In the Name of God

The Compassionate The Merciful

Shahrood University of Technology

English Language Department

M.A. Thesis in Teaching English as a Foreign Language

Exploring Transfer Value in ELT Materials: A Qualitative Study

Saeed Abbasi-Sosfadi

Supervisor:

Dr. Seyyed Ali Ostovar-Namaghi

September 2018

Dedication

This thesis is dedicated to my father, Hosein Abbasi; my mother, Nahid Zamani; and my lovely sister, Leila Abbasi whose affection, love, encouragement, and prayers of day and night make me able to get such success and honor. My deepest thanks and gratitude to them for their unconditional love and support. I am forever indebted to my parents for all their sacrifices. Thank you for educating and preparing me for my future.

Acknowledgment

The completion of this thesis would not have been possible without the help and support of a number of wonderful individuals. My thanks and appreciation to all of them for being part of this journey and making this success possible. First and foremost, I owe a debt of gratitude to my research supervisor, Professor Seyyed Ali Ostovar-Namaghi. His guidance into the world of Applied Linguistics has been a valuable input for this thesis. Without his inspiration, vision, motivation, sincerity, encouragement, and optimism, I could not have completed this work. Working under his supervision has been the greatest privilege and honor for me. I am extremely grateful for what he has offered me.

I would also like to thank Dr. Farhad Moezzipour for the wonderful lessons he taught me, his friendship, great empathy, acceptance, and patience. I am truly blessed for having such a dedicated, inspiring, and thoughtful teacher. I am extending my heartfelt thanks to him for the amazing time we had. It is also a pleasure to thank Dr. Hamzeh Mousavi and Dr. Mozafari for their valuable classes.

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تعهد نامه

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Exploring Transfer Value in ELT Materials: A Qualitative Study

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تاریخ: ۱۳۹۷/۶/۱۲

امضای دانشجو

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- استفاده از اطلاعات و نتایج موجود در پایان نامه بدون ذکر مرجع مجاز نمی‌باشد.

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ABSTRACT

Although abundant studies have been carried out on ELT materials development and evaluation, a great number of EFL learners at language institutes in Iran are unable to practically use and share what they learn outside the classroom context. Learners find no opportunities for the actual use of English language in their real life. The problem is that what they learn in the classroom is of little use outside the classroom. Moreover, very little attention has been paid to teachers' perspectives regarding transfer value of ELT materials. In order to reveal teachers' concerns, this study adopted a classic grounded theory methodology to theorize experienced teachers' perception of transfer value. Participants were selected through purposive sampling that was followed by theoretical sampling after the emergence of a core category and teachers' perspectives were collected through open-ended interview sessions and later analyzed through substantive and theoretical coding along with constant comparative technique. Analysis revealed that transfer value is relative due to learners' age, needs, and level of proficiency (descriptive adequacy). It was also found that authenticity and communicative utility are the underlying causes of transfer value (explanatory adequacy). Another major finding was that high transfer value brings about beneficial consequences such as learners' mood adjustment, teachers' teaching adjustment, and the development of quality materials (predictive adequacy). The findings of this grounded theory study have clear implications for language learners, teachers, syllabus designers, and materials developers.

Keywords: Language teaching, materials, teachers' perspectives, transfer value.

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Chapter One: Introduction

1.1 Overview

Materials development is an academic field of study which focuses on principles and procedures of the design, writing, implementation, evaluation, and analysis of learning materials (Tomlinson, 2016). The ultimate goal is to produce, evaluate, adapt, and exploit learning materials in order to facilitate language acquisition and development. Since materials development is no longer in its infancy, principles and procedures of materials design are not imposed by outsiders. Rather, there are experienced materials developers such as teachers who have a voice in the field. Although a considerable amount of literature has been published on ELT materials development, much of which has tended to focus on theory rather than practice. Due to the importance of English as the international language, a great percentage of population are entering the ELT programs every day. Although institutions, teachers, and textbooks engage students with various programs and plans that seem to be attractive, new, and practical, outside the classroom there is no further chance for students to apply their knowledge. Having reviewed a large body of literature on materials development, most of the studies have focused on numerous evaluative criteria for the effectiveness of the materials and provided the field with several characteristics. However, it is yet unclear, open to question the reason why students are incompetent in extending the use of materials' contents outside the classrooms. Despite the clarity of this educational problem, far too little attention has been paid to the most relevant feature that really affects learners, teachers, and materials, i.e. Transfer value. Hence, it is essential that the gap be filled by advancing our understanding of the role and importance of transfer value in the field. To this end, this study aims at theorizing experienced teachers' practice and conceptualizing their perspectives on the impact of transfer value on EFL learners, teachers, and materials. The emerged theory of the present study can offer important insights for language learners to learn a foreign language more effectively; teachers to adjust their teaching; syllabus designers, head-teachers, and materials developers to develop and prepare quality materials.

1.2 Statement of the Problem

A great majority of language learners in the EFL context of Iran leave language programs without being able to practically use their knowledge in actual communicative settings outside the classroom. Therefore, materials are of little or no use outside the

classroom and students are incapable of transferring their knowledge from the class to their real life. Moreover, teachers' perspectives and concerns regarding materials development and evaluation as well as students' failure in using the materials have not been considered and therefore teachers are just the consumers of the present commercially prepared materials. Taking students' inability and paucity of teachers' voice into account, a critical question is raised in the field that calls for an immediate, practical answer.

1.3   Purpose of the Study

This study was motivated by language teachers' pedagogical concerns regarding ELT materials expressed informally during the tea break in the teachers' lounge. Language teachers' main concern was that, irrespective of what course book or commercial materials they teach, and irrespective of students' mastery over the textbook, language learners find it very challenging to transfer what they had learned through textbooks to actual communicative interactions and transactions. To address language teachers' concerns regarding ELT materials, and to explore their perspectives systematically, we asked two of the participants who shared this concern the grand tour question, "What is your overall perception and evaluation of ELT materials available in the market? Having collected and analyzed some initial data, *transfer value*" emerged as a recurring category. This category helped us reformulate the original grand tour question as, "How do you evaluate ELT materials in terms of transfer value?" This question which was more refined in nature helped us collect more theoretically relevant concepts from the same participants and other interested participants in the same language school and other language schools.

1.4   Limitations of the Study

In order to collect data for this grounded theory research, we held interview sessions along with class observations. As a technique for data collection in qualitative research, focus groups are considered useful; however, due to practical constraints, the researcher was unable to manage focus groups. Therefore, the results of this study might not accurately reflect some opinions in contrast to one another. Moreover, other convincing perspectives that seem significant to the purpose of the research might not be reported by this study as participants do not have the opportunity to discuss and share their

opinions in focus group discussions. In addition, due to cultural constraints in the context of Iran, female participants were unavailable or unwilling to participate in this study. Furthermore, the findings of this qualitative study cannot be extended to wider populations with the same degree of certainty.

1.5   Delimitations of the Study

Since the aim of the present study is to voice language teachers' concerns regarding the commercially prepared materials which are taught in language schools, the participants involved in the current research are merely chosen from teachers who teach general English at private language schools. Therefore, it is not the task of this thesis to explore the perspectives of learners, materials developers, and university professors and thus they are excluded from this research. However, the findings will have clear implications for all of them. In addition, the focus is to unravel the reason for learners' inability of using what they learn through commercial materials out of classroom from teachers' perspectives; therefore, it is beyond the scope of this study to evaluate ELT materials by focusing on all available existing criteria.

1.6   Overview of Methodology

In order to collect and analyze the required data for the purpose of this study, we followed grounded theory methodology. The primary goal in grounded theory is to generate a theory which is deeply grounded in participants' minds and can later be used or modified. To voice language teachers' concerns over the aforementioned problem, we purposively selected two enthusiastic participants to share their views with us and other participants were found through snowball sampling. Two methods were utilized as the major sources of data collection: 1) unstructured, open-ended interviews; 2) observation. They were asked to freely share their concerns regarding the phenomenon under scrutiny and we kept an audio-taped record of the sessions for later analyses. Data analysis consisted of substantive and theoretical coding from the very beginning of the data collection process until the theory emerged. Besides, we used constant comparative technique as well as conceptual memoing in order to better analyze and interpret the data.

Chapter Two:
Literature Review

2.1 Overview

This thesis intends to explore transfer value in ELT materials from the perspectives of English language teachers teaching in private language schools of Mashhad, the capital city of Khorasan province, Iran. Accordingly, the purpose of this chapter is to review the related literature in two sections entitled theoretical perspectives and empirical findings related to the features of ELT materials. In the first section, the theories related to the importance of textbook and characteristics of effective ELT materials will be cited. The next section of this chapter will bring the empirical findings regarding the characteristics of efficient ELT materials.

2.2 Theoretical Perspectives

In the interest of exploring the importance of transfer value in ELT materials, the theoretical backgrounds related to the importance of textbooks and characteristics of good ELT materials are going to be presented in the following pages.

2.2.1 The Role of Textbooks

Reviewing the vast field of materials development with a great focus on revealing the characteristics of effective materials, textbooks are found as the most important and often the only source of content and pedagogic information for teachers (e.g., Cunningsworth, 1995; Sheldon, 1988). In EFL classrooms, textbook is an important aspect of the curriculum. In line with O'Neill (1982), four fundamental reasons make the use of textbooks quite necessary. Firstly, a large portion of textbooks' materials can be suitable for students' needs, even if not specifically designed for them. Secondly, textbooks let students look ahead or review the previously studied lessons. Thirdly, textbooks are well-presented materials prepared in inexpensive forms. Finally, and he believes most importantly, well-designed textbooks allow for improvisation and adaptation on the part of teachers and empower students to create spontaneous interaction in the class.

Regarding multiple roles of textbook in ELT programs, Cunningsworth (1995) identifies a textbook as a resource in presenting the materials as well as a source for learners to practice and do the activities. They also provide the learners with a valid reference source on grammar, vocabulary and pronunciation. Moreover, textbooks are

served as a syllabus and a self-study source for learners. They are also served as a support for the beginner teachers who need to build their teaching confidence. Thus, it can be said that the primary role of textbooks is to be at the service of teachers and learners but not their boss.

While there are many theorists, as mentioned before, that point out the extensive benefits of using EFL textbooks, there are many other researchers and practitioners who are not in complete agreement with those views (e.g. Allwright, 1981; Cathcart, 1989; Yule et al., 1992). Allwright (1981) believes that textbooks are too inflexible and generally biased as they almost reflect the pedagogic, psychological, and linguistic preferences of their authors. It is argued by many proponents of authentic language classrooms that the main problem with textbooks is that they present students with contrived and artificial use of target languages.

2.2.2 Characteristics of Effective ELT Materials

As stated by Tomlinson (2011), despite coursebooks are commonly taken as the only form of language-learning materials, "anything which is used by teachers or learners to facilitate the learning of a language" is known as materials (p. 2). In other words, whatever provides information about the language of interest is referred to as language-learning materials such as a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard. Although materials development used to be totally dependent on teaching methodology and were not treated academically (Tomlinson, 2001), nowadays it is undoubtedly one of the most salient and dominant activities in applied research. Furthermore, materials and materials design are indispensable parts of language teaching and learning activities since our philosophy of language and the way it is learned shapes the type of materials designed for language learning. Therefore, there has been much concern about designing and producing effective language learning materials.

The literature on materials development has highlighted several key characteristics of effective materials. For instance, it is essential that a language course help learners improve their fluency in using their previous knowledge, cover useful and frequent language items, focus on generalizable features of the language, train independent learners (Nation, 1993); be engaging, natural, and flexible (Bell & Gower,

2011); provide opportunities for review, be motivating, meaningful, and involving (Hadfield, 2014); "provide rich experience with varying genres and text types, provide aesthetically positive experience through graphical design, use of multimedia for rich and varied language learning, help learners make discoveries for themselves, help learners become autonomous language learners, provide supplementary materials for extensive listening and reading, help learners personalize and localize their language learning" (Tomlinson, 2008, p. 6).

Through evaluating materials of language classrooms along with teaching experiences, various scholars and practitioners hold varied views regarding the effectiveness of teaching materials especially textbooks. "Notice that I'm deliberately using the term 'language learning materials' instead of the usual 'language teaching materials' in order to stress that one of my views is that many ELT materials are designed for teaching English rather than for learning it" (Tomlinson, 2008, p.3). Having his perspective in mind, Tomlinson maintained that this would definitely bring about a failure in acquiring basic competence in English and developing the ability to use it. Hence a well-established learning material should aim at providing learners with an exposure to authentic use of language irrespective of learners' levels. What seems to be more important is both affective and cognitive engagement on the part of learners. In concordance with Tomlinson (2008), learners could acquire language more easily and deliberately if they notice the salient features of the authentic language. Besides, materials should include a number of activities that help learners notice language features. Furthermore, materials are effective when they give learners opportunities to involve in meaningful communication in order to achieve their intended outcomes. Also, materials should be driven by principles of language acquisition and therefore all units of materials should be principled, relevant, and coherent.

In a similar way, some scholars have strenuously emphasized the key role of authenticity in language learning (Larsen-Freeman, 2000; Brinton, 1991, Dunlop, 19981, Otte, 2006; Guariento & Morely, 2001; Gebhard, 1996). Following Communicative Language Teaching (CLT) approach, language is more than a subject to be learned by leaners. Rather, it is viewed as an important means of communication. To learn language communicatively, Larsen-Freeman (2000) believes that we must take the advantage of authentic materials so that learners can communicate what they have

learned in their real life. Similarly, Brinton (1991) points out that authentic materials can act as a bridge which links the classroom to the outside world. According to Dunlop (1981), the major job of teachers is to utilize materials similar to students' real life as much as possible since they really need this kind of materials outside the classroom context. In like manner, Otte (2006) states that owing to the authentic language used in real life situations, students must be presented with authentic materials in order to learn how to handle these situations. As a key affective factor in language learning, learners' motivation can be raised once they know what they learn is authentic and can be used in their real life (Otte, 2006; Guariento & Morely, 2001). Furthermore, authenticity can easily lead to contextualizing language learning since students pay more attention to meaning and not just analyzing language alone (Gebhard, 1996).

However, it is worthy of note that materials that are prepared for native speakers should not be mistakenly considered authentic for EFL/ESL learners. Reason being, such materials are culturally beyond learners' grasp and sophisticated in terms of language (Richards, 2001). Thus, they bring about demotivation in learners which acts as an affective filter (Krashen, 1982). Hence, materials are authentic when they are based on learners' level of proficiency, educational needs and expectations.

Taking principles of instructed second language acquisition into account, Ellis (2005) offered a set of criteria for designing effective materials. Accordingly, materials must aim at helping learners develop a rich repertoire of formulaic expressions as well as a rule based competence; focusing predominantly on meaning along with form; advancing learners' both implicit and explicit knowledge; considering learners' in-built syllabus; providing learners with a wide-ranging L2 input and interaction in L2; presenting opportunities for output; taking account of individual differences; and assessing both free and controlled production.

In like manner, Tomlinson (2011) believes that there are a number basic principles of second language acquisition from which we can develop materials for teaching a language. In order for materials to be effective, they must attract learners' interest, attention, and curiosity; help learners feel less anxious and more relaxed; develop learners' confidence by involving them in activities which are a bit challenging but achievable; convince them that what they learn is useful; encourage learners to invest interest, effort, and attention in the leaning activities; be in line with the mental

readiness of the learners; present rich and varied authentic language; draw learners' attention to some specific features of the target language; create opportunities by which learners' can achieve communicative purposes; take into account that the positive effects of instruction are usually delayed so it is impractical to teach learners once and expect them to use effortlessly; consider different learning styles; consider learners' different attitudes; let students experience a silent period at the beginning of instruction; maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement; be less dependent on controlled practice; provide opportunities for outcome feedback.

English language teaching materials developers and evaluators need to take a wide range of factors into consideration before they make decisions about the materials they are going to develop or select for particular contexts. Some of these factors include the roles of the learner, teacher, and instructional materials as well as the syllabus (Richards & Rodgers, 1987). In order to account for these roles effectively, the evaluator must gain an awareness of the learner and teacher's needs and interests (Bell & Gower, 2011). It has also been reported that even in grading contents, materials developers need to take some important characteristics into consideration. This can be illustrated briefly by Brindley (1984) who thinks learners-related factors such as educational backgrounds, confidence, aptitude, motivation, and linguistic knowledge; task-related factors like complexity, relevance, contextualization, and time; also text-related factors namely presentation, size, and content should be considered.

Contextualization has been debated by many scholars as one of the key features in ELT materials (Bourke, 2006; Harmer, 1991; Petrovitz, 1997; Walz, 1989; Wenger, 1998). Learning a language is not possible without considering the role of context (Harmer, 1991). That is, in order to learn a language meaningfully, learners must be presented with contextualized materials. Similarly, Walz (1989) pointed out that since it helps learners make sense of language functions, learn language meaningfully, and use socially appropriate forms, contextualization requires to be taken into consideration. Besides, contextualization enables learners to get familiar with the social nature of real language and activities (Wenger, 1998). Although comprehensible input is necessary, it is not sufficient. The language input that learners are exposed to must also be memorable (Bourke, 2006). Materials should provide learners with natural context so

that they can integrate the input and skills. Instead of discrete presentation of language, learners require to be exposed to language as a whole in a contextualized manner. The major weakness in the traditional presentation of grammar in materials therefore is lack of context where learners passively receive explicit explanation along with some practices deprived of meaningful context (Petrovitz, 1997).

Culture has always been one of the most striking aspects in materials development. Thus many researchers have tried to consider cultural elements in ELT materials (Brown, 2001; McKay, 2000; Nguyen, 2011; Peterson & Coltrane, 2003; Wenying, 2000). One of the major shortcomings of ELT textbooks is that second language learners' intercultural competence is not sufficiently considered and thus textbooks are weak in terms of presenting pragmatic knowledge (Nguyen, 2011). Language and culture are interrelated, i.e. it is impossible for one to be present without the other (Brown, 2001; Wenying, 2000). In fact, language evinces culture and concurrently it is influenced by it. In line with Wenying (2000), meanings can be different due to the cultural differences between people who use the same linguistic forms. Therefore, separating culture from any language program is impractical. Consequently, it is of high importance that teachers and materials take cultural aspects into account. Additionally, cultural aspects can lead to an increase in learners' interest and motivation for language learning (McKay, 2000). With that being said, materials must present learners with different cultural elements. According to Peterson and Coltrane (2003), intercultural awareness is so critical that learners should be clearly presented with during the learning process. That is, they must know the right ways of acting with people of the target culture in different situations.

Classroom instructions and materials should help learners master the linguistic forms related to real use of language (Long, 1991; Long & Robinson 1998). Not only do the learners need to be communicatively fluent but they are also expected to overcome the grammatical problems. To this end, focus on form is of high importance since it leads to comprehension of the linguistic forms used in their interactions. In the same way, Schmidt (1990) states that focus on form paves the way for attending to linguistic forms which is vital in acquiring a language. Having considered focus on form empirically, Leeman, Arteagoitia, Fridman, and Doughty (1995) found that focus on form indicates better results in the production of Spanish verbs compared to focus on

meaning. Similarly, the results of a meta-analysis by Ellis (2002) proves the efficiency of focus on form as it resulted in more accurate and rapid language acquisition and use.

Different scholars consider various features for selecting vocabulary in ELT materials. For instance, Wilkins (1976) pointed out that frequency, range, availability, familiarity, and coverage must be taken into consideration when choosing vocabulary while White (1988) referred to frequency, coverage, range, availability, learnability, and teachability. However, Richards (2001) included teachability, similarity, availability, coverage, and defining power as the main criteria of effective vocabularies. It is pertinent to note that not all the frequent words are useful since usefulness is largely dependent on the language samples from which words are derived and the extent to which they are close to learners' needs (Widdowson, 2000). When it comes to grammar selection and gradation, Richards (2001) posits that structures which are closer to the native language must be placed first (linguistic distance); simple structure precede complex ones (intrinsic difficulty); structures with higher communicative utility should come earlier (communicative need); and frequent grammatical structures can be presented sooner (frequency).

In designing effective reading materials, it is fundamental that materials allow for essential factors such as learners' interest, background knowledge, variety, relevance and authenticity. Readers do not show enthusiasm for reading unless they are interested in the topic presented to them (Mukundan, Zarifi, & Kalajahi, 2016). It is crucial that materials reflect both individual interest, i.e. readers' preferences for specific topics, and situational interest, i.e. characteristics of a text that attract readers' attention such as novelty, importance, relevance, ease of comprehension, and variety. Therefore, it is incumbent on materials developers to design materials that create interest in readers. This results in better reading performance and hard work in readers. Moreover, materials developers must be precise in activating learners' background knowledge or schema. This can be achieved through designing materials in a way that helps learners build the necessary background knowledge or presenting materials which are familiar to the learners' previous knowledge. Otherwise, readers will not be able to understand and interpret the text. In a similar way, Nuttall (1996) argued that reading materials must be chosen considering text related characteristics such as content suitability, exploitability,

and readability. Effective reading materials are interesting, motivating, and relevant to learners' needs, age, and level.

Although it is strongly claimed that materials are designed in order to respond to the learners' needs and interests, most often learners are not questioned if materials they learn are to their satisfaction. Rather, teachers decide about the effectiveness of the materials instead and these views do not reflect learners' actual needs (Mashuara, 1994). Added to that, not only are not teachers aware of the real needs of the learners but they are also passive receivers of the recipes for practice imposed by the objectives and methods (Mashuara, 1998). That is why it is impractical to design materials without first analyzing learners' actual needs (Long, 2005). In fact, needs analysis paves the way for selecting the most appropriate contents and gives learners a better grasp of the instructions' goals (Kaur, 2007; Nunan, 1988).

There is a massive body of research evidence supporting the importance of learners' motivation as a key factor in successful learning (Andres, 2002; Arnold, 1999; Dörnyei, 2012; Tomlinson, 2011a). It is often the case that when learners are not affectively engaged with the materials, learning is almost impossible to take place. If teachers know about the significant role of motivation in learning, they can manage many of the emerging issues in the classroom (Dörnyei, 2014). Moreover, what is going on in the classroom would greatly affect learners' motivation in one way or another (Hadfield & Dörnyei, 2013). That is why understanding of the role of motivation is a valuable asset as it is considered highly important for learners' achievement.

Nunan (1988) argues that in order for a teaching materials to be effective, one must bear in mind that the goals and objectives of the curriculum are of prime significance when designing materials. In line with his perspective, context in which teaching and learning occur will significantly influence decisions about teaching materials. Therefore, an effective textbook is the one which is designed in accordance with the context of teaching and learning. Efficient language teaching materials aid learners to analyze the language they are encountering, i.e. forming and testing their own hypotheses about how language works (Nunan, 1988). To this end, focus on form activities are crucial.

In addition to language analysis, good materials have the merit of offering opportunities for integrated language use. Put it differently, Bell and Gower (2011) points out that we almost listen and speak, read and write together. This clearly explains that effective materials integrate all language skills in an authentic manner so that learners can become more competent. Hall (1995) states that majority of communicators who are considered as fluent speakers, when communicate in L2, achieved their level of fluency when they were in situations where they had to spend adequate time and practice using language for some real communicative purpose. This view, therefore, purposefully highlights the importance of the presence of engaging and interactive teaching activities. Thus, materials could be effective simply by presenting sufficient interactive instructions. This is also referred to as "Learning by doing philosophy" proposed by Nunan (1988). Hall (1995) also stresses the importance of enabling learners to deal with initial difficulties in communicating by providing them with actual and on-going strategies that are empowering in nature. Consequently it should be noted that effective materials let learners develop strategies consistently. For instance, textbook should include gestural strategies along with the way and how they are used in real communications.

Checklists are also known as very powerful tools in which prominent features of materials are clustered and thus developers can refer to them as reliable sources in order to find the significant characteristics of efficient materials. As it has been argued by a number of authors (e.g., Byrd, 2001; Sheldon, 1988), evaluative criteria of checklists which aim at checking the effectiveness of teaching materials should be chosen according to the learning-teaching context and the specific needs of the learners and teachers. However, a review of the available checklists indicates that they have many identical evaluative criteria regardless of the fact that they had been developed in different parts of the world for different learning-teaching situations and purposes. As a result, there is no considerable difference between the present evaluative checklists.

Physical characteristics of textbooks such as layout, organizational, and logistical characteristics, methodology, aims, and approaches are considered by many scholars as important aspects of teaching materials that affect their effectiveness (e.g., Cunningsworth, 1995; Sheldon, 1988; Williams, 1983). Additionally, it is recognized that the degree to which a materials is teachable as well as the extent to which it fits the

needs of the individual teacher's approach, and the organization's overall curriculum are given high attention when evaluating. Physical appearance must be taken into account on the grounds of initial impressions they bring about. Put it other way, materials should be good to look at. Furthermore, a good textbook is the one which is user-friendly. That is learners are able to use effortlessly or accomplish tasks and activities.

2.3   Empirical Findings

A large and growing body of literature has studied the significant characteristics of ELT materials from different aspects. In the section that follows, the empirical findings of these studies are brought respectively.

2.3.1   Characteristics of Effective ELT Materials

A review of previous literature revealed that many studies and research tried to synthesize the prominent features of effective teaching materials and reported their findings in the form of textbook evaluation checklists. The very essential purpose of these checklists is first to guide material developers design better resources for learners and teachers, and then to enable practitioners and teachers to assess or evaluate the practicality and usability of the materials they are using. Thus, characteristics of good materials can be found simply by analyzing the checklists' items. Many of the effective checklists, after completing the elements, found physical attributes of textbooks including aims, layout, methodology, and organization as the first and foremost significant features that each and every material must have (Cunningsworth & Kusel, 1991; Skierso , 1991). Therefore what evaluation should aim at is examining cited dimensions. Some other criteria that are present in most checklists are the way language skills (speaking, listening, etc.), sub-skills (grammar, vocabulary, etc.), and functions are presented in the textbook depending on the present socio-cultural setting (e.g., Cunningsworth, 1995; Harmer, 1991; Zabawa, 2001).

As stated above, much of the current literature on materials development pays particular attention to preparing checklists that help language teachers and head-teachers find the most appropriate materials for their learners. In the light of checklists preparation, Mukundan, Nimehchisalem, and Hajimohammadi (2011) made an effort to present a valid, reliable, and a practical checklist. In so doing, a number of six

participants helped the researchers to revise a checklist that had already been prepared by themselves. In order to implement the checklists' revision, a focus group study and interviews were designed. The findings showed that 14 items were added to the checklist and 2 items were reworded. Cultural accessibility, clear instruction, printing quality, models for different genres, and contextualized words are among the items considered significant by the findings of the research. As stated by the researchers, findings of their research can be beneficial for both materials developer and language teachers. Considering the elements of their checklist, teachers can design, select, grade, and also evaluate the most appropriate materials for their learners.

Above all, a study by Ansary and Babaii (2002) tried to synthesize all the crucial elements which are needed for materials to be effective and make a checklist with universal features of ELT textbooks. Since most of the checklists that are available to teachers and materials developers focus on some particular aspects and features and ignore other important considerations, they suffer from lack of practicality. Thus, the named study was an attempt to extract the necessary features of good teaching materials and presented them in the form of a checklist that is universal. To this end, they used ten EFL/ESL textbook reviews along with ten EFL/ESL textbook evaluation checklists. What they reported as the universal features of EFL/ESL textbooks are categories of approach, content presentation, physical make-up, and administrative concerns all with detailed subcategories.

Fathi and Rahimi (2014) conducted a qualitative study in order to explore the characteristics of good teaching materials from the perspectives of high reflective and low reflective teachers. Participants of their research were 53 Iranian English teachers who were given questionnaires as well as open-ended questions. In their findings, low reflective teachers acknowledged the legitimacy of oral skills and gave priority to the two skills of listening and speaking while the group of high reflective teachers did not explicitly emphasize a particular language skill in materials. In response to the separation or integration of language skills, both groups agreed with the integrated language skills since in their views language cannot be broken into parts and components. Regarding inductive or deductive teaching of grammar, the vast majority of the participants voted for the combination of both approaches even though some low reflective teachers believed that for young learners, inductive one would be better and

for adults, deductive approach. When it came to the focus on speech act performance, teachers from both groups agreed to the focus of textbooks on speech act performance through some exercises. Concerning homework and out of class activities, both groups maintained that due to the more exposure to English language that can be provided by out of class activities, it should be highlighted in the process of teaching. Next question was about the native speakers or non-native speakers in conversational samples. Low reflective teachers argued that native speakers are more standard model of language users while those of high reflective believed in the existence of non-native speakers in conversations owing to the fact that English is not just the language of English speaking countries, but rather it is an international language. In terms of the culture presented by the textbooks, low reflective teachers voted for English culture since English is the target language in classrooms. On the other hand, multi-cultural approach was the argument made by high reflective teachers as English is the international language. The last question was about the existence of test section at the end of each unit with which majority of teachers agreed as they stated that it would be a good way of receiving feedback for both teachers and learners about the process of learning.

In the literature on materials development, the importance of planning ELT materials has been debated clearly. This is exemplified in the work undertaken by Ebrahimpourtaher and Hamidi (2015). In an investigation into planning and developing ELT materials, they tried to report different perspectives regarding the issue of adaptation in authentic materials developed for EFL settings. Among all the existing criteria for materials adaptation, a number of which are identified by the researchers. For example adaptation should facilitate instruction, encourage learning, focus on learners, ensure relevance, prompt flexibility, and also there should be adaptation in terms of motivationality (Ebrahimpourtaher & Hamidi, 2015, p. 36). On the other hand they found that material adaptation could have some disadvantages. To name a few, adaptation is time-consuming, needs professionality, fails to equally take into account all learners' needs, and fails to be carried out on all types of materials. Taken together, the findings of their study indicate that authentic materials are not effective in any learning situation and for all individual learning styles, interests, needs, and beliefs. Hence, the findings of their research provides insights for adapting authentic materials to the learners EFL context. It is essential that materials be culturally relevant to the

norms, values, and beliefs of the language learners. However, as stated above, adaptation could have some drawbacks as well as different forms.

As discussed by some scholars, authenticity is always a noteworthy issue in the ground (e.g., Bacon & Finneman, 1990; Miller, 2005). In this sense a study was conducted by Abdollahi et al. (2011) on the authenticity of Iranian English textbooks in the light of Dougills' textbook evaluation checklist. They found textbooks unauthentic in terms of content and presentation in natural English. Furthermore, the passages were found not to be attractive for students and tended to avoid cultural and communicative points. These findings then encourage minds to come up with some insights concerning how to put the issue of authenticity into practice when developing materials.

In the same manner, a research sought to bring to light the attitudes of Iranian English language teachers regarding the use of authentic materials in language classrooms. To this end, Akbari and Razavi (2016) asked 57 language teachers who had passed Teacher Training Course (TTC) to fill out a questioner that contained open-ended questions in order to come up with their views about using authentic materials. According to the results of their study, all the participants had positive attitudes toward providing authentic input in their classes since they believe that learners must be exposed to real English language in use. Additionally the teachers stated that they tend to use more authentic materials in reading rather than listening. Also, internet and TV were referred to as the most used sources for providing authentic materials.

A growing body of literature has analyzed the efficiency of coursebooks' selection and evaluation. Tsiplakides (2011), for instance, in a study made an effort to demonstrate a theoretical background of coursebook selection, evaluation, adaptation, and eventually from the findings of the research provided teachers with some suggestions regarding how to be successful in selecting a book. The first investigations into books' selection and evaluation found that there are plenty of handy principles in choosing an appropriate coursebook which help teachers undertake it more efficiently. The results offered that teachers can consider the issues of tasks appropriateness, learners' interests, relevant language, various task types, authentic tasks, clearly stated objectives for each task, culturally suitable texts and tasks, organization of content, and more importantly the match between students' linguistic ability and courebooks' levels of difficulty. In addition to what stated before, the findings aid teachers to take the

design, calculated number of different materials, and consistent art work with the text into account.

A large and growing body of literature has investigated the criteria based on which ELT materials are chosen. In a study conducted by Isik (2013), the very same thing was analyzed. For the mentioned study to be undertaken, about 37 schools were observed and a group of 107 teachers from private schools, state Anatolian high schools, and regular state high schools were interviewed. Data were also obtained using questionnaire. The results of the study indicated that the ELT materials used in private high schools are not generally chosen by the teachers. In fact, teachers follow what has already been hand-picked by school administrations and head-teachers. It is also important to note that according to the findings of Isik's research, no systematic evaluation process or scientific criteria were observed in selecting the materials. In contrast, teachers of Anatolian high schools were reported to have more control over material selection. However, in terms of evaluation criteria, no significant difference was found between private and Anatolian high schools. Regarding the materials used in regular state high schools, the results showed that the process is done by Ministry of Education without any evaluation criteria and also any changes in materials for many years. While materials are changed relatively every 2 or 3 years in private high schools and every year in Anatolian high schools. Finally, in accordance with the study's findings, needs analysis in materials development is neglected in all three schools.

Having investigated the preferences of twenty one teachers-subjects for ELT materials' characteristics, Hutchinson (1996) reported in her doctoral project that teacher-respondents are highly interested in grammar drills, clear explanation of grammar and rules. The participants of her study were teachers of eight different fisheries colleges in the Philippines who taught the same textbook in the same course. In order to collect data, Hutchinson utilized a questionnaire survey that asked about their preferences. Analysis of her research revealed that in their context "grammar is central in ELT textbooks.

Researchers in the field have not treated the use of literary texts for developing materials in much detail. With regard to the efficiency of literary works, Lima (2010) tried to discuss how adding literature can foster learning through looking at the use of literary works in ELT materials. Following Lima (2010), it is of high importance to

bring the works of literature into the body of materials development. By doing so, students will have the opportunity of thinking critically as well as reading effectively. That is, when students are dealing with literary texts, they experience how to creatively explore the language, the content, and finally the meaning. Furthermore, bringing short stories, poems, and so on can make the class atmosphere more active and creative. As cited by the researcher, it is worthy of note to take choice, ease, text to engage with and react to, teachers' participation, visual arts, and dramatic arts and music into account as the most important criteria. By choice it is meant that student must have the right to choose the text they want to read and ease also refers to the text with the right language level. When it comes to engagement, learners must be encountered with texts that engage them both cognitively and affectively. The purpose of using dramatic arts and music is that for those learners who are kinesthetic and auditory, they would be quiet practical and useful.

Culture has always been one of the most striking aspects in materials development. Thus many researchers have tried to consider cultural elements when evaluating and analyzing ELT materials. Kasaian and Subbakrishna (2011) conducted a study to explore Iranian educational officials' perspectives regarding the teaching of English language in its western culture. Beside educational officials, students' parents were also surveyed about the effects of western lifestyle presented through ELT materials that their children are exposed to. The results from 393 returned questioners indicated that no matter from what kind of lifestyle the parents are, they disapproved and rejected the learning of English in its western context since in most cases such as alcoholic parties or having friend from the opposite sex, western culture is against the current norms and customs of their children. In addition to Iranian parents, educational officials also disagreed with having a kind of teaching system. Therefore, as found by the mentioned study, neither officials nor parents can tolerate English in its western culture. These findings suggest that in general there must be some revisions in materials development considering students' culture. Given that, their study provides some applicable implications regarding the materials planning and adaptation.

Learning vocabulary and appropriate ways to use different ranges of words are always known as one of the major concerns in teaching and learning. Many researchers and materials developers keep the issue of vocabulary in mind when determining the

effectiveness of the materials. A prevailing aspect of vocabulary teaching and learning is the ability of using words in context. Most textbooks present words in the isolated forms where students have not received any guidance that help them use the forms appropriately. Taking this view into account, Riazi and Aryashokouh (2007) studied four high schools and pre-university English textbooks. In their study, they were looking for the consciousness-raising aspects of vocabulary exercises. They categorized only one percent of the exercises as consciousness-raising tasks. Also it was found that the exercises mostly focused on individual words with no emphasis on fixed expressions, and lexical/grammatical collocations or formulaic language. In other words, the findings revealed that rather than learning how to use words in context, students learned the meanings of isolated words.

A great deal of previous research into materials development has focused on needs analysis as a significant feature when it comes to the efficiency of ELT materials. Veena (2016) made an attempt to explore the importance of needs analysis in curriculum and materials development for vocational purposes. Significantly a number of purposes were identified for needs analysis. For example teachers should bear in mind that in order to find out the skills learners need, examine the efficiency of existing curriculums, know students problems, and so on needs analysis is of primary importance. Following Veena (2016), needs are divided into three broad types of necessities, lacks, and wants. However, there are some possible disadvantages and obstacles of needs analysis that are followed by solutions. The other significant finding emerged from the mentioned study is that since learners are not old hand in uncovering their exact needs, teachers, through well-organized procedures of needs analysis, are responsible for doing so. Remarkably everyone who is involved in teaching and learning can benefit from the results of needs analysis. Therefore, neglecting this feature when designing materials would result in an unfitting source of learning.

With regard to the effectiveness of teaching materials in public schools, Alipour et al. (2016) in a qualitative research did try to explore Iranian EFL teachers' perspectives toward the junior high school textbook named Prospect 3. Participants of their research were 67 English teachers teaching English in the 9th grade who were asked to fill out 43 statements from various evaluation checklists in Byrd (2001) and Skierso (1991), ranging from " Strongly Agree", " Agree", "Disagree", to " Strongly

Disagree" for the textbook "*Prospect 3*" regarding their teaching experience they had in teaching the textbook. The results of their study indicated that about half of the participants agreed that the vocabulary and structure, dialogues, and exercises are presented appropriately. Also the findings suggest that the book needs some revisions and modifications in these parts in order to be appropriate for the students and promote learning.

In another study, Ostovar-Namaghi, Saboor-Moghadam, and Tajzad (2014) conducted a research coached within grounded theory framework in order to explore teachers' perspectives on English book three of Iranian high school. The features that the teachers mentioned in the research were their views about physical appearance, vocabulary, reading texts, exercises, grammar, pronunciation, dialogues, and skills. The research findings were reported in terms of teachers' perspectives regarding each subcategory. Considering these features essential for teaching materials, the result of the study indicated the negative perspectives of teachers about the book.

One of the primary concerns in language teaching programs and materials development for EFL settings is the issue of gender. That is, students come to classes with different genders, so the way genders are presented in the materials drastically affect the effectiveness of those materials. However, a search of the literature revealed few studies which evaluate textbooks from a critical discourse analysis perspectives. Hence, Samadikhah and Shahrokhi (2015) analyzed Top Notch and Summit series from CDA perspectives in order to find out if genders in these series are brought equally. Their analysis, in fact, involved nine major aspects of gender such as female and male's characters, pictorial representations, titles, and etc. In the interest of finding the ideology behind these textbooks, the research team adopted Fairclough's models. According to the findings of the study, there is no balance between gender representations in the mentioned series even in picture representations. Following principles of CDA which aim at revealing the power dominance through texts and pictures in textbooks, the results of their study indicated that men are dominantly presented in the book. More specifically, men are found to have more superior roles in the dialogues of Summit series. Generally genders are presented more balanced in Top Notch series than Summit. With respect to the implications of the aforementioned study, these gender representation are against principles of equality followed by Iranian. Therefore, this

type of imbalance is better to be avoided in the context of Iran prior to materials selection.

Although there is a considerable amount of literature on developing ELT materials, little has been revealed about considering critical pedagogy when designing these materials. As the major tenet of critical pedagogy is to uncover the underlying cultural values and ideologies of educational settings, developing materials with respect to these issues can help both language teachers and learners (Rashidi & Safari, 2011). In an attempt to provide a model for ELT materials following the principles of critical pedagogy, Rashidi and Safari (2011) undertook their research in accordance with the main factors in materials development such as program, teacher, learner, content, and pedagogical factors. Elements of local context and learners problems and concerns are the core part of this model. The findings of the study offer 11 principles: 1) ELT materials should develop learners' communicative abilities while applying these abilities to raise learners' critical consciousness of the world around them and the ability to act on it; 2) If the materials have a joint goal, then ELT materials for critical pedagogy are expected to have two major outcomes: social development and language skill development on the part of the learner; 3) The topics and themes included in ELT materials should be generative to invoke considerable discussion and analysis; 4) Source of the themes of the materials should be derived from the learners' life situations, needs and interests; 5) ELT materials should take into account the intellectual advances of the learners in arranging the content; 6) The way of teaching is via engaging students in the cycle of reflection and action by embracing dialogical problem posing practices; 7) ELT materials base their content on source culture; 8) ELT materials should take into account the teacher's role as a co-learner and coordinator; 9) In ELT materials, it is expected that teachers would not only bring to the class their language knowledge, but also their awareness of the implications of the internationalization of English; 10) ELT materials should take into account the learner's role as a decision-maker and subject of the act; 11) In terms of evaluative activities, it was expected that students develop their critical consciousness in line with their language mastery. These principles are according to the main factors in material development and all of them are followed by discussions and implications.

2.4   Summary of the Empirical Findings and Statement of the Gap

In a nutshell there are plenty of researches as well as ample findings drawn from empirical studies that are available now to the field. Each and every study provides language teachers, materials developers, and policy makers with necessary criteria that enable them to make informed decisions about the effectiveness of the materials. The findings indicated important characteristics of teaching materials in different categories. One thing of interest is the issues of physical appearance (Cunningsworth & Kusel, 1991; Skierso, 1991). Another consideration is shown under the category of needs analysis and as a fundamental step in materials development (Veena, 2016). Besides, authenticity has always been the major concern in developing teaching and learning materials (Abdollahi et al., 2011). Also, learners' interest is highlighted in empirical studies as one of the most important factors in the efficacy of ELT materials. Tsiplakides (2011) took such aspect into account and conducted a study with elaborating on the issue. Riazi and Aryashokouh (2007) designed their research regarding the role of vocabulary learning and how learning of words can be more effective. While many of the researches focus on one feature in their studies, Ansary and Babaii (2002) tried to merge the most important features of teaching and learning materials and presented the field with the universal characteristics of materials. Albeit none of them, even those which consider authenticity, did not attempt to explore teachers' perspectives regarding 'Transfer value' of teaching materials as a major characteristic in language learning. Much uncertainty still exists about learners' failure in using what they learn in their real communicative interactions. Therefore, a study is needed to reveal teachers' views about the importance of transfer value of the materials they are teaching. To fill in the gap, the present research explores, for the first time, teachers' perception of transfer value.

Chapter Three:

Research Method

3.1 Overview

Since the aim of this study is to theorize language teachers' perspectives regarding students' inability of using what they had learned in classrooms through presented ELT materials, I intent to focus on grounded theory as a qualitative method of research. All the methodological stages including sampling procedure, data collection, and data analysis are in line with grounded theory. A more detailed account of grounded theory is given in the following section.

3.2 Grounded Theory

Grounded theory is a methodology that seeks to construct theories about issues of importance in peoples' lives (Glaser, 1978; Glaser & Strauss, 1967; Strauss & Corbin, 1998). The goal is not to prove or disprove a preconceived idea or concern of the researcher. Theories are therefore generated through an inductive data collection process (Morse, 2001). In point of fact, issues of importance emerge from the stories that participants tell about an area of interest that they have in common with the researcher. Engaging in classic grounded theory among other versions, Glaser (2002) has identified classic grounded theory as a perspective methodology. In line with classic grounded theory, researchers do not take descriptive or interpretive approaches to explore participants' views. Rather, the primary aim is to raise their perspectives to a conceptual level (Glaser, 2002). Through constant comparison and the interchangeability of indices, classic grounded theory aims at conceptualizing an ongoing pattern of behavior that will elucidate as much variation in the data as possible. With regard to the role of the researcher in this method, Glaser (1998) recommended that, like other participants, the researcher can conduct an interview with oneself which should be followed by a detailed analysis of the interview and comparison of the emerged data with other existing data, codes and emerging categories. Therefore, it is possible to generate a theory that is useful, meaningful and relevant to participants. It is worthy of note that a grounded theory is not an authoritative truth claim but a theory. In other words, the generated theory is not supposed to be proven but to be used and modified (Glaser, 1992). Classic grounded theory is generally known as a general method which can use any type of data without being attached to any one theoretical perspective. It is essentially ontologically and epistemologically neutral (Glaser 2005).

Following grounded theory method of research, abstraction and conceptualization are the main goals. "Conceptualization is the core category of Grounded Theory (GT)" (Glaser, 2002, p.3). Through coding, the researcher develops concepts or categories that are deeply rooted in the data rather than being generated by the researcher's hypotheses and preconceptions. The concepts are taken from all data following grounded theory principles as well as constant comparison method. In line with grounded theory, once a social pattern which is grounded in research data emerged, naming begins. This naming is called a concept. The pattern naming is accomplished by constant comparing of the words given to a pattern and its meaning. Therefore, the work of grounded theory is to uncover patterns and then name them that might not be familiar even for the participants. Consequently, what is generated eventually is a conceptual hypothesis that is abstract of time, place, and people.

To begin with sampling procedure in qualitative studies in general and grounded theory in particular, purposive sampling, which is also known as judgment sampling, is considered as a deliberate choice of a participant according to the qualities the participant has (Etikan, Abubakr-Musa, & Alkassim, 2016). In this nonrandom technique, there is no underlying theory or a set number of participants. Through purposive sampling researchers can identify and select proficient, well-informed, and available participants who are enthusiastic to communicate their knowledge and experience regarding the phenomenon of interest. Furthermore, the sampling procedure can continue with snowball sampling which is advantageously practical and useful in qualitative studies (Hendricks, Blanken and Adriaans, 1992). Following snowball sampling, participants who are selected purposively introduce other informants who in turn provide the name of others to be included in the study (Vogt, 1999). More importantly, a defining feature of sampling in grounded theory is theoretical sampling. The fundamental point in theoretical sampling is the next source of data collection for a theory to be generated. What determines the following source of data and number of participants is merely theoretical saturation. Hence, nothing is fixed in advance in grounded theory (Glaser, 1998).

In order to collect data following grounded theory method, researchers can adopt different techniques such as field work, observation, interviews (including group, semi-structured, and in-depth interviews and focus groups), and document analysis (Creswell,

2007). Here data collection aims at identifying and exploring participants' perception of the phenomenon of the study. Through face to face interviews the researcher can observe both verbal and non-verbal responses and therefore any ambiguity can be clarified (Khan, 2014). In order to keep the data, researchers can, with participants' permission, audio-tape or video-tape the interview sessions that let them analyze and observe their interview again.

In classic grounded theory, coding is considered to be the core process through which a theory emerges (Glaser, 2004). In accordance with classic grounded theory, there are two types of coding used in data analysis: 1. substantive coding; 2. theoretical coding. Substantive coding starts with open coding of the data performed for the emergence of a core category and related codes and then goes on with theoretical sampling along with selective coding in order to theoretically saturate the core category and related codes. Constant comparison of the data is performed so that the researcher can achieve theoretical saturation. The purpose is to establish the best fit of many choices of concepts to a set of indicators, the conceptual levels between the concepts that refer to the same set of indicators, and the integration into hypotheses between the concepts which becomes the theory. The researcher keeps utilizing the constant comparative method until no new properties or dimensions regarding the categories emerge from the data. Coding in grounded theory is associated with conceptual memoing, i.e. capturing the theorist's ideation of the emerging theory. Memoing is initiated at the substantive coding, continues until theoretical saturation is achieved and the theorist starts exploring conceptual reintegration through theoretical coding. Throughout the process of data collection and analysis the researcher maintains a written record of theory development. This involves a record of definition of the categories along with the justifications for choosing each label and tracing their emergent relationships with one another. Memos are useful since they indicate how directions are changed during data analysis and how perspectives are being emerged.

3.3 Participants

To unravel teachers' roots of dissatisfaction with commercial ELT materials and generate transient concepts and categories, we interviewed two experienced language teachers who were our colleagues in the same language school. Analysis of this initial data-set revealed '*low transfer value*' of ELT materials as a recurring concept. This

concept helped us refine the grand tour question and collect theoretically-relevant concepts. To this end, we selected seven more participants who shared the same concern and who were willing to share their views through snowball sampling procedure. The participants were all non-native English speakers aging between 26 and 42. All of the participants had more than six years of experience in teaching English as a foreign language in private language schools of Mashhad, the capital city of Khorasan Province, Iran. Of the nine participants, five had earned a master's degree in TEFL and four had earned a bachelor's degree in ELT or English language literature. All in all, we followed four criteria for the inclusion of the participants: years of teaching experience, education in TEFL or English language literature, the degree of popularity in private language schools, and willingness to participate in the study. Table 3-1 presents the demographic information of the participants.

Table 3-1. Demographic Information

Participant number	Age at the time of Interview	Education	Years of teaching experience
TP 1	32	M.A.	8
TP 2	37	B.A.	17
TP 3	25	B.A.	5
TP 4	34	B.A.	10
TP 5	38	M.A.	15
TP 6	27	M.A.	7
TP 7	42	B.A.	15
TP 8	33	M.A.	15
TP 9	26	M.A.	6

3.4 Data collection

Interviewing was the major source of data collection for this classic grounded theory research (Glaser, 2004). Since grounded theory works with any data, we held

unstructured, open-ended interviews in which participants freely shared their perspectives about the area of interest. Questions were asked in order to elicit teachers' perception of transfer value and its effects in the field. We were listeners and also open to what was actually happening. While participants were expressing their concerns regarding the issue of importance, we also utilized memoing in order to better conceptualize the emerging categories and their connections. The process was continued until theoretical saturation reached and no new properties and dimensions were found related to participants' views about the role of transfer value.

3.5   Data analysis

In line with Glaser and Holton (2004), analysis entailed substantive and theoretical coding. The former involved line-by-line open coding of an initial data-set, for the emergence of a core category and related codes and the latter involved theoretical sampling of concepts related to the core category to theoretically saturate the core category and related codes. The constant comparative technique helped us repeatedly compare incidents and concepts, modify the transient concepts, and compare concepts to concepts for the emergence of theory. Conceptual memoing was also conducted to find the interrelationship between concepts and categories and the iterative process of data collection and analysis continued until theoretical saturation was achieved. To establish the credibility of the final conceptualization and to safeguard against any possible researcher bias, it was shown to the participants for verification and any possible modifications.

Data management, analysis, coding, and visualization of the findings were performed using MAXQDA software. First, documents were imported to MAXQDA and then coded in code system. Coding was performed by highlighting the relevant segments of the documents and matching them to different related codes in code system. To visualize the findings, the semantic network shown in figure 4-1 was drawn via Max-Map, i.e. a visual tool in MAXQDA. Categories and their related codes are connected to each other by arrows. The thickness of the arrows indicates the degree of relationship between the categories and codes. This thickness is shaped by the code frequencies that MAXQDA calculated and analyzed. The thicker the arrow, the higher the relationship. According to the results of the code relation browser, codes that were near to each other or co-occurred were found and then linked to each other by strich-

punkt lines in the semantic network. Analysis yielded a semantic network that visualizes the emergent theory and the relationships between codes and categories (see figure 4-1).

3.6   Ethical issues

'Ethics begins and ends with you, the researcher' (Neuman, 2011, p. 143). Irrespective of the research approach we take, ethical issues are important and inseparable part of any study. However, ethical considerations are essentially more important in qualitative research in that qualitative research approaches often intrudes in participants' lives (Punch, 1998). It is essential that researchers bring to light any possible benefit or l–ose that may affect the participants, different aspects of the study, and participants' rights. In this regard, participants of the present study are given an informed consent which discloses all the necessary information mentioned earlier. In order to protect participants' privacy, after data collection, all the data in any form (e.g. printed transcripts or audio recordings) will be kept safe and locked.

3.7   Establishing Credibility

To ensure the credibility of the findings, various strategies are suggested. Two of which have been used in the present study in order to establish the credibility of the findings. First, apart from unstructured, open-ended interview sessions, participants have been observed in their classes to make sure about their views expressed during interviews. This strategy is referred to as triangulation which has the benefit of compensating the probable limitations of each method (Brewer & Hunter, 1989). Second, participants of this study were asked to check the transcription of the interviews in order to acknowledge their real intention. This is known as member check which involves the verification of the emerging findings on the part of the participants.

Chapter Four:

Results

4.1   Overview

As explained earlier, this study aims at theorizing language teachers' perception of transfer value in ELT materials. To this end, this section presents the findings emerged from the study in three parts. The first part graphically represents the core category and its interrelationships with other major categories and subcategories in the form a semantic network (see figure 4-1). The second part presents an overview of the emerged theory to show that the theory enjoys descriptive, explanatory, and predictive adequacy. The final part moves on to describe in greater details the groundings of the research findings in order to substantiate the conceptualization of participants' perspectives.

4.2   Semantic Network

The result of this grounded theory and thematic analysis is the following semantic network that graphically visualizes the emerged theory and the relationships between codes and categories (see figure 4-1).

4.3   Overview of the Emerged Theory

As shown in Figure 4-1, analysis of teachers' perspectives unriddled transfer value, i.e., the degree to which topics, tasks, skills, functions and other language components covered in the materials are useable in communicative encounters outside the classroom, as the core category. Furthermore, the study clearly describes the nature and dimensions of transfer value (description), demonstrates the underlying causes of high transfer value (explanation), and presents the implications of high transfer value on EFL learners, teachers, and materials (prediction).

At the description level, transfer value refers to the degree to which ELT materials are potent to be transferred to the outside of classroom context. Generally, materials presented in classes are either limited to the classroom context or valuable for transferring to the outside world. With the former type, there is no practical use of materials for students due to low transfer value. Consequently, learners are demotivated to study such materials and even if they do, it is just for passing. On the other hand, learners try to find opportunities to practically use the highly valuable materials in their real life. However, owing to the relative nature of transfer value, it is quite impossible to specify its degree in advance regardless of students' age, needs, and level of

proficiency. Transfer value, in fact, is completely dependent on these three driving factors. Put it differently, materials which appear to have a high transfer value for a group of learners might be quiet worthless for another. This is an undeniable fact that transfer value is variable in different age groups. That is, adults and teenagers for instance do not share similar concerns. Hence, their needs are also different from each other and thus their ages and needs together determine the degree of transfer value. Additionally, transfer value differs from elementary levels to advance levels. A material which is highly valuable for an advanced student is far less useful for a lower-intermediate one.

At the explanation level, we can see, from graph above, that in raising the degree of transfer value, two prominent factors are involved: 1. Authenticity; 2. Communicative utility. Materials are not authentic unless learners are capable of extending the use of what they have learned through ELT materials. In other words, what students master in the classroom particularly tasks, topics, and exercises should be similar to target use tasks. For instance, nobody in real life is asked to read a text in order to find the correct answer; rather, reading to write is very common in real situations. Besides, if materials do not help learners to develop their communicative skills such as being an effective communicator in conversations and using conversational strategies appropriately, they do not have any significant transfer value. Moreover, vocabularies and grammars must help students in such development too. It goes without saying that grammatical structures may not seem communicative when the only focus is on their forms. The problem is that their different social functions are ignored. In teaching 'this is', for example, we can raise communicative utility by specifying its social function that is introducing family members or friends. Ergo, transfer value in this grammar will also be raised. When it comes to vocabulary selection and teaching, materials should provide learners with the most frequent words in conversations. Therefore, frequency leads to communicative utility and consequently it will automatically raise transfer value. As a result, authenticity and communicative utility together bring about high transfer value and affect learners' mood, teachers' teaching, and materials' quality.

Figure 4-1. Semantic Network

36
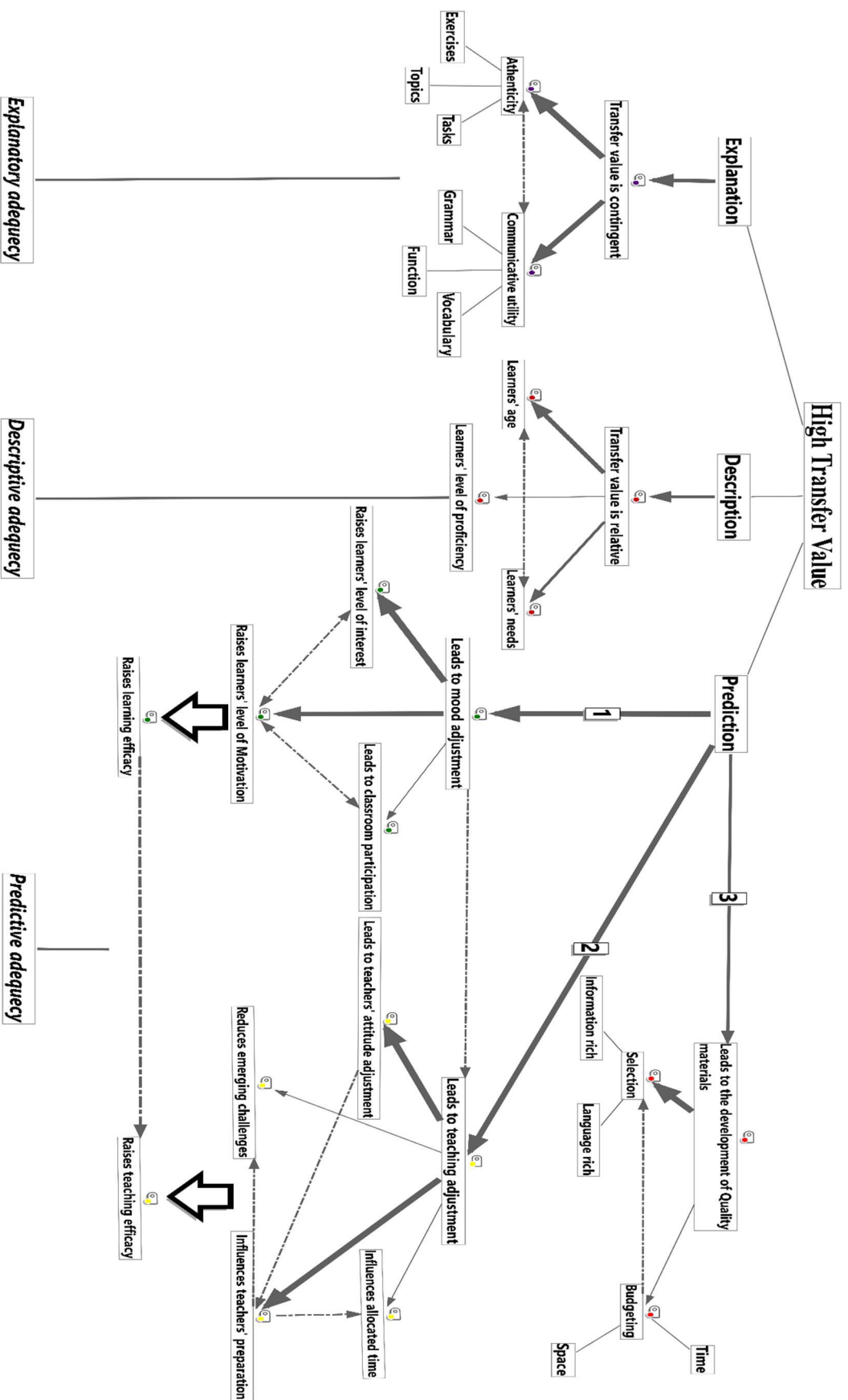
As was pointed out, the final level indicates the consequences of high transfer value. In the EFL context of Iran, students often enter the program with so many negative attitudes due to their parents' force for learning a new language. Thus, they may not be motivated and interested in learning. However, as they notice that what is presented in classroom is worthwhile and practical outside, changes occur in their mood. These changes include raises in their level of interest, motivation, and classroom participation that together result in learning efficacy. As previously stated, students' level of interest will be raised little by little as a result of high transfer value and they like to know more. Being interested in language learning, students have greater motivation to learn highly valuable materials since they are able to use them in their real life. The next aspect of mood changes is related to their participation. Owing to low transfer value, students usually have passive roles in the classroom. But as they recognize the high transfer value of the materials, they turn into active participants that this causes active learning. Furthermore, students' active participation leads to the depth of processing that is referred to as '*learning efficacy*'. All in all, high transfer value help students to learn, use, and remember the learned materials more efficiently.

Not only does high transfer value improve learning, but it also helps teachers adjust their teaching. Transfer value, in fact, affects learners' mood adjustment and thus teachers' performances are influenced. On account of students' active participation along with their high level of interest and motivation, teachers can adjust their teaching in the best way possible. In fact, students give teachers hints about what to teach next (responsive teaching). The fundamental aspect of teaching adjustment is the teachers' attitude toward teaching the materials. That is to say if teachers are cognizant of high transfer value of the materials, then they will be far more motivated and interested in teaching since they are sure that students are going to apply the use of what they have learned. Beside attitude adjustment, teachers will also investigate different aspects of a subject in real life situations and the society since they are aware that students may want to know the social dimensions of that subject in order to use materials of high transfer value outside the classroom. Therefore, teachers should be well-prepared in order to answer students' probable questions. Also, teachers focus more on their lesson plans and the type of supplementary materials that can be brought to their classes as a result of high transfer value. In other words, students' active participation leads to teachers' active preparation. Indeed, teachers go beyond the content of the books by taking the

advantage of social and teacher-made materials. Thus, meaning is not limited to the textbooks; rather, it resides in the interaction between students themselves, and the one between students and teachers. Consequently, there would be a shift away from commercial materials toward teacher-made materials and thus teachers themselves would become materials developers. Next is about the effect of high transfer value on the time allocated to presenting such materials. The higher the transfer value, the longer time spent on classroom interactions. Eventually, according to the feedbacks that teachers receive through formative and summative assessments, high transfer value leads to learners' learning efficacy and this clearly indicates teachers' teaching efficacy too. In short, teaching efficacy is the function of learning efficacy and both of them are dependent to high transfer value.

Beside what is already pointed out, high transfer value is a significant condition which has considerable impact on materials development. The effectiveness and quality of ELT materials depends largely on the degree of transfer value. As a consequence of high transfer value, materials developers can select and organize materials more precisely. Analysis revealed that effective materials have two significant features: 1) they are information rich; 2) and they are language rich. Furthermore, considering the importance of high transfer value, the focus of budgeting in terms of time for designing, financial investments for preparing, and space allocated to the presentation of materials will be on contents that benefit students not only in the classroom but also in their real life. As a result, textbooks become reliable, useful, and successful in teaching and learning.

4.4 Empirical Evidence Substantiating the Semantic Network

So far the first two parts have demonstrated the findings of the study in the form of a semantic network that visualized the emerged codes and categories together with their relations and related explanations. Having presented the descriptive, explanatory, and predictive adequacy of the emerged theory, it is now necessary to substantiate the findings. Turning now to the third part of the result section, what follows is an account of the groundings of the categories, codes, and their relations mentioned in the former parts. To this end, first we ground the descriptive, then the explanatory, and finally the predictive adequacy.

4.4.1 Description: Transfer Value is Relative

What is significant to know is that transfer value is not absolute. That is to say there are different variables that determine the degree of transfer value. In line with teachers' perspectives, three of which are: 1. Learners' age; 2. Learners' needs; and 3. Learners' level of proficiency that have already been discussed.

4.4.1.1 Learners' age

Being aware of the degree of transfer value is completely impossible irrespective of learners' age. We cannot take high transfer value for granted since it is not the same in different ages. Therefore, transfer value of topics, skills, and components of language depends on the age of students. Concerning this issue TP1 states:

> *As far as I can see, transfer value is first and foremost dependent on learners' age. For example, kids' textbook should be filled with simple topics like colors and fruits while for adults these topics are not that frequent and necessary outside the classes. What adults need to know are topics like jobs, parenting, or skills like formal writing and reading strategies. The very same thing happens when it comes to other language skills and sub-skills. Therefore, it is not possible to select and organize topics, grammars, and vocabularies without considering learners' age.*

Age is the primary aspect of high transfer value as people's needs and concerns are in direct relation with their ages. Transfer value is high when students learn what they need in their real life and needs are diverse in different ages. Thus, to improve transfer value, we must take age into consideration. As TP6 believes:

> *I consider age as the most important factor in determining the degree of high transfer value because learners' needs are based on their ages. Materials are useable outside the classroom if they are designed according to students' age. In teenagers' class, for example, the topic of social matters is of no value since teens outside the classroom never talk*

about such matters. Rather, they are involved in things like hang-out. Therefore, transfer value of hang-out is considerably high for teenagers.

Age can play an important role in increasing the level of transfer value of the lessons and consequently making the materials way more efficient. That is, when materials' contents are in line with learners' age, they are more likely to be transferred to real life situations. TP2 believes:

Transfer value of the unit entitled "Getting on" is notably high in my view. Reason being, it is in direct relationship with my students age who are between 20 to 25. People of this age group need to know how to get along with their families, friends, and spouses. Therefore, they seek for such language that help them soften their interactions. Accordingly, it is completely valuable to be transferred to the learners' real life.

4.4.1.2 Learners' needs

Learners' needs have always been the core aspect of any educational program and the efficiency of materials development depends on the compatibility of materials with learners' needs (Richards, 2001). Moreover, the degree of transfer value in ELT materials depends largely on students' needs. In other words, topics, vocabularies, and structures that are highly valuable for one group of leaners might be completely useless for others. Therefore, transfer value is relative due to learners' needs. With regard to the importance of students' needs TP3 says:

Transfer value is completely associated with learners' needs. For a group of students who intend to migrate, a set of daily conversations that help them meet their routine needs such as how to go shopping or asking for information is primary. So, daily conversations have a very high transfer value for this group. However, if we teach them other things like complex grammatical structures, they will have nothing to use outside the class and I think it is a waste of time since there is no transfer value in such teaching.

Transfer value is contingent upon learners' needs. To improve transfer value, syllabus designers should first take learners' needs into account. In fact, needs analysis should be part and parcel of materials design (Long, 2005). TP6 mentions:

> *Different students have different needs. Some of them need language because they want to travel, others need to learn language in order to continue their study abroad. As their needs are different, transfer value for each group also differs. So, if they do not learn what they need, they cannot use it in their real life and thus transfer value will be low. Therefore, what I believe is that before designing materials, we must take students' needs into account so that we can raise transfer value too.*

4.4.2 Explanation: Transfer Value is Contingent

The results of this study provides an important opportunity to advance our understanding of transfer value. In view of all that has been mentioned so far, it is essential to know the predictors of transfer value in order to add this vital feature to ELT materials. Two significant factors emerged from the research data that have already been discussed in the first parts of the result section. Therefore, the following is just the groundings of how authenticity and communicative utility result in high transfer value.

4.4.2.1 *Authenticity*

Although there are different uses and meanings of the term authenticity in the field of language teaching, generally "'authenticity' is related to notions of 'realness' or 'trueness to origin" (Buendgens-Kosten, 2014, p.457). Much of the literature on materials development pays particular attention to authenticity as a major prerequisite for developing language skills (Miller, 2005). Knowing what authenticity is, it can profitably predict materials' transfer value. Learners will be able to transfer the materials' contents to other contexts if materials are similar to the target use tasks that students may face outside the classroom context. Otherwise, transfer value would be low. As TP1 expresses:

> *As far as I know, transfer value of punctuation marks is very high. Since my students are educated people who study at universities, some of them*

might want to publish international articles or some others might be employed in international companies where they have to write formal letters. So, using appropriate form of punctuations is something that they will probably face with in their real life. Therefore, they must know how to punctuate a piece of writing in their real life situations. That is why I think punctuations are highly valuable.

There are numerous situations in students' real life where they essentially need language skills and sub-skills. If materials provide students with the necessary elements, they are actually authentic and accordingly transfer value is high. Regarding this point TP8 discusses:

One thing of interest in using simple present tense is that we can use it to talk about the past events when we want to add a kind of dramatic effect of what happened to us. In our real life, there are plenty of situations where we want to talk about our memories and add that dramatic element too. So I think that transfer value here is remarkably high and students of mine are always interested in learning this point as they can use it in many other contexts in their daily life.

In order to raise the degree of transfer value, materials need to be as close as possible to the real life tasks. When there is no correspondence between what students learn in classrooms and what they need outside, they become incompetent in language use and thus materials fail to have high transfer value. TP3 explains:

Comparison is a very common task that we normally do in our real life. We are always comparing people, things, and situations. Therefore, I do believe that knowing comparatives is very important and usable for students. This is what we have in unit 7of the Solution book and I see how actively students are involved in this grammar since they can practically use it outside. However, in writing parts students are provided with how to write about asking for information. This is really unvalued, I think, because nobody in real life does it due to the technological advancements such as internet.

4.4.2.2   Communicative utility

Due to the growing demands of language learners for developing their communicative competence, communication has become a key aspect in all ELT programs. Thus, it is vital that materials help learners experience exchanges and meaningful communication through studying them (Tomlinson, 2008). According to the analysis of this study, communicative utility is a significant feature in the field and more importantly it can cause high transfer value in ELT materials. Frequency of words plays a very crucial role in increasing the communicative utility. Therefore, the higher the communicative utility, the higher the transfer value. TP4 clearly states:

> *One of the most important needs of EFL learners is knowing how to communicate in their daily interactions. For instance, how to ask for information in an airport or how to show their understanding in a conversation. In Touchstone books, there are two useful parts entitled strategy plus and conversation strategies that together teach students to become effective communicators outside the classroom. There is also another part that presents the most frequent words in conversations, for example it tells students that exactly, definitely, and absolutely are in the top 600 words. I believe that transfer value in these parts is considerably high since they are exactly what learners need. The biggest problem is that students do not know how to communicate well in English.*

One important factor that affects the communicative utility of words is mental availability. To improve communicative utility, materials should present words which are available and familiar to the students' minds. Availability is, in fact, a very essential criterion in vocabulary selection (Wilkins, 1976; White, 1988; Richards, 2001) .In addition, grammatical structures are all valuable if we consider the social functions of them. Grammars in isolation are not useful and practical. Therefore, availability of words and social functions of grammars lead to communicative utility and thus transfer value will also be raised. As TP9 argues:

> *In unit 4 of Touchstone 3, students are first provided with the function of make, have, get, and let that is family gripes, and then they come up with*

new vocabularies about different types of family like immediate family, extended family, and blended family, along with new family members such as niece, nephew, in-laws, half-brother, step-brother and the like. I strongly believe that transfer value in both grammar and vocabulary parts of this unit is very high because without knowing the social function of that grammar they can never gripe about others which is so common in daily life and conversations. Also, students have many words in their minds about different members of a family that they always want to know their equivalent in English. Therefore, transfer value in these words is very high since my students are able to put these together and easily talk about their family things in their real life conversations.

One of the most important aspects of language learning is developing students' communicative competence by engaging them in communicative, meaningful, and student-centered activities (Hadfield, 2014). To improve communicative competence, materials need to have communicative utility which consequently leads to high transfer value. Conversation strategies are of vital importance since they fiercely increase the degree of transfer value and help students develop their communicative competence. TP6 maintains:

A part which has a very high transfer value in Touchstone series is "Strategy plus" that presents communicative strategies so that students can apply them to their daily conversations. For example, the book teaches how to use gap fillers like well, I guess, I bet, etc. These are very important as they are really frequent in natural conversations outside the classrooms. So, I think great attention must be paid to these parts due to their significant role in students' interactions.

4.4.3   Prediction 1: High Transfer Value leads to Learners' Mood Adjustment

In the history of language teaching and learning, mood has been thought of as a key factor in language learning. The term mood has been applied to situations where students are in their peak emotional state. To be in peak emotional state, different factors are involved that help learners tune their mood. This can be seen in the MURDER study system by Dansereau et al. (1979). As noted by Dansereau, creating

positive attitude and coping with distractions play very significant roles in setting the right mood. Although the aforementioned factors are noteworthy, researchers have not treated mood in much detail. Hence, the results of this study will give an account of mood in greater detail. The most important aspects of mood adjustment are going to be grounded.

4.4.3.1 High transfer value raises learners' level of interest

One important driving factor of mood adjustment is learners' interest. In order to set the right mood, materials need to have high transfer value for the learners. As a result, learners are more likely to be interested in those materials. It is worth bearing in mind that materials must attract students' interest (Tomlinson, 2011). Talking about this issue TP1 says:

> *The first unit of the book Ready for CAE is about work time that I believe transfer value in this topic is considerably high. First of all, because of the students' age (20-25), they must decide about their future life and also look for jobs. So they were listening to me very attentively and they were so much interested in learning the vocabularies, idioms, and expressions related to the world of work. On the other hand, transfer value in another unit which is about different types of marriage in the world is very low due to my students' ages and concerns. Thus, they do not show any interest. Maybe it would be better to talk about relationships with students at this age. Fortunately, we did so and they liked the topic. They were very interested in learning the vocabularies, idioms, and expressions related to relationships and they wanted to learn and use them.*

It is vital that materials help students value their learning by being excited and interested about what they learn (Nation, 1993). When learners can apply the use of what they have learned, they are more interested in learning. High transfer value, in fact, results in increasing students' interests. Thus, they are in the mood to learn a foreign language. With regard to the impact of transfer value on learners' interest, TP2 states:

I believe that transfer value in second conditionals is considerably high because Iranian people are always regretful about their past, also they are full of Ifs and Buts. When it comes to English language they are the same people, so they must know how to express their regrets. Due to high transfer value of these structures, my students are so enthusiastic and very much interested in mastering conditionals as they want to use them in their real life. Thus, I think that learners will lose their interest for learning a foreign language when materials do not have high transfer value.

The degree of transfer value determines learners' level of interest, i.e. the higher the transfer value, the more interested learners are in learning. However, it is not possible to guarantee transfer value in advance. Materials are said to have low transfer value when students find no interest in learning them and this tendency is dependent on whether students can actively use what they had learned or not. Therefore, it seems vital that materials be filled with contents that are of high degree of transferability. TP7 asserts:

The topic of unit 3 in Touchstone 3 is about "Wonders of the world". I reckon transfer value in this unit is low due to the fact that my students find no opportunity to use the vocabularies, expressions, and reading part of this unit outside the classroom. I always see in my classes that they do not like this unit at all and ask me to skip the unit start something interesting to them.

4.4.3.2 High transfer value raises learners' level of motivation

Learners' motivation is considered to be very crucial in setting the right mood. Dörnyei (1994) introduced three levels for L2 motivation as language level, with a focus on different aspects of the L2 language like culture, learner level that includes both affection and cognition, and the learning situation level with different components. Motivated learners can adjust their mood much easier. Moreover, analysis of this study shows that lack of transfer value makes students demotivated and frustrated. As a result, demotivation acts as an affective filter (Krashen, 1982) and leads to failure in effective learning. As TP4 puts it:

When transfer value is low and learners find no opportunities to use the things they have learned, they become frustrated, disappointed, and demotivated. They think that what they have spent time on is completely worthless. Therefore, I think transfer value is pretty important and must be taken into consideration. I have seen in many of my classes that students are extremely discouraged in learning units with low transfer value such as how to save your life in a burning house.

Successful learning depends largely on students' level of motivation (Dörnyei, 2012). Students are quite curious about learning the materials that they can actively use both in the classroom and in their real life. Hence, they are highly motivated to learn new things regarding highly valuable materials. Transfer value plays a very significant role in raising the level of motivation. TP5 says:

I believe that present perfect tense is highly valuable for students. By learning this structure, they learn how to talk about their life experiences. No matter what language they speak or write, being able to talk about experiences is quite necessary. Therefore, transfer value in this topic and structure is significantly high and my students are always highly motivated to master them. They pay a lot of attention and practically use them.

One of the biggest challenges in teaching and learning programs is that learners are extrinsically motivated for learning. That is, they do not learn language because they like it, but rather to pass the course. Typically, students are not enthusiastic to participate in language classes. However, when they are provided with a topic which is common in their daily encounters, they become intrinsically motivated in language learning and participating. High transfer value is a very useful means to bring willingness to the classes. TP3 mentions:

Relationship is a very heated-argument among teenagers and young adults due to their ages and emotional states. No matter they are girls or boys, whenever I start talking about such matters, my students are completely involved and welcome the topic. Also, they are always ready to learn and talk and want me to keep discussing about relationships.

Thus, I am sure that transfer value here is incredibly high since it highly motivates them to actively take part in sessions and learn new things.

4.4.3.3   High transfer value leads to classroom participation

Not only does high transfer value raise learners' level of interest and motivation, but it also brings about dynamicity in classrooms. That is, when students are sure about the practicality of what they learn, they are motivated to be active parts of classrooms and help their teacher in presenting the materials. Therefore, both teaching and learning will be way more efficient. TP8 declares:

I remember that we had a unit under the title of "Politics". As a teacher I was so lucky that I had to teach this unit during Iran presidential election. It was unbelievable how interested and excited my students were in this topic and its related words and expressions as they really felt that they can actually use whatever they learn in the classrooms. More interestingly, they were completely ready before the class, watched BBC news in English, and took part in all class activities with a great motivation. I think it is because transfer value here is so high and consequently students enjoy taking part and also learn much better.

Creating a mutual interaction in the classroom, high transfer value gives rise to students' active participation in class activities that together generate more interesting and motivating atmosphere. Besides, it helps teachers to utilize various teaching techniques for presenting the materials. Taken together, teaching and learning efficacies will continue to grow. TP3 expresses:

When transfer value is high, you can teach more effectively by personalizing a teaching point and match it to students' life. This results in a mutual cooperation where students themselves have roles in making the materials understandable. Take wish clauses for instance, you can easily involve students by asking them if they are happy with their life or what their wishes are. They would start talking and idea sharing which make the class more effective and moving.

Low transfer value and students' passive participations in classes are inextricably linked. Put it differently, useless materials that have no use outside the classrooms prevent students from being cognitively engaged with the lessons. This, in fact, provides some grounds for believing that low transfer value lower the learning and teaching efficacy since classrooms are not dynamic. Also, it retrains students from processing the presented materials deeply and thoughtfully which is of prime importance (Nation, 1993). TP5 maintains:

> *If you ask me, units with low transfer value never let students be actively involved in the learning process. In other words, these units mess up their mind so that the students do not have any ideas about how to use them in real life. A case in point is a conversation between a contractor and a sub-contractor. With a group of housewife students who will never have kind of experience in real, this unit is totally useless and neither I nor my students do not know what to do. We just have to cover some pages.*

4.4.4 Prediction 2: High Transfer Value Leads to Teaching Adjustment

Teaching adjustment refers to the changes that are made as a result of high transfer value in ELT materials. It is clear that in all learning situations, quite a few changes in teaching are required due to students' needs and demands. Owing to the content of ELT materials, these changes often bring about some negative outcomes. Therefore, materials call for an important feature that paves the way for beneficial modifications in teaching. With reference to the analysis of this study, high transfer value brings the essential aids to teaching. As was pointed out, transfer value helps teachers in five ways which are going to be presented.

4.4.4.1 High transfer value leads to attitude adjustment

The fundamental aspect of teaching adjustment is the teachers' attitude. It is reported throughout the history of teaching and learning that teachers' attitudes affect both teachers' and students' performances (Ulug, Ozden, & Eryilmaz, 2011). Therefore, it is essential that teachers' attitude be adjusted prior to teaching. High transfer value

provides teachers with help to adjust their attitude toward teaching ELT materials. That is, teachers keep a positive attitude toward teaching highly valuable materials. They are more motivated, enthusiastic, and interested in presenting such materials since they believe that their students can also benefit from high transfer value. Regarding attitude adjustment TP6 declares:

> *In a class in which students are placed in their right level and materials have high transfer value according to their ages and needs, I am so enthusiastic and feel better about teaching those materials. Because I am sure that what my students learn at the end of the day will be useful, practical, and applicable to other contexts. Thus, transfer value, in my point of view, is of primary importance when it comes to teaching. It helps me to have better feeling.*

Low transfer value acts as a psychological barrier for teachers. Being optimist or pessimist about the effect of teaching on students is associated with the degree of transfer value. Teachers' attitude is completely negative toward teaching low valuable materials. TP3 argues:

> *To the best of my knowledge, the higher the transfer value, the higher the teachers' energy and passion for teaching the materials. Topics with low transfer value such as mysteries for teens and youths causes a kind of boredom in our classes. Students are not interested since they do not care about this topic at all and accordingly I as a teacher lose my energy and willingness to get myself ready for that unit. On the other hand, high transfer value gives me energy and interest for teaching as I know my students can take the advantage of learning such useful materials.*

High transfer value is a prerequisite for teachers' positive attitude toward teaching. Paving the way for dynamic classrooms, high transfer value increases teachers' willingness for teaching. Put it other way, the lower the transfer value, the less motivated teachers would be toward teaching. Teachers, in fact, find their classes more useful and effective when they are sure about the practicality of their teaching. Therefore, there is no better way to adjust teachers' attitude other than increasing the degree of transfer value in materials. TP1 discusses:

I personally get bored when I see that what I'm teaching is unpractical and useless for my students. On the other hand, a unit which starts with interesting topics that help my students use them outside makes me feel way more energetic and willing to teach. I believe transfer value can considerably affect teachers' motivation and enthusiasm. Now I can see the point that high transfer value helps me to be in the right mood for teaching.

4.4.4.2   High transfer value influences teachers' preparation

Preparation has been one of the most important concerns of EFL teachers. As learners' success is always influenced by teachers' level of readiness, preparation must be treated in greater detail. Hence, teachers always think about their lesson plans and the type of supplementary materials that they can bring to their classes in order to help students in further practice of the taught materials. As TP8 asserts:

My performance as a teacher is always influenced by my awareness of transfer value in the materials that I teach. If I know that transfer value of a topic, a vocabulary, and a grammar that I am going to teach is high, I will definitely spend more time preparing myself and my lesson plans. Additionally, I always bring extra materials that reflect the social functions and context of highly valuable things since I am aware that my students are going to use those materials outside the classroom context and they are so helpful.

High transfer value has a directive impact on teachers' preparation for teaching. Teachers spend more time preparing different aspects of a material when they are sure students can practically use those materials. Therefore, teachers focus more on selective materials that they themselves prepare. Regarding this issue TP1 claims:

If a teacher knows about the transfer value of the materials, he will certainly have higher motivation to prepare grater lesson plans. For example, transfer value in gerunds and infinitives is notably high because in real world there is no conversation without these two. In teaching gerunds and infinitive, I always focus more on my lesson plan,

bring auditory and visual materials to show how they are used, and spend more time on teaching them, usually more than one session. So transfer value plays a very important role in my preparation.

Good materials allow teachers to add flexibility to their classes and modify or rearrange the activities in order to make both learning and teaching more effective (Bell & Gower, 2011). It must be bear in mind the crucial role of high transfer value in teachers' readiness for teaching. To a certain extent, teachers' lack of preparation as well as monotonous teaching are due to low transfer value of the teaching materials. Therefore, it seems vital that beside all the steps taken for developing teaching techniques, we should consider the important role of transfer value. TP5 states:

Transfer value has a very significant impact on teachers' performances. I often concentrate more on preparing myself and contextualizing the presenting materials when I feel they are useful for my students. Sometimes, high transfer value makes me bring materials external to the textbook due their practicality. If you ask me, high transfer value is so important in that it increases teachers' interest and makes them spend more time to do their best for their students.

4.4.4.3 High transfer value influences allocated time

Materials are basically intended to prepare students for the actual use of language in real life situations. Thus, the main aim must be teaching something that can come to their aid in cases they need language. It is worth bearing in mind that high transfer value should be considered as a must in devoting the class time to the teaching of different parts. That is, highly valuable sections are in the first place for teaching. TP1 says:

I would like to stress that it is not worthwhile to spend the class time on teaching the parts that have no use out of the class. Take, for instance, the quotation part in CAE book about the world of work. It is not necessary to know other people have said about work since nobody can find a job with these quotes. Therefore, I say we can skip the part and devote the time to more valuable points that are practical outside. This also makes my teaching more effective and useful.

There is no denying the fact that teachers spend more time on teaching the materials which seem to help students in their communicative interactions. Without a doubt, high transfer value is a sign of materials' usefulness that can help teachers allocate the teaching time to more practical items. TP5 claims:

> *One of the strongest points of "Touchstone" series is that it provides*
> *learners with the most common grammars and the most frequent words*
> *in conversations in separate sections. For instance, it informs students*
> *that the structure the + most + adjective is about 20 times more common*
> *than the + least + adjective. This is quite useful as it helps us to pay*
> *more attention to it due to its practicality. So, I myself can take the*
> *advantage of these sections and manage the class time in a more useful*
> *way. It would finally lead to a more efficient teaching.*

To a certain extent, high transfer value can make a big difference in managing the class time. This means that materials are generally prioritized in teachers' mind in terms of the degree of their transfer value. It is worthwhile to focus and concentrate more on a subject, provided that transfer value of that subject is high. Otherwise there would be no efficiency in learning and teaching. TP8 believes:

> *In the pre-intermediate level of the book "Total English", students, for*
> *the first time in their life, are provided with past passive structure within*
> *a text about rugby. There is no chance for them to practice a kind of*
> *structure even in the next level of the same book, therefore, how can we*
> *expect past passive to be used out of the class world. So I think transfer*
> *value here is very low and that is why I do not spend time on it and most*
> *often I skip the part so that I can teach them more practical parts. In*
> *brief, I would say that transfer value always affects my time management*
> *and impacts the efficiency of my teaching.*

4.4.4.4   High transfer value reduces emerging challenges

Bringing down learners' level of interest, low transfer value plays a major part in emerging teaching challenges. Put it another way, when transfer value is high, students are more likely to be actively engaged in the learning process and thus teachers can

apply more techniques for boosting teaching efficiency. In contrast, students' lack of interest in the topic lead to a monotonous teaching that brings about numerous barriers for teachers. TP2 conveys:

> *There is a unit in CAE book under the heading of "gathering information" which seems to have a very low transfer value particularly in today's world. Because nowadays students, in their real life, never talk about ways of gathering information due to the easy accessibility to the internet and the fact that everyone knows about it. More importantly, teaching this unit is always a challenge for me as I have to involve them in a lesson they are never interested in. They always complain about it but as it is in the syllabus and exam, I have to cover it. To sum up, I think these kind of topics make teaching and learning less effective and more boring.*

Majority of the problems and confusions that teachers may face in classes are due to materials' low transfer value. That is, students' dissatisfactions make them passive participants who tend not to cooperate with teachers. Consequently, it would be a real hard task for teachers to handle their classes in an effective and creative way which is conducive to effective learning. TP4 argues:

> *I remember that units in "Future" book were not communicative at all and my students could not find any chance to use them in their life. For example, they learned how to save themselves in a house which is burning or during an earthquake that I believe they may never need these things out of the class. Therefore, I think transfer is very low in this book and my students were totally disappointed. Also, teachers were completely confused and did not know what to do. We did not receive good feedbacks from this book.*

Teaching is mostly meant to involve students in learning so that they can use what they learn in their daily interactions. This could be nearly impossible when there is no transfer value in learning specific materials owing to students' needs and ages. A further complication is that teaching efficacy would be decreased as there is no room for teachers' creativity. TP8 thinks:

Sometime materials do not have high transfer value for a group of learners due to their ages and needs that finally lead to ineffective teaching and learning. For instance, I had a class early in the morning with a group of doctors and the topic was superstitious. Although the topic is so controversial in general, it was totally uninteresting for this group since they do not accept anything unscientific and never use it in their life. As a teacher, it was really difficult and challenging for me to teach the unit and make it interesting for them in order to involve in the class activities.

4.4.5 Prediction 3: High Transfer Value Leads to the Development of Quality Materials

Materials improvement is a major area of interest within the field of language teaching. A considerable amount of literature has been published on materials development. These studies focus exclusively on providing evaluative criteria in the form of checklists that enable teachers evaluate the materials' success and efficiency (e.g., Ansary & Babaii, 2002; Cunningsworth, 1995; Cunningsworth & Kusel, 1991; Sheldon, 1988). In spite of the beneficial findings of previous studies, what is not yet clear is the impact of transfer value on materials improvement. The present research, therefore, sheds new light on materials developments with regard to the role of transfer value.

4.4.5.1 Selection

High transfer value directly affects materials' selection and gradation. Considering the importance of transfer value, materials developers can select and arrange beneficial contents in textbooks that empower students in using a foreign language. Regarding this issue, TP5 comments:

If materials developers consider transfer value in designing ELT materials, they can bring topics that are probably more practical and useful for the learners such as jobs, relationships, etc. On the other hand, topics with low transfer value like a conversation between a contractor and a sub-contractor makes the materials dull and ineffective since learners have no further chance to practically use them in their

real life. Therefore, transfer value is so important in the field of materials development and I believe our textbooks must be filled with highly valuable contents that can be used outside the classroom context.

High transfer value comes to syllabus designers and materials developers aid and help them to make materials useful and practical for learners by selecting contents which are closely similar to the real life situations. TP8 explains:

When materials possess high transfer value, students have the opportunity to use them in their real life and transfer what they have learned from the classroom to the outside world. So, I think that awareness of high transfer value help developers to prepare corpus-based materials and select them from real life settings. The result is that everyone involves in program can benefit from that material.

To a large extent, materials' success is dependent on their usefulness. A textbook which does not have highly valuable content can easily lose its reputation and nobody works with it anymore. There is currently much concern about materials selection. What is alarming is that successful materials are those with high transfer value, i.e. respond to students' needs outside the classroom context. TP6 asserts:

Knowing about the importance of high transfer value can help materials developers to design more useful materials that have something for students in their real life. For instance, if a textbook teaches a cultural point which is against students' own culture, they can never use that outside. So it would become ineffective. However, selecting highly valuable topics will lead to having effective and successful textbooks.

4.4.5.2 Budgeting

Materials developers' awareness of high transfer value can easily lead to more cost-effective budgeting as they know the right way of being practical. TP1 expresses:

High transfer value can reduce many of the faulty investments in materials development. Many textbooks are produced and become outdated and unsuccessful soon after their publications. One major

problem is that transfer value is not considered in designing these materials and learners find them unpractical. Therefore, most of the time and space for content presentations in textbooks can be devoted to practical materials that make students able to use them in real life, so high transfer value really comes in handy when it comes to materials designing.

The effects of high transfer value on teaching and learning help syllabus designers to adjust the focus of budgeting in materials preparation and publication in a more effective way that finally lead to successful and useful materials. TP6 states:

In my point of view, transfer value must be definitely taken into account prior to materials designing. As I believe that if developers know the importance of high transfer value, they can specify more time and space in textbooks for the presentation of highly valuable contents. Therefore, topics of high transfer value become more frequent in textbooks. Also the financial budget for preparing materials would not be spent on useless contents that make students frustrated and disappointed.

Being cognizant of the importance of high transfer value can be beneficial in so many different ways. One being, developers can budget the time and space to the presentation of more useful and practical items that own higher transfer value. Hence, everyone in the field should grasp the importance of high transfer value. TP3 mentions:

I believe that both teachers and developers must be precise in materials' selection since if there is no transfer value in what is published in the books and presented in classrooms, we are just wasting our time. The reason is that we are filling our students' minds with futile facts that can never be useful for them. Instead, we can spend the budget on planning and preparing materials that profit the learners not only for one level but also forever. So, knowledge about transfer value can help us a lot in this way.

Chapter Five:

Discussion and

Conclusion

5.1 Overview

The main goal of the current study was to explore the importance of transfer value in ELT materials by analyzing teachers' perspectives. The study has identified several important findings presented in the form of a theory which is brought in the result section. Having defined different aspects of the emerged theory along with their detailed explanation, we will now move on to bring discussions, conclusions, pedagogical implications of the study, and suggestions for further practice in the section that follows.

5.2 Summary of the Findings and Discussion

The investigation of EFL teachers' perspectives regarding students' failure in using what they learn through commercial ELT materials revealed that '*Low Transfer Value*' is the major reason for such failing. On the question of the importance of transfer value, the current study first described transfer value as a relative concept due to students' age, needs, and level of proficiency that together determine the degree of transfer value. In other words, instead of taking high transfer value for granted as an inherent feature of materials, we should bear in mind that transfer value is not absolute in nature. That is, materials which may have a high transfer value for one group of learners may happen to have a low transfer value for another group. Therefore, it seems vital that materials developers consider learner factors including age, need, and level of proficiency and teachers focus their attention on the parts of commercial materials that reflect those previously mentioned learner factors.

Next important finding was related to the underlying causes of high transfer value that give us hints about the ways of raising transfer value. As explained throughout the study, to improve transfer value, we must first improve authenticity of tasks, topics, and exercises, and then communicative utility of vocabularies and grammars. That is, instead of presenting students with contrived tasks, materials developers and teachers should bring activities and materials that are similar to target use tasks and topics. This will consequently lead to high transfer value. Moreover, it is of vital importance to specify social functions of grammatical structures rather than simply presenting them from simple to complex and consider the frequency, availability, and coverage of the words. Since it is not possible to bring all the words in one specific coursebook, choosing words is far more important than just teaching them.

More significantly, the study predicted the effects of high transfer value on learners' mood adjustment, teachers' teaching adjustment, and the development of quality materials. As the semantic network clearly shows, materials with high transfer value increase learners' interest, motivation, and active participation that together adjust their mood and lead to learning efficacy. Moreover, high transfer value leads to teachers' attitude adjustment, production of teacher-made materials, reduction of emerging challenges, and allocated time adjustment that altogether result in teaching efficacy. In addition, selection and budgeting of the quality materials are other prominent consequences of high transfer value that come to materials developers and teachers aid when it comes to selection and evaluation of commercial materials. The essential point is that tasks, activities, topics, functions, and notions with high transfer value must be given priority in terms of the space dedicated and time spent on teaching them while those with low transfer value must be left out or postponed to the later stages of language learning.

Having reviewed the previous related literature, it has been found that to some extent the results of this data-driven study match those in earlier works. Put it other way, the field of materials development has been enriched by numerous effective characteristics, features, and criteria for materials selection, gradation, and evaluation that are more or less close to the findings of the present research in some respects. By way of illustration, learner factors such as need, age, and level have always been the main features in materials design and textbook selection and evaluation (Kaur, 2007; Lima, 2010; Long, 2005; Nunan, 1988; Nuttall, 1996; Richards, 2001). They have actually been treated and considered in different ways. It is important to perform a needs analysis prior to materials development and take learners' ages and levels into account.

Another focal point that is given a full attention in designing effective materials and near to the findings of the present study is authenticity. Many scholars point out that in order to develop practical materials, it is vital to take authenticity into account (e.g. Bacon & Finneman, 1990; Brinton, 1991; Dunlop, 1998; Gebhard, 1996; Guariento & Morely, 2001; Larsen-Freeman, 2000; Miller, 2005; Otte, 2006;). Materials are said to be ineffective unless they expose learners to authentic and real use of language (Tomlinson, 2008). As stated by Larsen-Freeman (2000), learners need to learn

authentic language in order to be able to communicate in real life situations. In other words, authentic materials help learners link what they learn in classrooms to their real life outside (Brinton, 1991). In fact, there are different interpretations of authenticity, but by and large it is considered fundamental in developing materials.

The results of this thesis are also in accord with studies indicating the significance of learners' interest and motivation as driving factors in designing successful materials. Many researchers have declared that materials' efficiency is largely dependent upon the extent to which materials are interesting for the learners (e.g. Bell & Gower, 2011; Mukundan, Zarifi, & Kalajahi, 2016; Tomlinson, 2011). Additionally, motivation plays a very key role in learning efficacy and materials success (Arnold, 1999; Brindley, 1984; Dörnyei, 2012; Tomlinson, 2011a). When learners are not motivated in language learning, it is difficult to internalize the materials and practically use them outside. Therefore, materials must keep learners motivated during the learning process so that they can maintain a good command of the target language.

Although there are abundant research evidences regarding the development of efficient materials, much uncertainty still exists about why learners are incapable of learning commercial materials effectively and use them practically. This thesis has provided a deeper insight into the development of quality materials by taking into account one of the most important features that has been failed to address, i.e. transfer value. The insights gained from this study may be of assistance to the field of materials development in that it explains how previously mentioned criteria such as authenticity, communicative utility, needs analysis, learners age, interest, motivation and so on can together create, raise, and predict materials' transfer value as a criterion for learning efficacy. Although the results of this study confirm the importance of the above-mentioned features in some respects, it is alarming that considering one single characteristic is not sufficient and thus the study shows that those features should be means to an end and what materials crucially need to have is high transfer value.

For instance, analysis of teachers' perspectives unveiled that authenticity plays a very significant role in a way that it can bring about high transfer value in materials so that learners can apply the use of materials' content outside the classroom. In case of learners' level of proficiency, materials must be selected and adopted according the current level of students. Otherwise, learners are deprived from transferring textbook'

contents to their real life. Regarding learners' interest, the study revealed that interest is the consequence of high transfer value. Interest is not something that can be created by its own. Therefore, once transfer value is considered, materials are automatically based on learners' interest since they can use what they learn. Moreover, Learners' motivation is dependent on many factors such as their needs and interest. Although motivation has been considered from different aspects, this research adds a new dimension to motivation and that is the role of high transfer value in raising learners' level of motivation. One thing of interest in students' motivation is their ability to transfer their knowledge to their life. When they recognize that materials are practical outside, they are far more motivated to learn a new language. On the other hand, when transfer value is low, encouraging students is very difficult.

Also, the findings of this study are significant in some respects. This study has indicated that high transfer value causes helpful aftereffects for language learners. Besides, teachers can also benefit from the valuable effects of high transfer value. It is interesting to note that teaching efficacy is certainly dependent upon learning efficacy. That is, just as learners are sufficiently interested and motivated to actively participate in class activities, teachers can also adjust their teaching in a more meaningful and effective way. For instance, when learners are interested in a topic or task due to its high transfer value, teachers can focus more on supplementary materials since they know that students will actively take part. Moreover, teachers allocate more time to the teaching of materials which learners are interested in. More significantly, many of the challenges that teachers may face such as students' demotivation, lack of participation, boredom, and negligence can be reduced once materials present high transfer value. On the other hand, low transfer value induces many demanding problems and leads to lack of creativity.

5.3   Pedagogical Implications

The current findings add to a growing body of literature on materials development in accordance with the importance of transfer value. Many of the previous studies have worked on providing the field with diverse evaluative criteria such as physical characteristics, layout, organization and the like in the form of checklists as tools for materials evaluation and consequently materials' improvement (e.g. Ansary & Babaii 2002; Cunningsworth & Kusel 1991; Skierso, 1991,). This study has demonstrated, for

the first time, that the most important characteristic of effective materials is left unnoticed in materials' selection, adaptation, and evaluation. In fact, transfer value provides the field with so many beneficial consequences as practical solutions to many of the problems in language teaching, learning, and materials development. Majority of the characteristics that have already been discussed in the literature like learners' mood, teachers' teaching, and materials improvement can be adjusted once transfer value is taken into account. Taken together, the results of this study are useful for:

- Learners who are willing to learn a foreign language practically and look for a prominent criterion that helps them select a useful textbook to work with and enables them to use the foreign language in their real life;

- Teachers who wish for improving their teaching efficacy and developing their own materials rather than focusing exclusively on commercially prepared materials and also those who want to evaluate the effectiveness of present materials in the best way possible;

- Curriculum developers and syllabus designers who are trying to develop worthwhile and effective materials that come to learners and teachers aid to adjust their mood and teaching as well as head-teachers whose concern is finding a favorable textbook for their institutes.

5.4 Suggestions for Further Research

This would be a fruitful area for further work. More broadly, research is needed to determine a more detailed explanation of the causes of high transfer value other than authenticity and communicative utility. If the debate is to be moved forward, a better understanding of the nature of transfer value needs to be developed. That is, the concept is certainly relative due to other factors in addition to those mentioned in this study. The challenge is now to design course books that are based on the relative transfer value of the topics, tasks, and exercises. Therefore, more information on the nature of transfer value, its underlying causes, and consequences would help the field to develop materials which are of high transfer value and thus effective and successful.

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Appendix A: Informed Consent

Informed Consent for
Exploring Transfer Value in ELT Materials

You are invited to participate in a research study entitled Exploring Transfer Value in ELT Materials. This is a study to explore the perspectives of Iranian language teachers regarding the transfer value of the materials which are taught in their classes.

This study is being conducted by Saeed Abbasi Sosfadi as a researcher under the supervision of Dr. Seyyed Ali Ostovar-Namaghi who is the head of the English department of Shahrood University of Technology.

You will be interviewed by Saeed Abbasi for approximately 45 minutes. The interview will consist of questions about your perspective regarding the importance of Transfer Value in ELT materials in general and your professional views about the material you are teaching in particular. The interview will be audio recorded. The audio recordings will be transcribed by Saeed Abbasi.

There are no known risks to participation in this study. However, there may be risks which are currently unforeseeable. There are no direct benefits to participants in this study even though it is a chance for you to share your experiences concerning the issue of Transfer Value. A possible benefit of this study is that the results may help material developers, head teachers, language teachers, and interestingly the body of knowledge in the field of language teaching.

The research team will make every effort to protect your privacy. All your responses to the interview questions will be kept confidential. However, because your voice will be potentially identifiable by anyone who hears the tape/digital recording, your confidentiality for things you say on the tape cannot be guaranteed although the researcher will limit access to the tape/digital recording as described below.

The digital audio recording files will be kept on a password protected computer in a password protected folder and will not be stored on a public network folder. The recordings will be coded by a number rather than your name. After the audio recording is transcribed, it will be destroyed. The transcriptions will contain no identifying information. During the study, all transcription materials will be kept in a locked folder. When the results of this study are published, participants will be referred to by code numbers, not names.

You are a volunteer. The decision to participate in this study is completely up to you. You will not be treated any differently if you decide not to be in this study. If you decide to be in the study, you have the right to withdraw from the study at any time.

Contact Saeed Abbasi at +98 9351263415 or saeed_henry83@yahoo.com if you have any questions about how you are treated as a study participant or if you have any questions, concerns, suggestions, and complaints about the project.

I have read the information in this consent form. I have had the chance to ask questions about this study, and those questions have been answered to my satisfaction. I am at least 18 years of age, and I agree to participate in this research project. I understand that I will receive a copy of this form after it has been signed by me and the researcher. Also I am free to withdraw at any time.

Participant Signature   DATE

Researcher Signature   DATE

Appendix B: Code Matrix Browser

Appendix C: Codes Matrix Browser (Number View)

Code System	Informant 1	Informant 2	Informant 3	Informant 4	Informant 5	Informant 6	Informant 7	Informant 8	Informant 9	SUM
Transfer value is relative										0
Learners' age	7	1	4			2		1		15
Learners' level of proficiency	1		1		1					3
Learners' needs	1		1		3	1		2		8
Transfer value is contingent										0
Athenticity	4	3	4	1	1	3	5	3	1	25
Communicative utility	1			6	3	1		1	2	14
High transfer value leads to mood adjustme										0
Raises learners' level of interest	4	5	3	1	1	1	1	3	1	20
Raises learning efficacy	1	2			3	1		2		9
Leads to classroom participation	1	1	3	1	2			2	1	11
Raises learners' level of Motivation	4	1	2	4	3	2	1	1	1	19
High transfer value leads to teaching adjust										0
Leads to attitude adjustment	2	1	2	1	3	2		1		12
Reduces emerging challenges	1	1		1	1			2	1	7
Influences teachers' preparation	3		1		2	2	1	2	1	12
Raises teaching efficacy	1		1		3	1	1	1	1	9
Influences allocated time	2		1		2		1	1	1	8
Leads to the development of Quality materi										0
Selection	2	1	1			1			2	7
Budgeting			2		3	2			2	9
SUM	35	16	26	15	31	19	10	22	14	188

Appendix D: Code Relation Browser

Code System	Trans.	Learn.	Learn.	Learn.	Trans.	Athen...	Com...	High...	Raises...	Raises...	Leads...	Raises...	High...	Leads...	Redu...	Influ...	Raises...	Influe...	Leads...	Select...	Budg...	budget	SUM
Transfer value is relative																							0
Learners' age			7	13		22	6		25	10	16	19		17	10	10	10	11		7	7	7	197
Learners' level of proficiency		7		8		2	4		4	4	5	6		8	2	4	7	3		3	3		67
Learners' needs		13	8			9	9		13	8	11	14		13	9	9	11	8		7	2	2	146
Transfer value is contingent																							0
Athenticity		22	2	9			27		38	17	27	30		14	19	13	11	23		9	7	5	273
Communicative utility		6	4	9		27			22	12	20	23		9	17	9	10	10		8	3		188
High transfer value leads to mood adjustme																							0
Raises learners' level of interest		25	4	13		38	22			19	27	31		21	19	18	12	17		12	9	7	294
Raises learning efficacy		10	4	8		17	12		19		13	17		19	13	15	11	8		10	5	2	170
Leads to classroom participation		16	5	11		27	20		27	13		22		27	13	14	9	13		9	5	3	216
Raises learners' level of Motivation		19	6	14		30	23		31	17	22			31	17	22	16	15		14	7	5	269
High transfer value leads to teaching adjust																							0
Leads to attitude adjustment		17	8	13		14	9		21	15	14	16			6	15	15	7		12	9	7	198
Reduces emerging challenges		10	2	9		19	17		19	9	14	15		6		4	3	10		3	8		140
Influences teachers' preparation		10	4	9		13	9		18	10	8	18		15	6		14	11		10	11	9	173
Raises teaching efficacy		10	7	11		11	9		12	11	9	15		12	3	14		6		11	5	2	151
Influences allocated time		11	3	8		23	10		17	8	13	17		7	10	11	6			6	4	4	158
Leads to the development of Quality materi																							0
Selection		7	3	4		9	8		12	10	9	14		12	3	10	11	6			6	4	131
Budgeting		7	3	7		12	3		16	7	8	14		9	7	20	7	8		10		8	153
SUM	0	197	67	146	0	273	188	0	294	170	216	269	0	198	140	173	151	158	0	131	88	65	2,924

Appendix F: Sub-codes Frequency 1 (Transfer value is relative)
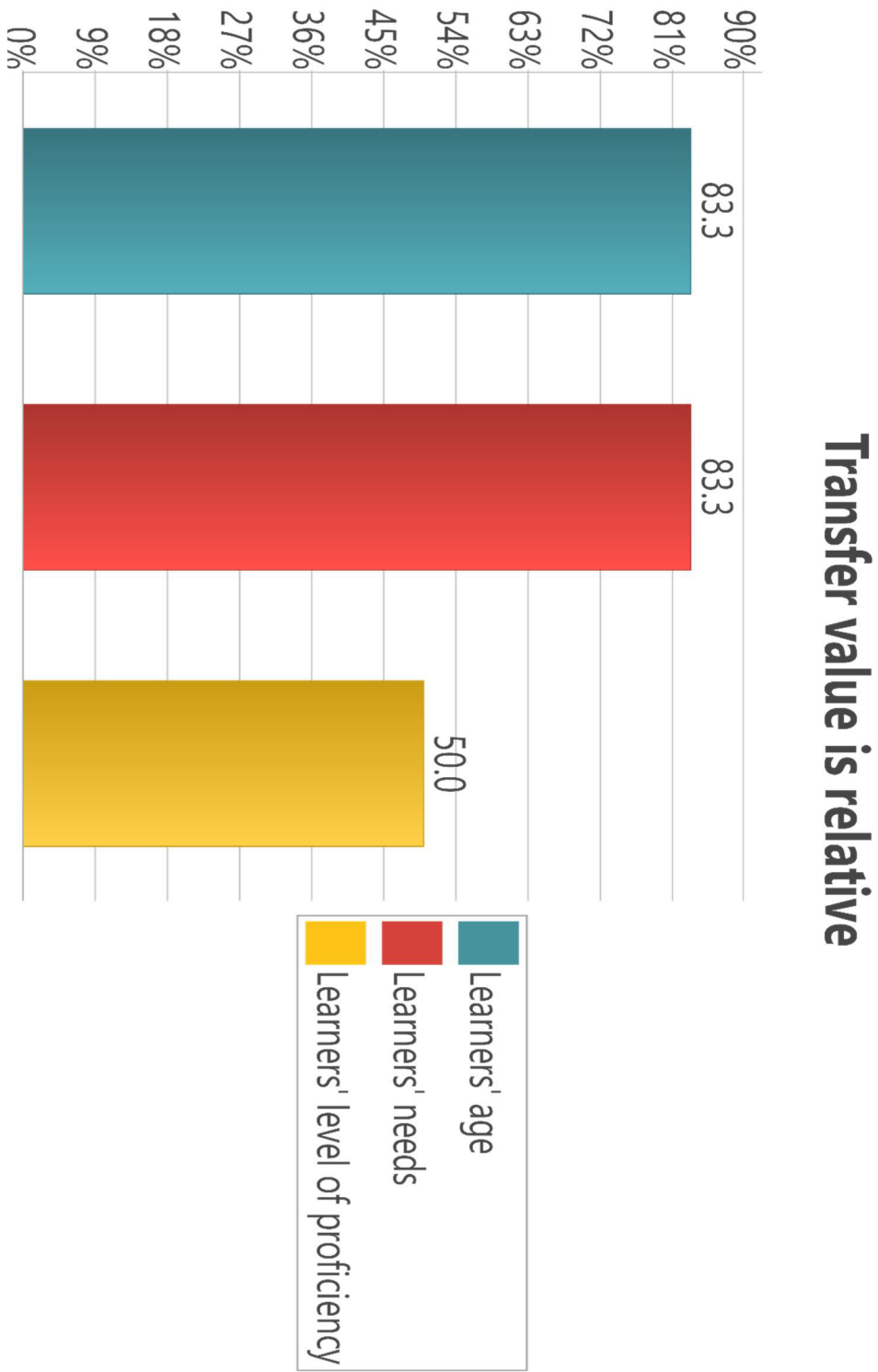
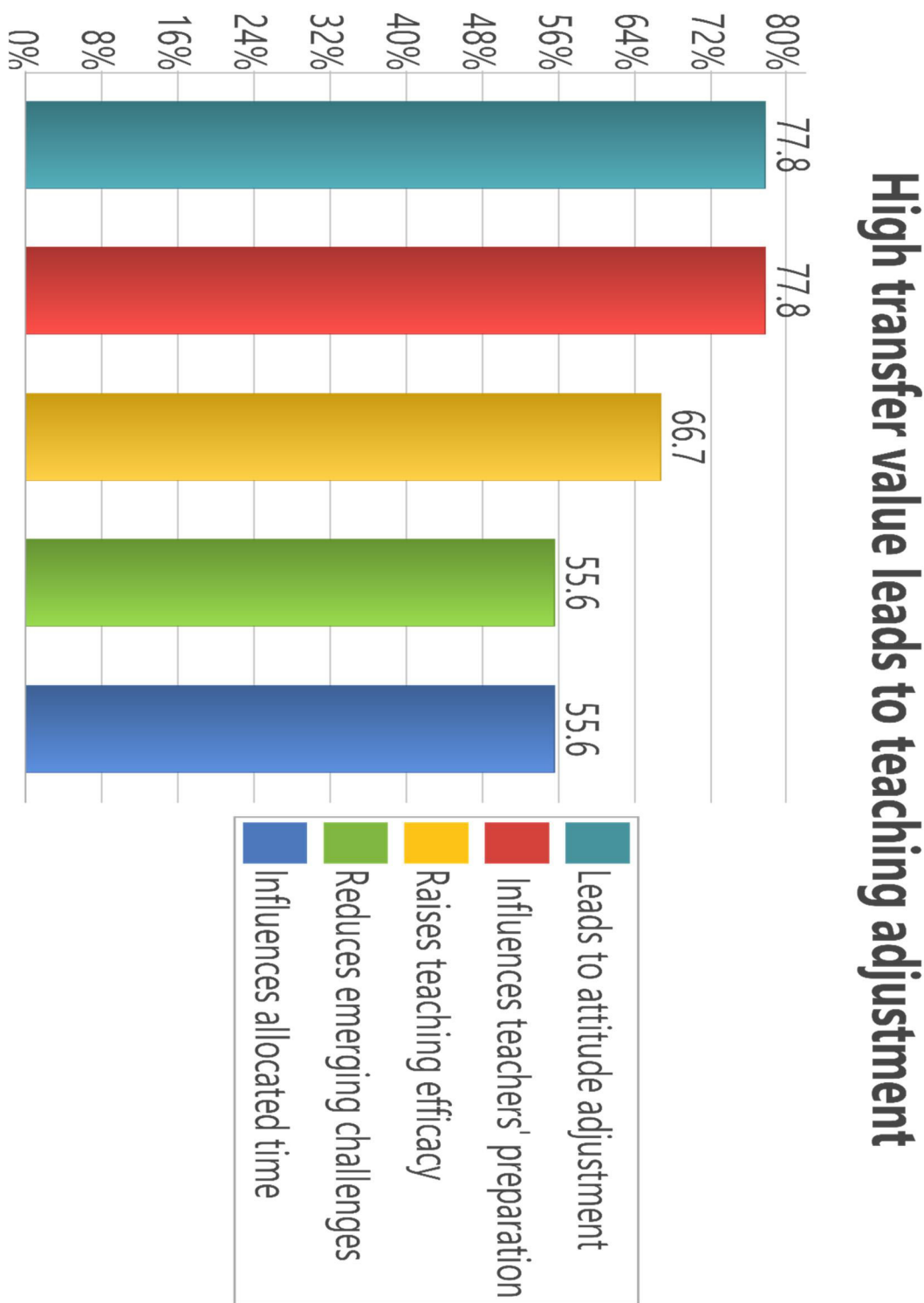**Appendix G: Sub-codes Frequency 2 (Transfer value is contingent)**

Transfer value is contingent

- Athenticity: 100.0
- Communicative utility: 66.7
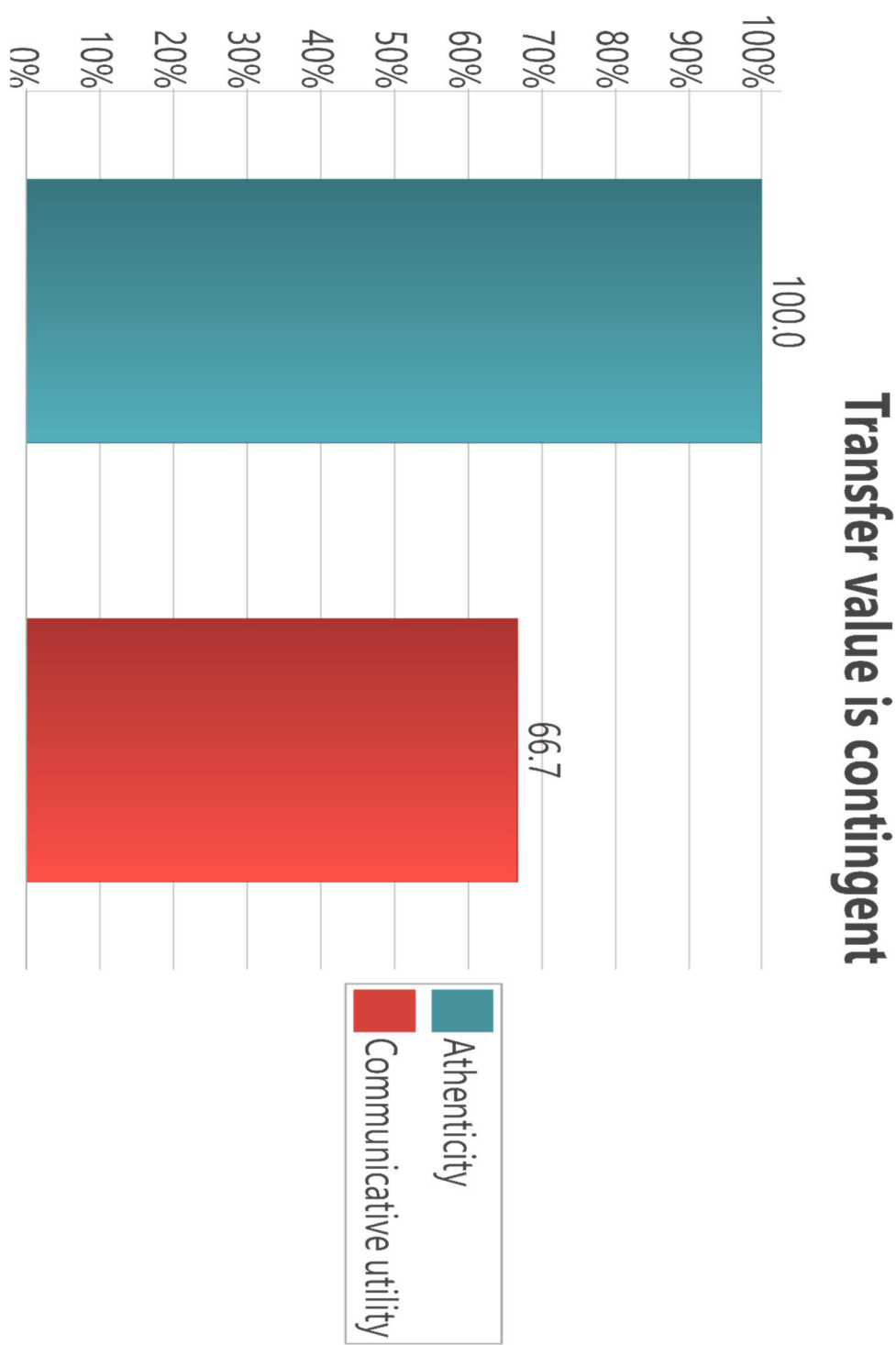
Appendix H: Sub-codes Frequency 3 (Mood adjustment)

High transfer value leads to mood adjustment

- Raises learners' level of interest — 100.0
- Raises learners' level of Motivation — 100.0
- Leads to classroom participation — 77.8
- Raises learning efficacy — 55.6
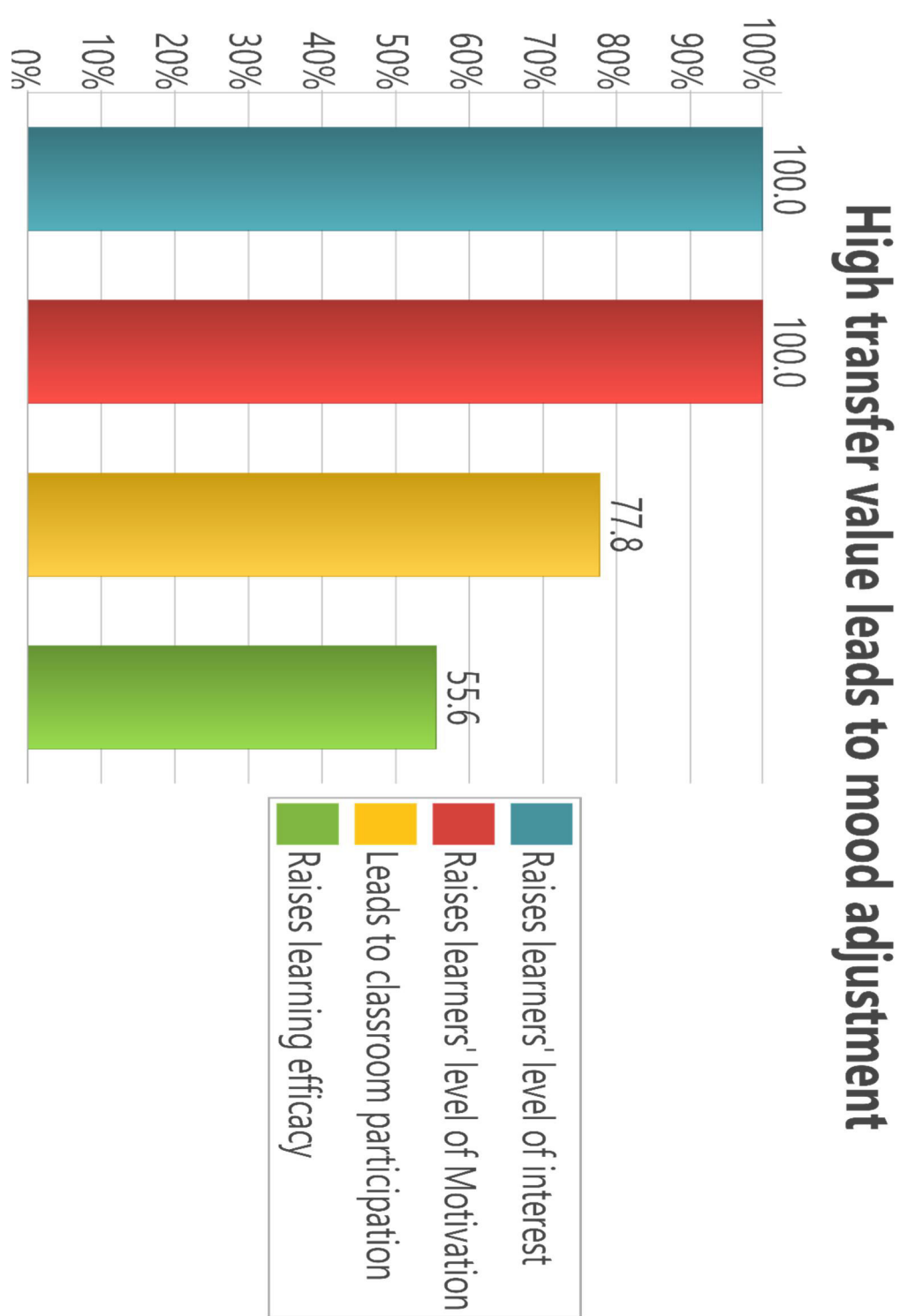
Appendix I: Sub-codes Frequency 4 (Teaching adjustment)

High transfer value leads to teaching adjustment

- Influences allocated time — 55.6
- Reduces emerging challenges — 55.6
- Raises teaching efficacy — 66.7
- Influences teachers' preparation — 77.8
- Leads to attitude adjustment — 77.8

Appendix J: Sub-codes Frequency 5 (Quality materials)

Leads to the development of Quality materials
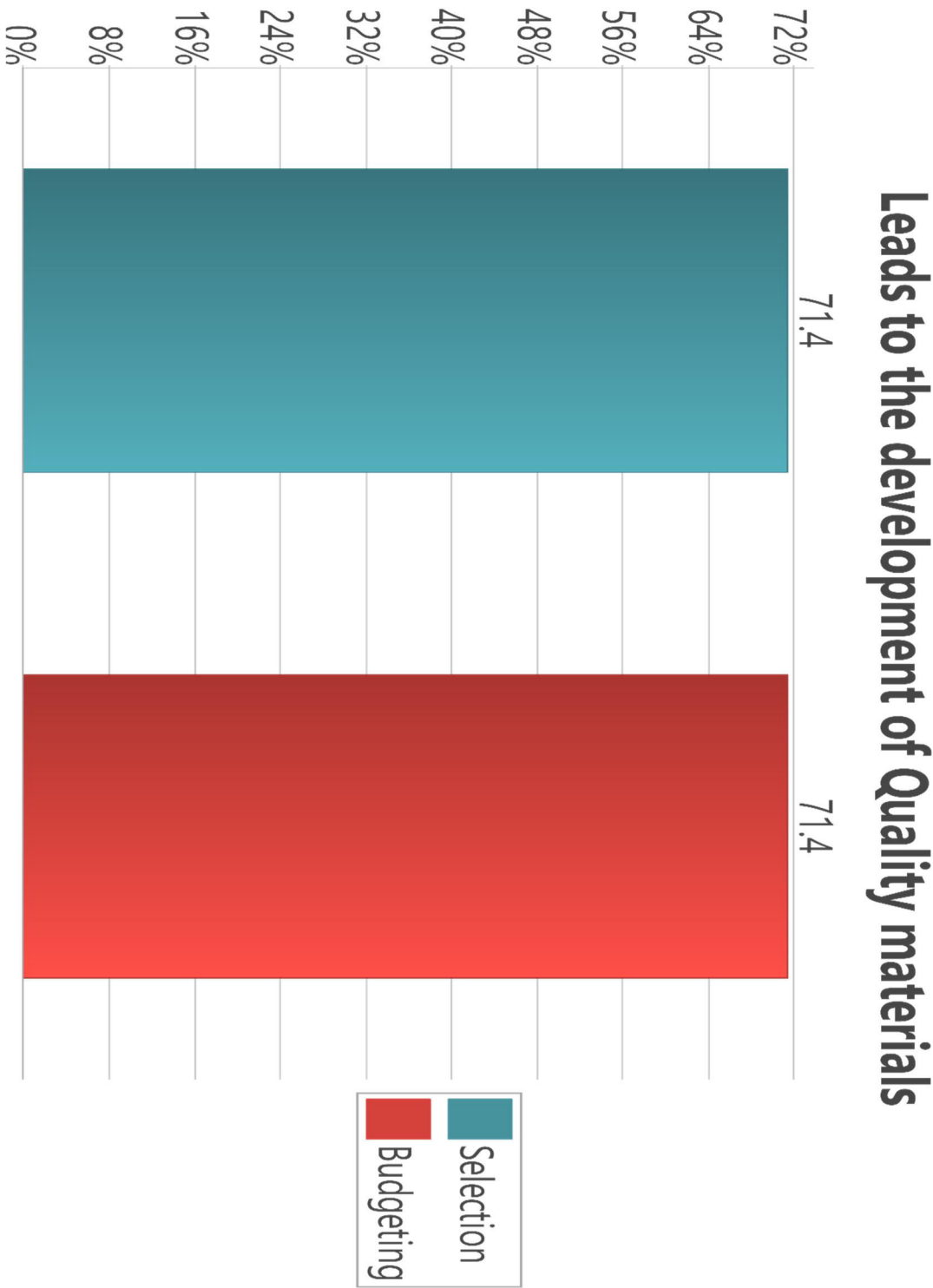
چکیده

اگرچه مطالعات فراوانی در زمینه‌ی ارزیابی و تهیه و تدوین مطالب آموزشی زبان انگلیسی صورت گرفته است، ولی تعداد زیادی از زبان آموزان ایرانی قادر به استفاده‌ی عملی و کاربردی از آموخته‌های خود در محیط خارج از کلاس نیستند. به عبارت دیگر، زبان آموزان هیچ فرصتی برای استفاده از زبان انگلیسی در زندگی واقعی خود پیدا نمی‌کنند. علاوه بر این، بر نظرات معلمان در رابطه با ارزش انتقال مطالب آموزشی زبان انگلیسی نیز توجه خیلی کمی شده است. تحقیق حاضر با هدف آشنایی با نظرات و نگرانی‌های معلمین و درک آنها از مفهوم ارزش انتقال با روش تحقیق نظریه زمینه ای انجام شده است. بدین منظور شرکت کنندگان از طریق روش نمونه‌گیری هدفمند و روش اسنوبال جهت جلسات مصاحبه و مشاهده انتخاب شدند. سپس داده‌های جمع‌آوری شده از طریق کدگذاری و هم‌چنین تکنیک مقایسه مداوم، آنالیز گردید. بر اساس نتایج بدست آمده، ارزش انتقال یک مفهوم نسبی است که میزان آن را سن، نیاز و سطح تسلط زبان‌آموزان تعیین می‌کند. همچنین ارزش ارتباطی و محتویات واقعی به عنوان دو عامل به وجود آورنده ارزش انتقال شناخته شدند و در نهایت یافته‌های تحقیق نشان می‌دهند که ارزش انتقال بالا باعث تقویت روحیه زبان آموزان، بهبود تدریس مدرسین و توسعه مطالب با کیفیت آموزشی می‌شود. نتایج این تحقیق برای زبان آموزان، مدرسین زبان و همچنین نویسندگان و توسعه دهندگان مطالب آموزشی کاربرد دارد.

کلمات کلیدی: آموزش زبان، مطالب درسی، نظرات مدرسین، ارزش انتقال

گروه زبان انگلیسی

پایان‌نامه کارشناسی ارشد آموزش زبان انگلیسی

بررسی ارزش انتقال مطالب آموزشی زبان انگلیسی

نگارنده: سعید عباسی سسفدی

استاد راهنما

دکتر سید علی استوار نامقی

شهریور ۱۳۹۷