Evaluating the Textbook *Ticket 2 English* through EFL¹ Teachers' Use and Perceptions

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Summary

Within the classroom context, teachers make recourse to the textbook in order to fulfil the teaching task. Seen in this way, textbooks are considered part and parcel of every teaching/learning situation. It is so because it provides insight and guidance on how and what to teach. Accordingly, the importance of textbook evaluation is an opportunity to report the textbook usefulness and deficiencies and thus come up with appropriate course books. The current study intends to investigate EFL Moroccan teachers’ use and perceptions towards the textbook *Ticket 2 English* designed for Second Year Baccalaureate high school students in Morocco. This study employed a questionnaire which was completed by 45 EFL teachers. The findings revealed teachers’ call for updating the textbook as a means to suit teachers’ and students’ needs and interests. The study, then, offers useful implications for ELT teachers, textbook designers, practitioners, researchers and educational authorities in order to improve the quality and revise the contents of the textbook. Meanwhile, further research is necessary in the field to come up with the criteria of future appropriate textbooks.

Keywords

textbook evaluation - EFL teachers’ use and perceptions - textbook adaptation - *Ticket 2 English*

L’Evaluation du Manuel *Ticket 2 English* à travers l’Utilisation et les Perceptions des Enseignants d’Anglais

Résumé

En classe, les enseignants ont recours au manuel pour accomplir leur tâche d’enseignement. Dans ce contexte, les manuels sont considérés comme faisant partie intégrante de toute situation d’enseignement/apprentissage. Il en est ainsi parce qu’ils fournissent des informations et des conseils sur la manière d’enseigner et sur ce qu’il faut enseigner. Par conséquent, l’importance de l’évaluation des manuels scolaires est l’occasion de déterminer leurs utilités et leurs lacunes afin de proposer des manuels de cours plus appropriés. La présente étude a pour but d’examiner l’utilisation et les perceptions des enseignants marocains d’anglais comme langue étrangère (EFL) à l’égard du manuel *Ticket 2 English* conçu pour les élèves de deuxième année du baccalauréat au Maroc. Cette étude a utilisé un questionnaire qui a été rempli par 45 enseignants d’anglais. Les résultats révèlent que les enseignants demandent une mise à jour du manuel afin de répondre aux besoins et aux intérêts des enseignants et des élèves. L’étude offre donc des implications utiles pour les enseignants d’anglais, les concepteurs de manuels, les praticiens, les chercheurs et les autorités éducatives afin d’améliorer la qualité et de réviser le contenu des manuels.

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¹ EFL: English as a Foreign Language
Entre-temps, il est nécessaire de poursuivre les recherches dans ce domaine afin de définir les critères appropriés des manuels dans le futur.

**Mots-clés**
- évaluation des manuels scolaires - utilisation et perceptions des enseignants d’anglais comme langue étrangère - adaptation des manuels scolaires - *Ticket 2 English*

**Introduction**

It goes without saying that textbooks are at the heart of every teaching/learning context. They remain so because they provide resources not only for teachers but also for students. Language teachers usually build their lessons, activities and tasks on the textbook assigned. Hutchinson and Torres (1994) say in this vein that:

> The textbook is an almost universal element of teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in countries...No teaching-learning situation, it seems, is complete until it has its relevant textbook (p. 315).

Accordingly, the textbook is seen as a framework for both teachers and students on which the teaching/learning process is based on. Nevertheless, the relation between its user (mainly the teacher) and the textbook has been questioned. Should the teacher be a slave to the textbook or should he/she provide supplemental materials to satisfy students’ needs?

Therefore, different opinions towards the use of the textbook have been generated. Some researchers (Hutchinson and Torres, 1994; Tomlinson, 1998) are more for the use of ELT textbooks. For them, textbooks have a crucial and positive part in the teaching/learning process as they structure and guide teachers in their work. However, Tomlinson (1998) reports that some people are against the use of ELT textbooks since they are seen as being limited in content and application, and do not meet students’ needs. In the same line of though, many researchers (Cunningsworth, 1995; Litz, 2005; Hutchinson & Torres, 1994; Jibreel 2015; McDonough & Shaw, 2003) see that textbooks have some weaknesses and problems related to social, cultural, economic and cultural issues which may affect both the teacher and the student. Thus, it becomes important to evaluate textbooks as a means to examine their compatibility with the learners’ needs, the teachers’ potential implementation, the job market needs *inter alia*.

The textbook understudy *Ticket 2 English* is designed for Second Year Baccalaureate students of all streams. It was proposed, next to other textbooks, by the Moroccan Ministry of National Education since 2006. It is composed of ten units dealing with different topics/issues. All the units target interpersonal communication, interpretative communication\(^2\), presentational communication\(^3\), language development\(^4\), culture, study

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\(^2\) interpretative communication: listening and reading

\(^3\) presentational communication: speaking and writing

\(^4\) language development: structures and vocabulary
skills and project work. At the end of the textbook, there are some extra reading texts, grammar references, a phrasal verb glossary, a list of irregular verbs and an index.

The present study takes the following questions as a point of departure: How do EFL teachers perceive the textbook Ticket 2 English? To answer this question, a need to understand teachers’ perceptions towards the textbook understudy raises. It is important to note in this vein that an effective use of any textbook is based on obtaining teachers’ perceptions towards that textbook. This means that teachers’ perceptions determine how teachers make use of any given textbook. Indeed, textbook evaluation remains of paramount importance in the field of teaching since it helps to find out whether a given textbook is appropriate or not, whether it needs revision and if yes how.

1. Review of Literature

The amount of research targeting textbook evaluation has proved that it is an interesting field of research in applied linguistics since it allows assessing the effectiveness of designed textbooks. In this context, Sheldon (1998) summarizes the need to evaluate textbooks in two main reasons. The first one is that it gives the tools to the teacher to make wise decisions about the most suitable textbook to use. Second, textbook evaluation allows the teacher to unveil the strengths and the weaknesses of the textbook. The importance of textbooks in the teaching/learning process necessitates selecting an acceptable, appealing and instructive textbook for the students that meets their learning needs. If not, an improper textbook may fill the class with uninteresting activities and fail to meet the learners’ needs. For all these reasons, it becomes important to evaluate textbooks in order to adopt new course books, determine specific strengths and weaknesses, aid in teacher development, and provide insights into a textbook’s numerous components (Cunningsworth, 1995).

According to Cunningsworth (1995) and Ellis (1997), there are three types of textbook evaluation: “pre-use”, “in-use” and “post-use” evaluations. The first one helps teachers select the most appropriate textbook for a specific classroom. The second type of evaluation gives the teacher the possibility to investigate the textbook weaknesses and strengths while it is used. Finally, the third type helps the teacher to reflect on the quality of a particular textbook after being employed in various contexts.

When it comes to the selection of a textbook, there are some criteria that should be taken into consideration (Kiato & Kiato, 1997). The first criterion is that the textbook should meet students’ needs, interests, and abilities. Moreover, the textbook should be appealing, culturally acceptable, authentic, including communicative activities to mention just a few. As far as teachers are concerned, the textbook should provide teachers with equipment like a workbook, a tape, visuals and a teacher guide.

As such, no one can neglect the importance of the textbook in the teaching/learning process. According to Cunningsworth (1995), there are several roles of language textbooks in the learning/teaching process. They are considered as the resources for the activities and practices in the classroom. They provide references for the grammar, vocabulary, and pronunciation. Textbooks are of great importance for novice and less experienced teachers. Besides being a reference to teachers, textbooks are used by
students inside and outside the classroom. For Richards (1998), the textbook reflects the goals and objectives of the course and the methods of teaching in the classroom.

Using a textbook has many advantages. It is considered as a reference or a framework for the language program and helps to unify the instructional processes. In this vein, Crawford (2002) states that textbooks are reliable learning resources and can provide a perfect language model that can quickly be adopted in the classroom. Umar (2016), as well sees that textbooks are useful to train teachers, especially novice ones.

In the same line of thought, Richards (2001) and Graves (2000) see that textbooks have different advantages since they provide enough visuals and different activities that save the teachers’ time instead of searching for language teaching materials. Furthermore, when textbooks are visually appealing and contain different activities, they may attract students’ attention and thus engage them in the learning process. In short, the role of textbooks is undeniable since they are resource of knowledge inside and outside the classrooms.

On the other hand, textbooks are not always perfect since they are characterized by some defects. Crawford (2002) states some of these pitfalls such as: including inauthentic language, not satisfying the learners’ specific needs, limiting teachers’ roles, much dependence on it from its user, conflicting with the user's cultural background, being pretty expensive inter alia.

From all that has been said before, the evaluation of teachers’ use and perceptions towards textbook is of paramount importance since it comes to identify the points of strength and weaknesses in the textbook. This evaluation gives opportunity to textbook writers to revise, modify and improve their subsequent editions. Moreover, evaluating teachers’ perceptions towards the textbook may help to gain high-quality materials. In other words, teachers’ negative/positive perceptions towards a specific textbook may result in negative/positive outcomes. Negative perceptions may result in an ineffective use of the textbook in the classroom, a decrease of motivation, low attainment of language proficiency to mention just a few. Whereas positive perceptions would result in using it effectively in most of the classroom activities and lessons.

2. Research Methodology
2.1. Participants

According to Chambers (1997), textbook evaluation is more beneficial when it is done by people involved in the teaching/learning process. For him, teachers and students are the population that can evaluate since they are involved in the textbook use. In this study, 45 EFL teachers who are using Ticket 2 English participated in this study.

2.2. Instrument

The instrument used for collecting data was a survey questionnaire administered to EFL teachers. Generally speaking, questionnaires are considered as one of the most common tools used in conducting surveys since they allow the researcher to collect sufficient data. Most importantly, questionnaires are one of the most helpful and useful instruments to collect information in a short period of time.
The questionnaire employed in this research started with an introductory part designed to attain information about teachers’ gender and their teaching experience. The following tables (Table 1 and Table 2) give a detailed description of the teachers’ gender and their teaching experience.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>46.7%</td>
</tr>
<tr>
<td>Female</td>
<td>53.3%</td>
</tr>
</tbody>
</table>

**Table 1: Teachers’ gender**

From Table (1), it is clear that the majority of the participants are females (53.3%) while males represent (46.7%). Whereas Table (2) under, which illustrates EFL teachers’ experience, reflects that the majority of teachers who participated in the survey is quite experienced since a great proportion of the participants (40%) has more than ten years of experience in teaching and 35.6% of the participants have more than 20 years of experience.

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>8.9%</td>
</tr>
<tr>
<td>5- 10 years</td>
<td>15.6%</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>40%</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>35.6%</td>
</tr>
</tbody>
</table>

**Table 2: Teachers’ teaching experience**

Next to the teachers’ background information, the questionnaire includes two main parts: I and II. The first part is designed to gather information about teachers’ use of the English textbook *Ticket to English 2*. The second part is targeting information about teachers’ perceptions towards the English textbook *Ticket to English 2*. The questionnaire followed the likert scale design and consisted of 13 questions. The participants were asked to choose among “strongly disagree”, “disagree”, “neutral”, “agree”, and “strongly agree”.

### 3. Findings and discussion

The current study investigated the Moroccan EFL textbook *Ticket 2 English* through teachers’ use and perceptions. From the findings, future implications and recommendations then will be made in accordance with the analysis of the results obtained.

The first part of the questionnaire (Part I) targeted teachers’ use of the English textbook *Ticket to English 2*. This part consisted of six questions. The results are provided in Table (3) below.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers need to reorder some of the textbook content.</td>
<td>24.4%</td>
<td>51.1%</td>
<td>13.3%</td>
<td>11.1%</td>
<td>---------------</td>
</tr>
<tr>
<td>2. Teachers need to replace some of the textbook content.</td>
<td>40%</td>
<td>51.1%</td>
<td>2.2%</td>
<td>4.4%</td>
<td>2.2%</td>
</tr>
</tbody>
</table>
3. Teachers should delete some of the textbook content. | 22.2% | 37.8% | 2.2% | 28.9% | 8.9% 
4. Teachers need to bring additional textbooks in the classroom. | 46.7% | 42.2% | 6.7% | 4.4% | 
5. Teachers must strictly respect the textbook content. | 2.2% | 11.1% | 6.7% | 44.4% | 35.6% 
6. Teachers do not need to use the textbook at all. | 2.2% | 8.9% | 6.7% | 55.6% | 26.7%

Table (3): Teachers’ use of the English textbook *Ticket 2 English*

From the first statement finding “Teachers need to reorder some of the textbook content”, teachers have shown a certain tendency for reordering the textbook content since a great proportion of teachers agree (51.1%) and strongly agree (24.4%). This can be explained by saying that teachers believe that teaching materials should be adaptable to make the teaching/learning process effective and successful. Adapting the textbook content emanates from the belief that no textbook is perfect, every class is unique, and every learner should be treated individually. In this vein, Dat Boa (2003) claims that: “good material should suggest ways for the teacher to make the process adaptable to a broad spectrum of learners” (p.386). Furthermore, the teaching material should be adaptable for teaching styles, students’ needs, and institution’s goals as suggested by Singapore and Duriya (2003).

From what has been said so far, the process of textbook adaptation can be seen of great importance since it allows achieving positive results that could not be attained with its absence. Some of the advantages of textbook adaptation are listed by Tomlinson (2003) such as eliminating the unnecessary content, taking into consideration individual differences, providing the content based on learning strategies and cognitive styles of the learners, establishing challenges for the talent learners, satisfying students’ interests and needs, reducing stress and anxiety on the part of the learners *inter alia.* The second statement “Teachers need to replace some of the textbook content” intends to ask teachers if they need to replace some of the textbook content. The great majority of teachers finds that they need to replace some the textbooks content with a percentage of 40% and 51.1% of teachers agree and strongly agree respectively. This means that teachers respect the aims and the objectives of the textbook; however, the activities, exercises and tasks proposed do not satisfy the teachers. For this reason, teachers opt for replacing the suggested content. To illustrate this point, teachers may replace some of the textbook contents with more authentic activities that satisfy and fit students’ needs. In this context, Saraceni (2003) stresses the duty and the responsibility of the teacher to provide his/her students with authentic materials as a means to prepare them for their future studies and for their lives in general. The same idea was stressed by Lowe (2010) when he says that: “language teachers should dare to use authentic texts, and must use authentic activities such as summarizing, outlining and inferencing” (p.1).

The third statement “Teachers should delete some of the textbook content” has resulted in different percentages between those who strongly agreed (22.2%), and agreed (37.8%), and those who strongly disagree (8.9%), and disagreed (28.9%). As it can be seen from Table (3), 60% of the teachers believe in deleting some of the textbook content. Teachers resort to omitting because of some reasons like the repetition of some contents,
the unnecessary or unauthentic nature of some lessons to mention just a few. Most importantly, because teachers are obliged to cover all the textbook contents in a specific period of time, they feel the obligation to delete what is not going to affect students’ learning.

As far teachers who believe that there is no room for deleting some of the textbook contents are concerned (37.8%), this can be explained by having the assumption that the textbook is a framework that should be respected as it is. For them, since a textbook has been suggested by the Ministry, there is an obligation to apply it as it is. What can be noted in this context as well is that the notion of not deleting some of the textbook content is maybe related to novice teachers who are still not experienced enough and still look at the textbook as a roadmap that should be faithfully respected.

Regarding statement 4 “Teachers need to bring additional textbooks in the classroom”, it can be noticed from the results that the percentages come to consolidate what has been revealed by the previous questions. There is an almost unanimity of bringing additional textbooks in the classroom (46.7% strongly agree and 42.2% agree). This means that teachers are not satisfied with the contents of *Ticket to English 2*. Nearly 90% of the teachers think that they need to use other textbooks to cover the course aims and objectives. For them, bringing materials from outside the suggested textbook may help the students to achieve the course’s outcomes. Moreover, making recourse to other sources is just a means to give more variety of exercises to students and also a way to prepare them to pass the exam.

If a comparison is made between the four previous statements (1, 2, 3 and 4), one can notice that the four strategies (reordering, replacing, deleting and bringing additional textbooks) are highly practised by teachers. All the percentages recorded exceed 50% (See Table 3). This means that teachers do adapt the textbook according to students’ needs, time constraint, task, context and their beliefs/experience. Therefore, it can be deduced that teachers make recourse to replacing some of the textbook content in order to set different (easier or more difficult) tasks for either low or high achievers. This is done as a means to reduce boredom (for high achievers) or to provide appropriate tasks (for low achievers). Therefore, a need to bring extra materials imposes itself.

Concerning reordering some of the textbook content, it is a strategy that may be used only if it does not affect the flow of the textbook units. Thus, it is the role of the teacher to reorder and reconsider coherently the teaching materials in a way that will not make students confused.

As far as deleting some of the textbook materials, the teacher may feel the need to skip some of the suggested tasks because of different reasons. One of the most important reasons is time constraint. So, when there is some repetition of some exercises, the teacher opts for deleting in order save time. Another motive is when there is a task that does not suit students’ culture and beliefs. Add to that, the case of having exercises which do not meet students’ language proficiency like being either too easy or too challenging.

The results obtained from statement 5 “Teachers must strictly respect the textbook content” show that there is a disagreement towards taking the textbook content as it is (44.4% disagree and 35.6% strongly disagree). Teachers here reject the idea of being
slaves and mere robots that apply what has been dictated by the textbook. The teacher's role highly transcend this position to encompass the role of a facilitator, mediator and an active person in the classroom context.

When it comes to statement 6 “Teachers do not need to use the textbook at all“, teachers have shown the necessity of having a textbook in the teaching/leaning context. Through this statement, teachers have shown a certain need to use of the textbook (55.6% disagree and 26.7% strongly agree). Though it does not fully satisfy their needs and the students’ ones, textbooks remain reliable printed materials that help teachers to fulfil their objectives. It is then evident from the results that teachers are in the know of the textbook role in the classroom context.

The obtained percentages reveal that though there is a call for deleting, replacing and modifying the textbook content, the textbook remains important in the teaching/learning process. It is as such because it helps to achieve the objectives and the aims of the course. Nevertheless, being a slave to the textbook is not advisable since there is no perfect textbook that deserves to be followed. The teacher should be free to modify, change, eliminate, evaluate, and add external materials (Graves, 2000). Moreover, the teacher's role and responsibility is to go beyond what is presented by the proposed textbook in order to cater for students’ needs and meet their learning styles. Therefore, room for adding, deleting, replacing and bringing new materials should be part of the teaching/learning process.

The second part of the questionnaire (Part II) is concerned with teachers’ perceptions towards the English textbook Ticket to English 2. The purpose of targeting teachers’ perceptions in the questionnaire is to see to what extent EFL teachers see this textbook appropriate in the teaching/learning process for Second Year Baccalaureate students.

When analyzing the teachers’ answers in the second part of the questionnaire, it has been revealed that teachers’ perceptions towards the textbook Ticket 2 English tend to be more negative than positive in general. These negative perceptions may help in deducing some implications, which will provide guidance to textbook designers and evaluators. Table (4) under reflects the results obtained:

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. The textbook offers a good balance of all four basic skills.</td>
<td>2.2%</td>
<td>28.9%</td>
<td>22.2%</td>
<td>42.2%</td>
<td>4.4%</td>
</tr>
<tr>
<td>8. The textbook fits the students’ language proficiency level.</td>
<td>2.2%</td>
<td>17.8%</td>
<td>6.7%</td>
<td>66.7%</td>
<td>6.7%</td>
</tr>
<tr>
<td>9. The activities and exercises reinforce what the students have already learnt.</td>
<td>2.2%</td>
<td>26.7%</td>
<td>17.8%</td>
<td>51.1%</td>
<td>2.2%</td>
</tr>
<tr>
<td>10. The textbook activities progress from simple to more complex.</td>
<td>4.4%</td>
<td>73.3%</td>
<td>11.1%</td>
<td>8.9%</td>
<td>2.2%</td>
</tr>
</tbody>
</table>
Starting with item (7) “The textbook offers a good balance of all four basic skills”, the findings have revealed that nearly half of the participants (46.6% disagree and strongly disagree) do not think so as show in Table 4. This means that teachers believe that an appropriate balance of the four skills: speaking, listening, reading, and writing does not exist.

As far as statement 8 is concerned “The textbook fits the students’ language proficiency level”, a total percentage of 73.4% of teachers disagree and strongly disagree. This high percentage is highly significant as it means that teachers think that the designed textbook does not meet the students’ English language proficiency. *Ticket 2 English* is then believed to be either higher or lower than the students’ current language level.

In what concerns statement 9 “The activities and exercises reinforce what the students have already learnt”, the highest percentage was recorded by teachers who disagree (about 51%). This means that there is a discrepancy between *Ticket 2 English* and the previous one (*Ticket to English 1*). This result comes to consolidate the result obtained from the previous statement (Statement 8).

Regarding statement 10 “The textbook activities progress from simple to more complex”, a total percentage of 77.7% of teachers agree and strongly agree. What can be deduced from the obtained percentage is that *Ticket 2 English* takes into consideration the process of moving from what is simple to what is more difficult. This is then a positive criterion that is needed in any designed textbook.

When it comes to statement 11 “The textbook content is relevant to students’ needs and interests”, 66.7% and 15.6% disagreed and strongly disagreed respectively. This result implies the need to conduct a detailed need analysis before designing a textbook. In this context, then, it becomes necessary to investigate high school students’ needs as a means to improve the quality of teaching English in Moroccan high schools. Unfortunately, the majority of conducted studies target Higher Education and little research has been devoted to this issue in the high school context. English for Specific Purposes, ESP, has been defined by Hutchinson and Waters (1987) as “an approach to language learning, which is based on learner need” (p.19). Hence, it becomes crucial to assess teachers’ and students’ needs when preparing for a future textbook.

The twelfth statement “The textbook provides students with the language proficiency needed to succeed in their future studies” has reflected the participants’ disagreement.
60% and 15.6% disagreed and strongly disagreed respectively. This indicates that EFL teachers are highly aware of the inability of the textbook to provide the students with the knowledge that can allow them pursue their higher education. The results thus predict teachers’ belief in updating *Ticket 2 English* as it is going to be discussed in the paragraph to come. More than half of the surveyed teachers believe that *Ticket 2 English* will not help students in their future academic studies. This judgement can be explained by teachers’ dissatisfaction towards the textbook as revealed through the previous statements of the questionnaire (mainly statements 7, 8, 9, 11, and 12). This means that teachers think that the textbook may not contain authentic materials, the necessary vocabulary and language structures that students will need in order to pursue their higher education. A very few number of teachers believe that the textbook provides the needed language proficiency to achieve success in their future studies (a total of 11.1% of teachers who disagree and strongly disagree).

The last statement of the questionnaire “The textbook should be updated” has revealed a need to update the textbook *Ticket to English 2*. Nearly 89% of the participants were for reconsidering the textbook content. This means that the textbook should be provided with the updated contents that meet the demands of students of the 21st century. In this context, one should bear in mind that outdated textbooks many have some bad consequences on students’ motivation and thus on their learning achievements, especially if we know that *Ticket 2 English* has been programmed for nearly 20 years. Hence, motivation remains a crucial prerequisite of language learning process. Gives-Enriques (2003) states in this context: “if the students of any discipline enjoy what they are doing, they will at least make the effort to learn” (p. 240). In this situation, the teacher’s role is to keep students motivated and engaged. This can be attained, if the textbook is outdated only by bringing extra and updated materials that contain current topics and issues.

Since the current textbook *Ticket 2 English* is claimed to be outdated this means that teachers do not see it as a teaching material that contributes to the development of students’ fluency and accuracy, their language abilities, critical abilities and creative writing. This way, the current textbook is disregarded to be a good learning source for learners.

### 4. Pedagogical Implications and Recommendations

From the research findings, it can be claimed that the EFL textbook *Ticket 2 English* is quite ineffective. This has been divulged through teachers’ use and perceptions towards the textbook understudy. Most of the teachers have revealed that the textbook does not really fit the teachers’ use in the classroom and, at the same time, is not seen as a ‘perfect’ textbook that can satisfy students’ needs and interests.

Seen in this way, the revealed results can be seen as directives for textbook designers and developers. In other words, research done in the field of textbook evaluation should be taken into consideration since much insight can be taken from the relation between the teacher and the textbook, on the hand, and, the student and the textbook, on the other hand. This means that teachers’ and students’ perceptions and point of views should be given due importance.
From teachers’ side, since “the perfect book does not exist” as claimed by Grant (1987), teachers are asked to adapt the proposed textbook according to the context. Adaptation can be achieved through modification, deletion, simplification, bringing authentic materials to mention just a few. In other words, the textbook demands teachers’ role as a facilitator. In this context, Graves (2000) believes that the teacher should use the textbook as a guide and a resource that helps him/her refine and improve the teaching/learning process. The teacher’s role as well is to take into consideration students’ different learning styles; something that requires from him/her modifying, changing, eliminating, adding, evaluating, and supplementing the textbook with external materials.

In the same line of thought, Brown and Yule (1983) see that the most important thing is what the teacher can do with the textbook. This means that any textbook can be an effective one if it is put in the hands of good teachers who have the spirit of adaptation and modification. They say in this context:

> it is, in principle, not possible to find materials which would interest everyone. It follows that the emphasis should be moved from attempting to provide intrinsically interesting materials, which we have just claimed is generally impossible, to doing interesting things with materials ... these materials should be chosen, not so much on the basis of their own interest, but for what they can be used to do (p. 83).

Seen in this way, adaptation is a needed intervention and decision in order to attain a teaching/learning of quality, especially in contexts where difficulties are perceived while teaching. For Tomlinson and Masuhara (2018), adaptation is:

> an intuitive, organic, dynamic but principled creative process that is stimulated by the teachers’ motivation to provide the best teaching input and approaches for specific learners in a specific context with specific learning objectives. We would discourage the prescribed use of techniques or advice as this could be counteractive or even damaging to teachers’ creativity. (p. 105)

Therefore, the research findings recommend a revision and updating of the textbook in a way that can suit both teachers’ and students’ needs. Meanwhile, textbook adaptation can be seen as the solution that can attain better results. Moreover, a certain cooperation should take place with teachers because they can contribute to textbook evaluation and thus come up with an appropriate textbook.

Since there is a need for updating *Ticket 2 English* textbook, the new textbook should take into consideration the technological advances that give importance to e-content. Nowadays, students are labelled “digital natives” as claimed by Prensky (2001) which means that technology is part and parcel of their daily life and personality. This is something that should be taken into account for by textbook designers. Different studies conducted have proved the power of using ICTs in the teaching/learning process, especially in terms of boosting students’ motivation and interest and increasing students’ engagement and knowledge retention.
Moreover, the future textbook should be endowed with a content that aligns with the theory of Multiple Intelligences. Hence, it should provide activities and skills that are required for future studies and jobs. They should include as well tasks that prepare students for real word problems through focusing on social and communication skills.

As far as teachers are concerned, they should be given the opportunity to participate in trainings and workshops that focus on how to deal with teaching materials. Furthermore, they should have more meetings with their colleagues to exchange information, solve problems, share opinions and expand teaching experiences. As such, problems faced by teachers when using the textbook may be reduced and solved.

5. Limitations and Suggestions for Future Research

The current research has made use of a questionnaire as a tool. Future research, on the other hand, may use interviews, observations, or informal talks for both teachers and students to enhance the quality of the data. Furthermore, other stakeholders can have their say in the issue like inspectors, parents, textbook designers and others.

The conducted study has revealed that there is a need for future research that study the use of the textbook in the classroom through shedding light on what and how a useful textbook should be. Moreover, an understanding of how students perceive the use of a textbook will probably help textbook designers to provide a textbook that aligns with students’ needs since teachers are the ones who are in constant contact with students.

Seen in this way, more insight could be generated if the same study could be replicated with different participants for example with students and with different textbooks (*Gateway to English* 2 or *Insight to English* 2). This way, it could be possible to see if students’ perceptions towards the textbook are in harmony with the teachers’ or different, and, at the same, to come up with the most useful textbook among the three ones, if any, or design a new one that takes into consideration what is needed.

Conclusion

The current study has intended to investigate EFL teachers’ use and perceptions towards the textbook *Ticket to English* 2. To conduct the study, the researcher has relied on a questionnaire which was filled in by 45 EFL teachers. The general result of the study shows that teachers are not highly satisfied with the textbook understudy. This dissatisfaction is followed by a call for updating the designed textbook.

The overall conclusion that can be drawn from the study is that the negative attributes of *Ticket 2 English* overweight the positive characteristics from teachers’ perspective. Therefore, there is an urgent need to conduct a detailed needs analysis to come up with a new textbook as soon as possible. This way, teachers’ and students’ needs and interests will be unveiled and thus contribute to a new and an updated textbook. Textbook designers will have then enough feedback that will help them reconsider the current textbook through including various topics and enjoyable activities that maintain the learners’ interest and cater for their needs.

The study has revealed as well that EFL teachers consider the textbook important in the teaching/leaning process. The textbook then is supposed to help and guide teachers in
their work, but, at the same time, space for adaptation is highly needed and should be kept. Most importantly, the ability to adapt textbooks is an essential skill for teacher to develop (Richards, 2001).

References


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