

A Triangulated Survey on Iranian Junior High School Teachers and Students' Attitudes Towards English Textbook Prospect 2

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The present study aimed at finding out the potential discrepancies between the Iranian junior high school teachers and students' perceptions with respect to the English textbook Prospect 2 in order to shed light on the evaluation of teaching materials in the context of Iran. It is surely worthwhile to investigate the possible mismatches between teachers and students' attitudes towards the English textbook Prospect 2, as they can influence the effectiveness of instructional textbook. To this end, a five-point Likert scale questionnaire based on Litz's (2005) scale called "Textbook Evaluation Questionnaire" was developed, piloted with 20 EFL teachers and 30 EFL students who were representative of the main group, validated, and administered to 120 Iranian EFL teachers and 120 Iranian EFL students. To enrich the data, 30 Iranian EFL teachers and 30 students were interviewed, too. The teachers and students' perceptions towards the English textbook Prospect 2 were compared using mean scores and standard deviations. In order to determine whether there was any statistically significant difference between teachers and students' perceptions towards the English textbook Prospect 2, the nonparametric Mann-Whitney U test was run. The results indicated that there is a statistically significant difference between teachers and students' perceptions regarding the aforementioned textbook. The results of the study revealed that students' perceptions about the English textbook Prospect 2 were more favorable compared with those of the teachers. The thematic analysis of the interviews confirmed these findings, too. Based on the findings of this study, it is proposed that the perceptual mismatches between the teachers and students towards the aforementioned textbook should be minimized as much as possible. Attitudinal gaps and perceptual mismatches between teachers and students regarding a textbook can have negative effects on instructional outcomes.

The results of this study can be helpful for teachers and the materials developers and syllabus designers in the Ministry of Education to consider evaluation as an integral part and ongoing process of the teaching practice to exploit effective teaching techniques in order to make appropriate modification for the deficiencies of ELT textbooks.

Keywords : Perception, Attitude, Perceptual mismatch

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