An ELT Textbook Evaluation: A Two-phase Criterion

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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 cons and pros of a textbook Summit 2B which is currently being widely used in Iranian EFL classes. The textbook has been evaluated based on a model 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, design, content, language type, different activities, tasks, as well as the skills emphasized in the book. The findings showed that albeit there appears to be some shortcomings, this book 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

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evaluating it have been put forward and the strengths and weaknesses related to it have been argued.

1. Introduction

Textbooks are more important than ever before as an essential component of the language teaching career, particularly because a large number of ELT preparatory classes have been developed for a large number of departments at universities, private schools, and some public schools (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. Course books, as stated by Grant (1987), seek to solve the issue by providing opportunities. 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 tested for their suitability to satisfy the needs and interests of teachers and students (Ajayi, 2005). Despite 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.

1.1 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, they say, 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 starting 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. To put it another way, textbooks set the bar for 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.

1.2. Why do we evaluate course books?

In order to successfully use textbooks, clinicians must review the content, since assessment is an important part of education and can offer useful knowledge. In reality, one school of curriculum creation believes that the curriculum that is completed is the most important. Evaluation is the yardstick for determining whether or not the program has been met. To put it another way, if we acknowledge the validity of textbooks in ELT, we must be certain of their utility as well as their suitability for the meaning and people 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 differentiate from all of the relevant textbooks on the market. Furthermore, it will include a sense of 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).

As a result, 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.

As a result, the aim of this analysis was to evaluate the teaching and learning techniques used by the authors of the Summit 2B book.

1.3. 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 textbook review literature. 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 goals, style, language material, expertise, and technique, as well as realistic requirements including cost and availability.

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 with the "uneven quality" of these "evaluative tools," (Sheldon 1988, P. 240), citing the lack of any systematic global

checklist or approach to materials analysis.

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 quoted on 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 (Sheldon, 1988; Cunningsworth, 1995), recognizing that every checklist must be tailored to meet the needs of particular teachers. "The selection process is meant as a guideline, not a straitjacket," writes Cunningsworth (1995, p. 5), and every procedure should be changed to fit personal circumstances. "Course book evaluation is essentially an arbitrary, rule-of-thumb operation, and no tidy algorithm or structure can ever have a definitive yardstick," Sheldon notes (p. 245, Sheldon, 1988).

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 submitted to an in-depth internal investigation to see "how well the content in question add up to what the author says as well as the goals and priorities of a given teaching program" (McDonough & Shaw, p. 64, 1993). Their 22-point system, 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 simi larities and shortcomings in course books currently in use, a retrospective evaluation.

2. Related Studies

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

Roohi 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 thesis 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 Alour and Ahmadi (2012), the same textbook Summit 2B was undertaken into examination but here investigating its suitability 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.

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. Data analyses that although indicated that the series had some deficiencies, whereas it could meet learners' needs.

3. Method

This study is known as a textbook assessment analysis. 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. As stated by Tomlinson (2013), there are some procedures for reviewing a textbook based on its content.

For the purposes of this assessment, McDonough and Shaw's model was used, with pertinent parameters applied to the course book used in our working environment. The model's procedural structure and versatility would enable the evaluator to thoroughly analyse the content under study's strengths and weaknesses. Furthermore, 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" (ibid, p. 64).

3.1. External evaluation

The authors' goal for this initial 'external review' stage of the Summit 2B course book assessment is to look at "what the books mean about themselves" (McDonough and Shaw, 1993, p. 67, citing Cunningsworth, 1984). 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 (See, for example, ibid., p. 67). 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 Particular Reasons 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, and makes no claim to be based on individual learners or purposes. Its usefulness in a general English communication class, where students had no clear intentions for English, was illustrated in our teaching context.

The presentation and organization of the language into teachable units
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 Snapshotpresents authentic texts consisting of the new grammatical point being taught followed by grammar exercises.

Conversation Snapshot..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.followed by comprehension questions, Discussion and Word Skills sections. Listening Comprehension..followed by pair work, group work, and discussion. Writing.presenting a rhetorical rule followed by 3 steps.

Checkpoint..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, p. 69, 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. In our use of Summit 2B, we offer more class time to activities that we believe provide a more constructive student reaction, whereas less active activities that do not encourage oral skills development can

be skimmed over or missed entirely. This would not result in a gradation difference due to the sovereignty of each segment within the unit. There is also little gradation or sequencing. Furthermore, students' attention is unaffected by not completing a unit in the allotted time.

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. The Summit series is structured to help improve maturity in all skills and include tools for confident communication, as described in the course book's introduction. Prioritizing the process of acquiring second language expertise 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, p.101, 1988). 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 while still recognizing the need for rigorous instruction in the formal functions of language (McDonough and Shaw, p.50, 1993).

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, as described by Richards and Rodgers (2001, p.71):

1. Language is a method for conveying information.

2. Language's primary objective is to promote dialogue and contact.

3. Language's form reflects its technical and communicative functions.

4. Language's main units are not only its grammatical and procedural elements, but also substantive and communicative meaning divisions, as shown in discourse.

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 note that purely economic considerations can dissuade an instructor from using such materials (p. 70, 1993). The Summit 2B course book is planned to be used as the 'core' course and is moderately priced at about 1600,000 Rials. In addition to the course book, a workbook called Summit 2B Wok 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 considered the workbook to be particularly useful for homework analysis. We considered 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 a driven initial task to 'warm up' 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 main terms or phrases appendix. 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 cohesion in setting priorities, and the new vocabularies presented in previous lessons are not replicated. Most current course texts, according to Sinclair and Renouf (1988), "attempt to arrange multiple parallel threads of syllabus. The range can be befuddling, and teamwork is sometimes lacking" (p.144).

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. 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 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.

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?
Summit 2B book is not written explicitly for a certain nationality or cultural group, as the topics which divide each unit are international in nature. All in all, in Summit 2B book 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 and in contrary it seems like that there is a more positive voice for women than men in this textbook.

When an instructor uses language teaching tools, such as books or hand outs, he or she must recognize that students can interpret them differently based on their cultural perspectives, according to Maley (1986). Westerners, for example, view books as nothing more than a set of pages containing information that can be viewed in different ways. This view is very dissimilar to Chinese students who think that

books are the personification of all wisdom, knowledge and truth (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.

3.2. Internal evaluation

The internal quality and organization 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; White, 1988; Stern, 1992; Cunningsworth, 1995; McDonough and Shaw, 1993). 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 Topic pieces of each unit's six classes, 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, pp. 68-69, 1988).

This is in line with the writers' wishes as teachers, who want oral communication skills to be given more weight, given that 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 quoted 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. 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." There seems to be no structure to the lexical objects or phrases. Grammatical rules and drills, on the other hand, are well graded.

Where reading/'discourse' skills are 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. The High Impact 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" vocabulary in course book events has sparked a lot of controversy. Nunan identifies 'authentic' language as "samples of spoken and written language that learners will hear in the classroom" and that have not been deliberately written for the purpose of teaching language (Nunan, 1991, pp. 37-38). Its use allows for students' unconscious mechanisms for acquiring language to operate effectively (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, p.66, 1995). "The hurly burly of native speech causes problems for students who need to concentrate on those lexical objects," Willis (1996) claims. The aim of course books

is to choose, idealize, and simplify language in order to make it more available to students while also having natural feedback 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 really fed up with working for a large corporation.

M: Huh? What are you all ticked off about?

F: I'm just tired of having to do what other people tell me to do. I want to be able to make my own decisions for a change.

M: Ok.So, like, what are you going to do about it?

F: start my own business.

M: Start your own business? ...You're dead serious, aren't you!

F: You bet I am. Don't tell anyone, but I've already applied for a loan.

M: Good for you!

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. Every unit's six lessons 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).

4. 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 textbook evaluation criteria. The aim of this analysis was to examine the positive and negative qualities of the ELT course book, and the findings 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 Alour 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 are ineffective in enhancing learners' English skills. Moreover, students are dissatisfied with their educational source; as a result, textbooks need significant focus and revision. In contrast to Akbari and Pourabbas (2015) and Mohammadi and Abdi (2014), as well, we found no evidence that textbooks fail to meet the learners' foreign language needs. As stated by Tosun (2012), for all stages of language teaching, evaluating and select-

ing resources that better meet the needs of the students is becoming increasingly relevant. Their findings, however, reinforced the need for additional instructional resources and supplemental materials to make textbooks more conducive and beneficial. The current study's findings 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.

Concerning the criteria related to teaching vocabulary in Summit 2B, as found in the current study, it is no clear systematization, coordinate targets, or recycling. These results consolidate those of the study undertaken by Alour and Ahmadi (2012) in which similar data were found. 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.

5. Conclusion

English has established itself as a global language and this book 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 view of language

as usage, which includes categories of purpose, meaning, and language ability, and a more formal linguistic syllabus, which includes elements of grammar and vocabulary (McDonough & Shaw, 1993, p. 51). Provided the autonomy 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 the instructor can use the book in a manner that helps him or her to evaluate its strengths and 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 this technique for themselves from this textbook review. Implications indicate that textbook creators can provide more universal features in their English language textbooks by using suitable checklists and questionnaires that are at the same time personalized and suited to the learners' requirements. Further experiments can be carried out with various tests on different course book packages.

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