

The Evaluation Of The Prospect Series In Terms Of Vocabulary As The English Material Of Iran's Junior High School

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Abstract

Undoubtedly, investigating the frequency of words in Prospect series can lead to improvement of students in order to shed light on the evaluation of teaching materials in the context of Iran. It is needed to investigate the frequency of the words of Prospect series. Using the most frequent words can enhance the efficiency of students' English vocabulary knowledge. The present study aimed at finding out the frequency of words of Prospect series as part of the Iranian junior high school. To this end, the words of Prospect series were gathered. Since, this study sought for evaluation of word frequency of vocabulary, another material was needed. Therefore, COCA online website was used. After finding their frequency, the most and the least frequent words, they were put into several tables. Based on word frequency analysis, words chosen for Prospect series are not the most frequent words for junior high school students. Therefore, the null hypothesis could be proved that the words chosen for Prospect series are not the most frequent words in English language for junior high school students in Iran. According to the result of the present study, the word selection of high school English materials is not useful enough therefore it needs revision. Finally, it can be concluded from the result of the present study, there should be more focus on material evaluation in particular English materials which have been used in junior high school level in Iran to compensate the recent shortages in terms of word selection.

Keywords: Prospect, Vocabulary, Iran

Introduction

English language teaching and learning and its materials are so dependent on each other. The role of material cannot be repudiated in any teaching curriculum. Regarding its importance, it is notable that material can lead learners to desired purpose and also it can mislead learners at the same time (Crystal, 2003; Elis, 2003). Despite of such a focus, there are many English language instructors who do not pay enough attention to their classroom materials. One of the researchers who tried to remind the role of material in classroom teaching sources is Harwood (2010) who referred to second language teacher-education programs and considered their dependency.

While considering textbook as a part of ELT (English Language Teaching) materials, the role of vocabulary can't be repudiated. However, there has been neglect for a long time in this regard, but fortunately, today's researchers are more willing to investigate the role of vocabulary and show its real picture in ELT material providing (Laufer, 1997). As Stahl (2005) puts it as Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world and as it is clear it is more than just one definition in Stahl's idea.

New series of English books for guidance schools are published under the title "Prospect". It mainly aims the communicative skills in the learning, rather than the old method of "Right path to English" that put emphasis on the grammar and translation. It is based on the personal needs of second language and social aspects of language learning. Prospect 1 is one of the English textbooks series for school children that is designed to help encouraging children in the first year of secondary school to learn English for communicative purposes. It is assumed that the mentioned book can be a good alternative for previous school books which were designed for Iranian school students (Alavi, 2013, Arabloo, 2015). In order to be familiar with this book, it is worth-noting that Prospect book contains English language four skills. Also, it can be observed from the content of book, it shows the particular role of teacher as an observer, guide and conductor. Furthermore, in this book, the role of students has been assigned as being involved in language and communicative person in society. Hence, it tries to show a different aspect of English usage comparing to previous books taught in Iran (Alavi, 2013; Arabloo, 2015).

Regarding the positive and negative aspects of Prospect book, several studies have been carried out. For instance, many studies have stressed the previous high school and Junior high school textbooks in Iran which were based on the traditional teaching methods for many years (

Jahangard, 2007; Rahimpour&Hashemi, 2011; Riazi, 2003; Riazi&Aryashokouh, 2007) and surprisingly, studies which have focused on the evaluation of the new published books in Junior high schools are so limited. Also, some of the ideas have been presented by other researchers about Junior high school books. However, none of them focused on the word selection issue in mentioned books. Regarding Prospect book, Alavi (2013) states that the textbook "Prospect 1" is designed to help students to learn English for communicative purposes using all the four skills of listening, speaking, reading, and writing and based on communicative language teaching approach. Alternatively, it was believed that the educational previous textbooks didn't contain communicative practice and skill, hence, after studying this book and the students couldn't show their ability in real world situation. Consequently, it led to lack of motivation to learn English language. Elsewhere the Junior high school textbooks were evaluated by other researchers such as Shabani and MansooriNejad (2013) that accordingly they arrived at consensus that there hasn't been any outstanding reform during recent decades in Iran educational textbook materials. Hence, some of the students had to take language institute classes in order to compensate the shortages caused lack of communicative aspects of previous textbook taught at school. This study was an attempt to evaluate the Prospect series in terms of vocabulary as the English material of Iran's junior high school.

Materials and Methods

The Design of the Study

The present study was aimed at evaluating the Prospect series in terms of vocabulary selection. This textbook is a newcomer in educational system of Iran. Prospect is an alternative for the previous English language books which were taught for several years. Prospect series consist of three books which contain 8 and 7 and 6 lessons respectively. Each of these lessons contains five sections which attempt to enhance one of students' English skills. One of these sections is vocabulary which was the focus of this study. The vocabularies presented in this section of Prospect books were analyzed according to their frequency. It is worth to mention the research design was a descriptive design in which the materials including 3 Prospect books taught in Iran secondary school period as ELT book were evaluated. For the purpose of the present study, the frequency of the vocabulary was calculated; therefore, it calculated the number of the words presented in Prospect series. In order to accomplish it, COCA which stands for Corpus of Contemporary American English, was used.

Materials

In order to carry out the present study, the prospect series are required. Because the purpose of this study is to evaluate prospect series which are taught in Iran secondary school period.

Since this study sought for evaluation of word frequency of vocabulary, another material was needed. Therefore, COCA online website was used. COCA which stands for corpus of contemporary American English is the main tool which was used during the present study. Regarding COCA, the Corpus of Contemporary American English (COCA) is the largest freely-available corpus of English, and the only large and balanced corpus of American English. COCA is probably the most widely-used corpus of English, and it is related to many other corpora of English that have been created, which offer unparalleled insight into variation in English.

The corpus contains more than 520 million words of text (20 million words each year 1990-2015) and it is equally divided among spoken, fiction, popular magazines, newspapers, and academic texts. As it was stated it is a useful tool which was used to find the frequency of words of Prospect series. By using COCA, data was arranged based on their frequency and was compared to the whole data comprised of more than 520 million words.

Procedure for Data Collection and Analysis

The first step was gathering vocabularies of Prospect series which were used in fourth section of each lesson of prospect series. After identifying the mentioned vocabularies, they were put into some tables to be analyzed based on COCA website which consists of several tabs. By using COCA, vocabularies could be sorted by their frequency. First tab of COCA is called “search” by which the desired word was put and the result was shown in another tab called “frequency” in which the number of frequency was shown. After collecting data, they were put in several tables. It should be mentioned that the most desired words are put in vocabulary section of each lesson that are needed to be analyzed. Finally, a descriptive analysis was used for the number of frequency of each vocabulary in this study.

In the present study, at first, the vocabularies were collected from Prospect series. Each Prospect book contains one vocabulary section which was the main source of data of the present study. The main method of this study was putting vocabularies in different tables containing different columns. Next, they were used in COCA. Next, the numbers of frequency were put into other columns to show the frequency of used vocabulary and, in the end, a descriptive analysis was provided about the numerical results.

Results

Data Analysis and Findings

Descriptive Analysis of the data

In this study, the first phase of methodology was gathering vocabularies from 3 books. Prospect series consisting 3 books were used for the purpose of this study. Firstly, the vocabularies were chosen from vocabulary section of Prospect series. Hence, in Prospect 1, 80 vocabularies were chosen from vocabulary section of the mentioned book. Also, 58 vocabularies were chosen from Prospect 2 respectively. Furthermore, Prospect3 contained 103 vocabularies which were chosen. Next, the chosen vocabularies were put into eight tables separately (Tables 1-8).

Since this study aimed at evaluating word frequency, COCA online website was used. COCA or Corpus of Contemporary American English (COCA) is the largest freely-available corpus of English, and the only large and balanced corpus of American English. Therefore, after putting vocabularies into 8 tables, in order to find the frequency of vocabularies in the present study, they were put into COCA search chart and the results were put into another column of the tables. Also, the ratio of frequency of vocabularies to the whole number of vocabularies of COCA which contains about 520 million vocabularies was calculated. Therefore, each table of the present study contains 3 columns.

Firstly, the numbers of vocabularies which have been picked up from Prospect 1, 2, 3, are 80, 58 and 103 respectively. It is crystal clear that in Prospect 3, more vocabularies are presented due to higher level of students comparing to students of lower grades. Hence, it can be concluded that more focus has been on vocabulary in Prospect 3 compared to Prospect 1 and Prospect 2. Surprisingly, the Prospect 2 contains only 58 vocabularies which are less than 80 vocabularies of Prospect1. It can be concluded that less focus has been on Prospect 2 regarding vocabulary field.

Secondly, by considering the ratio of frequency of vocabularies to whole number of stored vocabularies in COCA, it can be concluded that most of the vocabularies are infrequent. Therefore, it seems vocabularies of Prospect series can be revised to have more sufficient role in learning English language.

Inferential Analysis of the data

In this section, different tables which contain the selected words and their frequency and their ratio to the whole number of words in COCA were presented. Evaluating data can shed a light to have a better understanding about word used in Prospect series.

The frequency of words in Prospect 1 is shown in Tables 1 and 2.

Table1.Frequency of words of Prospect 1 (1).

prospect 1			
	vocabulary	frequency	Ratio of frequency to whole number of COCA
1	name	141046	0.03%
2	boy	83707	0.02%
3	girl	87086	0.02%
4	man	344827	0.07%
5	woman	184417	0.04%
6	friend	83437	0.02%
7	classmate	1607	0.00%
8	age	125271	0.02%
9	birthday	17931	0.00%
10	month	84205	0.02%
11	year	409673	0.08%
12	number	191432	0.04%
13	family	254194	0.05%
14	mother	199402	0.04%
15	father	178087	0.03%
16	sister	48710	0.01%
17	brother	56999	0.01%
18	uncle	22424	0.00%
19	aunt	16166	0.00%
20	job	148453	0.03%
21	mechanic	2721	0.00%
22	nurse	17685	0.00%
23	housewife	1277	0.00%
24	teacher	76883	0.02%
25	dentist	3138	0.00%
26	driver	29741	0.01%
27	shopkeeper	532	0.00%

28	pilot	18840	0.00%
29	doctor	52262	0.01%
30	tall	27983	0.01%
31	short	84009	0.02%
32	young	186303	0.04%
33	old	234254	0.05%
34	suit	20985	0.00%
35	shirt	23087	0.00%
36	jacket	16929	0.00%
37	trousers	377	0.00%
38	chador	101	0.00%
39	shoes	26954	0.01%
40	gloves	8569	0.00%

Table2.Frequency of words of Prospect 1 (2).

Prospect1			
	vocabulary	frequency	Ratio of frequency to whole amount
41	wear	31685	0.01%
42	manteau	15	0.00%
43	house	293679	0.06%
44	room	199239	0.04%
45	bedroom	22930	0.00%
46	kitchen	49772	0.01%
47	Living room	98	0.00%
48	garage	11961	0.00%
49	office	132108	0.03%
50	cook	36358	0.01%
51	study	177820	0.03%
52	come	353711	0.07%
53	fix	18056	0.00%
54	wash	14124	0.00%
55	address	48902	0.01%

56	home	310359	0.06%
57	street	119094	0.02%
58	telephone	22323	0.00%
59	mobile	11973	0.00%
60	go	493361	0.10%
61	live	132667	0.03%
62	visit	125421	0.02%
63	time	130875	0.03%
64	food	234873	0.05%
65	drink	234511	0.05%
66	hungry	14321	0.00%
67	thirsty	43984	0.01%
68	favorite	14985	0.00%
69	nice	120587	0.02%
70	bread	12457	0.00%
71	kebab	771	0.00%
72	salad	23408	0.01%
73	fruit	123490	0.02%
74	chicken	245211	0.05%
75	juice	30987	0.01%
76	milk	345612	0.07%
77	cake	123421	0.02%
78	jelly	12432	0.00%
79	water	76523	0.02%
80	coconut	10020	0.00%

As it was displayed in Tables 1 and 2, there are 80 words that are used in Prospect1. The 80 words are going to be learned during studying Prospect1 by students. According to Tables 1 and 2, the most and the less frequent words can be identified. The ratio of frequency of vocabularies and 520000000 vocabularies which are contained in COCA are not sufficient. As it is clear, the most of vocabularies do not have sufficient frequency. Therefore, in the following section, the

most frequent words are going to be identified. It means there should be more frequent vocabularies which can be put into Prospect1. Hence, it seems a revision can be carried out to optimize their practicality.

In this section, the frequency of words of Prospect 2 book are shown in Tables 3 and 4.

Table3.Frequency of words of Prospect2 (1).

prospect 2			
	vocabulary	frequency	Ratio of frequency to whole amount
1	country	171356	0.03%
2	nationality	94112	0.02%
3	continent	23456	0.01%
4	midday	2126	0.00%
5	noun	796	0.00%
6	morning	148332	0.03%
7	afternoon	39907	0.01%
8	sunrise	3333	0.00%
9	sunset	7502	0.00%
10	evening	49451	0.01%
11	midnight	11006	0.00%
12	day	397305	0.08%
13	night	221078	0.04%
14	draw	26322	0.01%
15	cook	36358	0.01%
16	take photo	89214	0.02%
17	search the web	41014	0.01%
18	swim	8449	0.00%
19	ride	32711	0.01%
20	bicycle	6156	0.00%
21	do a puzzle	6540	0.00%
22	football	35977	0.01%
23	headache	4022	0.00%
24	sore throat	440	0.00%

25	toothache	225	0.00%
26	earache	93	0.00%
27	running nose	17	0.00%
28	backache	90	0.00%
29	sore eyes	12111	0.00%

Table 4.Frequency of words of Prospect2 (2).

prospect2			
	vocabulary	frequency	Ratio of frequency to whole number of COCA
30	stomachache	167	0.00%
31	shrine	3268	0.00%
32	museum	49039	0.01%
33	bridge	25699	0.01%
34	metro	9459	0.00%
35	restaurant	150242	0.03%
36	airport	22973	0.00%
37	zoo	5720	0.00%
38	stadium	15289	0.00%
39	field	95249	0.02%
40	tree	41795	0.01%
41	flower	10639	0.00%
42	mountain	41090	0.01%
43	river	63456	0.01%
44	plow	1587	0.00%
45	cattle	10068	0.00%
46	tractor	2818	0.00%
47	reading	86070	0.02%
48	walking	43289	0.01%
49	park	88422	0.02%
50	listening	30636	0.01%
51	radio	50720	0.01%

52	watching	59406	0.01%
53	movies	62115	0.01%
54	shopping	21511	0.00%
55	tennis	12396	0.00%
56	game	131732	0.03%
57	horse	25727	0.01%
58	riding	15780	0.00%

As it was displayed in Tables 3 and 4, there are 58 words that are used in Prospect 2. The 58 words are going to be learned during studying Prospect 2 by students. According to Tables 3 and 4, the most and the less frequent words can be identified. For instance, “running nose” with 17 frequency numbers seems not to be qualified in this book as its ratio to whole number of COCA is about zero. Furthermore, ‘Backache’ with the frequency number of 90 cannot be a proper option while there are more frequent words which can be used in Prospect. However, there are some words with higher frequency which are more proper for being in use. For instance, ‘Country’ with frequency of 171356 seems to be more sufficient for this book. It means most of the words in this book do not have sufficient frequency. The 10 most frequent and less frequent words are identified, below.

The frequency of the words of Prospect 3 are displayed in Tables 5, 6, 7, and 8.

Table5. Frequency of words of Prospect3 (1).

Prospect3			
	vocabulary	frequency	Ratio of frequency to the whole number of COCA
1	angry	27180	0.01%
2	brave	7578	0.00%
3	nervous	18354	0.00%
4	quiet	34950	0.01%
5	careless	1946	0.00%
6	funny	26731	0.01%
7	cruel	6218	0.00%
8	rude	4060	0.00%

9	selfish	3214	0.00%
10	neat	6437	0.00%
11	buy	69244	0.01%
12	ticket	15470	0.00%
13	check	52573	0.01%
14	passport	3320	0.00%
15	check in	2543	0.00%
16	exchange	29790	0.01%
17	money	213134	0.04%
18	fill out	2064	0.00%
19	form	89988	0.02%
20	book	139341	0.03%
21	hotel	42730	0.01%
22	timetable	1897	0.00%
23	take off	4965	0.00%
24	land	85282	0.02%
25	pack	19567	0.00%
26	trip	43254	0.01%

Table6.Frequency of words of Prospect3 (2).

Prospect3			
27	talk	172339	0.03%
28	receptionist	1843	0.00%
29	make	471976	0.09%
30	lunch	28677	0.01%
31	dinner	45500	0.01%
32	bake	9968	0.00%
33	cake	14396	0.00%
34	set	183496	0.04%
35	table	159365	0.03%
36	sing	16880	0.00%

37	national anthem	952	0.00%
38	hold	80750	0.02%
39	ceremony	11159	0.00%
40	watch	76068	0.02%
41	fireworks	3298	0.00%
42	read	110940	0.02%
43	poem	10594	0.00%
44	wear	31685	0.01%
45	special	99874	0.02%
46	clothes	36694	0.01%
47	nature	73757	0.01%
48	clear the table	102820	0.02%
49	call	170562	0.03%
50	emergency	26216	0.01%
51	send	44300	0.01%
52	e-mail	7205	0.00%

Table7.Frequency of words of Prospect3 (3).

Prospect3			
	vocabulary	frequency	Ratio of frequency to whole number of COCA
53	take out	3229	0.00%
54	money	313134	0.06%
55	ATM	1438	0.00%
56	get on	9139	0.00%
57	get off	5154	0.00%
58	bus	27560	0.01%
59	hire	11544	0.00%
60	taxi	5380	0.00%
61	open	150461	0.03%
62	account	42112	0.01%
63	put out	5986	0.00%

64	fire	76495	0.02%
65	recharge	870	0.00%
66	E-ticket	7	0.00%
67	ask	120165	0.02%
68	information desk	90	0.00%
69	interview	44682	0.01%
70	text	34725	0.01%
71	message	1	0.00%
72	receive	8	0.00%
73	update	7911	0.00%
74	blog	5080	0.00%
75	participate	19251	0.00%
76	online course	391	0.00%
77	connect	10504	0.00%
78	internet	43062	0.01%

Table8.Frequency of words of Prospect 3 (4).

Prospect3			
79	download	3050	0.00%
80	TV program	202	0.00%
81	attend	17764	0.00%
82	information	168187	0.03%
83	use	295849	0.06%
84	technology	79940	0.02%
85	install	5814	0.00%
86	dictionary	3457	0.00%
87	burn	13233	0.00%
88	hand	183627	0.04%
89	leg	24564	0.01%

90	break	81422	0.02%
91	hit	88099	0.02%
92	door	1359200	0.26%
93	head	203170	0.04%
94	bleed	1677	0.00%
95	hurt	40215	0.01%
96	cut	115052	0.02%
97	finger	21131	0.00%
98	stick	24514	0.01%
99	plaster	2789	0.00%
100	wound	12736	0.00%
101	knee	15714	0.00%
102	takes care	15365	0.00%
103	bruises	1197	0.00%

As it was displayed in Tables 5 to 8, there are 103 words that are used in Prospect 3. The 103 words are going to be learned during studying Prospect 3 by students. According to Tables 5 to 8, the most and the less frequent words can be identified. By considering the ratio of each vocabulary to whole number of COCA, it is clear that most of the vocabularies do not have an acceptable frequency. For example, ‘E-ticket’ with the frequency of 7 is too infrequent comparing with other words. Therefore, in a new revision, “E-ticket” can be replaced with a more frequent word. However, a word such as ‘Money’ with a frequency of 313134 is a more proper word for being used in Prospect 3.

In the following section, each table of Prospect1, 2, and 3 is going to be analyzed respectively. Regarding Tables 1and 2, it can be inferred that there are some of the vocabularies which are infrequent in COCA vocabulary data bank. The 10 most infrequent vocabularies of Prospect 1 are put into Table 9:

Table9. The10 most infrequent words of Prospect1.

The 10 most infrequent words of Prospect1			
1	classmate	1607	0.00%
2	mechanic	2721	0.00%

3	housewife	1277	0.00%
4	dentist	3138	0.00%
5	shopkeeper	532	0.00%
6	trousers	377	0.00%
7	chador	101	0.00%
8	manteau	15	0.00%
9	living room	98	0.00%
10	kebab	771	0.00%

However, the 10 most frequent vocabularies of Prospect1 which are listed in Table 10 below.

Table10.The 10 most frequent words of Prospect1.

10 most frequent words of Prospect1			
1	man	344827	0.07%
2	year	409673	0.08%
3	family	254194	0.05%
4	house	293679	0.06%
5	come	353711	0.07%
6	home	310359	0.06%
7	go	493361	0.10%
8	food	234873	0.05%
9	chicken	245211	0.05%
10	milk	345612	0.07%

Regarding Tables 3 and 4, the 10 most infrequent vocabularies of Prospect 2 are listed in Table 11.

Table11.The 10 most infrequent words of Prospect2.

10 most infrequent words of Prospect2			
1	midday	2126	0.00%
2	noun	796	0.00%
3	sore throat	440	0.00%
4	toothache	225	0.00%

5	earache	93	0.00%
6	running nose	17	0.00%
7	backache	90	0.00%
8	stomachache	167	0.00%
9	plow	1587	0.00%
10	tractor	2818	0.00%

However, the 10 most frequent vocabularies of Prospect2 are listed in Table 12.

Table12.The 10 most frequent words of Prospect 2.

The 10 most frequent words of Prospect 2			
1	country	171356	0.03%
2	nationality	94112	0.02%
3	morning	148332	0.03%
4	day	397305	0.08%
5	night	221078	0.04%
6	take photo	89214	0.02%
7	restaurant	150242	0.03%
8	field	95249	0.02%
9	park	88422	0.02%
10	game	131732	0.03%

Regarding Tables 5 to 8, the 10 infrequent vocabularies of Prospect3 are listed in Table 13 below.

Table13.The 10 most infrequent words of Prospect3.

10 most infrequent words of Prospect3			
0.00%	952	national anthem	1
0.00%	870	recharge	2
0.00%	7	E-ticket	3
0.00%	90	information desk	4
0.00%	221	message	5
0.00%	142	receive	6

0.00%	391	online course	7
0.00%	202	TV program	8
0.00%	1197	bruises	9
0.00%	1438	ATM	10

However, the 10 most frequent vocabularies of Prospect 3 are listed in Table 14.

Table14. The 10 most frequent words of Prospect3.

10 most frequent words of Prospect3			
0.04%	213134	money	1
0.03%	172339	talk	2
0.09%	471976	make	3
0.04%	183496	set	4
0.03%	170562	call	5
0.06%	313134	money	6
0.06%	295849	use	7
0.04%	183627	hand	8
0.26%	1359200	door	9
0.04%	203170	head	10

Discussion

The aim of the present study was evaluating the Prospect series in terms of vocabulary as the English material of Iran's junior high school. In this study the vocabularies of Prospect series were gathered from fourth section of each lesson of prospect series. In sum, 241 words were chosen from 3 books including Prospect 1 with 80 vocabularies and Prospect2 with 58 vocabularies and Prospect3 with 103 vocabularies which were chosen. After evaluating the vocabularies of Prospect series by putting them into COCA website, some important results achieved. The results of the preset study showed that most of the vocabularies used in Prospect series are not frequent enough to help students to improve their vocabulary knowledge. Therefore, the null hypothesis can be proved that the words chosen for Prospect series are not the most frequent words in English language for junior high school students in Iran. It was the first time in which the frequency of vocabularies of Prospect series was evaluated.

This study has some pedagogical implications. Considering the result of this study, it can be implied that most of the vocabularies which have been selected for Prospect series are not the most frequent words to be used. According to Nation (2001, p. 33) high frequency words are important because learners encounter them in a wide range of vocabulary uses. Furthermore, high frequency words are necessary for understanding the meaning of a particular text. Thus, vocabulary learning should focus on high frequency words which provide learner with the greatest benefit.

There are a lot of studies' findings which reveal the role of word frequency on language learning. Read (1988) cited in Nation (2001, p. 34) came up with that low frequent words cause difficulty for second language learners. Accordingly, "the high frequency words of the language are clearly so important that considerable time should be spent on them by teachers and learners" (Nation, 2001, p. 12). Zohrabi (2011, p. 216), argues, "materials especially course books, need to be evaluated at every stage of the course in order to find their weaknesses and improve them." Therefore, by considering the results of the present study, the content of English books in educational system of Iran can be more fruitful as a proper evaluation of English books can present more practical content. According to content evaluation of educational materials, especially English books, some of the factors should be considered. Hence, by evaluating word selection of Prospect series, the present study revealed a real image of word selection quality. Therefore other researchers and also content and syllabus designers of educational materials in Iran can take this result into consideration to revise the vocabulary section of Prospect word since there are some vocabularies which are not frequent enough to be used in junior high school level. However, the present study categorized the most frequent vocabularies which should be kept in new edition of Prospect series. According to the present study, the 30 most frequent and 30 less frequent vocabularies have been outlined so they can be used as a proper source of material writing. Moreover, as the result of the present study implies, there is a gap between the most useful words and the current words which have been in Prospect series. Therefore, students of junior high school level up without having enough vocabulary knowledge. Finally, it can be concluded from the result of the present study, there should be more focus on material evaluation in particular English materials which have been used in junior high school level in Iran to compensate the recent shortages in terms of word selection.

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