

A Course Book Evaluation of the World English Series from the Perspective of EFL Teachers and Learners' Needs

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Abstract. The current study investigated the World English series from the perspective of EFL teachers and learners' needs. The evaluation was conducted on the basis of two questionnaires. One was devised by Rezvani, Tahriri and Shahini (personal communication) for teachers, and the other was prepared by the researcher for learners. A total number of 14 EFL instructors who had been teaching these books and 59 learners of the series participated in the research. Based on the analyses, the mean and percentage of the teachers' views were examined. The results showed that the mean for the necessity was higher than the mean for the present condition. In addition, there were statistically significant differences between the ideal situation and the present condition of the responses. Thus, it can be said that the books were relatively far behind the expectations of the instructors and in terms of the general information, the theoretical considerations, organizational features and practical considerations, content, skills, vocabulary, structure and activities, the World English books were in the average range. Then, the needs analysis questionnaire was analyzed. According to the findings, the students were in agreement with the notions presented in the learners'

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questionnaire. After that, the obtained outcomes were compared with the instructors' opinions. Consequently, there was a statistically significant difference between the attitudes of institute learners and teachers, but in general, the course books concerned were mainly adequate in meeting the learners' needs and interests.

Keywords: Evaluation criteria; course books/textbooks; evaluation; needs analysis; learners' needs

1. Introduction

There are several important factors in English language teaching (ELT) such as teachers, learners, textbooks, etc. Among these factors, textbooks (sometimes known as course books) take on a critical role in many language classrooms all over the world. They help teachers to teach syllabus and to understand the pedagogical goals. Dubin (1978, p.128) describes textbooks as "the basic ingredient in language courses". According to Sheldon (1988), they are regarded as "the visible heart of any ELT program". In this regard, St John (2001, p.32) states that "a majority of teachers use them as their principal curriculum guide and source of lessons".

In relation to the important role of materials, Littlejohn and Windeatt (1989) believe that textbooks cover an unseen curriculum that includes attitudes toward knowledge, attitudes toward teaching and learning, attitudes toward the role and relationship of the teacher and students, and values and attitudes related to gender, society, etc. In the same direction, Tomlinson (2001, p.66) defines materials as "anything which can be used to facilitate the learning of a language". Hutchinson (1987) also asserts that materials [textbooks] are not just the daily tools of the language teacher; they are a picture of the aims, values and methods of the particular teaching/learning situation. In this vein, Allwright (1981) mentions that materials should teach learners to learn and be resource books for ideas and activities, for instruction/learning as well as giving teachers rationales for what they do. In order to function successfully, a textbook should also produce an effective learning situation.

Consequently, there is a significant association between the contents of materials and the learning of learners. Therefore, one of the key aspects of a language program and an important decision that the language teacher has to make, is the selection of an appropriate course book since an unsuitable choice causes learners to be inefficient in English skills and demotivates both learners and teachers. In general, "course books frequently form the basis of instruction, provide the structure and destination of courses" (Sheldon, 1988, p. 238).

Considering the aforementioned issues, the main thrust of this study is to do an evaluation of a newly developed course book which is used in language

institutes, namely the World English series, by using a rather complete evaluation scheme.

2. Literature Review

Examining ELT textbooks have always been considered by different researchers all over the world from different viewpoints. According to Tomlinson (2001), most published research on materials development has focused on materials evaluation. In this part, some of studies conducted with respect to investigate materials in Iran and other countries are reviewed. For example, Tomlinson, Dat, Masuhara, and Rubdy (2001) used a list of 133 course evaluation criteria to evaluate eight current adult courses, known as *Language in Use* and *True to Life* by Cambridge University Press, *Cutting Edge* and *Wavelength* by Pearson Longman, *Inside Out* and *Reward* by Macmillan Heinemann Press. They provided an evaluation for every individual course book and one list of positive trends and another of negative trends in current courses. The positive list included seven trends and the negative one included sixteen trends.

Some of positive trends are the move towards stimulating more personal responses from the learner, the attempts of many of the courses to encourage humor and fun, the realism of many of the audio components of the courses. Some of negative trends are focusing on speaking and listening and consequently neglecting reading and writing activities, the absence of controversial issues to stimulate thought, to provide opportunities for exchanges of views and to make the topic content meaningful to adult learners, the neglect of activities which could make full use of resources of the mind by simulating multi-dimensional mental responses which are at the same time sensory, cognitive and affective.

Morgan (2003) evaluated IELTS preparation materials and showed that the problem with the books was that they do not provide the learners with enough knowledge that they need to achieve their vocational or academic goals and could not also motivate candidates. Moreover, some comparative studies in the area of textbook evaluation have been conducted. Vellenga (2004) compared EFL and ESL textbooks. She stated that textbooks rarely provide enough information for learners to successfully acquire pragmatic competence. The study revealed that there was a focus on explicit mention and metapragmatic description.

Litz (2005) went about the evaluation of a textbook called *English First-hand 2 (EF2)*. Based on the obtained results, the book was very attractive and organized in a clear, logical, and coherent manner. In addition, the entire textbook package was well conceived and it contained a wide variety of useful supplementary materials. It also reflects a multi-skills syllabus, and it manages to integrate the four language skills without neglecting other important aspects of ELT such as vocabulary development. Despite its strengths, EF2 had some

shortcomings. For instance, many of the activities, were repetitive, failed to encourage truly meaningful practice, promote realistic discourse, lead to the internalization of language.

Tok (2010) evaluated *Spot On*, which is utilized in primary public schools in Turkey. The results showed that this course book was not sufficient in addressing the learners' real needs. In addition to these studies, in Iran several studies have been carried out to evaluate textbooks. For instance, evaluating ELT materials in Iran began by Amerian (1987). He conducted a comparative study on two series, namely, *Right Path to English* and *Graded English* series based on Tucker's model. The results of the study indicated that there are no significant differences between the two series.

Yarmohammadi (2002) evaluated the senior high school textbooks by applying revised version of Tucker's model. The study revealed that these textbooks are not authentic; English and Persian names are used interchangeably; and oral skills are ignored. He proposed some suggestions to remedy these materials.

The *New Interchange* series were analyzed by Iraj (2007) based on the principles of communicative and task-based approaches. She employed Ellis's (2003) task model and found that the *New Interchange* series do not follow the principles of communicative and task-based approaches as the author claimed. It has no frequency of meta-pragmatic information. In line with this study, Sahragard, Rahimi and Zaremoayyedi (2009) investigated these ELT materials, benefiting from Littlejohn's detailed framework (1998). The most important thing they concluded is that these are not the learners who initiate the tasks.

Keshavarz and Akbari Malek (2009), conducted an evaluation on two series of textbooks namely *ILI* (Iran Language Institute) and *True to life* textbooks in terms of social relations, subject positions, and contents in the dialogues of advanced parts to detect whether there was any sensible ideological direction(s) in these materials based on a critical discourse analysis framework. They showed that in both series of the textbooks, social relations were mostly identical. Furthermore, after friends, occupational and commercial associated positions were the leading ones in these textbooks. Contents mainly emphasized on market and market related activities. They claimed that textbooks had a tendency to signify a particular discourse type more dominantly.

Eslami, Esmaeli, Ghavamini, and Rajabi (2010) studied *Top Notch*, *Interchange*, *Headway*, and *On your Mark*. They used McDounogh and Shaws' (2003) model consisting of external and internal evaluation criteria. They indicated *On your Mark* book is a unique and flexible series with multiple entry levels used for secondary students. *Top Notch* has a natural language that used by people with a learner-centered approach and provides students opportunity to confirm their own progress. *Head way* combines traditional methods of teach-

ing with more recent communicative approaches which provides the L2 learners a comprehensive language. New Interchange is a successful book for adult and young adult learners at the beginning to intermediate levels. According to this study, Top Notch is better in the EFL situation of Iran.

Riasati and Zare (2010) used Litz's (2005) checklist to evaluate Intro, Interchange 1, Interchange 2, and Interchange 3. In researchers' idea, advantages of these books are accessibility, teacher's guide, clear layout and design and activities of language skills. Despite these strong points, some parts in the series do not match the learners' level and are not relevant because cultural differences in writing skills are ignored and there are not many testing exercises as well.

Riazi and Mossalanejad (2010) investigated the types of learning objectives in three high-school textbooks and the pre-university textbook. They codified the learning objectives based on Bloom's (1956) taxonomy. Results indicated that lower-order cognitive skills were more prevalent than higher order ones. In addition, there was a significant difference between the senior high school and the pre-university textbooks in terms of the levels of the taxonomy insofar as the pre-university textbook used some degrees of higher-order learning objectives.

Bahrani (2011) made an in-depth evaluation of intermediate Top Notch by using Littlejohn's (1998) evaluative framework. It was concluded that some beneficial points for English teachers in many language institutes regarding the strengths and weaknesses of these intermediate textbooks which might give them some insights into the course book they use and how they can exploit it better.

Soleimani and Dabbaghi (2012) strived to find the effect of New Interchange series on the learners' skills in coping with different interactive needs in varied real-life contexts. They administered a discourse completion test to 50 upper intermediate Iranian learners who had completed their studies with these books. They asserted that the books had been practical in providing the learners with ample pragmatic input, and had prepared them well for dealing with diverse interactive needs in the society.

Finally, in a recent study, the efficacy of Pacesetter Series at four proficiency levels (starter, elementary, pre-intermediate, and intermediate) was investigated by Alemi and Sadehvandi (2012). They used questionnaires for 64 EFL teachers' ratings on the practicality of the series. They claimed that the fruitfulness of the series in meeting the communicative needs of learners was substantiated. Yet, the partial ignorance of speaking skill and the inclusion of extensive fragments from Western and European culture were unanimously underscored by the participants as the negative aspects of the said textbooks for Iranian learners.

As review of literature shows no study has been done on World English

series, which has recently come into the realm of L2 instruction of Iranian learners.

3. Objective of the Study

Since “a course book should meet both the needs of the students, and the beliefs and approach of the teacher as closely as possible” (Cunningsworth, 1995, p.7), the main objective of the present study is to identify the strengths and weaknesses of World English course books from the perspective of EFL instructors and learners’ needs. Therefore, based on this objective, this study attempts to answer the following questions:

1. To what extent are the course books effective according to the teacher’s manual, student workbook, audio and video cassette(s)/CDs, and assessment materials?
2. What is the status of these course books with respect to theoretical considerations?
3. How are the organizational features and practical considerations?
4. To what extent are the course books effective according to the content?
5. To what extent are the course books acceptable in terms of the relevant skills?
6. How is the presentation of vocabulary items and structure in the books?
7. What is the condition of the series in providing activities?
8. What is the status of the World English series on the whole from the perspective of the instructors?
9. Are these course books able to fulfill the learners’ needs?

4. Method

This section is an attempt to describe the method used in the study including participants, materials, instruments and procedures.

4.1. Participants

Some authors such as Chambers (1997) have pointed out that evaluation is usually more beneficial if it is collectively undertaken by everyone involved in the teaching and learning process. He suggests that when teaching materials are to be used by a large group of teachers and students it seems rational for these materials to be evaluated by all or most of those who will be involved in their use. As such, two groups of participants took part in this study. One group of participants consisted of 14 teachers who were teaching these coursebooks in two language institutes in Shiraz. They had been teaching for about five to fifteen years, hence they were experienced enough to be able to evaluate the books and identify their strengths and weaknesses. They were between 25-40

years of age. The other group included 59 language learners from the same institutes who were studying the World English series. The age range of all the learners who took part in this research was from 19 to 30. Two groups of participants were both male and female.

4.2. Materials

The materials of this study are World English series in four levels of intro, 1, 2, 3, currently being taught at two language institutes in Shiraz. It is worth mentioning that these books were chosen deliberately since first, on the front cover of these textbooks, it is claimed that they use real people, real places, and real language to connect learners of English to the world and to bring our world to the classroom and the classroom to life. Second, these coursebooks were published recently and it is important for us to investigate relatively new English textbooks in order to see how appropriate and helpful they are in fulfilling the needs of learners. Third, textbooks are essential components for teaching and learning in Iran and evaluating English textbooks is therefore an important task to the future success of Iranian learners. The World English Textbooks are as follows:

- ▷ Milner, M. (2011). World English Intro. London: Heinle Cengage Learning Publication.
- ▷ Milner, M. (2011). World English 1. London: Heinle Cengage Learning Publication.
- ▷ Johannsen, K. L., & Tarver Chase, R. (2011). World English 2. London: Heinle Cengage Learning Publication.
- ▷ Johannsen, K. L., & Tarver Chase, R. (2011). World English 3. London: Heinle Cengage Learning Publication.

4.3. Instruments

While there are a plethora of checklists in order to evaluate EFL/ESL textbooks, not all of them are equally applicable to all sorts of contexts and situations; as such, the instruments in this study included two kinds of questionnaires. One was evaluation checklist developed by Rezvani, Tahriri and Shahini (personal communication). This questionnaire comprised of 68 items based on the various aspects of the textbook evaluation. These items were grouped in 8 parts: the first part was about a general description of the textbook (what Littlejohn called 'explicit' information about the materials) and some other questions about the existence or necessity of the teaching aids.

The other parts were a deeper level of analysis and consisted of seven sections including:

1. Theoretical considerations (including 4 evaluative questions)
2. Organizational features and practical considerations (including 12 evaluative

questions)

3. Content (including 14 evaluative questions)
4. Skills (including 10 evaluative questions)
5. Vocabulary (including 8 evaluative questions)
6. Structure (including 8 evaluative questions)
7. Activities located in the material (including 6 evaluative questions)

Each part had two columns the necessity consisting of numbers 1 to 4 from not necessary to highly necessary and present condition with numbers 1 to 5 from totally lacking to excellent. As we see, one part of this questionnaire included theoretical considerations and related to the thinking underlying the materials focusing on the methodological objectives of the textbook or the sequencing of the selected subjects, types of learning and teaching activities based on content, skills, vocabulary, and structure of the book. In fact, this part corresponded the “design” in Littlejohn’s scheme. In addition, the third part relating to cover, size, or durability of the book, physical aspects of the material, was in contact with the publication in Littlejohn’s scheme. Therefore, this criterion was originally on the basis of Littlejohn’s framework (1998).

The second instrument in this study was a questionnaire for learners. For developing this questionnaire, the researcher, translated the mentioned checklist into Persian. After that, two M.A. students majoring in EFL were asked to translate the Persian copy into English. Their translations and the original copy were compared and the Persian translation was corrected. Then, simple and concrete items related to 6 categories of the teachers’ questionnaires, including organizational features and practical considerations, content, skills, vocabulary, structure and activities were selected. The rating scales were ranged from one up to five from ‘strongly agree’ to ‘strongly disagree’.

This 35 item questionnaire was administered to the learners in order to gain insights into their needs. The respondents were asked to indicate their degree of agreement by putting only a tick mark (✓) in the column of their choice.

The content validity of both questionnaires was confirmed by the thesis committee members.

The reliability of the teachers’ questionnaire was estimated through SPSS (version19). The resulting Cronbach alphas were 0.88 for the necessity part, 0.98 for the present condition and 0.97 for the whole test. This is an indication that this instrument is maximally reliable. The reliability of the learners’ questionnaire was also estimated through SPSS. The resulting Cronbach alpha was 0.88. This indicates that this instrument is reliable.

4.4. Procedures

4.4.1. Data collection

Since only two institutes in Shiraz were using the World English books, the instructors' questionnaires were distributed among fourteen teachers from these institutes whom had taught the course books for several terms. Therefore they were familiar with the books' strengths and weaknesses. Additionally, the learners' questionnaires were given to 59 language learners from the same institutes who were studying the World English series. Two groups of participants were asked to fill them out attentively and honestly. The questionnaires were collected a few days later so that the respondents would have enough time to reflect on the questions.

4.4.2. Data analysis

4.4.2.1. The instructors' questionnaire

The instructors' viewpoints and suggestions about these books were analyzed through the SPSS software and Excel, and explained both quantitatively and qualitatively. In quantitative analysis, with respect to the ideal situation and the present condition, result of the analysis in the form of percentages, means, and in different tables and figures was shown. Then, in both cases the means of the teachers' views and their overall impression were compared. Furthermore, the T-test was run to see if there is any significant difference between the necessity part and the present condition part. Finally, through qualitative analysis, the instructors' viewpoints were interpreted as a whole.

4.4.2.2 The learners' needs questionnaire

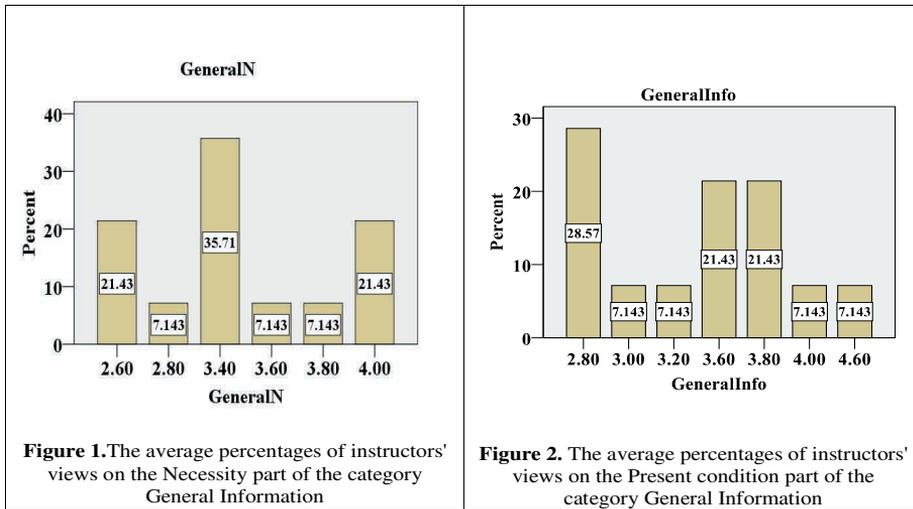
The other questionnaire was designed for learners of these books and distributed directly among fifty nine male and female respondents during their English lesson by their English teacher. To ensure full comprehension, the language of questionnaire was chosen to be Farsi, the participants' mother tongue. The respondents indicated the degree of agreement or disagreement as strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. Each response carried a numerical score. "Strongly agree" was given the highest score (5) and "Strongly disagree" the least score (1). Other points had the scores accordingly (2, 3, and 4). The total score of a learner was found out by adding up his or her different scores for different purposes. This total score pointed out his or her position used in analyzing findings. The Result of analyzing through SPSS was shown in the form of means, standard deviation and percentages. Consequently, final figures of both questionnaires were compared and suggestions were offered.

5. Results

5.1. Teachers' questionnaires

In this part, the instructors' views about the textbooks will be discussed. As mentioned earlier, the questionnaire included eight main parts. Since all these aspects should be evaluated with respect to the necessity or ideal situation and the present condition of course books, the main parts of the questionnaire are divided into two other parts. Therefore, 16 figures will be used to explain the result of the distribution of ideas. They will be discussed as percentages and the selected scores for each item, so the vertical line in each figure represents the percentage of the above-mentioned features of the course books and the horizontal line also offers the mean of each subpart.

5.1.1. The instructors' views



According to Figure 1, 36% of the teachers have chosen the necessary option (3.40). Cumulatively, from this point on to option 4 which is highly necessary the percentage comes to 76%. This indicates that it is a need for them that the books be provided with supplementary materials. On the contrary, when we analyze Figure 2, for the present condition, 29% of the respondents have selected something between 'poor' and 'adequate' indices for the present condition of World English series General information and only 7% of the teachers believe that the present condition of this series in terms of General information is nearly excellent (4.60).

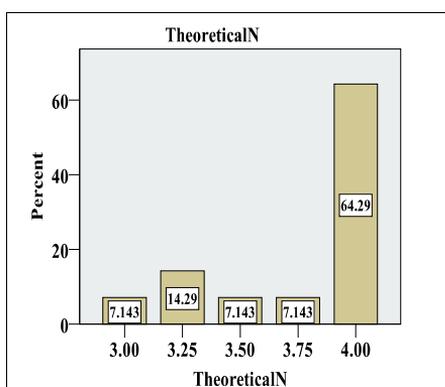


Figure 3. The average percentages of instructors' views on the Necessity part of the category Theoretical Considerations

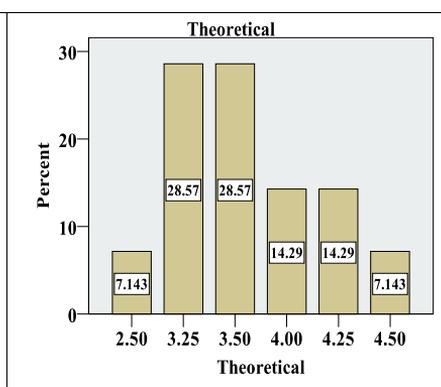


Figure 4. The average percentages of instructors' views on the Present condition part of the category Theoretical Considerations

Based on Figure 3, 64% of the teachers have opted for the highly necessary option (4). This demonstrates that consistency of the course books content with the stated theoretical and methodological objectives is very important for them. On the other hand, according to Figure 4, a majority of the participants have showed that the content of the books is adequately consistent with the specified theoretical and methodological objectives.

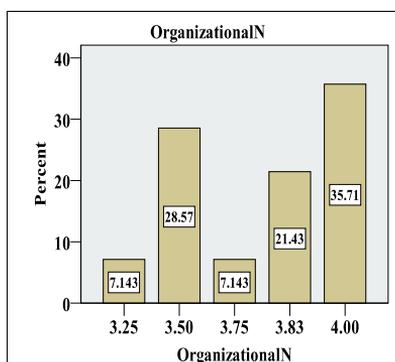


Figure 5. The average percentages of instructors' views on the Necessity part of the category Organizational Feature and Practical Considerations

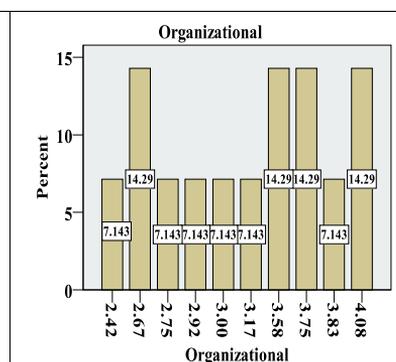
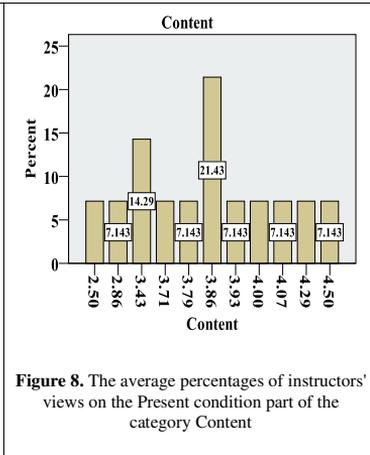
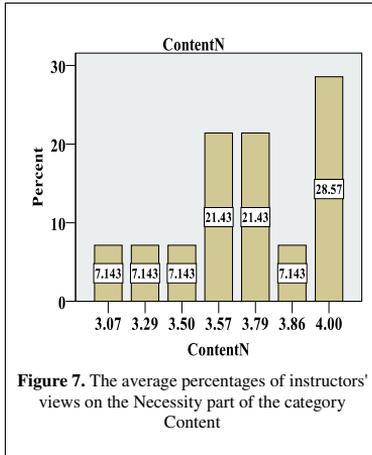


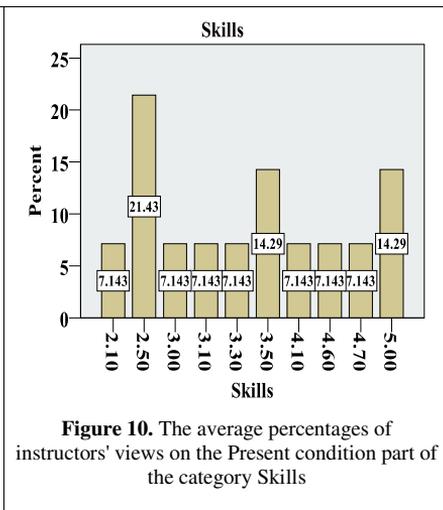
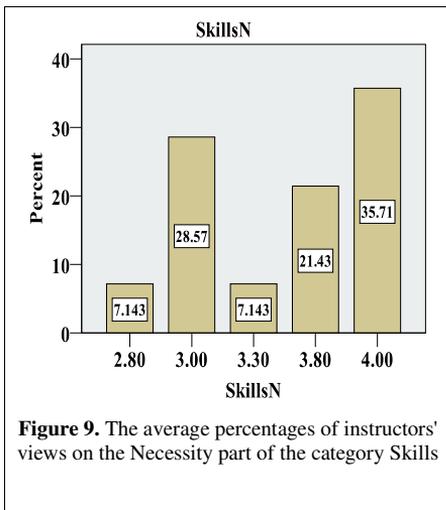
Figure 6. The average percentages of instructors' views on the Present condition part of the category Organizational Feature and Practical Considerations

Figure 5 reveals that the organizational features and practical consideration such as: the appealing cover, appropriate size, durability, clear layout, useful table of content, glossary, and index, accurate appendices, references and

resources, logically arrangement, clear and accurate diagrams, figures and pictures are very important for the instructors. It is clear in the Figure 6, cumulatively 64% of the responses are between 'adequate' and 'good'. No teacher has decided on option 5 that represents the excellent condition for the textbooks in this regard.



As Figure 7 represents, a majority of the respondents have yet again chosen for the highly necessary option. Figure 8 clearly illustrates that 86% of the responses fall between 'adequate' and 'excellent' indices. This might be indicative of the fact that the content of World English is nearly satisfactory.



Studying Figure 9, we can see that 13 teachers have selected the range between the ‘necessary’ and ‘highly necessary’ indices in the ideal situation for the different items included in the fifth part of the questionnaire. Such a finding means that important aspects of the coursebooks regarding four skills according to the instructors’ views are considered as just about very necessary, while as it is clear from Figure 10, World English is not much efficient in this respect.

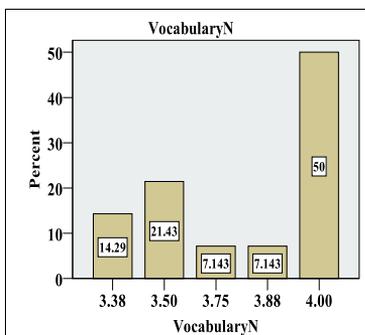


Figure 11: The average percentages of instructors' views on the Necessity part of the category Vocabulary

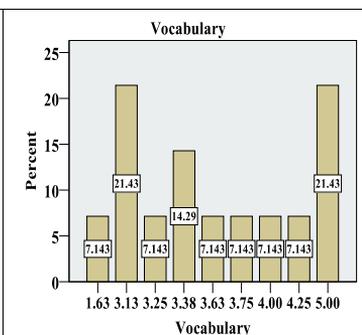


Figure 12: The average percentages of instructors' views on the Present condition part of the category Vocabulary

As Figure 11 illustrates, all of the subjects have chosen the ‘necessary’ and ‘highly necessary’ options. It might be attributed to the fact that the teachers are aware of the importance or the necessity of presenting the reasonable amounts of the frequent and useful vocabulary items in the students’ discipline per unit, the contextualized vocabularies, the logical order of difficulty in the sequence of vocabularies, various meaningful and communicative vocabulary practices, providing appropriate techniques for learning new vocabulary items and finally the interactive and task-based activities for using new vocabulary items to communicate. The other figure shows that the participants are pleasure with the present condition of the vocabulary of the books.

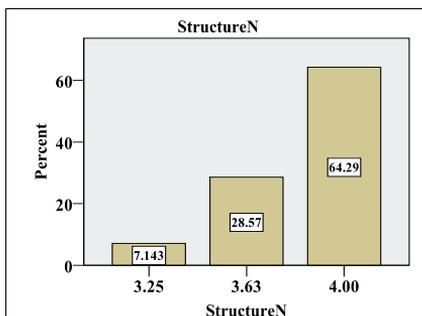


Figure 13: The average percentages of instructors' views on the Necessity part of the category Structure

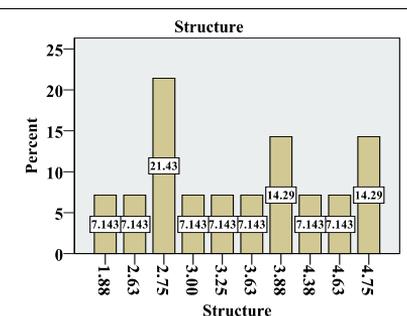


Figure 14: The average percentages of instructors' views on the Present condition part of the category Structure

According to Figure 13 which shows the ideal situation for the different items included in the structure part, 64% of the respondents have opted 4.00 (highly necessary) while Figure 14 indicates that only 14% of the teachers believe that the present condition of World English is near excellent (4.75) which is not a satisfying result.

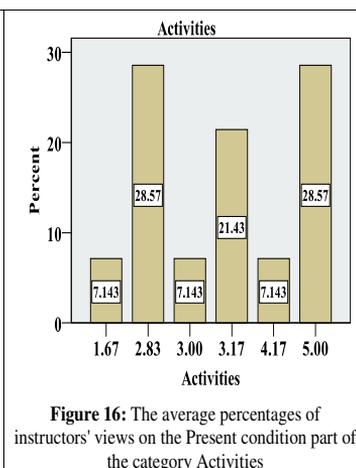
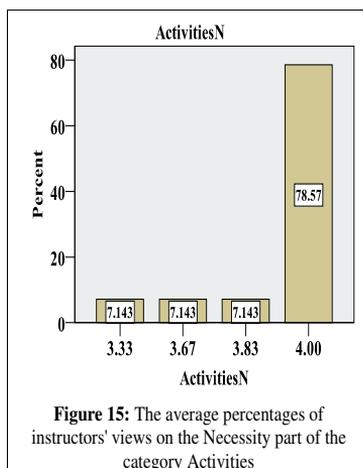


Figure 15 means that the notions under question were very important for the participants. Figure 16 shows that a majority of the responses are between ‘adequate’ and ‘excellent’. Therefore, the current status of the books activities is nearly good.

5.1.2. T-tests for the difference between the necessity part and the present condition part

In this part, t-tests were computed to see whether the observed results differ significantly.

Table 1. T-test conducted between the necessity part and the present condition part of the teachers’ questionnaire as a whole

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Overall necessity	92.376	13	.000	3.70530	3.6186	3.7920
Overall present	20.006	13	.000	3.54097	3.1586	3.9233

According to Table 1, the p-value associated with the t-test is smaller than 0.05. Therefore, we can conclude that there is a statistically significant difference between the participants' overall impression of the books in relation to the necessity and the present condition. This means that the participants believe that there is a long gap between their ideal course book and the course books they have commented on.

5.2. Learners' questionnaires

The second part of the research analysis is a questionnaire for recognizing needs of learners. The questionnaire was administered to a sample of 59 English institute students. Each respondent received a score when answering each question. The score depended on the answer chosen. After that, the scores for all questions were added together to show the learner's overall score and statistics were made with frequency counting, and percentage calculating. Then, with respect to each category, figures are shown.

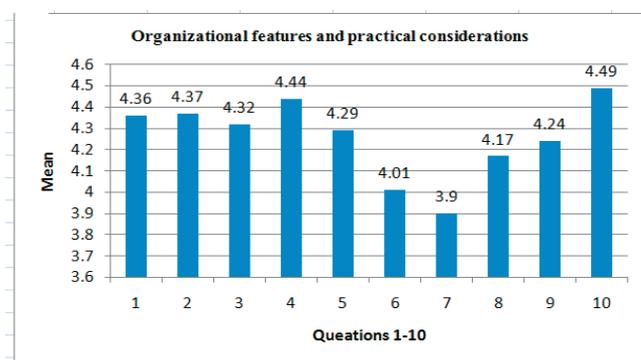


Figure 17. Means of learners' views on the organizational features and practical considerations category

As it can be observed from the Figure 17, 'question 10' is rated as the highest item (4.49) and 'question 7' as the lowest one (3.9). This means that most of respondents believe that diagrams, figures and pictures should be clear, accurate and easy to understand. Moreover, containing textbooks with references, bibliography, and resources is not very important for learners. The grand mean for Organizational Features and Practical Considerations Category is 4.26 which means that the students are aware of the importance of this category and regard it as a major need for themselves.

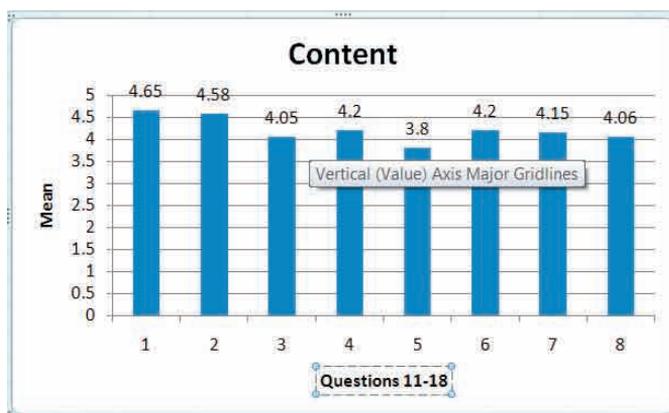


Figure 18. Means of learners' views on the content category

As shown in Figure 18, the highest mean was 4.65, indicating that more than two thirds of the participants claimed that the topics and content of the textbook should be appealing to students. A mean of 3.8 suggests that writing and explaining directions in textbooks clearly is not a basic need for all learners (item 15). Generally, the grand mean for Content Category is 4.21. Therefore, the students are aware of the importance of this category and regard it as a major need for themselves.

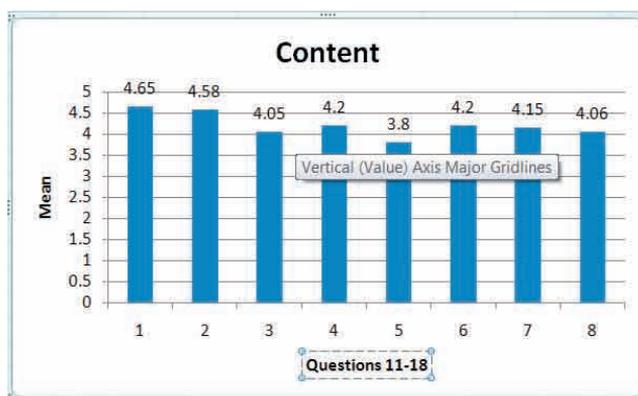


Figure 19. Means of learners' views on the skills category

According to Figure 19, more than half agreed that each skill should be treated in every unit/ lesson. The grand mean for Skills Category is 3.95 which means that the learners are aware of the importance of this category and regard it relatively as a major need for themselves.

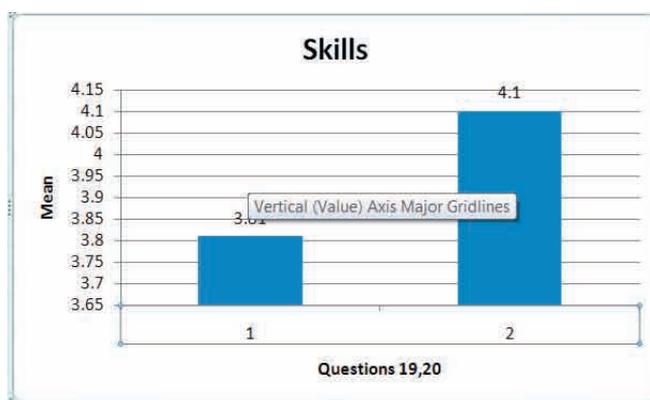


Figure 20. Means of learners' views on the vocabulary category

Figure 20 shows a high mean of 4.41 for item 23. Therefore, the learners believe that presentation of vocabulary should be contextualized. In addition, mean of 4.32 for item 22 indicated that the respondents prefer vocabulary items present at an appropriate rate and in reasonable amounts per unit. In general, the grand mean for Vocabulary Category is 4.20 which means that the learners are also aware of the importance of this category and consider it as a main need for themselves.

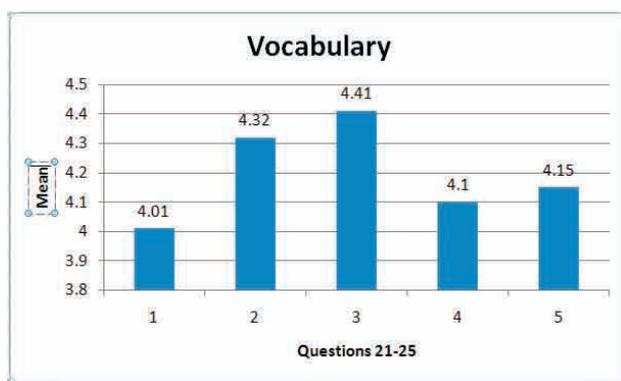


Figure 21. Means of learners' views on the structure category

As can be seen in Figure 21, half of the participants state explanations of grammatical structures should be clear (item 29). Furthermore, mean of 4.22 for items 26 and 27 shows that these issues are needed for learners. The grand mean for Structure Category is 4.19. This means that the students are aware of the importance of this category and observe it as a main need for themselves.

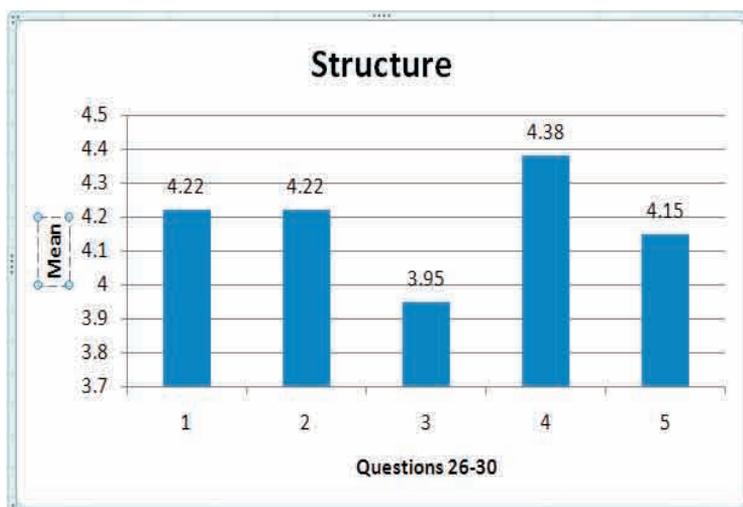


Figure 22. Means of learners' views on the activities category

A glance at Figure 22 reveals that the highest mean was 4.35, indicating that the majority of respondents agreed that the activities should incorporate individual, pair and group work. Moreover, the grand mean for Activities Category is 4.18. This means that the learners are aware of the importance of this category and regard it as a main need for themselves.

In addition to these facts, the researcher explored the teachers' beliefs concerning the suitability of the textbooks in terms of students' needs.

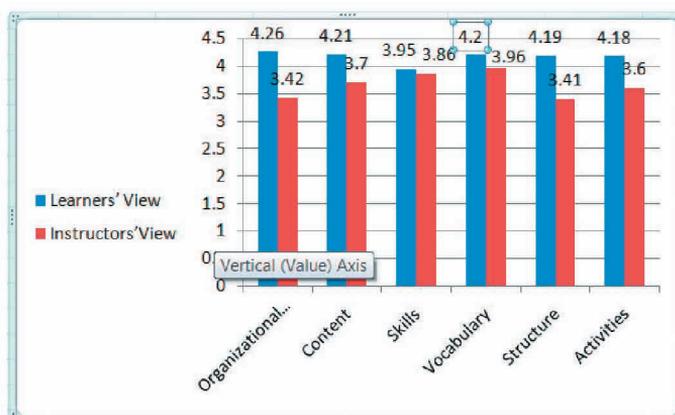


Figure 23. Analysis results of view of teachers and learners

As seen in Figure 23, all the instructors' answers to these 6 categories belonged to 'adequate' and 'good' options. The highest mean in instructors' view was 3.96, indicating that most teachers were almost satisfied with vocabulary of these books. The lowest were 3.41 and 3.42 which means the course books in organizational features, practical considerations and structure are not good. But it can be said that the World English series are mainly adequate in meeting the learners' needs and interests. Based on the researchers' personal experience with the four textbooks, this result was not unexpected.

In last part of this section, an independent sample t-test was conducted between the learners' and the teachers' view to see whether the means for the two groups differ significantly.

Table 2. Group statistics of the participants' views

	Group	N	Mean	Std. Deviation	Std. Error Mean
Means	view of learners	59	4.2015	.35864	.04669
	view of teachers	14	3.6122	.66012	.17642

Table 3. T-test conducted between the learners' and the teachers' view

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Means	Equal variances assumed	7.147	.009	4.610	71	.000	.58921	.12782	.33434	.84407
	Equal variances not assumed			3.229	14.869	.006	.58921	.18250	.19992	.97849

As can be seen from Table 3, the p-value associated with the t-test is smaller than 0.05. Therefore, we can conclude that there is a statistically significant difference between the learners' and the teachers' view. This means that the course books are not up to the expectations and wants of the learners.

6. Discussion

According to the findings, the instructors agreed that the notions presented in the necessity part of the teachers' questionnaire were nearly important or important. This is shown by the resulting mean which was 3.70. For ease of comparison this figure could be converted to a scale 5, resulting in 4.63. On the other hand, the mean for the present condition was 3.54. Thus, it can be said that the books were relatively far behind the expectations of the instructors. The analysis results of the learners' questionnaire showed that the grand means of categories were around 4, indicating that the majority of responses were between 'agree' and 'strongly agree'. Therefore, the students were in agreement with the notions presented in the questionnaire. Comparing views of the teachers and learners, however there was a statistically significant difference between the attitudes of institute learners and teachers, the World English series were mainly adequate in meeting the learners' wants and needs.

7. Conclusion

In the study, a sample of course books has been evaluated. This section concludes the study by answering the research questions. The questions are once again posed and answers are provided based on the analysis.

1. To what extent are the course books effective according to the teacher's manual, student workbook, audio and video cassette(s)/CDs, and assessment materials? The mean for the accessories is 3.44. If it is converted to the descriptive index range of 'totally lacking' to 'Excellent', it will be anywhere between 'adequate' and 'good'. This indicates that the accessories of World English series are average.
2. What is the status of these course books with respect to theoretical considerations? The mean of ideas for the status of these coursebooks regarding goals and objectives is 3.61, indicating that the series fall between average and good indices with regard to the theoretical considerations.
3. How are the organizational features and practical considerations? The responses point to a mean of 3.30. This suggests that the books receive average responses in this respect.
4. To what extent are the course books effective according to the content? Considering all means, the mean of 3.72 shows that these books are slightly better in the presentation of the content. Again, however, the series are average in this respect.
5. To what extent are the course books acceptable in terms of the relevant skills? Regarding the mean of 3.53, the issues dealing with the skills were given an average rating.

6. How is the presentation of vocabulary items and structure in the books? The means of 3.69 for vocabulary and 3.49 for structure point to yet again an average condition in the presentation of these features. Generally, one can conclude that vocabulary of the course books are somewhat better than their structure.

7. What is the condition of the series in providing activities? In relation to activities, the teachers chose something between 'adequate' and 'good' options.

8. What is the status of the World English series on the whole from the perspective of the instructors? The average calculated is 3.54 for the present condition of these series. This states that the instructors consider the books as mediocre. Moreover, according to one sample t-test, the present condition of these series is relatively far from the ideal, standard situation.

9. Are these course books able to fulfill the learners' needs? The result of the analysis showed that there is a statistically significant difference between the attitudes of institute learners and teachers, but in general, the World English series are mainly adequate in meeting the learners' wants and needs. According to the findings, the instructors regarded the notions presented in the necessity part of the teachers' questionnaire as necessary, the current condition of the series was in average range, however. Therefore, there was a statistically significant difference between the ideal situation and the present condition of the World English course books. This means that these books were far from the ideal and the standard condition perceived by the teachers. Furthermore, the course books were adequate and not much satisfactory in meeting the learners' needs.

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