Evaluation of Two Popular EFL Coursebooks

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Abstract

This study investigates two EFL coursebooks commonly taught in Iran, namely *Topnotch* and *Total English*. Thirty three teachers with minimum one year experience of teaching the two books evaluated them using a checklist of the evaluation of EFL coursebooks. Analysis of the obtained data by t-test showed that the difference between the two coursebooks was statistically significant in some criteria. Teachers were more satisfied with *Topnotch* than *Total English* in the criteria such as language components, tasks, activities, exercises, and critical discourse analysis features. On the other hand, they were more satisfied with *Total English* than the other coursebook in a criterion considered as general considerations. The difference between the two coursebooks was not significant in some criteria including structures, skills, and teacher's manual. Findings of the study can be beneficial for the authors of the two coursebooks, EFL teachers, curriculum and material developers, administrators of language institutes, and also students interested in learning EFL.

Keywords: Topnotch, Total English, EFL coursebook, evaluation

1. Introduction

In recent years, the number of English-language teaching materials on the market has grown increasingly, making the choice of a good coursebook a seemingly formidable task. However, in spite of its great importance, materials evaluation has been a new trend in the process of language teaching. It does not have a long history. Tomlinson (2001) believes that the study of materials development did not receive enough attention until the 1990s when books on this subject started to be published. Materials evaluation is of significant importance since it leads to a much better understanding of the nature of a particular teaching-learning context. Furthermore, analysis and evaluation of what's happening within the teaching /learning scenario provide the teacher with more accurate information about the nature of the exploited coursebooks or materials.

Every year teachers opt for coursebooks to use in their courses and learners pay considerable amount of money for them. When a coursebook has been picked and purchased, there is then an obligation to utilize it even if it turns out to be not highly suitable for a particular purpose or situation. Thus, it is worth spending some time considering in a systematic way the quality of the coursebook. For many teachers the evaluation of coursebooks is more important than designing courses because their teaching situation obliges them to work from a coursebook.

Coursebooks are a pivotal element in teaching-learning encounters. They partly dictate what is taught, in what order, how as well as what learners learn. Yet, whether they are a help or a hindrance to teaching and learning has aroused considerable controversy among applied linguists and ELT practitioners. Moreover, producing a well designed and marketable product that takes into account global and local realities of contexts is a difficult challenge.

1.1 EFL Coursebooks

The long-running debate on the role of coursebooks in a language course has not settled yet. Some practitioners endorse using and adhering to the textbooks. Richards (2001) believes that instructional materials including textbooks act as a major component in most language programs. Hutchinson and Torres (1994) claim that teaching-learning situation is not complete without its relevant textbook. Likewise, Riazi (2003) contends that textbooks are the second most important factor, surpassed only by the teacher in language education and continues that the teacher must know how to use their materials and how useful they can be. Ur (1996) also states that textbooks provide a clear framework. Sheldon (1988) infers that they constitute the visible heart of any ELT program. It makes clear what is coming next and learners know the future path. McGrath (2002) believes that a textbook is useful since it establishes the direction, content, and to a certain degree how the lesson is to be taught. He also asserts that teachers' images reflect their attitudes and beliefs toward textbooks which will influence the textbook use by them. The proponents of using textbook believe that without

it a learner is out of focus and teacher-dependent. They stress the particular importance of textbooks in providing security, guidance, and support, especially for novice teachers.

On the other hand, the other group, presenting counter arguments, claim that students have different needs, interests and learning styles. Therefore, a specific textbook cannot account for all of these differences. Topics in the textbooks may not be relevant for and intriguing to all learners. It limits and inhibits teachers' creativity. Planned sequence and structure of a textbook may not be realistic and useful for all situations. Textbooks have their own rationale, and naturally they cannot cater for a mixture of levels, different types of learning styles, and different categories of learning strategies that often exist in the class.

The opponents of using textbooks consider them stifling and demotivating for teachers and learners. Prabhu (1989) suggests that considering the fact that teaching must be compatible with learners' current knowledge, coursebooks will not be effective because they do not fulfill this expectation. He continues that it can be more fruitful for learners if teachers do not stick to coursebooks but organize their courses by drawing on an assortment of source books such as conversation books, listening materials, reading books, as well as teacher-made materials. Allwright (1981) believes that textbooks remove learners from negotiating the curriculum design process. Researchers such as Porreca (1984) as well as Florent and Walter (1989) have criticized textbooks for their inherent social and cultural biases. These issues underline the significance of having a flexible approach to the utilization of a coursebook and selecting a coursebook which allows for more flexibility.

These controversies may be more serious regarding the global textbooks because these books are written for a wide audience. In particular, they are written both for novice and experienced teachers (Bell & Gower, 1998). Authors of global textbooks usually write for monolingual and multilingual classes. They also write for young and adult learners. This excessive scope poses some problems. For instance, students who use these textbooks may be encountered with topics which are culturally irrelevant or uninteresting to them. A number of current studies suggest that most current global and local ELT textbooks are published for commercial purposes and are not established on the acceptable language acquisition and development principles.

In sum, it seems that in spite of some problems with textbooks, they are still the pivotal elements in the educational systems. Even with the development of new technologies that makes it possible to produce higher quality teacher-generated materials, demand for textbooks has increasingly grown, and new series and textbooks are produced by the publishing industry each year. Even in some contexts, the boundaries between textbooks and technologies are becoming gradually blurred. However, textbooks still play a critical role in the process of language teaching and learning, no matter how the methodologies of language teaching and learning change. Therefore, it is well worth evaluating them because decisions related to coursebook selection will influence teachers, students, and the overall classroom dynamic.

In Iran, like many other countries in the Middle East, schools use materials founded on the syllabus and curriculum designed and developed by the ministry of education and under the supervision of this organization. Global coursebooks such as *Four Corners, Headway, Interchange, Cutting Edge, Total English, American English File* and *Topnotch* are widely used in private language institutes in Iran. The two books under investigation in this study are *Topnotch* and *Total English*.

1.2 Coursebook Evaluation

Essentially, evaluation is carried out to determine the degree to which a program or intervention is worthwhile. It is the process of purposeful gathering of information to make a sound decision which is analyzed and reported to stakeholders or interested parties.

The term evaluation has been used to define a variety of processes in the field of applied linguistics. Lynch (1996) defines evaluation as "the systematic attempt to gather information in order to make judgments or decisions" (p. 2). Brown (1989) gives a rather comprehensive definition of evaluation. He defines it as "the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness within the context of the particular institutions involved" (p.223). Harmer (2001) considers a distinction between evaluation and assessment. He states that "the assessment of a coursebook is an out-of-class judgment as to how well a new book will perform in class. On the other hand, coursebook evaluation is a judgment on how well a book has performed in fact" (p. 301).

Carter and Nunan (2001) define materials evaluation as the process of measuring the value of learning materials. Cunningsworth (1995) believes that all of the participants involved in the evaluation or selection process should remember that "materials evaluation is a complex matter, as there are many variables that affect the success or failure of coursebooks when they are in use" (p.5). Tomlinson (2001) contends that textbook evaluation, on the other hand, is an applied linguistic activity through which teachers, material developers, administrators and supervisors can make sound judgments on the efficiency of the materials for the people using them in a particular context. Cunningsworth (1995) and Ellis (1997) believe that textbook evaluation helps teachers go beyond impressionistic and general assessments and obtain helpful, accurate, systematic, and contextual understanding of the overall nature of a material.

Evaluation is used to serve different functions (Weir and Roberts, 1994). A summative evaluation is carried out to see if a program has met its objectives, checking, for instance, whether or not a certain proportion of students have achieved a specified level of language proficiency. Such evaluation usually focuses on product and accountability. On the other hand, formative evaluation investigates how far a program is on track to achieve its objectives. For example, how teachers implement training in methodology in a new curriculum. The aim of this type of evaluation is obtaining and

analyzing information that will improve the curriculum. Finally, illuminative evaluation is done to find out how different aspects of a program work or are being implemented. Here, development is the major concern. Of course, there is not clear dividing line between these focuses and the complementary and overlapping nature of them is gradually recognized.

Cunningsworth (1995) and Ellis (1997) have put forward three different types of material evaluation. First, 'Predictive' or 'pre-use' evaluation, probably the most common form, is designed to examine the future or potential performance of a material. Second, 'in-use' evaluation examines a material that is currently being used. The third type of material evaluation is 'retrospective' or 'post-use' (reflective) evaluation of a material that has been adopted in an institution.

McDonough and Shaw (2003) have distinguished between two types of material evaluation. The internal evaluation addresses the issues related to the presentation of content and skills, the grading and sequencing of the materials, as well as the compatibility of tests and exercises with learners' needs. The external evaluation takes into account the criteria such as the context in which the materials are to be used, the presentation and organization of language into teachable units, and the author's perspectives on language and methodology. McDonough and Shaw (2003) also highlighted some situations that evaluating materials is necessary and helpful. The first situation is when teachers are given the choice to adopt or develop their materials .The second one is when the teachers are just consumers of other peoples' products. Some degree of evaluation is needed in both of these circumstances.

There are many reasons for evaluating textbooks. Littlejohn (1998) claims materials analysis and evaluation enable us to see inside the materials and to take more control over their design and use. Sheldon (1988) believes that we need to evaluate textbooks for two reasons. First, the evaluation will help the teacher or program developer in making decisions on selecting the appropriate textbook. Furthermore, evaluation of the advantages and disadvantages of a textbook will familiarize the teacher with its probable weaknesses and strengths. Sheldon (1988) has offered several other explanations for textbook evaluation. He suggests that the adoption of an ELT textbook often implies a crucial educational and administrative decision which entails considerable financial, professional, and even political investment. Thus, a meticulous evaluation enables the educational institution or organization to differentiate between all of the accessible textbooks on the market and choose the most appropriate one for their context.

In general terms, material evaluation helps curriculum designers and material developers to consider key issues while designing language courses. In addition, evaluation studies are of particular importance in reexamining the deficient points in the existing materials and enhancing the quality of the materials. In the evaluation process, ideas and suggestions of teachers should be considered on the ground that they are the immediate users of coursebooks and usually have good insights into coursebook usage and classroom dynamics.

1.3 Coursebook Evaluation Studies
A number of studies have been conducted on coursebook evaluation throughout the world which represent the great significance of coursebooks in language teaching and learning. Some of these studies have tried to propose the criteria for coursebook evaluation. Williams (1983), Kearsey and Turner (1999), and Altman, Ericksen, and Pena-Shaff (2006) have suggested some criteria. Although there are some differences in these criteria, most researchers have included the criteria such as aims, approach, layout, design, content, subject, language, practical considerations, activities, and skills in their model. Other researchers have evaluated a coursebook or some coursebooks in comparison with each other. Some of these studies are discussed briefly here.

Ranalli (2002), using Cunningworth's four guidelines, evaluated upper-intermediate *New Headway* taught at the Foreign Language Institute of Yunsei University in Seoul, Korea. He showed that the textbook adheres to a present-practice-produce approach to learning and units of the book provide a semi-authentic context for examples and the target language patterns. Kayapinar (2009) studied two textbook packages including *Opportunities* and *New English File*. Having analyzed 134 teachers' survey results, he found that the teachers had not an overall positive attitude toward aforementioned coursebook packages.

Litz (2005) investigated *English Firsthand 2* used in all beginner EFL classes in one of the universities of Suwon, South Korea to check its appropriateness for the intended language program. He found that the textbook was interesting enough for many English language teachers and learners. He also concluded that the textbook was generally communicative in that it followed an activity approach towards teaching and learning.

Dominguez (2003) examined the representation of gender in examples, dialogues, and job positions in both texts and examples of *New Interchange Intro*. She concluded that the textbook is a valuable source for the teachers as it considers both cultural and multiracial settings. She also claimed that the textbook has been successful in considering learners' settlement and integration needs, particularly at beginner levels, and providing a balance in depicting the two genders. Tok (2010) studied the weaknesses and strengths of English language textbook "*Spot On*" taught at primary schools in Turkey. His findings indicated that the negative attributes of the textbook outweighed highly its positive characteristics.

Some comparison studies in the domain of textbook evaluation have also been conducted. Vellenga (2004) made a comparison between EFL and ESL textbooks. The results showed that the textbooks lacked meta-linguistic and explicit meta-pragmatic information. The findings also revealed EFL texts incorporated more pragmatic information although the amount of pragmatic information was not enough across all texts. In Turkey, Hamiloglu and Karliova (2009) examined five selected English language textbooks focusing on vocabulary selection and teaching techniques they employed. Adopting content analysis method, they found that the examined coursebooks integrated lexis into their

syllabuses and they used separate headings and additional sub-headings such as vocabulary, word formation, and word building to focus on vocabulary knowledge.

In Iran, this topic has been investigated by a number of researchers in recent years. Jahangard (2007) in his analysis of the high school English textbooks has argued that there is a lack of correspondence between the presented vocabulary items. He suggests that using colorful pictures of real people and real environment can enhance the attraction of the books. He emphasizes the need for deeper, more exhaustive, and unbiased studies in this area. Sahragard, Rahimi and Zaremoayyedi (2009) evaluated a series of ELT materials namely, *Interchange*, benefiting from Littlejohn's detailed framework (1998). They found that the learners were not the initiators of the tasks. Moreover, Azizfar, Koosha, and Lotfi (2010), evaluating Iranian high school English textbooks, stated that the materials designers have just focused on the mechanical drills. They claimed the textbooks are based on substitution and repetition drills, and students are required to produce simple sentences without providing enough opportunity to practice meaningfully the language they are learning.

Riazi and Mosalanejad (2010) employed Bloom's taxonomy to investigate English textbooks taught at three high schools and pre-university level. They revealed that the higher-order learning objectives were highly incorporated in the pre-university textbook under study. Alemi and Isavi (2012) examined the specificities in the use of metadiscourse (MD) markers in two commonly used EFL textbooks in Iran, namely, *Topnotch* and *ILI* series against Hyland's (2004) model of interactional metadiscourse. The descriptive analysis of the use of metadiscourse types implied that all categories of interactional metadiscourse are used in both textbooks. However, among the different categories of interactional MD, self-mentions had the highest frequency in the *Topnotch* series and engagement markers were more frequent in the *ILI* series.

The two coursebooks evaluated in this study are *Topnotch* and *Total English.* In other words, the study is going to obtain EFL teachers' evaluation of these two popular cousebooks in Iran. In particular, the study is going to answer this question:

> Is there difference between *Topnotch* and *Total English* in terms of language components, structures, tasks, activities, exercises, language skills, teacher's manual, general considerations, and critical discourse analysis features from teachers' point of view?

2. Method

2.1 Participants

The participants of the study were thirty three Iranian EFL teachers (42%male and 58%female), having at least one year teaching experience of the books under study. They were selected using purposeful sampling. They taught EFL in different language institutes in Iran. Of course, the checklists were sent to more than 60 teachers but only 33 of the completed checklists were received. The checklists were administered to the participants directly and through e-mail. It was believed that these teachers had first-hand useful knowledge of the design, content, and objectives of the books and their attitudes can be insightful and dependable.

2.2 Materials

The selected materials for evaluation were two global textbooks, namely *Topnotch* and *Total English* textbooks series. Each book is composed of different units. Each unit consists of a topic and different sections are designed to practice grammar points, vocabularies, four skills, functions, and pronunciation. The series, as asserted by the authors, follow a communicative paradigm emphasizing the role of context and learners' involvement in the process of learning. The authors of the two books also claim that the topics are interesting enough to promote students' motivation and their books provide learners with a context to foster meaningful communication in English. The textbooks are accompanied by supplementary resources such as workbook, CDs, and a teacher's manual.

2.3 Instrumentation

Having reviewed a number of checklists including Sheldon (1988), Skierso (1991), Ur (1996), Littlejohn, (1996), and Litz (2005), the researchers decided to use the textbook evaluation checklist developed by Razmajoo (2010). The distinguishing characteristic of this checklist is that it is designed for the expanding-circle countries (based on Kachru's classification, 1985) in which English is learned as a foreign language. It includes criteria such as language components (1-6), structures(7-12) tasks, activities, exercises (13-17), language skills(18-25), teacher's manual(26-31), general considerations(32-36), , and critical discourse analysis features(37-41). The respondents showed their evaluation of each item by selecting one of the options from "totally lacked" to "excellent" in 5-point Likert scale. The reliability index of the questionnaire was calculated using Cronbach ($\alpha= .78$). The validity of the instrument was established by a panel of seven EFL experts including instructors of EFL at different universities in Iran.

2.4 Procedure

Razmjoo's textbook evaluation checklist (2010) was selected as the instrument of the study to obtain the necessary data. The participants were selected using purposeful sampling. The checklists were sent to the participants directly and via e-mail. The respondents were asked to show their opinion on each item by choosing one of the options from 'totally lacked' to 'excellent' taken into account the experience they had in teaching the two books. The checklists were sent to more than 60 teachers, but only 33 of the teachers cooperated and sent back the completed forms. Moreover, some of

them evaluated only one of the coursebooks which could not be helpful in our analysis. The collected data were analyzed using SPSS.

3. Results

Having administered the checklists, the researchers analyzed the collected data using SPSS. Table1 shows the descriptive statistics for the criteria under question

Table 1. Paired Samples Statistics

	criterion	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Total English1	3.53	33	.32	.05
	Topnotch1	4.05	33	.30	.05
Pair 2	Total English2	3.80	33	.30	.05
	Topnotch2	3.94	33	.29	.05
Pair 3	Total English3	2.98	33	.62	.10
	Topnotch3	3.75	33	.35	.06
Pair 4	Total Engilsh4	3.44	33	.35	.06
	Topnotch4	3.57	33	.30	.05
Pair 5	Total English5	3.23	33	.41	.07
	Topnotch5	3.22	33	.34	.06
Pair 6	Total English6	3.32	33	.39	.06
	Topnotch6	2.92	33	.37	.06
Pair 7	Total English 7	2.59	33	.39	.06
	Topnotch7	3.05	33	.28	.04

*Criteria: 1=language components, 2= structures, 3=tasks, activities, and exercises, 4= language skills,

5= teacher's manual, 6= general considerations, 7= critical discourse analysis features

Since there are two textbooks under study, paired samples t-test was adopted in order to compare the difference between the two textbooks in seven criteria. Table 2 shows the results of this statistical analysis.

Table2. Paired samples test

		paired differences			t	df	
		Mean	Std. Deviation	Std. Error Mean			Sig(2tailed)
Pair 1	Total1 - Top1	-.52	.37	.06	-7.99	32	.000
Pair 2	Total2 - Top2	-.13	.50	.08	-1.56	32	.128
Pair 3	Total3 - Top3	-.76	.77	.13	-5.69	32	.000
Pair 4	Total4 - Top4	-.13	.55	.09	-1.36	32	.182
Pair 5	Total5 - Top5	.00	.69	.12	.06	32	.948
Pair 6	Total6 - Top6	.40	.64	.11	3.58	32	.001
Pair 7	Total7 - Top7	-.45	.47	.08	-5.55	32	.000

*Criteria: 1=language components, 2= structures, 3=tasks, activities, and exercises, 4= language skills, 5=teacher's

manual, 6= general considerations, 7= critical discourse analysis features

As shown in Table 2, the difference between the two textbooks was not significant in three criteria including structures, language skills, and teacher's manual. In other words, two textbooks had similar quality in the three aforementioned features from teachers' point of view. However, this difference was significant in other four criteria. *Topnotch* was significantly better than *Total English* in three criteria including language components, critical discourse analysis features as well as tasks, activities, and exercises($p<.05$). On the other hand, teachers considered *Total English* better than *Topnotch* in one criterion labeled general considerations ($p<0.05$).

4. Discussion

Textbooks play a crucial role in any educational context and it seems quite axiomatic that selecting a particular textbook for a particular group of learners can be a difficult job to handle. Moreover, evaluation of textbook and other materials is the inevitable and central part of the teaching and learning process. Taking these issues into account, the researchers of this study aimed to gain teachers' evaluation of the two commonly taught EFL textbooks in Iran, *Topnotch* and *Total English*.

The first criterion evaluated by the teachers of both textbooks was language components which were subdivided into pronunciation as well as vocabulary and idioms. Regarding the former, the completeness and appropriateness of presentation and its practice are of great importance in EFL textbooks. Taken into account the presentation of vocabulary, the vocabulary load should match the intended level of the learners. The vocabulary items sequence should be founded on a systematic gradation. Recycling is another important factor in vocabulary teaching. The formerly learned vocabulary need to be revised at appropriate intervals. In this respect, *Topnotch* was significantly better than *Total English* as shown in Table 2.

Learner's language needs and levels should be the major criteria in the selection and presentation of grammatical structures in textbooks. Using appropriate language, gradual increase of the complexity of structures, and logical sequence of the sentences and paragraphs are of great importance. It is also necessary to investigate the balance between the structural and meaningful presentations. There was no significant difference between the two textbooks in this regard. Moreover, the high means of this criterion (as shown in Table 1) can lead us to this claim that teachers are satisfied with both coursebooks in the presentation of structures.

Tasks, activities, and exercises are central components of every EFL textbook. Nation and Macalister (2010) believe that the context, learners' needs, and the principles of teaching and learning must be considered in format and presentation of activities and techniques. They also contend that providing a balance of learning opportunities across the four strands of meaning -focused input, meaning-focused output, language-focused learning, and fluency development is the most important principle in this respect. The exercises should be used in meaningful contexts to foster authentic communication. They also should be consistent with the learners' background knowledge, experience, and current situation (Graves, 2000). In this respect, teachers were more satisfied with *Topnotch* than *Total English* and the difference between two books was significant (p<.05).

EFL textbooks should help learners develop four skills of learning language including speaking, listening, writing, and reading. To achieve this goal, devising appropriate and adequate tasks and exercises as well as presenting and sequencing them appropriately are necessary. Nowadays, most EFL researchers agree that incorporating authentic examples of both spoken and written discourse is of crucial importance in EFL textbooks. Cunningsworth (1995) considers the integration of the skills as the 'fifth skill' besides the incorporating of the four language skills in language learning. He lists six criteria which should be taken into account in evaluating language skills in a textbook. The authors of the both textbooks claim they have observed the aforementioned guidelines for teaching skills in developing their materials. There was no significant difference between the two textbooks in this criterion.

The quality of teacher's manual is the next criterion examined in this study. Most EFL books are supported by teacher's book, CD/DVDs, and student workbooks in a package. Teacher's manual is an essential component of the entire textbook passage. It provides relevant information on teaching tips and cultural backgrounds. A good teacher's book should be a reliable guide for teachers to make the best use of the course. It should include detailed unit plans and answer keys. Teachers evaluated the usefulness of the teachers' manual of the two coursebooks taking into account the factors such as helping the teacher to understand the methodology and objective of the coursebook, providing the correct and/or suggested answers for all the exercises, and providing guidance for the teachers for evaluating their students. Novice teachers can benefit greatly from these manuals. Both textbooks have a useful teacher's manual and the teachers participating in the study were satisfied with them. Again, there was no significant difference between the two textbooks in this criterion.

The sixth criterion in the evaluation of the two textbooks was general considerations. Some important points were considered in this category including clear statement of the objectives of the course and textbook, focus on the latest FLT approaches and methodology, attention to L1-L2 differences, introducing self-check exercises and reviews at certain intervals, taking into account cultural differences between L1 and L2, etc. The difference between the two textbooks was significant in this feature and teachers were more satisfied with *Total English* in this respect.

The last criterion in the questionnaire dealt with the critical discourse analysis features. Critical discourse analysis (CDA) is an interdisciplinary approach to the study of discourse that regards language as a form of social practice and primarily studies how social and political dominations are reproduced in talk and text (Fairclough & Holes, 1995).The equal use of gender in terms of names and pronouns, providing appropriate situation for learners to think and act critically, addressing social problems, focusing on the issues that are of immediate concern to learners and practitioners, providing relationship between the content of the textbook and real-life situations are the items included in this criterion of the questionnaire. *Topnotch* was significantly better than the other coursebook in this criterion.

5. Conclusion

Choosing a coursebook is a challenging and delicate task for both program designers and teachers. Therefore, it is worth devoting much time and energy to evaluate the available textbooks in order to choose the most suitable one for the learners. This study aimed to investigate the teachers' attitude toward two common EFL textbooks in Iran namely

Topnotch and *Total English*. The findings lead us to the conclusion that the teachers are somehow happy with the two books. Of course, they are more satisfied with *Topnotch* than *Total English* regarding its language components, activities, and critical discourse analysis features and they are more satisfied with *Total English* than *Topnotch* regarding its general considerations. Findings of this study may offer insightful suggestions to the authors of the textbooks as well as those involved in educational administrations. EFL teachers, syllabus designers, curriculum planner, materials developers, and the learners interested in learning EFL can take advantage of the study. Different sections of the textbooks can be adapted by the textbook developers and teachers in order to improve their quality. Teachers may also benefit from the findings and employ different strategies to compensate for the deficiencies of the textbooks. Teachers can use supplementary workbooks, activities, and different resources to alleviate the shortcomings of the EFL books.

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