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## **An Evaluation of EFL Course Contents Used in Language Schools and Institutes in Tehran**

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Received: 15 February , 2015

Accepted: 13 July , 2015

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### **Abstract**

The present study aims to evaluate EFL course contents used in language schools and institutes in Tehran. To that end, 230 participants in Tehran were conveniently sampled. At the outset of the study, two questionnaires were given to all groups, and according to their responses, the data were analyzed. Each of the questionnaires was given to participants individually. Each group had thirty minutes to answer the questions. One of the questionnaires was related to the content of the material and was given to all groups. The focus of the questionnaire was on measures of psychological validity, process and content validity, and pedagogical validity introduced by Tomlinson (2003). To answer the research questions of this study, both descriptive and inferential statistics were run. An independent sample t-test was used between the mean scores obtained on the responses of the questionnaires. Furthermore, ANOVA was run too. All the data were normalized before running the statistical analyses. As a result, all null hypotheses were rejected.

**Keywords:** psychological validity; process and content validity; pedagogical validity; material evaluation.

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### **INTRODUCTION**

The conditions for teaching EFL have always been a factor that influences teachers' dependence on textbooks in the target language to provide learners with organized content and as a resource for studying the grammar. But the emphasis on teaching a foreign language includes also the oral aspects of the language including pronunciation and production of syntactically correct sentences (Francis, 1995).

When the students leave the basic level, they are expected to have attained a functional level

of English before they go to the next stages (Medium Level Schools, which is the equivalent to High Schools in the United States, and Professional schools). Once they are at these stages, they are expected to communicate in English, and be able to use the language for academic purposes.

Textbooks are the main resources for teachers to deliver their teaching to the students. Some teachers use supplementary material, such as tape-recorder, flashcards, and realia. It is expected that by the end of the program student will be able to speak, read, write, and overall, to communicate with these minimal resources.

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Francis (1995) states that textbooks developed for EFL are organized based on historical principles that provide support for the method. The method implies the use of techniques and instructional methods designed to facilitate language learning. The methods provide the learner and teacher with materials and techniques that will secure a successful language learning outcome. Within the context of foreign language education, an instructional method typically provides a textbook, a teacher's manual, student's book, and sometimes a student's workbook (p. 8).

Francis further notes that EFL textbooks are organized following a general pattern: a typical chapter would include the following components: Chapter opener (possibly a reading passage), vocabulary and structural exercises, and comprehension questions based upon the reading passage. Other aspects of the chapter may often include cultural explanations and additional isolated language drills.

Analyzing the content of English textbooks for the Angolan situation is important because teachers rely on textbooks to operate in classroom settings. The textbook is a tool for teachers to deliver their teaching, and, on the other hand, is a tool for students to follow the teacher's activity in the classrooms. Herlihy (1992) points out that, "The evidence is clear and overwhelming that textbooks and other print materials are a major part of the teaching-learning situation. For a number of reasons, students are provided with this basic tool in all of their classes" (p. 11).

For EFL contexts, in general, textbooks are the main and reliable instrument for the teachers' and the learners' activities.

### **Review of the Related Literature**

This review is divided into two major parts. The first part concentrates on theoretical framework. The second part underlines the related literature.

### **2.1 Current Trends in Materials Development**

In most language programs, teaching material is a major factor. Whether the teachers make use of textbooks, material prepared by institute or use

their own material, instructional material in general, provide as the bases for lots of the language input learners receive and the language practice that takes place in the classroom (Richards, 2000).

The role of materials is summarized by Cunningham (1995, 7) (particularly course books) as follows:

- A resource for providing the material (spoken and written),
- A source of activities for learner to practice and have communicative interaction,
- A reference source for learners on grammar, vocabulary, pronunciation, etc,
- A source of demonstration and ideas for classroom activities,
- A syllabus (whether they present learning objectives which have already been verified),
- Assistance for less experienced teachers who have yet to achieve confidence.

To put it briefly according to Richards (2000), the role and design of materials in a language program engages the following matters:

- The role of instructional materials in the program.
- Whether commercial and the materials provided by institute will be used.
- People who choose material and decide about their use.
- Criteria, which will be used to choose materials.
- Teacher's belief in making use of textbooks and other materials.
- The role of materials development in the program.
- The costs and advantages of materials development.
- The sources, which will be used in order to develop the materials.
- The specification of the main design and exercise types in the materials.
- Whether a material writing team has been established.
- The specification of the writing and providing material.

Materials apparently reflect the writers' vi-

sions of language and learning, and teachers (and students) will react on the basis of how well these correspond to their own beliefs and expectations. If materials are to be a useful scaffold, these fundamental principles have to be made explicit and a point of discussion for both students and teachers. Effective materials seem to reflect the following statements:

*Language is functional and should be contextualized*

It is necessary that materials contextualise the language they present. Without being aware of what is happening, who the participants are and their social and psychological distance in time and space from the events related to, it is not possible to comprehend the actual meaning of an interaction. It can be said that, language, whether it is input or learner output, should come out from the context in which it takes place.

*Language development necessitates learner engagement in purposeful use of language*

Rather than focusing on the supposed building blocks to be used at some other dates, the focus of input and output materials should be on whole texts and language use. Actually it means that there should be focus on form, but rather that form normally comes out of whole texts which have already been processed for meaning. Research on grammar pays attention to how such texts use the system to express meaning and gain certain purposes. Based on the background and goals of their learners, teachers can make decision on whether to increase or decrease this focus on form and the language used to perform this.

### **The language used should be realistic and authentic**

According to Grant (1987), our understanding that language is a social practice has been resulted in increasing call for making use of 'authentic' materials rather than the more unnatural and artificial language usually found in traditional textbooks. Thus, it is necessary that materials be authentic-like. By authentic it means that the language should not be artificially produced, and at the same time it should be adaptable to the utili-

zation of language for teacher purposes (MacWilliam, 1990: 160).

### **Classroom materials will usually seek to include an audiovisual component**

This statement is true not only because we live in an ever more multimedia world in which the progress in technology let for growing flexibility in delivery, but also for the reason that such materials can provide a learning environment that is rich in linguistic and cultural information about the target language. Materials such as video and multimedia permit teachers and learners to investigate the nonverbal and cultural facets of language in addition to the verbal. Intonation, gesture, mime, facial expression, body posture and so on, are all necessary channels of communication which not only help learners comprehend the verbal language to which they are exposed, but also are an essential part of the system of meaning which they are looking for.

### **Second language learners need to develop the ability to deal with written as well as spoken genres**

Reading materials will normally require comprising a range of genres, probably including computer literacy. These will come out of the context and be accompanied by activities and exercises which investigate both their meaning in that context and, if suitable, their schematic structure and language features. The extent to which teachers concentrate explicitly on the latter will depend both on the needs and goals of their learners and on whether this kind of analysis matches with learning preferences. For lots of learners, however, these reading materials will offer a scaffold to help the learners' subsequent attempts to write similar tests.

Writing in a second language is sometimes overwhelming for L2 learners, especially because, as native speakers know, we are apt to be less tolerant of grammatical and other accuracies. Learners need to accept this aspect of written language, and try to develop appropriate strategies for undertaking written tasks.

### **Materials need to be flexible enough to cater to individual and contextual differences**

Although language is a social practice, learning a language is mostly an individual process since learners try to integrate newly perceived information into their existing language system. It is crucial for teachers to identify the different backgrounds, experiences and learning styles that students bring to the language classroom, and the effect these experiences have upon what aspects of the input that are expected to become intake. It can be said that to a large extent they are the learners, not the teachers, who control what is learnt because they are who selectively arrange the sensory input into meaningful wholes.

### **Language needs to engage learners both affectively and cognitively**

The language classroom engages an encounter of identities and cultures, and it needs to be understood that language learning (particularly in a second language context but ever more in foreign language contexts as the world shrinks) necessitates the active participation of the whole learner. The integration of new knowledge into the learner's existing language system takes place for sure only when the language is used spontaneously in a communicative (purposeful) situation to state the learner's own meaning. However, such real conversation entails the engagement of genuine interest and will depend, in part at least, on the existence of a positive group dynamic in the classroom.

### **Definition of Materials Development and Adaptation**

According to Salas (2004) materials can be anything used by teachers or learners to make the learning of a language easy. Materials could evidently consist of cassettes, readers, videos, CD-ROMs, DVD's, dictionaries, workbooks, grammar books, photocopied exercises, all kinds of realia, lectures and talks by guest speakers, internet sources, and so on (Tomlinson, 1998: 2). Katao (1998) gave a definition for materials "as the center of instruction and one of the most important influences on what goes on in the classroom" as well.

Tomlinson (1998) described materials as:

Anything which is done by writers, teachers or learners to provide sources of language input and to exploit those resources in ways which maximize the likelihood of intake: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning. (p. 2)

There is a commonly used term within the concept of materials development, according to Salas (2004), which is necessary to be defined as well: material adaptation. It is about making use of some strategies to make the textbook more effective and flexible. According to Maley (1998), these strategies are "omission, addition (adding extra material), reduction, extension (lengthening an activity to draw attention to other language features), rewriting/ modification, replacement, re-ordering, and branching (offering alternative ways to do the same activity, e.g. drawing, writing, preparing a speech, looking for a song)" (281).

In contrast with materials development, when teachers adapt an activity or exercise from a textbook, they utilize that activity or exercise as the foundation of making certain changes. The text is the same text used from textbook, but utilized and employed in a different way. Most of the teachers usually follow this process in their classes, because they can make use of old textbooks to take texts and ideas and integrate them in line with their current teaching needs. Certainly both processes are time-consuming and time-demanding; however, materials adaptation is "easier" since teachers can use texts given in different textbooks, while in materials development everything must be created from the first draft (Salas, 2004).

### **2.9 Psychological Validity**

In agreement with Tomlinson (2003), in the production of a syllabus or a range of materials, some kind of needs analysis must be accomplished since in recent years students are the core of a class. The materials must consider students' longer-term goals as well. This would engage instructing them how to learn at classroom environment and outside the classroom.

The role of materials is to cultivate independent and autonomous learning in learners. Hence, materials must be relevant and encouraging. Another way might be making students involved in producing their own materials out of reading and listening texts provided to match their level and interest. Materials/ texts must employ the learners both cognitively and affectively and entail the learner's emotion throughout the learning process. At the same time as encouraging students to become creative, materials must provide opportunities for cooperative learning (Tomlinson, 2003: 47 & 48).

### 2.9.1 Pedagogical Validity

According to Edge and Wharton (1998), materials can provide teachers the chance of learning more about the language and about methods of teaching in a way that permits them to put new ideas in line with their experiences of reflective practice to gain a synthesis of a wide variety of teaching-related schemata.

As a friendly guide for them, teachers' notes provided for the teachers must be helpful and explicit. Teachers must get prompted to add, delete, change and manage. A chance of choice and control must be given to teachers, in order to encourage them to be creative, innovative, and reflective. (Tomlinson, 2003: 50 & 51).

### 2.9.2 Process and Content Validity

Methodology, content, format, layout and design features of the materials in addition to the theoretical supposition about language and language learning that underline them, indicating the general view of the course book writer, are the necessary parts of this validity.

At this stage, an available course book must represent the insights and achievements of recent theory and research on second language acquisition in a comprehensible design and outline. It must present a clear input proper for the level of learner to make informal and 'real-world' acquisition easy in addition to conscious attention to linguistic and pragmatic features of the texts. Whereas a course book is related to the learners' cultural context, its units and exercises are

properly connected in terms of theme, situation, and topic, pattern of skill development or grammatical / lexical progression. Organized selection and grading of tasks and activities is comprehensible in a feature of an educational course book. A sufficient course book is comprehensive enough to stand alone and flexible enough to let other tasks, texts, and activities.

## Methodology

### 3.1 Participants

The subjects of this study were four groups and they are as follow; 92 students, 90 English learners, 21 school teachers and 27 institute teachers. The students and learners' age ranged from 16 to 18 and the teachers were about 35 years old. Learners' general English proficiency level was pre-intermediate. They studied English just for two terms in this institute. The students were studying the "English Book 1", that is the first grade of high school.

As the first step, 2 questionnaires were given to all groups ,and according to their responses, the data were analyzed. Each of the questionnaires was given to participants individually. One of them was given to both institute teachers and school teachers and the other one was given to language learners and the students (see Appendix 1). Each of the groups had thirty minutes to answer the questions.

### 3.2 Instrumentation

The instruments used in this study included two questionnaires. One of the questionnaires was related to the content of the materials and was given to all groups (see Appendix 1). The focus of the questionnaire was on measures of psychological validity, process and content validity and pedagogical validity introduced by Tamlinson (2003). The subjects were supposed to answer the questionnaire in 30 minutes. They had to choose *disagree*, *have no idea*, *agree* and *completely agree*. They were supposed to give an answer to each question and they should not leave any of the questions unanswered. School teachers and language teachers had 48 items to answer and the students

and language learners had to answer 33 items.

### Results and Discussions

In the process of the present study, the researcher conducted a series of calculations and statistical routines in order to test the hypothesis raised and came up with certain results that are elaborated comprehensively in this chapter. In this chapter, both quantitative and qualitative analyses are presented respectively.

**Table 1**  
**Groups' Frequency**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Students	92	40.0	40.0
	language learners	90	39.1	79.1
	School teachers	21	9.1	88.3
	Institute teachers	27	11.7	100.0
	Total	230	100.0	100.0

Table 2 displays the students' opinions about language materials in English classes. According to table, 92 students participated in this study and 1 of them that is equal to 1.1 strongly disa-

### Research Questions

The research questions formulated for the purpose of this study are:

Q1. Is there a meaningful significance between the students and learner's opinions?

Q2. Is there a level of significance between the school teachers and language teachers?

Q3. Is there a significant difference between the students, learners, school teachers and institute teachers' opinions?

agree, 14 students that are equal to 15.2% disagree, 20 students that are equal to 21.7% had no idea and 22 students equal to 23.9% completely agree with language materials.

**Table 2**  
**Frequency of the School Students' Opinions about Language Teaching Materials**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	completely disagree	1	1.1	1.1
	Disagree	14	15.2	16.3
	have no idea	20	21.7	38.0
	Agree	35	38.0	76.1
	completely agree	22	23.9	100.0
	Total	92	100.0	100.0

The table below shows the learners' opinions in English institutes regarding the content of the materials. According to table, 10 of them that are equal to 11.1 strongly disagree, 35 learners that

are equal to 38.9% disagree, 32 learners that are equal to 35.6% had no idea and 2 learners equal to 2.2% completely agree with language materials in language institutes.

**Table 3**  
**Learners' Opinions in English Institutes**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely Disagree	10	11.1	11.1
	Disagree	35	38.9	50.0
	Have no idea	32	35.6	85.6
	Agree	11	12.2	97.8
	Completely agree	2	2.2	100.0
	Total	90	100.0	100.0

Table 4 shows the school teachers' opinions at schools regarding the content of the materials. According to table, 2 of them that are equal to 9.5 strongly disagree, 1 of them that is equal

to 4.8% disagree, 12 of them that are equal to 57.1% had no idea and 6 of them equal to 28.6% completely agree with language materials at schools.

**Table 4.**  
**School Teachers' Opinions at Schools**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	9.5	9.5
	Have no idea	1	4.8	14.3
	Agree	12	57.1	71.4
	Completely agree	6	28.6	100.0
	Total	21	100.0	100.0

The table below shows the institute teachers' opinions in language institutes regarding the content of the materials. According to table, 3 of them that are equal to 11.1 strongly disagree, 14

of them that are equal to 51.9% disagree, and 9 of them that are equal to 33.3% had no idea and 1 of them that equals to 3.7% completely agree with language materials in language institutes.

**Table 5**  
**Frequency of the Institute Teachers' Opinions**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	11.1	11.1
	Have no idea	14	51.9	63.0
	Agree	9	33.3	96.3
	Completely agree	1	3.7	100.0
	Total	27	100.0	100.0

#### 4.3 Kolmogorov-Smirnov Test in order to determine the normality of the students' opinions

The test below shows the normality of the students' opinions. The test equals to 0.937 and the level of the significance is 0.344 that it is greater than 0.05. So, the students' opinion regarding the content materials in English classes is a normal variable.

**Table 6**  
**Kolmogorov-Smirnov Test for the Students**

	students ideas	
N	92	
Normal Parameters <sup>a,b</sup>	Mean	118.2826
	Std. Deviation	26.65874
Most Extreme Differences	Absolute	.098
	Positive	.074
	Negative	-.098
Kolmogorov-Smirnov Z	.937	
Asymp. Sig. (2-tailed)	.344	

a. Test distribution is Normal.  
b. Calculated from data.

#### 4.4 Kolmogorov-Smirnov Test in order to determine the normality of the learners' opinions

The test below shows the normality of the learners' opinions. The test equals to 0.818 and the level of the significance is 0.515 that it is greater than 0.05. So, the learners' opinion regarding the content materials in English classes is a normal variable.

**Table 7**  
**Kolmogorov-Smirnov Test for the learners**

	students ideas	
N	92	
Normal Parameters <sup>a,b</sup>	Mean	118.2826
	Std. Deviation	26.65874
Most Extreme Differences	Absolute	.098
	Positive	.074
	Negative	-.098
Kolmogorov-Smirnov Z	.937	
Asymp. Sig. (2-tailed)	.344	

a. Test distribution is Normal.  
b. Calculated from data.

#### 4.5 Kolmogorov-Smirnov Test in order to determine the normality of the school teachers' opinions

The test below shows the normality of the school teachers' opinions. The test equals to 0.691 and the level of the significance is 0.726 that it is greater than 0.05. So, the school teachers' opinion regarding the content materials in English classes is a normal variable.

**Table 8**  
**Kolmogorov-Smirnov Test for the School Teachers**  
**One-Sample Kolmogorov-Smirnov Test**

		students ideas
N		92
Normal Parameters <sup>a,b</sup>	Mean	118.2826
	Std. Deviation	26.65874
Most Extreme Differences	Absolute	.098
	Positive	.074
	Negative	-.098
Kolmogorov-Smirnov Z		.937
Asymp. Sig. (2-tailed)		.344
a. Test distribution is Normal.		
b. Calculated from data.		

#### 4.6 Kolmogorov-Smirnov Test in order to determine the normality of the Institute teachers' opinions

The test below shows the normality of the institute teachers' opinions. The test equals to 0.402 and the level of the significance is 0.997 that it is greater than 0.05. So, the institute teachers' opinion regarding the content materials in English classes is a normal variable.

**Table 9**  
**Kolmogorov-Smirnov Test for Institute Teachers**

		students ideas
N		92
Normal Parameters <sup>a,b</sup>	Mean	118.2826
	Std. Deviation	26.65874
Most Extreme Differences	Absolute	.098
	Positive	.074
	Negative	-.098
Kolmogorov-Smirnov Z		.937
Asymp. Sig. (2-tailed)		.344
a. Test distribution is Normal.		
b. Calculated from data.		

**Table 10**  
**Group Statistics**

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Ideas	school teachers	21	181.2857	30.00690	6.54804
	institute teachers	27	156.2963	23.44193	4.51140

According to the table above, the number of the school teachers equals 21 and the number of the institute teachers equals 27. The average of the former group is 181.28 and the average of the

latter group is 156.29. The school teachers' standard deviation is 6.54 and the standard deviation for the institute teachers is 4.51.

**Table 11**  
**Independent Samples t-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	
Ideas	Equal variances assumed	1.002	.322	3.241	46	.002	24.98942	7.70946	9.47108	40.50776
	Equal variances not assumed			3.143	37.069	.003	24.98942	7.95171	8.87874	41.10010

The above independent samples t-test depicts the school teachers and institute teachers’ opinion average regarding the content materials. At first, equal variance was calculated and it equals to 1.002 and as the level of the significance of the test equals 0.322 and it is greater than 0.05, the variance between the two groups are different. As a result, the unequal level of the t-test’s variance equals 3.143 and the degree of freedom is 37.14 and the level of the significance is 0.003 that is less than 0.05, so the null hypothesis is rejected and hypothesis one is accepted, that is there is a level of significance between the school teachers and institute teachers’ opinion

and according to the group statistics, the average of school teachers’ opinion is greater than the institute teachers’ opinion.

Hypothesis 3: There is a significant difference between the students, learners, school teachers and institute teachers’ opinions.

H0: There is no significant difference between the students, learners, school teachers and institute teachers’ opinions.

H3: There is no significant difference between the students, learners, school teachers and institute teachers’ opinions.

In order to come up with the answer to this hypothesis, an ANOVA was run.

**Table 12**  
**ANOVA**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	51491.539	3	17163.846	30.964	.000
Within Groups	125274.809	226	554.313		
Total	176766.348	229			

At first, equal variance related to the average among the four groups was calculated and F equals 30.96 and the level of significance is 0.00, so the null hypothesis is rejected and hypothesis three is accepted, that is there is a level of signifi-

cance among the school teachers and institute teachers and students and learners’ opinions. In order to show the difference among these four groups, an LSD test was run.

**Table 13**  
**Multiple Comparisons**

(I) groups	(J) groups	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Students	English learners	30.92705*	3.49058	.000	24.0488	37.8053
	school teachers	-5.24120	5.69395	.358	-16.4612	5.9788
	institute teachers	11.91224*	5.15318	.022	1.7578	22.0667
English learners	Students	-30.92705*	3.49058	.000	-37.8053	-24.0488
	school teachers	-36.16825*	5.70569	.000	-47.4114	-24.9251
	institute teachers	-19.01481*	5.16616	.000	-29.1948	-8.8348
school teachers	Students	5.24120	5.69395	.358	-5.9788	16.4612
	English learners	36.16825*	5.70569	.000	24.9251	47.4114
	institute teachers	17.15344*	6.85026	.013	3.6549	30.6520
institute teachers	Students	-11.91224*	5.15318	.022	-22.0667	-1.7578
	English learners	19.01481*	5.16616	.000	8.8348	29.1948
	school teachers	-17.15344*	6.85026	.013	-30.6520	-3.6549

\*. The mean difference is significant at the 0.05 level.

As table indicates, the difference of the average between students and learners' group is 30.92 and the level of the significance is 0.00, so there is a level of significance between these two groups. And, the difference of the average between school teachers and institute teachers' group is 5.24 and the level of the significance is 0.358, so there is no level of significance between these two groups.

The average difference between the students and school teachers is 11.91 and the level of the significance is 0.022, so there is no level of significance between these two groups.

The average difference between the school teachers and institute learners is 36.16 and the level of the significance is 0.00, so there is no level of significance between these two groups.

The average difference between the school teachers and institute teachers is 17.15 and the level of the significance is 0.013, so there is no level of significance between these two groups.

The average difference between the institute teachers and learners is 19.01 and the level of the significance is 0.000, so there is no level of significance between these two groups.

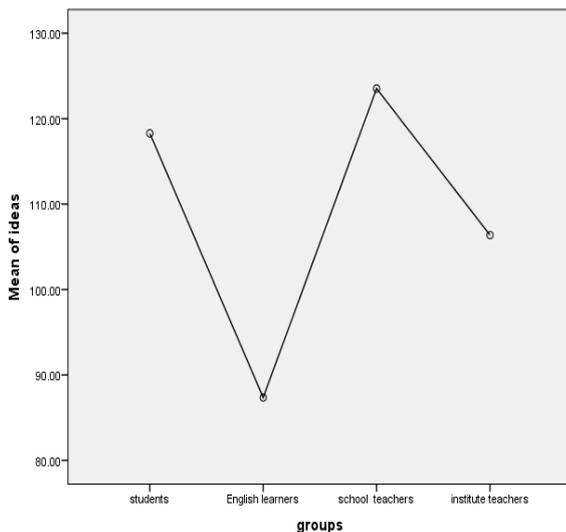


Figure 4.6 shows the average difference among the four

## Conclusions

On the basis of data analyses, the results of the present study could be summarized in the following statements.

The results are promising for educators interested in English teaching especially in the field of evaluation and the related models.

Regarding the first research question, which aimed to see if there is a meaningful significance between the students and learner's opinions, an independent samples t-test was run. It can be concluded that the first null hypothesis is accepted. It can be said that one of the probable reasons that the null hypothesis is not rejected is that the whole procedure was done among different groups. Their age could have a significant effect on the results of the study.

Although some studies that had been investigated before, this study was not consistent with some of those studies. In fact, we cannot overlook the role of the environment for the education. The less promoted the education is; the less learning takes place, specifically when we are working with young adult students.

The results of their study indicated that through experience, learners improve an extensive amount of learning since they can organize the whole lesson and therefore begin to internalize structural principles (Chun & Plass, 1996).

Concerning the second research question which aimed to investigate if there is a level of significance between the school teachers and language teachers, an independent samples t-test was run. Based on the results, it can be said that the second null hypothesis is rejected.

Also, it can be concluded that teachers can use the students background knowledge of the topics to be learnt in order to make a connection to the targeted type of text material with the students real lives when do the learning process, so that students can develop their ideas into meaningful text.

Regarding the third research question that if there is a significant difference between the students, learners, school teachers and institute teachers' opinions, an ANOVA was run among the four groups in this study and the null hypothesis was rejected.

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