**Textbook Evaluation**

1. **Textbook**

A textbook is defined as “a book used for instructional purposes, especially in schools and colleges” (Harris & Hodges, 1995, p. 124).

1. **Purposes of Textbook Evaluation**
* The intention to adopt new coursebook/textbook.
* To identify particular strengths and weaknesses in coursebook already in use.
1. **Types of Textbook Evaluation**

Three types of evaluation are suggested by Cunningsworth (1995):

* **Pre-use Evaluation:** it takes place before its use. The evaluator looks at future or potential performance of the textbook.
* **In-use Evaluation:** it takes place in the course of its use. It takes place to monitor/check the effectiveness of a new textbook or to assess a used well-established one to change it.
* **Post-use Evaluation:** it takes place to check the strengths and weaknesses of a textbook/coursebook to see whether it needs to be changed in the future or not.
1. **Criteria for Textbook Evaluation**

Cunningsworth (1995) proposed four criteria for evaluating textbooks, particularly coursebook:

* They should correspond to learners’ needs. They should match the aims and objectives of the language learning programme.
* They should reflect the uses that learners will make of the language. Textbook should be chosen that will equip students to use language effectively for their own purposes.
* They should take account of students’ needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method.
* They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

To evaluate an EFL textbook, Cunnigsworth (1995), proposed a checklist that is organised under the following categories:

1. Aims and approaches
2. Design and organization
3. Language content
4. Skills
5. Topic
6. Methodology
7. Teacher’s book
8. Practical consideration