Investigating Inside Reading Textbook Series: Layout and Coherence in Focus

Mehrdad Vasheghani Farahani,[1]
Omid Rezaie,[2]
Milad Massomzadeh[2]

[1]Leipzig University, *Germany*

[2]Isfahan University, *Iran*

Corresponding Author: Mehrdad Vasheghani Farahani

Phone: +49-17657914208
e-mail: submittingpapers@yahoo.com

ABSTRACT

To many scholars, textbooks are considered as one of the most crucial factors in EFL settings and play a vital role in language learning classes in all educational contexts. The attempt of this study is to analyze Inside Reading textbook series in terms of layout and coherence. Twenty male and female EFL teachers who had been teaching these series were selected to be interviewed about their ideas on these textbooks. The results showed that 5 out of the total 16 reading texts were in the area of students' interest since the topics were concerned with culture, society, tradition, and history. Three of the texts were reported not to be of interest to students from their instructors' attitudes due to the fact that they were both about unfamiliar topics that students did not have any content information about and were not related to the students' cultural, social or historical background. Almost all mentioned reading texts were perceived very intriguing and considered apt for students' level of comprehension and vice versa. Of all the visual aids used some considered to be highly purposeful; however, two of them, among all, as stated by teachers, were not useful. The style of written format as well as the font size of the reading texts were seen particularly suitable for learners too..

Keywords: Evaluation; Inside Reading; Layout; Coherence; Second language book.

1. Introduction

Many consider textbooks as the second most crucial factor in EFL settings with teachers being the first (Riazi, 2003). Texts books have a vital role in language learning classes in all educational institutions sectors. What adds to the importance of textbooks is that in many parts of the world, mentors have no freedom so that they cannot select every kind of textbook on their own. However, most second language teachers have not the freedom to use the books they want; rather, they are suggested to use the books (Garinger, 2001). In this regard, Litz (2005) claims that in recent years, there has been an explosion to use commercially available books in EFL classrooms. In addition, since textbooks are in the realm of the instructor' hands, one should understand how to apply the materials as well as knowing their usefulness (Razmjoo, 2007). On the other hand, the abundance of various materials for the purpose of English language teaching has made it a challenging task for teachers to select the appropriate material.

In this sense, analysis and evaluation of textbooks have always been attracting EFL practitioners and researchers in second language teaching. In this way, some studies have conducted an evaluation of what needs to be incorporated into a textbook prior to designing it while others carry out an analysis of what has already been designed. The latter is mostly done with two aims. Firstly, they seek to investigate whether the textbook is following the theories and approaches which have been claimed to follow or not. Secondly, studies might be conducted to explore the textbook from one single point of view to find whether it is based on a particular set of principles or not.

Accordingly, in this research, the following research questions were attempted to be answered:

1. Does layout of units in Inside Reading series follow a standard criterion?
2. Do reading comprehension passages in Inside Reading series follow the criterion of 'being coherent'?

2. Literature Review

2.1. Text coherence

Coherence and cohesion are two elements of one passage in one reading as well as speaking and are two important topics or call them hot debates among the applied linguists (Navratilova & Renata Povolná, 2009). Based on this view, both can be reached in different variety of types of conversations and as vital tools for communications which are achieved through the existence of the interaction of the speaker and hearer. To Schiffrin (1987), cohesive devices are those words which are used to help the reader to construct the meanings and the writer to better understand the conversation. In this way, text coherence is highly depending on "a speaker's successful integration of different verbal and nonverbal devices to situate a message in an interpretive frame and a hearer's corresponding synthetic ability to interpret such cues as a totality in order to interpret that message" (p. 39).

2.2. Descriptive/experimental studies on textbook evaluation

Practical studies on material evaluation vary based on the approach they take. Alamri (2008), for example, used a questionnaire, distributed to teachers and administrators with the purpose of evaluating the English textbooks used by a number of young Saudi English learners. In another study, reading textbooks applied in the middle school of Korea and Japan were studied (Atkins, 2001). For this purpose, he exploited a model designed by McDonough and Shaw (2003). In doing so, the researchers used a system which was based on checklist with necessary alternations so that the evaluation process would be more suitable for the ease and the purpose of every researcher.

Regarding benefits of textbook evaluations, Amrani (2011) claims that publishers are required to evaluate the materials because they should satisfy a wide range of learners. In addition, EFL teachers are expected to evaluate teaching materials available to them for various reasons. This is because the vital role of these textbooks will determine the proper selection of textbooks for the classroom settings (Karamifar, Barati, & Youhanaee, 2014).

Studies in textbook evaluation vary. In one research, a study in Iran was conducted on three various secondary school English textbooks on three different levels. After the careful analysis of the textbooks, in line with a questionnaire distributed, teachers and students, Dahmardeh (2009) could find that the textbook could not meet the teachers' or the students' needs; meaning that the books could not provide the necessary skills students need in the actual use of English. Likewise, in another research, Razmjoo (2007) compared two textbooks used in Iran educational system, one of which belonged to a state high school and the other to a private high school. The scope of study was to look for the representation of CLT principles in textbooks. They concluded that private high school book is almost twice as communicative as the educational system. They reached to the conclusion that the textbooks were not produced in a student centered based.

3.Method

This paper adopted a quantitative/qualitative evaluation of textbook design through gathering and analyzing the data obtained from experts' opinions regarding the analysis of the content and layout of passages. As Ahuvia (2001) explains, textbook evaluation is used as general term for methodologies with the aim of coding a piece of text into categories and then count the frequencies of occurrences within each category. For achieving study purposes, a card as content analysis was adopted from Mosa Ali (2010) so as to collect, describe and analyze data with respect to the reading text content & tasks in Inside Reading with considering the suggested standards in the card.

3.1.Participants

As far as this study was an attempt to evaluate Inside Reading course books, and regarding the interview part in the process of carrying out the study, 15 participants, teachers, including 6 male and 9 female teachers with experience of teaching these series were selected. The sample was divided randomly in a sense that chosen teachers were those who taught Inside Reading series.

3.2. Materials

3.2.1.Inside Reading

Inside Reading series is a well-known series and is frequently offered as the course book for reading courses. With a new introductory level, Inside Reading is expected to prepare pupils to know academic texts, when picking up important vocabularies which are academic word list. The series has features including:

A)Explicit reading skills, such as inference, working with graphs and tables, annotating

B)High-interest texts from academic content areas, such as psychology, engineering, the arts, technology, and business, motivate studentsC) Systematic acquisition of the entire Academic Word List through targeted receptive

D)Examples from the Oxford English Corpus teach real-life EnglishE) Introductory levelF) Digital Resources for Teachers – iTools digital resources build language proficiency through authentic videos and audio,

G) e-books with interactive features designed for language learningH) Inside Reading Second Edition combines reading skills development with key vocabulary from the Academic Word List, to give students the tools they need to understand academic texts.

All the number of the items in the reading is listed in accordance with the dimensions skill in reading coping with the Inside Reading series. Six domains were chosen in a careful way to suit with the study goal and to discover areas of weaknesses and strengths in reading textbooks and tasks. Table 1 below shows different categories of the checklist and their number of items.

Table 1. Chosen Items in Every Domain in Card Analysis

Number	Domains	Number of items
1	The Reading Texts	7
2	Reading Text Vocabulary	5
3	Reading Text Visuals	4
4	Reading Text Layout	4
5	Reading Exercises	19
Total	39	

3.2.2. The interview process
The selected questions at this point contained below titles /questions .

1. Reading texts which were interesting more or less for pupils.

2. Reading texts appropriateness for the 9th graders' comprehension level.

3. Used text visuals and its reading content purposefulness (clarity-attractiveness-color).

4. Reader's ease in terms of the size and font type.

5. Needed time to for working on reading texts and drills.

6. Comments in relation with reading texts and drills.

3.3 Procedure

3.1.Sampling procedure

The series is comprised of four books. Each unit includes 10 units and each unit has two passages. In sum, there are 20 passages in each book. For the aim of sampling, name of all readings (80 passages) were written in pieces of paper and 8 of them were randomly chosen. The correlated passages were copied from the book and then the sample was given to the experts for further analysis.

3.2.Data collection procedure

The series was evaluated in terms of the layout (based on which the units had been designed), content, and the coherence of its included reading comprehension passages. Data analysis for the first research question was carried out based on Mosa Ali's (2010) checklist for the analysis of layout and content. All the units were examined and the questions of the checklist were answered by the researchers. Then, for the aim of checking the validity of the analysis, the analyzed layouts were validated by two experts for answering the second research question, 15 teachers' ideas were welcomed on the coherence of reading comprehension passages of this course book. In this sense, 5 professors were asked to read the sampled passages to provide the researchers with their ideas about the well coherence of them. Moreover, they were asked to mention the points of lack of coherence, if any, with examples.

4.Results

4.1. The Analysis of the ChecklistReading Contents

The section provided here gives 7 standards based on the content of the reading in the mentioned book. Table 2 represents every domain regarding aspects like individual item percentage as well as frequency "The Reading Texts". Organization of each item is in a descending order.

Table 2. Items Frequency & Percentage in Reading Content

No	Standard	Average of frequency	percentage
1	enrich students' knowledge about different topics	16	100%
2	help students to read intensively	15.6	97.9%
3	present values and good manners	9.33	58.3%
4	present topics related to culture	4	25%
5	Reality discussion topics	3.66	22.9%
6	help pupil in extensive reading	0	0
7	are authentic	0	0
Total	48.66		43.44%

Table 2 explains the item "enrich students". As the data can show, this item received the highest score of 100 %. In other words, in the whole textbook for each unit, there is a new and different topic. After that, the criterion titled "help students to read intensively" received the second highest which was about 97.7 % along with 15.6 frequency which means that nearly reading contents in Inside Reading series are read intensively by the subjects.

Regarding aspects such as values and good behavior, shown in the results, they received a rate of 58.3 % as well as frequency level of 9.33. This percentage indicates that from 16 texts in the reading, 9 in Inside Reading series represent values and good manners. Considering "topics related to the culture" criteria, it was shown that it had the rate percentage of 25% with the frequency of 4 items. That rate shows from total 16 units in assigned books, 4 contained topics which were in connection with cultural matters. Based on "topics related to the reality" criteria, this received 22.9% percentage with a rate in frequency about 3.66 revealing the fact that approximately almost 4 units out of 16 in the book have topics in relation with reality. On the other hand, the item "help students to read extensively" received 0 % of the total criterion. This shows that none of the reading texts were read extensively by the writer. By considering contents in the series, the item "use authentic texts" received 0% meaning that the authenticity of the whole 16 books, Inside Reading, was zero.

Reading Vocabulary Analysis In this area, there are 5 benchmarks in accordance with the text in the reading vocabulary in Inside Reading. Table 3 illustrates measures with both frequency and percentage with respect to every unit which are in a descending order.

Table 3. Items of Units with their Frequency & Percentage Text Vocabulary

Number	Criteria	Mean frequency	Percentage
1	Highlighting new (unknown) words with colors	16	100%
2	The ease of picking up words understanding pronunciation and meanings) by learners	15.6	97.9%
3	A sum of new (unfamiliar) words (ranging from 2% -5% the not more in comparison with the whole text word numbers)	15.6	97.9%
4	include guessable words	15.6	97.9%
5	employ new vocabulary that is concrete or abstract	0.66	4.16%
Total		63.6	79.5

Respecting "using colors to highlight new (unknown) vocabulary", given results reveal that this option received 100% of the total percentage. This can mean all the new vocabularies are highlighted by using yellow color. About 97.7% (frequency 15.6) selected "are easy to learn (know their meaning and to pronounce) by learners". This pinpoints that all vocabularies were in line with the pupils' age and their comprehension level and considered advantageous and a strong point. With regards to containing suitability of new unfamiliar words and their number as well (ranging between 2%- 5% as to the whole word numbers in the content), returns reveal it received 97.9% for percentage and for a frequency of 15.6. This percentage can show most vocabularies in the texts were in line with the need of the students.

Concerning the item "including guessable words", a maximum percentage of 97.9 % indicates that almost all learners had no difficulty in guessing the meaning of the words. Nonetheless, the element "employ new (unknown) vocabulary that are concrete and abstract" did not receive a considerable percentage; that is to say, 4.1 % held a low percentage rate of 0.66 %. Which reveals that most of the used words in the content were nonconcrete in nature.

Text Visuals

As to this part, 4 different benchmarks related to text visuals in SB are considered. Table 4 depicts benchmarks of percentage and frequency separately for individual items.

Table 4. The Individual Item Percentage Rage and Frequency in the Text Visuals

No	benchmarks	Mean frequency	Percentage
1	are relevant to the reading text.	14.33	89.5%
2	are colorful and attractive.	13.3	83.33%
3	are clear to learners	13	81.25%
4	are authentic (especially pictures)	8.66	54.16%
Total		49.3	77.08%

Considering visuals to be relevant with the text, the data are indicative that every individual element had the most rate of percentage in every part. The frequency was 89.5 % of 14.33 indicating that visuals of the texts were in line with their reading content except for two pictures. Concerning colorfulness and attractiveness of the visuals, it had 83.3 % with 13.3 average frequency. So clearly it is representing that 13 out of 16 text visuals were printed with their colorfulness and attractiveness.

With regard to benchmark "are clear to learners", 81.25 % as well as a frequentness of 13 revels that the number of visuals printed and used are 13 out of 16 which are unclear. However, the element "are authentic (especially pictures)" 54.16 % and frequency of 8.66 were designated indicating the usage of visuals, the amount of which is the half in the book series, are original and real; whereas, other halves don't have authenticity.

Layout of the Book

This part tries to mention 4 benchmarks in text layout in SB. Table 5 illustrates them together with every individual item frequency as well as percentage with respect to its arrangement in a descending order.

Considering the adequacy of margins on sides, the amount of frequency was 16 with 100 % which can explain sides of margins are vital in all textbooks of reading material. Concerning space adequacy of the text lines, reports could reveal the rate of 100 % and a frequency which was 16 meaning spaces in-between lines can be seen in all reading book material which are enough.

As for the element "is divided into paragraphs", this received 91.6 % along with the 14.6 in frequency meaning 14 out of 16 texts had been split into paragraphs. The element "use indentation"

had 79.1 % percentage and 12.66 frequency indicating about 13 out of 16 units had indentions.

Table 5. The Individual Item Percentage Rate and Frequency Regarding Book Layout

No.	Criteria	Mean Frequency	Percentage
1	Adequate margins on sides.	16	100%
2	Amount of spaces in text lines	16	100%
3	Division of paragraphs.	14.6	91.66%
4	Use of indentation	12.66	79.1%
Total		59.3	92.7%

Reading Drills

This area has 19 benchmarks in Inside Reading in relation to the content. Table 6 displays standards with both their percentage rate as well as frequency for individual element organized in a descending order.

Table 6. Reading Drill with both Percentage Rate and Frequency.

No.	Benchmark	Mean frequency	Percentage
1	present clear instructions that can be understood bylearners	16	100%
2	activate students' background	16	100%
Awareness of the content of the reading in advance through ask and answer, images, clustering of words.			
	make pupils predict (guessing) in reading.	15	93.75%
4	Include a variety of quetions.	14	87.5%
5	concentration on the nature of the reading. (according to the text)	12.3	77.1%
6	ask pupils to draw conclusions (infer) from given information in the content.	10.33	64.5%
7	ask each individual do scanning to look for clear-cut clues in textbook.(scanning)	9.66	60.4%
8	Ask them to discriminate causeand effect.	8.66	54.16%
9	Want pupils to develop awareness of semantically related words.	7.33	45.8%
10	Tell them how to improve their understanding to learn about word families and their opposites.	6.66	41.66%

11	Ask them to look for writer's idea. (skim)	6.66	41.66%
12	Want them to draw lessons.	6.33	39.5%
13	Pupils are required to prepare a report of the whole text.	6	37.5%
14	Pupils are required to make a connection between text to their personal experience.	2.33	14.58%
15	individuals are asked to differ a fact and an opinion.	2	12.5%
16	Each individual two by two in a group work to find answers.	1.33	8.33%
17	Individuals must guess the writer's idea	1.33	8.33%
18	Understanding the meaning of each work based on the content.	0.33	2.08%
19	Pupils are asked to find references as well as pronouns in the content.	0	0
Total			

Considering the benchmark "present clear instructions that can be understood by learners", it was seen 100% in addition to 16 frequency meaning the reading drills were followed in accordance with instructions and were vivid for all individuals. In the same line, the option "activate students' background knowledge before reading the text through questioning, picture reading and word clustering" gained 100 % percentage and 16 frequency which means that all drills for pre-reading coould provoke learners' prior understanding in terms of texts. As mentioned above, it is done by asking and answering, images reading and clustering of the words.

Asking pupils to predict (guessing) in the text gained 93.75 % and 15 frequency demonstrating nearly all reading exercises were designed in such a way that they required students to make predictions before they started to read the text. Considering the item "including a variety of questions", that received a peak score (87.5 % with a frequency of 14. This can show that a wide range of questions are found reading comprehension exercises.

The item titled "focus on pure reading" obtained 77.1 % and the frequency which was 12.3 meaning drills in the reading were more authentic ones; however, some of which were considered mixed as well. Concerning the benchmark "require students to distinguish between fact and opinion", this item received 12.5 percentage and 2 frequencies. That could mean those drills were asking learners to understand the comparison between fact and idea in the book. regarding the element "require students to work out answers in pairs and groups", 8.33 percentage was received for that and 1.33 in frequency illustrating this fact that from all drills one in Inside Reading was designed to have students to exercise answers in pairs and groups.

Back to the item "require students to infer the author's attitude", it can be seen that the percentage was 8.33 % with a frequency of 1.33. It could be said those drills that are designed had pupils guess the writer' point of view once only in all the drills in Inside Reading series. Concerning the item "students to find meanings of new vocabulary in contexts", it is shown that the percentage was nearly 2.08 % and 0.33 as for the frequency which can demonstrate those drills wanted the pupils to grasp new word meanings in contexts that are rare and cannot be found frequently. As for the last one which is "require students to recognize pronoun references" , 0 percentage rate shows that no reading drills were designed in such a way that they required learners to recog*nize pronoun references.*

4.2. Results of Interview

As can be seen in Table 7, 14 teachers mentioned that the reading text of the Unit 7 was interesting to the subjects. In addition, the teachers expressed that the reading text in Unit 8, like unit 7, was attractive. More, 8 teachers pointed out that the reading comprehension text in unit 12 was interesting. However, 7 teachers pointed out that the reading comprehension texts in Units 1 and 10 were interesting. As can be seen, 11 teachers believed that the reading comprehension text in Unit 5 was not interesting at all. Based on the interview results, reading comprehension texts in Units 2, 6 & 15 were not interesting. Four teachers declared, however, that the reading comprehension text in Unit 14 was not interesting at all. Only two teachers believed that reading comprehension in Unit 3 was interesting. Throughout interviewing, it was clear that the reading comprehension texts in Units 1, 7, 8, 10 were found suitable with regard to the students' comprehension level. Conversely, 10 teachers pointed out that reading comprehension text in Unit 5 was not a suitable one for students' reading comprehension level. Moreover, 7 teachers, like unit five, believed that the reading comprehension text in Unit 6 was not appropriate with regard to the student's reading comprehension level. As 6 teachers declared, Unit 5 did not seem to be suitable for students' reading comprehension level. As the data can show, the visuals which were used in the book series were used in a purposeful way; they are colorful, interesting and in line with reading texts.

Nine teachers stated that the visuals in Unit 2 were not purposefully designed. This is the same as Unit 6 about which 8 teachers declared that the visuals were not designed in a purposeful way. All the teachers declared unanimously that the font type and size were suitable for learners. Obviously, all the teachers declared that the reading lesson require more time than what was allocated so that the teachers could cover all needed skills and the exercises.

Table 7. Percentage and Frequency of each Interview Item Question

Unit	Q1		Q2		Q3		Q4		Q5		Q6		Q7	
	Fre	Per	Fre	Per	Fre	Per	Fre	Per	Fre	Per	Fre	Per	Fre	Per
1	7	46.6	0	0	7	46.6	0	0	0	0	0	0	9	60
2	0	0	7	46.6	0	0	5	33.3	9	60	0	0	11	73.3
3	4	26.6	2	13.3	5	33.3	3	20	0	0	0	0	9	60
4	3	20	0	0	4	26.6	0	0	0	0	0	0	10	66.6
5	0	0	11	73.3	0	0	10	66.6	0	0	0	0	12	80
6	0	0	7	46.6	0	0	7	46.6	8	53.3	0	0	12	80
7	14	93.3	0	0	11	73.3	0	0	0	0	0	0	9	60
8	10	66.6	0	0	9	60	0	0	0	0	0	0	8	53.3
9	4	26.6	0	0	2	13.3	0	0	0	0	0	0	11	73.3
10	7	46.6	0	0	7	46.6	0	0	0	0	0	0	10	66.6
11	3	20	0	0	2	13.3	0	0	0	0	0	0	8	53.3
12	8	53.3	0	0	0	0	0	0	0	0	0	0	10	66.6
13	5	33.3	0	0	4	26.6	0	0	0	0	0	0	8	53.3
14	0	0	4	26.6	0	0	4	26.6	0	0	0	0	8	53.3
15	0	0	7	46.6	0	0	6	40	0	0	0	0	8	53.3
16	0	0	0	0	0	0	0	0	0	0	0	0	8	53.3

5.Discussion

The Checklist

The results could reveal that an element "Enrich students' knowledge about different topics received the peak of 100 % and the amount, which is 16, for frequency. It means that in each part a new and different topic is introduced to the subjects. This result is in line with the research done

by Janhangard (2007) and Barzaq (2007) who found that the text books they had analyzed had good topics. The findings can spark off this idea that this book enjoys a wide range of topics in an effective way.

The results are in line with Garinger (2002) in that the more topics are introduced, the better motivations and interests students have to understand and read. Next, the criterion «help students to read intensively» had the highest 97.7 percent and a frequency of 15.6 meaning most of the readings in Inside Reading are studied effectively. Findings also can reveal reading extensively is excluded from these books, Inside Reading series. It is concluded that no presence of reading extensively in the textbooks can be a result of the major purpose of instructing reading texts in Inside Reading. This usage of values found in these books can accentuate the point of view of Savage and Mooney (1979) who put this idea that reading comprehension necessitates the reader›s sensations, perceptions, cognition, and language.

In addition, the results are in line with that of the Richards (2001) who puts the idea that curriculum development puts emphasis on deciding what kind of knowledge and skills will students learn at school. With respect to «present topics related to the culture», the percentage was nearly 25% and the occurrence was 4 which means from total of 16, four lessons contain topics which are related to the culture. Considering this, Pang and Kamil (2004) claim that having rich cultural knowledge can have positive effects on our perception of the written text.

The researchers claim that cultural background plays a crucially important role in reading comprehension. In this regard, the texts which are not in line with the students' culture are not interesting and thought provoking and are more difficult to comprehend. However, regarding to use of colors to mark unfamiliar and new words, it was rated 100% which means that yellow color is used to mark new words in readings and usage of various colors for marking unfamiliar words greatly affects positive learning in a positive way. As a result, it is worth considering that attracting learner's attention in the textbook is positive and good aspect. Needless to say the aim of this book is exactly to make them pay a lot more attention. Regarding "contain suitable number of new (unknown) vocabulary (not more than 2%-5% from the whole number of the text words)», the receiving percentage is 97.9% and for the frequency is 15.6 meaning new words used in texts for comprehension are used in an apt way to learners. In terms of these, the researchers come to this conclusion that new vocabulary number used in these textbooks must not be lower than 2% or higher than5% in comparison to the text words as a whole. Concerning colorful and visuals attractiveness, the rate for percentage was 83.3 % and 13.3 frequency. It can show from the total of 16, fourteen visuals of the texts are colorful and appealing to students.

Considering the results for "are clear to learners", it can mean thirteen visuals were vivid for learners and only three were unclear. The reports are in line with those in the process of the interview in the paper. When instructors were asked "Throughout your experience as a teacher, which visuals do you think are not purposeful?» they said that except for two ones, visuals were suitable and purposeful. However, the element "are authentic" showed that half of the visuals in the book were original.

Regarding the sufficiency of margins on sides, it was known that the margins on sides were found in all the reading texts as complementary to the main text. This result is in line with the results of the conducted interview which shows that no problems were found in the layout of the reading texts and that the learners were accustomed to find the margins. In terms of the sufficiency of spaces between text lines, it shows that the spaces between text lines were found in all the reading texts. This means that if there is sufficient space between the lines, the students will better understand the texts.

With respect to «is divided into paragraphs», it was found that fourteen reading texts were divided into paragraphs. Indeed, the appearance of the reading text was the first thing that students captured. When the texts are divided into various paragraphs, it means the text is divided into various topics and every paragraph is about one topic. This can show that the layout of the reading comprehension texts has no problems and the learners can understand it.

The Interview

The instructors were questioned: "as an instructor in your life experience, what type of textbooks in your opinion are appealing to learners? Mention 2-3 texts". Among the given reasons, having a previous background knowledge about the texts were very important. This is regarded as a significant factor which might have an effect on understanding. The teachers were asked: "Throughout your experience as a teacher, which reading texts do you think are not interesting for students? Mention 2-3 texts." It was stated by nearly all teachers that lesson 5 of the text was unappealing to pupils also as it was for lessons 2, 6 and 15 thought to be unattractive due to some instructors' state. This conclusion can be drawn that 3 lessons were uninteresting for learners. This accentuates the importance of having a culture similar to the background knowledge of the subjects. The question was asked from instructors: "Throughout your experience as a teacher, which reading texts do you think are suitable for learners' comprehension levels? Mention 2-3 texts." All along interviewing process, lessons 1,7,8, and 10 of the reading were thought apt for learners' level of understanding. It is obvious that suitable reading texts are the ones which are considered as very interesting for students. This means no matter what the subject or text title is in the piece of reading, they appeal to learners, and it is simple for them to read to enhance their level in comprehension.

Furthermore, appropriateness of text book in terms of individuals understanding is thought well-prepared since there are a few words which make them easy to learn indicating this factor is essential in the reading passage. These results are in line with the findings of Al-Momani (1998) claiming every item in word was chosen in such a way that could ease the students' level and communication.

Instructors were questioned: "Throughout your experience as a teacher, which reading texts do you think are not suitable for learner's comprehension levels? Mention 2- 3 texts." Instructors, all along the interviewing process, confirmed textbook reading of unit 5 was not apt for understanding level of pupils' skills. Moreover, some instructors said suitability of unit 6 for level of comprehension of pupils was good. Furthermore, Unit 15 text ws explained to be inappropriate to learners' understanding level by some trainers. Also, there is a clear fact that lessons 5, 6, and 15 were said to be inappropriate to learners' understanding level as well as not being interesting. The reason is the texts are not appealing to learners; therefore, they find them difficult to understand. Besides, contents in the reading did not achieve learners' goals due to the fact that they included titles which they had no information about. Additionally, texts in lessons 5, 6, and 15 are inappropriate since learners had no understanding about subjects based on culture as well as having no previous information about.

The question for instructors was "Throughout your experience as a teacher, which visuals do you think are not purposeful?" Obviously, the visuals used were considered well-matched with the purpose of the book, their colors, attractiveness and relevancy to the reading texts, with the exception of two images, were good. In Unit 2, 60% of instructors stated images did not have any goals since they never showed where the Blue Mosque and Aya Sofya vividly are. Actually, learners were requested to take a look at the image and infer which structure was the Blue Mosque while no image revealed signs and was far too small one. Colors did not have vividness in spite of the fact that they were significant for determination of the areas in it. In addition, for unit 6, 53.3% of teachers stated used visuals did not bring any purpose. The true fact is that images did not have either good colors or attractiveness. The images were of poor quality and the old part of Manchester city which was not clear at all.

The analysis process showed that fourteen visuals were colorful and attractive to the subjects; moreover, this employment of colors might indicate that students answered positively to brightness, colorfulness, and good illustration of the material which can facilitate the process of learning.

When instructors were requested "Throughout your experience as a teacher, in which reading texts do you face any problems concerning the font type & size used in the reading texts?", all of them mentioned appropriateness the font type and size to the subjects. Also, it was mentioned

instructors did not detect any flaws in size and type of the font meaning that textbooks layout did not have any problems for both teachers and subjects.

6.Conclusion

Considering the results, a number of conclusion can be drawn. Out of sixteen texts, five of them were appealing for the pupils. This is because they were familiar and interested in such topics as culture, society, tradition, and history. Students were not interested in three topics because they had no prior knowledge. Nearly all the texts in the readings which were said to be much appealing were the ones which had appropriateness to pupils' level of comprehension and vice versa. Nearly all the visuals used in the textbooks had goals but two of them were considered exceptional according to instructors' state. It is noteworthy to mention that suitability of font style and size was considered well for learners meaning that they almost had this idea that information while reading was so easy to be followed and comprehensible as well as this fact that their eyes never got bored or tired. From all above factors, it can be concluded that reading skills for all either teachers or students were considered significant; therefore, knowing the book which can be good from all aspects would be this book which is provided in a way that can easily boost the understanding of students and help them achieve better knowledge in reading while learning new words.

Like any other research project, the present study faced a number of limitations, some of which could influence the findings and limit the generalizability of the results. Knowing the limitations of the research might make it possible to conduct more research in the future. What follows are the limitations over which the researchers had little or no control. a) A comprehensive investigation of evaluation of text books in terms of lay-out and coherence requires the study of different types of readings and exercises presented in the books. The present study focused on the overall layout of books which were evaluated by the teachers, due to the limited time of the research, which limits the generalizability of the results, b) the last but by no means the least limitation concerned the amount of prior knowledge each teacher had. There was no control on teachers' amount of knowledge indicating their proficiency and finally gender differences were another issue which was not taken into account in this research.

References

Alamri, A. A. M. (2008). *An evaluation of the sixth grade English language textbook for Saudi boys' schools. Unpublished d*octoral dissertation presented to King Saud University, Saudi Arabia.

Amrani, E. (2011). The process of evaluation: A publisher's view. In B. Tomlinson (ed.), *Materials development in language teaching* (2nd ed.). Cambridge: Cambridge University Press, 267-295.

Atkins, A. (2001) An evaluation of the course book used for Oral Communication One at a privately funded senior high school in Japan [online]. University of Birmingham, UK. www.cels.bham.ac.uk/resources/essays/atkins3.

Barzaq, M. (2007). *Evaluation of the Language Reading Framework of the English for Palestine Levels Six and Seven*. Qattan Centre for Educational Research and Development –Gaza.

Dahmardeh, M. (2009). Communicative textbooks: English language textbooks in Iranian Secondary school. *Linguistic Online*, *40*(4), 1-20.

Dontcheva-Navratilova, O., & Povolna, R. (2009). *Coherence and cohesion in written and spoken discourse* (1st ed.). Newcastle: Cambridge Scholars.

Garinger, D. (2001). Textbook evaluation. *TEFL Web Journal*, *1*(1), 231-45.

Jahangard, A. (2007). The evaluation of the EFL materials taught at Iranian public high schools. *Karen's Linguistics Issues*. Available from http://www3.telus.net/linguisticsissues/bymonth.html.

Karamifar, M., Barati, H., & Youhanaee, M. (2014). Local evaluation criteria for global textbooks: A case study from Iran. *Theory and Practice in Language Studies*, *4*(5), 923-930. doi:10.4304/tpls.4.5.923-930

https://doi.org/10.4304/tpls.4.5.923-930

Litz, D. R. (2005). Textbook evaluation and ELT management: A South Korean case study. *Asian EFL Journal*, *48*, 1-53.

McDonough, J., & Shaw, C. (2012). *Materials and methods in ELT*. John Wiley & Sons.

Miles, M., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage.

Mosa Ali, N. (2010). An evaluation of the reading texts & exercises in SB & WB of English for Palestine – Grade 9. An Unpublished M.A thesis, The Islamic University- Gaza

Pang, E. S., & Kamil, M. L. (2004). *Second language issues in early literacy and instruction.* Stanford University.

Razmjoo, S. A. (2007). High schools or private institutes textbooks? Which fulfill communicative language teaching principles in the Iranian context. *Asian EFL Journal*, *9*(4), 126-140.

Riazi, A. M. (2003). *What do textbook evaluation schemes tell us? A study of the textbook evaluation schemes of three decades. Anthology Seris-Seameo Regional Language Center,* (pp. 52-69).

Richards, J. C. (1985). *The context of language teaching*. Cambridge: Cambridge University Press.

Savage, J. & Mooney, J. (1979). *Teaching reading to children with special needs*. USA: Allyn and Bacon, Inc.

Schiffrin, D. (1987). *Discourse markers*. Cambridge, New York: Cambridge University Press.

https://doi.org/10.1017/CBO9780511611841

Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT Journal*, *42*(4), 237-246.

https://doi.org/10.1093/elt/42.4.237