

## TEXTBOOK EVALUATION CHECKLIST

Name of the textbook:	Title:
Authors:	Level:
Publisher:	Copyright Date:

	Excellent (4)	Good (3)	Adequate (2)	Poor (1)	totally lacking (0)
<b>APPROPRIATENESS OF THE TEXTBOOK TO TEACHING PROGRAMS</b>					
<b>AIMS</b>					
1. To what extent does the TB fit the sts' background?					
2. To what extent does the TB fit the sts' age?					
3. To what extent does the TB correspond to the needs of the sts?					
4. To what extent does the TB seem to be socially acceptable?					
5. To what extent do objectives explicitly lay out in the introduction?					
6. To what extent does the TB seem to do what it claims to do?					
7. To what extent do the aims and objectives of the TB seem to be in tune with the syllabus?					
8. To what extent do the TB's priorities match with your priorities?					
<b>CONTENT</b>					
9. To what extent does the syllabus fit with the right level?					
10. To what extent does the syllabus fit with your requirements?					
11. To what extent does the TB provide a sensible progression of language items?					
12. To what extent does the TB contain lively and interesting materials?					
13. To what extent does the TB include varied topics?					
14. To what extent does the TB contain an assortment of suitable text types?					

15. To what extent is the cultural content integrated in the texts, dialogs and exercises?					
16. To what extent does the TB provide integrated revision of key items?					
<b>SKILLS</b>					
17. To what extent does the TB integrate the skills well?					
18. To what extent does it focus on the one(s) it claims to?					
19. To what extent does the TB provide fluency practice in all four skills?					
<b>EXERCISES AND ACTIVITIES</b>					
20. To what extent do the activities meet the objectives stated in the syllabus/curriculum?					
21. To what extent do the activities fit with students' level?					
22. To what extent do the activities promote critical thinking (application, analysis...)?					
23. To what extent do the activities promote development of study skills (underlying, note-taking...)?					
24. To what extent does the TB contain optional oral activities?					
25. To what extent does the TB contain optional written activities?					
26. To what extent are the activities varied?					
27. To what extent do the exercises encourage sts to be active?					
28. To what extent are review exercises sufficient?					
29. To what extent is there a balance between free and controlled exercises?					
30. To what extent do the exercises promote communication?					
31. To what extent do the exercises allow for negotiation?					
32. To what extent do the exercises meaningful?					
33. To what extent does the TB provide warm-up introductory activities?					
34. To what extent encourage personalized application of the language?					

35. To what extent do the activities incorporate individual?					
36. To what extent do the activities incorporate pair or group work?					
37. To what extent are grammar presentations clear?					
38. To what extent are the linguistic data accurate?					
39. To what extent is vocabulary introduced in meaningful contexts?					
40. To what extent does the TB develop sts' vocabulary in a purposeful structured way (semantic/situational relations...)?					
41. To what extent does the presentation of vocabulary move gradually from simple to more complex?					
<b>TESTING AND EVALUATION</b>					
42. To what extent does the TB contain periodic test sections?					
43. To what extent does the TB provide home projects that encourage research?					
44. To what extent does the TB allow sts to study on their own outside the class?					
<b>SCIENTIFIC ASPECTS OF THE TEXTBOOK</b>					
45. To what extent does the TB give heuristic information? (guided discovery)					
46. To what extent does the TB give procedural information?					
47. To what extent does the TB provide concept type of information?					
48. To what extent does the TB give principles / rules clearly?					
49. To what extent does the TB give information in different ways?					
50. To what extent is the given information fit with students' needs?					
51. To what extent does the given information fit with students' age?					
52. To what extent does the given information fit with students' level?					
53. To what extent does the given information seem to be sufficient?					

54. To what extent does the TB provide information on cultural items?					
55. To what extent does the TB provide current information?					
56. To what extent is the given information cumulative/related to past information?					
57. To what extent does all the information in the unit support each other?					
58. To what extent does the TB provide examples for exercises?					
59. To what extent does the TB provide examples for grammar explanations?					
60. To what extent does the TB provide contrastive information?					
61. To what extent does the TB provide unambiguous information?					
62. To what extent is the given information organized logically?					
63. To what extent does the TB seem not to have conceptual errors?					
64. To what extent does the TB seem not to have errors in expressions?					
<b>LANGUAGE AND EXPRESSION IN THE TEXTBOOK</b>					
<b>VOCABULARY &amp; STRUCTURE</b>					
65. To what extent is the amount of vocabulary sufficient for students' level?					
66. To what extent is Standard English used?					
67. To what extent does the TB distinguish between British and American English?					
68. To what extent is the language of textbook authentic?					
69. To what extent does the TB explain figurative, idiomatic expressions?					
70. To what extent is the usage of linguistic terms paid attention?					
71. To what extent are punctuation marks used correctly?					
72. To what extent does the TB seem to be accurate in terms of spelling?					

<b>SENTENCE</b>					
73. To what extent does the syntactic complexity is appropriate to students' level?					
74. To what extent are sentences grammatically correct?					
<b>TEXT</b>					
75. To what extent are text lengths appropriate for students' level					
<b>THE VISUAL DESIGN OF THE TEXTBOOK</b>					
<b>ARTWORK(drawings, pictures, photographs, tables, graphics)</b>					
76. To what extent does the artwork seem to be consistent with the subject matter?					
77. To what extent is the artwork appropriate for the age group?					
78. To what extent does the artwork create a favorable atmosphere?					
79. To what extent does the artwork seem to be printed near enough to the related parts?					
80. To what extent is the their size suitable?					
81. To what extent are the graphic devices effectively used?					
82. To what extent does the artwork make the TB authentic?					
83. To what extent does the artwork provide clues for students' understanding?					
<b>OTHER VISUAL ELEMENTS</b>					
84. To what extent is the TB attractive?					
85. To what extent does the TB have plenty spaces for note-taking?					
86. To what extent are chosen colours suitable for the students?					
87. To what extent is the type size appropriate for the students?					
<b>PHYSICAL STRUCTURE AND SECTIONS IN THE TEXTBOOK</b>					
<b>MATERIAL QUALITY</b>					
88. To what extent is the TB durable?					
89. To what extent is the quality of editing is satisfactory?					

<b>SIZE&amp; WEIGHT</b>					
90. To what extent is the size of the TB convenient enough for the students?					
91. To what extent is the weight of the TB convenient enough for the students?					
<b>COVER</b>					
92. To what extent is the cover appealing?					
93. To what extent is the title of the TB suitable?					
<b>SECTIONS/ORGANIZATION</b>					
94. To what extent is the material clearly organized?					
95. To what extent is the TB satisfactory to use separately (if it is part of a series)?					
<b>PRACTICAL CONSIDERATIONS</b>					
96. To what extent are the authors professionally qualified?					
97. To what extent does the price of the book seem reasonable?					
98. To what extent is the TB accessible?					

<b>SUPPLEMANTERY MATERIALS</b>	<b>Yes (1)</b>	<b>No (0)</b>
Does the publisher provides..... ?		
1. Teacher's manual		
2. Workbook		
3. Picture/Flashcards		
4. Skill books		
5. Audio cassettes or CDs		
6. VCD or Video Cassette		
7. Posters		
8. Photocopiable worksheets		
9. Photocopiable tests/ Test booklet		
10. Website		

**CONCLUSION**

Distribution of the questions to the sections:

SECTIONS	Total Questions	Excellent (4)	Good (3)	Adequate (2)	Poor (1)	totally lacking (0)
Teaching programs						
Scientific aspects						
Language & expression						
Visual design						
Physical Structure & sections						
Practical considerations						
Supplementary materials						
TOTAL						

**REFERENCES:**

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- Brown, D. (2001) **Teaching by Principles. An Interactive Approach to Language Pedagogy**. Longman: New York
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- Halliwell, S. (2000) **Teaching English in the Primary Classroom**. Longman: New York
- Harmer, J. (2000) **The Practice of English Language Teaching**. Longman: Essex
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