

Some questions to consider when writing a TEXTBOOK review:

****DISCLAIMER:** Check with the publisher(s) you are submitting to for length and content. Before you get too detailed in your review, be sure to read some textbook reviews they have published in the past. This will give you ideas about what they are looking for. Answering the questions below does NOT guarantee that your review will be published; these questions should serve as brainstorming/outlining material.

1. Description

- Who are the publishers/authors? What can you include that is important about their style/approach/credentials?
- When was the book published? Is it part of a series? What edition is it and how is it different from the previous edition?
- What is the target audience? (age, proficiency level, EFL/ESL, EAP)
- What claims does it make about language teaching/learning?
- Would you call it a core text or supplementary?
- What skills and areas of language does it cover? (ie. Speaking/listening, advanced level) If it identifies numerical data used to determine levels, include it. (ie TOEIC, TOEFL, etc. score ranges or CEFR scale level indicators)
- Does it claim to balance form, meaning and use?
- Can you determine any basis for sequencing? (I.e. Does it build in skill difficulty? Content focus? Grammar points?)
- What kinds of tasks and activities are included? (I.e. Group discussion prompts, projects, etc)

2. Evaluation

- How comprehensive is the coverage of language for the level it is aimed at? • Does it take into account form, meaning **and** use of grammar points? • Does it do what it claims to?
- Does sequencing/unit division make sense?
- How would you describe the input it provides? • What is the balance of input and output-based activities?
- How useful/flexible/interesting are the activities? • Is there enough variety in them to appeal to learners with different learning styles? • Do you think most of them would be effective?
- Is the appearance appealing? dull? busy? Is the layout clear?

- Is grammar contextualized? Is language ever presented in a context that goes beyond the sentence level? • Is the language practice meaningful? • Does the language seem natural? Is it based on a corpus or corpus-informed?

- Would it be more appropriate for some audiences than others?
- Would it be easy for a new teacher to jump into the materials? • Could a teacher jump around or does the order of presentation matter? • How much do you think you would have to modify it to make it useful in the classroom? (examples would be helpful here)
- How clear are explanations? • Is the instructional language appropriate and comprehensible?
- Could a student use it alone or with minimal teacher input?

- Are there objectionable stereo-types?
- Is it culturally sensitive and representing diversity of English speakers? This might depend on target audience and their motivations for learning English.)