Sustainable Suitability of Q Skills for Success EFL Listening and Speaking Textbook 1 at PSAU in the KSA

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ABSTRACT

Textbooks play a crucial role in English Language Teaching (ELT) classrooms by providing teachers and students with reliable, valuable, and self-directed information. A sustainable evaluation of ELT textbooks is essential for effective language teaching and learning. Therefore, it is necessary to conduct careful and ongoing evaluations to determine whether textbooks meet the needs of students, instructors, administrators, textbook publishers, and curriculum developers. This paper discusses the process of textbook evaluation in depth and offers a brief overview of various approaches for assessing ELT textbooks and content, drawing on the perspectives of McDonough et al. (2013), Richards (2014), and Tomlinson (2013). Additionally, this paper outlines criteria for evaluating materials and explains how to develop criteria for assessing English language textbooks. The evaluation checklist utilized in this study is a modification of Cunningsworth's (1995) checklist, as adapted by Al-sowat (2012). This checklist includes nine key aspects of textbook evaluation: (1) layout and physical appearance; (2) content; (3) objectives; (4) language type; (5) skills; (6) activities and tasks; (7) structure and vocabulary; (8) cultural values; and (9) teacher's needs. In conclusion, the analysis revealed that while the textbook was suitable for level-1 EFL university students, it had weaknesses in language type, skills, structures, vocabulary, teacher's needs, activities, tasks, and cultural values. The teacher's manual helped teachers understand the objectives, but the layout and physical appearance were inadequate.

Keywords: Textbook Analysis, Skill for Success, Evaluation, ELT, EFL University Students

INTRODUCTION

The 2030 Agenda for Sustainable Development identifies education as a key instrument for promoting awareness and understanding of sustainability issues. Consequently, school-based education is expected to contribute directly to this objective. In the context of Saudi Arabia, national education policies mandate that sustainability be integrated across various disciplines, although it is specifically highlighted within the social sciences curriculum. In practical terms, textbooks remain among the most commonly utilized resources by educators to deliver this content.

English Language Teaching (ELT) textbooks play a crucial role in language classrooms. In many cases, they form the primary source of language input for students and guide much of the language practice that occurs during lessons. These materials often shape the content of the curriculum, influence the balance of language proficiencies taught, and determine the genres of communicative tasks learners engage in. Effective materials should equip students for successful learning while also serving as a resource for pedagogical ideas and classroom activities. Additionally, they should provide teachers with a clear rationale for their instructional choices. It is essential that

such materials align with the specific needs of learners. Therefore, English textbooks used in Saudi Arabia for teaching English as a Foreign Language (EFL) must be tailored to meet the requirements of EFL learners. In this context, students often have limited exposure to English outside the classroom, making textbooks a central, and sometimes sole, source of language input for both teachers and learners (Park, 2004, p. 2).

Teachers and students require a resource to serve as guidance in classrooms. Consequently, textbooks serve as the primary resources on a daily basis. However, we must utilize textbooks effectively to achieve our objectives. This section outlines several key functions of textbooks in education. A textbook serves as a resource for instruction and education. Hutchinson and Torres (in Awasthi, 2006: elucidate that a textbook serves as a nearly ubiquitous component of instruction and support for educators, a mnemonic device for students, and a lasting record for assessing acquired knowledge. Secondly, a textbook can serve as a supplementary resource for teachers' instruction in the classroom. Thirdly, a textbook for novice educators might offer suggestions on various resources and methodologies. Moreover, a textbook can serve as a resource for educators in delivering structured content to students. Many people view the textbook as a tool to aid teachers and learners, not to control them.

It has been previously proposed by Cunningsworth (1995) there are three categories of materials evaluation: pre-use evaluation, in-use evaluation, and post-use evaluation. Teachers can conduct pre-use evaluation even if they have no prior experience with the book to refer to. In-use evaluation pertains to the assessment of textbooks during their application. Post-use evaluation offers a retrospective analysis of a textbook's efficacy, facilitating the identification of strengths and shortcomings that arise with prolonged utilization.

This analysis aims to evaluate the extent to which a textbook fulfills the criteria of an effective EFL textbook. The outcome of this study is anticipated to provide valuable insights for the teacher to assess if the chosen materials align with the needs of EFL learners, thereby enabling informed decisions to enhance student's English proficiency for a better future.

Textbooks and extra materials are fundamental for the improvement of learners' language skills, as emphasized by Tomlinson and Masuhara (2013). Their extensive application in diverse educational settings facilitates access to time-efficient and organized materials for English language instruction and acquisition. The prevalent dependence on textbooks and additional resources highlights the necessity for continuous research into effective evaluation and design methodologies for textbooks (Al-Mousawi, 2020).

Despite the growing use of evaluation for many textbooks at the tertiary level but there remains a notable absence of research evaluating English language listening textbooks within the specific context of Saudi Arabian business colleges. The Q1 Skills for Success, Second Edition level-1, Listening and Speaking English textbook, which is the core material for level 1 students of College of Business Administration, Prince Sattam Ibn Abdulaziz University. This is taught to enhance listening and speaking skills for level 1 EFL university student in order to help them in their future career and introduce them to variety of business, cultural, sociology, physiology, and psychology and behavioral science issues. The textbook encompasses a range of units and thematic areas that address topics such as employment, health, sports, entertainment, cultural heritage and diversity, societal change, fear, and core values. The primary aim of this study is to examine how sustainability dimensions are integrated into the Level-1 English textbook. The research findings will shed light on the strengths and limitations of sustainability-related content within the Saudi educational curriculum. These results carry significant implications for curriculum designers, education policymakers, and stakeholders both within Saudi Arabia and internationally. By identifying the strengths and gaps in the representation of sustainability within the English textbook, this study can support ongoing curriculum reform efforts to better align with national educational priorities. Additionally, the research proposes an evaluative framework for assessing sustainability education in textbooks, contributing to the wider body of scholarly work in this area.

The study aims to evaluate the sustainable suitability of the English textbook "Q Skills for Success: Listening and Speaking, Level 1" in Saudi Arabia. It uses the Sustainability Framework to measure the sustainable suitability of different topics throughout the textbook, particularly in the context of sustainability in higher education. Previous research has used the framework to assess sustainability education in teacher training and corporate sustainability reporting. The research intends to fill the gap in research on the sustainable suitability of English textbooks, particularly in the Saudi context, by incorporating sustainability elements. Therefore, this study is of great value to curriculum designers, curriculum developers, teachers, students, scholars, researchers, and all education sectors. This research will offer information about effective strategies for integrating suitability topics into existing curricula, thereby fostering a more environmentally conscious mindset among future generations. Ultimately, it seeks to contribute to a more sustainable society by equipping learners with the knowledge and skills necessary to address pressing environmental challenges.

The study seeks to assess the sustainable suitability of the English textbook "Q Skills for Success: Listening and Speaking, Level 1" in Saudi Arabia. It uses the Sustainability Framework to evaluate the sustainable suitability of different topics throughout the textbook, particularly in the context of sustainability in higher education in the Saudi context, by incorporating sustainability elements. Therefore, this study is of great value to curriculum designers,

curriculum developers, teachers, students, scholars, researchers, and all education sectors. This research will offer information about effective strategies for integrating suitability topics into existing curricula, thereby fostering a more environmentally conscious mindset among future generations. Ultimately, it seeks to contribute to a more sustainable society by equipping learners with the knowledge and skills necessary to address pressing environmental challenges.

This research seeks to explore the sustainable suitability of Q Skills for Success, Second Edition, level 1, Listening and Speaking English textbook, which is taught to enhance listening and speaking skills for level 1 EFL university students to help them in their future careers and introduce them to various cultural, sociological, physiological, psychological, and behavioral science issues. The textbook has various units and areas of discussion that help to elaborate upon different topics like work, health, sports, fun, our cultural heritage and variety, change, fear, and the importance of values. The findings will bring to light the strengths and weaknesses of the suitability of the textbook within the curriculum in the Saudi context. The results also provide specific implications for textbook evaluators, curriculum development, education policy, and the educational context in Saudi Arabia. Identify the suitability of the textbook's strengths and weaknesses and see whether the textbook is suitable or not. This evaluation will ultimately guide educators in making informed decisions about resource selection and implementation. By addressing these aspects, stakeholders can enhance the overall quality of education and ensure that the curriculum meets the diverse needs of students.

Hence, based on the above, the aim of this present study is going to:

Objectives of Study

1. Make sustainable evaluation for English Language textbook for Level-1 at PSAU.
2. Identify the methods of assessing English language textbook suitability for level 1

LITERATURE REVIEW

Textbooks play a pivotal role in language instruction, as they address specific educational needs and serve defined functions within the learning environment. As Wala (2003, p. 60) notes, textbooks are purposeful tools embedded within particular cultural, ideological, and contextual settings—they do not operate independently of their environments. Mukundan (2009) affirms this perspective, highlighting how the contexts in which we use textbooks shape them. On a global scale, major textbook publishers often prioritize profit, with commercial interest's frequently guiding content production (Richards, 2001; Dat, 2003). Educators widely rely on English as Foreign Language (EFL) textbooks for classroom instruction. Nonetheless, these resources often do not include activities that encourage students to be creative (Alkhaldi et al., 2022; Tomlinson & Masuhara, 2013). To address this limitation, it is recommended that both teachers and students approach textbook exercises in more imaginative ways to enrich language practice. Tomlinson (2015) argues that textbooks should be considered flexible teaching tools that support, rather than constrain, teacher creativity. One strategy to enhance creativity involves encouraging diverse student responses, moving away from standardized answers.

Textbook Evaluation

Ebel (1980) characterizes evaluation as a merit-based judgment that may depend exclusively on metrics such as test scores or, more frequently, incorporate a synthesis of diverse metrics, critical episodes, subjective impressions, and other evidential forms. Assessment is performed via multiple methodologies. Lynch (1996) characterizes appraisal as "the systematic endeavor to collect information for the purpose of making judgments or decisions." Materials analysis is performed for diverse purposes, depending on the evaluator's goals. Sheldon (1988) posits that the choice of a suitable textbook is a critical determinant. This procedure is crucial when searching for a new textbook to accommodate curriculum modifications or meet a desire for novel resources. Students can communicate the merits and demerits of a textbook before using it. for novel resources. Hrehovčík (2002) contends that the principal aim of textbook evaluations is to forecast the efficacy of new textbooks. The merits and demerits of a textbook can be communicated before its use by students. When assessing a book, it is crucial to consider the aims of textbook evaluation. The title, scope of application, theoretical principles, and design of a book are important factors (Hrehovčík, 2002).

The Role of ELT Textbooks

Textbooks in EFL instruction offer several advantages, serving as a 'map' to direct pedagogical goals (e.g., Richards, 2001; Timmis et al., 2009; McGrath, 2016). Textbooks shape classroom dynamics and learning outcomes by offering structured content and theoretical foundations integrated into classroom activities (Byrd, 2001). Textbooks ensure uniformity and coherence in EFL education, standardizing teaching procedures across schools within a country (Canniveng & Martinez, 2003). Nonetheless, although standardization fosters uniformity, it may

also constrain innovative teaching methodologies and hinder responses to the needs and interests of individual learners (Bell & Gower, 1998; Canniveng & Martinez, 2003). Some contend that anticipating the needs of all learners is impractical and that standardized content may neglect common linguistic requirements (Crawford, 2002).

Another benefit of utilizing textbooks is their role in ensuring high-quality information, as many textbooks undergo rigorous testing and evaluation (Bell & Gower, 1998; Richards, 2001). Textbooks can promote creative learning (Alkhaldi, 2023), although they may also restrict the teacher's creativity, typically constrained by rigid schedules, exam preparation formats, and insufficient professional development assistance (Bell & Gower, 1998). Textbooks offer linguistic information and instructional assistance, improving efficiency by saving time and effort for both teachers and learners (Richards, 2001). They provide skills and interactive learning opportunities within a structured framework, promoting significant linguistic contact between educators and students (Crawford, 2002; Canniveng & Martinez, 2003). The use of interactive components in the textbook improves the EFL learning experience (Timmis et al., 2009).

Moreover, textbooks function as essential resources for teacher preparation, particularly for beginner educators (Ur, 1996; Mukundan, 2009; Alkhaldi & Kayapinar, 2022). They provide crucial linguistic, methodological, and cultural assistance, frequently accompanied by instructors' manuals (McGrath, 2016). For many educators, particularly those with restricted access to formal training, textbooks may serve as principal training tools (Timmis et al., 2009). Textbooks assist both novice and seasoned educators by providing planned exercises and pedagogical practices that facilitate the teaching process. Seasoned educators can critically analyze textbook material, modifying it to foster creativity in both instructors and students (Edge & Wharton, 1998).

Notwithstanding these advantages, there are legitimate criticisms regarding an over-reliance on textbooks, as excessive dependence may impede innovative teaching. Educators who solely rely on textbooks may unintentionally foster student disengagement by neglecting autonomous or critical thought (Richards, 2001; Crawford, 2002; Ur, 1996). In conclusion, whereas textbooks provide a core framework and significant resources for EFL training, innovative and interactive methods augment its efficacy. Well-adapted textbooks can facilitate educational innovation and proficient practice, particularly aiding novice educators in enhancing their instructional skills. The importance of textbook evaluation is recognized in the field (Tomlinson, 2013), since the thorough assessment of textbooks is essential for promoting effective language acquisition (McGrath, 2016). Tomlinson (2013) further calls for the creation of instructional resources to connect linguistic theory with practice, assisting educators in implementing theoretical principles in classroom environments.

The evolution of ELT textbooks became significant in the 1990s (Tomlinson, 2001) and remains an essential component of efficient language acquisition (Garton & Graves, 2014; McGrath, 2016). Although educators are pivotal in this process, their participation is frequently undervalued (Richards, 2001). Textbook development encompasses both academic domains, such as curriculum design, and practical aspects, including evaluation (Tomlinson, 2013). Systematically bridging the divide between research and practice is crucial for promoting effective language acquisition (Graves, 2000; Saraceni, 2003; Tomlinson & Masuhara, 2004).

Despite the difficulties in reconciling theory with classroom practice (Saraceni, 2003) and the lack of an ideal language teaching model (Cook, 1996), educators' expertise and understanding can be employed to assess and modify ELT textbooks efficiently (Tomlinson, 2013). Despite the existence of diverse viewpoints on language teaching methodologies (Ur, 1996; Timmis, 2004), there is a general consensus on specific approaches that might inform the assessment and enhancement of ELT textbooks (Tomlinson, 2013).

Q: Skills for Success

The six-level ESL/EFL series "Q: Skills for Success" is claiming that it can assist EFL university learners in developing their critical thinking and academic success. The English Language Department at Prince Sattam Ibn Abdulaziz University uses this textbook for preparatory years and level 1 students to analyze how the effective use of 'Skills for Success' might contribute to overall academic success for students. There are a few studies that have been conducted to find out whether this textbook is suitable or not for level-1 EFL university students. This variation is due to the relatively short usage history of "Q: Skills for Success. It should be mentioned that the series has been altered to accommodate Saudi culture and requirements. Ultimately, the "Skills for Success" program for Level 1 students not only highlights the crucial connection between skill development and academic achievement but also demonstrates a thoughtful approach to educational adaptability. Research has shown that while the effectiveness of these strategies may vary due to their relatively brief implementation history, they remain promising in fostering essential competencies among young learners. By tailoring the curriculum to align with Saudi culture and specific educational needs, educators are ensuring that the program resonates with students and enhances their learning experiences. This intentional adaptation not only supports individual growth but also lays a strong foundation for future academic success, reinforcing the importance of culturally responsive teaching in today's diverse classrooms.

The Q: Skills for Success textbook utilized in this study is a second edition, by McVeigh and Bixby (2021, p. iv). The Common Reference of the European Framework for Language (CEFR) assigns the book an A1 grade. The CEFR categorizes all levels as A1, A2, B1, B2, C1, or C2. Additionally, the A1 (or Level 1) offers critical thinking techniques to assist students in analyzing, synthesizing, and developing their ideas, according to authors McVeigh and Bixby (2021). Additionally, it offers Bloom's taxonomy activities to EFL university students, allows them to practice speaking through discussion, conversation, and listening tracks, and incorporates extensive and rigorous listening exercises. At A1, the textbook also incorporates online IQ exercises with CEFR-correlated vocabulary and grammatical exercises.

Previous Studies

Erkir & Alkhaldi (2025) conducted a research on ELT Textbook Development: Bridging the Gap Between Theory and Practice. The study's findings indicated a distinct requirement for culturally relevant, flexible, and inclusive English Language Teaching (ELT) textbooks that promoted communicative skills, accommodated diverse learner preferences, and supported teachers' creative practices.

Adam (2024) investigated how the Q skill for Success reading and writing, level-1, affected the reading abilities of EFL university students. The findings showed that the Q: Skills for Success Level 2 course book had a beneficial effect on the pupils. Overall, the Q: Skills for Success Level 2 course book was beneficial to the students. Additionally, students' learning was somewhat enhanced by the reading techniques they used from the Q: Skills for Success Level 2 course book.

Thinh (2022) conducted a study assessing the appropriateness of a listening textbook for first-year English major students at the university level. Textbooks served as fundamental resources for educational purposes, facilitating both learning and instruction. An evaluation is necessary to determine the most suitable book for a specific group of learners. The evaluation revealed the book's strengths and weaknesses. Cunningsworth's checklists were utilized to assess the overarching aims, design, language development, and language content of the Pathways: Listening, Speaking, and Critical Thinking 1 (2nd edition). The design of each unit in the book was noteworthy and accompanied by defined objectives. The book included various topics, text types, and listening activities, which contributed to motivation in learning English and the development of English skills. The findings indicated that the book was among the optimal selections for a listening textbook.

Alshehri (2018) found that both instructors and learners held strongly positive perceptions of *Q: Skills for Success* Books 1 and 2. Furthermore, the results indicated that gender had no significant influence on participants' views.

Ta'amneh (2019) reported that the *Q: Skills for Success* textbooks contributed significantly to students' English language development, enhanced their self-confidence, and positively impacted their overall educational experience. Based on teachers' responses, the textbooks were deemed appropriate in terms of learning objectives, content, instructional methods, techniques, and assessment practices. However, the study also identified some limitations, particularly concerning the cultural relevance of the content and visuals for the local student context, as well as the lack of teacher involvement in determining the instructional goals.

Zhang (2020) observed that the overall structure of the textbook, including its text types, listening exercises, and activities, was largely appropriate for first-year English major students. However, the study also highlighted areas needing enhancement, such as the relevance of themes, the authenticity of materials, the variety of tasks, and the assessment methods.

METHOD

This descriptive content analysis study evaluates the Q Skills for Success, Listening and Speaking, level-1 for EFL university students at the College of Business Administration, PSAU during the academic year 2025-2026. EFL university students are required to learn the listening and speaking textbook, level 1. The assessment checklist employed in this research is a version of Cunningsworth's (1995) checklist, as produced by Al-sowat (2012). This checklist has nine criteria for textbook evaluation: (1) layout and physical appearance; (2) content; (3) aims; (4) language type; (5) skills; (6) activities and tasks; (7) structure and vocabulary; (8) cultural values; and (9) teacher's requirements. In each dimension, multiple statements were presented, and the textbook was evaluated for each statement using a rating scale from one to five, where 1 = extremely poor, 2 = poor, 3 = good, 4 = pretty good, and 5 = extremely good. The qualitative data will be analyzed statistically and linguistically.

RESULTS & DISCUSSION

Table 1. The Layout and Physical Appearance of the Textbook.

No.	Statements	Rating
1	The textbook demonstrates durability in terms of paper quality and binding.	Good
2	Its dimensions are manageable and student-friendly, making it convenient to handle.	Good
3	The cover design is visually appealing and engaging.	Good
4	Main headings and subheadings are clearly structured and systematically presented.	Pretty Good
5	Units are logically sequenced, allowing for smooth and coherent progression.	Good
6	The textbook includes a sufficient number of visual aids—such as images, diagrams, and tables—that support students' comprehension of the written content.	Extremely Good
7	Illustrations, graphs, and figures are appropriately chosen and serve a clear instructional purpose.	Good
8	A comprehensive vocabulary list or glossary is provided to support language acquisition.	Good
9	Instructions are articulated in a straightforward and accessible manner, ensuring clarity for learners.	Pretty Good
10	The material includes well-developed indices and appendices for easy reference.	Good
11	The textbook is supplemented with essential audio-visual components that facilitate the integrated development of the four language skills (listening, speaking, reading, and writing).	Good

The textbook *Skills for Success for University Students* demonstrated a solid physical layout with consistently high ratings across key areas. Its durability, manageable size, and appealing cover enhanced usability and student engagement. Visual elements like diagrams and illustrations were not only abundant but also relevant, supporting comprehension effectively. Organizational clarity was through headings, structured units, and glossaries further aid navigation and learning. The integration of audiovisual aids also supported skill development, making the textbook both visually and pedagogically effective.

Table 2. The Textbook Content.

The Content of the Textbook No.	Statements	Rating
1	The textbook includes a suitable table of content.	Extremely Good
2	The content does not oppose with learners' social beliefs.	Good
3	The content does not conflict with learners' background.	Good
4	The textbook covers up most language aptitudes.	Good
5	The subject matter is displayed either topically or functionally in a reasonable, systematized manner.	Pretty Good
6	There is satisfactory variety in the subject and subject matter of the textbook.	Extremely Good
7	The content elevates learners' autonomy.	Good
8	The content comprises real-life topics that encounter the reader to think critically about his/her worldview.	Pretty Good
9	The subjects are well-known to the students.	Good
10	The content of the material is attractive and attention-grabbing.	Good
11	The content enhances learners' engagement.	Good
12	The textbook is fitting the students' level.	Good
13	The material inspires a positive attitude towards gender. (e.g. stereotyping occupation or use of gender bias words like chairman instead of chairperson).	Poor
14	The textbook supports a positive attitude towards environmental concerns.	Good
15	The textbook includes self-check growth report (vocabulary checklist).	Extremely Good

The analysis revealed that the textbook effectively addressed the aforementioned the most items. The textbook evidently included a suitable table of contents. Furthermore, the content did not contradict the students' social values, beliefs and social their backgrounds. In addition to, the content fostered students' engagement and

independence. Moreover, the text addressed real-world challenges that prompted the learners to critically evaluate their worldview, presented either thematically or functionally in a coherent and structured format. The material's substance was engaging, inspiring and attention grabbing for the learners while the material doesn't inspire a positive attitude towards genders for example stereotyping occupation or use of gender bias words like chairman instead of chairperson.

Table 3. The Textbook Objectives.

The Objectives of the Textbook No.	Statements	Rating
1	The objectives in the textbook are well-defined and detailed for the students.	Extremely Good
2	The objectives are gradual in complexity.	Good
3	The objectives are true-to-life.	Pretty Good
4	The objectives of the materials meet the students' needs.	Good
5	The objectives show the different levels of Bloom's taxonomy.	Extremely Good
6	The objectives consider individual differences.	Good
7	The objectives of the materials go well with the level of the students.	Good
8	The objectives can be covered within the given time.	Good

The textbook presented clear, well-defined objectives that were explicitly stated, helping students understand expected outcomes from each unit. These objectives were thoughtfully sequenced in terms of difficulty, aligning with students' cognitive development and increasing complexity over time. They also reflected real-life applicability and relevance, enhancing students' motivation and engagement with authentic learning goals. Alignment with Bloom's taxonomy indicated a balanced focus on various cognitive levels, from basic recall to higher-order thinking. Moreover, the objectives were realistic, time-bound, and considerate of learners' individual needs and proficiency levels, ensuring achievable learning outcomes.

Table 4. The Language Type of the Textbook.

No.	Statements	Rating
1	The language used in the textbook is authentic i.e. like real-life English.	Extremely Good
2	The textbook includes materials for pronunciation practice, e.g. individual sound, word stress, intonation etc.	Extremely Good
3	There is an emphasis on language use.	Pretty Good
4	Learners are given examples of ways they can use their foreign language in the future beyond the school experience.	Good
5	All new and critical concepts or terms are defined in the glossary or explained when they are first introduced in the text.	Poor
6	The language used is at the level of the learners.	Extremely Good

The analysis indicated that the textbook employed authentic language reflective of everyday English usage. It incorporated components aimed at pronunciation practice, including specific sounds, word stress, and intonation patterns. The material also emphasized practical language application by providing examples of how learners might use English beyond the classroom setting. However, key concepts and terminology were neither clearly defined in the glossary nor explained upon their initial introduction in the text. Overall, the language level of the textbook was appropriate and well-suited to the proficiency of the students.

Table 5. The Language Skills of the Textbook.

No.	Statements	Rating
1	The material provides the four language skills.	Good
2	The textbook pays attention to writing activities such as controlled, guided, and free paragraphs.	Poor
3	The materials for listening are accompanied by activities which help comprehension.	Pretty Good
4	The materials for spoken English (dialogues, role play, communication activities etc. are designed to equip learners for real-life interaction.	Extremely Good
5	The reading passages are associated with pre/while/post reading activities.	Extremely poor
6	Relevant skills are catered for in the textbook such as critical thinking, problem solving etc.	Good

The textbook included all four essential language skills—listening, speaking, reading, and writing—ensuring a balanced approach to language learning. Spoken English activities were particularly strong, offering realistic tasks

such as role played and communication scenarios that promote fluency and interaction. However, writing instruction was limited, with insufficient focus on structured practice (controlled, guided, and free writing), which might hinder productive skill development. Listening materials were reasonably effective, as they included supportive comprehension tasks, though they could benefit from more depth and variety. Reading components were significantly underdeveloped, lacking structured pre-, while-, and post-reading tasks, which undermined students' reading comprehension and strategy use.

Table 6. The Activities and Tasks in the Textbook.

No.	Statements	Rating
1	There are a variety of activities in the textbook.	Good
2	The instructions in the material are sufficient.	Good
3	The instructions in the material are clear.	Good
4	There are instructions to explain how the exercise should be done.	Pretty Good
5	The number of activities is suitable.	Good
6	There are interactive activities that require students to use new vocabulary to communicate.	Good
7	The activities facilitate students' use of grammatical rules by creating situations in which these rules are needed.	Poor
8	The textbook provides communicative exercises that enable learners to carry out their communicative tasks in real-life situations.	Extremely Good
9	An adequate set of evaluation quizzes or testing suggestions is included.	Good

The textbook offered a diverse and sufficient number of activities, with clear instructions that guided students effectively through each task. Interactive exercises were well-designed, promoting vocabulary usage and encouraging real-life communication, which enhanced learner engagement. However, the materials fell short in reinforcing grammatical structures through practical application, limiting the depth of grammar acquisition. The inclusion of communicative tasks was a notable strength, helping learners practice language authentically in realistic scenarios. Finally, the availability of evaluation tools like quizzes and testing suggestions supported teachers in assessing student progress efficiently.

Table 7. The Structures and Vocabulary in the Textbook.

No.	Statements	Rating
1	The grammatical rules are presented in a logical manner and in an increasing order of difficulty.	Good
2	The new structure is integrated in varying contexts and situations.	Good
3	The grammatical points are presented with brief and easy examples and explanations.	Extremely Good
4	The vocabulary load seems to be reasonable for the level of the learners.	Pretty Good
5	There is sufficient written practice of the grammatical concepts that lead to communicative use of the language.	Good
6	The progression of vocabulary items is appropriate.	Good
7	The new structure is repeated in subsequent lessons for reinforcement.	Poor
8	The vocabulary is functional, thematic, authentic, and practical.	Poor
9	There is sufficient oral practice of the grammatical concepts that leads to communicative use of the language.	Good
10	The new vocabulary words are presented in a variety of ways (glosses, multi-glosses etc.).	Pretty Good
11	The new vocabulary words are presented at an appropriate rate so that the text is understandable.	Pretty Good

The textbook presented grammatical structures in a clear and progressively challenging order, with concise explanations and relatable examples that supported learner comprehension. There was a good balance of written and oral grammar practice, encouraging both accuracy and communicative competence in language use. Vocabulary was generally well-paced and level-appropriate, with varied presentation methods that aided understanding and retention. However, both vocabulary and grammar suffered from weak reinforcement—limited recycling of structures and a lack of functional, thematic vocabulary reduce long-term acquisition. While the overall design supported foundational learning, enhancements in contextual vocabulary use and structural repetition would significantly improve linguistic development.

Table 8. The Cultural Values in the Textbook.

No.	Statements	Rating

1	The content suits the learners' current knowledge and culture.	Pretty Good
2	The teaching of the target culture motivates the learners to explore their own culture.	Poor
3	The content serves as a window into learning about the target language culture (American, British, etc.).	Poor

The examination of cultural values revealed that the content needed further enhancement to align with the learners' knowledge and culture. The article failed to offer commentary on the culture of the target language. Furthermore, the instruction about the target culture failed to inspire the learners to investigate their own culture.

Table 9. The Teachers' Needs.

No.	Statements	Rating
1	The use of the material is easily manageable by the teacher.	Good
2	The teacher's manual suggests an appropriate, concise method for teaching each lesson.	Good
3	The design of the materials allows the teachers to use them differently according to the needs of different learners.	Good
4	The teacher's manual helps the teachers understand the objectives of the textbook.	Good
5	The manual gives instructions on how to incorporate audio-visual materials produced for the textbook.	Pretty Good
6	The manual provides additional exercises for reinforcing various language skills in the textbook.	Poor
7	Teachers are given techniques for activating students' background knowledge before reading the texts.	Poor
8	The tests and assessment devices are helpful to the teacher.	Poor
9	The manual provides teachers with alternative and authentic assessment techniques.	Poor

The analysis results demonstrated that the material was readily handled by the teacher, and its design enabled varied utilization according to the diverse demands of learners. Furthermore, the teacher's handbook proposed a suitable and succinct approach for instructing each lesson and facilitated the teachers' comprehension of the textbook's objectives to a significant degree.

Nevertheless, the research indicated that the handbook failed to provide directions on how to integrate audio-visual resources created for the textbook. Furthermore, the textbook was deficient in supplementary tasks for teaching diverse language abilities. Moreover, the handbook lacked alternate and authentic evaluation methods, and the examinations and assessment tools proved unhelpful to the educator. Moreover, the textbook did not equip educators with strategies to utilize students' pre-existing knowledge before they begin reading the texts.

CONCLUSION

The results derived from this study demonstrated that the textbooks had certain issues. The evaluation checklist indicates that the layout, physical appearance, content, and objectives are suitable for a textbook intended for EFL university students, level-1. Moreover, the directives in the content were adequate and explicit. Additionally, it provided a new framework that could adapt to various contexts and situations. The teacher's manual of the textbook assisted educators in comprehending the material's objectives. These results indicated deficiencies in language types, abilities, structures, vocabulary, teacher requirements, activities, tasks, and cultural values among EFL University students.

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