



Accepted: Sep 2024

Published: Oct 2024

Research Article

Understanding the Role of Translation Textbook and the Related Teaching Quality in Studies at Higher Levels: The Perceptions of EFL Students**Yeganeh Hozori¹**
Mohammad Iman Askari²

1. Department of English Language, Science and Research Branch, Islamic Azad University, Tehran, Iran.

2. Department of English Language, Central Tehran Branch, Islamic Azad University, Tehran, Iran (Corresponding Author)

Email: miman.askari@gmail.com**ABSTRACT**

This study explores the extent to which textbook quality and teaching effectiveness motivate Iranian EFL students to pursue studies at Higher Education (HE) in translation studies. To achieve this goal, Litz's (2005) book evaluation checklist and Frick's (2009) Teaching and Learning Quality (TALQ) were used as the needed tools for collecting quantitative and qualitative data from a sample of 100 students in three universities in Iran. For the most part, students viewed the textbook favorably with regard to its arrangement and pragmatic aspects, but were more ambivalent regarding the content and accompanying activities. Well-designed teaching materials can enhance students' learning and problem-solving skills and, therefore, also help to increase their motivation to pursue higher level study. At the same time, however, the study also highlighted the need for better alignment between academic tasks and students' learning needs. The findings of the current study is beneficial for the H.E. stakeholders to further adapt the academic programs according to the students' needs and objectives. Meanwhile, through the overall evaluation of the translation textbook from the students' perspectives, it is possible to enhance the quality of the programs according to the needed objectives.

Key Words: EFL Students, Higher Education, Textbook, Teaching, Quality

1. INTRODUCTION

Over the last few decades, educational programs were designed and delivered in various contexts like academic communities, business centers, healthcare organizations, and those of the same type. One of the characteristics of programs is that prompts through exchange and dissemination, leading to the development of new knowledge and effective factors in research contexts (Shao & Muller, 2011). For each program, apparent objectives peculiar to the stakeholders and given context are recognized, and program delivery is believably to be in line with those sets of objectives. In the field of language education, the program must be evaluated in order to assure the quality of the process and the convincingness of the program, and its achievement in meeting the objectives. Textbooks are fundamental to curriculum development and effective teaching at the college level. Their quality directly impacts how well students learn and their desire to pursue higher education. In the field of translation technology, new textbooks are published almost annually, covering a wide range of practical translation areas such as basic science, religion, humanities, literature, and journalism. Besides, hardly systematic evaluation is seen in the present translation curriculum, it can be supposed that it does not meet the needs of present-day Iran. In evaluating the quality of an educational unit in the case of translation textbooks in Iranian universities, accreditation is one of the external forms of evaluation conducted by the related organizations, via which the curriculum standards, educational systems, examination procedures, and the compilation of textbooks are supervised (Daneshfar & Abdollahi, 2018). Another fact that influences students studying translation is supposed to be the role of professors in the educational setting to increase motivation toward higher education. The combination of duties and a faculty member's contributions are expected to demonstrate excellence in the areas of instructional quality; professional practice and college service, including departmental contributions, and scholarly research (Johnson, 2017). The teacher's role is a central and vital component that is a key contributor to encouragement and support of students' autonomy, relevance, and relatedness of the material increases motivation (Darby & Newman, 2014).



Education is believed to be the paramount aspect of the development of every person and community respectively since education is a vehicle or instrument used to advance human thought to liberate individuals from ignorance and poverty and also backwardness (Wulansari et al., 2023). In the same vein, actions have to be considered for university students in learning knowledge and skills to make productive and creative people obtain a higher level of education. Growing education has been defined as "Education is all learning activities that take place throughout the ages in all situations of life activities" (Suhartono, 2009, p. 92). Therefore, the importance of educational settings could be investigated through concerning the students' interest in continuing their studies at higher levels by a number of related factors for investigating the specialized text books as well as the teaching and learning qualities besides the learners' inner stimulants. Based on the factors mentioned above and to delimit the scope of the study, the following research questions were proposed to be answered through the research:

1. What are the perceptions of Iranian EFL students about the translation textbook according to Litz (2005) check list?
2. What are the perceptions of Iranian EFL students about the Teaching and Learning Quality (TALQ) of the translation course according to Frick (2009) check list?
3. To what extent do the translation textbook and the teaching and learning quality influence EFL students' interest to pursue studies at higher levels?

The significance of both the textbook and the quality of teaching and learning in translation courses is evident in fostering effective language acquisition and proficiency. This study aims to explore the perceptions of Iranian EFL students concerning the Textbook and the Teaching and Learning Quality (TALQ) of translation courses. The investigation will utilize the checklists developed by Litz (2005) and Frick (2009) as a framework for evaluation.

2. LITERATURE REVIEW



The consensus is that textbooks significantly contribute to students' academic success and the effective delivery of learning materials. In the realms of teaching and learning, essential resources are crucial for both educators and students. Textbooks are prioritized as the primary resources due to their role in providing comprehensive content that forms the basis of academic achievement. Textbooks wield influence over class content and activities, elevating students' motivation and self-assurance. Prasety (2018) found a correlation between textbooks, learning motivation, and academic outcomes. Students with high motivation, guided by textbooks, demonstrated superior learning results. This underscores the impact of both textbook quality and student motivation on overall learning outcomes. In essence, the type of textbooks used and the level of students' motivation significantly shape the educational experience and, consequently, influence the achievement of learning objectives (Warsame, 2023).

It is indicated that students' views on instructional quality align with outcomes (Rutkowski & Rutkowski, 2016). Sakiz et al. (2012) observed a positive correlation between perceived teacher affective support and student academic enjoyment, self-efficacy, and effort in mathematics. Furthermore, research suggests that various aspects of instructional quality, including cognitive activation and classroom management, are linked to student value beliefs. Fauth et al. (2014) reported that students taught by supportive and cognitively activating teachers' exhibit increased interest in the subject matter. Additionally, classroom management was found to be positively associated with student interest, particularly at the individual student level (Fauth et al., 2014). Dorfner, Förtsch, and Neuhaus (2018) demonstrated that all three dimensions of instructional quality have positive total effects on student situational interest. Kunter et al. (2013) established that both learning support and classroom management positively influence students' enjoyment of mathematics, contributing to the processes of intrinsic motivation (Reeve, 1989). These findings highlight the significance of all three dimensions of instructional quality and suggest their role in student intrinsic motivation. However, it is essential to note that some of these effects may be mediated by third variables. For example,



Dorfner et al. (2018) identified cognitive activation as a mediator in the relationship between classroom management, a supportive climate, and situational interest.

3. METHOD

Participants

In order to achieve the aim of the research, a total number of 100 students who were pursuing their Bachelor's in EFL (English Translation Studies) at three different universities in Iran, namely the University of Tehran, Payame-Nour University Shahriar Branch, and Islamic Azad University North Tehran Branch was selected convincingly to participate in this mix methods type of study. The age range of the participating students was between 19 to 45 years old.

Instrumentation

The study employed multiple instruments to gather the needed data, including evaluation questionnaires and checklists focusing on the textbooks and teaching qualities as well as interviews to collect data on participants' interest in pursuing further education at higher levels.

Translation Textbook

The book to be evaluated was *Meaning-Based Translation: a Guide to Cross-Language Equivalence* authored by Mildred L. Larson, originally published in 1998. *Meaning-Based Translation* was a training method aimed at novice translators, which was structured as a set of practice exercises arranged in chapters that corresponded to the textbook. The primary focus of this textbook is on ensuring that translations are precise, comprehensible, and idiomatic, and the exercises include in it help students develop the necessary skills to achieve these objectives. The workbook exercises are closely aligned with the material covered in the textbook, as it serves as a supplementary drill manual for additional practice. Furthermore, the workbook contains material that can be utilized as homework assignments or as test material.

Questionnaires

Students' Textbook Evaluation Form



In this study, Litz's (2005) checklist was employed, comprising four sections: the student textbook evaluation form, teacher textbook evaluation, student profile, and student needs analysis. The foremost focus of the checklist is on the first part, which primarily assesses the textbook. It evaluates seven aspects of the textbook, including practical considerations, materials alignment with course objectives, subject matter, language-related issues, skills and strategies, variety of tasks and activities, layout and overall consensus. The questionnaire consists of 25 questions that are presented as a scale of 10 points ranging from 1, meaning "Strongly Disagree," to 10, meaning "Strongly Agree". For the purpose of statistical definition and coding, the 10-point scales were simplified to 5-point Likert scales in the current study. This means that the scales were condensed to include options such as "Completely Disagree" as 1, "Disagree" as 2, "Moderately Agree" as 3, "Agree" as 4, and "Completely Agree" as 5. Additionally, this checklist served as the primary tool for collecting data for the quantitative segment of the study, focusing on textbook evaluation.

Teaching and Learning Quality Survey

Theodore W. Frick and his colleagues (2009) developed a survey instrument called "Teaching and Learning Quality" (TALQ) that aimed to assess the quality of teaching and learning based on Merrill's First Principles and Kirkpatrick's levels of evaluation. The TALQ also included global items similar to those used in Cohen's (1981) evaluation, which provided overall ratings of the course and instructor. This instrument provides a comprehensive and structured approach to evaluate the quality of teaching and learning, taking into account different dimensions that are crucial for effective instruction. It consists of 9 scales, each of which is composed of 3 to 6 items which require Likert scale ratings (strongly disagree, disagree, undecided, agree, and strongly agree). The present study focused on utilizing a subset of scales from a larger set of nine scales. Specifically, only three scales were employed in this study, each of which has demonstrated high levels of internal consistency and reliability, with coefficient alpha values of 0.91, 0.88, and 0.74, respectively (Frick et al. 2009). The data collected through this questionnaire was analyzed quantitatively using statistical techniques.



Students' Intention to Pursue Higher Education Questionnaire

The questionnaire, developed by Chong et al. (2014), includes 5 items that measure students' desire to pursue higher education. Respondents used a Likert scale to answer each question, choosing from 5 options ranging from 1 to 5, with 1 indicating strong disagreement and 5 indicating strong agreement. Chong et al. (2014) reported that the Likert scale demonstrated high reliability, with an r value of 0.80. The data collected from this questionnaire will be used for the quantitative section of the research.

Interview

To enhance the quality of the outcomes, the researcher arranged a semi-structured interview with all relevant involved participants in order to obtain their ideas and insights regarding their opinions on the effectiveness of teaching quality and textbook used in their classes, as well as their motivation to continue their education. The interview comprised six questions, which were a mix of both closed-ended and open-ended questions. The primary goal of the interview was to determine how the specific textbook and class activities influence students' interest in continuing their education, rather than being influenced by any other factors. The closed-ended questions required students to choose from a limited set of responses, while the open-ended questions encourage students to provide more detailed and personal responses. Ultimately, the purpose of the interview was to gain a better understanding of how the class material was impacting students' desire to further their education. The approach involved qualitative data collection to achieve a comprehensive understanding of students' perspectives on teaching quality, textbooks, and their interest to continue their education.

4. RESULTS

Investigation of the First Research Question

To address the first research question, "What are the perceptions of Iranian EFL students about the translation textbook according to Litz (2005) checklist?", a detailed survey based on Litz's (2005) checklist was conducted. This checklist evaluates various aspects of textbook quality and effectiveness, including



practical considerations, layout, activities, skills, and content. The responses were analyzed using descriptive statistics to summarize the students' ratings for each dimension. The table below presents the descriptive statistics for each dimension, including the number of respondents (N), minimum and maximum scores, mean scores, standard error, and standard deviation.

Table 1.
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error
Practical consideration	82	3.00	7.00	5.4756	.11670
Layout	82	4.50	7.50	6.0793	.08343
Activities	82	3.80	7.20	5.3098	.10155
Skills	82	4.67	7.00	5.6789	.07235
Content	82	3.00	7.00	4.7195	.11671
Valid N	82				

As Table 1. shows, the practical considerations dimension, with a mean rating of 5.4756 and a standard deviation of 1.05673, indicates that students found the textbook moderately practical in terms of affordability, availability, and cultural appropriateness. The notable variation in responses suggests differing opinions among the students. The layout dimension was rated highly, with a mean of 6.0793 and a standard deviation of 0.75551, showing that students generally agreed the textbook was well-organized and visually appealing. For activities, the mean rating was 5.3098 with a standard deviation of 0.91956, indicating that while the activities were found useful, there is room for improvement, as reflected by the variability in satisfaction levels. The skills development dimension received a fairly high mean rating of 5.6789 with a low standard deviation of 0.65514, suggesting consistent satisfaction among students regarding the textbook's effectiveness in helping them develop translation skills. Lastly, the content quality dimension received the lowest mean rating of 4.7195 and a high standard deviation of 1.05683, indicating that students were generally less satisfied with the comprehensiveness and relevance of the textbook's content, with significant variability in their perceptions.

Investigation of the Second Research Question



To address the second research question, "What are the perceptions of Iranian EFL students about the Teaching and Learning Quality (TALQ) of the translation course according to Frick (2009) checklist?", a comprehensive evaluation of students' perceptions using Frick's TALQ framework was used. This checklist evaluates various aspects of teaching and learning quality, including instructional design, students' progress and satisfaction.

Table 2.
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error
Time	82	1.33	4.33	2.8740	.10549
progress.scale	82	2.80	5.40	3.8610	.06754
Student.satisfaction	82	3.00	5.67	4.1951	.06594
Best	82	2.00	5.00	3.4553	.06583
Activation	82	2.60	4.80	3.7756	.05707
Valid N	82				

According to Table 2., the results for the Teaching and Learning Quality (TALQ) dimensions revealed varied perceptions among Iranian EFL students. The Academic Learning Time (ALT) mean score of 2.8740 (SD = 0.95530) was relatively low, indicating that students may not consistently engage in high-quality academic tasks, highlighting a need for better alignment of course activities with students' learning needs and efforts. Conversely, the Learning Progress dimension received a mean score of 3.8610 (SD = 0.61157), suggesting that students generally feel they have made significant progress in their skills and knowledge, with consistent perceptions across the sample. Student Satisfaction was high, with a mean score of 4.1951 (SD = 0.59709), reflecting positive perceptions of the course design and instructional quality. The BEST (Course Quality) dimension had a moderate mean score of 3.4553 (SD = 0.59608), indicating that while students view the course and instructor positively, there is room for further improvement. Finally, the Activation dimension had a mean score of 3.7756 (SD = 0.51677), suggesting that the course effectively engages students and helps them connect new knowledge to prior experiences, with a general consensus among students.

Investigation of the Third Research Question



The aim of the third research question was to investigate to what extent the textbook and the teaching and learning quality influence EFL students' interest to pursue studies at higher levels. For this aim, a paired samples t-test was conducted. This test evaluates differences between two related groups, in this case, the same group of students before and after the intervention.

Table 3.
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Sum	13.82	82	5.890	.650
	sum2	17.68	82	3.797	.419

Table 3. shows that the mean score for students' intention to pursue higher education increased from 13.82 before the intervention to 17.68 after the intervention, indicating a positive change.

A correlation procedure was run to see the degree of the relationship between pre-test and post-test, the results of which are presented in the table below.

Table 4.
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Test1&2	82	.285	.009

Based on the model summary (Table 4.), the correlation between pre- and post-intervention scores was 0.285 with a significance level of 0.009, suggesting a weak but statistically significant positive relationship between the scores at the two time points.

The paired samples t-test results (Table 5.) showed a statistically significant difference between the pre- and post-intervention scores.

Table 5.
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Test1&2	3.866	6.030	.666	2.541	5.191	5.805	81	.000

The mean difference was 3.866, with a standard deviation of 6.030 and a standard error mean of 0.666. The 95% confidence interval for the mean difference ranged from 2.541 to 5.191. The t-value was 5.805 with 81 degrees of freedom, and the result was highly significant ($p < 0.001$).



The effect size, measured by Cohen's d , was 0.641, indicating a medium to large effect of the textbook intervention on students' intention to pursue higher education. Hedges' correction, which accounts for small sample bias, yielded a similar effect size of 0.638.

Table 6.
Paired Samples Effect Sizes

			Standardizer ^a	Point Estimate	95% Confidence Interval	
					Lower	Upper
Pair 1	Test1&2	Cohen's d	6.030	.641	.402	.877
		Hedges' correction	6.058	.638	.400	.873

a. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation of the mean difference.

Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

The analysis revealed that teaching the textbook, high-quality teaching materials and the quality of teaching had a significant positive impact on students' intention to pursue higher education. The increase in mean scores from pre- to post-intervention, coupled with a statistically significant t-test result and a medium to large effect size, indicates that the textbook intervention effectively enhanced students' educational aspirations.

Analysis of Student Perceptions of the Textbook: A Code-Subcodes-Segments Model

According to the results of the questionnaires, students were asked to answer questions designed to help the researcher determine whether the outcomes were directly attributable to the textbook or if other factors were influencing the results. The subsequent interviews were transcribed, coded, and analyzed using MaxQDA software, the results of which are depicted in the figure below.



Code-Subcodes-Segments Model

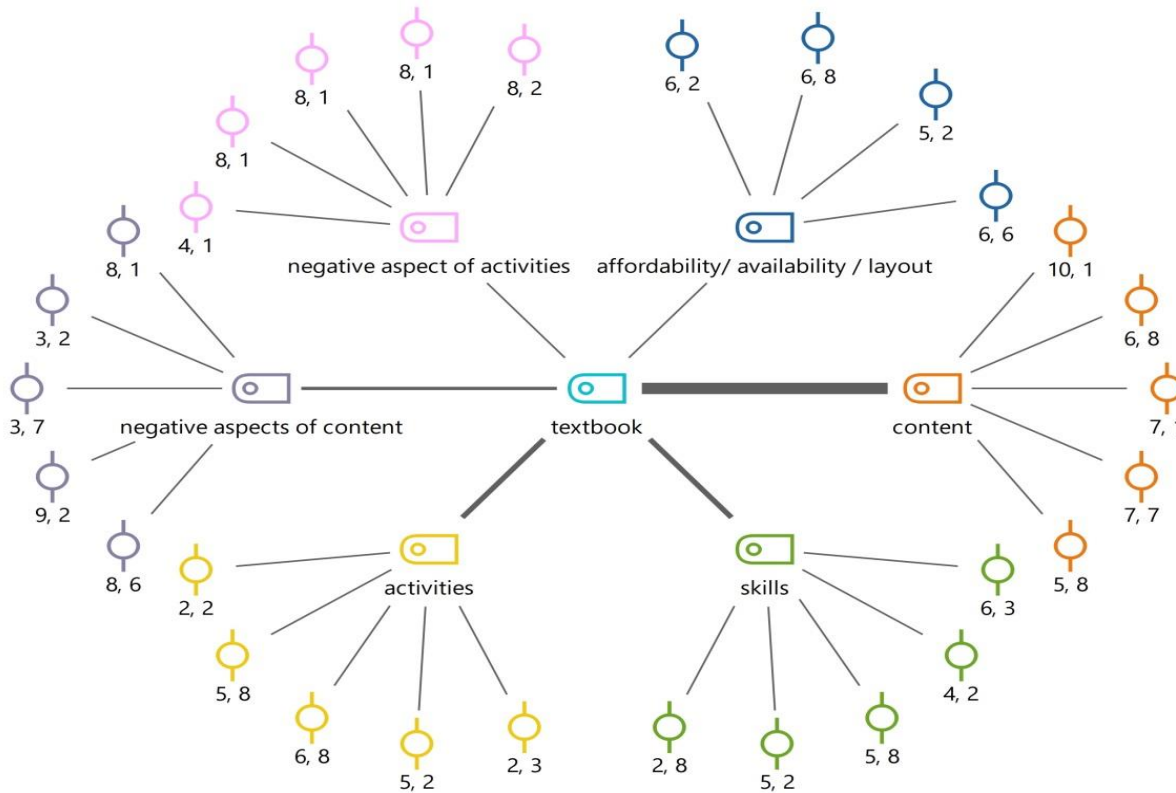


Figure 1. A Code-Subcodes-Segments Model

When participants were asked about their perceptions of the textbook, the majority expressed a favorable view regarding its layout and pricing. The textbook's layout was frequently described as clear and well-organized, facilitating ease of navigation and enhancing the overall reading experience. The structured format, effective use of headings and subheadings, and the inclusion of visual aids such as charts and diagrams were highlighted as positive attributes that contributed to the textbook's user-friendliness.

Affordability and Layout

In terms of affordability, most students agreed that the textbook was reasonably priced, considering the quality and comprehensiveness of the content it provided. The cost was perceived as justified and manageable, making it accessible for the majority of students. This positive feedback on affordability underscores the textbook's value proposition, balancing cost with the educational benefits it offers.



However, it is noteworthy that a subset of participants did not consider layout and pricing significant factors to contemplate. For these students, other aspects of the textbook, such as the depth of content, the effectiveness of activities, or the development of relevant skills, may have taken precedence. This divergence in focus highlights the varied priorities among students when evaluating educational resources. Some may prioritize the practical aspects of layout and affordability, while others may be more concerned with the pedagogical efficacy and content quality.

Content and Skills

Participants generally found the content of the textbook to be practical and relevant, with many appreciating its role in enhancing their translation skills. The textbook's focus on semantic translation techniques was particularly beneficial, helping students to develop a deeper understanding and apply these methods effectively. The layout and design were praised for their clarity and organization, which facilitated the learning process. However, some students noted that the content, being originally authored in 1984, lacked coverage of the latest topics and trends in translation studies. They suggested that including more current information would have made the textbook more relevant and useful. Additionally, while the examples and exercises were effective in reinforcing the concepts, students felt that more comprehensive and detailed content would further enhance their learning experience.

Despite these areas for improvement, students generally expressed satisfaction with the textbook, acknowledging its contribution to their understanding of key concepts in semantic translation. They appreciated the alignment of the chapters, content, and exercises with the textbook's primary goal of teaching semantic translation. However, some pointed out redundancy and overlap in the content, which they found confusing and suggested streamlining to reduce repetition. Comparisons with other resources highlighted the need for updates and expansions to keep the textbook modern and comprehensive. Overall, while recognizing the textbook's strengths, students emphasized the importance of continuous updates to maintain its effectiveness and relevance in contemporary translation studies.

Textbook Activities

Participants provided diverse feedback about the activities in the textbook that highlighted both strengths and areas for improvement. Many students found the exercises to be informative and beneficial in clarifying concepts that were initially unclear during the lessons. They particularly appreciated the interpretive exercises, which required them to convey the meaning of texts in their own words, thus enhancing their understanding and interpretation skills. The



emphasis on semantic translation in these activities was seen as a strength, as it underscored the cognitive and creative aspects of translation, making the learning process more engaging and meaningful. The exercises and examples were aligned with the book's goal of teaching semantic translation, reinforcing the core concepts and techniques.

However, students also pointed out several shortcomings. Some found the exercises to be overly complex and not always helpful in resolving ambiguities, sometimes even exacerbating them due to the intricate nature of the topics covered. This complexity could make it challenging for students, particularly those at a moderate skill level, to complete the exercises successfully, leading to frustration and a loss of confidence. Additionally, while some exercises were effective, others were perceived as insufficiently practical, lacking real-world application that could better illustrate the principles being taught. The inclusion of more practical, real-life examples could enhance the usefulness of these exercises. Overall, while the textbook activities contributed positively to the learning experience, students felt that there was room for improvement in making the exercises more practical, less complex, and more supportive of the diverse skill levels in the classroom.

Analysis of Students' Perceptions of the Teaching Quality: A Code-Subcodes-Segments Model

The following figure presents the findings from an analysis of student perceptions regarding teaching quality, gathered through a series of interviews. The study aimed to understand students' experiences and evaluations of various aspects of teaching, including instructional methods, engagement strategies, and overall effectiveness in fostering a learning environment.



Code-Subcodes-Segments Model

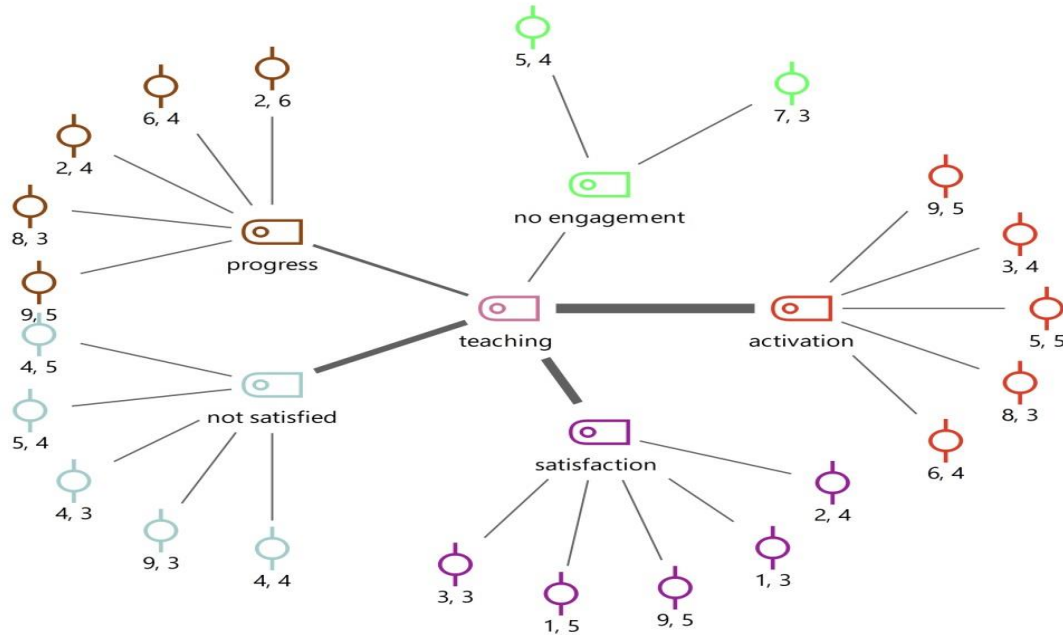


Figure 2. A Code-Subcodes-Segments Model

Students' Perceptions on the Progress Made Because of Teaching Quality

Students reported significant progress attributed to the high-quality teaching they received. The ability of the instructor to convey complex concepts and fundamental principles of translation effectively helped students establish a genuine connection with the subject. This tangible progress boosted their confidence and optimism about future success in their field.

The use of interactive methods and group work by the instructor notably increased student participation and enhanced learning outcomes. Additionally, the instructor's strategy of encouraging questions was particularly effective. It not only helped students understand concepts better but also motivated them to learn and strengthened their problem-solving skills. This approach fostered an active and dynamic learning environment, significantly improving student engagement and deepening their overall comprehension.

Moreover, the encouragement to ask questions created a lively and dynamic classroom atmosphere that strengthened the student-teacher relationship and further facilitated learning. The interactive teaching methods and emphasis on



group work and active participation accelerated students' research projects and overall academic performance, aligning well with the instructor's educational strategies. These elements collectively contributed to a more profound and effective learning experience.

Students' Perceptions on Activation and Engagement in Teaching

The students noted that the quality of teaching played a crucial role in enhancing their translation skills, making their practice translations significantly better. They attributed this progress to the motivation instilled by their instructor, who effectively created a conducive environment for maximum class participation. The dynamic class activities, along with the combination of interpersonal communication and group discussions, were essential in elevating the students' translation proficiency. The engaging classroom atmosphere, driven by the instructor's ability to foster an open and active space for debates and discussions, was highlighted as a key factor in their learning experience.

Moreover, the students appreciated the instructor's high level of competence and communication skills, which greatly enhanced their motivation and engagement. Interactive teaching methods and group work significantly contributed to their improved participation and learning outcomes. Encouraging students to ask questions not only helped them understand the concepts better but also stimulated their minds, leading to a deeper comprehension and active involvement in the learning process. This interactive approach strengthened the teacher-student relationship, further enhancing the learning experience. Overall, the students felt that the instructor's methods, including encouraging self-directed research and presentations, provided a valuable platform for sharing knowledge, learning from peers, and boosting their motivation and academic performance.

The Model visually represents the various factors that influence students' interest in pursuing higher education, structured around three main categories: teaching quality, textbook, and other factors. At the core of the model is the concept of "interest," which is central to understanding students' motivation and inclination toward further education. The model highlights the significant roles of teaching quality, including interactive methods and continuous feedback, and textbook quality, such as content relevance and practical exercises, in engaging and motivating students. Additional miscellaneous factors may also play a role in shaping students' educational interests.

Students' Overall Satisfaction with Teaching Quality



The students' feedback highlights a general satisfaction with the quality of teaching, attributing it primarily to the instructor's ability to foster motivation and participation. Many students noted that the instructor's ability to create an open and dynamic classroom environment, incorporating group discussions and active student involvement, significantly enhanced their learning experience. The balance between classroom activities and the interactive teaching approach was particularly appreciated.

Students also valued the instructor's competence and communication skills, which facilitated a deeper understanding of translation concepts. The instructor's methods, which included encouraging students to ask questions and engage in discussions, helped them grasp complex ideas more effectively and maintained their interest in the subject.

However, some students pointed out areas for improvement. They felt that the instructor could have participated more in discussions rather than relying heavily on student presentations, which sometimes led to ambiguity. There was also feedback regarding the need for more practical exercises and less theoretical focus, along with constructive and balanced feedback from the instructor.

Overall, the instructor's teaching strategies, including the use of conferences and group work, were seen as beneficial for promoting a culture of professional development and enhancing teaching quality. Despite some criticisms, the students acknowledged that the instructor's methods positively impacted their motivation and engagement, contributing to their overall learning experience.



Code-Subcodes-Segments Model

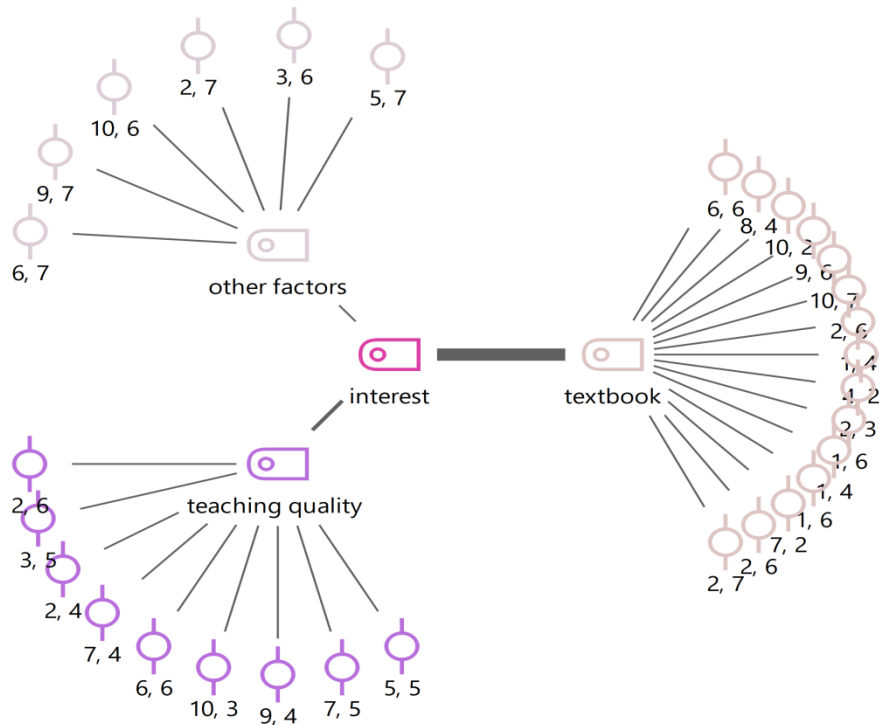


Figure 3. A Code-Subcodes-Segments Model

Figure 3. shows while teaching quality is crucial, the textbook content and its effective delivery played a more prominent role in influencing their interest and motivation. The dynamic and interactive nature of teaching, combined with the structured and comprehensible content of the textbook, provided a more engaging and inspiring learning environment.

Students' Perception of Textbook and the Interest to Pursue the Education

The feedback from students highlights a significant correlation between the quality of the textbook and their interest in pursuing further education. Several students expressed that the textbook not only increased their desire to become better translators but also instilled confidence in their ability to use this skill for future employment. One student noted that the textbook provided a clear and practical understanding of translation, covering 70 to 80 percent of their learning objectives. This comprehensive approach motivated them to improve their translation skills and consider a professional career in this field. Another student mentioned that the book's focus on semantic translation methods



and the clarity in presenting complex concepts helped them grasp fundamental translation principles, thereby enhancing their interest in the subject.

Additionally, students appreciated the classroom activities and the textbook's structured content, which collectively encouraged them to elevate their translation knowledge. The tangible progress they made during the course fostered optimism about their future success in the field. For instance, one student stated that the textbook's practical applications helped them understand theoretical concepts better, increasing their interest and engagement with the subject. Furthermore, the textbook's alignment with the course objectives and its high standards were noted to create a sense of encouragement among students, prompting them to continue their studies at higher levels and consider translation as a viable career option. Overall, the textbook played a crucial role in enhancing students' understanding, interest, and motivation to pursue further education and career opportunities in translation.

Students' Perception of Teaching Quality and the Interest to Pursue the Education

Based on the students' perceptions of teaching quality, it is evident that effective teaching methods can also impact their interest and motivation in learning. Presenting course material in an engaging and comprehensible manner increased students' attention and interest in the subject. This approach made the subject of translation more appealing and understandable, leading to a stronger belief in future success within their field of study. The combination of good teaching and visible improvement bolstered students' confidence in their academic and professional future.

Completion of classes was accompanied by a sense of satisfaction and heightened motivation to continue in their field of study. This positive emotional response reinforced students' commitment to their academic journey. Additionally, group work and student-centered conferences were beneficial, as they encouraged active participation and increased motivation. These activities fostered a culture of growth and professional development among students and faculty, directly enhancing teaching and learning quality.

Constructive feedback helped students identify their strengths and weaknesses, driving motivation through self-assessment and peer comparison. Regular evaluations encouraged students to improve and stay motivated by seeing their progress relative to classmates. Furthermore, effective teaching methods and positive teacher-student interactions inspired students to pursue higher education and aspire to become university professors. Students recognized the potential for teaching methods and professor-student interactions to be life-changing.



Professors with strong communication skills and the ability to connect well with students have contributed to teaching quality. Their enthusiasm and ability to inspire students fostered a positive learning environment and increased students' interest in course material. Professors with specialized teaching skills and an excellent ability to convey information clearly were crucial in improving teaching quality and student motivation. Effective communication and respectful behavior towards students enhanced the overall educational experience. These elements collectively foster a motivating and engaging learning environment that encourages students to excel and pursue further academic achievements.

Other Factors Affecting Students' Interest to Pursue the Education

In addition to the predominant influence of teaching quality and textbook content, several other factors were mentioned by some students as contributing to their motivation and academic success. However, these students also acknowledged that teaching and textbooks were far more important in their educational experience.

Family support and encouragement were highlighted by some students as helpful. Feeling valued and important because of family backing motivated them to work harder to achieve success. This emotional and motivational support from family members provided a foundation of confidence and drive, though it was secondary to the impact of effective teaching and engaging textbooks.

The physical conditions of the university and classrooms were also noted by a few students. A comfortable and conducive learning environment, with adequate heating, cooling, library facilities, and cafeterias, contributed to a positive perception of the educational setting. This comfort allowed students to focus better on their studies, making the university environment a helpful but less crucial factor compared to the direct influence of teaching and textbooks.

The aspiration for financial independence was mentioned by some as a significant motivator. The prospect of achieving financial stability and the ability to support themselves financially drove them to pursue their studies diligently. While this practical motivation was important, students still emphasized that the quality of teaching and the textbooks played a more critical role in their academic perseverance.

Socioeconomic and social factors, such as the desire for a higher social status and better economic conditions, also influenced some students' motivation. The recognition that higher education could lead to improved social standing



and economic opportunities provided an incentive to continue their education. However, these broader benefits of education were still seen as secondary to the impact of teaching and textbook quality.

The availability and quality of university facilities, including classrooms, libraries, and cafeterias, had a noticeable but lesser impact on students' motivation. A well-maintained and resource-rich educational environment contributed to a more enjoyable academic experience, yet students consistently noted that effective teaching and well-organized textbooks were more influential in their learning.

Lastly, the potential for future opportunities, such as the possibility of immigrating to an English-speaking country, served as a motivation for some students. The desire to learn English and improve language skills for better opportunities abroad was a factor, but it was clear that students prioritized the quality of teaching and textbook content as the primary drivers of their academic success.

In summary, while some students mentioned factors such as family support, university environment, financial independence, socioeconomic status, university facilities, and future opportunities as influential, they acknowledged that teaching quality and textbook content were far more important. These elements were the cornerstone of their educational experience, providing the most significant motivation and support for their academic endeavors.

5. Discussion

The findings of this study revealed that the textbook shows potential influence and satisfaction in certain areas, particularly in layout and skills development, where students generally agree on its positive impact. However, the lower rating and high variability in content quality and the moderate ratings for practical considerations and activities suggest that the textbook is not entirely satisfying or influential across all dimensions.

One of the findings of this research showed that most students were satisfied with the layout and availability of the textbook. This aligns with Sheldon's (1988, p. 242) evaluation guide, which outlines seventeen categories for assessing textbooks, including key aspects such as availability, user definition, layout/graphics, and accessibility. Howard and Major (2005) highlighted the importance of a textbook's physical appearance, user-friendliness, durability, and reproducibility for classroom use. They stressed that the layout and design, which pertain to the organization and presentation of language items and activities, are crucial elements that receive positive feedback from both students and teachers.



Expanding on these earlier contributions, Harmer (2007) identified ten key components of effective course books, which encompass add-ons and extras, availability and price, layout and design, teaching methodology, syllabus suitability, language skills coverage, topic relevance, cultural content, and teacher guidance.

EFL students in this study indicated that while there is room for improvement in the “content and language skills”, it was satisfying. This aligns with Jahangard’s (2007) findings, which reported that the content of Iranian English textbooks was appealing and motivating for learners.

The findings of the current research are consistent with these previous studies (Farichin, 2019; Litz, 2005; Nahrkhalaji, 2012; Ahmadi & Derakhshan, 2016; Salehi & Amini, 2016), as both researchers and participants had relatively positive perceptions of the language skills activities.

Farichin (2019) evaluated the English textbook *When English Rings a Bell* based on Cunningsworth’s (1995) criteria, focusing on various aspects such as language skills. The study found that the textbook adequately covered all skills except listening. Similarly, Litz (2005) assessed *English Firsthand 2* in terms of its educational program properties and found that it was well-organized, incorporating all four language skills with most activities being communicatively appropriate. In Iran, Nahrkhalaji (2012) evaluated the *TopNotch* series, revealing that the textbook effectively integrated all language skills within a communicative framework, according to teacher-administered checklists.

Ur (2009) emphasized the importance of a high-quality coursebook in English Language Teaching (ELT) contexts, arguing that it should appropriately encompass both texts and tasks. He noted that the texts should be at the right level and offer varied, engaging content, while the tasks should include a range of activities and exercises. This perspective aligns with the findings of Cunningsworth (1995) and Patel & Jain (2008). Additionally, the results of this study regarding skills correspond with the evaluations of ELT materials conducted by Ansary (2004) and Ghorbani (2011) in Iranian high schools.

The findings of this study contradicted those of previous research (Yarmohammadi, 2002; Ghorbani, 2011; Rahimpour & Hashemi, 2011; Zohrabi et al., 2012; Bemani & Jahangard, 2014; Ahmadi & Derakhshan, 2016; Pouranshirvani, 2017; Shahmohammadi, 2018), where most researchers and participants favored the reevaluation of textbooks regarding various language skills activities. For instance, Yarmohammadi (2002) assessed senior high



school textbooks using Tucker's model, finding that these textbooks lacked authenticity and had limited focus on oral skills.

Similarly, Bemani and Jahangard (2014) analyzed the Prospect 1 English textbook in Iran through the perspectives of 102 teachers, revealing a need for improvement in language skills. Ahmadi and Derakhshan (2016) further reviewed the evaluation of Prospect 1, indicating that most teachers felt reading and writing skills required greater attention. Additionally, Pouranshirvani (2017) evaluated the Vision 1 textbook by administering a questionnaire to 30 English teachers in Isfahan, Iran, and found that the participants were dissatisfied with all the criteria examined.

Another finding of present research revealed that students made progress thanks to quality teaching that successfully communicated complex translation concepts, enhancing their confidence and problem-solving abilities in an interactive learning environment. Furthermore, increased involvement in academic tasks led to high student satisfaction scores, indicating favorable perceptions of the course. This also highlighted effective student engagement and the ability to connect new knowledge with prior experiences.

In this regard, UNESCO and the ILO (2005) have highlighted the crucial role of quality teachers in delivering quality education to students, thus contributing to sustainable development. Teachers, through their daily efforts, significantly advance sustainable development by laying its human foundation—cultivating students' capacity and eagerness to learn. The main goal, according to Kaplan (2016) and Tomlinson (2008), is to use teaching activities tailored to students' learning styles and interests in differentiated instruction.

In the present study, students' perceptions of activation and engagement in teaching were analyzed. According to Skinner et al. (2009), engagement is defined as the student's involvement in the effort required for learning, encompassing interaction with the people, activities, values, and environments where learning takes place. The importance of teachers and their teaching practices on student engagement is well-documented, with numerous studies, including those by Pascarella and Terenzini (2005), demonstrating this connection.

Numerous studies previously reviewed emphasized the importance of teaching quality and the significant impact of teacher-student interactions on student engagement and overall academic achievement (e.g., Burgess, 2015; Guvenc, 2015; Jang et al., 2010; Jensen, 2013; Reyes et al., 2012; Swiderski, 2011; Wang & Eccles, 2013; Wang & Neihart, 2015). This means that the way teachers deliver their lessons is crucial. Effective teaching methods can greatly



enhance how well students engage with the material. The findings align with that of Tomaszewski et al. (2020), who demonstrated the mechanisms connecting effective teaching practices with student outcomes through the use of longitudinal data from two time points. The results are consistent with the study by Wang and Holcombe (2010), which illustrated that effective teaching practices independently impact student engagement and academic performance, irrespective of students' initial academic ability.

The last finding showed that Student feedback indicates a strong link between high-quality textbooks and increased interest in further education. Effective teaching methods, which make course material engaging and comprehensible, significantly boost students' attention and motivation, particularly in the subject of translation. The combination of quality teaching and improved understanding strengthens students' confidence in their academic and professional futures, as evidenced by statistically significant improvements in their educational interest. The findings align with previous studies that emphasize the critical role of instructional materials in language programs (Garinger, 2002; Richards, 2001), adding that the use of textbooks in language classes significantly boosts students' motivation and fosters positive attitudes. Selecting an engaging and appropriate textbook can enhance students' motivation to learn and pursue their education (Episiasi et al., 2023). The results of this study are consistent with those of Chalak and Kassaian (2010), which revealed that students had a very positive attitude English textbook, motivating them to learn more.

6. Conclusion

This study aimed to investigate the influence of textbook quality and teaching effectiveness on Iranian EFL students' interest in pursuing higher education in translation studies. Through a mixed-methods approach, which included quantitative surveys and qualitative interviews, the research provided a comprehensive analysis of students' perceptions regarding the educational materials and instructional practices employed in their translation courses.

The findings revealed that while students generally perceived the textbook positively regarding its layout and practicality, significant concerns were raised about the content quality and the comprehensiveness of the materials provided. Although the textbook was recognized for its organization and accessibility, students expressed a desire for more current and relevant content to enhance their learning experience. This disconnect between the textbook's structure and the depth of content suggests a need for revisions to align the materials with contemporary translation practices and theories.



Moreover, the study highlighted the critical role of teaching quality in shaping students' educational aspirations. The positive feedback regarding the instructor's engagement strategies and the use of interactive methods underscored the importance of creating a dynamic classroom environment that fosters active participation. Students reported increased motivation and confidence as a result of effective teaching practices, which significantly influenced their interest in pursuing higher education.

The results from the paired samples t-test indicated a statistically significant increase in students' intention to pursue further studies after the intervention, demonstrating the effectiveness of the instructional methods and materials used in the course. This increase, coupled with a medium to large effect size, underscores the importance of both quality teaching and resourceful textbooks in promoting students' academic engagement and aspirations.

In conclusion, the interplay between textbook quality and teaching effectiveness plays a pivotal role in influencing students' interest in higher education. As the findings suggest, enhancing both the content and the delivery of educational resources can significantly contribute to students' motivations and future academic pursuits. Recommendations for future research include exploring the long-term effects of improved teaching practices and updated educational materials on students' academic routes in translation studies and other related fields.

References

- Ahmadi, A., & Derakhshan, A. (2016). EFL teachers' perceptions towards textbook evaluation. *Theory and Practice in Language Studies*, 6(2), 260.
- Ansary, T. (2004). *An analytic look at high school English textbook and introducing a sample lesson based on communicative syllabus design* (Unpublished master's thesis, Islamic Azad University-Tabriz Branch, Iran).
- Bemani, M., & Jahangard, A. (2014). Attitude analysis of teachers: The case of Iranian newly developed EFL textbook for junior high schools. *International Journal of Language Learning and Applied Linguistics World*, 7(1), 198-215.
- Burgess, O. (2015). Cyborg teaching: The transferable benefits of teaching online for the face-to-face classroom. *MERLOT Journal of Online Learning and Teaching*, 11(1), 112-121.
- Chalak, A., & Kassaian, Z. (2010). Motivation and Attitudes of Iranian Undergraduate EFL Students Towards Learning English. *GEMA online journal of language studies*, 10(2).
- Cunningsworth, A. (1995). *Choosing your coursebook*. Macmillan.
- Daneshfar, S., & Abdollahi, J. (2018). Textbook evaluation: A case study of Iranian teacher and student perspectives. *International Journal of English Literature and Social Sciences*, 3(3), 450-456.
- Darby, A., & Newman, G. (2014). Exploring faculty members' motivation and persistence in academic service-learning pedagogy. *Journal of Higher Education Outreach and Engagement*, 18(2), 91-120.
- Dorfner, T., Förtsch, C., & Neuhaus, B. J. (2018). Effects of three basic dimensions of instructional quality on students' situational interest in sixth-grade biology instruction. *Learning and Instruction*, 56, 42-53.
- Episiasi, Mujiyanto, J., Suwandi, & Hartono, R. (2023). Exploring the Effects of Metacognitive Strategy on EFL Students' Listening Performance in Indonesia. *The New Educational Review*, 72, 176-187.
- Farichin, M. (2019). *Cunningsworth-based theory of textbook evaluation on When English Rings a Bell for eighth*



grade of junior high school published by Ministry of Education and Culture (Doctoral dissertation, UIN Walisongo).

- Fauth, B., Decristan, J., Rieser, S., Klieme, E., & Büttner, G. (2014). Student ratings of teaching quality in primary school: Dimensions and prediction of student outcomes. *Learning and instruction, 29*, 1-9.
- Garinger, D. (2002). Textbook selection for the ESL classroom. *Center for Applied Linguistics Digest, 2*(10), 99-102.
- Ghorbani, M. R. (2011). Quantification and graphic representation of EFL textbook evaluation results. *Theory and Practice in Language Studies, 1*(5), 511-520.
- Guvenc, H. (2015). The relationship between teachers' motivational support and engagement versus disaffection. *Educational Science: Theory and Practice, 15*(3), 647-657.
- Harmer, J. (2007). *The Practice of English Language Teaching, 4th Edition*. England: Pearson Education Limited.
- Howard, J., & Major, J. (2005). Guidelines for designing effective English language teaching materials. *The TESOLANZ Journal, 12*(10), 50-58.
- Jahangard, A. (2007). Evaluation of the EFL materials taught at Iranian high schools. *The Asian EFL Journal, 9*(2), 130-150.
- Jang, H. Reeve, J., & Deci, E. L. (2010). Engaging students in learning activities: It is not autonomy support or structure but autonomy support and structure. *Journal of Educational Psychology, 102*(3), 588-600.
- Jensen, E. (2013). *How poverty affects classroom engagement: Students from low-income households are more likely to struggle with engagement – for seven reasons*. *Educational Leadership, 70*(8), 24-30.
- Johnson, D. (2017). The role of teachers in motivating students to learn. *BU Journal of Graduate Studies in Education, 9*(1), 46–49
- Kaplan, A. (2016). Learning environments and motivation. In *Handbook of motivation at school* (pp. 251-274). Routledge.
- Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T., & Hachfeld, A. (2013). Professional competence of teachers: Effects on instructional quality and student development. *Journal of educational psychology, 105*(3), 805.
- Litz, D. R. (2005). Textbook evaluation and ELT management: A South Korean case study. *Asian EFL journal, 48*(1), 1-53.
- Nahrkhalaji, S. S. (2012). An evaluation of a global ELT textbook in Iran: A two-phase approach. *International Journal of Humanities and Social Science, 2*(3), 184-191.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A*
- Patel. M. F., & Jain, P. M. (2008). *English language teaching: Methods, tools, and techniques*. Jaipur: Sunrise Publishers & Distributors.
- Pouranshirvani, M. (2017a). The External Evaluation of New English Textbook "Vision1" For Tenth –Grade Students in Iranian High Schools from Teachers' Perspectives. *Science Arena Publications Specialty Journal of Language Studies and Literature, 1*(2), 11-21.
- Prasetya, S. (2018, February). The effect of textbooks on learning outcome viewed from different learning motivation. In *1st International Conference on Education Innovation (ICEI 2017)* (pp. 316-318). Atlantis Press.
- Rahimpour, M., & Hashemi, R. (2011). Textbook Selection and Evaluation in EFL Context. *World Journal of Education, 1*(2), 62-68.
- Reeve, J. (1989). The interest-enjoyment distinction in intrinsic motivation. *Motivation and emotion, 13*, 83-103.
- Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., and Salovey, P. (2012). Classroom emotional climate, student engagement, and academic achievement. *Journal of Educational Psychology, 104*(3), 700-712
- Richards, J. C. (2001). The role of textbooks in a language program.
- Rutkowski, L., & Rutkowski, D. (2016). The relation between students' perceptions of instructional quality and bullying victimization. *Teacher quality, instructional quality and student outcomes, 115*.
- Sakiz, G., Pape, S. J., & Hoy, A. W. (2012). Does perceived teacher affective support matter for middle school students in mathematics classrooms? *Journal of school Psychology, 50*(2), 235-255.
- Salehi, H., & Amini, M. (2016). Critical analysis of a new English textbook used in Iranian junior high schools. *Journal of Applied Linguistics and Language Research, 3*(3), 42-54.
- Shahmohammadi, S. (2018). Textbook evaluation: looking at Prospect series through teachers' perspective. *Research in English Language Pedagogy, 6*(2), 182-204.
- Shao, J., and R. Müller. 2011. "The development of constructs of program context and program success: A qualitative study." *Int. J. Project Manage. 29* (8): 947–959.



- Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT journal*, 42(4), 237-246.
- Skinner, E. A., Kindermann, T. A., & Furrer, C. J. (2009). A motivational perspective on engagement and disaffection: Conceptualization and assessment of children's behavioral and emotional participation in academic activities in the classroom. *Educational and psychological measurement*, 69(3), 493-525.
- Suhartono, S. (2009). Educational Philosophy. *Jakarta: National Library*.
- Swiderski, S. M. (2011). Transforming principles into practice: Using cognitive active learning strategies in the high school classroom. *The Clearing House*, 84, 239-243.
- Tomaszewski, W., Xiang, N., & Western, M. (2020). Student engagement as a mediator of the effects of socio-economic status on academic performance among secondary school students in Australia. *British Educational Research Journal*, 46(3), 610-630.
- Tomlinson, B. (2008). Language Acquisition and Language Learning Materials. In B. Tomlinson (Ed.), *English Language Learning Materials: A Critical Review* (3-13). London: Continuum
- UNESCO/ILO (2005) *World Teachers Day*. Paris, P-58.
- Ur, P. (2009). *A course of language teaching: Practice and theory*. Cambridge. Cambridge University Press.
- Wang, C. W., & Neihart, M. (2015). How do supports from parents, teachers, and peers influence academic achievement of twice-exceptional students. *Gifted Child Today*, 38(3), 148-159
- Wang, M. T., & Eccles, J. S. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction*, 28(1), 12-23.
- Wang, M. T., & Holcombe, R. (2010). Adolescents' perceptions of school environment, engagement, and academic achievement in middle school. *American educational research journal*, 47(3), 633-662.
- Warsame, A. M. (2023). Teachers' Perceptions of the Impact of Textbooks on their Teaching Efficacy and Students' Motivation, Involvement, and Self-Esteem: A Case Study in Puntland State, Somalia. *East African Journal of Education Studies*, 6(2), 367-377.
- Wulansari, E., Sahid, N., & Wahyudi, R. (2023). Factors Affecting Students' Interest in Continuing Study at Higher Education. *International Journal of Education and Teaching Zone*, 2(1), 1-2.
- Yarmohammadi, Lotfollah. "The evaluation of pre-university textbooks." *The Newsletter of the Iranian Academy of science* 18, no. 4 (2002): 70-87.
- Zohrabi, M., Sabouri, H., & Behroozian, R. (2012). An Evaluation of Merits and Demerits of Iranian First Year High School English Textbook. *English Language Teaching*, 5(8), 14-22.

