

Textbook Analysis: Comparing the Recent and the Old First Grade High School English Textbooks, Teachers and Learners' Perspective in Focus

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Abstract

The present study was an attempt to investigate and compare the effectiveness of the new and the old first grade Iranian high school English textbooks based on 30 EFL teachers' and 300 high school students' perspectives. In so doing, a textbook evaluation checklist and a questionnaire were used. The analysis of the results revealed that concerning the teachers' attitude, these books were nearly the same in terms of pronunciation and exercises; however, the old book was considered more efficient in terms of presenting grammar. Taking the rest of the items in the research instruments into consideration, the new book was more efficient. Taking the learners' perspective into account, there was no significant difference between the books as far as the presentation of new vocabulary items was concerned. Considering the other pertinent items, the new book was evaluated as more efficient. The findings of this study would assist policy makers to pay more attention to the evaluation of textbooks and consequently the selection of an appropriate book based on the teachers and learners' expectations, needs and interests.

Keywords: Evaluation, Evaluation Checklist, Textbook, Teachers and Learners' Belief

1. Introduction

Textbooks are considered as the key component of most language programs (Richards, 2001). Nowadays, evaluation and selection of materials that best fit the learners' needs is becoming more and more important for all levels in language teaching (Tosun, 2012). Despite the fact that textbooks are prepared by professional people, finding a perfect textbook is so difficult. According to Cunningsworth (1995), a comprehensive evaluation will help to determine to what extent the textbook is consistent with the curriculum, what aspects of language are emphasized and whether it meets the students' needs.

Amazingly, this year a great shift in teaching and learning English at schools has happened and the new first grade high school English textbook has come into use replacing the previous one. An attempt was made in this study to compare the effectiveness of the new first grade high school English textbook with the previous one which was commonly used in Iran. Such a comparative study would most probably support the new English textbook development and the quality of language teaching in Iranian secondary educational system.

Despite all the untiring efforts devoted to English teaching at schools of Iran, unfortunately the educational system has not been so successful during the last years. Perhaps the most important factor having a noticeable role in the creation of this problem is the textbook. The old first grade high school English textbook as the first educational tool which faces the learners with the world of English has not been so lucrative in fulfilling its function. It could not gratify the teachers and learners' needs and interests due to its various limitations. Luckily, the educational system of Iran has witnessed a principal shift in the first grade high school English textbook and a new book has been presented with a hope of overcoming the limitations of the former one.

Thus, this study was an attempt to explore whether the application of the new book in schools of Iran would solve the aforementioned problems and improve the EFL learners' L2 skills or not. This study was an effort to evaluate the new first grade high school English textbook compared with the prior one to investigate the teachers and learners' perception of the effectiveness of the two textbooks. Moreover, an attempt was made to discover whether there were any significant differences between teachers' perceptions concerning the quality of the two textbooks. The ultimate goal of this study was to see whether there were any noteworthy differences between the learners' outlooks toward the two books.

Based on the above-mentioned issues and objectives, an attempt was made in this study to seek out appropriate answers to the following questions:

1. What are the L2 teachers' perceptions of the effectiveness of the new first grade high school English textbook?
2. What are the L2 teachers' perceptions of the effectiveness of the old first grade high school English textbook?
3. Are there any significant difference between the L2 teachers' perception of the effectiveness of the new first grade high school English textbook and the old one?
4. What are the L2 learners' perceptions of the efficiency of the new first grade high school English textbook?
5. What are the L2 learners' perceptions of the efficiency of the old first grade high school English textbook?
6. Is there any significant difference between the L2 learners' perception of the efficiency of the new first grade high school English textbook and the old one?

This study tried to investigate whether the application of the new first grade high school English textbook can improve the current situation or not. This will help the textbook designers, policy makers, publishers, teachers, researchers and ministry of education to first evaluate the existing materials by means of valid and reliable instruments and select the ones that best suit the needs and interests of L2 teachers and learners.

Textbook is believed to be the major instructional tool of most language programs (Richards, 2001). It is one of the most important components having a great influence on the student' success in second language learning. The vital role the textbook plays in ELT classes is incontrovertible. It provides security for the learners, gratifies their needs, serves aids for independent learning, supports novice teachers in designing different activities as they are yet to gain confidence, provides a syllabus, provides the standards in instruction to ensure the teacher that students in different classes will receive a similar content and thus, can be evaluated in the same way. The importance of textbook in the ELT classroom is so extensive that it is almost a universal element in ELT teaching (Hutchinson & Torres 1994).

In Iran, the Ministry of Education is the ultimate decider of educational policies regarding the curriculum, textbook selection and examination. English teaching materials in Iran cannot satisfy the needs of the students in overcoming language learning problems and are not capable of incorporating communicative activities in the foreign language. The activities in the course books are limited to conveying structural forms via repetition drills, vocabulary memorization, writing and translation.

The focus of the book “Right Path to English” for grade 1 written by Birjandi and Soheili was on presenting grammar points, practicing writing and introducing new words. No listening was practiced in this book. Reading was just limited to reading the dialogues aloud. Speaking was completely ignored. Pictures of the book were not attractive for the students. The subject matters of the dialogues were not interesting at all. They were just limited to greetings and introducing objects.

The focus of the book “*Prospect 1*”, written by Khadir Sharbiyan, Kheirabadi, Alavi Moghaddam, Anani Sarab, Foruzandeh, Ghorbani is on improving the aural-oral skills by practicing listening and speaking to a large extent. The importance of all the 4 skills has been considered simultaneously and nearly none of the skills have been ignored. Grammar points are introduced inductively and teachers do not emphasize them a lot. The structural forms are introduced very briefly. Listening and speaking are presented in each unit and receive more attention than the other skills. Practicing writing is limited to answering some questions in the book and workbook. Dictation is limited in the new system. Reading is also practiced but to a minor extent. The subjects included in the book are very new and interesting. This book includes a variety of exercises that motivate the students largely and increase the students’ engagement in class activities.

According to Cunningsworth (1995) and Ellis (1997), textbook evaluation helps teachers to get rid of assessing the textbook in an unfocused way. Instead they can obtain systematic, useful and accurate perception of the textbook material. Although it is so difficult to find a perfect textbook for a special group of learners, utmost attention must be paid to select the best textbook which fulfills the needs of learners and suits the situation.

According to Jahangard (2007), evaluation of EFL materials currently taught at Iran public schools requires a deeper and more extensive analysis and scrutiny by a group of experienced teachers.

While selecting an English language textbook, one needs to become confident that a careful attention is paid to all the needs and wants of learners; thus, applying a written checklist of appropriate selection criteria would be a good idea. An evaluation checklist is an instrument that provides the evaluator with a list of features. According to Sheldon (1988), a good evaluation checklist takes criteria such as layout, organization, methodology, aims that fit the learners’ needs and the curriculum into consideration.

English teachers are considered as the most important stakeholders having a key role in the process of textbook evaluation. A comprehensive evaluation can be done provided that the teachers and their perspectives are also taken into consideration just because they are the main users of the textbook.

Azizifar and Baghelani (2014) investigated Top-Notch series recently taught at language institutes in Iran. These books were evaluated extensively regarding items like general appearance, materials, objectives, design, topic content, language content, social and cultural content, language skills, methods and practice and testing. To analyze the above mentioned factors, a 51 items questionnaire was given to 25 male and female teachers of Ilam institutes to obtain some information about their attitudes about different elements of the textbook. The statistical findings of the study revealed that, although the books were successful in gratifying the majority of the teachers' needs, they need teachers' awareness and thoughtfulness to compensate for their weak points.

Sabzalipour and Mousavi (2013) in a study titled "The Evaluation of Iranian High School English Textbook from the Perspective of Students", evaluated first grade high school English textbooks recently taught at high schools of Iran by considering the students' viewpoints.

In order to get informed about the students' perspectives, the researchers used a forty item questionnaire which took account of eight criteria namely content, physical appearance, exercises and activities, clarity of instructions, level of textbook, vocabulary, grammar and learning style. 273 female students with the same age studying at four high schools of Tonekabon, took part in this study. In this study, the researchers aimed to investigate the students' attitudes toward the textbook to see if they have positive or negative attitudes toward them. The statistical computation of the findings showed that the students had positive feelings about their textbooks.

Alemi (2012) in a study named "Textbook Evaluation: EFL Teachers' Perspectives on Pacesetter Series" evaluated all four levels of starter, elementary, pre-intermediate and intermediate of these series which have been recently taught at language institutes. These books were analyzed to identify their extent of appropriateness in Iranian EFL setting. A 10 point Likert-type scale questionnaire ranging from highly agree to highly disagree was used to analyze all the aspects of these series. 46 Iranian English teachers with at least 3 years' experience of teaching these books participated in this study. The results of the study revealed

that the teachers examined these books as successful ones in gratifying the students' communicative needs.

Rahimpour and Hashemi (2011) evaluated the three English language textbooks recently taught at high schools in Iran by focusing on English teachers' point of view. A 46 item questionnaire considering the five sections of the textbooks as grammar, reading, vocabulary, language functions and pronunciation practice plus their physical appearance and practical concerns was given to teachers. The participants of the study were 50 high school teachers with more than 5 years of teaching experience. The results revealed that teachers did not consider these textbooks as acceptable ones. The results also indicated that the textbooks are not acceptable from the teachers' point of view considering their five sections, their physical make-up, and some practical concerns.

Hassani (2011) investigated Iranian high school students' attitudes toward learning English as a foreign language. The results revealed that Iranian students nearly evaluated their English textbook as a valuable learning resource. However, there was positive attitude toward learning English as a foreign language. Both variables were found to be positively related and attitudes toward EFL textbook were a predictor of attitude toward learning English.

2. Methodology

2.1. Participants

The participants of this study consisted of two groups of EFL learners and teachers. This study was, in fact, carried out with two groups of 150 high school students. The first group were studying English by means of the new textbook and the second group studied the old English textbook 2 years ago. Thirty 30-45 year old EFL teachers with the experience of teaching both the old and the new first grade high school English books were randomly selected to participate in the study as well.

2.2. Materials and Instruments

The following instruments and materials were utilized to collect the required data:

2.3. Checklist

An evaluation checklist designed by Mukundan, Hajimohammadi, and Nimehchisalem (2011) was used. This checklist which consisted of 52 items and 5 rating scales was given to English teachers to explore their ideas about the efficiency of the two books.

As the students who took part in this study were beginners, it was hard for them to complete a checklist in English; so after some modifications (deletion, simplifying, and translation) the evaluation checklist in the form of a questionnaire in Persian was given to students to explore their ideas about the efficiency of the two books.

2.4. Procedures

After receiving the required permit from the general Department of Education in Isfahan, the process of collecting the data and distributing the questionnaires commenced. Due to time limitation, five regions (1, 2, 3, 4 and 5) were randomly selected from among the six. In each of the five regions, three high schools were randomly selected and in each high school, two sets of checklists were given to English teachers to explore their ideas toward the new book and the old one. The checklist was given to students in the form of a questionnaire.

3. Results

Analyzing the teachers' attitude toward the book, teachers evaluated the new book so effective in terms of "compatibility to learners' needs and interests". Teachers also evaluated the new book as a weak one in terms of compatibility to the background knowledge and level of learners. They evaluated the new book as an efficient one with regard to "developing speaking activities to initiate meaningful communication" and "the application of speaking activities that motivate the students to talk". The new book was evaluated as a weak one in terms of "the inclusion of interesting grammar exercises"

The result was in line with the findings of Azizifar and Baghelani (2014) demonstrating that English textbooks of Iranian institutes based on English teachers' perception are carefully developed to meet students' needs and interests in improving their English language ability. In the present research, a vast majority of teachers believed that the new first grade high school English textbook is efficient in case of compatibility to learners' needs and interests.

Teachers evaluated the old book as an efficient one in terms of "being cost-effective" and "having an appropriate size". They evaluated it as a weak one with regard to "having an attractive layout" and "aiding the teacher through a teachers' guide". Considering the teachers' outlooks toward the old book, it was evaluated as an efficient one in terms of "contextualizing grammar points". Regarding the teachers' outlooks, the old book was considered so weak in terms of the "inclusion of speaking activities that motivate the students to talk".

The result was in line with the findings of Takeda, Choi, Mochizuki and Watanabe (2006) demonstrating that speaking tasks in the Japanese senior high school textbooks are scarce in number. In the present study, teachers evaluated the old first grade high school English textbook as a weak one regarding the application of speaking activities that motivate the students to talk.

There were no significant differences between the teachers' viewpoints with respect to compatibility to learners' background knowledge and level. The new book was considered more efficient with respect to the rest of the items.

The result was in line with the findings of Takeda, Choi, Mochizuki and Watanabe (2006) indicating that the main focus of Japanese high school English textbooks was on presentation and practice of grammar to provide knowledge for the learners piece by piece.

Table 1.

The Comparison of Teachers' Attitude of the Efficiency of the New and the Old Book in Case of General Attributes

	old English textbook			new English textbook			Wilcoxon test	
	Median	Mean	SD	Median	Mean	SD	Statistics	p
General attributes								
The book in relation to syllabus and curriculum								
item1	2	2.27	0.94	4	3.77	0.73	-3.956	<.001
Methodology								
item2	2	2.40	1.04	4	4.13	0.73	-4.474	<.001
item3	2	2.27	0.98	4	4.00	0.83	-4.359	<.001
Suitability to learners								
item4	2	2.47	1.43	4	3.20	1.45	-1.736	.083
item5	2	2.07	0.98	4	3.87	0.97	-4.363	<.001
item6	2	2.37	1.10	4	4.07	1.05	-4.010	<.001
item7	2	1.63	0.67	4	4.23	0.43	-4.871	<.001
item8	1	1.47	0.51	4	4.20	0.85	-4.845	<.001
Physical and utilitarian attributes								
item9	1	1.30	0.47	4	3.73	1.05	-4.691	<.001
item10	1	1.40	0.50	4	3.50	0.97	-4.574	<.001
item11	2	2.17	1.05	4	3.87	0.97	-4.009	<.001
item12	2.5	2.80	1.30	4	4.07	0.78	-3.820	<.001
item13	2	2.77	1.30	4	4.03	0.85	-3.307	.001
item14	2	2.37	1.16	4	3.90	0.88	-3.753	<.001
Efficient outlay of supplementary materials								
item15	1	1.40	0.50	4	3.90	1.06	-4.763	<.001
item16	1	1.30	0.47	4	4.00	0.91	-4.664	<.001

Considering the teachers' viewpoints with regard to "inclusion of graded texts", "inclusion of achievable task goals that takes learner capabilities into consideration", "providing models for different genres in case of writing skills", "good distribution of vocabulary load across chapters and the whole book", "efficient repetition and recycling of vocabulary across the book", "inclusion of interesting grammar exercises", "contextualizing grammar points", "inclusion of easy pronunciation exercises", "presentation of clear instructions for exercises", "inclusion of adequate exercises", "helping both under and over achievers through the exercises", no meaningful difference was seen between the new and the old book. The old book was more efficient than the new one in case of "achievable grammar spread", "contextualized grammar points", "explicit introduction of grammar" and "implicit reworking of grammar throughout the book". Regarding the rest of the items, the new book was considered more efficient.

Table 2.

The Comparison of Teachers' Attitude of the Efficiency of the New and the Old Book in Case of Learning-Teaching

	old English textbook			new English textbook			Wilcoxon test	
	Median	Mean	SD	Median	Mean	SD	Statistics	P
Learning-teaching content								
General								
item1	1	1.53	0.82	4	3.37	1.19	-4.002	<.001
item2	3	2.83	1.23	4	3.73	1.14	-2.704	.007
item3	3	2.97	1.16	4	3.67	0.96	-2.347	.019
item4	2	2.27	1.14	4	3.77	1.19	-3.641	<.001
item5	1.5	1.60	0.81	4	3.80	1.03	-4.506	<.001
item6	2	1.63	0.67	4	3.83	1.18	-4.674	<.001
item7	1	1.57	0.82	4	4.20	0.92	-4.666	<.001
item8	2	1.77	0.73	4	4.27	0.74	-4.815	<.001
item9	1	1.43	0.50	4	3.57	1.19	-4.400	<.001
Listening								
item10	1	1.40	0.56	4	3.97	1.10	-4.696	<.001
item11	2	1.77	0.63	4	3.80	0.92	-4.566	<.001
item12	2	1.67	0.80	4	3.47	0.90	-4.362	<.001
item13	1	1.47	0.51	4	3.93	0.87	-4.685	<.001
Speaking								
item14	2	1.63	0.56	4	4.37	0.72	-4.859	<.001
item15	2	2.10	0.84	4	4.13	0.73	-4.501	<.001
item16	1	1.33	0.48	4	4.37	0.67	-4.848	<.001
Reading								
item17	2	2.40	1.30	4	2.93	1.44	-1.389	.165

	old English textbook			new English textbook			Wilcoxon test	
	Median	Mean	SD	Median	Mean	SD	Statistics	P
Grammar								
item18	2	2.27	1.17	4	3.33	1.27	-2.247	.025
item19	1	1.67	0.92	4	3.57	1.28	-3.871	<.001
Writing								
item20	2	2.57	1.17	4	3.07	1.26	-1.552	.121
item21	2	2.67	1.27	4	3.17	1.09	-1.578	.115
item22	2	2.07	1.20	3	3.00	1.29	-2.610	.009
Vocabulary								
item23	4	2.97	1.40	4	3.93	1.08	-2.290	.022
item24	3	2.80	1.49	4	3.40	1.25	-1.540	.124
item25	2	2.73	1.20	3.5	3.17	1.23	-1.211	.226
item26	2	2.73	1.41	4	4.07	0.98	-3.009	.003
item27	4	3.03	1.38	2	2.03	1.07	-2.461	.014
item28	4	3.43	1.25	2	2.17	1.21	-2.846	.004
item29	2	1.90	0.84	2	1.97	1.03	-.291	.771
item30	4	2.97	1.33	2	2.03	1.03	-2.407	.016
item31	3	2.93	1.28	2	2.13	1.17	-2.137	.033
Pronunciation								
item32	4	3.00	1.29	4	3.13	1.04	-.422	.673
item33	4	3.23	1.30	4	3.33	1.06	-.606	.545
Exercises								
item34	4	3.17	1.23	4	3.43	1.10	-.720	.472
item35	3	2.97	1.33	3	2.93	1.20	-.079	.937
item36	2	2.70	1.29	2	2.63	1.27	-.101	.919

As the results represent, no meaningful difference was observed between the efficiency of the two books just in the parts related to pronunciation and exercises. Considering the teachers' viewpoint the old book was evaluated more efficient than the new one with regard to grammar part but regarding the other parts they evaluated the new book more efficient.

Learners evaluated the new book so efficient in terms of cultural accessibility to the learners from the learners' perspective, the new book was weak with regard to having an attractive layout. Regarding the learners' point of view, the new book was so efficient in terms of having adequate exercises. So considering the learners viewpoints, the new book was evaluated so weak with respect to "compatibility to background knowledge and level of students" and "inclusion of interesting writing tasks".

The results of having attractive pictures in the textbook supported the findings of Jahangard (2007) who investigated the high school English textbooks. This researcher found that it would be more appealing if colorful pictures of real people and real environment were

used in the books. In the present study, the majority of learners believed that the new first grade high school English book was weak with regard to having an attractive layout. The result was in line with the findings of Azizifar and Baghelani (2014) demonstrating that the writing material do not satisfy the participants' expectations.

Considering the learners' point of view, the old book was considered efficient in terms of being cost effective. They evaluated the old book so weak in terms of "being supported efficiently by essentials like audio-materials". The old book was considered so efficient in case of "having contextualized words". The old book was evaluated so weak in case of "having update material" and "the application of appropriate listening tasks with well-defined goals".

The finding was in contrast with the claim made by Guler and Karabinar (2012) that a variety of teaching materials is used to promote intercultural communication. The present study revealed that the old first grade high school English textbook was weak with regard to being supported by supplementary materials.

Based on the learners' perspective, no noteworthy difference was seen between the two books in terms of "compatibility to background knowledge and level of students", "being cost-effective". Concerning the rest of the items, the new book was considered more efficient than the old one with regard to learners' perspective.

Table 3.

The Comparison of Learners' Attitude towards the Efficiency of the New and the Old Book in terms of General Attributes

	old English textbook			new English textbook			t- test	
	Median	Mean	SD	Median	Mean	SD	Statistics	P
General attributes								
Suitability to learners								
Item1	4	3.37	1.35	4	3.17	1.54	-1.198	.232
Item2	2	2.56	1.40	4	3.21	1.35	4.120	<.001
Item3	4	3.35	1.44	4	3.87	1.35	3.224	.001
Item4	2	2.79	1.45	4	3.34	1.42	3.336	.001
Item5	2	2.33	1.32	3	3.10	1.37	4.919	<.001
Physical and utilitarian attributes								
Item6	1	1.79	1.07	2	2.59	1.49	5.397	<.001
Item7	2	2.29	1.17	3	2.95	1.36	4.552	<.001
Item8	2	2.11	1.36	3	3.05	1.53	5.587	<.001
Item9	4	3.56	1.32	4	3.71	1.28	.975	.330
Item10	4	3.15	1.41	4	3.67	1.42	3.226	.001
item11	2	2.53	1.53	4	3.57	1.39	6.155	<.001
Efficient outlay of supplementary materials								
item12	1	1.34	0.71	4	3.19	1.39	14.462	<.001

From the learners' perspective, no noteworthy difference was seen between the two books regarding "presentation of tasks from simple to complex", "providing models for different writing genres", "presenting a number of new words that is appropriate to the level of learners", "good distribution of vocabulary load across the chapters and the whole book", "efficient repetition and recycling of words across the book", "presenting contextualized words", "achievable spread of grammar "and "presenting contextualized grammar points". In rest of the items, the new book was considered more efficient than the old one with regard to learners' perspective.

Table 4.

The Comparison of Learners' Attitude towards the Efficiency of the New and the Old Book in Case Of Learning-Teaching Content

	old English textbook			new English textbook			t- test	
	Median	Mean	SD	Median	Mean	SD	Statistics	P
Learning-teaching content								
General								
item1	2	2.10	1.17	2	2.85	1.40	5.056	<.001
item2	4	3.19	1.49	4	3.51	1.48	1.825	.069
item3	3	2.93	1.42	4	3.57	1.35	4.007	<.001
item4	2	2.57	1.40	3	3.15	1.36	3.604	<.001
item5	2	2.67	1.37	4	3.33	1.45	4.008	<.001
item6	2	2.26	1.26	4	3.38	1.42	7.231	<.001
item7	1	1.88	1.16	4	3.11	1.47	8.041	<.001
item8	2	2.39	1.34	4	3.59	1.42	7.528	<.001
item9	2	2.01	1.21	3	2.96	1.46	6.125	<.001
Listening								
item10	1	1.87	1.09	4	3.19	1.36	9.260	<.001
item11	2	2.67	1.31	4	3.38	1.50	4.388	<.001
item12	2	2.49	1.27	4	3.16	1.43	4.267	<.001
item13	2	2.12	1.09	3	3.17	1.44	7.108	<.001
Speaking								
item14	2	2.49	1.28	4	3.42	1.47	6.397	<.001
item15	2	2.49	1.42	4	3.30	1.48	4.824	<.001
item16	2	2.35	1.34	4	3.41	1.46	6.503	<.001
Reading								
item17	2	2.73	1.33	4	3.13	1.39	2.544	.011
item18	4	3.17	1.47	4	3.51	1.48	1.995	.047
item19	2	2.09	1.24	3	2.95	1.43	5.530	.000
Writing								
item20	2	2.68	1.33	4	3.21	1.35	3.438	.001

	old English textbook			new English textbook			t- test	
	Median	Mean	SD	Median	Mean	SD	Statistics	P
Learning-teaching content								
item21	4	3.18	1.49	4	3.16	1.39	-.120	.904
item22	2	2.37	1.28	2	2.85	1.40	3.144	.002
Vocabulary								
item23	4	3.28	1.49	4	3.23	1.46	-.274	.784
item24	4	3.20	1.43	4	3.49	1.42	1.742	.083
item25	4	3.37	1.41	4	3.47	1.41	.572	.568
item26	4	3.63	1.38	4	3.67	1.36	1.271	.206
Grammar								
item27	3	3.05	1.48	3	3.14	1.32	.577	.564
item28	4	3.49	1.38	4	3.47	1.40	-.166	.869
item29	2	2.64	1.34	4	3.15	1.42	3.220	.001
item30	2	2.67	1.31	3	3.16	1.41	3.141	.002
item31	3	2.81	1.30	3	3.17	1.33	2.416	.016
Pronunciation								
item32	3	2.82	1.42	4	3.26	1.42	2.683	.008
item33	3	3.12	1.36	4	3.51	1.41	2.460	.014
Exercises								
item34	4	3.12	1.47	4	3.51	1.45	2.297	.022
item35	4	3.13	1.49	4	3.82	1.38	4.187	<.001
item36	3	2.95	1.46	4	3.42	1.48	2.751	.006

As the results represent, no significant difference was seen between the two books in the vocabulary section, but the new book was considered more efficient with regard to the other sections from the learners' perspective.

4. Conclusion

The findings of this study offered convincing evidence that the old English language textbook did not meet the teachers and students' expectations with regard to some of the items in the checklist and questionnaire. On the contrary, the new English textbook, analyzed in this research, has met the expectations of the instructors and students to a larger extent. With regard to teachers' attitude toward the two books compared with each other, these books were nearly the same with regard to pronunciation and exercises. The old book was considered more efficient regarding grammar. Taking the rest of the items into account, the new book was more efficient. Focusing on the learners perspective toward these two books compared

with each other, there were no noteworthy difference between the books as far as vocabulary was concerned. Regarding the other items, the new book was considered more efficient.

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