

TEACHERS' PERCEPTIONS OF THE NEW ENGLISH TEXTBOOK NAMED *PROSPECT 1* USED IN IRANIAN JUNIOR HIGH SCHOOLS

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ABSTRACT

MATERIALS EVALUATION IS AN EDUCATIONAL NECESSITY BECAUSE IT SHOWS HOW A TEXTBOOK CAN BE IMPROVED OR JUSTIFIED. TEACHING MATERIALS HAVE A DIRECT INFLUENCE ON THE PROCESS OF LEARNING AND TEACHING. THIS RESEARCH TENDS TO EVALUATE TEACHERS' PERCEPTIONS OF THE NEW ENGLISH TEXTBOOK USED IN IRANIAN JUNIOR HIGH SCHOOLS NAMED *PROSPECT 1* WHICH WAS INTRODUCED BY THE IRANIAN MINISTRY OF EDUCATION IN 2014. TO ACHIEVE THIS GOAL, A RESEARCHER-MADE QUESTIONNAIRE WAS USED AND ACCORDINGLY AN INTERVIEW WAS RUN AMONG TEACHERS WHO TEACH THIS BOOK IN CITIES OF ISFAHAN, NAJAFABAD, AND FOOLADSHAHR, IRAN. THE SAMPLE OF THIS STUDY CONSISTED OF 150 TEACHERS FOR COLLECTING THE QUANTITATIVE DATA AND THE QUALITATIVE DATA WERE OBTAINED THROUGH INTERVIEW WITH FIVE TEACHERS. THE TEXTBOOK WAS EVALUATED IN TERMS OF EIGHT MAIN FACTORS INCLUDING LAYOUT AND PHYSICAL APPEARANCE, CONTENT, OBJECTIVES, LANGUAGE TYPE, SKILLS, ACTIVITIES AND TASKS, CULTURE VALUES, AND TEACHER'S NEEDS. QUANTITATIVE DATA WERE COLLECTED THROUGH A FIVE-POINT LIKERT SCALE QUESTIONNAIRE CONSISTING OF 57 ITEMS FOR TEACHERS. THE FINDINGS REVEALED THAT TEACHERS WERE IN FAVOR OF THE NEW ENGLISH TEXTBOOK IN TERMS OF LAYOUT AND PHYSICAL APPEARANCE, CONTENT, OBJECTIVES, LANGUAGE TYPE, SKILLS, AND ACTIVITIES AND TASKS. THE RESULTS ALSO SHOWED THAT TEACHERS HAD ACCEPTED THE NEW TEXTBOOK SUITABLE AND PRACTICAL FOR TEACHING ENGLISH.

KEY WORDS: CRITICAL ANALYSIS, TEXTBOOK EVALUATION, *PROSPECT 1*

1. Introduction

Textbooks are considered an essential component of any EFL course so that the use of EFL published materials is more widespread than ever. They serve teachers with guidelines concerning syllabi, teaching methodologies, and the materials to be taught. Here care should be done in choosing the best suitable text for a particular context. More recent authors have criticized textbooks for their inherent social and cultural biases. Researchers such as Porreca (1984), Florent and Walter (1989), Clarke and Clarke (1990), Carroll and Kowitz (1994), and Renner (1997) have demonstrated that many EFL/ESL textbooks still contain rampant examples of gender bias, sexism, and stereotyping. They describe such gender-related inequities as: the relative invisibility of female characters, the unrealistic and sexist portrayals of both men and women, stereotypes involving social roles, occupations, relationships and actions as well as linguistic biases such as 'gendered' English and sexist language. Such findings have led researchers to believe that the continuing prevalence of sexism and gender stereotypes in many EFL/ESL textbooks may reflect the unequal power relationships that still exist between the sexes in many cultures, the prolonged marginalization of females, and the misrepresentations of writers with social attitudes that are

incongruent with the present-day realities of the target language culture (Renner, 1997; Sunderland, 1994).

Iranian government-run schools use materials produced according to the syllabuses and curricula designed and developed by the Iranian Ministry of Education and under the supervision of this organization. In Iran, learning English happens as a part of the normal school program. Usually, English is learned either to pass exams part of one's education or for university entering evaluations. In this fashion, therefore, textbooks essentially determine and control the methods, processes, and procedures of language teaching and learning. Moreover, the pedagogic principles that are often displayed in many textbooks may also be conflicting, contradictory, or even outdated depending on the capitalizing interests and exploitations of the sponsoring agent. The textbook proposed for evaluation is "Prospect 1" which is recently developed for the native Persian speakers learning English as a foreign language at the first grade of junior high school. The book is published by the Iranian Ministry of Education. Since this is the introduction to English for students, it is important to analyze teachers' perceptions and beliefs on this new context. Palmer (1921) stated that "If we take care of the elementary stage, the advanced stages will take care of themselves" (p. 13). Hence, this study aims at evaluating the textbooks from teachers' point of view and tries to show that textbook evaluation is a necessary and worthwhile process for teachers in this context. This study also attempts to examine the advantages and disadvantages of this textbook. The study specifically highlights the need for assessing the existing checklists regarding EFL teachers' perception and beliefs. In this respect, the present study proposes a screening procedure that would enable EFL practitioners including inspectors and teachers of English to assess current TEFL materials evaluation checklists and select and adapt the one that specifically conforms to the needs and requirements of their particular language programs.

2. Literature Review

Textbook evaluation, according to Cunningsworth (1995), would involve the careful selection of materials examining whether they reflect the needs of the students, aims, methods, and values of a specific teaching program. Textbook evaluation helps the teachers move beyond impressionistic assessments and it further facilitates them to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook materials (A Cunningsworth, 1995; Ellis, 1997). Through the evaluation of a textbook, teachers know the content of the book, its strengths and weaknesses which will facilitate them to adapt it to suit the course aims, students' needs, and teachers' beliefs. As Littlejohn (1998) observes, textbook evaluation serves the purpose of examining whether the methodology and content of the materials are appropriate for a particular language teaching context. The evaluation would test out the claims materials make for themselves: whether they truly develop autonomy, whether they truly involve problem solving, and if they indeed are communicative as its writers claim.

There have been long debates about the values of using or not using textbooks. Whereas teacher-generated materials can be time, cost, and quality defective, textbooks can reduce potential occupational overload and allow teachers to spend their time undertaking more worthwhile pursuits (O'Neill, 1997; Sheldon, 1988). Haycraft (1978) stated that one of the main advantages of using textbooks is that they are psychologically necessary for students since their achievement and success may be evaluated concretely when they are used. Although some theorists have alluded to the inherent danger of the inexperienced teacher who may use a textbook as a pedagogic crutch, such an over reliance may actually have the opposite effect. Some of different theorists have talked for and against using them. Textbooks which yield a respectable return on investment are relatively inexpensive and involve low lesson preparation saving students from a teacher's deficiencies (Kitao & Kitao, 1997; O'Neill, 1997; Williams, 1983). Hutchinson and Torres (1994) have pointed out that textbooks may play a pivotal role in innovation. They suggest that textbooks can support teachers through potentially disturbing and threatening change processes, demonstrate new and/or untried methodologies, introduce change gradually, and create scaffolding upon which teachers can build a more creative methodology of their own.

English language teaching/learning has many important components but the essential one for many EFL classrooms is the textbook. It is difficult for teachers to teach systematically without a textbook. They think they need written materials during the process of teaching. The role of textbooks is crucial in providing base of materials not only for the teachers but also for the students. Sheldon (1988) suggests

that textbooks not only represent the visible heart of any EFL program but also offer considerable advantages for both students and the teachers when they are being used in the ESL /EFL classrooms. Hutchinson and Torres (1994) stated that the textbook is an almost universal element of teaching. Millions of copies are sold every year and numerous aid projects have been set up to produce them in different countries...No teaching-

O'Neill (1997) demonstrated that textbooks are often sensitive to students' needs, even if they are not organized particularly for them, they are adequate in terms of money and time and they can and should allow for adaptation and improvisation. Cunningsworth (1995) pointed out the potential which textbooks have for serving several additional roles in the ELT curriculum. He argues that they are an effective resource for self-directed learning, an effective resource for presentation material, a source of ideas and activities, and a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who have yet to gain in confidence. Hutchinson and Torres (1994) identified four ways in which textbooks can help in times of educational change: first, as a vehicle for teacher and student training; second, because they provide support and relief from the burden of looking for materials; third, by providing as complete picture as possible of what the change will look like; and the last, through the psychological support they give to teachers.

3. Methodology

3.1. Research Design

This study sought to evaluate the first year English textbook through the survey. Based on the research objective, the null hypothesis was formulated as "The teachers have not accepted the new book suitable and practical way of teaching English". The descriptive survey in which the phenomenon is described is the appropriate approach by which the data are collected, analyzed, and interpreted. Through teachers' questionnaire, the quantitative data were gathered. In addition, interviews from teachers were used to collect qualitative data. Using questionnaire and interviews to gather needed information is one of the advantages of applying this methodology. Questionnaires are the most useful and less expensive method for collecting data from selected sample in a short period. In addition, interviews help gather detail information regarding the concepts of the questionnaires. To complete the objectives of this study, the required data were collected based on the teachers' answers to the needs analysis questionnaires and the interview questions by some of them.

3.2. Participants

This study was administered in high schools of Isfahan, Najafabad, and Fooladshahr, Iran. One hundred and fifty male and female teachers took part in this study for gathering the quantitative data. They were chosen randomly. They were asked to fill in the questionnaires prepared by the researcher and express their opinions about the textbook. To collect the qualitative data, five English teachers who were teaching prospect 1 in some high schools of Isfahan, Najafabad, and Fooladshahr were invited to the interview. They warmly accepted to do the interview and discussed about the topics. It was assumed that the teachers were aware of the English learning needs of high school books because they were completely familiar with the present status of their field of study and had some knowledge about their lacks and wants towards Iranian high school English textbook.

3.3. Instruments

The main instrument for collecting data in this study was questionnaire. This questionnaire was adapted from some questionnaires which were related to the topic under study and, then, they were modified according to the needs and their usability by the researcher. Most of the items in the questionnaire were adapted and modified from the checklists and criteria used to evaluate English Language Teaching (ELT) materials by A Cunningsworth (1995), Peny (1996), Tomlinson (2003), Richards (2001), Tekir and Arikan (2007), and Abraha (2008). The researcher selected common features of these checklists. This questionnaire was prepared in English language. The main purpose of designing this questionnaire was to be acquainted with the teachers' perception on the evaluation of the new published English book for the first year of junior high school (Prospect 1). This questionnaire was issued to 150 teachers of Iranian high schools and focused on the main themes designed in the teachers' questionnaire. The teachers' questionnaire was in target language. It contained two main parts. The first part of the questionnaire

named "demographic part" was designed to gather some information about teachers' personal characteristics and the second part named "textbook evaluation" made an attempt to extract the view of the teachers toward the first grade textbook (Prospect 1) general characteristics, teaching, and learning content. This part included eight main categories: layout and physical appearance, content, objectives, language type, skills, activities and tasks, culture values, and teacher's needs. It should be added that, totally, these eight parts consisted of 56 items. All the items in these parts were designed on a five-point Likert scale of frequency, where 1= strongly agree, 2= agree, 3= undecided, 4= disagree, and 5= strongly disagree.

The second tool for gathering information of the research was interview. The purpose of the researcher for doing interview was to gain an insight to the research questions. Moreover, the researcher could make sure that the information he gathered through the questionnaire was correct. The interviews were conducted to obtain rich information and greater insight into the teachers' perception of Prospect 1. The data gathered through the interviews helped to get a more correct conclusion regarding the research objective. The researcher could interpret the meaning of the survey data better by the results of the interviews. The data, which were gathered through the teachers' interviews, helped the researcher in making a correct conclusion. By questionnaire, the researcher understood the general attitudes and perceptions of the teachers toward the new textbook (Prospect 1). But to gain more comprehensive information regarding their attitudes toward the prospect 1 textbook, its content, objectives, skills, as well as the teachers' main attitude about this course of study, the interviews were done. The purpose of doing teachers' interview was to investigate the opinions and attitudes of the teachers of the junior high school textbook (prospect 1), how it was taught, and the needs of the students. Teachers' interview consisted of seven questions including seven main parts or themes which were needs analysis, layout, skills, authenticity, content and objectives, teaching methodology, and teachers' general attitude towards the Prospect 1 textbook.

3.4. Data Collection Procedures

3.4.1. Teachers' questionnaire.

The first draft of the questionnaire was constructed according to the research aims. The questionnaire with the content validation form and face validation form were sent to three experts with the intention of reviewing the questionnaire by them. The purpose of content validation form was to determine content validity and face validity of the questionnaire. According to the viewpoints of these experts, some changes were made on the first draft of teachers' questionnaire. The second draft was designed as the result. The Teachers' questionnaire was originally designed in English. As the respondents were English teachers, no translation was done on it.

To calculate the questionnaire reliability, 10 English teachers were asked to fill in the questionnaire. Moreover, before starting the research, the questionnaire was piloted. For each theme, the amount of Chronbach' Alpha was calculated. Subsequently, the Cronbach's alpha coefficient was applied on the results of the pilot study to determine the internal reliability of the items of the questionnaire. Reliability of 0.7 pointed to the matter that the internal reliability of the questionnaire items was acceptable. Based on the results, the questionnaire was finalized for the large-scale data collection. As it was mentioned before, this questionnaire had two main themes, namely demographic information and teachers' textbook evaluation. Separately, for each theme, the amount of Chronbach' Alpha was measured and, then, it was done for the entire questionnaire.

After calculating the reliability, 200 questionnaires were distributed among the English teachers teaching in cities of Isfahan, Najafabad, and Fooladshahr, Iran. The researcher took part in the meetings which were held for reviewing the new textbook. Out of those 200 questionnaires, 150 questionnaires were usable for data entry.

3.4.2. Teachers' interview protocol.

Teachers' interviews were held in English language as the participants were English teachers. The interview was mostly adapted from Litz (2005) and researcher made some changes and chose the appropriate ones which completed this research. For examining its content validity, one form of content validation was prepared and sent to the three experts to rate the validity of the questions based on two

criteria of the appropriateness of the questions in representing the topic and the clarity of the meaning of the questions. The result of the content validation form showed that the interview questions did not have any ambiguous part and were clearly understood. Therefore, the final draft of the teachers' interview was prepared. Teachers who participated in this study had taught Prospect 1 during the previous year. The researcher asked 10 English teachers to take part in the interview and they voluntarily accepted to participate. All the interviews were conducted in January 2015 and every participant was given a consent form to be signed. Agreement was obtained from all of the participants. All of the teachers' interviews were direct interview. Initially, the subject and the purpose of the study and the interviews were explained to the participants individually in five to 10 minutes. Then, each question was put to the interviewees in turn and they were asked to reply freely. They were asked to fill a consent form.

3.5. Data Analysis Method

The initial required data were collected through questionnaires and interviews to find out the attitudes of teachers toward the new textbook. To this end, descriptive statistics determining the frequencies and percentages of the teachers' answers indicating their needs and lacks were used. In order to analyze the results of this study, the Statistical Package for Social Sciences (SPSS) was used. The researcher grouped the attitudinal agreement and disagreement points of the view of the teachers and, then, determined the frequencies and percentages of their attitudes.

4. Results and Findings

4.1. Teachers' Perceptions of the New English Book

In order to answer the first objective of the present study, i.e. teachers' perceptions of the new English text book, one sample t-test was applied. Three was set as the test value. The eight parts of teachers' questionnaire (layout and physical appearance, content, objectives, language type, skills, activities and tasks, teachers' needs, and cultural values) were investigated separately. The findings are presented in Table 1.

Table 1
Teachers' Perceptions of the New English Textbook. (Prospect1)

Variable	Test Value = 3		
	t-value	Significance	Mean Difference
Layout and physical appearance	-7.609	0.000	-0.41
Content	-8.276	0.000	-0.45
Objectives	-5.025	0.000	-0.32
Language type	-5.964	0.000	-0.44
Skills	-4.338	0.000	-0.29
Activities and tasks	-2.936	0.004	-0.23
Cultural values	-1.885	0.061	-0.22

As shown in Table 1, teachers were in favor of the new English textbook in terms of layout and physical appearance ($P < 0.001$), content ($P < 0.001$), objectives ($P < 0.001$), language type ($P < 0.001$), skills ($P < 0.001$), and activities and tasks ($P < 0.005$). However, the results found no significant results for teachers' perceptions of the cultural values.

4.2. Results of the Teachers' Needs Analysis

The frequencies and percentages of teachers' responses to nine questions of the teachers' questionnaire related to needs analysis are presented in the following table:

Table 2

The Descriptive Statistics of the Results Related to the Teachers' Needs Analysis

Statements	Agree		Not decided		Disagree	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
48. The use of the material is easily manageable by the teacher.	79	53	20	13	51	34
49. The teacher's manual suggests an appropriate concise method for teaching each lesson.	77	51	40	27	40	27
50. The design of the materials allows the teachers to use them differently according to the needs of different students.	64	43	32	21	54	36
51. The teacher's manual helps the teachers understand the objectives of the textbook.	71	47	47	31	32	21
52. The manual gives instructions on how to incorporate audiovisual materials produced for the textbook.	82	55	42	28	26	17
53. The manual provides additional exercises for reinforcing various language skills in the textbook	56	37	41	27	52	35
54. Teachers are given techniques for activating students' background knowledge before reading the texts.	69	46	44	29	37	25
55. The tests and assessment devices are helpful to the teacher.	68	45	42	28	40	27
56. The manual provides teachers with alternative and authentic assessment techniques	56	37	43	29	51	34

Based on the results of the Table 2, the highest frequency for teachers' responses belongs to item 52 (The manual gives instructions on how to incorporate audiovisual materials produced for the textbook) and the lowest frequencies belong to the same item and item 51 (The teacher's manual helps the teachers understand the objectives of the textbook). The teachers' perceptions of the new English textbook needs are sorted in Table 3.

Table 3

Sorting of Teachers' Perceptions of the Needs

Items	Mean
52. The manual gives instructions on how to incorporate audiovisual materials produced for the textbook.	2.56
51. The teacher's manual helps the teachers understand the objectives of the textbook.	2.59

48. The use of the material is easily manageable by the teacher.	2.7
49. The teacher's manual suggests an appropriate, concise method for teaching each lesson.	2.75
54. Teachers are given techniques for activating students' background knowledge before reading the texts.	2.8
55. The tests and assessment devices are helpful to the teacher.	2.83
50. The design of the materials allows the teachers to use them differently according to the needs of different students.	2.85
53. The manual provides additional exercises for reinforcing various language skills in the textbook	2.87
56. The manual provides teachers with alternative and authentic assessment techniques	3.09

As shown in the above table, items 52 and 51 had the lowest mean values, but the items 56 and 53 had the highest values among teachers' perceptions of the new English textbook teacher needs.

4.3. Analysis of the Teachers' Interview

The teacher's interview protocol consisted of eight main sections. The first question of interview was about the book layout and its appearance which was subdivided into questions related to quality of papers, color, and so on.

They responded to the first question that the layout and appearance of the book are ok. Alex said:

The size of the book is good. I prefer the large size, but they have changed it to the small size for the prospect 2.

About the cover he added that:

I should say it is somehow philosophical; its perception is difficult for the students.

Another part of this question was about headings which Alex described them good, but Harry, another teacher, did not like the way they are presented.

Another question was about teaching aids, which Tom said:

Its CD is good and complete, although the speakers of the CD are not logical.

Regarding the second interview question about the content of the book, whether they are well formed and attract the students, Harry said:

I actually don't understand what I should do and what the book expects me to teach the students.

Alex stated that:

The content of the book is a mix of politics, religion, and language. It tries to preach morality and so on. I should say this book tries to use communicative language teaching approach. As you know, in this method you can use native language in the classroom.

The third interview question was about the objectives of the book. In this regard, Ann stated that:

The objectives are clear. In each lesson, an objective is presented.

Betty briefly averted that:

There is no clear objective.

Alex stated that:

A very weak point of the book is that the words have not been repeated in the later lessons. For example, you see a word in lesson one and never see it again.

The fourth question of the interview was related to the language type of the textbook. The teachers were asked if they think the kind of used language is real and can be usable in the student's life.

Ann believed it is not authentic at all. Alex criticized it and said it is not English but Fenglish. In this regard Harry said:

There are strange nouns which you cannot find in English.

Similarly Betty believed that:

The type of language is usable for students, and the exercises designed to be used in real situations.

Skills were the fifth subject of the interview about which the researcher asked some questions. Most of the teachers had similar opinions related to this issue. Most of them believed that the most attention is paid to listening and speaking. Betty believed:

There is no text actually in this book and we cannot call it a textbook.

Alex affirmed that:

Audio materials are practical and useable.

Harry said:

This book just focuses on listening and speaking .No attention is paid to reading and writing.

Ann said, "The CD is so fast and most the students cannot follow it".

The sixth question was about the activities .The teachers were asked, whether the activities are suitable, sufficient, and clear. Most of them declared that they are clear because instructions are in Farsi and students understand what to do. However, Alex believed that the exercises do not suit the lessons.

When answering the seventh question which was about cultural values, most of them answered that they don't see any cultural contrast.

Alex believed that:

The book tries to convey religious and national culture through itself and no attention is paid to the culture of source language.

The last question was related to the teachers' needs. In this regard, Alex believed that teacher's book is useful, but Harry did not believe so. He said:

The teacher book and CD don't help so much .I myself had to design a power point for teaching

5. Discussion and Conclusion

The general purpose of this study was to evaluate teachers' perception of the new English textbook used in Iranian junior high schools named Prospect 1 written by Alavimoghadam et al. (2014). The book is prescribed by the Ministry of Education of Iran to be taught at the first grade in all governmental high schools in the country. The researcher chose to evaluate this book for two reasons: first, it is the foundation stone in the English language program and second, it is a new book and evaluating it is an educational necessity. The evaluation deals with categories including general appearance, design and illustration, accompanying materials, objectives, topic contents, language contents, social and cultural contexts, language skills, teachability, teaching methods, and practice and testing.

The findings revealed that teachers were in favor of the new English text book in terms of layout and physical appearance, content, objectives, language type, skills, and activities and tasks. The findings of the study also rejected the second null hypothesis as the teachers had not accepted the new textbook suitable and practical for teaching English. The following outcomes are achieved and discussed in comparison with the findings of other studies.

- How do Iranian high school English teachers perceive new English textbook used in Iranian high schools (prospect 1)?

To answer this question which is related to the first objective of the research, different aspects of the mentioned textbook were investigated. They included layout and physical appearance, content, objectives, language type, skills, activities and tasks, and cultural values. The first thing in a book or textbook that catches the attention of reader or student is its appearance. The teachers answered to this aspect of the textbook positively and their answers confirmed the ideas of Alan Cunningsworth and Tomlinson (1984) who emphasized a good balance between visual material and written text, Nunan (1991) who believed students' view of language is a combination of the way materials are organized and types of content and activities, and Sheldon (1988) who stressed the significance of mix of text and graphical material.

The teachers' answers about the second part of the questionnaire, content, were conducive. Most of them agreed on the familiarity of topics to the students and appropriateness of the book's table of contents. Most of the participants claimed that "the content promotes students' autonomy"; this fact is in line with the idea of A Cunningsworth (1995) who believed the textbooks must stimulate students to become more independent in their learning and in their use of English. Our findings about topical, functional, and logical organization of the textbook is in line with Sheldon's statement (1988) who believed that the

textbook should be organized in such a way that the units and exercises connect in terms of theme, situation, topic, pattern of skills development, or progression in grammar and lexis.

In the third part of the questionnaire, the participants stated that the objectives of the current textbook are realistic, clear, and precise and they correspond to the needs of the students. The fourth part of the questionnaire was about language type that the most noticeable thing in teachers' answers was the emphasis of textbook on language use. In general, 60% of the participants voted on the authenticity of the materials of the present book that is in line with Swan's idea (1985).

The fifth part of the questionnaire was about the variety of skills applied in this book. Although most of the participants believed that the textbook contains listening materials accompanied by activities which help comprehension and less attention to writing activities such as controlled, guided, and free paragraphs. They also believed that the material for spoken English is sufficient. These results are not in line with the idea of scholars such as McDonough and Shaw (2012) who argued that materials should enable the students in four skills (listening, speaking, reading, and writing). Altogether, they are satisfied with at least three skills applied in this textbook.

The sixth part of the questionnaire was about textbook's activities and tasks. Richards (2001) elaborated that textbook's tasks should be flexible and suit students with different learning styles. The participants' answers were not in line with this idea and about half of them (48%) believed that there are a variety of activities in the textbook. Therefore, they did mainly agree that there are sufficient instructions to explain how the exercise should be done.

The last part of the questionnaire was about textbook's cultural values. As the result showed, the teachers were not in favor of the new English textbook in terms of cultural values. They mainly disagreed on the opinion that claimed "the content serves as a window into learning about the target language culture." This finding is not in line with the ideas of scholars like Brown and Rodgers (2002) who believed a language is a part of a culture and these two cannot be separated, Gao (2006) who discussed the interdependence of language learning and cultural learning, and A Cunningsworth (1995) and Nation Ming-Tzu (1999) who believed foreign language teaching is foreign culture teaching.

- Have the teachers accepted the new developed textbook as a suitable and practical way of teaching English?

With respect to the second question, teachers' answers to nine items of the teacher's needs part of the questionnaire were mostly agree about: easily manageable use of the material, presenting appropriate, concise method for teaching each lesson in teacher's manual, different design of the materials that allows the teachers to use them differently according to the needs of students, the teacher's manual helps the teachers understand the objectives of the textbook, the manual gives instructions on how to incorporate audiovisual materials produced for the textbook, techniques for teachers to activate students' background knowledge before reading the texts, helpful tests and assessment devices for the teacher. Only in two items, the number of agree and disagree answers were close to each other: alternative and authentic assessment techniques and additional exercises for reinforcing various language skills have been provided in the teachers' manual. Altogether, it can be concluded that the teachers accepted the new textbook as a suitable and practical way of teaching English.

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