

**CHECKLIST FOR EVALUATION AND SELECTION OF COURSEBOOK
(REVISION)**

(Adapted from: Choosing your Course book by Alan Cunningsworth)

No.	Criteria	Yes	No	Comment
1.	General aims and communicative course book			
	<ul style="list-style-type: none"> The aims of the course book correspond closely with the aims of the teaching programme and with the needs of the learners. 			
	<ul style="list-style-type: none"> The materials of the course book are in line with the syllabus. 			
	<ul style="list-style-type: none"> The course book is flexible and it allows different teaching and learning styles. 			
	<ul style="list-style-type: none"> The course book suites to the learning/teaching situation. 			
	<ul style="list-style-type: none"> The course book is comprehensive and it covers most or all of what students need. 			
	<ul style="list-style-type: none"> The course book matches the needs of students and teachers. 			
	<ul style="list-style-type: none"> The course book allows the students to complete the works needed to meet any external syllabus requirements. 			
2.	Design and organizations			
	<ul style="list-style-type: none"> The content of the course book are organized well (e.g. according to structure, function, topics, skill, etc.) for learners and teachers. 			
	<ul style="list-style-type: none"> The content of the course book are sequenced well (e.g. on the basis of complexity, 'learnability', usefulness, etc.) 			
	<ul style="list-style-type: none"> The grading and progression in course book are suitable for the learners. 			
	<ul style="list-style-type: none"> The course book has adequate recycling and revision 			
	<ul style="list-style-type: none"> The course book provided reference section for vocabulary, grammar, etc. 			

	<ul style="list-style-type: none"> The materials are suitable for individual study. 			
3.	Language Content			
	<ul style="list-style-type: none"> The course book covers language components (vocabulary, grammar, spelling, and pronunciation) relevant to the skills and for each level. 			
	<ul style="list-style-type: none"> The materials of vocabulary are adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development. 			
	<ul style="list-style-type: none"> The materials of pronunciation work are adequate in terms of individual sounds, word stress, sentence stress, and intonation. 			
	<ul style="list-style-type: none"> The language style and language appropriateness match social situations 			
4.	Skills			
	<ul style="list-style-type: none"> All four skills are adequately covered in the course book and are in line with course aim and syllabus requirements. 			
	<ul style="list-style-type: none"> The course book has adequate materials for integrated skill works. 			
	<ul style="list-style-type: none"> Reading passages and associated activities are suitable for your students` needs, levels, interests, etc. 			
	<ul style="list-style-type: none"> Listening materials are well recorded, authentic, accompanied by background information, questions and activities which help students listening comprehension. 			
	<ul style="list-style-type: none"> Speaking materials (dialogues, role plays, etc.) are well designed to equip learners for real-life interactions. 			
	<ul style="list-style-type: none"> Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g. paragraphing) and use of 			

	appropriate styles.			
5	Topic			
	<ul style="list-style-type: none"> The course book has sufficient material of genuine interest of learners. 			
	<ul style="list-style-type: none"> The course book has enough variety and range of topics. 			
	<ul style="list-style-type: none"> The topics help expanding students` awareness and enriching their experiences. 			
	<ul style="list-style-type: none"> The topics have sophisticated contents for each level, yet still meet the learners` language learning needs. 			
	<ul style="list-style-type: none"> The course book require the students to relate to the social and cultural contexts 			
	<ul style="list-style-type: none"> Women are portrayed and represented equally with men in the course book. 			
	<ul style="list-style-type: none"> Other topics are represented in the course book with reference to ethnic origin, occupation, disability, etc. 			
6.	Methodology			
	<ul style="list-style-type: none"> Approach/approaches taken by the course book are appropriate to the learning/teaching situation 			
	<ul style="list-style-type: none"> Materials represented for each level match with students` learning styles and expectations. 			
	<ul style="list-style-type: none"> The techniques used for presenting/practising new language items are suitable for learners` levels. 			
	<ul style="list-style-type: none"> The communicative abilities are developed well in the course book. 			
	<ul style="list-style-type: none"> The course book expects the students to take a degree of responsibility for their own learning (e.g. by setting their own individual learning targets). 			
7.	Teachers` books			
	<ul style="list-style-type: none"> The course book provides adequate guidance for the 			

	teachers who will be using the course book and its supporting materials			
	<ul style="list-style-type: none"> As teachers' books, the course book is comprehensive and supportive. 			
	<ul style="list-style-type: none"> The course book adequately covers teaching techniques, language items such as grammar rules and specific-culture information. 			
	<ul style="list-style-type: none"> The writers set out and justify the basic premises and principles underlying the materials. 			
	<ul style="list-style-type: none"> The answer keys for exercises are given. 			
8.	Practical consideration			
	<ul style="list-style-type: none"> The course book costs reasonable price. 			
	<ul style="list-style-type: none"> The quality of course book is good (strong and long-lasting, attractive, handy etc.) 			
	<ul style="list-style-type: none"> The course book is easy to be accessed. 			

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