

COURSE BOOK EVALUATION FORM

This form is designed for evaluating EFL course books from beginning to upper-intermediate level.

Basic Information

Name of Evaluator(s): _____

Title of coursebook(s): _____

Current level of learners: _____

Publisher(s): _____

Cost of Course-book package: _____ Date of Publication: _____

Is book now available (Yes/ No): _____

Reasons for Textbook Evaluation

Since the 1970's there has been a movement to make learners the centre of language instruction and it is probably best to view textbooks as resources in achieving aims and objectives that have already been set in terms of learner needs. Therefore, we must make every effort to establish and apply a wide variety of relevant and contextually appropriate criteria for the evaluation of the textbooks that we use in our language classrooms. We should also ensure "that careful selection is made, and that the materials selected closely reflect the aims, methods, and values of the teaching program." (Cunningsworth, 1995).

Another reason for textbook evaluation is the fact that it can be very useful in teacher development and professional growth. Cunningsworth (1995) states that textbook evaluation helps teachers to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook material.

Course Book Evaluation Methods

Effective evaluation relies on asking appropriate questions and interpreting the answers to them.(Cunningsworth 1995). The creation of extensive evaluation checklists by leading experts provides criteria for detailed course book analysis. Cunningsworth's checklist for evaluation and selection contains 45 questions, covering criteria such as "aims", "design", "language content", "skills", and "methodology", as well as "practical considerations such as cost and obtainability."

- 1: Strongly disagree, 2: Disagree, 3. In between disagree and agree, 4: agree, 5: strongly agree

ENGLISH LANGUAGE TEACHING COURSE BOOK CHECKLIST					
Evaluative Criteria / Level of importance	Level of Suitability		Comments		
I. General Attributes					
A. The book in relation to syllabus and curriculum	1	2	3	4	5

1. It matches the specifications of the syllabus.						
B. Methodology						
2. The activities can be exploited fully and can embrace the various methodologies in ELT.	1	2	3	4	5	
3. The activities can work well with methodologies in ELT.	1	2	3	4	5	
C. Suitability to learners						
4. It is compatible to the age of the learners.	1	2	3	4	5	
5. It is compatible to the needs of the learners.	1	2	3	4	5	
6. It is compatible to the interests of the learners.	1	2	3	4	5	
D. Physical and utilitarian attributes						
7. Its layout is attractive.	1	2	3	4	5	
8. It indicates efficient use of text and visuals.	1	2	3	4	5	
9. It is durable.	1	2	3	4	5	
10. It is cost-effective.	1	2	3	4	5	
E. Efficient layout of supplementary materials						
11. The book is supported efficiently by essentials like audio-materials, videos, extra materials and so on.	1	2	3	4	5	
II. Learning-Teaching Content						
A. General						
12. Most of the tasks in the book are interesting.	1	2	3	4	5	
13. Tasks move from simple to complex.	1	2	3	4	5	
14. Task objectives are achievable.	1	2	3	4	5	
15. Cultural sensitivities have been considered.	1	2	3	4	5	
16. The language in the textbook is natural and real.	1	2	3	4	5	
17. The situations created in the dialogues sound natural and real.	1	2	3	4	5	
B. Listening						
18. The book has appropriate listening tasks with well-defined goals.	1	2	3	4	5	
19. Tasks are efficiently graded according to complexity.	1	2	3	4	5	
20. Tasks are authentic or close to real language situations.	1	2	3	4	5	
C. Speaking						
21. Activities are developed to initiate meaningful communication.	1	2	3	4	5	
22. Activities are balanced between individual response, pair work and group work.	1	2	3	4	5	
D. Reading						
23. Texts are graded.	1	2	3	4	5	
24. Texts are interesting.	1	2	3	4	5	
E. Writing						
25. Tasks have achievable goals and take into consideration learner capabilities.	1	2	3	4	5	
26. Tasks are interesting.	1	2	3	4	5	
F. Vocabulary						
27. The load (number of new words in each lesson) is appropriate to the level.	1	2	3	4	5	
28. There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book.	1	2	3	4	5	
29. Words are efficiently repeated and recycled across the book.	1	2	3	4	5	

G. Grammar						
30. The spread of grammar is achievable.	1	2	3	4	5	
31. The grammar is contextualized.	1	2	3	4	5	
32. Examples are interesting.	1	2	3	4	5	
33. Grammar is introduced explicitly and reworked incidentally throughout the book.	1	2	3	4	5	
H. Pronunciation						
34. It is contextualized.	1	2	3	4	5	
35. It is learner-friendly with no complex charts.	1	2	3	4	5	
I. Exercises						
36. They are learner-friendly.	1	2	3	4	5	
37. They are adequate.	1	2	3	4	5	
38. They help students who are under/over-achievers.	1	2	3	4	5	
39. They are of different kinds and styles.	1	2	3	4	5	
40. They cover all skills, not just grammar and vocabulary.	1	2	3	4	5	

41. What materials or activities are missing from the book which should be included?

42. What helpful ways of learning are missing from the book which should be included?

Evaluator's Signature: _____

Date: _____