

Evaluation of Iranian Second-Grade High School English Textbook Based on Needs Analysis Approach

Omid Akbari *

Assistant Professor, Imam Reza International University, Mashhad, Iran

Hossein Pourabbas

MA Student, Islamic Azad University, Neyshabur Branch, Neyshabur, Iran

Abstract

Needs investigation is imperative in English language not only for courses in English for particular purposes, but also for courses in general English. Instructive materials such as textbooks, which are used as an instrument for instructional purposes, must be inspected based on students' language needs. Through a needs investigation approach, this article sought to investigate second-grade English text book widely applied to Iranian high school students. In the beginning, a questionnaire prepared on the students' language needs and wants was distributed among 120 second-grade male high school students and then the researchers utilized the results of this investigation as the premise to survey the intended text book. The obtained results indicated that although all language abilities and elements were approximately significant for most of the learners, the text book couldn't satisfy the students' foreign language needs. At the end, it was proposed that the textbook needs to be improved or completed by means of other learning materials in order to be more efficient for the students.

Keywords: needs investigation, textbook survey, language learners

INTRODUCTION

Needs investigation is a regular process for assigning and addressing needs between present conditions and desirable conditions. The difference between the present condition and desired condition must be examined to properly recognize the needs. The needs can be a factor to make better present conditions or to remove a shortcoming.

Needs investigation can assist to make better the mode of decision making, so ending to betterment in accomplishment of pleasing results. Improving conditions that is, moving from present to desirable conditions is a considerable and valuable endeavor. The gains of a needs investigation will show the way to following decisions consisting of

designing, administering, and evaluating of projects and programs that will lead to gaining appropriate results.

During 1960s when English for Specific Purposes (ESP) instruction absorbed the experts' consideration, needs investigation started to be utilized as a part of the language programs (Richards, 2001). After that, this technical term has been characterized and actualized diversely by various individuals. Nowadays, needs investigation is not constrained to ESP courses; its consideration can be observed in different educational program improvement and surveys.

Learners for their English language learning in EFL settings are chiefly depending on ELT materials and teachers' instructions. Thus, ELT materials should support teachers to present appropriate instructions to learners and help the learners to increase their English language abilities.

Although learners have some potential abilities as materials evaluators, they have been forgotten in the accomplishment of materials evaluation (Breen & Candlin, 1987). Practically, it seems that learners have been completely put aside from the decision-making process about textbook selection in classroom environments, while the role of teachers has been broader (Lee, 2013).

Lastly, theoretical thinking for development of instructional programs in which learner is centered within adult EFL settings have absorbed more importance. The learner-centered instructional program is a cooperative endeavor between teachers and learners, because learners are closely involved in the decision-making process connected to the content of the instructional programs and how it is presented. Moreover, content selection is a significant part of the curriculum. In such a curriculum, obvious criterion for content selection leads to the selection of materials and learning activities and support assessment and evaluation (Nunan, 1988).

McGrath (2002), in his survey, understood that learners' requirements are not completely observed in the subjects of materials evaluation and selection. Nunan (1988), in explaining the learner-centered curriculum, stressed that learners are competent to express their own requirements and wants with regard to instructional content when they are given proper occasions. Also, Cunningsworth (1995) and Tomlinson (2011, 2013) discussed that learners' analysis of materials was a matter of serious importance. Chambers (1997) likewise expressed that countless cooperation in picking proper materials is recommended.

Totally, fruitful instructive projects use needs investigation as a basic element in their programs. In these projects, requirements and wants are recognized and constantly inspected to guarantee that they stay the learners' actual needs. Textbooks, among the components of programs used for English language teaching, have been seen as the principle assets in attaining to targets that have previously been adjusted regarding learners' necessities (Litz, 2001).

English as a foreign language is learned by students in Iran. Although there are different language academies, public schools are the principle places where they are presented

for this language. Learning English is begun in guidance school and is continued to pre-university. The Ministry of Education is in charge of arranging English language programs across the nation. All students across the country utilize the same English textbooks as the main dependable asset accessible to the entire society. Some of these textbooks may vary to some extent but some others are utilized for a considerable length of time with no adjustment. The absence of textbook inspection has provided reason to feel ambiguous as to their suitability for Iranian students. So the researchers have picked the second-grade high school English book as the second book of the series taught in Iranian high schools to see whether the textbooks currently utilized have this appropriateness or not.

LITERATURE REVIEW

Theoretical implications of Needs Investigation

The importance of needs investigation has resulted to the improvement of various methods for doing it in authentic instructive change and survey. Munby as an initiator in this regard opened the way for different scholars. During the 1960s and 1970s he offered his model under the title of sociolinguistic one to make better ESP courses. There were two stages in his model. In the first stage, the communication needs of the learners were distinguished and in the second one, the resulted needs were integrated into the instructional plans in the form of micro-skills and micro-functions. Although Munby's (1978) work was exceptionally complete, some scholars criticized it and believed that it's complicated, inflexible, and impractical (Ha, 2005).

Subsequently, many different effective approaches in the field of needs analysis were offered such as a learning- focused approach (Hutchinson & Waters, 1987), a systemic approach (Richerich & Chancerel, 1977), a learner- centered approach (Berwick, 1989; Brindley, 1989), and a task-based approach (Long, 2005) . In correlation with Munby's work, the systemic approach was more functional and adaptable. But this approach had this problem that it was too related to the learners' observation of their needs instead of their real world needs. As a reaction to Munby's work another approach under the title of Learning- focused approach was also proposed. Two researchers named Hutchinson and Waters (1987) had this belief that Munby had a considerable notice to language needs, while more consideration must be given to how to learn by learners. Instead they discussed two sorts of needs: learning needs in front of target needs, easily defined as the available unique elements that influence the uncovered needs and what the learner wants to perform in the target position.

Berwick (1989) and Brindley (1989) two initiators in learner-focused approaches to needs investigation had a look at learners' needs from various aspects and told that learners' needs totally could be discovered in three ways: felt versus perceived needs, process-oriented interpretations versus product- oriented interpretations, and subjective needs versus objective. Felt needs were determined based on the learners' point of view, while perceived needs were recognized based on the specialists' viewpoint. In process-oriented interpretation, the concentration was on how the learners connected with the target situation, while in the product-oriented

interpretation learners' needs were seen as the language the learners required in the target position. Lastly, subjective needs were managed all through the course, whereas objective needs were investigated before beginning a course. After that, a task-based approach to needs investigation was proposed by Long (2005). The units of investigation in this approach were tasks. These tasks and communicative incidents were similar to Munby's (1978) model but the fundamental concentration in task based approach was on language variants rather than sociolinguistic ones.

Practical Studies of Needs Investigation

Experimental studies are factors that have made needs investigation more outstanding in actual instructional position. Oanh (2007), in his research, claimed that the needs investigations that see learners as the source data were more useful in arranging ELT programs. Moreover, Mazdayasna and Tahririan's (2008) investigation showed that the "learners' needs" were one very significant element that if not noticed could bring about defeat in various aspects. After a while, Kaewpet (2009) tried to change an instructional program in a way to meet the needs in the real instructional setting. In an endeavor, Bosuwon and Woodrow's (2009) investigation that was done before the courses planned to check whether they are in accordance with the observed needs revealed that as the courses could notice the students' needs they would be desirable in future. In another endeavor, in their investigations, Akyela and Ozeka (2010), Chostelidoua (2010), and Kandil tried to achieve a harmony between theories and practice of recognizing learners' needs.

Educational Program and Needs Investigation

According to what said, it can be concluded that the interest of having a particular ESP language course for learners with a concentration on their specific observed needs must be at the focal point of all language learning and teaching programs. Now, this question arises that "how needs investigation can be entered into the instructional program?" One real reply could be "textbooks." In other words, textbooks as the central part of ELT programs (Sheldon, 1988) are where these claims can be effectively fulfilled. Many researchers (e.g., Cunningsworth, 1995; Haycroft, 1998; Hutchinson & Torres, 1994; O'Neill, 1982; Riazi, 2003) have been in agreement that textbooks play a key and significant role in English as a foreign language (EFL)/ English as a second language (ESL) setting. Riazi (2003, as cited in Razmjoo, 2007) believe that "textbooks play a very important role in the domain of language instruction and are viewed as the next significant factor in the second/ foreign language classroom after the teacher" (p. 52). Cunningsworth (1995) contended that textbooks are effectual assets for self-directed learning, sources of ideas and activities, reference sources for students, syllabuses where they reflect pre-determined learning targets and support for less experienced instructors who have yet to gain in confidence. These specialists have additionally declared that the admission and suitability of textbooks are much reliant on pleasing the learners' needs. As Cunningsworth (1995) expressed, great textbooks should carefully reflect the needs of the learners.

Therefore, steady assessment of textbooks to see whether they are suitable is of high noteworthy. Also, choosing an approach for needs investigation can be necessary in the process among other elements. It can be told that gaining thoughts and ideas from teacher and student users is useful as materials designer cannot always foresee what others may find difficult with their materials (see Stoller et al., 2006). One of the segments of textbooks can be needs investigation. This part gets extensive consideration in the general process of textbook development and evaluation.

In Iran, various studies have been done in the field of textbook evaluation and those that are related to high school EFL materials are not insufficient. In one of these endeavors, Tavakoli (1995) utilized Searle's (1976) model of speech act to examine conversations chosen from three English textbooks, which were taught in Iranian high school senior level. Jahangard (2007) assessed four English textbooks that have been used at Iranian high schools. He investigated these textbooks with reference to 13 basic criteria taken from distinctive checklists used for textbooks assessment. Somewhere else, Razmjoo (2007) fulfilled an investigation to evaluate English textbooks of high schools and institutes in Iran. His objective was to discover to what degree these textbooks reveal Communicative Language Teaching (CLT) characteristics. Also, Riazi and Aryashokouh (2007) examined four English textbooks of high school and pre-university with the chief concentration on the consciousness-raising aspect of vocabulary exercises. And lastly, Riazi and Mosalanejad (2010) examined the sorts of learning objectives in high school and pre-university English textbooks used in Iran. This evaluation occurred based on six levels of learning objectives in Bloom's classification.

These surveys are significant, but none of them investigated English textbooks used in Iran from view point of language needs. They might have a look at the learners' needs very briefly, but no visible attention on their developing genuine needs is seen.

THIS STUDY

The current study is expected to show to what degree the second-grade high school English textbook for the objective students is suitable. This survey of the English textbook, which is focused around language needs, is used as an effort to evaluate the textbook more profoundly, when presenting some indexes for the following adjustments. It can be supported by other evaluative investigations of the accessible textbooks, so that the use of needs investigation as a continuous procedure can act as a mediator more accurately. Therefore, this investigation chiefly concentrates on the following questions:

- What are the observed English language needs of the second-grade high school students with respect to the four skills in Iran?
- Does the textbook (English Book 2) satisfy these needs?

METHOD

Participants

The participants of the present study were 120 haphazardly chosen Iranian second-grade male high school students. This number of high school students was selected from three high schools. The age range of all the students who took part in this research was between 15 and 16 with various native languages such as Persian, Turkish, and Kurdish. They had a minimum of five years' experience in learning English. They were chosen using convenient sampling considering their availability and willingness to cooperate.

Materials

The present investigation is focused around an accessible questionnaire basically arranged by Balint (n.d.). The original text included 54 questions consisting of 40 6-point Likert-type scale questions and 14 other questions. According to the goals of this investigation, 28 questions were picked that seemed to chiefly survey the students' present and future language learning needs. All the questions were tied down on a 6-point Likert-type scale except the first one. The prepared questionnaire was translated into Persian for the students' convenience. Two specialists in this field controlled its validity. By conducting a pilot study including 20 students the reliability was calculated to be 0.89, which was a proper norm.

Procedures

The data was collected in Bojnourd (one of the cities in North Khorasan province) Talash high school at the end of first semester in autumn 1393. For students' facility, instructions and sufficient time to reply the questions were given them. The feedback reflected from the students was initially analyzed descriptively. Chi-square statistical analysis was used and the level of significance was calculated to be $p < 0.05$. Moreover, the researchers used the produced results as the foundation for the survey of the intended textbook.

RESULTS

28 used items in this study are connected to the students' language requirements. From these items, the initial three ones had a look of the students' thought, and the others were about the present and future needs of the students particularly. The findings of this survey can be observed in the following tables.

Table 1. Percentages and Chi-Square Outcomes for the First Question: The Helpfulness of Each Skill for Developing the General English Sills.

	Reading	Listening	Speaking	Writing	Total	χ^2	p	df
N	31	15	65	9	120	63.067	0.000	3
%	25.8	12.5	54.2	7.5	100			

Percentages and chi-square results for the first question and as well as the goodness of each skill for making better the general English ability have been indicated in Table 1.

As shown, speaking ability has been believed by 54.2% of the students as the most helpful skill for improving the general English ability. One fourth of the students (25.8%) selected reading as the next helpful skill. This table also shows a chi-square value of 63.06, a degree of freedom (DF) of 3, and a significance level of 0.000. So the difference between the students' opinion was calculated to be significant ($p < 0.05$).

Table 2. Percentages and Chi-Square Outcomes for the First Question: The Helpfulness of Each Skill for Developing the General English Skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
Reading	31	25.8	25.8	25.8
Listening	15	12.5	12.5	38.3
Speaking	65	54.2	54.2	92.5
Writing	9	7.5	7.5	100
Total	120	100.0	100.0	

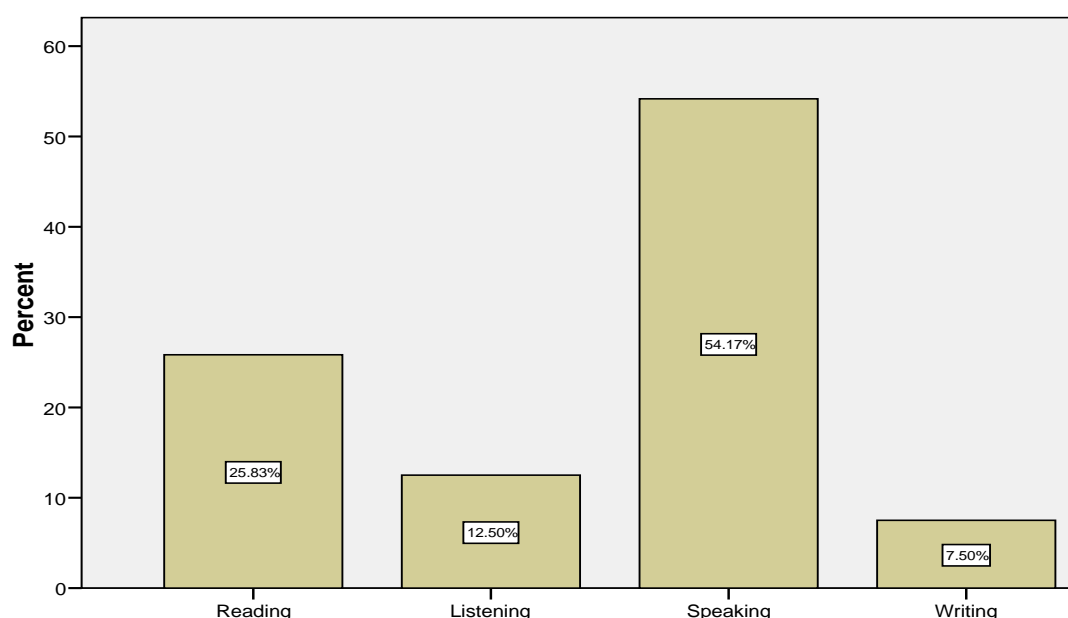


Figure 1. Percentages of the First Question

Table 2 shows the frequency of first question's responses that in the first column, the frequency of responses is presented and in the third column from the left side the percent of the frequency of each response. After the frequency table there's a chart that is the bar graph of the first question's answers that shows the data in the form of a percentage. Moreover, percentages, chi-square results, and bar graphs of questions 2 and 3 have been shown in Tables 3 and 4.

Table 3. Percentages and Outcomes for the Second Question (How imperative is it to have vocabulary rehearsed in English classes?)

	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all important	4	3.3	3.3	3.3
Somewhat not important	1	0.8	0.8	4.2
Slightly not important	8	6.7	6.7	10.8
Slightly important	19	15.8	15.8	26.7
Somewhat important	35	29.2	29.2	55.8
Very important	53	44.2	44.2	100.0
Total	120	100.0	100.0	

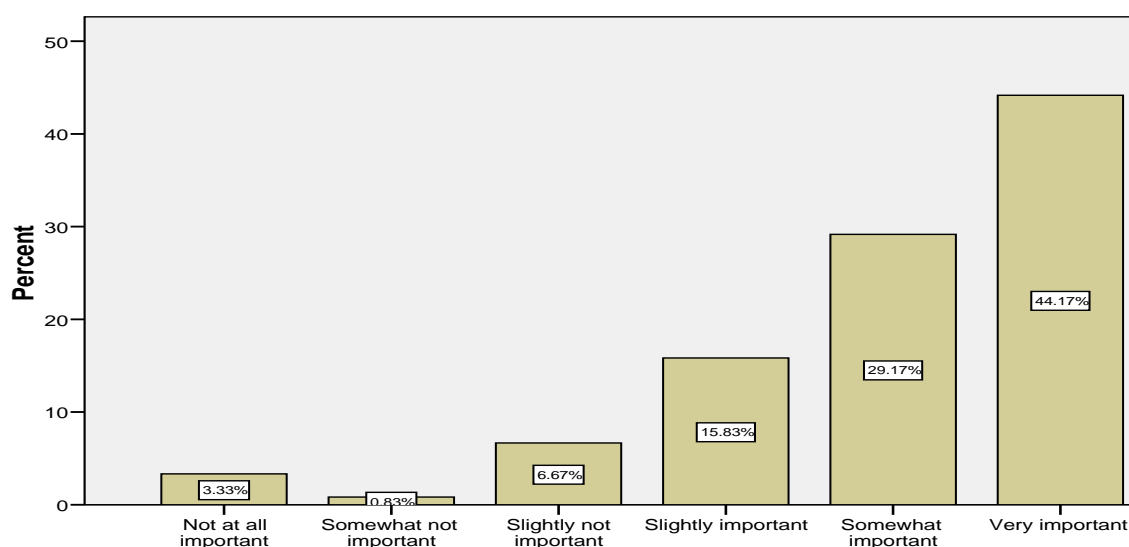


Figure 2. Percentages of the Second Question

Table 4. Percentages and Outcomes for the Third Question (How imperative is it to have grammar rehearsed in English classes?)

	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all important	3	2.5	2.5	2.5
Somewhat not important	1	0.8	0.8	3.3
Slightly not important	8	6.7	6.7	10.0
Slightly important	13	10.8	10.8	20.8
Somewhat important	40	33.3	33.3	54.2
Very important	55	45.8	45.8	100.0
Total	120	100.0	100.0	

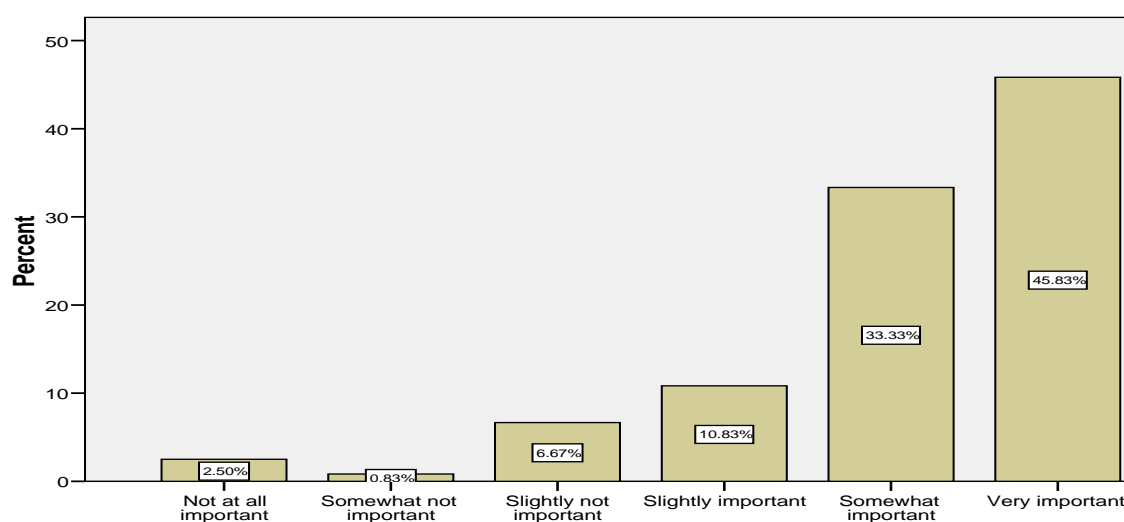


Figure 3. Percentages of the third Question

As Table 5 indicates, items 2, 3, 9, 11, 14, 18, 22, had the highest percentages (44.2%, 46.7%, 33.3%, 35.8%, 36.7%, 33.3%, and 33.3% respectively), and the lowest percentages pertained to Items 16 (11.7%), 12 (12.5%), 7 (15%), 4 (15.8%), 13 (16.7%), 5 (16.7%), and 17 (16.7%). These percentages represent that all language skills and components were significant for them, but the degree of their needs to each function was varied.

Table 5. Percentages and Chi-Square Outcomes for Questions 2 to 28.

Item	No at all <u>Important</u> n %	Somewhat not <u>Important</u> n %	Slightly not <u>Important</u> n %	Slightly <u>Important</u> n %	Somewhat <u>Important</u> n %	Very <u>Important</u> n %	Total n %	χ^2	P	df
2	4 3.33	1 0.9	8 6.6	19 15.8	35 29.2	53 44.2	120 100	103.800	0.000	5
3	3 2.5	1 0.9	8 6.6	13 10.8	39 32.5	56 46.7	120 100	123.4000	0.000	5
4	16 13.3	7 5.8	15 12.5	41 34.2	20 16.7	19 15.8	120 100	32.600	0.000	5
5	11 9.2	10 8.3	17 14.2	29 24.2	33 27.7	20 16.7	120 100	21.600	0.001	5
6	19 15.8	12 10	18 15	19 15.8	20 16.7	32 26.7	120 100	10.700	0.058	5
7	13 10.9	18 15	20 16.7	33 27.5	18 15	18 15	120 100	7.300	0.199	5
8	13 10.9	30 25	10 8.3	30 25	11 9.2	26 21.7	120 100	23.300	0.000	5
9	9 7.5	9 7.5	13 10.9	17 14.2	32 26.7	40 33.3	120 100	42.200	0.000	5
10	12 10	10 8.3	18 15	26 21.7	26 21.7	28 23.3	120 100	15.200	0.010	5
11	8 6.6	11 9.2	13 10.9	19 15.8	26 21.7	43 35.8	120 100	42.000	0.000	5
12	11 9.2	21 17.5	14 11.7	27 22.5	32 26.7	15 12.5	120 100	16.800	0.005	5
13	11 9.2	13 10.9	17 14.2	29 24.2	30 25	20 16.7	120 100	16.000	0.007	5
14	10 8.3	15 12.5	16 13.3	18 15	17 14.2	44 36.7	120 100	36.500	0.000	5
15	9 7.5	12 10	17 14.2	26 21.7	28 23.3	28 23.3	120 100	17.900	0.003	5
16	15 12.5	21 17.5	25 20.8	20 17.5	25 20.8	14 11.7	120 100	5.600	0.347	5
17	16 13.3	17 14.2	27 22.5	17 14.2	23 19.2	20 16.7	120 100	4.600	0.467	5
18	8 6.6	13 10.9	13 10.9	19 15.8	27 22.5	40 33.3	120 100	33.900	0.000	5
19	8 6.6	16 13.3	12 10	23 19.2	28 23.3	33 27.7	120 100	23.300	0.000	5
20	11 9.2	17 14.2	19 15.8	25 20.8	31 25.8	17 14.2	120 100	12.300	0.031	5
21	7 5.8	17 14.2	15 12.5	23 19.2	29 24.2	29 24.2	120 100	18.700	0.002	5
22	9 7.5	13 10.9	13 10.9	21 17.5	24 20	40 33.3	120 100	31.800	0.000	5
23	13 10.9	17 14.2	19 15.8	28 23.3	15 12.5	28 23.3	120 100	10.600	0.060	5
24	9 7.5	9 7.5	15 12.5	25 20.8	31 25.8	31 25.8	120 100	26.700	0.000	5
25	6 5	17 14.2	20 17.5	27 22.5	23 19.2	27 22.5	120 100	15.600	0.008	5
26	7 5.8	15 12.5	17 14.2	23 19.2	33 27.7	25 20.8	120 100	19.600	0.001	5
27	6 5	13 10.9	17 14.2	20 17.5	28 23.3	36 30	120 100	28.700	0.000	5
28	8 6.6	15 12.5	19 15.8	20 17.5	25 20.8	33 27.7	120 100	18.200	0.003	5

Based on Table 5, the highest percentages were connected to the usual efforts that students would experience in their educational settings and daily lives (e.g., reading English textbooks, listening to take notes of a class lecture in English, listening to English language music, presenting short speeches, English writing for university course papers). It appears that access to the main communication skills consisting of speaking, listening, reading, and writing for conducting instructional works made the students to trend to utilize English variously and really more validly. This trend was confirmed to be statistically significant ($p < 0.05$) in almost all cases.

DISCUSSION

The purpose of the present study was a survey of English Book 2 taught in Iranian high schools based on students' language needs which has particular characteristics. This book is formed of seven units. The components of each unit are: A: "New Words", B: "Reading", C: "Comprehension," D: "Speak Out," E: "Write It Down," F: "Language Function," G: "Pronunciation practice," and I: "Vocabulary."

It appears that the intended book follows the structural approach, accordingly, it allocates the biggest extent of every unit to grammar. The trace of the audio-lingual method (ALM) can be seen in some structures exhibited inductively via some repetition, substitution, and transformational speaking activities. Jahangard (2007) inferred that if taught appropriately, this part could be useful to the learners. Anyway, according to the results of the present study, these exercises are only able to gratify a very small component of the learners' language needs and wants. So, communicative exercises are required in this part.

Reading is the next critical area that is stressed in the book. While the extent appears to be accounted for the students' language needs (Jahangard, 2007), more attractive, practical, and new subjects are expected to be incorporated in the units. New words can be practiced both at the beginning and at the end of each lesson. Yet, the number of these words that must be practiced are not sufficient in comparison with the vocabulary list that is at the end of each lesson (Jahangard, 2007). Furthermore, the concentration in such word practices is only on individual words without any attention to them when they are used in compounds (Riazi & Aryashokouh, 2007). This degree of vocabulary activities appears are not enough for EFL students who do not deal with English language outside the classrooms. Around the listening skill can be told that there is no special program in the book. This skill receives no attention and only is considered partially and can only be rehearsed slightly in reading and grammar parts. On the whole, what is accomplished under the title of speaking is just a series of grammar activities. As the last word in this regard, it is stated that there are no really communicative activities about speaking skill in the textbook. Writing skill, as the last one, is also completely disregarded in its actual sense. As a matter of fact, writing exercises are limited to the practice of the newly presented grammatical points in the context of some isolated sentences and not more.

Therefore, it is obvious there is a lack of reliable communicative activities to practice and support language skills in the book. On the whole, the survey of the English Book 2

revealed that it doesn't have necessary criteria to be used to language teaching in Iranian high schools. Moreover, other researchers (e.g., Jahangard, 2007; Razmjoo, 2007; Riazi & Mosalanejad, 2010; Yarmohammadi, 2002) affirmed the absence of sufficient concentration to provide appropriate occasions for more valid and communicative utilization of English language.

CONCLUSION

Needs investigation is noteworthy in English language not just for courses in English for particular purposes, it is likewise vital for courses in general English. Instructive materials such as textbooks which are used as an instrument for instructional purposes, must be inspected based on students' language needs. Accordingly, the investigation was intended to survey English Book 2 of Iranian high schools based on the obtained language needs and wants of the students. The purpose was to figure out if the intended book satisfies the language needs and wants pertaining to the students' present and future time.

The students participated in the study believe that all language segments and skills were very significant. They ought to be incorporated in their textbooks and instructional materials. The majority of the participants stated that it was their essential need to get acquainted with utilizing English in real communicative occasions and as a tool for educational purposes. But their present textbook practically fails to offer these qualities. Their textbook places an excess of attention on grammar and is more permissive on reading, and this does not allow other abilities and segments develop. Hence, as a last comment, it can be concluded that English Book 2 taught in Iranian high schools does not satisfy the language needs of the students. The number of students as the representative group from among the current users affirmed this reality that improvement and reorganization of the intended book is necessary in order that the present situation in the field of English language teaching and learning to be improved.

This investigation can be judged as one of the rare endeavors that have researched materials of English as foreign language in Iranian high schools based on language needs aspects. Experts and other shareholders in this field can observe considerable documents of the textbook's actual suitability according to the textbook users' opinions. Commonly, the material designers have a more extensive understanding into what components ought to be incorporated and to what degree these components ought to be stressed in the textbook. By improving and adjusting the textbook, the general language curriculum can become better. Moreover, weaknesses would be distinguished by the teachers and they can prevail over them and consequently the textbook would be complemented by proper extra materials.

REFERENCES

- Akyela, A. S., & Ozeka, Y. (2010). A language needs analysis research at an English medium university in Turkey. *Procedia: Social and Behavioral Science*, 2, 969-975.
- Balint, M. (n.d.). *Assessing students' perceived language needs in a needs analysis*. Available from <http://www.paaljapan.org/>
- Berwick, R. (1989). Needs assessment in language programming: From theory to practice. In R. K. Johnson (Ed.), *The second language curriculum* (pp. 48-62). Cambridge, UK: Cambridge University Press.
- Bosuwon, T., & Woodrow, L. (2009). Developing a problem-based course based on needs analysis to enhance English reading ability of Thai undergraduate students. *RELC Journal*, 40, 42-64.
- Breen M., & Candlin C. (1987). Which materials? A consumers' and designers' guide.
- Brindley, G. (1989). The role of needs analysis in adult ESL programmed design. In R. K. Johnson (Ed.), *The second language curriculum* (pp. 63-77). Cambridge, UK: Cambridge University Press.
- Chambers F. (1997). Seeking consensus in course book evaluation. *ELT Journal* 51(1): 29-35.
- Chostelidoua, D. (2010). A needs analysis approach to ESP syllabus design in Greek tertiary education: A descriptive account of students' needs. *Procedia: Social and Behavioral Sciences*, 2, 4507-4512.
- Cunningsworth, A. (1995). *Choosing your course book*. Oxford. Heinemann, UK.
- Ellis, R. (1997). The empirical evaluation of language teaching materials. *ELT Journal*, 51, 36-42.
- Ha, P.L. (2005). Munby's needs analysis' model and ESP. *Asian EFL Journal*, Vol, 6, No.1, October, pp.1-10.
- Haycroft, J. (1998). *An introduction to English language teaching*. Longman, London, UK.
- Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT Journal*, 48, 315-328.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning centered approach*. Cambridge, UK: Cambridge University Press.
- Jahangard, A. (2007). *The evaluation of the EFL materials taught at Iranian public high schools* (Karen's Ling-uistics Issues). Retrieved from <http://www3.telus.net/linguis-ticsissues/tefliranian.html>
- Kaewpet, C. (2009). A framework for investigating learner needs: Needs analysis extended to curriculum development. *Electronic Journal of Foreign Language Teaching*, 6, 209-220. Retrieved from <http://e-flt.nus.edu.sg/v6n22009/kaewpet>
- Kandil, A. (n.d.). *Needs analysis and the Arab learners*. Retrieved from <http://ilearn.20m.com/research/needs.htm>
- Lee BK (2013). Korean EFL learners' perspectives on ELT materials evaluation criteria. *English Language & Literature Teaching* 19(4): 55-78.
- Litz, D. R. A. (2001). Textbook evaluation and ELT management: A South Korean case study. *Asian EFL Journal*. Retrieved from <http://asian-efljournal.com/thesis/2005/10/29/textbook-evaluation-and-elt-management-a-south-korean-case-study/#thethetabs>
- Long, M. H. (2005). Methodological issues in learner needs analysis. In M. H. Long (Ed.), *Second language needs analysis*. Cambridge, UK: Cambridge University Press (pp.19-76).

- Mazdayasna, G., & Tahririan, M. H. (2008). Developing a profile of the ESP needs of Iranian students: The case of students of nursing and midwifery. *Journal of English for Academic Purposes*, 7, 277-289.
- McGrath I. (2002). *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.
- Munby, J. (1978). *Communicative syllabus design*. Cambridge, UK: Cambridge University Press.
- Nunan D. (1988). *The Learner-centered Curriculum*. Cambridge: Cambridge University Press.
- O'Neill, R. (1982). Why use textbooks? *ELT Journal*, 36, 104-111.
- Oanh, D. T. H. (2007). Meeting students' needs in two EAP programs in Vietnam and New Zealand: A comparative study. *RELC Journal*, 38, 324-349.
- Razmjoo, S. A. (2007). High schools or private institutes textbooks? Which fulfill communicative language teaching principles in the Iranian context? *Asian EFL Journal*, 9(4).
- Riazi, A. M. (2003). What textbook evaluation schemes tell us? A study of the textbook evaluation schemes of three decades. In W. A. Renanda (Ed.), *Methodology and materials designing language teaching* (pp. 52-68). Ratmanida, Singapore: SEAMEO Regional Center.
- Riazi, A. M., & Aryashokouh, A. (2007). Lexis in English textbooks in Iran: Analysis of exercises and proposals for consciousness raising activities. *Pacific Association of Applied Linguists*, 11, 17-34.
- Riazi, A. M., & Mosalanejad, N. (2010). Evaluation of learning objectives in Iranian high school and pre-university English textbooks using Bloom's taxonomy. *TESL-EJ*, 13(4). Retrieved from <http://www.tesl-ej.org/wordpress/issues/volume13/ej52/ej52a5/>
- Richards, J. C. (2001). *Curriculum design in language teaching*. New York, NY: Cambridge University Press.
- Richterich, R., & Chancerel, J. L. (1977). *Identifying the needs of adults learning a foreign language*. Oxford: Pergamon Press, UK.
- Searle, J.R. (1976). A classification of illocutionary acts. *Language in Society*, 5(1), 1-23.
- Sheldon, L. (1988). Evaluating ELT textbooks and materials. *ELT Journal*, 42, 237-246.
- Stoller, L. F., Horn, B., Grabe, W., & Robinson, S. M. (2006). Evaluate review in materials development. *Journal of English for Academic Purposes*. Retrieved from <http://elsevier.com/locate/jeap>
- Tavakoli, F. (1995). *Functional analysis of the dialogues in the Iranian senior high school English textbooks* (Unpublished master's thesis). Allameh University, Tehran.
- Tomlinson B. (2011). Introduction: Principles and procedures of materials development.
- Tomlinson B. (2013). Classroom research of language classes In: Tomlinson B (ed.) *Applied Linguistics and Materials Development*. London: Bloomsbury, 43-59.
- Yarmohammadi, L. (2002). The evaluation of pre-university textbooks. *The Newsletter of the Iranian Academy of Science*, 18, 70-87.

APPENDIX

Needs Investigation Questions

1. Which of the following abilities do you feel would be most valuable to learn and practice for enhancing your general English capacity? (1) Reading (2) Listening (3) Speaking (4) Writing

2. How imperative is it to have vocabulary rehearse in English classes?

(1) Not at all important (2) Somewhat not important (3) Slightly not important (4) Slightly important (5) Somewhat important (6) Very important

3. How imperative is it to have grammar rehearse in English classes?

(1) Not at all important (2) Somewhat not important (3) Slightly not important (4) Slightly important (5) Somewhat important (6) Very important

For Questions 4 to 28, how much do you feel each of the abilities is imperative in your life? Utilize the following scale for your answers.

(1) Not at all important (2) Somewhat not important (3) Slightly not important (4) Slightly important (5) Somewhat important (6) Very important

4. Reading English business documents/business e-mails 1 2 3 4 5 6

5. Reading English papers on the Internet 1 2 3 4 5 6

6. Reading English books for delight 1 2 3 4 5 6

7. Reading English newspapers 1 2 3 4 5 6

8. Reading e-mails from foreign companions written in English 1 2 3 4 5 6

9. Reading English textbooks 1 2 3 4 5 6

10. Listening in meetings or small-group discussions at work with English-speaking members 1 2 3 4 5 6

11. Listening to take notes of a class lecture in English 1 2 3 4 5 6

12. Listening to a discourse in a meeting given in English 1 2 3 4 5 6

13. Watching films or TV programs in English 1 2 3 4 5 6

14. Listening to English language music 1 2 3 4 5 6

15. Speaking casually in English with foreign tourists 1 2 3 4 5 6

16. Giving formal speeches/presentations in English at international meetings 1 2 3 4 5 6

17. Giving small speeches/presentations at work 1 2 3 4 5 6

18. Giving small speeches/presentations in English in your university classes 1 2 3 4 5 6

19. Having exchanges about broad themes and current occasions in English with schoolmates 1 2 3 4 5 6

20. Having exchanges about broad themes and current occasions in English with foreigners 1 2 3 4 5 6
21. Speaking to hotel and restaurant personnel in English while traveling abroad 1 2 3 4 5 6
22. Writing in English for university course papers 1 2 3 4 5 6
23. Writing business documents in English 1 2 3 4 5 6
24. Synthesizing information from more than one source 1 2 3 4 5 6
25. Writing e-mail letters in English to foreign friends 1 2 3 4 5 6
26. Writing e-mail business letters in English to foreigners 1 2 3 4 5 6
27. Getting the ability to research information in English 1 2 3 4 5 6
28. Doing group investigation with classmates or co-workers in English 1 2 3 4 5 6