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### An evaluation of EFL Textbooks used in higher education

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# **An evaluation of EFL Textbooks used in Higher Education**

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## **Abstract**

In English as a Foreign Language/English as a Second Language (EFL/ESL) contexts, textbooks are simultaneously important. Indeed, textbooks contain the syllabus, which is being expected by teachers to follow more or less faithfully, with end-of-course exams being based exclusively on textbook content. In this study, we will investigate the selection of English language textbooks as tools used in public and private universities. We will look at the levels of content, and what textbooks include and exclude in terms of topic, linguistic information, pedagogy, and culture. We will also examine how teachers and learners use textbooks and the processes by which textbooks are shaped, authored, and distributed.

*Keywords: EFL, ESL, textbooks, selection, learning,*

## **Introduction**

Nowadays, technological innovations have been a great help for teachers and have given them new ways how to reach their goals in the classroom, yet, published textbooks are still the most useful source when it comes to teaching a foreign language. In English Language teaching the situation is pretty much the same although as teachers we always try to find the right methods and instructions that can meet the needs of every student. As a result of this situation, it is important to figure out which are the right textbooks that can be useful for students in particular settings. Teaching materials have helped teachers to

achieve their goals, yet, textbooks are still the most common materials used by teachers around the world. According to Radic- Bojanic and Topalov,2016 textbooks are essential in English as a Foreign Language (EFL) classrooms as they provide students with language skills as well as knowledge about English-speaking countries. (Radic-Bojanic, 2016)

A textbook is a book in which “the teacher and every student is provided with a copy of it and they are required to follow it systematically during the course ” (Ur, 1996, p. 183). Textbooks have played an essential role in the improvement and quality maintenance of educational outcomes in many countries. (Oates, 2014)

Richards (2014) indicated that textbooks provide a central core for language teaching programs, as they lay out the structure of the lessons that provides coherence to the whole course. Therefore, these textbooks guide EFL teachers to achieve the goals of the syllabus. (Richards J. C., 2014)

However, these textbooks could also be deleterious to students’ language learning. Sometimes textbooks do not bring authentic language learning. Students might be introduced to reading text and listening to the audio they might never have heard in real life.

According to Alshumaimeri and Alzyadi (2015), learners should be exposed to authentic materials that enable them to use the target language for the communicative purposes they might encounter in daily life situations. (Alshumaimeri, 2015)

Moreover, according to Bojanic and Topalov, teachers with less experience might use the textbook as a frame of reference without taking into consideration students’ needs (Radic-Bojanic & Topalov, 2016).

Evaluation in general “is the judgment of how appropriate something is for a certain purpose”. (Richards J. C., 2002)

Tomlinson states that materials evaluation is “a procedure that involves measuring the value of or the potential value of a set of learning materials, which involves making judgments about the effect of the textbooks people use” (Tomlinson, Materials evaluation. In B. Tomlinson (Ed.), *Developing materials for language teaching.* , 2003).

Due to the importance of textbook use in language learning classrooms, textbooks should be carefully monitored and evaluated. (Richards J. C., 2014)

Each EFL textbook must include activities related to four skills such as listening, speaking, reading, and writing together with a grammatical guide, vocabulary, and different language functions in use as in most cases, textbooks represent the

curriculum of the language studies, therefore they play an important role for obtaining information in learning a foreign language.

Researchers claim that textbooks are created and designed usually for general courses to be used in different countries but they also can be designed according to specific requirements so-called English for specific purposes. But, although English language textbooks are widely used all over the world, they are often pointed out for inconsistencies between educational aspects and commercial roles, and between these two statements, there are different conflicting ideas in the process of their creation.

Therefore, it would be of great use to involve all the teaching team while the text decision process takes place although it might be difficult to find a book that is suitable for a particular group of students, it might not be for the other group of students and they may discover deficiencies.

Choosing the right textbook requires systematic work and evaluation as it requires reflecting the aims of the curriculum and at the same time, a lot of factors need to be taken into consideration. Among these features, teachers' observation and experiences are of great value when deciding for any textbook for a certain group or class as they are aware of the students' learning process as language learning requires a considerable amount of time.

To conclude, it is important to consider that in addition to the preparation process, the curriculum designers must give teachers an active role in the evaluation process of the textbooks used materials.

## **LITERATURE REVIEW**

To reveal the insight into these issues, we will go through observation of applicable literature that addresses the previous studies in this field. Teachers in their positions can oversee, assess,

regulate and administer the school program particularly instructing reading material. Therefore Cunningsworth state that, the assessment of the reading material needs the best and most successful methods to examine the course book users' perspectives. Since the significant users of the course books are the students and their instructors, their perspectives on reading material ought to be gathered and examined. Similarly, teachers in any language classroom need to utilize EFL course books to help their teaching. Adapting textbooks is a significant part of teachers' expert knowledge; Furthermore, the textbook is provided fundamentally to match the teachers' instruction; assessment of textbooks shows problems with the teaching materials, leading to the fact that the reading material should be taken into consideration.. (Cunningsworth, 1995)

Textbook reading evaluation gives the chance for the teachers, supervisors, administrators, and designers to make a decision about the textbooks and how to choose them according to students' needs. Evaluation is a critical enterprise for the development and organization of the language learning process. As indicated by Sheldon (1988), among different explanations about textbook evaluation, he has suggested that it is a fundamental need to assess and analyze the various ELT textbooks which exist in the markets to select a suitable English language textbook and find the pros and cons of them. It helps the instructors to adjust the appropriate textbooks. (Sheldon L. , 1988) The experienced teachers have the opportunity to reflect their understanding based on how useful the chosen textbooks are. Textbooks must be reviewed by experienced teachers to reflect on their strengths and deficiencies of the textbooks. Some researchers believe that textbooks and materials play an important role in every learning environment and assure teachers on their tasks. (Azizfar, 2009) (Dudley-Evans., 1998).

Textbooks have some advantages which were highlighted by Brown as follows: a source of language, learning support, motivation, stimulation, and reference. (Brown, Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development.* , 1995) Textbooks are among the most important resources utilized to achieve the aims of a course which are based on the learners' needs. However, they should not become the point of the actual course themselves and set those points.

According to O'Neill, there are four explanations to utilize the use of course books. Firstly, course book materials are useful for students' requirements. Secondly, the students can have a course for their future learning and a review of the EFL textbooks they used to have. Thirdly, students can get significant and valuable materials. Finally, the teachers can have opportunities to change and alter the EFL textbooks according to students' needs. Again, the content or the substance of any English language course book impacts the teacher on how to teach and the students how to learn. (O'Neill, 1982).

To find out whether a textbook is applicable for an English homeroom, when should a course book can be changed, and how, the evaluation is essential and of great significance. This can support the teacher to present the material to his /her students better and more efficiently.

Finally, it is recommended that it will be useful for the curriculum designers and experienced teachers, to perform an investigation to investigate the newly-published textbooks to realize new ways to improve the learning quality while revising the textbook's content.

In conclusion, we can say that researchers may prefer to pay attention more to one particular content-related field of the textbook (such as the use of a specific



grammar) or try an overall analysis and evaluation using a framework. One of the weaknesses of English textbooks is that they 'focus on the pedagogy approach rather than on the didactic approach and this what different

researchers have concluded that using textbooks for teaching should be a concern to be considered.

### **The Importance of Language Education Materials**

Language materials reflect various aspects of the language, such as grammar, vocabulary, and pronunciation, in addition to presenting the written and verbal aspects of the language. Related materials include exercises that students can practice and communicate with, providing ideas for Class activities. Textbooks, in particular, provide a syllabus of language programs because they contain the objectives and objectives of a language learning situation in a particular context. For inexperienced teachers, textbooks are a useful source for them because they support teachers by offering a variety of teaching options. (Cunningsworth, 1995). The material has a controlling impact on classroom dynamics, as both students and teachers often use the data. All approaches that follow, methods, and techniques are described in the material, and the basic principles of language education are delivered to student learning in the classroom. Therefore, to meet the requirements of a particular language program and school syllabus, the material should include concise, accurate, informative, and functional content. (Richards C. J., The language teaching matrix. Cambridge: Cambridge , 1990) In the words of Richards and Rodgers (2001), the role of materials can be different based on different methodologies. The leading role of data from functional/communicative methodologies is to activate student interpretation, negotiation, and expression in the context of interaction. (Richards J. C., 2001) The idea of practicing grammar questions individually is rejected and gives an advantage in presenting meaningful, exciting, and motivational language items. Various choices of language activity practices and tasks are required, and these choices should be presented as "other sources/resources of education" (p.30). Personalized methodologies, on the other hand, require consideration of different learner styles. Since students have learning speeds and styles, the data should not limit the student's language learning process by specifying a particular level, and the composition of the content should provide opportunities for self-learning and evaluation.

### **English Language Teaching textbooks**

Hutchinson (1987) about evaluation is "the problem of determining the suitability of something for a particular purpose" (Hutchinson, 1987). In considering the

language teaching evaluation process, in most cases the initial analysis is done to understand whether the textbook is suitable. Official curriculum or language program of your choice. Textbooks must also meet the needs of students by addressing their interests and abilities so that teachers' pedagogy must also match (Grant, 1987). Various scholars are calling this the first stage of analysis Practical Considerations Key Considerations, Evaluation for Choice, and External Evaluation. The main purpose of the main consideration is to gather information about the general features of textbooks to choose the most appropriate for a particular language program. At this point, some authors share the same opinion by considering their first observation, but many authors and researchers reflect different thoughts or opinions by considering priorities when choosing and evaluating textbooks.

Many scholars focus on the price rationality of textbook packages as a priority when selecting and evaluating textbooks. (Cunningsworth, 1995) (Sheldon L. , 1988)

According to Cunningsworth (1995), the evaluation of a textbook should take into account several practical considerations, including the durability and attractiveness of the appearance of the textbook and the accessibility of the textbook package in the short term. . Also, consider the

essential equipment in the package (eg, foreign language lab, Chongchuwisil, video player) and acknowledge that the importance of the place on availability and reliability. O'Malley (2013) provides an external analysis of the textbook, which begins with a review of the textbook student and teacher cover information and the introduction and information displayed in the table. (O'Malley, et al., 2013) It also provides specifications for external assessment, the main purpose of which is to understand whether a particular textbook ( ) is used as a primary textbook or as a supplementary source. Therefore, it is to determine the actual function of a particular textbook, a teacher's book is required, and if not available, the textbook contains a vocabulary list. The other purpose of external assessment is to investigate clear layouts, culturally relevant materials, and appropriate representations of other countries and societies. The material may also reflect the negative attitudes of women and minorities and should be thoroughly checked. It is also important to investigate what types of tests (diagnosis, progression, or achievement) are included in the material, and these tests need to be appropriate and useful in a particular language setting.

### **The design of ELT textbooks**

The textbook design describes many issues such as physical appearance, layout, format, and other features like illustrations, tables, and diagram representations of

the textbook. On the other hand, some scholars associate the design features with the composition of the textbook content and also focus on the internal features of the content. Also, to narrow the design concept, many authors focus on the design of textbook modules. From another perspective, several practical criteria are also generally proposed to test the adequacy of textbook materials in terms of classroom use. The physical appearance of the textbook can be evaluated for the durability and cover of the cover, and the appearance of the page can be evaluated for the attractiveness of the textbook elements such as bookbinding. (Sheldon L. E., 1988) On this issue, Sheldon (1988) believes in the benefits of the durable textbook, as it is not focused on the cover and is used multiple times by students. She also emphasizes the need to label textbook bindings, suggesting that there is ample space for students to write during class. Also, is the size and weight of the textbook suitable for students to handle (Sheldon 1988) or is the font size suitable for the intended audience. (Sheldon L. E., 1988)

Illustrations can be the most important aspect of design in EFL textbooks. A variety of attractive video selections are effective for the term, which is of interest to students in the process of language learning (Sheldon L. E., 1988) However, in most cases, the artwork is criticized for its attraction and poor quality (color and transparency). It also does not reflect the actual scenes shown in the relevant reading poems, listening scenarios, tasks, and practices. Graves (2000) criticizes textbook illustrations with visual priorities assigned to a particular gender, class, race or culture. In most cases, the information in the relevant material is sent using images, so the transparency of the illustration is very important.

### **Language Skills, Grammar, and Vocabulary in ELT textbooks**

Regarding the specific methodology of language education, there have been fundamental changes since the 1980s, unlike grammar-translation and phonetic language law, etc. It has recently become important to create textbooks that focus on the improvisation of language skills according to the principles of communication while ignoring the diversity of poetry according to different approaches (content-based, task-based, or skill-based). In this regard, it would be helpful to review scholars' suggestions for evaluating textbook language skills. According to Byram, the first thing to consider is to evaluate the skills of a textbook and see what practical guidance is provided, to consider the duration of the course and at the same time see if the techniques are performed successfully. (Byram M. , 2009)Considering the last aspect, the basic purpose of

practicing the technique is clear, and the textbook evaluates the technique to find out if it provides a way for students to carry out activities in terms of language development. It is important to do. Cunningsworth (1995) considers the integration of abilities in addition to the improvisation of the four major language

abilities of language learning as the "fifth ability" and proposes six criteria for assessing linguistic competence in textbooks. (Cunningsworth, 1995) Are the goals and curriculum considerations listed in properly highlighted for all language technologies? Does the textbook contain materials that integrate language proficiency? Does the reading poetry and activity meet the student's level expectations? Is the number of articles read appropriate for students? Is the listening material on the cassette a high-quality recording and is the genuine? The material provides background information to help students understand, the questions, does the activity provide? Sheldon (1988) has specified important aspects to consider when assessing the four language proficiencies of data. With reading comprehension in mind, teachers need to analyze the material to find out where problems related to reading and discourse are presented. Another purpose is to retrieve useful texts above the sentence level. (Sheldon L. E., 1988) You also need to ensure that all language skills from the teacher to are properly emphasized. More importantly, the textbook is examining how to strengthen the practice of those skills to some extent. As well as reading, listening is also receptive, and when evaluating the effectiveness of this skill, where listening is emphasized in textbooks, and how authenticity is shown in this document and dolphins should be taken into account. Speaking skills in particular are essential to ensure that the content of the speaking material is consistent with real-world reflections. Because such usage enhances natural communication. The effectiveness of pronunciation practice in textbooks should be investigated as another skill that needs to be improved. In the pronunciation section, phonological aspects such as voice tone, touching words, word accents, sentence accents and intonation should be applied evenly. The terms used to describe the phonological aspect are confusing in many sources, so the definitions and terms should be simple enough so that the learner can fully understand the input. Also, to know if the pronunciation is based on the conversation in the interview material or is presented separately, it is necessary to consider the relevant textbook. You need to use the phoneme alphabet because it is associated with other notations to teach pronunciation. Therefore, students must be educated in textbooks to understand that each sound or combination of sounds in the audio sample is referenced (Cunningsworth, 1995)

You need to find a logical order between sentences and paragraphs. More importantly, it needs to provide a meaningful context to enable student understanding and ensure assimilation and integration. In addition to the author's reflection, O'Neill, suggested that multiple verbs, such as paradigm utilization, should be presented in summary form, which should be presented in student books. One of the teachers' goals in teaching grammar is to ensure that language learners ensure formal-centric, accurate and fluent learning. (O'Neill, 1982) Therefore the bridge should be constructed as follows:

- Is the Vocabulary Learning Material included by itself? Then how prominent?

- Is it the center of the course or peripherals?
- How many vocabularies do you teach?
- Is there a principle basis for choosing a vocabulary?
- Is there a distinction between active vocabulary, passive vocabulary, and classroom vocabulary?
- Is the vocabulary presented systematically and purposefully?
- Do learners react sensitively to pre-structure through vocabulary learning exercises based on semantic relationships, formal relationships, and situation-based word- groups?
- Will the data allow students to expand their vocabulary by helping them develop their learning strategies? (P.46)

In this chapter, through literature review, we surveyed textbook evaluation studies conducted in the field of English education. In general, material assessments can be programmed to allow designers and material creators to consider important aspects when designing a language course. In addition, evaluation research is indispensable in terms of reconsidering the inadequacies and corrections of existing materials. In the process of rating, teachers are direct users of the textbook and have a direct impact on classroom management and use of the textbook, so suggestions with teacher rating criteria should be considered.

## **METHODOLOGY**

This study investigated three different issues with the ELT textbook used in private and public universities in Kosovo. The first step is to collect detailed information about the process of making the ELT textbook "in private and public universities". The second step is to learn the attitude of an ideal textbook teacher designed for university students. The questionnaire item for assessment is based on specific criteria consistent with Ref. (Sheldon L. E., 1988); (Cunningsworth, 1995); (Grant, 1987)

The study focused on the following research question:

- What are teachers' impressions regarding the English textbooks in Kosovo's private and public universities?
- Do English textbooks provide a balance of activities to meet the teachers' expectations for a model textbook?
- To what extent do activities in the ELT textbook encourage students in communicative and meaningful practice in learning EFL?

## **Participants and Settings**

## **ELT TEXTBOOKS**

Before we go to the need of supplementary material allow me to provide a detailed explanation of the ELT course book. This section provides general and detailed explanations of the textbook, which are fair enough to circumvent value judgments. The answers provided by teachers and students through questionnaires and interviews will be more meaningful compared to the general explanations provided in this section. The ELT textbooks used at the university level depend on the teachers' choice, often they make this decision based on previous courses and any combination model of traditional methods of learning and teaching English with methods to make learning English more encouraging and motivating in a right way. Its proven methodology, with an emphasis on the work of grammar, clear vocabulary, and integrated skills, provides truly functional classroom instruction.

## **DATA ANALYSIS AND FINDINGS**

### **Introduction**

In this section, the results of the students' questionnaire and teachers' questionnaire are presented. The presented data are obtained from the questionnaire evaluation. The results of each school are explained through Statistical Package for the Social Sciences. The questions on the students' questionnaire required students to answer in an alternative way with closed questions. After, the answers are analyzed and presented through graphs. Teachers' questionnaire is closed questions. Teachers' answers are also analyzed at the end of each section. Finally, a comparison between the two universities is made, and also the summary of results between teachers of private and public schools has been analyzed and discussed.

### **Students and Teachers' Perceptions toward Textbooks**

The way teachers use textbooks is likely to influence their attitudes regarding them. McGrath (2006) investigated teachers' and students' attitudes regarding course books, claiming that our perspectives and ideas are shaped by the language we use. It should be feasible to gain some insight into English-language teachers' prospects.

The purpose of the questionnaire is to understand teachers' beliefs about English teaching materials and the extent to which their beliefs exist in actual teaching practice. The questionnaire observations included 10 teachers who were selected based on their teaching experience and teaching activities in one private and one public school. According to the results, we can say that locally published materials are not available to teachers every year, they have to find it online and print it. However, the availability of such texts forces teachers to think about other sources. Therefore, EFL professionals need to develop plans or courses that focus

on materials designed for local teachers and have a reasonable price or are available for teachers. The collection of data has been done descriptively.

The methodology of this study is quantitative, so the results of the questionnaires for students and teachers are analyzed in one way- ANOVA, as a conference statistical method to compare the average of 4 variables (Textbooks\_model, Teacher\_suggestion, Textbooks\_selection, and Teacher\_authenticity). The reason that one-way- ANOVA is chosen as a method is the reason that the data sets for these variables because have normal distributions. As we use the Wallis Kruskal Test as a non-parametric approach to compare the means between Books and Models.

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.166	1.377	5.169	3.792	3.755	.577	10

Table 1: Summary Item Statistics

This table shows a summary of item statistics and here's where we have the item means, so this is the mean for all items in our scale as well as the minimum and maximum in the range now is the maximum minus minimum value and we have got the variance in the number of items so we already know there are ten items in this scale and here we have the mean and standard deviation as well as the sample size for each of items on our scale. The average value above 3.0 is considered good, so 3.166 is considerably very good.

### Research questions

Question 1: What are teachers' impressions regarding the English textbooks in Kosovo in private and public universities?

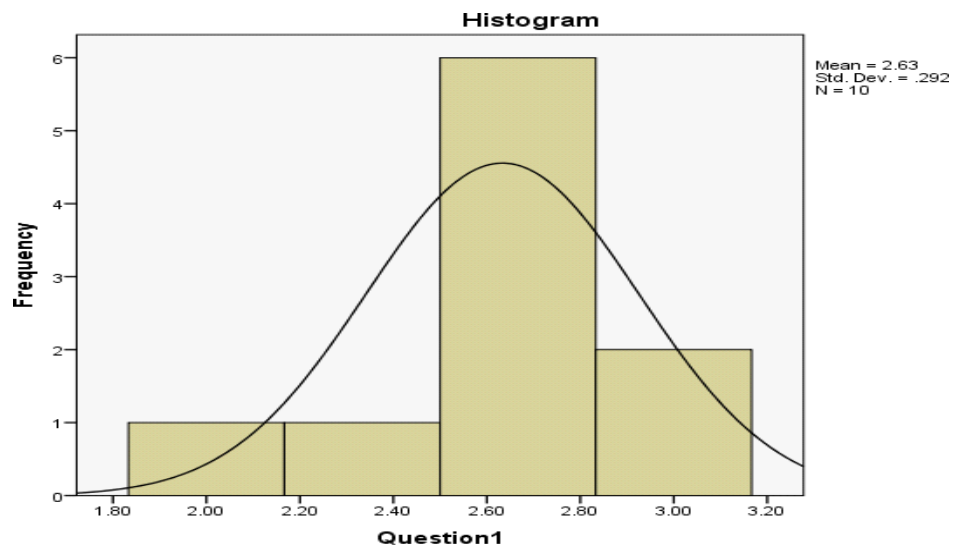


Figure 1

	N	Minimum	Maximum	Mean	Std. Deviation
question1	10	2.00	3.00	2.6300	.33747
Valid N (listwise)	10				

Table 2: Descriptive Statistics

**Regarding research question under 1:** What are teachers' impressions regarding the English textbooks in Kosovo in private and public universities, from the histogram and the table above, we see that the average distribution is 2.63 so the impression is around 52.6%.

**Question 2: Do English textbooks provide a balance of activities to meet the teachers' expectations for a model textbook?**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Question2	.220	10	.185	.920	10	.353

Table 3: Tests of Normality a. Lilliefors Significance Correction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.33	1	10.0	10.0	10.0
	2.67	2	20.0	20.0	30.0
	3.00	1	10.0	10.0	40.0
	3.17	1	10.0	10.0	50.0
	3.50	2	20.0	20.0	70.0
	3.67	2	20.0	20.0	90.0
	3.83	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Table 4: Question2

	N	Minimum	Maximum	Mean	Std. Deviation
Question2	10	2.33	3.83	3.2000	.51400
Valid N (listwise)	10				

Table 5: Descriptive Statistics

**Regarding research question 2:** Do English textbooks provide a balance of activities to meet teachers' expectations for a model textbook, from the table above we notice that there is a normal distribution because  $sig = 0.185 > 0.05$ . From the descriptive data, we notice the average is 3.2 out of 5, therefore the impression is 64%.

**Question 3: To what extent do activities in the textbooks encourage students in communicative and meaningful practice in learning EFL?**



	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Question3	40	100.0%	0	0.0%	40	100.0%

Table 6: Case Processing Summary

		Statistic	Std. Error	
Question3	Mean	2.3286	.04376	
	95% Confidence Interval for Mean	Lower Bound	2.2401	
		Upper Bound	2.4171	
	5% Trimmed Mean	2.3333		
	Median	2.2857		
	Variance	.077		
	Std. Deviation	.27678		
	Minimum	1.57		
	Maximum	2.86		
	Range	1.29		
	Interquartile Range	.25		
	Skewness	-.248	.374	
	Kurtosis	.666	.733	

Table 7: Descriptive

**Regarding question 3:** To what extent do activities in the text books encourage students in communicative and meaningful practice in learning EFL, from the table above we notice that mean is 2.3286 out of 5, consequently the impression is 46.572% with 95% confidentiality.

To see how much Teacher\_authenticity affects the efficiency of Textbooks\_selection, we will do this through linear regression.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.973 <sup>a</sup>	.948	.941	.16259

a. Predictors: (Constant), Teacher\_authenticity

Table 1: Model Summary

So from Model Summary we see how much Teacher\_authenticity reflects 94.8% of Textbooks\_selection. Over 30% is acceptable.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.002	.368		-2.725	.026
	Teacher_authensiton	1.239	.103	.973	12.020	.000

Table 2: Coefficients

Dependent Variable: textbook\_selection

Linear equation:  $y = 1.239x + 0.103$  (y- Textbooks\_selection, x-Teacher\_authenticity)

Then from the table above we can assume the linear equation when the implementation of Teacher\_authenticity is zero units, we have:

$$y = 1.239 * 0 + 0.103 = 0.103$$

So for 0 units of Teacher\_authenticity, then Textbooks\_selection is 0.103 units. Whereas, with the increase for 1 unit of Textbooks\_selection, we have:

$$y = 1.239 * 1 + 0.103 = 1.239 + 0.103 = 1.342.$$

So with increasing by 1 unit of Teacher\_authenticity, then Textbooks\_selection increases by 1,857 units.

Teachers suggest working together to create a model ELT textbook that is used in universities in Kosovo

The findings of the analysis suggested that the EFL textbook used in public and private universities are ineffective in terms of content selection and structure. Both students and teachers agreed that books are not organized in a clear and logical sequence. This could indicate that students are unaware of how the materials are organized and graded. This emphasizes the importance of informing and orienting students on the textbook's organization and connections. All EFL Learners should be aware that skills, tasks, and activities are evaluated on a scale of difficulty. Meanwhile, there are lots of unknown words in the text, they find it hard to follow the clear conversation when they listen from the tape recorder when it is available, the layout is not as attractive and the topics and events are not updated.

Content selection and structure are important factors in the materials review process, and most creators of teaching materials do it regularly.

Authors, Grant (1987), (Cunningsworth, 1995) incorporated items related to the arrangement, sequencing, connection, and continuity of the materials or units in a textbook. It's also worth noting that the results for the associated item are similar to those of Azizmar's (2009) study. The results demonstrated that the teachers were considerably more aware of the sequencing and continuity of the materials and units of instruction, similar to this study. (Azizfar, 2009)

## **CONCLUSION**

According to this study, the Kosovo universities select EFL to some degree to meet the needs of the students according to the field of study. As a result, because there is a limited edition on

EFL textbooks, it becomes difficult for teachers to choose English textbooks to teach in the university level as students already have gone through general English courses. As a result, teachers must select the EAP textbooks, based on their judgment.

There are several key questions to ask ourselves about each EFL textbook's characteristics: First of all, we must pay attention to the purpose and the objectives of the book. Availability is another concern in our country as we have to import them. We must see if it is easy to obtain sample copies and similar supporting materials and if we can reach the publisher in case we need more information about the content, approach, and didactic details. We also must see if there is clear information about the target language and its culture and learning outcomes. Since it affects students learning, we must look at the layout and graphics if there is an optimum density and mix of the text so students can have a clear view of the progress made and how much they need to work to cover it. Vocabulary lists as a great instrument to perform better in the English language must be effectively exploited. Each unit and exercise must connect to the situation in the topic, the pattern of skill development, or grammatical/lexical 'progression' so the textbook coheres both internally and externally. We have to see if different and appropriate religious and social topics are catered for, both in terms of the topics/situations so students' expectations in terms of content, methodology, and format are successfully accommodated. Our EFL textbook must be in tune with broader educational outcomes for instance the nature and role of learning skills, concept development in younger learners, the function of 'knowledge of the world', the exploitation of sensitive issues, and the value of metaphor as a powerful cognitive learning device. EFL textbooks must have available audiovisual equipment, pictorial material, and listening material. Finally, perhaps

there is more to think about and write about how to choose an appropriate EFL textbook, but when it comes to Kosovo, first of all, we must consider new editions of EFL books so our students can find them interesting to learn and discuss through topics.

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