# Revolution or ruin? Systematic insights into the redefinition of the teacher book

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## ARTICLE INFO

## ABSTRACT

This study explores the evolving identity of the teacher book over nearly two decades (2006–2025), tracing how it has been redefined through conceptual shifts, theoretical debates, and disciplinary reinterpretations. Using a systematic literature review guided by the PRISMA 2020 protocol, this research analyzed 28 Scopus-indexed, open-access journal articles selected from an initial pool of 74 records. Findings reveal three major phases in the teacher book's transformation: (1) its early role as a prescriptive tool ensuring curricular fidelity but limiting teacher creativity; (2) its contestation as both a pedagogical aid and a constraint to teacher autonomy amid movements toward innovative and student-centered learning; and (3) its reconfiguration as a digital and cultural artefact, fostering collaboration, reflection, and contextualized pedagogy. This trajectory demonstrates that the teacher book has transcended its technical function, emerging as a dynamic discursive space where educational ideologies and practices converge. Theoretically, the study positions the teacher book within critical pedagogy, constructivism, and digital literacy frameworks, emphasizing its dual potential to both reinforce and disrupt educational orthodoxy. Practically, the findings call for teachers to critically and adaptively engage with teacher books, curriculum developers to embed cultural and technological responsiveness, and policymakers to support evidence-based resources that nurture creativity, critical thinking, and 21st-century competencies.

## 1. Introduction

Conducting a systematic literature review on the redefinition of the teacher book is essential for mapping the research landscape, identifying gaps, and providing evidence-based insights into its role in educational contexts. Such a review is significant because it allows researchers to establish potential criteria for selecting appropriate instructional materials, particularly in literature teaching, including cultural enrichment, authenticity, linguistic relevance, and accessibility. Moreover, the method itself remains relatively underutilized in pedagogical research, which highlights the importance of

advancing this approach within the field. The systematic review process typically involves rigorous steps, such as selecting databases, determining inclusion criteria, appraising relevant studies, and synthesizing findings, thereby ensuring transparency, structure, and comprehensiveness (Segooa et al., 2023). Importantly, systematic reviews contribute to a deeper and more integrated understanding by consolidating evidence across studies, enabling clearer answers to research questions and supporting knowledge advancement in education (Dowd & Johnson, 2019; Ghamrawi et al., 2025). Despite these benefits, challenges remain. Concerns include issues of language, the risk of diminishing scholarly critique, and limited availability of methodological guidance specific to education, which may reduce the quality of reviews (Ghamrawi et al., 2025). Nonetheless, the implications of such reviews are profound, as findings can inform educational practices and policymaking, reinforce evidence-based decision-making, and enhance teaching quality by linking professional identity with institutional development (Segooa et al., 2023). Therefore, undertaking a systematic literature review on the redefinition of the Teacher Book is not only timely but also necessary to advance pedagogical scholarship, enrich instructional practices, and strengthen the theoretical foundations of teacher education.

The debate on the concept of teacher books in the range of 2006-2025 shows that this term is never interpreted singularly, but is always renegotiated according to the context of the discipline that uses it. Initial studies place teacher books as prescriptive instructional guides. For example, early studies in the field of English teaching (2006-2010) defined a teacher book as a technical device that provides procedural direction for teaching specific language skills. In this context, the position of the teacher is reduced to the executor of instruction, while the teacher book is considered as the authority that determines the course of learning. This definition is evident in research on teaching grammar and reading, where teacher books are understood as normative instruments that frame pedagogical practices in a rigid manner (Borg, 2015; Pan & Chen, 2020). However, entering the next decade, this concept began to be debated. The mid-term literature (2011-2016) shows a tension between the function of the teacher book as a prescriptive instrument and the need for flexibility in communication-based classes. Some studies highlight that teacher books can be a source of pedagogical ideas that enrich teachers' creativity, but they can also serve as a "barrier" when limiting teachers' initiative in responding to students' needs (Baer & Kaufman, 2012) . In this phase, teacher books are interpreted not just as a tool, but as an arena for debate about the position of teacher autonomy. In addition, in the discipline of discourse linguistics, teacher books are interpreted differently, namely as texts that represent patterns of cohesion and coherence (Ibáñez et al., 2019; Macnaught, 2024; Park et al., 2024). The analysis in the 2013-2018 period associated teacher books with the use of conjunctions such as additive, adversative, and causal, thus making it the object of linguistic study. This perspective confirms that the teacher book can serve a dual function both as a pedagogical instrument and as linguistic data that reflects the construction of academic discourse (Christie, 2005; Shah, 2023). Along with technological developments, the latest literature (2019-2025) features a digital reinterpretation of the concept of teacher books.

Contemporary studies show that teacher books are no longer limited to printed documents, but rather present in the form of digital ecosystems, for example through Facebook or Flipgrip platforms (Arenas & Barr, 2013; Chvanova, 2024; Han et al., 2019). In this definition, teacher books are understood as interactive mediums that mediate the relationship between teachers, students, and learning content. This reinterpretation shifts the meaning of the teacher book from a mere instructional manual to a pedagogical artifact that functions as a digital collaboration space.Thus, over the span of nearly two decades, the teacher book has been built through three main conceptual layers: (1) as a prescriptive guide that affirms the teacher's position as an implementer, (2) as a debated text regarding the role of teachers' flexibility and autonomy, and (3) as an artifact that is reinterpreted in a cross-disciplinary digital ecosystem. This dynamic emphasizes that teacher books are not only a "guide" in the learning process, but can also function as a "barrier" that triggers conceptual and pedagogical controversies in practice and academic studies. There are two research questions from this study as follows:

RQ1. How was the concept of teacher books constructed, debated, and reinterpreted in various disciplines in the span of 2006-2025?

RQ2. In what ways does the literature portray teacher books as both a pedagogical guide and a potential obstacle to autonomy and teaching innovation?

## 2. Method

The literature search process in this study was carried out with reference to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) Protocol. The database used is Scopus, with the search conducted on August 17, 2025. To ensure a more precise focus of the study, the first screening was carried out using the specific keyword "teacher book". The results of this screening resulted in 74 documents. Furthermore, the collected documents are grouped by type of publication. Of these, there are 37 conference papers, 34 articles, 2 reviews, and 1 book. The range of publications covers the period 2006 to 2025, thus reflecting the development of academic discourse over the past decade. The advanced screening stage is carried out by establishing inclusion criteria based on publication language and accessibility. Out of a total of 74 documents, only 28 articles were written in English and available in open access that met the criteria and were retained. Meanwhile, other documents that did not meet the criteria, such as 1 Spanish-language article and 1 Turkish-language article, were excluded from the analysis. Thus, the final number of publications used in this systematic study was 28 articles. The corpus of articles is seen as representative because it meets the aspects of topic relevance, academic credibility, affordability of access, and its linkage to the research context.

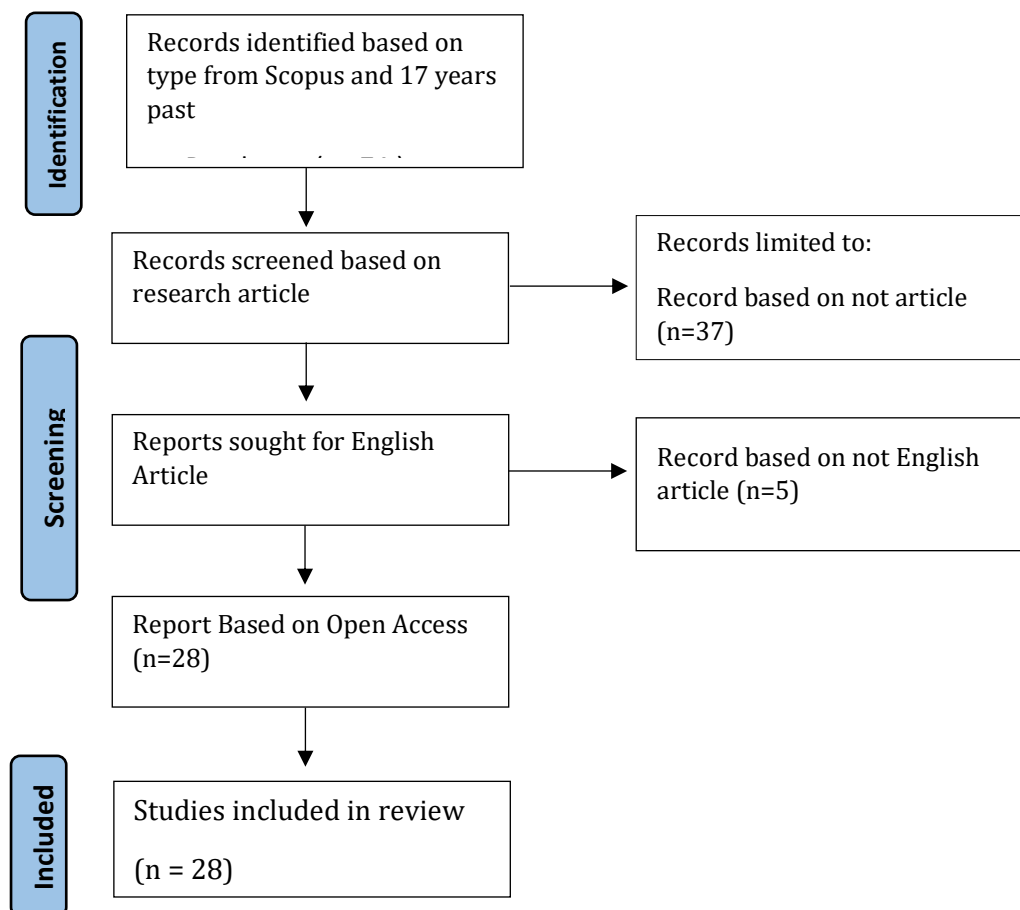The process to find out the article is seen from the following protocol in Figure 1:



**Fig. 1.**      Prisma Protocol with the keyword "Teacher Book" from Scopus

## 3. Findings and Discussion

This section presents the results of a review and discussion of Scopus-indexed articles that discuss teacher books in the period 2006 to 2025. The analysis was carried out to trace the development of concepts, theoretical debates, and empirical findings that emerged from various disciplines. Thus, the discussion not only highlights how teacher books are positioned as pedagogical instruments, but also how they are debated as a potential inhibitor of autonomy and innovation in educational practice.

### 3.1. Trend in the Number of Publications from 2006-2025

Understanding the trend in the number of publications over time is a crucial step in mapping the intellectual trajectory of a research field. In the context of this study, analyzing publication trends from 2006 to 2025 provides insight into how scholarly attention toward the teacher book has evolved across nearly two decades. This analysis not only reveals periods of heightened academic interest and theoretical development but also indicates shifting educational priorities, technological influences, and policy contexts that have shaped the discourse.
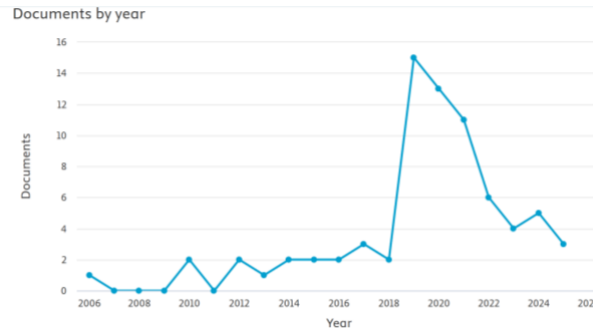


**Fig. 2.**     Trend of research on teacher book from Scopus

Figure 2 shows the dynamics of the number of publications related to teacher books during the period 2006-2025. In general, this trend shows three phases of development that reflect how the concept of teacher books is constructed, debated, and reinterpreted in various disciplines. In the initial phase (2006-2015), the number of publications was still relatively low and tended to fluctuate with an average of only one to two documents per year. This condition shows that the study of teacher books in that period is still in its early stages, dominated by descriptive studies that emphasize the basic function of teacher books as a prescriptive instructional tool to support curriculum implementation (Fan et al., 2025). The second phase was marked by a significant increase in the period 2016-2019, with a sharp peak in 2018 when the number of publications reached more than fifteen documents. This surge reflects the increasing academic attention to teacher books as the global discourse on 21st-century pedagogy, learning innovation, and the integration of educational technology intensifies. In this phase, teacher books began to be debated more intensively, especially regarding their limitations in supporting creative learning, critical thinking, and student-cantered models. The third phase occurred after 2020, where the number of publications decreased but remained higher than in the initial period. Despite the downward trend, the intensity of research remained stable at the range of three to five documents per year. This decline can be interpreted as a sign of the consolidation of studies, where the focus of research shifts from conceptual exploration to more specific reinterpretations across various disciplines. Some publications in this period place teacher books as contextual and cultural instruments, for example in realistic-based mathematics learning or in the integration of local cultural values (Mukminin & Kurniawan, 2020). Thus, this publication pattern supports the argument that the concept of teacher books is not static. Initially, the device was built as a conventional instructional guide; then debated in the context of pedagogical innovation; and ultimately reinterpreted across disciplines as dynamic pedagogical artifacts, adapted to the needs of teachers, socio-cultural contexts, and the demands of 21st century education.

### 3.2. Teacher Book Concept Based on Network Visualization from VosViewer

To deepen the understanding of how the teacher book concept has evolved across time and disciplines, it is essential to move beyond mere publication counts and explore the intellectual structure of the field. Network visualization using VOSviewer enables such exploration by mapping the relationships among key terms, authors, and thematic clusters found in the reviewed literature.
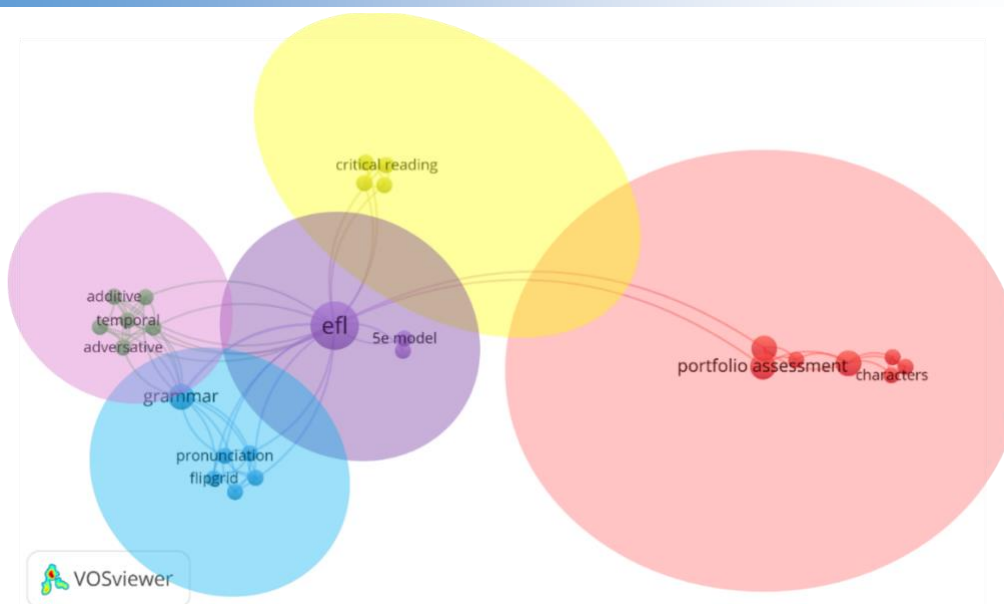
**Fig. 3.**　　Network visualization results from Vos Viewer based on the keywords that appear

This visualization of the keyword network indicates that the concept of teacher books in the range of 2006-2025 has undergone a significant epistemological transformation (Fig. 3). These findings show that teacher books cannot be understood only as technical documents that function as pedagogical manuals, but also as texts that operate in the ideological, epistemological, and sociocultural realms (Brownlee et al., 2012; Lin, 2005). Thus, teacher books are a discursive arena where various educational paradigms are intertwined and compete with each other (Colosimo, 2024; Elliott, 2012). First, the relationship seen in the linguistic cluster with the keywords grammar, pronunciation, temporal, additive, adversative, and Flipgrid shows the initial construction of the teacher book that functions as a prescriptive device. At this stage, the teacher book is built to standardize the structure of the language, control the practice of pronunciation, and frame the logic of sentences (Sobkowiak, 2021). This position places the teacher book as a hegemonic instrument that maintains the tradition of knowledge transmission. However, its connection to Flipgrid as a technology-based learning medium reveals a contradiction: while contemporary pedagogical practices move towards multimodal interactivity, teacher books are often perceived as rigid, linear, and unresponsive to the complexity of digital communication. Second, the critical cluster connected to the keyword critical reading indicates a shift in discourse towards reflective. Within this framework, teacher books are no longer seen only as instructional texts, but as epistemological means that shape the practice of reading critically. The question that arises is no longer "how do teachers teach the content of texts", but "what ideology is presented, strengthened, or challenged through teacher books". Thus, the teacher book is debated within the framework of critical theory, where it functions both as a vehicle for ideological reproduction and as a space to encourage critical awareness. Third, the connection with the red cluster containing the portfolio assessment and characters shows the most transformative reinterpretation. At this stage, the teacher book is reinterpreted as an instrument that integrates authentic assessment with the formation of students' character.

This shift reflects the influence of the constructivism and value-based education paradigms, where the role of the teacher book extends beyond the instructional function to a more reflective, adaptive, and normative role. Its presence in this context emphasizes that teacher books function not only to direct learning, but also to shape the identity, ethics, and subjectivity of students. Thus, in the period 2006-2025, the teacher book can be understood through three discursive dimensions: (1) prescriptive-linguistic, where it is constructed as a normative and hegemonic instrument; (2) critical-epistemological, where it is debated as a medium of reproduction as well as ideological resistance; and (3) transformative-evaluative, in which it is reinterpreted as a reflective pedagogical instrument oriented towards authentic assessment and character building. This analysis confirms that teacher books are not just pedagogical artifacts, but rather a discursive field that reflects the discourse battle over who has the right to define the authority, knowledge, and future direction of education.

*a)   Data results are obtained based on keywords with link occurrence*

In order to interpret the conceptual structure of the teacher book discourse more precisely, the analysis in this section focuses on the co-occurrence of keywords derived from the selected corpus (Table 1). Keyword co-occurrence analysis reveals how frequently certain terms appear together within the literature, thereby illustrating the strength of conceptual linkages among themes, theories, and research contexts. By visualizing these connections, it becomes possible to identify core concepts, emerging research areas, and interdisciplinary intersections that have shaped the scholarly understanding of the teacher book.

Table 1.   Keywords and Total Link Occurrence

| Rank | Keyword | Total Link Occurrence |
| --- | --- | --- |
| 1 | EFL | 25 |
| 2 | Grammar | 14 |
| 3 | Reading | 10 |
| 4 | Teacher's Book | 8 |
| 5 | Additive | 7 |
| 6 | Adversative | 7 |
| 7 | Causal | 7 |
| 8 | Conjunction | 7 |
| 9 | Facebook | 7 |
| 10 | Flipgrip | 7 |

The data from the VOSviewer mapping shows that the concept of teacher books in the 2006-2025 period is constructed, debated, and reinterpreted in relation to various key themes in the disciplines of language education and pedagogy. The keyword with the highest level of connectivity was EFL (25 occurrences), which confirmed that the discourse on the most dominant teacher book was rooted in the context of English as a Foreign Language. These findings show that teacher books have historically been built as the primary pedagogical instrument in supporting the teaching of English for foreign speakers, with their main function being as a structured guide for teachers to implement curriculum and teaching materials. In addition, keywords such as grammar (14) and reading (10) indicate that the debate about teacher books also takes place in the realm of specific language skills (Sobkowiak, 2021). In this context, teacher books are not only positioned as procedural manuals, but also as a debated medium regarding the extent to which their existence is able to balance prescriptive aspects with the needs of developing students' communicative skills.

The emergence of the keywords additive, adversative, causal, and conjunction (7 each) shows that the study of teacher books also enters the realm of linguistic analysis and discourse. This indicates a reinterpretation, where the teacher book is not only understood as a methodological guide, but also as a source of analysis that can be used to examine the structure of cohesion and coherence of the text. Meanwhile, the presence of technology-related keywords such as Facebook (7) and Flipgrip (7) indicates that since the last decade, teacher books have been reinterpreted in relation to the integration of learning technologies. This context shows a paradigm shift, where teacher books are debated in terms of their relevance to digital-based pedagogical practices, as well as the extent to which the concept can adapt to the online and collaborative learning ecosystem (Fan et al., 2025).

Thus, the results of keyword analysis show three important layers in the conceptual dynamics of teacher books: first, this concept is built mainly in the context of teaching English as a foreign language; second, the concept is debated related to the pedagogical effectiveness and scope of the teaching materials that are accommodated; and third, teacher books are reinterpreted across disciplines through the perspective of linguistic discourse and digital technology integration. This pattern supports the conclusion that teacher books are not static pedagogical artifacts, but concepts that are constantly negotiating their meaning as the global education paradigm changes (Brownlee et al., 2012).

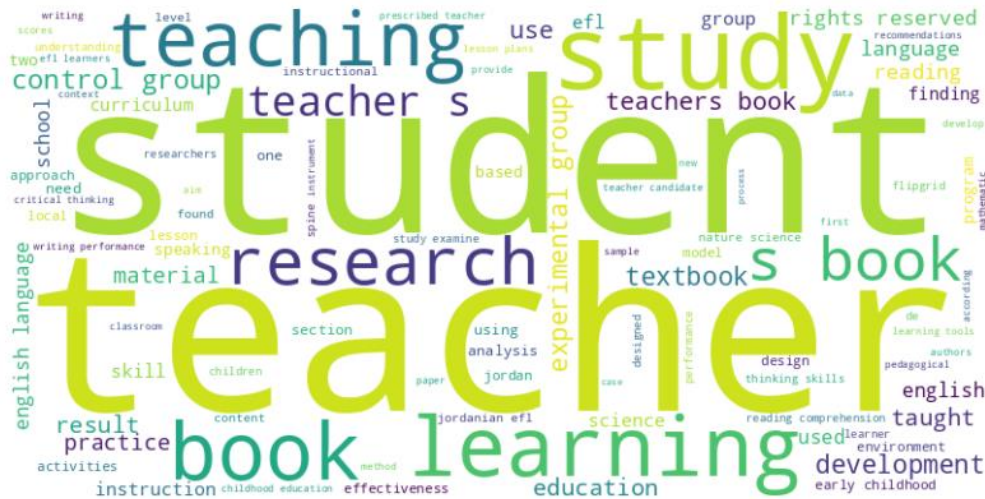*b) Dynamics of the teacher book concept based on word cloud analysis*



**Fig. 4.**      Key concepts in teaching and learning

The conceptualization of teacher books in the range of 2006 to 2025 shows dynamics that are never static, but continue to undergo construction, debate, and reinterpretation along with the development of the educational paradigm. The results of the literature analysis and word cloud representation display dominant words such as student, teacher, book, learning, study, research, material, and curriculum which affirm the position of the teacher book as a text that is at the intersection of pedagogy, curriculum design, and learning practice (Fig. 4). In the initial phase (2006-2010), teacher books were more positioned as prescriptive instruments that function to maintain harmony between teaching practices and curriculum objectives, by emphasizing the regulative function to ensure learning consistency while reducing instructional variations. Entering the period 2011-2018, an epistemological shift began to be seen with the strengthening of the orientation to innovation and student-cantered learning, so that teacher books are no longer seen as neutral manuals, but as debated pedagogical artifacts on the one hand they can facilitate structured teaching, but on the other hand have the potential to limit teachers' creativity and inhibit the emergence of transformative learning.

The last period (2019-2025) shows the reinterpretation of teacher books in an increasingly digital and collaborative education ecosystem, as reflected in the emergence of the terms Flipgrid, environment, digital tools, and thinking skills that mark the integration between instructional resources and technology as well as the need for high-level thinking skills (Han et al., 2019). In this context, teacher books are no longer limited to print form, but are reimagined as flexible and adaptive resources, although they still come under criticism when they fail to accommodate personalization, student agency, and creative autonomy (Schulz & Becker, 2011; Seisto et al., 2010). Thus, the conceptual construction of the teacher book in almost two decades confirms its existence as a hybrid entity in a liminal position, serving as a guiding guide as well as potentially a limiting barrier, thus reflecting the paradox inherent in contemporary educational practice. Conceptual dynamics and reinterpretation of teacher book are defined in the following Table 2.

Table 2.    Conceptual Dynamics and Reinterpretation of Teacher Book

| Title | How are teacher books conceptualized | Author |
|---|---|---|
| Personal Learning Environment and Writing Performance: The Case of Jordanian Young EFL Learners | The *Teacher's Book* is as a structured instructional guide that embodies a conventional, teacher-cantered approach. It prescribes specific materials, content, and procedures that teachers are expected to follow, thereby standardizing the learning process. While this ensures consistency and alignment with the curriculum, it also highlights the limitations of traditional methods, particularly in fostering learner autonomy, creativity, and adaptability. In this sense, the *Teacher's Book* is positioned as a pedagogical tool that prioritizes structure and control, contrasting with more innovative, student-cantered frameworks such | M. Bataineh and R. Bataineh. |

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| | as the personalized learning environment (PLE). (Bataineh & Bataineh, 2024) | |
| Let's Do It Differently: Exploring the Effectiveness of 5E-Supported EFL Grammar Instruction | The teacher's book is meant as a structured pedagogical tool that functions primarily as a guideline for classroom-based instruction. Within the control group, it serves as the main reference for delivering lessons, particularly in facilitating reading comprehension and providing feedback to students. As part of the prescribed curriculum (Action Pack 9), the teacher's book embodies a standardized and authoritative resource that ensures consistency in instructional delivery. Its design reflects a conventional, teacher-cantered orientation, emphasizing face-to-face interaction and structured activities, which stands in contrast to more flexible and interactive online modalities. (Bataineh et al., 2025) | R. F. Bataineh, E. N. Al-Ghoul, and R. F. Bataineh. |
| The effect of scaffolding and portfolio assessment on jordanian efllearners' writing | The Teacher's Book functioned as the primary source of instructional guidance for the control group. The instructor strictly adhered to the procedures and materials outlined in the Teacher's Book of *Action Pack 10*, ensuring that the teaching process followed a predetermined structure. Consequently, the control group's learning experience was framed within the conventional pedagogical approaches embedded in the Teacher's Book, which provided both procedural direction and content delivery. (Bataineh & Obeiah, 2016) | R. F. Bataineh and S. F. Obeiah. |
| The core aspects of teacher's book content: An analysis on teacher's needs | The teacher's book is conceptualized as an essential resource that guides teachers in delivering instruction and managing classroom environments effectively. It provides systematic and strategically designed learning activities, positioning itself as a core reference in the teaching process. The study underscores the importance of including detailed procedures and guidelines for teaching activities within the teacher's book to ensure instructional clarity and coherence. Furthermore, teachers' needs and expectations are central to shaping its content, highlighting the significance of aligning the design of the teacher's book with teachers' perspectives and practical requirements. (Fahmi et al., 2022) | F. Fahmi, B. W. Pratolo, and A. Abbas. |
| Teachers' opinions on the evaluation of ELT teachers' books | Teachers' books are perceived as valuable supplementary resources that support classroom lessons, although they often function in relation to the main textbook as the primary reference. The study emphasizes the significance of presenting clear instructional objectives and providing explicit guidance on process tests within teachers' books to enhance teaching effectiveness. It further reveals a distinction between user groups, as pre-service teachers tend to rely more heavily on teachers' books, while in-service teachers prefer to draw on their own notes and professional experience. To maximize their usefulness, teachers' books should be well-edited, with teaching guides and texts systematically organized. Additionally, the inclusion of practical tips is considered essential, as such features can help reduce students' classroom anxiety and create a more supportive learning environment. (Kim, 2015) | H. Kim. |
| Reasons behind the failure of teaching sudan practical integrated national english (SPINE 5) in sudan | Most English language teachers do not utilize the teacher's book as a reference for planning lessons on the four language skills. In addition, many teachers are not fully aware of the integrated English curriculum embedded in the SPINE series, which limits the effective use of the materials. The textbook *SPINE 5* in particular has been criticized for its excessive length | M. M. Hamad. |

| | and lack of coherent organization, which negatively affects its practicality in classroom settings. Furthermore, its layout is considered unattractive and illogically structured, thereby reducing its overall effectiveness as a teaching resource. (Hamad, 2015) | |
|---|---|---|
| Javanese folklore with moral values: An impactful context in learning relations and functions | The teacher's book is designed to contextualize mathematical concepts within the cultural narrative of the Rama and Sinta story. This approach aims to strengthen students' understanding of relations and functions by embedding the learning process in culturally relevant materials. The development of the instructional content was guided by the principles of the Ethno-Realistic Mathematics Education framework, which emphasizes the integration of real-life and cultural contexts into mathematical learning. Accordingly, the design process incorporated local cultural narratives alongside core mathematical concepts to create meaningful and contextually grounded learning experiences. (Prahmana et al., 2025) | R. C. I. Prahmana, I. Risdiyanti, N. R. N. Peni, N. Ristiana, and R. Ramadhani. |
| The place of creativity in EFL Omani syllabus: A content analysis of grade 12 students' and teachers' books | The teacher's book is conceptualized to incorporate creativity-oriented teaching strategies aimed at fostering students' creative thinking skills. It provides activities designed to motivate and engage learners, drawing alignment with Torrance's model of creativity. In addition, the book prescribes strategies for connecting lesson content with students' prospective educational or vocational pathways, thereby enhancing the relevance of learning. The analysis conducted in this study considered all teaching strategies presented in the teacher's books. However, the findings indicate that creativity teaching strategies remain relatively uncommon in EFL teachers' books, suggesting a gap in the integration of creativity within instructional resources. (Al-Jabri et al., 2020) | M. S. Al-Jabri, F. Al Seyabi, S. Al Humaidi, and A. Hasan. |
| The Impact of Flipped Classroom Instructional Strategy on 7th Grade Students Reading Comprehension in Jordan: An Empirical Study | The teacher's book is to incorporate creativity-oriented teaching strategies designed to enhance students' creative thinking skills. It includes activities that motivate and engage learners, in alignment with Torrance's model of creativity. Furthermore, the book prescribes strategies that link instructional content to students' prospective educational and vocational pathways, thereby increasing the relevance of learning. The analysis of teaching strategies in this study considered all strategies presented in the teacher's books. Nevertheless, the findings reveal that creativity teaching strategies are not commonly represented in EFL teachers' books, indicating a limited integration of creativity within these instructional resources. (Yahya et al., 2024) | S. M. Yahya, S. M. El-Freihat, H. A. M. Alwama, and R. A. A. J. A. Omar. |
| The Development of Teacher and Student's Book Based on Realistic Mathematics Education in Statistics for A package Program | The teacher's book is designed to facilitate multi-grade learning through the application of the Realistic Mathematics Education (RME) approach. It provides guidance on teaching plans that are systematically tailored to student activities and assessments. The validation process yielded an average score of 0.59, indicating that the teacher's book meets the criteria of validity. Its primary objective is to improve students' mathematical problem-solving abilities by offering structured and contextually relevant learning activities. Moreover, the teacher's book constitutes a component of the broader development of educational products for the Package A mathematics program. (Bayu & Fauzan, 2023) | E. P. S. Bayu and A. Fauzan. |

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| Examining Philology Teachers' Lesson Planning Competencies in Vietnam | Teacher's books are considered one of the primary resources utilized by teachers in lesson planning. They provide essential support in designing instructional plans, particularly when dealing with unfamiliar topics. (Pham et al., 2023) | H. T. T. Pham, N. M. T. Le, H. T. T. Doan, and H. T. Luong. |
| Challenging the Status Quo: Critical Thinking Skills Integration in the EFL Curriculum of Young Learners | The Teacher's Book is intended to serve as a guide for teachers in implementing the curriculum effectively. However, it demonstrates a lack of clarity in relation to critical thinking tasks, which reflects inadequate planning. While the book provides descriptions of tasks that can assist teachers in evaluating students' critical thinking skills, its integration of such elements is neither well structured nor intentionally designed. Nevertheless, the Teacher's Book remains a source of confidence, particularly for less experienced teachers, by offering support in the instructional process. (Al-Rahbi et al., 2022) | A. M. Al-Rahbi, A. M. Al-Mekhlafi, T. Al-Barwani, and E. Omara. |
| Interaction Dynamics with Babies During Shared Reading Practices | The teacher's book is utilized as a guideline for conventional teaching methods in the control group, accompanying the prescribed textbook Action Pack 10 particularly in grammar-related activities. In shared reading sessions with babies, the teacher employs the book as an instructional tool to enhance engagement and interaction. Its use remains conventional, reflecting a consistent pedagogical approach throughout the reading segment. The teacher connects the illustrations in the book to the babies' everyday experiences, thereby facilitating comprehension and relevance. Additionally, sung readings are incorporated to link songs with the book's illustrations, effectively capturing the babies' attention. Such practices demonstrate that the effective use of the teacher's book contributes to qualitative changes in the babies' development and learning. (Nascimento-Dias et al., 2023) | P. Nascimento-Dias, G. S. De Melo Mietto, and F. J. Rengifo-Herrera. |
| Let's Do It Differently: Exploring the Effectiveness of 5E-Supported EFL Grammar Instruction | The teacher's book is utilized as a guideline for conventional teaching methods in the control group, accompanying the prescribed textbook Action Pack 10 particularly in grammar-related activities. In shared reading sessions with babies, the teacher employs the book as an instructional tool to enhance engagement and interaction. Its use remains conventional, reflecting a consistent pedagogical approach throughout the reading segment. The teacher connects the illustrations in the book to the babies' everyday experiences, thereby facilitating comprehension and relevance. Additionally, sung readings are incorporated to link songs with the book's illustrations, effectively capturing the babies' attention. Such practices demonstrate that the effective use of the teacher's book contributes to qualitative changes in the babies' development and learning.(Bataineh & Al-Dolat, 2025) | R. F. Bataineh and H. M. Al-Dolat. |
| Flipgrid: Unlocking The English Speaking Potential Of Jordanian Adolescent EFL Learners | The Teacher's Book provides structured guidelines for teaching, with a particular emphasis on accurate pronunciation, correct grammar, and fostering active student participation. It incorporates warm-up activities designed to assess students' background knowledge of the lesson topics, thereby supporting a smoother learning process. In addition, the textbook's "Before You Start" activity engages students in discussions, frequently organized in pairs or groups to promote interaction and collaboration. Within the study, the Teacher's Book is employed as a framework for conventional teaching methods in the control group. The article further underscores the importance | W. M. Zghoul and R. F. Bataineh. |

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| | of proper attribution when utilizing materials from the Teacher's Book, highlighting the need for academic and professional integrity in instructional practice. (Zghoul & Bataineh, 2024) | |
| Development of Mathematics Learning Device with Scaffolding-assisted Problem Approach to Improve Character Learners | The teacher's book constitutes one of the mathematics learning tools developed through a scaffolding-assisted problem-posing approach. It is designed to support teachers in managing the learning process more effectively and to provide structured guidance for classroom implementation. The development process involved expert validation as well as revisions informed by field trials, ensuring the quality and applicability of the product. As a result, the teacher's book is intended to be both relevant and practical for classroom use, while also fostering more positive teacher responses toward the overall learning tools. (Bundu & Arsyad, 2020) | P. Bundu and N. Arsyad. |
| The Potential of RAFT Strategy for Improving Jordanian EFL Students' Creative Writing | The teacher's book constitutes a component of the mathematics learning tools developed through a scaffolding-assisted problem-posing approach. Its primary purpose is to support teachers in managing the learning process more effectively by offering structured guidance. The development process involved expert validation and subsequent revisions informed by field trials, ensuring the quality and applicability of the product. Designed to be both relevant and practical for classroom implementation, the teacher's book is also intended to foster positive teacher responses toward the use of the learning tools. (Al-Mahdawi & Al-Smadi, 2019) | N. J. Al-Mahdawi and O. M. Al-Smadi. |
| The Effect of Portfolio-Based Assessment on Jordanian EFL Learners' Writing Performance | The teacher's book is developed as part of the mathematics learning tools based on a scaffolding-assisted problem-posing approach. It is designed to support teachers in managing the learning process effectively and has undergone expert validation as well as revisions informed by field trials. With a focus on relevance and practicality for classroom implementation, the teacher's book is also intended to generate positive responses from teachers toward the use of the learning tools. (Bataineh & Obeiah, 2016) | R. F. Bataineh and S. F. Obeiah. |
| "I just want them to learn." The intended role of Teacher's Book shaped by its writer's understanding of the local EFL teachers | The Teacher's Book (TB) is conceptualized as a vital curriculum resource within textbook packages, serving to assist teachers in the effective execution of lessons. It provides pedagogical support by outlining clear aims, objectives, and teaching procedures that guide instructional practice. Structurally, the TB encompasses sections on reading, grammar, listening, writing, and cultural focus, thereby enhancing teaching effectiveness across different skill areas. In addition, it is designed to accommodate diverse teacher needs by offering a range of teaching procedures and optional activities. The process of developing the Teacher's Book involves systematic stages of designing, drafting, and revising content, which are informed by expert feedback to ensure its quality and relevance. (Li et al., 2022) | W. Li, J. Zhang, and Z. Sang. |
| Nature of Science in Greek Secondary School Biology Textbooks | The Teacher's Book (TB) is conceptualized as a crucial curriculum resource within textbook packages, designed to assist teachers in the effective execution of lessons. It provides pedagogical support through clearly defined aims, objectives, and teaching procedures, while its structure encompasses sections on reading, grammar, listening, writing, and cultural focus to enhance teaching effectiveness. The TB is further designed to address diverse teacher needs by offering varied teaching procedures and optional | N. Kapsala, A. Galani, and E. Mavrikaki. |

| | activities. Its development process involves systematic stages of designing, drafting, and revising content based on expert feedback to ensure relevance and quality. Within the context of the study, the Teacher's Book of Action Pack 9 guided the control group's face-to-face instruction by providing structured lesson plans and integrated worksheets for teaching. It also emphasized strategies for engaging students with the text and comprehension questions, thereby serving as a framework for conventional teaching methods throughout the study. (Kapsala et al., 2022) | |
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| Backed Against a Wall: The Potential Utility of Self-Regulated Online Reading Instruction | The Teacher's Book of Action Pack 9 served as the primary guide for the control group's face-to-face instruction. It provided structured lesson plans and integrated worksheets that supported the teaching process in a systematic manner. The book further emphasized strategies aimed at engaging students with the text and comprehension questions, thereby facilitating interaction with the learning material. Overall, it functioned as a framework for conventional teaching methods applied throughout the study. (Bataineh et al., 2025) | M. S. Gönen, A. Öğütcen, F. D. Akbaba, and N. N. Çelİk. |
| Determining the Awareness of Preschool Teachers andTeacher Candidates for the Process of Reading Books toChildren | The book reading process itself encompasses themes such as supporting learning and ensuring the suitability of materials for young learners. To enhance children's engagement, teachers employ interactive reading strategies that foster active participation and deeper connection with the texts. Overall, the research underscores the critical role of teachers in cultivating a love for reading, which serves as a foundation for lifelong literacy development. (Gönen et al., 2024) | M. S. Gönen, A. Öğütcen, F. D. Akbaba, and N. N. Çelİk |
| Developing an intensive course model in improving English language skills of students of early childhood Islamic education department (PIAUD) | Teacher books contribute significantly to the development of English language skills in early childhood Islamic education by providing structured, relevant, and engaging content, supporting comprehensive skill development, and aiding in the professional development of teachers. These contributions collectively enhance the overall effectiveness of the intensive course model. (Jumrah, 2019) | Jumrah. J. |
| Do Mind Maps Really Catalyze EFL Grammar Learning? Conjunction as a Case | Teacher's Books play a vital role in providing structured guidance for EFL teachers, the study suggests that incorporating innovative methods like mind mapping can enhance grammar learning outcomes. The effectiveness of Teacher's Books can be limited if they are not adapted to the local teaching context and the specific needs of teachers and student.(Bataineh & Al-Majali, 2023) | R. F. Bataineh and H. A. Al-Majali. |
| Is questioning a catalyst for critical reading among Jordanian EFL learners | Teacher's Book is a fundamental tool in the Jordanian EFL context, its effectiveness in promoting critical reading depends on how it is utilized. Teachers need to supplement it with additional materials and innovative strategies to foster critical literacy and engage students in deeper, more meaningful reading practices. (Bataineh & Al-Shbatat, 2019) | R. F. Bataineh and M. I. Al-Shbatat |
| Mobilising new understandings: An actor-network analysis of learning and change in a self-directed professional development community | Teacher's Book's role employs in self-directed professional learning and change, emphasizing reflective practice, self-understanding, narrative frameworks, and the complexity of teacher learning.(Rubin et al., 2021) | J. C. Rubin, C. L. Land, and S. L. Long |

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| Pedagogical practices and teacher autonomy in the context of elite bilingual education | The teacher's book in this context is defined as a predictive and guiding resource that helps teachers align their practices with institutional expectations, thereby playing a crucial role in the exercise of their professional autonomy.(Mayer & Koerner, 2022) | L. F. Mayer and R. M. Koerner |
| Teacher's books and blogs about daily life chemistry: Problems and contexts views | Teacher's book can play a pivotal role in making chemistry education more relevant and engaging by incorporating practical, context-based content, supporting pedagogical development, and addressing common teaching challenges.(Martínez-DelÁguila & Jiménez-Liso, 2012) | R. Martínez-DelÁguila and M. R. Jiménez-Liso, |

The concept of teacher books in the span of almost two decades (2006-2025) shows complex dynamics, both in terms of initial construction, theoretical debates, and cross-disciplinary reinterpretation efforts. In the initial phase, the teacher book is mainly positioned as a prescriptive instrument that serves to expand the official curriculum and provide strict instructional guidance. Research in Sudan, for example, highlights the failure of teachers to use teacher books in teaching language skills, which has implications for the weak implementation of the SPINE curriculum (Hamad, 2015). In the Jordanian context, the teacher book is defined as the primary source of instruction that emphasizes procedural regularity and fidelity to the material, while at the same time limiting students' creativity and learning autonomy (Obeiah & Bataineh, 2016). Thus, in this period, the teacher book is represented as a standard tool that strengthens the teacher-centered paradigm. Along with the shift in pedagogical orientation towards a more participatory approach, criticism of the homogeneous and conventional nature of teacher books has emerged. Several recent studies show an epistemological contradiction between teacher books and innovative learning frameworks. For example, teacher books are opposed to the personalized learning environment model (Bataineh & Bataineh, 2024) and the 5E approach in learning grammar (Bataineh & Al-Dolat, 2025). In this debate, the teacher book is seen as a symbol of order and control, as opposed to the demands for flexibility, collaboration, and the emphasis on high-level thinking skills that characterize 21st-century education. The criticism emphasizes that teacher books are not just instructional texts, but also pedagogical arenas that reflect the tug-of-war between conservatism and innovation. Beyond the realm of language teaching, teacher books are re-interpreted through the integration of cultural contexts and realistic approaches (Kühn et al., 2021; Rattanawong & Thongrin, 2023). In mathematics education, for example, this device is developed based on the framework of Realistic Mathematics Education (RME) which links abstract concepts with local cultural narratives such as the story of Rama and Sinta (Prahmana et al., 2025) or as a multigrade device in a Package A program (Bayu & Fauzan, 2023). This kind of recontextualization shows a shift in the function of the teacher book from a mere procedural guide to a didactic transposition medium, which connects the abstraction of knowledge with the social and cultural experiences of students.

The role of the teacher book is also shaped by the teacher's pedagogical experience. Studies show that novice teachers tend to rely entirely on teacher books, while experienced teachers rely more on personal notes and field experience (Kim, 2015). In addition, although many teacher books attempt to integrate critical thinking skills (Al-Rahbi et al., 2022) or creativity (Al-Jabri et al., 2020; Yahya et al., 2024), its application in classroom practice is still limited. This shows the gap between design and implementation, which at the same time reinforces the debate about the effectiveness of teacher books in supporting 21st century skill mastery. The conceptual development of the teacher book can be understood through three main axes. First, teacher books are built as a prescriptive and standardization tool that ensures harmony with the curriculum. Second, this source becomes a space for pedagogical debate, where conventional values are opposed to instructional innovation. Third, the document is reinterpreted as a contextual and cultural instrument that bridges the gap between formal knowledge and the socio-cultural reality of students. This transformation confirms that the teacher book is a dynamic pedagogical artifact, which is always negotiated in accordance with the development of educational paradigms, the needs of teachers, and the socio-cultural context in which these tools are used.

The literature portrays teacher books as both a pedagogical guide and a potential obstacle to autonomy and teaching innovation are seen in Table 3.

Table 3.  The Literature Portray Teacher Books as Both a Pedagogical Guide and a Potential Obstacle to Autonomy and Teaching Innovation

| Title | Guide vs Teaching autonomy | Author |
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| Backed Against a Wall: The Potential Utility of Self-Regulated Online Reading Instruction | The book is simply treated as the conventional baseline against which the self-regulated, technology-enhanced method was compared.(Bataineh et al., 2025) | R. F. Bataineh, E. N. Al-Ghoul, and R. F. Bataineh |
| Challenging the Status Quo: Critical Thinking Skills Integration in the EFL Curriculum of Young Learners | Teacher's Book as a data source for evaluating how well critical thinking is integrated into EFL teaching materials.(Al-Rahbi et al., 2022) | A. M. Al-Rahbi, A. M. Al-Mekhlafi, T. Al-Barwani, and E. Omara |
| Determining the Awareness of Preschool Teachers and Teacher Candidates for the Process of Reading Books to Children | This study suggests that pedagogical guides, such as structured tools and children's literature, can enhance teaching practices and professional development. However, there are potential obstacles to autonomy and innovation, including restrictive measures, lack of innovative practices, and changing interpretations of teacher professionalism. These insights highlight the complex relationship between pedagogical guides and teacher autonomy in early childhood education.(Gönen et al., 2024) | M. S. Gönen, A. Öğütcen, F. D. Akbaba, and N. N. Çelİk |
| Developing an intensive course model in improving English language skills of students of early childhood Islamic education department (PIAUD) | Teacher books play a vital role in promoting autonomy and teaching innovation by providing reflective, learner-centered resources and supporting professional development. They help educators navigate the complexities of modern teaching, fostering a dynamic and adaptive approach to education. (Jumrah, 2019) | P. Jumrah |
| Development of mathematics learning device with scaffolding-assisted problem approach to improve character learners | It emphasizes the need for balancing the use of textbooks with fostering teacher autonomy and pedagogical innovation. This balance is crucial for creating effective and adaptive learning environments.(Bundu & Arsyad, 2020) | P. Bundu and N. Arsyad |
| Do Mind Maps Really Catalyze EFL Grammar Learning? Conjunction as a Case | While teacher books provide a structured approach to teaching, they can also pose significant obstacles to teacher autonomy and innovation. Addressing these challenges requires a multifaceted approach that includes professional development, institutional support, and a culture of continuous reflection and collaboration. (Bataineh & Al-Majali, 2023) | R. F. Bataineh and H. A. Al-Majali |
| Examining Philology Teachers' Lesson Planning Competencies in Vietnam | It discusses the use of teacher books as a resource for lesson planning. (Pham et al., 2023) | H. T. T. Pham, N. M. T. Le, H. T. T. Doan, and H. T. Luong |
| Flipgrid: Unlocking The English Speaking Potential of Jordanian Adolescent EFL Learners | It does imply that traditional methods guided by such books may be less effective compared to innovative digital tools like Flipgrid. This inference aligns with the notion that reliance on traditional pedagogical guides might limit the potential for autonomous and innovative teaching practices. (Zghoul & Bataineh, 2024) | W. M. Zghoul and R. F. Bataineh |
| "I just want them to learn." The intended role of Teacher's Book shaped by its writer's understanding of the local EFL teachers | The article discusses the dual role of the Teacher's Book as both a supportive pedagogical guide and a potential obstacle to teacher autonomy and innovation. The writer's understanding of local teachers plays a crucial role in shaping the Teacher's Book, which aims to address their weaknesses but may also limit their ability to innovate independently.(Li et al., 2022) | W. Li, J. Zhang, and Z. Sang |
| Interaction Dynamics with Babies During Shared Reading Practices | Book plays a mediating role in the interaction between babies and adults. It is not only a source of stories or images but also a tool that structures communication and shared attention.(Nascimento-Dias et al., 2023) | P. Nascimento-Dias, G. S. De Melo Mietto, and F. J. Rengifo-Herrera |

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| Is questioning a catalyst for critical reading among Jordanian EFL learners? | The study shows that using questioning, self-questioning, and their combination as teaching strategies effectively improved ninth-grade Jordanian EFL students' critical reading skills compared to conventional Teacher's Book methods. This highlights the article's contribution in offering a practical instructional framework for educators to enhance critical reading. ( Bataineh & Al-Shbatat, 2019) | R. F. Bataineh and M. I. Al-Shbatat, |
| Javanese folklore with moral values: An impactful context in learning relations and functions | The article indeed offers a pedagogical guide, specifically through the development of culturally grounded teaching materials and a learning trajectory based on Javanese folklore.(Prahmana et al., 2025) | R. C. I. Prahmana, I. Risdiyanti, N. R. N. Peni, N. Ristiana, and R. Ramadhani |
| Let's Do It Differently: Exploring the Effectiveness of 5E-Supported EFL Grammar Instruction | The article clearly provides a pedagogical guide employing the 5E model for grammar instruction in EFL.(Bataineh & Al-Dolat, 2025) | R. F. Bataineh and H. M. Al-Dolat |
| Mobilising new understandings: an actor-network analysis of learning and change in a self-directed professional development community | Teacher books serve as valuable guides by providing structured resources and supporting professional development. However, they can also act as barriers to teaching autonomy when they are overly prescriptive, difficult to use, or not well-aligned with student needs. The balance between guidance and autonomy depends on the design and implementation of these resources, as well as the context in which they are used. (Rubin et al., 2021) | L. F. Mayer and R. M. Koerner |
| Nature of Science in Greek Secondary School Biology Textbooks | The teacher book is a pivotal resource in Greek secondary school biology education for facilitating the effective teaching of the nature of science. It provides the necessary support for teachers to design and implement NOS instruction, align teaching practices with the curriculum, and enhance students' scientific literacy. Without this support, NOS elements may remain implicit and inadequately addressed in the classroom. (Kapsala et al., 2022) | N. Kapsala, A. Galani, and E. Mavrikaki, |
| Pedagogical practices and teacher autonomy in the context of elite bilingual education | Teacher books function as a pedagogical guide by offering resources and strategies, particularly in bilingual contexts. Yet, reliance on prescribed content can limit autonomy and innovation, creating tension between following the guide and pursuing creative methods. External expectations embedded in these materials further restrict teachers' flexibility, highlighting the challenges they face in balancing structured guidance with innovative practices.(Mayer & Koerner, 2022) | R. Martínez-DelÁguila and M. R. Jiménez-Liso, |
| Personal Learning Environment and Writing Performance: The Case of Jordanian Young EFL Learners | The research shows that while Teacher's Books provide a structured pedagogical guide, they can also restrict autonomy and innovation by limiting flexibility and creativity. In contrast, approaches like personal learning environments (PLEs) promote learner-centered instruction and personalized learning, highlighting the need for innovative strategies beyond traditional methods.(Bataineh & Bataineh, 2024) | M. Bataineh and R. Bataineh, |
| Reasons behind the failure of teaching sudan practical integrated national english (SPINE 5) in Sudan | The teacher's book serves as a pedagogical guide, many teachers do not use it in lesson planning, which can limit effective teaching, autonomy, and innovation. Challenges such as limited teacher qualifications, lack of supplementary materials, and overcrowded classrooms further hinder its effective use and impact teachers' pedagogical practices.(Hamad, 2015) | M. M. Hamad, |
| Teacher's books and blogs about daily life chemistry: Problems and contexts views | Teacher books serve as valuable pedagogical guides, they can also act as barriers to teaching autonomy and innovation by promoting a teacher-centered approach and limiting the use of more innovative, student-centered methods.(Martínez-DelÁguila & Jiménez-Liso, 2012) | J. C. Rubin, C. L. Land, and S. L. Long |

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| Teachers' opinions on the evaluation of ELT teachers' books | Teacher books can serve as a pedagogical guide by providing structured content, teaching procedures, and practical tips that assist teachers in their instructional practices. However, they may also act as a potential obstacle to autonomy and teaching innovation, as reliance on these books can limit teachers' flexibility and creativity in adapting lessons to meet the unique needs of their students. (Kim, 2015) | H. Kim |
| The core aspects of teacher's book content: An analysis on teacher's needs | The research shows that teacher's books function as a pedagogical guide by offering structured materials and activities to support instruction, yet their lack of clear guidelines and procedures can hinder teacher autonomy and innovation. This limitation has led some Indonesian English teachers to perceive them negatively or even reject their use, highlighting the need for revisions so teacher's books can better meet teachers' needs and foster innovative practices.(Fahmi et al., 2022) | F. Fahmi, B. W. Pratolo, and A. Abbas |
| The development of a smart teacher book for preventing stereotypical behavior and suspicion in early childhood education | While the Smart Teacher Book is a valuable resource for professional teaching, particularly in addressing stereotypes and suspicions, the abstract does not directly address its impact on autonomous learning. The emphasis on teacher-led strategies suggests that without additional components to foster student independence, there could be potential barriers to autonomous learning. (Agustin et al., 2024) | M. Agustin, H. Djoehaeni, N. Kamarubiani, |
| The Development of Teacher and Student's Book Based on Realistic Mathematics Education in Statistics for A package Program | The teacher's book acts as a pedagogical guide by supporting the implementation of RME to improve problem-solving, but reliance on its structured format may hinder autonomy and innovation by promoting mechanistic teaching and limiting student engagement. Thus, while essential, teacher books should be designed to support rather than constrain interactive and innovative practices.(Bayu & Fauzan, 2023) | E. P. S. Bayu and A. Fauzan |
| The effect of portfolio-based assessment on jordanian efl learners' writing performance | The Teacher's Book provides a framework for instruction, it may simultaneously restrict teachers' autonomy and their ability to implement innovative teaching practices. The pedagogical guide aspect is represented by the Teacher's Book, while its prescriptive nature could be a potential obstacle to teaching autonomy and innovation.(Obeiah & Bataineh, 2016) | S. F. Obeiah and R. F. Bataineh, |
| The effect of scaffolding and portfolio assessment on jordanian efllearners' writing | The literature portrays teacher books as a pedagogical guide by providing structured procedures for conventional instruction, as seen in the use of Action Pack 10. However, strict reliance on such guides may limit teacher autonomy and innovation, restricting opportunities to apply creative strategies like scaffolding-based instruction or portfolio assessment. Thus, while useful as a resource, teacher books can also serve as an obstacle to fostering adaptability and innovative teaching practices.(Bataineh & Obeiah, 2016) | R. F. Bataineh and S. F. Obeiah, |
| The Impact of Flipped Classroom Instructional Strategy on 7th Grade Students Reading Comprehension in Jordan: An Empirical Study | In the control group, "traditional instruction" generally refers to teaching that follows the prescribed curriculum and the teacher's guide/book in a conventional manner. In that sense, the teacher's book functions as a conventional pedagogical guide used to deliver textbook-based lessons.(Yahya et al., 2024) | S. M. Yahya, S. M. El-Freihat, H. A. M. Alwama, and R. A. A. J. A. Omar |
| The place of creativity in EFL Omani syllabus: A content analysis of grade 12 students' and teachers' books | In the literature, teacher books play as a pedagogical guide by offering frameworks such as the Torrance Incubation Model (TIM) to support lesson planning and integrate creativity into teaching. At the same time, their limited inclusion of creativity strategies in prescribed plans can restrict teacher autonomy and hinder innovative practices that foster student creativity.(Al-Jabri et al., 2020) | M. S. Al-Jabri, F. Al Seyabi, S. Al Humaidi, and A. Hasan |

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| The Potential of RAFT Strategy for Improving Jordanian EFL Students' Creative Writing1 | The literature portrays teacher books as a pedagogical guide by providing structured lesson plans that support instructional delivery. However, this same rigidity can become a potential obstacle by limiting teacher autonomy and constraining innovative practices, particularly in fostering higher-order thinking and creativity.(Al-Mahdawi & Al-Smadi, 2019) | N. J. Al-Mahdawi and O. M. Al-Smadi |

Teacher books serve as structured resources that provide lesson plans, teaching procedures, and instructional strategies, thereby supporting teachers in delivering curriculum-based content (Makgato & Ramaligela, 2012). They help educators align their practices with institutional standards and national curricula (e.g., in Greek secondary biology or Indonesian EFL contexts). In addition, some studies highlight their function in professional development, offering reflective, learner-cantered resources that encourage teachers to build confidence and navigate the complexities of modern classrooms. They are also seen as scaffolding tools that aid less experienced teachers by providing clear guidance, frameworks (such as the 5E model or Torrance Incubation Model), and culturally relevant materials (e.g., Javanese folklore). In this sense, the teacher book is indispensable as a pedagogical compass that supports lesson planning, instructional coherence, and in some cases, critical thinking integration (Sejnost, 2009; Soe, 2024). Conversely, the literature also warns against the prescriptive and rigid nature of many teacher books. When overly directive, these resources tend to reinforce traditional, teacher-cantered approaches that leave little room for pedagogical flexibility. This rigidity can suppress teacher autonomy, discouraging experimentation with innovative practices such as scaffolding-based learning, portfolio assessment, or technology-enhanced tools like Flipgrid. In some contexts, teachers even reject the use of teacher books, citing their lack of clarity, impracticality, or misalignment with student needs. Moreover, heavy reliance on such materials risks promoting mechanistic teaching, reducing opportunities for student-cantered approaches and limiting the development of higher-order thinking, creativity, and problem-solving. The tension between guidance and restriction is central in how the literature portrays teacher books. While they provide structure and support, they can simultaneously constrain the very autonomy and innovation that effective teaching requires. This paradox suggests that the value of teacher books is not inherent but rather depends on how they are designed, contextualized, and implemented (Fan et al., 2025). Literature points to the importance of balancing structured resources with teacher professional development, institutional support, and reflective practices. Only when this balance is achieved can teacher books truly foster adaptive and innovative teaching rather than hinder it.

## 4. Conclusion

The systematic review based on PRISMA, encompassing 28 Scopus-indexed articles published between 2006 and 2025, highlights that the concept of the teacher book is not a static entity but rather a dynamic construct that has undergone continuous contestation, reconstruction, and reinterpretation across disciplines. Historically, its development can be traced through three major phases. The first phase positioned the teacher book as a prescriptive and standardized instrument designed to ensure curricular compliance, functioning as a regulatory guide but often constraining teachers' creativity. The second phase marked a shift towards debate and critique, where the teacher book was simultaneously valued as an essential pedagogical aid especially for novice teachers yet criticized for its potential to diminish teacher autonomy and pedagogical innovation. The most recent phase reflects a transformational reinterpretation, situating the teacher book as both a cultural and digital artifact that not only supports instructional practices but also fosters collaboration, reflective teaching, and the integration of technology in learning environments. These findings underscore the dual role of the teacher book as both a pedagogical guide and a potential constraint, contingent on its design, contextual use, and the extent of teacher agency. Empirical evidence confirms its utility in providing structured procedures, tasks, and instructional guidance, yet its overly prescriptive nature frequently limits teachers' ability to tailor learning to student needs. Keyword analysis further reveals the dominance of research in the contexts of English as a Foreign Language (EFL), grammar, and reading, alongside emerging trends toward technological and social media integration. This positions the teacher book as a hybrid artifact at the intersection of curriculum, pedagogy, and digital ecosystems.

The implications are twofold. Theoretically, examining the teacher book requires engagement with frameworks such as critical pedagogy, constructivism, and digital literacy, recognizing its dual role as both an ideological text and a practical instrument. Practically, curriculum developers and textbook writers are encouraged to adopt modular and flexible designs that allow adaptation and differentiation, ensuring that teacher creativity is not suppressed. Teachers, in turn, should approach teacher books critically and adaptively using them as guiding frameworks while modifying content to fit student needs and local contexts. Meanwhile, institutions and policymakers must provide systemic support and training that prioritize teacher professionalism, pedagogical autonomy, and meaningful use of technology. In conclusion, the teacher book should not be framed as either wholly beneficial or wholly restrictive. Instead, it represents a dynamic and hybrid artifact that embodies both tensions and opportunities between systemic demands and human-cantered educational needs. To function as a bridge rather than a barrier, the teacher book must be developed as a dialogical space responsive to cultural, technological, and contextual realities. This study thus contributes not only a comprehensive mapping of the evolving conceptual landscape of the teacher book but also offers concrete directions for future research, design innovation, and educational policies that are equitable, critical, and transformative.

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| **Ethics Declaration** | : | We as authors acknowledge that this work has been written based on ethical research that conforms with the regulations of our university and that we have obtained the permission from the relevant institute when collecting data. |
| | | We support ELTEJ in maintaining high standards of personal conduct, practicing honesty in all our professional practices and endeavors. |

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