A Summative Evaluation of 'Prospect 1': Employing the ARCS Model

Zahra Zohoorian
English Department, Mashhad Branch, Islamic Azad University, Mashhad, Iran, *marjan.zohoorian@yahoo.com*

Nader MatinSadr
Birjand University of Medical Sciences, Birjand, Iran, *nadermatin16@yahoo.com*

Fatemeh Shamabadi
English Department, Mashhad Branch, Islamic Azad University, Mashhad, Iran, *f.shamabadi@yahoo.com*

In spite of the existence of several educational resources in the field of language teaching as well as the quick growth of advanced technologies, educational textbooks still play a major role. This explains the significance of designing and evaluating textbooks in countries where language instruction is highly textbook-oriented. The present paper reports the results of a summative evaluation of the textbook 'Prospect 1' which is employed across the nation for zero beginners at junior high school. To this aim, the motivational design of the book was evaluated using Keller's ARCS model recognized as one of the most effective models. Based on the analysis of the survey and interview data it was observed that in general the students' motivation for this book is desirable. The findings also indicated that this book is more effective in the Confidence area followed by Relevance. On the contrary, it was found out that the students' Satisfaction and most of all Attention were not desirable. The findings of this study verified in general that this book has a suitable motivational design. However, it is suggested that the related amendments for improving the desirability for the Satisfaction and Attention areas be implemented.

Keywords: summative evaluation, motivational design, attention, relevance, confidence, satisfaction, ARCS model

INTRODUCTION

Educational textbooks always play a major role in teaching and learning (Hutchinson & Torres, 1994; Richards, 2001; AbdelWahab, 2013) and while using authentic materials has always been recommended (Tomilson, 2001; Berardo, 2006; Horwitz, 2008; Belet

Boyaci & Guner, 2018), still it may not be possible to 'repel the total use of materials specifically designed for language learners' (Zohoorian & Pandian, 2011).

That is why as much the preparation of a textbook is considered as of significant importance, continuous evaluation of educational books based on actual and everyday needs of the learners is basically important (Hutchinson & Waters, 1987). Thus, it is only then that the implementation of a comprehensive evaluation process and the efficacy of a book for teaching can be realized.

On the other hand, one of the factors that affect learners' achievement is motivation. According to Maehr (1984) and Wigfield (1994) learners are more likely to begin a task and continue working on it if they actually want to do so. In fact, motivation for learning a second language is one of the realizations of positive attitudes toward the language. Therefore, if students have positive attitudes toward the teachers, materials and methods, they will try to learn the language. However, if they have negative attitudes toward the language, materials, and the teachers, they will hardly achieve any success (Bas & Beyhan, 2010).

The ARCS Model of Motivational Design was originally designed by John Keller for improving the learning process with motivation. In this model motivation is "the result of satisfaction of personal needs (the value) and also the amount of their expectancy to be succeeded" (Keller & kopp, 1987, p.289). According to Keller (1987) it is a method for improving the motivational appeal of instructional materials. Keller defines motivation as "what people desire to do, what they choose to do, and what they commit to do" (Keller, 2010, p.3). This model has four conceptual categories and it incorporates a systematic design process called motivational design (Keller, 1987, p. 2). The four main areas of this model are Attention, Relevance, Confidence, and Satisfaction. Each of these areas has subcategories that define the specific aspects of motivation. "A stands for Attention which is described as a tool for arousing student curiosity and interest" (Keller, 2006, p. 4). Attention which is the most important part of this model and raises the motivation of learners refers to tactics for capturing the learners' interests and sustaining their attention (Malik, 2014). Relevance relates to "the student's experiences and needs" (Keller, 2006, p. 4). According to Keller, relevance refers to using words and examples which learners are familiar with. Malik (2014) states that the focus in Confidence area is on the establishment of "positive expectations for achieving success". By satisfaction students should gain some types of reward or satisfaction from a learning experience. In other words, when learners appreciate the results, they will be motivated to learn (Malik, 2014).

While the role of the educational materials and textbooks is increasingly acknowledged, the critical significance of designing, redesigning, evaluating and selecting the required textbooks amongst the existing and available sources becomes clearer in contexts where the teaching and learning of English are chiefly textbook-oriented (Moghtadi, 2014). The selection of a book or continuing education based on edited books depends on such conditions as performing evaluation, modification, and the required changes (Knox, 2002). As an imperative process for improvement, evaluation is widely acknowledged as a powerful means of improving the quality of education (Hutchinson & Waters, 1987).

Summative and formative evaluations are two broad categories of evaluation types. As the name suggests summative evaluation, also sometimes referred to as external evaluation, is a method of evaluating the worth of a program at the close of the program activities (Corlazzoli & White, 2013) while findings are typically employed to help determine whether a plan should be adopted, continued, or modified for improvement. This evaluation process provides program staff with ongoing feedback for program changes as well as a periodic review of long-term progress on major program goals and aims (Russ-Eft & Preskill, 2009).

However, as far as Prospect 1 is concerned, despite the appreciable efforts for the preparation of such a textbook, there is an inevitable need for ongoing evaluations and revisions for removing weaknesses and improving strengths. Pertaining to Prospect 1, several researchers have evaluated the book from different aspects and points of view; for instance, intercultural competence (Ahmadi Safa & Farahani, 2015), culture and identity (Rezaei & Latifi, 2015), Emotion-based Language Instruction (Pishghadam & Rostami Sarabi, 2015), functional approach (Ramezani & Rostambeik Tafreshi, 2015), task-based Perspective (Zand Moghadam & Rahimi Golkhandan, 2015), discourse Analysis Features (Soodmand Afshar, 2015), analysis of pictures (Adel & Talebian, 2015), employing Cisar and Basturkmen's Model (Alavinia & Zeinolabedini, 2015), foreign language teaching methodology (Mahmoodi & Moradi, 2015), grammar perspective (Mirzaei & Taheri, 2015) , etc. However, a careful review of literature informs us that the motivational design of this book is not investigated and there seems to be a dearth of research in this area. Accordingly, with regard to the important role of this book as the first experience in learning English for students and also motivation as an important factor in students' success and failure, this research aimed at investigating this book from the motivational perspective. In the view of the above discussions and based on the objectives expressed, the following research questions are formulated:

RQ1. To what extent is the textbook "Prospect 1" motivating based on ARCS model?

RQ2. What are the students' perspectives regarding the textbook "Prospect 1" on the basis of its motivational design?

RQ3. What are the teachers' perspectives regarding the "Prospect 1" book on the basis of its motivational design?

METHOD

As taking solely a quantitative approach may not enable the researcher to fully understand the context of the study and the participants' voices might not be heard, the survey could only provide limited insight into the ways the students were motivated according to the motivational design model. Also, the drawbacks of a sole qualitative approach such as the limited number of participants and the problem of generalizability as well as the inclusion of personal interpretations and views encouraged the researchers to employ a mixed method. So that a mixture of both research methods will overcome these weaknesses which exist in either qualitative or quantitative methods (Ary, Jacobs, Razavieh, & Sorensen, 2010; Creswell & Plano Clark, 2011; Teddie & Tashakori, 2009). Among the different kinds of mixed-method strategies, parallel mixed-methods

design is implemented for the present study. In this kind of design the collection and analyses of the quantitative and qualitative data are conducted separately (Ary, Jacobs, Razavieh, & Sorensen, 2010; Teddie & Tashakkori, 2003). Accordingly, the qualitative phase expanded upon the quantitative phase which deals with the interviews on the student's perspectives toward this new book as well as a semi-structured interview with the teachers.

Participants

The target population for the present study included the students of the first grade junior high school in Iran and the accessible population was the first grade junior high school students of Mashhad. A sample including 384 male and female students, from different schools of Mashhad, both public and private, were selected randomly to participate in this study. They were first grade junior high school students who were selected randomly out of 45,500 (an estimate of the total number of the students). Their age range was 12- 13 years old. Of the whole sample 260 (67.7) were female and 124 (0.32) were male. Thirteen schools; 9 female classes and 4 male classes were selected randomly from 7 educational districts of Mashhad for conducting this study.

The researchers also interviewed 11 students from 11 schools considering different levels of proficiency in English based on the teachers' consultation. The age range of the students was 12-13 of both genders (7 females and 4 males). The students were randomly selected from among high achievers, low achievers, and average achievers. Thus, out of the 7 females 3 of them were high achievers, 1 of them was a low achiever, and 3 were average achievers. Also, out of the four male students, 1 was a high achiever, 2 were low achievers, and 1 was an average achiever. So, overall there were 4 high achievers, 3 were low achievers, and 4 were average achievers.

Similarly, seven English teachers from seven schools, who had the experience in teaching this newly designed book to the students, participated in a semi-structured interview. Their age range was 30 to 49. They were considered as professional experienced teachers as all of them had passed the training courses related to the newly designed textbook. Out of 7 teachers, four held a B.A. in English literature and TEFL (Teaching English as a Foreign Language) and three had M.A. degrees in TEFL, English literature, and general linguistics.

Instrumentation

This section includes the explanation of the quantitative and qualitative measures.

Quantitative measure: Keller's ARCS questionnaire

The questionnaire employed in this study measured the students' attitude toward the motivational design of the book. This questionnaire, originally designed by Keller, includes 36 items on 5-point Likert scale. The model consists of four main areas of Attention, Relevance, Confidence, and Satisfaction (Keller, 1987). In order to get the students' attitudes toward this book "Prospect 1" the researcher tailored the items towards the book design. As the participants were beginners in learning English, the researches translated the questionnaire into Persian. Then, the translated form of the

questionnaire, given for back translation, was compared to the original items. The translated form was emailed to three assistant professors of applied linguistics for having their comments on the face and content validity. The questionnaire was revised according to the comments of the professors. As the items were translated into Persian the researcher had to find out the reliability and construct validity of the questionnaire. According to the analysis of the construct validity the t-values in items 11 and 25 were not placed within the range of -1.96 to +1.96. Thus, these items were deleted and factor analysis was run on the remainder of the items once more. For estimating the reliability, Cronbach's alpha coefficient was calculated using SPSS 18. The obtained Cronbach's alpha coefficient was greater than 0.7 for the questionnaire and its dimensions.

Qualitative measures of students' interview and teachers' interview

Appropriate interview questions were prepared for conducting the semi-structured interviews. Questions for students' interviews related to the four dimensions of ARCS. Also, for teachers' interview, four main questions related to four areas of the ARCS questionnaire were prepared to ask the teachers' perspective toward this book. The focus of these questions was on the motivational design of the books.

Data Analysis

To answer the first research question and based on the normality of the variable entitled "motivation" and its dimensions, parametric one-sample t-test was used.

On the other hand, for the qualitative analysis, the data from the interviews were transcribed and analyzed through inductive data analysis and emergent recurrent themes were found and listed. And finally the teachers' and students' responses to the interview questions were used for analyzing the interviews.

As for the one-sample t-test, a hypothetical mean value is required and this value was calculated as follows according to the valuation of the alternatives.

$$\text{Assumed Mean} = \frac{1+2+3+4+5}{5} = 3$$

In one-sample t test, mean scores are compared with a constant value (i.e., an assumed mean value). If the mean score of the respondents' answers to motivation items and its dimensions is larger than the assumed mean value, it can be claimed that this book is largely favourable (higher than the average level) in motivating students.

Therefore, the statistical hypothesis testing is shown as follows. In this formula μ is the average mean of the participants' answers to the items of the motivational design questionnaire and its constructs.

Thus, the null hypothesis was $\begin{matrix} H_0: \mu \leq 3 \\ H_1: \mu > 3 \end{matrix}$ formed as follows:

H_0 : The average level of the students' motivation related to this book is not desirable.

The test results are shown in the table below.

Table 1
One-Sample Test

	Test Value = 3					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean	Lower	Upper
Motivation	5.475	383	.000*	3.18	.1173	.2487
Attention	-1.092	383	.276	2.96	-.1179	.0337
Relevance	2.466	383	.014*	3.10	.0199	.1763
Confidence	15.473	383	.000*	3.69	.6033	.7789
Satisfaction	1.572	383	.117	3.08	-.0208	.1866

*significant at the 0.05 level.

According to table 1, it can be observed that the mean score of the respondents' answers to the motivational design items is equal to 3.18 times, which is larger than the hypothetical mean value ($\mu = 3$). Moreover, the value of $\frac{sig}{2}$ equals .000, which is lower than .05 and t ratio is equal to 5.475, which is a positive value. Therefore, the null hypothesis (H0) is rejected; thus, it can be claimed that the students' motivation for this book is desirable.

The mean score of the respondents' views on Attention dimension equals 2.96, which is smaller than the hypothetical mean value. In addition, the value of $\frac{sig}{2}$ is equal to .138, which is larger than .05 and t ratio equals -1.092, which is a negative value. Therefore, none of the assumptions are met and the null hypothesis is accepted. This means that the students' attention level for this book is not desirable.

The mean value of the respondents' views on Relevance dimension is equal to 3.10, which is smaller than the hypothetical mean value ($\mu = 3$). Moreover, the value of $\frac{sig}{2}$ is equal to .007 which is smaller than .05; and t ratio is equal to 2.466, which is a positive value. Thus, the null hypothesis is rejected. Accordingly, it can be argued that the students' Relevance dimension for this book is desirable.

The mean score of the respondents' views on Confidence dimension is equal to 3.69, which is smaller than the hypothetical mean value. In addition, the value of $\frac{sig}{2}$ is equal to .000, which is smaller than .05; and t ratio is equal to 15.473, which is a positive value. Thus, the null hypothesis is rejected and, thereby, it can be argued that the students' confidence in this book is desirable.

The mean score of the respondents' views on Satisfaction dimension is equal to 3.08, which is almost near to the hypothetical mean value. Furthermore, the value of $\frac{sig}{2}$ is equal to .058, which is larger than .05; and t ratio is equal to 1.572, which is a positive value. Thus, the two assumptions are not met at the same time and the null hypothesis is

accepted with 95 percent confidence. This means that students' satisfaction of this book is not desirable. The following figure demonstrates the percentages related to the motivational design and its dimensions.
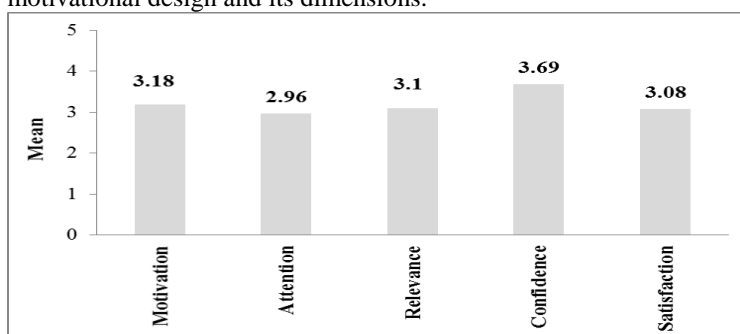

Figure 1
The percentages related to motivational design and its four dimension

FINDINGS

Results of the Students' Interviews

The first question of the interviews from the students related to the Attention area of the ARCS model which deals with using a variety of resources and techniques for grabbing the learners' attention.

Q1: Was the content of the book interesting (and did it give you the motivation for studying)?

Table 2
The most frequent responses of the students to the first question of the interview

responses	Frequency
1. It is better to make pictures more attractive (It was boring sometimes).	3
2. The Photo dictionary was very interesting.	4
3. The topics of the conversations were interesting and gave us motivation for studying.	4

Note: There were a total of 11 students.

Considering the students' responses to the question related to the Attention area 8 students believed that this book is interesting and only 3 expressed that this book is boring. As the results displayed in table 2 show it can be concluded that this book has been successful in grabbing the students' attention.

The second area of the questionnaire related to Relevance, which in this model deals with goal orientation and familiarity of the learners with the content, and using techniques for making the content relevant to the learners.

Q2.Were the topics presented in this book relevant and useful?

Table 3
The most frequent responses of the students to the second question of the interview

Responses	Frequency
1. Most of the topics were useful and we need to learn them.	9
2. Only few topics of this book were useful and applicable.	2

Note: There were a total of 11 students.

As the above table demonstrates 9 students stated that the topics were relevant to their needs, so it can be concluded that the book has succeeded in preparing relevant topics and examples and is relevant to learners' needs.

The third area of this model was Confidence. Confidence in this model related to methods for estimating the probability of success and grading policy which is built by positive reinforcement for personal achievements.

Q3. Was the content of this book easy for you to learn?

Table 4
The most frequent responses of the students to the third question of the interview

Responses	Frequency
1. Because the topics and the pictures were selected from Iran, it was more comprehensible for us.	2
2. It was easy for those participated in the language institutions classes and difficult for those who did not attend any classes	3
3. The book started with conversation while we didn't know how to read it, we did not know how to study and complete the writing sections.	6

Note: There were a total of 11 students.

As the above table shows more than half of the students mentioned that they had problems in learning English especially at the first steps. As mentioned before one of the subcategories of confidence refers to the grading policy and students responses show that they have problems with the grading of the content, so it can be concluded that the book has not been successful in the Confidence area. Finally, the forth section, Satisfaction, deals with obtaining some types of satisfaction or reward from a learning experience.

Q4.Were you satisfied with the amount of your effort and your achievement?

Table 5
The most frequent responses of the students to the fourth question of the interview

Responses	Frequency
1. I was not satisfied because the writing skill was not practiced in class, but for our exams we needed to be able to read and write.	7
2. I was able to learn all sections and our teacher was satisfied with my effort.	4

Note: There were a total of 11 students.

As is demonstrated in the table, 7 students stated that they were not satisfied with the results and only 4 stated that both they and their teacher were satisfied of the results of the assessments. While satisfaction in ARCS refers to designing situations which allow students to use their learned skills, students stated that they did not have enough practice on the writing skill in the classroom, but they were expected to produce some sentences. So, it can be concluded that the book has not succeeded in the Satisfaction area.

Results of the Teachers' Interviews

The first interview question related to the Attention area of the ARCS model.

Q1. Was the content of this book interesting for the students (and did it give them motivation for studying the content)?

Table 6

The most frequent responses of the teachers to the first question of the interview

Responses	Frequency
1. It was not interesting because it has not used various topics.	1
2. The topics and the pictures were interesting for the students.	4
3. The pictures and drills were repetitive and most of the time the book was boring.	2

Note: There were a total of 7 teachers.

The teachers' answers to the first interview question reveals that 4 teachers considered this book as including interesting topics and pictures from which it may be implied that most teachers evaluated this book acceptable on the Attention area.

The second interview question sought to find the teachers' perspectives on the Relevance area.

Q2. Was the content presented in this book relevant to the students' needs?

Table 7

The most frequent responses of the teachers to the second question of the interview

Responses	Frequency
1. The topics were acceptable but it has not given good drills.	1
2. The topics were relevant and useful for the students.	6

Note: There were a total of 7 teachers.

According to the teachers' responses to this aspect it can be concluded that most of the teachers agree that the topics and as a whole this book has been designed according to the students' needs and the content is useful for students; thus, it may be implied that the book has the second quality which is Relevance. The third interview question dealt with the Confidence area.

Q3. Was the content of this book easy for students to learn?

Table 8

The most frequent responses of the teachers to the third question of the interview

Responses	Frequency
1. This book was easy and sometimes boring for some of the students and was hard to learn for the rest of the students and discouraged them	4
2. The level of the book was acceptable.	2
3. The content of the book was easy for all the students.	1

Note: There were a total of 7 teachers.

As the teachers' responses demonstrate this book has not been successful in the confidence area while more than half of the teacher interviewed referred to it as boring and difficult. The fourth interview question asked about the Satisfaction area.

Q4. Were the students satisfied with the amount of their effort and their achievement?

Table 9

The most frequent responses of the teachers to the fourth question of the interview

Responses	Frequency
1. Most of the students were satisfied with their achievement and their assessment.	5
2. Only a few of the students were satisfied with their achievement and their assessment.	1
3. The students were satisfied with their English speaking.	1

Note: There were a total of 7 teachers.

Teachers' responses to this question revealed that this book has been acceptable concerning the satisfaction area. Most of the teachers have counted students' scores as a motivational feedback and stated that students were satisfied.

DISCUSSION AND CONCLUSION

The aim of this study was to investigate the students' motivation toward the book "Prospect 1" which has been introduced by the Ministry of Education for the first grade junior high school students. Accordingly, the main research question was concerned with the investigation of the motivational design of the book Prospect1. According to the mean score of the respondents' answers to motivation items which is equal to 3.18, it can be claimed that the students' motivation for this book is desirable.

Also, the mean score of the respondents' views on Attention dimension equalled 2.96, which is smaller than the hypothetical mean value ($\mu = 3$). Thus, it is concluded that the students' attention level by this book is not desirable. As mentioned earlier, students' attention can be achieved by using a variety of resources and techniques. This means that the content of the book has to be based on several resources for making it interesting to the students. Soodmand Afshar (2015), Alavinia and Zeinolabedini (2015), conducting a content analysis of this book, concluded that besides many strengths of this book it has some weaknesses in using situations and attractive images and topics.

Moreover, the mean value of the respondents' views on Relevance dimension was equal to 3.10, which is smaller than the hypothetical mean value ($\mu = 3$). Accordingly, it can be argued that the students' Relevance dimension by this book is desirable. Relevance in this model deals with the familiarity of the learners with the content, and using techniques for making the content relevant to the learners. According to the results of the study conducted by Adel and Talebian (2015), the students evaluated the pictures of this book motivating and relevant. It can be concluded that the students preferred pictures which showed their own similar situations and those of their peers in school and classroom. In another study which investigated the perceptions of seventh grade students, Pishghadam and Rostami Sarabi (2015) stated that this book has been quite successful in terms of selecting vocabularies which every student at every social, cultural, and economical level, more or less, has faced.

Furthermore, the mean score of the students' responses to the Confidence dimension was equal to 3.69, which is smaller than the hypothetical mean value. Thus, the null hypothesis is rejected and, thereby, it can be argued that the students' confidence in this book is desirable. Pishghadam and Sarabi (2015) claimed that it is easier to learn when

the students have a higher degree of emotional sense toward the words and the content. Confidence in this model relates to the methods of estimating the probability of success and grading policy. Soodmand Afshar (2015), Stated that the level of difficulty of this book is not clear. In other words, it is not ranged from easy to difficult, but still students' responses to the confidence aspect has been desirable because the topics of this book relate to the learners' culture and this has made the students confident that they are able to learn the content.

Finally, the mean score of the respondents' views on Satisfaction dimension is equal to 3.08, which is almost near to the hypothetical mean value. This means that students' satisfaction of this book is not desirable. According to the results of the study conducted by Mirzaei and Taheri (2015), this book failed in providing challenging situations for all students by different linguistic levels. It can be concluded that this book needs some challenging in designing and interesting topics that students at the end, obtain some types of satisfaction from a learning experience.

Overall, the findings of this study revealed that on the whole this book has a desirable motivational design based on the students' responses to the items of the questionnaire and the interview questions. However, it needs to be mentioned that both teachers and students stated that the grading of the book content is not desirable. Students and teachers mentioned that it is better to begin with learning the alphabet. Teachers stated that the students were confused while they did not have a knowledge and skill of reading and writing. Most of the teachers contemplated that at this level teaching English through conversation is not efficient and there is an inevitable need to teach the alphabet first. This requires textbook authors' consideration in investigating the issue.

Another factor which affects the students' motivation is their variable linguistic levels. Some of the students mentioned that this book was very easy for them and mostly it was boring. On the other hand, some of them stated that it was very difficult because they had no experience of attending institution classes. This is also mentioned by the teachers as a problematic area, to have some students who already know more than the content of the book who deem the book is boring and another group who are zero beginners who lose their confidence.

Finally, the teachers suggested some related points. To make the content more interesting, there might be an inclusion of points related to other cultures which is ignored in this book. Additionally, while this book is prepared for all Iranian students, the pictures are limited to Tehran and few situations like school and students and other ethnic groups are ignored. Also, the absence of phonetics for the photo dictionary is felt. The teachers also stated that the listening parts are very stimulating to the students, but the audio version of the book is not accessible to most of the students.

PEDAGOGICAL IMPLICATIONS

The results of the present study have some pedagogical implications for policy makers, researchers as well as English language textbook designers. The findings of this study offer insights for those involved in educational administration and materials development, especially the authors who work in the Ministry of Education to re-

evaluate the current textbooks used in junior high schools and provide revised versions of them with sufficient supplementary sources available to both teachers and students. The results can also be useful for syllabus designers and curriculum planners to consider teachers' expectations as well as students' interests and needs while revising the textbooks. In revising the textbooks, good qualities of the textbooks should be retained and the shortcomings should be eliminated. It is suggested that textbook authors pay close attention to these shortcomings and redesign the textbooks.

Comparing the results of this study with similar studies conducted around the country, it can be concluded that the perceptions and expectations of the students may not be the same in different parts of the country; thus, in a centralized Education system, like Iran, the syllabus designers should take into account these differences and develop a book which satisfies the highest number of students.

Textbooks, as one of the important elements of the teaching system, should be as comprehensive as possible in order to meet all students' needs. By evaluating textbooks frequently, they will approximate students' needs. The findings of this study also are useful to language teachers to become more familiar with the students' needs and interests in the present study context. Evaluating the textbooks also helps teachers and syllabus designers to know the strengths and weaknesses of textbooks. The findings of this study also revealed that researchers can apply Keller's ARCS Model in order to evaluate the motivational design of textbooks and conduct a more precise analysis of the students' feedback.

Moreover, other scholars who are interested in textbook evaluation which has to be an ongoing process can use the similar model to evaluate textbooks specially those which are used in large scale and also nation-wide in different educational systems of other contexts. As this model focuses on important constructs and on an important feature; that is, motivation it can be appropriately used for the evaluation of teaching materials specially textbooks.

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