

## Textbook Selection And Evaluation In Efl Context

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(PDF) Textbook Selection, Evaluation, and Adaptation ...

Tomlinson (2001) contends that textbook evaluation, on the other hand, is an applied linguistic activity through which teachers, supervisors, administrators and materials developers can make sound judgments about the efficiency of the materials for the people using them. Cunningsworth (1995) and Ellis (1997) declare that textbook evaluation helps

Textbook Selection and Evaluation in EFL Context

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 ...

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Decisions related to textbook selection will affect teachers, students, and the overall classroom dynamics. It is probably one of the most difficult tasks facing the ESL educators. They need to employ an evaluation procedure or checklist that can determine a more systematic and thorough examination of potential textbooks to align learning needs with the content.

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An additional component of the study consisted of a student 'needs analysis' that was conducted at the same time as the textbook evaluation survey. After analyzing data, it was shown that although...

(PDF) Textbook Evaluation: A Case Study

However, because of the vast array of textbooks to choose from, the textbook selection process often gravitates to one of two extremes. In the process of evaluating textbooks, some educators ask so many questions that they are never able to complete the process. Others choose a reading textbook with little or no evaluation, yet it becomes the

ESL TEXTBOOK EVALUATION CHECKLIST Abstract

Textbook evaluation can be divided into separate phases: pre-use (also known as pre-evaluation), during use (or in-use) and after use (or post-use). Pre-evaluation: analysis Most textbook evaluation schemes distinguish two essential stages that are necessary at the pre-evaluation phase: a description or analysis phase, and an interpretation or evaluation phase.

Evaluating a Text Book | Professor Jack C. Richards

textbooks will increase the proficiency of EFL learners in the classroom.There exist lots of studies conducted about textbook evaluation and selection which cover crucial concepts related to choosing the most appropriate coursebook for EFL learners.

Strategies for Textbook Selection and Evaluation in Terms ...

Sheldon (1988) has offered several reasons for textbook evaluation. He suggests that the selection of an ELT textbook often signals an important administrative and educational decision in which there is considerable professional, financial, or even political investment.

Textbook Evaluation: A Case Study - ScienceDirect

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Evaluation of textbooks, therefore, is of utmost importance so that its pedagogical contribution to the teaching and learning process can be assured. In the context of ELT in Hong Kong, textbook evaluation is even more of an important issue given the recent implementation of the New Senior Secondary Curriculum (NSS).

TEXTBOOK EVALUATION: A FRAMEWORK FOR EVALUATING THE ...

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The literature on textbook selection and/or textbook evaluation procedure is vast. Various scholars have suggested different ways to help teachers become more systematic and objective in their approach (cf. Chastain, 1971; Tucker, 1975; Candlin & Breen, 1979; Daoud & Celce-Murcia, 1979; Williams, 1983; Hutchinson and Waters, 1987; Sheldon, 1988; Skierso, 1991; Ur, 1996; Littlejohn, 1996; to name but a few).

Ansary - Universal Characteristics of EFL/ESL Textbooks: A ...

The selection of a coursebook is one of the most important decisions a teacher will make in shaping the content and nature of teaching and learning. It involves matching the material against the context in which it is going to be used, following the aims of the teaching program, as well as fitting the personal methodology of the teacher.

In Issues in Coursebook Evaluation, Azarnooch, Zeraatpishe, Faravani and Kargozari (Eds.) take a theory to practice approach in investigating basic topics in evaluating English language textbooks. In each case, theoretical foundations, specific evaluation criteria, and practical examples are presented.

Drawing on wide-ranging scholarship in fields as diverse as media ecology and German-language media studies, Foucauldian historiography, and even archaeological research, The Textbook and the Lecture is a fascinating investigation of educational media.

English for Specific Purposes offers the teacher a new perspective on this important field. The main concern is effective learning and how this can best be achieved in ESP courses. The authors discuss the evolution of ESP and its position today; the role of the ESP teacher; course design; syllabuses; materials; teaching methods, and evaluation procedures. It will be of interest to all teachers who are concerned with ESP. Those who are new to the field will find it a thorough, practical introduction while those with more extensive experience will find its approach both stimulating and innovative.

This supplementary ebook contains the 12 chapters from the first edition of Brain Tomlinson's comprehensive Developing Materials for Language Teaching on various aspects of materials development for language teaching that did not, for reasons of space, appear in the second edition.

This practical handbook is designed to help language teachers, teacher trainers, and students learn more about their options for using computer-assisted language learning (CALL) and develop an understanding of the theory and research supporting these options. The chapters in New Perspectives on CALL for Second Language Classrooms synthesize previous CALL theory and research and describe practical applications to both second and foreign language classrooms, including procedures for evaluating these applications. The implementation of CALL at the institutional level is also addressed, with attention to designing multimedia language laboratories and creating collaborative CALL-based projects between educational institutions. Although many chapters locate their descriptions of CALL activities and projects within the ESL/EFL setting, the principles and activities described are equally useful for other language settings. The book does not require prior knowledge of CALL, computers, or software. To assist readers, a glossary of CALL terms and an appendix of CALL Web sites are provided. The book also has its own accompanying Web site (<http://www.erlbaum.com/callforL2classrooms>) presenting chapter abstracts, author contact information, and regularly updated links to pedagogical, research, and teacher development sites. By integrating theoretical issues, research findings, and practical guidelines on different aspects of CALL, this book offers teachers multiple levels of resources for their own professional development, for needs-based creation of specific CALL activities, for curriculum design, and for implementation of institutional and inter-institutional CALL projects.

Forecasting is required in many situations. Stocking an inventory may require forecasts of demand months in advance. Telecommunication routing requires traffic forecasts a few minutes ahead. Whatever the circumstances or time horizons involved, forecasting is an important aid in effective and efficient planning. This textbook provides a comprehensive introduction to forecasting methods and presents enough information about each method for readers to use them sensibly.

Economic, academic, and social forces are causing undergraduate schools to start a fresh examination of teaching effectiveness. Administrators face the complex task of developing equitable, predictable ways to evaluate, encourage, and reward good teaching in science, math, engineering, and technology. Evaluating, and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics offers a vision for systematic evaluation of teaching practices and academic programs, with recommendations to the various stakeholders in higher education about how to achieve change. What is good undergraduate teaching? This book discusses how to evaluate undergraduate teaching of science, mathematics, engineering, and technology and what characterizes effective teaching in these fields. Why has it been difficult for colleges and universities to address the question of teaching effectiveness? The committee explores the implications of differences between the research and teaching cultures and how practices in rewarding researchers could be transferred to the teaching enterprise. How should administrators approach the evaluation of individual faculty members? And how should evaluation results be used? The committee discusses methodologies, offers practical guidelines, and points out pitfalls. Evaluating, and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics provides a blueprint for institutions ready to build effective evaluation programs for teaching in science fields.