Research Paper

# Developing an English Textbook for Iranian Senior High School Students

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**Abstract**
Developing a textbook material is a crucial component of any curricula, which should be based on sound and systematic techniques. In a detailed view, considering the importance of knowing English not only as an international language but as the language of commerce, tech and science, English course needs to be programmed efficiently to provide a suitable circumstance of learning for learners. In this regard, the present study is to develop a new English textbook for Iranian Senior High School to provide an opportunity for high school students as well as teachers to be actively engaged in the text, questions, and the images of the textbook based on William Rummy's Technique to keep up with the developments of the field.Results Conclusions of the study demonstrate demonstrates that the involvement index is appropriately enough to actively engage the learners in the newly developed English textbook. That is, the texts, questions, and images within the textbook are suitably developed to engage the students actively.

**Keywords:** *Content Analysis, Iranian Senior High School English Textbooks, Material Development*

**تهیه کتاب درسی انگلیسی برای دانش آموزان ایرانی سال آخر دبیرستان**
تهیه مواد درسی یکی از اجزای اساسی هر برنامه درسی است که باید بر اساس تکنیک های صحیح و منظم باشد. در یک نگاه تفصیلی، با توجه به اهمیت دانستن زبان انگلیسی نه تنها به عنوان یک زبان بین المللی، بلکه به عنوان زبان تجارت، فناوری و علم، دوره انگلیسی نیاز به برنامه ریزی کارآمد دارد تا شرایط یادگیری مناسب را برای زبان آموزان فراهم کند. در این راستا، پژوهش حاضر به منظور تهیه کتاب زبان انگلیسی جدید برای دبیرستان ایرانیان است تا فرصتی را برای دانش آموزان دبیرستانی و همچنین معلمان فراهم کند تا به صورت فعال درگیر متن، سؤالات و تصاویر کتاب بر اساس کتاب ویلیام باشند. تکنیک رامی برای همگام شدن با پیشرفت‌های این رشته. نتایج نتیجه‌گیری این مطالعه نشان می‌دهد که شاخص درگیری به اندازه کافی مناسب است تا فعالانه فراگیران را در کتاب درسی انگلیسی تازه توسعه‌یافته درگیر کند. به این معنا که متون، سؤالات و تصاویر درون کتاب درسی به نحو مناسبی ایجاد شده اند تا دانش آموزان را به طور فعال درگیر کنند.
**واژگان کلیدی**: تحلیل محتوا، کتاب‌های درسی انگلیسی دوره متوسطه ایران، توسعه

## Introduction

Pourzahir (2015) states that educational activities and learning experiences ought to be arranged so coherently that they are able to support each other properly. He believes that arranging the contents of the learning process plays a crucial role in improving the general curriculum of any educational program, programs. According to Brian Tomlinson (1998) textbooks are materials used by teachers to facilitate the learning process for the pupils. These materials expose learners to the new language in various ways to increase their knowledge and experience. On the other hand, a large number of variables such as learning theories, teaching theories, learners' characteristics, teachers' proficiency and experience can influence on the profitability of the textbooks. Therefore, not only developing textbooks cannot be underestimated in any curricula, but also it ought to be based on a sound and systematic pattern to be able to assist a large number of learners to in learning learn foreign language languages as efficiently as possible. Furthermore, the advent of various methods during the recent century has caused to release releasing a wide variety of textbooks in the market, each of which follows and emphasizes a specific part of learning and teaching process. Following the previous studies, the most considerably effective factors of developing or evaluating a textbook include authentic contents, communication in opportunities, conscious and subconscious learning, left and right-brain activities, corpus material, contextual realization, pedagogical realization, physical appearance, and sequence of activities. The previous studies also reveal that providing suitable materials can improve the cognitive development of the learners to be critical thinkers. Consequently, developing, evaluating, or adapting a textbook material is a crucial component of any curricula which should be based on sound and systematic techniques.

## Statement of the problem

As the human communities are altering frequently altering their requirements and goals are changing continuously, either. On the other hand, in some countries like Iran that the whole educational curriculum is prescribed, and the main mainly general policies of the educational system of schools are determined and controlled by the higher organizations, including the Ministry of Education, so contents of the textbook, as the most crucial components of the curriculum, plays an important role in learning and teaching process. In fact, according to Educational Product Information Exchange (1976), approximately Two -wo-thirds of the time of the classroom is dedicated to the written materials, especially textbooks. Therefore, developing efficient textbook is one of the crucial duties of the Ministry of Education of every country that should be followed by comprehensive, valid, and reliable methods to fulfill fulfil the needs of students as well as the needs of society. To do so, the present study is to develop a new material for the 10th grade considering Tomlinson's Text-driven Approach as well as William Rummy's technique. Having developed a new material for Iranian Senior High Schools, the following step of the present research is to study the improvement of learners' language proficiency as well as teachers' perspective toward the newly developed English textbook.

## Significance of the study

This study is to scientifically reveal the students' involvement index of each section of the newly developed English textbook that can provide a crystal clear road map for teachers to design more efficient lesson plans by modifying the texts, images, and questions through using other materials or teacher-made questions to increase the extent of involvement of students with the textbook generally. Moreover, the results of this study can assist educational managers, programmers, and deciders to augment their perspectives toward higher levels of learning. The results of this study can help to compare and find out if the contents of the current English

textbooks meet the general goals and specified behavioral objectives of the educational system correctly as they are predetermined or not. Finally, since the contents of the textbook play a twice vital role in the Iranian top-down predetermined curriculum, the eventual output of this study can provide a supportive opportunity for high school students to increase the students' involvement index in different sections of the textbook, including texts, questions, and images as much as possible in order to keep up with the developments of the field.

## Research Questions

Attempting to solve some of existing problems of English learners, teachers, and materials, the present study considers the questions as follows:

To what extent does the newly developed English textbook engage the students in text, questions, and images actively based on William Rummy's Technique?

Does the newly developed English textbook have a  significant effect on developing students' language proficiency?

What are English teachers' perceptions toward newly developed English textbook?

## Review of Literature

William Rummy (1969) is a quantitative technique for content analysis which determines the extent to which students are involved in the contents, problems, images, and questions of a textbook. In other words  other word, this technique investigates if the intended book actively engage students in learning and teaching process.  This technique divides the included contents into active, inactive, and neutral categories. In active categories, students involve learning activities, and conversely, in inactive categories, students do not involve any learning activities, and neutral categories do not play any important role in calculating the involvement rate of the learners with included text, questions, and the images. Moreover, evaluating the existent textbooks, numerous studies have been done based on William Rummy's technique to clarify the actively involvement index of learners in the textbooks' contents in various fields like mathematics, science, English and etc.

Mizbani, M & Chalak A. (2017) evaluated the involvement index of  Iranian high school students in contents, images, and questions of mathematics textbooks to clarify the level of students' actively engagement quantitatively. The results of this study showed that the contents, images, and questions of this textbook respectively equal 0.87, 1.47, and 1.5. Thus, there is a balanced harmony among contents, questions, and images of the book to actively engage the learners.

Shahmuhammadi, M. (2016) also analyzed one of the textbooks of elementary school called Profession and Technology. The results of this study show that involvement index of contents, questions, and images of this book equals 1.35, 1.05, and 1.75, respectively. Thus, it can be concluded that learners are more actively engaged in the images rather than the contents and the questions.

Rezvani, R. (2012) analyzed the English Textbook of the Iran Language Institute in order to specify the students' involvement index of the teaching- learning Process based on William Rummy's technique. The results of this study revealed that only the text, questions, and activities given in the textbook encourage students' involvement in the teaching and learning process.

## William Rummy's Technique

William Rummy is a quantitative technique for content analysis which determines the extent to which students are involved in the contents, problems, images, and questions of a textbook. In other word, this technique investigates if the intended book actively engage students with learning and teaching process.  This technique divides the included contents into active, inactive,

and neutral categories. In active categories, students involve learning activities and conversely, in inactive categories, students do not involve any learning activities and neutral categories do not play any important role in calculating the involvement rate of the learners with included text, questions, and the images (cited in Fathi, 2016):

## Evaluation of Text of the Book

Using of William Rummy's technique requires to define clearly the unit of analysis that is the smallest part of any content contents, which typically is considered as a sentence. These units can include all intended contents or randomly selected ones. Having selected the units of the content, the following factors are to be categorized accurately to separate active, inactive, and neutral categories of the book in a quantitative manner.

Expression of the truth as a simple sentences, assumptions, or observations

Expression of results, general principles, or generalizations

Definitions of terms

Questions that are mentioned in the text and their answers are given immediately by the author

Questions that require students to analyze the assumptions given to them to answer the questions

Activities that ask the students to express the result they achieve

Activities that ask the students to do an experiment and analyze the result or to solve the issues

Questions that are presented to attract the students' attention, are not answered immediately by the author

The students are asked to notice pictures or stages of an experiment. In general, any sentences that do not fall into any above categories are included in this category.

Questions about the meaning

Of the ten above categories, "a," "b," "c," and "d" are classified as inactive categories. "e," "f," "g," and "h" are considered as active categories and the last two one including "i," and "j" are classified as neutral categories that do not play any important role in students involvement index rate:

$$\text{Involvement index for text} = \frac{\text{Active sentences}}{\text{Inactive sentences}}$$

## Evaluation of Questions of the Book

Exactly like the text evaluation, William Rummy's technique has defined a few number of factors based on which the entire included questions of the intended textbook can be classified into different categories.

Questions that can be answered directly in the book

Questions whose answers are  is related to quoting the definitions

Questions that students should answer by what they have learned in the new lesson to conclude new results

Questions that ask students to solve a particular problem

Among the above-mentioned kind of questions, "a" and "b" categories are considered as inactive questions, and c and d are active ones.

$$\text{Involvement index for questions} = \frac{\text{Active questions}}{\text{Inactive questions}}$$

**Evaluation of Images of the Book**

The whole included pictures of the textbook ought to be classified in one of the following categories in order to calculate to what extent students engage with the learning process through these pictures.

Pictures that merely describe a specific issue

Pictures that ask students to carry out an experiment or activity using given data

Pictures that explain the strategies of doing an activity

Pictures that are included in none of the above categorie.

Among four above-mentioned categories, while "c" and "d" categories are considered as neutral ones, "a "and "b" categories are inactive and active, respectively  respectably.

$$\text{Involvement index for images} = \frac{\text{Active images}}{\text{Inactive images}}$$

**Tomlinson's Text-driven Approach (TDA)**

The Text-driven Approach to materials design effectively reverses a long-standing method based on *teaching points*. Allwright (2005), a strong critic of teaching toward teaching points, defines them as "bits of the target language" that a teacher should cover in a lesson and that students should learn in a lesson (p. 9). Such a pedagogical approach suggests that teacher/s designers are able to dictate learning. The classroom experience, however, indicates that students and teachers may often have very "different agendas" (Nunan, 1995, p. 140). As Nunan (1995) puts it, "While the teacher is busily teaching one thing, the learner is very often focusing on something else" (p. 135). Crabbe (2007) shifts the focus of instruction from teaching points to learning opportunities. He defines the term *learning opportunity* as "a specific cognitive, or metacognitive activity that a learner can engage in that is likely to lead to learning" (2007, p. 118).

In keeping with a focus on learning opportunities, Tomlinson (2013a) presents the *text-driven* approach to materials design, an approach which requires, first, the selection of relevant and stimulating texts and, second, the specification of teaching points around the chosen texts. In other words, the approach calls for texts to determine teaching points, not for teaching points to determine texts. With a "library of potentially engaging texts" on hand (Tomlinson, 2013a, p. 100), the teacher/materials designer can choose texts which (a) fit learners' needs and interests and (b) aid in the teaching of content appropriate for learners. This focus on relevant and stimulating texts suggests that the text itself, by engaging learners in a topic of interest, may lead learners to take advantage of the learning opportunities provided through teaching points and/or to create their own learning opportunities.

As indicated above, the starting point for developing text-driven materials consists of the finding or developing of texts that will lead to student engagement, with *engagement* being defined as "a willing investment of energy and attention in experiencing the text in such a way as to achieve interaction between the text and the senses, feelings, views, and intuitions of the reader/listener" (Tomlinson, 2013, p. 100). To determine whether or not a found or created text is relevant for use in the classroom, Tomlinson (2013) asks several questions, among which are the following:

• Are the target learners likely to be able to connect the text to their lives?

• Are the target learners likely to be able to connect the text to their knowledge of the world?

• Is the text likely to stimulate divergent personal responses from the target learners?

• Is the text likely to contribute to the personal development of the learners? (p. 101).

If the answer to these questions (and others) is YES, the text is suitable. The materials designer's job, however, is far from over. The materials designer needs, for example, *readiness activities*—that is, activities which attempt to lead learners to make important connections between their own lives and their own experiences on the one hand and the forthcoming text on the other (Tomlinson, 2013). Also needed are *intake response activities*—that is, activities which allow learners "to share with others what the text means to them" (Tomlinson, 2013a, p. 104). And the design process necessarily entails *development activities* intended to provide learners with the opportunity to use language in original ways in order to build on the meanings they have obtained from the text (Tomlinson, 2013).

## Method

This study is descriptive and mixed method research. Since there is no assumption about the distribution of variables  variable through the intended textbooks, researcher is confined to working with non-parametric statistics appropriate to nominal levels of data. Thus, the quantitative aspect considering the weight, frequencies, and percentages of the variables and the output of the SPSS software reveal the distributions of the codes.

The qualitative aspect of the study regarding the total contents of the intended textbooks is analyzed and interpreted through the defined formula involvement index of texts, images, and questions based on William Rummy's Technique. Furthermore, the researcher also interviewed a few English teachers who had more than 10 years of experience in teaching English  Course course in Iranian senior high schools to interpret their orientation toward the English learning process taking place in Iranian senior high schools, comparing students' learning process in terms of the newly developed one.

## Participants
### Corpus

The entire contents of the newly developed textbook are also analyzed based on William Rummy's technique to measure the actively involvement index of students.

### Students

Attempting to answer the other question of the study, during the 2019-2020 academic year, a sample of 30 high school students as the representatives of the whole population of Iranian senior high school students were randomly selected based on accessible population and being taught through the newly developed English textbook versus another 30 high school students as control group being taught through the current vision series English textbooks by the same teachers. The participants' gender was both male and female. It is also worth to mention that the both groups were homogenized via a PET test to observe and control the likely external variables as much as possible and then given a pre and post-test posttest to study the existing significant differences if any.

### Teachers

The other group of participants of the present study includes 30 English teachers who had more than 10 years of experience in teaching English course in Iranian senior high schools to interpret their orientation toward English learning process taking place in Iranian senior high schools and students' learning process. The perception of these teachers is analyzed via a textbook evaluation questionnaire (Mielkey, 2005), among whom 5 teachers  were randomly selected based on accessible population to take part in a semi- structured structure interview to enrich the gained data on the newly developed textbook.

**Instrumentation**
**William Rummy's Technique**
    William Rummy is a quantitative technique for Content Analysis which determines the extent to which students are involved in the contents, problems, images, and questions of a textbook. In other words, this technique investigates if the intended book actively engages students in learning and teaching process.  This technique divides the included contents into active, inactive, and neutral categories. In active categories, students involve learning activities and conversely, in inactive categories, students do not involve any learning activities and neutral categories do not play any important roles in calculating the involvement rate of the learners with included text, questions, and the images (cited in Fathi, 2016).

**Involvement index for text**
    Using William Rummy's technique requires to clearly define the unit of analysis as the smallest part of any contents (which typically is considered a sentence). These units can include all intended contents or randomly selected ones. Having selected the units of the contents, the following factors are categorized accurately to separate active, inactive, and neutral categories of the book in a quantitative manner.
    a. Expression of the truth as a simple sentences, assumptions, or observations
    b. Expression of results, general principles, or generalizations
    c. Definitions of terms
    d. Questions mentioned in the text and their answers are given immediately by the author
    e. Questions that require students to analyze the assumptions given to them to answer the questions
    f. Activities that ask the students to express the result they achieve
    g. Activities that ask the students to do an experiment and analyze the result or to solve the issues
    h. Questions presented to attract the students' attention, not answered immediately by the author
    i. The students are asked to notice pictures or stages of an experiment. In general, any sentences that do not fall into any above categories are included in this category.
    j. Questions about the meaning
    Of the ten above categories, "a," "b," "c," and "d" are classified as inactive categories. "e," "f," "g," and "h" are considered as active categories and the last two one including "i" and "j" are classified as neutral categories that do not play any important roles in students involvement index rate.

**Involvement index for questions**
    Exactly like the text evaluation, William Rummy's technique has defined a few number of factors based on which the entire included questions of the intended textbook are classified into different categories:
    a. Questions that can be answered directly in the book
    b. Questions whose answers are related to quoting the definitions
    c. Questions that students should answer them based on what they have learned in the new lesson to conclude new results
    d. Questions that ask students to solve a particular problem
    Among above-mentioned kind of questions, "a" and "b" categories are considered as inactive questions, and "c" and "d" are active ones.

## Involvement index for images

The whole included pictures of the textbook are classified in one of the following categories in order to calculate to what extent students are engaged in the learning process through these pictures.

a. Pictures that merely describe a specific issue
b. Pictures that ask students to carry out an experiment or activity using given data
c. Pictures that explain the strategies of doing an activity
d. Pictures included in none of above categories

Among four above-mentioned categories, while "c" and "d" categories are considered as neutral ones, "a "and "b" categories are inactive and active, respectively.

## Text-driven Approach

Text-driven is considered as a material development approach based on which the whole included texts are opted by potentially engaging ones rather than by pre-selecting instructing points. Tomlinson believes that applying texts which increase increases learners' affective engagement and  stimulate stimulates them to laugh, cry, disturb or exhilarate as well as texts that increase the learners' cognitive engagement through problem- solving, thinking, evaluating ideas and so on, are able to occupy learners' whole brain to respond the teaching process more actively (Tomlinson, 2015).

According to Tomlinson (2013a), the text-driven approach to material design initially selects the relevant and stimulating texts and then specifies the teaching points included in the selected texts. In other words, these are the stimulating texts that determine the teaching points, not the teaching points that  specify the texts. Applying this approach, material designers make an effort to select the texts which fulfil the learners' needs and interests in order to lead the learners to take advantage of the learning opportunities via stimulating contents. To achieve this goal, Tomlinson (ibid) asks several questions as follows:

Are the target learners likely to be able to connect the text to their lives?
Are the target learners likely to be able to connect the text to their knowledge of the world?
Is the text likely to stimulate divergent personal responses from the target learners?
Is the text likely to contribute to the personal development of the learners

Therefore, the present study attempts to develop new material for Iranian senior high school students by considering text-driven approach to engage the students  effectively affectively as well as cognitively in the  learning process.

## PET (Preliminary English Test)

To assure the homogeneity of the learners, before the beginning of the classes, a Preliminary English Test (PET) was administered among the 60 students. The PET exam tested all four skills: listening, reading, writing, and speaking.

It should be mentioned that, the reading section is divided into 5 parts with a total of 35 questions, and also, the listening section is divided into 3 parts with a total of 7 questions. However, as the English course in the Iranian junior high school curriculum focuses on reading comprehension and somehow on the listening skills of the students, the writing and speaking skills of the test were omitted.

## Parallel Researcher Made Pre-Test and Post-Test

Since the researcher evaluates the effectiveness of her developed material, she needs to run two groups of senior high school students, one as the experimental group who were instructed to apply  applying the newly developed material and the other one, control group who were being

taught the current materials. Furthermore, as she aims at finding the possible differences in the effectiveness of the treatment, i.e., the newly developed material, administration of parallel researcher-made pre-test and post-test seems mandatory. The advantage of a researcher-made test is that it matches more closely the content that is covered in the classroom or in the research study. Therefore, tests are prepared in accordance with the contents of the current English textbooks and newly developed one to be performed as a pre-test and post-test between the experimental and control group. Two sets of the tests comprise the main defined educational behavior within official documents of the Ministry of Education, including language components (grammar, vocabulary, pronunciation) and skills (reading comprehension, writing, listening, and speaking).  Thus, the researcher-made test is given to two experts to evaluate the items regarding content validity for intermediate students. Then, the test is piloted on 30 intermediate students to check the factors like the item difficulty and the assigned time. Following these procedures, the researcher administered the revised pre-test and later post-test among the 60 senior high school students.

## Textbook Evaluation Questionnaire

The textbook evaluation questionnaire applied in this study (Mielkey, 2005) is based on the aims and achievements, skills, language type, activities, and technical considerations utilized by several researchers to evaluate textbooks. The questionnaire includes 24 items with 5 Likert-scale levels  level beginning with (excellent-4) and ending (totally lacking-0). It also includes four subcategories of content (5 items), vocab/grammar (5 items), exercise and activities (7 items), and context (7 items).

## Semi-interview

The semi-structured interview is held among five experienced teachers randomly selected among the same 30 teachers who checked the textbook evaluation questionnaire to enrich the gained quantitative data and also to elaborate more on the effectiveness of the newly developed English textbook as the main outcome of the present study. The pre-prepared questions of the interview consist:

1. What is expected from a senior high school students to be proficient in terms of language proficiency?

2. What is missing in senior high school students which may hinder their language comprehension or production?

3. What are your preferred learning styles and teaching techniques to eliminate or lessen your deficiencies?

4. How do you express the nature of your needs in different skills or sub-skills?

5. As a senior high school teacher, what do you require to concentrate more to enable them to achieve more success in their learning trend?

6. If you were going to evaluate the newly developed English textbook generally, what would you say?

Thus, the qualitative part of the study, which refers to teachers' opinions about students' domains of learning, is implemented through an open-ended interview to be interpreted and analyzed so as to deeply investigate the responses of the research questions. By the way, all the semi-structured interview sessions are  is recorded with the interviewees' permission. It is done for further use to be coded and analyzed for the qualitative purposes.

## Results Results and Discussion

The present study is to develop a new English textbook for the 10th graders based on Tomlinson's Text-driven Approach (2013a) in order to actively engage the students in   the

learning process as much as possible, increasing the efficiency of the current prescribed curriculum.

### Analysis of Research Question 1

Attempting to calculate the Involvement Factor of the contained text of the newly developed textbook, the whole texts are codified based on the defined categories and the active and inactive texts are clearly distinguished so as to achieve the extent of involvement of the learners in the text:

**Table 1**

*Content Analysis (text) of Newly Developed Student's Textbook and Workbook based on William Rummy's Technique*

| Newly Developed Student's Textbook | Lesson1 | Lesson2 | Lesson3 | Total |
|---|---|---|---|---|
| a (inactive) | 76 | 64 | 68 | 208 |
| b (active) | 43 | 51 | 47 | 141 |
| **Involvement Factor = b/a= 208/141 = 0.67** | | | | |
| Newly Developed Workbook | Lesson1 | Lesson2 | Lesson3 | Total |
| a (inactive) | 46 | 52 | 44 | 142 |
| b ( active) | 37 | 29 | 33 | 99 |
| **Involvement Factor = b/a = 99/142 = 0.69** | | | | |

Results demonstrate that the involvement factor of the text contained within the newly developed textbook equals 0.67, which is considered properly active however the involvement factor of the newly developed workbook is higher (0.69), and it seems to be able to be actively involved the learners in such a text suitably.

Following William Rummy's Technique to accomplish the considered research question related to the extent of involvement factor of the images of the newly developed textbook in addition to its workbook, the whole images of every single lesson are codified and then shown in the table below:

**Table 2**

*Content Analysis (image) of Newly Developed Student's Textbook and Workbook based on William Rummy's Technique*

| Newly Developed Student's Textbook | Lesson1 | Lesson2 | Lesson3 | Total |
|---|---|---|---|---|
| a (inactive) | 11 | 14 | 13 | 38 |
| b (active) | 11 | 9 | 10 | 30 |
| **Involvement Factor = b/a= 30/38 = 0.78** | | | | |
| Newly Developed Workbook | Lesson1 | Lesson2 | Lesson3 | Total |
| a (inactive) | 9 | 11 | 7 | 27 |
| b ( active) | 6 | 8 | 5 | 19 |
| **Involvement Factor = b/a = 19/27 = 0.70** | | | | |

Regarding the achieved results of quantitatively figuring active and inactive images contained within the newly developed textbook and workbook, apparently, 0.78 of the existing images

actively involve the learners, which is good, and the images of the workbook are assumed to actively involve (0.70) the learners properly, either.

Having studied the involvement factor of text as well as images of the newly developed textbooks, involvement factor of the newly developed textbook and its workbook in terms of required questions and activities are elaborated as follows:

**Table 3**
*Content Analysis (questions) of Newly Developed Student's Textbook and Workbook based on William Rummy's Technique*

| Newly Developed Student's Textbook | Lesson1 | Lesson2 | Lesson3 | Total |
|---|---|---|---|---|
| a (inactive) | 8 | 10 | 13 | 31 |
| b (active) | 9 | 9 | 8 | 26 |
| **Involvement Factor = b/a= 26/31 = 0.83** | | | | |
| **Newly Developed Workbook** | Lesson1 | Lesson2 | Lesson3 | Total |
| a (inactive) | 18 | 21 | 17 | 56 |
| b ( active) | 16 | 18 | 14 | 48 |
| **Involvement Factor = b/a = 48/56 = 0.85** | | | | |

As the table above reveals, the extent of involvement factor of the questions contained within the newly developed textbook equals 0.85, which implies the required exercises and questions actively involve the learners. Furthermore, the exercises of the workbook consist of highly active questions (0.85), which are able to actively involve the students to challenge their foreign language skills in higher levels of thinking.

**Analysis of Research Question 2**

Considering research question 2, ". Does the newly developed textbook have significant effect on developing students' language proficiency?" a parallel researcher made pre-test and post-test proficiency test is developed to evaluate the effectiveness of the newly developed materials. To do so, two groups of senior high school students are run, one as the experimental group instructed through the newly developed textbook and the other one control group being taught through the current materials. As the researcher aims at finding the possible differences in the effectiveness of the treatment, i.e., the newly developed material, administration of parallel researcher-made pre-test and post-test seems mandatory. Therefore, tests are prepared in accordance with the contents of the current English textbook, and the newly developed one to be performed as a pre-test and post-test between the experimental and control group. Two sets of the tests comprises the main defined educational behavior within official documents of the Ministry of Education, including language components (grammar, vocabulary, pronunciation) and skills (reading comprehension, writing, listening, and speaking). Thus, the researcher-made test is given to two experts to evaluate the items regarding content validity for intermediate students. Then, the test is piloted on 30 intermediate students to check the factors like the item difficulty and the assigned time. Since the study is designed based on a semi-experimental research method, an experimental group (30 students) and a control group (27 students) were randomly selected through an accessible population during the 2019-2020 academic year as research sample. After teaching the both experimental and control groups by the same teacher within 25 sessions (45 min per session) through different English textbooks (newly developed English textbook to the experimental group and Vision1 to the control group), both groups took a researcher-made test that contained 20 close-ended items including the proficiency factors such as reading, writing, listening, vocabulary, grammar, and pronunciation. Moreover, the content validity of the test is verified by

4 experienced English teachers teacher, and also reliability coefficient of the test is calculated via Cronbach's alpha Homogeneity method (0.79). Various descriptive statistics like mean, standard deviation, frequency distribution table, and also t-test as well as Kolmogorov Smirnov as inferential statistical methods are applied via SPSS.

The table below reveals the descriptive data of student's English language proficiency variable in the experimental group (being taught through the newly developed English textbook) and control group (being taught through the current English textbook). According to the attained data, the mean of the experimental group equals 16.46 and the standard is deviation 1.99, whereas the mean of the control group is 13.85, and the related standard deviation is 1.7.

**Table 4**
*Descriptive indicators of research variables in experimental and control groups*

|  | group | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Test | experimental | 30 | 16.4667 | 1.99540 | .36431 |
|  | control | 27 | 13.8519 | 1.70302 | .32775 |

Furthermore, table 4, including the results of the independent t-test, demonstrates the existing difference between the English language proficiency variable of the experimental and control group. Applying Leven's Test, the homogeneity variance within the groups is studied, and the results show shows that Leven's test is not significant (F= .860, p = .058). Thus, the condition of the variance homogeneity within the groups is met, and the independent t-test can be used observing the homogeneity. Following the gained table, the significance level of the t- test is lower that (p 0.5), it is significant. In other words, there is significant difference between the English language proficiency of the experimental and control group, and the mean of the former is calculated more the latter. Therefore, it can be claimed that students taught English language through the newly developed textbook are more proficient than the that the students taught this language through the current vision series textbooks.

**Table 5**
*Independent t- test results comparing experimental and control group scores*

|  |  | Levene's Test for Equality of Variances | | | | |
|---|---|---|---|---|---|---|
|  |  | F | Sig. | T | df | Sig. (2-tailed) |
| Test | Equal variances assumed | .860 | .358 | 5.291 | 55 | .000 |

**Analysis of Research Question 3**

In pursuit of finding out the next research question, "What are English teachers' perceptions toward the newly developed English textbook?" 30 teachers randomly selected through accessible population during the 2019-2020 academic year answered a textbook evaluation questionnaire (Mikley, 2005), including a five-point Likert-scale. Then, a semi-structured interview was held among five experienced teachers randomly selected among the same ones to enrich the gained quantitative data and also to elaborate more on the effectiveness of the newly developed English textbooks as the main outcome of the present study. The pre-prepared questions of the interview consist of:

1. What is expected from a senior high school students to be proficient in terms of language proficiency?

2. What is missing in senior high school students which may hinder their language comprehension or production?

3. What are your preferred learning styles and teaching techniques to eliminate or lessen your deficiencies?

4. How do you express the nature of your needs in different skills or sub-skills?

5. As a senior high school teacher, what do you require to concentrate more to enable them to achieve more success in their learning trend?

6. If you were going to evaluate the newly developed English textbook generally, what would you say?

Thus, the qualitative part of the study, which refers to teachers' openions opinion about students' domains of learning, will be implemented through an open-ended interview to be interpreted and analyzed so as to deeply investigate the responses of the research questions. By the way, all the semi-structured interview sessions is recorded with the interviewees' permission. It is done for further use to be coded and analyzed for the qualitative purposes.

Research question 3 dealt with the teachers' evaluation based on the newly developed English textbook for the senior high school students, called *So Can I.* As it was discussed before, Mikley's (2005) course book evaluation questionnaire was distributed among the 30 teachers to estimate the evaluation of the newly developed English textbook for senior high school students. The questionnaire includes 24 items with 5 Likert-scale level beginning with (excellent-4) and ending (totally lacking-0). It also includes four subcategories of content (5 items), vocab/grammar (5 items), exercise and activities (7 items), and context (7 items).

**Table 6**

*Teachers' Evaluation of Newly Developed English Textbook*

| Category | Subcategory | Mean | Total Mean |
|---|---|---|---|
| Textbook | Content | 3.29 | |
| | Vocabulary &Grammar | 1.60 | 2.50 |
| | Exercises & Activities | 2.31 | |
| | Attractiveness of the Text & Physical Make-up | 2.83 | |
| Teacher's Manual | General Features | - | |
| | Background Information | - | |
| | Methological Guidance | - | |
| | Supplementary Exercises & Materials | - | |
| Context | Appropriateness for Curriculum | 3.10 | |
| | Students | 2.3 | 2.65 |
| | Teachers | 2.55 | |
| Total Mean | | 2.575 | |

According to table 6, the total mean of teachers' responses was 3.575, which came almost halfway between 2 (Adequate) and 3 (Good), which indicates teachers did show much interest and satisfaction about the newly developed English textbook. To enable the researcher with stronger responses, she decided to administer the semi-structured with 5 teachers, i.e., 10 of them, about the newly developed English textbook who have been teaching English more than 5 years of experience in Iranian senior high schools.

**Interview Question 1: If you were going to evaluate this English textbook generally, what would you say?**

"I think the book could enjoy the real pictures of people more. I'm not very happy with the pictures. In addition, the presentation of grammar and vocabulary is very satisfactory since it allows the students to discover the structural points themselves."

"The book doesn't contain a teacher's manual. I think such a book can be of great help to the teachers regarding harmonious teaching methodology, and techniques for activating learners' background knowledge. Instead, this textbook is ended with audio scripts and answer keys which could satisfy the learners to be less active!! in-class time, but could not make the teachers happy."

"This course book could make more benefits by offering a workbook, by which I mean more exercises could be provided for the learners to practice the language more, while they are away."

"Though it's good to be familiar with the international procedures and items, presenting some of these topics may sound offensive to some."

**Table7**
*Results from the Semi-Interview Question with Teachers*

|  | Total number of participants | Lack or Shortage of | | | |
|---|---|---|---|---|---|
|  |  | Teacher's Manual | Workbook | Real Pictures | Localization |
| Number of Participants | 10 | **10** | **10** | 9 | 9 |
| Percentage of Participants | 100% | **100%** | **100%** | 90% | 90% |

As Table 7 suggests, (nearly) all the teachers agreed lack or shortage of teacher's manuals, workbook, real pictures as well as localization were among the weakest aspect of the book, resulting in their dissatisfaction with the textbook.

**Discussion**

Studying the Involvement Index of texts, images, and questions of the newly developed English textbook, results demonstrate that the involvement factor of the text contained within the newly developed textbook equals 0.67, which is considered properly active however the involvement factor of the newly developed workbook1 is higher (0.69), and it seems to be able to actively involve the learners in such a text suitably. According to William Rummy's Technique, in order to activate the involvement index of the learners within the textbook, the smallest units requires the students to analyze the assumptions given to them to answer the questions, provide activities that ask the students to express the result they achieve and also activities that ask the students to do an experiment and analyze the result or to solve the issues and finally ask questions that are presented to attract the students' attention, not answered immediately by the author.

Furthermore, findings reveal the extent of involvement factor of the questions contained within the newly developed textbook equals 0.85, which implies the required exercises and questions actively involve the learners. Furthermore, the exercises of the workbook consist of highly active questions (0.85), which are able to actively involve the students to challenge their foreign language skills in higher levels of thinking. According to William Rummy's Technique, questions which students should answer based on what they have learned in the new lesson to conclude new results and also questions that ask students to solve a particular problem are potential to activate the involvement of the learners. Eventually, regarding the achieved results of quantitatively figuring active and inactive images contained within the newly developed textbook and workbook, apparently, 0.78 of the existing images actively involve the learners which is good. Also, the images of the workbook are assumed to actively involve (0.70) the learners properly, either. Accordingly, pictures that ask students to carry out an experiment or activity using given data are able to actively involve the learners rather than pictures that merely describe a specific issue, pictures that explain the strategies of doing an activity or pictures that are included in none of above categories. In general, texts and questions which expose the learners to reflect using different techniques like completing the text, finding a solution, presenting some suggestions, and so on, can lead the learners toward more active involvement in the textbook. In terms of images, it can be asserted that images of the considered textbook stimulate the curiosity and creativity of the learners.

Overall, the involvement index is appropriately enough to actively engage the learners in the newly developed English textbook. That is the texts, questions, and images within the textbook are suitably developed to engage the students actively.

Moreover, comparing the English language proficiency of students being taught via the newly developed textbook versus the students being taught through the current Vision series, findings reveal that the mean of the experimental group equals 16.46 and standard deviation is1.99 whereas the mean of the control group equals 13.85 and the related standard deviation is 1.7. That is, the results of the independent t-test demonstrates that there exists a significant difference between the English language proficiency variable of the experimental and control group. Applying the Leven's Test the homogeneity variance within the groups, the results show that Leven's test is not significant (F= .860, p = .058). Thus, the condition of the variance homogeneity within the groups is met and the independent t-test can be used observing the homogeneity. Following the gained table, the significance level of the t- test is lower that p 0.5. In other words, there is a significant difference between the English language proficiency of the experimental and control group as the mean of the former more than the latter. Therefore, it can be claimed that students being taught English language through the newly developed textbook are more proficient that the students being taught through the current vision series textbooks. . The reliability and validity of the material could be guaranteed as they were made based on the learners' needs and the documents available on the Iranian senior high school. According to different multiple types of the tasks required by TDA, including development and input response activities, learners were required to create real life context dialogues, role play and act out the created as well as make presentations to let them ready and gain sufficient confidence in communicating, responding and participating in English conversations among the classmates.

Furthermore, this study explored the Iranian senior high school teachers' perception toward the newly-developed English textbook through questionnaire developed by Miekley (2005). According to the gained statistical results, the frequencies and percentages for the teachers' perceptions towards the content, vocabulary and grammar, exercises and activities and context of the newly-developed English textbook, can be concluded that majority of the teachers believed that the content (45%), vocabulary and grammar (53%), exercises (43.3%) and context (51.6%) of the new English textbook were excellent. The results also indicated that content (34%),

vocabulary and grammar (26%), exercises and activities (37.1%) and context (25.7%) of the new English textbook were rated as good; moreover, the residuals were higher than t/-1.96, that is to say, the teachers' perceptions towards different aspects of the newly-developed English textbook were unanimous. On the other hand, in order to support the qualitative data in this study, the researcher conducted a semi-structured interview with 5 English teachers in Iranian senior high schools (selected randomly) to collect data on their perception toward the process of teaching while using the newly-developed English textbook. The interpreted conclusions of the interview can be discussed in this manner: although the course and material development, like teaching, is a complex multidimensional process, all teachers are potential materials developers. Such a process requires the careful fulfillment of a well-informed framework of components, which will eventually let both teachers and students to make remarkable progress.

## Conclusion

Attempting to find out the mere impact of Tomlinson's Text-driven Approach a new English textbook and also to consider the higher order of thinking of Bloom's taxonomy, the researcher developed an English textbook for the students in Iranian senior high schools. Having developed the new textbook, the researcher decided to check the students reading comprehension and listening proficiencies as the most considerable skills in Iranian High Schools. So, she prepared a pre-test based on currently used materials (Vision Series) courses. The test was in the form of a teacher-made test with a total number of 20 items included in it. The content of the test was prepared from the currently available textbook. The pre-test was administered at the beginning for both experimental and control groups. The result was registered within the format of the time-one process to be statistically analyzed. The newly-prepared textbook was taught within 16 weeks of an academic year, three hours for each week. In order to show the comparison of the reading comprehension enhancement and listening Proficiency of the students after teaching the newly-prepared English textbook, the researcher decided to prepare a post-test based on the newly-taught textbook. The test was administered at time-two period among 30 participants within two groups of experimental and control. Based on statistical analysis of the results indicated that the experimental group outperformed the control group in the post-test, thus the newly-prepared textbook causes the students' listening and reading proficiency enhancement.

The other aim of the research was to find out the Iranian English teachers' perception toward the newly-developed English textbook. In doing so, she chose 10 English instructors. The newly-prepared textbook was given to teachers and at the same time asked them to fill out the questionnaire developed by Miekley (2005). The statistical results indicated that majority of the teachers believed that the content (42%), vocabulary and grammar (56%), exercises and activities (44.3%), and context (48.6%) of the newly-prepared textbook were excellent. In order to support the qualitative data and fulfill the triangulation in this study, the researcher conducted a semi-structured interview with 5 field instructors of EFL teachers to collect data on their perception toward the process of teaching while using the newly-developed textbook.As a result, it ought to be acknowledged that developing a textbook is a multidimensional task during which the entire effective factors are to be carefully considered so that the provided material plays an active role in teaching and learning flow. In other words, developing an English textbook for non-native learners is not just to do with improving student's grammar, and vocabulary, but it is to stay abreast of the newly useful findings so as to evoke teacher as well as student's motivation leading them toward deconstructive thinking. To do so, English textbook developers are required to be fully acquainted with textbook developing criteria and frameworks.

Generally speaking, it seems implementation of Tomlinson's Text-driven Approach, which is to actively engage the affection as well as cognition of the learners in the pedagogic material as

much as possible (i.e. stimulating learners to feel and think) causes to the promotion of affective domain of the newly developed textbook. To achieve affective learning, as Tomlinson (2013a) argues, textbooks ought to boost learners' preferences, enthusiasm, and interests to form a meaningful connection in their mind and real life. Tomlinson and Musahara (2004) acknowledge that too much exposure and strict practices will not help the learners to improve sufficiently but pedagogic authorities ought to provide such an engaging material for the learners that stimulate them to react the learning process as well as possible. Tomlinson (2013a) also discusses that mechanical drills and rote learning strategies such as substitution, repetition and other low level activities do not engage the learners in the learning adequately. Thus, findings reveal that there is a significant difference in the newly developed textbook regarding the consideration of the affective domain in comparison with    the current English textbook. Furthermore, texts and questions which expose the learners to reflect using different techniques like completing the text, finding a solution, presenting some suggestions and so on, can lead the learners toward more active involvement in the textbook. In terms of images, it can be asserted that images of the considered textbook stimulate the curiosity and creativity of the learners. Overall, the involvement index is appropriately enough to actively engage the learners in the newly developed English textbook. That is, the texts, questions and images within the textbook are suitably developed to engage the students actively.

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