Developing a Checklist for English Language Teaching Course book Analysis

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ABSTRACT

The considerable increase in the number of English Language Teaching (ELT) coursebooks has rendered a careful evaluation and selection of suitable ones more complicated and vital than ever. A checklist approach is perhaps the most extensively implemented way of making this easier and more systematic. However, checklists are by no means universal and may vary according to several factors, such as teaching context.

This paper reports the development of a checklist for ELT coursebook analysis designed by the author after an intensive literature review and analysis of local circumstances. The checklist, developed in one of her advanced seminars for professional teacher education at Augsburg University, was piloted and improved by the course participants over three semesters through analyzing ELT coursebooks for German schools.

Keywords: checklist, coursebook evaluation, materials, analysis, English Language Teaching

1. Introduction

One of the well-known opponents of coursebooks, Thornbury (2000), claims that "Learning takes place in the here and now. Teaching – like talk – should centre on the local and relevant concerns of the people in the room not on the remote world of coursebook characters" (p: 2). He assumes that the use of coursebooks prevents language language from negotiating meaning by using their own imagination because they encourage learners to reproduce only the suggested language. Despite his approach that encourages teaching without published textbooks and focuses instead on conversational communication among learners and teacher, coursebooks are still regarded as crucial tools for teachers alongside teaching materials. As Hutchinson and Torres (1994) put it,

> The textbook is an almost universal element of (English language) teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in (various) countries… No teaching-learning situation, it seems, is complete until it has its relevant textbook. (Hutchinson & Torres, 1994, p. 315)

Coursebooks may have many functions, such as presenting written and spoken language, encouraging communication, being a reference for vocabulary, pronunciation and grammar, functioning as a source for classroom implications and individual learning outside the classroom. Tomlinson (2003), for example, considers that "a coursebook helps provide a route map for both teachers and learners, making it possible for them to look ahead to what will be done in a lesson as well as to look back on what has been done" (p. 39). Coursebooks both cater for a general framework for preparing lessons in compliance with the curriculum and serve as a handbook with a broad range of examples and implementations to teach different course subjects. In this sense, they provide a certain structure and syllabus for teachers. Moreover, Abdelwahab (2013) maintains that the use of a coursebook in a program "can guarantee that students in different classes will receive a

similar content and therefore, can be evaluated in the same way" (p. 55). That is, coursebook usage encourages the standardization of teaching, which may be particularly important in preparing for like Germany's *Abitur*, the school-leaving examination reqired for university entrance.

ELT coursebooks definitely have a great impact on language teachers' performance and consequently on students' language learning experience because the quality of a coursebook may determine the success or failure of an ELT course (Mukundan, 2007). McGrath (2002, p. 12) claims that "it influences what teachers teach and what and to some extent how students learn" while Sheldon (1988, p. 237) defines coursebooks as the visible heart of ELT programs. However, if a coursebook is inappropriate for a specific teaching context, teachers may regard it more as a time-consuming handicap than an assistance because they will have to continually adapt the coursebook to prepare suitable lessons and exams. In the same way, while students might find a professionally chosen coursebook helpful for their class and individual learning, a haphazardly selected coursebook may be regarded as counterproductive or even frightening, as in this student's response when asked to find a metaphor for a coursebook: "A coursebook is an angry barking dog that frightens me in a language I don't understand." (McGrath, 2006, p. 176).

Deciding on the most appropriate ELT coursebook is challenging and can only be made possible through a comprehensive and elaborative selection process (Johnson et al, 2008). This challenging mission must generally be completed by teachers. However, it usually results in shortcomings since teachers in many countries often choose unsystematically, largely due to a lack of preparation during teacher education. Therefore, many English classes around the world today are imülimenting coursebooks that were not chosen by the cautious application of objective evaluation criteria. Instead, the process remains "fundamentally a subjective, rule-of-thump activity, and has no near formula, grid, or system [which] will ever provide a definite yard stick" (Sheldon, 1988). Teachers still tend to rely solely on their own personal, but often uninformed judgements about what they like or dislike about the coursebooks in use.

Given these considerations, an advanced seminar called "Materials Analysis and Development" was launched within the teacher education program at Augsburg University to handle this significant yet highly neglected topic. This article reports on the development of a checklist for English Language Teaching coursebook evaluation. The main goal is to propose an evaluation framework as a departure point while bearing in mind Tomlinson's (1999) remark that "the obvious but important point is that there can be no one model framework for the evaluation of materials; the framework used must be determined by the reasons, objectives, and circumstances of the evaluation" (p.11). Using this framework, and depending on the local aspects of the teaching process, such as curriculum, classroom interaction, school regulations and educational polices, practitioners can generate their own evaluation processes for choosing a coursebook for their particular classes.

2. Theoretical Background

2.1 Definition

For clearer understanding of the topic, it is momentous to provide working definitions of the key terms.

The first term, "coursebook" or "textbook", to use its interchangeable British synonym, has been defined as: "A book that teaches a particular subject and that is used especially in schools and colleges" (The Oxford Advanced Learner's Dictionary, 2000, p. 1343). Tomlinson defines a language textbook more extensively as follows:

> A textbook provides the core materials for a language-learning course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking. (Tomlinson, 2011, p. xi)

These two terms are obviously used as synonyms although the usage may show slight differences as seen above. For the present study, the term coursebook is preferred and regarded as a resource book that includes courses about a school subject and is used by teachers as well as students during the school year.

Two other terms should be defined in relation to this study to prevent confusion. These are "evaluation" and "assessment". Although they are usually used interchangeably, some experts argue that they are not synonyms (Nunan 1988; Tomlinson 2011; Littlejohn 2011). According to Nunan (1992), evaluation "involves not only assembling information but interpreting that information – making value judgments" (1992, p. 185). Materials evaluation entails assessing the worth of coursebooks and istherefore regarded as a pre-evaluation stage (Tomlinson, 2003). Basically, the users of a coursebook conduct an evaluation as an opportunity to reflect on their experiences and perceptions of the given material. That is, the results of a coursebook evaluation are more subjective than an assessment (Tomlinson 2003, p. 22).

Coursebook analysis, on the other hand, aims to provide an objective examination of teaching materials, primarily through answering closed questions within a systematic framework, such as questionnaires or checklists. It "asks questions about what the materials contain, what they aim to achieve and what they ask learners to do" (Tomlinson, 1999, p. 10; Tomlinson, 2003, p. 15). For instance, "Does it provide a transcript of the listening texts?" is a yes/no analysis question while "What does it ask the learners do immediately after reading a text?" can also be answered factually. Through many such questions, a description of the materials can be constructed that specifies what the materials do and do not contain. Analysis is nearly always carried out before material is selected whereas evaluation should be carried out before, during, and after using the materials. Basically, analysis tries to find out what is already there (Littlejohn 1998) whereas evaluation is a broader term that may include an analysis or follow on from one: "Evaluation is a matter of judging the fitness of something for a particular purpose which can be undertaken for a variety of purposes and carried out in a variety of ways" (Rubdy, 2003, p. 41).

In the present article, the term analysis will be used because seminar participants analyzed the coursebooks with a checklist before using one for teaching English. Consequently, they tried to make an objective judgement about the coursesbook by answering the items in the checklist by analyzing the coursebook from different perspectives. However, since this analysis is just the initial stage of the evaluation, the checklists may also be referred to as evaluation tools, although they can be used for the analysis as well.

2.2. Review of Literature

There are many resources covering materials analysis and development that offer various methods for coursebook evaluation. Although these methods cannot be applied universally, they provide a range of examples for preparing a context-appropriate tool. One of the most proposed and investigated tools for materials analysis is the checklists.

Despite being still treated as a subtopic of methodology, material development has become important with the boom in international ELT materials from well-known publishing houses since the late 1990s due to globalization and English becoming a lingua franca (Canniveng & Martinez, 2003, p. 479). Since then, authors and scholars have proposed many selection criteria to design

checklists. This selection outlines a sample of these studies since introducing all of them would be beyond the scope of the present article.
The first published coursebook evaluation checklist, which was designed by Tucker in 1975, including 10 internal and eight external criteria (Skierso, 1991, p. 440). One of the most comprehensive evaluation criteria list ELF/ESL coursebooks was suggested by Cunnigsworth (1995). It comprised 45 criteria in eight different categories: study skills, topic, methodology, content, aims and approaches, language content teacher's book, practical considerations, and design/organization.
Skierso (1991) included five main sections in her checklist: bibliographical data, aims and goals, subject matter, vocabulary and structures, and layout and physical makeup whereas Garinger (2001) proposed a three dimensional checklist: teaching objectives, depth and breadth of material, and whether the textbook needs to be supplemented or not.
Stradling (2001, pp. 258-263) developed a detailed checklist within his analytical framework of four main categories and 40 questions. Category one evaliuates textbook content, such as cultural or regional aspects. Category two deals with its pedagogical value, e.g. skills development, use of visual elements and analytical thinking. Category three examines intrinsic qualities, such as author bias or stereotypical approaches. Category four investigates extrinsic factors like the year and place of publication, price, and robustness.
This abundance of guidelines can help in further attempts by scholars or practitioners. It is therefore recommended that these earlier criteria are taken as reference points that can be redefined and fine-tuned according to the specific context in question.

3. Methods of ELT Coursebook Evaluation

Scholars offer various evaluation methods, such as Ellis's (1997) predictive and retrospective evaluation. This section focuses on the three basic methods of course book evaluation explained by Tomlinson (2011, p. 25): impressionistic, the in-depth, and checklist method.
The impressionistic method analyzes a coursebook based on a general perception. Teachers prefer reading the publisher's blurb and list of contents before skimming through the material to gain a sense of structure, topics, layout and visual elements. As the sole basis for materials selection, this method provides a relatively superficial overview of the material.
The in-depth method involves examining one part, e.g. a chapter, unit, or specific activity, to carefully explore representative features like design, content, etc. Teachers can reach some conclusions concerning the material's flexibility, suitability for the curriculum, etc. According to Cunningsworth (1995, p. 2), "The in-depth approach is characterized by its active nature: we actively seek out information about the material in line with an agenda that we have already decided on". However, this method may mislead teachers if the selected part of the material is not representative of the whole coursebook.
These two methods can ideally be combined with the checklist method which uses a list of criteria for systematic analysis of the materials. According to Tomlinson (2011, p. 26), this method is more objective and less time-consuming for comparing different materials. The following section explains this method in more detail along with its advantages and limitations.

4. Rationale for Using Checklists as Evaluation Tools

According to Richards, there are two different types of knowledge that influence teachers' professional identity and performance:

> One relates to subject matter and curricular issues and how the content of a lesson can be presented in an effective and coherent way. This is the aspect of teaching that has to do with curricular goals, lesson plans, instructional activities, materials, tasks, and teaching techniques. The other kind of knowledge relates to the teacher's personal and subjective philosophy of teaching and the teacher's view of what constitutes good teaching. (Richards, 1996, p. 283)

It means that teachers are generally inclined to teach in the way they themselves were taught. Seen from this perspective, the criteria and strategies according to which they choose a coursebook are shaped by their personal beliefs and attitudes. Consequently, "what one teacher considers an advantage in a textbook, another teacher may consider a disadvantage" (Graves, 2000, p. 175). Accordingly, teachers might rely upon their professional expertise and judge coursebooks by following their instincts. Although a certain amount of professional intuition is essential, these kinds of decisions are highly subjective, and less defendable or explainable to other colleagues involved in a joint decision process.

To work professionally, teachers have to prioritize among the time-intensive tasks of lesson planning, grading, proofreading, etc. They may therefore tend to rely on the exiting coursebook rather than select a new one. Novice teachers may also believe that coursebooks from world-renowned publishers with their alluring layout and teacher-friendly extra materials are suitable for their local context. However, Cunningsworth (1984, p.1) reminds us that such coursebooks can be deceptive because international publishers do not find it profitable to produce materials to meet different regional demands: "Teachers can […] be assured that coursebooks from reputable publishers will serve them well, if properly selected and used. I used the word serve advisedly because coursebooks are good servants but poor masters."

Other strategies can assist in selecting the most appropriate coursebook include reading expert reviews in journals, checking feedback on the Internet, conferring with colleagues who have already used the coursebook or gathering individual experiences via trial and error. As Grant warns us the "perfect book does not exist" (1987, p. 8). Nevertheless, teachers under time pressure must find the most appropriate one for a certain learner profile. Checklists have the advantage of saving time in this regard.

1. It is systematic, ensuring that all elements that are deemed to be important are considered.
2. It is cost effective, permitting a good deal of information to be recorded in a relatively short space of time.
3. The information is recorded in a convenient format, allowing for easy comparison between competing sets of material.
4. It is explicit, and, provided the categories are well understood by all involved in the evaluation, offers a common framework for decision-making. (Tomlinson, 2011, pp. 26f.)

While checklists are flexible evaluation tools that provide evaluators with the freedom to customize the criteria according to their individual and situational needs, even a well-designed checklist has potential limitations. For instance, in their review of checklists published between 1970 and 2008, Mukundan and Ahour (2010) criticized most for being highly demanding, ambiguous and context-specific. Problems with the reviewed checklists included difficulties in completion (length, confusing items, wordiness, etc.) and impractical or inappropriate scoring (rationality, comparability, etc.). Additionally, checklists must be updated in line with the steadily changing methodologies of language teaching. For example, some current concepts like improving intercultural communicative competence, increasing media competence, or enhancing interlinguistic learning did not exist in earlier checklists. Some contemporary working patterns (tandem, online projects, task-based language learning, etc.) or topics (globalization, Internet, global warming, etc.) are not mentioned in early checklists. Moreover, modern courses include many extensions and supplementary materials to consider beyond the coursebooks, such as audio CDs, downloadable lesson plans, and videos, DVDs, workbooks, on-line support, and smart board companions.

Consequently, instead of accepting available checklists, teachers should use the above mentioned strategies for collecting background information to devise their own selection criteria. Tomlinson

(2011) argues that an "off-the-shelf" checklists need to be tailored: "The categories in all materials evaluation checklists, like those in other forms of an apparently objective evaluation instrument or observation schedule, are as much a reflection of the time at which they were conceived and of the beliefs of their designer as are the published materials themselves" (Tomlinson 2011: 27). In doing so, teachers become action researchers because the process supports their professional development through building an awareness to analyze their teaching materials critically. Ellis (1997) therefore suggests such an evaluation process helps teachers surpass impressionistic assessments to gain valuable, precise, efficient, and contex-specific insights into the general nature of coursebook.

Finally, effective material selection should be regarded as one of the necessary professional skills of English language teachers. It must therefore become a standard component of teacher training. As with every other profession, such as an engineer with a machine, a soldier with agun, a doctor with a medical tool, also teachers must know their working instruments like coursebooks very well. Unfortunately, however, this is not always the case. To fill this gap, the author designed the advanced seminar for the English Language Teaching Department explained in the following section.

5. Seminar

The seminar entitled "English Language Teaching Materials Analysis and Development" was designed for prospective teachers of English as a Foreign Language pursuing an academic degree in teacher education at Augsburg University in Germany. The seminar participants take methodology classes to teach English in primary or secondary schools. The major aim is raising awareness of critical analysis of their future teaching materials by considering the issue both theoretically and practically.

In the theoretical part, students get information from guest speakers with different perspectives, such as practitioners, authors and book project managers from well-known publishing houses. Other theoretical aspects discussed in class presentations with the lecturer and fellow students include advantages and disadvantages of using coursebooks, and the impact of local culture and language policies on materials design. During the theoretical part, students also analyze existing checklists to raise their awareness of how they reflect contemporary methodological, topical, and pedagogical developments in teaching materials. Finally, we brainstorm together to discuss a skeleton checklist for the seminar generated by the author based on a set of global criteria that not only correspond to the local requirements, but also are flexible enough to be implemented worldwide with some adjustments. Here, the students are first given an opportunity to discuss and adapt the checklist in groups according to their future school type. This transition from theory to practice in the seminar is the most crucial and challenging part because it provides the steps for adopting a critical and reflective mindset towards coursebooks which are generally selected by senior teachers at schools and usually regarded as the bible for novice teachers to follow. Some of the common arguments of seminar participants for such an attitude include their wish to stay in their comfort zone and a lack of information about their school's coursebook selection procedures.

In the practical part, the students choose a coursebook to analyze for their future school context to using this checklist provided. The results of their analysis are presented and discussed in the class in provides an informative exchange among students who will later teach in different school types. By criticizing the checklist and analyzing one of their future teaching materials they have become reflective practitioners instead of obedient servants of coursebooks. With these issues in mind, we created a checklist for our own working context.

According to Augsburg University's official course evaluation process, the prospective teachers who implemented the checklist to analyze their future coursebooks found this experience extremly beneficial for their professional career. The following section presents the criteria for analyzing the categories and items of the checklist provided by the lecturer as well as the final version of the improved checklist. This may serve as a useful departure point for other practitioners to design their own checklist.

6. The Checklist: Augsburg List of Criteria for Coursebook Analysis

After reviewing the literature (e.g. McGrath, 2001, pp. 19-2; Skierso, 1991, pp. 432-434) and previous checklists, the criteria to be considered were discussed carefully in the seminar sessions. The basic conclusion drawn was that local conditions significantly influence learning and teaching processes; therefore, selecting a coursebook is essentially finding the best match between the local conditions and the materials available.

Various features of this local context must be considered, such as the methodology (e.g. teacher-fronted, task-based), the age and proficiency level of the learners, and the administrative regulations (e.g. curriculum, syllabus). Quality criteria for a checklist were also discussed. While generating a checklist consisting of a comprehensive set of criteria, one should remember the caution of Roberts (1996, p. 382) that teachers should be sensible and "'give little room for subjective interpretation'". He proposes the so-called FABPEC principle, which stands for focus, accuracy, brevity, practicability, economy, and clarity. Taiwo (2013) explains these criteria more fully:

> Focus – the checklist questions should be focused and not multifaceted. If a question is supposed to ask about say, phonology, it should end there and should not include points regarding say, vocabulary.
> Accuracy – questions should not be ambiguous or misleading in any way
> Brevity – the checklist should contain questions that are not wordy. Nothing makes easier reading than a brief and concise question.
> Practicability – There is no purpose in going all the way to establish this framework if it is not practicable and can be easily administered. In essence, practicality, perhaps, is the most important consideration.
> Economy – The whole checklist should be economical in terms of time and money spent so as not to hinder the process of evaluation. Teachers may possibly avoid using the framework if they consider it time wasting; and the administrators, if they know that it is going to gulp a lot of money.
> Clarity – While it is true that we advocate brevity, under no circumstances should clarity be sacrificed on the altar of brevity. In other words, the checklist should have questions that are clearly stated and understood. Having said that, it is time to answer the question raised earlier on how best teachers can arrive at an informed checklist suitable material evaluation in the context. (Taiwo, 2013 p. 18)

While creating the checklist for this study, the FABPEC principles were taken into consideration. Although it might appear a "simple" list, it was extremly difficult to design a clear, short, precise list to adapt to different contexts. For a user-friendly layout, Littlejohn's (1998) three-level approach was used to modify and restructure earlier lists:

Level	Focus of Analysis	Examples of features to be considered
1	'what is there'	publication date; intended users; type of material; classroom time required; intended context of use; physical aspects, such as durability, components, use of colour; the way the material is divided up across components; how the student's book is organised, and how learners and teachers are helped to find their way around
2	'what is required of users'	tasks, what the learner has to do; whether their focus will be on form, meaning or both; what cognitive operations will be required; what form of classroom organisation will be involved (e.g. individual work, whole class); what medium will be involved; who will be the source of language or information
3	'what is implied'	selection and sequencing of content (syllabus) and tasks; distribution of information across teacher and student components; reconsideration of information collected at levels 1 and 2

Table 1: Littlejohn's (1998) three-level approach for coursebook evaluation

The final version of the checklist was reviewed and applied by ELT experts, authors, teacher students, and colleagues from ELT and other subject fields. Their feedback on the and content was used to improve it further. The resulting instrument is called "Augsburg List of Criteria for Coursebook Analysis". It has four main sections: a) design, b) content, c) text passages and Activities, d) visual context (pictures/drawings/illustrations). Each main section then has sub-sections with various items.

A checklist basically consists of a list of items 'referred to for comparison, identification or verification' (Collins English Dictionary, 1992) whereby the items are 'checked off' (or ticked) once their presence has been confirmed. Shopping lists and packing lists are checklists in this sense. As can be seen from the complete checklist (see Appendix 1), the questions require a tick or Yes/No response. However, course participants also justified their answers to the questions in their presentations and term paper by byproviding sound arguments based on the curriculum, the Common European Framework of Reference for Foreign Languages, their literature review, and local conditions.

7. Conclusion

Teachers traditionally regard coursebooks as the curriculum rather than a reference to assist in the development of a comprehensive approach. That is, coursebooks are considered as the final product, not a starting point. However, with the help of a checklist, teachers can examine the strengths and weaknesses of a coursebook to decide how to supplement, modify, or replace it. Thus, a checklist operates almost like an "honest advisor" accompanying a teacher's experience with a new coursebook by commenting on its characteristics objectively.

Given that most teachers use coursebooks as their main teaching material, it is necessary to increase their awareness of developing localized checklists. Materials evaluation should thus be compulsory in training programs as empowerment and improvement measurements to help teachers go beyond impressionistic evaluation and look "'below the superficial feature of materials'" (Hutchinson, 1987a, p. 37) or, better still, inside the "'Trojan Horse to see what lies within'" (Littlejohn, 1998, p. 190).

As Hutchinson & Torres (1994, p. 315) reminds us,

> The danger with ready-made textbooks is that they can seem to absolve teachers of responsibility. Instead of participating in the day-to-day decisions that have to be made about what to teach and how to teach it, it is easy to just sit back and operate the system, secure in the belief that the wise and virtuous people who produced the textbook knew what was good for us. Unfortunately, this is rarely the case.

Another point to be mentioned is teacher-centeredness in the selection of coursebooks. From a 12-country study on behalf of a coursebook publisher, Tomlinson (2010: 5) found that "not one learner reported having any say in the selection of their coursebook". Since the potential of the chosen coursebook affects students positevley or negatively, they should not be ignored as shareholders and involved in selecting coursebooks. Thus, the needs and expectations of learners should be carefully considered while selecting a coursebook by getting them to use an evaluation checklist with appropriate criteria. This point is quite important because learners use coursebooks for their individual learning (at least for homework) at home.

> To understand how a textbook is an instrument or a tool, we can compare it to a musical instrument, a piano, for example. The piano provides you with the means for producing music, but it cannot produce music on its own. The music is produced only when you play it. Playing well requires practice and familiarity with the piece. The more skilled you are, the more beautiful the music. Just as a piano does not play music, a textbook does not teach language. Perhaps as teachers we are called on to be not only musicians, but also piano tuners, composers, and conductors. (Graves, 2000, p. 175-176)

To go beyond being only musicians, teachers should learn to strike a balance in using coursebooks to avoid becoming enslaved to them. As Prodromou (2002, p. 25) reminds us, „Neither the textbook nor the lack of a textbook are good or bad in themselves". That is, teachers should teach the students not the coursebook. To do this, requires first analyzing their students' profile (e.g. through needs analysis) before supplementing or modifying the chosen coursebook.

APPENDIX I: Augsburg List of Criteria for Coursebook Analysis

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Appendix 1: Augsburg Criteria for Coursebook Analysis

A) DESIGN		YES	NO
1. External Design			
1.1	CB is durable with a strong cover.		
1.2	Cover page is age appropriate.		
2. Internal Design			
2.1	CB is printed on good quality paper.		
2.2	Printing is of high quality.		
2.3	Well-edited.		
2.4.	Guidance is given to learners on correct use of the book.		
2.5	Table of contents states what students are expected to do.		
2.6	Units include references to the curriculum.		
2.7	Pages which are crowded.		
2.8	Layout of pages is suitable.		
2.9	Typeface of pages is suitable.		
2.10.	Symbols are used to indicate different social interaction forms.		
2.11.	Symbols are used to indicate media usage.		
2.12.	Symbols are used to indicate difficulty level of the tasks.		
3. Course Components			
3.1.	Teacher's manual		
3.2.	CD-ROM		
3.3.	Apps		
3.4.	Cut-outs		
3.5.	Hand puppet		
3.6.	Webpage		
3.7.	Flashcards		
3.8.	Supplementary materials for individual learning		
3.9.	Posters		
3.10.	Photocopiable additional materials. (worksheet)		

3.11.	Board games		
3.12.	DVD		
3.13.	Game cards		
B) CONTENT			
4.General Content			
Administrative Requirements			
4.1.	CB matches the curriculum specifications.		
4.2.	CB gives freedom to students to take part lesson deign by making decisions.		
4.3.	CB offers flexibility to modify its usage according to learner needs.		
4.4.	CB has a local version for different federal states.		
Presentation			
4.5.	CB makes meaning use of German.		
4.6.	New language items are efficiently recycled through the book.		
4.7.	Language learned can be used in learner's daily life.		
4.8.	English is presented clearly.		
4.9.	English is presented in an interesting manner.		
4.10.	CB has up-to-date content.		
4.11.	CB is methodologically in line with contemporary theories and practices of language learning internationally.		
4.12.	CB portrays other cultures other than Western European or American.		
4.13.	CB provides advice on learning skills development.		
4.14	Learners can identify themselves with CB characters.		
4.15	Learners can identify themselves with CB content.		
4.16	CB helps the personal development of learners.		
4.17	CB has a specific cultural setting.		
4.18	CB creates a positive mind-set towards learning English.		
4.19	CB includes supplementary learning contents, e.g. glossary, word lists, summaries, key words, definitions, answer key to exercises.		
4.20	English level increases in difficulty through CB.		
4.21	Lessons follow a specific teaching sequence.		
4.22	Units are based around a storyline that may force the teacher to use every unit in sequence.		
4.23	CB avoids culturally offensive elements.		
4.24	CB avoids sexist elements.		

C) Passages & Activities		Passages	Activities
5.1.	are motivating.		
5.2.	are authentic.		
5.3.	are balanced between individual response, pair work and group work. (different social interaction patterns)		
5.4.	are manageable in the time allotted.		
5.5.	are sufficient in number.		
5.6.	are achievable.		
5.7.	help learners to connect the learning experience in the classroom to their own life outside the course.		
5.8.	help learners to experience different emotions, e.g. laughter, joy, sorrow.		
5.9	encourage mental connections between different languages.		
5.10.	boost cooperative learning.		
5.11.	initiate meaningful communication.		
5.12.	provide learners with opportunities for free production.		
5.13.	are creative.		
5.14.	use clear, understandable language.		
5.15.	cater for different preferred learning styles.		
5.16.	include different difficulty levels.		
5.17.	include a balance in skills.		
5.18.	motivate learners to get actively involved in the learning process.		
5.19.	provide comprehensive input.		
5.20.	make use of modern media.		
5.21.	boost intercultural learning.		
5.22.	are up-to-date.		

D) Visual Context (Pictures/Drawings /Illustrations)		**YES**	**NO**
5.23	avoid hidden messages.		
5.24	are authentic.		
5.25	are comprehensible.		
5.26	pertinent to the content.		
5.27	include advertisements.		
5.28	are up-to-date.		
5.29	are adequate in number.		
5.30	are suitable for building real-life connections.		
	represent people with different		
5.31	- ethnic origins.		
5.32	- genders.		
5.33	- occupations.		
5.34	- age.		
5.35	- social classes.		
5.36	- disabilities.		
5.37	- appearance.		