



The External Evaluation of New English Textbook "Vision1" For Tenth –Grade Students in Iranian High Schools from Teachers' Perspectives

Mansoureh Pouranshirvani

Master graduated of Teaching of English as a foreign language (TEFL), Faculty of Humanities, Payam Noor University of Tehran South, Iran.

Abstract: *The ability to evaluate teaching materials is very important. We thus examine criteria in two stages; an external evaluation that offers a brief overview of the materials from the outside (cover, introduction, table of contents), which is then followed by a closer and more detailed internal evaluation (Jo McDonough and Christopher Shaw). In this study, we examined external evaluation of English textbook at tenth grade in Iranian high schools called 'Vision1'. An evaluation form adapted from Dr. Montasser was chosen. The data were collected through questionnaires with 58 close-ended items consisting of six sections. Questionnaires were distributed among twenty-five English teachers (14 females, and 11 males) of Education -District –Tuesday high schools. They had different teaching experience between 4-30 years. They were chosen randomly from 72 high schools in Education -District –Tuesday Isfahan, Iran. Based on the finding of this study, the textbook needs to be adapted in some sections. The textbook writer can take into account finding of this study based on teachers' perspectives.*

Keywords: *external, evaluation, tenth grade's textbook, high school*

INTRODUCTION

English is the most commonly used language among foreign language speakers. Throughout the world, when people with different languages come together, they commonly use English to communicate. In Iran, textbooks serve as the basis for much of the language input learners receive and the language practice that takes place in the classroom. Textbooks are only materials which are available in all the schools all over Iran. Nunan (1999, p. 98) states that “a textbook is the main component of any instructional program and it is difficult to imagine a class without it”. According to Hour and Ahmadi (2012), textbooks easily provide the knowledge to the learners. Thereby, evaluating teaching material is a very important professional activity. There are different definitions of evaluation. Hutchinson and Waters (1993, p. 96) define evaluation as a “matter of judging the fitness of something for a particular purpose”. For Dudley-Evans and St John (2005, p. 128), “evaluation is a whole process which begins with determining what information to gather and ends with bringing about change in current activities or influencing future ones”.

Sheldon (1988) mentions two basic reasons to evaluate course books. First, the evaluation will help the teacher or program developer make decisions on selecting the appropriate course book. Also, evaluation of the merits and demerits of a course book will familiarize the teacher with its probable weaknesses and strengths. What's more, Tomlinson (1996) regards material evaluation as another way of action research that develops our understanding of the ways in which the material works. Needless to say, materials evaluation is also likely to contribute to teachers' professional development by providing them with a critical point of view and enabling them to scrutinize the course material with an academic perspective.

Several models, methods and approaches have emerged in relation to course book evaluation. Grant (1987) introduced a succinct evaluative approach called CATALYST test; an acronym in which the letters stand for Communicative, Aims, Teachability, Availability, Level, your impression, Students' interest and Trying and testing. Similarly, Tanner and Green (1998) offer a practical assessment form based on Method, Appearance, Teacher-friendliness, Extras, Realism, Interestingness, Affordability, Level and Skills. Initials of these features recollectively make up the word MATERIALS. Though these easy-to-remember models were made up as handy tools to evaluate course books, they may not be quite effective in having a deep understanding on the efficacy and the actual performance of a targeted course book. To be more specific, McDonough and Shaw (1993) propose a two-stage model for a thorough evaluation of course books. They suggest that a brief external evaluation should be conducted firstly to have an overview of the organizational foundation of the course book. Then, it should be followed by a detailed internal evaluation "to see how far the materials in question match up to what the author claims as well as to the aims and objectives of a given teaching program" (McDonough & Shaw, 1993, p. 64). In terms of the period evaluation is carried out, Cunningsworth (1995) proposes pre-use, in-use and post-use evaluations. Pre-use evaluation is intended to predict the potential performance of a course book. In-use evaluation is conducted while using a course book "when a newly introduced course book is being monitored or when a well-established but ageing course book is being assessed to see whether it should be considered for replacement" (Cunningsworth, 1995, p. 14). Post-use evaluation provides retrospective assessment of a course book and also serves to decide whether to use the same course book on future occasions. Abdelwahab (2013) suggests three basic methods to evaluate course books. The impressionistic method, as the name suggests, involves analyzing a course book on the basis of a general impression. He asserts that this method will not be adequate in itself and it needs to be integrated with the checklist method, which also covers the main idea of the present paper. The third one, the in-depth method, requires a profound scrutiny of representative features such as the design of one particular unit or exercise, or the treatment of particular language elements.

A checklist is an instrument that helps practitioners evaluate course books in an effective and practical way. According to Mukundan, Hajimohammadi and Nimehchisalem (2011a), checklists allow for a more sophisticated evaluation of the course book in reference to a set of generalizable evaluative criteria. As Cunningsworth (1995) states, one major benefit of using checklists is that they provide a very economic and systematic way to ensure that all relevant items are considered for evaluation. Checklists may be qualitative or quantitative. When designed in the form of quantitative scales, they allow for an objective evaluation of a given course book. Qualitative checklists, on the contrary, elicit subjective information on the quality of course books by directing open-ended questions (e.g., Richards, 2001). There are some issues which make the use of evaluation checklists necessary.

Statement of the Problem

Based on studies provided by researchers in previous years, there was an essential need for the English textbooks to be modified by the Iranian syllabus designers and textbook developers. Different researchers concluded that the English textbooks used in Iranian high schools meet neither the expectations of the learners nor the teachers within the Iranian educational system since they were grammar-based. All in all, teachers and students had negative attitude towards these English textbooks. Finally, the Ministry of Education decided to change English textbook according to CLT approach in 2016.

Purpose of the Study

In this regard, the present study was conducted to assess the effectiveness of new English textbook titled "Vision 1" Printed in 1395 by seeking the teacher's perspectives about the appropriateness of this new textbook prescribed by Ministry of Education for tenth grade students in high schools in Iran. The items of

the evaluative checklist were grouped under two domains: 1) Physical and utilitarian attributes (25 items); 2) Efficient outlay of objectives and supplementary materials (33 items).

Method

Participants

The data required for this study were collected from twenty-five English teachers comprising both male (n=11) and female (n=12). These English teachers were randomly chosen from seventy-two Education - District -Tuesday high schools in Isfahan, Iran. Their years of teaching experience varied between 4-30 years.

Instrument

The tool used in this study was the textbook evaluation checklist developed by Dr. Montasser Mohamed AbdelWahab (2013). The checklist took elements from the checklists of Soori, Kafipour and Soury, 2011; Mukundan , Nimehchisalem and Hajimohammadi 2011; Tok, 2010 ; Bataineih, 2009 ; Alamri, 2008 ; Rahimy, 2007; Driss, 2006; Miekley, 2005 ; Xu, 2004 ; Rubdy, 2003; Ansary and Babaii, 2002; Garinger, 2002; Richards, 2001; Zabawa, 2001; Harmer, 1998; Chambers, 1997; Cunningsworth, 1995; Roberts 1990; Sheldon 1988; Candlin, 1987; Matthews,1985; Cunningsworth,1984; Williams, 1983, R. Williams,1981 and adapted them, with the addition of new items and a new scoring system.. The items of the evaluative checklist were grouped under two domains: 1) Physical and utilitarian attributes (25 items); 2) Efficient outlay of objectives and supplementary materials (33 items). The first category was further divided into three sub-categories; 1) General appearance (9 items); 2) Layout and design (12 items); and 3) Visuals (4 items). The criteria in the second category, on the other hand, included the following; 1) Book objectives (10 items); 2) Teaching aids (9 items); and 3) Teaching methods (14 items). The criteria were numerically rated on a scale from 0 to 2 in the blank space of the score column as follows: Poor = 0 Satisfactory =1 Good = 2. Such a checklist was used appropriately to evaluate three English Language textbooks; "Move Ahead 3" (Ellis, Wilson & Taylor: 2001) "Touch Stone" (McCarthy, Mecarten and Sandford: 2010), and Step Forward, Step by Step, Lesson Plans (Adelson-Godstein: 2007). The first book was evaluated by the researcher while the second and the third books were evaluated by other researchers. The evaluative checklist proved to be reliable and valid as a comprehensive tool of evaluation. Its practicality and clarity were assured through the process of evaluating the three ELT textbooks stated previously. Two separate investigations were conducted to empirically validate the checklist. Internal consistency of the survey instrument was estimated using Cronbach's coefficient alpha. In this checklist, coefficient alpha ranged from .78 to .79 suggesting a high estimate of reliability based on the mean inter-item correlation. What is more, the use of expert panel members with diverse backgrounds suggests potential stability over time (Yin, 2009). The pilot study, in general confirmed the validity of the checklist for the context of Iran. Internal reliability of this checklist was calculated. It was about .906.

Material

The book chosen for evaluation was "vision 1, English for Schools" written by Dr. Ali Moghaddam, Dr. Kheirabad, Rahimi, and Davari (2016) that was prescribed by Ministry of Education in Iran for using in tenth grade in high schools. There were lots of important reasons to choose this text book. One of the major reasons was that it was a new course book. Another reason as Cunningsworth (1995) emphasized was to identify particular strengths and weaknesses in textbooks already in use. On the other hand, evaluation is universally accepted as an integral part of teaching and learning. It is one of the basic components of any curriculum and plays a pivotal role in determining what learners learn. Rea-Dickins and Germaine (1994) stated that "evaluation is an intrinsic part of teaching and learning" (p.4). Cunningsworth (1995: 7) suggested that the materials selected should reflect [the needs of the learners and the aims, methods and values of the teaching program. One other reason for evaluating such a book

was that it could be very useful in teachers' development and professional growth. Ellis (1997) suggested that textbook evaluation helps teachers go beyond impressionistic assessments and it helps them acquire useful, accurate, systematic and contextual insights into the overall nature of textbook material. Vision 1 is taught three hours per week. It includes four lessons. Each lesson consists of ten different parts such as (A) title page (B) Get ready (C) Conversation (D) New Words & Expressions (E) Reading (F) Grammar (G) Listening & Speaking (H) Pronunciation (I) Writing (J) What You Learned. It includes student book, workbook, Class Audio CD (Recordings contain nonnative speakers.) This textbook has been used for the first time in Iran without pilot study.

Procedure

Data collection procedure was carried on in Isfahan, Iran, among District –Tuesday English teachers who were randomly selected, during the first semester in the schooling year 2016-2017. Before administrating the instrument, the researcher informed the participants of the goal of the study and data collection procedure. Essential information was given to them in different Education -District –Tuesday high schools in Isfahan, Iran. Then the checklists were distributed among the twenty-five English teachers (14 females, and 11 males) to complete and return it to the researcher. The collected data were entered into the SPSS for analyzing. The descriptive statistic including frequency, and percentage were used in the data analysis.

Result and Discussion

Result of the Data Analysis for the first category

Research Question 1 (Physical and Utilitarian)

This section of “physical and utilitarian” attributes in the checklist had twenty-five items for which the, frequencies, and percentages were estimated. The first category was further divided into three sub-categories; 1) General appearance (9 items) 2) Layout and design (12 items); and 3) Visuals (4 items). You can see the data analysis for general appearance is done in table 1.

Table 1: General appearance

Textbook evaluation scales	2		1		0	
General appearance	n	%	n	%	n	%
Item 1	7	28	15	60	3	12
Item 2	14	56	10	40	1	4
Item 3	13	52	10	40	2	8
Item 4	7	28	16	64	2	8
Item 5	13	52	10	40	2	8
Item 6	8	32	12	48	5	20
Item 7	10	40	13	52	2	8
Item 8	10	40	13	52	2	8
Item 9	10	40	13	52	2	8

Note: Good =2 satisfactory= 1 poor = 0

As Table one illustrates, 60 % teachers declared that the outside cover is satisfactory they believed that the outside cover is informative and attractive (Item1). About 56% of them agreed that the font size and type used in the book are appropriate (item 2) and only 4% stated their disagreement. 52% stated that the paper used for the textbook has good quality, and only 8% believed that the paper has poor quality (item 3). A majority of teachers (64%) stated that the binding is satisfactory (item 4), and just 8% are not

satisfied with the binding. About 52% of them agreed that printing is good. (Item 5), and 40 % believed that printing is satisfactory. For item 6, 48% expressed that white space is satisfactory to students, and 32% accepted that white space is good for students.

For the last three items, (Items 7,8,9) 52 % of teachers stated that titles and sub-heading are satisfactory. Not only did they believe that the book’s size is satisfactory, but also they believed that the number of pictures which makes the situation more life-like is satisfactory.

Result of the data analysis for the research question 2 (layout & design)

This section had 12 items which refer to layout and design.

Table 2: Layout and design

Textbook evaluation scales	2		1		0	
Layout and Design	n	%	n	%	n	%
Item1	9	36	12	48	4	16
Item2	10	40	14	56	1	4
Item3	3	12	19	76	3	12
Item4	7	28	12	48	6	24
Item5	9	36	12	48	4	16
Item6	15	60	8	32	2	8
Item7	8	32	13	52	4	16
Item8	6	24	12	48	7	28
Item9	1	4	8	32	16	64
Item10	6	24	10	40	9	36
Item 11	2	8	10	40	13	52
Item12	5	20	14	56	6	24

Note: Good = 2 Satisfactory = 1 Poor = 0

As shown in Table 2, 48% of teacher stated that the design of the book is satisfactory (item1), and believed that the table of content is satisfactory too (item5), 56% of teachers believed that the consistency in the use of heading, icons, labels, italics (item2) are satisfactory; while 40 % believed that the consistency used in the book is good. According to 76% of teachers, a detailed overview of the functions and structures in each unit are satisfactory (item 3). 48% of them stated that a detailed overview of vocabulary is satisfactory (item4). About 60% agreed that an appropriate title for each unit and lesson is good (item6). About 52% declared that textbook’s bibliography is satisfactory (item7), 48% believed that organization of textbook is satisfactory (item8). There is no adequate vocabulary list or glossary according to 64% of teachers (item9). Some teachers about 40% stated that review sections and exercises are satisfactory (item10). There are mistakes in the textbook according to 52% of teachers (item11). For the last item, 56% stated that textbook durability is satisfactory (item12).

Result of the data analysis for the research question 3 (Visual)

This section consisted of 4 questions. It is about visual attributes. Its data analysis was shown in Table 3

Table 3: Visual

Textbook evaluation scales	2		1		0	
Visual	n	%	n	%	n	%
Item 1	7	28	17	68	1	4
Item2	7	28	11	44	7	28
Item 3	6	24	14	56	5	20
Item 4	7	28	14	56	4	16

Note: Good=2 satisfactory=1 Poor=0

As it is shown in Table 3, 68% of teachers stated that visuals are satisfactory (item1), about 44% stated that creative visuals are satisfactory for students (item2), 56% of teachers believed that functions of visuals are satisfactory (item3), and the last item stated that the visuals are compatible with students' own culture, in this case teachers believed that visuals are satisfactory in comparison with students' own culture (item4).

The result of data analysis for second category (Efficient outlay of objectives and supplementary materials)

The criteria in the second category, on the other hand, included the following sub categories; 1) Book objectives (10 items); 2) Teaching aids (9 items); and 3) Teaching methods (14 items). You can see data analysis of efficient outlay of objective and supplementary materials in the following tables.

Data analysis of Research question 1 (book objective)

This session consists of nine questions, which are about book objectives. Its data analysis was shown in Table 4.

Table 4: book Objectives

Textbook evaluation scales	2		1		0	
Book objectives	n	%	n	%	n	%
Item1	5	20	11	44	9	36
Item 2	7	28	14	56	4	16
Item3	3	12	17	68	5	20
Item4	3	12	16	64	6	24
Item5	6	24	14	56	5	20
Item6	7	28	13	52	5	20
Item 7	6	24	17	68	2	8
Item8	4	16	15	60	6	24
Item9	4	14	11	44	10	40

Note: Good=2 satisfactory=1 Poor=0

As it is shown in Table 4, 44% of teachers were satisfied with the textbook fulfills the general objectives of teaching language at high school (Item1). About 56% of them stated that the objectives are related to learners' need and interests (Item2). 68% were satisfied with explicit objective in the textbook (Item3). 64% were satisfied with the measurable objectives (Item4). About 56% agreed that objectives are relevant to the students' local culture (Item5). 52% satisfied that the objectives make a balance between the four skills (Item6). 68% of teachers satisfied that the objectives help the teachers to choose the right aids and the best methods (Item7). 60% of them were satisfied with the six levels of Bloom's Taxonomy (Item8). 52% teachers seemed satisfied with the content which underlines the knowledge of students (Item9). 44% of teacher can be satisfied that the textbook raises students' interest in future (Item10).

Data Analysis for research Question 2 (Teaching Aids)

This sub category consists of 8 questions which are related to teaching aids. Its data analysis is shown in Table 5.

Table 5: Teaching Aids

Textbook Evaluation scales	2		1		0	
Teaching Aids	n	%	n	%	n	%
Item1	1	4	11	44	13	52
Item2	5	20	12	48	8	32
Item3	6	24	12	48	7	28
Item4	2	8	1	4	22	88
Item5	4	16	6	24	15	60
Item6	0	0	17	68	8	32
Item7	5	20	7	28	13	52
Item8	1	4	6	24	18	72
	Good= 2		Satisfied=1		Poor=0	

As it is clear, about 52% of teachers agreed that the text book is not supported efficiently by audio-materials (Item1). 48% of them satisfied that teacher's guide is available to aid teachers (Item2). About 48% of teacher were satisfied with the workbook (Item3). 88% of teachers stated that The CDs of the textbook are not available (Item4). 60% of teachers were not satisfied with the pictures and diagrams which are available for the students (Item5).68% stated that aids are somehow useful to build students' confidence (Item6). 52% did not satisfied that students are encouraged to bring real objects in class (Item7). Finally, 72% were not satisfied with the posters and flash cards (Item8).

Data analysis of research question 3(Teaching Method)

The last sub category of this part refers to teaching method that has 14 questions. Its data analysis has been shown in Table 6.

Table6: Teaching Methods

Data analysis scales	2		1		0	
Teaching Methods	n	%	n	%	n	%
Item1	2	8	20	80	3	12
Item2	5	20	13	52	7	28
Item3	5	20	15	60	5	20
Item4	5	20	16	64	4	16
Item5	3	12	13	52	9	36
Item6	4	16	15	60	6	24
Item7	2	8	18	72	5	20
Item8	8	32	15	60	2	8
Item9	4	16	17	68	4	16
Item10	5	20	14	56	4	24
Item11	3	12	12	48	10	40
Item12	3	12	14	56	8	32
Item13	3	12	16	64	6	24
Item14	6	24	13	52	6	24
	Good=2		satisfied=1		Poor=0	

As it has been shown, about 80% of teachers were satisfied with the latest teaching methods (Item1). 52% stated that methods are somehow students-centered (Item2). In this item, 60% satisfied with activities that allow students talk more than teachers (Item3). 64% were satisfied with various class activities (Item4). 52% stated that they were satisfied with the activities that enable learners to use English outside the classroom situation (Item5). About 60% of teachers satisfied that activities can be exploited fully (item6). 72% were satisfied with activities that can work well with methodologies in ELT (Item7). 60% agreed that the textbook encourages inductive approach (Item8). 68% believed that textbook somehow helps teachers exploit the activities to meet the students' expectations (Item9). 56% satisfied that activities and exercises introduce the main principles of CLT (Item10). In this item, 48% were satisfied with the textbook that help teachers cater for mixed-ability students and classes of different sizes (Item11). 56% of teachers stated that the textbook includes lessons that reflect on study techniques (Item12). 64% of them were satisfied with the textbook that encourages students to take some degree of responsibilities (Item13). In the last case, 52% agreed that the textbook somehow provides opportunity for teachers and students to localize activities (item14).

Conclusion

In general, the English teachers were satisfied with external evaluation of the English textbook for tenth-grade students "Vision1" used in Iranian high schools in terms of physical/ utilitarian attributes, efficient outlay of objectives. They were not satisfied with the supplementary materials, however. They believed that the textbook's general appearance was satisfied. In terms of layout and design, they agreed that not only is there a variety of design and consistency in the use of headings, icons, labels, etc., but also the textbook includes a detailed overview of the functions and structures. In addition, teacher stated that the book has a complete and detailed table of contents and is organized logically. Unlike recent books that have a tendency to use glossary, this book does not have an adequate vocabulary list or glossary. In addition, the book is not free of mistakes. As the finding of this study revealed, the advantages outweigh the disadvantages in considering physical and utilitarian attributes. The second category of external evaluation in this study considered efficient outlay of objectives and supplementary materials that was divided into three subcategories. We analyzed all its items in result and discussion section. As finding of this study revealed, all teachers were satisfied with the general objectives of the book. They stated that textbook fulfills the general objectives of teaching English language. These explicit objectives are related to learners' needs, their local culture, and interests. These measurable objectives help teacher to choose the right aids and the best methods of teaching. Objectives somehow make a balance between the four main skills. Moreover, teachers were satisfied with the dominance of six levels of Bloom's Taxonomy in the book. As it is obvious, audio- materials do not support the textbook efficiently. The teacher's guide and workbook are available, but the CD, posters, and flash cards are not available. Students are not encouraged to bring real objects in class. Teachers were satisfied with inductive approach to learning. They expressed that various activities allow students to talk more than teachers and enable learners to use English outside the classroom. They can also localize the activities.

In the recent study, we evaluated externally the claims made for the materials by the author/ publisher with respect to physical appearance, layout and design, visual, book objectives, teaching aids/methods. Further researches are required for investigating other criteria of the book such as: Micro-evaluation (Internal), reading comprehension evaluation, and so on. In conclusion, no textbook or set of materials is likely to be perfect and even though ' it is clear that course book assessment is fundamentally a subjective, rule-of-thumb activity, and that no neat formula, grid or system will ever provide a definite yardstick's (Sheldon, 1988:245). Furthermore, the finding of a single study might not be release pros, and cons of any materials.

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Sabzalipour, & Koosha The Evaluation of Iranian High School English Textbook from the Prospective of Teachers Asian Journal of Social Sciences & Humanities Vol. 3(3) August 2014

Appendix

An External textbook evaluation form

(Adapted from Dr. Montasser Mohamed AbdelWahab, 2013)

Dear colleagues, please provide the following information.

1) Gender: male female 2) Teaching experience: years

This study intends to find out the overall attitudes of high school teachers about “Vision 1”.

According to your personal idea, please rate the following items related to different features of the English textbook.

Please choose one of the choices for each item. Please Note:

Poor = 0 Satisfactory = 1 Good = 2

Items of Evaluation	Good	Satisfactory	Poor
I. Physical and utilitarian attributes			
A- General Appearance			
1 The outside cover is informative and attractive.			
2 The font size and type used in the book are appropriate.			
3. The paper used for the textbooks has good quality			

4. Binding is strong enough.			
5. Printing used is good.			
6. There is enough white space to achieve clarity.			
7. The titles and sub-heading titles are written clearly and appropriately			
8. Its size is appropriate.			
9. The textbook has sufficient number of pictures to make the situation more life-like.			
B- Layout and design			
1 There is a variety of design to achieve impact.			
2. There is consistency in the use of headings, icons, labels, italics, etc.			
3. The textbook includes a detailed overview of the functions and structures that will be taught in each unit.			
4. The textbook includes a detailed overview of vocabulary that will be taught in each unit.			
5. The textbook has a complete and detailed table of contents.			
6. Every unit and lesson is given an appropriate title.			
7. The textbook has a complete bibliography.			
8. The textbook is organized logically and effectively.			
9. An adequate vocabulary list or glossary is included.			
10. Adequate review sections and exercises are included.			
11. The textbook is free of mistakes.			
12. The textbook is durable.			
C-Visuals			
1. The Visuals are well produced ,varied and attractive			
2. The Visuals stimulate students to be creative.			
3. The Visuals are functional.			
4. The Visuals are compatible with students' own culture.			
2. Efficient outlay of objectives and supplementary materials.			
a. Book Objectives			
1. The textbook fulfills the general objectives of teaching English language .			
2. The objectives are related to the learners' needs and interests.			
3. The objectives are specified explicitly in the textbook.			
4. The objectives are measurable.			
5. The objectives are relevant to the students' local culture.			
6. The objectives make a balance between the four main skills, listening, speaking, reading and writing.			
7. The objectives help the teacher to choose the right aids and the best methods of teaching.			
8. The six levels of Bloom's Taxonomy are dominant in the textbook.			
9. The content underlines the importance of knowledge for students.			
10. The textbook raises students' interest in further English language study.			
b. Teaching Aids			
1. The textbook book is supported efficiently by audio-materials.			
2. There is an available teacher's guide to aid the teacher.			
3. Workbook is available to give useful guidance.			

4. CDs that accompany the book are available.			
5. The pictures and diagrams required to be brought by students are available for them.			
6. The aids used help to build students' confidence.			
7. Students are encouraged to bring real objects in class to illustrate some points of learning.			
8. The posters and flash cards that accompany the book are available and suitable.			
c. Teaching Methods			
1. The teaching methods used in the book are the latest in the field.			
2. The methods used are student-centered.			
3. The activities allow students to talk more than teachers.			
4. The activities used allow various class activities.			
5. The activities used enable the learners to use English outside the classroom situation.			
6. The activities can be exploited fully to acquire different language skills.			
7. Activities can work well with methodologies in ELT.			
8. The textbook encourages inductive approach to learning.			
9. The textbook helps teachers exploit the activities to meet the students' expectations.			
10. Activities and exercises introduce the main principles of CLT.			
11. The textbook helps teachers cater for mixed- ability students and classes of different sizes.			
12. The textbook includes lessons that reflect on study techniques.			
13. Students are encouraged to take some degree of responsibility for their learning.			
14. The textbook provides opportunity for teachers and students to localize activities.			