

An overall Evaluation of "Prospect II" from the Perspective of English Teachers¹

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Received: 2015/10/20

Accepted: 2016/06/15

Abstract

One of the most basic and essential necessities of every educational system is the development, evaluation and adaptation of textbooks. A key condition for safeguarding the foundations of any educational system is the quality and quantity of information that is made available to students through textbooks as an important and widely applicable educational media. Hence, textbook evaluation is of grave significance for the upcoming textbook development and revision projects. Against this

¹ . (DOI): 10.22051/JLR.2016.2437

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background, the present study sets out to evaluate "Prospect II" as a textbook package designed for second grade high school English course in the Iranian public education system. For this purpose, a 65 item Likert scale researcher made questionnaire was developed and pilot tested. Based on the obtained data from the pilot study, the reliability index was found ($\alpha=0.9$) to be highly acceptable. Moreover, confirmatory factor analyses confirmed the instrument as a valid questionnaire for the intended purpose. The questionnaire was distributed among 236 English teachers from Isfahan, Hamedan, Karaj, Sanandaj, Ghorveh, Rasht and Boroujerd, 200 of whom returned the completed questionnaire. Furthermore 38 English teachers sat for a semi-structured interview. Both quantitative and qualitative data analyses revealed that the teachers regarded the textbook as acceptable considering the language related content, however, they believed that the text is quite unacceptable and poor concerning physical and cultural aspects. Finally, the provision of authentic contexts of language use for the EFL learners was also found to be unsatisfactory.

Keywords: textbook evaluation, Prospect II, English Language.