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An Investigation into English as a Foreign Language Textbooks in Vocational and Technical Schools

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Abstract: Certainly, needs analysis is to determine the target language learning or teaching needs for developing a valid and useful curriculum. In identifying the special needs of learners, we face with the term “need analysis”, which have had diverse connotations. Moreover, close integration of language and the particular context for specific students is of prime importance for adapting and adopting English textbook. To this end, this paper briefly scrutinizes the needs analysis of English learning from students’ perceptions and teachers’ expectations. Therefore, two separate questionnaires were administered to 200 students and 30 teachers at 10 vocational and technical schools from three provinces in Iran and the resulting data were investigated through t-test. For determining any significant difference between the perceptions and expectation of the two groups Chi-square test was used. The results showed that students and teachers had various viewpoints of English learning needs. In addition, the skills used in these schools do not totally match with students’ competence and with their careers in future. Like other high schools’ English textbooks, the existing textbooks for vocational and technical schools in Iran are academically-oriented with more emphasis on cognitive development and less consideration to students’ needs, abilities, interests, potentials and developmental history. Therefore, the findings emphasizes the necessity of developing and producing English textbooks in terms of students’ language levels, competence, needs, and the objectives of the program in these schools. If English textbooks are designed and developed well regarding materials and learners’ factors, then vocational /technical curriculum will provide a good basis for learning and teaching. The study has recommendations and implications for improvement of English for specific purpose courses considering these students’ needs.

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INTRODUCTION

Nowadays English language is used either as a course in many schools or can be regarded as a skill for other purposes. In any case, as a language of communication it should consider the needs of their learners (Albakrawi & Almutairi, 2013). Therefore, as Hutchinson and Waters (1987) argued this language can have a general-purpose with the goal of an effective communication, or can be considered as career-oriented English skills in terms of their learners' needs and requirements. In the same line, English for specific purposes (ESP) is important in for learners entering the workplace. Such learners should learn much knowledge for their target situation so as to develop their English language skills. Also, textbooks as a basic and vital component within the curriculum facilitate concrete models for learning and fulfill a teacher development role (Nunan, 1988). Due to the fact that the textbooks are applied in an English course, the selection of them should be relevant and suitable to the students' needs (Ayu & Indrawati, 2018). Moreover, Gailea, et al. (2018) considered the purpose of vocational / technical schools as making students ready to work independently for special field in terms of the requirements of the job market.

Arguably, of the utmost important factor in ESP textbooks is putting emphasis on the students' needs varying from one context to another. As Hutchinson and Waters (1987) maintained that in ESP approach, the reasons of learners for learning English determine what to learn. This is one of the issues in this research for analyzing the needs of learners at vocational and technical schools. Likewise, Dudley-Evans and St. John (1998) clarified that considering the needs of learners is the procedure determining the *what* and *how* of a course. The objective of this analysis is both to understand these language learners and meet their requirements and to facilitate their context of language learning so as to improve language learning and skills in a specific target context.

What's more, as an instance of outcome-based program (Harden 2007; Young 2009), competence-based curriculum is increasingly improving in vocational schools (Achtenhagen & Winther 2014; Mulder 2017). This kind of education, which is becoming progressively dominant in European countries and Australia, involves in the amalgamation of knowledge, and skills, as the intended result of learning (Clarke & Winch, 2007; De Bruijn, 2004). In Vocational program or technical education, students are prepared to be involved in as a technician or to get a job in a craft or trade (United Nations Educational, Scientific and Cultural Organization, 2018). In Iran, the context of this study, the vocational schools at high school level are called Work-Knowledge school, Technical School, or School of Art.

The purpose of this paper is to inspect and clarify the main features of English Textbooks in Vocational schools/ Technical schools in Iran in terms of student perceptions and teachers' expectation considering need analysis advantages and extend our understanding of this form of education in operation. In other words, the researcher's emphasis is on the specificity of English textbooks for the technical/ vocational curriculum design.

Literature Review

1. Need Analysis

In any course or program, instructional goals and objectives are the basic components to be developed at the beginning. Obviously, they illuminate the language components for learning during the course (Brown, 1995). In reality, they are the ends we want to reach based on the given program at the end of the course (Van Blerkom, 2003). Relatedly, Hutchinson and Waters (1987) argued that in the scope of ESP content knowledge and specific objectives are the essential components of language teaching and learning, therefore, needs analysis is a core and crucial aspect and fundamental process of teaching language for specific purposes.

In the same line, West (1994) believed needs analysis specifies and elucidates what students should do using the foreign language in the target setting and how they may learn and become proficient in the target language during the instruction. Nowadays, “needs-based philosophy” are becoming the essential part language instruction especially in the case of ESP and vocationally oriented program design (Brindley, 1984).

Likewise, some researchers have paid much attention to need analysis in course design and development (e.g., Atai, 2002; Gooniband, 1988; Mazdayasna, 2008) but the real challenge in developing textbooks and specific-purpose curricula for different kinds of schools and students with diverse competence finally remains the same (Eslami-Rasekh, & Quiroz, 2007). Schmitt (2000) presumes that this analysis is the starting point in all processes of learning so as to identify the materials and resources. Also, this kind of analysis can help teachers supply fruitful insight into planning class activities and assigning based on suitable materials (Ayu & Indrawati, 2018).

In the same vein, Flowerdew and Peacock (2001) maintain that this kind of analysis “fines tune the curriculum to the specific needs of the learner” (p.178). Even, some scholars hold that not merely the perceptions of students of their needs but the various perceptions of the learners’ needs from the viewpoints of teachers and graduates of those schools should be considered and emphasized (e.g., Aguilar, 1999; Arik, 2002; Basturkmen, 1998; Berwick, 1989; Braine, 2001; Boran, 1994). In addition, “need” is a cover term which encompasses a vast scope of desires, wants and lacks of something (Chambers, 1980).

On the other hand, needs assessment is an essential means of doing research in order to prioritize the needs of students before text developers decide and identify each lesson and its component parts for students of various schools (Jordan, 1997). Furthermore, Brown (1995) holds that needs assessment is a process of collecting data through diverse activities and from various groups of students to identify their special learning needs; this required process can develop and provide the first step of a suitable curriculum for the ESP courses. In the same line, Robinson (1991) maintains that a need analysis through needs assessment can direct and shape what explicitly and precisely learners need to do through the medium of English. Consequently, some researchers regard needs analysis as the heart of the EAP approach (Bocanegra-Valle, 2016;

Flowerdew, 2013). And, Dudley-Evans and St. John (1998) argue that needs assessment should be considered as the foundation and basis of ESP textbooks.

2. English for Specific Purpose (ESP)

Many scholars have focused on the core and foremost function of needs analysis in ESP approaches and ESP course design. (e.g., Graves, 1996; Hutchinson & Waters, 1987; Nunan, 1988; Widdowson, 1981). Materials are one of the most important elements of learning language, and these materials are supposed to satisfy the needs of students in each field and major (Hutchinson & Waters, 1986). Meeting the students' needs requiring the analysis for improving the objectives and contents of the course in each field covers the differing context of learning for that specific purpose (Richards, 2007)

Furthermore, Widdowson (1981) argued that through determining and specifying the language learning needs of specific groups, we can decide and specify what we should include in their textbooks so as to meet their needs and objectives.

Therefore, there are some differences between general English and ESP based on the "awareness" of students' needs. In fact, this awareness will have an impact on the selection and inclusion of the reasonable content of the textbooks (Hutchinson & Waters, 1992). Ahmed (2017) argued that the general textbooks focus on both teachers and learners in terms of the general objectives of the course and thus, motivates them. Similarly, textbooks not meeting students' needs are not appropriate for vocational school students. (Nurhamsih & Syahril, 2019). As Margana (2015) clarified that the English vocational textbooks produced for students in Indonesia are not appropriate for this goal because the emphasis on sub-skills of language learning.

In the same vein, Jordan (1997) contended the focus of ESP is on the use of language in context instead of mere teaching of grammatical structures or vocabulary. This is what Dudley-Evans (1998) held that makes ESP unique and in demand. Also, Purpura and King (2003), and Santopietro and Peyton (1991) maintained that the needs analysis of ESP should be based on a procedure of gathering and analyzing the essential information about the 'target language needs' of the learners. This paves the ways for learning with increased motivation, improves what they learned in specific context and facilitate the learning objectives. Hence, ESP textbooks bridge the gap between students' basic English proficiency and their mainstream programs and offer a holistic English learning program for all students (Dudley-Evans, 1998).

On the other hand, even though Hutchinson and Waters (1987) contend that a valid method to ESP should be in terms of the perception of the process of language learning, Belcher (2006) believes that the two most significant facets of current arguments on ESP are need analysis and authenticity in which the materials or course development can obtain better understanding of specific students' real needs and expectations in order to facilitate the course objectives. This issue is increasingly emphasized by Basturkmen (2003) in that he considers ESP course design more on "wide-angled" design rather than "narrow-angled" one in which in "wide-angled" design, the

textbook is composed of a larger or comprehensive scope of work, professional, or academic environment. To this end, Johns (1988) pointed on authentic texts and activities in ESP materials raise students' awareness of common linguistic patterns and students will become acquainted with tasks which they will come across in the target situations.

Considering the above mentioned criteria, textbook developers and teachers of English in vocational and technical schools are supposed to have the ability to analyze the needs of the learners so as to develop a suitable teaching-learning process in different skills. In other words, when teachers become aware of the students' needs, potential, and preference in satisfying the needs in each course, they can achieve the effective language (Bada and Okan, 2000). Similarly, Brindley (1984) maintained that the syllabus and subject matter of each course should involve in what is needed and what the learners should be offered by the instructor. As a result, it can motivate learners to compete and be hired in any job vacancy (Khosiyono, 2018). This insight stimulates learners in what they are interested in the particular course that allowed them to find a job faster when the end their study based on their major (Wilson, Alexander, Meredith, & Holder, 1920) Therefore, the materials in each major is different and contrast; they are arranged for students' needs (Sthephani, Hidayat, Hannula, & Saad, 2019).

3. Curriculum

A curriculum as the entirety of learner experiences in the education (Wiles, 2008) is composed of a number of components that covers the headings of content, learning experiences, goals and assessment (Child, 2004). According to Smith (2000), the diagnosis of the learners' needs and formulation of the objectives are the first essential elements in a curriculum. Furthermore, Goodlad and Su (1992) dealt with the several dimensions of curriculum design, among them are scope, sequence, continuity, articulation, and balance. In their view, in 'scope' dimension, we consider the cognitive learning, affective learning as well as the depth and range of content, and different kinds of instructional experiences involving the students in their learning. Nonetheless, because the selection of such knowledge will influence on the development of future knowledge, any issue in this case is highly political (Hamayer, 2008). Furthermore, Dahbi (2017) contended that policy maker should provide students with materials as valuable resources in their majors so as to meet their vocational needs and future job requirements.

On the other hand, textbooks as a significant prefabricated materials in schools play a vital function in educational circles to both teachers and students. In the same line, improper employment of them can certainly de-skill instructors and their learners (Charalambous, 2011). Overall, Sheldon (1988) contended that textbooks both supply the visible core of any ELT program, and offer substantial benefits for instructors and students in educational contexts. Not surprisingly, when the textbook or program should be what it is supposed to be, it should follow the dependent variables; it should be modified with the needs of the students involved in (Chookhampaeng, 2003). Therefore, in producing the course program, the materials developers should consider both the course descriptions and the outputs resulted from the courses based on students' ability,

knowledge, and their needs (Promchun, 2007). They should also recognize and understand the rationale for the course in context based on the objectives of the school (Ornstein, 1990). This kind of curriculum creates a method and practice of teaching that supports emotive motivation in students (Elton & Laurillard, 1979); therefore, students have the chances to indicate and report on what they are learning and experiencing in the classroom (Jenkins, 2000). Moreover, some scholars have investigated into improving or designing English for Specific Purpose materials for vocational and technical schools (e.g., Dahbi, 2017; Dewi, 2015; Sthephani et al., 2019).

All in all, English Textbook in vocational schools is a kind of English for Specific Purposes (ESP) considered as a procedure for unifying the need of specific learners. In these kinds of textbooks and schools, instructors and learners need to learn both specific disciplinary knowledge and specialist discourse (Widodo, 2014). In addition, Liljedahl (2008) regarded the instruction of ESP as a distinct task which puts emphasis on both the instruction of English and on the practices. In other words, these textbooks are against the ones whose syllabus mostly composed of only literary English and conversational English (Wandut, 2018).

According to Wu (2012), needs analysis can alleviate what learners need in the ESP course. In the same line, Robinson (1991) argued that it can facilitates what students need to learn and do in terms of what they know. Therefore, needs analysis is the most significant component in ESP courses and specially involving “what learners will be required to do with the foreign language in the target situation, and how learners might best master the target language during the period of training” (Watanabe, 2006, p.1).

4. Towards Competence-based Education (CBE) in Vocational and Technical Schools

Currently, researchers and policymakers are increasingly paying heed to the use CBE in many countries, particularly in vocational schools (Illeris, 2009). Vocational education and vocational schools, developed in collaboration with industry, can facilitate the transition from school to work while providing employers with trained workers. Students in vocational and technical schools are given the necessary, specific and exact needs to seek the essential demands in real situations (Chang, 2009; Tsao, 2011). These schools can also enhance a vast range of work-based learning routes for some specific students (UNESCO, 2018); any form of competence is regarded as significant in this approach. In addition, the students' learning process, will prepare them to develop their English proficiency to support their career and self-improvement in the future (Khosiyono, 2018).

Likewise, De Brujin's research (2012) clarified four key characteristics and guidance facets of this approach; they were 1) powerful learning environments (adaptivity and expansion of tasks), 2) proven teaching methods and experiential ones in a new educational concept (flexible use), 3) professional identity learning (modelling, coaching) and 4) self-regulation (monitoring, guiding, scaffolding). He further added that

the instructor's professional identity formation is of very important crucial for relating to the background of the contents and the activities involved in the textbooks.

METHOD

Participants and Context

The study was carried out randomly at 10 vocational and technical schools from three provinces in Iran. A total of 260 students and 30 teachers participated in this study. The students were in grade 11. In Iran, English language is taught in grade 10 and 11 in these schools. Also, The English language teachers were with BA and MA degrees in English Language Teaching (ELT) with more than 15 years of experience and employed in Ministry of Education. These teachers taught at different majors in these schools.

Moreover, in Iran teaching/learning English formally starts from junior high schools to the students aged between 12 and 15 years. The whole system of education (both in government and non-profit schools) and its textbooks are designed and developed under the purview of the Ministry of Education. And, the same English textbooks are provided for the students of all proficiencies whether they are in gifted/special schools or in vocational/ technical/work-knowledge schools with students of low proficiency but the volume of the textbook in each grade in vocational or technical schools is half of the same textbook in other kinds of school. Also, the English textbooks for high school consist of reading section with a higher priority to scientific texts for these students of varying proficiency, talent and interest (Atai & Mazlum, 2013; Salarian, 2020) and the same parts and components for writing, listening and speaking skills for all schools; that is, the textbooks have academically-oriented framework in which cognitive development is focused. Therefore, students' needs for learning English are not met by these formal curriculum (Hayati & Mashhadi, 2010; Pishghadam & Saboori, 2014; Riazi, 2005).

Material

Two questionnaires each with a 5-point Likert scale was adopted from Lin (2013) to explore the participants' perspectives and needs. For the purpose of the present study, the reliability of the scale in each questionnaire was calculated using Cronbach's alpha coefficient estimate; the reliability of the questionnaires for students and teachers were acceptable, i.e., they were .70 and .91 respectively. This implies that the instrument used in the study enjoyed good internal consistency and therefore high reliability (Table 1).

Table 1. Reliability of the Scale

Subscales	Cronbach's alpha (students)	Cronbach's alpha (teachers')
The book in relation to syllabus and curriculum	.71	.89
	.8	
Suitability to learners	.71	.82

Physical and utilitarian attributes	.69	.76
Efficient outlay of supplementary materials	.76	.75
	.87	.89
A. General	.78	.74
B. Listening	.75	.87
C. Speaking	.81	.90
D. Reading	.85	.9
E. Writing	.82	.85
F. Vocabulary and idioms	.74	.9
G. Grammar	.82	.92
H. Pronunciation	.82	.91
I. Tasks, activities and exercises	.65	.73
Total	.87	.83

Moreover, the validity of the instrument was confirmed by expert judgment as five university professors in the field of applied linguistics approved its validity. The questionnaires included three parts: the first part involved in the participants' personal information, the second one considered their English proficiency levels, and the last part put emphasis on their needs of English skills at school. The resulting data from the questionnaires were employed for investigating the differences between the students' textbooks contents in terms of their needs and the teachers' expectations of what should be considers in these textbooks. In addition, the participants signed a consent form for participation in the study. Finally, the researcher analyzed the data from the questionnaires.

Data Analysis

For investigating and interpreting the resulting data, the researcher used the data obtained from the scale which were analyzed using SPSS 22 and the results were presented in the form of descriptive, such as means and standard deviations; it involved the normal distribution and the parameters of the population distribution was drawn from the sample. The chi-square statistic is an index employed to find the significance of differences between proportions of subjects, objects, events, and so forth that fall into different categories (nominal data) by comparing observed frequencies and frequencies expected under a true null hypothesis. They compare observed frequencies and expected frequencies. Observed frequencies, as the name implies, are the actual frequencies obtained by observation. Expected frequencies are theoretical frequencies that would be observed when the null hypothesis is true.

RESULTS AND DISCUSSION

The difference between the students' perceptions and their teachers' expectations of English abilities is shown in the table below. As we see the overall means of English skills determined by the teachers were higher than those of the students. In particular, we can see significant differences between the students' perceptions and teachers' expectations of listening and speaking skills. Although both the teachers and students mentioned that listening and speaking skills required special levels of improvement, the means of the teachers' expectations of English listening and speaking skills were significantly higher than those of the students ($t = -2.01, p < .05$ and $t = -2.60, p < .05$, respectively). Of the four language skills, the students became aware that their listening skill is very low and require the most improvement.

A similar trend was determined with speaking; as in listening, the students didn't have much tendency to improve their speaking skill and they were weak at speaking, too. One possible reason may be the discrepancy between the school teaching materials and their practicality in their future's jobs. This is more due to the fact that this book is taught both for vocational and technical students and the students with more competence in other schools. Another compelling finding was that the overall means of the English skills of both students and teachers were below average. This implies that both of the two groups underestimated the needs of English as a necessary skill in terms of the given textbook. This result may have been because of less emphasis on English language skills among the vocational and technical students and their teachers based on the specified and obliged textbook.

Table 2. Comparison of English Skills as Perceived by Students and Determined by Students and Teachers

Task	Subject	Mean	SD	t
Overall	Students	2.4667	.93710	-1.807
	Teachers	2.7273	1.09752	
Listening	Students	2.1000	.99481	-2.328*
	Teachers	2.6364	1.11294	
Speaking	Students	2.6333	.85029	-2.004*
	Teachers	2.6667	1.10868	
Reading	Students	1.9667	.92786	-2.001*
	Teachers	2.6667	1.19024	
Writing	Students	2.2667	1.01483	-.991
	Teachers	2.5455	1.20133	

Note. * $p < .05$

As said before, in Iran all textbooks are designed and developed by Ministry of Education. Moreover, the same English textbooks are taught in all schools with students of various talents and competence in each grade. Also, the above table shows that these students are weak at the receptive skill reading and the productive skill of writing. The important point is that those students whose averages are low in junior high school, they should enroll in vocational and technical school for grades 10- 12. Therefore, based on the results of the above table, it can be inferred that the given textbook is incompatible with Iranian students' competence at vocational and technical school. This supports the idea of Richards (2007) who argues "a sound educational program should be based on an analysis of learner needs." (p.51). Moreover, this curriculum is against Robinson's (1991) idea that regards needs analysis is as an indispensable criterion which is adopted and validated in English for Specific Purpose (ESP). On the other hand, the findings of our study call into question other criteria for choosing a textbook that some scholars put emphases on them (e.g., Gatehouse, 2001; Hutchinson & Waters, 1987); that is, students' needs, background knowledge, experiences, enthusiasm and incentive play a significant function in language learning. In addition, in developing ESP courses the crucial presupposition is to associate English course with students' needs so as to enhance their motivation and make learning easier and sooner.

As Table 2 suggests, the majority of the students have trouble with the four skills and related information provided in their textbook and chose 'poor' as their responses; therefore, they believed that these contents and skills do not match well with their capability and what they need in the future careers. In the same vein, their teachers stated that specifications of the syllabus have a little agreement with their students' level and competence.

Pearson's chi-squared test was used to determine whether there is a statistically significant difference between the expected frequencies and the observed frequencies in the two categories of the contingency table. In the standard applications of this test, the observations were classified into mutually exclusive classes. If the null hypothesis that there are no differences between the classes in the population is true, the test statistic computed from the observations follows a χ^2 frequency distribution. If the observed frequencies differ enough from the expected frequencies to enable us to reject the likelihood that these differences could have occurred merely by chance. Also, if the null hypothesis is true, we would expect to find these same proportions among both students and teachers (tables 3 and 4).

Table3.
Language Learning Skills as Determined by Students and Teachers

		Low	Medium	High	Total
Language Learning Skills	<i>students</i>	141	112	17	260
	<i>teachers</i>	4	16	10	30
Total		145	138	27	

Table 4. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.683 ^a	2	.248
Likelihood Ratio	10.592	2	.310
Linear-by-Linear Association	1.436	1	.591
N of Valid Cases	100		

The minimum expected count is 2.67.

Based on the table 4, because significantly *large* frequency shows that the SDR (standardized residual) is larger than plus +1.96. And, significantly *small* frequency the SDR (standardized residual) is smaller than minus -1.96. Therefore, the *teacher* participant have high expectations of English abilities the *student* participant have low expectations of English abilities.

As it is obvious, most of the students viewed the content of the given book "poor" or inappropriate to their levels and future careers. Moreover, teachers believed that these contents and contexts are not suitable for these students with special needs.

The above table shows the textbook unit are based on basic competence and not based on the specific needs of students in particular field to improve the career in the future. Therefore, the material is not "appropriately" designed for specific field and students' needs in a certain career. However, in terms of the above mentioned results, we can see too many grammatical rules for activities and exercises and they are the same as general English textbooks and with those objectives. Furthermore, the table indicates that these students have difficulty learning these kind of English textbooks. Also, teachers are aware that these language textbooks do not contain pedagogically useful materials designed to help learners adopt a broader orientation to language learning for specific field and career which is necessary for their future. Therefore, this study can be useful for both practitioners and future researchers, and more research on this issue can enrich our insight.

Discussions

It is seen that the kind of textbook and the activities involved in it influence the rate of learning of students and is related to meeting the needs of students. Moreover, it revealed that the teachers tried more to obey the government's regulation in teaching and learning processes such as in implementing types of assessment.

The results of the Chi-square test revealed that no significant difference between the views of the both groups (i.e., teachers and students) toward tasks, activities, and

exercises aspects of the textbook; that is, the activities and exercise included in the book do not consider these students' needs and their competences. This finding is also incompatible with Robinson (1991), Wu (2012) and Martins (2017) who argued that learners' perceptions, attitudes, and expectations about language are important to learn it.

Overall, students' needs and competence for learning English are not met by these formal curriculums at these schools, and therefore their developers and/ or authors did not paid attention to the findings researchers in this case in Iran (e.g., Hayati & Mashhadi, 2010; Salarian, 2020; Pishghadam & Saboori, 2014; Riazi, 2005). As Richterich and Chancerel (1984) commented: "... a need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment" (p.29). More importantly, the given textbook is against Tomlinson's (2014) opinion that holds materials should expedite the learning of a language; they should be adapted and adopted for learning rather than for teaching.

Based on the findings of the study, it can be inferred that there is less emphasis on English language skills required for vocational and technical students and their teachers are obliged to teach based on the specified textbooks. Furthermore, in the present study it was found that both the teacher and students perceived the book as not being appropriate in terms of its methodology, tasks, and activities. This finding was in line with that of Haghi (2013), Anjaneyulu (2014), Salehi (2015) reporting that English vocational and technical textbooks taught in Iran's schools contain tasks, activities, and topics which are not quite relevant and attractive to Iranian EFL learners. Therefore, it is significant to put emphasis on the issue of satisfying the various needs and interests of unconventional learners such as the vocational and technical students. In this regard, the ministry of education and curriculum developers should need to take a step back and assess if the present English curriculum has helped the majority of the technical and vocational students learn English more effectively. A review of syllabus content, pedagogy and assessment structure can result in better motivation to learn and on the effectiveness of their learning.

Nevertheless, the present study is not without its limitations; it can be humbling and empowering at the same time to realize we are critically restricted in many ways when conducting scholarly research. Among them are the number of participants in involved in the study and that this study was conducted in some cities. Therefore, the same study can be done in many different schools and cities in Iran to generalize the outcomes of the study. Certainly, further research undertakings can examine other textbooks to reach more conclusive findings regarding the effectiveness of the series in general. Also, comparative research on the contributions of different aspects of learning in these specific textbook give more and convincing results.

CONCLUSION

At the heart of the development and selection of English textbooks for students at each level or grade, there needs to be a theory of community and a theory of educational change in relation to that community with special proficiency, talents, interests, wants, needs, objectives, values and future jobs. Although in Iran students with various proficiency and needs are taught through the same English textbooks at one grade, the adapting and adopting these books based on the aforementioned essential facets certainly represents books that increasingly motivate students of vocational/technical schools for learning. Now that in many countries even an area-based curriculum is being considered in order to re-examine the relationship between schools and their local communities and their specific students, specifying textbooks in terms of the previous variables can open up the possibility practical undertaking and offer opportunities for new educational resources, for new forms of accountability and responsibility, and overcome the existing challenges in learning/education. Unquestionably, despite some limitations and delimitations of the study, in terms of implications, the findings of the study can be thought-provocative; it can motivate the researchers, the materials developers. Likewise, further quantitative and qualitative studies present more obvious and accurate results. Moreover, the study merely concentrated on a limited numbers of students and teachers in a few schools, it is recommended that the same study be conducted with more numbers of students and teachers in a more schools in order to obtain comprehensive results.

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