Evaluating Iran's Vision English Textbook Series: A Needs Analysis from the Perspectives of Learners and Educators

Mohammadsadegh, Mazaheri[1] [iD], Alireza Ghoratolhamid[2] [iD] & Amirhossein Hassanvand Qojeh Beiglou[3] [iD]

[1]M.A. in English Language Teaching, Qom University, Qom, Iran.
ms.mazaheri@stu.qom.ac.ir

[2]*Corresponding Author*: Ph.D. Candidate in Translation Studies, University of Isfahan, Isfahan, Iran.
a.ghoratolhamid@fgn.ui.ac.ir

[3]M.A. Student of English Language Teaching, Qom University, Qom, Iran.
ah.hassanvand@stu.qom.ac.ir

ABSTRACT

A vital aspect of educational reform involves the careful evaluation of English Language Teaching (ELT) materials to confirm that coursebooks align with learner requirements. This article presents the results of a comprehensive investigation into the Vision series, the state-issued English textbooks used in high schools in Iran. The study examines the correspondence between the textbook content and the language learning priorities identified by students and teachers. Using a survey-based method, needs analysis questionnaires were administered to 200 high school students (100 males and 100 females) and 50 English teachers (25 males and 25 females). The findings indicate a considerable gap between the pedagogical content of the Vision series and the expressed needs of learners, especially in the area of communicative abilities. These results imply that educators and curriculum planners should reevaluate the appropriateness of the current textbooks and consider using supplementary or different materials that better align with the functional language skills students require. This work highlights the need for ongoing, context-specific assessment and modification of ELT materials to maintain their relevance and effectiveness.

1. Introduction

As English continues to gain prominence as a global lingua franca, its role within national education systems has become increasingly significant. In Iran, there is a widespread positive attitude toward English, particularly among students who view it as an essential tool for fulfilling academic and professional demands (Rassouli & Osam,

2019). This sentiment is shared by educators and authorities who recognize that English proficiency is a vital component of educational achievement (Rezaee et al., 2020). In this context, the textbooks sanctioned by the Ministry of Education serve as the primary vehicle for language instruction and acquisition.

In the Iranian school system, textbooks are central to the learning process, providing the foundational framework for language development. These materials are intended not only to deliver linguistic knowledge but also to foster intercultural communicative skills and convey cultural values (Huang, 2019; Nguyen et al., 2021; Puspitasari et al., 2021). The curriculum is divided between the Prospect series for junior high and the Vision series for senior high school. While the preceding Prospect series has been noted for its improvements over older books, it has also faced criticism regarding its activities, design, and cultural content (Barzan & Sayyadi, 2023; Goodarzi et al., 2020). The Vision series, the focus of this study, covers more advanced topics and integrates the four language skills. Despite its strengths, such as improved layout and visual presentation, researchers have highlighted its shortcomings, including a lack of engaging content, limited development of critical thinking, and insufficient practice opportunities (Khandaghi Khameneh & Hashamdar, 2021; Masomi Sooreh & Ahour, 2020).

A core tenet of successful curriculum development is its correspondence with the desires and requirements of learners. Students show the highest levels of motivation when they believe that learning a language will assist them in achieving their future professional and academic objectives (Diep et al., 2019; Esra & Sevilen, 2021; Getie, 2020; Stockinger & Vogl, 2021). Furthermore, students value teachers who act as helpful resources, guiding them through sequenced activities to achieve their aims (Goodson, 2020). When instructional materials fail to address these needs, the result can be diminished motivation and a gap between classroom learning and real-world communicative ability.

Although prior research has assessed certain aspects of the Vision series, a thorough needs analysis incorporating the viewpoints of both students and teachers represents an identified gap in the existing literature. This research endeavors to close that gap through a systematic examination of the harmony between the Vision textbook content and the language needs articulated by Iranian high school learners and their instructors. In doing so, this research seeks to provide actionable insights for teachers, material developers, and educational policymakers. The study is therefore guided by the following research questions:

Research Question 1: What are the perceived English language learning needs from the Iranian high school students' perspective?

Research Question 2: What are the perceived English language learning needs from the Iranian high school teachers' perspective?

Research Question 3: How well do Iranian high school English textbooks meet the language needs of students?

2-1. Theoretical Foundations: Material Development and Needs Analysis

Crafting useful ELT materials is an evolving field guided by recognized pedagogical theories (Tomlinson, 2023). Contemporary material design draws heavily from Second Language Acquisition (SLA) research, which offers key understandings of how

individuals learn and internalize a new language (Tomlinson, 2022). This body of research promotes a departure from conventional, grammar-centric teaching toward methods that offer substantial chances for language application, including task-based and interactionist approaches (Syairofi et al., 2022). To supplement SLA theories, Communicative Language Teaching (CLT) highlights the value of genuine communication, pushing material creators to favor real-world tasks and meaningful interaction instead of isolated exercises (Ataboyev & Tursunovich, 2023; Mirzayev & Oripova, 2022). Moreover, the concept of learner-centered education is vital, calling for materials that can be tailored to varied learner requirements, interests, and skill levels, which in turn promotes learner independence and participation (Melati et al., 2023; Sherkabu, 2007).

The practice of needs analysis is fundamental to producing such learner-focused materials. While its origins can be seen in the 1920s with Michael West's focus on what learners require (West, 1994), the field of needs analysis grew substantially in the 1960s, becoming a pillar of English for Specific Purposes (ESP) before its widespread use in General English instruction (Juan, 2014; Richards, 2001). The model put forth by Hutchinson and Waters (1987) continues to be highly regarded, separating "target needs" (what the student must accomplish in the target setting) from "learning needs" (the processes required to learn the language). Within this framework, target needs are subdivided into necessities, lacks, and wants, offering a thorough system for identifying the specific requirements of a learner group (Elsaid Mohammed & Nur, 2018). This methodical process guarantees that the development of curricula and materials is based on the actual circumstances of learners, not on untested assumptions.

2-2. Empirical Studies on Textbook Evaluation and Learner Needs

A considerable amount of scholarship has utilized the theories of material assessment and needs analysis in diverse learning environments. For example, research involving Chinese EFL university students revealed their desire for teaching methods that integrated metacognitive strategies and digital tools to foster greater learning autonomy and motivation (Wang & Modehiran, 2023). Results of this nature underscore that learners are conscious of their own educational processes and want materials that align with modern methods of learning.

In the Iranian setting, the state-issued high school textbooks have been the object of significant academic review. Multiple studies have concentrated on the contents of the Vision series. Jorfi et al. (2022), in a comparative analysis with an Egyptian textbook, reported that Vision 1 offered limited scope and depth in its cultural content. In a similar vein, Maghsoudi (2020) determined that the Prospect and Vision series were mostly missing components of intercultural communicative competence when set against Indian textbooks. The series' pragmatic elements have also been critiqued, as Bagheri Nevisi and Moghadasi (2020) noted an unbalanced presentation of speech acts and politeness markers.

Additional research has investigated the pedagogical methods and linguistic characteristics of the coursebooks. Pirzad and Abadikhah (2022) noted that Vision 1 failed to sufficiently include activities for all four language skills, a perception shared by teachers who found the activities inadequate. The inclusion of communication strategies (CSs), a central tenet of CLT, was examined by Jamshidian et al. (2021), who concluded that the Vision series underutilized various CS types that could help students surmount communication difficulties. Furthermore, a readability assessment of the

Mohammadsadegh Mazaheri, Alireza Ghoratolhamid & Amirhossein Hassanvand Qojeh Beiglou

Vision series by Abdollahi-Guilani (2022) pointed to a discrepancy between the vocabulary demands of the textbooks and standard CEFR wordlists, indicating possible challenges for students. The beneficial impact of authentic texts on vocabulary acquisition, compared to standard textbook passages, was shown by Shakibaei et al. (2019), which strengthens the argument for materials that more accurately represent language in real-world contexts.

Taken together, this research points to a persistent issue: a likely discrepancy between the material in Iran's state English textbooks and the tenets of communicative, authentic, and culturally aware language instruction. While these studies offer important assessments of particular textbook characteristics, the current research aims to expand on this foundation by directly linking a content assessment to a methodical examination of the needs articulated by both students and teachers. By making needs analysis a central component of the assessment, this research endeavors to create a distinct illustration of how well the Vision series meets the needs of its user base.

3. Methods

This research utilized a survey-oriented design to gauge the correspondence between the Vision series textbooks and the language learning requirements of teachers and students in Iranian high schools.

3-1. Participants

The research engaged two separate participant cohorts from high schools within Iran's Isfahan and Qom provinces, chosen via convenience sampling.

The initial cohort was composed of 200 students in grades 10 through 12 (100 males, 100 females), whose ages fell between 15 and 18. A prerequisite for inclusion was current enrollment in high school as a student of English as a foreign language. Any student with less than one year of high school English study was not included.

Table 1
Demographic Information of the Students

Average Age	Cities
15 – 16 (N = 50)	Isfahan (N = 24), Qom (N = 26)
16 – 17 (N = 100)	Isfahan (N = 61), Qom (N = 39)
17 -18 (N = 50)	Isfahan (N = 28), Qom (N = 22)

Note. Data collected from two high schools in Isfahan and Qom in 2023.

Table 2
Demographic Information of the Teachers

Average Age	Average Teaching Experience	Academic Degree	City
25 – 28 (N = 20)	2 – 4 (N = 21)	B.A. (N = 7)	Isfahan (N = 30)
28 – 32 (N = 12)	4 – 7 (N = 13)	M.A. (N = 39)	Qom (N = 20)
32 – 38 (N = 18)	7 – 13 (N = 16)	Ph.D. (N = 4)	

Note. Data collected from high school teachers in Isfahan and Qom in 2023.

The subsequent cohort included 50 veteran English teachers (25 males, 25 females), aged 25 to 38, with professional experience spanning from 2 to 13 years. To

be included, teachers had to be presently employed as high school English instructors with at least two years of experience. Any teacher with under a year of high school English teaching experience was omitted from the study.

3-2. Data Collection Instruments
Data was gathered using two different questionnaires:

To ascertain the English language learning priorities and requirements of the students, the research employed the L2 learners' needs analysis inventory from Balint (2004). This tool is made up of 28 questions (see Appendix A). The initial three questions collect broad views on the value of grammar, vocabulary, and the four primary language skills. The subsequent 25 questions explore particular language requirements on a six-point Likert scale, with options from "not at all important" to "very important."

To obtain teacher viewpoints on how well the Vision series addresses learner requirements, a questionnaire based on the work of Litz (2005) was administered. This detailed instrument for textbook assessment contains sections related to layout, activities, skill integration, language variety, subject matter, and cultural aspects. A ten-point Likert scale, with responses from "strongly disagree" to "strongly agree," was utilized to capture teacher opinions (see Appendix B).

3-3. Data Collection Procedure
The collection of data occurred during face-to-face meetings with all student and teacher participants in the cities of Qom and Isfahan. To facilitate clear understanding, the student questionnaire (Balint, 2004) was translated into Farsi by a pair of bilingual researchers. This translation was then verified for its fidelity and uniformity. The teacher questionnaire (Litz, 2005) was given in its original English, as the teachers were proficient. In these administration meetings, the study's objective was explained, and clear guidance was provided for filling out the forms, with researchers available to answer questions.

3-4. Data Analysis
Once the data gathering was finished, the questionnaire responses were compiled in SPSS (version 27.0.1) to be analyzed. Descriptive statistics were generated, including frequencies, percentages, and means, to provide a summary of the data from both instruments. This statistical information was applied to pinpoint the most significant language needs from the students' perspective and to outline the teachers' assessments of the textbooks, which in turn addressed the research questions of the study.

4. Results
This section details the outcomes from the student and teacher surveys, which were examined to respond to the study's research questions.

4-1. Students' Perceived Language Needs
A total of 28 items on the student questionnaire represented their foreign language needs. Three of these items provided a general understanding of the students' perspectives, while the remaining 25 delved into their specific current and future needs.

The data indicated definite priorities concerning language skills and learning tasks. Tables 3 and 4 present the findings of the needs analysis surveys. When prompted to select the skill they deemed most beneficial for their overall English improvement, a clear majority of students chose speaking (43.5%), as it can be seen in Table 3. This was followed by listening (26.5%), reading (17.5%), and writing (12.5%), showing a strong inclination towards honing oral and aural communication abilities. It was noted that a significant difference existed in opinions among the students (p < .05).

Table 3
The Usefulness of Each Skill for Improving the Overall English Ability

	Reading	Listening	Speaking	writing	Total	x^2	P	df
n	35	53	87	25	200	44.6	0.0005	3
%	17.5	26.5	43.5	12.5	100.0			

Further examination of student responses revealed that high importance was attributed to tasks requiring authentic and functional English use. As revealed by Table 4, activities connected to personal interests and potential future applications—such as listening to English music, participating in casual conversations with foreign visitors, reading emails from international friends, and performing research in English—were all rated as highly significant. For further details on the questionnaire contents, please refer to Appendix A. This pattern indicates that students' language needs are increasingly influenced by their contact with English via technology and global media, leading to a desire for skills with immediate, real-world communicative value. This shift towards a more authentic use of the language has been confirmed to be statistically significant (p < .05) in all cases.

4-2. Teachers' Perceived Language Needs

To address the second research question, a questionnaire was administered to English language instructors to gather their opinions on different facets of the Iranian high school English textbooks (see Appendix B). The teachers' responses offered a complex assessment of the Vision series as represented in Table 5.

On one side, they communicated general approval of the textbooks' structural features, including their organization, design, and the way language skills were sequenced. Conversely, a notable level of dissatisfaction was expressed about the pedagogical material. According to the findings which are reported in table 5, teachers were generally content with the structure and organization of the textbooks and how language skills were presented, however, they indicated unhappiness with the kinds of activities offered in the textbooks and the scope of the language presented. Key areas of dissatisfaction involved a perceived deficiency in activities that foster communicative and purposeful practice, a lack of chances for creative or autonomous language production, and a failure to present a wide array of authentic language forms and registers. These outcomes show that while the textbooks may be structurally adequate, their content does not fully meet the teachers' standards for effective, communicative language teaching. The results imply a perceived discrepancy between what the textbooks provide and what is necessary to prepare students for authentic language use.

Table 4

Percentages and Chi-Square Results of Students' Questionnaire

	Not at all important		Somewhat not important		Slightly not important		Slightly important		Somewhat important		Very Important		Total		x^2	P	df
Item	n	%	n	%	n	%	n	%	n	%	n	%	n	%			
1	14	7	25	12.5	31	15.5	30	15	47	23.5	53	26.5	200	100	35.00	0.0001	5
2	29	14.5	17	8.5	34	17	28	14	42	21	50	25	200	100	23.90	0.0005	5
3	42	21	46	23	40	20	31	15.5	26	13	15	7.5	200	100	24.10	0.0005	5
4	47	23.5	37	18.5	44	22	27	13.5	20	10	25	12.5	200	100	21.90	0.0005	5
5	36	18	30	15	32	16	30	15	38	19	34	17	200	100	1.04	0.96	5
6	27	13.5	35	17.5	33	16.5	34	17	40	20	31	15.5	200	100	2.48	0.78	5
7	32	16	43	21.5	45	22.5	30	15	26	13	24	12	200	100	15.30	0.01	5
8	18	9	26	13	30	15	39	19.5	46	23	41	20.5	200	100	20.40	0.001	5
9	41	20.5	37	18.5	52	26	21	10.5	26	13	23	11.5	200	100	25.90	0.0005	5
10	27	13.5	30	15	39	19.5	35	17.5	38	19	31	15.5	200	100	2.84	0.72	5
11	28	14	36	18	32	16	36	18	32	16	32	16	200	100	0.96	0.97	5
12	8	4	13	6.5	25	12.5	56	28	51	25.5	47	23.5	200	100	68.40	0.0001	5
13	8	4	12	6	28	14	35	17.5	55	27.5	62	31	200	100	77.00	0.0001	5
14	15	7.5	20	10	22	11	41	20.5	47	23.5	55	27.5	200	100	44.80	0.0001	5
15	39	19.5	42	21	47	23.5	26	13	25	12.5	21	10.5	200	100	20.90	0.001	5
16	39	19.5	39	19.5	40	20	30	15	28	14	24	12	200	100	10.80	0.056	5
17	34	17	29	14.5	35	17.5	31	15.5	38	19	33	16.5	200	100	1.10	0.95	5
18	29	14.5	34	17	30	15	37	18.5	32	16	38	19	200	100	1.40	0.92	5
19	50	25	47	23.5	46	23	25	12.5	19	9.5	13	6.5	200	100	43.50	0.0001	5
20	19	9.5	31	15.5	38	19	41	20.5	41	20.5	30	15	200	100	14.60	0.01	5
21	27	13.5	29	14.5	31	15.5	39	19.5	40	20	34	17	200	100	3.56	0.61	5
22	49	24.5	54	27	39	19.5	27	13.5	21	10.5	10	5	200	100	47.30	0.0001	5
23	51	25.5	49	24.5	46	23	26	13	16	8	12	6	200	100	49.90	0.0001	5
24	41	20.5	47	23.5	35	17.5	27	13.5	29	14.5	21	10.5	200	100	17.60	0.005	5
25	48	24	53	26.5	34	17	18	9	26	13	21	10.5	200	100	35.30	0.0001	5
26	13	6.5	19	9.5	28	14	34	17	49	24.5	57	28.5	200	100	47.70	0.0001	5
27	26	13	31	15.5	32	16	39	19.5	36	18	36	18	200	100	2.86	0.72	5

It is crucial for future studies to examine the effectiveness of using high-quality textbooks on enhancing students' language learning outcomes. Ultimately, the research reveals that although certain elements of the textbooks are satisfactory, there is room for improvement in other areas. As a result, it is vital for textbook designers, publishers, and policymakers to collaborate and guarantee that English language textbooks adequately address the requirements of both teachers and students.

Mohammadsadegh Mazaheri, Alireza Ghoratolhamid & Amirhossein Hassanvand Qojeh Beiglou

Table 5

Percentages and Chi-Square Results of Teachers' Questionnaire

Item	Strongly Disagree n	%	Disagree n	%	Somewhat Disagree n	%	Slightly Disagree n	%	Neither Agree Nor disagree n	%	Slightly Agree n	%	Somewhat Agree n	%	Moderately Agree n	%	Agree n	%	Strongly Agree n	%	Total n	%	x^2	P	df
1	13	26	6	12	4	8	5	10	10	20	4	8	2	4	3	6	1	2	2	4	50	100	26.0	0.002	9
2	3	6	2	4	2	4	5	10	7	14	12	24	8	16	9	18	1	2	1	2	50	100	26.4	0.002	9
3	5	10	4	8	6	12	7	14	8	16	3	6	4	8	5	10	6	12	2	4	50	100	6.0	0.740	9
4	9	18	5	10	3	6	4	8	9	18	11	22	2	4	1	2	6	12	0	0	50	100	24.8	0.003	9
5	5	10	6	12	3	6	3	6	4	8	5	10	6	12	5	10	6	12	7	14	50	100	3.2	0.956	9
6	15	30	10	20	9	18	7	14	5	10	4	8	0	0	0	0	0	0	0	0	50	100	49.2	0.0001	9
7	0	0	2	4	2	4	4	8	5	10	4	8	6	12	7	14	8	16	12	24	50	100	21.6	0.010	9
8	8	16	5	10	3	6	4	8	2	4	3	6	9	18	6	12	3	6	7	14	50	100	10.4	0.319	9
9	23	46	8	16	5	10	5	10	7	14	2	4	0	0	0	0	0	0	0	0	50	100	89.2	0.0001	9
10	29	58	7	14	4	8	4	8	3	6	3	6	0	0	0	0	0	0	0	0	50	100	138	0.0001	9
11	1	2	3	6	2	4	3	6	4	8	3	6	5	10	6	12	9	18	14	28	50	100	27.2	0.001	9
12	8	16	6	12	4	8	2	4	8	16	5	10	2	4	3	6	5	10	7	14	50	100	9.2	0.419	9
13	12	24	8	16	4	8	6	12	7	14	5	10	4	8	4	8	0	0	0	0	50	100	23.2	0.006	9
14	0	0	0	0	0	0	0	0	2	4	3	6	2	4	8	16	7	14	28	56	50	100	132.8	0.0001	9
15	3	6	3	6	3	6	5	10	15	30	4	8	4	8	4	8	3	6	6	12	50	100	24.0	0.004	9
16	21	42	11	22	9	18	9	18	0	0	0	0	0	0	0	0	0	0	0	0	50	100	94.8	0.0001	9
17	31	62	8	16	6	12	3	6	2	4	0	0	0	0	0	0	0	0	0	0	50	100	164.8	0.0001	9
18	26	52	9	18	5	10	3	6	1	2	1	2	2	4	2	4	1	2	0	0	50	100	110.4	0.0001	9
19	30	60	6	12	4	8	2	4	1	2	1	2	2	4	4	8	0	0	0	0	50	100	145.6	0.0001	9
20	25	50	12	24	7	14	4	8	2	4	0	0	0	0	0	0	0	0	0	0	50	100	117.6	0.0001	9
21	40	80	7	14	3	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50	100	281.6	0.0001	9
22	3	6	5	10	3	6	4	8	3	6	3	6	4	8	6	12	5	10	14	28	50	100	20.0	0.018	9
23	0	0	0	0	3	6	2	4	5	10	3	6	5	10	4	8	7	14	21	42	50	100	65.6	0.0001	9
24	12	24	6	12	6	12	7	14	9	18	3	6	2	4	5	10	0	0	0	0	50	100	26.8	0.002	9
25	27	54	9	18	4	8	6	12	4	8	0	0	0	0	0	0	0	0	0	0	50	100	125.6	0.0001	9
26	41	82	5	10	4	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50	100	294.4	0.0001	9
27	11	22	8	16	7	14	7	14	2	4	5	10	2	4	3	6	3	6	2	4	50	100	17.6	0.040	9
28	6	12	5	10	3	6	2	4	4	8	3	6	3	6	6	12	8	16	10	20	50	100	11.6	0.237	9
29	6	12	4	8	6	12	8	16	6	12	4	8	5	10	6	12	2	4	3	6	50	100	5.6	0.779	9
30	7	14	5	10	4	8	4	8	5	10	4	8	5	10	5	10	5	10	6	12	50	100	1.6	0.996	9
31	3	6	2	4	2	4	1	2	2	4	7	14	5	10	7	14	8	16	13	26	50	100	25.6	0.002	9

5. Discussion

This study was designed to assess the correspondence of Iran's Vision series English textbooks with the language needs identified by high school students and their instructors. Structured around lessons, each comprising "New Words," "Reading," "Comprehension," "Speak Out," "Write It Down," "Language Function," "Pronunciation," "Vocabulary Drill," and "Vocabulary," these books follow a unique approach. Emphasizing a structural perspective, the book dedicates a significant portion of each lesson to grammar, introducing one to three new structures through activities such as the audio-lingual method (ALM), incorporating repetition, substitution, and transformational speaking techniques (Sadeghi, 2020). The data from the needs analysis

offer a direct response to the research questions and reveal a notable inconsistency between the textbook materials and the communicative goals of the users.

5-1. The Language Learning Needs of Students and Teachers

The first two research questions focused on the language requirements as seen by students and teachers. The findings show a strong agreement on the value of functional, communicative abilities. Students gave the highest priority to speaking, which indicates a wish to apply English in genuine interactions (Rao, 2019b). This inclination toward practical use was also supported by the high importance given to tasks that reflect real-life language scenarios, like informal chats, enjoying music, and using English on the internet. This result is consistent with studies that suggest motivation increases when learners can link classroom work to their everyday experiences and future goals (Yildiz, 2019).

The teachers' views, derived from their assessment of the textbooks, indirectly corroborate this perspective. Their discontent with the absence of communicative exercises and authentic assignments implies that they also see a need for a more practical, function-based methodology. This is in line with research that critiques an excessive focus on grammar over communicative ability (Reynolds & Kao, 2021) and supports the use of authentic resources to improve both motivation and skill (Joraboyev, 2021; Rao, 2019a).

5-2. How the Vision Series Aligns with Learner Needs

The central issue of this research was to determine if the Iranian high school English textbooks adequately address the language requirements of students. The findings point to a considerable lack of alignment. The original manuscript highlights the textbooks' structural design, which allocates large segments of each lesson to grammar using audio-lingual methods (Sadeghi, 2020); however, this study's findings indicate this emphasis is inconsistent with student priorities and teacher preferences. The focus on linguistic form, as noted by teachers (Anderson, 2023), seems to take precedence over developing communicative ability.

This disparity is a consistent finding in prior assessments of Iranian educational texts. The unhappiness with textbook activities observed in this research mirrors the conclusions of Rashidi and Kehtarfard (2014) and reinforces the idea that a grammar-heavy curriculum may not properly equip students for real-life communication (Larsen-Freeman, 2003). The absence of authentic assignments, a primary issue for the teachers in this research, was previously marked as a flaw in materials that do not connect classroom learning with practical use (Nartiningrum & Nugroho, 2020). When students fail to recognize the direct application of their learning, their interest and drive may decline (Alioon & Delialioğlu, 2019; Huda, 2017).

In summary, although the Vision series is well-organized, its core teaching philosophy seems disconnected from the communicative demands of modern learners and the CLT principles that seasoned educators endorse. The textbooks appear to adhere to a more conventional, structure-focused syllabus, while both students and teachers are indicating a preference for a curriculum that is task-based, communicative, and authentic.

6. Conclusions

In summary, this investigation offered a significant understanding of the foreign language requirements of Iranian high school students and the opinions of English teachers regarding the current textbooks. The research brought to light the students' decided focus on honing their speaking abilities, which is indicative of a practical desire for meaningful communication in actual scenarios. The prominence of activities connected to everyday routines and interests highlights the changing nature of language acquisition, shaped by technology, the internet, and greater global interaction.

The teachers' feedback presented a detailed view of the current English coursebooks. While the organizational features of the textbooks were largely approved, issues were noted about the range and utility of the language exercises. This mixed feedback points to the necessity for ongoing cooperation among educators, curriculum creators, and officials to improve the quality of teaching resources.

6-1. Implications for Educational Practice

The outcomes of this research carry direct relevance for language educators, curriculum planners, and policymakers who influence English education in Iranian high schools. Integrating more genuine and varied language tasks into textbooks could meet the particular needs and desires uncovered in this study. Such a strategy is consistent with the larger aim of equipping students with language abilities that are both academically strong and applicable to their daily lives.

Moreover, this research highlights the value of continuous professional training for instructors, with an emphasis on practical methods for incorporating technology and real-world language situations into their teaching. As the field of education changes, it is crucial to provide teachers with the necessary resources and expertise to adapt to these shifts.

6-2. Limitations and Directions for Future Research

Acknowledging the constraints of this research is important. The concentration on a particular student population in Iran might restrict how broadly the conclusions can be applied to other situations. Subsequent studies could investigate similar patterns in varied cultural and academic environments to gain a more thorough insight into language learning requirements and tastes.

Furthermore, the study's examination of teacher opinions on textbooks creates opportunities for more research. Future work might explore in more detail the kinds of activities and language elements that teachers view as most beneficial or absent in existing materials. This detailed knowledge can guide specific enhancements in the creation and design of textbooks.

6-3. Collaborative Efforts for Educational Enhancement

Based on the study's conclusions, joint initiatives are crucial for the progress of English language education. It is necessary for teachers, students, curriculum creators, and policymakers to maintain a continuous conversation to close the identified divides and enhance the positive aspects found in this research. Fostering a reciprocal connection between educational theory and classroom application will aid in producing superior instructional materials that cater to the evolving needs of teachers and students alike.

To conclude, this research acts as a prompt for additional dialogue and initiatives designed to improve English language teaching in Iranian high schools. By more closely

aligning instructional materials with the real communicative needs of students and by taking into account the issues raised by teachers, the field can advance toward a more responsive and effective language learning setting. Through sustained cooperation, all involved parties can work together to advance English language education, making sure it stays in step with the dynamic nature of international communication.

Acknowledgments

Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this paper.

References

Abdollahi-Guilani, M. (2022). Readability index and reading complexity in high school EFL textbooks. *Journal of Foreign Language Research*, *12*(2), 37-59. https://doi.org/10.22059/jflr.2022.336999.928

Ahangar, E. T., & Najafi, S. (2015). A retrospective evaluation of Iranian third grade junior high school English textbook. *International Journal of English Language and Linguistics Research*, *3*(1), 37-48. http://dx.doi.org/10.18488/journal.23/2015.4.1/23.1.37.48

Alioon, Y., & Delialioğlu, Ö. (2019). The effect of authentic m-learning activities on student engagement and motivation. *British Journal of Educational Technology*, *50*(2), 655-668. https://doi.org/10.1111/bjet.12559

Anderson, J. (2023). *Mechanically inclined: Building grammar, usage, and style into writer's workshop*. Routledge. https://doi.org/10.4324/9781032681689

Ataboyev, I., & Tursunovich, R. I. (2023). Analysis of the process of teaching a communicative language and its teaching. *Journal of Foreign Languages and Linguistics*, *5*(5). https://fll.jdpu.uz/index.php/fll/article/view/8146

Bagheri Nevisi, R., & Moghadasi, A. (2020). Content analysis of Iranian high school English textbooks in terms of politeness markers, speech acts, and language functions. *Issues in Language Teaching*, *9*(2), 155-184. https://doi.org/10.22054/ilt.2021.54493.529

Balint, M. (2004). *Assessing students' perceived language needs in a needs analysis*. 9th Conference of Pan-Pacific Association of Applied Linguistics, Tokyo. http://paaljapan.org/resources/proceedings/2004/BalintMartin.pdf

Barzan, P., & Sayyadi, M. (2023). The evaluation of "Vision" English textbooks-A literature review. *JELT Journal | Farhangian University*. https://doi.org/10.22034/jelt.2023.12619.1027

Diep, A. N., Zhu, C., Cocquyt, C., De Greef, M., Vo, M. H., & Vanwing, T. (2019). Adult learners' needs in online and blended learning. *Australian Journal of Adult Learning*, *59*(2), 223-253. https://search.informit.org/doi/10.3316/ielapa.592385127057281

Elsaid Mohammed, A. S., & Nur, H. S. M. (2018). Needs analysis in English for academic purposes: The case of teaching assistants at the University of Khartoum. *How*, *25*(2), 49-68. https://doi.org/10.19183/how.25.2.409

Esra, M., & Sevilen, Ç. (2021). Factors influencing EFL students' motivation in online learning: A qualitative case study. *Journal of Educational Technology and Online Learning*, *4*(1), 11-22. https://dergipark.org.tr/en/pub/jetol/issue/60134/817680

Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, *7*(1), 1738184. https://doi.org/10.1080/2331186X.2020.1738184

Goodarzi, A., Weisi, H., & Yousofi, N. (2020). Newly-published English course books under microscope: An exploration of teachers' views about the Prospect series. *Cogent Education*, *7*(1), 1840958. https://doi.org/10.1080/2331186X.2020.1840958

Goodson, A. L. (2020). *Advising for High School Mathematics Course-Taking: Action Research Identifying and Describing Students' Experiences, Selection Factors, Needs, and Preferences* [Doctoral dissertation, University of South Carolina]. ProQuest Dissertations & Theses Global. https://www.proquest.com/openview/88cb7e78dc5f95a5aacc9d6cdbef1f76/1?pq-origsite=gscholar&cbl=51922&diss=y

Huang, P. (2019). Textbook interaction: A study of the language and cultural contextualisation of English learning textbooks. *Learning, Culture and Social Interaction*, *21*, 87-99. https://doi.org/10.1016/j.lcsi.2019.02.006

Huda, M. (2017). The use of authentic materials in teaching English: Indonesia teachers' perspective in EFL classes. *PEOPLE: International Journal of Social Sciences*, *3*(2), 1907-1927. https://dx.doi.org/10.20319/pijss.2017.32.19071927

Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centered approach*. Cambridge University Press.

Jamshidian, F., Tabatabaei, O., Salehi, H., & Vahid Dastjerdi, H. (2021). The stance of communication strategies in Iran's high school English textbooks (Vision Series). *Journal of Language and Translation*, *11*(2), 213-229. https://doi.org/10.30495/ttlt.2021.682823

Joraboyev, B. B. O. (2021). Using authentic materials on english lessons. *Academic Research in Educational Sciences*, *2*(2), 1018-1025. doi: 10.24411/2181-1385-2021-00295

Jorfi, L., Amerian, M., Dowlatabadi, H. R., & Yazdani, H. (2022). A comparative intercultural analysis of two English school textbooks from Iran and Egypt. *Teaching English as a Second Language Quarterly*, *41*(1), 33-67. https://doi.org/10.22099/jtls.2021.40338.2989

Juan, L. (2014). Literature review of the classifications of" needs" in needs analysis theory. *International Journal of Education and Literacy Studies*, *2*(3), 12-16. doi:10.7575/aiac.ijels.v.2n.3p.12

Khandaghi Khameneh, A., & Hashamdar, M. (2021). Iranian EFL teachers' perspective towards the high school English textbook, Vision3: An evaluation based on communicative approach. *International Journal of Research in English Education*, *6*(3), 96-116. http://dx.doi.org/10.52547/ijree.6.3.96

Larsen-Freeman, D. (2003). *Teaching language: From grammar to grammaring*. Heinle & Heinle.

Litz, D. R. (2005). Textbook evaluation and ELT management: A South Korean case study. *Asian EFL Journal*, *48*(1), 1-53. http://www.asian-efl-journal.com

Maghsoudi, M. (2020). Intercultural communicative competence in high school English textbooks of Iran and India: A comparative analysis. *Iranian Journal of Comparative Education*, *3*(4), 874-892. https://doi.org/10.22034/IJCE.2020.250406.1220

Masomi Sooreh, E., & Ahour, T. (2020). Internal evaluation of English textbook "Vision 2" from teachers' perspectives. *The Journal of English*. https://doi.org/10.30495/jal.2020.683594

Melati, S. E., Aini, N., & Wahyuni, A. F. (2023). The uses of AI and technology in media and material development of Merdeka Belajar. *International Conference on Education*. https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/proceedings/article/view/1764

Mirzayev, A., & Oripova, S. (2022). Communicative method–a new approach in the practice of teaching foreign language. *Science and Innovation*, *1*(B6), 778-783. https://doi.org/10.5281/zenodo.7191438

Nartiningrum, N., & Nugroho, A. (2020). Developing english teaching materials for accounting students: an esp approach. *PROJECT (Professional Journal of English Education)*, *3*(4), 434-442. https://cir.nii.ac.jp/crid/1130282270804154752

Nguyen, T. T. M., Marlina, R., & Cao, T. H. P. (2021). How well do ELT textbooks prepare students to use English in global contexts? An evaluation of the Vietnamese English textbooks from an English as an international language (EIL) perspective. *Asian Englishes*, *23*(2), 184-200. https://doi.org/10.1080/13488678.2020.1717794

Pirzad, F., & Abadikhah, S. (2022). An evaluation of Iranian tenth-grade English textbook: With a focus on language skills, activities and teachers' perceptions. *Two Quarterly Journal of English Language Teaching and Learning University of Tabriz*, *14*(29), 171-197. https://doi.org/10.22034/elt.2022.50068.2475

Puspitasari, D., Widodo, H. P., Widyaningrum, L., Allamnakhrah, A., & Lestariyana, R. P. D. (2021). How do primary school English textbooks teach moral values? A critical discourse analysis. *Studies in Educational Evaluation*, *70*, 101044. https://doi.org/10.1016/j.stueduc.2021.101044

Rao, P. S. (2019a). The effective use of authentic materials in the English language classrooms. *Shanlax International Journal of Arts, Science and Humanities*, *7*(1), 1-8. https://hdl.handle.net/10535/10573

Rao, P. S. (2019b). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, *2*(2), 6-18. https://www.acielj.com/

Rashidi, N., & Kehtarfard, R. (2014). A needs analysis approach to the evaluation of Iranian third-grade high school English textbook. *SAGE Open*, *4*(3). https://doi.org/10.1177/2158244014551709

Rassouli, A., & Osam, N. (2019). English language education throughout Islamic Republic reign in Iran: Government policies and people's attitudes. *SAGE Open*, *9*(2). https://doi.org/10.1177/2158244019858435

Rezaee, A., Khoshsima, H., Zare-Behtash, E., & Sarani, A. (2020). English teachers' job satisfaction: Assessing contributions of the iranian school organizational climate in a mixed methods study. *Cogent Education*, *7*(1), 1613007. https://doi.org/10.1080/2331186X.2019.1613007

Reynolds, B. L., & Kao, C.-W. (2021). The effects of digital game-based instruction, teacher instruction, and direct focused written corrective feedback on the grammatical accuracy of English articles. *Computer Assisted Language Learning*, *34*(4), 462-482. https://doi.org/10.1080/09588221.2019.1617747

Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press. https://doi.org/10.1017/9781009024556

Sadeghi, S. (2020). Evaluation of EFL textbooks from teachers viewpoints on the ninth grade high school Prospect3 based on Ghorbani's checklist. *Journal of Applied Linguistics and Language Research*, *7*(3), 47-61. http://jallr.com/index.php/JALLR/article/view/1112/1274

Shakibaei, G., Namaziandost, E., & Shahamat, F. (2019). The effect of using authentic texts on Iranian EFL learners' incidental vocabulary learning: The case of English newspaper. *International Journal of Linguistics, Literature and Translation (IJLLT)*, *2*(5), 47-56. http://dx.doi.org/10.32996/ijllt.2019.2.5.47

Sherkabu, D. (2007). *Developing learner-centered approach instructional materials St. Mary's University College's experience*. http://hdl.handle.net/123456789/2099

Stockinger, K., & Vogl, E. (2021). Exploring students' perceived need and preferences for achievement emotion competence training. *Zeitschrift für Bildungsforschung*, *11*(3), 549-566. https://doi.org/10.1007/s35834-021-00326-2

Syairofi, A., Mujahid, Z., Mustofa, M., Ubaidillah, M. F., & Namaziandost, E. (2022). Emancipating SLA findings to inform EFL textbooks: A look at Indonesian school English textbooks. *The Asia-Pacific Education Researcher*, 1-12. https://doi.org/10.1007/s40299-022-00642-9

Tarrayo, V. N., & Anudin, A. G. (2023). Materials development in flexible learning amid the pandemic: perspectives from English language teachers in a Philippine state university. *Innovation in Language Learning and Teaching*, *17*(1), 102-113. https://doi.org/10.1080/17501229.2021.1939703

Tomlinson, B. (2022). Materials development for language learning: Ways of connecting practice and theory in coursebook development and use. In *Handbook of practical second language teaching and learning* (pp. 133-147). Routledge. https://www.taylorfrancis.com/chapters/edit/10.4324/9781003106609-11/materials-development-language-learning-brian-tomlinson

Tomlinson, B. (2023). *Developing materials for language teaching*. Bloomsbury Publishing. https://www.bloomsbury.com/us/developing-materials-for-language-teaching-9781350199675/

Tursunovich, R. I. (2022). "Guidelines for designing effective language teaching materials. *American Journal of Research in Humanities and Social Sciences*, *7*, 65-70. https://www.americanjournal.org/index.php/ajrhss/article/view/276

Wang, C., & Modehiran, P. (2023). Needs analysis of metacognitive strategies training in English language instruction using digital technology and to improve the autonomous-learning ability and English language achievement of Chinese EFL undergraduate students. *International Journal of Sociologies and Anthropologies Science Reviews*, *3*(6), 83-94. https://doi.org/10.60027/ijsasr.2023.3469

West, R. (1994). Needs analysis in language teaching. *Language Teaching*, *27*(1), 1-19. https://doi.org/10.1017/S0261444800007527

Yildiz, A. (2023). The Routledge handbook of materials development for language teaching. *ELT Journal*, *77*(3), 364-367. https://doi.org/10.1093/elt/ccad036

Yildiz, Y. (2019). EFL learners' needs in preparatory schools and supplementary techniques to improve their language proficiency. *International Journal of Academic Research in Business and Social Sciences*, *9*(1), 586-596. https://hrmars.com/index.php/pages/detail/IJARBSS

Appendix A
Students' Questionnaire (Balint, 2004)

Instructions: Please rate the importance of the following for your English language learning.

Items
1. Which skill do you believe is the most beneficial for your overall English proficiency? (Reading, Writing, Listening, Speaking)
2. How crucial is it to include vocabulary exercises in your English lessons?
3. How crucial is it to include grammar exercises in your English lessons?
4. Reading professional documents or emails in English.
5. Reading online articles in English.
6. Reading English novels for enjoyment.
7. Reading newspapers in English.
8. Reading emails in English from friends abroad.
9. Reading academic textbooks in English.
10. Listening during work meetings or small group talks with English speakers.
11. Taking notes in English during a class lecture.
12. Listening to a conference presentation delivered in English.
13. Watching films or television shows in English.
14. Listening to music with English lyrics.
15. Having casual conversations in English with international tourists.
16. Delivering formal speeches or presentations in English at global conferences.
17. Giving brief presentations or talks in a professional setting.
18. Giving brief presentations in English during your university courses.
19. Discussing general topics and current affairs in English with your peers.
20. Discussing general topics and current affairs in English with people from other countries.
21. Communicating with hotel and restaurant employees in English while traveling internationally.

22. Composing university course assignments in English.

23. Writing professional documents in English.

24. Combining information from multiple sources.

25. Writing email correspondence in English to friends in other countries.

26. Composing business-related emails in English to international contacts.

27. Being able to find and use information through research in English.

28. Collaborating on group research projects in English with classmates or colleagues.

Questionnaire's scale: 1. not at all important; 2. somewhat not important; 3. slightly not important; 4. slightly important; 5. somewhat important; 6. very important

Appendix B
Teachers' questionnaire (Litz, 2005)

Instructions: Please indicate your level of agreement with the following statements about the textbook.

Design and Layout

1. The textbook provides a clear outline of the functions, grammar, and words to be covered in each unit.

2. The visual arrangement and design are suitable and easy to follow.

3. The textbook is structured in an effective manner.

4. A sufficient word list or glossary is provided.

5. Sufficient review units and practice exercises are part of the textbook.

6. A suitable collection of tests or assessment ideas is included.

7. The teacher's guide offers advice on how to best utilize the textbook.

8. The learning goals of the materials are clear to both the instructor and the student.

Activities

1. The textbook balances different types of activities (e.g., an equal mix of free and controlled practice focusing on fluency and accuracy).

2. The activities promote adequate communication and purposeful practice.

3. The activities are designed for individual, pair, and group work.

4. Grammar points and vocabulary are presented in engaging and realistic situations.

5. The activities encourage students to produce creative, original, and independent work.

6. The tasks are designed to help students internalize new language.

7. The textbook's activities are easy to adapt or expand upon.

Skills

1. The materials contain and emphasize the skills that my students and I need to work on.

2. The materials offer a suitable balance of the four main language skills.

3. The textbook addresses sub-skills like listening for main ideas, note-taking, and scanning for details.

4. The textbook teaches and provides practice for natural pronunciation features like stress and intonation.

5. The practice of one skill is combined with the practice of others.

Language Type

1. The English used in the textbook is authentic and reflects real-life usage.

2. The language level is appropriate for my students' current proficiency.

3. The sequencing of grammar and vocabulary is logical and well-paced.

4. Grammar rules are explained with concise and clear examples.

5. The language functions presented are examples of English that my students are likely to encounter and use.

6. The language includes a variety of different registers and accents.

Subject Content

1. The topics and content of the textbook are relevant to my students' needs as English learners.

2. The subject matter of the textbook is largely realistic.

3. The content is interesting, challenging, and helps to motivate students.

4. There is enough variety in the textbook's topics and content.

5. The materials are free from cultural bias and do not reinforce negative stereotypes.

Questionnaire's scale: 1. strongly disagree; 2. disagree; 3. somewhat disagree; 4. slightly disagree; 5. neither agree or disagree; 6. slightly agree; 7. somewhat agree; 8. moderately agree; 9. agree; 10. strongly agree (Instead of using the numerical range from 1-10 used in Litz, 2005, a few minor modifications implemented in the scale, using specific scale for each number.