Evaluation of Intermediate School EFL Textbooks from Teachers' Perspectives

كتب اللغة الإنجليزية كلغة أجنبية في المدرسة المتوسطة من وجهة نظر المعلمين

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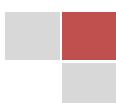**Thuraya A. Alabsi**

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مستخلص :

تلعب الكتب المدرسية دورًا هاما في تعليم وتعلم اللغة. تهدف الدراسة إلى تقييم سلسلة الكتب المدرسية في منهج اللغة الإنجليزية كلغة أجنبية FullBlast المستخدمة في المدارس المتوسطة في السعودية من وجهة نظر المعلمات بالمدينة المنورة. استخدمت الدراسة المنهج الوصفي وجمعت البيانات باستخدام الاستبانة للكشف عن تصورات 71 معلمة حول الكتاب المدرسي معتمدة في التقييم على معايير المحتوى العالمية التالية: التخطيط والتصميم، الأهداف، الموضوعات والمفردات ، القواعد، مهارات اللغة ، الأنشطة والتمارين ، المواد التكميلية ، والثقافة. اوضحت نتائج الدراسة إلى رضا المعلمين بشكل عام عن الكتاب المدرسي من حيث جميع المعايير التسعة. كما أسفرت النتائج أن معيار التصميم حصل على أعلى متوسط حسابي، بينما حصلت الأنشطة والتمارين على أدنى متوسط حسابي. كما كشفت الدراسة نتائج أخرى عن مزايا وعيوب الكتاب المدرسي. أخيرًا اقترحت الدراسة بعض التوصيات التي تساعد مصممي المناهج لمعالجة العيوب في الكتب المدرسية للغة الإنجليزية كلغة أجنبية.

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Abstract

Textbooks play a significant role in language teaching and learning. This study aimed to evaluate the FullBlast EFL textbook series used in Saudi intermediate schools from the perspectives of female teachers in Al Madinah. The study used the descriptive method. Data was collected by a questionnaire that explored 71 teachers' perceptions of the textbook depending on the following global content standards: layout and design, objectives, topics, vocabulary, grammar, language skills, activities and exercises, supplemental materials, and culture. The findings of the study showed that teachers were generally satisfied with the textbook in terms of all nine standards. The layout and design standards received the highest mean score, whereas activities and exercises received the lowest. Further results revealed the textbook's advantages and disadvantages. Finally, the study suggests some recommendations for curriculum designers intended to address the disadvantages that influence EFL textbook delivery.

Keywords: EFL teachers, EFL textbook, evaluation, textbook   series

Introduction

English is among the most widely used languages worldwide for exchanging views, conveying feelings, providing information, and satisfying needs. Mastery of this language provides opportunities for the transfer of culture, civilisations, and knowledge. The need to learn foreign languages is an important requirement of the twenty-first century so, it is very important to students because of its considerable benefits to their future studies.

This is an urgent necessity due to rapidly scientific development and must be facilitated through the selection of an appropriate curriculum. It is no longer possible to keep pace with civilisation and human development without examining the cultures of other peoples in their languages. Therefore, language learning is a key element of discovering other cultures and exploring new ways of seeing the world (Almujaiwel, 2018). Moreover, Hu (2016) found that people who learn English as a second language experience intellectual and academic advantages. People who speak and read more than one language can communicate with many people, read about different cultures, and experience the most benefits when traveling abroad. English is the language of science, commerce, economics, communications, computer services, the Internet, modern technology, tourism, and travel.

Saudi Arabia has made education a priority in its plan to build an educated, responsible society by developing it broadly in line with the themes of Vision 2030. Therefore, education development has received considerable effort and attention. Curriculum evaluation is the most important step in education development. In this respect, changing a curriculum involves the process of evaluating the curriculum as a system periodically and continuously to achieve the desired educational goals.

English textbooks are key of sources that provide curriculums for organising educational programs and achieving learning goals. Moreover,

practicing the language and completing assignments are fundamental to independent learning because they are means of delivering knowledge to learners in a suitable, clear, and easy way (Manalu, 2017). In the classroom, textbooks play a vital role by providing necessary input and encouraging dynamic participation and student engagements (Good, 2017). Teachers need textbooks to prepare lessons and ensure all students receive the same content. Furthermore, textbooks save teachers effort and time, enabling them to focus on methods rather than content production and design. The importance of textbooks lies in their ability to make learners feel more secure and comfortable. In addition, they encourage students to feel confident because they use textbooks as guides and references for revision and study. However, poorly designed and organised textbooks do not satisfy teachers and learners because they cannot achieve the program's overall goals. Mukundan et al. (2011) stated, "The textbook can often play a crucial role in students' success or failure" (p. 100). Textbooks must be evaluated to determine their strengths and weaknesses and provide students the opportunity to learn English and prepare for future life. Consequently, it is essential need to evaluate textbooks regularly to assess teachers and students' perceptions and provide feedback.

Statement of the Problem

The primary responsibility of Saudi Arabia's Ministry of Education is to exert significant effort to accomplish its objectives in accordance with Vision 2030. For the Ministry to achieve this goal, it must devote considerable labour to developing many aspects of education. Indeed, curriculum development accounts for the majority of that development. Therefore, several Saudi curricula have received attention regarding their ability to meet the needs of labour market, students' requirement and great growth of technology to gain excellence of education and quality requirements. Many previous studies evaluated English textbooks used in Saudi Arabia (Abdallah et al., 2016; Alaharbi, 2015; Bin Obaid, 2016). No

language program can be successful unless it includes a properly developed curriculum with clear aims and objectives. This is among the most crucial issues for any English language teaching (ELT) program. The curriculum must be updated frequently and remain compatible with new orientations, plans, and visions.

Rahman and Alhaisoni (2013) summarised the Ministry of Education's objectives for English instruction in Saudi Arabia as follows : To:

1. Enable student to acquire basic language skills (listening, speaking, reading and writing).
2. Develop student's awareness of the importance of English as a means of international communication.
3. Develop student's positive attitudes towards learning English.
4. Enable student to acquire the necessary linguistic competence required in various life situations.
5. Enable student to acquire the necessary linguistic competence required in different professions.
6. Develop student's awareness about the cultural, economic, religion and social issues of his society and prepare him to participate in their solutions.
7. Develop the linguistic competence that enables student, in future, to present and explain Islamic concept and issues, and to participate in spreading Islam.
8. Enable student linguistically to benefit from English speaking nations, that would enhance the concepts of international co-operation that would develop understanding and respect of cultural differences between nations.
9. Provide student with the linguistic basis that would enable him to participate in transferring other nations' scientific and technological advances that can enhance the progress of his nation.

10. To accomplish these objectives, EFL curriculum development must receive considerable attention.

Textbooks dominate all educational programs in Saudi Arabia schools. Saudi teachers face several practical problems, such as deficient textbook organisation and a lack of extracurricular activities, the domination of outdated instructional approaches, and a culture of resistance to change. However, according to Khashoggi (2014) , the main and real problem lies in the curriculum in the quality and not the quantity .Textbook evaluation is therefore is expected after introducing new EFL books because evaluation is a key phase in the development and design process for any new textbook series (Alharbi, 2015).

Consequently, the purpose of the study is to evaluate English language textbook *FullBlast* series published by MM Publications using teachers' perceptions, depended on the following global content standards: layout and design, objectives, topics, vocabulary, grammar, language skills, activities and exercises, supplemental materials, and culture.

Based on the above objective, the following questions formulated:

1. To what extent does the FullBlast series meet Saudi Arabia's content standards for a good EFL textbook in terms of layout and design, objectives, topics, vocabulary, grammar and language skills, activities and exercises, supplemental materials, and culture?

2. What are female EFL teachers' general perceptions of the FullBlast series?

Significance of the Research

This study is important for the following reasons:

- It facilitates curriculum decisions related to evaluated books occasionally for feedback on continuous textbook development, adjustment, and implementation processes.

- It may help teachers use appropriate strategies and special modalities to assess learning outcomes when analysing them for content zones.

- It may provide a guide for an analytical schema used to plan a new curriculum.
- The findings may facilitate adding or removing some facets of the textbook.
- This study may be crucial for teaching material development.
- It may contain beneficial pedagogical implications for English teachers.
- It may shed the light on the strengths and weaknesses of the FullBlast series via feedback gained from EFL teachers.

Delimitation of the Study

The researcher explored EFL teachers' perceptions and evaluations of the FullBlast textbook series, which is designed for use in Saudi schools at the intermediate stage. The data obtained through questionnaire derive from the perceptions of 71 female public-school teachers in Al Madinah during the 2019–2020 academic year.

Definition of Terms
EFL Textbook

Lappalainen (2011) stated, "A textbook includes books made and published for educational purpose or even any book used as a help tool in the classroom". EFL textbooks are also guides that present an image of English language and culture and enable students to practice and study English.

FullBlast Series

The FullBlast textbook series was designed for use in Saudi schools at the intermediate stage. It was published by MM Publications.

Evaluation

Evaluation refers to the textbook evaluation process, which consists of careful materials selection and an analysis intended to determine whether the selected material reflects the learners' needs and achieves the objectives of the specific program (Abhar, 2017).

The practical definition for the current study is as follows: Evaluation involves highlighting textbooks' strengths and weaknesses based on teachers' perceptions during an educational program's textbook selection process. The featured series, FullBlast, meets the criteria for a good EFL textbook series.

Literature Review

Several studies have evaluated EFL textbooks in KSA schools and worldwide. A brief review of some related studies appears below:

Alenezi (2019) evaluated the Saudi EFL Grade 4 textbooks *Get Ready 1 and Get Ready 2* based on the perspectives of male and female teachers in Arar City. The researcher used a macro evaluation and a mixed method by distributing a close-ended questionnaire distributed to 30 teachers to collect quantitative data and interviewing five male teachers to gather qualitative data. The study evaluated the textbooks in terms of layout and design, objectives, skills, supplemental materials, topics and content, cultural values, structure and vocabulary, activities and tasks, and teachers' manuals. The study's findings indicated that teachers were satisfied with the textbook. The cultural values category received the highest mean score, whereas the language skills category received the lowest.

Al Harbi (2017) evaluated textbooks used at Saudi secondary governmental schools in Madinah and Dowadmi. The sample consisted of 100 male teachers and 73 female teachers in secondary school. The questionnaire included five dimensions of evaluation: layout and design, textbook objectives, teaching methods and activities, language skills, and

evaluation. The results indicated that secondary-stage Saudi EFL textbooks require further enhancement to facilitate effective EFL learning and teaching. Female teachers provided negative comments and disagreed that the current course addressed the objectives effectively. They found that the textbooks' content did not support the use of theoretical and practical teaching. Moreover, the findings indicated that the textbooks' content included no helpful tests or instructions for evaluating the students' achievements.

Alharbi (2017) evaluated the Flying High series employed in KSA secondary schools using a quantitative method. The study employed two checklists from Williams (1983) and Keban et al. (2012). Participants included 20 female high school English teachers in Taif City. Data obtained from both checklists were analysed and according to results of Keban et al.'s checklist, the evaluators were generally satisfied with the series despite shortcomings in the review section and vocabulary lists and glossaries, as well as the inadequate quality of textbooks' paper. Williams's checklist identified strengths and weaknesses. Vocabulary, reading skills, and technical aspects received positive evaluations, whereas speech, grammar, and writing received negative evaluations. The Ministry of Education revise and reassess the current textbook series to enhance its quality by addressing the variables suggested by the employed checklists.

Al-Faifi (2017) evaluated the Grade 2 intermediate Saudi English textbook *Super Goal 4* using a quantitative retrospective methodology and questionnaire. Questionnaires were distributed to a sample of 36 teachers and supervisors. Participants completed the questionnaire either online or manually. The questionnaire contained 50 statements divided into 14 categories. The results of the study revealed the textbook's appropriateness as indicated by teachers and supervisors. Nonetheless, further consideration is necessary to improve the speech situations related to students' backgrounds.

Naba'h et al. (2016) investigated the Saudi intermediate English textbook *Lift Off* in a study of 60 EFL teachers. The questionnaire comprised 42 statements. In addition, the participants answered an open ended question. The results indicated that teachers perceived the series as highly suitable. The study provided some suggestions, including reducing the number of units to be appropriate to the number of class periods, as well as providing classrooms with multimedia equipment to help teachers use audiovisual aids effectively.

Similarly, Bin Obaid (2016) evaluated teachers' perspectives on a Grade 2 intermediate Saudi English textbook by providing a questionnaire to 50 English teachers. It included five categories: technical aspect, objectives, content and style of language, skills, and appearance. The results indicated that the textbook was acceptable in general, except for the language style and some sub-items. The category with the highest mean score was technical aspects, whereas the category with the lowest mean score was language style.

According to Safitri and Tyas (2019), textbooks play a vital role in language teaching and learning. They evaluated an English textbook used in Indonesian secondary schools using Biocchi's (2000) textbook evaluation to collect qualitative data. In addition, they adopted interview guidelines that included open-ended questions. The study analysis included content, grammar, material level, material type, and the methodology used in the textbook. The findings indicated that the textbook was well-planned, stimulated students' independent learning, and enhanced learners' use of the language. Its only weakness was that it lacked audio resources or a CD to support listening activities, which led teachers to have to create one.

Salih (2019) focused on *Sunrise 10* a secondary school English textbook in northern Iraq. The study presented the materials, which included a students' book, a teachers' book, and an activity book. The study's sample comprised 25 English language teachers and 2000 students (1000 male and

1000 female), and the instrument consisted of six aspects: *Sunrise 10*, phonology, social and cultural values, syllabus design, grammar, and vocabulary. The results indicated that EFL textbooks need further improvement to facilitate language learning and teaching effectively. Salih used SPSS to analyse the research data. In this evaluation, female students' perspectives on the current textbook's content were negative.

Several studies have evaluated EFL textbooks. Ahmadi and Derakhshan (2016) reviewed literature that addressed perceptions and evaluations of EFL textbooks worldwide. To achieve this goal, they reviewed studies on teachers' perceptions of textbooks to determine the extent to which textbooks meet teachers and students' needs and enhance teachers' knowledge about textbook analysis. The results indicated the advantages and disadvantages of the teaching materials and included recommendations that curriculum developers evaluate new textbooks regularly to improve the quality and content of teaching materials.

Chegeni at al. (2016) evaluated Four Corners, a general English textbook series by Richards and Polk (2012), using Daoud and Celce-Murcia's (1979) evaluation checklist. In this case study, the researchers used a qualitative method to evaluate the series for basic to intermediate EFL or ESL students using the proposed checklist. The results indicated that Daoud and Celce-Murcia's evaluation checklist facilitated the selection and acceptance of appropriate textbooks because it showed the evaluation elements clearly and systematically, whether they related to teachers, learners, or instruction.

Promila et al. (2010) evaluated a Grade 8 English textbook prescribed by the Himachal Pradesh Board on the basis of teacher responses in the term of the following areas: realisation of curriculum objectives, content, suitability, language exercises and assignments, availability, price, format, illustrations and miscellaneous. They conducted the study on 200 English teachers and used a descriptive survey method to collect data. The

study's results revealed the difficulty of the vocabulary used to write the textbook's content.

Mukundan et al. (2011) attempted to design a valid, reliable, and practical checklist to evaluate EFL textbooks in Malaysia using a focus group study. Six participants in the focus group helped the developers devise a clear, inclusive checklist. The study began with unstructured interviews in which participants discussed and brainstormed on the standards that should be included in the ELT textbook evaluation checklist. After this, members received a copy of the checklist in a structured interview. They were then free to edit and revise the items. The result indicated that they added 14 items to the checklist and reworded two. The findings provided a useful checklist for ELT materials, teachers, and curriculum designers.

Lodhi et al. (2019) noticed that the book *Good-Bye Mr. Chips* has been taught for more than 20 years. They investigated the importance of intermediate level (Grade 12) English textbooks taught in various schools and colleges in Punjab by administering a questionnaire. The findings revealed that the textbook should be abandoned to achieve language-learning objectives because it conflicts with goals such as enhancing confidence and acquiring language skills. Moreover, the researchers recommended revising books regularly to achieve certain language learning objectives. The study explored the absence of innovation, students' interest, appropriate topics, content, and skills.

In summary, many studies in Saudi Arabia and worldwide have evaluated EFL textbooks due to students' need to learn English (Ahour et al., 2014; Al-Faifi, 2017; Alharbi, 2015; Bin Obaid, 2016; Mukundan et al. 2011; Naba'h et al., 2016; Promila et al., 2010). Curriculum developers and designers must engage in textbook evaluation to explore textbooks' strengths and weaknesses and seek quality materials (Ahmadi & Derakhshan, 2016; Alaharbi, 2015). The same textbook can be evaluated

more than once with different samples or instruments. Differences between studies include the use of checklists or questionnaires. For example, Bin Obaid (2016) used a questionnaire, whereas Alharbi (2015) evaluated a textbook using a checklist. Some studies use teachers, students, or researchers as textbook evaluators. This gives textbook authors opportunities to modify or revise the texts to satisfy students' needs and interests and assist teachers in helping students achieve their goals. In addition, Lodhi et al. (2019) recommended revising EFL texts periodically to achieve language-learning objectives. The current study investigated teachers' perceptions using a questionnaire to evaluate the intermediate school English textbook series FullBlast.

Methods

The research used the descriptive approach to analysis content. To achieve the study's objectives, The relevant educational literature from previous studies was reviewed, extracted a list of criteria, and analysed the content of English courses that use the FullBlast series in light of these criteria. Descriptive studies identify existing conditions, so they frequently employ the survey method to collect descriptive data (Knupfer & McLellan, 1996). To achieve this study's aims, the FullBlast intermediate school English textbook series is evaluated using a questionnaire developed by Rashid (2017). The benefits of using pre-existing questions are that such instruments are retested and achieve high reliability and validity (Hyman at al., 2006). The study population is the FullBlast, which has two editions: the British and American English edition. It is a six-level intermediate-level textbook series published by MM Publication. It focuses on how English is used in real-life situations and enabling students to communicate fluently, accurately, and confidently. The researcher distributed the questionnaire to 70 teachers to evaluate the FullBlast series.

Data Collection Tool

The questionnaire is the most valid tool (Bell, 2005; Greenfield, 2002). The researcher adopted the questionnaire prepared by Rashid (2017) to evaluate EFL textbooks. The questionnaire included demographic information, as well as 26 items classified under nine categories: (a) layout and design (b) objectives, (c) topics, (d) vocabulary, (e) grammar, (f) language skills, (g) activities and exercises, (h) supplementary materials, and (i) culture. The participating teachers completed the questionnaire based on the degree to which they agreed with its statements. The instrument used a five-point Likert scale that ranged from 1 (Very poor) to 5 (*Excellent*). In addition, the last part of the questionnaire contained an open-ended question intended to collect general perspectives and notes to answer the research questions. Cronbach's α, the most widely used internal consistency coefficient, was 0.943, which indicates the ability to obtain reliable data.

Table 1 Summary of the Questionnaire's Alpha Reliability

Number of items Sample	Alpha reliability	Sample size
26	0.943	71

To achieve this study's aims and interpret the text appropriately, the questionnaire was distributed to 71 EFL teachers who used FullBlast series and were willing to participate in the study. The sample is representative of a larger population for measurement purposes. The study's participants taught first-, second-, and third-year pupils selected from various females intermediate schools in Al-Madinah, Saudi Arabia, and were between 25 and 40 years old. All held bachelor's degrees English education, and 10 held master's degrees. They had experience-teaching EFL and were capable of evaluating the textbooks.

Data Analysis

The obtained data from the teachers' questionnaires was analysed using descriptive statistics such as frequencies, percentage, mean, and

standard deviation for each statement. This section addresses the interpretation of data collected from the teachers' questionnaires. The researcher administered the questionnaire to explore the teachers' perspectives on the textbook and analysed the data statistically using SPSS (version 20). For data interpretation purposes, the researcher refers to the following rating system in this study.

Table 2 Ratings Used to Interpret the Study's Findings

Mean value		Interpretation
From	**To**	
1	1.79	Very poor
1.80	2.59	Poor
2.60	3.39	Good
3.40	4.19	Very good
4.20	5	Excellent

Table 2 shows the mean values of positive and negative opinions using a scale ranging from 1 (*Very poor*) to 5 (*Excellent*) to interpret the acquired data. The estimated means for the standards ranged from 4.12 to 3.20, the overall mean was 3.46, and the overall standard deviation was 1.12. This indicates that the participants generally responded "Agree" in reference to the studied textbook.

Table 3 Teachers' Perceptions of the Textbook's Layout and Design

	Statements	Very poor	Poor	Good	Very good	Excellent	M	SD
		f	*f*	*F*	*f*	*f*		
		%	%	%	%	%		
1- Layout and design	1. Pictures and images are attractive.	2	5	19	18	27	3.89	1.09
		2.8	7.0	26.8	25.4	38.0		
	2. The book's fonts are perfect	0	6	18	16	31	4.01	1.02
		0	8.5	25.4	22.5	43.7		

Statements		Very poor	Poor	Good	Very good	Excellent	M	SD
		f	f	F	f	f		
		%	%	%	%	%		
	for the eyes.							
	3. The units are well organised and offer easy progression.	0	0	10	19	42	4.45	1.19
		0	0	14.08	26.76	59.15		
Overall							4.12	1.20

Note: M = mean, *SD* = standard deviation, *f* = frequency, % = percentage.

As Table 3 shows, Item 3 received the highest mean score, 4.45, which illustrates that teachers strongly agreed that the units were well organised and offered easy progression. Similarly, teachers agreed that the book's fonts were perfect for the eyes, as this item had a mean score of 4.01. Moreover, Item 1 also received high mean score of 3.89, which indicates that teachers agreed that the textbook's pictures and images were attractive. The overall mean score for layout and design was 4.12, so the teachers strongly approved of the layout and design.

Table 4 Teachers' Perceptions of the Textbook's Objectives

Statements		Very poor	Poor	Good	Very good	Excellent	M	SD
		f	f	F	f	f	M	SD
		%	%	%	%	%		
2 – Objectives	1. The objectives match the program's goals.	1	4	31	24	11	3.56	0.87
		1.4	5.6	43.7	33.8	15.5		
	2. The	2	6	28	22	13	3.54	0.98

objectives are clear and specific.	2.8	8.5	39.4	31.0	18.3		
3. The objectives suit the students' level.	2	7	22	21	19		
	2.8	9.9	31	29.6	26.8	3.68	1.07
Overall						3.59	0.97

Note: M = mean, *SD* = standard deviation, *f* = frequency, % = percentage.

As shown in Table 4, the teachers agreed with Items 1, 2, and 3, which all received mean scores of over 3.54. Their mean scores were 3.54, 3.56, and 3.68, respectively. Generally, the teachers agreed that the textbooks met the program's goals and were clear and specific. Item 3, which stated that the materials' objectives suited the students' level, received the highest mean score of 3.68.

Table 5 Teachers' Perceptions of the Textbook's Topics

Statements		Very poor	Poor	Good	Very good	Excellent		
		f	*f*	*F*	*f*	*f*	*M*	*SD*
		%	%	%	%	%		
3 – Topics	1. The topics are familiar to the students.	3	12	29	18	9		
		4.2	16.9	40.8	25.4	12.7	3.25	1.02
	2. The textbook's topics are varied.	1	10	18	25	17	3.66	
		1.4	14.1	25.4	35.2	23.9		1.04
	3. The topics	8	16	28	12	7	2.92	1.12

	Very poor	Poor	Good	Very good	Excellent	M	SD
are interesting and motivating.	11.3	22.5	39.4	16.9	9.9		
Overall						**3.28**	**1.06**

Note: M = mean, *SD* = standard deviation, *f* = frequency, % = percentage.

As Table 5 shows, Item 2, which stated that the textbooks' topics are varied, received the highest mean score of 3.66. The lowest mean score was Item 3, which states that the topics are interesting and motivating, at 2.92. This result indicates that teachers should review the topics in specific areas. The findings from the open-ended question supported this finding. Item 1, which stated that the topics are familiar to learners, received a mean score of 3.25. Overall, the mean score of all items related to topics and content was 3.28, which indicates that the teachers generally agreed with the statements. However, improvement is necessary in terms of learners' needs and interests, as well as the topics' attractiveness and ability to motivate.

Table 6 *Teachers' Perceptions of Vocabulary, Grammar, and Skills*

Statements		Very poor	Poor	Good	Very good	Excellent	M	SD
		f	*f*	*F*	*f*	*f*		
		%	%	%	%	%		
4 - Vocabulary	1. Common vocabulary is used.	4	8	29	17	13	3.38	1.09
		5.6	11.3	40.8	23.9	18.3		
	2. Common and authentic vocabulary is used.	2	13	27	20	9	3.30	1.01
		2.8	18.3	38.0	28.2	12.7		
	3. The	1	8	27	17	18	3.61	1.03

	progression of vocabulary items is appropriate.	1.4	11.3	38.0	23.9	25.4		
	4. The abstract vocabulary seems to be appropriate for the learners' level.	5	21	21	14	10	3.04	1.16
		7.0	29.6	29.6	19.7	14.1		
5 -Grammar	5. Grammar rules are explained gradually in order of difficulty.	8	12	18	18	15	3.28	1.29
		11.3	16.9	25.4	25.4	21.1		
	6. The grammar is presented using brief, easy examples.	3	16	18	19	15	3.38	1.18
		4.2	22.5	25.4	26.8	21.1		
6 - Language skills	7. The book provides the four language skills.	5	13	25	17	11	3.23	1.14
		7.0	18.3	35.2	23.9	15.5		
	8. All language skill activities	5	14	25	20	7	3.14	1.07
		7.0	19.7	35.2	28.2	9.9		

		Very poor	Poor	Good	Very good	Excellent	M	SD
	are suitable for the learners' level.							
	9. All language skills focus on real-life interaction.	7	10	32	11	11	3.13	1.15
		9.9	14.1	45.1	15.5	15.5		
Overall		3.28	1.12					

Note: M = mean, *SD* = standard deviation, *f* = frequency, % = percentage.

Table 6 addresses the textbook's vocabulary, grammar, and language skills. Item 3 received the highest mean score of 3.61, which indicates that teachers agreed that the vocabulary progression was appropriate, whereas Item 4 received the lowest mean score of 3.04, which indicates that teachers were uncertain regarding whether the abstract vocabulary was appropriate for the learners' level. Items 1, 2, 4, 5, 6, 7, 8, and 9 received relatively low mean scores of 3.38, 3.38, 3.3, 3.28, 3.23, 3.14, and 3.13, respectively. However, this means that teachers were uncertain on these items regarding whether the textbook was effective in terms of grammar, vocabulary, and language skills.

Table 7 *Teachers' Perceptions of Supplemental Teaching Materials*

Statements		Very poor	Poor	Good	Very good	Excellent	M	SD
		f	*f*	*F*	*f*	*f*	*M*	*SD*
		%	%	%	%	%		
Supplement	1. The textbook's website provides	2	7	22	21	19	3.68	1.07
		2.8	9.9	31	29.6	26.8		

						M	**SD**
teachers with teaching resources.							
2. The textbook's CD-ROM is available to every teacher.	7	8	24	17	15		
	9.9	11.3	33.8	23.9	21.1	3.35	1.22
3. Posters and flash cards are provided with the textbook.	7	19	17	15	13		
	9.9	26.8	23.9	21.1	18.3	3.11	1.27
Overall						**3.38**	**1.27**

Note: M = mean, *SD* = standard deviation, *f* = frequency, % = percentage.

As shown in Table 7, teachers agreed with Items 1, and 2, as both received mean scores greater than 3.3. Item 3 received the lowest mean score, 3.11, which indicated that teachers agreed with it. The overall mean score for supplemental teaching materials was 3.38, which means that teachers were satisfied with the current teaching materials.

Table 8 *Teachers' Perceptions of Activities and Exercises*

Statements		Very poor	Poor	Good	Very good	Excellent	*M*	*SD*
		f	*f*	*F*	*f*	*f*		
		%	%	%	%	%		
8 - Activities and Exercises	1. There are enough oral and written exercises and activities.	2	13	25	19	12	3.37	1.06
		2.8	18.3	35.2	26.8	16.9		
	2. There is a variety of exercises, such as fill in the blank, choose, and correct.	3	5	21	19	23	3.76	1.11
		4.2	7.0	29.6	26.8	32.4		
	3. There is not enough space to write the activities' answers.	17	23	19	7	6	2.48	1.18
		23.9	32.4	26.8	9.9	8.5		
Overall							3.20	1.11

Note: M = mean, *SD* = standard deviation, *f* = frequency, % = percentage.

As Table 8 shows, Item 3, which stated that there is not enough space to write the activities' answers, received the lowest mean score of 2.48. The highest mean score was for Item 2 at 3.76. This shows that teachers agreed with it strongly. Item 1 also received a high mean score of 3.37, which indicates that teachers agreed that the exercises and activities were sufficient.

Table 9 *Teachers' Perceptions of the Textbook's Cultural Values*

Statements		Very poor	Poor	Good	Very good	Excellent	*M*	*SD*
		f	*f*	*F*	*f*	*f*		
		%	**%**	**%**	**%**	**%**		
9 – Culture	1. The cultural elements mentioned comply with Saudi and Islamic culture.	3	10	23	18	17	3.51	1.13
		4.2	14.1	32.4	25.4	23.9		
	2. The cultural elements included in the module are fundamental cultural elements.	4	13	25	17	12	3.28	1.12
		5.6	18.3	35.2	23.9	16.9		
	3. The cultural elements that are discussed develop the learners' target language.	6	11	27	16	11	3.21	1.15
		8.5	15.5	38	22.5	15.5		
Overall							3.33	1.13

Note: M = mean, *SD* = standard deviation, *f* = frequency, % = percentage.

Concerning the textbook's cultural values, as shown in Table 8, teachers strongly agreed that the cultural values of all items in the textbook were suitable for the Saudi and Islamic cultures. Item 1 received the highest score of 3.51, whereas Item 2 received 3.28 and Item 3 received 3.21, which approximately the same score at 3.28 and 3.21, respectively. Overall, the mean score for all items in this section was 3.33, which indicates that the EFL teachers often agreed with the statements about cultural values.

The teachers also answered an open-ended question to explain their perspectives and experiences when evaluating the FullBlast series, this

information was used if the teachers' responses to the scale based questions provided inconclusive information. The teachers were asked, "Can you tell us some advantages and disadvantages of the textbook, if any?" They listed several advantages, such as the following examples:

- "I think they are much better than the old books, they suit almost all cultures, and they also suit the students' age,"
- "It is a nice book with clear pictures,"
- "It is a very useful book that contains varied and up-to-date topics,"
- "It is well organised and simplifies each lessons into skills,"
- "I think the book is wonderful and provokes critical thinking,"
- "It's very accessible and contains all the necessary information,"
- "It is a suitable book for the students' level,"
- "It is interesting, and the topics are relevant for students in real life,"
- "It is acceptable and good in general."

However, they also pointed out some disadvantages of the textbook, such as the following:

- "The cover page is not attractive,"
- "I hope they can change the topics to make them more interesting for the students and teachers,"
- "There is not enough space in the books to write down answers and complete activities,"
- "I think it should include fewer activities in one lesson so the teacher has enough time to complete the content,"
- "It contains too much information that the learner must study, which prevents them from practicing the language,"
- "Teachers skip important skills because they do not have time to present all the content to the students,"
- "The grammar rules, especially the perfect and past, are not well explained,"

- "The level does not completely matching the pupils' level, the answer space is limited for essay questions, the grammar is not explained clearly and occupies little space in the book, and the students are not interested in reading part,"
- "The topics should be more interesting, realistic, and fun,"
- "Topics should be about Saudi culture and other cultures,"
- "The space for writing is not sufficient for the students because their handwriting is very large."

Discussion

This study explored teachers' perceptions of the FullBlast textbook series. The findings revealed that teachers were generally satisfied with the textbook in terms of all standards. The textbook's layout and design standards received the highest mean score, with 4.12 out of 5.00; this is in line with Bin Obaid (2016). In contrast, the textbook's activities and exercises received the lowest mean score, with 3.20 out of 5.00. The mean score for all statements indicated that teachers agree with the statements about the nine standards (i.e., layout and design, objectives, topics, language skills, vocabulary, grammar, supplementary materials, activities and exercises, and culture). Overall, the textbook seems to be highly appropriate from the teachers' perspective. In contrast, some teachers expressed dissatisfaction with the textbook's exercises and activities and stated that it would be difficult for them to finish all the exercise components. The item "There is not enough space to write answers for the activities" received the lowest mean score of 2.48, and in the open-ended question, all teachers confirmed the questionnaire's findings by saying that the textbook did not provide enough spaces to write down answers.

In general, the textbook meets intermediate-level requirements, but the majority of the teachers were not completely satisfied with the exercises and activities. Furthermore, the data indicate that teachers were not completely satisfied with the textbook when they answered the open ended question, as

they replied, "The cover page is not attractive," "Hope to change the topics to make them more interesting for the students and teachers," "The students are not interested in the reading part," "The topics should be more interesting, realistic, and fun," and "Topics should be about Saudi culture and other cultures," as in Lodhi et al. (2019). Teachers also answered, "There is not enough space for the learners to write down the answers," "the answer space is limited for essay questions", "The space for writing is not sufficient for the students because their handwriting is very large," "Reduce the activities in one lesson so the teacher has time to finish the curriculum," "Teachers skip important skills because they do not have time to present all content to the students," and "no CD available for exercises", which confirmed results from Safitri and Tyas (2019). In line with Abhar (2017), Alfaifi (2017), Al-Harbi (2015), and Salih (2019), teachers expressed frustration with a lack of explanation for grammar rules and indicated that the textbook's level was not well matched to that of the students

Conclusion

Teachers had a generally positive perception of the FullBlast textbook series in terms of all standards. They valued its layout and design, but they expressed some negative perceptions related to the activities and exercises. In particular, the dimensions of many exercises' writing spaces needs to be addressed, as does a lack of supporting materials for exercises such as CDs. Teachers' perceptions were also negative about some topics, which they described as uninteresting, irrelevant, and inappropriate for learners' needs. These perceptions require some minor developments in order to make the curriculum compatible with a new educational orientation.

Based on the study's results curriculum, designers should enlarge the writing space so that it is sufficient for writing the answers to the activities. Furthermore, they should add topics that provoke students' critical thinking, encourage them to create new ideas, and engage in higher order thinking. In addition, exercises and activities such as group and pair work, games,

puzzles, and role-play can help students communicate in real life. Curriculum implementation and lesson delivery are concerns, but students should be enabled to acquire and develop their language skills, confidence in using the language, self-efficacy and values, and allied proficiencies and capabilities to lead meaningful, productive lives.

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