The role of textbook cannot be denied in the triangular net of elements of language learning which includes the learner, the teacher and the textbook. And it goes without saying that so much attention should be paid to the way the textbooks are evaluated to fulfill both the learners' and teachers' needs. Textbook evaluation can potentially be a particularly worthwhile means of conducting research as well as a form of professional improvement. Nowadays, the Top Notch series have become almost the most-frequently-used series in almost all of the institutes and also most of the tutoring for English language teaching and learning. Thus, this study aimed to evaluate the Top Notch series based on Littlejohn's framework. To evaluate this textbook, thirty Iranian EFL teachers participated in this study. They were selected from different language institutes. Both qualitative and quantitative statistics were used to collect and interpret the data. The findings indicated that the series is able to fulfill the objectives set for it and the series enjoy benefits for language learners through encouraging the L2 learners to communicate successfully by offering opportunities for interaction. However, one shortcoming of the series is the lack of activities or discussions for presenting new words that require EFL teachers' consideration. The results of this study have some pedagogical implications for teachers and materials developers in EFL contexts.

Keywords: Textbook evaluation, Textbook, Checklist, Top Notch series, Littlejohn's framework