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COUSEBOOK EVALUATION AND SELECTION

Textbooks have been recognised as an important part of EFL teaching, because they are an indicator of what is happening in the classroom (McGrath, 2013; Tomlinson, 2012) [2; 3]. However, no coursebook designed for the general market will be absolutely ideal for the particular group of learners. So, teachers are to find the best possible fit, together with potential for adapting or supplementing parts of the material where it is inadequate or unsuitable.

The aim of *Coursebook Evaluation and Selection* is to help teachers to select the coursebook which fits the requirements and the context.

A large volume of published studies describing the procedure of coursebook evaluation and selection have been analysed. Alan Cunningsworth (1995) in his study focuses on the following steps for coursebook selection:

- Identify the aims and objectives of your teaching programme.
- Analyse the teaching/learning situation in which the material will be used.
- Draw up a list of potential coursebooks, using information from publishers, advice from the colleagues and your own previous experience.
- Evaluate the coursebooks. The potential coursebooks should be subjected to an *impressionistic evaluation* to eliminate those that are obviously unsuitable. The resulting shortlist should consist perhaps between three and five coursebooks and these will be the subject of an *in-depth evaluation* process.
- Select the coursebook which most closely fits the requirements and the context [1].

Identifying the steps for coursebook selection, the author accentuates the importance of evaluation and suggests 2 approaches to coursebook evaluation: impressionistic overview and in-depth evaluation. In his view a combination of both

approaches will form a sound basis for evaluation and for the ensuring choice of the most suitable coursebook to adopt/select. In this perspective the following guidelines for coursebook evaluation were developed:

- Coursebooks should correspond to learners' needs. They should match the aims and objectives of the language –learning programme.
- Coursebooks should reflect the uses (present and future) which learners will make of the language. Select coursebooks which will help to equip learners to use language effectively for their own purposes.
- Coursebooks should take account of students' needs as learners and facilitate their learning processes, without dogmatically imposed a 'rigid' method.
- Coursebook should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner [1].

Taken together, these results suggest a clear procedure of coursebook evaluation and selection. The recommended steps and guidelines would seem to be very useful for teachers who are to select the appropriate coursebook for EFL teaching and learning.

REFERENCES

1. Cunningsworth, A. (1995) *Choosing your coursebook*. Oxford: Heinemann.
2. McGrath, I. (2013). *Teaching materials and the roles of EFL/ESL teachers: Practice and theory*. London/New York: Bloomsbury.
3. Tomlinson, B. (2012). *Materials development for language learning and teaching*. *Language Teaching*, 45(2), 143–179.