

## Evaluation of EFL Textbooks from Teachers Viewpoints on the Ninth Grade High School Prospect<sup>3</sup> Based on Ghorbani's Checklist

Safoora Sadeghi\*

Department of Education, Minab, Iran

### Abstract

The present study aimed to investigate teachers' attitude towards the third-grade secondary school new English textbook called "Prospects 3". To this end, 25 teachers from different High schools in Minab took part in the study. The selection of participants was based on convenient sampling. In order to collect relevant data for the study a textbook evaluation checklist formed by Ghorbani which consisted of 42 items about four aspects of textbooks, including: Aims and achievements, Skills, Language Type, and Technical considerations were administered to teachers. The researcher used a mixed method for the study. The data was subjected to analysis through descriptive statistics. Findings indicated that although the book has some strong sides, teachers pointed to major weaknesses in textbook in terms of lack of glossary list, shortage of time to cover the stated objectives and a need to recycling the newly learned vocabularies in subsequent lessons. Finally, the result of the study revealed that with respect to this new formed ELT textbook, teachers had more positive attitudes towards aims and achievements, skills, and technical considerations of the book. The findings also revealed that EFL teachers showed the least positive attitude towards Language type, and this study can be important for EFL teachers and learners in Iran. This finding has important implication for teachers since it makes them more aware of the in-depth evaluation and examination of the textbook they are dealing with.

**Keywords:** evaluation, textbook, teachers' attitude, case study

### INTRODUCTION

The analysis and evaluation of existing textbooks plays a very important role in the process of developing new textbooks (Lee, 2013). Analyzing and fixing problems with existing textbooks provides the basis on which the direction of development of new teaching materials can be presented. One essential consideration in the evaluation process is obtaining the teachers' perceptions of the value of the materials. Since language teachers can teach successfully if they enjoy the materials they are employing, it is essential to take teachers' opinions and experiences into consideration (Hammad, 2014). Additionally, the selection of materials involves matching them against the context in

which they are going to be used. Thus, there is a critical need to involve teachers in the evaluation process. In order to improve any textbook usability or develop it, it is necessary to explore the opinions of the users of the textbook: Teachers and Students (Kim, 2015). As for evaluating EFL materials in particular, Hammad and Abdellatif (2012) view that exploring EFL teachers' perceptions of the learning materials can offer insightful information about such materials. Tok (2010) also provides that EFL teachers have the right to participate in evaluation since they are the real users of school textbooks.

Learning a second or foreign language is so important that it proves to be one of the basic course of most educational systems. Course books are a core part of any curriculum as the unique contributors to content learning. They are perhaps, the most commonly used course materials in transmitting knowledge and skills. The growing popularity of course books can be justified through several pedagogical reasons. Tomlinson (2003), for example believes that "a course book helps provide a route map for both teachers and learners, making it possible for them to look ahead to what will be done in a lesson as well as to look back on what has been done." (p.39). Materials evaluation is an educational necessity because it shows how a textbook can be improved or justified. Teaching materials have a direct influence on the process of learning and teaching. Nunan (1988) states materials are in fact an essential element within the curriculum and do more than simply lubricate the wheels of learning. For many educational planners, as well as language teachers and learners' textbooks are one of the most important elements of education. Sheldon (1988, p.6) contends that "textbooks are visible heart of any ELT program syllabuses and curriculum designed and developed by the Ministry of education and under the supervision of this organization. After near a quarter of a century, the ministry of education started to change the English textbooks of junior and senior high schools in Iran because the general impression, technical quality, and appropriateness of these textbooks have been always under fierce debate and criticism. Moreover, social, economic, political and ideological changes that have happened in our country influenced the needs, attitudes and interests of people (Nahrkhalaji, 2012). A commonly posed question is that why after seven years of teaching English in our schools graduated students could not exchange the simplest meanings and the mostly heard answer is that they are not pedagogically effective and theoretically adequate. The current textbook evaluation was carried out to evaluate the appropriateness and suitability of English book 3 used in Iranian secondary school from teachers perspectives at Minab secondary schools.

The purpose of this research is to evaluate the appropriateness and suitability of English book 9 used in Iranian high school from teachers perspectives at Minab high schools. Thus the current research investigates the quality of the ninth grade high school of English textbook prospect 3 set through demonstrating an attitudinal questionnaires to teachers. This questionnaire asks for teachers' point of view about the weakness and strength of textbook prospect 3.

## REVIEW OF LITERATURE

As Zohrabi (2011, p.216) argues materials specially, course books need to be evaluated at every stage of the course in order to find their weakness and improve them. In evaluating a textbook, we need to know how it meets learners need. In other studies, Yarmahmoodi (2002) and Abdollahi Guilani, et al (2011) concluded that there is not authenticity in Iranian ELT books. They also added that there is not correspondence between the students' needs and the content of materials. In a study done by Litz (1997), ELT textbooks in South Korea were proved to be successful in reaching their desired goal. In his case study on ELT textbooks not only did he take in to account skills, content, tasks, appraised cost availability, authors and publisher credentials layout and design and packages and websites related to the book evaluated. The textbook was shown to enjoy far more positive characteristics and it was able to suit the needs of the Korean learners. Multi skills syllabus, clear and logical organization of the book inclusion of teaching strategies and vocabulary skills were among the positive trait of the book. Webster (2005) also defined the curriculum as "the course offered by educational institution" (p. 284). In the resent years, the quality of education in many countries of the world has been of a national concern the three major pillars of education are student achievement, teacher proficiency and curriculum (Al-Rasheed, 1998). The components of curriculum are identified as the educational objectives, the contents the teaching strategies, and the evaluation techniques (Miller & Seller ,1985; Thomas, 2007). Talmage (1972) stated that in in the beginning of the 1990, the textbook was synonymous with the curriculum. Furthermore Garinger (2002) stated that a textbook could be a curriculum, so a very important part of any educational curriculum is its textbook. Richsrds (2001) consider textbooks as an important source to help new teachers in their course and activity design. Crossley and Murby (1994) asserted that "one of the most cost-effective ways of improving the quality of education in developing countries is the increase access to textbook that are pedagogically sound culturally relevant and physically durable" (p.110). This suggests again that researching the book appearance and the academic and cultural contents are important during analysis.

### Textbook Education and Curriculum

Textbook evaluation is a complex matter, as there are many variables which may affect the success or failure of a textbook in a particular course of instruction, and in carrying out an evaluation. Evaluators need to take many decisions. One is the selection of criteria for evaluation because no general list of criteria is perfect. The evaluation criteria may vary, depending on the specific circumstances of teaching and learning contexts. Many useful approaches and checklists for evaluation criteria have been proposed by Ellis (1997), McDonough and Shaw (1998) McGrath (2002), Tomlinson (2003), etc., which vary according to particular ELT contexts. Evaluators can choose from the available checklists for their evaluation, or they can select their own criteria to reflect the priorities of their own specific teaching and learning contexts. According to Tomlinson (1999), evaluation has different purposes. For example, if the reason for evaluation is to improve the materials, the purpose is to find out the causes of problems that occur when the learners use the materials (Alkhaldi, 2011). However, many authors (Tomlinson 2003;

Tomlinson & Masuhara, 2004) argue that materials are often evaluated impressionistically by teachers and the impressionistic way of materials evaluation has come under criticism for being unempirical or unscientific (Mukundan, 2006). To avoid this, they suggest that materials evaluation should apply rigorous, systematic and principled procedures in order to make sure that the materials are devised, selected and adapted in reliable and valid ways. The systematic and principled evaluation criteria are very important in this case because in this teaching and learning context materials constitute the main exposure which learners have to the target language (Mishan & Timmis, 2015). Being aware of that, the researcher of this study has developed the evaluation criteria based on Tomlinson's (2003) framework, adding some more criteria from other authors through a thorough reading of the related literature. Therefore, the framework of this study may contribute to the achievement of greater validity and reliability for the specific teaching and learning context in the Mekong Delta.

## **RESEARCH DESIGN**

This is a mixed study which has no experimental or control group and is based on the textbook evaluation. This research is a material evaluation study using a mixed approach. The means of the answers to the checklist criteria are also represented through bar charts. The researcher also used the interview to generalize the study.

### **Participants**

This study relied on the active participants of 25 teachers of the high schools in Minab teaching prospect 3. They asked to fill the questionnaire related to textbook evaluation. The participants were both male and female.

### **Instruments and Data Collection**

The two instruments for this study were the Prospect3 written by- Alavi Moghaddam et al. (2015), as a newly designed textbook for secondary school students at Ninth grade was selected. The book consists of six lessons including: personality, travel, festivals and ceremonies, service, media health and injuries and work book; however, the evaluation was not based on a single lesson and the overall concept of the book was considered in this study. Ghorbani's (2011) checklist is an instrument that helps practitioners in English Language Teaching evaluate language teaching materials, like textbooks. It allows a more sophisticated evaluation of the textbook in reference to a set of evaluative criteria. The researcher has examined some valid checklists, and among them has chosen Ghorbani's checklist (2011) including 42 questions under four main categories. He has developed this checklist three years earlier to evaluate the old books taught at Iranian high schools. Ghorbani (2011) has utilized several checklists in addition to some criteria of his own to design a localized checklist suitable for the Iranian school books.

The researcher distributed the mentioned checklist among the teachers. First the researcher telephoned the schools and talked to the principals to know when the ninth grade school teachers attend at school, and when they are free to answer to the checklist questions. The teachers who filled the checklist in the presence of the researcher did it usually around a quarter. The collection of the checklists took about two months. The

interview also occurred at the same time to seven volunteer teachers who had a greater amount of free time to describe Prospect 3 in a more detailed manner. The interviews took 10 to 30 minutes each. Concerning the time, some teachers just discussed advantages and disadvantages of Prospect 3 very quickly, while other teachers in addition to merits and demerits answered some questions regarding culture, background knowledge and etc. The teachers performed the evaluation based on almost a year that the newly published book was distributed all through the Iranian schools. However, as the teachers and the students were still dealing with Prospect 3 during the research study, the researcher conducted a whilst- use evaluation concerning Prospect 3.

## RESULTS

### First Research Question

The first research question was *Is prospect 3 appropriate for Iranian high school students in terms of physical and utilitarian attributes?*

**Table 1.** The Results of Checklist from the physical and utilitarian Attributes

Textbook evaluation scales	0		1		2	
	N	%	N	%	N	%
<i>General appearance</i>						
tem 1	14	56	7	28	4	16
tem 2	2	8	7	28	16	64
tem 3	2	8	17	68	6	24
<i>Layout and design</i>						
tem 4	18	72	4	16	3	12
tem 5	2	8	8	32	15	60
tem 6	10	40	11	44	4	16
<i>Visuals</i>						
Item 7	6	24	14	56	5	20

0=Poor                      1=Satisfactory                      2=Good

As shown in table1, 56% of teachers stated that the outside cover is not informative and attractive, while 28% believed that the design of book is satisfactory. (Item1)

The second item that asks about the appropriateness of the font size and type of the textbook, confirmed positively by 64% of the participants, and 28% were satisfied with font size and type of the book. (Item2)

Around 68% of the teachers gave satisfactory responses to item three. (Item3)

For item four ,72% of teachers believed that there is not a detailed overview of the function and structures in each unit. (Item4)

60% of the participants stated their agreement in this aspect, which indicates that there is appropriate overview of vocabulary in the book, but 8% disagreed with this issue. (Item5)

Some teachers about 40% believed that there are mistakes in the book. (Item6)

For the last item in this domain, 56% of teachers were satisfied with visuals. (Item7)

### Second Research Question

The second research question was " *Is prospect 3 appropriate for Iranian high school students in terms of efficient outlay of objectives and supplementary materials?*"

**Table 2.** The Results of Checklist from the efficient outlay of objectives and supplementary materials

Textbook evaluation scales	0		1		2	
	N	%	N	%	N	%
<i>Book objectives</i>						
item8	17	68	6	24	2	8
item9	8	32	2	8	15	60
<i>Teaching aids</i>	N	%	N	%	N	%
item10	1	4	10	40	14	56
item11	5	20	6	24	14	56
item12	16	64	7	28	2	8

0=Poor                      1=Satisfactory                      2=Good

The first item in this domain is about the relevance of objectives to learners' need and interest.56% of the teachers stated that they are satisfied in this aspect, but 24% disagreed with this issue. (Item8)

The second item in this part which is about balance between four main skills, listening, speaking, reading and writing, were answered by 68% of the teachers in negative way, while 24% were satisfied with this item.(Item9)

60% of teachers believed that activities allow students to talk more than teachers but 32% declared they are not satisfied with this item.(Item10)

56% of teachers admitted that the activities and exercises introduce the main principle of CLT.(Item11)

In the last case of this section, 64% of the participants stated that the activities used in the book do not enable the learners to use English outside the classroom. (Item12)

### Third Research Question

The third research question was *Is prospect 3 appropriate for Iranian high school students in terms of learning-teaching content?*

**Table3.** The Results of Checklist from the Subject and content

Textbook evaluation scales	0		1		2	
	N	%	N	%	N	%
<i>Subject and Content</i>						
item13	21	84	2	8	2	8
item14	8	32	14	56	3	12
item15	4	16	17	68	4	16

0=Poor                      1=Satisfactory                      2=Good

As indicated in table 3, 84% of the participants didn't support the statement that the book contains fun elements.(Item13)

About 48% of teachers stated that the subject and content of this book is not interesting, challenging and motivating, while 44% of participants were satisfied with this item. (Item14)

68% of teachers were satisfied with the statement that the topics provide a list of new or difficult words, while 16% of them rejected this item, and the rest 16% agreed this statement. (Item15)

### **Forth Research Question**

The forth research question was "*Is prospect 3 appropriate for Iranian high school students in terms of language skills?*"

The four skills of language (also known as the four skills of language learning) are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. These skills are **Listening**, **Speaking**, **Reading**, and **Writing**. In the context of first-language acquisition, the four skills are most often acquired in the order of listening first, then speaking, then possibly reading and writing.

**Listening** is the first language skill we acquire in our native language. It is what is known as a receptive skill, or a passive skill, as it requires us to use our ears and our brains to comprehend language as it is being spoken to us. It is the first of two natural language skills, which are required by all natural spoken languages.

**Speaking** is the second language skill we acquire in our native language. It is what is known as a productive skill, or an active skill, as it requires us to use our vocal tract and our brains to correctly produce language through sound. It is the second of two natural language skills.

**Reading** is the third language skill we may acquire in our native language. As with listening, it is a receptive or passive skill, as it requires us to use our eyes and our brains to comprehend the written equivalent of spoken language. It is one of the two artificial language skills, as not all natural spoken languages have a writing system.

**Writing** is the fourth language skill we may acquire in our native language. As with speaking, it is a productive or active skill, as it requires us to use our hands and our brains to produce the written symbols that represent our spoken language. Along with reading, it is one of the two artificial language skills, as not all natural spoken languages have a writing system.

The descriptive statistics related to language skills are presented in Table 6.

**Table 4.** The Results of Checklist from the Language Skills

Textbook evaluation scales	0		1		2	
	N	%	N	%	N	%
<i>Listening</i>						
item23	8	32	1	4	16	64
item24	17	68	6	24	2	8
<i>Speaking</i>						
item25	1	4	10	40	14	56
item26	13	52	6	24	6	24

	N	%	N	%	N	%
<i>Reading</i>						
item27	14	56	5	20	6	24
item28	2	8	3	12	20	80
<i>Writing</i>						
item29	16	64	2	8	7	28
item30	4	16	19	76	2	8
item31	5	20	5	20	15	60
<i>Vocabulary</i>						
item32	18	72	4	16	3	12
item33	6	24	17	68	2	8
item34	12	48	11	44	2	8
item35	22	88	1	4	2	8
<i>Grammar</i>						
item36	18	72	4	16	3	12
item37	3	12	3	12	19	76
item38	16	64	7	28	2	8
item39	6	24	5	20	14	56
item40	2	8	3	12	20	80
<i>Pronunciation</i>						
item41	6	24	13	52	6	24
item42	7	28	16	64	2	8

0=Poor                      1=Satisfactory                      2=Good

As it was estimated, the first item in this domain confirmed positively by 64% of teachers, While 32% rejected the statement that the textbook has appropriate listening tasks with well-defined goals. (Item23)

Around 68% of teachers gave negative response to the second item which is about exposing the students to the voice and pronunciation of the native speakers of English. (Item 24)

Nearly all teachers agreed that activities are developed to encourage student-student and student-teacher oral communication. (Item25)

52% of the participants stated that there aren't sufficient materials for spoken English, while the rest responded this item in positive way. (Item26)

As indicated in table 6, 56% of teachers believed that most of reading passages are not up-to-date, interesting and meaningful. (Item27)

The second item in Reading part which asks about appropriateness of length of the reading texts confirmed positively by 80% of teachers. (Item28)

64% of the participants did not support the first item in writing domain, but 28% of teachers agreed the statement that some of writing tasks are easy for most of the students and the rest 8% declared their satisfaction with this matter. (Item29)

It is obvious that 76% Of teachers expressed their satisfaction with the statement that writing in textbook are guided and controlled. However, 16% of them disagreed with this issue. (Item30)



60% of respondents stated their agreement in this aspect, which indicates that writing activities are suitable in terms of length, degree of accuracy, and amount of guidance. (Item31)

As shown in table 6, most of teachers disagreed the first item related to vocabulary that asks about appropriateness of the load (number of new words in each lesson) to the linguistic level of students. (Item32)

While around 68% of the participants were satisfied that the exercises for vocabulary are rich and adequate, 24% of the respondents expressed their disagreement. (Item33)

48% believed there isn't specific method for teach new vocabulary. (Item34)

The great number of disagreements refer to the statement that the sentences and examples use the words that are known by learners, teachers also believe in lack of a glossary and vocabulary list at the end of the book. (Item35)

The first item in grammar regarding the appropriateness of time allotted for teaching the material confirmed negatively by 72% of teachers, while 12% agreed and the rest 16% were satisfied with this issue. (Item36)

Most of teachers declared their agreement and satisfaction on statement that the grammar lessons are often derived from listening and reading passages. (Item37)

It is obvious that 64% of teachers believed that grammar examples are not appropriate and interesting to the student's level. (Item38)

This investigation showed that 56% of the participants agreed with easy and brief examples of grammar points and 24% rejected this matter. (Item39)

The last item in the grammar part, which asks about designing the structures in a way to be taught inductively confirmed positively by 80% of teachers. (Item40)

As it is shown in table 6, 52% stated that pronunciation is easy to be learnt. However, 24% of teachers denied this matter. (Item41)

In the last case of this section, more than half of teachers stated their satisfactory with the last item, while 28% rejected this issue. (Item42)

### **The Evaluation of Prospect 3 Based on Interviews**

As stated before, seven teachers participated in the interview. They expressed positive and negative points about prospect3. Generally, they believed that the new book is much better than the old book that just focused on reading and grammar. One of the main advantages of Prospect3 is that it follows Communicative Language Teaching method; the method which aims to enable students to establish effective communication as mentioned by Tomlinson (2005). Almost all the teachers argue that learning a language cannot be apart from learning its culture. Larsen- Freeman (2000) also states this regarding CLT; some aspects of culture are especially significant in order to communicate. However, the book only represents Iranian culture as well as pictures. It has also been mentioned that first students are going to be introduced to English as a foreign language through their own culture, and then in other English for School books the new culture

would also be introduced. Picture is another concern of the students who believe it descends motivation. Based on the principles of CLT method that Larsen- Freeman (2000) explains, it involves all the four skills. However, the teachers claim that writing skill and the integration of the four skills are not taken into consideration in Prospect 3. Besides, although function is emphasized over form, form is as well taken into consideration (Larsen- Freeman, 2000). The teachers mention that grammar, pronunciation and its components, stress and intonation have no place in the book. Fluency and accuracy activities are both involved in CLT method (Larsen- Freeman 2000). Since the book is written for the students who are exposed to English language learning for the first time, and they have very little chance to use the language outside of the classroom, two hours a week.

In such situations Prospect 3 would become less satisfactory. It could be concluded from the interviews that the role of the students plays an important part to learn English both with and without background knowledge; the book needs some adaptations to reach the CLT goals though.

On the whole by considering the results, the new book published by the Ministry of Education of Iran shows levels of improvement in comparison to the old school books.

The first question was about the book layout and its appearance which was subdivided into questions related to quality of papers, color, and so on.

They responded to the first question that the layout and appearance of the book are ok. Jim said:

*The size of the book is good. I prefer the large size, but they have changed it to the small size for the prospect 3.*

About the cover he added that:

*I should say its perception is difficult for the students.*

Another part of this question was about headings which Jim described them good, but Harry, another teacher, did not like the way they are presented.

Another question was about teaching aids, which Tom said:

*Its CD is good and complete, although the speakers of the CD are not logical.*

Regarding the second interview question about the content of the book, whether they are well formed and attract the students, Harry said:

*I really don't understand how to teach the book.*

Alex stated that:

*The content of the book is a mix of politics, religion, and language. It tries to preach morality and so on. I should say this book tries to use communicative language teaching approach. As you know, in this method you can use native language in the classroom.*

The third interview question was about the objectives of the book. In this regard, Ann stated that:

*The objectives are clear. In each lesson, an objective is presented.*

Betty briefly averted that:

*There is no clear objective.*

Alex stated that:

*A very weak point of the book is that the words have not been repeated in the later lessons. For example, you see a word in lesson one and never see it again.*

The fourth question of the interview was related to the language type of the textbook. The teachers were asked if they think the kind of used language.

Ann believed it is not authentic at all. Alex criticized it and said it is not English but Fenglish. In this regard Harry said:

*There are strange nouns which you cannot find in English.*

Similarly Betty believed that:

*The type of language is usable for students, and the exercises designed to be used in real situations.*

Another question was about skills. Most of the teachers had similar opinions related to this issue. Most of them believed that the most attention is paid to

listening and speaking. Betty believed:

*There is no text actually in this book and we cannot call it a textbook.*

Alex affirmed that:

*Audio materials are practical and useable.*

Harry said:

*This book just focuses on listening and speaking .No attention is paid to reading and writing.*

The sixth question was about the activities .The teachers were asked, whether the activities are suitable, sufficient, and clear. Most of them declared that they are clear because instructions are in Farsi and students understand what to do. However, Alex believed that the exercises do not suit the lessons.

When answering the seventh question which was about cultural values, most of them answered that they Alex believed that:

*The book tries to convey religious and national culture through itself and no attention is paid to the culture of source language.*

## **DISCUSSION**

Teacher's attitude towards the integration of skill is positive. As most teachers believed, all skills had been integrated in the new book. This idea is in congruent with communicative language teaching and learning. The language used in the textbook is not authentic and accurate. Teachers believed that the language used for the book was not quite authentic and accurate. As they rated the checklist, they saw that there were,

however, more cases of which the language was quite artificial not natural. The names used in the book have been localized and they are not authentic. The conversations have been produced and manipulated by Iranian EFL students and we cannot claim that they are authentic and accurate. However, the vocabulary load is suitable. As it is clear from the table, almost all of the teachers expressed that the vocabulary load was good, still, there was no room to use words practically.

As most teachers contend, the book has no problem regarding the quality. However, it can have a better quality like most ELT books available and taught in different language institutes in Iran such as Top Notch, Interchange, and Four Corners. Of course, the new book cannot be comparable to these authentic books available in markets. Findings of this study are in contrast with those of Aliakbari (2004) and RimaniNikou and Soleimani (2012), who both concluded that The ELT textbooks in Iran appeared too weak to provide new information or broaden teachers' worldview or cultural understanding. Teachers believed that generally, "Prospect 3" did not include authentic materials, this is in line with, Yarmohammadi (2002) who concluded that these textbooks suffered from not authenticity and English and Persian names being used interchangeably. Furthermore, the results of the study are in line with the beliefs of Posner (1995) who claimed that analyzing curriculum would allow individuals to better understand the strengths and the weakness of that curriculum, which in turn could be good guide to apply in the context. Pinar et al. (2004) also confirmed that, "The process of evaluation was essentially the process of determining to what extent the educational objectives were actually being realized by the program of curriculum and instructor" (p.732).

The results obtained from this study could imply that the textbook under study, unlike the previous textbooks, had partially aroused the interests of the users. Thus, it seems that the development of the EFL materials for other grades at school could imitate the salient features of this textbook. The use of colorful pictures, authentic language, practical exercises and dialogues, and speaking and listening activities are a number of positive points regarding the textbook under the study. The other point refers to the photos in the textbook, which are considered as one of the advantages of the book.

According to the teachers' beliefs, the Physical and utilitarian attributes of the textbook was established effectually. For instance, teachers stated that adding title page, impact page and get ready parts are good ideas for warming up. They believed "Prospect 3" contains sufficient number of visuals to some extent. The results generated through responses to this section were in agreement with the findings of Litz (2001) who investigated the appropriateness of "English Firsthand 2". Regarding evaluating the subject and content of the textbook, the findings indicated that most of the teachers were not satisfied with the textbook subject and content. Based on a vast majority of the teachers, the subject and content of the textbook were not motivating and interesting, and did not contain realistic features and sufficient varieties. In this regard, the findings of this study were in agreement with the work of Ahour, Towhidiyan, and Saeidi (2014).

According to the results obtained from the "activities" part, most of the teachers responded favorably to the items of this section. Teachers believed that exercises have clear instructions and explain how every exercise can be done. For the last part "Language

skills”, outcomes showed that majority of the teachers disagreed on the appropriateness of English textbook “Prospect 3”. According to teachers’ perspectives, results revealed that the textbook did not include the skills that the students need to improve their language proficiency. In addition, they claimed that the textbook did not establish an appropriate balance of the four basic language skills. The textbook has not been successful in familiarizing students with cultural matters of other countries. Furthermore, teachers stated that the textbook did not highlighted natural pronunciation. Finally, Teachers emphasized that due to the vocabulary load in the reading passages, the students had great difficulty in comprehending the reading texts and doing the related tasks and activities. The results of the “skills” section of the current study contradicted with the findings of Riasati and Zare (2010) who evaluated the appropriateness of New Interchange Series.

## CONCLUSION

The results which have been achieved through both the evaluation process and the interviews could supply the textbook writers and publishers with some adaptations to be taken into consideration to broaden this enhancement and provide the most perfect materials for the rest of the series. Definitely this evaluation study needs to be replicated in order to define the book on the basis of the long-term goals and more importantly long term memory. Because Tomlinson (2003) believes that the post- use evaluation, which provides us with the mentioned results, is the most comprehensive kind of evaluation that could be performed. Since the book is newly published (in 2015), such an evaluation could not be achieved, thus another evaluation of Prospect 3 was substituted.

Whilst- use as well as post- use evaluations are necessary regarding the other new books from English for School series. When the pack is complete and all the books are utilized, the results concerning how much Prospect books answer the needs, and how much they prepare students for future, will be of great importance. In addition, another significant factor is that the present research study is only based on what students think about the book, and how they view Prospect 3. So there is a need for a research that teacher’s ideas could also be taken into consideration to express their views toward the book. Such results could be compared with teacher’s ideas or complete the findings.

To sum up, based on the reviews provided in the present study, it is suggested that perhaps one of the crucial reasons for the inefficiency of the EFL high school textbooks used in Iran is related to their shortcomings and weaknesses. In conclusion, there may be an essential need for the prescribed EEL textbooks to be modified by the Iranian syllabus designers and textbook developers. In revising the textbooks, good qualities of the textbooks should be retained and the shortcomings should be eliminated. It is suggested that textbooks authors pay close attention to these shortcomings and redesign the textbooks in line with latest trends in the world.

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