An Evaluation of Iranian Tenth-grade English Textbook: With a Focus on Language Skills, Activities and Teachers' Perceptions

Fatemeh Pirzad

M.A in TEFL, Department of English Language and Literature, University of Mazandaran

fatemeh.pirzad@yahoo.com

Shirin Abadikhah (Corresponding Author)

Assistant Professor of TEFL, Department of English Language and Literature, University of Mazandaran

abadikhah@umz.ac.ir

Abstract

Learning English proficiently specially in English as a foreign language (EFL) context needs developing proficiency in all four language skills (listening, speaking, reading, and writing). Knowing four language skills helps language learners to learn the language faster and more fundamentally. Teachers and textbooks as the important sources of materials in EFL education play vital roles to improve students' language skills. Improving language skills need learners' active participation. Task-based language teaching (TBLT) as an important concept in language teaching method is very helpful to develop learners' integrated language skills. In this study, a descriptive qualitative approach, using content analysis of the textbook, was used to evaluate Iranian tenth-grade senior high school English textbook Vision1 in terms of four language skills activities based on Willis' (1996) task-based lesson plan model. A questionnaire adapted from Wuttisrisiriporn and Usaha's (2019) was also administered to 107 (51 males and 56 females) first-grade senior high school English teachers to evaluate their perceptions towards four language skills activities in the textbook. Findings regarding the textbook analysis indicated that it does not adequately include four language skills activities. Considering teachers' perceptions towards Vision 1 skills activities, the findings revealed that most of the teachers disagreed with the adequacy of the four language skills activities. Based on the findings, it is suggested that appropriate language skills activities should be included in Iranian tenth-grade English textbook to enable learners to interact accurately and fluently. In this regard, the study provides some helpful guidance which might be useful for Iranian English language material developers and teachers of tenth-grade senior high school to reconsider the textbook content.

1. Introduction

To fully master a language, we need to significantly strengthen all four language skills. Every skill has an important role in language development. According to Sadiku (2015), listening helps us to understand the people and events around us better, speaking can help us to express our ideas and communicate with others with confidence, reading improves our knowledge on grammar, vocabulary, phonics, and writing helps us to write a text to anyone we want such as writing an email, a letter, an article, or a report in any language .

McKay and Brown (2016) mentioned that English as an international language of the world is being used in many countries in different contexts such as English as a second language (ESL) and English as a foreign language (EFL) context. In ESL context, learners are encountered with English Language beside their native language such as in the Nigeria, India, Malaysia, Philippines, UK, and Australia; and in EFL context, learners are only encountered with their native language and the English language is only limited to school not outside the classroom, like in the China, Indonesia, Japan, and Iran (Si, 2019). Ghorbani (2011) stated that although Iranian students spend many hours of their education in learning English at school, there is no real-life opportunity to improve their English. As Zarrabi and Brown (2017) mentioned, students are limited to teachers and textbooks in the classroom, and there is no real context of lifelike language use for communication. Therefore, after graduation, learners cannot adequately use English language for real-life communication. Many of these problems are caused by insufficiency of materials, especially textbook. Safari and Rashida (2015) believed that in Iranian EFL context, teachers do not use update methods of teaching, instead they focus on teaching grammar and memorizing vocabularies .

One of the interesting and recent methods of teaching is task based language teaching (TBLT). TBLT was developed in reaction to the teacher-centered and form-oriented second language classroom (Long & Norris, 2000) based on the communicative needs of pedagogy. Nunan (2004) asserted that task-based approach has two important aims: first, it focuses on meaning not on form and second, it considers real use of language in communication. Ellis (2021) clearly defined TBLT as an approach that facilitate language learning by involving learners in a pragmatic process with an outcome. According to Dickinson (2012), using a variety of tasks provides learner-centered and learning-centered opportunities instead of teacher-centered opportunities and learners can interact with each other and learn the language effectively. Learners should be engaged in performing different types of tasks to learn the language authentically (Ellis, 2013).

Considering the importance of the English language as a means of international communication, learning and teaching English is crucial throughout the world. Providing a setting for learners to be able to communicate easily with the English language needs to move from the previous grammar-based approach to communication-based approach in the classroom by using task-based activities and integrated four language skills. In EFL context, most of the classroom activities are form-focused and teacher-centered and fewer opportunities are provided for learners for meaningful use of language. Learners are linguistically competent but communicatively incompetent .

In providing the communicative setting for learners, both the teacher and the materials' developer have an important role. One of the significant materials predominantly used in EFL classrooms is textbook. Undoubtedly, textbook is a valuable source in educational planning, as in many countries the goal of education in curriculum is provided to teachers and students by textbook. Riazi (2003) mentioned that after teacher, textbook plays an essential role in EFL/ESL classroom. In fact, textbook is one of the most influential educational tools, without which not only students but also most teachers feel confused and anxious. As a result, textbook content can be effective for language learning. As McGrath (2016) asserted, textbook indicates the content to be taught, the order of teaching, and the learners' needs. According to Zohrabi, Sabouri, and Kheradmand (2014) textbook can encourage or discourage learners based on the materials it contains. Of course, for better learning, textbooks must also have beneficial characteristics, that is, the content of textbooks must be based on specific educational goals, and on the other hand, the content must have sufficient activities and be related to daily life and social environment. According to Rudy (2014), a textbook should consider students' needs, teacher's skills, and the course objective approaches. All textbook content should be coherent because students will have more opportunities to learn.

One of the important roles of every English textbook in an educational context is to cover all four language skills by presenting different activities. In the Iranian EFL context, learners are limited to teachers and textbook in the classroom and there is no real context of language use for communication; therefore, after graduation, students are encountered with inadequacy in using English language competently or for real-life communication. In this study first, Iranian tenth-grade English textbook activities were evaluated based on Willis' (1996) task-based lesson plan model. After analyzing four language skills, different activities are introduced to improve the four language skills based on TBLT. Second, a questionnaire adapted from Wuttisrisiriporn and Usaha's (2019) textbook evaluation checklist administered to teachers to understand their perceptions towards language activities in the textbook.

2. Literature Review

To learn effectively, learners need to be involved in communicative and integrative language by using four language skills. According to Richard and Burns (2012), all four language skills are active and involve learners in social -oriented work. Hinkel (2010) mentioned that all four language skills are important to be taught. Language four skills help learners to achieve the communicative competence. Widdowson (1987) believes that four language skills are necessary for increasing language learners' proficiency. According to Nunan (2001) learners need to integrate four language skills for communicative language learning based on the contexts and their objectives.

Communicative language learning (CLT) plays an important role in progression of four language skills, which engages learners to integrate four skills in communication. Using and integrating four language skills leads to meaningful learning. Integrating teaching with language skills focus, and communicative learning is possible by using task-based activities. According to Richards and Rodgers (2001), meaningful learning happens as long as learners are involved in communication and integrated language skills learning as integrated in TBLT. Nunan (2005) asserted that language skills development and integration are improved through

TBLT. As Ellis (2009) mentioned, TBLT develops learners' language skills by engaging them both in input-providing (listening and reading) and in output-providing (speaking and writing) activities. In the recent decades, because of the popularity of TBLT methodology in instructive framework, the researchers have been attracted to study TBLT and investigated its application to language learning particularly in EFL setting. TBLT is a student-centered methodology and, for the most part, centers on communicative methodology. TBLT is an educational framework used in teaching of second or foreign language context. According to Nunan (2004), a task involves learners in interaction to produce meaningful language rather than form manipulation. Ellis (2013) defined task as a work plan that learners can use to achieve to an outcome in interaction. As Ellis (2021) stated, the task provides learners with an interaction opportunity which engages learners in meaningful communication. The main advantage of task-based approach to language teaching is to lead teachers and material developers to use authentic and meaningful language (Torres, 2014).

One of the important ways of providing task-based situation in the classroom is using appropriate materials. In EFL context, the   most commonly used source of material in educational context is the textbook. Textbook as an essential material of learning is the only source of teaching in EFL context. Since the first language of learners in EFL context is not English, they are limited to classroom context and other learning materials are not normally provided for learners in state schools. The textbook determines the teaching and learning procedures in the educational system of this EFL context. Therefore, the right textbook in this context is necessary to improve learning. Textbook developers are responsible for choosing the right materials, syllabus, procedures, aims, design, etc. To realize the quality of textbook in educational system, many researchers have been investigating different aspects of the textbook to improve language learning. In evaluating a textbook, the merits and drawbacks of the textbook are investigated to improve its weaknesses according to the course and learners' needs.

O'Neill (1982) provided four reasons for the use of textbooks in the course. These reasons include suitability for learners' needs, helping learners to progress, providing well-prepared materials, and finally helping learners to review their previous materials. The role of the textbook in the language classroom is very important. Razamjoo (2007) mentioned that textbook can develop learners' confidence and teachers should use appropriate textbook.

According to Richards (2007), textbook evaluation should be consistent with the aim of specific situation and learners' needs. As Ellis (1997) and Tomlinson (2003) asserted, material evaluation can be investigated in three different types. The "pre-use" or "predictive" evaluation which is used to evaluate the role of textbook for future implication and makes prediction. The "whilst (in)-use" evaluation, which evaluates the value of current materials while using them. The "post-use" or "retrospective" which is reflective and evaluate the real effects of materials after being used. In this study, an in-use evaluation of the English textbook is considered.

Because textbook is the only available material for students, special attention and time should be dedicated to it. Therefore, it is necessary to contain appropriate activities which increase students' language ability. One of the important roles of very English textbook being used in EFL educational context is to cover all four language skills development with various activities. The language used in communication and real-life context to receive or send

messages for interaction is integrated with four language skills. In this regard, to learn every language proficiently, learners need to develop "productive skills" which are speaking and writing and "perceptual skills" which are listening and reading.

2.1. Empirical Studies on Textbook Evaluation and Teachers' Perceptions in Foreign Countries

Many researchers have been investigating different English textbook features and activities around the world. Khoo and Knight (2015) conducted a study to evaluate Form 4, 5 KBSM English textbooks used in Penang public secondary schools, Malaysia. They distributed a questionnaire adapted from Mukundan and Nimechisalem (2013) to 18 teachers to understand their viewpoints towards the suitability of textbooks. The researchers then used 15 interview questions adapted from Cunningsworth and Tomlinson (1984) and Sheldon (1988) and administered them to six teachers whose answers to questionnaire were representative of the research result. Based on teachers' perception both textbooks were matched with syllabus. Ahmed (2016) evaluated the "Effective Communication Skills" textbook that was introduced as a pilot project published by the Ministry of Higher Education, Malaysia. A questionnaire administered to 214 students and 3 instructors. According to the result of the study, most of the participants were satisfied with textbook.

Another study by Al Harbi (2017) evaluated EFL textbook for secondary stage in Saudi Public schools. 100 male and 73 female teachers participated in this study. A questionnaire including layout and design, the objectives of the textbook, teaching methods and activities, language skills, and evaluation was administered to them. Findings revealed that the textbook needed reconsideration. Teachers believed that the objectives were not fulfilled adequately and the content of the textbook was not helpful for teaching practice and evaluation of learners' achievement. A study by Wulandari, Damayanti, and Harahap (2018) investigated the proportion and suitability of language skills in English textbook grade XI published by Kemendikbud (2014). An evaluation checklist was used to collect the data. The findings revealed that the textbook focused on writing skills (35%), grammar (32%), speaking (25%), reading (7%), and listening (1%). The textbook focused more on writing and speaking skills than on listening and reading skills.

A study by Farichin (2019) evaluated English textbook, *When English Rings a Bell,* based on Cunningsworth's (1995) criteria theory focusing on: 1) aims and approaches, 2) design and organization, 3) language content, 4) skills, 5) topics, 6) methodology, 7) teacher's books, and 8) practical considerations. The first criterion of the checklist was relevant to the aim of the textbook. It was revealed that the organization was well-designed and he language content was adequate with appropriate grammar and discourse. The criteria of skills were fully covered in the textbook except listening. The criterion of topic was fully sufficient and the methodology was full of active learners' participation, different language skills, and communicative activities. Teacher's books and practical considerations met the criteria too.

Additionally, Litz (2005) evaluated a textbook, *English Firsthand 2*, for its properties according to educational program. The results revealed that the textbook was generally well-organized entailing all four language skills with most of the activities being communicatively appropriate. The textbook revealed some shortcomings such as containing repetitive and

meaningless activities and not making any suitable connection between syllabus and learners' needs.

Tok (2010) also worked on the textbook, *Spot On*, which was used in Turkish educational system. The investigation of the textbook revealed that teachers' guidance was prepared, and textbook content was interesting and motivating for learners, with pair/group work. The textbook contained sufficient contents with various activities but was not culturally biased. The disadvantage of the textbook was its unattractive design and layout with no sufficient meaningful communicative activity.

2.2. Empirical Studies on Textbook Evaluation and Teachers' Perceptions in Iranian EFL Context

Regarding the context of Iran and English textbooks, several studies have been conducted on the evaluation of published materials based on English textbook studied at schools and institutes. Studies have been done to provide appropriate and helpful materials for teachers and learners' development. One such study by Yarmohammadi (2002) evaluated the senior high school textbooks based on a revised version of Tucker's model. The results revealed that these textbooks were not authentic enough; English and Persian names were used interchangeably, and oral skills were limited. Therefore, some suggestions were made for decreasing these limitations. Azizifar (2009) conducted a study to evaluate two series of ELT textbooks used for teaching English language in Iranian high schools since 1970 to 2010 based on Tucker's (1975) textbook evaluation model. Findings revealed that the textbooks played an important role for learners' language development, but needed to focus more on communicative language learning practice.

Ghorbani (2011) investigated Iranian senior high school *English Book 1* based on a checklist. The result indicated that the textbook was mostly grammar-based, and lacked any communicative task. In addition, four language skills were not considered, and no audio CD and teacher's guide was available. Zohrabi et al. (2012) evaluated Iranian first-grade high school English textbook (old version) based on 13 criteria from different checklists. They worked on 7 sections of the textbook including the layout, vocabulary, topics, grammar, exercises, language skills, pronunciation, language function, and social and cultural activities. The result revealed that textbook's layout was not attractive; it was mostly grammar-oriented, and reading skill was more emphasized. Furthermore, pronunciation practice was not enough, and language function and social/cultural activities were also limited.

Rahimpour and Hashemi (2011) evaluated the Iranian three high school English textbooks. The study was conducted on 50 teachers' perceptions through a questionnaire which consisted of different items such as reading comprehension, lexical items and word formation, language use in context, grammatical points, and phonological points, practical concerns, and physical layout. The findings revealed that teachers were not satisfied with all the criteria under investigation. Nahrkhalaji (2012) evaluated the merit and demerit of *Top Notch* series being used in Iran. A two-phase study was used to evaluate the textbooks. A while-use analysis was employed to check the textbook attractiveness and the availability of the materials, the suitability of the exercises and tasks, the practicality of the textbook, the effectiveness in facilitating short-term learning, the clarity of instructions, the comprehensibility of the text,

and the teachability of the textbook. In the post-use analysis, a long-term evaluation was used by administering checklist questions about the effectiveness of textbook materials to twenty teachers. The result revealed that the textbook was helpful for learners to understand their goals, and it increased learners' linguistic proficiency. Regarding the checklist questions administered to teachers, it was revealed that all language skills were covered in the textbook and were integrated within a communicative framework. Teachers believed that textbook materials provided interaction for language learners. On average, teachers agreed with the suitability of the textbook, and they believed that the materials were motivating.

Bemani and Jahangard (2014) evaluated *Prospect 1* English textbook in Iran from the viewpoints of 102 teachers based on Litz (2005) framework. The findings revealed that although the textbook needed improvement in language skills and cultural norms, it was regarded as partially efficacious in average by the teachers. Ahmadi and Derakhshan (2016) reviewed the studies focused on *Prospect 1* evaluation from the viewpoints of teachers. Most of the teachers had positive attitude towards listening and speaking skills, and they believed that reading and writing skills required more attention. A study by Salehi and Amini (2016) evaluated Iranian first-grade junior high school English textbook, *Prospect 1*, based on teachers' and learners' perceptions. The study was conducted by using a questionnaire including layout and physical appearance, language type, content, activities, tasks, objectives, skills, teacher's needs, and cultural considerations. The findings of the study revealed that both teachers and learners agreed with the most of the questionnaire items. Pouranshirvani (2017) evaluated *Vision 1* and analyzed internal evaluation of the tenth grade's textbook (*Vision 1*). She adapted a questionnaire with 82 items from Wahab (2013) and distributed it among 30 English teachers in Isfahan, Iran. According to teachers' answers to questionnaire, the findings revealed that the Iranian tenth grade English textbook needed changes in different parts such as sociocultural activity.

Shahmohammadi (2018) conducted an evaluative study on *Prospect* series in Iran through teachers' perception. The researcher asked 34 teachers from East and West Azerbaijan to evaluate the textbooks based on the provided checklist. Findings revealed that learners' culture and environment, grammatical items, and reading texts were satisfactory; vocabularies were provided along with the criteria, and the textbook excellently related the written tasks to the orally practiced vocabulary and structure. The study also revealed that communicative competence was not emphasized in teaching structural items, and the tasks related to speaking skill were neither appropriate nor complete In addition, the teachers did not consider the listening tasks to be authentic, the pronunciation section did not touch effectively, the supplementary materials associated with the *Prospect* series did not content the teachers as expected, and the activities and tasks throughout the textbook did not generate a need for students to use language effectively for the goal of communication.

Although many studies have been conducted on textbook evaluation based on different theoretical frameworks and criteria, reviewing of the literature reveals that the newly developed textbooks' series, namely, *Visions*, developed for senior high school English learners since 2016 in Iran, have not been evaluated adequately considering the four language skills development. Most of the studies on textbook analysis were conducted on previous versions of

the textbook. Studies that focus specifically on all four language skills development by using TBLT theoretical framework and providing appropriate task-based activities for the textbook are rarely found. Therefore, the present study was conducted to answer the following questions:

1. Are the language skills activities of textbook, *Vision 1 English for School*, based on task-based lesson plan?

2. What are the perceptions of Iranian tenth-grade senior high school English teachers towards four language skills activities of the textbook, *Vision 1 English for School*?

3. Methodology

3.1. Design and Context of the Study

The study under investigation was conducted in two stages. First, a descriptive qualitative approach was used to evaluate the Iranian tenth-grade senior high school English activities based on Willis' (1996) task-based lesson plan model. In this study, *Vision 1 English for Schools* were evaluated based on task-based lesson plan) consisting of three phases: pre-task, task cycle, and language focus. According to Rodríguez and Rodríguez (2010, p. 4),

> "During the pre-task stage, the textbook and the teacher identify and introduce the topic and students feel motivated to perform the task. The teacher recalls and activates existing knowledge by exploring the topic and highlighting useful words and phrases which might be needed during task performance. The second stage, task cycle, gives students the opportunity to perform real world tasks with the teacher's monitoring. It is advisable to have students work in pairs or in small groups at this stage. Also, while planning, the teacher should provide all the necessary input by acting as a facilitator. Students plan how to present the outcome of their work, generally by exchanging and comparing final products. Students report the conclusions they have reached. The final stage, language focus, places emphasis on language features used during the two previous stages. The language focus provides opportunities for students to analyze and practice specific linguistic features arising from the task."

Table 1. Task-based Lesson Plan Model (Willis, 1996, p. 38)

Pre-task		
Introduction to topic and tasks		
Teacher explores the topic with the class, highlights useful words and phrases. Learners may be exposed to examples.		
Task cycle		
Task	**Planning**	**Report**
Students do the task in pairs or small groups. Teacher monitors; mistakes do not matter.	Students prepare to report. Accuracy is important, so teacher stands by and gives advice.	Students exchange report. Teacher listens then comments.
Language focus		
Analysis		**Practice**
Students examine then discuss.		Teacher conducts practice of new words.

Second, a questionnaire was adapted from Wuttisrisiriporn and Usaha (2019) who studied different textbook evaluation checklists from scholars and provided an updated textbook evaluation checklist. The questionnaire focused on different aspects of textbook materials, especially the four language skills, with comprehensive criteria for evaluation. The survey questionnaire was administered to the Iranian language teachers teaching at tenth-grade senior high school to understand their perceptions towards language skills activities.

3.2. Participants

The participants of the study were 107 (51 males and 56 females) tenth-grade English language teachers serving at senior high schools in Ira. They were selected based on convenience sampling. Among teachers, 46 teachers were between the age range of 20-29, 35 teachers were between the age range of 30-39, 22 teachers were between the age of 40-49, and only 4 teachers were 50 and beyond this age. Seventy teachers were educated in English Language Teaching, 19 teachers were educated in English Literature, and 18 in English Language Translation. Forty-three participants hold an M.A degree, 25 participants were with B.A degree, 22 participants were M.A students, 11 participants were PhD students, and 6 participants were B.A students. Thirty-one teachers were with 10-20 years of teaching experience, 31 teachers with 5-9 years of teaching experience, 29 teachers with less than 5 years, and 16 were with more than 20 years. The questionnaire was sent electronically through the Internet. Also, the researchers met some teachers face-to-face. After a brief explanation about the aim of the study and the questionnaire, the teachers were requested to answer the questions carefully.

3.3. Materials

The material used for the evaluation purpose in this study was *Vision 1 English for Schools* textbook prepared by Educational Research and Planning Organization in Iran for tenth-grade senior high school students. This book includes four lessons (Saving Nature, Wonders of Creation, The Value of Knowledge, and Traveling the World) with the same order of materials in each lesson and consists of different activities.

3.4. Instrument

In the second phase of the study, a questionnaire adapted from Wuttisrisiriporn and Usaha (2019) was utilized to secure the teachers' perceptions towards the textbook. It contained different subcategories namely layout, design, and physical makeup; unit organization; content, topics, and language, language teaching methods and activities, four language skills, vocabulary, and accompanied/supplementary materials with 70 items. The researchers had taken the items of checklist from different scholars' textbook evaluation checklists such as Ahmed (2016), Böcü and Razi (2016), Hamidi et al. (2016), Harbi (2017), Khoo and Knight (2015), Laabidi and Nfissi (2016), and Litz (2005). The reliability and validity of the checklist had been checked by taking suggestion from different English experts and professors. In this study, only the subcategory of four language skill was used. The present questionnaire consisted of four sections (listening, speaking, reading, and writing skill) with 24 Likert-scale items from strongly agree (value=5), agree (value=4), neutral (value=3), disagree (value=2), to strongly disagree (value=1). The current questionnaire has been used in different studies such as Shak, Albakri, Haniff, and Adam (2021), Damayanti, Emaliana, and Kusumawardani

(2021), Akrong, Chaka, and van der Walt (2021), Nurdiana (2020), and Wuttisrisiriporn, Vinichevit, and Usaha (2020).

3.5. Data Collection Procedure

Regarding the first part of the study, a descriptive qualitative analysis was used to evaluate the textbook based on Willis' (1996) task-based lesson plan model. The activities were classified according to Willis' (1996) framework features by both authors carefully. To increase the validity of analysis, the authors discussed their analyses together and categorized each skill activity analysis in different tables. Findings of the study revealed the strengths and weaknesses of skills sections in different separate tables descriptively and various useful TBLT activities are mentioned for four language skills development. Regarding the second part of the study, a questionnaire adapted from Wuttisrisiriporn and Usaha (2019) was given to 107 (51 males and 56 females) Iranian tenth-grade senior high school English teachers to understand their perceptions about four language skills of *Vision 1* English textbook.

3.6. Data Analysis Procedure

For the analysis of the first part of the study after overviewing Iranian tenth-grade senior high school English textbook *Vision 1 English for School* repeatedly, its language skills activities were analyzed descriptively based on Willis' (1996) task-based lesson plan model. The framework consists of three stages: pre-task, task cycle, and language focus. Every language skill was qualitatively analyzed based on the framework, and then the results were presented in tables with descriptions. For the second part of the study, a validated semi-structured questionnaire with Likert-scale items was given to the Iranian teachers of tenth-grade senior high school. The Likert-scale items were given a numerical value (1-5) from strongly disagree to strongly agree, respectively. After collecting the data from participants, SPSS (Statistic Package for the Social Science) software version 26.00 was used to analyze the data. Descriptive statistics and mean values were obtained for each item and one-sample t-test analyses were conducted in order to evaluate teachers' perceptions towards *Vision 1* in terms of four language skills activities.

4. Result

After evaluating the *Vision 1 English for School* based on Willis' (1996) task-based lesson plan model, the results were tabulated descriptively in the tables below. Based on the framework, each skill was analyzed in three stages: pre-task, task cycle, and language focus. The deceptive analysis of the first skill, reading, is presented in Table 2.

Table 2. Analysis of Reading Skill Based on Willis' (1996) Task-based Lesson Plan Model

lessons	Pre-task	Task cycle	Language focus
Lesson 1	no pre-task	teachers read the text themselves with multiple choice, true-false, match two halves exercises	no language focus activity
Lesson 2	no pre-task	teachers read the text themselves with multiple choice, true-false, match two halves exercises	no language focus activity
Lesson 3	no pre-task	teachers read the text themselves with multiple choice, true-false, match two halves exercises	no language focus activity
Lesson 4	no pre-task	teachers read the text themselves with multiple choice, true-false, match two halves exercises	no language focus activity

As illustrated in Table 2, the reading section is not included with any pre-task (pre-reading) activities to motivate and prepare students for the task cycle (reading) section. In this level, students are provided with the reading passages which are read by teachers while students are listening and writing the meaning of vocabulary in Farsi. Most of the reading time is spent on English to Persian translation. Students are engaged in some activities after reading including multiple choice, true/false, and match two halves. According to language focus analysis, there is no opportunity for students to discuss and produce any language.

The next skill, speaking, was analyzed based on the framework and the result is descriptively presented in Table3.

Table 3. Analysis of Speaking Skill Based on Willis' (1996) Task-based Lesson Plan Model

Lessons	Pre-task	Task cycle	Language focus
Lesson 1	no pre-task	questions focus on grammar structure with one sentence level production	no language focus
Lesson 2	no pre-task	questions focus on grammar structure with one sentence level production	no language focus
Lesson 3	no pre-task	a simple text is provided which focuses on grammar structure without any language production	no language focus
Lesson 4	no pre-task	questions focus on grammar structure with one sentence level production	no language focus

According to Table 3, the analysis revealed that speaking section is not included with any pre-task activity for students. In each lesson, students are encountered with some question-answer type of activity which is grammatically-focused and there is no real-life production of language. Students are not involved in group-work or pair-work activity for real communication. There is no language focus in this section too. Students at the end of this section are provided with some grammatical structures related to the previous part.

For the third skill of the textbook, listening, the framework was used to analyze the pre-task, task cycle, and language focus. After analyzing the listening skill activity, the result is presented descriptively in Table 4.

Table 4. Analysis of Reading Skill Based on Willis' (1996) Task-based Lesson Plan Model

Lessons	Pre-task	Task cycle	Language focus
Lesson 1	no pre-task	listen to a conversation then write the answer	pair up activity
Lesson 2	no pre-task	listen to a conversation then write the answer	pair up activity
Lesson 3	no pre-task	listen to a conversation then write the answer	pair up activity
Lesson 4	no pre-task	listen to a conversation then write the answer	pair up activity

Similar to the previous skills' section, the listening section has no pre-task activity. Students do not have any preparation before listening task; therefore, they are completely mixed up. In task cycle, students should listen to two conversations. After listening, they are supposed to write the answers. For language focus, students are provided with a pair-work activity where they can continue the conversations by asking some more questions. Unfortunately, listening

activity is not performed in most of the classes and the students are supposed to do this part as homework at home, which is neglected.

The last skill activity of the textbook is writing. After analyzing the writing section, the analysis was tabulated descriptively in Table 5.

Table 5. Analysis of Writing Skill Based on Willis' (1996) Task-based Lesson Plan Model

Lessons	Pre-task	Task cycle	Language focus
Lesson 1	no pre-task	no task cycle	no language focus
Lesson 2	no pre-task	no task cycle	no language focus
Lesson 3	no pre-task	no task cycle	no language focus
Lesson 4	no pre-task	no task cycle	no language focus

The writing section of the lessons is fully grammar-based, without any writing exercise. Therefore, there is no pre-task, no task cycle, and no language focus.

To understand teachers' perceptions towards four language skills activities of the *Vision 1 English for School,* a questionnaire adapted from Wuttisrisiriporn and Usaha (2019) was administered to 107 tenth-grade senior high school English teachers in Iran. The questionnaire consisted of five sections: demographic information, listening (1-7), speaking (8-13), reading (14-18), and writing (19-24). The listening, speaking, reading, and writing sections consist of 24 items on Likert-scale ranging from 1 (strongly disagree) to 5 (strongly agree). The midpoint score was set (3) as the theoretical mean of the population, standing for a neutral stance for each item. Tables 6, 7, 8, and 9 are presented with descriptive statistics on the answers provided to the items (1-7), (8-13), (14-18), and (19-24) by the participants. These tables present the statistical analysis of teachers' overview of the four language skills activities in the textbook.

Table 6. Descriptive Statistics Regarding Teachers' Perceptions of Listening Activity

Items	Frequency	Mean	Std. Deviation	Std. Error Mean
1	107	3.07	1.058	.102
2	107	2.72	1.053	.102
3	107	2.41	.971	.094
4	107	2.54	1.040	.101
5	107	2.77	1.104	.107
6	107	2.96	1.063	.103

According to Table 6, it is clear that the mean scores of Items 2, 3, 4, and 5 were significantly lower than the midpoint (3=theoretical mean of the population). Item 1 and 6 were around the mean score, and there was no significant difference between teachers' responses and the theoretical mean score of the population. Totally, teachers' perceptions towards listening activity were not positive and most of them disagreed with the adequacy of the activities in the textbook.

Table 7. Descriptive Statistics Regarding Teachers' Perceptions of Speaking Activity

Items	Frequency	Mean	Std. Deviation	Std. Error Mean
7	107	2.62	1.113	.108
8	107	2.33	1.097	.106
9	107	2.50	1.040	.101
10	107	2.36	1.057	.102
11	107	2.90	1.197	.116
12	107	2.62	1.061	.103
13	107	2.57	1.166	.113

As Table 7 shows, the mean scores of Items 7, 8, 9, 10, 12, and 13 were significantly lower than the midpoint and there was a significant difference between teachers' responses and the theoretical mean score of the population. Item 11 mean score was around the midpoint, with no significant difference between teachers' responses and the theoretical mean score of the population. Overall, teachers' perceptions towards speaking activity was negative. Table 8 presents the descriptive statistics for the teachers' perceptions of reading activities.

Table 8. Descriptive Statistics Regarding Teachers' Perceptions of Reading Activity

Items	Frequency	Mean	Std. Deviation	Std. Error Mean
14	107	3.24	1.156	.112
15	107	2.85	1.123	.109
16	107	2.95	1.094	.106
17	107	2.88	1.130	.109
18	107	2.93	1.130	.109

It is clear from Table 8 that the mean score of Item 14 was significantly above the midpoint (3=theoretical mean of the population). Items 15, 16, 17, and 18 mean scores were around the midpoint without any significant difference to the theoretical mean score of the population. Table 9 below illustrates the descriptive analysis regarding the writing activity.

Table 9. Descriptive Statistics Regarding Teachers' Perceptions of Writing Activity

Items	Frequency	Mean	Std. Deviation	Std. Error Mean
19	107	2.69	1.161	.112
20	107	2.39	1.071	.104
21	107	2.60	1.156	.112
22	107	2.57	1.183	.114
23	107	2.73	1.129	.109
24	107	2.46	1.030	.100

According to Table 9, the mean score of all items (19-24) in writing section was significantly lower than the midpoint (3=theoretical mean of the population) showing the negative attitude of teachers towards the adequacy of writing task.

To determine the significance of the differences between the mean scores of the sample and population several one-sample t-test analyses were conducted. The means of each item answered by 107 teachers and the theoretical mean of the population were compared. The

analyses of the items in each section are presented in Tables 10, 11, 12, and 13. Table 10 shows the one-sample t-test analyses of listening section**.**

Table 10. One-sample t-test Analyses of Teachers' Perceptions of Listening Activity

Items	t-value	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1	.640	106	.524	.065	-.14	.27
2	-2.754	106	.007	-.280	-.48	-.08
3	-6.273	106	.000	-.589	-.77	-.40
4	-4.557	106	.000	-.458	-.66	-.26
5	-2.189	106	.031	-.234	-.45	-.02
6	-.364	106	.717	-.037	-.24	.17

According to Table 10, there were no significant difference in teachers' responses for Item1 and 6 with the midpoint (3=theoretical mean of the population), t= .640, p= 0.524 > 0.05 for Item1, and t= -.364, p= .717 > 0.05 for Item6. In other words, teachers' perceptions towards the appropriateness of listening tasks for the students' level with well-defined objectives and the integration of listening skill activities with other language skills practice were neutrally around the midpoint (3=theoretical mean of the population). There were significant differences between Items 2, 3, 4, and 5 with the midpoint. As shown in Table 10, t= -2.754, p= .007 < 0.05 for Item 2, t= -6.273, p= .000 < 0.05 for Item 3, t= -4.557, p= .000 < 0.05 for Item 4, and t= -2.189, p= .031 < 0.05 for Item 5. It means that teachers' perceptions towards authenticity of listening materials both in content and language (Item 2), sufficiency and variability of listening texts (Item 3), development of different sub-skills in listening (e.g., listening for main idea, listening for details, drawing inferences, etc.) (Item 4), and using of pre-, while-, and post-listening activities (Item 5) were negative and lower than the midpoint (3=theoretical mean of the population). Table 11 is tabulated with the summary of Items (7-13) for speaking skill activity.

Table 11. One-sample t-test Analyses of Teachers' Perceptions of Speaking Activity

Items	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
7	-3.561	106	.001	-.383	-.60	-.17
8	-6.345	106	.000	-.673	-.88	-.46
9	-5.017	106	.000	-.505	-.70	-.31
10	-6.309	106	.000	-.645	-.85	-.44
11	-.888	106	.376	-.103	-.33	.13
12	-3.736	106	.000	-.383	-.59	-.18
13	-3.812	106	.000	-.430	-.65	-.21

As shown in Table 11, there was a significant difference between Item 7, 8, 9, 10, 12, and 13 with the theoretical mean score of the population, t= -3.561, p= .001 < 0.05 for Item 7, t= -

6.345, p= .000 < 0.05 for Item 8, t= -5.017, p= .000 < 0.05 for Item 9, t= -6.309, p= .000 < 0.05 for Item 10, t= -3.736, p= .000 < 0.05 for Item 12, and t= -3.812, p= .000 < 0.05 for Item 13. In other words, teachers' perceptions towards appropriateness of speaking tasks for the students' level with well-defined objectives (Item 7), textbook's covering of different forms of oral communication required of the students (e.g., conversations in different situations, meeting, discussion, debate, presentation, etc.) (Item 8), authenticity of the textbook's speaking materials both in terms of content and language (Item 9), variability and sufficiency of textbook materials to help the students to develop the speaking skills needed for effective communication (Item 10), providing practices in the use of different and appropriate communication strategies (e.g., responding, initiating, turn-taking, introducing a new topic/idea, agreeing/disagreeing, repair and repetition, etc.) (Item 12), and whether the integration of learning activities lead to the expected learning outcome, that is, expected speaking skills (Item 13) were negative and lower than the theoretical mean of population. Regarding Item 11, t= -.888, p= .376 >0.05 there was no significant difference of teachers' responses with the theoretical mean score of the population. The teachers' perceptions towards providing textbook's activities in lexical and grammatical choices depending on the situation, the participants involved, and the functions of the language in the discourse is neutrally around the midpoint. Table 12 is presented with the summary of statistical analyses of the reading skill activity.

Table 12. One-sample t-test Analyses of Teachers' Perceptions of Reading Activity

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
14	2.174	106	.032	.243	.02	.46
15	-1.378	106	.171	-.150	-.36	.07
16	-.442	106	.659	-.047	-.26	.16
17	-1.112	106	.269	-.121	-.34	.10
18	-.684	106	.495	-.075	-.29	.14

According to Table 12, a significant difference was observed for Item 14, t= 2.174, p= .032 < 0.05. As Item 14 shows most of the teachers agreed with the appropriateness of textbook's reading tasks for the students' level with well-defined objectives to enhance the students' sub-skills in reading (e.g., making predictions, guessing the meaning in context, skimming, scanning, understanding the organization of the text, drawing inference, etc.). Regarding Items 15, 16, 17, and 18, there was no significant difference between teachers' responses and the theoretical mean score of the population. Item 15 with t= -1.378, p= .171 > 0.05, Item 16 with t= -.442, p= .659 > 0.05, Item 17 with t= -1.112, p= .269 > 0.05, and Item 18 with t= -.684, p= .495 > 0.05 are around the midpoint. In other words, teachers were not significantly satisfied with the existence of a wide range of authentic reading texts with different subject contents that help students to relate English language learning to real life (Item 15), providing with pre-, while-, and post-reading activities to help students to become effective readers (Item 16), integrating pre-reading activities with language preparation in terms of vocabulary and grammatical structures needed to understand the reading texts (Item 17), and variability of

exercises, from controlled to free, are provided in pre-, while-, and post-reading activities (Item 18). There is a summary of statistical analyses of writing skill activity in Table 13 below.

Table 13. One-sample t-test Analyses of Teachers' Perception of Writing Activity

Items	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
19	-2.748	106	.007	-.308	-.53	-.09
20	-5.869	106	.000	-.607	-.81	-.40
21	-3.595	106	.000	-.402	-.62	-.18
22	-3.761	106	.000	-.430	-.66	-.20
23	-2.483	106	.015	-.271	-.49	-.05
24	-5.441	106	.000	-.542	-.74	-.34

As illustrated in Table 13, there were significant differences between Items 19, 20, 21, 22, 23, and 24 with the theoretical mean score of the population. With respect to teachers' responses from Item 19-24, t= -2.748, p= .007 < 0.05 for Item 19, t= -5.869, p= .000 < 0.05 for Item 20, t= -3.595, p= .000 < 0.05 for Item 21, t= -3.761, p= .000 < 0.05 for Item 22, t= -2.483, p= .015 < 0.05 for Item 23, and t= -5.441, p= .000 < 0.05 for Item 24, it is clear that they disagreed with the adequacy of writing skill activity. In other words, teachers' perceptions towards appropriateness of textbook's writing tasks for the students' level with well-defined objectives (Item 19), the use of a process approach to writing (i.e., idea generation, planning, drafting, and revising) (Item 20), provision of helpful activities for the students to identify the writing purpose and audience of different text-types (Item 21), provision of helpful activities for students to understand different organization patterns of written texts, that is, how the ideas are put together to serve the writing purpose (Item 22), the preparation of the activities for students in terms of vocabulary, grammatical structures, cohesive devices, and punctuation needed for effective writing (Item 23), and the provision of a clear writing assessment checklist for self-, peer-, and teacher-feedback on the students' writing to promote autonomous learning (Item 24) were negative and lower than the midpoint (3=theoretical mean of the population).

5. Discussion

The analysis of *Vision 1 English for School* revealed that the textbook does not contain h task-based skills activities. According to Willis' (1996) task-based lesson plan model, the reading skill activities are not included with pre-task activities to motivate and engage students in task cycle. Students do some activities after reading: multiple choice, true/false, and match two halves. There are no language focus activities for students to discuss and produce any language. The speaking skill activities are not included with any pre-task activity for students too. In each lesson, students are encountered with some question-answer type activities which are grammatically focused and there is no real-life production of language. Students are not involved in group-work or pair-work activity. There are no language focus activities in these sections, too. Students at the end of speaking section are provided with some grammatical structures related to the previous part. Regarding the analyses of listening skill activities, no pre-task activities are presented, therefore, no opportunities are provided for students' preparation. In task cycle, they should listen to two conversations, then they are supposed to

write the answers. Fortunately, in language focus activities, students are provided with pair-work activities where they can continue the conversations by asking some more questions. According to writing skill activity analyses, these sections are fully grammar-based without any writing exercises. Therefore, there are no pre-task, no task cycle, and no language focus activities. To sum up, the textbook under investigation does not seem to follow Willis' (1996) task-based lesson plan model.

To make the textbook more appropriate, regarding the skills' activity, further suggestions are given below. In this part, different activities from scholars are mentioned to provide authentic skill-based activities to improve Iranian students' language skills in EFL context. Language skills are acquired proficiently if they occur in natural order, as in native language acquisition from listening, speaking, then reading, and finally writing. The textbook, *Vision 1*, entails the skills in disorder: reading, speaking, listening, and writing. For most of the Iranian students, listening skill is very difficult, because for the first time they cannot understand every word. According to Goh (2010), in pre-listening stage, teachers should prepare the students before listening with the necessary background knowledge. Teachers prepare students to listen by using activities such as researching, brainstorming, and discussing. Students should be taught how to use different strategies and how activate their background knowledge. The new words and their pronunciation can be introduced too. In listening stage, Students listen for the first time, and they can write words that they have recognized and predicted. They can discuss with their partner whatever information they have found. For the second time, they listen to those parts of the listening they had problems and write the new information. They should listen for the third time to check their comprehension. In post-listening stage, students can practice the new words and structures they have learned in different activities such as continuing the listening text with their own views, making a conversation, making a story, and pair/group discussion (as cited in Celce-Murcia et al., 2014).

Speaking as an important skill can show students' accuracy and fluency in using the language. In EFL context, there is no real-life situation for using the second language. The language that students use out of the classroom is their native language. Teachers play a significant role in developing this skill in the classroom. As Chastain (1988) stated, in pre-speaking stage, topics should be interesting and motivate students to participate in every discussion with different and colorful pictures. The teacher should introduce each topic to prepare students to understand and activate their background knowledge. The teacher can write the new words on the board and ask students to share their ideas. In this section the attention should be on speaking, not on grammar or vocabulary teaching. Teachers can involve learners with the pictures of this section to challenge their ideas and make them ready for the speaking stage. In speaking stage, teachers should use different types of activities such as social communication, dialogue, community-oriented tasks, problem solving activities, and role play. Questions should be read to the students. The teacher should give time to each individual student to think about every single question, then, students can be divided into different groups. The activities can be discussed in pair/group work while the teacher monitors their participation, help them when they need, and manage the class time. Students in each group can work on different questions and discuss the answers together. In post-speaking, teachers

can ask students to talk about their experiences related to the topic and create realistic communication activities to encourage learners to develop their language skill.

Selection of a good reading text with appropriate accuracy and fluency is really important. It should not contain slang and informal words. The reading text should be simple and based on students' proficiency level, with more interesting and new topics. One important element for any section is to be accompanied by attractive pictures which can prepare students and activate their background knowledge. Pictures can help students to guess the topic and also persuade them to speak. According to Grab (2011), in pre-reading, teachers should establish a purpose for reading a text. They should provide the important information for reading comprehension by introducing the key words and explaining the main concepts. They can stimulate students by asking their ideas about the topic, or they can ask various questions about pictures which are provided in the textbook or by teachers themselves. Teachers should activate learners' prior knowledge and focus the learners' attention on the task. Titles and pictures can often give students clues about what the text is going to tell them. In reading stage, the teacher should focus on reading process not product. Teachers should guide students to facilitate comprehension by using graph, table, chart, etc. Teachers should monitor students work and teach them reading strategies to compensate their faults. Students should be involved in discussion with their teacher and partners to develop their comprehension. The teachers can ask different questions for each part of the passage. The questions can be general or in detail. There are two methods in reading, which are really necessary for increasing students' speed of reading and comprehension of the passage. The first one is skimming, which helps students to easily find and understand the main idea of the passage. The second one is scanning, in which students look for more details in the passage. Students should not be anxious about words they do not understand. The teachers should teach students how to use context clues to answer questions. Students can work together and find the answers in pair/group work. In post-reading, students can connect the readings to their own lives or another story they have read. Students can talk about their feelings regarding the passage. They can also talk about different characters of the passage and express their feelings if they were one of the characters in the passage (as cited in Celce-Murcia et al., 2014).

Writing is an important skill which is not adequately taught, especially in EFL contexts. The textbook, *Vision 1 English for Schools*, in Iranian EFL context completely neglects the writing skill, and it is grammar-based. Students should know both the accuracy and fluency to proficiently write a text. As Weigle (2005) stated, in pre-task, students can think and gather their information in a cohesive unit. Teachers prepare them by introducing the topic and words. The textbook should cover some interesting pictures in this section to attract students' attention. The teacher can ask students' ideas about the topic with different questions. Students can read, listen, take notes, brainstorm, and categorize the information for writing. Students will be familiar with the topic and be ready to write. In writing stage, students can transfer their information they have gathered into a paper. Students can write their first draft by focusing on content and getting ideas on paper. There are different types of writing such as a paragraph, a letter, an essay, a report, etc. Students should be taught how to write every paragraph. They should know how to polish their work. Students should be taught to revise their first draft or taking some advice from their classmates. After writing the first draft, students should revise

their writing for the second time to find its mistakes and rearrange the sentences of the paragraphs. Peer correction can be more helpful with the teacher involvement. In post-writing, students use the suggestions given by the teacher and peers to continue and improve their final draft. Moreover, teachers can help students display, share online, and compile their writing into a booklet (as cited in Celce-Murcia et al., 2014)

The analysis of the results concerning the second part of the study regarding teachers' perceptions towards skills activities revealed that the textbook did not contain enough activities for four language skills development. According to Items 2, 3, 4, and 5 considering listening skill, the analyses revealed that most of the teachers had negative perceptions towards the efficiency of textbook listening activities. Except for Items 1 and 6, teachers' perceptions were neutral. Regarding the speaking skill analysis of the textbook, Items 7, 8, 9, 10, 12, 13 revealed that teachers hold negative perceptions towards appropriateness of the textbook's speaking tasks. Except for Item (11), teachers' perceptions were neutral. With respect to reading skill analysis, teachers agreed with the appropriateness of textbook's reading tasks (Item 14). Regarding Items 15, 16, 17, and 18, teachers were not significantly satisfied with the authenticity of the reading activities. According to Items 19-24 regarding writing skill activity, the analysis revealed that teachers had negative perceptions towards appropriateness of textbook's writing tasks for the students.

The findings of the study revealed that *Vision 1* needs to consider more efficacious activities for learners' language skills development. In this regard, the findings of the study were consistent with those of previous studies (Yarmohammadi, 2002; Ghorbani, 2011; Rahimpour & Hashemi, 2011; Zohrabi et al., 2012; Bemani & Jahangard, 2014; Ahmadi & Derakhshan, 2016; Pouranshirvani, 2017; Shahmohammadi, 2018) in which most of the researchers and participants were in favor of reconsideration of textbooks different language skills activities. In this regard, a study by Yarmohammadi (2002) evaluated the senior high school textbooks based on Tucker's model. The results revealed that these textbooks were not authentic enough and oral skills were limited. Ghorbani (2011) investigated Iranian senior high school *English Book 1* based on a checklist. The result indicated that the textbook was mostly grammar-based, it lacked any communicative task, and four language skills were not considered. Rahimpour and Hashemi (2011) evaluated the Iranian three high school English textbooks. The study was conducted on 50 teachers' perceptions through a questionnaire which consisted of different items such as reading comprehension. The findings revealed that teachers were not satisfied with all the criteria under investigation. Also, a study by Zohrabi et al. (2012) evaluated Iranian first-grade high school English textbook (old version) based on 13 criteria from different checklists. The findings regarding the language skills revealed that the reading skill was the most emphasized skill of the textbook but not others. In addition, Bemani and Jahangard (2014) evaluated *Prospect 1* English textbook in Iran from the viewpoints of 102 teachers based on Litz (2005) framework. The findings revealed that the textbook needs improvement in language skills and cultural norms. Ahmadi and Derakhshan (2016) reviewed *Prospect 1* evaluation from the viewpoints of teachers. Most of the teachers believed that reading and writing skills required more attention. Furthermore, Pouranshirvani (2017) evaluated *Vision 1* and administered a questionnaire to 30 English teachers in Isfahan, Iran. Regarding the findings of the study, the participants were dissatisfied with all of the criteria under investigation. Another

study by Shahmohammadi (2018) evaluated *Prospect* series through teachers' perceptions. Findings revealed that reading skill was appropriate, but the tasks related to speaking skill were neither appropriate nor complete, and the teachers did not consider the listening tasks to be authentic.

The findings of the current research were also contradicted with those of previous studies (Farichin, 2019; Litz, 2005; Nahrkhalaji, 2012; Ahmadi & Derakhshan, 2016; Salehi & Amini, 2016) in which the researchers and participants' perceptions toward language skills activities were highly positive. A study by Farichin (2019) evaluated English textbook, *When English Rings a Bell,* based on Cunningsworth's (1995) criteria theory focusing on different criteria such as skills. The findings revealed that the criteria of skills were fully covered in the textbook except listening. Additionally, Litz (2005) evaluated *English Firsthand 2* for its properties according to educational program. The results revealed that the textbook was generally well-organized, entailing all four language skills with most of the activities being communicatively appropriate. Nahrkhalaji (2012) evaluated *Top Notch* series being used in Iran. Findings regarding the checklist questions administered to teachers, revealed that all language skills were covered in the textbook and were integrated within a communicative framework. Also, Ahmadi and Derakhshan (2016) reviewed *Prospect 1* evaluation from the viewpoints of teachers. Most of the teachers had positive attitude towards listening and speaking skills. A study by Salehi and Amini (2016) evaluated *Prospect 1* based on teachers' and learners' perceptions by using a questionnaire including different criteria such as skills. The findings of the study revealed that both teachers and learners agreed with the most of the questionnaire items.

6. Conclusion

The keys to learning a language are listening, speaking, reading and writing. If we want to improve our English, we need to work on all four language skills. As reported by Sadiku (2015), listening helps us better understand others and what is happening around us, speaking allows us to communicate with others and perform the language with confidence, reading improves our grammar and our English vocabulary, and writing allows us to communicate with anyone in written form such as writing an email, a paper, and a report in English. Therefore, practicing all four language skills together can help students to communicate the language proficiently. Using task-based activities can provide the conditions for strengthening language skills. Task-based approach, with regard to the meaning and use of the actual language, teaches learners the context and correct use of language in different situations (Torres, 2014). TBLT provides meaningful input and engages learners continuously and effectively in meaningful learning processes and ultimately involve learners within the real use of language. In EFL context, textbook and teachers are the only sources of materials. Students need a helpful and an appropriate textbook which can increase language ability. Therefore, preparing a textbook with four language skills activities is helpful for students' language learning in an EFL context.

Reviewing the related studies regarding *Vision 1* revealed that more studies need to be conducted on different aspects of the textbook. Analyzing the new version of the textbook, *Vision 1*, might help the material developers to reconsider the content and improve its deficiencies. Regarding different evaluation of the *Vision 1* especially the current study, four

language skills activities need to be improved to a great extent. Although textbook is the necessary and available source of instructional material in EFL context, teachers should be proficient in using various types of skill-based activities by themselves in the classroom. Therefore, Iranian EFL teachers should apply additional activities due to the lack of *Vision 1* skills activities. Some suggestions were given by Ghorbani (2011) in which listening skill should not be neglected in the classroom by teachers; teachers should involve learners in pair work, group work, simulation, role play, and information gap tasks to improve speaking skill; question-answer type, fill in the blanks, and matching two halves activities can be used for reading skill; and writing experiences or a diary, writing a letter to a friend, writing a letter to a singer by a fan, and writing a message can be useful types of activities to improve writing skill. The materials developers and teachers should consider both the aim of the curriculum and learners' needs and interests in preparing different types of activities in the EFL classroom context. When different task-based and real-life activities are applied, students have more opportunities to develop language skills. As Nunan (1999) mentioned, task-based activities provide opportunities for learners to improve listening, speaking, reading, and writing through meaningful and practical use of language. He also asserted that a task-based activity requires the integration of all four language skills to be performed authentically.

In addition, implication of the study suggested that more studies can be conducted to consider different aspects of *Vision 1*; for example, micro skills (grammar, pronunciation, and vocabulary), aims and approach, design and organization, language content, topic, methodology, teachers' books, practical consideration (cover picture, price, availability, and equipment), etc. Furthermore, more checklists and interview might provide appropriate evaluation of the merit and demerit of the textbook. At the end, the findings of the current study may help the material developers and teachers to prepare different TBLT activities for students' four language skills development.

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Appendix: Teacher Survey Questionnaire: Teachers' Perceptions towards Four Language Skills Activity of *Vision 1* English Textbook.

Section I. General and Demographic Information

For each of the following questions, please answer by putting✓in a box.

A) Your gender: ▢Male   ▢Female

B) Your age: ▢20-29   ▢30-39   ▢40-49   ▢50 +

C) Your major: ▢English Language Teaching ▢English Literature ▢English Language Translation ▢Linguistics

D) Your current educational level: ▢BA ▢BA student ▢MA ▢MA student ▢PhD ▢PhD student

E) Years of teaching experience:

▢less than 5 years   ▢ 5 to 9 years   ▢10 to 20 years   ▢more than 20 years

Section II. Teachers' Perceptions towards *Vision 1 English for School* Four Language Skills Activities

For each of the following statements, please answer by putting✓in a box, according to the following scale:

SA (strongly agree), A (agree), N (Neutral), D (disagree), SD (strongly disagree).

A. Listening	SA	A	N	D	SD
1. The textbook's listening tasks are appropriate for the students' level with well-defined objectives.					
2. The textbook's listening materials are authentic both in terms of content and language.					
3. The textbook has a variety and sufficiency of listening texts.					
4. The activities help students to develop different sub-skills in listening (e.g., listening for main idea, listening for details, drawing inferences, etc.).					
5. The pre-, while-, and post- listening activities are used.					
6. The practice of the listening skills is integrated into the practice of other language skills.					
B. Speaking					
7. The textbook's speaking tasks are appropriate for the students' level with well-defined objectives.					
8. The textbook covers different forms of oral communication required of the students (e.g., conversations in different situations, meeting, discussion, debate, presentation, etc.).					
9. The textbook's speaking materials are authentic both in terms of content and language.					
10. The textbook has a variety and sufficiency of materials to help the students to develop the speaking skills needed for effective communication.					
11. The textbook's activities provide practices in lexical and grammatical choices depending on the situation, the participants involved, and the functions of the language in the discourse.					
12. The textbook's activities provide practices in the use of different and appropriate communication strategies (e.g., responding, initiating, turn-taking, introducing a new topic/idea, agreeing/disagreeing, repair and repetition, etc).					
13. The learning activities are integrated to lead to the expected learning outcome, that is, expected speaking skills.					

C. Reading

14. The textbook's reading tasks are appropriate for the students' level with well-defined objectives to enhance the students' sub-skills in reading (e.g., making predictions, guessing the meaning in context, skimming, scanning, understanding the organization of the text, drawing inference, etc.).

15. There is a wide range of authentic reading texts with different subject contents that help students to relate English language learning to real life.

16. Pre-, while-, and post-reading activities are provided to help students to become effective readers.

17. Pre-reading activities include language preparation in terms of vocabulary and grammatical structures needed to understand the reading texts.

18. Various exercises, from controlled to free, are provided in pre-, while-, and post-reading activities.

D. Writing

19. The textbook's writing tasks are appropriate for the students' level with well-defined objectives.

20. The textbook encourages the use of a process approach to writing (i.e., idea generation, planning, drafting, and revising).

21. The activities help the students to identify the writing purpose and audience of different text-types.

22. The activities help the students to understand different organization patterns of written texts, that is, how the ideas are put together to serve the writing purpose.

23. The activities prepare the students in terms of vocabulary, grammatical structures, cohesive devices, and punctuation needed for effective writing.

24. The textbook provides a clear writing assessment checklist for self-, peer-, and teacher-feedback on the students' writing to promote autonomous learning.