



A Two-phase Evaluation of an ELT Textbook

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(Received: 2021/5/22; Accepted:2021/10/27)

Online publication: 2021/12/10

Abstract

It is by now well established that materials may have an impact beyond simply learning a language they present. Hence, in this study attempts have been made to investigate the strengths and weaknesses of a textbook *Summit 2B* which is currently being widely used in Iranian EFL classes. The textbook has been evaluated based on criteria provided by McDonough and Shaw (1993) on the basis of two stages: an external and an internal evaluation. Efforts have been made to critically evaluate the textbook in terms of the layout, grading and sequencing of assignments, design, content, different activities, sort of texts utilized, and the skills emphasized in the book. The findings showed that albeit there appears to be some shortcomings, *Summit 2B* seems to be more efficient to meet the requirements of EFL learners as compared with the other textbooks which have hitherto been used at different language classes. Accordingly, investigating and evaluating the book proved to be very lucrative and valuable in terms of pedagogy as well as the efficient attributes that suits the context of the present study. Finally, the implications as regards the efficiency of this particular course book as the consequence of evaluating it have been put forward and the strengths and weaknesses related to it have been argued.

Keywords: materials evaluation, external evaluation, internal evaluation, Summit 2B, EFL classes

Introduction

Textbooks are more critical than ever before as a necessary component of a language educational experience, particularly when a large number of ELT preparatory courses have been developed at colleges, private schools, and some public schools for a variety of departments (Richards, 2001). Furthermore, school boards and English teacher associations favour ready-made course books because they can provide a pre-made syllabus for teachers to adopt.

As a result, course books have increasingly become the most widely used language teaching materials. Textbooks are crucial in the classroom, particularly in developing countries where teachers and students have limited resources. Course books, according to Richards and Rodgers (2001), are inevitable aspects of the curriculum since they specify scope and coverage for syllabus objects. Surtikanti (2020) asserts that one main factor determining the success or failure of a teaching/ learning program is the quality of its course book.

Despite the fact that course books are seen as an essential instrument for language arts teaching, they are scarcely evaluated for their suitability to satisfy the needs and interests of teachers and students (Ajayi, 2005). Course books should be reviewed critically, bearing in mind both their limitations and their potentials (Crawford, 2002, as cited in Surtikanti, 2020). Although multiple researchers have done textbook evaluation studies from various perspectives, there is a need for more study since new learner demands emerge all the time, and new revisions of books enter the market on a regular basis (Nursyahrifa, Mukhaiyar, & Jufrizal, 2019). Nevertheless, extensive studies on course book assessment, the literature in general, and in ELT textbook evaluation in particular, remains unconvincing (Shahmohammadi, 2018). As a result, the necessity of course books leads to an examination of course book assessment by teachers, especially in formal language teaching settings. To this vein, this study focuses on the evaluation of an ELT textbook *Summit 2B* (Saslow & Ascher, 2006) which is widely used in Iranian English language teaching contexts.

The role of Course books

Textbooks are important in the teaching/learning process because they are the primary means of passing on information to students. Furthermore, one

of the primary duties of textbooks is to make information accessible and visible to the learner in a simple and ordered manner.

According to Hutchinson and Torres (1994), the textbook plays a key role in the teaching and learning of English Textbooks, and they, offer the requisite insight into classroom lessons through a series of assignments, readings, and explanations. As a result, they will still exist as long as they satisfy those needs. Cunningsworth (1995) discusses the various functions of course books in ELT environments, describing them as a guide for delivering content as well as a source for learners to practice. They also act as a grammar, vocabulary, and pronunciation guide for pupils. Furthermore, textbooks act as a syllabus and a means of self-study for students. They also act as a help for the inexperienced teachers who have not acquired confidence yet. As a result, textbooks' primary function is to assist teachers and students, rather than to serve as their supervisor. According to Richards (2001), a curriculum can have little effect without textbooks, because they have structure and a syllabus. Furthermore, using a textbook in a curriculum means that students in multiple courses access the same content and, as a result, can be tested on the same basis. In other words, textbooks improve the quality of teaching. They also have a range of learning aids, such as workbooks, CDs, films, and other materials, making the learning experience engaging and fun for students.

Why do we evaluate course books?

In order to successfully use textbooks, the content must be reviewed, since assessment is an important part of education and can offer useful knowledge. In reality, one school of curriculum creation believes that a complete curriculum is most important part of a pedagogical program. Evaluation is the gauge for determining whether or not the program's goals have been met. That is to say, in order to acknowledge the validity of textbooks in ELT, we must be certain of their utility as well as their suitability for the purpose for which they are being used. Sheldon (1988) explains that textbooks should be evaluated. He believes that choosing an ELT textbook is always a major administrative and educational choice. As a result of a rigorous review, the teaching staff of a given university will be able to select among all of the relevant textbooks on the market.

Furthermore, it will increase familiarity with a book's content, aiding educators in understanding the specific benefits and drawbacks of currently used textbooks. As discussed above, it seems that to find out the extent to which a course book fits a pedagogical program, a thorough review of it is inevitable (Nursyahrifa et al., 2019).

Consequently, evaluation is a critical component of curriculum creation and execution.

We may assess the curriculum by examining the textbook and its techniques and strategies for meeting the instructional targets, priorities, and aims. Hence, the aim of this analysis was to evaluate the teaching and learning techniques used by the authors of the Summit 2B book.

The course book evaluation methods

Course book appraisal, undeniably, is an integral task in the professional lives of English language instructors; they study their textbooks and determine which activities to teach and how to teach them on a regular basis (Bouzid et al., 2016). Many different schemes and checklists have been proposed by various authors and evaluators in the literature of materials evaluation. In that way, we'll attempt to add a couple of them here. Successful assessment, as mentioned by Cunningsworth (1995), is based on asking the right questions and interpreting the responses.

Leading experts have created lengthy review checklists that serve as guidelines for a thorough course book study. Cunningsworth's assessment and selection checklist includes 45 questions that cover aims, design, language content, skills, and methodology, as well as practical considerations.

Sheldon (1988) presents a detailed checklist of fifty-three questions grouped into seventeen main categories that assess content variables including usability, content, style, and validity. He supports the use of evaluative methods due to the vast range of ELT course books available, but expresses frustration because of the "inconsistent nature" of these "evaluative instruments" (Sheldon 1988, P. 240), citing the lack of any systematic worldwide checklist or approach to materials appraisal.

These and other checklists (Breen & Candlin, 1987; McDonough & Shaw, 1993; Skierso, 1991) suggest that designers are aiming for thoroughness in their assessment procedures. Swales (1980, as cited in

Wharton's website) opposed this tendency, arguing that the more questions one asks about a collection of teaching materials in the hopes of making some sort of complex finding, the more likely one is to be frustrated. Rather, teachers should take a more subjective approach to the assessment process (Cunningsworth, 1995; Sheldon, 1988), recognizing that every checklist must be tailored to meet the needs of particular teachers. The selection procedure "is intended as a framework, not a straitjacket", and any procedure should be modified to suit personal circumstances (Cunningsworth, 1995, p. 5). Similarly, Sheldon (1995) asserts that "course book assessment is fundamentally a subjective, rule-of-thumb activity, and that no neat formula or system will ever provide a definite yardstick" (p. 245). Based on an examination of checklists from 1970 to 2000 by Mukundan and Ahour (2010), it was found that the majority of textbook evaluation checklists are qualitative, too short or too long, and some of the criteria are imprecise, therefore they don't meet all of the criteria for a suitable and appropriate instrument for evaluation.

For the systematic assessment of course books, McDonough and Shaw (1993) propose a modular two-stage model. A brief external assessment provides requirements to include an outline of the course book's organizational foundation, as specified specifically by the author in the title, introduction, and table of contents comments. The course book is then subjected to a thorough internal investigation to determine "how well the material in question corresponds to what the author claims as well as the objectives and expectations of a particular teaching program" (McDonough & Shaw, 1993, p. 64). Their point by point scale, which is unique in its coverage of requirements, is structured both for teachers seeking to choose a course book, a predictive assessment, and for teachers looking to recognize similarities and shortcomings in course books currently in use, a retrospective evaluation.

Related studies

In the literature, there is an abundant research evaluating ELT course books. Among which, those that are most related to this study are included here.

In a study done by Murdoch (2000), a thorough analysis of the course books used in the Board of Education Secondary School Teachers' Training Sessions in UK using McDonough and Shaw's two-phase evaluation was undertaken. The research started with an external evaluation and afterward proceeded with an internal evaluation. The staggering recognition from students for the books gives proof of their viability. The books' focus on listening and speaking abilities and material content that was significant and valid appeared to reflect student and course educator objectives. More significantly, the Secondary School instructors commended the books' versatility.

Sajjadi and Hadavi Nia (2011) examined an ESP textbook entitled English for physics students intended for physics BSc students. The study was based on qualitative and quantitative research methods including two phases. First, an examination of the course book's internal, external, and overall merits against the McDonough and Shaw's (1993) model was performed. In the second stage, six instructors each completed a 22-item textbook assessment questionnaire to convey their opinions on various elements of the textbooks. The findings of the study show that the book is primarily designed to meet the demands of students in terms of their reading comprehension abilities, while turning a blind eye to their other required abilities to some extent; other supplemental resources are necessary, despite the book's claim to be a main/core course source.

Roohani and Heidary (2012) conducted a critical discourse analysis of the book *Summit 2B*. They believed that it is possible to have a contextual explanation of current ideological consequences in texts as well as a way to link linguistic and social activities. The focus of the evaluation was on the presentation of male and female social actors. To accomplish the goal of this research, content analysis was used to determine the frequency and proportion of different social actors in the corpora obtained from the aforementioned textbook. The findings showed that, despite the fact that females and males were almost similarly treated identically and indeterminate, there was no effort made in the textbook to eradicate gender inequality.

In another study by Ahour and Ahmadi (2012), the same textbook, *Summit 2B*, was examined thoroughly to see if it was appropriate for

undergraduate university students. The researchers deployed a checklist and a semi-structured interview to collect data from some ELT teachers and learners having taught the Summit 2B. After doing statistical analyses on both quantitative data obtained from the instruments, it was found that, generally speaking, though there are some drawbacks, the book can be appropriate for the specific group of learners.

Appropriacy of the textbook ‘English Book 2’ that is widely used in the 2nd-grade of high schools in Iran, was evaluated by Javanmehr (2013). The research was undertaken at the end of the educational year with 100 participants and the scale suggested by Doaud and Celce-Murcia (1979) was the basis of evaluation. Their findings indicated no effectiveness of using the course book on enhancing learners’ English proficiency, and it was concluded that the book needs many revisions to be useful for the target audience.

Moreover, Mohammadi and Abdi (2014) also reported a study in which they had evaluated the ELT course-book series *Top Notch* (a series of books taught as a prerequisite for Summit series) which are widely used in the Iranian ELT context. They aimed to investigate the overall pedagogical value of the books towards students’ needs. For this purpose, some English language learners and teachers responded to two questionnaires besides implementation of a student “needs analysis” as the course book evaluation survey. Despite the fact that the series had certain shortcomings, data analysis revealed that it might satisfy the demands of learners.

In another study by Akbari and Pourabbasi (2015) examining the same textbook ‘English Book 2’, which was based on a needs investigation approach, similar findings regarding the effectiveness of the book for satisfying students language needs were obtained; as well, they came to the conclusion that the textbook requires improvement or being used accompanied with another complementary book to be effective for the second grade Iranian high school students.

In a research conducted by Pouranshirvani (2017), according to the scale of McDonough and Shaw (1993) an examination on the course book ‘Vision1’ taught at tenth grade in Iranian high schools was carried out. The deployed instrument was an adapted questionnaire based on the model

proposed by McDonough and Shaw (1993) that was adapted from Dr. Montasser. According to the findings of the study, all the teachers who had participated in the study were satisfied with the book's overall goals. The teachers claimed that the textbook achieves the ultimate objectives of teaching English.

Sahragard and Rahimi (2018) also used a checklist that was a 35-items modified version of Mc Donough and Shaw's (1993) framework for their study to evaluate 'Family and Friends' series for young EFL Iranian learners. The checklist was divided into four sections: goal and attainment, skill, language type, and technical consideration, each of which directly linked to a criterion and, thus, an important component of textbook evaluation. To present the overall picture of how the teachers assessed the textbook in terms of four criteria, frequencies and percentages were computed for each item. The results of the study revealed that the bulk of the textbook's characteristics were highly satisfying to the teachers.

In the study done by Yapici (2019), the aim was to investigate an EFL course book series entitled 'Solutions' used in Turkey. For 23 false novice English language learners, solutions were assessed in terms of their appropriateness, clarity, and utility. The evaluation was divided into two parts: (1) external evaluation and (2) internal evaluation, which included semi-structured interviews with the classroom instructor and student surveys. The students and teachers were satisfied with the textbook, but they objected to some points including the monotonous presentation of units, biased cultural contents, and the high speed of native speaker talks on the CDs.

The English textbook 'Vision 2' as well was assessed by Masoumi Sooreh and Ahour (2020) to examine its eligibility for the Iranian senior high-school learners in the 11th grade. This investigation was done based on 45 English teachers' view-points in Tabriz, Iran. An internal evaluation was implemented via a checklist including 82 items which evaluated the book's internally. Consequently, it was found that the textbook is partially suitable for the target group of EFL students, and in case some modifications was made on the internal aspects of the book, it could have matched better with the needs of the learners.

There is by all accounts “course books credibility gap” (Grenall, 1984, p.27, as cited in Tosun, 2012) and the assessment of the course books for English is far behind the optimal stage (Sahragard & Rahimi, 2018). Besides, as a result of inconsistencies and possible irreconcilable circumstances in their creation, business abuse and public evaluation, choice and ultimate classroom use, ELT books are seen habitually as helpless trade-offs between what is instructively alluring from one viewpoint and basically accomplished on the other. Therefore, McDonough and Shaw (2003) express that there are some conditions that expect teachers to assess their materials.

Upon having discussed the requirements for the appraisal of ELT course books, given a layout of accessible frameworks, and given a record of recent experimental studies within the field of ELT materials development and assessment, the following section will provide an account of the methodological structure utilized for the implementation of this evaluation.

Method

This study is known as a textbook evaluation. The textbook was evaluated using content analysis in this research. Content analysis, according to Berelson and Gall (2003), is a research methodology for describing the manifest content of correspondence in an analytical, systemic, and qualitative manner. Furthermore, as stated by Tomlinson (2013), using a retrospective assessment method would provide the evaluator with "insight into the operational values of the content," as well as "realistic means of applying the materials to a specific community of learners" (p. 64).

For the purposes of this study, McDonough and Shaw's (1993) model was used, with pertinent features applied to the course book used in Iranian EFL teaching settings. The model's procedural structure and versatility would enable the evaluator to thoroughly analyse the strengths and weaknesses of the materials under examination. This model has two phases of evaluation including external and internal evaluations. In external evaluation, the organisation of a book in general (e.g., the blurb and table of contents) is analyzed. For the internal phase, the internal layers of the course book are thoroughly examined to ensure its suitability for the target context.

The selected textbook *Summit 2B* (Saslow & Ascher, 2006) was evaluated against the McDonough and Shaw's (1993) framework. The main reason for which this course book was chosen to be evaluated here was its prevalent usage in Iranian EFL classrooms in recent years for intermediate /advanced learners who are mostly at the age range of 17-30 years old. The researchers of this study, who had the experience of more than 5 years of teaching this book in Iran, scrutinized the depth of the material.

Results

Results of External Evaluation

The purpose of the authors of the current study for this initial 'external evaluation' stage of the Summit 2B course book assessment was to look at "what the books mean about themselves" (McDonough and Shaw, 1993, p. 67). This is accomplished by examining what is mentioned clearly in the 'blurb', or assertions made on the cover of the teachers/students book as well as the introduction and table of contents. This type of investigation may either support or refute author/publisher allegations.

The intended audience

Although no exact age group is stated, but as claimed in the back cover page, adults and young adults, who have passed any intermediate course book can be the audience.

The Proficiency Level

As claimed in the blurb of Summit 2B, it is the second of a two-level intermediate/advanced books, but we have a reason to dispute this claim. According to the authors' experience of teaching these series, they have observed that Summit 2B is surprisingly less challenging for learners than the two or three previous books in these series.

The circumstances under which the materials would be used

McDonough and Shaw (1993) differentiate between educating general learners and teaching English for Specific Purposes by pointing to the context in which the materials would be used (ESP). Summit 2B is planned "to help students gain trust and competence in using English for communication," as mentioned in the Introduction section of Summit 2B (Saslow & Ascher, 2006, p.5), and makes no claim to be based on any specific learner purposes. Accordingly, its usefulness in a general English communication class, in which students have no clear intentions for learning English, has been illustrated in the teaching experiences of using this book by the authors of the current study.

The presentation and organization of the language into teachable units/lessons

Summit 2B contains 5 main units. Each unit includes 5 two- page lessons. The units have got the following format:

Preview: introduces the unit's goals and theme.

Sound Bites: presents an authentic conversation and following exercises to practice the new expressions.

Grammar Snapshot: presents authentic texts consisting of the new grammatical point being taught followed by grammar exercises.

Conversation Snapshot: consists of an informal conversation followed by a Vocabulary part providing more collocations or other alternative forms of the vocabularies or terms in the conversation and Listening practices.

Reading: includes comprehension questions, Discussion and Word Skills sections.

Listening Comprehension: provides pair work, group work, and discussion tasks.

Writing: presents a rhetorical rule followed by 3 steps.

Checkpoint: comes at the end of each lesson

Each student book is intended for 60 to 90 hours of class time. When determining how each main unit would work into a given instructional curriculum, the instructor must consider the duration of each main unit (McDonough & Shaw, 1993). Each main unit of the Summit 2B course book is intended for three 60-minute class periods or two 90-minute class periods per segment. Although the duration of and unit must be understood to support a curriculum, the periods given in the Teacher's Manual have become readily adaptable in the author's teaching sense. Based on the experience of teaching Summit 2B by the authors of this study, in using this book, you can devote more class time to activities that you believe provide a more constructive student reaction, and on the other hand, those less activating tasks of the book that do not encourage oral skills development can be skimmed over or missed entirely. For example, you may spend more time for practicing the 'Discussion builder' tasks in the book than the 'Sound Bites'. Since there is also little gradation or sequencing of materials in the textbook, this would not result in a gradation difference of each segment within the unit or distracting students' attention.

The author's attitudes towards language and methodology

It is important to understand the relationship between language, the learning process, and the learner while considering the author's perspective on language and technique. As mentioned above, Summit series is

structured to help improve competent in all four language skills and includes tools for enhancing confident communication. Prioritizing the process of acquiring second language expertise by the authors of Summit 2B will adopt White's (1988) "Type B syllabus," a learner-centered approach in which "both the material and methods of learning become part of the language learning experience" (White, 1988, p.101). A 'Type A Syllabus,' on the other hand, is one on which roles and content are fixed and learner participation is non-interactive. White's styles, on the other hand, are too contrastive for analysing a contemporary course book like Summit. Summit 2B, on the other hand, follows a "multi-syllabus" approach, which incorporates White's two approaches, increasing capacity on a number of communicative parameters, for example, in starting point or discussion-builder activities, while still recognizing the need for rigorous instruction in the formal functions of language, as in, the grammar snapshot activities presented in this book (McDonough & Shaw, 1993, p.50).

Furthermore, the Summit 2B book includes practices to promote engagement through the expression of meaning, which, in addition to advocating communicative language instruction, adheres to a practical view of language (e.g., conversation snapshots). As described by Richards and Rodgers (2001):

language is a method for conveying information, language's primary objective is to promote dialogue and contact, language's form reflects its technical and communicative functions, and language's main units are not only its grammatical and procedural elements, but also substantive and communicative meaning divisions, as shown in discourse. (p.71)

The Summit 2B course book repeatedly provides activities for students to interact

through the expression of meaning.

Are the materials meant to complement or replace the primary 'core' course?

When discussing the overall cost of a course, McDonough and Shaw (1993) note that purely economic considerations can dissuade an instructor from using such materials. The Summit 2B course book is planned to be used as the 'core' course and is moderately priced at about 500,000 Rials in 2021 in Iran. In addition to the course book, a workbook called Summit 2B Work book is available embedded in the same cover with the student book, created by the two course book developers. It's meant to be used in conjunction with the course guide, but we consider the workbook to be particularly useful for homework analysis. We assume the exercises to be useful for clear grammar instruction, despite being less communicative than

in-class activities. Furthermore, a teacher-led homework check at the start of class offers an initial warm-up task to the class.

Is the teacher's book in print and available in your area?

The teacher's manual is not locally available wherever the course book is found. It is mostly available for institutions. The manual provides valuable teaching tips addressing common problems and concerns. The Summit 2B manual, in my opinion, can be a valuable guide for both new and seasoned instructors. While there are several prescriptive programs for teaching the curriculum, seasoned teachers may profit from the variety. Both are supported by the manual.

Is a vocabulary list/index included?

There is no appendix for main terms or phrases in Summit 2B. However, Sinclair and Renouf (1988) disagree with the use of vocabulary lists in many western course books. The approach to vocabulary is not structured, there is no pattern in setting priorities, and the new vocabularies presented in previous lessons are not replicated.

Is there any visual material in the book, and is it embedded into the text?

Photographs, sketches, and diagrams are all well-done and provide a creative context to the events. Photos, outlines, diagrams, and drawings are identified with the content of the texts and activities. Most of the pictures are photos taken from real life which adds the sense of usefulness and authenticity to the material. The majority of the images and drawings are included in the conversation or reading pre-task assignments. The course book specifically requires students to look at a photo and comment in some way as a pre-task to the action in all of the units. Particularly for reading and listening tasks in each unit, it is provoked in the teachers' book that the teacher demands that learners take a look at the picture and say what they can see and predict the content through these photographs. Teachers are as well encouraged to urge the learners to point to the photographs and have a review on troublesome lexicon.

Is the presentation and layout transparent or cluttered?

The layout is very efficient and not unnecessarily cluttered, which may be a first good consideration in an instructor's decision to use Summit 2B as a course guide. There are six divisions of each of the five major units: Preview, Grammar, Conversation, Reading, Listening, and writing. Each lesson is two pages long and usually follows a five-stage activity phase.

This standard practice will make students feel more at ease, and after a few units, they'll know what to expect from the instructor in terms of direction and meta-language.

Is the content racially skewed or unique, or does it portray minorities and/or women in a negative way?

Since the issues that separate each unit are international in nature, the Summit 2B is not written specifically about a specific nationality or cultural community. All in all, in Summit 2B attempts have been made to be universal both in topics and cultural matters as well as in pronunciation. Regarding the negative representation of any minority groups or women, no evidence was observed throughout the material or the pictures within the book and in contrary it seems like that there is a more positive voice for women than men in this textbook.

According to Maley (1986), when an instructor uses language teaching tools, such as books or handouts, he or she must recognize that students can interpret them differently based on their cultural perspectives. Westerners, for example, view books as nothing more than a set of pages containing information that can be viewed in different ways. Chinese students, on the other hand, believe that books are the personification of all experience, intelligence, and reality (Maley, 1986). As in the case of Chinese students, the Iranian EFL learners are also very sensitive to the culture that the book brings into the classroom, therefore attempts should be made to choose as culturally unbiased materials as possible. In this vein, Summit 2B, in which no trace of any culturally biased issue was observed, suits well in an Iranian EFL setting.

Results of Internal Evaluation

The internal quality and organization of the all five units of the materials was analyzed in this stage of the study, as planned by McDonough and Shaw, to determine the degree to which external statements made by the author/publisher correspond with the internal content (McDonough & Shaw, 1993, p. 75).

The materials' presentation of the language skills

The theme in contemporary course book design is to integrate the responsive and active skills (Brown, 1994; Cunningsworth, 1995; McDonough & Shaw, 1993; Stern, 1992; White, 1988).

Listening, Chatting, Reading, and Writing portions are included in each unit of the Summit 2B course book, and speaking skills are incorporated into most events. While the four skills seem to be assigned equal weighting, the authors' primary goal is to improve oral communication skills.

There are six Discussion parts in the six lessons of each unit, in addition to conversation practices in all of the lessons. This is consistent with White's assertion in general course books that "speech would have been given greater weighting than all of the other skills, even though reading and

writing will have been used as a way of expressing and learning the language"

(White, 1988, pp. 68- 69).

This is in line with the intentions of the authors of this study as teachers, who want oral communication skills to be given more weight, given that Iranian students in their schools get a lot of writing and reading lessons. They've found that devoting more time to communicative tasks helps their students more.

The materials' grading and sequencing

If language is a structure, so gradation is crucial. "In a device, one thing blends into another, one thing goes with another, and one thing depends on another," writes Mackey (as cited in White 1988, p.48). However, there seem to be few rules or standards for arranging language material based on the premise that language can be separated into frameworks (White, 1988). There are no requirements for sequencing the topics of the 5 major units in the Summit 2B course guide. Unit 1, "Travel annoyances and memories," could conveniently be switched out for Unit 5, "An integrated universe. Similarly, in each unit of the book, there seems to be no structure to the lexical objects or phrases. Nonetheless, grammatical rules and drills are well graded, for example in unit 9, the passive voices in future tenses are introduced before the passive voices in unreal conditionals.

Are varied discourse types involved, is there much in the way of appropriate text beyond the sentence?

Each unit of Summit 2B's written materials includes a range of writing style excerpts, such as news stories, biographies, advertising, and personal and business letters, to include reading instruction. Students practice scanning, understanding, and evaluating skills in order to improve comprehension, as well as prepare for shared writing, in which they read and respond to their partners ideas. This course book includes scripted dialogues in addition to extended readings. These, we think, provide useful examples of natural-sounding dialogue, not only as study materials, but also to increase students' knowledge of English linguistic details.

Where listening skills are involved, recordings are 'authentic' or artificial?

The use of "authentic" language in course book events has sparked a lot of controversy. Authentic language, according to Nunan (1991), is "samples of spoken and written language that learners can encounter in the classroom" that have not been purposefully written for the purpose of language instruction (pp. 37-38). Its use helps students' implicit language acquisition

processes to work properly (Swan & Walter, 1987, as cited in Nunan, 1991; Skehan, 1996; Carter, 1998; D. Willis, 2000; Willis, 1996). Furthermore, realistic materials can increase learner enthusiasm by adding realism and significance (Cunningsworth, 1995). The aim of course books is to choose, idealize, and simplify language in order to make it more available to students while also providing a natural voice for implicit language acquisition (Cook, 1998, p. 61). While not authentic in Nunan's (1991) meaning, recordings in Summit 2B do provide semi-authentic feedback for learning purposes, as the following script extract reveals:

F: I'm sick of working for a big company.

M: What do you mean?

What are you all ticked off about?

F: I'm just tired of doing what others tell me to do.

For a start, I'd like to be free to make my own choices.

M: Well....

So, how are you going to do with it?

F: I'm going to start my own company.

M: Do you want to start your own business?...You're not kidding, are you?

F: Of course I am.

Please keep this a secret, but I've already applied for a loan.

M: Well done!

Summit 2B recordings retain a degree of natural validity while being available for specific grammar and lexical analysis.

Is the content appropriate for a range of learning types, and is it enough "transparent" to inspire both students and teachers?

According to Ellis (1996), teachers and materials authors must be mindful that their feedback may be processed by students in ways that are not expected. As a result, it's important that materials appeal to a variety of learning types in order to satisfy the demands of students. However, it is crucial to highlight that there has been a trend to make students the center of language education since the 1970s, and it is likely safer to see textbooks as tools to meet targets and goals that are being set in respect of learning objectives (Mohammadi & Abdi, 2014). Pair practice and community exercises are common techniques for exercising information-gathering skills and sharing personal views in Summit 2B. All the five lessons of each unit include five to six activities that involve some form of group work. This may be discouraging for students who want a more teacher-led style, leading to a lack of encouragement. With this in mind, students must be reminded that the more oral speech they participate in, the more their overall communicative competence would develop. Many students would find

group study difficult, as Brown explains, since they are used to receiving responses. Language learning, according to Brown (1994), is not an ability “where you can actually bone up on rules and vocabulary in isolation” (p. 177). In addition, due to lots of tasks in Summit 2B in which learners are asked to create language at the moment, this book might be more useful for impulsive rather than reflective learners who are eager to take risks with the language and are more interested in fluency than accuracy in speaking. This book as well, because of the visual features that were discussed earlier, is parallel to the preferred style of visual learners who like to see the content that they are learning and enjoy learning through looking at photos. As far as the transparency of the materials concerns, according to both the analyses and experiences of teaching this book by the researchers of this study, no evidence of vague language or unclear instructions in its tasks was found.

Discussion

In the current study, the ELT textbook Summit 2B which is widely taught in the Iranian English language pedagogical settings has been evaluated based on a textbook evaluation criteria. The aim of this analysis was to examine the positive and negative qualities of the ELT course book, and the findings following a like multi-syllabus approach, the layout and presentation mode, the authentic materials, and the impulsive language production required by many tasks in Summit 2B, showed that the positive attributes greatly outweighed the negative attributes.

While there were some flaws, as compared to other textbooks that had previously been used in Iran's ELT schools, it was found to be a worthwhile investment, Summit 2B seems to be more successful at fulfilling the students' needs.

The findings of this study are in general consistent with the results of a similar study by Ahour and Ahmadi (2012) who evaluated Summit 2B in case of its suitability for undergraduate Iranian university students. Their findings approved that in spite of some minor drawbacks, but the book can be appropriately used to teach English as a second language to the university students. Regarding the type of visual materials included in the textbook, also the findings are in line with Tomlinson (2013) who proposes adding humanizing to the ELT textbook by using pictures taken from real life in order to stimulate the sense of usefulness and authenticity to the

material. In a similar vein, Jahangard (2007) came to the conclusion that using photographs of actual people and their surroundings can be appealing.

Furthermore, Javanmehr (2013) obtained a pattern of results that contradicted our conclusions, claiming that textbooks (e.g., English Book 2) are ineffective in enhancing learners' English skills. Moreover, some Iranian students are dissatisfied with their educational source; as a result, textbooks need significant focus and revision. Contrary to the results of the studies done by Akbari and Pourabbas (2015), and Mohammadi and Abdi (2014), as well, we found no evidence that the textbook under evaluation in this study fail to meet the learners' foreign language needs. As stated by Tosun (2012), for all stages of language teaching, evaluating and selecting resources that better meet the needs of the students is becoming increasingly significant. Their findings, however, reinforced the need for additional instructional resources and supplemental materials to make textbooks more conducive and beneficial. The findings of the current study on the representation of skills and language components in texts, on the other hand, contradict Rashidi and Kehtarfard's (2014) conclusion that textbooks taught from 1970 to 2010 cannot satisfy students' needs because the textbooks' primary focus is structure rather than the communicative aspect of language, and the textbooks taught during that time span are unable to fulfil students' needs because the textbooks' primary emphasis is on form rather than the communicative position of language.

As regards the findings of the present study responding to the question whether the course book represents women in a negative way or not, the observations are in contrast with the research made by Roohi and Heidary (2012) in which it was evidenced that no effort was made in the Summit 2B to eradicate gender inequality and some more positive way of male presentation was obtained. However, based on our results, there seems to be a more positive voice in favour of women than men in this book. The reason for such a contradiction in the results found by the two studies might be different subjective conclusions made by the researchers or their opposing points of views on the issue.

Concerning the criteria related to teaching vocabulary in Summit 2B, as found in the current study, there is no clear systematization, coordinate targets, or recycling. These results consolidate those of the study undertaken

by Ahour and Ahmadi (2012) in which similar data were found. As stated by Nunan (1989), an instructor can't just go into a language class, teach anything one wishes, or thinks may be proper for the students, and anticipate that the learners should learn. As a result, the arrangement of additional different vocabulary activities may empower students to foster more comprehensive information and in this manner be more fruitful in their language use. However, our observations regarding the layout and content presentation of the textbook under examination, are not in line with the data reported by them claiming that in Summit 2B materials are overly cluttered on each page.

As far as the results of this study concern the suitability of the material with the proficiency level claimed in the blurb of Summit 2B, it was found that the book was not that much challenging and even easy to master for high-intermediate/advanced level EFL learners. This finding was, however, in contrast with the results of the study done by Yapici (2019) who concluded that the textbook 'Solutions' was quite appropriate for the intended audience in practice. One justification regarding Summit 2B for the degree of English language proficiency asserted by the book may be because of befuddle of the previous book of this series 'Summit 2A' in which the materials are in one level upper than they ought to have been. Along these lines, those students who have contemplated the book are then at the advanced level of language proficiency and accordingly considering Summit 2B isn't that much challenging for them to learn.

English has established itself as a global language and Summit 2B is a fruitful effort to make the EFL learners in general and Iranian EFL learners in particular more proficient and fluent in their use of English language. Students obtain a merging of two broad procedures by the multi-syllabus approach used in Summit 2B: a more rigorous linguistic syllabus, which includes elements of grammar and vocabulary, as well as an approach to language in use, which contains the aim, meaning, and language ability categories (McDonough & Shaw, 1993, p. 51). Provided the flexibility of individual exercises that can be changed or omitted, a method like this makes Summit 2B readily adaptable to more accurately match the teacher's emphasis on oral development skills. In addition, the Teacher's Manual

gives some recommendations for supplementing the course book in order to establish a more communicative approach.

While the book has some drawbacks, such as new vocabularies not being recycled, it is still an excellent resource for students. However, as Sheldon (1988) argues, there is no such thing as an infallible or perfect course book, and it is the instructor who can use the textbook in a manner that helps him/her to strengthen its advantages and overcome its shortcomings. The review of textbooks should be used in English language teacher preparation programs. They will understand the reasoning behind the arrangement of the given content, as well as its strengths and limitations, by evaluating the text books.

In the current study attempts have been made to identify the quality of the Summit 2B textbook used in language classes in Iran. It is assumed that language practitioners can acquire some insight of how to conduct evaluations for themselves from this textbook review. Implications indicate that textbook writers can provide more universally acceptable and up-to-date features in their EFL textbooks by using findings obtained from proposed checklists and questionnaires that are at the same time personalized and suited to the learners' requirements. Further content analyses may be carried out with various checklists on different course book packages.

Declaration of interest: none

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Biodata

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