A Critical Evaluation of Vision 3: Rights Analysis and Culture in the Spotlight

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Abstract
This study critically evaluated the newly published Iranian twelfth-grade English textbook, Vision 3, with a focus on ‘rights analysis’ and ‘culture’ adopting a mixed-methods design. To this end, 200 Iranian school English teachers and 200 twelfth-grade students were selected nation-wide from various Iranian high schools based on convenience sampling. The participants (both male and female) completed a validated 56-item researcher-made questionnaire both online and in the paper format. Moreover, 15 teachers and 15 students, whose informed consent was obtained, attended a semi-structured interview voluntarily. The participants’ rights and needs as well as the cultural aspects of the book were also analyzed subjectively by the researchers. The results of the descriptive statistics of the questionnaire and the content analysis of the interviews showed that despite the authors’ claim that the book enjoyed a mainly communicative approach in its design and preparation, the Vision 3 package has serious shortcomings, including failure to take into account the students’ needs, the negligence of the rights of the teachers and students in the process of designing and compiling the book, following a producer-consumer attitude in developing the materials, ignoring the equal distribution of power, and pursuing an extreme localization and Iranianization of the target language culture. Therefore, it is recommended that policymakers consider both teachers and students’ viewpoints to overcome these drawbacks in future editions of the book.

Keywords: Vision 3; Rights Analysis; Culture; Localization; School English Teachers and Students

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