



A Comparative Study of Iranian EFL Teachers' versus Learners' Perceptions of High School English Textbooks

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Abstract

Textbooks play a very crucial role in the process of language teaching and learning. They affect the whole language learning/teaching process. The purpose of this study was to carry out an evaluation of English textbooks currently in use at high schools in Iran from teachers' and learners' points of view in a comparative way. To this end, the study employed a mixed methods design. The data were collected through questionnaires with 43 close-ended items consisting of nine different sections. The results showed that both the teachers and the learners believed that the high school English textbooks are highly ineffective in terms of actual activities, language functions section, pronunciation practice, physical make-up, reading texts, speaking and writing sections and are effective only in terms of vocabulary section, and grammatical points. It can be concluded that the English textbooks used in Iranian high schools cannot meet the Iranian learners' and teachers' needs and wants since they are grammar-based. The findings of this study can be used by the textbook designers in order to take account of the teachers' and learners' preferences and perceptions while designing new editions of the textbooks.

Keywords: Textbook, Textbook Evaluation, syllabus design, Perception, EFL Learners, EFL Teachers

1. Introduction

Textbook is an almost universal element of English language teaching and no teaching/learning situation is complete until it has its relevant textbook. In educational programs, textbooks are considered to be one of the invaluable components and reliable resource for teaching and learning process. They are important resources for teachers in assisting learners to learn every subject including English. For EFL learners, the textbooks become the major source of contact they have with the language apart from the input provided by the teacher. Moreover, Dubin and Olshtain (1986) state that the tangible element that gives a language course face validity to many teachers and learners, is the textbook. That is why textbook selection and evaluation appears to be a very important issue in teaching and learning process.

2. Review of the Related Literature

2.1 *The Importance of Textbooks in Language Learning*

EFL teaching materials are important elements of the curriculum and they are an essential aid for learning which interact with the syllabus, teacher, and learners. Nunan (1991) argues that teaching materials are like flesh on the bones of the course content. Richards and Rogers (1986, as cited in Bahumaid, 2008) believe that even if there is no syllabus for the language course, teaching materials can still fulfill this role. Moreover, since they determine certain parts for the teacher's presentation and others for learner practice and classroom activities, materials can be said to be useful in defining the roles of both teachers and learners (Wright, 1997). Therefore the role and uses of instructional materials in all language programs are significant aspects of language curriculum development. Textbooks are the instructional materials that are widely used in language classrooms. As Davison (1975) states after the teacher, the next most important factor in foreign language classroom are the textbooks. They are considered as an effective resource for self-directed learning and self-study, an effective resource for presenting materials by the teachers, an effective source of ideas and activities, a reference source for learners, a syllabus that reflects predetermined learning objectives, and support for novice teachers. Moreover, Razmjoo (2007) believes that many learners who work with a textbook feel secure, become more confident, independent and satisfied and have a sense of progress and achievement because they always have a book to relate to, and this textbook provides them with the opportunity to go back and revise whenever they need, to self-study and to use it as a reference tool.

2.2 *Textbook Evaluation*

According to Tomlinson et al. (2001) textbook evaluation is an activity in the field of applied linguistics that enables teachers, supervisors, administrators and materials developers to make judgments about the effect the materials have on the people who use them. Furthermore, Zohrabi (2011) believes that material evaluation should be the top priority of

any curriculum. Generally speaking, no textbook can be perfect, therefore, textbook evaluation is very important to clarify the suitability of the sources and find the best one.

2.3 Textbook Evaluation in Iranian Context

When it comes to teaching English, the textbook issue would be considered as one of the most important topics in countries like Iran in which this language is considered as a foreign one. As a matter of fact, the primary goal of learning English in Iran is to help learners to promote a universal understanding, to become familiar with science, literature, and art of English speaking countries and to find and access sources of information in English (Birjandi & Soheili, 1982, as cited in Rahimi & Hassani, 2012). Failing to achieve these goals in Iranian language classes has caused the national EFL curriculum to be carefully scrutinized in order to find the sources of the demotivation of the learners and the reasons behind the failure of language programs in Iran. Through the evaluation of high school textbooks, Yarmohammadi (2002) found that high school textbooks suffer from a number of shortcomings, such as ignoring oral skills and the interchangeable use of English and Persian names. Through the analysis of ten EFL/ESL textbook reviews as well as 10 EFL/ESL textbook evaluation checklists, Ansary and Babaii (2002) provided an outline of the common core features of standard EFL/ESL textbooks, and reached the conclusion that not every textbook would have these features. Jahangard (2007) evaluated four EFL textbooks that are used in the Iranian high schools and are produced by the Ministry of Education. He discussed the merits and demerits of the textbooks with reference to 13 common criteria extracted from different materials evaluation checklists. The results of the study indicated that book four had better features in comparison with the three other textbooks (which needed huge revisions and modifications). Rahimpour and Hashemi (2011) had a textbook evaluation study in Iran. They evaluated the three English language textbooks used at high schools all over Iran from the high school English teachers' points of view. The result showed that the textbooks were not satisfactorily acceptable in terms of vocabulary presentation, reading, pronunciation practice, practical concerns, and physical make-up. According to the authors, the textbooks were "to some extent" acceptable in term of grammar presentation and practice. They reached the conclusion that the English language textbooks taught at high schools in Iran do not meet the teachers' expectations. Furthermore, Rahimi and Nabilou (2009) suggest that English textbooks (e.g., level of difficulty, high load of information, too much emphasis on grammar, reading, and vocabulary rather than communication) are one of the sources of the inefficiency of the EFL curriculum in Iran which serve as both the syllabus and main guidelines for English teachers. In 2012, Rahimi and Hassani investigated Iranian high-school learners' attitudes towards their EFL textbooks and its role in their attitudes towards learning English as a foreign language and found that in general learners do not have a positive attitude towards their English language textbooks. Moreover, Textbook evaluation studies in Iran have focused on evaluating language teaching materials from teachers' perspective. The results of such studies attribute the problems with English textbooks to inappropriate content, discrepancy between the content and learning objective, unreasonably high load of information, incomplete explanation for vocabulary, lack of interesting and authentic materials, ignorance of oral skills, ignoring communicative language teaching, and lack of scientific approaches to the teaching of pronunciation (Moradi, 2008, as cited in Rahimi & Hassani, 2012). In their paper, Farrokhi and Saadi (2013) carried out an evaluation of perceptions of Iranian EFL learners who constitute the users of the first-year high school textbook towards tasks and speech acts and to compare their perceptions with the actual content of their textbooks. The comparison showed that the learners generally rated tasks and the teaching of speech acts as being highly effective in the learning of English, and they rated the language functions section of their textbook to be ineffective in this regard. These findings show that there are wide gaps between the Iranian learners' perceptions and the actual content of their textbooks.

Reviewing the literature disclosed some gaps which were as prompts to conduct this study. To the researcher's best knowledge, no research has been compared the Iranian EFL learners' and the teachers' perceptions regarding the different sections of three high school English textbooks. Therefore, this study aims to evaluate the effectiveness and suitability of the EFL textbooks produced by the Ministry of Education and used in Iranian educational system from teachers' versus learners' points of view in a comparative way. Therefore, the following research question was tackled to be answered in this paper:

Research Question: What are the similarities and differences between the Iranian EFL learners' and teachers' perceptions in terms of the high school English textbooks?

Null Hypothesis: There is no significant difference between Iranian EFL learners' and teachers' perceptions in terms of the high school English textbooks.

Alternative Hypothesis: There is a significant difference between Iranian EFL learners' and teachers' perceptions in terms of the high school English textbooks.

3. Methodology

3.1 Design of the study

This study employed a mixed methods design, a combination of both qualitative and quantitative dimension of data collection. The use of different data collection methods will lead to deeper insight into the understanding of the phenomenon under investigation.

3.2 Participants

3.2.1 Participants of the Questionnaires

A total of 300 female language learners with the age span of 15 to 18 and 50 female English teachers participated in this study. Both groups had a bilingual background of Turkish and Persian.

3.2.2 Participants of the Interviews

The participants for the semi-structured interviews were selected randomly. 2 teachers and 6 learners participated in the interviews.

3.3 Materials

The materials used in this study included semi-structured interviews and questionnaires. As a matter of fact, the questionnaires had 5-point scales in the Likert format and the teachers and the learners were asked to mark their beliefs by ticking one of the five boxes in each elicitation question. The data emerging from ticking one of the 5-point scales were numerical. Hence, they were analyzed quantitatively. The researcher also interviewed some of the teachers and learners in order to cross-check the validity of the results, so the qualitative data were collected through the semi-structured interviews. A sample of the questionnaire and a sample of the interview questions are provided in the Appendix A, Appendix B, respectively.

3.4 edures

After obtaining the necessary permissions from the Ministry of Education in both Urmia and Salmas and also from the schools and the teachers, the questionnaires were distributed among 300 learners and 50 teachers. To be more specific, the questionnaire disseminated and collected simultaneously in the same day. The same questionnaire was also administered to the teachers at their convenience. The interviews were conducted with 2 teachers and 6 learners. Each interview protocol was carried out face-to-face with the teachers and the learners.

4. Data analysis & Results

In order to answer the research question, descriptive statistics, independent sample t-test were used.

4.1 Descriptive statistics for Items related to Different Sections of the Book One (Learners' Perceptions)

The results of the items related to different sections of the first-year high school English textbook in the questionnaire from the learners' perspective are demonstrated in Table 1.

Table 1. Presents the Percentages for Items related to Different Sections of the Book One

	Learners' Perceptions					Merging of the percentages of the selected options		
	HE	SE	NK	SI	HI	E	NK	I
Actual activities (1-5)	7% (35)	6.4% (32)	6.8% (34)	28.6% (143)	51.2% (256)	13.4%	6.8%	79.8%
Language function (6-10)	6.2% (31)	8.6% (43)	14.8% (74)	24.4% (122)	51.6% (258)	14.8%	14.8%	76%
Reading section (11-15)	16.2% (81)	20% (100)	6.8% (34)	23% (115)	34% (170)	36.2%	6.8%	57%
Grammatical points (16-20)	25.8% (129)	26.4% (132)	9% (45)	16% (80)	22.8% (114)	52.2%	9%	38.8%
Vocabulary items (21-25)	28.4% (142)	41.2% (206)	6.4% (32)	9.4% (47)	14.6% (73)	69.6%	6.4%	24%
Physical make-up (26-30)	7.8% (39)	10.6% (53)	7.4% (37)	28% (140)	46.2% (231)	18.4%	7.4%	74.2%
Pronunciation practice(31-34)	8.5% (34)	13.75% (55)	9.25% (37)	25.75% (103)	42.75% (171)	22.25%	9.25%	68.5%
Speaking section (35-39)	5.4% (27)	6.8% (34)	4.4% (22)	27.4% (137)	56% (280)	12.2%	4.4%	83.4%
Writing section (40-43)	7.5% (30)	8% (32)	6.5% (26)	24.75% (99)	53.25% (213)	15.5%	6.5%	78%

Abbreviations: HE stands for Highly Effective, SE for Somewhat Effective, SI for Somewhat Ineffective, HI for Highly Ineffective, NK for 'I do not know', E for Effective, and I for Ineffective.

The first row of Table 1 presents the percentages of the selected options, and the second row of the Table demonstrates the sum of the number of responses to each of the choices. In the third column of Table 1, the percentages in the second column of the Table have been merged. As Table 1 shows, the learners' responses have a tendency towards the ineffective end of the continuum in terms of Actual activities, Language functions section, Reading section, Physical make-up, Pronunciation practice, Speaking section, and Writing section. However, their responses have a tendency towards the effective end of the continuum in terms of grammatical points and Vocabulary items sections.

4.2 Descriptive statistics for Items related to Different Sections of the Book Two (Learners' Perceptions)

The results of the items related to different sections of the second-year high school English textbook in the questionnaire from the learners' perspective are demonstrated in Table 2.

Table 2. Presents the Percentages for Items related to Different Sections of the Book Two

	Learners' Perceptions					Merging of the percentages of the selected options		
	HE	SE	NK	SI	HI	E	NK	I
Actual activities (1-5)	8.8% (44)	10.6% (53)	7.8% (39)	32.8% (164)	40% (200)	19.4%	7.8%	72.8%
Language function (6-10)	11.8% (59)	14.2% (71)	11.2% (56)	25.4% (127)	37.4% (187)	26%	11.2%	62.8%
Reading section (11-15)	17% (85)	16.8% (84)	5.4% (27)	25.8% (129)	35% (175)	33.8%	5.4%	60.8%
Grammatical points (16-20)	20.2% (101)	39.4% (197)	10.4% (52)	18.2% (91)	11.8% (59)	59.6%	10.4%	30%
Vocabulary items (21-25)	31% (155)	36.2% (181)	9% (45)	14% (70)	9.8% (49)	67.2%	9%	23.8%
Physical make-up (26-30)	12% (60)	19.2% (96)	9.2% (46)	23.4% (117)	36.2% (181)	31.2%	9.2%	59.6%
Pronunciation practice(31-34)	11.25% (45)	12.75% (51)	12.75% (51)	27.75% (111)	35.5% (142)	24%	12.75% %	63.25%
Speaking section (35-39)	8.4% (42)	9.4% (47)	5.6% (28)	32.6% (163)	44% (220)	17.8%	5.6%	76.6%
Writing section (40-43)	13.5% (54)	16% (64)	7.75% (31)	24.25% (97)	38.5% (154)	29.5%	7.75%	62.75%

Abbreviations: HE stands for Highly Effective, SE for Somewhat Effective, SI for Somewhat Ineffective, HI for Highly Ineffective, NK for 'I do not know', E for Effective, and I for Ineffective.

As Table 2 shows, the percentages of the responses rating actual activities, Language functions section, Reading section, Physical make-up, Pronunciation practice, Speaking section, and Writing section to be ineffective are significantly higher than the percentages of those that rated to be effective. However, the percentages of the responses rating grammatical points and Vocabulary items sections to be effective are significantly higher than the percentages of those that rated to be ineffective.

4.3 Descriptive statistics for Items related to Different Sections of the Book Three (Learners' Perceptions)

The results of the items related to different sections of the third-year high school English textbook in the questionnaire from the learners' perspective are demonstrated in Table 3.

Table 3. Presents the Percentages for Items related to Different Sections of the Book Three

	Learners' Perceptions					Merging of the percentages of the selected options		
	HE	SE	NK	SI	HI	E	NK	I
Actual activities (1-5)	6.6% (33)	18.8% (94)	9.2% (46)	29.6% (148)	35.8% (179)	25.4%	9.2%	65.4%
Language function (6-10)	6% (30)	15.8% (79)	8.6% (43)	26.8% (134)	42.8% (214)	21.8%	8.6%	69.6%
Reading section (11-15)	9.2% (46)	24.2% (121)	9.6% (48)	27.6% (138)	29.4% (147)	33.4%	9.6%	57%
Grammatical points (16-20)	24.4% (122)	31.2% (156)	7% (35)	22.6% (113)	14.8% (74)	55.6%	7%	37.4%
Vocabulary items (21-25)	20% (100)	41% (205)	8% (40)	18.6% (93)	12.4% (62)	61%	8%	31%
Physical make-up (26-30)	12% (60)	16.2% (81)	11.2% (56)	20.6% (103)	40% (200)	28.2%	11.2%	60.6%
Pronunciation practice(31-34)	11% (44)	17% (68)	12.5% (50)	28.75% (115)	30.75% (123)	28%	12.5%	59.5%
Speaking section (35-39)	5% (25)	17.2% (86)	13% (65)	24.2% (121)	40.6% (203)	22.2%	13%	64.8%
Writing section (40-43)	9.5% (38)	18.25% (73)	9% (36)	23.75% (95)	39.5% (158)	27.75% %	9%	63.25% %

Abbreviations: HE stands for Highly Effective, SE for Somewhat Effective, SI for Somewhat Ineffective, HI for Highly Ineffective, NK for 'I do not know', E for Effective, and I for Ineffective.

As Table 3 shows, the learners' responses have a tendency towards the ineffective end of the continuum in terms of Actual activities, Language functions section, Reading section, Physical make-up, Pronunciation practice, Speaking section, and Writing section. However, their responses only have a tendency towards the effective end of the continuum in terms of grammatical points and Vocabulary items sections.

4.4 Descriptive statistics for Items related to Different Sections of the Book One (Teachers' Perception)

The results of the items related to different sections of the first-year high school English textbook in the questionnaire from the teachers' perspective are demonstrated in Table 4.

Table 4. Presents the Percentages for Items related to Different Sections of the Book One

	Teachers' Perceptions					Merging of the percentages of the selected options		
	HE	SE	NK	SI	HI	E	NK	I
Actual activities (1-5)	1.6% (8)	7.4% (37)	1.8% (9)	16.8% (84)	22.4% (112)	9%	1.8%	39.2%
Language function (6-10)	2% (10)	3.6% (18)	2.4% (12)	18.6% (93)	23.4% (117)	5.6%	2.4%	42%
Reading section (11-15)	5.2% (26)	8.2% (41)	2.4% (12)	16.6% (83)	17.6% (88)	13.4%	2.4%	34.2%
Grammatical points (16-20)	14.6% (73)	18.6% (93)	3% (15)	6% (30)	7.8% (39)	33.2%	3%	13.8%
Vocabulary items (21-25)	13.2% (66)	18.2% (91)	3% (15)	8% (40)	7.6% (38)	31.4%	3%	15.6%
Physical make-up (26-30)	3.2% (16)	7.8% (39)	1.8% (9)	14.4% (72)	22.8% (114)	11%	1.8%	37.2%
Pronunciation practice(31-34)	2% (8)	6.25% (25)	1.75% (7)	19.5% (78)	20.5% (82)	8.25%	1.75% %	40%
Speaking section (35-39)	1% (5)	2.4% (12)	1.4% (7)	17.2% (86)	28% (140)	3.4%	1.4%	45.2%
Writing section (40-43)	2.25% (9)	3.5% (14)	1.75% (7)	15.75% (63)	26.75% (107)	5.75%	1.75% %	42.5%

Abbreviations: HE stands for Highly Effective, SE for Somewhat Effective, SI for Somewhat Ineffective, HI for Highly Ineffective, NK for 'I do not know', E for Effective, and I for Ineffective.

As Table 4 shows, the percentages of the responses rating actual activities, Language functions section, Reading section, Physical make-up, Pronunciation practice, Speaking section, and Writing section to be ineffective are significantly higher than the percentages of those that rated to be effective. However, the percentages of the responses rating grammatical points and Vocabulary items sections to be effective are significantly higher than the percentages of those that rated to be ineffective.

4.5 Descriptive statistics for Items related to Different Sections of the Book Two(Teachers' Perceptions)

The results of the items related to different sections of the second-year high school English textbook in the questionnaire from the teachers' perspective are demonstrated in Table 5.

Table 5. Presents the Percentages for Items related to Different Sections of the Book Two

	Teachers' Perceptions					Merging of the percentages of the selected options		
	HE	SE	NK	SI	HI	E	NK	I
Actual activities (1-5)	3.4% (17)	7% (35)	5.4% (27)	14.6% (73)	19.5% (98)	10.4%	5.4%	34.1%
Language function (6-10)	2.2% (11)	8.8% (44)	5.8% (29)	12.6% (63)	20.6% (103)	11%	5.8%	33.2%
Reading section (11-15)	7.6% (38)	10.2% (51)	3.2% (16)	13.4% (67)	15.6% (78)	17.8%	3.2%	29%

Grammatical points (16-20)	13% (65)	15% (75)	3.6% (18)	8.8% (44)	9.6% (48)	28%	3.6%	18.4%
Vocabulary items (21-25)	13.2% (66)	16.6% (83)	3.8% (19)	8.6% (43)	7.8% (39)	29.8%	3.8%	16.4%
Physical make-up (26-30)	2% (10)	5.6% (28)	2.6% (13)	12.8% (64)	27% (135)	7.6%	2.6%	39.8%
Pronunciation practice(31-34)	2.25% (9)	6.25% (25)	5% (20)	14% (56)	22.5% (90)	8.5%	5%	36.5%
Speaking section (35-39)	1.6% (8)	8.4% (42)	4% (20)	15% (75)	21% (105)	10%	4%	36%
Writing section (40-43)	2% (8)	7.25% (29)	3% (12)	15.75% (63)	22% (88)	9.25%	3%	37.75%

Abbreviations: HE stands for Highly Effective, SE for Somewhat Effective, SI for Somewhat Ineffective, HI for Highly Ineffective, NK for 'I do not know', E for Effective, and I for Ineffective.

As Table 5 shows, the teachers' responses have a tendency towards the ineffective end of the continuum in terms of Actual activities, Language functions section, Reading section, Physical make-up, Pronunciation practice, Speaking section, and Writing section. However, their responses only have a tendency towards the effective end of the continuum in terms of grammatical points and Vocabulary items sections.

4.6 Descriptive statistics for Items related to Different Sections of the Book Three (Teachers' Perception)

The results of the items related to different sections of the third-year high school English textbook in the questionnaire from the teachers' perspective are demonstrated in Table 6.

Table 6. Presents the Percentages for Items related to Different Sections of the Book Three

	Teachers' Perceptions					Merging of the percentages of the selected options		
	HE	SE	NK	SI	HI	E	NK	I
Actual activities (1-5)	1% (5)	4.4% (22)	3.2% (16)	16.2% (81)	25.2% (126)	5.4%	3.2%	41.4%
Language function (6-10)	2% (10)	5.4% (27)	3% (15)	12.8% (64)	26.8% (134)	7.4%	3%	39.6%
Reading section (11-15)	6.4% (32)	8.8% (44)	3.8% (19)	15% (75)	16% (80)	15.2%	3.8%	31%
Grammatical points (16-20)	11.4% (57)	15% (75)	3.4% (17)	9.2% (46)	11% (55)	26.4%	3.4%	20.2%
Vocabulary items (21-25)	13.8% (69)	19% (95)	5% (25)	4.6% (23)	7.6% (38)	32.8%	5%	9.2%
Physical make-up (26-30)	1.8% (9)	4.2% (21)	2.6% (13)	12.8% (64)	28.6% (143)	6%	2.6%	41.4%
Pronunciation practice(31-34)	1.75% (7)	5% (20)	3.25% (13)	19.5% (78)	20.5% (82)	6.75%	3.25%	40%
Speaking section (35-39)	1% (5)	3.2% (16)	2.4% (12)	13% (65)	30.4% (152)	4.2%	2.4%	43.4%
Writing section (40-43)	2.75% (11)	4% (16)	2.75% (11)	13% (52)	27.5% (110)	6.75%	2.75%	40.5%

Abbreviations: HE stands for Highly Effective, SE for Somewhat Effective, SI for Somewhat Ineffective, HI for Highly Ineffective, NK for 'I do not know', E for Effective, and I for Ineffective.

As Table 6 shows, the percentages of the responses rating actual activities, Language functions section, Reading section, Physical make-up, Pronunciation practice, Speaking section, and Writing section to be ineffective are significantly higher than the percentages of those that rated to be effective. However, the percentages of the responses rating grammatical points and Vocabulary items sections to be effective are significantly higher than the percentages of those that rated to be ineffective.

As Tables 1, 2, 3, 4, 5, and 6 show actual activities, language functions, reading section, physical appearance, pronunciation points, speaking section, and writing section of the three high school English language textbooks which the learners rated them as being ineffective and vocabulary items, and grammatical points as effective were rated as the same by the teachers.

4.7 *The obtained mean and Std. Deviation for learners' and teachers' perceptions about different sections of Book 1*

Table 7. The obtained mean and Std. Deviation for learners' and teachers' perceptions about different sections of (Book 1)

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error
					Mean
Actual activity	Learners	100	20.5300	3.17011	.31701
	Teachers	50	20.1000	2.76457	.39097
Language functions	Learners	100	20.3300	3.08484	.30848
	Teachers	50	20.7800	2.71271	.38363
Reading section	Learners	100	16.9300	4.52659	.45266
	Teachers	50	18.3200	3.24157	.45843
Grammatical points	Learners	100	14.1800	3.77225	.37723
	Teachers	50	12.3800	3.27570	.46325
Vocabulary items	Learners	100	12.0300	4.16686	.41669
	Teachers	50	12.8600	3.64221	.51509
Physical appearance	Learners	100	19.7100	4.19306	.41931
	Teachers	50	19.5800	4.01573	.56791
Pronunciation points	Learners	100	15.2200	3.73512	.37351
	Teachers	50	16.0200	3.25445	.46025
Speaking section	Learners	100	21.0900	4.69277	.46928
	Teachers	50	21.8800	2.45482	.34716
Writing section	Learners	100	16.3300	3.25687	.32569
	Teachers	50	16.9000	2.54951	.36056
Total	Learners	100	156.3500	18.60074	1.86007
	Teachers	50	158.8200	15.99195	2.26160

Table 7 demonstrates that the mean score difference is not meaningful in terms of actual activities, language functions section, vocabulary items, pronunciation points, physical appearance, speaking section, and writing section, the mean score difference is not meaningful when the whole book is taken into consideration as well. However, as can be seen, the mean score difference is meaningful in terms of reading section, and grammatical points.

4.8 *The obtained mean and Std. Deviation for learners' and teachers' perceptions about different sections of Book2*

Table 8. The obtained mean and Std. Deviation for learners' and teachers' perceptions about different sections of (Book 2)

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
					Mean
Actual activity	Learners	100	19.2300	3.39297	.33930
	Teachers	50	19.0000	2.93466	.41502
Language function	Learners	100	18.1200	3.27611	.32761
	Teachers	50	19.0600	3.12599	.44208
Reading section	Learners	100	17.2500	3.63867	.36387
	Teachers	50	16.9200	3.68583	.52125
Grammatical points	Learners	100	13.1000	3.14466	.31447
	Teachers	50	13.7000	3.44786	.48760
Vocabulary items	Learners	100	11.7700	3.91283	.39128
	Teachers	50	13.1200	3.89474	.55080
Physical appearance	Learners	100	17.6300	4.07668	.40767
	Teachers	50	20.7200	3.16254	.44725
Pronunciation points	Learners	100	14.5400	3.48857	.34886
	Teachers	50	15.8600	3.28888	.46512
Speaking section	Learners	100	19.7200	4.89502	.48950
	Teachers	50	19.5400	3.13121	.44282
Writing section	Learners	100	14.3300	3.21001	.32100
	Teachers	50	15.8800	2.82583	.39963
Total	Learners	100	145.6900	15.17687	1.51769
	Teachers	50	153.8000	17.01860	2.40679

Table 8 demonstrates that the mean score difference is not meaningful in terms of actual activities, language functions section, grammatical points, reading section, and speaking section. However, as can be seen, the mean score difference is meaningful in terms of pronunciation points, vocabulary items, physical make-up, and writing section. The mean score difference is meaningful when the whole book is taken into consideration as well.

4.9 The obtained mean and Std. Deviation for learners' and teachers' perceptions about different sections of Book 3

Table 9. The obtained mean and Std. Deviation for learners' and teachers' perceptions about different sections of (Book 3)

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Actual activity	Learners	100	18.4600	2.77951	.27795
	Teachers	50	21.0200	2.55942	.36196
Language functions	Learners	100	19.2300	3.22821	.32282
	Teachers	50	20.7000	2.49285	.35254
Reading section	Learners	100	17.1900	3.26504	.32650
	Teachers	50	17.5400	3.17008	.44832
Grammatical points	Learners	100	13.6100	3.31478	.33148
	Teachers	50	14.3400	3.31730	.46914
Vocabulary items	Learners	100	13.1200	3.77199	.37720
	Teachers	50	12.3200	4.02259	.56888
Physical appearance	Learners	100	18.0200	3.73350	.37335
	Teachers	50	21.2200	2.69004	.38043
Pronunciation points	Learners	100	14.0500	3.72915	.37292
	Teachers	50	16.1600	2.74315	.38794
Speaking section	Learners	100	18.9100	4.47461	.44746
	Teachers	50	21.8600	2.57943	.36479
Writing section	Learners	100	14.6200	2.75893	.27589
	Teachers	50	16.6800	2.58283	.36527
Total	Learners	100	147.2100	12.71466	1.27147
	Teachers	50	161.8400	13.68354	1.93514

Table 9 demonstrates that the mean score difference is not meaningful in terms of grammatical points, vocabulary items, and reading section. However, as can be seen, the mean score difference is meaningful in terms of actual activities, language functions section, pronunciation points, physical make-up, speaking section, and writing section. The mean score difference is meaningful when the whole book is taken into consideration as well.

4.10 Independent-sample t-test results for Learners' and Teachers' Perceptions about Different Sections of Book1

Table 10: Independent-sample t-test results for learners' and teachers' perceptions about actual activities, language functions, reading section, grammatical points, and vocabulary items of Book1

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Actual activity	Equal variances assumed	1.700	.194	.816	148	.416	.43000	.52686	-.61114	1.47114
	Equal variances not assumed			.854	110.887	.395	.43000	.50334	-.56742	1.42742
Language functions	Equal variances assumed	2.795	.097	-.876	148	.383	-.45000	.51387	-1.46546	.56546
	Equal variances not assumed			-.914	110.074	.363	-.45000	.49228	-1.42557	.52557
Reading section	Equal variances assumed	6.858	.010	-1.936	148	.055	-1.39000	.71802	-2.80889	.02889
	Equal variances not assumed			-2.158	129.975	.033	-1.39000	.64425	-2.66457	-.11543
Grammatical points	Equal variances assumed	.474	.492	2.874	148	.005	1.80000	.62621	.56254	3.03746
	Equal variances not assumed			3.013	111.304	.003	1.80000	.59741	.61622	2.98378
Vocabulary items	Equal variances assumed	.863	.354	-1.198	148	.233	-.83000	.69296	-2.19937	.53937
	Equal variances not assumed			-1.253	110.661	.213	-.83000	.66253	-2.14289	.48289

Table 11. Independent-sample t-test results for learners' and teachers' perceptions about physical appearance, pronunciation points, speaking section, writing section of Book1

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Physical appearance	Equal variances assumed	.178	.674	.182	148	.856	.13000	.71624	-1.28537	1.54537
	Equal variances not assumed			.184	101.984	.854	.13000	.70593	-1.27021	1.53021
Pronunciation points	Equal variances assumed	.115	.735	-1.289	148	.199	-.80000	.62062	-2.02641	.42641
	Equal variances not assumed			-1.350	110.973	.180	-.80000	.59274	-1.97456	.37456
Speaking section	Equal variances assumed	8.649	.004	-1.115	148	.267	-.79000	.70837	-2.18982	.60982
	Equal variances not assumed			-1.353	147.659	.178	-.79000	.58373	-1.94355	.36355
Writing section	Equal variances assumed	.480	.490	-1.082	148	.281	-.57000	.52671	-1.61084	.47084
	Equal variances not assumed			-1.173	121.536	.243	-.57000	.48587	-1.53187	.39187

The results of Table 10 and Table 11 indicate that the level of meaningfulness in actual activities, language functions section, vocabulary items, physical appearance, pronunciation points, speaking section, and writing section is more than 0.05; therefore, the mean score difference is not meaningful. As can be seen, no significant difference exists between learners' perceptions and teachers' perceptions in terms of actual activities, language functions section, vocabulary items, physical appearance, pronunciation points, speaking section, and writing section of the first-year high school English textbook. The results of the Tables also indicate that the level of meaningfulness only in reading section, and grammatical points is less than 0.05. It could be concluded that there is a meaningful difference between learners' perceptions and teachers' perceptions in terms of reading section, and grammatical points of the first-year high school English textbook.

4.11 Independent-sample t-test results for Learners' and Teachers' Perceptions about Different Sections of Book 2

Table 12. Independent Sample t-test results for Learners' and Teachers' Perceptions about Actual Activities, Language Functions, Reading Section, Grammatical Points, and Vocabulary Items of Book2

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Actual activity	Equal variances assumed	4.408	.037	.409	148	.683	.23000	.56264	-.88184	1.34184
	Equal variances not assumed			.429	111.693	.669	.23000	.53607	-.83218	1.29218
Language function	Equal variances assumed	1.238	.268	-1.682	148	.095	-.94000	.55897	-2.04458	.16458
	Equal variances not assumed			-1.708	102.323	.091	-.94000	.55024	-2.03136	.15136
Reading section	Equal variances assumed	.111	.739	.521	148	.603	.33000	.63295	-.92079	1.58079
	Equal variances not assumed			.519	96.990	.605	.33000	.63569	-.93168	1.59168
Grammatical points	Equal variances assumed	1.348	.248	-1.066	148	.288	-.60000	.56260	-1.71177	.51177
	Equal variances not assumed			-1.034	90.90	.304	-.60000	.58021	-1.75260	.55260
Vocabulary items	Equal variances assumed	.000	.996	-1.995	148	.048	-1.35000	.67669	-2.68721	-.01279
	Equal variances not assumed			-1.998	98.517	.048	-1.35000	.67563	-2.69069	-.00931

Table 13. Independent Sample t-test results for Learners' and Teachers' Perceptions about Physical Appearance, Pronunciation Points, Speaking Section, Writing Section of Book2

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference	
								Lower	Upper	
Physical appearance	Equal variances assumed	6.575	.011	-4.697	148	.000	- 3.09000	.65791	- 4.39012	- 1.7898 8
	Equal variances not assumed			-5.106	122.420	.000	- 3.09000	.60517	- 4.28794	- 1.8920 6
Pronunciatio n points	Equal variances assumed	.000	.987	-2.226	148	.028	- 1.32000	.59301	- 2.49186	- .14814
	Equal variances not assumed			-2.270	103.436	.025	- 1.32000	.58141	- 2.47303	- .16697
Speaking section	Equal variances assumed	8.298	.005	.237	148	.813	.18000	.76041	- 1.32267	1.6826 7
	Equal variances not assumed			.273	139.109	.785	.18000	.66008	- 1.12508	1.4850 8
Writing section	Equal variances assumed	.473	.493	-2.898	148	.004	- 1.55000	.53488	- 2.60698	- .49302
	Equal variances not assumed			-3.024	109.969	.003	- 1.55000	.51259	- 2.56583	- .53417

The results of the data analysis indicated that the level of meaningfulness in actual activities, language functions section, reading section, grammatical points, and speaking section of the second-year high school English textbook is more than 0.05; therefore, the mean score difference is not meaningful. Therefore, no significant difference exists between learners' perceptions and teachers' perceptions in terms of actual activities, language functions section, reading section, grammatical points, and speaking section of the second-year high school English textbook. The results of the data analysis also indicated that the level of meaningfulness in vocabulary items, physical appearance, pronunciation points, and writing section of the second-year high school English textbook is less than 0.05. Therefore, there is a meaningful difference between learners' perceptions and teachers' perceptions in terms of vocabulary items, physical appearance, pronunciation points and writing section of the second-year high school English textbook.

4.12 Independent-sample t-test results for Learners' and Teachers' Perceptions about Different Sections of Book3

Table 14: Independent Samples t-Test for Learners' and Teachers' Perceptions about Actual Activities, Language Functions, Reading Section, Grammatical Points, and Vocabulary Items of Book3

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference	
								Lower	Upper	
Actual activity	Equal variances assumed	1.147	.286	-5.457	148	.000	- 2.56000	.46915	- 3.48709	-1.63291
	Equal variances not assumed			-5.610	105.64 6	.000	- 2.56000	.45636	- 3.46482	-1.65518

Language functions	Equal variances assumed	4.590	.034	-2.825	148	.005	-	.52044	-	- .44156
							1.47000		2.49844	
Reading section	Equal variances not assumed			-3.075	122.867	.003	-	.47802	-	- .52379
							1.47000		2.41621	
Reading section	Equal variances assumed	.483	.488	-.625	148	.533	-.35000	.56013	-	.75688
									1.45688	
Reading section	Equal variances not assumed			-.631	100.738	.529	-.35000	.55461	-	.75023
									1.45023	
Grammatical points	Equal variances assumed	.793	.375	-1.271	148	.206	-.73000	.57428	-	.40485
									1.86485	
Grammatical points	Equal variances not assumed			-1.271	98.044	.207	-.73000	.57443	-	.40993
									1.86993	
Vocabulary items	Equal variances assumed	.821	.366	1.198	148	.233	.80000	.66801	-.52007	2.12007
Vocabulary items	Equal variances not assumed			1.172	92.689	.244	.80000	.68257	-.55551	2.15551

Table 15. Independent Samples t-Test for Learners' and Teachers' Perceptions about Physical Appearance, Pronunciation Points, Speaking Section, Writing Section of Book3

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
Physical appearance	Equal variances assumed	5.337	.022	-5.397	148	.000	-3.20000	.59296	-4.37175	-	2.02825
	Equal variances not assumed			-6.003	129.420	.000	-3.20000	.53303	-4.25457	-	2.14543
Pronunciation points	Equal variances assumed	7.201	.008	-3.547	148	.001	-2.11000	.59482	-3.28544	-	.93456
	Equal variances not assumed			-3.921	127.508	.000	-2.11000	.53811	-3.17478	-	1.04522
Speaking section	Equal variances assumed	16.313	.000	-4.313	148	.000	-2.95000	.68402	-4.30170	-	1.59830
	Equal variances not assumed			-5.110	144.958	.000	-2.95000	.57731	-4.09104	-	1.80896
Writing section	Equal variances assumed	.667	.416	-4.402	148	.000	-2.06000	.46798	-2.98479	-	1.13521
	Equal variances not assumed			-4.500	104.090	.000	-2.06000	.45775	-2.96773	-	1.15227

The results of the Tables 14 and 15 indicates that the level of meaningfulness in reading section, grammatical points, and vocabulary items of the third-year high school English textbook is more than 0.05; therefore, the mean score

difference is not meaningful. Therefore, no significant difference exists between learners' perceptions and teachers' perceptions in terms of reading section, grammatical points, and vocabulary items of the third-year high school English textbook. The results of the Tables also shows that the level of meaningfulness in language functions section, actual activities, physical appearance, pronunciation points, and speaking section, and writing section of the third-year high school English textbook is less than 0.05. Therefore, there is a meaningful difference between learners' perceptions and teachers' perceptions in terms of language functions section, actual activities, physical appearance, pronunciation points, and speaking section, and writing section of the third-year high school English textbook.

5. Discussion & Conclusion

The results of the data analysis indicated that actual activities, language functions, reading section, physical appearance, pronunciation points, speaking section, and writing section of the three high school English language textbooks which the learners rated them as being ineffective and vocabulary items, and grammatical points as effective were rated as the same by the teachers. This finding is in line with Hashemi's (2011) finding who reached the conclusion that the high school textbooks are not satisfactorily acceptable in terms of reading, pronunciation practice, practical concerns, and physical make-up. The textbooks were only "to some extent" acceptable in term of grammar presentation and practice. Moreover, the results of the data analysis indicated that no significant difference exists between learners' perceptions and teachers' perceptions in terms of actual activities, language functions section, vocabulary items, physical make-up, pronunciation points, speaking section, and writing section of the first-year high school English textbook. It can be concluded that this result confirms the null hypothesis and rejects the alternative hypothesis. The results of the data analysis also indicated that there is a meaningful difference between learners' perceptions and teachers' perceptions in terms of reading section, and grammar section of the first-year high school English textbook. It can be concluded that this result rejects the null hypothesis and confirms the alternative hypothesis. The difference in mean scores between teachers and learners in terms of reading section demonstrates that teachers' opinions toward the ineffectiveness of the reading section is stronger than those of the learners, therefore, the difference in views may stem from the fact that teachers look at the books with their critical view and the experiences they have in teaching different books by which they can analyze with more details. Moreover, the difference in mean scores between teachers and learners in terms of grammar section demonstrates that learners' opinions toward the effectiveness of the grammar section are stronger than those of the teachers'; therefore, the difference in views can be attributed to the learners' high scores in achievement tests of grammar.

Moreover, The results of the data analysis indicated that no significant difference exists between learners' and teachers' perceptions in terms of actual activities, language functions section, reading section, grammatical points, and speaking section of the second-year high school English textbook. It can be concluded that this result confirms the null hypothesis and rejects the alternative hypothesis. The results of the data analysis also indicated that there is a meaningful difference between learners' and teachers' perceptions in terms of vocabulary items, physical appearance, pronunciation points and writing section of the second-year high school English textbook. It can be concluded that this result rejects the null hypothesis and confirms the alternative hypothesis. The difference in mean scores between teachers and learners in terms of vocabulary items demonstrates that teachers' opinions toward the effectiveness of the vocabulary items are stronger than those of the learners. Moreover, the difference in mean scores between teachers and learners in terms of physical appearance, pronunciation points, and writing section demonstrates that teachers' opinions toward the ineffectiveness of the physical appearance, pronunciation points, and writing section is stronger than those of the learners', therefore, the difference in views may stem from the fact that teachers look at the books with their critical view and the experiences they have in teaching different books by which they can analyze with more details and also to the fact that learners in the second grade do not care about the physical appearance of their books much the same as the teachers, in other words teachers are more sensitive than their learners and can see that the second-year high school English textbook does not have enough quality in absorbing learners. The teachers believe that the second-year high school English textbook should have better illustrations to attract the learners. This view is in line with Dougill (1987) who argues that the physical appearance of the materials should be appealing enough to motivate the learners. This can be meant that the physical make-up of the second-year high school English textbook should be improved to motivate the learners.

Moreover, the results of the data analysis indicated that no significant difference exists between learners' perceptions and teachers' perceptions in terms of reading section, grammatical points, and vocabulary items of the third-year high school English textbook. It can be concluded that this result confirms the null hypothesis and rejects the alternative hypothesis. The results of the data analysis also indicated that there is a meaningful difference between learners' perceptions and teachers' perceptions in terms of language functions section, actual activities, physical appearance, pronunciation points, and speaking section, and writing section of the third-year high school English textbook. It can be concluded that this result rejects the null hypothesis and confirms the alternative hypothesis. The difference in mean scores between teachers and learners in terms of language functions section, actual activities, physical appearance, pronunciation points, and speaking section, and writing section demonstrates that teachers' opinions toward the ineffectiveness of the language functions section, actual activities, physical appearance, pronunciation points, and speaking section, and writing section are stronger than those of the learners, therefore, the difference in views may stem from the fact that teachers look at the books with their critical view and the experiences they have in teaching different books by which they can analyze with more details and also from the fact that, the learners in the third grade do not care about the physical appearance of their books much the same as the teachers, in other words teachers are more sensitive than their learners and can see that the third-year high school English textbook does not have enough quality in

absorbing learners. The teachers believe that the third-year high school English textbook should have better illustrations to attract the learners. This view is supported by Griffiths (1995) who argues that interesting, attractive, and well-illustrated materials are more favorable in learners' and instructors' views.

It can be concluded that the English textbooks currently used in Iranian high schools meet neither the expectations of the learners nor the teachers within the Iranian educational system since it is grammar-based. As a result, since for Iranian EFL learners textbooks are the primary source of first-hand experience with English (Azizifar et al., 2010), high school English textbooks should be revised, and they should provide learners with opportunities to interact with the materials that motivate them to learn English (Gibbs, 1992, as cited in Rahimi and Hassani, 2012). So, the writers of the books can employ more communicative activities in order to motivate both the teachers and the learners. The findings of this study provide vital information to the textbook designers, ELT material developers and to everyone who involves in learning and teaching process especially in the field of teaching of English as a foreign language (TEFL).

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Appendix A: The English Version of the Questionnaire

The purpose of this study is to improve the quality of the first-year English textbook at high school level. For this purpose a questionnaire is prepared to obtain information about your views on the efficiency of the first-year high school English language textbook currently in use at high schools in Iran. It is not an evaluation of you as a teacher or a student, and it is not a test. There are no right or wrong answers, and all your answers are confidential. Thank you very much for taking the time to answer the questionnaire. Please answer the following questions by checking the cell which best suits your view on the given scale.

The questions		Highly effective	Somewhat effective	I do not know	Somewhat ineffective	Highly ineffective
Actual activities	1. How effective are the actual activities in your textbook in increasing your motivation to learn English?					
	2. How effective are the actual activities in your textbook in encouraging you to work in groups?					
	3. How effective are the actual activities in your textbook in improving your accuracy in producing pragmatically correct sentences?					
	4. How effective are the actual activities in your textbook in improving your fluency in speaking English?					
	5. How effective are the actual activities in your textbook in improving your language skills (reading, writing, listening, speaking)?					
Language functions section	6. How effective is the language functions section of your textbook in increasing your motivation to speak English?					
	7. How effective are the dialogues in the language functions section of your textbook in helping you to speak appropriately (the same way native speakers of English do)?					
	8. How effective are the dialogues in the language functions section of your textbook in fulfilling your daily needs (for reading stories, watching movies, etc.)?					
	9. How effective is the language functions section of your textbook in providing you with the opportunity to practice the dialogues in this section?					
	10. How effective is your textbook in repeating and reinforcing language functions in subsequent lessons?					
Reading texts	11. How effective are the reading texts in your textbook in making language learning enjoyable?					
	12. How effective are the reading texts in your textbook in increasing your motivation to learn English?					
	13. How effective are the reading texts in your textbook in improving your vocabulary knowledge?					
	14. How effective are the reading texts in your textbook in improving your language skills (reading, writing, listening, speaking)?					
	15. How effective are the reading texts in your textbook in engaging you in learning about the target language culture?					

Grammatical points	16. How effective are grammatical points in your textbook in improving your accuracy in producing pragmatically correct sentences?					
	17. How effective are the grammatical points in your textbook in improving your fluency in speaking English?					
	18. How effective is your textbook in providing you with enough grammatical examples?					
	19. How effective are the grammatical points in your textbook in improving your language skills (reading, writing, listening, speaking)?					
	20. How effective is your textbook in repeating and reinforcing grammatical points in subsequent lessons?					
Vocabulary items	21. How effective are vocabulary items in your textbook in increasing your motivation to learn English?					
	22. How effective are the vocabulary items in your textbook in improving your fluency in speaking English?					
	23. How effective are the vocabulary items in your textbook in improving your vocabulary knowledge?					
	24. How effective are the vocabulary items in your textbook in improving your language skills (reading, writing, listening, speaking)?					
	25. How effective is your textbook in repeating and reinforcing vocabulary items in subsequent lessons for reinforcement?					
Physical make-up	26. How effective is your textbook's physical appearance in increasing your motivation to learn English?					
	27. How effective is your textbook in providing you with attractive covers?					
	28. How effective is your textbook in providing you with papers of satisfactory quality?					
	29. How effective is your textbook in providing you with appropriate size and font?					
	30. How effective is your textbook in providing you with enough colorful and attractive informative and functional illustrations accompanying texts?					
Pronunciation points	31. How effective are pronunciation points in your textbook in increasing your motivation to learn English?					
	32. How effective are pronunciation points in your textbook in encouraging you to work in groups?					
	33. How effective are pronunciation points in your textbook in improving your language skills (listening, speaking)?					
	34. How effective is your textbook in repeating and reinforcing pronunciation points in subsequent lessons?					
Speaking section	35. How effective is the speaking section of your textbook in increasing your motivation to learn English?					
	36. How effective is the speaking section of your textbook in improving your fluency in speaking English?					
	37. How effective is the speaking section of your textbook in improving your language skills (reading, writing, listening, speaking)?					

	38. How effective is the speaking section of your textbook in engaging you in learning about the target language culture?					
	39. How effective is the speaking section of your textbook in providing you with the opportunity to communicate with others?					
Writing section	40. How effective is the writing section of your textbook in making language learning enjoyable?					
	41. How effective is the writing section of your textbook in increasing your motivation to learn English?					
	42. How effective is the writing section of your textbook in improving your language skills (reading, writing, listening, speaking)?					
	43. How effective is the writing section of your textbook in providing you with enough exercises and activities?					

Many thanks for the time that you kindly spent to fill out this questionnaire.

Appendix B: Interview Questions

The following questions were used in the interviews:

1. Do these textbooks provide you with an opportunity to boost your motivation in learning English?
2. What is/are the main problem(s) with the English textbooks currently used in Iranian high schools?
3. To what extent the textbooks include all four language skills (speaking, listening, reading, and writing)?
4. Are the language skills being emphasized equally?
5. What aims would you like to achieve at the end of your education?
6. What are your suggestions in making the textbooks more interesting?
7. How can Ministry of Education make the textbooks more interesting?