A Narrative Review of Textbook Checklists: Insights for Language Pedagogy

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ABSTRACT

Many studies have revealed that textbooks are the main reference for teachers and learners in learning. Thus, the analysis of textbooks can not only introduce opportunities but also inform educators of the threats. Textbook evaluation encompasses the assessment of a textbook's merits and demerits, enabling educators to select the most appropriate and effective materials to meet the needs of their users. One method to evaluate textbooks recommended by educational scholars is the implementation of a checklist. The present study focused on reviewing 27 studies that dealt with textbook evaluation checklists. It was shown that applying checklists can help researchers to have a better evaluation of textbooks. Most of the checklists have focused their attention on aspects such as physical, cultural, content, and skills. However, there seems to be a dearth of objectives as well as emotional aspects as elements of textbook evaluation. To enhance the selection of educational materials for language education to serve the diverse needs of learners, it is essential to refine and expand checklist criteria.

1. Introduction

The learning-teaching process is mainly centered on textbooks and they are considered as a tool in that process (Bahar & Zaman, 2012). Textbooks have a facilitating role in what is described and explained by teachers and materials (Jusuf, 2018). Moreover, most of the exams which are administered in schools and national levels must be based on textbooks; therefore, they play an essential role in syllabus design (Hutchinson & Torres, 1994; Khandaghi Khameneh & Hashamdar, 2021). Textbooks also play a supportive role for both teachers and learners (Cunningsworth, 1995). Textbooks are important in meeting learners' needs (Lathif, 2015) and in transferring knowledge and information (Cunningsworth, 1995). While textbooks have a direct relationship with the teaching status, teachers must evaluate their strength and weaknesses throughout the teaching-learning process.

One of the early definitions presented for evaluation includes "the systematic attempt to gather information to make judgments or to pass decisions" (Lynch, 1996, p. 18). Evaluation can be unbiased and valid when it depends on reliable equipments (Mukundan & Nimehchisalem, 2012). The evaluation of textbooks is essential, as teachers

must experience satisfaction in selecting an appropriate textbook (Udenwa & Okoye, 2023). Additionally, this evaluation offers insights into both the opportunities and challenges educators will face (Shahmohammadi, 2018).

There are different types of processes proposed for textbook evaluation including pre-use or predictive evaluation, in-use evaluation, and post-use evaluation (Ahour & Ahmadi, 2012; Ismael & Fahady, 2022; Tomlinson, 2003; Van Dat, 2022; Wuttisrisiriporn et al, 2020; Zhang, 2017). Among these, pre-use or predictive evaluation is popular and common (Littlejohn, 2022) which gives priority to selecting textbooks that approach the objectives of the course (Shahzad et al, 2021). In pre-use evaluation there should be an overlap of materials used in class and students' needs (Bahar & Zaman, 2016). Solhi et al (2021) have maintained that in this phase, evaluators make an assumption to analyze the probable efficacy of the materials for the stakeholders (Dongxing, 2020; Soe, 2024; Ypsilanti & Karras, 2024). In-use evaluation, as another type of textbook evaluation, checks the utilized materials in the classroom, making teachers aware so they can modify themselves and their teaching methodologies (Yüksel et al, 2023). It examines the textbooks in a real classroom and investigates their effectiveness focusing on merits and demerits (Ma, 2020; Monib, et al., 2020; Pirzad & Abadikhah, 2022). As the third category, post-use or retrospective or reflective evaluation provides valuable data by measuring the real impact of using textbooks on learners (Bhutto et al, 2022; Nguyen, 2023). It follows a reflective approach to assess the quality of the textbooks that have been used previously (Caldas, et al., 2023; Dallasheh, 2024; Rokhsari, 2022). According to Gholami et al (2017), this kind of evaluation is more valuable due to determining the pros and cons of certain textbooks following their constant use (Alsan & Kucuktepe, 2023).

There are still other aspects and indexes to be considered in evaluating course books. One of the indexes is external that provides an overall image of the structural principles (Samoudi & Mohammadi, 2021) and mainly underlines the physical dimensions such as the front cover, lists of content, and preface (Dewangga & Ghozali, 2020; Mega,2021). Internal evaluation, in contrast, provides exhaustive and in-depth information about the materials of the book (Nolaputri, 2023) and requires meticulous practice over the previous one (Mao, 2023). As indicated by Almatard (2019), internal evaluation tackles the extent to which the textbooks conform to what the author asserted (Tang & Zheng, 2018) and examines if opinions and claims made by external evaluation are authenticated or not (Papadaki & Karagianni, 2023). This type of evaluation explores aspects such as the explanation and exhibition of the four skills, the appropriacy of the materials given in each skill and adaptation to different learning styles, the organization and categorization of the materials, and the suitability of the text (Karim, 2020). This provides a deeper interpretation in terms of various and certain criteria (Al Fraidan, 2012). Employing external and internal evaluation, professionals and experts can make sense of what has been presented by authors and what has been presented by textbooks (Mao, 2023). Two other terms 'macro' and 'micro' have also been used instead of 'external' and 'Internal' in English Language Teaching (ELT) materials evaluation (Isaee et al, 2023).

Another category of evaluation whose implementation leads to policy data and documentation, decision making, gauging learners' attainments, and enhancing instructional materials and educational schemes has two options including formative and summative (Sadiq & Saalh, 2024). Formative evaluation attempts to determine the important dimensions of textbooks reflectively to manipulate while the teaching occurs (Jasim & Jasim, 2024) to ameliorate the textbooks (Al-Zeebaree, 2022; Giannarou, 2021; Le, 2014), to address the learners' needs (Mohamadi, 2013), to engage learners in educational decisions, and to provide information for curriculum development (Akef, 2015; Jafarigohar & Ghaderi, 2013). Saeed (2017) claims that formative evaluation continuously assesses the progress throughout the advancement process. Summative evaluation as the other extent, provides a comprehensive, conclusive assessment of the curriculum or textbook (Youssara & Houssna, 2024; Zohoorian, et al., 2018; Zohrabi, 2011). Besides these two types of evaluation, Richards (2001) recommended the term "illuminative" evaluation which provides "a deeper understanding of the processes of teaching and learning that occur in the program, without necessarily seeking to change the course in any way as a result" (Richards, 2001, p.289). It aims to identify various dimensions (Stec, 2014) and how they operate or are being carried out (Al-Masri, 2010; Jamshidi & Soori, 2013; Kashoob, 2018) to highlight and explain new issues that arise (Zernadji, 2017).

2. Methods in Textbook Evaluation

Experts and professionals employ three major types of methods in the process of textbook evaluation. The first one is impressionistic which deals with interpreting and scrutinizing textbooks based on general impressions (AbdelWahab, 2013; Chihab, et al, 2023). It entails understanding some features like organization, topics and issues, and layout and visuals (Camacho, 2024; Saud, 2023; Yolanda, 2023). It is employed to elicit information and knowledge that are subjective (Moazam & Jodai, 2014).

The second method entails using a checklist which is the opposite side of impressionistic method and deals with textbook evaluation objectively rather than subjectively. Checklist method is a standardized way in which some characteristics are marked based on a directive way (Sahin, 2020; Youssra & Houssna, 2024). Aprilia and Neisya (2023) remarked that in order to evaluate and assess a textbook, the term "checklist" which is an implementable and applicable way, is valuable (Aulia, 2019; Syahid et al, 2024). Ghoorchaei et al (2021) articulated that the checklist method presents a general framework and structure which encompasses categories that are understandable to participants.

The third method is in-depth method. It is concerned with intentional examination on particular features; for instance, unit or exercise (Nastiti, 2019; Pouranshirvani, 2017) and provides a good examination of those units (Solikhah, 2020). Karimi et al (2015) claims that in-depth method relates to analyzing and interpreting specific features of the book. One of the deficiencies of this method is that the unit which is selected might not be a good representative of the book contents (Monbec, 2020; Raj, 2018). According to McGrath (2002), in depth method goes beneath the publisher's and author's claims (Marcé, 2019) to see whether the materials are expected to achieve the proposed outcomes (Alkhaldi & Oshchepkova, 2018).

3. A Review of Checklist-Based Evaluation Studies Since 2014

The This section seeks to review a selection of the studies that have employed checklists as their evaluation tool within the past decade.

In a recent study Shang (2024) attempted to focus on updating textbooks to improve the effectiveness of English pedagogy and learning. The author attempted to develop a checklist for evaluation of PEP "(the series of senior high school English teaching and learning book published by People's Education Press in 2019)" to encourage Chinese teachers to promote learners' communicative competences successfully and efficiently. The checklist included 32 items under two sections: physical indexes and course content. The second part contained five sub-sections: general, linguistic proficiency, cultural literacy, learning capacity, and supported materials.

In another study by Wang, et al. (2023) the developed checklist consisted of three headings. The first one was associated with the view that the evaluative criteria must be related to the context. In the second one, scholars gave priority to recognizing learners' needs. The third one concentrated on tasks and activities which can led students to be autonomous. Researchers recommended the checklist has to be used for finding the most suitable resource book for exam readiness.

Özkan & Aşık (2023) focused on the integration of technology and in terms of technological potentials. They used the organization for Information and Communication Technology (ICT) tools that was suggested by Luo and Lie (2012). The checklist consisted of 4 main parts. The first part was concerned with incorporating technology in textbook content. The second part pertained to considering activities which dealt with technology and the extent to which the activities of the textbook support technology. The third part referred to the examination of the language skills which supported the ICT principles. The last part contained technical challenges.

Papadaki and Karagianni (2023) attempted to investigate one of the textbooks used in Greek from external and internal aspects of the process of textbook evaluation. In external evaluation the focus was on the introduction, cover, and table of specifications. In the internal evaluation the researchers analyzed the sequence of the four skills. Some included items entailed learners' levels of proficiency, the objectives, and the physical aspects, provision of authentic inputs in different skills, intentional communication, and distinctive tasks based on students' requirements and learning preferences.

Dassanayake (2022) created a foundational structure for assessing localized textbooks. The development itself involved an online survey and a literature review. The checklist included general attributes, lesson content (focusing on pronunciation, vocabulary and characters, grammar and syntax, and exercises), localization and culture-sensitivity, as well as layout and appearance one criterion which was added as previously mentioned was the cultural aspect.

Lopez-Medina (2021) created a checklist based on content and language integrated learning (CLIL). She established her checklist to compare four Cs in CLIL (content, communication, cognition and culture) with five standards in American Council on the Teaching of Foreign Languages (ACTFL)'s standards: communication, culture, connection, comparison and community. The items of the checklist comprise general criteria, linguistic criteria and four Cs of CLIL and as a final question about consistency of CLIL principles. Rating for each item was administered on a 4-point Likert scale. It was recommended to act as a reflection tool especially useful for novice teachers.

In another checklist development study, Munir et al (2021) applied the Research and Development (R & D) approach employing exploration, development, and validation. The criteria pertained to aims and approaches, design and organization, content, skills, vocabulary, exercises and activities, methodology, attractiveness of the textbook and physical make-up, teacher's manual, and practical considerations.

Atar and Erdem (2020) endeavored to form a checklist based on social linguistics. They attempted to assess EFL textbooks in social context perspectives and proposed a model for the employment of the instrument. The concluding version of the checklist comprised of six items focusing on sociolinguistic points of view. Other aspects like language environments as well as intercultural awareness were included in it.

Two other researchers, Caner and Celik (2020), developed a checklist in order to analyze the elements of communicative competence. The elements that were chosen included conversational proficiency, practical language skills and tactical language skills. They recommended the researchers to use the developed scale to find and evaluate the principles of communicative competence within textbooks.

Jahan et al (2020) developed the checklist primarily based on communicative aspect and communicative language teaching (CLT) approach in Pakistani English textbooks. The checklist encompassed the physical factors of the book, goals and purposes, supplementary materials, and order in which language skills and grammar should be taught and developed. It also analyzed visuals based on learners' needs, supplementary materials, contextual and authentic properties of tasks, and engagement level of grammar activities based on CLT principles.

Nasri et al (2020) examined textbook of "Got it" series based on the socio-cultural aspect from teachers and supervisors' perspectives. In order to do that, the investigators applied a scale with 16 closed-ended items elicited and extracted from recommendation and suggestion from multiple sources. It consisted of 4-point Likert-scale for five categories incluidng intercultural competence, cultural sensitivity, cultural expressions, goals and purposes, and teaching capacity.

Şahin (2020) explored an evaluative checklist for ELT (English Language Teaching) textbooks. In order to do this, the author reviewed the literature and analyzed the localized situation comprehensively. The whole checklist encompassed 4 divisions (design, content, passage and activities, visual context). The first domain included 3 sub-divisions related to outer and inner aspect of the course book as well the component of the textbook. The second dimension had 4 parts related to the overall content, matching of content of the textbook with goals and objectives, accommodation of language to learners' needs, and the degree of freedom given to the students, and also the presentation of content. The third and fourth dimensions contained items which related to the practice or activities and pictures or images of the textbook.

In China, Lei and Soontornwipast (2020) focused their checklist evaluation on Intercultural Communicative Competence (ICC). It focused on cultural perceiving and intercultural communication abilities. Their checklist which was predominantly formed through teachers' views was prepared on a 5-point Likert scale and it included two dimensions of overall quality having five sub-dimensions and ICC attributes with three sub-dimensions. Researchers recommended consolidating "general attributes" and "teaching and learning contents" to "overall quality". ICC attributes related to cultural facets and activities and exercises.

In turkey, Ahmet (2019) developed an exhaustive checklist to evaluate and analyze ELT textbooks. The checklist dealt with six parts, specifically, practical considerations, language content, design and organization, language skills, exercises and activities, and cultural considerations. The checklist was recommended for both pre-use and post-use evaluation. Practical consideration generally focused on external evaluation. In language content, the researcher considered components such as vocabulary and grammar. In language skills, the researcher focused on the approach of the book about four skills. In exercises and activities, the researcher considered aspects such as learner engagement. The checklist also investigated cultural elements. The 5-point Likert-scale was recommended for pre-use evaluation in order to recognize and identify the textbook suitability and in-use or post-use evaluation to determine the textbook usefulness.

Zokaeieh et al (2019) developed a critical checklist to protect against potential hegemonic, ideological and manipulative intentions in global or commercial textbooks. The researchers carried out two main steps to conduct this research. Firstly, experts elicited 270 items based on the exhaustive review of the literature and after revisions 30 items were deleted. During the first process, the items were sorted according to their significance to key areas and domains within English programs. Secondly, a semi-structured interview was conducted in order to collect supplementary data and verify the lucidity and suitability of the items. The final version of the checklist included syllabus attributions, methodological barriers, content, listening and speaking, reading and writing, artwork and utilitarian attributes, vocabulary and grammar, pronunciation, learners' considerations, and teachers' considerations. To achieve a comprehensive view, the researchers recommend the checklist to be used beside other instruments.

Ounis (2019) evaluated the 7th grade basic education English language textbooks from EFL teacher's points of views in Tunisia. The researcher took the physical appearance, content, related task and exercises of the book into consideration to achieve an intelligible evaluation. The questionnaire with 42-items which was used in evaluation process was built up around three main segments, physical appearance, content, and practical factors. The second phase comprised of five sub-segments, reading comprehension, vocabulary, pronunciation, grammar, spelling, and conversational purposes. Participants had to answer the items in 4-point Likert scale.

In Thailand, Wuttisrisiriporn and Usaha (2019) provided a checklist based on the Common European Framework of Reference for Languages (CEFR) to enhance CLT approach. Having reconsidered ELT textbook evaluation studies from 2014 to 2017 to determine criteria in evaluating textbooks, they prepared a prototype checklist based on the national syllabus design. It was divided into eight sections which dealt with layout, design, and physical makeup, unit organization, content, topics, and language, language teaching methods and activities, four language skills, vocabulary, grammar, and accompanied/supplementary materials. They recommended their 5-point Likert scale for to pre-use and post-use evaluation to assess the effectiveness of textbooks.

Kashoob (2018) proposed a checklist to provide a method for assessing and evaluating ELT materials. A design-based research methodology was employed. The checklist was reviewed and tested by participants from six colleges of applied science in Oman and other ranked institutions. The checklist had three major parts, items related to the principles of acquiring a language such as learners' confidence, learning styles, personalization of knowledge, using authentic materials, paying attention to communicative aspect of the language, teaching methodology, needs identifications which was divided into learners' needs, teachers' needs, and institutional needs.

Aljouei and Alsuhaibani (2018) aimed to assess the effectiveness of 'Traveller' course books from teachers' points of views. They used a checklist which was combined of two primary sections of background knowledge with 11 items and the textbook assessment form with the characteristics such as configuration and concept, ease of access, properness, exercises, and competence. Işik (2018) attempted to develop an extensive checklist for evaluating materials in a three- step process. The extensive evaluation included two checklists, one related to impressionistic evaluation (external evaluation) and another was used for in-depth evaluation (internal evaluation). The external evaluation checklist contained items related to face validity, learners, context, outlying questions, learner's book, assessment tools, workbook, and realia. This checklist was presented in a 5-point Likert scale. The internal checklist had the following aspects of approach, purpose, syllabus and curriculum, linguistics, teachers and learners, classroom discipline, teaching, content, culture, vocabulary, skills, configuration and integration, pre-exercise, body, further investigation, administration and assessment as well as software.

Ahmadi Safa and Karampour (2018) developed a checklist including sections such as layout and formatting, activities and exercises, content and language skills, supplementary materials and teacher's guide, language types, methodology, vocabulary, and grammar. The development included the adaptation of six previously constructed checklists. They recommended using the checklist to achieve the prospects of teachers and learners. The researchers claim that the cultural aspect is another added value to the previously developed checklists. Alharbi (2017) constructed an evaluation framework focusing on five aspects. The first one was physical appearance and textbook structure and aesthetics. The second aspect considered aims and purposes exploring user comprehension of objectives. The third aspect evaluated teaching methodology and practices while questioning the efficiency of activities and the textbook utility in various methodologies. The fourth aspect included items addressing skills and proficiencies. Lastly, the evaluation aspect focused on how effectively the textbook assessed students' progress.

Sundar (2017) aimed to generate a tool for evaluating textbooks. The researcher undertook three workshops regarding the development and creation of the checklist. In the first phase, the researcher and specialist panel attempted to identify the standards and criteria that could be taken into account in the process of evaluating a textbook. These experts recommended to work out on physical, visual, content coverage and style of presentations and also evaluation aspects. On the basis of the opinion and idea that were elicited, the checklist was developed. This tool considered the total key elements like physical, content, and visual dimensions and was recommended to be applied in the analysis of other textbooks.

Laabidi and Nfissi (2016) attempted to evaluate the practicality of the book, "visa to the world" according to seven major characteristics from teachers' point of views regarding design and layout, complementary resources, content, tasks, activities, cultural illustration, and language methodology. The aim of the study was to examine the linguistic knowledge and linguistic proficiency that learners achieved in order to communicate with native and non-native speakers in English. The questionnaire with 43 items in 4-point Likert-scale was created. In design and layout, the appeal of the book, table of specifications, organization of the heading and sub-headings as well as instructions and list of sources were taken into account. In the second part, some other resources were mentioned that could be beneficial to teacher. The third one encompassed items concerned with the appropriateness of content with learners' needs and levels, and topic attractiveness. The fourth- and fifth-parts dealt with the level of matching between tasks and activities of textbook with learners' enthusiasm, and students' engagement to communication. In cultural illustration, the cultural aspect of the book was analyzed. The final part focused on examining the language skills and sub-skills.

Nimehchisalem and Mukundan (2015) used Delphi method to validate their developed checklist. Professionals' comments and precise anticipations were sought. The ultimate version of the checklist was provided with two headings including general attributes and learning-teaching content. They recommended their checklist, as an independent medium, to be used by teachers to identify the positive and negative points of the selected textbooks.

Hussin et al (2015) sought to develop a new checklist according to the studies in the review of the literature. They attempted to identify which criteria to include in the evaluation checklist and to what degree the items of the checklist represent the internal reliability. They implemented changes to the checklists of AbdelWahab (2013), Mukundan et al. (2011), Miekley (2005), and Daoud and Celce-Murcia (1979). In simpler terms, they modified some items in these checklists to create and develop their own checklist for the purpose of evaluating the introduction of new vocabulary in ELT textbooks. A 4-point Likert-scale as an exhaustive checklist was proposed due to the coverage of key aspects related to the introduction of new vocabulary in ELT textbooks. They proposed that the checklist can be used for the purpose of evaluating the presentation of the new vocabulary items in textbooks.

Demir and Ertas (2014) attempted to propose a checklist for ELT course books based on past studies. Having mentioned some shortcomings of over 30 previous checklists, such as lack of practicality and clarity, the researchers stated that there was no criteria and indexes to organize and categorize different sections of those checklists. Therefore, they set four fundamental parts for their checklists including subjects and contents, skills and sub-skills, layout and physical make-up, and finally practical considerations. The researchers declared that the recommended checklist was not the outcome of a scale formulation study; rather, it offered a functional alternative for textbook evaluation by gathering elements from established checklists in the field. Karamifar et al (2014) developed a localized evaluation benchmark for EFL textbooks. The researchers tried to specify some benchmarks for international textbooks

(TopNotch, the third edition of Interchange series, and Four Corners) used in institutions in Iran according to teachers and learners' perspectives. The teachers 'questionnaire consisted of 13 parts mostly attributed to visual aspects of the textbooks, questions concerning the four skills, teaching techniques applied, cultural aspect, and items correlated with supplementary materials. The other questionnaire related to students' views. The learners' questionnaire included 10 parts focusing on outward appearance, skills and sub-skills, subjects and modules, goals of subjects. The two questionnaires were designed based on a 6-point Likert scale. 2.2 Instrumentation

4. Discussion and Conclusion

There are various influential elements and factors that affect learning. However, many studies have revealed that textbooks are a main reference for both teachers and learners in the process of learning as most of the activities that teachers design in their classrooms revolve around textbooks. Textbook evaluation refers to the process in which the merits and demerits of the textbook are identified, allowing teachers to provide the most appropriate and suitable book. As a result, selecting an appropriate textbook among many options is essential. There are several approaches to evaluate textbooks including internal/external, in-use/post-use, or summative/formative. In the same vein, miscellaneous methods can be applied and used to choose a suitable textbook, one of which is the checklist method. As Budiarsih (2022) mentioned, checklists establish a framework and methodological approach to evaluating and assessing textbooks.

In order to evaluate a textbook via checklist method, numerous criteria and aspects have been proposed and considered by researchers throughout the literature of textbook evaluation. Physical aspect is one of the aspects which includes details such as considering layout and appeal of the textbook. Another important aspect refers to content such as skills and sub-skills which the textbook encompasses. By considering this point, scholars recommend that a good textbook should attend to all four skills and also components. Objectives and purposes of the textbook is another element that checklists have to assign items to. Textbooks that do not consider the goals and aims of the curriculum must be revised. The cultural and supplementary materials that course books provide are another necessary factor. The following table presents a summary of the related studies from 2024 to 2014. It entails the checklists' approaches taken by different scholars toward textbook evaluation in implementing checklists.

Table 1

Related Textbook Evaluation Checklist Studies since 2014

	Author	Date	Checklists' Approach
1	Shang	2024	Elements of communicative competence
2	Wang et al	2023	Context, learners' needs, and tasks and activities
3	Papadaki and Karagianni	2023	External and Internal aspect of the textbook
4	Özkan & Aşık	2023	Technological aspect
5	Dassanayake	2022	Localization and culture-sensitivity
6	Lopez-Medina	2021	Content and language integrated learning (CLIL)
7	Munir et al	2021	Research and Development
8	Lei & Soontornwipast	2020	Intercultural communicative competence (ICC)
9	Ahmadi Safa and Karampour	2018	Culture
10	Caner and Celik	2020	Elements of communicative competence
11	Atar and Erdem	2020	Social perspective
12	Jahan et al	2020	Communicative and CLT principles
13	Nasri et al	2020	Socio- cultural aspect
14	Şahin	2020	Localization and learner needs
15	Ahmed ACAR	2019	Pre-use and post-use

16	Wuttisrisiriporn & Usaha	2019	Communicative Language Teaching (CLT)
17	Zokaeieh et al	2019	Critical pedagogy
18	Ounis	2019	External and internal
19	Kashoob	2018	Practicality
20	Işik	2018	External and internal
21	Aljouei & Alsuhaibani	2018	Activities, skills, and appropriateness of the textbook
22	Sundar	2017	physical, visual, content coverage and style of presentations
23	Alharbi	2017	Internal and external
24	Laabidi & Nfissi	2016	Linguistic Knowledge and proficiency
25	Nimehchisalem and Mukundan	2015	Independent medium
26	Hussin et al	2015	Presentation of Vocabulary in ELT textbooks
	Demir and Ertas	2014	Functionality
27	Karamifar et al	2014	Localization

By considering the different fundamental elements studied by resaerchers, it can be concluded that some checklists have dealt with technological aspects (Özkan & Aşık, 2023), communicate principles (Caner & Celik, 2020; Jahan, et al, 2020; Lei & Soontornwipast, 2020; Shang, 2024; Wuttisrisiriporn & Usaha, 2019). Moreover, there have been checklists that focused on social perspectives (Atar & Erdem, 2020; Lei & Soontornwipast, 2020; Nasri et al, 2020). Other researchers' checklists have regarded both external and internal aspects of the course books (Alharbi,2017; Işik, 2018; Papadaki & Karagianni, 2023), while another orientation that checklists may be developed based on might be content and language integration learning (Lopez-Medina, 2021). Yet, other checklists have analyzed textbooks from the perspective of culture (Ahmadi Safa & Karampour, 2020; Dassanayake, 2022). Some other criteria for developing textbook evaluation checklists include research and development (Munir et al, 2021), critical pedagogy (Zokaeieh et al, 2019), practicality (Kashoob, 2018), functionality (Demir & Ertas, 2014), and localization (Karamifar, et al., 2014; Sahin, 2020).

Based on the reviewed studies, there seems to be dearth of research and improvements in developing checklists that focus on critical thinking and problem-solving. Future checklists may focus on evaluating the presence of inquiry-based learning opportunities as well as real-world applications in the content presented inside language education textbooks. Another dimension which needs more attention is emotional and social learning. Future developers may develop items that can assess how textbooks contribute to emotional and social learning, stimulating abilities like empathy, collaboration, and self-awareness which are all critical in language learning. More importantly, while assessment is an integral part of the teaching process (Bozorova & Shaxnoza, 2023), checklists formed based on formative assessment need to be developed.

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