

## **Evaluation of Pre-Intermediate Three (Pre-3) English Textbook of Iran Language Institute**

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### **Abstract**

As the most basic means of instruction and learning, textbooks play a pivotal role in teaching any language since they provide a dependable source of language input for learners. However, with the wide array of textbooks available in the market, opting for the textbooks suiting the peculiar educational parameters of different settings, seems to be a cumbersome task; therefore, to gain greater educational outcomes, to save time, and to incur less costs on learning, logical selection of textbooks through scientifically sound principles seems to be a sensible strategy. The present study utilized an *a priori* evaluation of the widely-used Pre-intermediate Three (Pre3) textbook of Iran Language Institute (ILI) by using two textbook evaluation schemes by Grant and Demir and Ertas. The results indicated that, despite the numerous merits of the mentioned textbook, including the active role of the learners in completing the tasks, it has got a rather traditional view of the learners' roles, and one-way teacher-student interaction predominates at the expense of invaluable group and team interaction. Moreover, the written mode of input outweighs the oral one and with its over-emphasis on forms instruction, it prescribes structures for use by learners. Some revisions, are, finally, proposed to make the book more suitable for the Digi-minded learners today.

**Keywords:** Textbook Evaluation, Grant, Iran Language Institute

## Introduction

Generally speaking, there are four major factors affecting the process of learning/teaching any language including English: teachers, learners, textbooks, and setting; it seems that textbooks play an important role, especially EFL situations, since they are basic source of input, not mentioning the teacher (Razmjoo, 2010).

According to McGrath (2002), a textbook is important by reason of setting the direction, content, and the way a lesson is taught. Richards (2001) similarly believes that textbooks provide the basis for content of the lessons, the balance of skills taught, and the kinds of language practice the students take part in. He also maintains that textbooks provide a structure for the syllabus, standardize instruction, provide various learning experiences, provide efficient and effective language models, train teachers, and are visually appealing. For learners, textbooks provide the major source of contact with the language, especially in EFL situations. For inexperienced teachers, textbooks can also be used as a form of teacher training because they provide ideas and special formats on how to plan and teach lessons.

Despite the numerous advantages affiliated with textbooks, if not selected cautiously, textbooks can sometimes be a teacher's undoing, leading to failures to live up to expectations and realizing the educational goals which will ultimately cause to waste of time, energy, and money. Therefore, it seems that the teachers should opt for the textbooks that will aid them in achieving their goals and objectives as specified in the curriculum and course syllabus. This necessitates careful evaluation of the textbook the teacher is supposed to use in the teaching/learning program. This is confirmed by Sheldon (1988) who stated that there are two key reasons for showing the importance of textbook evaluation and book reviews. The first one is related to making the

teachers' way smoother in selecting an appropriate textbook. The second one was about helping teachers to become familiar with the textbook because the evaluation makes strength and weak points of them clear and known. Similarly, in EFL situations the inclusion of different language skills as well as the integration and sequencing of various components such as vocabulary, grammar, and pronunciation, etc. is important in that they can affect the success or failure of the learners and even teachers' plans (Mukundan, 2007).

Based on the discussion above, and considering the prevalence of the English textbooks taught in ILI, one of the most reputable and authoritative organizations in Iran. The aim of this study is to review Pre-intermediate Three (Pre-3) English textbook currently taught in ILI. To do so the models proposed by Grant (1987) and Demir and Ertas (2014) are used as points of reference in the evaluation process.

Specifically speaking, this study uses the two above-mentioned textbook evaluation models to find the answer to the following research question:

*What are the strengths and weaknesses of the Pre-Intermediate 3 ILI textbooks?*

The specific items of the two models are mapped onto the textbook to highlight the strengths and weaknesses.

### **Textbook Evaluation Checklists and Models**

Different criteria, frameworks, and models have been proposed for textbook evaluation. Cunningsworth (1995), for example, mentioned the criteria for textbook evaluation and believed that the textbooks should:

1. match learner needs as well as the aims and objectives of the learning program,
2. help equip learners to use language effectively for their own purposes,

### 3. facilitate learners' learning processes.

Similarly, Tomlinson (2013) in his book entitled 'Materials Development in Language Teaching', refers to several criteria for textbook evaluation. Tomlinson Believes that a good material should achieve impact, help learners feel at ease and confident, develop the sense of being relevant to the learners, expose learners to language in authentic use, draw learners' attention to the linguistic features of the input, provide learners with the opportunity to use language communicatively, consider learner differences and styles, and not focus so much on controlled practice.

In the same line, Jahangard (2007) worked on the book reviews of four EFL textbooks which were used in the Iranian high schools. He observed 10 checklists by different authors and researchers (e.g., Chastain, 1971; Tucker, 1975; Cowles ,1976; Daoud & Celce-Murcia,1979; Candlin & Breen (1979); Williams (1983); Rivers (1981); Sheldon (1988); Skierso (1991), and Ur (1996) as cited in Jahangard, 2007). In his study, he stated that although Sheldon (1988) suggests *there is no general list of criteria that can ever really be applied to all teaching and learning contexts without considerable modification*, the standardized data analysis checklists mostly have similar items that can be helpful to use for ELT practitioners in a wide variety of situations. Theorists in the field of ELT textbook design and analysis such as Brown (1995), Cunningsworth (1995), Harmer (1996), and even Sheldon (1988) all agree that evaluation checklists are necessary and need to have some criteria related to the physical features of textbooks such as organizational, layout, and logistical features.

Other important criteria that need to be applied in the process of data analysis are those related to the textbook's aims, methodology, approaches and the degree to which a set of materials is teachable and also meet the needs of the instructors' approach as well as the overall curriculum

of the EFL organizations. Moreover, items mentioned in a well-organized evaluation checklist should analyze the specific language, grammar, skills and functions which are covered by a certain textbook as well as the relevance of linguistic items to the prevailing socio-cultural environment (Jahangard 2007) At last, textbook evaluations have to include criteria that are related to representation of cultural and gender components in addition to the extent to which the linguistic items, subjects, content, and topics match up to students' personalities, needs, interests, and backgrounds as well as the teacher and the institution.

Jahangard (2007), finally, referred to the following core features common to all textbook evaluation models and frameworks: having good vocabulary explanation and practice, being able to approach educationally and socially acceptable to target community, having regularly periodic review and test sections, offering appropriate visual materials, including interesting topics and tasks, having clear instructions, enjoying clearly attractive layout and print, and being easy to read, having clearly organized and graded content, using plenty of authentic language, enjoying good grammar presentation and practice, including Fluency practice in all four skills, and encouraging learners to develop own learning strategies and to become independent in their learning.

The results of four EFL textbooks' evaluation based on the core features of checklists that Jahangard (2007) realized indicated that, first, there is no consistency between the senses in which the new words are used in the "New Words" Sections and the ones used in "Reading Comprehension" section. Second, the new vocabularies are presented in poor contexts. Third, the investigation of the books shows that there are not enough review exercises and tests for students and the testing methods of the tests in the books are not comparable and compatible with the ones used in midterm or final exams, and even the learners' real life uses.

Regarding the clear and attractive layout of the book, the researcher stated that considering the clarity and orthographic beauty, the quality of the paper used are like daily newspapers' sheets. With regard to the topics and tasks that are available in the books, the researcher believes that the topics are mostly interesting for the students. However, he suggests that there should be some revisions about some topics and make them relate more to the taste of the generation using the books. The results of the investigation indicate that the series provide learners a clear instruction about how to use the books.

About the content of the Reading Comprehension, Jahangard (2007) stated that misunderstanding or even lack of comprehension happens due to the complexity of the sentences sometimes but not due to the number of the new words. Regarding the grammar lessons used in the series with practices, the results indicated that grammar drills such as substitution, repetition, and transformation include the major part of each lesson trying to help the learners practice the points more orally.

Besides elaborating on common features of textbooks evaluation models and Jahangard's (2007) evaluation sample, Richards (2007) stated that although textbook evaluation is necessary in order to choose the best book among the available ones, but the suitability of a textbook depends highly on the context's necessities that it is used. In fact, he believes that a textbook may be completely matched with the needs of a context in one class, but it might not be efficient enough in another environment or a different class. So, he claimed that before the evaluation, several factors such as the role of the textbook in the teaching-learning process, the teachers and the learners as well in the have to be taken into account.

Grant (1987) introduced an effective evaluative approach called the CATALYST test; an acronym in which the letters stand for Communicative, Aims, Teachability, Availability, Level,

Your impression, Students' interest and Trying and testing. As a result of reading the textbooks, the students may be able to use the language in order to communicate. The materials must fit the objectives and aims of the users based on their level. The courses in the book must be well-organized and reasonable to teach for the instructors and interesting enough to study for the learners. Available additional materials are necessary as well. Finally, it is necessary to check whether the courses have been tried and tested in real classrooms (See the appendix). This approach is also used in Demir and Ertas's model.

Demir and Ertas (2014) stated that their model is an example of checklist method for book evaluation which is the most widely adopted way in order to judge coursebooks. More than thirty ELT coursebook checklists were determined as a result of extensive review of literature of the study. Then, several items were chosen from those checklists by putting aside several of them on a utilitarian basis, accompanied by the researchers' own items, as they mentioned. All of the items were brought together as a final eclectic checklist (See the appendix).

### **The Textbook under Evaluation in this Study**

This study intends to evaluate one of the textbooks of Iran Language Institutes (ILI) used nationwide for teaching English to adults. Generally, an adult learner is supposed to pass **eighteen** levels with eighteen different books of Basic, Elementary, Pre-Intermediate, Intermediate, High, and advanced levels, **twenty-one** sessions for each semester. The Basic levels includes (B1 & B2), the Elementary levels include (E1, E2, E3), the Pre-Intermediate levels include (Pre1, 2, 3), the Intermediate levels include (Inter1, 2, 3), the High levels include (High1, 2, 3), and the last level which is Advanced includes four books which are (A1, 2, 3, 4).

Pre-intermediate 3 is the third book, a three-level course. The first edition of the book was published in 2005. The book is planned, compiled, and revised by the ILI's Research and Planning Department. The design and book's graphics are done by Gholamreza Asgari, the cover is designed by M. Doost Mohammadi, and the illustrations by M. Keshmiri, A. Ansari, A. Khaleghi. In the preliminary pages, the book acknowledged the people who helped in the writing process of the book including Ghassem Haghghat-talab, Gholamreza Salahi, Elham Ali-Tabari, Pantea Savadkoohi, Zhale Gharagozlou, Roshan Omrani, and Saeed Azimi.

The plan of the book is presented in two pages. In this six-column section, the number of units, page numbers, and the related information about dialogs, reading, structure, and listening are presented as a guide for the users. On the following pages, an introduction including the explanations of different parts of the book is presented in two pages. Totally, the book consists of *eight* units, and each of them contains several parts as mentioned earlier. Detailed information for the different sections of the book is presented below:

**Vocabulary:** This part ensures that the vocabulary used in the subsequent parts do not make any problems in the learners' comprehension, and it includes:

*-A list of vocabulary with their English meaning & examples*

*-Pictures*

*-Expressions*

**Conversation:** This section includes two parts:

*-Dialog*

*-Comprehension Questions*

**Reading:** Based on the students' taste and interest, a relevant passage is included. It consists of two parts:

*-Passage*

*-Comprehension Questions in two forms of descriptive and tests.*

**Grammar through Spoken Drills:** This section includes two parts:

*-Directed Discourse*



-Grammar Notes

*Listening*: This section includes the following parts:

-Pre-listening

-Listening

-Follow up

### Data Analysis

The ILI Pre-Intermediate Series is a three-level course which has been designed in order to satisfy the needs of the ILI students and is linked to the ILI instructional syllabus. For the purpose of evaluating PreI3 textbook, Grant's (1987) (Appendix A) and Demir and Ertas' (2014) (Appendix B) checklists have been used to evaluate the textbook under study. Generally speaking, the strengths and weaknesses of the textbook under study here are summarized in the Table One:

Table One

#### *Strengths and Weaknesses of ILI PREI3 Textbook*

| Strengths                                                                                                  | Weaknesses                                                                                             |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 1. Giving an active role to the learners by the tasks                                                      | 1. More attention given to accuracy than fluency in the tasks                                          |
| 2. Appropriate and enough meaning-based activities & tasks                                                 | 2. Limitation in the creative use of language based on the book                                        |
| 3. Use of substitution, and transformation drills to teach grammatical points                              | 3. Ignoring the repetition of structural points in some units                                          |
| 4. Involving learners' interest, and opinions for both male and female                                     | 4. Few tasks involve world knowledge                                                                   |
| 5. Appropriateness of the topics of passages and paying attention to the learners' comprehending abilities | 5. Not enough attention given to pair or group work in the class                                       |
| 6. Having motivating and engaging reading passages                                                         | 6. Few or sometimes no attention given to the students writing abilities.                              |
| 7. Useful instructions in helping the learners to answer the tasks                                         | 7. Interaction and the process of Questions/Answers is mostly between teacher and some chosen learners |
| 8. Useful table of content & list of vocabularies                                                          | 8. Learners' creativity is somehow ignored                                                             |
| 9. Dividing of the units to certain sections                                                               | 9. Not interesting enough dialogs                                                                      |

#### *Course Components and Overall Structure*

The book consists of eight units each containing a vocabulary list, a dialog, a reading passage, and a listening section. The different parts of each unit are supposed to meet the objectives

of the course. The student book is accompanied with a workbook to help the learners to practice and use the materials that they have learned in the class.

The first significant point is that the book is completely communicative, and the topics are highly related to real-life situations. Actually, the authors have attempted to provide an opportunity for the learners to connect themselves to the culture of the target language as well as the communicating process in real-life. In other words, the content of the textbook somehow serves as a window into learning about the target language culture as Demir and Ertas (2014) claimed. As an example, on page 14 of unit one, a very informative passage about ‘*Travel*’ is provided for the learners that can be used in their daily lives.

About the teachability of the lessons and provision of a better comprehension opportunity for the learners, it should be mentioned that the book is well-organized. As a result, each unit has several specific sections so that the teachers can easily figure out what, how, and when to teach. The same is the case for the students, and they are able to easily access to the needed information. Such examples can be observed on *page 83 of Unit Five* in which there is a separate part with a different color in order to teach some important grammar points and help the learners access the information faster and more easily.

Regarding the printing quality, size and weight of the coursebook, proper attention has been given to these items. However, the authors still need to do several revisions in containing enough pictures, diagrams, tables etc. in order to help students understand the printed text better as also mentioned in Layout & Physical Make-up section of Demir and Ertas’ (2014) checklist. In other words, the textbook should should present more helpful table of content to guide learners to the content of the books. Some pages were chosen randomly to confirm the claim. As a good example, on page 115 of unit seven, there is no diagram and enough pictures to enhance the process

of learning. The same problem was observed in other sections and other units, as well. So here, the students are somehow forced to read statements one after the other to understand the grammar.

Learners should feel there is continuity among what they learned before and what they learn in their current textbooks. To this purpose, the learners should be required to remember things from their long-term memory so the number of tasks which accomplishment needs related to mental operation should be increased.

The textbooks under evaluation also needs to present tasks which involve learners' world knowledge, linguistic knowledge and develop decision making abilities of them in order to be challenging enough to foster new learnings. Such examples can be observed in several units which lack the mentioned tasks. In page 77 of unit five, as a sample, the two speakers are talking about a daily life issue which is a strength of the textbook because this help learners to find themselves in daily situations but there is no color of the target culture in the conversation and other parts such as readings, listening, etc. as well. The students are only asked to memorize the conversation in a parrot-like learning style, perform for the class and answer some questions related to them.

Answering another question of Demir and Ertas' (2014) checklist, another point is that the book has a CD with well-recorded native speaker voices related to different units and a Workbook which is a bit challenging for the students. The tasks and activities of the workbook are rather hard for a learner at this level. Therefore, the teacher always dedicates a part of the class time to solving the learners' problems and answering their questions about the workbook.

Having dealt with the general issues about the overall structure of the textbook, it is time to discuss the components of the textbook in the light of Grant's and Demir and Ertas' framework.

### ***Vocabulary***

In order to make sure that the students understand the meaning of new words and their use in a sentence, the new lexical items appear in a list at the beginning of each lesson with their English definitions, examples, and parts of speech. Also, several pictures are included provide further explanations and clarifications about the meanings of some words. However, not all the new words have been listed here.

Regarding the questions in Demir and Ertas' (2014) checklist, the number of new words introduced in every lesson seem to be reasonable for the students of that level, and the new vocabulary words are repeated in subsequent lessons to reinforce their meaning and use. But some vocabularies used in the passages are not in the vocabulary list of the unit, and some learners who are in a lower level of proficiency than their classmates, need to check their meanings with the help of a dictionary, but for the other learners it is possible by the use of their previous knowledge.

One more issue is that there are no vocabulary exercises directly in the Pre3 books to promote internalization of previously and newly introduced items. Such examples can be observed in page 42, 43, 106, 107, etc. that there is only list of words mentioned in the beginning of each lesson. There are no tasks related to them in the pages after the vocabulary lists. So, there is no creativity involved in the vocabulary learning process. In the best condition, the instructor may ask the students to make sentences with some of the words but they are not as appropriate enough as learning vocabulary through tasks.

### *Spoken Drills and Grammar*

These kinds of drills are actually designed to put the learners in a position to use grammatical structures of English, and also enable them to produce accurate speaking with the correct fluency, that can be achieved with several simple repetition or substitution drills to more complicated ones.

Generally, in order to give a view, it is obvious that in contrast of the books of other language institutions in Iran, the Pre-Intermediate 3 book focuses a lot on the grammar points and that may cause problems in learners communication skills. Actually, the grammar points are presented with brief and easy examples and explanations in some separated parts. Such examples can be seen on page 110 of unit six which is about past perfect continuous tense.

It can be summed up that a lot of attention is paid to the structure and spoken drills, and less attention is paid to communicative skills, passage reading comprehension, writing and gaining worldwide knowledge. Although the pictures and illustrations used in the book have high quality, but they are not enough for the needs of the learners in contrast of other books.

### *Listening Sections*

These sections intend to improve the students' listening skill with the help of authentic materials which are somehow related to the dialogue, reading passage, or even the speaking drills. Beneficial activities appear at the end of each listening section in order to give the students the chance to use what they learned in the real contexts.

About the content of the book and the listening section, they, in fact, serve as a window into learning about the target language culture in some parts although several sections such as dialog parts lack it. This point can be obviously observed in the listening sections. As an example, on page 88 of unit five, there is a listening about changes in the next 50 years of the U.S as the

language which is taught through this book is American English. In addition, the listening materials are accompanied by background information, questions and activities which help comprehension as there are pre-listening tasks before each listening.

Authentic tasks allow learners to practice the real- life like situations, so that they can help learners to deal with unseen contexts. Regarding the number of listening skill related sections, this implies that the textbook is required to present much more authentic tasks. However, looking through rose glasses, the textbook has appropriate listening tasks with well-defined goals.

Another question of the checklist related to background information, questions and activities which help comprehension in listening section, it can be summed up that there are not enough activities for this purpose as also mentioned earlier. In fact, more pages need to be dedicated to the authentic skills. Such examples can be observed in every unit. Page 119 & 120 (two pages for listening section in each unit) are chosen randomly. There is only one pre-listening activity which does not provide the chance of a good communication between groups because there are only two questions to answer in short form.

### ***Reading Sections***

Since the passages need to increase the students' general knowledge of English, raise their comprehension and help them to learn a wide range of vocabulary in the context, various informative passages and readings are selected based on the students' likes and interests.

Regarding the questions in the checklist, the content of the book is challenging enough to foster new learning, is highly motivating, and includes interesting topics and subjects for the learners. In fact, the readings in Pre3 books are suitable to the cognitive abilities of adult language learners. As an example, on page 110 of Unit Seven, there is a passage about Sense of Direction,

and the passage about the book of the future on page 78 of Unit Five which are very interesting and at the same time, informative and a bit challenging for the students.

There are adequate and appropriate exercises and tasks for improving reading comprehension after each passage in the form of answering the comprehension questions and tests. The length of reading passages seems reasonable according to the comprehension questions and tests. However, there is not a wide range of different reading texts with different subject content in contrast to the other English learning books in language institutions of Iran. The textbook does play a successful role in enabling students to communicate in authentic situations according to the results of the questions and observations of the study.

The reading of page 110, as a sample, does have an interesting topic about “the sense of navigation” and good enough information to share, and provided the opportunity for communication of the learners as well. Because there are enough comprehension questions after it which motivate learners to focus on the reading and share their own opinion with the class. Some questions are as the following:

- Are we born with a sense of direction?
- Can we improve our sense of direction?

### *Dialogs*

After the vocabulary list in each unit, there is a dialogue section which usually aims to present a grammar point and a language function in real life situations. The important point is the fact that the focus is on selecting interesting topics for both male and female students.

Generally, the topics used in the dialogs were related to real-life situations which is a strength of the book, but mostly the dialogs, illustrations and topics are not that much free from

any kind of discrimination (gender, race etc.) according to Demir and Ertas (2014), and communication mostly happens between two or more males rather than females. Still, there are some illustrations showing that women are supposed to be doing housework which is considered as an obvious discrimination. Such examples can be found on page 20 and 21 of unit one that the women are busy in the kitchen washing the dishes and taking care of the babies.

### ***Workbooks***

Pre-Intermediate 3's workbook accompanies the students' book to provide the students with the opportunity to review and practice what they have learnt through a variety of exercises about vocabulary, grammar, writing, and speaking activities. Detailed description of the exercises appears at the beginning of the workbook.

### **Conclusion**

Learning a language necessitates applying some forms of materials such as textbooks, cassettes, videos, CDs, dictionaries, grammar books, workbooks or photocopied exercises, etc. The role of textbooks in a language program is so fundamental that make it a complicated job to choose the best one for a particular teaching context. As a result, careful analysis of a textbook could be used to help the material developers to repair the weaknesses in the next revisions of it. For this purpose, using evaluation checklists are popular worldwide in order to reach the mentioned aims that are also used as the base of textbook analysis of the current study. Some units were chosen randomly and analyzed by the checklists of Grant (1987), Demir and Ertas (2014)



frameworks. The results of the data analysis show that there are both weaknesses and strengths points in Pre3 textbook that were discussed in the previous section.

The results of the data analysis reveal that Pre3 courses have a traditional perspective of the learner and teacher's roles. Although, every learner is responsible for his or her own learning whether in the form of peer learning or cooperative which received no attention in the book. Involving world knowledge during the exercises make students real life like as the authors have provided the opportunity for connecting learners to the culture of the target language as well as the communicating process in real-life. However, one of the most important aspects of the books that needs revision is shortage of group/pair work, discrimination issues, items and tasks in order to enhance learners' creativity, fluency in using of language, the tasks related to learners' writing skills and many other issues.

The findings of the current study can be useful for the teachers and learners in the applying process for the ILI classrooms. The results of the study can also help students and teachers to examine Pre-intermediate 3's materials and decide on continuing to study and teach this book or not. In conclusion, generally about book review it can be said that materials and textbooks evaluation help us make good choices in selecting textbooks. It can actually help teachers to make professional judgment of why they have chosen that material and reflect on their teaching and learning experiences.

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### Appendix A: Grant's Checklist

Questionnaire Part 1: Does the book suit your students?

|                                                                                                                                             |      |         |    |
|---------------------------------------------------------------------------------------------------------------------------------------------|------|---------|----|
| 1. Is the textbook attractive given the average age of your students?                                                                       | YES  | PARTLY* | NO |
| 2. Does it reflect what you know about your students' needs and interests?                                                                  | YES  | PARTLY* | NO |
| 3. Is it about the right level of difficulty?                                                                                               | YES* | PARTLY  | NO |
| 4. Are there enough authentic materials so that students can see that the book is relevant to real life?                                    | YES  | PARTLY* | NO |
| 5. Does it achieve an acceptable balance between the relevant language skills and integrate them so that work in one skill helps the other? | YES* | PARTLY  | NO |

#### Grant's Checklist - Stage 2:

Questionnaire Part 2: Does the book suit the teacher?

|                                                                                                                    |      |        |    |
|--------------------------------------------------------------------------------------------------------------------|------|--------|----|
| 1. Is there a good, clear teacher's guide with answers and help on methods and additional activities?              | YES* | PARTLY | NO |
| 2. Are the recommended methods and approaches suitable for you, your students and your classroom?                  | YES* | PARTLY | NO |
| 3. Does the book use a 'spiral' approach so that items are regularly revised and used again in different contexts? | YES* | PARTLY | NO |
| 4. Are the approaches easily adaptable if necessary?                                                               | YES* | PARTLY | NO |
| 5. Does using the course require little or no time-consuming preparation?                                          | YES* | PARTLY | NO |

#### Grant's Checklist - Stage 2:

Questionnaire Part 3: Does the textbook suit the syllabus and examination?

|                                                                                                        |      |        |    |
|--------------------------------------------------------------------------------------------------------|------|--------|----|
| 1. Does the book follow the official syllabus in a creative manner?                                    | YES* | PARTLY | NO |
| 2. Is the course well-graded so that it gives well-structured and systematic coverage of the language? | YES* | PARTLY | NO |
| 3. If it does more than the syllabus requires, is the result an improvement?                           | YES* | PARTLY | NO |
| 4. Do the course's methods help the students prepare for the exam?                                     | YES* | PARTLY | NO |
| 5. Is there a good balance between what the examination requires and what the students need?           | YES* | PARTLY | NO |

**Appendix B:** A part of suggested Eclectic Checklist for ELT Coursebook Evaluation by Yusuf Demir of Selcuk University and Abdullah Erta of Atılım University:

| Sections                       | Questions                                                                                                                             | YES | NO |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| <b>Subjects &amp; Contents</b> | Does the content serve as a window into learning about the target language culture (American, British etc.)?                          | *   |    |
|                                | Are the subject and content of the coursebook interesting?                                                                            | *   |    |
|                                | Is the content of the coursebook challenging enough to foster new learnings?                                                          |     | *  |
|                                | Are the subject and content of the coursebook motivating?                                                                             |     | *  |
|                                | Is the thematic content understandable for students?                                                                                  | *   |    |
|                                | Is there sufficient variety in the subject and content of the coursebook?                                                             |     | *  |
|                                | Is the thematic content culturally appropriate?                                                                                       | *   |    |
|                                | Are the topics and texts free from any kind of discrimination (gender, race etc.)?                                                    |     | *  |
|                                | Is there a relationship between the content of the coursebook and real-life situations(society)?                                      | *   |    |
|                                | Do the topics and texts in the coursebook include elements from both local and target culture?                                        | *   |    |
| <b>Reading</b>                 | Are there adequate and appropriate exercises and tasks for improving reading comprehension?                                           | *   |    |
|                                | Is there a wide range of different reading texts with different subject content?                                                      |     | *  |
|                                | Are the reading selections authentic pieces of language?                                                                              | *   |    |
| <b>Listening</b>               | Does the coursebook have appropriate listening tasks with well-defined goals?                                                         | *   |    |
|                                | Is the listening material well recorded, as authentic as possible?                                                                    | *   |    |
|                                | Is the listening material accompanied by background information, questions and activities which help comprehension?                   |     | *  |
| <b>Speaking</b>                | Does the coursebook include speech situations relevant to students' background?                                                       | *   |    |
|                                | Are the activities developed to initiate meaningful communication?                                                                    | *   |    |
|                                | Does the coursebook include adequate individual and group speaking activities?                                                        |     | *  |
| <b>Writing</b>                 | Are models provided for different genres?                                                                                             |     | *  |
|                                | Do the tasks have achievable goals and take into consideration learner capabilities?                                                  | *   |    |
|                                | Is practice provided in controlled and guided composition in the early stages?                                                        |     | *  |
|                                | Does the vocabulary load (i.e. the number of new words introduced every lesson) seem to be reasonable for the students of that level? | *   |    |
|                                | Is there a good distribution (simple to complex) of vocabulary load across chapters and the whole book?                               |     | *  |

|                                      |                                                                                                                   |   |   |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------|---|---|
| <b>Vocabulary</b>                    | Do the vocabulary exercises promote internalization of previously and newly introduced items?                     |   | * |
|                                      | Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?                   | * |   |
|                                      | Is the new vocabulary integrated in varying contexts and situations?                                              | * |   |
| <b>Grammar</b>                       | Are the grammar points presented with brief and easy examples and explanations?                                   | * |   |
|                                      | Is the primary function of new structures for interaction and communication?                                      | * |   |
|                                      | Do the structures gradually increase in complexity to suit the growing reading ability of students?               | * |   |
|                                      | Are the new structures presented systematically and in a meaningful context?                                      | * |   |
|                                      | Are the grammar points recycled in the following units?                                                           | * |   |
| <b>Layout &amp; Physical Make-up</b> | Is the printing quality high?                                                                                     | * |   |
|                                      | Does the coursebook look interesting and fun?                                                                     | * |   |
|                                      | Does the coursebook include a detailed overview of the functions and structures that will be taught in each unit? |   | * |
|                                      | Does the coursebook reflect learners' preferences in terms of layout, design, and organization?                   | * |   |
|                                      | Does the coursebook contain enough pictures, diagrams, tables etc. helping students understand the printed text?  |   | * |
|                                      | Are the illustrations informative and functional?                                                                 | * |   |
|                                      | Do the size and weight of the coursebook seem convenient for students to handle?                                  | * |   |