

EVALUATION METHODOLOGY & METRICS

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QUALITY CONTROL FOR EDUCATIONAL MATERIAL CONCERNING THE TEACHING OF A LANGUAGE AS A FOREIGN LANGUAGE

MAIN EVALUATION CRITERIA OF AN EDUCATIONAL MATERIAL

- **interactivity**
- **structural balance**
- **suitability**
- **effectiveness**
- **attractiveness**
- **flexibility**
- **reliability & validity**

In order to evaluate the material according to the above main criteria we have created the following checklist.

1. COMPLETENESS –INTERACTIVITY OF THE EDUCATIONAL MATERIAL

Components of educational material for teaching a language as a foreign language			
		YES	NO
1. Textbook			
2. Exercise book			
3. Pedagogical guide for the teacher / teacher's book			
4. Audiovisual material	a. Audio material (the book's texts, exercises, songs)		
	b. Audio material (only songs)		
	c. Video material		
5. Interactive material	a. E-learning material		
	b. CD-Rom with interactive exercises		
6. Other Educational material (note what kind) e.g. separate vocabulary book			

2. STRUCTURE / CONTENT

IN GENERAL				
		YES	NO	REMARKS
1. The allocation in levels of the educational material conforms to the Common European Framework's six levels of language acquisition.				
2. The content of each level fully conforms to CEFR's respective level.	thematic units			
	morphological & syntactic phenomena			
	phonetic phenomena			
3. The textbook is organized in independent units with subunits etc.				
4. The units have an identical structure and are of equal importance.				
5. The textbook also contains	a. an introduction/notes to the teacher and/or the learner			
	b. a table of contents listing the topics, vocabulary, skills, grammar, phonetics & cultural elements covered in each unit			
	c. Grammar appendices			
	d. Vocabulary			
	e. Answer keys			
	f. Index			
6. The material incorporates and varies different methodologies and techniques.				
7. The material addresses a variety of learning styles (aural, oral, visual)				
8. The learning objectives of each unit (thematic units, communicative activities, morphological, syntactic & phonetic phenomena) are clearly indicated so that learners become conscious of areas of success and of weakness and of the progress made in relation to the learning objectives (precognition/metacognition).				

9. The material integrates all four language skills.	listening			
	speaking			
	reading			
	writing			
10. The subject matter is presented in a logical, organized manner with a gradual acquisition of knowledge.				
11. The content is appropriate for the target groups (age, interests, gender, ethnicity and primary language)				
12. The content takes into account the linguistic and cultural diversity of the student population.				
13. The content includes contemporary themes and aspects of everyday life.				
14. The content avoids stereotypes, prejudices and material that might be offensive for some of the learners.				
15. The content	a. serves as a window into learning about the target language culture.			
	b. promotes an intercultural awareness and competence.			
16. The textbook contains learner-centered materials and content.				
17. The textbook contains teacher-friendly instructions and reference material.				
18. The audio/e-learning material sufficiently aids the learner to overcome phonetic particularities/ difficulties of the target language.				
19. The text selections are representative of a variety of written texts (literature, media, official/ everyday language) and of different registers of language.				
20. Authentic language is used in the lesson content.				
21. Principles of effective language instruction are the basis for format, context and design (including art work, layout, font style/size etc.)				
22. Webography is used in order to provide further information on a subject or as a tool e.g. for scavenger hunt activities.				
23. The content is attractive and interesting in order to promote a fulfilling and effective learning (and teaching) experience.				

PARTICULARLY				
A. GRAMMAR-SYNTAX		YES	NO	REMARKS
1. The grammar rules are presented in a logical manner and in an increasing order of difficulty.				
2. The morphological & syntactic phenomena are taught in a communicative context.				
3. The morphological & syntactic phenomena are elaborated through spiraling activities.				
4. The morphological & syntactic phenomena are organized and explained through meta-language.				
5. There are grammar tables	at the end of each unit.			
	in annexes at the end of the textbook.			
B. PRONUNCIATION-PHONETICS				
1. All phonetic particularities/difficulties of the target language are sufficiently covered.				
2. Eventual phonetic dissimilarities between the target language and the learner's native language are properly addressed.				
3. The audio material enables the learners to master the pronunciation of the target language.				
4. The International Phonetic Alphabet is used	occasionally			
	consistently			
	not at all			
C. VOCABULARY				
1. The vocabulary words are translated in the student's native language at the end of each unit.				
2. The vocabulary words are translated in the student's native language at the end of the textbook.	in alphabetical order			
	by topic/ under subject mater			
3. The vocabulary includes	a. the phonetic transcription of the words			
	b. meta-language definitions			

	c. a code number denoting the unit where each word appeared for the first time			
4. The new vocabulary words are presented at an appropriate rate so that the text is understandable and allows students to retain the new vocabulary.				
5. The new vocabulary words are taught in a communicative context.				
6. The new vocabulary words are repeated in subsequent lessons to reinforce their meaning and use.				
7. The vocabulary contains	a. words useful for real-life situations			
	b. up to date idioms & expressions			
	c. words from various registers (media lingo, prose & poetry, commercial terms, formal/informal language at al.)			
	d. words of foreign origin			
8. The educational material enables the teacher (e.g. through the website or the pedagogical guide) to adapt the vocabulary to the learners' actual needs.				
C. EXERCISES AND ACTIVITIES				
1. Types of exercises	grammar			
	syntax			
	vocabulary			
	orthography			
	accentuation			
	phonetics			
	receptive skills (listen/read)			
	productive skills (speak/write)			
2. Diversity of exercises	rich			
	mediocre			
	poor			
3. The exercises cover the acquisition of all four language skills.	listening			
	speaking			
	reading			
	writing			
4. The exercises addressing the morpho-syntactic particularities/ difficulties of the target language are sufficient and effective.				
5. The exercises adequately cover the learner's practice needs regarding	accentuation			
	orthography			
6. The exercises addressing the phonetic particularities/difficulties of the target language are sufficient and effective.				
7. The exercises are	conventional			
	integrated in a communicative context			
8. The exercises include clearly worded, comprehensible instructions.				
9. The instructions are preceded by icons/symbols denoting the type/goal of each exercise (e.g. phonetics, writing, accentuation, reading etc.)				
10. The exercises are	relevant to the subject matter			
	sufficient for the learners' practice			
11. The exercises enable	individual work			
	pair work			
	group & team work			
12. The exercises	evolve in complexity			
	involve spiraling activities			
13. The exercises include ludic activities (songs, videos, projects, role-play, games, internet scavenger hunts et al.)				
14. The exercises enable the learner to use prior knowledge.				
15. The exercises promote critical thinking.				
16. The communicative activities are	guided			
	non-guided			
	guided at first, non-guided afterwards			
17. There are interactive and task-based activities that require learners to use new vocabulary to communicate.				
18. The exercises include opportunities for learners to use newly acquired knowledge in order to speak/write about themselves, personal experiences,				

opinions etc.				
19. Illustrated components (pictures, photos, authentic material) are included in the exercises.				
20. Interactive exercises / e-learning complement the printed material.				
21. There are revision exercises	at the end of each unit			
	at the end of the textbook/exercise book			
	in the e-learning material			
22. There are assessments and self evaluations	at the end of each unit			
	at the end of the textbook/exercise book			
	in the e-learning material			
D. AUDIO MATERIAL				
1. The audio material includes	the textbook's dialogues			
	the textbook's texts			
	the textbook's aural exercises			
	songs			
	authentic material			
2. The recording quality is appropriate for the educational goals.				
3. The narrators are	various			
	of different sexes			
	with different accents/intonation of voice			
4. The narrators' enunciation & rhythm are	natural, authentic			
	forced, made for addressing learners			
5. The dialogue/text recordings are made	in studio			
	in a natural environment			
	both the above			
6. The songs are	created			
	authentic			
7. The songs are used mainly for	the acquisition of new vocabulary			
	grammar / syntax practice			
	pronunciation practice			
	oral comprehension			
	cultural sensitivization			
E. VIDEO MATERIAL				
1. The video material includes	the textbook dialogues and/or different dialogues with the same learning objectives.			
	material expanding the vocabulary & communicative goals of the textbook			
	authentic material stimulating the learners' curiosity & involvement			
	material offering information on the native speakers' culture, way of life and thought.			
2. The content of the video is accurate, up-to-date & useful.				
3. The vocabulary of the video is appropriate for the intended audience.				
4. The video material	is integrated into the learning environment			
	meets the learning objectives and needs of the learner			
	promotes active learning			
5. The recording quality is appropriate for the educational goals	audio			
	visual			
6. The narrators/actors are	various			
	of different sexes			
	with different accents/intonation of voice			
7. The narrators'/actors' enunciation & rhythm are	natural, authentic			
	forced, made for addressing learners			
8. Background noises/sound effects used are conducive to learning.				
9. The audio and visual components of the video complement each other.				

3. FLEXIBILITY– LEARNER INDEPENDENCE

		YES	NO	REMARKS
1. The material	is addressed at a specific learner group			
	is appropriate for various target groups			
	is not appropriate for a specific target group (note which)			
2. The material is appropriate for learners with various educational backgrounds.				
3. The material is appropriate for learners with various linguistic backgrounds.				
4. The material takes account of the learner characteristics like former learning experience, learning styles, disposition for independent learning etc.				
5. The material is appropriate for different age groups.				
6. The material includes	translation in the learner's native language of : rules, explanations, instructions, vocabulary.			
	answer keys			
	revision tests			
	auto evaluation tests			
	audio material ensuring the mastering of correct pronunciation			
	e-learning interactive activities & additional material			
	cd-rom with interactive activities & additional material			
7. The material enables the learner to actively take part in the learning process.				
8. The material enables the learner to acquire knowledge/ to practice outside the classroom.				
9. The learner can use the material effectively without a teacher's guidance.				

4. RELIABILITY

	YES	NO	REMARKS
1. The material is well constructed with a consistent inter-relationship between its components.			
2. The material reflects validated methodological premises in the selection of subject matter, activities, exercises etc.			
3. The material presents accurate information, examples and statements and authentic social behavior.			

5. ATTRACTIVENESS

		YES	NO	REMARKS
1. The material is easy to use / user-friendly.				
2. The material interacts with the learner, offering facilities & feedback and stimulating curiosity.				
3. The material is characterised by a diversity of	themes & situations			
	types of interaction			
	learning methods			
	types of text (created, authentic, literature, media)			
	audio material (songs, narrations, authentic recordings, exercises etc.)			
4. The text material is enriched by riddles, puzzles, proverbs, idioms, wishes, maxims, jokes.				
5. The material is enriched by cultural references & information on the modern day life and thought of the native speakers.				
6. The material is richly illustrated (photos, sketches, authentic elements such as road signs, advertisements, signs etc.)				
7. The illustration is	black & white			

	colorful			
	aesthetically pleasant			
	fun inducing			
	obsolete, uninteresting			
8. The illustrations of the texts add to their meaning and facilitate their comprehension.				
9. The layout is clearly organized so that the different elements of each page (e.g. rules, exercises, texts) can be recognized at first view.				
10. The bookbinding and the printer paper are of good quality.				

6. TEACHER'S BOOK/PEDAGOGICAL GUIDE

	YES	NO	REMARKS
1. The pedagogical guide is concise and clearly organized.			
2. The teacher's book provides the teacher with a methodological rationale, explaining the learning approach(es) used.			
3. The teacher's book helps teachers understand the general objectives of the material and the specific objectives of each unit.			
4. The manual suggests a clear, concise method for teaching each lesson.			
5. The manual gives instructions on how to incorporate audiovisual & e-learning material produced for the textbook.			
6. The manual provides additional material for expanding the vocabulary or for reinforcing grammar/syntax points.			
7. The manual provides techniques for activating students' background knowledge.			

7. CONCLUSION

- After completing the above checklist do you believe that the material covers the main evaluation criteria?
- In your opinion which are the main deficiencies/strengths of the material?

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- <http://www.zaniansadra.com/attaches/11763.pdf>
- http://digitooluam.greendata.es/webclient/DeliveryManager?pid=1785&custom_att_2=simpl
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