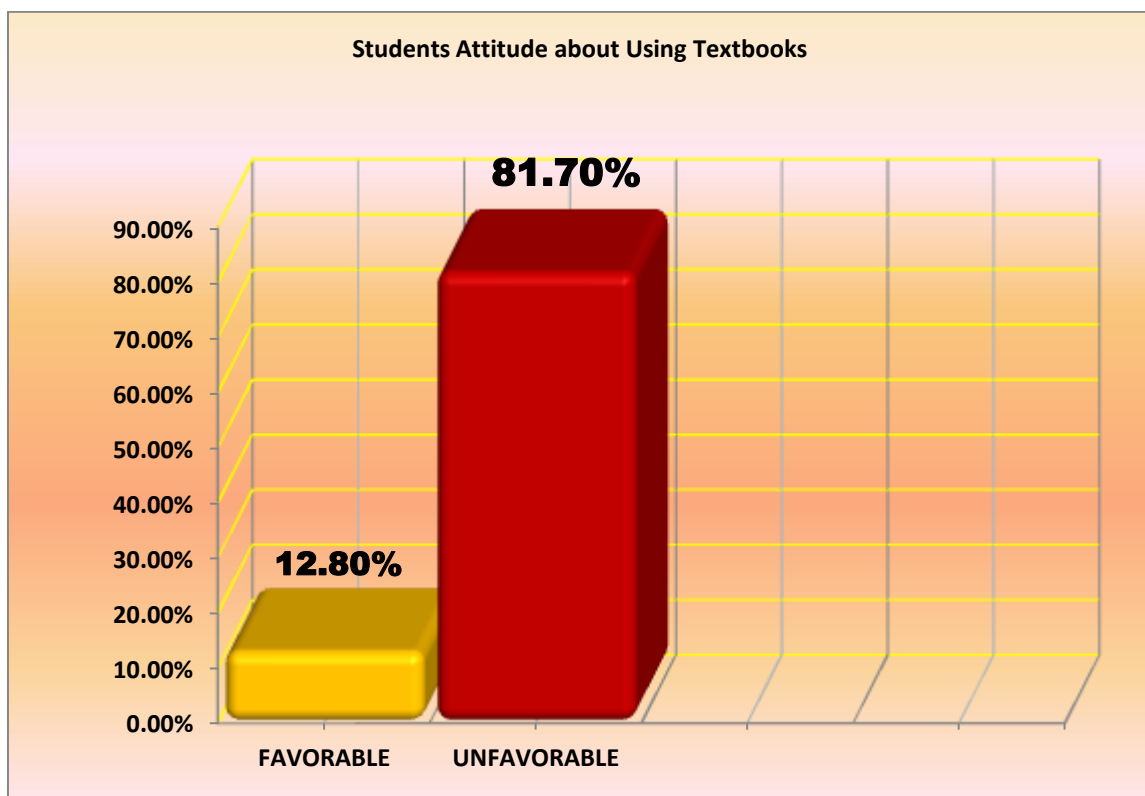
Figure: 9



Types of English Preference

As displayed in Figure 9, the greater part of the students had positive attitudes toward American accent.

Figure: 10



Students' Attitudes about Using Textbooks

As shown in Figure 10, the majority of students had unfavorable outlooks regarding using the textbooks and only 12.80% had favorable opinions due to the using of the textbooks.

Conclusion

Primarily, the outcomes exposed that the major inadequacies of "Top-Notch" series as stated by the students is that Top Notch series are rather costly and most of them thought that the price of textbooks is unreasonable. Also, a small number of students supposed that these series are not available without difficulty. On the contrary, the instructors believed that the price of textbooks

is reasonable. The clarifications discovered that most of Top Notch trainers had supporters asserted about the entitlement due to the availability of the course books but some of them had contradictory asserted. In that respect, it is recommended that there are some localities that can hardly access the Top Notch textbook in Iran. In accordance with the interpretations, approximately most Top Notch learners thought that the layout and design of Top-Notch textbooks are mostly appropriate and clear and the textbooks are schematized and prepared well. On the contrary, the infinite majority of Top Notch instructors' ranked an argumentative assert toward the pertinence of layout and design. On the subject of the activities, students agree with the opinion that "Top Notch" series contain a balance of activities. They had contented attitudes in which the activities encourage sufficient communicative, incorporate individual, pair, and group work. On the contrary, most of the instructors had negative perspectives regarding the creation of the activities and appropriateness balance of the four skills. Truly, Top Notch mentors' were dissatisfied concerning whether the textbook's activities can be modified or supplemented easily. The upshots can be kept as strength of the series. On the one hand, the greatest learners had positive perspectives in terms of the grammar points and vocabulary items are introduced in motivating and realistic contexts. On the other hand, the mainstreams of Top Notch lecturers were displeased. Furthermore, the upshots from the teachers identified that the Top Notch series don't provide equilibrium of activities. The results confirmed that Top Notch series can't deliver equilibrium of activities. Actually, the students' responses inferred that Top-Notch textbooks are not considered to adopt the sub-skills i.e., Listening for gist, note-taking, skimming for information, and highlights and practice natural pronunciation, i.e., Stress and intonation. Apparently, the significances uncovered that the superiority of the Top Notch instructors had the antithetical insolence with the concern of attending the textbooks to the sub skills. The obtained consequences identified that both Top Notch learners and trainers were not intensely satisfied in favor of adopted sub-skills. Pertaining to language type, the deductions demonstrated that utmost Top-Notch learners and professors highly agree with the reality of language used in the textbooks. In other word, the results exhibited that there are comprehensive agreements on the authenticity of the Top Notch series. Above and beyond, learners had negative insights regarding the appropriateness progression of grammar points and vocabulary items. However; the inferences exhibited that the great proportion of the Top Notch trainers had bright estimation along with the issue of the appropriateness of grammar points and vocabulary items. Unquestionably, there is a conflict between the instructors and students about the progression of grammar and vocabulary points. Explicitly, Top Notch learners believed that the subject and content of the materials are interesting, challenging and motivating and there is a sufficient variety in the subject and content of Top-Notch textbooks. In contrast, the mainstream of Top Notch teachers considered that the grammar points and vocabulary items were not introduced in motivating way. Unambiguously, the significances revealed that the dominant Top Notch instructors had antithetical outlooks with the concern of attending the textbooks to the sub skills. It can be distinguished that Top Notch series ignored attending to the sub skills. Definitely, the students manipulated that Top Notch series are not culturally biased and they do not portray any

negative stereotypes. Pertaining to whether the textbook raises students' interest in further English language study. Additionally, the mainstream of Top Notch teachers had satisfactory explanation. Regarding the issue of the materials include and focus on the skills that I need to practice, the statistics presented that the Top Notch learners had dissatisfied perspectives. It can be concluded that Top Notch materials can't gratify learners. The last but not least, most of them were poorly satisfied regarding whether they choose this text book the furthestmost learners gained to some extent higher support. On the contrary, the Top Notch instructors had affirmative attitudes. From the open ended questions it can be inferred that the Top Notch series, suffers from the insufficient and inadequate exercises for vocabulary, the unrelated topics, diverse pronunciations, not good for self-learning, and the shortage of specific reading strategy such as skimming, scanning in Top Notch series is evident. Moreover, the upshots acquired from this probe showed that the current English textbooks of Iranian institutes based on English students' perception are meet students' needs and interests in improving their English language ability.

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