Analysis of English Language Textbooks of the Iran Language Institute In Order to Specify the Student's Involvement Index of the Teaching Learning Process

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Abstract

Increasing students' involvement in learning activities is one of the most important methods in effective teaching and learning process. When students are actively involved in the learning task, they learn more than when they are passive recipients of instruction. Text booksare the most important elements and have a very crucial effect in the process of language teaching and learning while prepared and developed by considering the potential educational usage and designed based research studies and modern educational technologies to meet the needs of diverse learners and enable pupils to engage actively with lessons to develop their thinking and interpreting power. The purpose of this study was analyzing the text content of the Iran English language textbook at the language institute to identify whether the contents in the textbook appropriate for involving learners in the learning task and may contribute to improve learning? The content of English language textbook for the adult learners was analyzed by criteria derived from adapting the involvement developed based on William Rummy technique. The content analysis covered the components of the textbook such as texts, activities, questions, and figures and diagrams. The results revealed that only the texts, questions, and activities given in the textbook encourage student's involvement in the teaching and learning process.

Keywords: content analysis, English Textbooks of Iran Language Institute, involvement index

1. Introduction

One of the most important of educational systems' objectives in any society is provide comprehensive and pervasive training for citizens. By emphasis on growth of human resources, ineducationalpolicy making, it is tried to make the students familiar with the country cultural, economic and social needs and to become ready for obviating these needs by special skills training, so that they could participate in solving their society problems. Existence of flexible educational policies appropriate to the day needs and fast progresses of science and technology and increasing of international relations for suitable utilization of international capacities and enjoying from increasing information in information systems is one of the main needs of today societies, this issue has made learning and mastery of international languages an inevitable necessity(Vaezi, 2009).

Therefore, on this basis in training systems of various countries training foreign languages is an issue of considerable significance and always a part of facilities are assigned to it. Among foreign languages, English language has more spread in world level. English is the language of many scientific conferences, formal language of United Nations Organization and the language of more than two thirds of internet sites and in other words, it is the language of science, technology and commerce and this has turned English to universal common language(Hosseini Khah, Mehrmohammadi, Fardanesh, & Akbari, 2014).

A problem with which many students face in our country is that after passing English courses which start from junior high school and continue to the end of university couldn't utilize this international language in an acceptable level and are not able to establish contact(Farhady, Sajadi Hezaveh, & Hedayati, 2010).

This is while in many of the world countries like our country in which English is considered second language, the second language training is so that the students have the highest rate of familiarity and mastery of English language and speak it like their mother tongue. The preformed studies for determining the rate of academic progress of European countries students in English language show that those countries like Swede, Denmark, Norway and Finland) have had the greatest success in this field(Hosseini Khah et al., 2014).

Also, research studies which was performed on more than 2 million people in 44 different countries of the world in which English language is considered their second language for 3 years (since 2007 to 2010 AD) shows that the countries of Swede, Denmark, Norway and Finland were in the 1st to 5th rank of the world countries respectively whose people have the highest familiarity and mastery of English language in excellent level. After them, people of countries of Austria, Belgium, Germany and Malaysia were in the next ranks of the list, who have familiarity and mastery of English language in high level and in this study Iran has been in rank 56 among 70 studied countries (INDEX, 2015).

Some of factors which have been mentioned in this study as reasons of effectiveness in foreign language education include: method and quality of educational content, the number of instruction hours, the students exposure to an space where English language is spoken, the number of TV programs with English subscript, English media and newspapers, existence of new sites in English language, existence of courses which are taught in English in university level, publishing books , scientific and educational articles and journals in English(INDEX, 2015).

Therefore, activeness and formativeness of educative system requires weighty and suitable educational planning which is orderly revised and updated and main components of curriculum includes objectives, content, teaching approaches, learning activities and evaluation methods in English language educational domain are examined and evaluated(Klein, 1991).

Learning content includes facts, concepts, processes, attitudes, beliefs and skills that learners interact with them during experience of a lesson plan (Maleki, 2007). Preparing and adjusting training content is one of main elements in designing and codifying syllabus, if it is appropriate to learners innate motives, not only causes growth and inflorescence of talents and satisfying needs and competence in people, but also causes their creativity growth (Yarmohammadian, 2015).

In our educational systems, almost all training factors are determined and implemented based on training content and lesson books (Mahmoudi & Ahmadi Safa, 2015). Therefore, preparing and adjusting educational content and materials as one of main elements in educational design or designing lesson plans requires special attention. Zofan states that if training content conforms to age group, perception strength, interests and zests of children and adolescents, it provides suitable opportunities for achieving learning goals for learners with different capabilities (Zoufan, 2007).

Jean Piaget believes that training content should be coordinated with the students learning abilities since coordination of the plan with the learner mental and rational ability creates cognition in him, then training experience should be grounded on the learner morphology. According to Piaget, if the selected content is higher than the learner ability level, the learner doesn't perceive considered skills and notions and if the content is lower than the learner ability level, required relish is not created in him for learning. Therefore, noting the learners' individual differences regarding learning social nature has a great significance in establishing contact with content and its effective utilization. The student is a growth level who could hypothesize and apply his hypotheses, if the book content doesn't have any relation with life realities, they couldn't utilize them in real life (Slavin, 2015).

According to Carl Brighter, direct use occurs when the individual finds out the lesson subject, if the curriculum is coordinated with the learners' needs and interests, tendency is created in him to be able to utilize new opportunities and these activities make learning faster, deeper and more persistent (Talkhabi, 2011).

Tomlinson believes that the process of evaluating educational books and materials should include assessment and judgment about the impact these books have on their users. He points out that in the process of evaluating educational books and materials notice should be given to the book attractiveness and its materials for language learners, the capability of creating motivation, accommodation with learning objectives and flexibility (Tomlinson, 2008).

Then, for preparing effective educational content, educational activities and learning experiences should be adjusted so that reinforce each other and be congruous with the students' abilities and learning activities, to create the considered behavioral model in learner and regarding that educational goal is realization of subjects

and content of lesson plans for learners and this has a direct relation with the learner activities in learning process, therefore, lesson plan content should be designed and codified so that persuade them to be active , if training content is not appropriate to the learners innate motive, not only causes growth of talent and satisfying competence need in people, but also provides their creativity growth in them (Mehrmohammadi, 2005). here, content means those subjects which should be included in educational books and materials so that they could finally involve the learner in learning process and create desirable changes appropriate to pre-determined behaviors in the learner behavior (Niknafs&Aliabadi, 2013).

Ayşe (1985) besides emphasizing on the significance of selecting suitable and helpful contents, states that the best and most efficient teaching methods without using suitable contents in practice won't be respondent in educational process and won't follow effective yield. He believes that the content besides being attractive and having relation with objective and being proportionate with the learner experimental background and congruency with stages of the learner growth, ability and interest, should be a base for continuous learning and next trainings and motivate multiple learning activities (Mirzabigi, 2010).

According to William Rummy, the curriculum content should be designed and provided so that motivate the learners for learning and provide the ground of discovery, research and their active operation (Fazlollahi & Maleki Tavana, 2010).

On this basis, features of active training content in William Rummy view include:

1- It is an active content in which the learner is asked to answer questions whose answer isn't directly found in the text and he should contemplate on given information and assumptions and analyze them to find the questions answers. Therefore, active content is growing and reinforcing logical thinking.

2- That content is active which attract the student by means of questions and answers and causes the students focus on the given issue which has been discussed in the text, so active content is content which attracts the student's attention.

3- The content is active in which the student has been asked to do and experiment and analyze its results.

4- Active content is enriching and reinforcing the individual independence. Breeds the students' discovery spirit, in other words, ask the student to express the results who has acquired about the subject.

5- It asks the student to solve the issues discussed in the text.

6- It asks the student to face with opposed and contradictory views and be able to evaluate them and finally provides a solution. In other words, active content causes growth and reinforcement of critical thinking. The student selects the subjects, decides about solving problems and avoids from undue and troublous information and finally evaluates the solution and selects the best method for success (Delavar, 2007).

In this study, regarding the research objective , examining and evaluating the rate of activeness of the content in involving and participating the language learner in learning activity, for analyzing the content provided in the studied English language educational books, William Rummy content analysis method was used.

Therefore, the main question of this study is that if the used training content (books) of English language educationaladults' age group of Language institute has been provided in active method and involves the students in learning activity?

Question 1: Are English language educational books active and do they involve the students in learning activity?

Question 2: Are questions and activities present in English language active and do they involve learners in learning process?

Question 3: Are the questions and diagrams present in English language educational books active and do they involve the learners in learning process?

2. Research Method

The present study is of content analysis studies. Content analysis is a regular method for objective and quantitative description of educational plans books and texts content or comparing massages and content structure with learning objectives(Delavar, 2007). In this method, besides regular and objective description of training content, we evaluate the rate of using active method in providing content and examine if educational book and content used in various training levels of language learners actively involve the students in training and learning?

For analyzing the content of educational books in English language used in studied sample, from current models of content analysis, regarding the study objective and for answering research questions, William Rummy content

analysis method was used in three categories of texts evaluation, evaluating figures and pictures and evaluating activities and questions.

On this basis, first, the book content was divided to 3 sections of lesson text, book figures, activities and questions and then each part is evaluated regarding the options determined in Rummy method (10 categories for text, 4 categories for book and 4 categories for questions and activities present in books). Categories were divided to 3 parts of active, inactive and neutral and each class frequency is calculated and analyzed. In inactive classes, the students are not involved in scientific activities in real sense. In active categories, students are involved in learning and teaching of foreign languages. Neutral categories are those which don't play an important role in content evaluation and analysis and they could be ignored in evaluation. For calculating the students' involvement factor with content in this method, total active categories are divided by total inactive categories. The factor in the range of four tenth to one and a half (0.4 – 1.5) is special to books which have provided the content with active method and higher and lower than this range are evaluated as weak content (Fazlollahi S & M., 2010).

2.1 Population, Sample and Sampling Method

This study statistical population includes taught English books (student and work books) for adult age group in Iran Language Club of Foreign Language Training Institute. Regarding the span of Iran language centers throughout the country which now is active in 31 provinces and 100 cities with more than 230 centers and 300000 language learners in the field of English, French, Germany, Arabic and Spanish languages and English language is the dominant language in all of these centers(http://www.ilireg.ir, 2016).

Regarding that in this institute, English language is provided in three age groups of children, adolescents and adults and from elementary to advanced level, in this study given the study goal, educational materials (books) of adult group in all levels of basic to advanced were selected as studied sample for content analysis using William Rummy technique.

Since this group educational plan is so that for each level a main book (student book) and a work book has been considered, that each book   includes 6 to 10 units, so from each unit a paragraph, a picture or diagram and a question or activity was selected by regular random method and totally 540 cases from available texts, questions, images and diagrams in each of student and work books were selected and given the categories of Rummy content analysis method, tables 1 to 3 were adapted and options relating to term (text, question and picture) were evaluated and coded by researchers, so that by analyzing texts, questions, pictures and diagrams regarding the categories of William Rummy method, the content activeness or inactiveness was specified and then according to William Rummy formula, the rate of content activeness and that domain involvement was specified that the results re provided in separate tables regarding educational levels.

2.2 Data Collecting Tool

For analysis of English educational books used in the studied sample and collecting data a questionnaire was used which had been codified based on evaluation options in Rummy content analysis technique in three parts of text, exercises and pictures. All books (adult age group) were selected and accurately studied and training content including (text, diagram and picture and question)) were analyzed and the present data (text, diagram and picture and question) were prepared based on categories and components of (tables 1 to 3) which were based on Rummy content analysis method focused on three axles of components relating to text evaluation, pictures evaluation and evaluation of activities and questions. Regarding that the relevant options (10 options relating to text evaluation, 4 options relating to evaluating pictures and activities and 4 options relating to evaluating pictures and diagrams) and fiches were separately taken and it was tried that each category accurately to stand in its class and to be coded. After completing analysis process, evaluation and coding, information wererecorded in new form for determining William Rummy involvement factor. Evaluation criterion based on involvement factor formula was division of total active   options by total inactive options in each category that if the resultant factor is in the range of 0.4 to 1.5 , in that book content is provided in active method and lower or upper than this range is considered among weak and inactive content.

a. Text content evaluation method

In this section, 10 texts were selected from each book relating to educational level courses with regular random method and each term was classified regarding table 1 and numbered and then according to formula the rate of content activeness was specified. Generally, categories 1st to 4th are in inactive category and 5th to 8th category are in active provision method, since a great portion of learning activities is undertaken by the learner and 9th and 10th category are in neutral category.

Table 1. Categories of William Rummy content analysis method for text

item	category subject	presentation method
1	sentences and concepts which express reality, i.e. providing information without change and interpretation	inactive
2	sentences which indicate results of general principles about the relation between different subjects and assumptions	inactive
3	sentences which define a special phenomenon or concept	inactive
4	questions which have been posed in the text and their answer is immediately given by the author	inactive
5	questions which are posed in the text and the student should analyze the given assumptions and information for answering them	active
6	the student is asked to analyze the results which he himself has obtained	active
7	the students are asked to do a test and analyze the obtained results or solve the problems posed	active
8	questions which have been posed for attracting the students attention and the author hasn't answered them	active
9	sentences which don't include in any of the above categories or the reader asks to consider a test stages or looks a picture	neutral
10	simple recitative sentences	neutral

b. Evaluating analyzing pictures and diagrams

In this section, from both books (student and work book) relating to educational level courses, 10 pictures and diagrams were selected randomly and each were classified and numbered regarding its nature according to categories of table 2 and then according to formula the rate of content activeness is specified. 1st category is in the class of providing inactive pictures and 2nd category is in the class of providing active pictures and diagrams. 3rd and 4th categories are neutral and don't play any role in determining learning factor.

Table 2. Categories of William Rummy content analysis technique for pictures and diagrams

item	category subject	presentation method
1	pictures which have come in the book just for explanation and expressing a special subject	inactive
2	pictures which invite the student for performing a special test	active
3	pictures which explain collecting method of required means for the test	neutral
4	pictures and shapes which don't include in none of the above categories	neutral

c. Evaluation and analysis of questions and activities

In this section, from each book questions and activities of each unit were studied and each was classified regarding to its nature according to categories of table 2 and here categories 1 and 2 are inactive and categories 3 and 4 are active and then according to formula the rate of content activeness is specified.

Table 3. Categories of questions and activities content analysis

item	category subject	presentation method
1	questions whose answer directly exists in the book	inactive
2	questions relating to definitions	inactive
3	questions that for answering them the student should use what has learned in this chapter for concluding about new problems	active
4	questions which ask the student to solve a specific problem	active

3. Results and Discussion

Whereas the books used for adult age group in Iran Language Club English Language Training Institute have been examined in this study as sample and since this group educational plan is so that for each stage , three

levels and for each level a main book (student book) and work book have been considered, so both of these books relating to each level were analyzed and this study results have been presented in separate tables based on formula of calculating involvement factor with William Rummy method for each trainigstage. Regarding that each book includes 10 units , the present texts, questions and diagrams are examined and evaluated in each student book and work book and based on categories relating to the mentioned text, questions and pictures was evaluated. Then, frequency of each level category was analyzed and calculated for obtaining the learners involvement factor with training content for each category in the following tables.

Table 4. Analyzing lessons content of basic educational level

Pictures		activities & questions		text		Option	Levels	stage
Percent	frequency	percent	frequency	percent	frequency			
50	5	40	4	60	6	Active	Basic 1	BASIC
50	5	60	6	40	4	Inactive		
-	-	-	-	-	-	Neutral		
-	1	-	0.66	-	1.5	involvement		
60	6	60	6	50	5	Active	Basic 2	
40	4	40	4	50	5	inactive		
-	-	-	-	-	-	neutral		
-	1.5	-	1.5	0	1	involvement factor		
50	5	70	7	60	6	Active	Basic 3	
50	5	30	3	40	4	Inactive		
-	-	-	-	-	-	neutral		
	1		2		1.5	involvement factor		
53	1.14	56	1.31	56	1.31	basic level general involvement factor		

Based on table 4, the results of content analysis of books which are taught in basic level of language institute show that learners involvement factor with text books in basic stage are 1.5, 1 and 1.5 respectively based on William Rummy technique and more than 50% of texts provided in the educational level are in active form. Also, involvement factor with questions and activities in the 1st and 2nd courses is 0.66 and 1.5 respectively which shows that activities and exercises relating to 1st and 2nd basic level are active and questions provided in 3rd basic level are inactive. Involvement factor of books pictures in three levels is active and is 1, 1.5 and 1 respectively which is active. The involvement factor of learners for the whole stage in each case (text, questions, activities and pictures) regarding Rummy analysis method is in the range of 0.4 to 1.5 which is active and involves the learner in learning activity. Whereas learners involvement in communicational activities and effort is made for perceiving concepts, dialogue and communication usageand apprehensive language is the primary aim of language training, providing and designing suitable content could cause the learner relation with educational subject since language learning means establishing a relation and learners are expected to interact with each other through two persons and group activities or through their writings (Delavar, 2007).

Table 5 shows involvement factor based on William Rummy method for each of three levels, elementary level from 1st to 3rd and also total factor of learners involvement in elementary level, that this index in relation to provided texts in this level books is 0.035, so it can be concluded that the provided texts are inactive. Texts used in this educationalgrade are mostly subjects which express sentences and concepts stating reality or provide information without change and interpretation. If issues and subjects posed in books are designed so that instead of providing mere scientific information and their memorization by the learner, contains attractive subjects, questions and issues and are qualitatively and quantitatively proportionate and related to life features and conditions and training needs of language learner, besides attracting the attention of learners, motivate them for learning and provides the ground for research and curiosity and their active operation. Richards and Rogers believe that if learning activities are grounded on the relation and interaction of the learner and educational books subjects, if this relation is real and significant, based on learning theory and educational communicational approachthe learning process will be faster , deeper and more stable (Gómez-Rodríguez, 2010; Richards & Rodgers, 2014).

Table 5. Content analysis of elementary level lessons

pictures		activities and questions		text analysis		option	Level	stage
percent	frequency	percent	frequency	percent	frequency			
60	6	50	5	10	1	active	Elementary 1	ELEMENTARY
40	4	30	3	80	8	inactive		
-	-	20	2	10	1	neutral		
-	1.5	-	1.66	-	0.125	involvement factor		
60	6	70	7	0	0	active	Elementary 2	
40	4	30	3	100	10	inactive		
--	--	--	-	--	--	neutral		
--	1.5	--	2.33	--	0	involvement factor		
60	6	70	7	0	0	active	Elementary 3	
40	4	30	3	100	10	inactive		
--	--	--	--	--	--	neutral		
--	1.5		2.33		0	involvement factor		
--	1.5	--	2.12	--		basic level general involvement factor		

Also the involvement factor relating to pictures in this stage was 1.5, so the provided pictures in this stage are active. These pictures invite the learner to do a special test or activity. About using pictures and diagrams in educational books, experts believe that good and proportionate books are complementary of educational texts and for accurate massage transfer. Using pictures is very significant in learning process and causes inflorescence of creativity and learners encouragement to study. Researchers believe that using live pictures and real diagrams has an essential role in improving and using communicational language and a suitable function in subjects'realization, so educational books authors try to sue expertism views of skillful artists for coordination of texts and pictures for increasing involvement factor and activeness of educational content (Gupta, Verma, & Jawahar, 2012; Noorian, 2007).

Involvement factor relating to questions and activities of this level is 2.12 which show exercises and activities provided in this level are inactive. Whereas, active content encourage addressees to perform skill exercises, speaking, writing and reading and ask them to express their opinions about the posed subjects by analyzing texts and posed questions. Regarding that activities and exercises present in educational books are provided for creating an opportunity for stabilizing and reinforcing taught materials, designing various exercises and suitable and sufficient activities in educational books causes first, the learner to step for stabilizing and reinforcing taught materials and learning by solving problems and exercises relating to lessons and secondly create required opportunity for deep learning of educational subjects and mastery of them and provides the possibility of stage and evolutional evaluation of students by the teacher (Noorian, 2007). Therefore, regarding the results, this level books require revision in providing and codifying texts and activities and exercises for achieving considered efficiency and effectiveness in learning process by using better subjects and more suitable designing of questions and activities.

Based on the information of table 6, the language learners' involvement factor with texts in pre-intermediate level is 0.6, 0.25 and 0.67 respectively based on William Rummy technique. So we can conclude that based on Rummy analysis factor, the texts provided in this educational level are active in 1st and 3[rd]stages and inactive in 1st and 5[th]stage. Also, according to table 6 involvement factor with questions and activities in 2nd and 3[rd]stages is1.5, so we can conclude that questions relating to 2nd and 3rd stage have been provided actively and questions provided in 1st level (3.33) is inactive. Meanwhile, involvement factor of books pictures in 2nd level is active (1) and in 1st and 3rd stages inactive (1.67, 1.66 respectively).

Table 6. Analyzing lessons content of pre-intermediate educational level

pictures		activities & questions		text analysis		option	Level	stage
percent	frequency	percent	frequency	percent	frequency			
50	5	70	7	30	3	active	pre-Intermediate 1	PRE INTERMEDIATE
30	3	30	3	50	5	inactive		
20	2	0	0	20	2	neutral		
--	1.66	--	2.33	--	0.6	involvement factor		
50	5	60	6	20	2	active	pre-Intermediate 2	
50	5	40	4	80	8	inactive		
0	0	0	0	0	0	neutral		
--	1	--	1.5	--	0.25	involvement factor		
50	5	50	5	40	4	active	pre-Intermediate 3	
30	3	50	5	60	6	inactive		
20	2	0	0	0	0	neutral		
--	1.67	--	1	--	0.67	involvement factor		
	1.36		1.5		0.47	level total involvement factor		

Table 7. Analyzing content of lessons in intermediate level

pictures		activities and questions		text analysis		option	Level	stage
percent	frequency	percent	frequency	percent	frequency			
40	4	70	7	60	6	active	Intermediate 1	INTERMEDIATE
60	6	30	3	40	4	inactive		
0	0	0	0	0	0	neutral		
--	0.67	---	2.33	---	1.5	involvement factor		
30	3	60	6	30	3	active	Intermediate 2	
70	7	40	4	50	5	inactive		
0	0	0	0	20	2	neutral		
----	0.42	---	1.5	--	0.6	involvement factor		
20	2	60	6	40	4	active	Intermediate 3	
80	8	40	4	50	5	inactive		
0	0	0	0		1	neutral		
---	0.25	---	1.5	--	0.8	involvement factor		
	0.43		1.72		0.93	total involvement factor of intermediate level		

Based on table 7, involvement factor of language learners with text in intermediate level is 1.5, 0.6 and 0.93 respectively, so it can be concluded that the texts provided in this educational level are active. Also, the results show that involvement factor with questions and activities in 1st and 3rd stages is 2.33 and 1.72 respectively, so it can be concluded that the questions relating to 1st and 3rd stage are inactive and questions provided in 2nd stage are active. Involvement factor of books pictures in 2nd and 3rd stages in this level are 0.42 and 0.43 respectively which is inactive and only in 1st stage is active. Also, involvement factor of learners for total level in each case

(text, questions and activities) is active regarding Rummy analysis and for pictures, it is inactive.

Table 8. Content analysis of adult stage lessons in high intermediate level

pictures		activities and questions		texts analysis		option	level	stage
percent	frequency	percent	frequency	percent	frequency			
30	3	70	7	50	5	active	High Intermediate 1	HIGH INTERMEDIATE
70	7	30	3	50	5	inactive		
0	0	0	0	0	0	neutral		
--	0.42	--	2.33	--	1	involvement factor		
60	6	70	7	60	6	active	High Intermediate 2	
40	4	30	3	40	4	inactive		
0	0	0	0	0	0	neutral		
--	1.5	--	2.33	--	1.5	involvement factor		
30	3	50	5	50	5	active	High Intermediate 3	
60	6	50	5	30	3	inactive		
10	1	0	0	20	2	neutral		
--	0.5	--	1	--	1.67	involvement factor		
--	0.71	--	1.73	--	1.33	total involvement factor of high intermediate		

Based on information of table 8, involvement factor of learners with texts in high intermediate level based on William Rummy technique is 1.67, 1.5 and1 respectively, so we can conclude that the texts provided in this stage in 1st and 2nd level are active and in 3rd level inactive. Also, according to table, the calculated involvement factor for questions and activities in 2nd and 3rd level is more than 1.5 which indicates that the questions relating to these levels are inactive. Meanwhile, involvement factor of books pictures in 2nd and 3rd level is active and in 1st level inactive. Total calculated involvement factor in high intermediate level for each category (texts and pictures) is active regarding Rummy analysis index and is inactive for questions and activities.

Table 9. Content analysis of adult group lessons for advanced level

pictures		activities and questions		text analysis		option	Level	stage
percent	frequency	percent	frequency	percent	frequency			
10	1	90	9	30	3	active	Advanced 1	ADVANCED
80	8	10	1	40	4	inactive		
10	1	0	0	30	3	neutral		
---	0.13	---	9	--	0.75	involvement factor		
60	6	50	5	40	4	active	Advanced 2	
40	4	30	3	20	2	inactive		
0	0	20	2	40	4	neutral		
--	1.5	--	1.6	--	2	involvement factor		
50	5	70	7	60	6	active	Advanced 3	
40	4	30	3	40	4	inactive		
10	1	0	0	0	0	neutral		
---	1.25	---	2.33	--	1.5	involvement factor		
	0.75		3		1.3	totalinvolvement factor of advanced level		

Table 9 shows that involvement factor of learners with advanced levels based on William Rummy technique is

1.5, 2 and 0.75 respectively, so we can conclude that the provided texts in this educational level are active in 1st and 3rd levels and inactive for 2nd level. Also, according to table, involvement factor with questions and activities in 2nd and 3rd levels is more than 1.5, so based on William Rummy technique; the provided questions in this level are inactive. Meanwhile, involvement factor of pictures in 2nd and 3rd levels is active and in 1st level, it is inactive. Learners' involvement factor for all levels in each case (texts and pictures) regarding Rummy analysis technique is active and for exercises and activities is inactive and weak.

Table 10. Content analysis of adult age group lessons for each studied category

TOTAL Coefficient	total percent	number	neutral percent	number	inactive percent	number	active percent	number	training content evaluation
0.65	33.3	180	6	10	57	103	37	67	Texts
0.89	33.3	180	17	31	44	79	39	70	questions and activities
1.86	33.3	180	11	20	31	56	58	104	pictures & diagrams
1.01	100	540	11	61	44	238	45	241	Total

Table 10 shows the results of content analysis of used English books in adult group. That from total texts studied, 67 units were evaluated as active and 103 units as inactive, which indicates that 37% texts used for adults group have been evaluated active based on analysis index. Also, from total 180 units of studied questions and activities, 70 units were active, 79 units inactive and 31 units neutral. Examining and evaluating pictures of educational books in adult level shows that from 180 examined pictures, 104 units were active, 56 units inactive and 20 units neutral. Regarding the William Rummy analysis index, educational book content is evaluated active if it provides minimum 30% and maximum 70% of scientific issues and subjects. Otherwise, the content of educational book will be inactive. The results of this study indicate that 37% of texts, 39% of questions and activities and 59% pictures and diagrams of examined books include scientific subjects. So, based on this index, we can say that English books of Iran language institute adult age group books have been provided actively.

Table11. Involvement factor of adult group training content for each educational level and studied category

TOTAL Coefficient	Advanced	High Intermediate	Intermediate	Pre Intermediate	Elementary	Basic	(Level training content)
0.65	1.30	1.33	0.93	0.47	.035	1.31	Texts
0.89	3	1.73	0.72	1.5	2.12	1.31	questions
1.86	0.75	0.71	0.43	1.36	1.5	1.14	pictures

Table 11 shows the results of involvement factor in English books used in Iran Language Institute for each educational level in each of studied categories based on William Rummy determination method. Involvement factor with texts of educational books in elementary level was very weak (0.035), but texts used in books relating to basic, advanced and intermediate levels, it was active, but in total involvement factor with text for all examined books (180 units assigned factor 0.65% to themselves that based on William Rummy the texts of books used are active and involve the learner in learning process and indicates that the texts present in the studied books includes subjects which cause attraction of the learners attention and ask him to analyze given information and assumptions for answering posed questions. Therefore, the learner during educational process becomes involved and is encouraged to use his taught materials for conclusion and learning newer subjects. Also, in the issue of analyzing examined questions and activities, the calculated involvement factor was 0.89 that regarding that it is in the range of 0.4 to 1.5 was evaluated active. Therefore, exercises and activities of these books involve the learner in learning process. Existence of suitable exercises and activities, in respect of addressing language skills , existence of individual and group exercises by providing grammatical points in the book create a suitable opportunity for providing independent answers by learner and the capability of change and displacement of exercises. Also,presence of questions and activities that for performing previous taught materials should be used and are used for concluding about new problems are considered among strengths of these books.

The results of analyzing pictures of educational books for adult age group show that the calculated involvement factor was 1.86, which was more than index domain of William Rummy domain. This factor explains this point

that the pictures present in the books are inactive and don't involve the learner in the learning process and pictures and diagrams in these books have only been used for presenting objects, instruments and human and explaining the subject not as motivating means and or pictures which involve learners in performing activities or a special test.

Regarding that suitable usage of pictures and diagrams based on performed research and educational expert views is one important components in designing training content and picture language is more effective than any other communicational means for knowledge publication that besides creating an objective resources for word information, provides this opportunity for learners to experience and predicate their experiences in an observable form. it is proposed that in preparing training content for various levels, regarding learners features and also important and different functions that pictures have in learning, given the views of researchers and skillful artists, give more attention to this important issue for coordination of texts and pictures for increasing involvement factor and activeness of training content, so that besides making the content more attractive and creating a visual base for re-reading of facts, make learning process easier and meaningful and the learner participate in learning process(Mergo, 2012).

4. Conclusion

Preparing and codifying training content is one of main stages in learning – teaching process. If learning content is provided and adjusted based on principles derived from scientific achievements and new educational technologies, it increase the power of attracting attention and focus of learners attention and result in participation and involvement of learners in learning activity and as a result, causes increasing of knowledge, growth of abilities, skills and tendencies of learners and finally realization of educational courses objectives. This study was conducted with the aim of analyzing content of English books taught in English language institute in respect of activeness of educational content including texts, exercises, activities and pictures in participation and involvement of English language earners to find out if training content (educational books) used in Iran English language Institute have been designed in active and suitable form based on William Rummy technique and involve learners in learning activity. The results showed that totally training content (texts, questions and activities) included in taught books in the studied sample have been designed in active form based on William Rummy technique and involve language learners in learning activities. But the content in some levels especially in basic levels of this training group require revision in using pictures and exercises. Therefore, it is required that experts, researchers and authors of curriculum using research results and experts views and experiences of training authorities, try to design and provide training content of various levels and stages so that learners are encouraged for learning and provide the ground for discovery, research and their active operation, so that besides saving in time and training costs, educational plans objectives are realized.

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