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*Linking EFL Textbook Materials to Exam Specifications*

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### **Linking EFL textbook materials to exam specifications**

Language teaching materials, such as commercially-produced textbooks, have been extensively used in most language classrooms. Given their prominence, they have become a major concern of writers in the field of EFL/EFL who see them playing “a decisive role in what is selected as legitimate knowledge to be conveyed to pupils and in how this knowledge is to be imparted” (Dendrinos, 1992:1).

The present paper, which is part of a larger study, will demonstrate the procedures followed in the development and validation of an instrument for the analysis and evaluation of textbook materials used to prepare students for a B2 level exam (e.g. FCE exam - Cambridge ESOL). The presentation will report results on the application of the instrument on two sets of internationally and locally-produced exam preparation textbook series and one set of general English textbooks and discuss how the textbook materials integrate exam specifications and realize these through their materials.

The presentation will conclude by discussing the need for empirical evidence in the relation to the claims made by material writers that the teaching materials they design can prepare students for language exams successfully. By extension, it will also argue for the design of tight linking procedures of textbook materials to the various levels of the Common European Framework (Council of Europe, 2001), since textbook writers often make claims in relation to the CEFR, the validity of which does not appear to be adequately demonstrated.