



A Critical Analysis of Prospect 3 Based on Nation and Macalister's Four-Strand Framework

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Received: 14-11-2021, Accepted: 18-02-2022

ABSTRACT

Prospect Series are English textbooks published by the Ministry of Education to enable junior high school students in Iran to develop their communicative competence. Using Nation and Macalister's (2010) four-strand framework for textual analysis, this study evaluated different sections of Prospect 3 to measure the degree to which the textbook established balance between activities targeting language-focused learning, meaning-focused input, meaning-focused output, and fluency development. To maximize validity, the sections were rigorously reconsidered several times in light of the four-strand framework and the Teacher's Guide instructions. Analyses of the activities and instructions given to teach sections in the Student Book, as well as in the Review Section and the Workbook demonstrated an approximate balance between the four strands as long as teachers are informed by and act in compliance with the Teacher's Guide. The results revealed that, in line with CLT principles, the majority of tasks in Prospect 3 involved learners with familiar, high-frequency themes in classroom events and demanded them to participate in activities individually, in pairs, and in groups. Many sections fulfilled a multipurpose aim by integrating foci on two or more of the strands simultaneously, hence, developing fluency and output production and allowing students to develop their communicative competence.

KEYWORDS: Fluency development; Four-Strand framework; Language-focused learning; Meaning-focused input; Meaning-focused output; Prospect series

INTRODUCTION

Textbooks are essential elements in most language programs. They serve as the basis for much of the language input learners receive and the language practice that take place in the classroom. Torres and Hutchison (1994) believe that without having a textbook teaching condition is incomplete. According to Mares (2003), textbooks are adapted to provide guidance, assistance, and cohesion to the language teaching and learning process. According to Richards (2001), without textbooks a program may have no path, hence they provide a syllabus and structure. Today, English textbooks are utilized as one of the significant tools for pushing both teachers and learners towards teaching and learning the English language purposes around the globe. Nowadays, there are several varieties of English textbooks published to accomplish the need of teaching and learning process, which are widely used in schools.



In 2013, following the revision policy of school curricula, the Ministry of Education renewed the English textbooks and as a result a new English book series entitled English for schools was published. Following the communicative language teaching (CLT) approach, the new series among other objectives, tries to promote learners' communicative proficiency in English through integration and presents a focus on all the four language skills. This series is a critical turning point from various content and methodological aspects mostly due to a paradigm shift from GTM to communicative approach. The process of English language learning had been static which had very low and ineffective result in communicative language learning. In recent years, Iran like other foreign language countries tries to provide a series of English textbooks for schools that are based on the new approach for language learning /teaching called communicative approach. Prospect 3 is one of the books that is designed based on this new approach which is taught to students in Grade 9 in junior high school. Authors of Prospect 3 argue that this textbook is based on CLT approach and for the first time in this book, teachers can simultaneously train all four communication skills (listening, speaking, reading and writing). So it is important to analyze how well they can improve comprehension, production, accuracy, and fluency in L2 students in Iran. The authors of Prospect 3 (Alavimoghaddam, Foruzandeh, Nikoopour, Sharbiyan & Kheyraadi) claim that the student's age, needs, interests and prior knowledge have been taken into consideration in the design and planning of the course.

LITERATURE REVIEW

Ur (1996) argued that the textbooks have some benefits. First, they offer an unblemished outline which the teacher and the students know where they are going and what is coming next. Second, they attend as a syllabus which consists of a prudently calculated and sensible collection of language content if it is monitored thoroughly. Third, they arrange handy texts and tasks with conceivable levels for most of the class that protects time for the teacher. Forth, they are the economical way of providing learning material for each student. Fifth, they are appropriate sets whose constituents are assured in order. Sixth, they are valuable conductors, particularly for non-prepared teachers who are infrequently unconvinced of their language knowledge. Seventh, they convey autonomy that the learners can practice them to study novel material, assessment, and display development in order to be less teacher-dependent.

As stated by Mukundan (2016), the importance of textbooks may be so essential that they can influence the success or failure of the learners. In the same vein, Sheldon (2015) expressed that textbook evaluation cannot be taken into consideration due to two main reasons. Firstly, the teachers' way in selecting an appropriate textbook is smoothed. Secondly, familiarizing instructors with the textbook, and the assessment make strengths and weaknesses evident. Furthermore, textbook evaluation provides modifications and novelties in teaching and learning contexts. Sheldon (2015) stressed a number of causes for textbooks evaluation maintaining that via textbooks evaluation instructors and practitioners get familiar with organization and content, and understand the strength and weak points of the targeted textbooks. In addition, Aghaei, Danyali and Rajabi (2020) stated that developing English language textbooks based on discourses of needs analysis can not only empower language skills abilities among these learners but also contribute to them to become active citizens. Ostovar Namaghi (cited in, Dabagh & Safaie, 2019) noted that, the importance of such locally-developed textbooks becomes apparent when one considers the fact that in Iranian educational system English teachers have no role to play in choosing their materials based on their target students' needs. For the textbook has been published recently, evaluation becomes essential to ensure that if the new series effect a real improvement over past practice (Nation & Macalister, 2010).



As one of the three fundamental facets of any educational context (the other two being learner and teacher), textbooks have always been viewed as a key element underlying teachers' decision making on what to teach and how to teach it. Nunan (1999) noted that the core constituent of any instructional database and class is a textbook. Textbooks control teachers, students as well as the dynamics of the classroom. Nowadays, in educational practices throughout the world, textbooks play a vital role, since they are considered as the means of conveying the required materials and knowledge between teachers and students. Textbooks play a very crucial role in teaching English as a foreign / second language (EFL/ESL).

Textbook analysis is necessary to characterize and evaluate the quality and performance of textbooks. The educational value of a textbook is crucially important. Textbook evaluation is particularly important to support educational reform, there are many features of textbooks, some which go unknown to the authors, which have a significant impact on their target audience. Such features can have positive or negative impacts on learning. Textbooks are considered as an essential component of any ESL course and thus the selection of the best suitable book for a particular context demands careful investigation and the evaluation of the textbooks is of great importance. In the selection of a textbook, it is important to conduct an evaluation to ensure that whether it is suitable or not. Textbook evaluations can be used as worthwhile means of conducting action research and professional development. It reveals the strength and weakness of a particular textbook for future adaptation by textbook writers, teachers and administrators (Litz, 2005). Cunningsworth (1995) and Ellis (1997) recommended that textbook evaluation supports instructors transfer further than blurred calculations and it supports them to attain convenient, precise, organized, and circumstantial perceptions into the global natural surroundings of textbook material. Textbook evaluation, therefore, can theoretically be a predominantly useful means of accompanying accomplishment research over and above an arrangement of qualified authorization and enhancement.

One of the practical textbook evaluation frameworks was proposed by Nation and Macalister (2010). They maintained that balance should be established between four equal dimensions of meaning-focused input, meaning-focused output, language-focused learning, and fluency development in SLA material. Meaning-focused input and meaning-focused output require to ensure that learners concentrate predominantly on meaning. The three strands of meaning-focused input, meaning-focused output, and fluency development are meaning-focused. They all involve activities where the learners' focus is on communicating and receiving messages.

Several studies have explored the manifestations and functions of different textual aspects of English language presented in ELT textbooks. For instance, Soozandehfar and Sahragard (2014) examined the conversation sections based on the pragmatic dimensions of language functions and speech acts in Top Notch Fundamental textbooks. As such, the conversations from the entire units of the textbooks were selected. The findings showed that the conversations were not pragmatically efficacious and functional. In another study, Inawati (2017) investigated the pragmatic content of nine school textbooks intended for use in Indonesian secondary schools. Specifically, the research examined how greetings were linguistically offered in the textbooks, and whether sufficient metapragmatic data was used to enhance the learning of the greetings. The analysis examined that less different kinds of greetings were presented in the textbook and meta-pragmatic data was restricted. Furthermore, Nasiri and Ahmadi (2016) investigated the efficacy of the textbook "summit 2B" for undergraduate academic learners based on two stances of subject matter. The learners of the study, ten teachers as well as one hundred learners, answered the items on the checklist designed by Doaud and Celce Murcia (1979). Additionally, the teachers were interviewed. The findings of the study showed that the "summit 2B" was efficient for the learners for whom it is taught.



Ahmadi and Derakhshan (2015) investigated Iranian junior high school textbooks "Prospect1" against old version "RPE1". They analyzed one hundred Iranian teachers' perceptions using Razmjoo's (2010) checklist. The results of the research indicated that majority of teachers believe that Prospect1 followed CLT, and listening and speaking skills are paid more attention. In addition, grammar is completely neglected. On the contrary, RPE1 did not follow the CLT approach. In another study, Kia-Ahmadi and Arabmofrad (2015) compared Prospect 1 with the previous Right path to English 2. Their results showed that the activities in the two textbooks mainly cater to two intelligences verbal/linguistic, which was the most main intelligence in both textbooks followed by visual-spatial. Ajideh and Panahi (2016) analysis Prospect and Vision series based on cultural-related content on English textbook in Iran. In their study using Ramirez and Halls' modified version. The result of study showed that the book developer and designer only used first language culture and there are no considerable difference between the textbooks.

Saberirad (2015) investigated willingness to communicate and communication variables in L2 English, impact of Prospect junior high School textbooks. The findings showed that the learner's willingness to communicate in L2 modestly affected by studying the Prospect textbooks. Also, the learner's self-perceived communication competence in L2 was low. The results of regression and matrix correlation also indicated that willingness to communicate and self-perceived communication competence are positively correlated.

Shafayi Arujeh (2015) evaluated Prospect 2. Her aim was evaluating Prospect 2 as an instructional material for the Grade 8 high school students. The evaluation took place based on the six levels of thinking skills: Remembering, Understanding, Applying, analyzing, Evaluating, and Creating. The results revealed that the main focus of Prospect 2 was on lower order thinking skill whereas in comparison higher order thinking skills were totally absent in this course book. Recently, Toriki and Chalak (2020) explored the teachers and students' perceptions toward the English textbooks taught in high schools in Iran. To approach the aims of the study one hundred and fifty male and female learners, and their instructors answered the questionnaire by Karavas- Doukas (1996). The results showed that the major part of the participants argued that the textbooks appropriately showed the principles of the CLT. Moreover, Toolabi (2017) did a study on the speech acts in the English textbooks for Iranian high school and new Interchange series. He used Searle's (1975) model to analyze the data. Results showed that the New Interchange series used various speech acts whereas for high school textbooks it was less speech acts. In addition, Darali (2018) investigated the addition of pragmatic issues, by making a precise analysis of Spectrum series. He found that some of the functions which were often utilized in everyday interaction Similarly, Shahmohammadi (2018) utilized an eclectic checklist adapted from previously used frameworks to evaluate the textbooks Junior high schools in Iran. The findings the study showed that pronunciation and task and activities were the aspects of the textbooks needed to be improved.

Although extensive research has been carried out on textbook evaluation in Iran, one major drawback of previous studies is that they have not particularly specified whether the textbook can provide a balance between these strands or not. To the best of our knowledge, no exclusive study has already been dedicated to the investigation of the current issue. Researcher's evaluated new series from the teachers' and students' point of view, weaknesses and strengths, teachers' attitude, culture point of view, questionnaires' and interview (Ajideh & Panahi, 2016; Jahangard, 2014; Ahmadi & Derakhshan, 2015; Shahmohamadi, 2018). Unfortunately, data related to balance between four strands which mentioned by Nation and Macalister as the important part of curriculum design and also the amount of time should allocated to each of them are relatively scarce in the field of textbook evaluation in Iran. It's not generally seen that researchers have reviewed the new series based on Nation and Macalister four strand framework.



The newly published English textbook entitled Prospect series were written by Alavimoghaddam, Foruzandeh, Nikoopour, Sharbiyan and Kheyraadi (2014, 2015, 2016) for Iranian students. This series is an important turning point from different contents and methodological dimensions mostly due to a paradigm shift from Grammatical Translation Method (GTM) to a communicative approach (Rajabi, 2015). Evaluating newly published textbooks are vital to finding out whether the textbook is suitable for the classroom or not. Therefore, this research analyzed Prospect 3 using Nation and Macalister's (2010) four-strand framework. The following question was addressed to fulfill the purpose of this study:

(1) To what extent does Prospect 3 the English book for Grade 9 establish balance between meaning-focused input, meaning-focused output, language-focused learning, and fluency development offered by Nation and Macalister (2010)?

METHODOLOGY

DESIGN AND CONTEXT OF THE STUDY

A content analysis approach was taken to analyze the selected section in Prospect 3, in which a description of the aims of each section was primarily put forward, followed by an account of relevance to the focus of each section.

INSTRUMENT

This research is based on Nation and Macalister (2010) framework of balance in input, language, output and fluency. Activities in any language course book might be classified into meaning-focused input, meaning-focused output, language-focused learning and fluency development (Nation & Macalister, 2010). In a well-designed course book there should be an even balance between these strands with roughly equal amounts of time given to each strand.

DATA COLLECTION PROCEDURE

Materials used in this research included Prospect 3 and students' workbook designed for junior high school students in Grade 9. Since all units of Prospect 3 and workbook follows the same particular procedure, one lesson of each book was selected for content analysis. The teacher guide was also selected as the main rubric showing the main focus of activities in each section. The teacher guide provided information about the procedure and objectives of teaching. First, topics and activities in lesson 1 both in the main book and workbook as well as the teacher guide were studied. Then, based on the recommended teaching style in the teacher guide and the type of information, activities, and exercises provided, each section was carefully classified into one or more of the strands. The information were ultimately tabulated for easier comparison and study. This research utilized Nation and Macalister's (2010) framework of balance in input, language, output, and fluency.

DATA ANALYSIS PROCEDURE

After selecting the materials of the study, attempt was made to analyze the contents, either written or visual materials, for the purpose of identifying specified characteristics. In content analysis, the researcher followed some stages. The stages started from determining objectives (choose textbooks), define terms (in this study: textual features), specify the unit of analysis (dialogue and list of useful expression), develop a sampling plan, generate coding categories then analyze the data based on the theme and research question. Eventually, the content analysis was carried out and the conclusion was made.



RESULTS

In Prospect 3 activities that are rich in meaning-focused input include conversation, practice 1&2, photo dictionary, language melody, skills practices and answer the following questions in the workbook. The activities that provide grounds for meaning-focused output include practice 1&2, language melody part B, tell your classmate, skills practice, role play. Activities in Review 1 include checking if, language melody, vocabulary, grammar part C. Besides, the sections that want students to write sentences for each paragraph, write some sentences about themselves, their family, and rewrite the text about themselves are activities in the workbook. The activities that can develop language-focused learning include practice 1&2, photo dictionary, language melody part, grammar, skills practice, and grammar part A&B in Review 1. In addition, activities in the workbook include filling the blank, choose the correct form, unscramble the following sentences, match the sentences with a picture, edit following text, yes or no and underline 'to be' verbs. The activities that can lead to improvement in fluency include find it, tell your classmate, skills practices, and role play. Activities in Review 1 include checking if, language melody part B, vocabulary and grammar part A&B. Finally, all activities in the workbook include fluency development except edit the following text, rewrite the text about yourself, and answers the following question. According to the finding, it seemed Prospect 3 provides a balance between all four strands namely, meaning-focused input and output, language-focused learning, and fluency development, with an explicit and appropriate emphasis on fluency in line with the goal of the CLT approach.

STUDENT BOOK, LESSON 1

Lesson 1 of Prospect 3 consists of ten parts, including conversation, practice 1 and 2, photo dictionary, language melody, grammar, find it, and tell your classmates, skill practices, and finally role play. Conversation, the lesson starts with a conversation between two cousins. It is about personality and aims to introduce new vocabulary related to the theme of the lesson and rising awareness towards the structure 'to be'. Practice 1&2 talking about personality, this part focuses on 'to be' structure. Students should listen to some examples and then ask and answer in pairs or groups. In this section, students listen to the CD and teacher input related to the task hence it is categorized as meaning-focused input. In addition, grammar is taught in this task, and because of the deliberate focus on language features, it is categorized as language-focused learning. Finally, students have to take part in speaking practice and answer the questions in "Practice 1 and 2", and therefore it is categorized as meaning-focused output practice. Photo Dictionary, in this section teacher presents new related vocabularies to help students talk about different personalities, expanding their vocabulary repertoire and providing them with some collocations. Based on Nation and Macalister (2010), the "Photo dictionary" task can be categorized as meaning-focused input and language-focused learning. Language melody, this section includes two parts. The first one, students listen to the conversation and pay attention to the intonation hence it is categorized as meaning-focused input.

Also, this section pays attention to intonation and pronunciation, therefore it is language-focused learning. There is a deliberate focus on language features. In part two, students are asked to listen to the sentences and practice. The first part is meaning-focused input and the second part is meaning-focused output practice. In Grammar section, the teacher explains the table and asks students to go through the examples written below the tables. The rest of teaching grammar is done by going through separate sections of the book. Based on Nation and Macalister's (2010) and the directions in the teacher guide, the Grammar task here is language-focused learning. In "Find it" task, the students should find and underline 'to be' verbs in the reading passage. They focus on the taught grammatical structures, it is classified as language-focused learning. Also, because the students have already worked on 'to be' verbs in the previous section and new examples are cited in this section again, which provides opportunities for the learners to repeat the same grammatical structures, it offers fluency development practice. In "Tell your Classmates" task, the students ask the classmates five things about themselves and their family members. Hence, it is categorized



as meaning-focused output. In addition, students try to make the best use of what is already known, and thus it is classified as a fluency development practice. In "Listening, Reading and Writing" task, the teacher plays the CD and asks students to read the questions and answer them after listening to the audio and then plays the audio again and asks students to check their answers. Part A is categorized as meaning-focused input.

Also, because the task providing some opportunities for the students to make the best use of what is already known, it is classified as fluency development. In part B, students listen to the audio and answer the question. This section is also categorized as meaning-focused input and fluency development. In "Reading, Speaking, Listening, and Writing" task, the students read the sentences first hence it is categorized as meaning-focused input. Also, they ask questions and write their classmates' answers in cards, hence, it is classified as meaning-focused output. Moreover, they focus on practical grammar and language functions, so, it is classified as language-focused learning. Finally, because students use familiar material and are provided opportunities for repetition of taught items, it can be categorized as fluency development. Role Play, in this section the teacher asks students to pair up and talk about personality. According to Nation and Macalister (2010), this task is meaning-focused output because students talk about personality (oral output). In addition, it is categorized as fluency development because it provides opportunities for students to put together whatever they have learned in the lesson and plenty of opportunities for fluency practice. "Table 1" summarizes how different sections of lesson one are classified into four strands.

Table 1. Classification of Sections in the Student Book and Relevant Strands

Lesson 1 of the Student Book	
Name of practice	Main strand(s)
Conversation	Meaning-focused input
Practice 1, 2	Meaning-focused input
	Meaning-focused output
	Language-focused learning
Photo dictionary	Meaning-focused input
	Language-focused learning
Language melody	Meaning-focused input
	Language-focused learning
	Meaning-focused input
	Meaning-focused output
Grammar	Language-focused learning
Find it	Language-focused learning
	Fluency development
Tell your classmate	Meaning-focused output
	Fluency development
Listening, reading, writing	Meaning-focused input
	Fluency development
Reading, Speaking, Listening, Writing	Meaning-focused input
	Language-focused learning
	Meaning-focused output
	Fluency development
Role-play	Meaning-focused output
	Fluency development



Review 1, Lesson 1-2

In Prospect 3 after every two lessons, there is a review part. In this section, students review the themes and subjects of the past lessons. There is no guideline in the teacher's guide. Teachers use their knowledge and experience to work on this part of the book. This section includes the parts as follows: Check if, Language Melody, Vocabulary, and Grammar "table 2".

Table 2. Classification of Sections in Review 1 and Relevant Strands

Review 1, lesson 1-2	
Name of practice	Main strand(s)
Check if	Meaning-focused output
Part A&B	Fluency development
Language melody	Meaning-focused output
Part A	Language-focused learning
Part B	Fluency development
	Meaning-focused output
	Fluency development
Vocabulary	Meaning-focused output
Part A&B	Fluency development
Grammar	Language-focused learning
Part A&B	Fluency development
Part C	Meaning-focused output
	Fluency development

Workbook, Lesson 1

The workbook in Prospect 3 has ten sections. There is no guideline in the teacher's guide. Therefore, the judgment was made based on the type of exercise and activities expected.

"Table 3" summarizes how different sections of the workbook are classified into four strands.

Table 3. Classification of Sections in the Workbook and Relevant Strands

Workbook of lesson 1	
Name of practice	Main strand(s)
Fill in the blank	Language-focused learning
	Fluency development
Choose the correct form	Language-focused learning
	Fluency development
Unscramble the sentences	Language-focused learning
	Fluency development
Write a sentence for each paragraph	Meaning-focused output
	Fluency development
Match the sentences with picture	Fluency development
	Language-focused learning
Find six words related to the lesson (personality)	Fluency development
Part A&B&C	Language-focused learning



<hr/> Edit the following text	<hr/> Language-focused learning
Write some sentences about you, your family or your friends	Meaning-focused output Fluency development
<hr/> Yes or No?	<hr/> Fluency development Language-focused learning
Grammar, reading, writing	Language-focused learning
A) Underline “to be verbs”	Fluency development
B) Answer the following questions.	Meaning-focused input
C) Rewrite the text about yourself.	Meaning- focused output

DISCUSSION

The present study adopted a qualitative approach to analyze “Prospect 3” in terms of CLT principles as claimed by its developers and in accordance with the textbook assessment framework developed by Nation and Macalister (2010). Concerning the CLT approach, results revealed that the majority of tasks in Prospect 3 were suitable for more participation and involvement of the learners in classroom events and required the learners to use the language and express themselves rather than being just a listener and inactive; this is one of the principles of CLT. Alavimoghadam and Kheirabadi (2016) showed that new textbooks offer a modern evolution in methodology and preparing more communicative tasks, which respond to student’s needs. The best feature of the series is considering students’ needs and it is based on the CLT approach. In addition, most of the tasks in this textbook require the students to participate in pairs, which is one of the targets of the communicative approach. This finding is in line with Rasti et al. (2015), and Alipour, et al. (2014) who stated that teachers were satisfied with Prospect activities and they could be modified or supplemented easily as incorporating in pair or group work. The results also showed that some activities in Prospect 3, if implemented according to the teacher’s guide, can be classified as multipurpose tasks. This finding is in line with Richards and Schmidt (2002) who believe that “one of the principles of communicative language teaching is that communication involves the integration of different language skills” (p. 90). These findings showed that Prospect 3 was based on the CLT approach. Using Nation and Macalister’s (2010) framework revealed that the book provides an approximate balance between all four strands. Prospect 3 pays attention to all four skills.

This finding is in line with Kheirabadi and Alavimoghaddam in 2016. In contrast with the previous textbooks, it pays more attention to student’s output and fluency according to the goal of the book CLT approach and providing more opportunities for students to work on the four main skills. In addition, Alipour, et al. (2014) showed that the teachers in this study implicitly accept all these skills are included in Prospect 3. Ahour and Golpour (2013) revealed that teachers have a positive perception toward this book, because content relevant to learners' needs, having communicative pair and group works, and attending to four skills equally.

CONCLUSION

Many language scholars and researchers (e.g., Cunningsworth, 1995; Ellis, 1997; Hutchinson & Waters, 1987) recommended regular textbook evaluation as a support for educational improvement. The overall assessment of the content of Prospect 3, in reference to the framework of the study (Nation & Macalister, 2010) suggested that the book manages to keep a fair balance between all four-strand. Improving students’ fluency was underlined as the obvious priority of the book, despite its predecessors, through more production activities. The outcome of this evaluation revealed some characteristics of a high-quality coursebook, which can be found in Prospect 3.



As we have found in the current research, the book has provided grounds to improve all four skills and improve students in the area of input not only input but also output production (written and oral), area of vocabulary in context, listening and reading comprehension which are the main input resources. There are lot of exercises which can improve fluency in all areas. Therefore, we can rely on the book as reach resource by which students can improve all the four main skills, especially conversation skills. What remains is the teacher ability in English capacity and following the teacher guide. When we look at teacher guide, we see that teachers are encouraged to work on all four these skills. So, if the teachers follow the teacher guide and use resource alone as resource to improving all four skills then we can expect the students can improve in listening, speaking, reading and writing after the academic year.

This book contains authentic materials in speaking and listening exercises that require group work. Authenticity is manifested through writing tasks. In this exercise, the students practice using their language knowledge in real life which is one of the most communicative aspects of Prospect 3. This study provided a useful categorization of activities in Prospect 3, which might help teachers understand the idea behind the exercises while using the teacher's guide. This knowledge is also beneficial for the students. Explaining the goals to the students not only engages them in the teaching process but also makes them more cooperative.

The only limitation in this research was related to measurement. I decided to report a qualitative account and not numerical account. Quantitative studies could complement the present one by providing statistical data about the results of students' performances in various activities of the book. Future studies could shed more light on the practicality of the CLT method of Prospect series by investigating the extent of time devoted to each skill in class activities. Keeping a long-term journal by teachers, carrying out regular observations in particular schools for some years, and recording the progress of students' test scores in some randomly chosen schools for several years are some suggested ways of assessing the effectiveness of textbooks.

Nevertheless, there is no doubt that constant contact between teachers, textbook developers, and researchers is the only way that can guarantee any hope of reaching the intended goals behind designing better textbooks. Moreover, regular in-service training is necessary for the teachers who are used to the GMT method. The contact and training courses create intimate situations to exchange ideas about positive and negative aspects of the textbooks, or rather, to evaluate the books from a professional perspective while making sure the views are heard.



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