grammar, and vocabulary obtained the grand mean scores of 3.09, 3.00, 2.71, and 2.48 respectively. The grand mean score of all exercises extracted from this textbook is 2.87, which is rather satisfactory. The writing exercises are not included under the category of writing, since this skill is worked on within the context of other exercises of different categories.

Table 3 is drawn based on the grand mean scores of each category.

As shown in table 3, listening and conversation categories have been most appreciated and grammar category depreciated.

Table 3. The Rank Order of the Categories Based on the Grand Mean Scores

Categories	Mean	Std. Deviation
Listening	3.43	4.6
Conversation	3.18	5.466
Writing	2.68	8.864
Reading comprehension	2.27	8.996
Vocabulary	2.14	8.552
Grammar	2.02	8.884

The findings of this study show that, state-of-the-art Language learn ing theories are reflected in New Interchange, the American Headway, and Iranian High School English Books can be estimated as 77%, 72%, and 45% respectively.

Conclusions and Pedagogical Implications

The following conclusions can be drawn from the study:

1. Background knowledge can be provided through listening, reading, realia, and most important of all through the learners' own experiences and interests.

2. Discussion, peer work, group work,

class activity, questions based on real life experiences, challenging questions, role-play, and interesting topics create interaction, creativity, and activity.

3. Picking up the teaching materials from real sources like magazines, newspapers, and real life communications, resorting to the students' own experiences and ideas, and exercises based upon the latest existing issues provides authenticity.

4. Exercises that are in line with the students' interests and experiences, and/ or require pair work, group work, and discussion leads to autonomy.

5. Meaningfulness criterion is satisfied through discussion, group work, pair work, doing tasks, expressing one's own ideas about a subject, and talking and writing about one's own experiences and interests.

6. Discussing one's own ideas on a subject, raising questions, based on real life experiences, writing activities in general, listening to authentic conversations, doing pre-listening activities, comparing and contrasting, and pre-reading activities are quite challenging.

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High School English Books: Given the data provided in table 2, exercises under the category of conversation with the grand mean score of 2.71 out of 4, have been judged relatively satisfactory.

The grand mean score 1.12 (out of 4) calculated for the exercises extracted from English Books working on grammar shows that these exercises are not appreciated by the experts. The grand

the other exercises extracted from this textbook, gaining the grand mean score of 3.46 and implying the satisfaction of the experts evaluating these exercises.

The other categories of this textbook i.e. writing, reading comprehension, listening, grammar, and vocabulary, obtained the grand mean scores of 3.45, 3.36, 3.23, 2.46, and 2.25 respectively. The grand mean score for all exercises

mean scores for the other exercises of reading comprehension, vocabulary, and writing extracted from English Books are 1.67, 1.66, and 2.17 respectively. The grand mean score for all exercises extracted from high school English Books is 1.80 out of 4, which is below average and unsatisfactory. It is worth mentioning that high school textbooks lack listening activities, which can provide helpful practice in language learning.

New Interchange: Exercises put under the category of conversation are judged the best exercises among

extracted from the New Interchange was judged to be 3.05, which shows that the exercises included in this textbook were evaluated as in line with state-of-the-art language learning theories and as a result can be considered as good examples for practice.

American Headway: the type of exercise put under the category of listening activity has been judged the best type of exercise, obtaining the grand mean score of 3.64 out of 4. The other categories of this book namely, conversation, reading comprehension,

b. Work in pairs. Which of the inventions do you think is the most important? Which has changed the world the most? Mark them 1 for the most important to 8 for the least important?

the computer   nuclear weapons
the car   the space rocket
the television   the cellular telephone
the airplane   the space satellite

c. Work in groups of four. Work together to agree on the three most important inventions!

d. Talk together as a class. What other machines, inventions, or discoveries

- Interesting topic for discussion
- Implicit grammar focus
- Learner autonomy
- Meaningful conversation
  At the other end of the continuum the following exercise, selected from English Book I, developed for high school students was depreciated by the experts obtaining the grand mean score of 1.02 out of 4.

  13. Repeat after your teacher.
  This pencil is as short as that pencil.

The considerations for such depreciation are as follows

Table 2. Comparison of the Three Textbooks According to Grand Mean Scores of the Related Categories			
Textbooks	**Categories**	**Mean**	**Std. Deviation**
High School	Vocabulary	1.66	3.953
	Reading comprehension	1.67	5.080
	Grammar	1.12	4.306
	Writing	2.17	7.308
	Conversation	2.71	5.553
New Interchange	Vocabulary	2.28	7.086
	Reading comprehension	3.36	3.705
	Grammar	2.46	6.627
	Writing	3.45	4.082
	Conversation	3.46	3.094
	Listening	3.23	5.304
American Headway	Vocabulary	2.48	10.957
	Reading comprehension	3.00	5.740
	Grammar	2.71	4.337
	Conversation	3.09	5.730
	Listening	3.64	2.583

would you add to the list?

The considerations based on which this exercise has been appreciated by the subjects are as follows:

- Authentic real life conversation
- Use of background knowledge
- Creativity, activity and interaction among the students through, listening, pair/group work, and discussion

- Not requiring creativity, only parrot-like repetition
- Not interesting
- Not authentic and not contexbualized
- Not implicit grammar instruction
- Not requiring peer work, group work and discussion
- Not leading to autonomy
- Not meaningful

the point of autonomy where they can continue on their own.

    8. The exercises should be meaningful. They should not lead students to repetition.

    9. Language learners should be provided with challenging tasks.

    10. Language learners should be engaged in peer work, group work, and discussion.

answer sheets.

    The answer sheet was a table comprising 27 rows for the 27 selected exercises and 10 columns for the 10 Judgment Criteria.

    To judge the lack or degree of conformity of each exercise with a particular criterion, experts were supposed to grade the related box from 0 (lack of conformity) to 4 (full conformity).

Table 1 Distribution of the Exercises in Each Category

	Vocabulary	Reading Comprehension	Grammar	Writing	Conversation	Listening
High School	2 items	3 items	2 items	3 items	1 item	–
New Interchange	2 items	1 item	1 item	2 items	2 items	1 item
American Headway	2 items	1 item	2 items	–	1 item	1 item
Sum	6	5	5	5	4	2
Total	27					

    The 27 typical examples selected from the textbooks under study were collected and randomly arranged under 6 categories as follows:

    1) Vocabulary
    2) Reading Comprehension
    3) Grammar
    4) Writing
    5) Conversation
    6) Listening

    Table 1 shows the distribution of exercises in each category and shows the number of the exercises selected from each of the three studied textbooks. As shown, 11 exercises are selected from high school textbooks, 9 exercises from New Interchange, and 7 exercises from American Headway.

    In order to get the required data, questionnaires as well as the 27 typical exercises were given to the experts. Prior to filling out the answer sheets, the experts were briefed on how to fill out the

The grades in between were allotted based on the experts' own judgment.

Results

    First the grand mean score allotted by the experts to each exercise was estimated. Then the exercises were ranked based on the grand mean score allotted to them by the experts.

    The most appreciated exercise type was the following one which had been given the grand mean score of 3.64:

    a. Listen to three people from the same family giving their ideas of the wonders of the modern world. Complete the chart.

	What is the wonder?	What's good about it?	Are there any problems?
Sam	air travel		
Kelly			
Peter			

textbooks. Contrary to the intentions of theorists and those involved in trying to promote teacher professional development, teachers' beliefs appear to be static (Nespor, 1987), resistant to change (Brousseau et al., 1988), and generally not affected by studying the findings of educational research (Hall and Loucks, 1982).

It is obvious that the exercises given at each lesson of a textbook are a very important part of a textbook to which the students always resort for practice and evaluation of their knowledge.

> According to Czikszentmihalyi (1990, p. 69) optimum flow occurs when: "Alienation gives way to involvement, enjoyment replaces boredom, helplessness turns into a feeling of control, and psychic energy works to reinforce the sense of self, instead of being lost in the service of external goals"

The purpose of the present study is to find out whether state-of-the-art language learning theories are reflected in EFL textbooks, taught in the Iranian language learning institutes and high schools.

Research Question

To what extent are the state-of-the-art language learning theories been reflected in the exercises of the English Books developed for Iranian high school students as well as New Interchange and Headway Series devised for the students of intermediate level?

Method

In this study, 30 MA and 5 PhD students of TEFL at Allameh Tabataba'i University acted as experts to evaluate the selected exercises according to the 10 *Judgment Criteria*, which in fact reflected the principles of state-of-the-art language learning theories.

The tektbooks from which the exercises were selected are as follows in this study:

  a) The English Books 1, 2, and 3 developed for Iranian high school students

  b) The New Interchange (book 3)

  c) The American Headway (book 3) and

  To judge the typical examples included in the above-mentioned textbooks some criteria were needed. Through the study of the related literature, as well as state-of-the-art language learning theories, the related principles were extracted. Then based on the principles the characteristics of a good exercise were extracted. These characteristics are summarized as ten statements, which are called judgment criteria.

Judgment Criteria:

1. The exercises should build upon the students' background knowledge.
2. The exercises should engage language learners in an active, creative, and socially interactive process.
3. The exercises should be appropriate to the students' current level of understanding.
4. The exercises must be concerned with the students' experiences, and interests.
5. The exercises should be presented in authentic, real life contexts, namely normal settings.
6. Grammar should not be taught explicitly.
7. Materials should bring students to

conformity) to identify the degree of their conformity with the judgment criteria. It was concluded that around 77% of the exercises included in New Interchange, around 72% of the exercises included in American Headway, and 45% of the exercises included in English Books of the Iranian high schools were based on the state-of-the-art language learning theories.

Introduction

Gardner's theory of multiple intelligences (1993), acknowledging learning as a holistic experience, is, at present, one of the well-known descriptors of human cognitive profile.

A random sampling of any educational psychology text will illustrate the variance in views expressed on what exactly learning is and how we learn. Belkin and Gray, (1977, p. 211) stated: "Learning implies a change in the individual as a result of some intervention. It may be viewed as an outcome or as a process."

McLellan, (1996, p. 6) claims: " The mechanistic model of the mind of the behaviorist era has given way to the logical-computational model favored by artificial intelligence and cognitive science theorists."

Teaching cannot be defined apart from learning. Nathan Gage, (1964, p. 269) noted: " To satisfy the practical demands of education, theories of learning must be stood on their head so as to yield theories of teaching." Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. If, like Skinner (1957) you look at learning as a process of operant conditioning through a carefully paced program of reinforcement, you will teach accordingly. If one views second language learning as a deductive rather than an inductive

process, they will probably choose to present copious rules and paradigms to their students rather than let them "discover" those rules inductively.

Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. L2 learning is not a set of easy steps that can be programed in a quick do-it-yourself kit.

Regardless of the motivating factor for this moment of focused learning, the experience is what psychologists Czikszentmihalyi label as moments of "optimum flow". According to Czikszentmihalyi (1990, p. 69) optimum flow occurs when: "Alienation gives way to involvement, enjoyment replaces boredom, helplessness turns into a feeling of control, and psychic energy works to reinforce the sense of self, instead of being lost in the service of external goals".

Replicating such moments of optimum flow is the job of educators regardless of the domain, whether it is school, the workplace in job training, or the military, etc.

Objectives of the Present Study

Language learning theories are supposed to be reflected in the language classes through the changes made either in the teachers' behavior or in the

Compatibility of EFL Textbooks Taught in Iranian High Schools and L2 Institutes with language learning Theories

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چکیده

هدف از این پژوهش، بررسی میزان انطباق کتاب‌های آموزشی زبان انگلیسی مورد استفاده در دبیرستان‌ها و مؤسسه‌های آموزشی زبان ایران با نظریه‌های به‌روز یادگیری زبان خارجی بوده است. در جریان پژوهش، کتاب‌های زیر بررسی شده‌اند:

۱) کتاب های انگلیسـی ۱، ۲ و ۳ که در دبیرسـتان های ایران تدریس می شود؛ ۲) جلد سوم کتاب American Headway که در آموزشــگاه‌های زبان انگلیسی سراسر کشور تدریس می‌شــود؛ و ۳) جلد سوم کتاب New Interchange که برای آموزش زبان به بزرگســالان و جوانان با دانش زبانی متوســط تدوین شده است و در آموزشــگاه‌های زبان سراسر کشور تدریس می‌شود. ۲۷ نمونه تمرین از این کتاب ها انتخاب شد تا ۳۰ دانشجوی کارشناسی ارشد و ۵ دانشجوی دورۀ دکترای آموزش زبان انگلیسی در حال تحصیل در دانشگاه علامه طباطبائی آن‌ها را مورد بررسی و ارزشیابی قرار دهند. برای ارزشیابی این تمرین‌ها ۱۰ معیار قضاوت در اختیار دانشجویان یاد شده قرار گرفت. این ۱۰ معیار از مطالعه و بررسی نظریه‌های یادگیری زبان به دست آمده بودند. این دانشجویان می‌بایست درجۀ انطباق این نمونه تمرین‌ها را با شاخص‌های مشخص شده تعیین کنند. با توجه به این شاخص‌ها، آن‌ها به هر تمرین از ۰ تا ۴ امتیاز می‌دادند و امتیازات را در خانه‌های مربوطه ثبت می‌کردند. نتایج این پژوهش نشــان می‌دهد که حدود ۷۷ درصد از تمرین‌های جلد ســوم کتاب New Interchange، حدود ۷۲ درصد از تمرین های جلد ســوم کتاب American Headway و حدود ۴۵ درصد از تمرین‌های کتاب‌های انگلیسی ۱، ۲ و ۳ دبیرستانی برگرفته از نظریه‌های به روز یادگیری زبان هستند.

کلیدواژه‌ها: ارزشیابی کتاب‌های آموزشی زبان، نظریه‌های یادگیری، کتاب‌های آموزش زبان ایرانی

Abstract

The current study aimed at finding the degree to which state-of-the-art language learning theories were reflected in the EFL textbooks taught in Iranian high schools and L2 institutes. To conduct this study, the following textbooks were selected: 1) English Books I, II, and III developed for Iranian high schools; 2) the American Headway (Book 3) taught in Iranian institutes; and 3) the New Interchange (Book 3), taught in Iranian institutes. From these textbooks, 27 typical exercises were selected to be judged by experts. Thirty MA and five PhD students studying TEFL at Allameh Tabataba'i University participated in this study. To judge the exercises, they were provided with the *Judgment Criteria* comprised of 10 criteria collected after scrutinizing the language learning theories. The experts graded the selected exercises from 0 (lack of conformity) to 4 (full