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English as a Foreign Language Teachers and Textbook Supplementation

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Abstract

The main concern with this study is to discover which relationship is there between teachers and their textbooks. Are they satisfied with the content or it needs a kind of supplementation to meet their objectives? Many studies dealt with textbook supplementation but the choice of EFL teachers to supplement or not to supplement was not determined. So, the goal of this research is with the choice of teachers to supplement or not, their attitudes towards supplementation, and for those who do not supplement, reasons behind that choice and judgments others launches on them. Questionnaires and interviews with EFL teachers were used as research instruments to collect data. The study findings are that teachers are not satisfied with the content of their textbooks so all the participants in the study tend to supplement their textbooks. From the interviews, teachers do have two attitudes towards those who do not supplement. Exploitation of all textbooks activities and not to supplement is not negative and can lead to satisfying results. The other attitude is that those who do not supplement cannot meet the main objectives because the activities in the textbook are not enough to reach the intended goals.

Key words: textbook, EFL teachers, supplementation

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