

# An Evaluation of High School English Textbooks in Iranian EFL Context: Teachers' versus Learners' Perceptions

Zahra Aghazadeh

Department of English Language, Faculty of Literature, University of Tabriz, Tabriz, Iran

**Abstract**—Textbooks play a very crucial role in the process of language teaching and learning. They affect the whole language learning/teaching process. 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. To this end, the study employed a survey based design. The data were collected through questionnaires with 27 close-ended items consisting of five different sections. The results showed that both the teachers and the learners believed that the high school English textbooks are highly ineffective in increasing learners' motivation to learn English, in increasing the learners' accuracy in producing pragmatically correct sentences, in increasing learners' fluency in speaking English, in improving learners' language skills, and in engaging the learners in learning about the target language culture. 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. Thus, based on the findings of this study, the textbook designers can take into account the teachers' and learners' preferences and perceptions when designing the new editions of these textbooks.

**Index Terms**—textbook, textbook evaluation, perception, EFL learners and teachers

## I. INTRODUCTION

English, as a global language, is one of the dominant mediums in great number of areas such as politics, economy, and international education. English is the major tool to communicate with the all people around the world and the main language used for international trade and academic study (Wang, 2010). That is why people want to learn English as a foreign or second language in their countries especially in Iran. Educational materials in general and textbooks in particular have a crucial role in this process (Gholami, Nikou, & Soultanpour, 2012).

## II. REVIEW OF THE RELATED LITERATURE

### A. *The Importance of Textbooks in Language Learning*

Since the end of 1970s, there has been a movement to make learners rather than teachers the center of language learning. According to this approach to teaching, learners are more important than teachers, instructional materials, curriculum, methods, or evaluation. As a matter of fact, curriculum, instructional materials, teaching methods, and evaluation should all be designed for learners and their needs (Kenji Kitao & S. Kathleen Kitao, 2003). However, teachers and learners, in many cases, rely on instructional materials, and the materials become the center of instruction. In fact, instructional materials control learning and teaching, in other words, they help learning and teaching. Sheldon (1988) believes that a textbook can serve different purposes for teachers: as a core resource, as a source of supplemented material, as an inspiration for classroom activities and tasks, or even as the curriculum itself. He contends that the textbooks are perceived to be the route map of any ELT program, laying bare its shape, structure, and destination, with progress, program, and teacher quality being assessed by learners in terms of sequential, unit-by-unit coverage (Sheldon, 1988). He adds that textbooks represent the visible heart of any ELT program. They provide the objectives of language learning; they function as a lesson plan and working agenda for teachers and learners. They offer considerable advantages, for both the learners and the teachers. The educational philosophy of textbooks affects the class and learning process (Sheldon, 1988). Therefore, in many cases, textbooks play a pivotal role in language classrooms in all types of educational institution- state schools, colleges, language schools-all over the world, and they are the center of education and one of the most important influences on what goes on in the classroom (Sheldon, 1988).

### B. *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 (Gholami, Nikou, & Soultanpour, 2012).

### *C. 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 de-motivation of the learners and the reasons behind the failure of language programs in Iran (Birjandi & Soheili, 1982, as cited in Rahimi & Hassani, 2012). 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 (Jahangard, 2007). 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 (Jahangard, 2007). 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 demonstrated 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 (Farrokhi & Saadi, 2013).

Reviewing the literature disclosed some gaps which were as prompts to conduct this study which is the second phase of the MA theses in whose previous phases the items were grouped together and analyzed (actual activities, vocabulary, reading, grammar, language functions, pronunciation practice, physical make-up, speaking section and writing section) via SPSS. Therefore, in this second phase, the questions related to motivation, accuracy, fluency, language skills and target language culture in the questionnaire grouped together and analyzed via SPSS. A sample of these questions is provided in the Appendix.

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.

## III. METHODOLOGY

### *A. Design of the Study*

This study employed a survey based design in which a combination of both qualitative and quantitative dimensions of data collection was used. The use of different data collection methods will lead to deeper insight into the understanding of the phenomenon under investigation.

### *B. Participants*

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.

### *C. 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. A sample of the items of the questionnaire is provided in the Appendix.

### *D. Procedures*

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. For analyzing the survey data collected by means of the questionnaire first the answers were quantified. Each option of the items was ranked (Highly effective 1, Somewhat effective 2, I do not know 3, Somewhat ineffective 4, and Highly ineffective 5).

IV. DATA ANALYSIS & RESULTS

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

**Results of the Descriptive Statistics for the Analysis of Items related to Motivation, Accuracy, Fluency, Language Skills, and Target Language Culture in the Questionnaire regarding the Effectiveness of the First-Year High School English Textbook from the Learners' Perspective are presented in Table 1.**

TABLE 1.  
PRESENTS THE PERCENTAGE OF THE LEARNERS' RESPONSES (BOOK1)

	Learners' Perceptions					Merging of the percentages of the selected options		
	HE	SE	NK	SI	HI	E	NK	I
Motivation (Book1)	10.5% (126)	11.41% (137)	7.41% (89)	23.91% (287)	46.75% (561)	21.91%	7.41%	70.66%
Accuracy (Book1)	13% (26)	14% (28)	8% (16)	25% (50)	40% (80)	27%	8%	65%
Fluency (Book1)	12.5% (50)	16.25% (65)	7.75% (31)	21.75% (87)	41.75% (167)	28.75%	7.75%	63.5%
Language skills (Book1)	10.57% (74)	15.85% (111)	8.42% (59)	23.14% (162)	42% (294)	26.42%	8.42%	65.14%
Target culture (Book1)	7.5% (15)	8.5% (17)	3% (6)	27% (54)	54% (108)	16%	3%	81%

*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.

**Results of the Descriptive Statistics for the Analysis of Items related to Motivation, Accuracy, Fluency, Language Skills, and Target Language Culture in the Questionnaire regarding the Effectiveness of the Second-Year High School English Textbook from the Learners' Perspective are presented in Table 2.**

TABLE 2.  
PRESENTS THE PERCENTAGE OF THE LEARNERS' RESPONSES (BOOK2)

	Learners' Perceptions					Merging of the percentages of the selected options		
	HE	SE	NK	SI	HI	E	NK	I
Motivation (Book2)	13.25% (159)	14% (168)	8.25% (99)	27.08% (325)	36.58% (439)	27.25%	8.25%	63.66%
Accuracy (Book2)	16% (32)	26.5% (53)	10% (20)	22% (44)	25.5% (51)	42.5%	10%	47.5%
Fluency (Book2)	19.75% (79)	23.25% (93)	8.5% (34)	21.25% (85)	27.25% (109)	43%	8.5%	48.5%
Language skills (Book2)	12.14% (85)	17.42% (122)	7.57% (53)	28.14% (197)	34.71% (243)	29.56%	7.57%	62.85%
Target culture (Book2)	5.5% (11)	8% (16)	4% (8)	32% (64)	50.5% (101)	13.5%	4%	82.5%

*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.

**Results of the Descriptive Statistics for the Analysis of Items related to Motivation, Accuracy, Fluency, Language Skills, and Target Language Culture in the Questionnaire regarding the Effectiveness of the Third-Year High School English Textbook from the Learners' Perspective are presented in Table 3.**

TABLE 3  
PRESENTS THE PERCENTAGE OF THE LEARNERS' RESPONSES (BOOK 3)

	Learners' Perceptions					Merging of the percentages of the selected options		
	HE	SE	NK	SI	HI	E	NK	I
Motivation (Book3)	8.75% (105)	19.33% (232)	8.5% (102)	24.5% (294)	38.91% (467)	28.08%	8.5%	63.41%
Accuracy (Book3)	11.5% (23)	30% (60)	10.5% (21)	23.5% (47)	24.5% (49)	41.5%	10.5%	48%
Fluency (Book3)	10% (40)	23.25% (93)	5.75% (23)	28.25% (113)	32.75% (131)	33.25%	5.75%	61%
Language skills (Book3)	11.42% (80)	20.28% (142)	10.57% (74)	32.85% (230)	24.85% (174)	31.7%	10.57%	57.7%
Target culture (Book3)	5% (10)	12.5% (25)	14.5% (29)	27% (54)	41% (82)	17.5%	14.5%	68%

*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.

*Results of the Descriptive Statistics for the Analysis of Items related to Motivation, Accuracy, Fluency, Language Skills, and Target Language Culture in the Questionnaire regarding the Effectiveness of the First-Year High School English Textbook from the Teachers' Perspective are presented in Table 4.*

TABLE 4  
PRESENTS THE PERCENTAGE OF THE TEACHERS' RESPONSES (BOOK1)

	Teachers' Perceptions					Merging of the percentages of the selected options		
	HE	SE	NK	SI	HI	E	NK	I
Motivation (Book1)	2.83% (34)	5.75% (69)	2.08% (25)	16.58% (199)	22.75% (273)	8.58%	2.08%	39.33%
Accuracy (Book1)	7% (14)	14% (28)	3% (6)	9.5% (19)	16.5% (33)	21%	3%	26%
Fluency (Book1)	8.75% (35)	8% (32)	2% (8)	10.25% (41)	21% (84)	16.75%	2%	31.25%
Language skills (Book1)	5.28% (37)	9.14% (64)	2.42% (17)	14.28% (100)	18.85% (132)	14.42%	2.42%	33.13%
Target culture (Book1)	1.5% (3)	4% (8)	1.5% (3)	18% (36)	25% (50)	5.5%	1.5%	43%

*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.

*Results of the Descriptive Statistics for the Analysis of Items related to Motivation, Accuracy, Fluency, Language Skills, and Target Language Culture in the Questionnaire regarding the Effectiveness of the Second-Year High School English Textbook from the Teachers' Perspective are presented in Table 5.*

TABLE 5.  
PRESENTS THE PERCENTAGE OF THE TEACHERS' RESPONSES (BOOK2)

	Teachers' Perceptions					Merging of the percentages of the selected options		
	HE	SE	NK	SI	HI	E	NK	I
Motivation (Book2)	4.08% (49)	7.41% (89)	3.66% (44)	12.16% (146)	22.66% (272)	11.49%	3.66%	34.82%
Accuracy (Book2)	9.5% (19)	13% (26)	4.5% (9)	10.5% (21)	12.5% (25)	22.5%	4.5%	23%
Fluency (Book2)	7.5% (30)	12% (48)	3% (12)	13% (52)	14.5% (58)	19.5%	3%	27.5%
Language skills (Book2)	4.85% (34)	9.57% (67)	5% (35)	13.71% (96)	16.85% (118)	14.42%	5%	30.56%
Target culture (Book2)	3.5% (7)	6.5% (13)	3.5% (7)	15.5% (31)	21% (42)	10%	3.5%	36.5%

*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.

*Results of the Descriptive Statistics for the Analysis of Items related to Motivation, Accuracy, Fluency, Language Skills, and Target Language Culture in the Questionnaire regarding the Effectiveness of the Third-Year High School English Textbook from the Teachers' Perspective are presented in Table 6.*

TABLE 6  
PRESENTS THE PERCENTAGE OF THE TEACHERS' RESPONSES (BOOK3)

	Teachers' Perceptions					Merging of the percentages of the selected options		
	HE	SE	NK	SI	HI	E	NK	I
Motivation (Book3)	3.66% (44)	6.83% (82)	3.16% (38)	12.83% (154)	23.5% (282)	10.49%	3.16%	36.33%
Accuracy (Book3)	6.5% (13)	10.5% (21)	5.5% (11)	10% (20)	17.5% (35)	17%	5.5%	27.5%
Fluency (Book3)	8% (32)	8.25% (33)	3.25% (13)	9.75% (39)	20.75% (83)	16.25%	3.25%	30.5%
Language skills (Book3)	4.57% (32)	6.42% (45)	3.28% (23)	16.57% (116)	19.14% (134)	10.99%	3.28%	35.71%
Target culture (Book3)	1.5% (3)	2.5% (5)	4% (8)	14% (28)	28% (56)	4%	4%	42%

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.

Tables 1, 2, and 3 show that the percentage of the learners' responses rating the first-year, the second-year, and the third-year high school English textbooks as being ineffective in increasing learners' motivation to learn English, in increasing learners' accuracy in producing pragmatically correct sentences, in increasing learners' fluency in speaking English, in improving learners' language skills, and in engaging the learners in learning about the target language culture is far higher than the percentage of the responses that rated them as being effective in this regard. Moreover, Tables 4, 5, and 6 show that the percentage of the teachers' responses rating the first-year, second-year, and the third-year high school English textbooks as being ineffective in increasing learners' motivation to learn English, in increasing the learners' accuracy in producing pragmatically correct sentences, in increasing learners' fluency in speaking English, in improving learners' language skills, and in engaging the learners in learning about the target language culture is far higher than the percentage of the responses that rated them as being effective in this regard.

**The Obtained Mean and Std. Deviation for Learners' and Teachers' Perceptions about Motivation, Accuracy, Fluency, Language Skills, and Target Culture (Book 1)**

TABLE 7.  
THE OBTAINED MEAN AND STD. DEVIATION FOR LEARNERS' AND TEACHERS' PERCEPTIONS (BOOK 1)

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Motivation	Learners	100	46.2000	6.92820	.69282
	Teachers	50	48.1600	4.52368	.63974
Accuracy	Learners	100	7.3000	1.97714	.19771
	Teachers	50	6.5800	1.83047	.25887
Fluency	Learners	100	14.5600	2.69800	.26980
	Teachers	50	14.1400	2.70306	.38227
Language skills	Learners	100	25.9100	4.53069	.45307
	Teachers	50	25.5200	3.96536	.56079
Target culture	Learners	100	8.2300	1.61967	.16197
	Teachers	50	8.4400	1.52744	.21601

Table 7 demonstrates that the mean score difference is not meaningful in terms of fluency, language skills, and target language culture. However, as can be seen, the mean score difference is meaningful in terms of motivation, and accuracy.

**The Obtained Mean and Std. Deviation for Learners' and Teachers' Perceptions about Motivation, Accuracy, Fluency, Language Skills, and Target Culture (Book 2)**

TABLE 8  
THE OBTAINED MEAN AND STD. DEVIATION FOR LEARNERS' AND TEACHERS' PERCEPTIONS (BOOK 2)

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Motivation	Learners	100	43.2700	6.31473	.63147
	Teachers	50	46.0600	5.37344	.75992
Accuracy	Learners	100	6.2900	1.67751	.16775
	Teachers	50	6.1400	1.79580	.25396
Fluency	Learners	100	13.2200	2.73614	.27361
	Teachers	50	13.2000	2.92770	.41404
Language skills	Learners	100	24.9100	4.26187	.42619
	Teachers	50	24.9400	4.39578	.62166
Target culture	Learners	100	8.2800	1.54449	.15445
	Teachers	50	7.7600	2.06585	.29216

Table 8 demonstrates that the mean score difference is not meaningful in terms of accuracy, fluency, language skills, and target language culture. However, as can be seen, the mean score difference is meaningful in terms of motivation.

### The Obtained Mean and Std. Deviation for Learners' and Teachers' Perceptions about Motivation, Accuracy, Fluency, Language Skills, and Target Culture (Book 3)

TABLE 9.  
THE OBTAINED MEAN AND STD. DEVIATION FOR LEARNERS' AND TEACHERS' PERCEPTIONS (BOOK 3)

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Motivation	Learners	100	43.8600	6.25553	.62555
	Teachers	50	46.9600	4.93616	.69808
Accuracy	Learners	100	6.3900	1.87431	.18743
	Teachers	50	6.8600	1.88452	.26651
Fluency	Learners	100	14.0200	2.70421	.27042
	Teachers	50	14.1600	2.39353	.33850
Language skills	Learners	100	23.7600	3.92124	.39212
	Teachers	50	26.5000	3.48320	.49260
Target culture	Learners	100	7.7300	1.59453	.15945
	Teachers	50	8.5800	1.60471	.22694

Table 9 demonstrates that the mean score difference is not meaningful in terms of accuracy, and fluency. However, as can be seen, the mean score difference is meaningful in terms of motivation, and language skills, and target language culture.

### Independent Sample t-test results for Learners' and Teachers' Perceptions about Motivation, Accuracy, Fluency, Language Skills, and Target Culture of Book1

TABLE 10.  
INDEPENDENT SAMPLE T-TEST RESULTS FOR LEARNERS' AND TEACHERS' PERCEPTIONS (BOOK 1)

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
Motivation	Equal variances assumed	8.369	.004	-1.815	148	.072	-1.96000	1.08005	-4.09430	.17430
	Equal variances not assumed			-2.078	137.634	.040	-1.96000	.94301	-3.82467	-.09533
Accuracy	Equal variances assumed	.970	.326	2.154	148	.033	.72000	.33425	.05947	1.38053
	Equal variances not assumed			2.210	105.134	.029	.72000	.32573	.07414	1.36586
Fluency	Equal variances assumed	.177	.674	.898	148	.371	.42000	.46760	-.50403	1.34403
	Equal variances not assumed			.898	97.946	.372	.42000	.46789	-.50852	1.34852
Language skills	Equal variances assumed	1.247	.266	.517	148	.606	.39000	.75373	-1.09946	1.87946
	Equal variances not assumed			.541	110.535	.590	.39000	.72094	-1.03866	1.81866
Target Culture	Equal variances assumed	2.330	.129	-.763	148	.447	-.21000	.27535	-.75412	.33412
	Equal variances not assumed			-.778	103.407	.438	-.21000	.26999	-.74544	.32544

The results of Table 10 about the motivation and accuracy in terms of the first-year high school English textbook indicate that the level of meaningfulness is less than 0.05. It could be concluded that there is a meaningful difference between learners' perceptions and teachers' perceptions in terms of motivation to learn English, and in terms of accuracy in producing pragmatically correct sentences. However, the results of Table 10 about the fluency, language skills, and target language culture in terms of the first-year high school English textbooks, indicate that the level of meaningfulness is more than 0.05; therefore, the mean score difference is not meaningful. So there is no significant difference exists between learners' perceptions and teachers' perceptions in terms of fluency in speaking English, in terms of language skills, and in terms of target language culture.

### Independent Sample t-test results for Learners' and Teachers' Perceptions about Motivation, Accuracy, Fluency, Language Skills, and Target Culture of Book2

TABLE 11.  
INDEPENDENT SAMPLE T-TEST RESULTS FOR LEARNERS' AND TEACHERS' PERCEPTIONS (BOOK 2)

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference		
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Motivation	Equal variances assumed	1.791	.183	-2.676	148	.008	-2.79000	1.04259	-4.85029	-.72971
	Equal variances not assumed			-2.824	113.297	.006	-2.79000	.98805	-4.74744	-.83256
Accuracy	Equal variances assumed	.393	.532	.504	148	.615	.15000	.29749	-.43788	.73788
	Equal variances not assumed			.493	92.381	.623	.15000	.30437	-.45446	.75446
Fluency	Equal variances assumed	.061	.806	.041	148	.967	.02000	.48515	-.93872	.97872
	Equal variances not assumed			.040	92.419	.968	.02000	.49628	-.96559	1.00559
Language Skills	Equal variances assumed	.023	.881	-.040	148	.968	-.03000	.74594	-1.50406	1.44406
	Equal variances not assumed			-.040	95.448	.968	-.03000	.75372	-1.52623	1.46623
Target Culture	Equal variances assumed	3.977	.048	1.731	148	.086	.52000	.30043	-.07369	1.11369
	Equal variances not assumed			1.574	77.230	.120	.52000	.33047	-.13802	1.17802

The results of the Table 11 about the motivation in terms of the second-year high school English textbook indicate that the level of meaningfulness (.008) is less than 0.05. Therefore, there is a meaningful difference between learners' perceptions and teachers' perceptions in terms of motivation to learn English. However, the results of the Table 11 about the accuracy, fluency, language skills, and the target language culture in terms of the second-year high school English textbooks, indicate that the level of meaningfulness is more than 0.05; therefore, the mean score difference is not meaningful. According to this Table and results, no significant difference exists between learners' perceptions and teachers' perceptions in terms of accuracy in producing pragmatically correct sentences, fluency in speaking English, in terms of language skills, and in terms of target language culture.

**Independent Sample t-test results for Learners' and Teachers' Perceptions about Motivation, Accuracy, Fluency, Language Skills, and Target Culture of Book3**

TABLE 12.  
INDEPENDENT SAMPLE T-TEST RESULTS FOR LEARNERS' AND TEACHERS' PERCEPTIONS (BOOK 3)

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference		
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Motivation	Equal variances assumed	6.642	.011	-3.059	148	.003	-3.10000	1.01355	-5.10290	-1.09710
	Equal variances not assumed			-3.307	120.752	.001	-3.10000	.93735	-4.95578	-1.24422
Accuracy	Equal variances assumed	.360	.549	-1.445	148	.151	-.47000	.32523	-1.11269	.17269
	Equal variances not assumed			-1.443	97.635	.152	-.47000	.32582	-1.11661	.17661
Fluency	Equal variances assumed	1.600	.208	-.310	148	.757	-.14000	.45128	-1.03178	.75178
	Equal variances not assumed			-.323	109.441	.747	-.14000	.43325	-.99865	.71865
Language Skills	Equal variances assumed	.149	.700	-4.183	148	.000	-2.74000	.65503	-4.03443	-1.44557
	Equal variances not assumed			-4.352	109.094	.000	-2.74000	.62961	-3.98786	-1.49214
Target Culture	Equal variances assumed	.830	.364	-3.071	148	.003	-.85000	.27677	-1.39692	-.30308
	Equal variances not assumed			-3.065	97.554	.003	-.85000	.27736	-1.40044	-.29956

The results of Table 12 about the motivation, language skills, and the target language culture in terms of the third-year high school English textbook indicate that the level of meaningfulness is less than 0.05. According to this Table and results, there is a significant difference between learners' perceptions and teachers' perceptions in terms of motivation to learn English, in terms of the four language skills, and in terms of target language culture. However, the

results of Table 12 about the accuracy and fluency in terms of the third-year high school English textbook indicate that the level of meaningfulness is more than 0.05; therefore, the mean score difference is not meaningful. According to this Table and results, there is no significant difference between learners' perceptions and teachers' perceptions in terms of accuracy in producing pragmatically correct sentences and fluency in speaking English.

## V. DISCUSSION & CONCLUSION

### **The Comparison of the Results of the Items related to Motivation, Accuracy, Fluency, Language Skills, and Target Culture regarding the First-Year High School English Textbook from the Learners' Perceptions vs. the Teachers' Perceptions**

The results of the data analysis indicated that the level of meaningfulness in fluency, language skills, and target language culture of the first-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 fluency, language skills, and target language culture 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 the level of meaningfulness in motivation section, and accuracy of the first-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 motivation, and accuracy 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 motivation demonstrates that teachers' opinions toward the ineffectiveness of the first-year high school English textbook in increasing the motivation of the learners to learn English are stronger than those of the learners, therefore, the difference in views may be due to 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 accuracy demonstrates that learners' opinions toward the ineffectiveness of the first-year high school English textbook in increasing the accuracy of the learners in producing pragmatically correct sentences are stronger than those of the teachers, therefore, the difference in views can be attributed to the fact that learners are more sensitive than the teachers and have a tendency towards producing correct sentences however, the teachers have a tendency towards focusing on meaning and fluency.

### **The Comparison of the Results of the Items related to Motivation, Accuracy, Fluency, Language Skills, and Target Culture regarding the Second-Year High School English Textbook from the Learners' Perceptions vs. the Teachers' Perceptions**

The results of the data analysis indicated that the level of meaningfulness in accuracy, fluency, language skills, and target language culture 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 accuracy, fluency, language skills, and target language culture 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 the level of meaningfulness in motivation 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 motivation 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 motivation demonstrates that teachers' opinions toward the ineffectiveness of the second-year high school English textbook in increasing the motivation of the learners to learn English are stronger than those of the learners, therefore, the difference in views can be attributed to the teachers' critical look at the books and their experiences in teaching different books.

### **The Comparison of the Results of the Items related to Motivation, Accuracy, Fluency, Language Skills, and Target Culture regarding the Third-Year High School English Textbook from the Learners' Perceptions vs. the Teachers' Perceptions**

The results of the data analysis indicated that the level of meaningfulness in accuracy, and fluency 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 accuracy, and fluency 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 the level of meaningfulness in motivation section, language skills, and target language culture 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 motivation section, language skills, and target language culture 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 motivation, language skills, and target language culture demonstrates that teachers' opinions toward the ineffectiveness of the third-year high school English textbook in increasing the motivation of the learners to learn English, in improving the learners' four language skills, and in engaging the learners in learning about the target language culture are stronger than those of the learners, therefore, the difference in views

can be attributed to 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.

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 & 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 the present 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).

#### APPENDIX. THE ENGLISH VERSION OF THE QUESTIONNAIRE

##### Motivation

1. *How effective are the actual activities in your textbook in increasing your motivation to learn English?*  
Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective
2. *How effective is the language functions section of your textbook in increasing your motivation to speak English?*  
Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective
3. *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)?*  
Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective
4. *How effective are the dialogues in the language functions section of your textbook in fulfilling your daily needs (for reading stories, watching movies, etc.)?*  
Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective
5. *How effective are the reading texts in your textbook in making language learning enjoyable?*  
Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective
6. *How effective are the reading texts in your textbook in increasing your motivation to learn English?*  
Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective
7. *How effective are vocabulary items in your textbook in increasing your motivation to learn English?*  
Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective
8. *How effective is your textbook's physical appearance in increasing your motivation to learn English?*  
Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective
9. *How effective are pronunciation points in your textbook in increasing your motivation to learn English?*  
Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective
10. *How effective is the speaking section of your textbook in increasing your motivation to learn English?*  
Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective
11. *How effective is the writing section of your textbook in making language learning enjoyable?*  
Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective
12. *How effective is the writing section of your textbook in increasing your motivation to learn English?*  
Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective

##### Accuracy

1. *How effective are the actual activities in your textbook in improving your accuracy in producing pragmatically correct sentences?*  
Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective
2. *How effective are grammatical points in your textbook in improving your accuracy in producing pragmatically correct sentences?*  
Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective

##### Fluency

1. *How effective are the actual activities in your textbook in improving your fluency in speaking English?*  
Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective
2. *How effective are the grammatical points in your textbook in improving your fluency in speaking English?*  
Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective
3. *How effective are the vocabulary items in your textbook in improving your fluency in speaking English?*  
Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective
4. *How effective is the speaking section of your textbook in improving your fluency in speaking English?*  
Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective

##### Language skills

1. *How effective are the actual activities in your textbook in improving your language skills (reading, writing, listening, speaking)?*  
Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective

**2. How effective are the reading texts in your textbook in improving your language skills (reading, writing, listening, speaking)?**

Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective

**3. How effective are the grammatical points in your textbook in improving your language skills (reading, writing, listening, speaking)?**

Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective

**4. How effective are the vocabulary items in your textbook in improving your language skills (reading, writing, listening, speaking)?**

Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective

**5. How effective are pronunciation points in your textbook in improving your language skills (listening, speaking)?**

Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective

**6. How effective is the speaking section of your textbook in improving your language skills (reading, writing, listening, speaking)?**

Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective

**7. How effective is the writing section of your textbook in improving your language skills (reading, writing, listening, speaking)?**

Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective

#### **Target Language Culture**

**1. How effective are the reading texts in your textbook in engaging you in learning about the target language culture?**

Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective

**2. How effective is the speaking section of your textbook in engaging you in learning about the target language culture?**

Highly effective  Somewhat effective  I don't know  somewhat ineffective  highly ineffective

#### REFERENCES

- [1] Ansary, H., & Babaii, E. (2002). "Universal characteristics of EFL/ESL textbook: A step towards systematic textbook evaluation". *The Internet TESL Journal*, 8(2), 1-8.
- [2] Azizifar, A., Koosha, M., & Lotfi, A. (2010). "An analytical evaluation of Iranian high school ELT textbooks from 1970 to the present". *Procedia Social and Behavioral Sciences*, 3, 36-44.
- [3] Farrokhi, F., & Saadi, M. (2013). "Iranian EFL learners' perception with respect to tasks in comparison with the actual content of the textbooks". *Theory and Practice in Language Studies*, 3(1), 163-174.
- [4] Gholami, J., Niko, F., & Soultanpour, A. (2012). "A retrospective-comparative evaluation of textbooks developed by native and non-native English speakers". *Journal of Academic and Applied Studies*. 2(11), 35-42.
- [5] Jahangard, A. (2007). "Evaluation of EFL materials taught at Iranian public high schools". *The Asian EFL Journal*, 9(2), 130-150.
- [6] Kitao, K., & Kitao, S. K. (2003). Selecting and developing teaching/ learning materials. *The Internet TESL Journal*, 4(4). Retrieved October 27, 2012, from www.Iteslj.org.
- [7] Rahimi, M., & Hassani, M. (2012). "Attitude towards EFL textbooks as a predictor of attitude towards learning English as a foreign language". *Procedia Social and Behavioral Sciences*, 31, 66-72.
- [8] Razmjoo, S. A. (2007). "High Schools or Private Institutes textbooks? Which fulfill communicative language teaching principles in the Iranian context?" *Asian EFL Journal*, 9(4). 126-140.
- [9] Saadi, M. (2012). "A study of Iranian EFL learners' perceptions with respect to tasks and speech acts in comparison with the actual content of the textbooks". MA thesis. Tabriz University, Iran.
- [10] Sheldon, L. E. (1988). "Evaluating ELT textbooks and materials". *ELT Journal*, 42(4), 237-246.
- [11] Tomlinson, B., & Masuhara, H. (2001). Adults EFL courses". *ELT Journal*, 55(1), 80-101.
- [12] Wang, H. (2010). *The end of the revolution: China and the limits of modernity*. London: Verso.
- [13] Yarmohammadi, L. (2002). "The evaluation of pre-university textbooks". *The Newsletter of the Iranian Academy of Science*, 18, 70-87.
- [14] Zohrabi, M. (2011). "Coursebook development and evaluation for English for general purposes course". *English Language Teaching*, 4(2), 213-222.



**Zahra Aghazadeh** is a graduate M.A. student in Teaching English as a Foreign Language (TEFL), studied at University of Tabriz, Iran. She got her B.A. in English Language and Literature from Urmia University, Iran. Her research interests include textbook evaluation, material development and testing.