



The Internal Evaluation of New English Textbook "Vision1" For Tenth – Grade Students in Iranian High Schools from Teachers' Perspectives

Mansoureh Pouranshirvani

Master graduated of Teaching of English as a foreign language (TEFL), Faculty of Humanities, Payam Noor University of Tehran South, Iran.

Abstract: *A textbook is an important tool in language teaching material that is an important resource for teachers in assisting students to learn every subject including English. In recent years, many issues have been considered such as; different models and approaches, classroom activities, and material evaluation, etc. This study tends to consider internal evaluation of the tenth grade's textbook (Vision1) to see whether the book needs to be adapted (as it is the first time the book is administrated). An adapted questioner from Dr. Montasser Mohamed Abdel Wahab, (2013) was distributed among thirty Education-District-Tuesday English teachers in Isfahan, Iran. They were chosen randomly from 72 high schools. The data were collected through questionnaires with 82 close-ended items consisting of ten sections. The data were put in SPSS to compute the result. Findings indicated that the Iranian tenth grade English textbook needs to be adapted in some areas.*

Keywords: *internal, evaluation, tenth grade's textbook, high school*

INTRODUCTION

Review of Literature

Textbooks play a prominent role in the teaching /learning process, as they are the primary agents of conveying knowledge to learners. Besides, one of the basic functions of textbooks is to make the existed knowledge available and apparent to the learners in a selected, easy and organized way. Hutchinson and Torres (1994) argue that any textbook has a very important and positive part to play in teaching and learning of English. Tomlinson (2011a) defines a textbook as a book “which provides the core materials for a language-learning course” (p. xi) in which a variety of issues are covered considering the learning requirements of the students within a course period. Generally, such a book consists of activities related to four skills, grammatical and lexical information, and various language functions.

Sheldon (1988, p. 237) suggests that textbooks not only “represent the visible heart of any ELT program” but also offer considerable advantages—for both the student and the teacher—when they are being used in the ESL/EFL classroom. Nunan (1999, p. 98) states, “a textbook is the main component of any instructional program and it is difficult to imagine a class without it”. According to Ahour and Ahmadi (2012), textbooks easily provide the knowledge to the learners. Therefore, in order to select a culturally and locally appropriate textbook that corresponds to the needs of the learners and teaching/learning requirements, the textbook evaluation is required.

Effective evaluation relies on asking appropriate questions and interpreting the answers to them (Cunningsworth, 1995). Evaluation is widely acknowledged as a powerful means of improving the quality of education. In evaluating textbooks, several researchers, educators, reviewers, and reading specialists provide checklists as a tool to judge (Cunningsworth, 1995; Griffiths, 1995; Harmer, 1998; Peacock, 1997; Sheldon, 1998; Garinger, 2001; Litz, 2005; Miekley, 2005). Cunningsworth (1995: 2-4) suggests a checklist

for evaluation and selection of textbook as: Aims and approaches, Design and organization, Language content, skills, topics, methodology, teacher's book, Practical considerations. Alamri (2008: 105-107) provides a set of criteria for evaluating textbooks. The criteria are covered within twelve areas, such as: general appearance, Design and Illustration, Accompanying Materials, objectives, Topic Contents, Language Content, Social and Cultural Contexts, and Language Skills. Harmer (1998) proposes nine main areas which teachers should consider in evaluating the books; (1) price, (2) availability, (3) layout and design, (4) methodology, (5) skills, (6) syllabus, (7) topic, (8) stereotyping, and (9) the teacher's guide. The score system in this checklist is developed based on the descriptive answers provided by the users

Peacock (1997) designs checklists including eight sections: general impression, technical quality, cultural differences, appropriacy, motivation, and the learner, pedagogic, analysis, finding the way through the student's book and supplementary materials. The weighting system is developed based on a 3-point scale, namely good (2), satisfactory (1) and poor (0).

Litz (2005) in his study creates a series of textbook evaluation questionnaires. The questions provide seven areas: (1) practical considerations, (2) layout and design, (3) activities, (4) skills, (5) language type, (6) subject and content and (7) conclusion/overall consensus. Each of these main categories also contains some evaluative items that are presented respectively for the student and teacher evaluation forms: (1) 2 and 5, (2) 2 and 8, (3) 5 and 7, (4) 3 and 5, (5) 6 and 6, (6) 5 and 5 and (7) 2 and 4. The system of rating is based on a 10-point scale which moves from highly disagree (1) to highly agree (10).

Miekley (2005: 4-5) specifically presents a set of criteria for reading comprehension textbooks based on twenty-two previously developed textbook evaluation checklist. It is a matter of fact that the method of selecting English language textbooks prescribed for students of different stages is unsatisfactory and away from being scientific. There is a need for an evaluative checklist as a supporting way for choosing textbooks.

Statement of the Problem

In 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). In recent years, many researches were done. Finding showed that Iranian English textbooks did not meet the primary purpose of leaning English in Iran. Finally, the ministry of education came to conclusion to prescribe a new version of English textbooks based on communication language teaching approaches in 2016.

Purpose of the Study

The present study was designed to evaluate if all the language skills are covered for the new English textbook titled "Vision 1" Printed in 2016 in Iran by the Ministry of education. The study tended to find out in what proportion learning-teaching content is covered in this special textbook and if this proportion is appropriate to the context in Iran. This new textbook prescribed by Ministry of Education for tenth grade students in high schools in Iran. The items of the evaluative checklist were grouped under two domains: 1) Learning- teaching content attributes (28 items) 2) Language skills attributes (54 items).

Method

Participants

The data driven from 30 English teachers working in Education -District –Tuesday high schools in Isfahan, Iran (male=11 female=19). They were chosen randomly with different experience years.

Materials

The instrument used in this article was an evaluation checklist adapted from Dr. Montasser Mohamed AbdelWahab evaluation checklist (2013). The checklist took elements from the checklists of Soori, Kafipour and Soury, 2011; Mukundan , Nimehchisalem and Hajimohammadi 2011; Tok, 2010 ; Bataineih, 2009 ; Alamri, 2008 ; Rahimy, 2007; Driss, 2006; Miekley, 2005 ; Xu, 2004 ; Rubdy, 2003; Ansary and Babaii, 2002; Garinger, 2002; Richards, 2001; Zabawa, 2001; Harmer, 1998; Chambers, 1997; Cunningsworth, 1995; Roberts 1990; Sheldon 1988; Candlin, 1987; Matthews,1985; Cunningsworth,1984; Williams, 1983, R. Williams,1981 and adapted them, with the addition of new items and a new scoring system. It was divided into two main categories based on internal evaluation (1. learning –teaching content 2. language skills). Each category was divided into several sub categories. The first category (learning –teaching content) is divided in to three sub categories. The first area of this part refers to subject and contents include nine items. The second area considers exercises consist of eleven items. The last area considers social and cultural contexts that have nine items. The second category (language skills) consists of seven sub categories. The first part is listening with seven items. The second part is speaking including six items. The third one is reading category including six items. The fourth sub category is about writing including eight items. The fifth sub category is about vocabulary, which has eleven items. The next sub category considers grammar with eleven items, and the last sub category is the pronunciation category with five items). The criteria were numerically rated on a scale from 0 to 2 in the blank space of the score column as follows: Poor = 0 Satisfactory =1 Good = 2. Such a checklist was used appropriately to evaluate three English Language textbooks; “Move Ahead 3” (Ellis, Wilson & Taylor: 2001) “Touch Stone” (McCarthy, Mecarten and Sandford: 2010), and Step Forward, Step by Step, Lesson Plans (Adelson-Godstein: 2007). The first book was evaluated by the researcher while the second and the third books were evaluated by other researchers. The evaluative checklist proved to be reliable and valid as a comprehensive tool of evaluation. (Cronbach's Alpha = .919). The pilot study done improved the validity of the checklist in Iran. The book chosen for evaluation was “vision 1, English for Schools” written by Dr. Ali Moghaddam, Dr. Kheirabad, Rahimi, and Davari (2016) that was prescribed by Ministry of Education in Iran for using in tenth grade in high schools.

"Vision 1" was taught three hours per week. It includes four lessons. Each lesson consists of ten different parts such as (A) title page (B) Get ready (C) Conversation (D) New Words & Expressions (E) Reading (F) Grammar (G) Listening & Speaking (H) Pronunciation (I) Writing (J) What You Learned. It consists of different parts such as; student book, workbook, Class Audio CD (Recordings contain nonnative speakers.) This textbook has been used for the first time in Iran without pilot study.

There are some reasons for choosing this textbook to be evaluated. As it is a first year of administrating the textbook, it is essential to remove its defects and to adopt materials with language content and skills. To see how far the material match up to what the authors claims as well as the aims and objectives of teaching programs. This in turn can help the authors to focus on realistic ways of adapting the materials to this particular group of students. Working with material given to teachers by a Ministry of education will clearly have some different issues to contend with, so through this study authors can find out the limitations. On the other hand, the objective of this study is to gain a better insight into the teaching of this textbook.

Procedure

Data procedure done in Isfahan, Iran, among Education-District –Tuesday English teachers. It was carried on during the second semester in the schooling year 2016-2017. In order to perform an effective internal inspection of the materials, we need to examine at least two units (preferably more) of a book (Jo

Mc Donought P67). The participants were informed by researcher about the purpose of the study. Then the checklists were distributed among the thirty English teachers (19females, and 11 males) to complete and return it to the researcher. The collected data were entered into the SPSS (15th version) for analyzing. The descriptive statistic; frequency, percent, valid percent, cumulative percent used to analyze the data.

Result and Discussion

Result of the Data Analysis for the first category

Research Question 1 (subject and Content)

As we have discussed the first category consists of three sub categories: 1. Subject and content, 2. Exercises, 3. Social and cultural contexts. The following tables will analyze these sub categories. We put data in SPSS (15th version). The data analysis was done for the first question of sub category in Table number one. It consists of nine items.

Table one: Subject and content

Textbook evaluation scales	2		1		0	
Subject and Content	n	%	n	%	n	%
Item 1	8	26	18	60	4	13.3
Item 2	10.33	33	15	50	5	
Item 3	5	16	14	47	11	36
Item 4	10	33.3	11	36.7	9	30
Item 5	6	20	18	60	6	20
Item 6	6	20	16	53.3	8	26.7
Item 7	6	20	19	63.3	5	16.7
Item 8	9	30	20	66.7	1	3.3
Item 9	10	33.3	12	40	8	26.7

Good= 2 satisfied =1 Poor=0

As it is clear, 60% of teacher satisfied with up-to- date material (Item1). About Half of the teacher believed that the book covers variety of topics from different fields (Item2).47% of them were satisfied with fun elements in the textbook (Item3). About70percentage agreed that the language in the textbook is natural and real (Item4). Most of the teachers (80%) satisfied with the interesting, and challenging subject and content (Item5). Most of them agreed (73.3) that topics encourage students to express their own views (Item6).83.3% of teachers expressed that the topics allow students to think critically (Item7). Almost all teacher (96.7%) stated that the course components are effectively and clearly organized (Item8). 73.3 % expressed their satisfactory with a list of new and difficult words (Item9).

Research question 2 (Exercises)

The result of data analysis of exercises in the textbook was shown in the second table. It consists of ten questions referring to exercises.

Table2: Exercise

Textbook evaluation scales	2		1		0	
Exercises	n	%	n	%	n	%
Item1	14	46.7	14	46.7	2	6.7
Item2	10	33.3	14	46.7	6	20
Item3	6	20	16	53	8	26

Item4	5	16.7	19	63.3	6	20
Item5	7	23.3	20	66.7	3	10
Item6	10	33.3	13	43.3	7	23.3
Item7	10	33.3	14	46.7	6	20
Item8	5	16.7	23	76.7	2	6.7
Item9	6	20	19	63.3	5	16.7
Item10	3	10	14	46.7	13	43.3
	Good=2	Satisfied=1	Poor=0			

It is clear that, not only Almost all teachers agreed that the exercises have clear instruction (Item1), but also they believed the exercise are adequate, purposeful, and interesting (item2). Most of them (73%), expressed the exercises increase the spirit of independent learning (Item3). 63% were satisfied with a balance of the activities and tasks which focus on both fluent and accurate production (Item4). 80% of teachers stated that exercising tasks move from simple to complex (Item5). Grammar points and vocabulary items are ok on the viewpoint of 76.6% (Item6). 76.6% of teachers stated that the exercises incorporate individual pair and group work (Item7). 76.7 % of them were satisfied with exercise which can be modified and supplemented easily (Item8). About 83.3% were satisfactory with a variety of meaningful and mechanical exercises (item9). Finally,46.7% satisfied the textbook provides models for final achievement tests(Item10).

Research question 3(Social and Cultural Context)

This section consists of nine questions. Its data analysis was show in the third table.

Table 3: Social and Cultural Context

Textbook evaluation scales	2		1		0	
Social and Cultural Context	n	%	n	%	n	%
Item 1	11	36.7	15	50	4	13
Item 2	8	26.7	16	53.3	6	20
Item 3	8	26.7	19	63.3	3	10
Item 4	0	0	11	36.7	19	63.3
Item 5	6	20	12	40	12	40
Item 6	3	10	11	36.7	16	53.3
Item 7	1	3.3	13	43.3	16	53.3
Item 8	5	16.7	10	33.3	15	50
Item 9	7	23.3	13	43.3	10	33.3
	Good=2	Satisfied=1	Poor=0			

As it is shown, 50% of teachers satisfied with comprehensible social and cultural context in the textbook, and 36.7 expressed that it was good (Item1). Most of them (53%=satisfied 26.7%=good) stated the content of the book is free from stereotypical images and information (Item2). 63% were satisfied with the positive views of ethnic origins, occupations, and etc.(Item3). More than half of teacher declared the content does not present s different culture (Item4). Most teachers believed (20%=good, 40%= satisfied) content discusses some well- known characters from different areas of the world (Item5). 53.3% stated content does not help students be aware of how to interact using language within a new culture (Item6). Half of them agreed that the content does not display different traditions and customs (Item7). %3% stated that the tree Ps of culture aren't represented in the content (Item8). Finally, most of the teachers (good=23.3, satisfied=43.3) were satisfied with the topics of the content cope with the criteria of the students' culture (Item9).

Result of the Data Analysis for the second category

This section includes seven sub categories that have their own questions. This part is about language skills used in the textbook. It consists of listening, speaking, reading, writing, vocabulary, grammar, and pronunciation parts. The result of their data analysis presented in the following tables. The first table refers to listening skill. It shown in Table one. It has seven items.

Table1: Listening

Textbook evaluation scales	2		1		0	
Listening	n	%	n	%	n	%
Item 1	0	0	22	73.3	8	26.7
Item 2	4	13.3	15	50	11	36.7
Item 3	1	3.3	8	26.7	21	70
Item 4	5	16.7	10	33.3	15	50
Item 5	2	6.7	12	40	16	53.3
Item 6	2	6.7	16	53.3	12	40
Item 7	2	6.7	11	36.7	17	56.7

Good=2 Satisfied=1 Poor=0

It is obvious that 73.3% of teachers were satisfied with listening tasks that are appropriate (Item1). 63.3% believed that the listening passages help students develop the listening comprehension skills (Item2). Nearly all teachers declared the CD does not expose the students to the voices and pronunciation of the native speakers of English (Item3). Half of them, stated that listening material is not well recorded, as authentic as possible (Item4). About 53.3% disagreed that tasks are efficiently graded, actually they were unsatisfied with them (Item5). 53.3% expressed their satisfactory with the listening material accompanied by background information, questions and activities (Item6). Most of them (56.7percentage), showed their disagreement on task that do not focus on listening competence such as stress, intonation and form (Item7).

Research Question 2 (Speaking)

This subcategory has six questions. This data analysis represented in Table 2.

Table2: Speaking

Textbook evaluation scales	2		1		0	
Speaking	n	%	n	%	n	%
Item 1	8	26.7	12	40	10	33.3
Item 2	9	30	13	43.3	8	26.7
Item 3	6	20	14	46.7	10	33.3
Item 4	4	13.3	18	60	8	26.7
Item 5	5	16.7	23	76.7	2	6.7
Item 6	6	20	11	36.7	13	43.3

Good=2 Satisfied=1 Poor=0

As it was estimated, 40% of teachers were satisfied with the first question which is about speaking activities developed to encourage student-student and student-teacher oral communication (Item1). Most of the teachers (good=30, satisfied=43.3) agreed there is a balance between individual response, pair work and group work (Item2). 46.7% of them satisfied with activities help students become a more confident English speaker (Item3). Most teacher (60%) satisfied with speech exercises that invite students to talk about their concerns and interest (Item4). About 76.7% satisfied with the situation in dialogues (Item5).

More than half of teachers agreed that there is sufficient material for spoken English (20%=good 36%=satisfied) (Item6).

Research Question 3 (Reading)

This section consists of six questions. Its data analysis displayed in Table 4.

Table3: Reading

Textbook evaluation scale	2		1		0	
Reading	n	%	n	%	n	%
Item 1	13	43.3	13	43.3	4	13.3
Item 2	10	33.3	14	46.7	6	20
Item 3	8	26.7	19	63.3	3	10
Item 4	12	40	16	53.3	2	6.7
Item 5	16	53.3	14	46.7	0	0
Item 6	9	30	16	53.3	5	16.7
	Good=2		satisfied=1		Poor=0	

As it is clear, nearly all teachers agreed that there is sufficient reading material (Item1). 33% teachers believed that there is good content helps student develop reading comprehension skills, and 46.7% were satisfied with the content (Item2). 63.3% satisfied with many of the reading passages that are up-to-date, interesting and meaningful (Item3). Half of them showed their satisfactory with the easy passages (Item4). All the teachers expressed their satisfactory with the length of texts (Item5). 53.3% stated that they were satisfied with the authentic reading material, and 30% expressed that textbook uses good authentic material (Item6).

Research Question 4 (Writing)

This part includes eight Questions. The data analysis was shown in Table 4.

Table 4 (Writing)

Textbook evaluation scales	2		1		0	
Writing	n	%	n	%	n	%
Item 1	1	3.3	18	60	11	36.7
Item 2	4	13.3	17	56.7	9	30
Item 3	4	13.3	12	40	14	46.7
Item 4	7	23.3	14	46.7	9	30
Item 5	9	30	15	50	6	20
Item 6	3	10	18	60	9	30
Item 7	3	10	11	36.7	16	53.3
Item 8	6	20	9	30	15	50
	Good=2		Satisfied=1		Poor=0	

As you see, more than half of teachers were satisfied with writing tasks, and they believed that tasks are interesting (Items1,2). They satisfied that tasks enhance free writing opportunities (Item3). They agreed that the time allotted for teaching the materials is sufficient (Item4). 0% were satisfied with easy tasks, about 60% satisfied with controllable, and satisfied tasks (Item5,6). 53.3% of them believed that the textbook does not lead students from simple controlled writing activities to guided writing amount of guidance (Item7). Half of the teachers disagreed with writing activities, they expressed their disagreement with degree of accuracy, and amount of guidance (Item8).

Research Question 5 (Vocabulary)

This area of internal evaluation is also important that includes 11 questions. There are items about number of new words, distribution of vocabulary, exercises for vocabulary, and lexical items. The result of data was shown in Table 5.

Table 5 (Vocabulary)

Textbook evaluation scales	2		1		0	
Vocabulary	n	%	n	%	%	n
Item1	10	33.3	16	53.3	4	13.3
Item2	5	16.7	20	66.7	5	16.7
Item3	7	23.3	11	36.7	12	40
Item4	5	16.7	16	53.3	9	30
Item5	6	20	18	60	6	20
Item6	5	16.7	19	63.3	6	20
Item7	5	16.7	11	36.7	14	46.7
Item8	5	16.7	11	36.7	14	46.7
Item9	6	20	3	10	21	70
Item10	5	16.7	11	36.7	14	46.7
Item11	2	6.7	8	26.7	20	66.7

Good=2 Satisfied=1 Poor=0

According to Teachers' point of views, the load is appropriate to the linguistic level of students (Item1). They were satisfied with the distribution of vocabulary (Item2). Most agreed that the exercises for vocabulary are rich and adequate (Item3). Half of them (53.3%) showed their satisfactory with the words that are contextualized (item4). 60% were satisfied with the topical nature of vocabs (Item5). Most of them expressed their satisfactory with new lexical items in each unit (Item6).

Half of teachers agreed with the specific method to teach new words, and the sentences /examples use words that are known by learners (item7, Item8). 70% of them stated that there is no a list of vocabulary items at the end of the textbook (item9). Most teacher stated their agreement about appropriate items to students at this grade (Item10). Finally,66% stated that there is no phonetic transcription in English(Item11).

Research Question 6 (Grammar)

This section said about grammar. There are 11 items. These items covered different parts of grammar such as; explicitly, sufficient materials, balance between form and use, etc. Let's look at the results.

Table 6 (Grammar)

Textbook evaluation scales	2		1		0	
Grammar	n	%	n	%	n	%
Item1	6	2	21	70	3	10
Item2	3	10	19	63.3	8	26.7
Item3	6	20	14	46.7	10	33.3
Item4	1	3.3	22	73.3	7	23.3
Item5	6	20	19	63.3	5	16.7
Item6	5	16.7	18	60	7	23.3
Item7	7	23.3	11	36.7	1	40
Item8	10	33.3	16	53.3	4	13.3

Item9	10	33.3	17	56.7	3	10
Item10	6	20	14	46.7	10	33.3
Item11	7	23.3	20	66.7	3	10
	Good=2		Satisfied=1		Poor=0	

Nearly all stated the grammar is contextualized (item1). Most of teachers were satisfied with interesting and appropriate examples of grammar (Item2). More than half of them expressed the grammar is introduced explicitly (Item3). Nearly all stated the exercises for grammar are rich and adequate (Item4). 63.3% satisfied that structures are designed to be taught inductively (Item5). 60% teachers expressed their satisfactory with grammar lessons, which are often derived from the listening or reading passages (Item6). More than half of teachers believed that the time allotted for teaching the material is sufficient (Item7). 53.3% were satisfied with grammatical structures that are easy to be understood, and 33.3% were too (Item 8). 56.7% showed their satisfactory to the balance between form and use and, 33.3% did too (Item9). 46.7% were satisfied with the textbook's main grammar items, and 20% believed that it is good (Item10). 66.7% satisfied with brief and easy examples and explanations of grammar points, and 23.3% stated that they are good (Item11).

Research Question 7 (Pronunciation)

Like other parts of language skills, this area was evaluated. It consists of 5 items. The result is shown in the Table 7.

Table 7 (Pronunciation)

Textbook evaluation scales	2		1		0	
Pronunciation	n	%	n	%	n	%
Item 1	1	3.3	22	73.3	7	23.3
Item 2	0	0	11	36.7	19	63.3
Item 3	0	0	8	26.7	22	73.3
Item 4	0	0	8	26.7	22	73.3
Item 5	0	0	8	26.7	22	73.3
	Good=2		Satisfied=1		Poor=0	

73.3 % were satisfied with an easy pronunciation part (Item1). 63.3% expressed that the pronunciation is not built through other types of activities (Item2). 63.3% stated there are not CDs for pronunciation practice (Item3). 73.3% were not satisfied with natural pronunciation (stress, intonation), and they stated there is not adequate material for pronunciation work (item5).

Conclusion

One area of textbook evaluation is internal evaluation done in this study. We have done an in-depth investigation into material. We worked on Language teaching content and Language skills. All in all, the teachers were satisfied with subject and content of the textbook. This part includes material, variety of topics, fun elements, natural language, course components, etc. In the second parts (Exercises), the teachers were satisfied with it. They believed that the exercises have clear instructions, are adequate /purposeful/interesting. They stated that there are individual exercises and group work. They believed that the book provides modals for final tests, and exercises can be modified or supplemented easily, and etc. In the social and cultural contexts, teachers were not satisfied with some parts such as; they stated that the content does not present different cultures, the content does not help students be aware of how to interact using the language within a new culture, and it also doesn't display different traditions and customs. Finally, the three Ps of culture are not represented in the content.

The second part refers to different language skills. Teachers were not satisfied with some parts of listening. First, students cannot be familiar with native speaker because there is not a native CD. The listening material is not well recorded. The tasks are not efficiently graded. Finally, the listening exercise does not focus on linguistic competence. In teacher's point of view, the speaking and reading parts are ok. They were satisfied with these two areas. In the writing area, everything is ok except the two last items (the book does not lead students from simple controlled activities to guided writing activities, and the writing activities are not suitable in terms of length, degree of accuracy, and amount of guidance). The teachers were satisfied with the vocabulary part except two cases. First, there is not a list of vocabulary items at the end of book. Second, the words are not accompanied with their phonetic transcription in English. Teacher were satisfied with the grammar area too. About pronunciation we should state that the teachers were not satisfied with this part. They believed that this part needs to be improved because the pronunciation is not built through other types of activities, and there is not any CDs for it. There is clearly a direct relationship between evaluating and adapting materials (Jo McDonough chapter5). Through the evaluation, the authors can adapt those parts need to be improved. Of course the evaluation process is never static; when materials are deemed appropriate for a particular course after a preliminary evaluation, their ultimate success or failure only be determined after a certain amount of classroom use (summative evaluation) (Jo McDonough chapter4). Bear in mind that one single study cannot judge about a certain textbook. To make a preliminary selection about this textbook, we suggest future researches such as: particular model for reading evaluation, does teaching experience have an effect on evaluating of the book? Does gender influence in evaluating of this textbook? Is this certain textbook appropriate to all districts in Iran?

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Appendix

An internal textbook evaluation form

(Adapted from Dr. Montasser Mohamed AbdelWahab, 2013)

Dear colleagues, please provide the following information.

1) Gender: male female

2) Teaching experience: ----- years

This study was conducted to find out the overall attitudes of high school teachers about internal evaluation of "Vision 1".

According to your personal idea, please rate the following items related to different features of the English textbook.

Please choose one of the choices for each item.

Please Note:

Poor = 0 Satisfactory =1 Good = 2

Learning-teaching content			
A. Subject and content			
1. The material is up-to-date.			
2. It covers a variety of topics from different fields.			
3. The textbook contains fun elements			
4. The language in the textbook is natural and real			
5. The subject and content of the textbook is interesting, challenging and motivating.			
6. The topics encourage students to express their own views.			
7. The topics allow students to think critically.			
8. The course components are effectively and clearly organized around specific topics.			
9. The topics provide a list of new or difficult words.			
B. Exercises			
1. The exercises have clear instructions that explain how every exercise can be done.			
2. The exercises are adequate , purposeful and interesting			
3. The exercises foster the spirit of independent learning.			
4. The textbook provides a balance of activities and tasks that focus on both fluent and accurate production.			
5. The exercises Tasks move from simple to complex.			
6. The grammar points and vocabulary items are introduced in motivating and realistic contexts.			
7. The exercises incorporate individual pair and group work.			
8. The textbook's exercises can be modified or supplemented easily.			

9. The textbook provides a variety of meaningful and mechanical exercises and activities to practice language items and skills.			
10. The textbook provides models for final achievement tests.			
C- Social and Cultural Contexts			
1. The social and cultural contexts in the textbook are comprehensible			
2. The content of the textbook is free from stereotypical images and information.			
3. The textbook expresses positive views of ethnic origins, occupations, age groups and social groups.			
4. The content presents different cultures.			
5. The content discusses some well –known characters from different areas of the world.			
6. The content helps students be aware of how to interact using the language within a new culture that is often very different from their own.			
7. The content displays different traditions and customs.			
8. The three Ps of culture are represented in the content.			
9. The topics of the content cope with the criteria of the students' culture.			
Language Skills			
A. Listening			
1. The textbook has appropriate listening tasks with well-defined goals.			
2. The listening passages help students develop their listening comprehension skills.			
3. The cassettes expose the students to the voices and pronunciation of the native speakers of English.			
4. Listening material is well recorded, as authentic as possible.			
5. Tasks are efficiently graded according to complexity from literary, inferential to critical listening skills.			
6. Listening material is accompanied by background information, questions and activities.			
7. The listening exercises focus on linguistic competence such as stress, intonation and form.			
B. Speaking			
1. Activities are developed to encourage student-student and student-teacher oral communication.			
2. Activities are balanced between individual response, pair work and group work.			
3. Activities help students become a more confident English speaker			
4. Speech exercises invite students to talk about their concerns and interests.			
5. The situations in the dialogues sound natural.			
6. There is sufficient material for spoken English (e.g. dialogues, role-plays, etc.) that help to de-emphasize teacher's talk.			
C. Reading			

1. There is sufficient reading material. (There is a range of varied and interesting reading text that can engage students cognitively and effectively.)			
2. The content helps students develop reading comprehension skills.			
3. Many of the reading passages are up-to-date, interesting and meaningful			
4. Some reading passages are easy for most of the students to deal with.			
5. The Length of the reading texts is appropriate.			
6. The textbook uses authentic (real world) reading material at an appropriate level.			
D. Writing			
1. Tasks have achievable goals and take into consideration learners' capabilities.			
2. Writing Tasks are interesting.			
3. The writing tasks enhances free writing opportunities.			
4. The time allotted for teaching the material is sufficient.			
5. Some writings are easy for most of the students to deal with.			
6. Writings in the textbook are guided and controlled.			
7. The textbook leads students from simple controlled writing activities to guided writing activities.			
8. Writing activities are suitable in terms of length, degree of accuracy, and amount of guidance.			
E. Vocabulary			
1. The load (number of new words in each lesson) is appropriate to the linguistic level of students.			
2. There is a good distribution (simple to complex) of vocabulary load across the whole book.			
3. The exercises for vocabulary are rich and adequate.			
4. Words are contextualized.			
5. The topical nature of the vocabulary exercises is often meaningful to the students.			
6. New lexical items appear in each unit.			
7. There is specific method to teach new vocabulary.			
8. The sentences and examples use words that are known by learners.			
9. There is a list of vocabulary items tagged at the end of the textbook.			
10. The content involves culture-specific items.			
11. Words are accompanied with their phonetic transcription in English.			
G. Grammar			
1. The grammar is contextualized.			
2. The grammar examples are interesting and appropriate to the students' level.			
3. Grammar is introduced explicitly.			
4. The exercises for grammar practice are rich and adequate.			
5. Structures are designed to be taught inductively.			

6. Grammar lessons are often derived from the listening or reading passages.			
7. The time allotted for teaching the material is sufficient.			
8. Grammatical structures of statements are easy to be understood.			
9. There is a balance between form and use.			
10. The textbook covers the main grammar items appropriate to students at this grade.			
11. The grammar points are presented with brief and easy examples and explanations.			
H. Pronunciation			
1. It is easy to be learnt.			
2. Pronunciation is built through other types of activities, such as listening, dialogue, etc.			
3. There are cassettes/CDs for pronunciation practice.			
4. The textbook highlights and practices natural pronunciation (that is, stress and intonation).			
5. The textbook includes adequate material for pronunciation work.			