

**Creating and Using Foreign Language Materials**  
 FLTA Workshop; August 2018  
**Criteria for Textbook Analysis<sup>1</sup>**

<sup>a</sup>My evaluation: How important is it that textbooks / materials do the following?

(1 = not important, 3 = somewhat important, 5 = very important)

<sup>b</sup>Textbook chapter analysis: To what extent is the chapter likely to:

(1 = not likely, 3 = somewhat likely, 5 = very likely)

<sup>a</sup> My evaluation	Criterion	<sup>b</sup> Textbook Chapters		
	Have a surface appeal to learners? (Ex: Illustrations attractive, sufficient white space, etc.)			
	Expose the learners to language in authentic use?			
	Expose the learners to language in <i>typical</i> use?			
	Expose the learners to language which is meaningful for them?			
	Expose the learners to language which is comprehensible for them?			
	Expose the learners to language which is relevant to their lives?			
	Expose the learners to language which is relevant to their wants?			
	Expose the learners to language which is recycled at intervals?			
	Interest the learners? (Ex: Do the users like the topic content, texts, activities?)			
	Engage the learners affectively?			
	Engage the learners cognitively?			
	Motivate the learners to learn / engage outside of the course and classroom?			
	Have an immediate appeal to a wide variety of learners?			
	Local criterion: (Criterion for the learners at your institution):			

<sup>1</sup>Tomlinson, B. & Masuhara, H. (2018). *The complete guide to the theory and practice of materials development for language learning*. UK: John Wiley & Sons, Inc.