
Iran's High School English Textbooks (Vision Series) and Organizational Knowledge as a Component of CLT Model

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Abstract

Selecting an appropriate textbook is one of the key factors in teaching English. This content analysis study scrutinized whether organizational knowledge represented in Iranian high school English textbooks (Vision Series). Thus, the stance of organizational components as one of the Communicative Language Teaching (CLT) principles was investigated in such textbooks. George (1963) verb form frequency count, Halliday and Hassan's (1976) model, McCrimman's (1984) model, Vocabulary List Cambridge English (2012) were used to examine the extent to which organizational knowledge was shown in high school EFL textbooks. The analysis of the results revealed that grammatical knowledge was not presented comprehensively. Therefore, high school students would not be able to exhibit a wide variety range of vocabulary. Because the vision series roughly represented the sufficient vocabulary size. The Vision series highlighted intonation rather than pronunciation. The role of rhetorical organizations was disregarded in the Vision series. Therefore, the Vision series should be revised to include the organizational components. Generally, the Vision series did not follow CLT principles to promote language learners' ability to communicate.

Keywords: Organizational Knowledge, Iranian Senior High School English Textbooks, CLT, The Vision Series, Bachman and Palmer's (2010) Model

1. Introduction

Selecting The communicative approach was presented in the 1970s and it shaped English Language Teaching (ELT) programs and the planning, using an evaluation of such programs all over the world (O'Sullivan, 2001). This approach focused

on providing opportunities for language learners to practice the language in their real lives. Swan (1985) pointed to the belief underlying communicative approach about teaching use and meaning as well as teaching skills and strategies. Sayera (2019) believed that real communication encouraged learners to be active in a communication situation in a way they could utilize their natural strategies to use the language. So, one of the Iranian authorities' concerns was to develop high school English textbooks following the communicative approach and its principles. To achieve this aim, language materials in Iran have been developed during the 6-3-3 system (English for Schools). Birjandi and Soheili (1982) stated that appropriate English textbooks are necessary for students to gain enough English knowledge to understand and to communicate verbal, visual, and written linguistic elements. The ability to communicate was the main aim of learning a second language for many people. The Iranian Ministry of Education expanded English educational programs and prepared Iranian textbooks based on the CLT model.

This study was about the role of organizational knowledge, one of the components of Bachman and Palmer's model (2010) as a CLT model, in Iranian high school English textbooks. In their model, language knowledge was divided into three parts including organizational knowledge, pragmatic knowledge, and strategic competence (Bachman & Palmer, 2010). Organizational knowledge had two parts known as grammatical knowledge and textual knowledge (Bachman & Palmer, 2010). The following figure indicated details of this model.

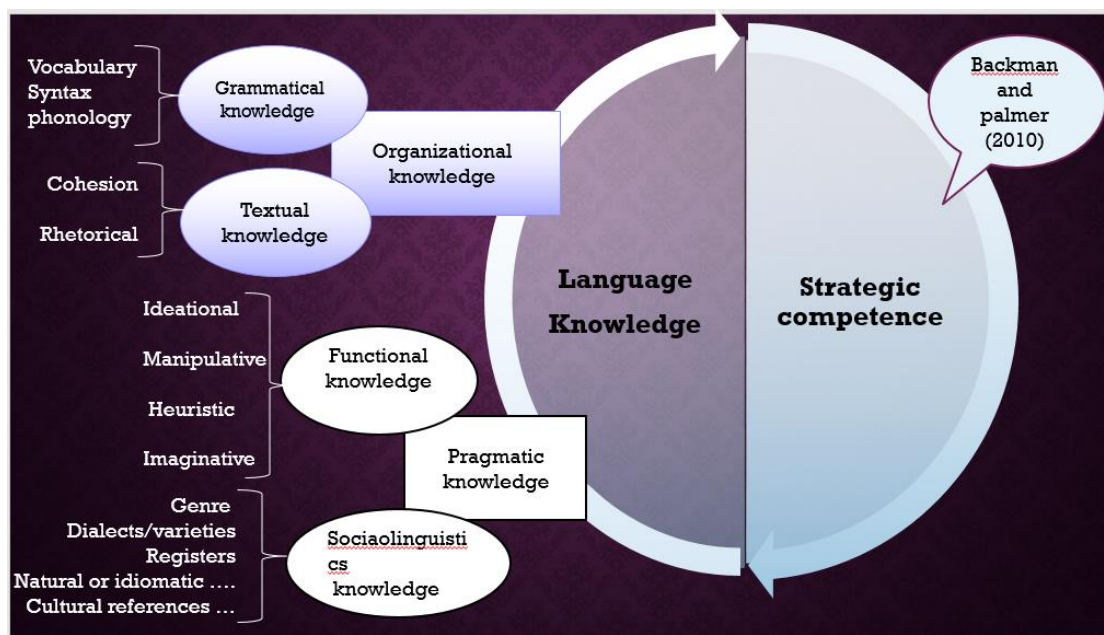


Figure1. The components of Bachman and Palmer's model (2010)

The following question was responded in this scrutiny:

To what extent are principles of organizational knowledge incorporated into the Iranian high school English textbook (Vision series)?

2. Literature Review

Sun and Dang (2020) stated that the Ministry of Education chose and prescribed the EFL textbooks and teachers did not have significant control over the chosen textbooks. Moreover, teaching English prepared pupils for the Entrance exam. These textbooks were being used as major sources of English input. Goodarzi, Weisi, and Yousofi (2020) stated that textbooks as key components of language teaching should be evaluated to warrant their efficient materials with the language program objectives. They revealed that junior high school English textbooks failed to follow CLT principles.

According to Kimppa, Shtyrov, Hut, Hedlund, Leminen, and Leminen (2019), the acquisition of morphological units is the requirement of learning a new language because it enables learners to use words in different grammatical contexts fluently. They believed that advanced learners were sensitive to morphological information. However, beginner learners had less morphological knowledge and depended on the activation of the full forms. The results suggested automatic processing of L2 morphology required successful development of brain mechanisms. Increasing proficiency assisted learners to attain L1-like functionality gradually. Plakans and Zeynep (2016) investigated textual knowledge including cohesion and coherence in ESL textbook reading passages based on different proficiency levels. The results revealed significant differences among features of cohesion at different proficiency levels in ESL textbook reading passages. They believed that L2 readers should be acquainted with texts connected by syntactic, lexical, and semantic elements.

Ranjbar (2012) pointed to the vocabularies as the basic and essential units of the language to represent ideas successfully. Students, who have a limited number of vocabularies, cannot learn a foreign/second language. Expanding their vocabularies is

an important key to appeal to students in learning a foreign language. Ranjbar (2012) found grammatical knowledge is an important factor for guessing the meaning of unfamiliar words, however, teaching grammar is one of the most controversial issues in language teaching. Riazi and Aryashokouh (2007) examined English Book 1, English Book 2, English Book 3, and English for Pre-University Students publishing in 2004 by the Iranian Ministry of Education. The findings showed the exercises in English books 1, 2, and 3 did not increase learners' consciousness. Instead, gap filling and selecting appropriate forms or words are exercises in Iranian high school English textbooks. A limited number of exercises are consciousness-raising. Riazi and Aryashokouh (2007) stated that these textbooks used decontextualized words without any patterns of words without any sentence examples so learners did not know how to combine various words. Non-consciousness-raising activities and grammatical knowledge received more attention in these textbooks rather than consciousness-raising activities and lexical knowledge. They highlighted the role of teachers as advisers, inappropriate use of translation for understanding some collocations, and the necessity of representing concordance activities for identifying collocation patterns and increasing lexical knowledge. By reviewing the previous studies, a gap was found to investigate to what extent organizational knowledge was represented in the Vision series.

3. Methodology

The materials under the study included Student book Vision1 English for school (Organization of research and educational planning, 2018), Student book Vision2 English for school (Organization of research and educational planning, 2018), Student book Vision3 English for school (Organization of research and educational planning, 2018), and Bachman and Palmer's (2010) model. To facilitate the investigation of the stance of organizational knowledge, the Bachman and Palmer's (2010) model was used to classify the organizational knowledge into different subcategories.

The Vision series as a continuous no-periodic collection consisted of three books based on the CLT framework. The Vision series was used to teach English at the tenth, eleventh, and twelfth grades. These Iranian English high school textbooks were developed to promote reading, writing, speaking and listening skills at the same time.

This study used content analysis method to offer some interpretation of the results. A directed approach was utilized to extract the predetermined variables from the intended CLT model. George (1963) verb form frequency count was selected as the basis for sequencing of the grammatical items in the textbook and it examined the frequency of grammar as a unit of progression in a course. Then, the content of the Vision series was scanned to analyze the most widely used items of verb-form usage. Halliday and Hassan's (1976) model was used to check the cohesion as a subcategory of textual knowledge. McCrimman's (1984) model was used to check the rhetorical organization consisting of narration, description, comparison, classification, and process analysis. Vocabulary List Cambridge English (2012): The Preliminary and Preliminary for Schools' vocabulary List was originally used to check the vocabulary items frequency in the Vision series.

Once coding was completed, the collected data were scrutinized to seek patterns and extract conclusions in response to research questions. Statistical analysis was used to find frequency of vocabulary items. Then, it was interpreted what the results meant, and inferences were made about the creators, context, and audiences.

4. Results

4.1 Organizational Knowledge

The following tables presented subcategories of organizational knowledge including grammatical knowledge and textual knowledge.

4.1.1 Grammatical Knowledge

These parts consisted of knowledge of vocabulary, knowledge of syntax, and phonological knowledge.

4.1.1.1 Knowledge of Vocabulary

The following tables indicated the distribution of high frequency vocabularies in the Vision series.

Table 1. A Comparison Between Preliminary and Preliminary for Schools' vocabulary List and New Vocabulary Items in Vision 1

	Cambridge English: Preliminary for Schools	Vision 1	Vision1 extra vocabularies
1	few (adj, det & pon)	Few	
2	Human	human	
3	Instead (of) (adv)	Instead	
4	Future (adj & n)	future	

5	Healthy(adj)	healthy	
6	Defend (v)	defend	
7	Carry(v)	carry	
8	Collect (v)	collect	
9	Fact (n)	fact	
10	Solve (n)	solve	
11	Develop (v)	Develop	
12	Believe (v)	0	
13	0	0	Belief
14	Quit (v)	Quit	
15	give up (phr v)	give up	
16	0	0	thousands of
17	entertainment (n)	entertainment	
18	0	0	domestic
19	Culture (n)	culture	
20	Range (n)	Range	
Total	17	16	3
		84.21	0.15

Table 1 indicated that roughly 84 % of schools' vocabulary was observed in the Vision 1.

Table 2. A Comparison Between Preliminary and Preliminary for Schools' vocabulary List and New Vocabulary Items in Vision 2

	Cambridge English: Preliminary for Schools	Vision 2	time
1	Society (n)	Society (n)	-
2	Ability (n)	Ability (n)	-
3	-	-	Vary
4	Make (v)	-	-
5	Make-up (n)	-	-
6	-	-	Make up
7	-	-	physical
8	-	-	Balanced
9	Recent (adj)	recent	-
10	-	-	Emotional
11	Prevent (v)	prevent	-

12	Relationship (n)	relationship	-
13	Custom (n)	custom	-
14	-	-	humankind
15	-	-	appreciate
total	8	6	7
percentage		46.15	53.84

Table 2 indicated that 6 out of 13 instruction vocabulary items given in the first English textbook corresponded to the words in the preliminary and preliminary for school's vocabulary list.

Table 3. A Comparison Between Preliminary and Preliminary for Schools' vocabulary List and New Vocabulary Items in the Vision 3

	Cambridge English: Preliminary for Schools	Vision 3	Vision 2 extra vocabularies
1	-	-	Burst into tears
2	.-	-	Repeatedly
3	forgive	Forgive	-
4	-	-	Calmly
5	diary	Diary	-
6	-	-	Combination
7	Introduction (n)	Introduction (n)	-
8	-	-	Effectively
9	Arrange (v)	Arrange	-
10	-	-	Jump into
	Variety (n)	Variety	-
	-	-	Tide
	Replace	Replace	-
	-	-	Use up
	Forever (adv)	Adverb	-
	Demand (n & v)	Demand	-
	-	-	Convert
	-	-	Absorb
Total	8	8	10
percentage		44.44	55.55

Table 3 indicated that 8 out of 10 instruction vocabulary items given in the English textbook corresponded to the words in the preliminary and preliminary for school's vocabulary list.

Table 4. Spreading New Vocabulary Items in Vision 3

Vision 3	Section 1	Section 2	Section 3
	Pages (15-41)	Pages (43-69)	Pages (71-99)
lesson	Lesson 1	Lesson 2	Lesson 3
Title	Sense of Appreciation	Look it up	Renewable Energy
Strategy	-	-	Variety
	-	Introduction	-
	Forgive	-	Replace
	-	Arrange	-
	Diary	-	Forever
			Demand
			-
Total	2	2	4
Percentage	25	25	50

Table 4 indicated that Vision 3 has three sections of vocabulary developments dealing with collocations, prefixes, suffixes, and proverbs incompletely. These obtained results were also graphically represented through a bar graph in Figure 1.

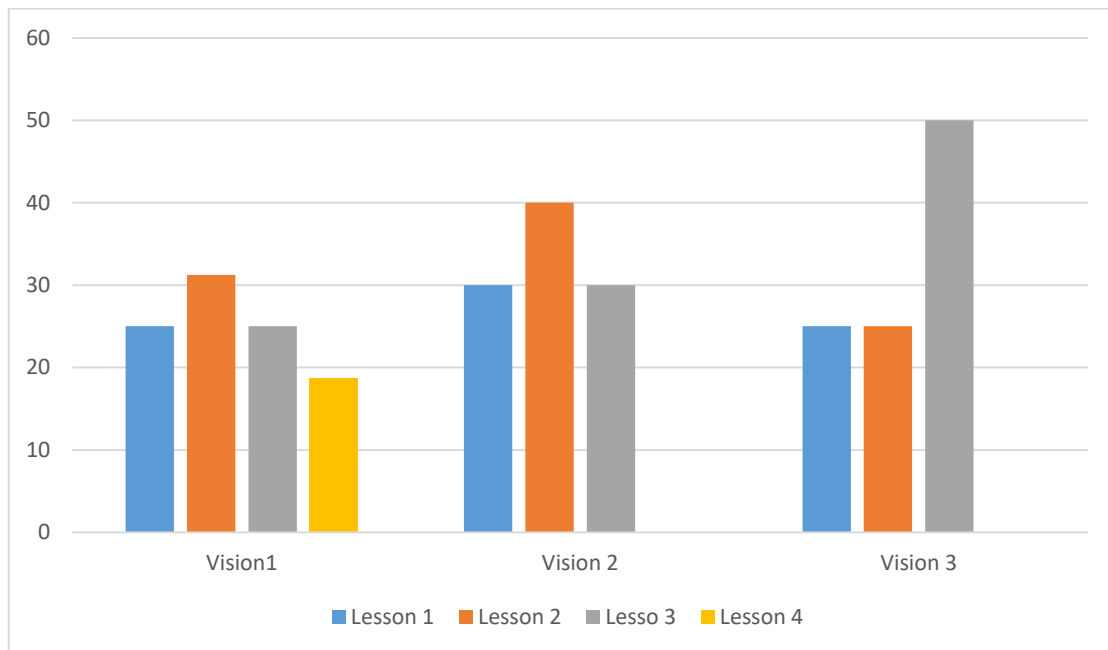


Figure 1. Percentage of high frequent vocabularies in the Vision series

The coverage of new vocabularies in the Vision series was lower than that observed by preliminary and preliminary for schools' vocabulary list. The Vision series has three sections of vocabulary developments dealing with synonyms, prefixes, suffixes, and antonyms incompletely. Based on the results, the authors disregarded the role of parts of speech and vocabulary pronunciations in the Vision series.

4.1.1.2 Knowledge of Syntax

The following tables investigated the selection and sequence of grammatical items in the Vision series.

Table 5. The Selection and Sequence of Grammatical Items in Vision 1

	Imperative	Don't + Stem (Impetrative)	Simple Present Actual and Neutral	Verb + to +stem	Simple Past Narrative and Actual	Past Participle	Simple Past Natural and Habitual	Past Perfect from Simple Past Narrative	Stem + <u>ing</u> in Free Adjuncts	Noun+ to + Stem	Simple Present Interactive and Future	Verb +to + Stem (stem dominant)	Verb + Noun + to + Stem	Noun +Preposition + Stem + <u>ing</u>	Stem+ ed = Adjective in a Natural Group	Stem+ <u>ing</u> = Adjective in a Natural Group	Stem + <u>ing</u> = Noun	Can + Stem (immediately and characteristically able)	May + Stem (possibility and uncertainty)	'll + Stem	Must + Stem (necessity from circumstances)
Lesson one	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
Frequency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Percentage																				0	0
Lesson two	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Frequency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lesson three/Frequency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lesson four	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	1	0	9
Frequency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	1	0	9
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1
																		0	0		0
																		0	0		0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	1	2	9
																		4	2		

Table 5 revealed that high frequent grammatical items were not selected in Vision 1. These obtained results were also graphically represented through a bar graph Figure 2:

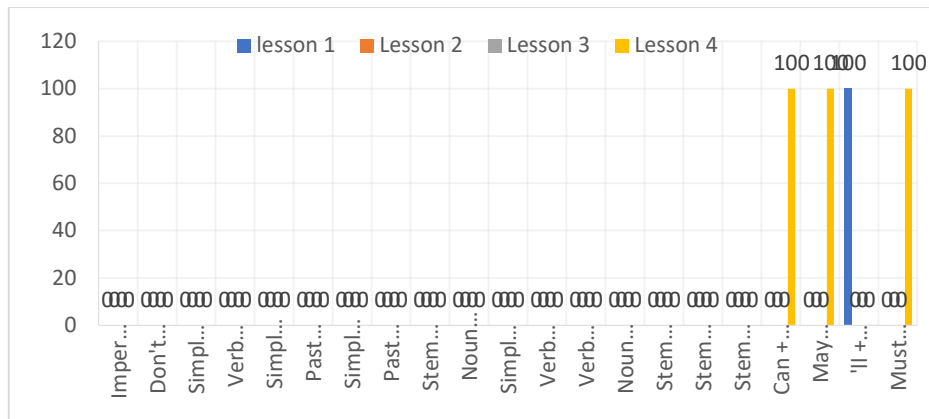


Figure 2. Percentage of the selection and sequence of grammatical items in the Vision

Table 6. The Selection and Sequence of Grammatical Items in Vision 2

	Imperative	Don't + Stem (Impetrative)	Simple Present Actual and Neutral	Verb + to + stem	Simple Past Narrative and Actual	Past Participle	Simple Past Natural and Habitual	Past Perfect from Simple Past Narrative	Stem + ing in Free Adjuncts	Noun+ to + Stem	Simple Present Interactive and Future	Verb +to + Stem (stem dominant)	Verb + Noun + to + Stem	Noun +Preposition + Stem + ing	Stem+ ed = Adjective in a Natural Group	Stem+ ing = Adjective in a Natural Group	Stem + ing = Noun	Can + Stem (immediately and characteristically)	May + Stem (possibility and uncertainty)	'I'll + Stem	Must + Stem (necessity from circumstances)	
Lesson one	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Frequency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lesson two	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0
Frequency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lesson three	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0
Frequency	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0	2	0	0	0	0	0
																	1					

Table 6 revealed that high frequent grammatical items were not selected in Vision 2. These obtained results were also graphically represented through a bar graph Figure 3:

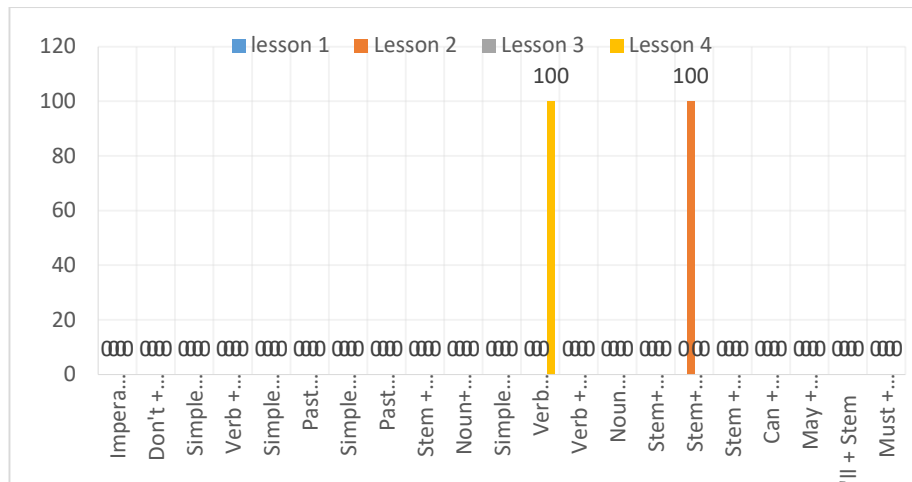


Figure 3. Percentage of the selection and sequence of grammatical items in Vision 2

Table 7. The Selection and Sequence of Grammatical Items in Vision3

	Imperative	Don't + Stem (Impetrative)	Simple Present Actual and Neutral	Verb + to + stem	Simple Past Narrative and Actual	Past Participle	Simple Past Natural and Habitual	Past Perfect from Simple Past Narrative	Stem + ing in Free Adjuncts	Noun+ to + Stem	Simple Present Interactive and Future	Verb +to + Stem (stem dominant)	Verb + Noun + to + Stem	Noun +Preposition + Stem + ing	Stem+ ed = Adjective in a Natural Group	Stem+ ing = Adjective in a Natural Group	Stem + ing = Noun	Can + Stem (immediately and characteristically)	May + Stem (possibility and uncertainty)	'll + Stem	Must + Stem (necessity from circumstances)	
Lesson one	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Frequency Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lesson two /Frequency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lesson three/Frequency	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 7 indicated Past Perfect from Simple Past Narrative was taught in writing section rather than grammar section. These obtained results were also graphically represented through a bar graph Figure 4:

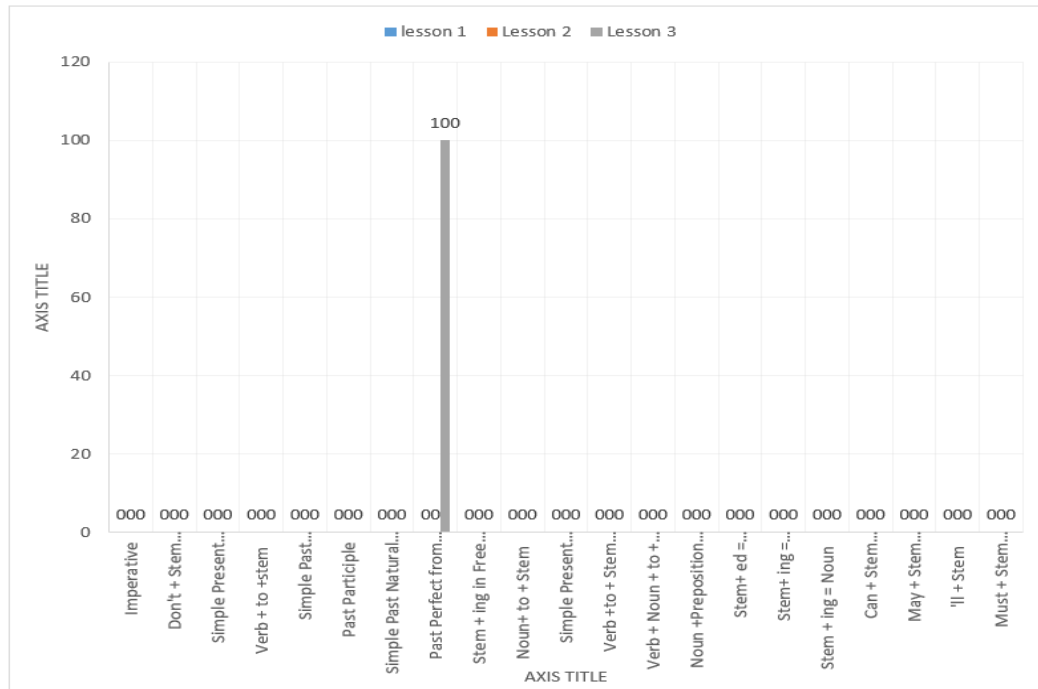


Figure 4. Percentage of the selection and sequence of grammatical items in Vision

4.1.1.3 Knowledge of Phonology and Graphology

The Vision series was designed to promote student's communicative abilities; however, it did not equip students with the pronunciation of a word using phonemic symbols, e.g. book /bʊk/, before /bɪ'fɔ:/, cinema /'sɪnəmə/. The Vision series only focused on rising intonation and Vision 3 did not have a pronunciation section. High school students using such textbooks as the main source of learning English should deeply know how to pronounce vocabularies in the standard accent. A small number of regularly used sounds consisting consonants and vowels known as phonemes should be incorporated in Vision series because of the confusing nature of English spelling. Identifying and describing the English phonemes should be the top priorities of the Vision series.

4.1.2 Textual Knowledge

The following tables indicated the role of knowledge of conventions in the *Vison series*.

Table 8. The Representation of Cohesion and Rhetorical Organization in Vision 1

	Cohesion					Rhetorical organization				
	Reference	Substitutions	Ellipsis	conjunction	Lexical cohesion	Narration	Description	comparison	classification	Process analysis
Lesson one Frequency	17	0	1	3	0	0	0	0	0	0
Percentage	28.33	0	14.28	11.11	0	0	0	0	0	0
Lesson two /Frequency	14	1	2	3	0	0	0	0	0	0
Percentage	23.33	25	28.57	11.11	0	0	0	0	0	0
Lesson three/Frequency	16	2	4	14	0	0	0	0	0	0
Percentage	26.66	50	57.14	51.85	0	0	0	0	0	0
Lesson four/ Frequency	13	1	0	7	0	0	0	0	0	0
Percentage	21.66	25	0	25.92	0	0	0	0	0	0
Total	60	4	7	27	0	0	0	0	0	0

Table 8 indicated the implication of cohesion in Vision 1. These obtained results were also graphically represented through a bar graph Figure 5:

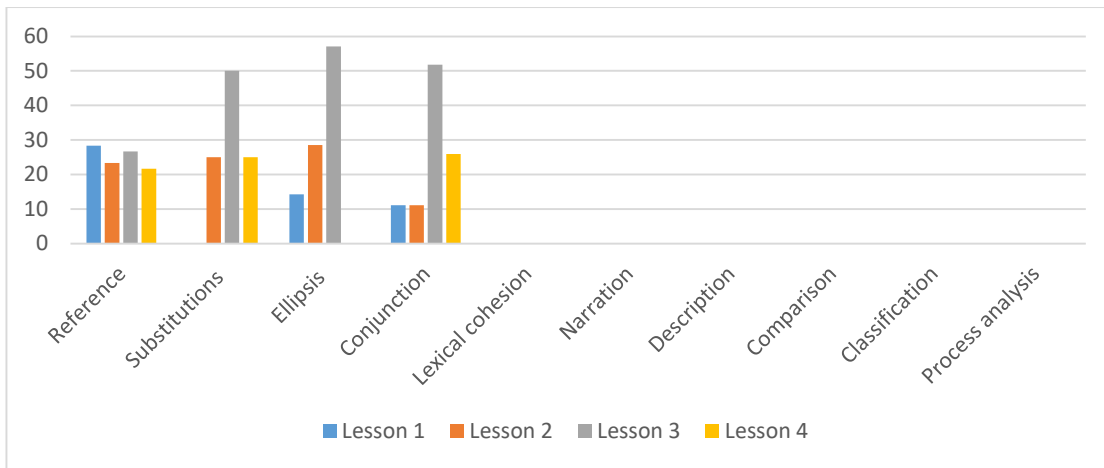


Figure 5. Percentage of the representation of cohesion and rhetorical organization in Vision 1

Table 9. The Representation of Cohesion and Rhetorical Organization in Vision 2

	Cohesion					Rhetorical organization				
	Reference	Substitutions	Ellipsis	conjunction	Lexical cohesion	Narration	Description	comparison	classification	Process analysis
Lesson one Frequency	23	0	1	7	0	0	0	0	0	0
Percentage	37.70	0	25	38.88	0	0	0	0	0	0
Lesson two /Frequency	16	0	3	6	0	0	0	0	0	0
Percentage	26.22	0	75	33.33	0	0	0	0	0	0
Lesson three/Frequency	22	0	0	5	0	0	0	0	0	0
Percentage	36.06	0	0	27.77	0	0	0	0	0	0
Total	61	0	4	18	0	0	0	0	0	0

Table 9 indicated the implication of cohesion and rhetorical organization in Vision 1. These obtained results were also graphically represented through a bar graph Figure 6:

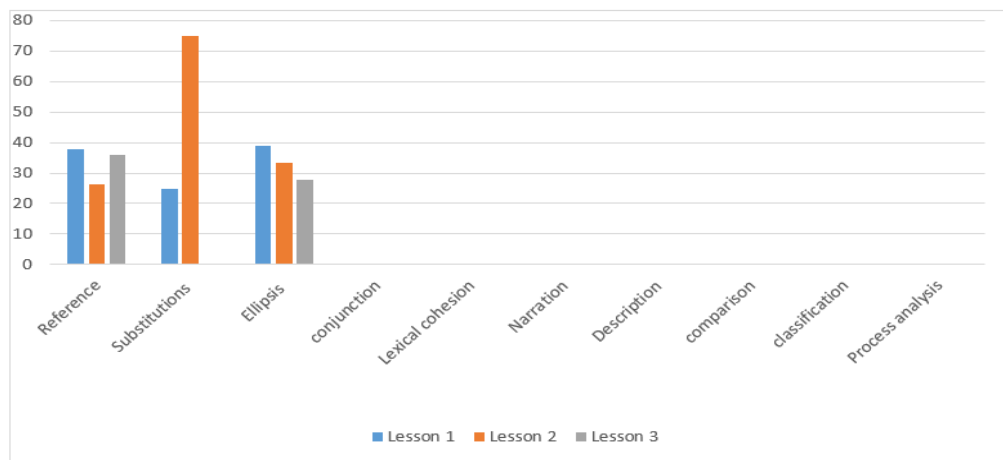


Figure 6. Percentage of the representation of cohesion and rhetorical organization in Vision 2

Table 10. The Representation of Cohesion and Rhetorical Organization in Vision 3

	Cohesion				Rhetorical organization						
	Reference	Substitutions	Ellipsis	Conjunction	Lexical cohesion	Narration	Description	Comparison	Classification	Process analysis	
Lesson one Frequency	29	1	0	1	3	0	0	0	0	7	
Percentage	50.87	25	0	7.69	0	0	0	0	0	25	
Lesson two /Frequency	19	2	1	7	0	0	0	0	0	12	
Percentage	33.33	50	50	53.84	0	0	0	0	0	44.44	
Lesson three/Frequency	9	1	1	5	0	0	0	0	0	8	
Percentage	15.75	25	50	38.46	100	0	0	0	0	29.62	
Total	57	4	2	13	3	0	0	0	0	27	

Table 10 indicated the implication of cohesion rhetorical organization in Vision 3. These obtained results were also graphically represented through a bar graph Figure 7:

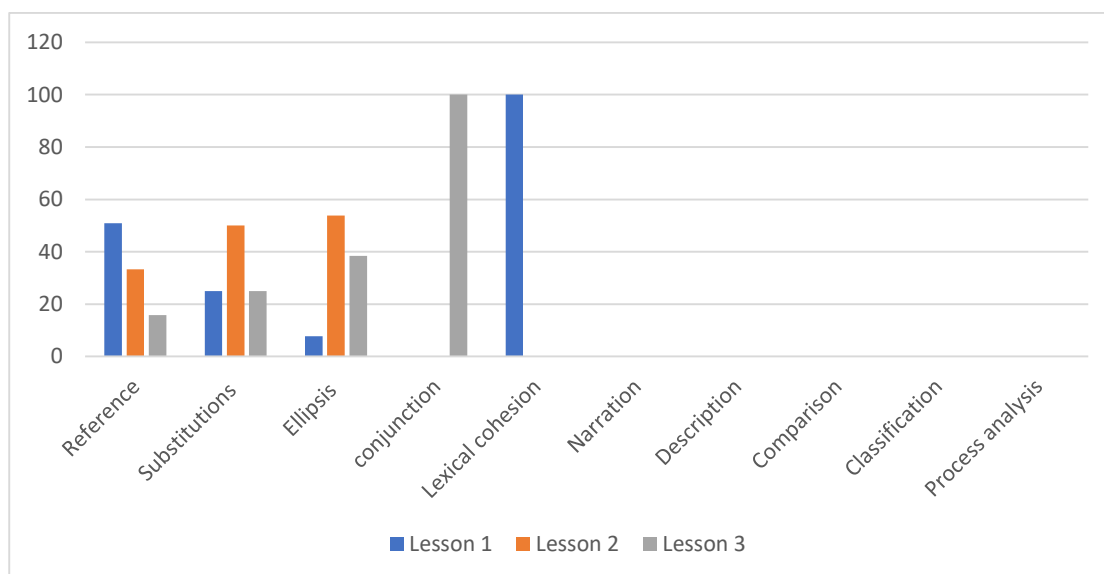


Figure 7. Percentage of the representation of cohesion and rhetorical organization in Vision 3

The results revealed cohesion subcategory of textual knowledge played a significant role in the Vision series; however, substitutions and lexical cohesion as elements of cohesion were used less than other cohesion elements. The results indicated the partial implication of process analysis in Vision 3. The authors of the Vision series disregarded the role of rhetorical organizations; there were no explicit instructions to teach students how to figure out cohesion and rhetorical organizations in reading and how to use them in their writing.

5. Discussion

The study scrutinized the extent to which organizational knowledge incorporating into the Vision series. The Vision series used organizational knowledge inefficiently but it did not follow the communicative approach pedagogically. A limited number of high-frequent vocabularies were used in the Vision series to engage students in a communicative activity. The Vision series did not indicate how well high school students know individual vocabularies and how well they are unified in the mental lexicon learners. Therefore, high school students would not be able to exhibit a wide variety range of vocabulary. Because the vision series roughly represented the sufficient vocabulary size. In line with these findings, Riazi and Aryashokouh (2007) stated that high school English textbooks utilized decontextualized words without sentence examples. These textbooks paid more attention to grammatical knowledge rather than lexical knowledge. So, the representation of decontextualized vocabularies can be considered as one of the

shortcomings in the Vision series. The new words were removed from a communicative context and it's difficult for students to memorize them.

The results of the content analysis showed that Vision 1 included Can + Stem, May + Stem, and 'll + Stem verb form usage, Vision 2 included Stem + ing = Noun and Verb +to + Stem (stem dominant) in the writing section, and Vision 3 consisted of Past Perfect from Simple Past Narrative in the writing section rather than the grammar section. High frequent grammatical items were not selected in the Vision series. Grammar was exemplar-based and plans of the lesson were not completely designed in keeping with the usage-based constructionist model of high-frequency grammatical items. The appropriate selection and sequencing of grammatical items were disregarded; besides, a limited number of high-frequency grammatical constructions were used in the Vision series.

The Vision series highlighted intonation rather than pronunciation. Consonants and vowels known as phonemes were not emphasized in the Vision series. The results revealed that the cohesion subcategory of textual knowledge played a significant role in the Vision series; nevertheless, substitutions and lexical cohesion were used less than other cohesion elements. The role of rhetorical organizations was disregarded in the Vision series; there were no explicit instructions to teach students how to figure out cohesion and rhetorical organizations in reading and how to use them in their writing. The results of the study could be compared with those announced by Riazi and Aryashokouh (2007) who found the exercises in English textbooks series did not promote learners' consciousness because they are gap-filling and selecting appropriate forms or words. These days, "the word communicative is on everyone's lips. Almost every new textbook claims to be communicative" (Grant, 1987, p.13). Some researchers such as Gholamipasand and Ghasemi (2018) believed that the authors of newly developed books did not apply all aspects of teaching and learning language based on the CLT framework. This statement supports the results of this study because organizational knowledge as a component of the CLT model was not presented in the Vision series thoroughly.

6. Conclusion

This paper examined the role of organizational knowledge in the Vision series; it indicated the insufficient representation of the organizational knowledge. By regarding the Iranian context, high school English textbooks should provide high school students with enriched materials. Nevertheless, the current Vision series was not represented organizational knowledge comprehensively. The vocabulary knowledge and textual knowledge should be incorporated in the Vision series to enable students how to say and how to write coherently in a communicative context. To conclude, the Vision series need major revisions to create communicative opportunities for students while communicating with each other. Exercises, tasks, and texts should be supplemented by authentic materials. Three key factors emerging from this content analysis study should be noted in revising the Vision series: (a) the degree to which high school students of various language proficiency levels and skills can make connections between morphologically-related words; (b) the degree to which high school students can learn the pronunciation of each new vocabulary; (c) the degree to which they should be familiar with parts of speech; and (d) the degree to which they can use new vocabularies in their daily conversations. For upcoming research, further content analysis was needed to investigate other components of the CLT model in the Vision series to ensure whether other aspects of such textbooks need revision or not. It is hoped that the results of this study will give new ideas and be useful for the authorities, authors, teachers, students, and material developers.

This content analysis study can be beneficial for teachers to exceed their professional development. Awareness of different ways of applying components of the CLT model can help teachers to expand the Vision series tasks and activities to increase the ability of students communicatively. Teachers can use the results of this study to scrutinize the methods and techniques used in their classrooms. Materials developers can use the findings of the current research to reduce the shortcomings of the Vision series. The limitation of this study was insufficient evidence on the evaluation of high school textbooks based on organizational knowledge. Further work should be done to highlight the role of organizational knowledge in the Vision series to promote the abilities of high school students to communicate practically. The same study can be done to explore the content of Junior English textbooks (Prospect series).

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