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English textbook evaluation: a Saudi EFL teacher's perspective

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Introduction: Textbook evaluation plays a crucial role in enhancing language education by ensuring instructional materials meet learners' needs. Hence, this study examines the "Mega Goal" textbook series used in English as a Foreign Language (EFL) education through the evaluation of 773 male EFL teachers selected from Saudi Arabia's secondary schools.

Methods: A quantitative approach was adopted using a descriptive survey. A structured questionnaire collected via Google Forms was employed to obtain the teachers' assessment of the series. The resultant data were systematically analyzed employing descriptive statistics to present the teachers' perspectives across multiple domains. The dataset explored practical factors, language content, layout and structure, language abilities, tasks and exercises, and cultural elements. Techniques like Kruskal-Wallis tests were also used to examine differences in evaluations according to teachers' qualifications, experience, and region.

Results: Findings indicated that the series' external aspects such as structure and arrangement garnered positive reviews, with sufficient scores given to pragmatic factors. Internally, the series exhibited proficiency in its linguistic components due to the use of authentic language, though some teachers reported issues with the provided grammatical content. The textbook's language capabilities received a fair rating, and the "practices and ventures" domain exhibited strong positive feedback. The cultural elements, while deemed favorable, were recommended to be depicted more realistically. Overall evaluation insinuated that the textbook has evident usability and generalizability with opportunities for improvement in adaptability and flexibility.

Discussion: Key findings suggest a need for greater interactivity and appropriate activities for differing student proficiency levels to stimulate higher cognitive skills and accommodate various learning capabilities. Consequently, this study offers significant insights into the effectiveness of the "Mega Goal" series and provides valuable information for future textbook evaluations, ultimately promoting continuous improvement in English language instruction in Saudi secondary schools.

KEYWORDS

EFL textbooks, language teacher materials, materials design, syllabus development, textbook evaluation

1 Introduction

English proficiency is apparently considered critical since its mastery is a key to academic success and career opportunities. It is universally used in books, newspapers, academics, technology, and international events (Graddol, 2000; Rao, 2016). As a result, Kingdom of Saudi Arabia (KSA)'s education system mandates the teaching of English at all educational levels to support career and academic progression (Alshumaimeri, 2019; Al-Sowat, 2012). Though English fluency has been a major point of focus since the 1990s in the country, graduates continue to depict inadequate English communication skills, an issue attributed to English textbooks used in schools (Wedell and Alshumaimeri, 2014; Aljameel, 2022).

In 2014, KSA's Ministry of Education (MOE) responded to the deteriorating English aptness by introducing three series: Traveler, Flying High, and Mega Goal (Al-Shareef, 2021; Kalfut, 2020). However, the MOE endorsed Mega Goal as the selected official textbook series in 2021 and discontinued the others. Despite the perceived benefits of the textbooks, particularly in providing guidelines on EFL teaching, a key gap is that their content and function in teaching methods and practices are rarely assessed (Alshumaimeri, 2022; Altheyab, 2023; Graves, 2023).

Ongoing assessment of the Mega Goal series in the fast-paced world is essential to ensure their content is culturally appropriate and resonates with Saudi students. On this note, a critical discourse analysis by Alzubi et al. (2023) confirmed that the textbooks undermine the local culture as they eliminate the key components essential for cultural awareness. A further content analysis study by Alwehebi and Ghareeb (2021) revealed that the Saudi EFL Textbook Series Mega Goal requires further modifications to add explicit instructions for learning strategies and capture more vocabulary strategies. Vojíš and Rusek (2019) justify that covering a wide range of topics and skills is an ultimate way of ensuring that students are exposed to various aspects of the English language, including reading, writing, listening, and speaking.

Moreover, as emphasized by Graves (2023), a singular global curriculum cannot suit all contexts, an idea echoed by other researchers (Alshumaimeri, 2023; Le et al., 2021), underscoring the critical need to evaluate materials in support of curriculum improvement (Al-Amri, 2008). Considering that students have varying knowledge, skills, and competencies, comprehensive evaluations can help integrate the appropriate modifications. This is the ultimate approach of offering evidence that can resolve theoretical disputes in language teaching and teacher education regarding suitable techniques and strategies.

A critical review of the current assessment practices indicates they do not align with the stipulated national standards. According to recommendations by Chambers (1997), EFL instructors should supervise materials selection, linking the process to textbook evaluation. The process must support meeting students' educational needs and ensure student engagement and motivation since textbook selection impacts a large student population (Al-Amri, 2008; Al-Rashidi and Phan, 2015; Alshumaimeri, 1999). Constant assessment can guarantee effective textbooks and positive educational reforms capable of helping teachers and students navigate their learning journey (Albiladi, 2022; Ur, 2006).

Notably, teachers' opinions remain at the core of these evaluations due to their firsthand involvement in the learning process (Alshumaimeri, 2023; Graves, 2023; Macalister and Phonekeo, 2022; Soto, 2018; Wedell, 2015). The drastic shift to the Mega Goal English textbook series without proper teachers' consultation heightened the propensity of inadequate adaptation, reduced teaching effectiveness, and potential disconnect between the curriculum and students' learning needs (Almesaar, 2022; Alsulami, 2022). Blending these outcomes with predominating challenges, including teaching workload and limited time, can overburden teachers and consequently derail classroom activities (Alshumaimeri, 2023; Graves, 2023).

According to Pandey (2018), teachers often feel under-involved in discussions targeted toward educational improvements. Pandey's survey of the related literature also underscored teachers' perceptions that their views are overlooked and lack comprehensive information about proposed changes. Despite their roles being undermined, research indicates that teachers' experiences can affect textbook implementation (Byrne and Prendergast, 2020; Farrell and Kun, 2008; Xie, 2021; Yuan, 2017). Thus, investigating teachers' perspectives regarding newly implemented curriculum materials, such as textbook series, is essential.

Specifically, secondary school teachers in KSA can offer practical insights that theoretical evaluations may miss as they are actively involved in the learning process (Ahmadi and Derakhshan, 2016). Most importantly, involving teachers in textbook evaluation increases their sense of ownership and engagement in the educational process, leading to more motivated and committed teaching (Alemi and Sadehvandi, 2012; Tulley and Farr, 2010). They can further highlight the need for additional resources or supplementary materials that may be necessary to complement textbook content (Altay, 2013). Ultimately, educators' input uncovered in the research process can be invaluable to policymakers, educators, and material writers.

Consequently, the current study aims to assess Saudi EFL teachers' evaluation of Mega Goal following 2 years' use. The findings will provide actionable feedback for textbook developers based on diverse teaching experiences across the country. Below are the guiding research questions:

1. What are the views of Saudi secondary school EFL teachers on the Mega Goal textbook series?
2. How do Saudi secondary school EFL teachers evaluate the Mega Goal textbook series in terms of its pragmatic factors, linguistic components, structure and arrangement, language capabilities, practices and ventures, and cultural elements?
3. Are there statistically significant differences in Saudi secondary school EFL teachers' overall evaluations of the Mega Goal textbook series based on their qualifications, years of experience, and regional location?

2 Literature review

A considerable body of literature, both theoretical and empirical, addresses textbook evaluation. Textbook evaluation is essential for ensuring that learning materials meet the educational

needs of students, particularly in EFL contexts, where linguistic and cultural differences must be considered. Since textbooks serve as the primary instructional tool in many language classrooms, the need for rigorous evaluation frameworks is critical. These frameworks help assess whether materials align with the learning objectives and cultural context of the learners, making them adaptable to diverse educational environments. This section explores various studies on textbook evaluation, focusing on Saudi Arabia's EFL context and the evaluation of the Mega Goal series, highlighting the importance of evaluating materials to enhance the effectiveness of language learning.

2.1 The Mega Goal series

First launched in 2017 by McGraw-Hill Education, the Mega Goal series is an English language six-course textbook series that is currently utilized in secondary schools across Saudi Arabia. The series interweaves the four competencies of English: speaking, listening, reading, and writing, while giving particular focus on grammar through engaging activities (Santos et al., 2023). Each level is made up of six core units and two more detailed units, following a systematic structure. Every unit commences with a section dedicated to language–vocabulary, structures, and functions are introduced and employed in a relevant context. This is followed by a focus on specific grammar points, and supplementary functional language, presented via role-play and conversation scenarios. Subsequently, there is a reading section, which expands on the unit's central theme, and concludes by a writing exercise. Each unit ends with a project, providing students an opportunity to apply the skills and vocabulary learned by producing a satisfactory product. The coursebook is supplemented by a student's book, workbook, and teacher's guidebook. In addition, Mega Goal's every level is equipped with an audio programme, a test bank, an optional learning center, and Interactive White Board Software and Workbook.

According to the series authors (Santos et al., 2023), these textbooks have been skilfully crafted with captivating and engaging content. This resource is designed to make the process of learning English enjoyable and geared toward success through a meticulously graded progression system, which enhances students' self-assuredness. The textbook aims to equip learners with competence that enables them to convey themselves effectively in English.

2.2 Varieties of materials assessments

Varieties of material assessments in EFL go beyond simply determining a textbook's utility and touch on more nuanced aspects of learner outcomes, engagement, and adaptability over time. According to Ellis (1997), the three stages of material evaluation—pre-use, during-use, and post-use—each provide valuable insights. During-use evaluation, for instance, enables educators to gather real-time feedback on the materials' effectiveness in an active classroom environment. This allows teachers to adapt their strategies or add supplementary materials

as challenges arise or as students' needs evolve (McGrath, 2016). Such ongoing evaluation delivers immediate information about student engagement, classroom dynamics, and whether the tasks are promoting language acquisition as intended. This iterative feedback process is particularly valuable in determining how well materials like the Mega Goal series cater to the changing needs of Saudi students.

In the same vein, Van Dat (2022) highlights the significance of post-use evaluations, which focus on long-term outcomes and the enduring impact of teaching materials on language proficiency. However, when combined with during-use evaluations, a more comprehensive picture emerges regarding how materials perform across diverse settings and learner groups. Moreover, Harmer (2015) draws attention to the distinction between a textbook's predicted usefulness and its actual effectiveness in the classroom. This highlights a significant challenge in textbook evaluation: the balance between theoretical potential and practical application. A textbook may be designed to fulfill a set of pedagogical goals, but it must also be adaptable to classroom realities. Therefore, assessing a textbook's utility involves both predictive (pre-use) and practical (during-use and post-use) evaluations, especially in settings with diverse learner profiles.

In addition, McDonough et al. (2013) emphasize that evaluating teaching materials should involve systematic data collection related to learners, the teaching process, and how well these materials align with syllabus goals. This data-driven approach is essential for evaluating the potential of textbooks like Mega Goal. Therefore, Tomlinson (2003) indicated that the key aspect in creating an evaluation tool is the set of criteria used to assess the materials. McDonough and Shaw (2003) suggested a helpful framework for selecting and evaluating materials. This framework, which includes external evaluation, internal evaluation, and overall evaluation, provides a structured and comprehensive way of understanding the textbook's effectiveness and areas for improvement.

McDonough and Shaw (2003) recommended starting with an external evaluation that gives "a brief overview from the outside" (p. 61), followed by a more detailed internal evaluation. The external evaluation involves checking elements like the cover, introduction, and table of contents to assess the material's organizational foundation. Then, the internal evaluation digs deeper to determine how well the materials align with the author's claims and the program's goals (McDonough and Shaw, 2003).

McDonough et al. (2013) suggested focusing on usability, generalizability, adaptability, and flexibility for overall evaluation. Usability examines whether the materials fit into the syllabus, while generalizability considers how useful the core features are across different contexts. Adaptability looks at whether the materials can be modified for local use, and flexibility assesses whether the materials can be used in different ways or entered at different points in the syllabus (McDonough et al., 2013). By applying these checklists, teachers will be in a good position to assess textbooks in a bid to ascertain whether they accommodate their learners' educational needs and standards (McDonough et al., 2013). This framework stands out due to its flexibility and adaptability to local contexts, making it particularly relevant for the Saudi EFL environment.

2.3 Teachers' role in material evaluation

Teachers' perspectives are essential in the materials evaluation process as they directly influence the design of lessons, activities, and assignments (Ihamami and Somaili, 2023; Vitta, 2021). Their insights are crucial because they use these materials in practice and can provide real-world feedback on their effectiveness.

According to Bugler et al. (2017), teachers play a vital role in evaluating instructional materials by collaborating within professional learning communities. They help establish transparent criteria such as accuracy, alignment to standards, ease of use, and student engagement. This collaborative effort ensures that the materials meet educational standards and cater to diverse student needs. Curriculum providers should maintain clear communication with teachers, fostering the development of user-friendly resources.

Alharbi (2022) highlights that teachers are instrumental in helping students engage with materials, motivating them to use language learning strategies effectively. Through the use of pedagogical strategies, teachers inspire learners, promoting independence in skills like reading, writing, and speaking. This aligns with the conclusions of Hajar and Wray (2017) and Kumar (2021), who emphasize the importance of well-planned teaching materials in EFL contexts.

Teachers also have a direct role in the evaluation process. Masuhara (2011) suggests meetings where teachers review new materials, discuss their preferences, and provide feedback on which activities are most effective. McGrath (2016) outlines a set of questions that teachers can use to systematize evaluation during use, and encourages teachers to keep records of what works or needs improvement in their classrooms.

2.4 Evaluation of EFL materials in Saudi Arabia

The evaluation of English textbooks in Saudi Arabia has garnered increasing attention, particularly following recent curriculum reforms (e.g., Al-Alyani, 2017; Aldera, 2017; Alharbi, 2015; Allehyani et al., 2017; Al-Shareef, 2021; Alsulami, 2021; Bin-Obaid, 2016; and others). Alharbi (2015) and Al-Alyani (2017) evaluated earlier textbook series like *Flying High* and *Traveler*, utilizing checklist tools adapted from Williams (1983) and Litz (2005). Their studies commended the structured approach to grammar teaching and the balanced integration of language skills, but they also highlighted the need for greater contextualization and cultural relevance in these materials.

Alharbi (2022) conducted an analysis of the *Mega Goal* textbook series used in Saudi secondary schools in Buraydah, particularly focusing on language learning strategies for learners with special needs. The study revealed that the series only incorporates seven out of the 24 commonly recommended vocabulary learning strategies, limiting students' ability to build strong language skills. Additionally, the absence of comprehensive reading strategies, particularly for during-reading activities, further hampers the learning process. This gap is consistent across the series, with minimal inclusion of production skills like speaking and writing, especially in the first three volumes, potentially leading

to weaker language learning outcomes. A key aspect of Alharbi's (2022) findings is the critical role teachers play in addressing these gaps.

Al-Shareef (2021) claims that the prescriptive nature of *Mega Goal* limits flexibility, particularly in mixed-ability classrooms. Al-Shareef's (2021) study, which included female teachers from two cities in Saudi Arabia, highlighted the limited involvement of Saudi teachers in the development of educational materials. The study emphasized the importance of creating resources that are better suited to local contexts. This critique aligns with Tomlinson's (2011) argument for context-specific and flexible textbooks that can better address the diverse needs of learners. Further evaluation by Alwehebi and Ghareeb (2021) focused on the instructional strategies embedded within *Mega Goal*. Through content analysis, they noted that while some learning strategies were present, explicit instruction on vocabulary learning strategies was noticeably absent. This gap reinforces the importance of teacher intervention, a point supported by McDonough and Shaw's (2003) evaluation framework, which equips teachers with tools to adapt and enhance learning materials to meet their students' needs.

Numerous studies have emphasized the need for language instruction to be tailored to learners' cultural and linguistic backgrounds. For instance, Alshumaimeri (2023) and Alzubi et al. (2023) advocate for teaching approaches that integrate more culturally relevant content. In such contexts, mid-course assessments allow teachers to identify gaps in comprehension and motivation, facilitating timely adjustments that can significantly improve the learning experience.

Alzubi et al. (2023) offered a critical analysis of *Mega Goal*, particularly its imbalance in cultural representation. Their study found that the textbook series downplays important aspects of Saudi culture—such as social identity, beliefs, and cultural stereotypes—while disproportionately emphasizing the target culture (English-speaking) lifestyle. This skewed focus limits Saudi learners' development of intercultural competence, ignoring their need for bicultural or multicultural awareness. The study argues that this imbalance not only diminishes the presence of Saudi national identity but also hinders students' potential to act as cultural ambassadors in global interactions.

Expanding on the critique of *Mega Goal*, Alqahtani (2024) examined the representation of women in Saudi secondary school EFL textbooks, particularly in light of Vision 2030's goals for women's empowerment. Manasrah et al. (2023) a group of researchers from Makkah and Riyadh, explored gifted secondary school students' needs for English learning. Both Alqahtani's (2024) and Manasrah et al.'s (2023) studies highlight the limitations of the *Mega Goal* textbook series in addressing the evolving needs of Saudi learners. Alqahtani's research critiques the lack of representation and inclusion of progressive roles for women, noting that the textbooks fail to align with Vision 2030's goals for women's empowerment. Similarly, Manasrah et al. (2023) found that *Mega Goal* also falls short in catering to the unique needs of gifted students, who feel restricted by its content designed for general learners and unsuited to their advanced pace and learning style. Both studies corroborate that *Mega Goal* does not adequately serve all segments of Saudi society. While Alqahtani's study points out the underrepresentation of women in empowering roles, Manasrah et al.'s (2023) work shows that the curriculum does not provide gifted students with challenging or engaging material. Both findings

suggest the need for a more inclusive and diversified approach to EFL materials that consider the unique needs of different groups in Saudi society, whether in terms of gender representation or intellectual capability.

Given the identified shortcomings, there is a clear need for more interactive and culturally relevant content within EFL materials. A comprehensive evaluation, incorporating both during-use and post-use assessments, would help educators make more informed decisions about selecting and adapting materials. By combining predictive assessments—evaluating how well textbooks align with curriculum goals—with practical assessments of their adaptability in diverse classroom settings, educators can ensure that these materials are not only relevant and effective in the short term but also adaptable to the dynamic nature of the classroom, fostering sustained language development. In addition, this overview of textbook evaluation in Saudi Arabia underscores the importance of evaluating the Mega Goal textbook series now taught in Saudi high schools. The value of the current research project is enhanced in light of the large body of previous research concerning textbook evaluation conducted on previous textbook series, Flying High and Traveler compared to the relative dearth of studies conducted nationwide that have evaluated the current official textbook series, Mega Goal.

3 Methodology

3.1 Research design

This study strived to evaluate the chosen textbook series via a survey intended to collect the views of male English teachers in Saudi Arabia. To achieve this objective, the researchers opted for a quantitative research approach utilizing a descriptive survey. This method involves describing the phenomenon and gathering, analyzing, and interpreting numerical data pertinent to the identified phenomenon (Cohen et al., 2007).

3.2 Participants

The study population comprised male secondary school teachers in public schools in Saudi Arabia. The population of educators in the country’s 13 provinces is 4,454 male teachers (Centre for Education Policies Research, 2023). The study sample included 773 teachers who filled out the evaluation instrument. Convenience sampling was employed, as the questionnaire was administered online; in addition, the responses were considered trustworthy in light of the lengthy questionnaire and impossibility of duplication. The subjects had different qualifications and years of experience and were from different provinces. The following descriptive analysis provides an overview of the qualifications (Table 1), years of experience (Table 2) and provinces (Table 3) of the current study’s participants.

Table 1 displays the distribution of qualifications among the participants.

The table indicates that most of the study participants, accounting for 43.2% (334 individuals), held a Bachelor of Education in the English language. The number of postgraduate

TABLE 1 Participants’ qualifications.

Qualification	N	%
Bachelor’s in Education: English	334	43.21
Bachelor’s with Education Diploma	196	25.36
Bachelor’s in English and Translation	73	9.44
Master’s degree	170	21.99
Total	773	100.0

TABLE 2 Participant years of experience.

Years of experience	N	%
Less than 5 years	28	3.6
From 5 years to less than 10 years	136	17.6
From 10 years to less than 15 years	179	23.2
From 15 years to less than 20 years	234	30.3
20 years or more	196	25.3
Total	773	100.0

TABLE 3 Province and region description.

Province	N	%	Region	N	%
Qassim	73	9.4	Middle Region	203	26.3
Riyadh	130	16.8			
Eastern Province	70	9.1	Eastern Region	70	9.1
Northern Borders	40	5.2	Northern Region	132	17.1
Jawf	21	2.7			
Tabuk	35	4.5			
Ha’il	36	4.7			
Makkah	110	14.2	Western Region	169	21.9
Madinah	59	7.6			
Asir	56	7.2	Southern Region	199	25.7
Bahah	47	6.1			
Jizan	56	7.2			
Najran	40	5.2			
Total	773	100.0	Total	773	100

master’s certificate holders was relatively high, reflecting a tendency among Saudi teachers to continue their postgraduate studies as a type of in-service professional development.

This descriptive analysis also offers information about the distribution of the participants’ language-teaching experience expressed in years. Accordingly, the breakdown of years of experience among the participants can be found in Table 2.

As seen in Table 2, most participants had over 10 years of experience in teaching the English language. This length of service means that they experienced different types of syllabuses over the years.

Lastly, the descriptive analysis yielded information about the distribution of participants across different provinces and regions, as shown in [Table 3](#).

The table details the number of participants and their respective percentages in each province and region. Among the participants, the highest number, comprising 26.3% (203 individuals), were from the Middle region of Saudi Arabia.

Assessing the suitability of the sample for the analysis was accomplished by performing the Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy and Bartlett’s test of sphericity. The results showed high KMO measure and the significant Bartlett’s test indicating that the sample used in this study was suitable for further analysis.

3.3 Research instrument

Collecting the necessary data for the study entailed an initial review of a set of textbook evaluation checklists and questionnaires in the literature (e.g., [Al-Alyani, 2017](#); [Bin-Obaid, 2016](#); [Cunningsworth, 1995](#); [Littlejohn, 1998](#); [McDonough and Shaw, 2003](#); [Williams, 1983](#); among others) that supported the development of an adapted evaluation questionnaire composed of 42 items distributed equally in six domains. The researchers utilized the 2003 framework by McDonough and Shaw to guide the creation of the questionnaire, focusing on a thorough internal assessment of the textbook series rather than merely conducting an external evaluation. Consequently, the questionnaire items were carefully selected to investigate teachers’ impressions and support an in-depth Mega Goal textbook series analysis. The initial external evaluation concentrated on elements like the cover, layout, and various features, such as the course package or textbook components. Conversely, the thorough internal evaluation centered on the textbook’s content and how the selected educational resource addressed different aspects of language. The questionnaire labeled the domains as follows: pragmatic factors and structure and arrangement domains represent the external assessment elements, whereas linguistic components, language capabilities, practices and ventures, and cultural elements represent the internal assessment. In addition, The questionnaire items were measured using a 5-point Likert scale, with the means categorized into the following ranges: 1–1.49 for strongly disagree, 1.5–2.49 for disagree, 2.5–3.49 for neutral, 3.5–4.49 for agree, and 4.5–5 for strongly agree. In addition to the questionnaire’s six domains (42 items), a preliminary section collected biographical information about the respondents, including their qualifications, years of experience, and the province where they worked.

3.4 Instrument validity and reliability

Following the selection process that yielded the proposed 42-item textbook evaluation checklist, the validity of the instrument was ensured by reviewing the suggested instrument with five university professors and three expert teachers and supervisors at the MOE. These professionals checked the domains and the items included in each domain for relevance, correctness, and clarity

of statements. After checking the items, they suggested several amendments. All of their suggestions were discussed, and the necessary changes were incorporated.

Determining the construct validity and reliability of the evaluation instruments was accomplished by running a pilot study on 35 secondary school teachers who did not participate in the present study’s primary data collection procedure. The construct validity of the evaluation domains was assessed by examining correlations between the items within each domain. Significant positive correlations were observed among all items within each evaluation domain, indicating that the items measured the same underlying construct. These findings support the construct validity of the evaluation domains for the Mega Goal textbook series.

Cronbach’s alpha was calculated to measure internal consistency reliability. In this study, all of the evaluation domains demonstrated good reliability ranging from 0.814 for the pragmatic factor domain to 0.962 for the practices and ventures domain. Consequently, the questionnaire used in the study can be considered reliable for assessing Saudi secondary school EFL teachers’ evaluations of the Mega Goal textbook series in the specified domains.

3.5 Data collection and analysis procedures

The data collection process began with the design of the questionnaire, followed by a pilot study conducted to assess its validity and reliability. This pilot study was administered to 35 secondary school teachers not involved in the main study and took place in Riyadh from 23 to 30 May 2023. The collected data was analyzed using SPSS software, where the construct validity was assessed using Pearson’s correlation coefficient, and internal consistency reliability was measured using Cronbach’s alpha (as previously noted). Subsequently, the researchers sought and obtained approval from the Ethics Committee of the Human and Social Research Committee at King Saud University to proceed with the primary data collection. With approval in hand, responses to the study’s survey were collected via a Google Form version of the questionnaire between 28 December 2023 and 5 February 2024. Informed consent was obtained from all participants.

Upon receiving the data, the analysis commenced with the assessment of sampling adequacy using the Kaiser–Meyer–Olkin (KMO) measure and Bartlett’s test of sphericity. A simple descriptive analysis of means and standard deviations was then conducted for all data, categorized by domain and overall responses. To test the hypotheses regarding differences based on participants’ biographical information, the Kolmogorov–Smirnov test was employed to check for normal distribution across variables. The test revealed significant results ($\text{Sig } KS \leq 0.05$) for all three variables (qualification, years of experience, and region), indicating that the data did not follow a normal distribution. Consequently, non-parametric tests, specifically the Kruskal–Wallis H and Mann–Whitney U tests, were used to identify differences among participants. The researchers affirm that both the data and the test results are available upon request.

TABLE 4 Overall evaluation of Mega Goal.

	N	Mean	Std. deviation
Pragmatic factor	773	3.85	0.710
Linguistic components	773	3.61	0.891
Structure and arrangement	773	3.80	0.840
Language capabilities	773	3.50	0.887
Practices and ventures	773	3.74	0.897
Cultural elements	773	3.78	0.928
Overall	773	3.71	0.858

4 Results

This part presents the results and analysis of the research data obtained by administering the evaluation questionnaire.

4.1 Overall evaluation

To answer the first research question, “What are the views of Saudi secondary school EFL teachers on the Mega Goal textbook series?” The overall evaluation of the Mega Goal textbook series was assessed according to different domains. The means and standard deviations of the overall evaluation scores for each domain appear in Table 4.

The mean scores reflect the average evaluation of each domain, ranging from 1 to 5, with higher scores indicating more positive evaluations. The standard deviations denote the variability in the evaluations within each domain. Lower standard deviations suggest less variability, demonstrating a more consistent evaluation across participants. Overall, the Mega Goal textbook series received a moderate level of evaluation across all domains. The highest mean scores were associated with pragmatic factor and structure and arrangement, suggesting that these aspects were generally well-received by the Saudi secondary school EFL teachers.

4.2 Evaluation of each domain

This part explores the main results related to the second research question, “In what manner do Saudi secondary school EFL teachers assess the Mega Goal textbook series with regard to each domain?”

4.2.1 Pragmatic factor domain

The Saudi secondary school EFL teachers evaluated several aspects in the pragmatic factor domain of the Mega Goal textbook series. The participants provided their feedback on various items related to the pragmatic aspects of the textbook (Table 5).

As can be observed from the results presented in Table 5, the pragmatic factor domain of the Mega Goal textbook series received positive evaluations from the Saudi secondary school EFL teachers. The participants found the cover and page appearance

TABLE 5 Teachers' evaluation of the items of the pragmatic factor domain.

		N	Mean	SD
1	The textbook's cover and page appearance are appropriate.	773	3.99	0.655
2	The textbook furnishes ample visual aids such as photographs, charts, diagrams, etc., to help students understand the content.	773	3.75	0.712
3	The imagery used doesn't just serve an aesthetic purpose, but also enhances and supports the written content.	773	3.87	0.604
4	The presentation of the content is clear.	773	3.83	0.678
5	The subjects within the textbook are engaging.	773	3.69	0.79
6	Indices, glossaries, chapter titles, among other forms of content indicators, simplify the user's task of utilizing the information for review and independent study.	773	3.92	0.836
7	The accompanying materials (teacher's book, workbook, interactive CD) are informative.	773	3.93	0.698
	Overall	773	3.85	0.710

TABLE 6 Teachers' evaluation of the items of the linguistic components domain.

		N	Mean	SD
1	The textbook utilizes authentic language.	773	3.94	0.91
2	The vocabulary load is reasonable.	773	3.69	0.779
3	In subsequent lessons, new words are reiterated for the purpose of reinforcement.	773	3.65	0.761
4	The quantity of grammatical components presented in each lesson is suitable.	773	3.38	0.966
5	New grammar lessons are introduced as students' understanding increases.	773	3.43	1.061
6	New grammatical items are repeated in the lessons that follow for recycling purposes.	773	3.5	0.812
7	Each unit introduces a suitable number of vocabulary and grammar elements.	773	3.68	0.966
	Overall	773	3.61	0.891

appropriate ($M = 3.99$, $SD = 0.655$), appreciated the inclusion of visual materials, and considered the content presentation and accompanying materials to be clear and informative. The subjects within the textbook were found to be generally engaging ($M = 3.69$, $SD = 0.79$). Lastly, the usability of content signposting elements was positively evaluated, indicating their effectiveness in facilitating learning.

TABLE 7 Teachers' evaluation of the elements within the structure and arrangement domain.

		N	Mean	SD
1	The format and style, concerning imagery and color schemes, are suitable and unambiguous.	773	3.69	0.758
2	The textbook is packed with a range of appealing patterns.	773	3.73	0.796
3	The structure of the textbook is efficiently laid out, such as by topics and skills, among others.	773	3.83	0.892
4	The typeface and scale utilized for the printed material are suitable for secondary school pupils.	773	4.03	0.975
5	Headlines, section or module titles, and subheadings aid in outlining what one can anticipate in a module.	773	3.87	0.856
6	The text density and variety are appropriate for students' learning levels.	773	3.64	0.839
7	The textbook contains a detailed list of content.	773	3.81	0.769
	Overall		3.80	0.840

4.2.2 Linguistic components domain

In evaluating the linguistic components domain of the Mega Goal textbook series, the Saudi secondary school EFL teachers focused on various aspects related to the language used, as well as vocabulary and grammar instruction (Table 6).

The authentic language utilized in the textbook received a high mean score of 3.94 (SD = 0.91), indicating that the participants perceived the language content as authentic. This outcome suggests that Mega Goal presented language that reflected real-world usage, contributing to developing students' language proficiency. Overall, the linguistic components domain of the Mega Goal textbook series received a mean score of 3.61 (SD = 0.89), highlighting that the participants, on average, provided positive evaluations of the domain. However, some concerns emerged about the quantity of grammatical rules introduced in each lesson.

4.2.3 Structure and arrangement domain

The participating teachers also evaluated the structure and arrangement domain of the Mega Goal textbook series, focusing on aspects related to the format, style, and overall structure of the textbook (Table 7).

Overall, the structure and arrangement domain of the Mega Goal textbook series received a mean score of 3.80 (SD = 0.84). According to this outcome, on average, the participants provided positive evaluations of the design elements and organizational structure of the textbook.

4.2.4. Language capabilities domain

The current study also evaluated the language capabilities domain of the Mega Goal textbook series by the participating Saudi secondary school EFL teachers (Table 8).

Overall, the language capabilities domain of the Mega Goal textbook series received a mean score of 3.50 (SD = 0.887). This

TABLE 8 Teachers' appraisal of the elements within the language capabilities domain.

		N	Mean	SD
1	Each unit maintains an equilibrium of all language skills.	773	3.65	1.031
2	The text excerpts provided align with the students' levels and interests.	773	3.59	0.859
3	The textbook offers sufficient material on exercises to be done before and after reading.	773	2.94	0.879
4	The textbook sufficiently emphasizes the development of listening skills.	773	3.61	0.873
5	The textbook sufficiently emphasizes the development of writing skills.	773	3.7	0.885
6	The textbook sufficiently emphasizes the development of speaking skills.	773	3.4	0.873
7	The practice of individual skills is assimilated with the practice of other skills within the textbook.	773	3.61	0.809
	Overall		3.50	0.887

TABLE 9 Teachers' evaluation of the items of the practices and ventures domain.

		N	Mean	SD
1	The activities within the textbook captivate the interest of the students.	773	3.55	0.897
2	There are sufficient activities that encourage meaningful language usage.	773	3.63	0.809
3	The activities offer a wide range of opportunities for interaction (group work, pair work, etc.).	773	3.72	0.933
4	The activities encourage students to think critically (analysis, synthesis, interpretation).	773	3.69	0.944
5	The textbook contains a suitable number of activities for practicing the language.	773	3.89	1.069
6	The activities are appropriate for the students' proficiency level	773	3.6	0.856
7	The textbook includes activities that encourage student participation.	773	3.74	0.897
	Overall		3.68	0.912

outcome indicates that, on average, the participants provided moderately positive evaluations of the language skills aspect of the textbook. That said, the adequacy of coverage for reading exercises received a lower mean score of 2.94 (SD = 0.879), suggesting that the participants believed the textbook could provide more comprehensive coverage and activities to support students' engagement and understanding before and after reading passages.

4.2.5 Practices and ventures domain

In their evaluation of the practices and ventures domain of the Mega Goal textbook series, the participating Saudi secondary school EFL teachers focused on the various activities provided in the materials (Table 9).

Overall, the practices and ventures domain of the Mega Goal textbook series received a mean score of 3.68 (SD = 0.912). This result suggests that, on average, the participants provided moderately positive evaluations of the exercises and activities included in the materials. The activities were generally perceived as interesting and provided meaningful language usage and interaction opportunities.

4.2.6 Cultural elements domain

The cultural elements domain placed the participants' focus on evaluating the representation and coverage of cultural aspects in the materials (Table 10).

Overall, the cultural elements domain of the Mega Goal textbook series received a mean score of 3.78 (SD = 0.928). Thus, it appears that, on average, the participants provided moderately positive evaluations of the cultural aspects incorporated within the materials. The textbook was generally perceived as providing sufficient coverage of target cultures and representing characters from diverse backgrounds.

4.3 Evaluation differences among study participants

This section presents the main findings relating to the third research question, "Are there statistical differences between teachers' evaluations according to their biographical information?"

4.3.1 Differences among study participants according to their qualification

A series of Kruskal-Wallis tests were conducted for each evaluation domain to examine whether there were statistical differences in teachers' evaluations based on their qualifications (Table 11).

The analysis of the Kruskal-Wallis tests revealed that teachers' evaluations differed significantly based on their qualifications in linguistic components, structure and arrangement, practices and ventures, and cultural elements domains. However, no significant differences were found in the pragmatic factor and language capabilities domains. The overall evaluation also yielded no statistically significant difference among teachers' evaluations across different qualification groups ($H(2) = 2.274, p = 0.321$).

4.3.2 Differences among study participants according to their years of experience

To examine whether there were statistical differences in teachers' evaluations based on their "years of experience," we conducted a series of Kruskal-Wallis tests for each evaluation domain (Table 12).

The analysis of the Kruskal-Wallis tests revealed no significant differences in teachers' evaluations based on their

TABLE 10 Teachers' evaluation of the components of the cultural elements domain.

		N	Mean	SD
1	The textbook offers sufficient coverage of target cultures.	773	3.82	0.944
2	The individuals depicted in the textbook embody persons from a diverse range of social statuses, ages, and professions.	773	3.85	0.919
3	The figures within the educational text are included in a social network such as a family, a circle of friends or a work environment, and they are not found in seclusion.	773	3.94	0.961
4	The characters in the study book are represented authentically (that is, just like real-life individuals, their anxieties, aspirations, and aversions are mirrored in the textbook).	773	3.73	0.891
5	In each textbook, both men and women are equally represented.	773	3.79	1.078
6	The content expresses various Saudi traditions and customs.	773	3.51	0.806
7	The textbook's material aligns with the tenets of Islam and the cultural norms of Saudi Arabia.	773	3.87	0.899
	Overall		3.78	0.928

years of experience in the domains of pragmatic factor, linguistic components, structure and arrangement, practices and ventures, and cultural elements. The overall evaluation of the Mega Goal series also yielded no significant differences among the teachers' responses according to their years of experience. However, a significant difference was found in the language capabilities domain, indicating that the teachers' evaluations based on years of experience varied significantly only in this domain.

4.3.3 Differences among study participants according to their region

In order to examine the likely significant differences among the study participants according to their province, we also conducted a series of Kruskal-Wallis tests for each domain (Table 13).

The analysis of the Kruskal-Wallis tests found significant differences at the level of ($p < 0.05$) in teachers' evaluations based on their province in the overall evaluation as well as all domains of the questionnaire. The Mann-Whitney U test was employed to locate the differences among the five regions in the overall evaluation. The results showed that the significant differences favored the Northern region in relation to the Middle region ($Z = 5.027, p < 0.01$), the Eastern region ($Z = 3.521, p < 0.01$), and the Western region ($Z = 3.540, p < 0.018$). These findings suggest that teachers' perceptions and evaluations of the textbook series varied significantly across

TABLE 11 Kruskal–Wallis results for each domain according to qualifications.

	Pragmatic factor	Linguistic components	Structure and arrangement	Language capabilities	Practices and ventures	Cultural elements	Overall
Kruskal–Wallis H	7.468	15.661	17.154	6.951	14.682	21.227	6.910
Df	3	3	3	3	3	3	3
Sig.	0.058	0.010	< 0.001	0.073	< 0.001	< 0.001	0.075

Grouping variable: qualification.

TABLE 12 Kruskal–Wallis results for each domain based on years of experience.

	Pragmatic factor	Linguistic components	Structure and arrangement	Language capabilities	Practices and ventures	Cultural elements	Overall
Kruskal–Wallis H	5.955	5.272	5.902	12.365	6.498	5.177	2.067
Df	4	4	4	4	4	4	4
Sig.	0.203	0.261	0.207	0.015	0.165	0.270	0.723

Grouping variable: years of experience.

TABLE 13 Kruskal–Wallis results for each domain according to teachers' region.

	Pragmatic factor	Linguistic components	Structure and arrangement	Language capabilities	Practices and ventures	Cultural elements	Overall
Kruskal–Wallis H	28.619	20.093	11.052	15.565	10.104	30.497	33.118
Df	4	4	4	4	4	4	4
Sig.	< 0.001	< 0.001	0.026	0.004	0.039	< 0.001	< 0.001

Grouping variable: region.

different regions and were potentially influenced by regional factors and contexts.

5 Discussion

This section of the study centers around an extensive evaluation of the Mega Goal textbook series conducted by English teachers from Saudi secondary schools. The discussion will explore diverse aspects, such as pragmatic use, linguistic components, structure and arrangement, language capabilities, and practices and ventures, along with cultural elements. These aspects are strategically organized through McDonough and Shaw's (2003) evaluation framework. This framework, which includes external evaluation, internal evaluation, and overall evaluation, provides a structured and comprehensive way of understanding the textbook's effectiveness and areas for improvement. Each category contributes to a deeper understanding of the textbooks' utility in the context of Saudi secondary education. This part also takes into account variations observed in the assessment of the teachers based on their qualifications, experience, and geographical location, thus illuminating the complicated interweaving of personal and situational factors. Lastly, this discussion brings attention to the importance of these discoveries for subsequent curriculum planning, thereby offering a guide for the production of more diverse, culturally mindful, and efficient English language teaching materials.

5.1 External assessment

The key textbook's external components evaluated in this study included structure and arrangement and pragmatic factors. As for structure and arrangement, Saudi EFL educators positively evaluated the Mega Goal series in this category, resulting in an overall good score. This outcome concurs with Albiladi's (2022) and Alshumaimeri's (1999) argument regarding the importance of well-designed materials for fostering favorable opinions. A coherent and logical arrangement of content can greatly enhance the learning experience by not only providing a clear path to follow. It reflects a pedagogical intention to gradually build on students' existing knowledge to attain a more effective language acquisition (Bloemert et al., 2019). The educators' approval of this aspect insinuates that the Mega Goal series has fulfilled the criteria for an attractive, well-structured textbook, underlining the relevance of design and arrangement in learning resources. The positive feedback in this domain underscores the textbook's success in achieving clarity and usability.

In addition, the domain of pragmatic factors exhibits the satisfaction of Saudi EFL instructors toward the Mega Goal textbook series practical matters. This satisfaction may be rooted in the fact that a well-structured textbook can reduce the cognitive load on both teachers and students, allowing for more focused learning (Sozio et al., 2024). The teachers appreciated the structured layout, the inclusion of visual aids, the clarity of the content, and the support materials. The observation is consistent with

previous studies stressing the relevance of practical aspects in textbooks (Alharbi, 2015; Al-Rashidi and Phan, 2015). There were recommendations for more interactive components to heighten student engagement, indicating room for further development in the series. Teachers' praise for the successful arrangement of content aligns with Al-Harbi's (2017) conclusions, stressing the crucial role of orderly material in enhancing language proficiency. Overall, the external evaluation shows a positive reception of the Mega Goal series, with its structure and usability meeting educators' needs, though improvements in engagement are suggested.

5.2 Internal assessment

Internal evaluation looks deeper at the textbook series content, focusing on linguistic components, language capabilities, practices and ventures, and cultural elements of the textbook. Within the domain of linguistic components, the Saudi EFL instructors lauded the Saudi Mega Goal series for its employment of authentic language. This finding coincides with Alshumaimeri and Alzyadi (2015) advocacy of the use of authentic materials in language learning tools. The use of genuine language is likely perceived as an asset because it helps bridge the gap between classroom learning and actual communication needs (Bahrani and Sim, 2013). However, issues about the high density of grammatical content in each lesson suggest a need for amendment, a concern that aligns with Al-Alyani (2017) and Alhamlan (2013) and findings highlighting the need for a balanced while simultaneously broad range in EFL textbook content. Therefore, the importance the instructors placed on genuine language reflects the prevalent scholarly push for materials mirroring everyday language application. These findings offer insights into the strengths and weaknesses of the textbook's linguistic components, enabling refinements to improve students' language learning experiences.

In addition, for the language capabilities segment, the Mega Goal series obtained a fair rating from Saudi EFL instructors. Their demand for increased concentration on pre- and post-reading activities implies the need for a comprehensive strategy for language skills enhancement, an idea that corresponds with Alharbi's (2015) and Al-Rashidi and Phan's (2015) views. These findings uncover areas where adjustments or enhancements can be made to further support students' language learning and proficiency development while confronting cultural prejudices in textbooks.

The EFL teachers also provided feedback regarding the aspects of practices and ventures, which were mainly positive and constructive. While the activities were generally perceived as interesting and providing opportunities for meaningful language usage and interaction, the findings also point to room for improvement in encouraging critical thinking skills and ensuring the suitability of activities for students' proficiency levels. This recommendation correlates with Graves's (2000) and McDonough et al.'s (2013) insistence on embracing variety in perspectives and promoting nuanced understanding through instructional resources. Based on this feedback, the Mega Goal series might benefit greatly from integrating tasks designed to stimulate higher-order cognitive skills and match

different learner capabilities. These enhancements in activities will ultimately complement the efforts to address cultural elements within the series to ensure a more engaging learning experience.

Finally, reviews concerning the cultural elements aspect were generally favorable, pointing out the wide array of cultural aspects represented in the Mega Goal series. This broad representation indicates an effort to create a more globally aware and culturally sensitive learning environment. Nevertheless, some participants proposed improvements to make these representations more realistic and to include a broader spectrum of Saudi culture. This response echoes researchers' suggestions (e.g., Allehyani et al., 2017; Alqahtani, 2024; Alshumaimeri, 2023; Alzubi et al., 2023) for addressing cultural bias in textbooks and emphasizes the necessity of harmonizing learning materials with the students' cultural environment. Though inclusion of broader cultural elements is essential since it encourages cultural awareness, it must be balanced with localized content to ensure that students feel their own culture is accurately and meaningfully represented. Generally, the internal elements strong support for the series' authentic approach despite a few improvement areas.

5.3 Overall assessment

This section combines insights from both external and internal analyses, offering a holistic view on the textbook's usability, generalizability, adaptability, and flexibility. Overall, the Mega Goal approach seems to have satisfied most of the participating educators in all respects. The favorable review, especially in terms of the pragmatic factors and design aspects, fits well with the wider academic discourse regarding textbook content and student perception (Aldera, 2017; Alshumaimeri, 1999). The series' usability was evident in its clear layout and ease of use in classrooms, meeting practical teaching demands. The broad agreement among educators indicates a collective consensus about the commendable attributes of the Mega Goal series, with generalizability being a key strength, as it was well-received across different teaching contexts. The findings are consistent with previous studies that stress the appearance and design matters in textbooks (Aljouei and Alsuhaibani, 2018; Al-Shareef, 2021; Alshumaimeri and Alzyadi, 2015; Alsulami, 2021).

The narrow range of standard deviations identified across each domain demonstrates a unified appraisal among the teachers, suggesting widespread approval of the series. Nevertheless, the adaptability of the textbook was noted, with teachers acknowledging its ability to suit various classroom dynamics, though recommendations for further customization were made. The series' flexibility in addressing cultural elements was also highlighted, although suggestions were made to incorporate a broader spectrum of Saudi culture to better engage learners. These suggestions reflect a collective desire among educators for the Mega Goal series to be more responsive to the diverse needs of their students.

Ideally, this research examined in depth the Mega Goal textbook series, employed by Saudi secondary schools, in teaching EFL across multiple aspects. The predominantly positive feedback, combined with helpful suggestions, signifies the series' efficacy.

The outcomes align with earlier academic findings, underscoring the importance of practical considerations, language content, esthetics, and cultural relevance in EFL resources. Despite the mostly positive responses toward the Mega Goal series, the findings pinpoint specific opportunities for enhancement, particularly in its adaptability and flexibility, presenting crucial information to boost the series' efficacy and cultural applicability within Saudi secondary schools.

5.4 Impact of teachers' biographical information on the evaluations

5.4.1 Variation based on geographic location

This study used Kruskal–Wallis tests to analyze potential discrepancies among teachers based on their regions. Evident differences arose in the teachers' assessments across various regions in both the general evaluation and each specific domain. This suggests that geographical and sociocultural factors significantly shape educators' evaluations, impacting their teaching practices. The apparent influence of local conditions and environments supports [Allehyani et al.'s \(2017\)](#) emphasis on the effect of cultural contexts on the assessment of EFL materials. The substantial disparities underscore the distinct perspectives of teachers from different provinces regarding the Mega Goal series, reinforcing the need for location-based customization in developing EFL materials.

5.4.2 Qualification-based variation

The research revealed statistical disparities in teachers' appraisals linked to their academic qualifications, particularly in pragmatic factors, linguistic components, structure, practices, and cultural aspects. The variations may stem from teachers with higher qualifications being more attuned to theoretical frameworks and best practices in language teaching, thus evaluating textbooks through a more critical lens. The finding is consistent with prior scholarly work suggesting the impact of teachers' academic credentials on their perspectives and appraisals of educational resources ([Aljouei and Alsuhaibani, 2018](#); [Alshumaimeri and Alzyadi, 2015](#)). However, the absence of considerable disparities in the language skills domain and the general assessment across the different levels of a qualification indicates noteworthy uniformity in teachers' views on the Mega Goal series irrespective of their academic credentials.

5.4.3 Experience-based variation

The research further delved into whether variations in teachers' evaluations could be traced to their years of professional experience. Intriguingly, significant distinctions were absent from assessments related to pragmatic aspects, linguistic content, structure and arrangement, practices and ventures, and cultural matters. This outcome concurs with [Aldera's \(2017\)](#) and [Kalfut's \(2020\)](#) contention that teachers' experience would not necessarily generate varied evaluations of EFL textbooks within these areas. This lack of differentiation indicates that teachers, regardless of experience, share a common understanding of effective instructional materials, highlighting the universal strengths of the Mega Goal series. The single domain where significant disparity emerged based on years of experience was in language capabilities, suggesting teachers with

more experience might have unique perspectives on this facet of the Mega Goal series.

Generally, this research indicates that such factors as teachers' biographical data, qualifications, years of experience, and region impact how they evaluate the Mega Goal textbook series. The range of evaluations given differing variables stresses the importance of acknowledging teachers' varying backgrounds and experiences when crafting and executing EFL materials. These findings add to the current conversation regarding the situational aspect of EFL education and the requirement for strategies tailored to specific local needs. Upcoming curriculum development and teacher training initiatives should identify and address these differences to increase the effectiveness and cultural significance of EFL materials for diverse teacher communities.

6 Conclusion

6.1 Research summary and implications

This research critically analyzed the Mega Goal textbook series used by Saudi secondary schools' EFL teachers while seeking to understand their perspectives on various elements of the textbooks. The results highlighted largely positive evaluations, with the pragmatic aspects and design of the textbooks garnering significant praise. Other well-received aspects were linguistic content, associated practices, and cultural sensitivity. However, elements such as language skills indicated the need for enhancement. This research also took into consideration potential discrepancies in the teachers' evaluations based on their qualifications, teaching experience, and geographical location, unveiling substantial differences across these areas. Teachers' qualifications appeared to impact their evaluations in multiple areas, while teaching experience mainly influenced views on language skills. Notably, regional variations underscored the influence of local conditions and context on teachers' reviews.

Furthermore, teachers' direct participation in assessing the Mega Goal textbook series is crucial, providing genuine feedback on the usefulness, cultural appropriateness, and efficacy of these materials in the context of EFL classrooms in Saudi Arabia. Such feedback can facilitate refining future versions of EFL textbooks, including Mega Goal, to cater to the unique requirements and tastes of Saudi secondary schools. This process, in turn, should improve the quality of English language instruction throughout the region. Another implication drawn from the study is the need for more interactive components, such as digital resources, to heighten student engagement and use suitable activities for students' proficiency levels to stimulate higher-order cognitive skills and match different learning capabilities.

6.2 Research contributions, limitations, and suggestions for future directions

The research offers critical perspectives on evaluating EFL textbooks in Saudi Arabia, clarifying complex relationships within EFL education by spotlighting crucial elements and scrutinizing differences based on credentials and experience. The findings

lay the groundwork for revising resources and customizing pedagogical approaches for various teacher profiles, supporting continuous advancement in English language instruction in Saudi Arabia.

However, the study has several constraints, such as its dependence on quantitative data, which might have hampered the depth of comprehension. The subject group of the research was highly specific, consisting of male English teachers from Saudi public schools. Additionally, a lack of extensive scrutiny of cultural subtleties might limit scholars' appreciation of teachers' understanding regarding the Mega Goal textbook series.

Future studies could leverage a combination of methods to attain a thorough understanding of educators' viewpoints. Investigating cultural subtleties qualitatively and conducting in-depth dialogs could expose nuanced attitudes. A longitudinal approach could also monitor shifts in educators' appraisals over time, providing a fluid picture of EFL resources' effectiveness. Furthermore, future research could also investigate the role of digital resources and supplementary materials in enhancing the effectiveness of the Mega Goal series. These elements, if addressed, could assist in refining EFL resources, guarantee cultural appropriateness, and improve the general quality of English language teaching in Saudi secondary educational institutions.

Data availability statement

The raw data supporting the conclusions of this article will be made available by the authors upon reasonable request due to privacy or ethical restrictions.

Ethics statement

The studies involving humans were approved by the Ethics Committee of Human and Social Research Committee of King Saud University (KSU-HE-23-1219). The studies were conducted in accordance with the local legislation and institutional requirements. The participants provided their written informed consent to participate in this study.

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Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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