

Appendix 1 Evaluation Criteria

External Evaluation (McDonough & Shaw, 1993; 2003)

Factual Details (Sheldon 1987, 242-245)

Title: Presentation of Grammar in English Please 2: Evaluation of a Colombian Coursebook.	
Author(s):	Publisher:
Components: SB/TB/WB/Tests/Video/CALL/Other	
Level:	Units- Lessons-sections

<i>Contextual details</i>	
Factor	Questions
Rationale	Why was the book written in the first place, and what gaps is it intended to fill? -Does the textbook include a description of the contents of each unit (Grammar, vocabulary, functions).
Comments: Make sure that the rationale should also have data that support the development of the book.	
User definition	Is there a clear specification of the target age range, culture, assumed background, probable learning preferences, and educational expectations? Are the target teachers described? Do the teachers need specific training to use the book?
Comments: There were few specifications; however, they should be parallel to the objectives of the textbook.	
Accessibility	Is the material clearly organized? - Are there indexes, vocabulary lists, section headings, and other methods of signposting the content that allow the student to use the material easily, especially for revision or self-study purposes?
Comments: It is not clearly organized. The margins, illustrations, and other images should be properly labeled.	
<i>Physical Details</i>	
Physical characteristics	-Is there space to write in the book? - Is it a book that could be used more than once, especially if it is marked by previous students?
Comments: Honestly, if this is a textbook, it should also be validated by some experts. I need to see the validation sheet.	
Layout/graphics	-Is there an optimum density and mix of text and graphical material on each page, or is the impression one of clutter? - Do the images serve a function or are they decorative? - Are they clear enough for their intended purpose? - Are there too many or too few?
Comments: The layout is not organized.	
<i>Methodological Details</i>	
Syllabus (Dougill, 1987)	What type of syllabus is it (e.g., structural/functional/multi-syllabus etc.)? How comprehensive is it?
Comments: Functional	
Approach	- Does the book claim to follow a specific approach?
Comments: No	
Use of the material	- Are the materials to be used as the main "core" course or as supplementary material. (McDonough & Shaw, 2003)
Comments: Yes	

INTERNAL EVALUATION (McDonough & Shaw, 1993)

Skills (Dougill, 1987) (McDonough and Shaw, 1993)	- Is there an integrated skills approach? - Are all language skills covered?
Comments: Little language was covered.	

<i>Presentation of Grammar</i>				
FEATURE	DEFINITION	YES	NO	EXAMPLE
PRESENTATION				
The grammar structures presented are appropriate to the students' level	The structures presented match the level of the students and consider their previous knowledge.	/		
Grammar is integrated with other skills	Listening ____ Reading ____ Speaking ____ Writing ____		/	

Grammar structures are presented in a way to help learners notice them (e.g., enhanced or flooded input)	Underlined _____ Bold _____ Italics _____ Capitalization _____ Color Coding _____ Repetition of the structure _____	/		
Grammar rules are presented inductively. (Dougill, 1987)	Require learners to come up with the rules from: previous examples _____ Flooded input _____	/		
Grammar structures are presented in isolation.	A whole section of grammar is presented, and no practice or examples are provided.		/	
Examples of grammatical forms used in spoken English are presented.	Students are provided with samples of different grammatical options. (McCarthy & Carter, 1995)	/		
Extensive and complex grammar explanations are provided.	Too many and difficult to follow grammar structures are presented.		/	
Simple grammar explanations are provided. (Tok, 2010, 514)	Grammar is presented with easy examples and explanations.	/		
Grammar arises out of communicative activities	Students – the teacher discusses something and then some grammar features are highlighted from the discussion.		/	
Emphasis is given to meaning	Students are encouraged to communicate and interact with minimal attention to grammar.	/		
Grammar is revised incidentally throughout the units	The activities are not focused on a specific linguistic form.	/		

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