

An Evaluation of Prospect Book (Prospect 1)

Ali Akbar Khansir
Bushehr University of Medical Sciences, Bushehr, Iran

Esmaeel Mohammadifard
Science and Research Branch, Islamic Azad University, Iran

Abstract—ELT materials (textbooks) always play a very important role in language classrooms. In recent years, there has been an increasing debate throughout the ELT profession on the actual role of materials in teaching English as a second/foreign language. In the field of English teaching should both the potentials and the limitations of materials for helping the English learners through the learning process and curriculum as well as the teachers' needs is often recommended. In this study, the researchers tried to evaluate English school textbook namely Prospect 1 (2013). This research showed that the Prospect 1 has not completely met its objectives. The content of this book is beyond the students' English language knowledge. This problem affects negatively both the understandability of the tasks and the students' participation in the activities. There are other concerns regarding this book such as: separation of English culture from English language; the contents of the lessons are not interesting enough for students and illustrations do not relate to the subject of the tasks. On the other hand, the prospect 1 is designed based on the communicative approach, and it focuses mainly on meaning and learning English language through the learners' participation in pair/group activities.

Index Terms—ELT materials, English language, textbook evaluation, communicative approach

I. INTRODUCTION

The relationship between English language teaching and materials has always been a close one. Today, the role of English textbooks is used as one of important tools for pushing both teachers and learners towards teaching and learning English language over the world. Therefore, selecting a proper textbook for teaching language in classroom can be one of the most important tasks of language teachers. Ellis (2003) argued that a task should be used based the following criteria: 1. There is a primary focus on meaning; 2. The students choose the linguistic and nonlinguistic recourses needed to complete the task; 3. The task should lead to real –world processes of language use; 4. Successful performance of the task is determined by examining whether students have achieved the intended communicative outcome.

In the field of English as second language or foreign language, Crystal (2003) mentioned that material writers should also consider whose authentic English is to inform the curriculum. Today, both of native speakers of English language and nonnative speakers of English feel that they need more to speak English around the world. Harwood (2010) argued that in second language teacher- education programs, however, insufficient attention is often given to the role of materials in language teaching. However, the present study tried to carry out an investigation English textbook for schools namely prospect 1. Prospect 1 from the series English textbooks for schools is a part of six years program that is designed to help student in order to learn English for communicative purposes using all language skills (listening, speaking reading, writing). It also claims that the learner is required to do lots of pair/group works and to explain how cooperative learning will result in more effective learning. Communicative competence as main aim of communicative approach was coined by Hymes (1971), According to Hymes (1971) the theory of communicative competence is in terms of these four factors:

1. Whether (and to what degree) something is formally possible – this corresponds to the familiar notion of grammatically.
2. Whether (and to what degree) something is feasible – This refers to psycho-linguistic factors like memory limitation, embedding etc.
3. Whether (and to what degree) something is appropriate – this refers to the relation between language and context.
4. Whether (and to what degree) something is done. This refers to the actuality of occurrence of a linguistic utterance (cited in Khansir, 2012).

In discussion of the statement of problem, for many years, the process of English language learning had been a static which had very low and ineffective result in communicative language learning. In recent years, Iran like another foreign language countries tries to provide a series of English textbooks for schools that are based on the new approach for language learning /teaching called "communicative approach". Prospect 1 is one of the books that is designed based on this new approach which is taught to students in grade 7th in junior high school. It seems that in this book, there are some shortcomings that are not consistent with general aims and its principles. In order to promote this textbook as one of the most important materials of language learning, the researchers in this study tried to investigate some problematic areas of difficulty.

II. OBJECTIVES OF THE STUDY

The present study aims at exploring and evaluating the prospect 1 to show to what extent the real application of communicative and task based approach are applied in the activities of the aforementioned textbook. In this part of the study, the researchers hope that English teachers benefit from the results of the evaluation in junior high schools in that it might give them insight into the course books they use and how they can utilize them better.

III. RESEARCH QUESTIONS

The present study considered the following questions with reference to Prospect book 1as follows:

1. What are the pedagogic values of Prospect 1?
2. How is the prospect 1 in line with the objectives set for it?
3. What are strengths and weaknesses of Prospect 1?

IV. METHODOLOGY

A. *Participants*

The participants of the study were four English teachers who were asked to complete the evaluation checklist. The English teachers have taught the textbook (Prospect 1). Although, they have more than 15 years teaching experiences. But, they have taught prospect 1 for one year, because this book is published recently.

B. *Instruments and Materials*

In this study, the instrument was used to analysis the data and then evaluated the textbook. For the purpose of the data analysis and evaluation of the book, Little John Checklist (2011) was used in this study. The Little John Checklist (2011) was completed by the four teachers. Each checklist consisted of two parts. The first part of the checklist included the task analysis sheet examined the activities and tasks in one typical unit of each textbook. This task analysis sheet included three sections. For each activity, a task analysis sheet was allocated. Here the teachers were asked to tick the items which are presented in the task in each subsection. The teachers may have ticked one or more items. For instance, in the case of subsection in 'turn take' a task may involve the learner both scripted response and oral response. In this study, the tasks of just one unit of the text book were examined for two reasons: the first was that all units included the same parts and tasks in a uniform sequence, i.e. all the units are in the same format; the second reason was about practical considerations. If the researchers wanted to provide a task analysis sheet for all activities in the textbook, the checklist would be too long and exhausting to be rated by the participants. Little John checklist (2011) mentions that evaluating 10-15 percent of the textbook is sufficient to be analyzed. It is also worth mentioning that in task analysis sheet for each task, we consider a numerical scale that ranges from 4 to 1. The scores in this scale showed the degree of incorporation of each item in a task. In the second part of the Little John Checklist (2011), a numerical scale of 0 to 4 points was provided. This part consists of nine sections according to Little Johns' (2011) framework, namely:

- I. Aims and objectives(including five evaluative questions)
- II. Principles of selection(including five evaluative questions)
- III. Principles of sequencing(including five evaluative questions)
- IV. Subject matter and focus of subject matter(including three evaluative questions)
- V. Types of teaching/learning activities(including five evaluative questions)
- VI. Participation :who does what with whom(including three evaluative questions)
- VII. Classroom roles of teachers and learners(including four evaluative questions)
- VIII. Role of materials as a whole(including three evaluative questions)
- IX. Learner's role in learning (including four evaluative questions).

C. *Textbook Description*

Prospect 1 is one of the series English textbooks for school children is designed to help the children in the first year of secondary school to learn English for communicative purposes. This text book written based on all language skills (listening, speaking, reading and writing). This book assigns different role of teacher and learner in contrast with traditional books. The role of teacher in this book is designed based on the communicative approaches and thus; the role of the teacher is considered as co-worker and assistant in language learning process and the role of learner changes from implementation of teacher's instruction to an active role in every aspect of language learning process. The aims and objectives of this book include:

1. Provide a situation in which a learner has an active role in class
2. Using a variety of activities to promote problem solving and self-confidence in learner
3. Promote cooperation among learners and create communicative competence based on the learners' personal and social life needs.
4. Paying attention to mental aspects and their role in language learning process
5. Provide suitable error feedback to learners
6. Use of authentic, meaningful and understandable content
7. Emphasize on language learning through language experience

8. Focus primary attention on meaning rather than form
9. Teacher error correction should be done in a way that does not interrupt learner's interaction.
10. Use of the classroom conversation

This book consists of 8 main units and 4 reviewing units. Each main unit divided into three parts: the first part is listening and speaking that starts with a dialogue and continues with pair/group practices; the second part is writing skill. In this part alphabet letters and the relationship between the sounds of the letters and their forms and different allophones of one sound is taught to the learners; the third part is a role play/your conversation. This part is considered for reviewing the previous parts and gives enough chance to learner to practice what he/she has learned. In addition, this text book also has a workbook and compact disk that is used to practice book contents.

V. RESULTS AND DISCUSSION

Results are presented in tables. In each of the tables, the results for the Prospect 1 were reported for individual features which were listed in the task analysis sheet. In each section of the evaluation, the interpretation of the results is followed by some discussions. The main focus of these discussions is to evaluate the textbook according to scores given by the four teachers. In each section, the researchers state their own interpretation of the results regarding to the Strengths and weakness of the textbook. Thus, the results of evaluation are presented in two parts: the task analysis sheet part and the design part.

Results of the Task Analysis Sheet

In this section, we analyzed tasks of first unit in order to find out the overall value of the materials. As, we mentioned earlier, the task consisted of three sections and each section answers to one question about major aspect of the tasks. In this section, the results of each of these questions are presented together with their interpretations.

1. What is the Learner expected to do?

This question analyzes the demands which the tasks have used on the Learners. In other words, how the learner is supposed to accomplish the task. This question examines three specific aspects of a task as follows:

1.1. Turn take

Turn take as task related to classroom discourse that the learners are expected to take it. It consists of four subcategories: initiation, scripted response, oral response and not required any participation are presented in table 1.

TABLE 1.
FREQUENCY AND PERCENTAGE OF TURN TAKE (AVERAGE SCORES)

| | Frequency | percentage |
|-------------------|-----------|------------|
| Initiate | 28 | 29 % |
| Scripted response | 24 | 25% |
| Oral response | 40 | 42% |
| Not required | 4 | 4% |
| Total | 96 | 100 % |

First table showed that the tasks of Prospect1 mostly based on the response of the learners. The first learners' response was orally (42%). Initiation received the next greatest percentage in Prospect1, with 29 percent .The next greatest item after initiation is scripted responses with 25%. Not required was the least item with 4%.

The results showed that Prospect1 tasks more often encourage students to use the language and more importantly require learners to express themselves than to be a listener .Also the research showed that when learners have more opportunities to express themselves and take part in tasks and activities, they can promote their self-confidence and also they overcome on their anxiety so, the Learning process is facilitated. As the Table 1 showed that the tasks and activities of this book are arranged in a way that involve learners as possible as in tasks, activities and have an active role but because the learners have no English background, their role was limited to oral responses and even when they have initiation, their speaking range was limited.

1.2. FOCUS

The second element refers to whether the learners are asked to attend to the meaning of language and its form or the relationship between form and meaning. The attention of the learner in the task is concentrated on one or some aspects of the task according the nature of the task.

The results of task analysis in this part are presented in table 2. As the results in table 2 showed that in most of the tasks in prospect 1, learner's focus is concentrated on meaning was 66.6%. Activities which in need of learners' focus on the relationship between form and meaning have the next percentage 20 %, and the activities which concentrated only on the form was 13.4% and thus, allocated to themselves.

The results showed that in prospect1, tasks which require learners to concentrate on meaning. It means that authors of Prospect one believe that in order to promote communicative performance and competence of the learners, task should be meaning oriented rather than form. Most of the tasks in prospect one, even when the aim of task is to teach the form, the form is taught through inductive process rather than merely focusing on it. It showed that in prospect one tasks, the authors try to increase learners' comprehensibility in order to better understanding.

TABLE 2.
FREQUENCY AND PERCENTAGE OF FOCUS

| | Frequency | Percentage |
|--|-----------|------------|
| Language system (rule or form) | 8 | 13.4 % |
| Meaning | 40 | 66.6 % |
| System , form and meaning relationship | 12 | 20 % |
| Total | 60 | 100 % |

1.3. Mental operation

When the learner participates in language learning tasks he/she may have different mental operation either to comprehend the language or to produce it. When a learner participates in a special task, a wide range of mental operation is probable.

In this part of task analysis, six items of mental operation are included according to the nature of the tasks in prospect 1. As mentioned in the textbook description, some mental operation which Little John brings in its TAS is omitted in our task because the learners are at elementary level and have no English language background. The list of mental operations that are included in our task is presented in table3.

TABLE3.
FREQUENCY AND PERCENTAGE OF MENTAL OPERATION

| Mental operation | Frequency | Percentage |
|--------------------------------|-----------|------------|
| Decode semantic meaning | 40 | 27 % |
| Retrieve form long term memory | 32 | 21 % |
| Repeat identically | 8 | 6 % |
| Relate Sound to form of word | 24 | 16.2 % |
| Express own ideas/information | 28 | 19 % |
| Deduce language rule | 16 | 10.8 % |
| TOTAL | 148 | 100 % |

The table 3 showed that the mental operation “Decode semantic meaning” has the most percentage in other mental operation and allocated 27 percent of mental operation to itself in compare to other mental operations. It showed that in prospect 1, in order to be able to accomplish tasks properly, learner should know the message and the meaning of them. The mental operation “Retrieve from long term memory” received 21 percent. This mental operation was not so much because learner did not have any previous information about English language. It is worth mentioning that as the learner acquires more linguistic knowledge, this mental operation will increase steadily. The proportion of the task requiring learner to repeat identically is (6%). It showed that prospect1 did not give learner any fix framework to produce Language according to that fix framework. It means that tasks in prospect1 are designed in a way that help learner to be flexible in language use and also promote his/her strategic competence. The mental operation 'relate sound to form of the word or the Letter' compose of 16.2 Percentage. It showed that in Prospect one there are some special tasks that are allocated to this mental operation. As the learners of prospect1 are in primary Level of English language learning, there are some tasks in the units of this book that is allocated to the training of alphabetic letters to help learners to learn English alphabetic letter, their sounds and different allophones of each sound. Tasks which involve learners in (Express own ideas/ information) composed of 19 percent of mental operation. It has the second most percentage to itself between other mental operations. Because Prospect1 is based on communicative approach, the tasks of this book are designed in a way that learners move toward free talking and expressing their ideas. Again we should mention that learners who study according to this textbook do not have English background, so they are unable to express themselves. The mental operation 'deduce Language rule' has 10.8 percentages. This mental operation is low in the tasks of prospect1, because of two reasons: First reason is that in this book, the primary attention is on the meaning rather than form, so it is obvious that the tasks that allocated to the meaning are more than those that are designed to teach forms and rules. Second reason is that since learner has no English knowledge, he cannot deduce Language rules so much.

2. Who with?

This question examined another aspect of a task and the kind of interaction which learners and teacher have when participating in the learning task. Options in this regard are (a) learner to class in which one specified learner is supposed to give his/her reports to other in class, (b) learners individually and simultaneously, in which each individual learner perform the required task and (c) learners in pairs / groups in which learners are required to interact with each other in pairs or groups in order to do the task.

TABLE4.
FREQUENCY AND PERCENTAGE OF WHO WITH?

| | Frequency | Percentage |
|------------------------|-----------|------------|
| Learner individual | 24 | 35.3 % |
| Learner pairs / group | 0 | 0 % |
| Learner to whole class | 44 | 64.7 % |
| Total | 68 | 100 % |

Table (4) showed that the most frequent interaction which the learners participated in the learning task is learners with pairs/groups with 64.7 percentages. The next high frequency in interaction belonged to learner individual item with 35.3 percentages. In classroom situation, the learners do not work with whole class. The above percentages of interactions showed that the tasks of Prospect1 are designed in such a way that needs the learner to interact through pairs / groups in order to do the tasks. This kind of interaction is parallel with the principles of communicative approach in this book. It is necessary to mention that the relatively high percentage of individual Learner item shows that it is crucial for authors of this book to provide a task that put more demand on the learner to work cooperatively with other classmates and reduce the number of tasks in which the learners work individually.

3. With what content?

This question refers to another important aspect of a task in a textbook, namely the type of input given to the learners as the departure point for them to do the task. The kind of output which is expected from them by the task is the given source of input to them, and the function of the nature of contents used as the building blocks of the task. It is worth mention that, selection in these aspects of the tasks is a favorable factor, since it prevents monotony and lets learner do with different learner's style and preferences to be active in class.

3.1. Input to the Learners

The inputs offered to the learner in the textbook tasks are

- Graphic (picture, illustrations)
- Aural words / phrases/ sentences
- written words and letters

TABLE5.
FREQUENCY AND PERCENTAGE OF INPUT TO LEARNERS

| | Frequency | percentage |
|----------------------------------|-----------|------------|
| Graphic(pictures, illustrations) | 4 | 5.5 % |
| Aural words/phrases/sentences | 60 | 83.3 % |
| Written words and letters | 8 | 11.2 % |
| Total | 72 | 100 % |

Table 5 showed that aural words/ phrases and sentences with 83.3 percentages as the greatest input to the learners in Prospect one. It is parallel with the principle of communicative approach that is used in providing prospect 1 task. But there is important one concern that is mentioned in pervious sections, and this concern is that English knowledge of the learners is very low or even without any English language knowledge, Aural word/ phrases/ sentences that presented is beyond the English knowledge of learner, so they don't have suitable performance in these tasks in other words, (i plus one) principle is not observed in presenting the tasks of prospect 1. The next input to the learner in prospect1 is Graphic (pictures, illustrations) with 5.5 percentage. As the Graphic materials are considered as a very important material in language learning specially at elementary levels, according to table 5, it Seems that prospect1 should use more attractive and be related to subject of the task illustrations to help learner in learning English and increase understandability of the tasks. The next input to learners in Prospect 1 is written words with 11.2 percentages. It showed that what should be expected in Prospect 1 is that learners should focus more on aural and spoken forms rather than written words.

3.2. Expected output from learners

The output which is expected from learners in tasks can be either written or spoken. On the other hand, it could be short in the form of words or extended in the form of phrases or sentences.

TABLE 6.
FREQUENCY AND PERCENTAGE OF EXPECTED OUTPUT FROM LEARNERS.

| | Frequency | percentage |
|----------------------------------|-----------|------------|
| Oral words/phrases/sentences | 40 | 58.8 % |
| Written words/ phrases/sentences | 28 | 41.2 % |
| Total | 68 | 100 % |

Table 6 showed that oral words, phrases or sentences with 58.8 percentages as the most frequent type of output expected from learners in Prospect 1 .This relatively high percentage in compare with written form of output shows that the Prospect 1 tasks emphasis on communicative skills which urge students to produce oral words or phrases. The expected written words, phrases and sentences in Prospect 1 constitute 41.2 percentages of expected output from the learners. It is worth mentioning that the written output of learners in the tasks of Prospect1 is mostly words not phrases and sentences because they have not learned alphabetic letters yet. So the alphabetic letters are taught to them through graphics and in combination with words.

3.3. Source

The issue of source of the contents of the lessons and their activities are very important.

This issue of the source is related to such questions as who is to specify the topic and what is the content of the written or spoken texts used in the class activities, thus; the teacher, the learners or the materials are discussed as the issue of the source of the contents of the lessons in table 7 as follows:

TABLE 7.
FREQUENCY AND PERCENTAGE OF SOURCE

| | Frequency | Percentage |
|----------|-----------|------------|
| Material | 76 | 67.8 % |
| Learner | 24 | 21.4 % |
| Teacher | 12 | 10.8 % |
| Total | 112 | 100 % |

Table 7 showed that the material (textbook) itself demonstrates very high percentage of tasks and activities in the textbook, and is equal to 67.8 percentages. The learner has not so much share in selection of the content and his share equals to 21.4 percentages and the teacher also has a little share in textbook content selection (10.8 percentages). According to the percentages in table 7 in Prospect 1, the textbook is the main source of content selection and the teachers and the learners has very little share in content selection. It showed that in this part, the authors of prospect 1 should design textbook contents in such a way that allow learner and teacher to be more creative and active in class and can manipulate tasks and activities more freely and allow them select what they prefer to do among present choices.

3.4. Nature

This aspect of tasks and activities is related to the type of content which is used in providing learning activities. The contents of textbook which the teacher and the learners are required to work with following categories:

- Socio-cultural information
- Personal information
- Communicative skills
- Language information

They are mentioned in table8 as follows:

TABLE 8.
FREQUENCY AND PERCENTAGE OF NATURE

| | Frequency | Percentage |
|-----------------------------|-----------|------------|
| Socio- cultural information | 36 | 29 % |
| Personal information | 40 | 32.2 % |
| Communicative skills | 28 | 22.6 % |
| Language information | 20 | 16.2 % |
| total | 124 | 100 % |

Table 8 showed that the extent of the nature types of the contents of the tasks and activities. As , based on the frequencies and percentages presented in table 8, most of the contents of tasks and activities in Prospect 1 are provided based on the socio cultural, personal information and communicative skills. The percentages of these nature categories are respectively 29, 32.2 and 22.6 percentages. We can conclude that prospect 1 tries to motivate students by encouraging them to add information of their own to them presented in textbook. In communicative skills and socio-cultural information items the high percentages of this item showed that in Prospect1, the author's tries to teach the learner real life activities and their needs in real situation and also the socio-cultural rules of Iranian society. In other words, in prospect 1, the authors try to separate English culture from the language and contextualize socio-cultural rules of Iranian context in English textbook. The percentage of language information item is equal to 16.2 percentages. It showed that in Prospect1 there is a shift toward meaning rather that form and structure of language. In other words, in prospect one, the emphasis is on promoting communicative competence more than linguistic competence.

4. Results of the Design

The text book design in little John's material evaluation framework refers to the "thinking on material". So, when we evaluate the design of a course book , we want to know to what degree the material developers are succeed in achieving instructional goals ,so the goals should be shown in selecting and sequencing the contents appropriately , selecting appropriate themes(e.g. subject matter), devising useful teaching /learning activities, providing for active class participation , defining appropriate roles for the teachers/learners and material themselves. By doing so the results of the evaluations were done by the teachers or evaluators on "design "matters are presented. The results of design for Prospect 1 are presented in table 9. Table 9 provided scores and percentage given by the teachers to the questions about each subsection of the design. These subsections include as follows:

- I) Aims and objectives.
- II) Principle of selection.
- III) Principle of sequencing.
- IV) Subject matter and focus of subject matter.
- V) Types of teaching/ learning activities.
- VI) Participation: who does what with whom?
- VII) Roles of teachers and learners in the classroom.
- VIII) Learners role in learning.
- IX) Roles of material as a whole.

TABLE 9.
THE RESULTS OF DESIGN OF PROSPECT ONE

| Items | | Scores | Percentage |
|-------|--|--------|------------|
| 1 | Aims and objectives | 38 | 47.5 |
| 2 | Principle of selection | 44 | 55 |
| 3 | Principle of sequencing | 51 | 63.7 |
| 4 | Subject matter and focus of subject matter | 18 | 37.5 |
| 5 | Types of teaching/Learning activities | 49 | 61.25 |
| 6 | Participation: Who does what with whom | 30 | 62.5 |
| 7 | Classroom roles of teachers and learners | 39 | 60.9 |
| 8 | Learners role in learning | 28 | 43.75 |
| 9 | Roles of materials as a whole | 24 | 50 |

In this table, the scores of aims and objectives were 38, and percentages of them were 47.5. According to this estimate, Prospect 1 was not much successful in preparing students in order to become communicatively competent. The scores and percentages of principle of selection were 44 and 55. This estimate showed that the researchers believe that the authors of Prospect one have not considered students' proficiency level in preparing the content of Prospect 1. Therefore, the students have difficulty with the content of this book, because of two reasons; first, the content does not match with students English language background; second, the length of the content is too long for students at elementary level. The scores and percentages of principle of sequencing were 51 and 63.7. This part showed that the authors of the book should pay more attention to sequencing of the teaching points on the basis of difficulty. The tasks in this book do not start from easy level and they are beyond student's ability. The scores and percentages of subject matter and the focus of the subject matter were 18 and 37.5. Thus, this part showed that the subject of this book is not enough interesting and attractive for learners. The authors of this book should focus on the subjects that confirm with the age of students and are interesting for them. The scores and percentages of types of teaching/learning activities were 49 and 61.25. The researchers believe that the developers of this book should consider types of activities in which contain more optional oral activities for students and also these activities should be varied enough to attract all students moreover, lead to promote communicative competence. The scores and percentages of Participation: Who does what with whom were 30 and 62.5. It suggested that Prospect 1 needs further attention to the mode of participation in class. The scores and percentages of classroom roles of teachers and learners were 39 and 60.9. This part showed that in Prospect 1, learner has more active role in class in compare with teacher, but, Prospect 1 consider the teachers' role as a cooperative /coworker and assistant of the learner ,so the teacher role is not clear as the learner role in class. It is worth mentioning that the teachers believe that in this book, the teacher has not so many choices in selecting teaching style in class. The scores and percentages of learners role in learning were 28 and 43.75. Therefore, this item showed that although, communicative principles used in providing different section of Prospect 1; the learner should have an active role in class; the learners do not have so much active productive role and they only recite some English expressions and used them in controlling of class settings. The teachers believe that the authors of Prospect 1 should provide the materials and content of the units based on students' proficiency level and also provide more attractive graphics-illustrations, themes in order to be interesting and activate learners. The scores and percentages of roles of materials as a whole were 24 and 50. This item showed that the developers of Prospect 1 should use a variety of interesting materials in this book in order to attract learner to the language learning process. In Prospect 1, it seems that the graphics and illustrations do not have any relevance with the contents.

VI. CONCLUSION

In the conclusion, the three questions of the study are discussed as follows:

Question one: What are the pedagogic values of Prospect 1?

The present study showed that Prospect 1 created a great change in the process of English language learning in Iran schools. The main aim of this book is to prepare the learners to learn English language for communicative purpose, so in designing the tasks and activities of this book, the role of learner considered as an active or centre role for each task and activity. In this book, in contrast to previous English books, the primary attention is on meaning rather than form or structural rules. It means that the learner should understand the task and activities if they want to do them. It is an important progress in promoting learners communicative competence, through providing meaningful and understandable tasks and activities. Prospect 1 tries to provide tasks and activities in such a way that relate to the needs of learners both in personal life and social interaction. In this book, in contrast to previous English text books, the role of teacher is considered as co-operator, co-worker and assistant of learner .The teacher is not considered as supreme person in class that he is the only source of knowledge and impose stress to the learner, instead the class is both teacher and student centred. The results of this study showed that the emphasis of Prospect 1 is on promoting communicative skills through providing learners with variety of socio- cultural information. It also showed that, in tasks and activities of this book, the expected output of learners are oral words, phrase and sentences, that showed that the importance of promoting communicative competence in this book. In previous English book, the textbook is considered as the only source of training but in new perspective which Prospect 1 is designed, the textbook is considered as starting point of teaching and learning. It is expected that the teacher provides a situation in which the learner interact with each other's

and their teacher. In series of prospect, the interaction domains are selected from different domains such as personal, social, educational and career domain. The training process is started from more closely domains such as personal domain and proceeds toward farther domains. In Prospect 1, the contents are selected from personal domain that is understandable for learners.

Question two: How is the prospect 1 in line with objectives set for it?

As we discussed about this subject in the “design” part of little Johan’s checklist, Prospect 1 is not successful in promoting learners communicative competence. The most important reason is the learner’s deficient English language knowledge; the content of this book does not match with student’s proficiency level, so it is relatively hard tasks for learners to learn content of the lessons. There are other nonlinguistic factors causes this problem .The two important factors which negatively effect on the success of this book are as follow:

1-There is not enough time allocated to the teaching of this book, there is only one session in a week for teaching of Prospect 1 and this time is very limit to learn foreign language fluency.

2-The number of students that participate in each English class is so many that the teacher cannot work with them and have enough supervision on their work.

Question three: what are the strengths and weaknesses of Prospect 1?

The first of all, the researchers considered the weaknesses of prospect 1. The most problematic area in prospect 1 is related to its content. As we mentioned in previous parts repeatedly , the content of this book is more over than the students ’ English language knowledge, so the researchers believe that the authors of this book should consider the students previous English knowledge in providing text book contents. In some tasks and activities of Prospect 1(for example activities number 4 and 6 in task analysis sheet) learners should do works have not been taught them. The authors of this book tried to teach socio-cultural and communicative rules of Iranian context in the frame of English language and remove English language culture from English language. The researchers believe that we cannot separate language from its culture, in other words, the language is a way of transmitting the culture of its people. If the learner knows the linguistic rules of language but does not familiar with socio-culture rules of the society in which that language speaks, he/she cannot communicate with people of that society appropriately. The results of research showed that the topics of the texts and its related activities are not interesting, motivating and intellectually engaging. The results proportions also suggested that the text book does not provide opportunities for the learners to decide on the contents of the tasks. The second aspect of the third question is the strengths of prospect 1.

The tasks and activities in this book encourage students to participate in tasks as much as possible. Well-nigh, in most of the tasks of this book, the students are required to response orally or initiate the conversation .It is in line with the principle of communicative approach. In Prospect 1 tasks and activities there are emphasis on the meaning as the basis for learning, since the learners can understand the task through meaning; it is very important criteria in implementing any activity to notice on the meaning of the task. Among tasks and activities of this book, most of the tasks require the learner to participate in the task through pair/group working, this cooperation in doing tasks train the students to cooperate with other person in real life situation.

REFERENCES

- [1] Abadi, R.K, Alavi, S.B., Anani sarab, M.R., and Shahraki, E.F. (2013). Prospect 1. Tehran: Iranian publication.
- [2] Crystal, D. (2003). English as a Global Language. Cambridge: Cambridge University Press.
- [3] Ellis, R. (2003). Task-based language teaching and learning. Oxford: Oxford University Press.
- [4] Harwood, N. (2010). English Language Teaching Materials: Theory and Practice. Cambridge: Cambridge University Press.
- [5] Hymes, D. (1971). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics: Selected Readings* (pp. 269-285). Harmondsworth: Penguin.
- [6] Khansir, A. A. (2012) . Aspects of Language Communication: Discourse and Text. *International Journal of Communication*, 22(1-2), 168-181.
- [7] Littlejohn, A. (2011). ‘The analysis of language teaching materials: inside the Trojan Horse. In Tomlinson, B. (Ed.) *Materials Development in Language Teaching*. Cambridge: Cambridge University Press, P.179-211.

Ali Akbar Khansir is an Assistant professor in English Language Teaching at the Bushehr University of Medical Sciences, Bushehr, Iran. He has completed M.A. in English Language Teaching at the Aligarh Muslim University in 2003 and PhD in English Language Teaching at the Mysore University in 2010 in India. He has published some articles in the field of Applied Linguistics and English Language Teaching in Academic Journals of English Language Teaching and Linguistics and published two books: English Error Analysis in 2010 and English Spelling and Sound in 2012 in Germany.

Esmael Mahammadifard is an MA student of TEFL in Department of English, Science and Research Branch, Islamic Azad University, Bushehr, Iran. Her area of interest is Language teaching.