**Textbook Evaluation**

The following evaluation is composed of two sections; first impressions of the overall textbook and an analysis of a particular unit.

Likert Scale:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree  | Neither Agree nor Disagree | Agree | Strongly Agree |

**First impressions**

The first impressions are a ‘flick test,’ where the teacher quickly flicks through the materials and forms an instant impression.

1. The overall appearance is attractive.

1 **2** 3 4 5

1. The topics are engaging.

1 2 3 **4** 5

1. There is a range of genres (newspapers, articles, poetry, etc.)

1 **2** 3 4 5

1. There is a balance of skills (reading, speaking, listening, writing)

1 2 **3** 4 5

1. There is a balance of language systems (vocabulary, pron, etc.)

1 2 **3** 4 5

1. Language is presented in a logical order across the syllabus

(content page)

1 2 **3** 4 5

1. The book design is informed by some methodology/methodologies.

1 2 3 **4** 5

1. Supplementary material is provided.

1 2 3 **4** 5

25

Total Score:

Additional comments: From a glance, the book includes interesting topics and promotes student-centeredness. However, it looks densely-written and a bit ‘heavy’, especially on vocabulary.

**Analysis of a Unit**

The second part of the evaluation focuses on a particular unit. An analysis of specific features of the unit provide an evaluation of its anticipated effectiveness in use. This will be informed by both the teachers teaching context and experience and learners anticipated needs and interests.

***Appearance and Design***

1. The overall appearance is visually engaging.

1 **2** 3 4 5

1. The layout is clearly structured.

2.5

1 2 **3** 4 5 Mean Score:

***Content and Context***

1. The content is relevant to my learners’ interests.

1 2 3 **4** 5

1. The content is relevant to my learners’ needs.

1 2 **3** 4 5

1. The topics are culturally sensitive.

1 2 **3** 4 5

1. Topics can be localised.

1 2 3 **4** 5

1. There are examples of authentic language in use.

1 2 3 **4** 5

1. The teacher’s book supports novice teachers.

1 2 3 **4** 5

1. There is supplementary material.

1 **2** 3 4 5

1. Tasks are adaptable.

3.5

1 2 3 **4** 5 Mean Score:

***Practice***

1. Tasks involve practising a mix of language skills (reading, listening, etc.)

1 2 **3** 4 5

1. There are opportunities to review from previous units.

1 **2** 3 4 5

1. There are opportunities to recycle language within the unit.

1 2 3 **4** 5

1. Tasks promote communication between students.

1 2 3 **4** 5

1. Tasks promote peer collaboration.

1 2 3 **4** 5

3.5

1. Tasks allow for personalised practise from the student. Mean Score:

1 2 3 **4** 5

***Methodology***

1. A clear methodology informs task design.

1 2 **3** 4 5

1. The methodology is appropriate to the teaching context.

1 2 3 **4** 5

1. Tasks encourage noticing of specific language features.

1 2 **3** 4 5

1. The tasks promote student autonomy.

3.5

1 2 3 **4** 5 Mean Score:

Total Score: 13

Additional comments: Overall, the book is following most of the CEFR criteria for C1. Some of its tasks are based on the communicative approach but not throughout the book. Other methodologies, such as task based learning, are neglected. Even though the teacher’s book supports both novice and experienced teachers, some of the suggested ideas of how to present tasks seem to be teacher-centred and do not always facilitate real communication.