

## Evaluation of ELT Textbooks in Iran Based on Cunningworth's Model: Top Notch Series in Focus

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DOI: [10.30495/LCT.2021.693091](https://doi.org/10.30495/LCT.2021.693091)

*Received: 02/10/2021*

*Revised: 13/12/2021*

*Accepted: 25/12/2021*

### Abstract

English Language Teaching (ELT) textbooks serve as the basis for language inputs that learners receive and language practices that occur in the classroom. The objective of this analysis is the evaluation of the Top-Notch Intermediate series based on a modified version of the Cunningworth's (1995) checklist. The checklist consisted of 9 sections, including 79 items, which were distributed among EFL teachers. A total of 10 teachers were selected to participate in this study. The teachers had taught textbooks under analysis for at least one year and had taught English as a foreign language for at least seven years. Six of the teachers were females; one of them was male; two of them were Ph.D. students; one of them had an M.A. degree; and four of them were B.A. graduates. The data collected through the checklist was analyzed quantitatively by SPSS. The study's findings revealed that Top Notch held up reasonably well to a detailed and in-depth evaluation. The findings have illuminative implications for teachers, material developers, and institutional/academic administrators.

*Keywords:* Cunningsworth's checklist; Textbook Evaluation; Top Notch series

### 1. Introduction

A textbook analysis is a thorough examination of the text's components, such as its organization, main points, and unique teaching aids. Teachers could treat the text as if it were "sacred," following it blindly or dismissing it as being of no use. Both approaches do pupils a disservice.

According to Ahour et al. (2014, p. 27) "textbook evaluation is a requisite to qualifying the content of the textbook and homogenizing data,

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the teaching/learning requirements in EFL/ESL settings." The textbook itself should be evaluated because of some reasons. Hutchinson and Waters, as cited in Hour et al. (2014), say that the aim of the textbook evaluation is "to determine the suitability of the materials for our particular purpose." Cunningsworth, mentioned in Alshehri (2016), contends that assessing textbooks is necessary to accept new course materials, identify specific strengths and shortcomings, support teachers' professional growth, and offer insights into a textbook's different sections. Contrary to both former experts, Tomlinson says that the textbook should be evaluated because it provides teachers with insights into the application of linguistic theories.

Indeed, a source that may be used as direction in the classroom is necessary for both teachers and pupils. As a result, textbooks increasingly serve as the primary source. To accomplish the goals, textbooks must be used properly, though. Textbooks play a few functions in the classroom. A textbook is first and foremost a teaching and learning tool. A textbook serves as a memory aid for students, a permanent record for measuring what has been taught, and an almost ubiquitous component of instruction and assistance for teachers, according to Hutchinson and Torres (in Awasthi, 2006). Second, a textbook may serve as an addition to the teacher's in-class instruction. Thirdly, a textbook for novice teachers might offer suggestions on the kinds of resources and methods to use. A textbook can also serve as a guide for teachers in providing pupils with organized content. It is widely acknowledged that a textbook should serve as a tool for teachers and students rather than acting as their master.

Evaluation of a textbook is essentially a simple, analytical matching process that matches needs to accessible solutions. According to Cunningsworth (1995), there are three different kinds of material evaluation: pre-use evaluation, in-use evaluation, and post-use evaluation. When teachers have no prior experience with the book to draw upon, pre-use evaluation may be used. Evaluation of a textbook while it is being used is referred to as in-use evaluation. A post-use evaluation offers a retrospective assessment of a textbook's performance and can be helpful for identifying strengths and shortcomings that surface over time of continuous use (Ramadhana, Indah, & Suhardi, 2019).

Cunningsworth (1995) contends that a thorough checklist can carry out a thorough evaluation of any particular textbook. Cunningsworth (1995), Sheldon (1988), and Williams (1983), among others, have suggested that evaluative checklists should include some physical qualities of textbooks, such as layout and organization, in addition to criteria pertaining to language, functions, grammar, and skill content. The checklist approach

can also be used to review and assess the textbook's material. It is also possible to assess qualitative data using this form of content analysis. A variety of checklists are present in the literature that is currently available, including Cunningsworth's (1995) system, Keban et al.'s (2012) plan, Littlejohn's (1998) scheme, Sheldon's (1988) scheme, Tucker's (1975) scheme, Ur's (1996) scheme, and Williams's (1983) scheme. Several attempts to create a common checklist of EFL/ESL textbook qualities have been made, but none of them has been universally accepted (e.g., Ansary & Babayi, 2002; Mukundan & Nimehchisalem, 2012; Tucker, 1975; Williams, 1983). These traits relate to things like strategy, content presentation, physical appearance, and administrative issues (Alharbi, 2015).

## **2. Literature review**

According to McGrath (2002), a textbook can only serve as a framework and a set of teaching tools; it cannot be expected to appeal to all teachers or students at every level. Additionally, McDonough and Shaw (1993) argue that even if textbooks are internally coherent, they might not be completely applicable. Any given course book, according to McGrath et al. (2013), won't be able to meet the variety of needs that are present in most language classrooms. Adapting their materials lets teachers reach more compatibility and fitness between the textbook and the teaching environment, which increases the value of the book for the benefit of their specific learners and for the most effective teaching results. Whereas materials adaptation used to be viewed as small changes made to textbooks, it has become a necessity rather than an option in most cases (Tomlinson, 2018). Therefore, material adaptation is an inevitable and necessary procedure to create a match between the materials and the learners. Undoubtedly, textbook adaptation not only maximizes learners' potential for affective engagement but also motivates the learners to interact with the textbook (Mohseni & Rahmanpanah, 2020).

In order to evaluate the current English textbooks written for ESL/EFL learners, a variety of textbook evaluation frameworks have been proposed over the past three decades. These frameworks primarily concentrate on developing the evaluation criteria. Examples of influential frameworks in the ESL field include those of Tucker (1975), Davison (1976), Daud and Celce-Murcia (1979), Williams (1983), Sheldon (1988), Ur (1996), and Littlejohn (1998). (Rashidi & Bahrami, 2012).

Cunningsworth (1995) suggests the following four standards for evaluating textbooks: (1) textbook should meet the needs of students. (2) The books should depict the uses (present or future) that language learners

will put the language to. They should be in line with the goals and objectives of the language learning program. The selection of textbooks should help students develop the skills necessary to use language effectively for their own purposes. Without dogmatically imposing a rigid "method," they should facilitate students' learning processes and take into account their needs as learners. (4) They should be clear about their role as a support for learning. Textbooks act as a mediator between the target language and the student, much like teachers do. Based on the Cunningsworth's (1995) assumption about criteria for evaluating the textbook, it can be concluded that textbooks should "meet the aims and teaching-learning objectives, assist students' purposes in using the language, facilitate learners, and have explicit roles" (Apriyani & Robiasih, 2019, p. 97).

In addition, Cunningsworth (1995) also presents some checklists for textbook evaluation and selection. It consists of nine criteria, including (1) layout and physical appearance; (2) content; (3) objectives; (4) language type; (5) skills; (6) activities and tasks; (7) structure and vocabulary; (8) culture values; and (9) teacher's needs.

Layout and physical appearance refer to how the components make up the total course package (e.g., students' books, teachers' books, worksheets, cassettes, etc.) and how the contents are organized and sequenced for learners and teachers. Moreover, they describe the compatibility of the grading and progression for the learners, recycling, and revision whether it allows them to complete the work needed to meet any external syllabus requirements. Besides, reference sections for grammar, the suitability of the material, and the layout belong to this criterion (Apriyani & Robiasih, 2019).

The Content Topic refers to the topic within the textbook is presented. It includes sufficient material of genuine interest to learners, a variety and range of topics, and sophisticated topics in content (Apriyani & Robiasih, 2019). Objectives refer to the conformity of the aim of the textbook with the aim of the teaching program and the needs of the learners. Furthermore, "they also try to get to know whether the textbook is suited to the learning/teaching situation, whether it is comprehensive and is a good resource for students and teachers, and whether it covers most or all of what is needed by the teacher and students. It tries to get an answer to whether a textbook is flexible and allows different teaching and learning styles" (Apriyani & Robiasih, 2019, p. 97).

Skills refer to the content of the textbook, "whether it involves four skills or not, such as the material, reading passages and associated activities, listening material, spoken English material, and writing

activities" (Apriyani & Robiasih, 2019, p. 97). Activities and tasks refer to the "methodologies used in the textbook in presenting the learning materials. It includes the approaches used, the appropriateness to the learning or teaching situation, the level of active learner, the techniques that are used for presenting or practicing new language items, how different skills are taught, how the communicative abilities are developed, and the students' responsibility for their own learning" (Apriyani & Robiasih, 2019, p. 97).

Culture values refer to "cultural contexts, the equal portrayal and representation of women and men, and references to ethnic origin, occupation, disability, and so on" (Apriyani & Robiasih, 2019, p. 97). Teachers need deals with such things as guidance for the teachers who will be using the textbook, "whether the books are comprehensive and supportive or not; whether the textbook covers teaching techniques; and whether the writers set out and justify the basic premise and principles underlying the material and exercises keys" (Apriyani & Robiasih, 2019, p. 97).

In their evaluation of the EFL materials used in the Iranian EFL context, Toolabi (2002), Yarmohammadi (2002), Amalsaleh (2004), Jahangard (2007), and Razmjoo (2007) found a number of flaws, including: lacking authenticity; having an unappealing layout; using low-quality paper; and failure to practice fluency across all four skills. They are reading and grammar-based. Students' needs are not taken into account. CLT principles are not utilized in Iranian high school textbooks. Also, in an attempt to evaluate New Interchange, which is the most used textbook in ELT institutes in Iran, Iraj (2007) and Zare-Moaayedi (2007) criticize New Interchange because the series does not follow the principles of communicative and task-based approaches as the authors have claimed are the objectives set for them. It has no frequency of metapragmatic information. The distributional pattern of communicative activities was random and without pattern. Unlike communicative activities, the distributional pattern of functions is not only random and without purpose, but also, they are rule-governed and purposely patterned. It does not use learners or even teachers as a source for its content.

People learn languages when they have opportunities to understand and work with the language in a context that they comprehend and find interesting. In Iran, when new materials are available, people become so attracted towards them that they believe they are the best for learning or teaching. This is exactly in line with the results of Chadran's (2001) study showing that teachers preferred commercially produced materials in the market over the prescribed textbooks developed by the Ministry, that they

do not engage themselves in producing materials of their own, and that they consider textbooks outdated and dull. As a result, nowadays, the Top-Notch series has become one of the most frequently used series in almost all institutes and also most of the tutoring for English language teaching and learning without any preceding evaluation or assessment (Soozandehfar & Sahragard, 2011). Saslow and Ascher (2011) have considered one main objective of the Top-Notch series to be preparing the learners for international communication. In fact, the series claimed that the learners would be prepared to interact with native and non-native speakers of English; in other words, English is treated as a lingua franca. So, if the textbook explicitly claims communicative competence for students as its main objective, it could be among the options to be applied as a general English course material. To achieve this objective, Top Notch has provided the learners with lessons designed for communication goals along with controlled or free practices at the end of each lesson and social language, which expose the learners to authentic, natural English (Tavakol & Sayadian, 2014). Accordingly, the researcher of the current study made an attempt to evaluate the Top-Notch Intermediate as one of the popular EFL materials in an Iranian context based on the comments collected from among the EFL teachers who have taught it.

With reference to what was stated above and based on the goals of the study, the following research question was addressed:

1. To what extent does the Top-Notch series meet the characteristics of a good EFL textbook in layout and physical appearance, content, objectives, language type, skills, activities and tasks, structure and vocabulary, cultural values, and teacher's needs?

### **3. Method**

#### **3.1. Design**

This evaluation is quantitative. Collecting the required data through a Linkert scale questionnaire, the data was analyzed objectively using descriptive and inferential statistics. The rejection or confirmation of the research null-hypothesis provides data to answer the main research question.

#### **3.2. Participants**

A total of 10 teachers were selected to participate in this study. The teachers had taught textbooks under analysis for at least one year and had taught English as a foreign language for at least seven years. Six of the teachers were females; one of them was male; two of them were Ph.D.

students; one of them had an M.A. degree; and four of them were B.A. graduates.

### **3.3. Instrument**

An EFL textbook evaluation checklist consisting of 79 items was used in this study. The checklist was divided into nine parts, based on Cunningsworth's (1995) checklist. Each is directly related to a criterion and, likewise, an important aspect of textbook evaluation. The questions were quite clear and straightforward, and they were rated based on a five-point Likert scale; 1 = very poor, 2 = poor, 3 = quite good, 4 = good, and 5 = very good. The evaluation checklist used in this paper is a modification of Cunningsworth's (1995) checklist developed by Al-sowat (2012). There were nine issues of textbook evaluation in this checklist: (1) layout and physical appearance; (2) content; (3) objectives; (4) language type; (5) skills; (6) activities and tasks; (7) structure and vocabulary; (8) culture values; and (9) teacher's needs. In order to examine the reliability of the instruments devised for the study, Cronbach's alpha reliability was calculated using the SPSS software, and it turned out to be 0.79.

### **3.4. Materials**

The selected textbooks evaluated in this study were the Intermediate Top-Notch series, written by Saslow and Ascher in 2006, that include three levels (Top Notch 1, 2, and 3). Each textbook consists of 10 units. A workbook and a super CD-ROM are linked to the end of each student's book. For practical reasons and because all the units are in the same format, one typical unit at each level was examined on the basis of Cunningsworth's framework.

The main body of each unit of the Top-Notch series is composed of a two-page warm-up section, plus four two-page lessons, and a two-page checkpoint section. The sequence of activities in each unit is as follows: Topic review, Discussion, Sound Bites, Conversation Model, Grammar, Pronunciation, Vocabulary, Listening Comprehension, Reading, Writing, Pair/Group Work, Top Notch interaction, and Unit Warm-up. The final section follows the units' section in Top Notch books and consists of a grammar booster, a pronunciation table, a social language list, an alphabetical word list, and Top-Notch pop lyrics.

### **3.5. Data analysis**

Ten teachers were asked to evaluate the textbooks based on Cunningsworth's evaluative framework. The participants were presented with a checklist of EFL textbook evaluations and were clearly directed to

rate the textbooks based on the criteria included. The evaluation was conducted in nine levels of analysis, consisted of nine sections of Cunningsworth’s evaluative framework. Each section contained some evaluative questions which were developed to test the claims of Top-Notch authors. For each of the questions in these sections, the teachers were asked to give a score of 1 to 5. In completing this part, the teachers were asked to consider the textbooks as a whole, since the questions were about the design of the whole books.

Nine sections dealing with nine subjects were considered for strengths and weaknesses. The checklists were filled out, and data were gathered. The collected data were coded into the statistical package for social science (SPSS, version 26) and indicated in the tabulation.

#### 4. Results and Discussions

##### 4.1. Layout and physical appearance

Tables 1, 2, and 3 show the test of normality, descriptive statistics, and the one sample *t*-test based on the first section (the layout and physical appearance).

Table 1. *The test of normality for layout and physical appearance*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
mean1_11	.164	10	.200*	.956	10	.743

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In Table 1, test of normality, the levels of Kolmogorov-Smirnov and Shapiro-Wilk are greater than the p-level (0.05), and it is concluded that the data is normal.

Table 2. *Descriptive statistics for layout and physical appearance*

	N	Mean	Std. Deviation	Std. Error Mean
mean1_11	10	4.4000	.42898	.13565

As displayed in table 2, the mean score estimated based on the participants’ rating for the layout and physical appearance of the textbook was 4.40 which was greater than the test value.



Table 3. *The one-sample test for layout and physical appearance*

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
					Test Value = 3	
mean1_11	10.320	9	.000	1.40000	1.0931	1.7069

A one-sample t-test was conducted to compare the mean of the sample with a test value of 3. A preliminary assumption testing was conducted to check for normality with no violations noted. There was a significant difference between the mean of the sample and the test value ( $M = 4.4000$ ,  $SD = 0.42838$ ;  $t(9) = 10.320$ ,  $p = .000$ ). An inspection of the mean suggests that the mean for a sample is significantly different from 3.

The result of the analysis suggests that the layout and physical appearance of the textbook is acceptable. That is to say, the cover is quite appealing; the size and binding are convenient and durable; and the well-organized headings and subheadings provide an easy progression for the learner. Moreover, adequate, relevant, and functional illustrations, tables, figures, and graphs facilitate the understanding of the texts.

#### 4.2. Content of the textbook

Tables 4, 5, and 6 show the test of normality, descriptive statistics, and the one sample *t*-test based on the second section (The content of the textbook).

Table 4. *The test of normality for Content of the textbook*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
mean12_26	.227	10	.155	.902	10	.230

Lilliefors Significance Correction

In Table 4, test of normality, the levels of Kolmogorov-Smirnov and Shapiro-Wilk are greater than the p-level (0.05), and it is concluded that the data is normal.

Table 5. *Descriptive statistics for Content of the textbook*

	N	Mean	Std. Deviation	Std. Error Mean
mean12_26	10	4.1867	.46380	.14667

A one-sample t-test was conducted to compare the mean of the sample with a test value of 3. A preliminary assumption testing was conducted to check for normality with no violations noted.

Table 6. The one-sample test for Content of the textbook

	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
mean12_26	8.091	9	.000	1.18667	.8549	1.5184

There was a significant difference between the mean of the sample and the test value ( $M = 4.1867$ ,  $SD = .46380$ ;  $t(9) = 8.091$ ,  $p = .000$ ). An inspection of the mean suggests that the mean for a sample is significantly different from 3.

The result of the analysis suggests that the content of the textbook is suitable and appropriate according to the raters of the study. The content of the book has been selected with regard to the student’s social beliefs and background. The variety of topic-based syllabi rooted in real-life issues that are in most cases familiar to the learners paves the way for improving the learners’ critical thinking and autonomy. Furthermore, taking a positive stance toward occupation, gender, and environmental issues, the book seems quite motivating and promotes students’ involvement.

### 4.3. Objectives of textbook

Tables 7, 8, and 9 show the test of normality, descriptive statistics, and the one sample *t*-test based on the third section (the objectives of the textbook).

Table 7. The test of normality for objectives of the textbook

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
mean27_34	.169	10	.200*	.937	10	.516

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In Table 7, test of normality, levels of Kolmogorov-Smirnov and Shapiro-Wilk are greater than the p-level (0.05), and it is concluded that the data is normal.

Table 8. Descriptive statistics for objectives of the textbook

	N	Mean	Std. Deviation	Std. Error Mean
mean27_34	10	4.1750	.49018	.15501

A one-sample t-test was conducted to compare the mean of the sample with a test value of 3. A preliminary assumption testing was conducted to check for normality with no violations noted.

Table 9. *The one-sample test for objectives of the textbook*

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
mean27_34	7.580	9	.000	1.17500	.8243	1.5257

There was a significant difference between the mean of the sample and the test value (M =4.1750, SD =.49018; t (9) =7.580, p = .000). An inspection of the mean suggests that the mean for a sample is significantly different from 3.

The result of the analysis suggests that the objectives of the textbook are clear and realistic. The objectives correspond to Bloom’s cognitive involvement taxonomy. And, the time span allocated for achieving the objectives is logical.

#### 4.4. Language type

Tables 10,11, and 12 show the test of normality, descriptive statistics, and the one sample t-test based on the fourth section (the language type).

Table 10. *The test of normality for the language type*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
mean35_40	.197	10	.200*	.945	10	.609

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In Table 10, test of normality, levels of Kolmogorov-Smirnov and Shapiro-Wilk are greater than the p-level (0.05), and it is concluded that the data is normal.

Table 11. *Descriptive statistics for the language type*

	N	Mean	Std. Deviation	Std. Error Mean
mean35_40	10	4.1167	.26117	.08259

A one-sample t-test was conducted to compare the mean of the sample with a test value of 3. A preliminary assumption testing was conducted to check for normality with no violations noted.

Table 12. *The one-sample test for the language type*

	t	df	Sig. (2-tailed)	Test Value = 3		
				Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper	
mean35_40	13.521	9	.000	1.11667	.9298	1.3035

There was a significant difference between the mean of the sample and the test value (M =4.1167, SD =.26117; t (9) =13.521, p = .000). An inspection of the mean suggests that the mean for a sample is significantly different from 3.

The result of the analysis suggests that the language type is appropriate as it is real-life English. The learners are provided with opportunities to use language beyond the school experience in real-life situations. The language difficulty matches students’ proficiency levels, and there are adequate explanations for new concepts in the glossary.

#### 4.5. Skills

Tables 13,14, and 15 show the test of normality, descriptive statistics, and the one sample t-test based on the fifth section (the skills).

Table 13. *The test of normality for the skills*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
mean41_46	.197	10	.200*	.918	10	.340

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In Table 13, test of normality, the sig. levels of Kolmogorov-Smirnov and Shapiro-Wilk are greater than the p-level (0.05), and it is concluded that the data is normal.

Table 14. *Descriptive statistics for the skills*

	N	Mean	Std. Deviation	Std. Error Mean
mean41_46	10	3.9833	.67791	.21438

A one-sample t-test was conducted to compare the mean of the sample with a test value of 3. A preliminary assumption testing was conducted to check for normality with no violations noted.

Table 15. *The one-sample test for the skills*

	t	Df	Sig. (2-tailed)	Test Value = 3		
				Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper	
mean41_46	4.587	9	.001	.98333	.4984	1.4683

There was a significant difference between the mean of the sample and the test value ( $M = 3.9833$ ,  $SD = .67791$ ;  $t(9) = 4.587$ ,  $p = .001$ ). An inspection of the mean suggests that the mean for a sample is significantly different from 3.

The result of the analysis suggests that the book is successful in covering all four language skills equally. In this regard, the Top-Notch series provides controlled, guided, and free writing activities; it also equips learners for real-life interaction through dialogues, role plays, communication activities. The reading passages associated with pre/while/post-reading activities are another advantage of the coursebook.

#### 4.6. *Activities and Tasks in the Textbook*

Table 16 shows the test of normality and one-sample statistics based on the sixth section (the Activities and Tasks in the Textbook).

Table 16. *The test of normality for Activities and Tasks*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
mean47_56	.274	10	.032	.820	10	.025

a. Lilliefors Significance Correction

In Table 16, test of normality, levels of Kolmogorov-Smirnov and Shapiro-Wilk are smaller than the p-level (0.05), and it is concluded that the data is not normal. Because there was one single group that had to be compared with the population, and because the data violated the assumption of normality, a one-sample Wilcoxon signed rank test was run instead of a one-sample t-test.

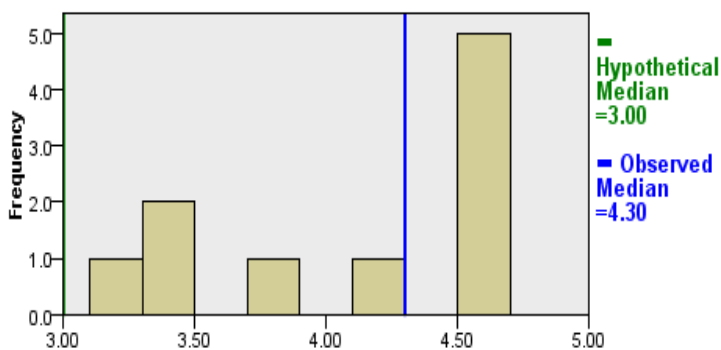


Figure 1. Hypothetical median and observed median for Activities and Tasks

As displayed in Figure 1 and Table 17, a one-sample Wilcoxon signed-rank test was run to compare the median of the sample of the study, observed median, (Mdn = 4.30), with the hypothetical median (Mdn = 3). The one-sample Wilcoxon signed-rank test indicated a statistically significant difference between the observed median and the hypothetical median. ( $Z = 55.000$ ,  $p = 0.005$ ).

Table 17. One-sample Wilcoxon signed-rank test for Activities and Tasks

<b>Total N</b>	10
<b>Test Statistic</b>	55.000
<b>Standard Error</b>	9.779
<b>Standardized Test Statistic</b>	2.812
<b>Asymptotic Sig. (2-sided test)</b>	.005

The result of the analysis suggests that the Activities and Tasks sections in the textbook were suitable and appropriate to attract the students. Because there are clear instructions for the variety of activities that students need to do and the instructions explain how the exercise should be done. Moreover, there is a balance between the activities for language and those for skills.

#### 4.7. Structures and Vocabulary in the Textbook

Table 18 shows the test of normality based on the seventh section (the Structures and Vocabulary in the Textbook).

Table 18. The test of normality for Structures and Vocabulary

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
mean57_67	.276	10	.030	.837	10	.041

a. Lilliefors Significance Correction

In Table 18, test of normality, levels of Kolmogorov-Smirnov and Shapiro-Wilk are smaller than the p-level (0.05), and it is concluded that the data is not normal. Again, another one-sample Wilcoxon signed rank test was run instead of a one-sample t-test because the data violated the assumption of normality.

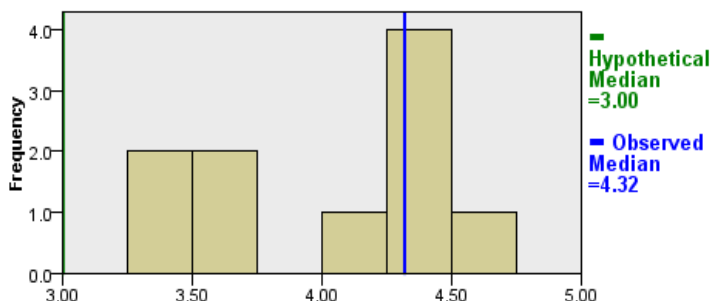


Figure 2. Hypothetical median and observed median for Structures and Vocabulary

According to Figure 2 and Table 19, a one-sample Wilcoxon signed-rank test was run to compare the median of the sample of the study, observed median, (Mdn = 4.30), with the hypothetical median (Mdn = 3). The one-sample Wilcoxon signed-rank test indicated a statistically significant difference between the observed median and the hypothetical median. ( $Z = 55.000$ ,  $p = 0.005$ ).

Table 19. One-sample Wilcoxon signed-rank test for Structures and Vocabulary

<b>Total N</b>	10
<b>Test Statistic</b>	55.000
<b>Standard Error</b>	9.740
<b>Standardized Test Statistic</b>	2.823
<b>Asymptotic Sig. (2-sided test)</b>	.005

The result of the analysis indicates that the Structures and Vocabulary sections in the textbook are well presented. The logical manner and the increasing order of difficulty in grammatical is an advantage. The new structure is integrated into varying contexts and situations. And, the

functional, thematic, authentic, and practical vocabulary loads seem to be reasonable for the level of the learners.

#### 4.8. Cultural Values in the Textbook

Tables 20, 21, and 22 show the test of normality, descriptive statistics, and the one sample *t*-test based on the eighth section (the Cultural Values in the Textbook).

Table 20. *The test of normality for Cultural Values*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
mean68_70	.240	10	.107	.886	10	.152

a. Lilliefors Significance Correction

In Table 20, test of normality, levels of Kolmogorov-Smirnov and Shapiro-Wilk are greater than the *p*-level (0.05), and it is concluded that the data is normal.

Table 21. *Descriptive statistics for Cultural Values*

	N	Mean	Std. Deviation	Std. Error Mean
mean68_70	10	4.3000	.33148	.10482

A one-sample *t*-test was conducted to compare the mean of the sample with a test value of 3. A preliminary assumption testing was conducted to check for normality with no violations noted.

Table 22. *The one-sample test for Cultural Values*

	t	df	Sig. (2-tailed)	Test Value = 3		
				Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
mean68_70	12.402	9	.000	1.30000	1.0629	1.5371

There was a significant difference between the mean of the sample and the test value ( $M = 4.3000$ ,  $SD = .33148$ ;  $t(9) = 12.402$ ,  $p = .000$ ). An inspection of the mean suggests that the mean for a sample is significantly different from 3.

The result of the analysis suggests that the Top-Notch series motivates learners because, along with teaching the target culture, it provides students with opportunities to explore their own culture. Accordingly, it takes an impartial stance toward the target culture.



#### 4.9. Teachers' Needs

Tables 23, 24, and 25 show the test of normality, descriptive statistics, and the one sample *t*-test based on the ninth section (the teachers' needs).

Table 23. *The test of normality in teachers' needs*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
71_79=MEAN	.254	10	.067	.937	10	.518

a. Lilliefors Significance Correction

In Table 23, test of normality, levels of Kolmogorov-Smirnov and Shapiro-Wilk are greater than the p-level (0.05), and it is concluded that the data is normal.

Table 24. *Descriptive statistics for teachers' needs*

	N	Mean	Std. Deviation	Std. Error Mean
mean71_79	10	3.9556	.38204	.1281

A one-sample *t*-test was conducted to compare the mean of the sample with a test value of 3. A preliminary assumption testing was conducted to check for normality with no violations noted.

Table 25. *The one-sample test for teachers' needs*

	t	df	Sig. (2-tailed)	Mean Difference	Test Value = 3	
					95% Confidence Interval of the Difference	
					Lower	Upper
mean71_79	7.909	9	.000	.95556	.6823	1.2288

There was a significant difference between the mean of the sample and the test value (M =3.9556, SD =.38204; *t* (9) =7.909, *p* = .000). An inspection of the mean suggests that the mean for a sample is significantly different from 3.

The result of the analysis suggests that the Teachers' Needs are taken into account. The teacher's manual suggests an appropriate, concise method for teaching each lesson. The design of the materials allows the teachers to use them differently according to the needs of different learners. Additional exercises for reinforcing various language skills in the textbook are provided by the manual. And, the manual provides teachers with alternative and authentic assessment techniques.

## 5. Discussion and Conclusion

As a communicative English coursebook for adults and young adults, Top Notch prepares students to interact successfully and confidently with both native and non-native speakers of English. According to the results, Top Notch is almost successful in fulfilling its claimed objectives.

The result of the analysis suggests that the layout and physical appearance of the textbook are suitable and appropriate to attract students. Regarding its physical make-up, the Top-Notch series has an appropriate size and weight, an attractive layout, durability, high quality of editing and publishing, and an appropriate title. Furthermore, it has an appropriate price compared to other available ELT textbooks on the market. One of the innovative features in the Top-Notch series is the attachment of the workbook and student's CD-ROM to the textbook.

Based on the result of the analysis, the content of the textbook is suitable and appropriate to attract students. Top Notch tasks more often encourage students to use the language and, more importantly, they require them to express themselves rather than be an inactive listener. In other words, Top Notch purveys more involvement of the learners in the classroom activities. Top Notch mostly tries to draw on meaning as the basis for the learning task. The result of the analysis also suggests that the Structures and Vocabulary in the Textbook are suitable and appropriate to attract the students. As the evaluation results show, the Top-Notch teachers mostly believe that Top Notch is also successful in designing Activities and Tasks in the textbook due to the clear instructions for the variety of activities that students need to do and because of the instructions explaining how the exercise should be done.

The findings of the present study hold important implications for material developers. Different sections of the textbooks can be inspiring for the textbook developers in order to improve the quality of local ELT textbooks. Teachers may also get insights from the findings and employ different tasks and activities to design extracurricular and remedial activities to help students who have specific needs. Moreover, the results of the current study are expected to assist all instructional stakeholders, such as institutional/academic administrators, to come into closer terms with the vitality of conducting ongoing textbook evaluation and needs analysis surveys and applying the upshots of such appraisals and reappraisals for the betterment of English coursebooks and materials.

**Funding:** This research received no external funding from any agency.

**Conflicts of Interest:** The author declares no conflict of interest.

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