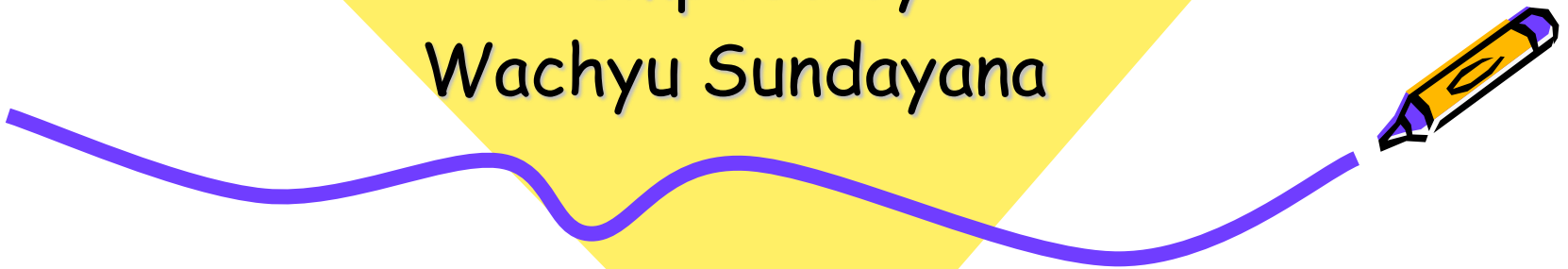




Materials Evaluation

Compiled by
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1. Definition

1.1 Materials evaluation can refer to either before the program begins or after or both. Here, materials evaluation refer to a before-program evaluation of published textbooks. This is motivated by the need to choose materials that will be relevant and appropriate for a particular group of learners and also by the need to identify specific aspects of the materials that require adaptation



1.2 In materials evaluation the evaluator identifies a set of criteria that are used to reach a decision regarding which book to adopt and how it needs to be adapted.

1.3 Instruments used in evaluating materials.

The instruments used in evaluating materials or textbooks are questionnaires, checklists and guides.



2. Criteria used in Materials Evaluation

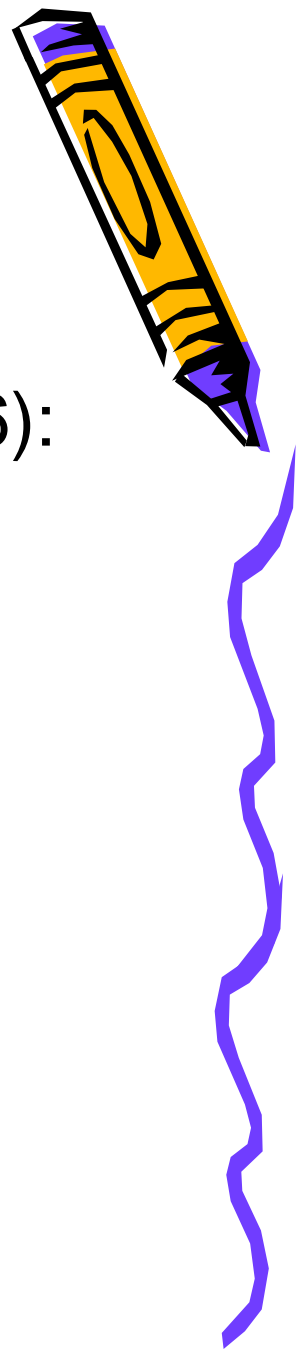
In evaluating materials, we need to put a framework from which a set of criteria can be developed. In Addition, we have to consider the objective of evaluating materials. This will limit the focus to aspects or criteria used in this evaluation. In our context, the focus is on materials as one of the sources in the teaching and learning a foreign language. In line with this purpose, the frameworks



can be taken into our consideration:

2.1 The framework suggested by Brown (1986):

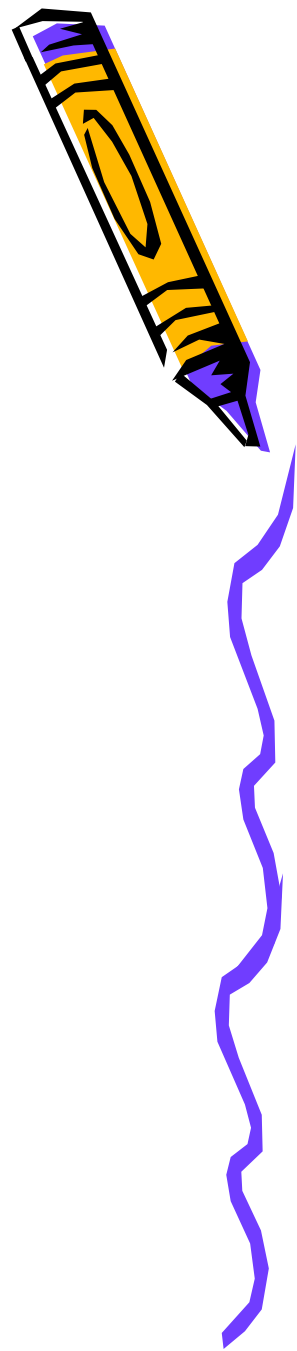
- Approach
- Syllabus
- Techniques (ways of presenting materials)
- Exercises



2.1 The framework suggested by Littlejohn (in Tomlinson, 1999)

a. Publication (physical aspects of the materials)

1. Place of the learner's materials in any wider set of materials
2. Published form of the learner's materials

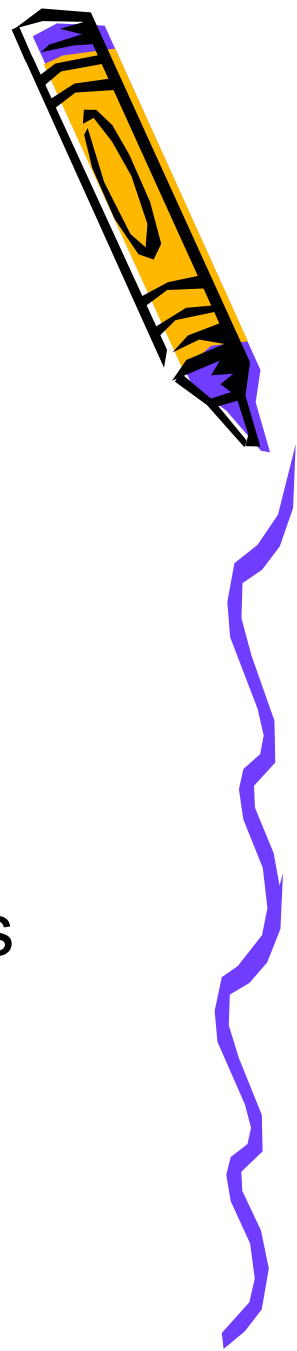


3. Subdivision of the learner's materials into sections
4. Subdivision of sections into sub-sections
5. Continuity (or coherence)
6. Route (or the order of materials)
7. Access (availability of contents lists, wordlists, indexes etc.)

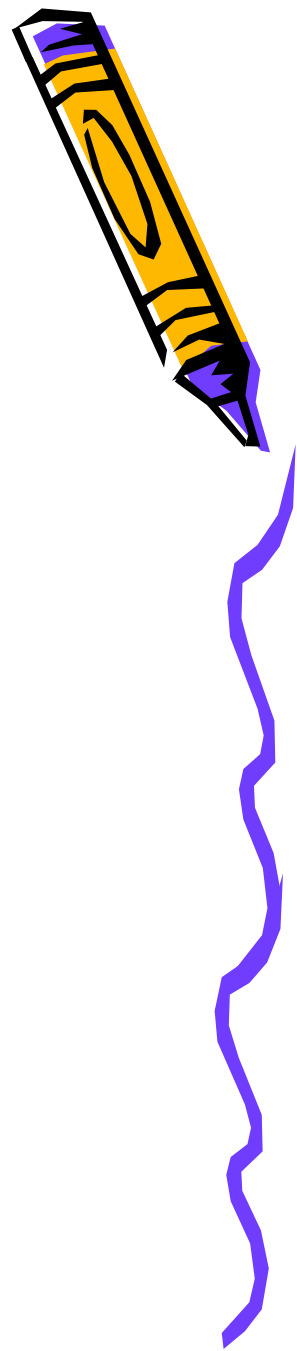


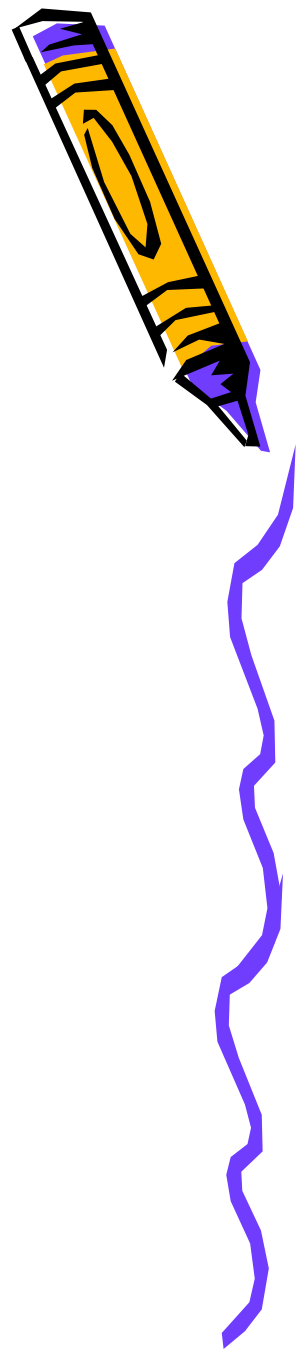
b. Design:

1. Aims
2. Principles of selection
3. Principles of sequencing
4. Subject matter and focus of subject matter
5. Types of learning/teaching activities:
 - what they require the learner to do
 - manner in which they draw on the learner's process competence (knowledge, affects, abilities, skills)

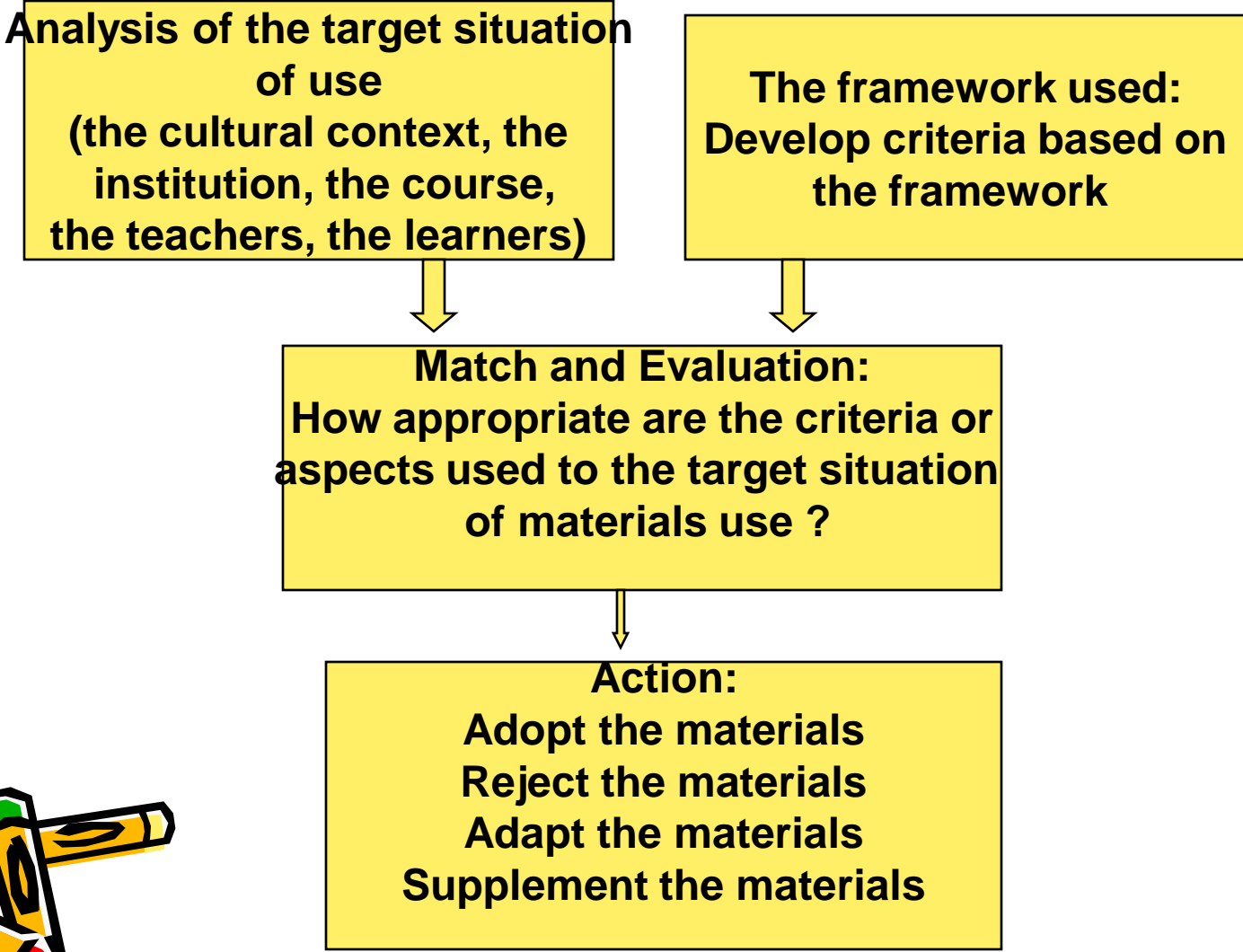


6. Participation: who does what with whom
7. Learner roles
8. Teacher roles
9. Role of materials as a whole





3. Steps of Materials evaluation



Note: Examples of Instruments used in materials evaluation are included in separate appendices

