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**EXAMINING EFFICACY LEVEL OF ENGLISH LANGUAGE TEXTBOOK 3 ON  
LEARNING FROM VIEWPOINT OF THIRD GRADE STUDENTS OF TEHRAN  
BOYS HIGH SCHOOLS IN 2010-2011 SCHOOL YEAR**

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**ABSTRACT**

The present study is carried out to examine efficacy of English language book 3 in learning from viewpoint of third grade boys' high school student in Tehran in 2010-2011 school year. Research method from viewpoint of information gathering method is descriptive (survey) and in terms of goal is practical. Research statistical society is all of students of third grade students of Tehran boys high schools with the number of 18000 persons. On this basis number of 400 boy students who are studying in third grade of Tehran high schools are selected in cluster sampling through several stage. According to Morgan table for 18000 student 377 persons is required but researcher in order to decrease first and second type error has selected a larger sample of 400 persons. Among number of 400 questionnaire 8 questionnaires have been discarded for the reason of being flawed and defected and finally number of 392 persons have been exploited. Tool of data collection was questionnaire made by researcher including 30 question in spectrum five of Likert scale. Validity in terms of form, concept and examination structure and reliability was calculated by Cronbach Alfa and equals to 0.87. Collected data was analyzed by means of descriptive and inferential statistics methods such as Kolmogorov-Smirnov test, one sided t test, variance analysis and Fischer by statistic software SPSS and Excel. Obtained results showed that context of third grade English textbook, teaching method of teacher, assigned hours in weekly program, textbook volume and questions and practices of English language textbook 3 has influence on learning

level of third grade students in Tehran boys' high schools. Other result of the research indicates that there is meaningful difference between students comment in terms of educational zone among groups.

**Keywords: English language, learning**

## **INTRODUCTION**

Importance of English language learning is obvious for everyone. People who want to go to university for high education and continue their education, or find an appropriate job in society or research for their more study about a material or someone want to use computer or internet have to learn English. In short everyone needs to know English in twenty first century. English language is one of the principle and important courses in our country educational system [1].

Regarding the role of education in human growth and elevation and concerning that providing education for everyone is one of the human rights, heads of every society should provide educational opportunity for children, adolescences and young people and beforehand try to provide preparations and anticipation of educative facilities for society members. Certainly preparation and prearrangement of facilities and providing educational needs of society requires planning. It means if people in charge of managing society educational system take advantage from planning methods and principles can endeavor better for providing educative opportunity for people as well as adjusting these facilities and opportunities to society expectations [2].

For understanding foreign language learning it is necessary not only to examine linguistic features of desired language but also to consider physical, mental and social features of learner [3].

Exactly in the same manner that children play an active role in learning their own native language, foreign language learners begin to learning with specific talents, strategies, physical and cognitive growth, goals, attitudes and motivations that all of these is effective in their success [3]. However, effective factors in learning between different individuals is diverse but there are some common results and practices that is obtained by research on these issues and these results and practices are constituting our discussion base in second chapter.

Foreign language student face an infinitely difficult task. Whether those who want like a native person to have dominance over all aspect of the language or those who want to learn foreign resources related to their own professional field. This people have to deal with series

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of abstract and complicated rules or linguistic forms constituting any human language. Regarding this matter and mentioned non-linguistic factors it is obvious that current foreign language teaching method cannot help language learners in achieving their goal. Process of learning foreign language is very complicated and as long as this process is not completely known developing efficient teaching materials and methods will remain a difficult though not unachievable goal [4].

For understanding how much distance is between us and achieving goal, just it can be said foreign language learning generally can take place in the best manner without any education. It means people who really want to learn a language go to the place where that language is spoken and are absorbed to new environment and thus are exposed at the most possible extent to the desired language and practice it. But everyone has not time and money to do so. Then the single practical way is registering in foreign language course where teacher can by presenting examples and explanation about language along with preparing opportunities for applying them facilitate and accelerate learning and thereby the student can consciously or unconsciously learn rules and linguistic forms so that can achieve its language goals [5].

One of our country schools official syllabus in secondary school and high school is English language learning. English language learning in our schools has more than six decades history. Learning foreign language (world live languages) especially English language nowadays has prominent role in society individuals personal planning regardless to their social status. Everyone regard to any foreign language especially English and its learning necessity through two viewpoint: firstly personal interest and attraction, secondly need and necessity. Interest is originated from understanding of environment and understanding life settings communicative changes.

Information world exceptional development and more than ever spreading of internet sites, magazines, politic, social, cultural, scientific publications to English language, satellite networks beside unprecedented access of society to movies and foreign TV series, participation in international gatherings and conferences and information exchange has revealed the recent fact of human relation culture in world town in front of most people eyes and evidently created interest to communicate with external world in society members who seek progress. And about second item or individual needs and necessity it is important to notice that countless people regarding their own job or educational field and regardless interest aspect should add English language learning to their daily or weekly programs so that

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with access to required resources be more successful in their job and more pioneer in their educational field.

Nowadays nations in direction to their country independence need foreign languages learning further, in the era we live communications play a pivotal role and nations in order to be able to contribute these communications need to learn world live languages. Learning and fluency in a foreign language open another door before us and cause that we can use from other nations achievements and make other people aware about what we achieved [6]. This research examines efficacy of English language book 3 on learning from viewpoint of third grade student in Tehran boy's high school in 2010-2011 school year.

### **Chamski theory about language learning**

Chamski as a linguist seeks to create a linguistic theory. Therefore maybe it can be said that his theories about language learning were not pivotal axis of his studies and researches, though complicated and inseparable relation of linguistic theory and language learning procedure cannot be denied [7].

From Chamski view linguist and child each one face a series of linguistic data and have to create a grammatical system to analyze these data. Chamski suggests theoretic structure for data analyzing that is "language learning device".

According him child attempts to acquire necessary language ability and create a structural system. His purpose of using language is its usage in social texture and language ability is a series of data that grant it ability to speaking in mother language and understanding it, it means the same thing that child intends to learn it [8].

Therefore child as well as linguist should access to linguistic ability on the basis of linguistic data that is language application. Though child in comparison to linguist is in worse situation, child has to extract required information from spoken language.

While in verbal use the subject maybe change suddenly and individual become involved in speech impediment or blunder. But linguist can refer repeatedly to material and conclude by comparing different individuals speeches. Child task is far more complicated. Because it must analyze linguistic data by use of language learning device that is not coordinate with language criteria.

Chamski suggests that in explaining structure of "language learning system" it is necessary to accept existence of language universals as a part of it. Therefore a part of inherent ability of child is awareness about structure of language that it will learn [9].

**Theoretic principles**

Study of languages must be accompanied with study of objects so that our perception of tangible world and language can move on alongside. Because our intention is creating human not parrot [10]. Some researchers of second language learning field believe in essential distinction between learning second language and second language acquisition. They define learning as conscious and deliberate attempt to dominancy on language. In contrary term of acquisition is process that fluency in language takes place unconsciously and with less deliberately attempt from learning and it is often associated to language acquisition method by child. Other researchers believe that learning and acquisition are two separate cognitive behavior type and learned and acquired knowledge has no connection to each other [11]. Learning a foreign language can take place in different environment such as natural, official environment or a combination of both. Learning second language whether in host country or with flooding method encompasses natural environment. Because in both cases communicative role of language is emphasized. Learning second language in classroom or in any situation that a prescribed syllabus is followed is an official environment. Combination of official and natural environment may encompasses study of second language in classroom of host country. Performance of language learner that benefits from study of second language in host country usually is better than language learner that only expose to language in official situation of non-host country. Life in second language country provides natural environment for communication that rarely is found in a classroom. Being in touch with native speaker of target language can be useful in collapsing cultural and social obstacles. In classroom or official environment second language learners concentrate their attention to official aspects of language and have not so much time for impromptu conversation. They are usually engaged in practice solving, translation or noticing grammar. While only a part of class time remain for conversation and language plays [11].

**Language appearance**

Language appearance must be looked for in poetic and delicate part of life not in soulless and devoid from delicacy side. Human speaking is not originated from a dry and soulless situation but it is emerged from cheerful and full of delight era. In primitive life when young boys and girls meet each other their delightful shouts were heard so that each one tried to attract another by most meaningful word and most beautiful gesture and most affectionate look. Language has been appeared right on the moment when humans were trying attract one

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another's attention [12]. This suggested theory of Jespersen that language is appeared when humans were engaged in just having fun and self-indulgence is one of the most valuable hypothesis about language appearance. However the theory still is remained as a hypothesis. We still don't know how language begin to being, though we know spoken language was created far before written language. However when we discover traces of half million years of human life on planet earth we don't find any obvious evident about spoken language of our ancestors that shows how language was in primitive stages. Maybe it is for the reason of lack of tangible and natural evidence that number of hypothesis about language appearance is so much [12].

### **Hypothesis of language appearance**

#### **Divine origin**

Some people believe that god created Adam and Adam named all live creatures and thereafter the same name was used. From other side according to Indian narration language origin is attributed to Sara Svati the spouse of Barahma the creator of world. It seems that in all religions there were a divine reason about granting language to human offspring [3].

#### **Natural sounds origin**

Totally different theory about human language origin is presented on the basis of concept of natural sounds. According this theory primitive words can be an imitation of natural sounds that primitive men and women used to hear in the environment surrounding them. When an object began to fly and generated "kav, kav" sound, primitive human imitated the sound and used it for alluding to object that related to that sound and when another flying object made the kav kav sound that natural sound was accepted to allude the object.

#### **The oral gesture source**

Another theory about language sounds origin encompasses relation between physical gestures and articulated sound. It seems quite logic that physical gestures that is based upon all human body members were used to express many of emotional stated and human purposes. But modern humans although benefit advanced linguistic skills still use physical gestures like body, hands and face movements in nonverbal communication. It is believed that in the beginning a series of physical gesture was innovated as communicative tools and then some verbal gestures especially mouth gesture is created in which tongue and lips and other speaking organs movements is specified as physical gesture. In this case tongue movement (verbal) in the term "good bye" can be imagined as a sign of shaking hand or arm (physical)

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gesture) in order to convey a similar message. Nowadays this theory that is called by Sir Richard Pegg (1930) as pantomime by tongue and lips gesture and seems intangible to some extent [3].

### **Physiological adaption**

Another mental theory considers origin of language on the basis of some human physiological characteristics that other creature's even mammals lack them. These physiological characteristics can be imagined only as uncompleted adaptations that singly can cause creation of word but they are good signs for us to admit that the creature that benefits from such characteristics probably possess linguistic talent too.

Human teeth contrary to monkeys' teeth that lean outwardly is upright and vertical and in terms of height are almost even. In fact these characteristics are not used for eating food but they have effective role in generating sound such as f, v, the

Human lips muscles are more complicated than other mammals lips that lead to its more flexibility and facilitate generating sound such as w, b, p. human mouth is relatively small that can become opened and closed swiftly and its soft and delicate tongue is used for bringing about many diverse sounds.

Human larynx or voice box in which vocal cords are located, locally is considerably different from monkey larynx. Human physiological evolution in erected and upright posture cause that human head move ahead and larynx stands in lower position. This mode brings about a longer cavity called pharynx and is located above the vocal cords. This cavity act as a resonator device for voices that is generated by larynx [3].

### **Research questions**

- 1- Does third grade English book context have influence on learning level of boys' high school third grade students?
- 2- Does teacher teaching method have influence on learning level of Tehran boys' high school third grade students?
- 3- Does sum of hours assigned in weekly program have influence of learning level of Tehran boys' high school third grade students?
- 4- Does English language textbook 3 volume has influence on learning of Tehran boys' high schools third grade students?
- 5- Does sum of questions and exercises of English language book 3 have influence on learning of Tehran boys high schools third class students?

## RESEARCH METHOD

Research method used in this research is examinable in various aspects. In terms of goal this is a practical research. Because it is carried out in order to quickly find solution for problems, and make necessary decisions. So as thereby problems and drawbacks in basic and exact planning can be removed or prevent their intensity. From other side this research in terms of collecting information is descriptive survey. Because researcher intends express and experiment what is existing without any interference so as to obtain correct results. For this purpose primary parameters of research is extracted by studying research literature and history and detective investigations. Then sample group comments is collected and analyzed by survey method from statistics society for answering to research questions and for theoretic framework experiment.

Examined statistic society in this research is all students of Tehran boys' high school third grade students that study in school year 2010-2011. According to published statistics of education administration of Tehran number of boy students who study in 2010-2011 school year in Tehran high schools third grade is 18000 persons. In this research number of 400 students are experimented. Sampling method used in this research is multistage cluster sampling method.

### Information analysis

#### Data analysis for research first question

- **Does third grade English textbook context have influence on learning level of third grade students in boys' high school?**

Regarding table 1 because calculated  $t$  (10.97) with 391 degrees of freedom for two-sided test in level 0.05 is greater than critical value of  $t$  (1.96), therefore null hypothesis of no difference between observed average (3.46) and society average (3) is rejected and it is concluded that there is a meaningful difference between observed average and society average. As a result it can be said with reliability of 95% that in terms of investigated samples third grade English book context has great influence on learning level of third grade students in boys' high schools.

Table 1: one-sided  $t$  test for comparing difference between sample average and society average

Frist question of research								
Society average=3								
Number=392								
parameter	mean	Standard deviation	Standard error mean	t	df	sig	Mean difference	Reliability coefficient 95% for differences

								Lower limit	Upper limit
Textbook context	3.4659	0.84046	0.04245	10.97	391	0.000	0.46591	0.3825	0.5494

### Data analysis for research second question

-Does teacher teaching method have influence on learning level of Tehran boys' high school third grade students?

Regarding table 2 calculated t (15.11) with 391 degrees of freedom for two-sided test in level 0.05 is greater than critical value t (1.96), there for null hypothesis of no difference between observed mean (3.66) and society mean (3) is rejected and it is concluded that there is significant difference between observed mean and society mean. As a result with reliability of 95% it can be said that by comments of investigated samples teaching method of teacher has great influence on learning level of third grade students in boys' high schools.

**Table 2: one-sided t test for comparing difference between sample mean and society mean Research second question**

Society average=3 Number=392									
parameter	mean	Standard deviation	Standard error mean	t	df	sig	Mean difference	Reliability coefficient 95% for differences	
								Lower limit	Upper limit
Teaching method	3.6691	0.87667	0.04428	15.111	391	0.00	0.66910	0.5820	0.7562

### Data analysis for research third question

- Does sum of hours assigned in weekly program have influence of learning level of Tehran boys' high school third grade students?

Regarding table 3 because calculated t (12.33) with 391 degrees of freedom for two-sided test in level 0.05 is greater than critical value t (1.96) therefore null hypothesis of no difference between observed mean(3.48) and society mean (3) is rejected and it is concluded that there is significant difference between observed mean an society mean. As a result it can be said with 95% reliability that in terms of investigated samples comments, sum of hours assigned in weekly program has great influence on third grade student learning in boys' high school.

**Table 3: one sided t test for comparing difference between sample mean and society mean Research third question**

Society average=3 Number=392									
parameter	mean	Standard deviation	Standard error mean	t	df	sig	Mean difference	Reliability coefficient 95% for differences	
								Lower limit	Upper limit
hours	3.4858	0.78006	0.03940	121.330	391	0.000	0.48579	0.4083	0.5632

### Data analysis of research fourth question

### -Does English language book 3 volume has influence on learning of Tehran boys' high schools third grade students?

Regarding table 4 calculated t (15.27) with 391 degrees of freedom for two-sided test in level 0.05 is greater than critical value t (1.96), therefore null hypothesis of no difference between observed mean (3.81) and society mean (3) is rejected and it is concluded that there is significant difference between observed mean and society means. As a result it can be said with 95% reliability that in terms of investigated samples comments English language book 3 volume has great influence on learning of third grade students in boys' high schools.

**Table 4: one-sided t test for comparing difference between sample mean and society mean  
Research fourth question**

Society average=3 Number=392									
parameter	mean	Standard deviation	Standard error mean	t	df	sig	Mean difference	Reliability coefficient 95% for differences	
								Lower limit	Upper limit
Book volume	3.8146	10.5716	0.05339	15.257	391	0.000	0.81463	0.7096	0.9193

### Data analysis for research fifth question

### Does sum of questions and exercises of English language book 3 have influence on learning of Tehran boys high schools third grade students?

Regarding table 5 because calculated t (11) with 391 degrees of freedom for two-sided test in level 0.05 is greater than critical value t (1.96), therefore null hypothesis if no difference between observed mean (3.54) and society mean (3) is rejected and it is concluded that there is significant difference between observed mean and society mean. As a result it can be said with 95% reliability that in terms of investigated samples, sum of questions and exercises of English language book 3 has great influence on learning level of third grade students in boys' high schools.

**Table 5: one-sided t test for comparing difference between sample mean and society mean  
Research fifth question**

Society average=3 Number=392									
parameter	mean	Standard deviation	Standard error mean	t	df	sig	Mean difference	Reliability coefficient 95% for differences	
								Lower limit	Upper limit
Book exercise	3.5400	0.96895	0.04894	11	391	0.000	0.53997	0.4437	0.6362

## **DISCUSSION AND CONCLUSION**

Results of examining research first question showed that in terms of investigated samples comments, third grade English book context has great influence on learning level of third grade students in boys' high schools. Textbook is one of the most important reference of students learning in any educational system that its context has pivotal role in provoking and providing needs as well as facilitating learning process in students. Obtained results confirm this issue and obtained evidences show third grade English textbook context has influence on students learning. Results obtained from above findings is consistent to research done by Mehrvars (2010) who found out that lack of coordination between contexts with society and student needs is a one of the reason of high school students academic failure in English course in Ivan Gharb province: Behzadpour (2005) who indicated that from viewpoint of Islamshahr Province teachers context of high school third grade English textbook has low proportion with educational goals, age characteristics, mental abilities of students as well as students routine needs. Artiz & Wilkinson (1991) argued that appropriate syllabus is effective in learning and education of English language.

Result related to research second question indicated that in terms of investigated samples comments teaching method of teacher has great influence on learning level of third grade students in boys' high schools. One of the most important indexes that brings about efficiency and progression of schools supreme goals and consequently better and more effective learning in learner especially in English language learning is teaching method of teachers. So that in performed researches teachers themselves believe that lack of awareness of teachers to teaching active methods of language course has influence in student learning failure. Result of present study confirms this issue and indicated that teacher teaching method has great influence on students learning level. On this basis it can be said that results obtained by above findings is consistent with research results carried out by Mehrvarz (2010) who found out that teaching method is a one of the reason of high school students academic failure in English course in Ivan Gharb province; Shayestefard (2006) that recognized teachers lack of dominance to matter of english language teaching as reason of failure in high school student English language learning in Varamin Province; Mohd shab (1999) that expressed inefficient teaching methods as most important factor in English language learning failure.

Results of research third question that in terms of investigated samples comments assigned hours in weekly program has great influence on third grade students learning level in boys

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high schools, existing evidences show that acquiring skill in a foreign language is mainly result of time amount that is consumed for its learning and study [12]. Obtained results from research findings confirms this matter. Obtained result from above findings is consistent with researches result carried out by Mehrvarz (2010) who found out that lack of enough assigned hours to language is a one of the reason of high school students academic failure in English course in Ivan Gharb province; Mohdshab that recognized insufficiency of learning time as most important factor in learner English language learning; Ahmadpour (2004) that considered lack of language course teaching hours as one of the most problem and drawbacks of high school English language learning; Savadi (2004) that stated that assigned time amount is effective on learners English language learning process. Mohamadabadi (1995) counted deficiency of language course hours as one of the parameters in students' educational failure in English language in Kerman province high schools.

Results of research fourth question shows that in terms of investigated samples comments, English language textbook 3 volume has great influence on third grade students learning level in boys' high schools. The high volume of textbook is considered as one of the most important weakness of schools textbooks in recent years. Because this issue instead of having benefit and influence on learning and tendency of student to study and research brings about negative consequences and engage individuals learning in slowness, difficulty and force. So that statistics evaluations shows that because of age situation in which high school student have lowering textbook high volume in this level cause rise of acceptance statistics in this degree. Obtained result from research also indicated that textbook volume has great influence on third grade students learning in high school. Result obtained from above findings is consistent with result of research carried out by Mehrvarz (2010) that considered lack of proportion of textbook materials volume as one of the reason of students learning and educations failure, Saadat (1995) argued that textbooks high volume is a one of the problems of learning English language in secondary and high schools of Fars Province.

Result of research fifth question indicated that in terms of investigated samples comments, sum of questions and exercises of English language textbook 3 has great influence on learning level of third grade students in boys' high schools. According to reports that are presented by teachers it is indicated that holding various examines in order to practice and exercise acquired materials give rise to improve learning and increasing their motivation for carrying out assignments. Obtained result from other researches shows that teacher evaluates

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course goal achievement level and evaluates student action in comparison to other classmates action with holding various examines. And thereby make learning more lasting in students. Finding obtained from research question is consistent with evidence and result of researches carried out by Shirezani (2009) that showed there is significant relation between number of teacher questions and students' verbal participation.

### **SUGGESTIONS**

In this research we examined efficacy level of English language textbook 3 on learning from viewpoint of third grade students in boys' high school of Tehran in 2010-2011 school year. Regarding obtained results from research some suggestions as follows are presented for officials as well as people who are willing to carry out this research in future:

- 1- Third grade English language textbook is written in the 90's decade that country was in particular conditions. Presented materials lack necessary attraction and students and teacher have no interest in presented materials in textbook. Therefore it is suggested after two decades of teaching in country schools, this textbook be scientifically examined and analyzed.
- 2- Sum of assigned hours to English language in schools is not sufficient. May decrease some other courses educational hour and add to English language learning time.
- 3- It is suggested that English language teachers every year be scientifically evaluated whether their knowledge and experience for teaching in this field is appropriate in high school.
- 4- It is suggested student assessment method be changed. Current education system is based upon acceptance degree (10) not according to learning and especially to four skill of English language learning. Governmental high school relying on teacher-oriented method and emphasis on acquiring acceptance degree cannot be compared with private educational institutes that rely on acquiring skills and interaction with other as well as using new methods and technology in classroom.
- 5- Since equipping schools with new technology and using it can change classroom managements and English language teaching methods and remove its abolished and inefficient method, it is suggested that school be equipped with above resources. Language laboratory with required devices and facilities and collective power of will for using them in governmental school is necessary.

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