

Framework for Evaluation of ELT Materials

Evaluator's Principles (based on experience/SLA research/learning theories)

establish who is involved in the evaluation process:

one or more evaluators?

is evaluator a practising teacher?

in the context the textbook will be used in?

Profiling

Learner Profile

Personal Needs

age

gender

cultural background

educational background

interests

Learning Needs

previous LL experience

learning style'

Professional/Future Needs

requirements of profession/future

educational setting

Teacher Profile

Personal Needs

age

gender

cultural background

educational background

interests

Professional Needs

previous teaching experience

teacher training

professional development

preferred teaching style

beliefs

Profile of Setting

socio-political needs

educational policy

constraints (e.g. time/budget)

Material Analysis

Objective Description
physical aspects
main sections
optional customisation
value for money

Subjective Analysis
choose section/s for closer analysis
subdivision into tasks
analysis of individual tasks:
What is learner expected to do?
With what content?
Who with?

Subjective Inference
deduce aims/principles
deduce roles of teacher/learner
deduce what mental processes
are expected of learner

Materials-in-Use' Evaluation

Report of Findings

References

Tomlinson, B (2011) 'Introduction: principles and procedures in materials development' in Tomlinson, B (ed) *Materials Development in Language Teaching* (2nd edition). Cambridge: Cambridge University Press

Littlejohn, A (2011) 'The analysis of language teaching materials: inside the Trojan Horse' in Tomlinson, B (ed) *Materials Development in Language Teaching* (2nd edition). Cambridge: Cambridge University Press

Masuhara, H (2011) 'What do teachers really want from coursebooks?' in Tomlinson, B (ed) *Materials Development in Language Teaching* (2nd edition) Cambridge: Cambridge University Press

