

Textbook Selection and Evaluation in EFL Context

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Abstract

Decisions related to textbook selection and evaluation are of great importance. The purpose of this study is to evaluate the three English language textbooks currently used at high schools in Iran from the high school English teachers' point of view.

For this purpose, a 46-item questionnaire was developed about the five sections of the textbooks (vocabulary, reading, grammar, language functions, and pronunciation practice), their physical make-up, and practical concerns. Fifty high school teachers with more than five years of teaching experience were asked to reflect on the questions by checking one of the four options included.

The results indicated that the textbooks are not acceptable from the teachers' point of view considering their five sections, their physical make-up, and some practical concerns.

Keywords: Textbook evaluation, syllabus design, textbook selection, curriculum, EFL context, materials development

1. Introduction

It is a fact that selecting and evaluating textbooks in EFL context is of utmost importance. However in Iran, there is limited research conducted to evaluate the textbooks that are already in use or those that are intended for use in future. In most of these studies, the researchers have themselves evaluated different textbooks by means of the checklists and questionnaires suggested by other scholars (Aliakbari, 2004; Jahangard, 2007; Razmjoo, 2007; Azizfar, Koosha and Lotfi, 2010). However, the primary users of textbooks are the teachers. So a comprehensive evaluation can only be carried out while the teachers and their view points are also taken into consideration.

2. Literature Review

Textbooks play a pivotal role in language classrooms in all types of educational institutions - state schools, colleges, language schools - all over the world. According to Lamic (1999), that is why despite the development of new technologies that allow for higher quality teacher-generated materials, demand for textbooks continues to grow, and the publishing industry responds with new series and textbooks every year. According to Razmjoo (2007) many students working with a textbook feel secure and have a sense of progress and achievement. Cunningsworth (1995) also argues that textbooks are an effective resource for self-directed learning, an effective resource for presenting materials by the teachers, a source of ideas and activities, a reference source for students, a syllabus that reflects pre-determined learning objectives, and support for less experienced teachers who have yet to gain in confidence.

According to Daoud and Celce-Murcia (1979), information on textbook selection is useful since it is sometimes part of the ESL/EFL teacher's responsibility to select the textbook she/he will use in a given class. Such a decision should be made carefully and systematically, not arbitrarily. They add that even in countries where the choice of the textbook does not directly involve the teacher, teachers may be asked to submit reports on the usefulness of the textbooks they are already making use of. Several possible criteria and procedures for carrying out a sound selection of appropriate

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Textbook Selection And Evaluation In Efl Context:

An Evaluation of High School English Textbooks in Iranian EFL Context Zahra Aghazadeh,2014-05-12 English as a global language is one of the dominant mediums in great number of areas such as politics economy and international education English is the major tool to communicate with the all people around the world and the main language used for international trade and academic study That is why people want to learn English as a foreign or second language in their countries especially in Iran Educational materials in general and textbooks in particular have a crucial role in this process Moreover the tangible element that gives a language course face validity to many teachers and learners is the textbook That is why textbook selection and evaluation appears to be a very important issue in teaching and learning process **Al-Arabiyya** Reem Bassiouney,2013-10-10 Al Arabiyya is the annual journal of the American Association of Teachers of Arabic and serves scholars in the United States and abroad Al Arabiyya includes scholarly articles and reviews that advance the study research and teaching of Arabic language linguistics literature and pedagogy *The Sage Handbook of Higher Education Instructional Design* Safary Wa-Mbaleka,Baiyun Chen,Gianina-Estera Petre,Aimee deNoyelles,2025-07-25 With contributions from leading experts and emerging voices in the field The Sage Handbook of Higher Education Instructional Design is an indispensable resource for anyone engaged in the evolving practice of instructional design in higher education This handbook explores innovative applications and provides comprehensive guidance on integrating instructional design principles across diverse educational contexts It highlights how design innovations can address the unique challenges of higher education and contribute to enhancing learning experiences This handbook is essential for instructional designers team leaders university students online education leaders researchers faculty and support personnel It covers a wide range of institutions and program formats including online face to face blended and hybrid environments By focusing on the practicalities of instructional design this handbook prepares educators and designers to adapt to the dynamic conditions of modern higher education Whether you are directly involved in instructional design or seeking to understand its impact on higher education this handbook offers valuable insights and practical guidance to navigate and excel in this evolving field Section 1 Foundations of Higher Education Instructional Design Section 2 Instructional Design Theories and Models Section 3 Practical Strategies and Methods Section 4 Instructional Design Scenarios Section 5 Curriculum Level Issues Section 6 Instructional Technology Tools Section 7 Research in Higher Education Instructional Design **International Research in Education Sciences X** Mustafa Caner,2024-05-07 Welcome to the tenth instalment of International Research in Education Sciences a compilation that delves into the cutting edge developments and insightful studies shaping the education landscape This volume brings together five thought provoking chapters each contributing a unique perspective to the ever evolving field of education As we journey through these chapters it becomes evident that each contribution adds a unique layer to our understanding of educational sciences The diverse topics explored within this volume reflect the dynamic nature of the field

and its continual evolution We extend our gratitude to the contributing authors for their dedication to advancing knowledge and contributing to the broader discourse on education May this collection inspire educators researchers and policymakers as they navigate the complex terrain of education sciences in the 21st century

Ubiquitous Computing and Multimedia Applications G.S. Tomar, William I. Grosky, Tai-hoon Kim, Sabah Mohammed, Sanjoy Saha, 2010-09-10 Advanced Science and Technology Advanced Communication and Networking Information Security and Assurance Ubiquitous Computing and Multimedia Applications are conferences that attract many academic and industry professionals The goal of these co located conferences is to bring together researchers from academia and industry as well as practitioners to share ideas problems and solutions relating to the multifaceted aspects of advanced science and technology advanced communication and networking information security and assurance ubiquitous computing and multimedia applications This co located event included the following conferences AST 2010 The second International Conference on Advanced Science and Technology ACN 2010 The second International Conference on Advanced Communication and Networking ISA 2010 The 4th International Conference on Information Security and Assurance and UCMA 2010 The 2010 International Conference on Ubiquitous Computing and Multimedia Applications We would like to express our gratitude to all of the authors of submitted papers and to all attendees for their contributions and participation We believe in the need for continuing this undertaking in the future We acknowledge the great effort of all the Chairs and the members of advisory boards and Program Committees of the above listed events who selected 15% of over 1 000 submissions following a rigorous peer review process Special thanks go to SERSC Science Engineering Research Support Society for supporting these located conferences

Materials Evaluation and Design for Language Teaching Ian McGrath, 2016-07-11 Teaching materials play a crucial role in teaching learning When these take the form of a textbook it is essential that it is carefully selected to meet both external requirements and the needs of the teachers as well as allowing teacher to mediate between the textbook and the learners adapting and supplementing the book as necessary Providing a systematic approach to the selection and subsequent evaluation of coursebooks this textbook gives practical advice on adaptation and supplementation and beyond Suggestions on systematising the process of materials development and on the use of learner generated materials are included for teachers who prefer to prepare their own materials With integrated and wide ranging coverage of the topic this is the ideal book for those studying or practising language teaching or applied linguistics Key Features Numerous examples Interleaved tasks which can be utilised by an instructor Extensive bibliography

The Routledge Handbook of Materials Development for Language Teaching Julie Norton, Heather Buchanan, 2022-03-16 The Routledge Handbook of Materials Development for Language Teaching is the definitive resource for all working in this area of language and English language teaching With 34 chapters authored by leading figures from around the world the Handbook provides an historical overview of the development of language teaching materials critical discussion of core issues and an assessment of future directions The contributions represent a

range of different international contexts providing insightful state of the art coverage of the field Structured in nine sections the Handbook covers changes and developments in language teaching materials controversial issues in materials development research and materials development materials for language learning and skills development materials evaluation and adaptation materials for specific contexts materials development and technology developing materials for publication professional development and materials writing Demonstrating throughout the dynamic relationship between theory and practice this accessible Handbook is essential reading for researchers scholars and students on MA programmes in ELT TESOL and applied linguistics

Linguistics and Language Behavior Abstracts, 2009-04 *Evaluating Textbooks and Their Potential for EFL Learning and Teaching. A Case Study* Saleem Arif, 2020-04-27 Master's Thesis from the year 2020 in the subject Didactics for the subject English Miscellaneous grade 1 0 University of Duisburg Essen Department of Anglophone Studies language English abstract In contrast to the reality outside of school textbooks especially in the context of teaching English as a foreign language TEFL are still the most important medium for language learning purposes today However the academic evaluation of textbooks is surprisingly a rather neglected field of study Also the very few studies that evaluate an EFL textbook mostly only consider the technical dimension of analysis such as the theoretical perspective of EFL methodology Yet to gain a more holistic impression of a textbook one should also include the practical perspective of EFL teachers Therefore the present case study critically evaluates one exemplary textbook combining the theoretical perspective of EFL didactics and the practical perspective of EFL teachers The TEFL textbook chosen for this case study is titled English G21 A5 published by Cornelsen in 2010 It is designed for grade 9 at Gymnasium in Germany Taking Unit 1 of this textbook as an example this paper aims at examining the potential of this textbook for EFL learning and teaching The central question is whether the textbook meets the various requirements posed to a textbook including the numerous principles that are part of contemporary EFL methodology and central educational standards In the first part of the analysis chapter 4 the question is in how far the textbook meets the theoretical requirements of TEFL For the second part of the analysis chapter 5 a small survey was carried out conducting qualitative interviews with four different teachers Employing qualitative content analysis the survey intends to find out about the teachers opinion on the textbook focusing on the question how the teachers assess the value of the textbook for their teaching practice Prior to the analysis it is however necessary to elaborate on some theoretical background chapter 2 This involves describing the main paradigms of contemporary EFL methodology as well as illustrating relevant theoretical context in relation to the term textbook and textbook evaluation revealing central requirements EFL textbooks need to fulfil The aim of this twofold description is to develop a list of criteria section 2 2 4 that will be used as the foundation of the textbook evaluation The selected textbook will be introduced in more detail in chapter 3

Poznań Studies in Contemporary Linguistics, 2008 **MLA International Bibliography of Books and Articles on the Modern Languages and Literatures** Modern Language Association of

America, 2008 Vols for 1969 include ACTFL annual bibliography of books and articles on pedagogy in foreign languages 1969

The Socio-cultural Content of English as a Foreign Language Textbooks Used in Costa Rican Public Secondary Schools Jorge Enrique Hernandez Villalobos, 1986 Current Index to Journals in Education, 1999 Refining Current Practices in Mobile and Blended Learning David Parsons, 2012 This book provides perspectives on new approaches to learning theory and practice in increasingly mobile immersive environments offering both theory and practice Provided by publisher *Resources in education*, 1992-07 **Expertise in EFL Textbook Evaluation** Mija Kim, 2010 This thesis reports on a study of expertise in English as a foreign language EFL textbook evaluation So far studies in the area of EFL textbook evaluation have focused on what evaluators should do rather than what they actually do However this thesis describes the procedures used in practice by a group of teacher evaluators in terms of what they focused on and their manner of doing so in their actual evaluation of an EFL textbook The study was conducted in the Korean high school setting where school teachers are required to choose from among the authorised EFL textbooks approved by the Ministry of Education The primary heuristic involved in the study was the concept of expertise The attempt was therefore made to distinguish between the textbook evaluation approach of the research subjects who were conceptualised as on the one hand expert evaluators and on the other those thought of as non experts Thus twelve Korean EFL school teachers were chosen to evaluate one of the authorised EFL textbooks and data gathered concerning their evaluations by means of concurrent verbalisation i e the research subjects were audio taped while providing think aloud accounts of their evaluation procedures A judgment group comprising a panel of personnel with distinguished records in the areas of textbook evaluation and production in the Korean context then examined the data from the evaluations and made judgements on their quality in terms of whether they were considered expert non expert or in between the two The transcripts of the evaluation session tapes were coded using a grounded approach in order to distinguish the features attaching to each of the three main categories of evaluators The analysis indicated that the expert evaluators evaluated at a much deeper level than the non experts as evinced by what they considered what their priorities were and the nature of the cognitive activities they used The study is seen to have pedagogic implications for both textbook development and teacher development as well as for the development of a research framework that bridges a current gap in textbook evaluation studies It is also seen as contributing to widening the potential for the application of an expertise perspective within applied linguistics in general **Tools and Tips for Using ELT Materials** Ruth Epstein, Mary Ormiston, 2007 This book provides effective and innovative ideas for busy teachers resourceful ways This resource aims to help instructors choose the most effective appropriate and flexible materials for their students and their programs It addresses basic considerations in selecting and designing materials for classroom use A variety of information is provided on how to use written texts from different genres including teacher and student created texts teacher created resources audio visual aids computers and the Internet and how to provide community and service

learning 1991, □□□□□□ □□□□□□ British Education Index ,2004 Index to Theses with Abstracts Accepted for Higher Degrees by the Universities of Great Britain and Ireland and the Council for National Academic Awards ,2009

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