# Iranian EFL Teachers and Learners’ Perspectives on Top Notch Textbook Series

**Saeid Najafi Sarem1; Azita Hamidnezhad2**

*1Assistant Professor of TEFL , English Department, Hamedan Branch, Islamic Azad University, Hamedan, Iran*

*Email: s\_najafisarem@yahoo.com*

*2MA in English Language Teaching, English Department, Hamedan Branch, Islamic Azad University, Hamedan, Email:* *Azita.hamidinejad@gmail.com*

**Abstract**

due to the significant role of textbooks in English language teaching program, the present study aimed to evaluate the Top Notch book series from teachers’ and learners’ perspectives. For this purpose, 63 EFL learners and 32 EFL teachers were selected based on availability sampling to take part in the study. They completed a modified version of Demir and Ertas’s (2014) Eclectic Checklist for ELT Coursebook Evaluation. The results revealed that there was not any significant difference between EFL learners and teachers’ viewpoints on Top Notch. In addition, it was observed that the teachers evaluated Top Notch as appropriate in all areas mentioned by the checklist. The EFL learners also confirmed this, except for the subscale of layout and physical make-up of Top Notch. The overall impression of both groups of participants toward Top Notch was positive. The findings can help EFL teachers to select appropriate textbooks for EFL courses. The results of the current study have important implications both for language teachers and materials developers interested in choosing and designing ELT textbooks.

**Keywords:** *ELT, Coursebook Evaluation, Top Notch, Eclectic Checklist*