Qom Branch
Islamic Azad University

Research Article

Key Insights from Iranian Teachers and Junior High School Students about EFL Textbooks: A Mixed Methods Evaluation Study

Seyed Mohammad Jafari[1] ✉, Majid Ghaleb Barabad[2] ✉

[1] Abadan University of Medical Sciences, Abadan, Iran
[2] Khaf Ministry of Education, Khaf, Iran (**Corresponding author**)

Abstract

Textbooks play a crucial role in shaping the instructional framework of English as a Foreign Language (EFL) classrooms, significantly influencing pedagogical approaches and learning outcomes. This study aimed to assess the effectiveness of the Prospect series by exploring the perceptions of both students and teachers regarding its impact on language acquisition. To that end, an explanatory sequential mixed-methods approach was employed, beginning with a quantitative phase involving structured questionnaires administered to 100 students (55 males, 45 females) and 80 English teachers (50 males, 30 females) in Khorasan Razavi province. Descriptive statistics and the Mann-Whitney U test were utilized for data analysis, followed by qualitative semi-structured interviews to gain deeper insights. The findings revealed generally positive perceptions from both students and teachers concerning the Prospect series, particularly their alignment with Communicative Language Teaching (CLT) principles and engagement strategies. Nonetheless, areas of concern were identified, especially regarding the diversity and depth of writing tasks and supplementary materials, underscoring the need for further enhancement. This study highlighted the importance of continuous evaluation and adaptation of educational resources to address the evolving needs of EFL learners. The findings may inform educators and curriculum developers of refining instructional practices, advocating for broader participation in future research to explore real classroom applications and enhance the overall effectiveness of English language teaching resources.

Keywords: EFL, junior high school, mixed methods research, Prospect series, textbook evaluation

1. Introduction

Textbooks are vital in language classrooms, serving multiple functions within the English Language Teaching (ELT) curriculum. They assist teachers and learners by providing structured and organized materials to help achieve course objectives (Tomlinson, 2023). McGrath (2016) highlighted that a textbook serves as both a resource for language input and a tool for fostering language skills. While textbooks ensure consistency and support in classrooms, their effectiveness depends on their content and alignment with learners' needs (Richards, 2015). Textbooks offer several advantages, including motivating learners, providing language input, and enabling opportunities for review and practice (Harwood, 2013). They also ensure continuity in the curriculum and provide reference points for teachers and students. However, evaluating textbooks is crucial to ensure they align with curriculum goals and cater to learners' needs. Macalister and Nation (2019) argued that textbook evaluation is a vital step in determining their appropriateness and effectiveness in specific contexts.

In Iran, English as a Foreign Language (EFL) textbooks used to follow traditional approaches, such as the Grammar Translation Method, focusing on reading and grammar. However, in 2012, the Ministry of Education introduced the communication-based Prospect series (Alavi Moghaddam et al., 2013, 2014, 2015) for junior high schools to promote communication skills. Despite this shift, research indicates persistent challenges in fostering students' communicative competence. For instance, many Iranian students, even after years of English education at junior and senior high schools, struggle with using English effectively for communication (Abbasnejad & Kamali, 2019; Gharani, 2023). Limited instructional time in junior high schools has a notable adverse effect on the development of key skills such as reading, writing, and vocabulary. Research demonstrates a clear association between reduced instructional hours and diminished student achievement across various subjects, including language-related competencies. For example, Motegi (2019) found that alterations in instructional time in Japanese junior high schools influenced student performance, underscoring the need for both sufficient time and high-quality teaching. Furthermore, vocabulary mastery is closely linked to writing proficiency, and inadequate instructional time can impede the effective teaching of vocabulary, thereby limiting improvements in reading and writing skills (Quines, 2023). In sum, constrained instructional time restricts students'

opportunities for meaningful engagement and skill advancement in language learning.

Hence, the Prospect series was developed to align with a communicative curriculum framework aimed to enhance language learning. Nevertheless, research on Iranian ELT textbooks has predominantly emphasized task types, content, or theoretical frameworks, with relatively little focus on gathering insights from both teachers and students (Goodarzi et al., 2020; Kheirabadi & Alavimoghaddam, 2016). Given challenges such as a lack of adequately trained teachers and limited instructional time (Goodarzi et al., 2021), a thorough evaluation of the series is necessary to assess its effectiveness in achieving intended outcomes—particularly in improving students' communicative competence and intercultural awareness (Pasand & Ghasemi, 2018). Additionally, the Prospect series (Alavi Moghaddam et al., 2013, 2014, 2015) has faced criticism for its limited cultural diversity and insufficient authentic materials, factors that may impede students' language skill development (Asakereh et al., 2019; Juybari & Bozorgian, 2020). Accordingly, a comprehensive evaluation incorporating the perspectives of both educators and learners is vital for enhancing the series' capacity to fulfill its educational objectives.

This study aimed to fill this gap by evaluating the Prospect series, which was published and prescribed by the Iranian Ministry of Education (Alavi Moghaddam et al., 2013, 2014, 2015), through the combined perspectives of teachers and students. By focusing on its strengths in promoting communicative competence and identifying areas for improvement—such as writing tasks and supplementary materials—this research provides valuable insights for enhancing ELT materials in Iran. Combining feedback from these two key stakeholders offers a novel approach to understanding the Prospect series' effectiveness and its alignment with global ELT trends and local learner needs. In doing so, the study contributes to ongoing efforts to improve English language education in Iran, providing actionable insights for policymakers, teachers, and material developers.

In summary, these studies underscore the strengths and weaknesses of Iranian EFL textbooks, highlighting areas for enhancement, particularly in fostering higher-order cognitive skills and aligning with global standards. Although significant research has been done into the assessment of Iranian EFL textbooks, gaps remain in understanding the perspectives of both teachers and students regarding these materials. Previous studies have predominantly

focused on textbook content, task types, and alignment with theoretical frameworks such as Bloom's Taxonomy or Communicative Language Teaching (CLT) principles (Dabbagh & Safaei, 2019; Mizbani & Chalak, 2017). However, these evaluations often lack the inclusion of direct feedback from students, who are the primary end-users of these materials. Furthermore, while teacher perceptions have been explored (Kheirabadi & Alavi Moghaddam, 2016; Sadeghi, 2020), the combined insights of teachers and students regarding the same textbooks are rarely examined.

Additionally, many studies have concentrated on specific components of textbooks, such as listening and speaking tasks or pragmatic appropriateness, rather than providing a holistic evaluation of how textbooks meet communicative and curriculum objectives. Few have addressed how well these textbooks motivate learners or balance linguistic and communicative skills from the users' perspective. This study addresses these gaps by evaluating Iranian junior high school English textbooks (i.e., Prospect 1, 2, and 3) through the combined viewpoints of teachers and learners, focusing on their effectiveness in fostering communicative competence, student motivation, and alignment with curriculum goals. It also highlights some areas for improvement, such as writing tasks and supplementary materials, which have been underexplored in prior research. By incorporating a broader range of stakeholder feedback, this research offers valued visions for the development of more effective and engaging EFL materials.

RQ1. Are EFL teachers' and junior high school students' perspectives of the three textbooks of the Prospect series different in terms of Mukundan et al.'s (2011) General Attributes checklist?

RQ2. Are EFL teachers' and junior high school students' perspectives of the three textbooks of the Prospect series different in terms of Learning-Teaching Content Section of Mukundan et al. 's (2011) Checklist?

RQ3. What are EFL teachers' perspectives on the strengths and weaknesses of the Prospect series?

2. Literature Review

In recent years, the evaluation of the recently developed Iranian EFL textbooks has attracted considerable attention. Numerous studies have assessed these materials using various models and frameworks. For instance, Papi (2015) analyzed Prospect 1—a textbook for Iranian junior high schools—based on Finch's (1999) checklist of task types. The study revealed a

predominance of static tasks over dynamic ones, though pair and group work activities were common.

Given that the Prospect series (Alavi Moghaddam et al., 2013, 2014, 2015) comprises relatively recent textbooks, there is a paucity of evaluative studies on them. Sardabi and Koosha (2015), for example, conducted a comparative analysis of the Prospect series (Alavi Moghaddam et al., 2013, 2014, 2015) and the preceding English textbooks used in Iranian junior high schools. Their findings indicated that although the Prospect series (Alavi Moghaddam et al., 2013, 2014, 2015) does not fully address the deficiencies of the previous textbooks, it represents a significant advancement towards developing a contemporary series for English instruction in Iranian schools as it is based on the CLT syllabus. However, their study did not employ any internal analysis grounded in evaluation frameworks, relying instead on the perspectives of six Iranian EFL teachers, which may not yield reliable data.

In another investigation by Zohoorian et al. (2018), the motivational design of Prospect 1 was assessed using Keller's ARCS model (Keller, 2010), which encompasses attention, relevance, confidence, and satisfaction. In this study, a questionnaire was administered to 384 junior high school students, and 11 of the invited students participated in unstructured interviews. The results revealed that students exhibited low motivation to utilize this textbook for learning English. Furthermore, while Prospect 1 was found to be effective in the domains of Confidence and Relevance, the students' satisfaction and attention were deemed unsatisfactory.

Asadi et al. (2016) conducted a two-phase evaluation of Prospect 1, focusing on its context, input, process, and product. Their qualitative study, involving interviews with textbook developers and teachers, highlighted challenges such as deficiencies in development and instructional approaches. Similarly, Kheirabadi and Alavi Moghaddam (2016) surveyed 100 EFL teachers to evaluate the Prospect series. While the adoption of a communicative approach and supplementary materials were seen as improvements, limitations such as irrelevant illustrations were noted.

Mizbani and Chalak (2017) examined the cognitive levels of listening and speaking activities in Prospect 3 using Bloom's Revised Taxonomy (2001). Their findings indicated a focus on lower-order cognitive skills in this textbook, suggesting the need for supplementary materials to enhance higher-order thinking in Iranian ninth-grade EFL students. Gheinani et al. (2017)

assessed teachers' perceptions of the Prospect series and found generally favorable opinions, though they acknowledged areas needing improvement.

Ghasemi and Pasand (2018) evaluated the pragmatic appropriateness of the Prospect series using Cohen's (1996) and Trim's (1998) taxonomy of speech acts. The findings showed a varied distribution of speech acts across the textbooks. Dabbagh and Safaei (2019), compared the Prospect series and the Vision series with the global textbook Four Corners using Bloom's revised learning objectives. Their results indicated that the global textbook offered a more balanced range of tasks and activities, outperforming the national ones in fostering higher-level learning.

Goodarzi et al. (2020) evaluated junior high school English textbooks for their adherence to CLT principles. Their findings revealed that the textbooks failed to fully align with CLT standards. Sadeghi (2020) investigated teachers' attitudes towards Prospect 3. While the book's objectives, layout, and teaching aids were appreciated, teachers noted drawbacks, such as the absence of a glossary and insufficient allocated time, emphasizing the need for improvement.

Somaili and Alhammami (2023) conducted a study to assess the appropriateness of the We Can series for elementary schools from the viewpoint of Saudi teachers. Their findings indicated that these textbooks for primary education are well-structured in terms of layout and design. Each section effectively communicates and highlights objectives, encompassing all language skills and providing an adequate number of activities and exercises. Additionally, instructions accompany each segment of the content. However, the research also pointed out several deficiencies. For instance, the goals, exercises, skills, and teaching methods of the book did not align with the learners' needs at these levels, the weekly lesson allocation was insufficient for the book's content, and there was no logical sequence between topics.

In summary, the existing literature does not provide a thorough mixed methods analysis of the Prospect series (Alavi Moghaddam et al., 2013, 2014, 2015) from the perspectives of both teachers and students. Additionally, prior studies focusing on Iranian junior high school English textbooks have not assessed all three volumes of the Prospect series (Alavi Moghaddam et al., 2013, 2014, 2015) collectively. Therefore, the present study was conducted to evaluate the Prospect series (Alavi Moghaddam et al., 2013, 2014, 2015) based on teachers' perspectives, utilizing Mukundan et al. 's (2011) questionnaires and interviews.

3. Method

3.1. Design

To explore the research questions, this study utilized an explanatory sequential mixed-methods design (Creswell & Creswell, 2017). The research was conducted in two separate stages. In the first phase, quantitative data were collected via a questionnaire and then analyzed using both descriptive and inferential statistics. The results of this analysis focused on the views of teachers and students concerning the *Prospect series* English textbook. To provide further insight into these results, qualitative data were gathered through semi-structured interviews and analyzed thematically (Braun & Clarke, 2006) to deepen the understanding of the quantitative findings.

3.2. Participants

In this study, 80 high school teachers of English as a Foreign Language (EFL), comprising 50 males and 30 females, participated. The researchers selected participants (i.e., students and teachers) from junior high schools in the Iranian cities of Mashhad, Torbat-e-Haidarieh, and Khaf due to their practical suitability in terms of physical proximity and accessibility during a specific period. Given the wide dispersion of high schools in these cities, the authors sought to enhance the representativeness of Iranian high schools by employing cluster random sampling. As described by Dörnyei (2007), cluster sampling involves randomly selecting "larger groupings or units from the population and subsequently analyzing all individuals within those selected units" (p. 98). In this study, the selected unit comprised public high schools in Mashhad, Torbat-e-Haidarieh, and Khaf, Iran. From a list provided by the general directorate of education and training of Khorasan Razavi Province, 20 public high schools were randomly selected from these cities. Subsequently, all teachers from these 20 schools participated in the survey through simple one-stage cluster sampling.

At the time of data collection, the teachers were teaching the Prospect series (Alavi Moghaddam et al., 2013, 2014, 2015) in public junior high schools. The ages of the teachers ranged from 30 to 55, with an average age of 40. Among them, 50 held a Bachelor of Arts (B.A.) degree, 20 had a Master of Arts (M.A.) degree, and 10 possessed a Doctor of Philosophy (Ph.D.) in Teaching English as a Foreign Language (TEFL), English language and literature, or English translation. On average, their teaching experience was 15 years, with a range from 10 to 30 years. With regard to the student participants, 100 junior high school students were chosen (55 males and 45 females), aged 12 to 15. They studied in the 7th to 9th grades. Their English language proficiency levels were beginners. For practical purposes, a convenience

sampling method was employed (Ary et al., 2018). Additionally, prior to gathering the students' responses, the researchers verbally communicated the study's objectives to the students and made it clear that those who were not willing to participate could decline the request to complete the questionnaire.

In the qualitative phase, following the explanatory sequential mixed methods design, the researchers connected the initial phase of quantitative data collection with the subsequent phase of qualitative data gathering. They then deliberately selected 6 teachers (3 males and 3 females) through maximum variation sampling for semi-structured interviews. This was done to delve deeper into the insights uncovered during the descriptive quantitative analysis of the survey results. The demographic characteristics of the participating teachers are summarized in Table 1.

Table 1
Demographic Features of Participating Teachers

Teacher number	Gender	Experience	Degree
Ali	M	16	B.A
Mahan	M	13	B.A
Hossein	M	18	M.A
Asma	F	20	M.A
Negin	F	14	B.A
Maryam	F	10	Ph.D.

3.3. Materials and Instruments

3.3.1. Prospect series

The material assessed in this study were English language textbooks Prospect 1, 2, and 3 used in Iranian junior high schools. As stated before, the Prospect series (Alavi Moghaddam et al., 2013, 2014, 2015) was published and prescribed by the Iranian Ministry of Education (Alavi Moghaddam et al., 2013, 2014, 2015). Each textbook of the Prospect series (Alavi Moghaddam et al., 2013, 2014, 2015) consists of a book for students, an audio CD, a students' workbook, and a book for teachers. These elements are described as follows: Prospect 1: The student book comprises eight lessons, four review units, and activities for pair and group work. The workbook includes eight lessons related to the student book parts. Prospect 2: The student book contains seven lessons, three review units, and activities for pair and group work, and the workbook covers seven lessons based on the student book parts. Prospect 3: The student book includes six lessons, three review units, and activities for pair and group work, and the workbook comprises six lessons corresponding to the student

book parts. All three textbooks have a photo dictionary at the end of the book, and a student audio CD containing tracks for all conversation sections and listening exercises. There is also a CD which consists of audio files of the student book.

3.3.2. Questionnaire

In the current investigation, the revised edition of Mukundan et al. 's (2011) textbook assessment tool, which comprises 71 items and 14 subcategories, was utilized. This was a four-point Likert scale (1 = *poor*, 2 = *fair*, 3 = *good*, 4 = *excellent*). The scale reliability was assessed through the utilization of Cronbach's alpha coefficient estimate. The results of the reliability analysis are presented in Table 2. It is evident from Table 2 that the reliability estimates for nearly all sections of the checklist exceeded .70, indicating acceptable reliability. Furthermore, the overall reliability estimates for the teachers' and students' checklists were .82 and .84, respectively. These results suggest that the instrument employed in the research exhibited strong internal consistency and high reliability. Additionally, the validity of the instrument was confirmed by expert judgment, as five university professors specializing in applied linguistics endorsed its validity. Moreover, the inter-coder agreement demonstrated that the questionnaire was appropriate for use.

Table 2

Reliability of the Scale

Subscales	N	Cronbach's alpha (EFL Teachers)	Cronbach's alpha (Junior high school students)
General attributes	16	.86	.90
A. The books about syllabus and curriculum	1	.73	.91
B. Methodology	4	.90	.85
C. Appropriateness to students	4	.80	.83
D. Physical and useful features	5	.80	.75
E. Effective supplementary materials	2	.77	.74
Learning-teaching content	55	.91	.89
A. General	6	.77	.75
B. Listening	6	.83	.86
C. Speaking	6	.89	.91
D. Reading	5	.83	.88
E. Writing	6	.86	.87
F. Vocabulary and idioms	6	.85	.91
G. Grammar	8	.80	.85
H. Pronunciation	6	.83	.84
I. Tasks, activities and exercises	6	.84	.73
Total	71	.82	.84

As the objective of this particular research, the validity of the instrument was evaluated by five experts within the field within the Iranian context. The selection of items to be included in the revised version of the scale was based on the following criteria. *General characteristics* included a) Alignment with syllabus and curriculum (1 item), b) Methodology (4 items), c) Appropriateness for learners (4 items), d) Physical and practical features (5 items), and e) Effective provision of supplementary materials (2 items). *Educational content* comprised a) General aspects (6 items), b) Listening (6 items), c) Speaking (6 items), d) Reading (5 items), e) Writing (6 items), f) Vocabulary and idioms (6 items), g) Grammar (8 items), h) Pronunciation (6 items), and i) Tasks, activities, and exercises (6 items).

3.3.3. Semi-structured Interview

To assess the Prospect series (Alavi Moghaddam et al., 2013, 2014, 2015), researchers utilized semi-structured interview to explore teachers' views and pinpoint possible deficiencies. This interview facilitated a thorough examination of pertinent subjects. Gillham (2008) highlights the importance of integrating interviews with questionnaire data as interview insights can deepen comprehension and enliven research outcomes. The researchers specifically chose 6 teachers and conducted semi-structured interviews with ten open-ended questions. This protocol, shaped by survey findings, concentrated on two areas: (a) teachers' opinions about the textbook, and (b) their observations of its flaws and limitations. The interview questions were crafted using evaluation criteria akin to those in the questionnaire.

3.4. Procedure

The quantitative data collection was conducted over a period of approximately one month, from October 1st to November 1st, 2024. The process comprised the following steps: (1) Contacting Principals: The researchers initially sought permission from the principals of selected high schools in Mashhad, Torbat-e-Haidarieh, and Khaf via telephone; (2) Consent Forms: Upon receiving permission, the researchers distributed consent forms to 80 English teachers, which outlined the study's objectives; (3) Verbal Communication: The researchers verbally communicated the study's aims to the teachers, emphasizing that participation was voluntary and that they could opt not to complete the questionnaire. All participants willingly agreed to participate; (4) Instructions and Procedures: Prior to distributing the questionnaire, the researchers provided detailed instructions and procedures to the participants; (5) Confidentiality Assured: Participants were assured of strict

confidentiality regarding the collected information and data, with only aggregated results being made public; and (6) Questionnaire Administration: Subsequently, the questionnaire was administered to the participants. Then, the teachers were asked to complete the questionnaire developed in accordance with the provisional checklist for textbook assessment established by Mukundan et al. (2011) and articulated their perspectives regarding the textbook. They were instructed to evaluate and assign a significance rating to each item. The participants indicated their capability to modify or eliminate sections, subcategories, or items based on their evaluative criteria. The questionnaire incorporated two supplementary columns preceding each section, subcategory, or item. In the initial column, respondents could reword components or provide commentary when deemed appropriate, while these *reword* and *comment* columns enabled researchers to compile qualitative data supporting conclusions from Mukundan et al.'s (2011) focus group study.

On the scheduled interview day, six participants were selected from among the teachers who had successfully completed the study's questionnaire. Each participant was asked to sign informed consent forms, which they all willingly endorsed. To maintain confidentiality, participants were assigned pseudonyms: Mahan, Ali, Negin, Asma, Hossein, and Maryam. Each interview commenced with a brief explanation of the study's purpose, emphasizing the importance of sincerity, honesty, and open communication. The interviews employed a semi-structured format, facilitating an in-depth exploration of the teachers' needs and perspectives regarding the Prospect series. Each session lasted 30 to 45 minutes and was audio-recorded to ensure accuracy. The interview protocol, developed by the researchers, comprised ten open-ended questions designed to systematically address the research objectives while allowing teachers the freedom to express their experiences.

3.5. Data Analysis

The data obtained from the participant's responses to the survey were examined using SPSS 22, and the findings were displayed descriptively, including means and standard deviations. Due to the lack of normal distribution in the data, the Mann-Whitney U test, a non-parametric test, was used for conducting inferential analysis. This test was applied to determine if there was any notable difference in the perceptions of the two distinct groups.

The transcripts were subjected to thematic analysis in accordance with the methodology delineated by Braun and Clarke (2006). Thematic analysis

constitutes a methodological framework that encompasses the identification, examination, and documentation of recurrent patterns (themes) within the data, thereby furnishing a comprehensive and nuanced organization of the dataset (Braun & Clarke, 2006). Importantly, this methodological approach affords significant flexibility, functioning autonomously from specific theoretical or epistemological paradigms, which renders it applicable across a broad spectrum of theoretical and epistemological orientations. As a result, it is particularly advantageous for the implementation of mixed methods research (Querstret & Robinson, 2013, as cited in Jafari et al., 2024).

The procedure of thematic analysis consisted of six distinct phases: (1) Transcription and Familiarization: the responses of the interviewees were transcribed verbatim, and the transcripts were thoroughly scrutinized multiple times to discern text pertinent to educators' perspectives on the textbook, including its advantages and disadvantages; (2) Coding: the researchers systematically segmented and categorized the data into significant codes; (3) Code Analysis and Theme Formation: these codes were subsequently analyzed and synthesized to establish overarching themes. Such themes arose through an inductive interpretation of individual texts and were theoretically informed by the conceptual underpinnings of textbook evaluation; (4) Theme Refinement: the identified themes were subjected to rigorous review and refinement to produce a coherent thematic map of the data; (5) Definition and Naming: researchers further articulated and clarified each theme, assigning descriptive nomenclature to enhance clarity; and (6) Final Reporting: the concluding phase encompassed the preparation of a comprehensive report that encapsulated the findings of the thematic analysis.

4. Results

4.1. Result for Quantitative Data Analysis

It is worth noting that because all the research questions in the study were derived from a single checklist, the findings will be categorized according to the subsections within this checklist.

4.1.1. Results for the First Research Question

The results for the first research question (i.e., Are EFL teachers' and junior high school students' perspectives of the three textbooks of the Prospect series different in terms of Mukundan et al.'s (2011) General Attributes

checklist?), which included five subsections of the checklist, are displayed in the following tables.

4.1.1.1. Results for parts A and B of General Attribute (Syllabus and Methodology)

Table 3 shows the results of the descriptive statistics and the Mann-Whitney U test for Sections A and B of the general attribute subscale.

Table 3

Descriptive Statistics and Mann-Whitney U Test Results for Sections A and B of General Attribute Subscale

General attributes			Poor (%)	Adequate (%)	Good (%)	Excellent (%)	Mean	Z	Asymp. Sig
Syllabus									
	1	Teacher	5	10	60	25	2.8	-1.8	.05
		Student	5	5	70	20	3.3		
Methodology									
	2	Teacher	5	10	70	15	2.6	-2.1	.03
		Student	10	0	65	25	3.2		
	3	Teacher	9	21	53	17	2.7	-1.8	.06
		Student	5	5	60	30	3.3		
	4	Teacher	6	10	56	28	2.8	-.06	.31
		Student	0	20	40	40	3.1		
	5	Teacher	6	24	60	10	3	-2.1	.53
		Student	10	5	30	55	3.4		

As illustrated in Table 3, the majority of the survey participants perceived a strong alignment between the textbooks and the syllabus requirements. The analysis of the second and third criteria in the evaluation checklist indicated a prevalent selection of *good* among the respondents. Notably, about the fourth criterion, a substantial proportion (56%) of teachers rated the materials as *good*, while *good* and *excellent* garnered equal popularity at 40%. The fifth criterion saw 60% of teachers opting for *good*, whereas a higher percentage (55%) of students favored *excellent*. The mean values further underscored the fifth criterion's strong agreement level, with a mean score of 3.5. Conducting a Mann-Whitney U test to explore potential discrepancies between the two groups' perspectives yielded non-significant results, as indicated by the majority of significance values exceeding .05, except for Items 2 and 4.

4.1.1.2. Results for Section C of the General Attribute Subscale (Appropriateness to Pupils)

Table 4 displays the descriptive statistics and Mann-Whitney U Test results regarding part C of the General Attribute Subscale.

Table 4

Descriptive Statistics and Mann-Whitney U Test Results for Segment C of General Attribute Subscale

General attributes		Poor (%)	Adequate (%)	Good (%)	Excellent (%)	Mean	Z	Asymp. Sig
Suitability to students								
1	Teacher	10	20	54	16	2.8	-1.30	.20
	Student	5	5	40	50	3.1		
2	Teacher	9	32	45	14	2.6	-.15	.87
	Student	0	25	40	35	2.7		
3	Teacher	7	29	41	23	2.5	-2.40	0.06
	Student	12	10	40	38	3.5		
4	Teacher	13	20	47	20	2.6	-1.56	0.16
	Student	15	15	58	12	3.1		

Table 4 illustrates the outcomes of the third subsection within the initial segment of the checklist, focusing on the appropriateness of the educational materials for students. The majority of participants selected *good* as their response to the four items. Analysis of the mean values shows that teachers rated Items 1 to 4 at 2.8, 2.6, 2.5, and 2.6, respectively, with the fourth item being the most unanimously agreed upon. In contrast, students rated these Items at 3.1, 2.7, 3.5, and 3.1, respectively, indicating that Item 1 was deemed most suitable by students. The comparison between the perspectives of the two groups, as indicated by the Mann-Whitney U test, revealed no significant difference in attitudes towards Items 1, 2, and 4. However, a notable difference was observed for Item 3.

4.1.1.3. Results for Part D of the General Attribute Subscale (Physical and Utilitarian Attributes)

Table 5 exhibits the results of descriptive statistics and Mann-Whitney U test for Section D of the general attribute subscale. The fourth subsection of the initial section of the checklist addresses the physical and utilitarian characteristics of the participants towards the elements of the book.

Table 5

Descriptive Statistics and Mann-Whitney U Test Results for Section D of General Attribute Subscale

General attributes		Poor (%)	Adequate (%)	Good (%)	Excellent (%)	Mean	Z	Asymp. Sig
Physical and utilization attributes								
1	Teacher	10	32	45	13	2.5	-.31	.67
	Student	5	45	40	10	2.4		
2	Teacher	0	30	48	22	2.9	-.77	.57
	Student	6	37	46	11	3		
3	Teacher	10	19	53	18	2.3	-1.45	.08
	Student	0	22	31	47	3.2		
4	Teacher	11	16	56	17	2.7	-1.20	.18
	Student	0	13	78	9	3.1		
5	Teacher	3	21	46	30	3.0	-.37	.73
	Student	10	10	58	22	2.8		

As depicted in Table 5, the majority of educators expressed a level of satisfaction with this aspect of the book, predominantly selecting *good* in their responses. Approximately half of the students deemed the appeal of the book's design and arrangement to be *satisfactory*. Concerning the second aspect, 37 percent of the pupils regarded the effective utilization of text and visuals as 'satisfactory', 46 percent as *good*, and 11 percent as *excellent*. Concerning the third aspect, a large portion of the participants rated it as *excellent*. As for the fourth and fifth aspects, the majority of respondents opted for the *good* alternative. Upon comparing the means of the various aspects, it was noted that Item 3, with an average of 3.2, and item 4, with an average of 3.1, received the highest ratings from the perspectives of both students and teachers. In terms of the difference between the viewpoints of the two groups, the results of the Mann-Whitney U test indicated no significant difference in their attitudes toward the aspects outlined in this subsection.

4.1.1.4. Results for Section E of the General Attribute subscale (Effective Outlay of Supplementary Materials)

Table 6 displays the descriptive statistics and Mann-Whitney U test outcomes for Section E of the General Attribute Subscale.

Table 6

Descriptive Statistics and Mann-Whitney U Test Results for Section E of General Attribute Subscale

General attributes		Poor (%)	Adequate (%)	Good (%)	Excellent (%)	Mean	Z	Asymp. Sig
Effective outlay of supplementary materials								
1	Teacher	10	20	44	26	2.6	-2.87	0.00
	Student	0	0	35	65	3.8		
2	Teacher	5	32	47	16	2.7	-2.18	0.06
	Student	6	4	50	40	3.4		

The final subsection of the initial segment of the checklist pertains to the effective allocation of additional resources, encompassing a pair of components. As illustrated in Table 6, 44 percent of educators perceived supplementary materials as *good*, whereas 65 percent of students deemed them *excellent*. Concerning the second component, nearly half of both cohorts opined that teachers' manuals were highly informative. Based on the averages of these components, it is evident that the first component yielded greater satisfaction than the second. Nevertheless, the outcomes of the Mann-Whitney U test revealed a notable contrast to the perceptions of the two cohorts regarding this particular section of the checklist.

4.1.2. Results for the Second Research Question

The results for the second research question (i.e., Are EFL teachers' and junior high school students' perspectives of the three textbooks of the Prospect series different in terms of Learning-Teaching Content Section of Mukundan et al. 's (2011) checklist?) include nine subsections as follows.

4.1.2.1. Results for Section A of the Learning-teaching Content Subscale (General)

Table 7 depicts the descriptive statistics and Mann-Whitney U test results for Section A, the learning-teaching content subscale.

Table 7

Descriptive Statistics and Mann-Whitney U Test Results for Section A of Learning-Teaching Content Subscale

Learning- teaching content		Poor (%)	Adequate (%)	Good (%)	Excellent (%)	Mean	Z	Asymp. Sig
General								
1	Teacher	8	25	50	17	2.6	-2.30	0.03
	Student	0	12	38	50	3.3		
2	Teacher	10	27	47	16	2.8	-0.75	0.46
	Student	10	20	40	30	3.0		
3	Teacher	8	31	42	21	2.6	-0.40	0.80
	Student	0	30	59	11	2.7		
4	Teacher	5	25	50	20	2.8	-1.40	0.17
	Student	0	5	79	16	3.2		
5	Teacher	6	18	53	23	3.1	-1.90	0.07
	Student	8	2	30	60	3.7		
6	Teacher	10	20	52	18	2.6	-1.60	0.08
	Student	5	5	41	49	3.2		

As illustrated in Table 7, the results reveal that both teachers and students generally perceive the learning-teaching content of the Prospect series favorably, predominantly rating it within the *good* and *excellent* categories. This widespread positive perception suggests that the series is largely effective

and well-received by both groups. Notably, students tend to assign higher ratings overall, with a significant proportion indicating the content as *excellent*. For instance, in one variable, half of the students (50%) expressed the highest level of satisfaction, whereas only 17% of teachers did the same. Conversely, a small percentage of teachers—ranging from 8% to 10% across the variables—perceived the content as *poor*, slightly higher than the zero or minimal percentages observed among students. The differences in perceptions between teachers and students were subjected to non-parametric statistical analysis using the Mann-Whitney U test.

The results indicated that, in most cases, the perceptual discrepancies were not statistically significant ($p > 0.05$), implying a consensus regarding the quality and effectiveness of the learning material across both cohorts. However, an exception was observed in the first variable, where the difference was statistically significant ($p = 0.03$). This suggests that students perceive the content more positively than teachers in this specific aspect, highlighting a subtle perceptual gap that warrants further investigation. Overall, the data underscore a shared recognition of the strengths inherent in the Prospect series' content, reinforcing its role as an effective educational resource. Although minor differences in perception exist, the overall agreement between teachers and students affirms the series' perceived utility. Addressing areas where perceptions diverge might enhance the material's pedagogical impact further and support ongoing curriculum development efforts.

4.1.2.2. Results for Section B of the Learning-teaching content Subscale (Listening)

Table 8 describes the descriptive statistics and the Mann-Whitney U test results for Section B of the learning-teaching content subscale.

Table 8
Descriptive Statistics and Mann-Whitney U Test Results for Section B of the Learning-Teaching Content Subscale

Learning- teaching content		Poor (%)	Adequate (%)	Good (%)	Excellent (%)	Mean	Z	Asymp. Sig
Listening								
1	Teacher	9	27	50	14	2.7	-.54	0.53
	Student	0	15	60	25	3.1		
2	Teacher	9	28	16	47	2.8	-0.74	0.44
	Student	18	22	40	30	3.2		
3	Teacher	10	30	40	20	2.8	-2.30	0.63
	Student	0	10	29	61	3.3		
4	Teacher	5	25	50	20	3.5	-.57	0.03
	Student	0	5	69	26	3.1		
5	Teacher	9	18	50	23	2.5	-.32	0.87
	Student	10	15	60	15	2.7		
6	Teacher	12	18	52	18	3.3	-.20	0.88
	Student	10	5	40	45	2.6		

It is apparent from Table 8 that the majority of participants in both cohorts selected *good* as their preferred option, except for Items 2 and 6 where the responses diverged among the students. An analysis of the mean scores revealed that Item 4, with an average of 3.5, garnered the highest rating according to the teachers, indicating their elevated level of contentment with this particular item. Conversely, Item 3, with a mean of 3.3, received the highest rating from the student's perspective. The comparison between the viewpoints of the two cohorts displayed in the table demonstrated a lack of significant difference, barring Item 4, which yielded a significance value of .37, signifying a noteworthy difference in opinions between the teachers and students.

4.1.2.3. Results for Section C of the Learning-Teaching Content Subscale (Speaking)

Table 9 reports the descriptive statistics and Mann-Whitney U test results for Section C of the learning-teaching content subscale. Subdivision C of the second segment of the checklist focuses on the oral communication skill element within the literature.

Table 9

Descriptive Statistics and Mann-Whitney U Test for Section C of the Learning-teaching Content Subscale

Learning- teaching content		Poor (%)	Adequate (%)	Good (%)	Excellent (%)	Mean	Z	Asymp. Sig
Speaking								
1	Teacher	5	25	50	20	3.3	-.05	0.03
	Student	10	20	53	17	2.7		
2	Teacher	7	23	53	17	2.8	-2.40	0.00
	Student	0	20	15	65	3.5		
3	Teacher	5	10	55	30	3.4	-2.15	0.94
	Student	0	10	39	51	3.3		
4	Teacher	5	25	50	20	2.5	-1.77	0.06
	Student	10	0	50	40	3.1		
5	Teacher	8	19	51	22	2.8	-.92	0.67
	Student	10	5	60	25	3.0		
6	Teacher	11	19	52	18	2.3	-.60	0.58
	Student	0	20	40	40	2.6		

As shown in Table 9, the majority of educators tended to evaluate the oral communication components positively. While the majority of learners, akin to their peers, favored the *good* rating for certain items like Items 1, 4, and 5, their perspectives diverged on Items 2, 3, and 6.A considerable number of participants opted for *excellent* when responding to Items 2 and 3. For Item 6, an equal number of participants chose *good* and *excellent*. An analysis of the

averages indicates that Item 3, with an average of 3.4, was deemed the most satisfactory by educators, whereas Item 2, with an average of 3.5, was considered the most satisfactory by students. The application of the Mann-Whitney U test revealed no notable differences in the feedback provided by both cohorts, except for Items 1 and 2.

4.1.2.4. Results for Section D of the Learning-Teaching Content Subscale (Reading)

Table 10 shows the descriptive statistics and Mann-Whitney U test results for Section D of the learning-teaching content subscale. Subdivision D within the second section of the checklist pertains to the examination of the reading skill component found in the books.

Table 10

Descriptive Statistics and Mann-Whitney U Test Results for Section D of the Learning-Teaching Content Subscale

Learning- teaching content		Poor (%)	Adequate (%)	Good (%)	Excellent (%)	Mean	Z	Asymp. Sig
Reading								
1	Teacher	10	20	50	20	2.3	-.09	.83
	Student	10	20	52	19	2.5		
2	Teacher	8	22	51	19	2.8	-.40	.40
	Student	0	10	45	45	3.1		
3	Teacher	5	10	53	32	3.4	-.45	.84
	Student	10	10	50	30	2.8		
4	Teacher	6	24	50	20	2.5	-.27	.86
	Student	11	0	50	39	3.0		
5	Teacher	8	19	51	22	2.8	-.90	.65
	Student	5	10	60	25	3.5		

As indicated in Table 10, the majority of the participants from both cohorts regard this particular aspect of the books positively. Upon analyzing the means, it was determined that Item 3, with an average score of 3.4, was deemed the most satisfactory by the teachers, while Item 5, with an average score of 3.5, was considered the most satisfactory by the students in terms of their attitude. Furthermore, the results of the Mann-Whitney U test indicated that there was no statistically significant difference between the perceptions of the two groups regarding the reading elements present in the books.

4.1.2.5. Results for Section E of the Learning-Teaching Content Subscale (Writing)

Table 11 shows the descriptive statistics and Mann-Whitney U test results for Section E of the learning-teaching content subscale.

Table 11

Descriptive Statistics and Mann-Whitney U Test Results for Section E of the Learning-Teaching Content Subscale

Learning- teaching content			Poor (%)	Adequate (%)	Good (%)	Excellent (%)	Mean	Z	Asymp. Sig
Writing									
	1	Teacher	10	35	50	5	2.3	-1.39	10
		Student	10	18	52	21	2.5		10
	2	Teacher	8	30	51	27	3.0	-.40	8
		Student	30	20	45	5	2.1		30
	3	Teacher	4	46	40	10	2.4	-.95	4
		Student	10	15	65	10	2.8		10
	4	Teacher	6	24	20	50	2.5	-.17	6
		Student	6	0	55	39	2.0		6
	5	Teacher	0	39	22	39	2.8	-.80	0
		Student	45	10	25	20	2.5		45
	6	Teacher	17	25	52	6	2.8	-.60	17
		Student	0	40	40	20	2.3		0

A notable point in Item 5 pertains to an intriguing aspect of writing tasks, which most teachers deemed *excellent*, whereas 55% of students perceived it as *adequate*. For Item 3, 46% of educators viewed this particular aspect as *adequate*, while 65% of students appraised it as *good*. Concerning the fourth item, half of the teachers believed that these tasks effectively promoted opportunities for free writing and were deemed *good*, while 55% of students favored this item. Regarding Item 5, 39% of teachers felt that the allocated time for teaching writing skills was *adequate*, whereas 45% of educators rated it as *poor*. The analysis of the sixth Item revealed that 52% of teachers considered it *good*, while 40% of educators found it 'adequate'. Upon comparing the means, it was evident that Item 2, with a mean of 3.00, was the most satisfactory for teachers. Conversely, Item 3, with a mean of 2.8, was the most satisfactory for students. The results of the Mann-Whitney U test indicated no significant difference between the perspectives of both groups regarding the writing aspects of the Prospect series.

4.1.2.6. Results for Section F of the Learning-teaching Content Subscale (Vocabulary and Idioms)

Table 12 shows the descriptive statistics and Mann-Whitney U test results for Section F of the learning-teaching content subscale.

Table 12

Descriptive Statistics and Mann-Whitney U Test Results for Section F of the Learning-Teaching Content Subscale

Learning- teaching content		Poor (%)	Adequate (%)	Good (%)	Excellent (%)	Mean	Z	Asymp. Sig
Vocabulary and idioms								
1	Teacher	0	20	50	30	2.3	-1.39	0.83
	Student	10	10	60	20	2.5		
2	Teacher	8	17	52	13	3.0	-0.40	0.40
	Student	5	20	45	30	2.1		
3	Teacher	6	24	49	21	2.4	-.07	0.84
	Student	0	43	53	4	2.8		
4	Teacher	7	23	20	50	2.6	-1.77	0.06
	Student	20	0	11	69	3.3		
5	Teacher	0	15	47	33	2.7	-0.55	0.55
	Student	8	10	42	42	2.5		
6	Teacher	17	15	52	16	2.6	-0.06	0.88
	Student	4	32	52	12	2.4		

Table 12 presents the descriptive statistics and findings of the Mann-Whitney U test concerning Section F of the learning-teaching content subscale. As illustrated in Table 12, the majority of participants in both cohorts perceived the quality of this aspect of the textbooks as *good* across all items, except for Item 4, which was predominantly rated as *excellent*. Upon comparing the means, it was evident that Item 2, with mean values of 3.00 and 3.3 from the perspectives of educators and students, respectively, emerged as the most satisfactory item. Moreover, the results of the Mann-Whitney U test indicated a lack of significant difference in opinions between the two groups regarding the vocabulary and idioms components of the textbooks.

4.1.2.7. Results for Part G of the Learning-Teaching Content Subscale (Grammar)

Table 13 delineates the descriptive statistics and results of the Mann-Whitney U test concerning Section G of the learning-teaching content subscale. The data presented in Table 13 indicates a prevailing inclination among teachers towards selecting *good* for most aspects of the books, except for Item 5, which garnered a perception of being *adequate* by 47% of the teachers. An analysis of the learners' perspectives revealed that the majority assessed Item 1 as *poor* and Item 2 as *excellent*. Specifically, 40% of the students rated Item 3 as *adequate* while 50% deemed it *good*.

Table 13

Descriptive Statistics and Mann-Whitney U Test Results for Section G of the Learning-Teaching Content Subscale

Learning- teaching content		Poor (%)	Adequate (%)	Good (%)	Excellent (%)	Mean	Z	Asymp. Sig
Grammar								
1	Teacher	0	25	45	30	2.65	-0.69	.53
	Student	39	10	30	21	2.5		
2	Teacher	8	18	52	12	2.60	-.60	.70
	Student	30	20	10	40	2.1		
3	Teacher	6	30	43	21	2.4	-.47	.64
	Student	0	40	50	10	2.3		
4	Teacher	10	35	45	10	2.6	-.70	.36
	Student	20	43	30	17	2.3		
5	Teacher	0	47	15	33	2.9	-.35	.85
	Student	10	10	56	15	2.5		
6	Teacher	17	31	52	0	2.8	-.66	.58
	Student	4	32	52	12	3.0		
7	Teacher	12	12	56	20	2.4	-.36	.78
	Student	10	26	49	15	2.6		
8	Teacher	17	31	37	15	2.35	-.26	.88
	Student	4	30	52	14	2.26		

Furthermore, Item 4 was perceived as *adequate* by 43 percent of the pupils. Notably, Item 5 received a favorable rating, with 65 percent of the students considering it *good*. Similarly, Items 6, 7, and 8 were predominantly appraised as *good* by 52%, 49%, and 52% of the educators, respectively. A comparative analysis of the means indicates that Item 5, exhibiting a mean of 2.9, was deemed the most satisfactory by the teachers. Conversely, Item 6, with a mean of 3.0, emerged as the most satisfactory according to the educators. Furthermore, the findings of the Mann-Whitney U test demonstrated a lack of significant difference in the perceptions of both groups towards the various items.

4.1.2.8. Results for Section H of the Learning-teaching Content Subscale (Pronunciation)

Table 14 illustrates the descriptive statistics and results of the Mann-Whitney U test for Section H of the learning-teaching content subscale.

Table 14

Descriptive Statistics and Mann-Whitney U Test Results for Section H of the Learning-Teaching Content Subscale

Learning- teaching content		Poor (%)	Adequate (%)	Good (%)	Excellent (%)	Mean	Z	Asymp. Sig
Pronunciation								
1	Teacher	20	25	50	5	2.8	-1.19	0.33
	Student	10	28	52	11	2.6		
2	Teacher	18	20	51	27	3.2	-.46	0.40
	Student	30	20	50	0	2.8		
3	Teacher	4	40	40	16	2.4	-.95	0.84
	Student	15	15	60	10	2.6		
4	Teacher	6	24	45	25	2.5	-.18	0.26
	Student	6	4	51	39	2.7		
5	Teacher	10	29	49	12	2.8	-.84	0.65
	Student	25	25	25	25	2.9		
6	Teacher	17	25	52	6	2.4	-.63	0.28
	Student	8	30	50	12	3.3		

Based on the data presented in Table 14, the majority of participants from both groups evaluated this particular aspect of the book as *good* across all items. Specifically, for Item 3, 40 percent of teachers perceived this aspect as *adequate*, while an equal percentage considered it *good*. Furthermore, concerning students, 25 percent rated Item 5 as 'all options'. Upon comparing the means, it was evident that Item 2, with an average of 3.2, was deemed the most satisfactory aspect according to teachers, whereas Item 6, averaging 3.3, was considered the most satisfactory from the educators' perspective. Additionally, the results of the Mann-Whitney U test indicated no significant variance between the perceptions of both groups regarding the pronunciation elements of the books.

4.1.2.9. Results for Section I of the Learning-Teaching Content Subscale (Tasks, Activities and Exercises)

Table 15 demonstrates the descriptive statistics and Mann-Whitney U test results for Section I of the learning-teaching content subscale. As presented in Table 15, the majority of participants in both cohorts perceived this particular aspect of the book favorably across all items. Specifically, in Item 3, 41% of students considered this aspect to be *good*, while an equal percentage rated it as *excellent*.

Table 15

Descriptive Statistics and Mann-Whitney U Test Results for Section I of the Learning-Teaching Content Subscale

Learning- teaching content		Poor (%)	Adequate (%)	Good (%)	Excellent (%)	Mean	Z	Asymp. Sig
Tasks, activities, exercises								
1	Teacher	10	25	50	15	2.5	-.99	0.33
	Student	10	40	52	11	3.6		
2	Teacher	18	30	51	17	2.2	-1.36	0.10
	Student	15	20	50	15	2.2		
3	Teacher	4	39	41	16	2.9	-.95	0.74
	Student	3	15	41	41	2.9		
4	Teacher	16	14	45	25	2.7	.28	0.86
	Student	6	14	51	29	2.3		
5	Teacher	14	10	56	20	3.4	-1.36	0.18
	Student	0	47	47	6	3.6		
6	Teacher	17	21	47	15	2.35	-.26	0.88
	Student	4	10	52	34	2.66		

Moreover, concerning Item 5, 47% of students found this aspect to be *adequate*, while an equal percentage rated it as *good*. An analysis of the means indicated that Item 5, with a mean of 3.4, stood out as the most satisfactory aspect based on teachers' evaluations, whereas the same item, with a mean of 3.6, appeared to be the most satisfactory from the perspective of the learners. Furthermore, the results of the Mann-Whitney U test demonstrated no significant difference in the perceptions of tasks, activities, and exercises between the two groups.

4.2. Qualitative Results for the Third Research Question

To address the third research question (i.e., What are EFL teachers' perspectives on the strengths and weaknesses of the Prospect series?), qualitative data analysis was conducted. The findings from this analysis are categorized into four primary themes: language learning styles, vocabulary strategies, inclusivity and diversity, and pedagogical effectiveness.

4.2.1. Language Learning Styles

The Prospect series lacks activities that cater to diverse language learning styles, which are vital for improving language acquisition. This highlights the need for a more inclusive approach to accommodate different learners as revealed in the two extracts as follows:

Mahan observed, "Upon examination of the tasks and activities within the textbook, it becomes evident that they lack a foundation in the diverse learning styles that students could potentially employ, contingent on their individual learning characteristics, to enhance their language acquisition."

Negin suggested, "The textbook would undoubtedly benefit from the inclusion of a dedicated section elucidating the various learning styles, thereby empowering students to identify whether they are predominantly visual, auditory, or kinesthetic learners."

4.2.2. Vocabulary Strategies

The Prospect series fails to include essential vocabulary strategies, leaving students without key tools for handling unfamiliar words. This gap limits students' vocabulary acquisition and comprehension skills as depicted in the following two interview excerpts:

Ali mentioned, "The Prospect series does not include a section that teaches students how to handle unfamiliar vocabulary. It does not instruct students on techniques like using context or prefixes to deal with unknown words."

Hossein emphasized that adding such strategies is crucial, saying "The first unit of the Prospect series English textbook would greatly benefit from a dedicated section on handling unknown vocabulary... By learning techniques such as using context clues and prefixes, students' independence in reading texts can significantly increase."

4.2.3. Inclusivity and Diversity

The Prospect series should incorporate a variety of English accents and registers to reflect the global nature of English, a point highlighted in the following two interview extracts:

Mahan pointed out, "Although the Prospect series currently emphasizes the American accent, it's crucial to integrate other English accents... this will help learners become accustomed to different accents, thereby improving their ability to communicate with people who speak English differently."

Maryam added, "The Prospect series mainly employs a formal register. However, it's important to introduce other registers, such as casual and intimate, in tasks, activities, and content."

4.2.4. Pedagogical Effectiveness

The Prospect series' speaking and writing tasks focus too much on memorization. This highlights the need for more dynamic and practical tasks as emphasized in the two following excerpts:

Negin argued, "The speaking activities in the Prospect series are heavily based on memorization... we need to include activities that promote spontaneous conversations and real-world application of language skills."

Ali agreed, stating, "Incorporating real-life scenarios into language lessons enhances our students' ability to communicate effectively... by simulating everyday conversations, we prepare them not just to speak, but to engage meaningfully with others."

5. Discussion

The Prospect series, introduced into Iranian junior high school curricula, marked a significant shift from traditional grammar-translation methods (GTM) to Communicative Language Teaching (CLT). This shift was designed to address long-standing critiques of Iranian English language instruction, which had historically emphasized rote memorization and grammatical accuracy over communicative competence (Goodarzi et al., 2020; Pasand & Ghasemi, 2018). The series was specifically crafted to align with global educational trends, promoting student-centered learning and improving speaking and listening skills (Ghafar, 2023). Despite these advancements, the *Prospect* series has faced criticism regarding its ability to meet modern educational demands, particularly in terms of design, cultural representation, and the integration of diverse learning styles (Goodarzi et al., 2021; Kheirabadi & Alavimoghaddam, 2016). Additionally, the absence of digital tools and authentic materials, which are considered crucial in contemporary education, has been identified as a major shortcoming (Respati et al., 2024; Patel, 2024).

The introduction of the Prospect series marked a positive development compared to previous textbooks like *Right Path to English*, which focused predominantly on grammar translation and overlooked communicative skills (Ahmadi & Derakhshan, 2016). The Prospect series aligns more closely with CLT principles, particularly with its inclusion of speaking and listening activities, though it still faces challenges in balancing cognitive complexity and cultural diversity (Alshumaimeri & Alharbi, 2024; Le Foll, 2024). This discourse evaluates the Prospect series using Mukundan et al.'s (2011) General Attributes and Learning-Teaching Content checklists, supplemented by qualitative feedback from educators and students.

Quantitative findings from this study show that the Prospect series represents a marked improvement over earlier textbooks criticized for their structural rigidity and lack of communicative tasks (Azizifar et al., 2011; Rashidi & Kehtarfard, 2014). Teachers and students praised the series for its student-centered design and its incorporation of CLT methodologies (Goodarzi et al., 2020; Kheirabadi & Alavimoghaddam, 2016). One notable improvement

in the Prospect series is its cultural alignment with Iranian norms and values. Unlike previous textbooks such as *Right Path to English*, which failed to integrate local culture effectively (Sardabi & Koosha, 2015), the Prospect series includes materials designed by the Ministry of Education to reflect local traditions.

The series also enhances auditory comprehension through authentic listening tasks. Jahangard (2007) had previously criticized Iranian textbooks for neglecting listening skills, which limited students' ability to engage in real-world communication. The Prospect series addresses this gap by incorporating listening activities that simulate real-life situations, improving students' ability to use language practically (Ahmadi Safa & Karampour, 2020; Goodarzi, 2020). Speaking skills were similarly improved through collaborative tasks like role-plays, which foster communicative competence and reduce the reliance on rote memorization. However, some participants criticized the series for overemphasizing memorization in speaking tasks, which does not adequately prepare students for spontaneous conversation in diverse contexts (Goodarzi et al., 2020; Mizbani, 2017).

Reading tasks in the Prospect series were well-received, particularly due to their use of authentic and appropriately challenging texts. This is a significant improvement over earlier materials that lacked coherence and relevance (Ahmadi Safa & Karampour, 2020; Goodarzi et al., 2020). However, the writing section was viewed as less effective, with participants highlighting a lack of engaging topics and insufficient time for tasks. The emphasis on speaking and listening over writing was considered a limitation, as it restricts students' ability to develop comprehensive language skills (Sardabi & Koosha, 2015).

In terms of vocabulary, the Prospect series was praised for its balanced approach to vocabulary development. The materials ensure that vocabulary difficulty progresses appropriately, aligning with Jahangard's (2007) recommendations for contextual support in vocabulary acquisition. However, the absence of exercises for idiomatic expressions was noted as a limitation, as it restricts students' ability to understand and use colloquial language effectively (Ahmadi & Derakhshan, 2016; Goodarzi et al., 2020). On the other hand, grammar and pronunciation were seen as strengths of the series. Teachers and students appreciated the contextualized examples and practice opportunities, which integrate grammar and pronunciation into communicative tasks, aligning with CLT principles.

Despite these strengths, supplementary materials were recommended to enhance the Prospect series further, as noted by Akbari and Pourabbas

(2015) and Torki and Chalak (2016). The lack of digital resources and authentic materials, which are becoming essential in modern education, continues to be a significant shortcoming of the series (Respati et al., 2024; Patel, 2024). Teachers and students expressed a need for additional resources to provide a richer, more diverse learning experience.

In conclusion, the Prospect series represents a significant improvement over previous Iranian English language textbooks, particularly in terms of its alignment with CLT principles, focus on student-centered learning, and incorporation of authentic materials. While it successfully addresses many of the shortcomings of earlier materials, limitations in writing tasks, idiomatic expression exercises, and supplementary resources highlight areas for further enhancement. These findings have important implications for curriculum developers and policymakers, emphasizing the need to revise the Prospect series to ensure it fully meets the evolving needs of Iranian EFL learners (Goodarzi et al., 2020; Ahmadi Safa & Karampour, 2020).

The qualitative findings have underscored significant deficiencies in the Prospect series (Alavi Moghaddam et al., 2013, 2014, 2015). Teachers have expressed concerns regarding the textbooks' inadequacy in accommodating diverse learning styles, including visual, auditory, and kinesthetic preferences. They have emphasized the necessity for tasks that explicitly address these styles, positing that such integration could enhance student engagement and comprehension (Banaruee et al., 2023). For example, the absence of multimodal teaching aids, such as interactive simulations and visual displays, restricts the series' adaptability to individual learner needs (Choi, 2008). The series also lacks effective vocabulary strategies, such as the use of context clues and prefixes. Both teachers and students have criticized this gap, noting that it impedes students' ability to independently manage unfamiliar vocabulary (Cohen, 2011; Martínez-Adrián, 2019). Incorporating explicit vocabulary instruction could substantially improve students' reading comprehension and confidence (Rahman, 2024).

Furthermore, the series predominantly emphasizes American accents and formal registers, thereby neglecting the diversity of English as an international language (EIL). Educators have argued that incorporating a variety of accents and registers would better prepare students for global communication (Pasand & Ghasemi, 2018; Tajeddin & Pakzadian, 2020). Additionally, the lack of intercultural elements limits students' exposure to global contexts, thereby undermining their ability to develop intercultural competence (Oviedo-Gomez, 2024). While the series excels in speaking and listening tasks, its writing activities have been heavily criticized for their lack of creativity and real-world application. Teachers have noted that the emphasis

on memorization in speaking tasks fails to build students' confidence in diverse communication scenarios (Sun et al., 2023; Wang & Zhu, 2019). Conversely, writing tasks lack engaging topics and sufficient time for completion, further limiting their effectiveness (Li, 2021).

The study's dependence on self-reported data introduces potential biases, as participants might inaccurately assess the textbooks' effectiveness. Although self-reported data is convenient, it can introduce systematic biases that may skew the results (Bauhoff, 2011; Goodarzi et al., 2020). The absence of longitudinal data also limits understanding of the series' long-term effects on language proficiency. Longitudinal research is crucial for evaluating sustained learning outcomes and identifying trends over time (Ahmadi Safa & Karampour, 2020). Without such data, conclusions about the series' effectiveness remain tentative and may change with further research. Another major limitation is the lack of digital integration in the series. Digital tools, like gamified platforms and multimedia resources, have been proven to enhance engagement and retention (Patel, 2024; Respati et al., 2024).

The Prospect series (Alavi Moghaddam et al., 2013, 2014, 2015) signifies a noteworthy advancement in the implementation of CLT principles, especially with regard to the development of speaking and listening competencies. Nonetheless, its deficiencies in the domains of writing, vocabulary acquisition, and higher-order cognitive skills diminish its efficacy in fulfilling contemporary educational requirements. Comparative analyses with international benchmarks, such as the Mega Goal series, underscore the imperative for a balanced approach to cognitive complexity and the incorporation of diverse instructional strategies (Alshumaimeri & Alharbi, 2024; Le Foll, 2024). Furthermore, the absence of digital integration and the representation of global cultures further restrict its applicability. The incorporation of digital tools has the potential to substantially enhance educational outcomes by accommodating diverse learner preferences (Patel, 2024; Respati et al., 2024). In order to bridge these identified gaps, curriculum developers should prioritize the integration of digital technologies, the adoption of multimodal teaching approaches, and the utilization of authentic materials to cultivate a more inclusive and effective educational experience (Sim & Em, 2023).

6. Conclusions and Implications

This investigation offers a thorough assessment of the Prospect series (Alavi Moghaddam et al., 2013, 2014, 2015) through both quantitative and qualitative lenses, unveiling a nuanced landscape of the educators' satisfaction

alongside the pedagogical efficacy of these educational resources. While the series exhibits notable advantages in its congruence with CLT tenets, particularly in nurturing speaking and listening competencies, it concurrently revealed considerable deficiencies in vital domains, such as writing proficiency, vocabulary development, and cognitive skill enhancement. The analysis underscored prevalent dissatisfaction among English language educators, largely attributed to inadequacies in layout, design, activities, and cultural relevance, as corroborated by low average scores derived from Mukundan et al. 's (2001), General Attributes and Learning-Teaching Content assessment instruments.

Qualitative insights from both educators and learners expressed a preference for interactive and engaging materials that accommodate diverse learning modalities and lexicons. Despite affirmative perceptions regarding cultural relevance and authentic listening exercises, the textbooks were deficient in providing varied linguistic registers, engaging tasks, and the incorporation of digital tools, which are pivotal for contemporary educational environments. Consequently, the findings indicate an need for substantial modifications to the Prospect series (Alavi Moghaddam et al., 2013, 2014, 2015) in forthcoming editions, aimed to enhance educational effectiveness, educator satisfaction, and ultimately, learner achievement.

Considering these findings, curriculum developers and educators should embrace a more comprehensive approach that encompasses ongoing evaluation and modification of instructional materials. Prioritizing the integration of technology, multimodal pedagogical strategies, and authentic resources can cultivate a more inclusive and effective learning atmosphere that equips students for practical language application. Furthermore, future inquiries should broaden their focus to encompass diverse geographical contexts and authentic classroom settings, employing a mixed-methods framework to further elucidate the Prospect series (Alavi Moghaddam et al., 2013, 2014, 2015) and its relevance across varied educational landscapes. By addressing the identified deficiencies, educators can enhance communicative competence and accommodate the diverse requirements of EFL learners.

The affirmative evaluations garnered concerning the Prospect series accentuate the significance of formulating educational texts that prioritize communicative competencies and conform to the tenets of CLT. It is advisable for educators to exploit the advantages of these textbooks by amalgamating additional resources, especially to remedy deficiencies in writing assignments and the application of idiomatic expressions. The incorporation of authentic

communication tasks that facilitate real-world language utilization is imperative for augmenting pedagogical efficacy.

Teachers have suggested the integration of multimedia instruments and interactive endeavors to enhance student involvement and motivation, which aligns with recommendations for employing technology to foster dynamic educational settings (Al-Jarf, 2024). Rectifying inadequacies in writing assignments and providing more engaging subjects will be essential for the enhancement of student outcomes. Moreover, the inclusion of diverse cultural perspectives and contemporary topics pertinent to students' experiences can significantly increase the materials' relevance and attractiveness (Goodarzi et al., 2021; Pasand & Ghasemi, 2018).

At the policy level, the incorporation of culturally pertinent and student-centered materials, such as the Prospect series serves as an exemplar for curriculum formulation that respects local values while satisfying international language-learning benchmarks. Policymakers ought to allocate resources for the professional development of educators to optimize the utilization of these textbooks in fostering language proficiency. Regular feedback mechanisms should be instituted to collect insights from both educators and learners for the continuous enhancement of instructional materials.

Continuous assessment of these materials is essential to address the shifting educational requirements and to ensure that the national curriculum remains vigorous and pertinent. Future research should concentrate on longitudinal investigations evaluating the efficacy of the Prospect series over an extended period, particularly in relation to student language proficiency and communicative competence. Examining the integration of technology and multimedia resources in EFL pedagogy could yield significant insights into improving student engagement and learning outcomes.

Additionally, exploring the viewpoints of a broader spectrum of stakeholders, including parents and educational policymakers, would enrich the understanding of the Prospect series' efficacy in fulfilling the requirements of Iranian EFL learners. This study delineates imperative areas for enhancement within the Prospect series textbook to more effectively address pedagogical demands. These areas encompass diversifying learning activities to accommodate various learning styles, incorporating explicit vocabulary acquisition strategies, broadening the spectrum of linguistic registers and

accents, and promoting a more communicative methodology as opposed to a focus on rote memorization. Addressing these considerations will facilitate a more learner-centered paradigm in future textbook development, thereby contributing to more efficacious language instruction and learning.

References

Abbasnejad, M., & Kamali, N. (2019). The prevalence of vocabulary learning strategies among Iranian EFL students. *Iranian Journal of Learning and Memory*, *2*(5), 37-45.

Ahmadi, A., & Derakhshan, A. (2016). EFL teachers' perceptions towards textbook evaluation. *Theory and Practice in Language Studies*, *6*(2), 260-267. http://dx.doi.org/10.17507/tpls.0602.06

Ahmadi Safa, M. & Karampour, F. (2020). A checklist-based evaluative study of English textbook "Prospect 3" from teachers' and ttudents' perspectives. *Iranian Journal of Applied Language Studies*, *12*(1), 1-34. http://dx.doi.org/10.22111/ijals.2020.5647

Akbari, O., & Pourabbas, H. (2015). Evaluation of Iranian second-grade high school English textbook based on needs analysis approach. *Journal of Applied Linguistics and Language Research*, *2*(5), 19-34.

Alavi Moghaddam, S. B., Kheirabadi, R., Rahimi, M., & Alavi, M. (2015). *English for schools, Prospect 3: Student book, junior secondary program.* Iran's Textbook Publishing Company.

Alavi Moghaddam, S. B., Kheirabadi, R., Forozandeh Shahraki, E., Khadir Sharabian,S., & Nikoopoor, J. (2014). *English for schools, Prospect 2: Student book, junior secondary program*. Iran's Textbook Publishing Company.

Alavi Moghaddam, S. B., Kheirabadi, R., Ananisarab, M., Forozandeh Shahraki, E., Khadir Sharabian, S. & Ghorbani, N. (2013). *English for schools, Prospect 1: Student book, junior secondary program*. Iran's Textbook Publishing Company.

Al-Jarf, R. (2024). Students' assignments and research papers generated by AI: Arab instructors' views. *Online Submission*, *6*(2), 92-98.

Alshumaimeri, Y., & Alharbi, T. (2024). *English textbook evaluation: a Saudi EFL teacher's perspective. Frontiers in Education*, *9*. https://doi.org/10.3389/feduc.2024.1479735

Ary, D., Jacobs, L. C., & Razavieh, A. (1972). *Introduction to research in education.* Holt, Rinehart & Winston

Asadi, M., Kiany, G. R., Akbari, R., & Samar, R. G. (2016). Program evaluation of the new English textbook (Prospect 1) in the Iranian ministry of education. *Theory and Practice in Language Studies*, *6*(2), 291-301. http://dx.doi.org/10.17507/tpls.0602.10

Asakereh, A., Yousofi, N., & Weisi, H. (2019). Critical content analysis of English textbooks used in the Iranian education system: Focusing on ELF features. *Issues in Educational Research, 29*, 1016-1038.

Azizifar, A., Koosha, M., & Lotfi, A. R. (2011). An analytical evaluation of Iranian high school ELT textbooks from 1970 to the present. *Journal of Asia TEFL*, 8(1).

Banaruee, H., Farsani, D., & Khatin-Zadeh, O. (2023). Culture in English language teaching: A curricular evaluation of English textbooks for foreign language learners. *Frontiers in Education*, *8*, 1012786. https://doi.org/10.3389/feduc.2023.1012786

Bauhoff, S. (2011). Systematic self-report bias in health data: impact on estimating cross-sectional and treatment effects. *Health Services and Outcomes Research Methodology*, *11*, 44-53.

Birjandi, P., & Soheili, A. (1991). *Right path to English*. Ministry of Education.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, *3*(2), 77-101.

Choi, G. O. (2008). *The design of wayfinding affordance and its influence on task performance and perceptual experience in desktop virtual environments*. The University of Texas at Austin.

Cohen, D. K. (2011). *Teaching and its predicaments*. Harvard University Press.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage.

Dabbagh, A., & Safaei, A. (2019). Comparative textbook evaluation: Representation of learning objectives in locally and internationally published ELT textbooks. *Issues in Language Teaching*, *8*(1), 249-277.

Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford university Press.

Finch, A. (1999). The task-based classroom in practice. *Proceedings of PAC2, The Second Pan Asia Conference*. KOTESOL.

Ghafar, Z. N. (2023). How English for specific purposes students respond to feedback provided by their lecturers and self-regulate their learning processes. *International Journal of Social Sciences & Educational Studies*, *10*(2), 197-207. https://doi.org/10.23918/ijsses.v10i2p197

Gharani, N. (2023). Enhancing the conversational section in Vision 1: Perspectives from Iranian EFL high school teachers. *JELT Journal/ Farhangian University*, *2*(2), 142-167. https://doi.org/10.48310/jelt.2024.15513.1073

Ghasemi, A., & Pasand, P. (2018). Pragmatic dimensions of Prospect Series: A textbook evaluation. *Global Journal of Foreign Language Teaching*, *8*(3), 76-86. https://doi.org/10.18844/gjflt.v8i3.3354

Gheinani, M. T., Tabatabaei, O., & Chakhorzadeh, S. (2017). Critical evaluation of Iranian junior high school textbooks (Prospect 1, 2, 3): Teachers' view in focus. *Journal of Applied Linguistics and Language Research*, *4*(8), 541-255.

Gillham, B. (2008). Developing a questionnaire. Bloomsbury.

Goodarzi, A., Weisi, H., & Yousofi, N. (2021). Learners on the move: A mixed methods evaluation of Iranian EFL textbooks. *Mextesol Journal*. https://doi.org/10.61871/mj.v45n4-10

Goodarzi, A., Weisi, H., & Yousofi, N. (2020). CLT in Prospect series: A predictive evaluation of Iranian junior high school English textbooks. *Research in English Language Pedagogy*, *8*(1), 195-221. https://doi.org/10.30486/relp.2020.1881368.1162

Harwood, N. (2013). *English language teaching textbooks: Content, consumption, production*. Springer.

Jafari, S. M., Curle, S., & Bahraman, M. (2024). An evaluation of English textbook Prospect 3 in Iranian junior high schools: A mixed methods Study. Iranian Journal of Educational Research, *3*(3), 50-74. https://doi.org/10.22034/3.3.50

Jahangard, A. (2007). Evaluation of the EFL materials taught at Iranian high schools. *The Asian EFL Journal*, *9*(2), 130-150.

Juybari, M S, & Bozorgian, H (2020). Cultural linguistics and ELT curriculum: The case of 'Prospect' English textbooks in Iran. *International Journal of Applied Linguistics*, *30*, 479-496. https://doi.org/10.1111/ijal.12301

Keller, J. M. (2010). *Motivational design for learning and performance*. Springer. https://doi.org/10.1007/978-1-4419-1250-3

Kheirabadi, R., & Alavimoghaddam, S. B. (2016). Evaluation of Prospect series: A paradigm shifts from GTM to CLT in Iran. *Journal of Language Teaching and Research*, *7*(3), 619-624.

Le Foll, E. (2024). Context and rationale: Why study textbook English? In E. Le Foll (Ed.), *Textbook English*: *A multidimensional approach* (pp. 5-24). John Benjamins.

Li, S. (2021). Conversational implicature instruction as a pedagogical strategy for English majors in a Chinese context: A pragmatic-analysis of its effectiveness. *Theory and practice in language studies*, *11*(10), 1279-1287. https://doi.org/10.17507/tpls.1110.16

Macalister, J., & Nation, I. P. (2019). *Language curriculum design* (2nd ed.). Routledge.

Martínez-Adrián, M., Gallardo-del-Puerto, F., & Basterrechea, M. (2019). On self-reported use of communication strategies by CLIL learners in primary education. *Language Teaching Research*, *23*(1), 39-57. https://doi.org/10.1177/1362168817722054

McGrath, I. (2016). *Materials evaluation and design for language teaching*. Edinburgh University Press.

Mizbani, M., & Chalak, A. (2017). Analyzing listening and speaking activities of Iranian EFL textbook Prospect 3 through Bloom's Revised Taxonomy. *Advances in Language and Literary Studies*, *8*(3), 38-43.

Motegi, H, Oikawa, M (2019). The effect of instructional quality on student achievement: Evidence from Japan. *Pedagogy eJournal*. https://doi.org/10.2139/ssrn.3323355

Mukundan, J., Hajimohammadi, R., & Nimehchisalem, V. (2011). Developing an English language textbook evaluation checklist. *Contemporary issues in education research*, 4(6), 21-28.

Oviedo-Gomez, H. H. (2024). Critical interculturality and EFL textbooks: Examining the tensions. *Revista Guillermo De Ockham*, *22*(1), 57–74. https://doi.org/10.21500/22563202.6664

Papi, Z. (2015). Evaluation of Prospect 1 in terms of task types. *International Journal of Humanities and Social Sciences*, *5*(2), 238-244.

Pasand, P G, & Ghasemi, A (2018). An intercultural analysis of English language textbooks in Iran: The case of English Prospect series. *Apples: journal of applied language studies, 12*, 55-70. https://doi.org/10.17011/APPLES/URN.201804172107

Patel, S. (2024). Perspective of digital transformation in rural India. *International Journal of Science and Research*, *13*(4).

Querstret, D., & Robinson, O. C. (2013). Person, persona, and personality modification: An in-depth qualitative exploration of quantitative findings. *Qualitative research in psychology*, *10*(2), 140-159.

Quines, Z M (2023). Impact of students' vocabulary level to their reading and writing performance. *International Journal of English Language and Linguistics Research*, *11*(2), 18-32. https://doi.org/10.37745/ijellr.13/vol11n21832

Rahman, A. (2024). Developing literacy-focused EFL modules to enhance reading skills: Bridging curriculum goals with learner needs. *English Teaching and Applied Linguistics Journal*, *1*(1), 1-12.

Rashidi, N., & Kehtarfard, R. (2014). A needs analysis approach to the evaluation of Iranian third-grade high school English textbook. *SAGE Open*, *4*(3), 2158244014551709.

Respati, T. K., Wicaksono, B. H., & Widodo, E. (2024). The use of digital English textbooks: A study on comprehension and language Production abilities among young learners. *Journal of Languages and Language Teaching*, *12*(2), 833-845.

Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University Press.

Sadeghi, S. (2020). Evaluation of EFL textbooks from teachers' viewpoints on the ninth grade high school Prospect 3 based on Ghorbani's checklist. *Journal of Applied Linguistics and Language Research*, *7*(3), 47-61.

Sardabi, N., & Koosha, M. (2015). New perspectives in PROSPECT: an assessment of strengths and weaknesses of Iranian second year junior high school textbooks. *Research in English Language Pedagogy*, *3*(2), 57–70.

Sim, T., & Em, S. (2023). Blended learning: The way forward for Cambodian higher education in the post-COVID-19 pandemic. Kimkong Heng, K. Sol, S. Kaing, & S. Em (Eds.), *Innovations and challenges in Cambodian education: Youth's perspectives* (pp.37-52). Cambodian Education Forum.

Somaili, M. H., & Alhamami, M. (2023). Perceptions of Saudi EFL Teachers on the Adequacy of Textbooks. *Academic Journal of English Language and Education*, *7*(2), 277-290. https://doi.org/10.29240/ef.v7i2.8450

Sun, Y., Zhao, X., Li, X., & Yu, F. (2023). Effectiveness of the flipped classroom on self-efficacy among students: A meta-analysis. *Cogent Education*, *10*(2), 2287886. https://doi.org/10.1080/2331186X.2023.2287886

Tajeddin, Z., & Pakzadian, M. (2020). Representation of inner, outer and expanding circle varieties and cultures in global ELT textbooks. *Asian-Pacific Journal of Second and Foreign Language Education*, *5*, 10. https://doi.org/10.1186/s40862-020-00089-9

Tomlinson, B. (2023). *Developing materials for language teaching*. Bloomsbury Publishing.

Torki, F., & Chalak, A. (2016). An evaluation of English textbooks used in Iranian high schools: teachers' and learners' attitudes. *Research in English Language Pedagogy*, *5*(1), 52-60.

Wang, K., & Zhu, C. (2019). MOOC-based flipped learning in higher education: students' participation, experience and learning performance. *International Journal of Educational Technology in Higher Education*, *16*(1), 1-18. https://doi.org/10.1186/s41239-019-0163-0

Zohoorian, Z., MatinSadr, N., & Shamabadi, F. (2018). A summative evaluation of Prospect 1: Employing the ARCS model. *International Journal of Instruction*, *11*(3), 449-462.