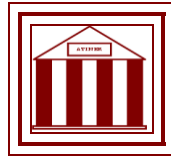


**Athens Institute for Education and Research  
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**ATINER's Conference Paper Series  
LNG2015-1742**

**Iranian University Professors'  
Evaluation of World English Series  
Published by Cengage**

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## **Iranian University Professors' Evaluation of World English Series Published by Cengage**

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### **Abstract**

Materials developers do their best to produce EFL/ESL textbooks covering different language skills such as listening, speaking, reading, writing and vocabulary. In Iran, where English is a foreign language, books such as Top Notch, English Results, New Interchange, Headway and World English are commonly used for English teaching and learning purposes. The present study aims at evaluating the effectiveness of World English series by using a survey questionnaire designed and validated by Thein (2006) which consists of many factors ranging from general appearance to design and cultural content. To reach this goal, 40 instructors teaching World English series were randomly selected and they answered the Likert-type questionnaire containing 51-statements. The results of statistical analyses showed that the majority of the teachers were satisfied with the books, saying that this competency-based series can teach the English language that Iranian learners need to communicate effectively. The findings of this study can also lead to a better understanding of this commonly-used series and can further result in pedagogical implications for English language teachers and materials developers.

**Keywords:** Language, Textbook Evaluation, World English, Materials Developers

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## Introduction

One of the neglected areas in English language teaching (ELT) research and publication is materials development. Tomlinson (2012) considers the early nineties as the decades in which serious attention began to be shown towards materials development. As Richards (2001, p.251) notes, “much of the language teaching that occurs throughout the world today could not take place without the extensive use of commercial materials.” Tomlinson (2012, p. 2) states that materials are “anything which is used by teachers or learners to facilitate the learning of language”. According to him, materials can be anything like videos, emails, instructions. Yet in spite of the broad definition of materials, the coursebooks still play a ubiquitous role in ELT teaching around the world (Littlejohn, 2011). It is often argued that appropriate coursebooks can facilitate curricular change because they provide a visible framework that both teachers and students can follow (Rubdy, 2003), and they help teachers to “fully understand” and “routinize” change (Hutchinson and Torres, 1994, p. 323).

The second important point to be considered in the field of materials is materials evaluation which tries to measure the value of materials (Tomlinson, 2011). Selection of EFL textbooks plays an important role in the educational settings. In order to make the best selection, textbook evaluation is needed (Sheldon, 1988). The last few years have seen an increase in this attention with materials development (Littlejohn, 2011; McDonough, Shaw, & Masuhara, 2012; Rubdy, 2003; Nation and Macalister; 2009, Richards; 2001).

Whether the teachers should have the freedom to choose the materials for evaluation and adaptation or not is still a controversial issue. As Kumaravadivelu (2006) mentions, we are living in a post-method era where no unique method guarantees success in all language classrooms. However, one thing is crystal clear and that is no one denies the necessity of evaluation of course books.

Now in response to global demand for communication in the world, new English language curricula around the world have generally focused on communicative competence. Recent curriculum changes have created a series of challenges for teachers and have put to the test and evaluation the assertion that course books can facilitate change.

World English series written by a group of experts in 2010 is claimed to be communicative and task-based. The authors of the course book believe that it fulfils the underlying philosophy of the course which is meaningful communication.

Due to the importance of coursebooks in educational settings as is the case in the present research, it is important to study teachers' reactions to see how World English series designed for learners in an EFL context like Iran follow communicative purposes and how they these reactions impact language teaching and, by extension, learning. Using a valid and reliable questionnaire, we will try to find out the strengths and weaknesses of World English series and the perspective and challenges of language teachers who are teaching it.

## **Review of Literature**

### *The Role of Coursebooks in Classes*

Irrespective of the views of specialists criticize the use of coursebooks, they are still used as the best medium for conveying language-learning materials. A survey by British Council (2008) showed that 65% of the teachers they questioned always or frequently used a coursebook and only 6% of teachers never did. Proponents of the coursebook argue that it is a cost-effective way of providing the learner with security, system, progress and revision, whilst at the same time saving precious time and offering teachers the resources they need to base their lessons on (Tomlinson, 2012, p. 158).

### *Materials Evaluation*

Tomlinson (2003, p. 28) defines materials evaluation “as a procedure that involves measuring the value (or potential value) of a set of learning materials.” Tomlinson (2003, p. 28) provides two kinds of criteria, universal and local, for material evaluation. He defines local criteria as those which are related to the actual or potential environment of use. These materials are concerned with measuring the value of the materials for particular learners in particular circumstances. Universal criteria, on the other hand, are those that can be applied to evaluate materials anywhere for any learner. To produce these criteria he recommends evaluators brainstorm a list of principled beliefs that they hold about how languages are most effectively acquired and then transform these beliefs into criteria for evaluating materials, such as “Do the materials provide useful opportunities for the learners to think for themselves?” His proposed procedure for producing such criteria was used for evaluating coursebooks in Tomlinson, Dat, Masuhara & Rubdy (2001) and in Masuhara, Hann, Yi & Tomlinson (2008). This procedure has also been used on a number of materials development projects such as those led by Leeds Metropolitan University in countries like China, Ethiopia and Singapore.

### Different Types of Materials Evaluation

Textbook evaluation can be divided into two phases: pre-use, and during or after use (Cunningsworth, 1995). Most textbook evaluation schemes distinguish two essential stages that are necessary at the pre-use phase: an analysis phase, and an interpretation or evaluation phase. Littlejohn (2011, p. 181) believes that analysis is concerned with materials ‘as they are’ and ‘with the content and ways of working that they propose’. He proposes that first an analysis of materials should be carried out to find out how suitable they are for the context of use and then evaluation of materials can help to predict the likely effects of them on their users.

The analysis phase (Richards, 2013) will involve identifying information such as aims and objectives of the book, level of the book, skills addressed, topics covered, situations it is intended for, target learners, time required, components, number and length of units and organization of units. Information of this kind can be easily identified from the front and back matter of the book,

from information provided by the publisher or book distributor, as well as by looking through the book and its table of contents.

The evaluation stage is more challenging since it includes subjective judgements and these often differ from one person to another. For this reason group evaluations are often more useful. A number of checklists have been developed by different scholars to assist at this stage of evaluation (Cunningsworth, 1995; Litz, 2005; Rubdy, 2003; Thein, 2006). Cunningsworth (1995), for example, organized the checklist under the categories of aims and approach, design and organization, language content, skills, topics, methodology, teacher's book and practical consideration. According to Richards (2013), checklists usually depend mainly on subjective judgements that cannot easily be answered and they generally need to be adapted to reflect the book under consideration.

### **Objectives of the Study**

The present study aims at exploring World English series. The results of the evaluation is hoped to help English teachers, ELT administrators, text writers and materials developers in that it might give them insights into the coursebook and how it can be exploited better. As such, the study seeks answers to the following questions with reference to World English series:

RQ1: What are the pedagogic values of World English series?

RQ2: How are the newly developed and widely used World English series in line with the objectives set for them?

RQ3: What are the strengths and weaknesses of the World English series?

### **Methodology**

#### *Participant*

The participants of this study were 40 English teachers teaching World English series in language institutes and universities of Tehran. They had three to five years of experience in teaching World English at different levels. They were asked to complete a questionnaire based on their own experience in teaching the book.

#### *Instrument*

To answer the research questions the study involved a mixed-methods approach (Bryman, 2008). Creswell (2003, p. 215) defines it as a sequential explanatory strategy, characterized "by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data". The primary quantitative data were generated via a questionnaire (aiming at

evaluating ELT book), and the supporting qualitative data came from interviews with some teachers.

The questionnaire was adopted from the checklist by Thein, (2006). It is used in some research studies done in this area and it proved to be valid and reliable. At the beginning of the questionnaire, a set of demographic questions were used followed by 51 closed-ended questions grouped under ten main categories namely: (a) the general appearance, (b) design and illustrations, (c) accompanying materials, (d) objectives, (e) topic contents, (f) language contents, (g) social and cultural contexts, (h) language skills, (i) teaching methods, (j) practice and testing. The questionnaire was written in English and it contained 51 items.

#### *Data Analysis*

In analyzing the survey data, the rating took the form of Likert Scales. Rating scales were numerically coded as strongly agree (1), agree (2), disagree (3) and strongly disagree (4). The Statistical Package for the Social Sciences (SPSS) was used to analyze the data. The data was subjected to analysis through descriptive statistics.

The first sets of computations were those of the means and standard deviations of each and every question or statement. This provides an idea about the extent to which each characteristic is satisfied in the textbook.

### **Results and Discussion**

The current section presents the results of the study aimed at investigating the attitudes of 40 EFL teachers teaching World English Series in Iran by using a validated questionnaire. Using SPSS, the researchers of the study found the frequencies, percentages as well as mean scores and standard deviation for each and every statement mentioned in the questionnaire. Following this process, the overall mean and standard deviation scores related to the main categories of the study ranging from the general appearance to practice and testing have been calculated and shown in relevant tables.

As mentioned earlier, the physical appearance of the materials can play a critical role in attracting the attention of students and teacher (Cunningsworth, 1995; Daoud & Celce-Murcia, 1979; Ebadi & Naderifarjad, 2015; Mastani & Vahdani, 2015; McDonough & Shaw, 2012; Roohani & Sharifi, 2015). Table 1 below indicates the attitudes of the teachers towards the World English Series' general appearance.

According to Table 1, the mean scores for the statements concerning the general appearance of the textbooks range from 3.98 to 5, indicating that the majority of the teachers were satisfied with this category of the series. The results of this section are in line with a number of studies which focused on other EFL/ESL textbooks (i.e., Aqel, 2009; Akef & Moosavi, 2014; Azizifar & Baghelani, 2014).

**Table 1.** *Descriptive Statistics Related to General Appearance of the Textbooks*

Statements	Frequency Percent	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	SD
<b>General Appearance</b>							
1. The cover is informative and attractive	<b>Frequency Percent</b>	35 87.5	3 7.5	2 5	-- 0.00	13.3 4.78	18.7 .698
2. The font size and type used in the book are appropriate for the students.	<b>Frequency Percent</b>	36 90	2 5	1 2.5	1 2.5	10 4.78	17.3 .800
3. There is an informative orientation page.	<b>Frequency Percent</b>	37 92.5	2 5	1 2.5	-- 0.00	13.3 4.88	20.5 .516
4. The book has a complete and detailed table of contents.	<b>Frequency Percent</b>	39 97.5	1 2.5	-- 0.00	-- 0.00	20 4.98	26.8 .158
5. Every lesson is given an appropriate title.	<b>Frequency Percent</b>	40 100	-- 0.00	-- 0.00	-- 0.00	40 5.00	-- .000
6. The book has appropriate glossary.	<b>Frequency Percent</b>	25 62.5	5 12.5	4 10	6 15	10 3.98	10 1.56
7. The book has a complete bibliography.	<b>Frequency Percent</b>	30 75	7 17.5	2 5	1 2.5	10 4.57	13.5 .931

Table 2 below summarizes the perception of teachers with regard to the World English's design and illustration. In other words, Table 2 summarized the teachers' responses to questions number 8 to 13. The mean scores range from 4.53 to 5, showing that the teachers approve the design and illustration of World English. As shown below in Figure 1 and stated in the books, all videos and photos selected for this competency-based series belong to National Geographic's banks. These questions also approved the following statement mentioned in the textbooks: "World English is a four-skills program which uses lively and compelling content, images, and video to teach the language that learners need to succeed in their classrooms and daily lives" (Johannsen, 2010, p. 2).



**Table 2.** Descriptive Statistics Related to Design and Illustrations of the Textbooks

Statements	Frequency Percent	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	SD
<b>Design and Illustrations</b>							
8. There is a variety of design to achieve compact.	<b>Frequency</b> <b>Percent</b>	40 100	-- 0.00	-- 0.00	-- 0.00	40 5.00	-- .000
9. There is enough white space to achieve clarity.	<b>Frequency</b> <b>Percent</b>	39 97.5	-- 0.00	-- 0.00	1 2.5	20 4.90	26.8 .632
10. There is consistency in the use of heading, icons, labels, italics, etc.	<b>Frequency</b> <b>Percent</b>	32 80	3 7.5	4 10	1 2.5	10 4.53	14.7 1.08
11. The illustrations are varied and attractive.	<b>Frequency</b> <b>Percent</b>	40 100	-- 0.00	-- 0.00	-- 0.00	40 5.00	-- .000
12. The illustrations stimulate students to be creative.	<b>Frequency</b> <b>Percent</b>	33 82.5	4 10	2 5	1 2.5	10 4.65	15.3 .921
13. The illustrations are functional.	<b>Frequency</b> <b>Percent</b>	31 77.5	7 17.5	2 5	-- 0.00	13.3 4.68	15.5 .730

**Figure 1.** A View of a Photo Used in World English 3's CD



Questions number 14 to 17 are related to the accompanying materials of World English such as the CDs and DVDs. Table 3 shows that the majority of the teachers strongly agree that the CDs and DVDs of the books are suitable and appropriate. To put it simply, 87.5 percentage selected strongly agree for question number 14 and 77.5 percentage selected strongly agree for question number 15. However, the lack of suitable flashcards and posters can be seen in question number 16. It is worth mentioning that all the teachers who participated in the present study strongly agreed that the teachers' books are informative as shown in question number 17. The face-to-face interviews with five of the teachers who answered the questionnaires depicted that the design of the teacher's books attracted the attention of the teachers. They said that the exercises with their answers, extra vocabularies and questions are among the reasons which can make the teacher's edition a real asset for teachers.

**Table 3.** *Descriptive Statistics Related to Accompanying Materials of the Textbooks*

Statements	Frequency Percent	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	SD
<b>Accompanying Materials</b>							
14. CDs that accompany the book are suitable.	<b>Frequency</b> 35 <b>Percent</b> 87.5	2 5	3 7.5	-- 0.00	13.3 4.73	18.7 .816	
15. The DVDs that accompany the book are appropriate.	<b>Frequency</b> 31 <b>Percent</b> 77.5	2 5	7 17.5	-- 0.00	13.3 4.43	15.7 1.15	
16. The posters and flashcards that accompany the book are suitable.	<b>Frequency</b> 20 <b>Percent</b> 50	5 12.5	15 37.5	-- 0.00	13.3 3.75	7.6 1.41	
17. The teacher's book that accompanies the series is informative.	<b>Frequency</b> 40 <b>Percent</b> 100	-- 0.00	-- 0.00	-- 0.00	40 5.00	-- .000	

According to Table 4, questions 18 to 23 deal with the objectives. As shown in the table, the mean scores range from 4.33 to 4.93. In other words, the majority of the teachers think that the books can meet their expectations and the developmental objectives specified at the beginning of each unit.

**Table 4. Descriptive Statistics Related to Objectives of the Textbooks**

Statements	Frequency Percent	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	SD
<b>Objectives</b>							
18. Generally the book fulfills the general objectives of Teaching English language in an EFL context.	<b>Frequency</b> <b>Percent</b>	36 90	4 10	-- 0.00	-- 0.00	20 4.90	22.6 .304
19. The terminal objectives meet the needs and wants of the students.	<b>Frequency</b> <b>Percent</b>	27 67.5	7 17.5	4 10	2 5	10 4.33	11.5 1.20
20. The developmental objectives are specified at the beginning of each lesson in the teacher's book.	<b>Frequency</b> <b>Percent</b>	37 92.5	3 7.5	-- 0.00	-- 0.00	20 4.93	24 .267
21. They are clear, precise and measurable.	<b>Frequency</b> <b>Percent</b>	35 87.5	4 10	1 2.5	-- 0.00	13.3 4.83	18.8 .549
22. They suit the level of students.	<b>Frequency</b> <b>Percent</b>	33 82.5	5 12.5	1 2.5	1 2.5	10 4.70	15.4 .823
23. They contribute to the attainment of terminal objectives.	<b>Frequency</b> <b>Percent</b>	37 92.5	3 7.5	-- 0.00	-- 0.00	20 4.93	24 .267

The next table (i.e., Table 5) indicates the topic contents of the books. As shown in the table, questions 24 to 27 can tell us that the teachers were satisfied with the topics used in the series. Moreover, some of them said in the follow-up interviews that the topics included real and authentic ones, which can meet the students' needs in real life.

**Table 5. Descriptive Statistics Related to Topic Content of the Textbooks**

Statements	Frequency Percent	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	SD
<b>Topic Content</b>							
24. The topics of the books are varied and engaging for students.	<b>Frequency</b> <b>Percent</b>	31 77.5	4 10	3 7.5	2 5	10 4.48	14 1.15
25. The topics encourage students to express their own views.	<b>Frequency</b> <b>Percent</b>	29 72.5	11 27.5	-- 0.00	-- 0.00	20 4.73	12.7 .452
26. The book avoids potentially embarrassing and disturbing topics.	<b>Frequency</b> <b>Percent</b>	32 80	2 5	2 5	4 10	10 4.40	14.6 1.33
27. The topics allow students to think critically.	<b>Frequency</b> <b>Percent</b>	39 97.5	1 2.5	-- 0.00	-- 0.00	20 4.98	26.8 .158

Table 6, including questions 28 to 31, indicates that the majority of the teachers think that the books cover the main grammar items needed for the students (i.e., question 28 with 95 percentage of the teachers who selected disagree). However, according to question 29, 67.5 percentage of the teachers think that more vocabularies should be included in the books.

**Table 6. Descriptive Statistics Related to Language Content of the Textbooks**

Statements	Frequency Percent	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	SD
<b>Language Content</b>							
28. The book covers the main grammar items appropriate to students in each specific level.	Frequency	38	2	1	--	13.6	21
	Percent	95	5	2.5	0.00	4.88	.510
29. The book includes adequate materials for teaching vocabulary.	Frequency	12	1	27	--	13.3	13
	Percent	30	2.5	67.5	0.00	2.95	1.39
30. The book includes adequate materials for pronunciation practice.	Frequency	30	6	3	1	10	13.4
	Percent	75	15	7.5	2.5	4.52	1.01
31. The materials for teaching vocabulary, grammar and pronunciation are graded in an appropriate manner.	Frequency	23	11	4	2	10	9.4
	Percent	57.5	27.5	10	5	4.23	1.18

Based on Table 7, dealing with social and cultural contexts of the books, shows that cultural contexts in the book are comprehensible based on responses to question 32 with 67.5 percentage of the teachers who chose strongly agree. However, more than half of the teachers (i.e., 55 percentage of them as shown in question 33) think that the contents of the books are not free from stereotypical images. Moreover, 40 percentage of the teachers who chose disagree in question 35 believe that the books did not express positive views toward ethnic groups and disabled people.

**Table 7.** *Descriptive Statistics Related to Social and Cultural Contexts of the Textbooks*

Statements	Frequency Percent	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	SD
<b>Social and Cultural Contexts</b>							
32. The social and cultural contexts in the book are comprehensible.	<b>Frequency</b>	27	12	--	1	13.3	13
	<b>Percent</b>	67.5	30	0.00	2.5	4.60	.744
33. The content of the book is free from stereotypical images and information.	<b>Frequency</b>	10	4	22	4	10	8.4
	<b>Percent</b>	25	10	55	10	2.85	1.44
34. Students can learn about the inner lives of the characters used in the book.	<b>Frequency</b>	30	5	2	3	10	13.3
	<b>Percent</b>	75	12.5	5	7.5	4.43	1.21
35. The book expresses positive views of ethnic origins, occupations, age groups, social groups and disability.	<b>Frequency</b>	22	2	16	--	13.3	10.2
	<b>Percent</b>	55	4	40	0.00	3.75	1.46

The next table (i.e., Table 8) related to questions 36 to 41 demonstrates that in terms of covering language skills the teachers think that the four skills are adequately covered since 92.5 and 95 percentage of the teachers chose strongly agree for questions number 36 and 38, respectively. Similar results can be seen in responses to questions 37, 39, 40 and 41.

**Table 8. Descriptive Statistics Related to Language Skills of the Textbooks**

Statements	Frequency Percent	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	SD
<b>Language Skills</b>							
36. The four skills are adequately covered.	<b>Frequency</b>	37	2	1	--	13.3	20.5
	<b>Percent</b>	92.5	5	2.5	0.00	4.88	.516
37. There are integrated materials in the series	<b>Frequency</b>	31	3	3	3	10	14
	<b>Percent</b>	77.5	7.5	7.5	7.5	4.40	1.27
38. Listening materials are well recorded, as authentic as possible, and accompanied by background information, questions and activities.	<b>Frequency</b>	38	--	--	2	20	25.4
	<b>Percent</b>	95	0.00	0.00	5	4.80	.883
39. There are sufficient reading materials	<b>Frequency</b>	32	3	5	--	13.3	16.1
	<b>Percent</b>	80	7.5	12.5	0.00	4.55	1.01
40. There are sufficient materials for spoken English.	<b>Frequency</b>	35	3	2	--	13.3	18.7
	<b>Percent</b>	87.5	7.5	5	0.00	4.78	.698
41. Writing activities are suitable in terms of length, degree of accuracy, and amount of guidance.	<b>Frequency</b>	40	--	--	--	40	--
	<b>Percent</b>	100	0.00	0.00	0.00	5.00	.000

According to Table 9, dealing with questions 42 to 44, the majority of the teachers who answered question number 42 think that newly-updated teaching methods were used in the books. The following table (i.e., Table 10) shows similar results in terms of practice and testing. For instance, all the teachers strongly agreed that every exercise has a clear direction and the test-maker CDs provide the teachers with reliable tests according to questions 47 and 51.

**Table 9. Descriptive Statistics Related to Teaching Methods of the Textbooks**

Statements	Frequency Percent	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	SD
<b>Teaching Methods</b>							
42. The teaching methods used in the book are the latest in the field.	<b>Frequency</b>	37	3	--	--	20	24
	<b>Percent</b>	92.5	7.5	0.00	0.00	4.93	.267
43. The methods used allow students to talk more than teachers.	<b>Frequency</b>	35	5	--	--	20	21.2
	<b>Percent</b>	87.5	12.5	0.00	0.00	4.88	.335
44. The methods used allow various class activities.	<b>Frequency</b>	28	7	5	--	13.3	12.7
	<b>Percent</b>	70	17.5	12.5	0.00	4.45	1.01

**Table 10.** *Descriptive Statistics Related to Practice and Testing of the Textbooks*

Statements	Frequency Percent	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	SD
<b>Practice and Testing</b>							
45. The book provides the students with real life and authentic activities.	<b>Frequency</b> 37 <b>Percent</b> 92.5	3 7.5	-- 0.00	-- 0.00	-- 0.00	20 4.93	24 .267
46. The work book provides real life activities.	<b>Frequency</b> 33 <b>Percent</b> 82.5	4 10	2 5	1 2.5	1 2.5	10 4.65	15.3 .921
47. Every exercise has a clear direction.	<b>Frequency</b> 40 <b>Percent</b> 100	-- 0.00	-- 0.00	-- 0.00	-- 0.00	40 5.00	-- .000
48. There are a reasonable and appropriate number of exercises.	<b>Frequency</b> 23 <b>Percent</b> 57.5	12 30	5 12.5	-- 0.00	-- 0.00	13.3 4.33	9 .997
49. The tests are valid and contain correct language.	<b>Frequency</b> 39 <b>Percent</b> 97.5	-- 0.00	-- 0.00	1 2.5	1 2.5	20 4.90	26.8 .632
50. The book provides models for final achievement tests.	<b>Frequency</b> 38 <b>Percent</b> 95	1 2.5	1 2.5	-- 0.00	-- 0.00	13.3 4.90	21.3 .496
51. The test-maker CD provides the teachers with reliable tests.	<b>Frequency</b> 40 <b>Percent</b> 100	-- 0.00	-- 0.00	-- 0.00	-- 0.00	40 5.00	-- .000

The next table (i.e., Table 11), reporting mean and standard deviation scores of each main category, shows that except the category of Social and Cultural Context which is 3.91, the mean scores of other categories are higher than 4 showing that the books can meet Iranian students' needs who are living in an EFL situation.

**Table 11.** *The Mean and Standard Deviation of Each Main Category*

Different Categories of the Questionnaire	N	MEAN	SD
General Appearance	40	4.71	.876
Design and Illustrations	40	4.79	.719
Accompanying Materials	40	4.30	1.21
Objectives	40	4.80	.647
Topic Content	40	4.64	.934
Language Content	40	4.15	1.29
Social and Cultural Context	40	3.91	1.41
Language Skills	40	4.73	.851

Teaching Methods	40	4.75	.664
Practice and Testing	40	4.81	.640

## Conclusion

All in all, the results presented in tables 1 to 11 depict that World English Series are books which cover all four language skills while teaching authentic and real life English. To put it in more details, the results of the tables 1 to 10 could answer two research questions of the study dealing with pedagogic values and strengths and weaknesses of the books (i.e., questions number 1 and 3). Moreover, table 11 could answer research question number 2 and showed that World English series meet the objectives set for them.

The results of this study can be beneficial to materials developers and people teaching World English Series in EFL contexts where English is a foreign language.

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