Turkish Studies
Volume 14 Issue 2, 2019, p. 1-14
DOI: 10.7827/TurkishStudies.14673
ISSN: 1308-2140
Skopje/MACEDONIA-Ankara/TURKEY

INTERNATIONAL BALKAN UNIVERSITY
EXCELLENCE FOR THE FUTURE
IBU.EDU.MK

Research Article / Araştırma Makalesi

Article Info/Makale Bilgisi

Received/Geliş: *Aralık 2018* ***Accepted/Kabul:*** *Mart 2019*

Referees/Hakemler: *Prof. Dr. İsmail İPEK – Doç. Dr. Nevin AKKAYA – Doç. Dr. İlknur İSTİFÇİ*

This article was checked by iThenticate.

SELECTING AND EVALUATING ELT TEXTBOOKS*

*Ahmet ACAR***

ABSTRACT

Textbook evaluation plays an important role in ELT. Thus, different textbook evaluation checklists have been proposed to evaluate ELT textbooks. Among these, there are mainly two types of evaluation: a predictive evaluation and a retrospective evaluation. While predictive evaluation is done by the teachers to decide which textbook to use, retrospective evaluation is done theoretically or empirically as an action research to arrive at a final decision about the textbook. Thus many of the textbook evaluation guidelines in the literature have been proposed to evaluate textbooks either to decide on which textbook to use or to judge the effectiveness of the textbooks that have already been used. While some of these checklists are too complicated for the teachers, the others are superficial and neglect the overall criteria to cover all of the points. This paper aims to develop a comprehensive textbook evaluation checklist to evaluate ELT textbooks. The checklist consists of six components, namely, practical considerations, language content, design and organization, language skills, exercises and activities, cultural considerations. Each of these components is investigated and specific criteria are suggested to evaluate these components of ELT textbooks. This textbook evaluation checklist can be used both as a predictive evaluation and a retrospective evaluation. Accordingly, as a predictive evaluation guide, it will help the teachers to decide on which textbook they will use and at the same time as a retrospective evaluation guide, it will be useful to evaluate the effectiveness of the textbooks that the teachers have used. Thus it is hoped that teachers and researchers can make use of this checklist to evaluate the textbooks that they will use or they have used so far.

* This study is derived from Acar (2006), unpublished PhD Dissertation.

** Dr. Öğr. Üyesi, Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Yabancı Diller Eğitimi İngiliz Dili Eğitimi, E-posta: ahmet.acar@deu.edu.tr

STRUCTURED ABSTRACT

Various textbook evaluation models have been proposed by the researchers (e.g. Breen & Candlin 1987; Cunningsworth 1984, 1995; Ellis, 1997; Grant, 1987; Hutchingson & Waters 1987; McDonough & Shaw 1993; Sheldon 1988; Skierso, 1991). Thus, different textbook evaluation checklists have been developed to be used as guidelines in evaluating ELT materials. Ellis (1997) makes a distinction between predictive evaluation and retrospective evaluation. While predictive evaluation is done by the teachers to decide which textbook to use, retrospective evaluation is carried out impressionistically or empirically as action research to make a summative judgement of the textbook. Thus, many of the textbook evaluation guidelines in the literature have been proposed to evaluate textbooks either to decide on which textbook to use or to judge the effectiveness of the textbooks that have already been used. Each of these models and guidelines, however, is different from each other and there is not a consensus on which model is the most effective model to evaluate ELT textbooks. Thus, this paper reviews many different ELT textbook evaluation models and aims to form a comprehensive ELT textbook evaluation criteria under six components: practical considerations, language content, design and organization, language skills, exercises and activities, cultural considerations.

Different researchers investigate practical considerations from different points of view. Cunninsworth (1995) focuses on the cost of the whole package, the quality of the book, whether it is longlasting and attractive in appearance, the requirements of the book for particular equipment such as a language laboratory, listening center or video player. Williams (1983) investigates practical considerations under technical criteria. Under practical considerations, a possible list of criteria for evaluating ELT textbooks could be: The textbook is effective in terms of cover and page appearance. The textbook contains a sufficient amount of visual materials (photographs, charts, diagrams) helping the students understand the text. The visual materials are actually integrated into the text and not there for cosmetic value only. The layout and presentation are clear. There are indexes, vocabulary lists, section headings and other methods of signposting the content that allow the student to use the material easily, especially for revision and self-study purposes. The textbook is cost-effective, easy to use and successful in your teaching situation in terms of time, labor and money.

Hutchingson & Waters (1987) evaluate content with a detailed checklist. The evaluation checklist analyzing content focus on “the linguistic description used in the materials (structural, functional, notional etc.), language points that the materials cover (structures, functions, vocabulary areas etc.), the proportion of work on each skill, whether there is skills-integrated work, micro-skills that are covered in the material, the kinds of texts in the materials (manuals, letters, dialogues etc.), the subject matter area(s) (medicine, biology etc.), assumed level knowledge, and types of topics in the materials, the treatment of the topic (e.g. straightforward, factual, humorous etc.), the organization of content (e.g. around language points, by subject matter), the organization of content within units (by a set of patterns of components, by a variety of patterns etc.), the sequencing of content throughout the book (e.g. from easier to more difficult, by creating variety)

and the sequencing of content within a unit (e.g. from guided to free, from comprehension to production)" (Acar, 2006, p.17). The evaluation checklist to evaluate the content in ELT textbooks should include items such as: The vocabulary load (i.e., the number of new words introduced in each lesson) is reasonable for the students of that level. The new vocabulary is repeated in the subsequent lessons for reinforcement. The number of grammatical points introduced in each lesson is appropriate. The sequencing of grammatical points is appropriate. The new structure is repeated in subsequent lessons for reinforcement. The number of vocabulary and grammar items introduced in each unit is the same.

As to the design and organization according to Ellis & Ellis (1987) "design should clarify what is being asked of the reader by indicating the weight of importance of different matters within the text, and how they relate to each other" (p. 91). They further propose some design criteria for EFL textbooks in the following way:

-At a glance recognition of what is happening on the page so that the EFL learner and the teacher are both fully aware of theme, purpose and intended result.

-Clear information paths which help the EFL learner and teacher to understand the relationships between the texts, exercises, artwork, and photographs so that they know where to go / what to look at next.

-Accessibility to target group ensuring that both EFL learner and teacher feel that they can relate happily to the material on the page.

-Encouraging both the EFL learner and teacher to feel motivated to use the information which the design is helping to transmit (Ellis & Ellis, 1987, p. 91).

The checklist should include such items: The book contains a sufficient variety of design to interest the learner. There is a clear and logical page/unit organization so that the teacher and the students can understand the theme, purpose and intended result. Headlines, chapter or unit headings and subheadings help to summarize what is to be expected in a unit. The density and variety of text are at the right level for the students. The topics in the textbook are interesting. There is a coherence in unit format (all the units are organized in a logical format).

Textbook evaluation checklist should consist of the following items to evaluate language skills: The reading passages (texts) are suitable for the students' level and interests. There is an adequate treatment of pre-reading and post-reading activities in the textbook. There is enough focus on developing listening skill in the textbook. The textbook offers a variety of practice to develop speaking skill. There is enough focus on developing writing skill in a textbook. There is integrated skills work in the textbook.

Skierso (1991) deals with the evaluation of exercises and activities in the textbooks from a variety of perspectives. He focuses on such aspects as the types of exercises, whether the exercises involve vocabulary and structures, whether the exercises promote the students' active participation and whether they are related to realistic activities and situations. The other criteria for evaluating exercises and activities mainly focus on the development of comprehension, their potential to develop study skills such as skimming, note-taking, outlining. Daoud & Celce-Murcia (1979) evaluate exercises in terms of whether they provide

meaningful communication, whether they promote practice in various types of written work, whether they enhance comprehension and test knowledge of main ideas, details and whether they consist of vocabulary and structures.

Textbook evaluation criteria for evaluating exercises and activities are suggested to be the following: The activities in the textbook are interesting for the students. There is an adequate treatment of activities which promote meaningful language use (as opposed to mechanical exercises). The activities provide a variety of interaction opportunities (group work, pair work etc.). The activities in the textbook promote critical thinking (i.e., analysis, synthesis, interpretation). There is an adequate amount of activities for practicing the language (vocabulary, grammar) in the textbook. The activities are appropriate for the level of the students.

As to the issue of evaluating the cultural aspect of the textbook, Sheldon (1988) evaluates cultural elements in the textbooks under the component of 'cultural bias'. He investigates a variety of topics under this component such as the treatment of religious and social environments in the topics, stereotyped, inaccurate, offensive images of gender, race, social class or nationality etc. Cunningsworth (1995) argues that "if coursebooks have any subject content, they will directly or indirectly communicate sets of social and cultural values which are inherent in their make-up...Because the underlying value system is not explicit and is unstated, it is necessary to look at coursebooks in some detail in order to unearth what some of their unstated values are" (p. 90). Cunningsworth (1995) covers a variety of issues to be dealt with within the framework of culture in ELT textbooks. He lists the cultural components as "range of topics, inclusion of sensitive social / cultural topics; characters depicted: representation of women, portrayal of gender role, age, social class, ethnic origin, occupation /profession, disability; social relationships: family make-up, social networks, expression of personal feelings, interactions, transactions (functional interactions), personal interactions" (p.92).

The checklist for evaluating the cultural aspect of the textbook should include the following items: There is an adequate treatment of native culture along with target culture in the textbook. The characters in the textbook represent people from different social class, age, and occupation. The characters in the textbooks exist in a social network (e.g. family, peer group, workplace) and they are not there in isolation without any social connection. The characters in the textbook are realistic (like real life characters, their fears, hopes, and hates are reflected in the textbook). There is an equal representation of men and women in the textbook. The women are represented in the same roles as men (e.g. doctor, teacher) and they are not presented as passive participants. The textbook evaluation checklist proposed in this paper (see appendix) can be used both as a predictive evaluation to decide on which textbook to use and also as a retrospective evaluation to decide on the effectiveness of the textbook that has been used. Thus it is expected that teachers and researchers can make use of this checklist to evaluate the textbooks that they will use or they have used so far.

Keywords: Textbook, textbook evaluation, textbook evaluation checklist, predictive evaluation, retrospective evaluation

İNGİLİZCE DERS KİTAPLARINI SEÇME VE DEĞERLENDİRME

ÖZET

İngilizce öğretiminde ders kitabı değerlendirme önemli bir rol oynamaktadır. Bu yüzden İngilizce ders kitaplarını değerlendirmek için farklı ders kitabı değerlendirme kriteri listeleri önerilmiştir. Bunlar arasında, temel olarak iki tür değerlendirme vardır: Tahmini değerlendirme ve geriye dönük değerlendirme. Tahmini değerlendirme, öğretmenler tarafından hangi ders kitabının kullanılacağına dair yapılan değerlendirmedir, geriye dönük değerlendirme ise teorik olarak veya eylem araştırması gibi deneysel olarak ders kitabı ile ilgili nihai bir karara varma amacıyla yapılır. Böylelikle hangi ders kitabının kullanılacağına karar vermeye dair veya halihazırda kullanılmış ders kitaplarının etkinliğini değerlendirmek için alanyazında birçok ders kitabı değerlendirme kriterleri önerilmiştir. Bu kriterlerden bir kısmı öğretmenler için çok karışıkken, diğerleri yüzeyseldir ve tüm noktaları kapsamayı ihmal etmektedir. Bu çalışma İngilizce ders kitaplarını değerlendirmek için kapsamlı bir ders kitabı değerlendirme kriteri listesi önermektedir. Bu liste altı öğeden oluşmaktadır, bunlar, pratik etkenler, dil içeriği, tasarım ve tertip, dil becerileri, alıştırma ve etkinlikler, kültürel etkenlerdir. Bu öğelerin her biri incelenmekte ve İngilizce ders kitaplarının bu öğelerini değerlendirmek için belirli kriterler önerilmektedir. Bu ders kitabı değerlendirme kriteri hem tahmini değerlendirme hem de geriye dönük değerlendirme için kullanılabilir. Dolayısıyla, tahmini değerlendirme rehberi olarak öğretmenlere hangi ders kitabını kullanacakları konusunda yardımcı olacaktır ve aynı zamanda geriye dönük değerlendirme rehberi olarak öğretmenlerin kullanmış olduğu ders kitaplarının yeterliliğini değerlendirmede de kullanışlı olacaktır. Böylelikle öğretmen ve araştırmacıların kullanacakları veya kullanmış oldukları ders kitaplarını değerlendirmek için bu değerlendirme listesinden faydalanacakları umulmaktadır.

Anahtar Kelimeler: Ders kitabı, ders kitabı değerlendirme, ders kitabı değerlendirme listesi, tahmini değerlendirme, geriye dönük değerlendirme

1.Introduction. Various textbook evaluation models have been proposed by the researchers (e.g. Breen & Candlin, 1987; Cunningsworth, 1984, 1995; Ellis, 1997; Grant, 1987; Hutchingson & Waters, 1987; McDonough & Shaw, 1993; Sheldon, 1988; Skierso, 1991). Thus different textbook evaluation checklists have been developed to be used as guidelines in evaluating ELT materials. Ellis (1997) makes a distinction between predictive evaluation and retrospective evaluation. While predictive evaluation is done by the teachers to decide which textbook to use, retrospective evaluation is carried out impressionistically or empirically as action research to make a summative judgement of the textbook. Such retrospective evaluations were done to judge the effectiveness of the textbooks. Gün, Akkaya, and Kara (2014), for example, evaluated the textbooks by taking views of the teachers and found that the teachers had some criticisms about the functionality, content, and design of the textbooks. Aktaş (2015) evaluated Italian language textbooks by using A1 and A2 level listening, reading, spoken production, spoken interaction and writing checklists of Swiss ELP (2001). Fidan (2016), on the other hand, evaluated the grammatical content of the textbooks according to the data obtained from teachers and students through a questionnaire. Thus many of the textbook evaluation guidelines in the literature have been proposed to evaluate textbooks either to decide on which textbook to use or to judge the

effectiveness of the textbooks that have already been used. Each of these models and guidelines, however, are different from each other and there is not a consensus on which model is the most effective model to evaluate ELT textbooks. Thus this paper reviews many different ELT textbook evaluation models and aims to form a comprehensive ELT textbook evaluation criteria under six components: practical considerations, language content, design and organization, language skills, exercises and activities, cultural considerations.

2.Practical considerations. Different researchers investigate practical considerations from different points of view. Cunninsworth (1995) focuses on the cost of the whole package, the quality of the book, whether it is longlasting and attractive in appearance, the requirements of the book for particular equipment such as a language laboratory, listening centre or video player. Williams (1983) investigates practical considerations under technical criteria. The checklist items under this component include "whether the textbook is up-to-date in the technical aspects of textbook production and design, the quality of the textbook in terms of editing and publishing (cover, typeface, illustrations, etc.), whether the textbook is durable and not too expensive and the authenticity of the textbook in terms of language and style of writing" (Acar, 2006, p. 14). Skierso (1991) investigates practical considerations under layout and physical makeup. The suggested criteria focus on what the book looks like, whether it is attractive and durable, what kind of type size is used, whether the typefaces are functional, whether simple graphics are used to clarify teaching points. The other focus of attention in this section is the artwork: who and what is pictured, if the artwork is colorful and appealing and if the artwork is related to the text or it is there for decoration. Skierso (1991) also investigates if the pages look cluttered or if there is an aesthetic balance of text and graphical elements and if there is a table of content and a teacher's manual. McDonough & Shaw (1993) deal with practical considerations under external evaluation. The aim here is to evaluate the organization of the material as explained by the author by looking at "the blurb, or the claims made on the cover of the teacher's / student book and the introduction and table of contents" (p.67) This stage is the consideration of why the materials have been produced. The other factors to be considered at the external stage are:

-Are the materials to be used as the main 'core' course or to be supplementary to it?

-Is a teacher's book in print and locally available?

-Is a vocabulary list/index included?

-What visual material does the book contain (photographs, charts, diagrams) and is it there for cosmetic value only or is it actually integrated into the text?

-Are the layout and presentation clear or cluttered?

-Is the material too culturally biased or specific?

-Do the materials represent minority groups and/or women in a negative way? Do they represent a 'balanced' picture of a particular country/society?

-The inclusion of audio/video material and resultant cost. Is it essential to possess this extra material in order to use the textbook successfully?

-The inclusion of tests in the teaching materials (diagnostic, progress, achievement); would they be useful for particular learners? (McDonough & Shaw, 1993, p. 70-74)

Sheldon's (1998) textbook evaluation checklist deals with practical considerations in terms of "availability, layout/graphics, accessibility, and the overall value for money and to what extent the book has realized its stated objectives" (Acar, 2006, p. 15).

As seen from the literature different writers deal with items related to practical considerations differently. Thus under practical considerations, a possible list of criteria for evaluating ELT textbooks could be:

1. The textbook is effective in terms of cover and page appearance.

2. The textbook contains a sufficient amount of visual materials (photographs, charts, diagrams) helping the students understand the text.

3. The visual materials are actually integrated into the text and not there for cosmetic value only.

4. The layout and presentation are clear.

5. There are indexes, vocabulary lists, section headings and other methods of signposting the content that allow the student to use the material easily, especially for revision and self-study purposes.

6. The textbook is cost-effective, easy to use and successful in your teaching situation in terms of time, labor and money (Acar, 2006, p.139).

3.Language content. Williams (1983) analyses language content in terms of speech, grammar and vocabulary. "His textbook evaluation scheme investigates speech in terms of whether it is based on contrastive analysis of English and L1 sound system, whether there are different ways of demonstrating and practicing speech items, whether it includes speech situations relevant to the pupils' background and whether it allows for variation in the accents of non-native speakers of English" (Acar, 2006, p. 17). Grammar, on the other hand, is investigated by such checklist items as whether the textbook teaches grammar communicatively, whether the textbook presents grammar items to be dealt with and whether it presents various responses to be given in exercises. Lastly, Williams (1983) investigates vocabulary with such items as whether the textbook selects vocabulary through frequency, functional load, etc., whether it includes receptive skills and productive skills and whether the textbook aims to teach vocabulary in contexts.

Hutchingson & Waters (1987) evaluate content with a much more detailed checklist. The evaluation checklist analysing content focuses on grammar analysis in the textbook (structure, function, notion etc.), whether skills are dealt with equally and in an integrated way, text types (story, dialogue etc.), topic variety and how they are dealt with, how the content is presented (e.g. around grammar) and graded.

Skierso analyses content under the components of 'subject matter' and 'vocabulary and structures'. The subject matter component focuses on such items as suitability and interest level, ordering, a variety of text types, content grading, level of abstractness, register, cultural sensitivity, content accuracy, authenticity, currency, and cultural integration. 'Vocabulary and structures' component focuses on such elements such number and sequence of items, appropriacy, accuracy, clarity and completeness, meaningful context, load suitability, appropriate context.

Thus a possible textbook evaluation checklist to evaluate the content in ELT textbooks should include items such as:

1. The vocabulary load (i.e., the number of new words introduced in each lesson) is reasonable for the students of that level.

2. The new vocabulary is repeated in the subsequent lessons for reinforcement.

3. The number of grammatical points introduced in each lesson is appropriate.

4. The sequencing of grammatical points is appropriate.

5. The new structure is repeated in subsequent lessons for reinforcement.

6. The number of vocabulary and grammar items introduced in each unit is the same (Acar, 2006, p.139).

4.Design and organization. Low (1989) focuses on design, especially unit design, in textbook evaluation. He makes a distinction between "a learning unit" defined as "the set of tasks felt by the designer to be necessary for the teaching of an item or a syllabus" and a "course unit" defined as "an arbitrary structural unit which simply denotes a major division of the course" (Low, 1989, p. 138). Low (1989) proposes to investiage the shape of the unit, the theoretical basis of the unit, the type of activities dealt with, and activity types and alternative design choices.

According to Ellis & Ellis (1987) design must present clearly what is required of the learner. Thus, when the learners look at the unit, they should immediately understand what is going on in the unit. As to the unity of the elements in the organization, there must be a clear link among the texts and activities, photographs etc. Lastly, unit design, according to Ellis & Ellis (1987), must be as motivating as possible.

The textbook evaluation checklist should include such items to evaluate the design in ELT textbooks:

1. The book contains a sufficient variety of design to interest the learner.

2. There is a clear and logical page/unit organization so that the teacher and the students can understand the theme, purpose and intended result.

3. Headlines, chapter or unit headings and subheadings help to summarize what is to be expected in a unit.

4. The density and variety of text are at the right level for the students.

5. The topics in the textbook are interesting.

6. There is a coherence in unit format (all the units are organized in a logical format) (Acar, 2006, p.140).

5.Language skills. Beatie, Martin and Oberst (1984) deal with reading skills in textbooks with regards to pre-reading, content and presentation of text, and post-reading and reprocessing. They argue that "guidelines should mention techniques such as looking at questions and photographs before reading a passage in order to discover its topic and organization, making hypotheses about its content, reading first for concept and then for detail, working by paragraphs, re-reading for reinforcement, and isolating verbs, subjects, and objects as a strategy for understanding" (Beatie et. Al., 1984, p. 205).

Cunningsworth (1995) also deals with the language skills in his textbook evaluation criteria. His cheklist focuses on different aspects of the treatment of reading skill such as whether there is skill integrated work, whether the treatment of reading in the textbook meets the aims of the course and syllabus, whether the listening text is authentic and includes pre-listening questions, whether the reading text is appropriate to the students' level, whether the amount of writing activities is sufficient and if the style is appropriate to the students, whether spoken texts prepare the students for real-world interaction.

Textbook evaluation checklist should consist of the following items to evaluate language skills:

1. The reading passages (texts) are suitable for the students' level and interests.

2. There is an adequate treatment of pre-reading and post-reading activities in the textbook.

3. There is enough focus on developing listening skill in the textbook.

4. The textbook offers a variety of practice to develop speaking skill.

5. There is enough focus on developing writing skill in the textbook.

6. There is integrated skills work in the textbook (Acar, 2006, p. 141).

6.Exercises and activities. Skierso (1991) deals with the evaluation of activities in the textbooks. He focuses on such aspects as the types of exercises, whether the exercises involve vocabulary and structures, whether the exercises promote the students' active participation and whether they are related to realistic activities and situations. The other criteria for evaluating exercises and activities mainly focus on the development of comprehension, their potential to develop skills like scanning and skimming.

Daoud & Celce-Murcia (1979) evaluate activities by focusing on if they are meaningful communicative activities, whether they present a variety of written activities, if they enhance the ability of comprehending main ideas.

Nunan (1989) and Ellis (1997) focus on the task evaluation in the textbooks. While Nunan's (1989) task evaluation checklist consists of different parts such as goals, rationale, input, roles and settings, implementation, activities, grading and integration and assessment. Ellis' (1997) retrospective evaluation model requires several steps to evaluate tasks such as task selection, task description, plan for evaluation, data collection, data analysis, conclusion, making recommendation and writing a report.

Textbook evaluation criteria for evaluating exercises and activities are suggested to be the following:

1. The activities in the textbook are interesting for the students.

2. There is an adequate treatment of activities which promote meaningful language use (as opposed to mechanical exercises).

3. The activities provide a variety of interaction opportunities (group work, pair work etc.).

4. The activities in the textbook promote critical thinking (i.e., analysis, synthesis, interpretation).

5. There is an adequate amount of activities for practicing the language (vocabulary, grammar) in the textbook.

6. The activities are appropriate for the level of the students (Acar, 2006, p.141-142).

7.Cultural considerations. Sheldon (1988) evaluates cultural elements in the textbooks under the component of 'cultural bias'. He investigates a variety of topics under this component such as the treatment of religious and social environments in the topics, stereotyped, inaccurate, offensive images of gender, race, social class or nationality etc.

Cunningsworth (1995) argues that "if coursebooks have any subject content, they will directly or indirectly communicate sets of social and cultural values which are inherent in their make-up... Because the underlying value system is not explicit and is unstated, it is necessary to look at coursebooks in some detail in order to unearth what some of their unstated values are" (p. 90). Cunningsworth (1995) covers a variety of issues to be dealt with within the framework of culture in ELT textbooks. He lists the cultural components as "range of topics, inclusion of sensitive social / cultural topics; characters depicted: representation of women, portrayal of gender role, age, social class, ethnic origin, occupation /profession, disability; social relationships: family make-up, social networks, expression of personal feelings, interactions, transactions (functional interactions), personal interactions" (p.92).

Thus the checklist for evaluating the cultural aspect of the textbook should include the following items:

1. There is an adequate treatment of native culture along with target culture in the textbook.

2. The characters in the textbook represent people from different social class, age, and occupation.

3. The characters in the textbooks exist in a social network (e.g. family, peer group, workplace) and they are not there in isolation without any social connection.

4. The characters in the textbook are realistic (like real life characters, their fears, hopes, and hates are reflected in the textbook).

5. There is an equal representation of men and women in the textbook.

6. The women are represented in the same roles as men (e.g. doctor, teacher) and they are not presented as passive participants (Acar, 2006, p.142).

8.Conclusion. There are various evaluation checklists to evaluate ELT textbooks in the field. There is, however, not a consensus among the researchers as to what format a checklist should follow or what criteria it should consist of. This paper aims to develop a comprehensive textbook evaluation checklist (given in appendix) to evaluate ELT textbooks, which would embody as much as possible all the components of checklists that have been suggested so far. It consists of six components, namely, practical considerations, language content, design and organization, language skills, exercises and activities, cultural considerations. Ellis (1997) makes a distinction between predictive evaluation and retrospective evaluation. While predictive evaluation is carried out by the teachers to decide which textbook to use, retrospective evaluation is done impressionistically or empirically as action research to make a summative judgement of the textbook. The textbook evaluation checklist proposed in this paper can be used both as a predictive evaluation to decide on which textbook to use and also as a retrospective evaluation to decide on the effectiveness of the textbook that has been used. Thus it is expected that teachers and researchers can make use of this checklist to evaluate the textbooks that they will use or they have used so far.

REFERENCES

Acar, A. (2006). *Designing an Effective ELT Primary School Textbook Model by means of Evaluating the Primary School ELT Textbooks: A Sample in the Designated Group and Context.* Unpublished Ph.D. Thesis. Dokuz Eylül University.

Aktaş, M. (2015). Avrupa Dil Gelişim Dosyası Ölçütlerine Göre Nuovo Progetto Italiano 1-A ve 1-B Kitaplarının Değerlendirilmesi. Turkish Studies- International Periodical For The Languages, Literature, and History of Turkish or Turkic, Volume 9/6 Spring 2014, p. 57-78, ISSN: 1308-2140, www.turkishstudies.net, DOI Number: http: //dx.doi.org/10.7827/ Turkish Studies. 8489 ISSN: 1308-2140, ANKARA-TURKEY.

Beatie, B.A., Martin, L. and Oberst, B.S. (1984). Reading in the First-Year College Textbook: A Syllabus for Textbook Authors, Publishers. Reviewers, and Instructors. *The Modern Language Journal*. 68. 203-2011.

Breen, M.P. and Candlin, L.N. (1987). Which Materials?: A Consumer's and Designer's Guide. In *ELT Documents 126: ELT Textbooks and Materials: Problems in Evaluation and Development.* L. Sheldon (ed.), (pp. 13-28). Oxford: Modern English Publications.

Cunningsworth, A. (1984). *Evaluating and Selecting EFL Teaching Materials.* London: Heineman Educational Books Limited.

Cunningsworth, A. (1995). *Choosing Your Coursebook.* Oxford: Heinemann.

Daoud, A. M., and Celce-Murcia, M. (1979). Selecting and Evaluating a Textbook. In *Teaching English as a Second or Foreign Language.* M. Celce-Murcia and L. McIntosh (ed.) (pp.302-306). Cambridge: Newsbury House Publishers.

Ellis, M. and P. Ellis. (1987). Learning by design: Some criteria for EFL coursebooks. In *ELT Documents 126: ELT Textbooks and Materials: Problems in Evaluation and Development*. L. Sheldon (ed.), (pp. 90-99). Oxford: Modern English Publications.

Ellis, R. (1997). The Empirical Evaluation of Language Teaching Materials. ELT Journal, 51(1). 37-41.

Fidan, D. (2016). Türkçenin Yabancı Dil Olarak Öğretimi Ders Kitaplarındaki Dilbilgisi Konuları ve Öğretmen Öğrenci Görüşleri. Turkish Studies-International Periodical for the Languages, Literature and History of Turkish or Turkic Volume 11/14 Summer 2016, p. 257-276 DOI Number: http://dx.doi.org/10.7827/TurkishStudies.9826 ISSN: 1308-2140, ANKARA-TURKEY.

Grant, N. (1987). *Making the Most of Your Textbook.* New York: Longman.

Gün, M., Akkaya, A., and Kara, Ö.T. (2014). Yabancılara Türkçe Öğretimi Ders Kitaplarının Türkçe Öğretim Merkezlerinde Görev Yapan Öğretim Elemanları Açısından Değerlendirilmesi. Turkish Studies - International Periodical For The Languages, Literature and History of Turkish or Turkic Volume 9/6 Spring 2014, p. 1-16, ANKARA-TURKEY

Hutchingson, T. and Waters, A. (1987). *English for Specific Purposes: A Learning-Centered Approach*. Cambridge: Cambridge University Press.

Low, G. (1989). Appropriate design: The Internal Organization of Course Units. In *The Second Language Curriculum*. R.K. Johnson. (ed.) Cambridge: Cambridge University Press.

McDonough, J. And Shaw, C. (1993). *Materials and Methods in ELT: A Teacher's Guide.* Oxford: Blackwell Publishers.

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom.* Cambridge University Press.

Sheldon, L.E. (1988). Evaluating ELT Textbooks and Materials. *ELT Journal*, *42*(4), 237-246.

Skierso, A. (1991). Textbook Selection and Evaluation. In Murcia, M.C. (Ed.) *Teaching English as a Second and Foreign Language.* Boston: Heinle and Heinle Publishers.

Williams, D. (1983). Developing criteria for textbook evaluation. *ELT Journal*. *37*(3). 251-255.

Appendix

I. PRACTICAL CONSIDERATIONS	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. The textbook is effective in terms of cover and page appearance.					
2. The textbook contains a sufficient amount of visual materials (photograms, charts, diagrams) helping the students understand the text.					
3. The visual materials are actually integrated into the text and not there for cosmetic value only.					
4. The layout and presentation are clear.					
5. There are indexes, vocabulary lists, section headings and other methods of signposting the content that allow the student to use the material easily, especially for revision and self-study purposes.					
6. The textbook is cost-effective, easy to use and successful in your teaching situation in terms of time, labor and money.					
II. LANGUAGE CONTENT	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. The vocabulary load (i.e., the number of new words introduced in each lesson) is reasonable for the students of that level.					
2. The new vocabulary is repeated in subsequent lessons for reinforcement.					
3.The number of grammatical points introduced in each lesson is appropriate.					
4. The sequencing of grammatical points grammatical points is appropriate.					
5. The new structure is repeated in subsequent lessons for reinforcement.					
6. The number of vocabulary and grammar items introduced in each unit is the same.					
III. DESIGN AND ORGANIZATION	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
-1. The book contains a sufficient variety of design to interest the learner.					
2. There is a clear and logical page/unit organization so that the teacher and the students can understand the theme, purpose and intended result.					
3. Headlines, chapter or unit headings and subheadings help to summarize what is to be expected in a unit.					
4. The density and variety of text are at the right level for the students.					

5. The topics in the textbook are interesting.					
6. There is a coherence in unit format (all the units are organized in a logical format).					

IV. LANGUAGE SKILLS	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. The reading passages (texts) are suitable for the students' level and interests.					
2. There is an adequate treatment of pre-reading and post-reading activities in the textbook.					
3. There is enough focus on developing listening skill in the textbook.					
4. The textbook offers a variety of practice to develop speaking skill.					
5. There is enough focus on developing writing skill in the textbook.					
6. There is integrated skills work in the textbook.					
V. EXERCISES AND ACTIVITIES	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. The activities in the textbook are interesting for the students.					
2. There is an adequate treatment of activities which promote meaningful language use (as opposed to mechanical exercises).					
3. The activities provide a variety of interaction opportunities (group work, pair work etc.).					
4. The activities in the textbook promote critical thinking (i.e., analysis, synthesis, interpretation).					
5. There is an adequate amount of activities for practicing language (vocabulary, grammar) in the textbook					
6. The activities are appropriate for the level of the students.					

VI. CULTURAL CONSIDERATIONS	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. There is an adequate treatment of native culture along with target culture in the textbook.					
2. The characters in the textbook represent people from different social class, age, and occupation.					

3. The characters in the textbooks exist in a social network (e.g. family, peer group, workplace) and they are not there in isolation without any social connection.					
4. The characters in the textbook are realistic (like real life characters, their fears, hopes, and hates are reflected in the textbook).					
5. There is an equal representation of men and women in the textbook.					
6. The women are represented in the same roles as men (e.g. doctor, teacher) and they are not presented as passive participants.					