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## EVALUATION OF MATERIALS IN ENGLISH LANGUAGE TEACHING

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## ОЦЕНИВАНИЕ МАТЕРИАЛОВ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

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## INGLIZ TILI O'QITISHDA MATERIALLARNI BAHOLASH

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**Abstract:** *The article examines the significance of evaluating materials and textbooks in English language teaching. It also analyzes key principles underlying the selection of instructional materials. Furthermore, it explores evaluation frameworks proposed by linguists such as Williams, Breen, McDonough and Shaw, and Grant.*

**Key words:** *ELT (English language teaching) materials, evaluation, principles and procedures, framework, guidelines.*

**Аннотация:** *В статье рассматривается значение оценивания материалов и учебников в преподавании английского языка. Также анализируются ключевые принципы, лежащие в основе выбора учебных материалов. Кроме того, в ней рассматриваются критерии оценивания, предложенные такими лингвистами, как Уильямс, Брин, Макдоноу и Шоу, а также Грант.*

**Ключевые слова:** *материалы ELT (преподавание английского языка), оценка, принципы и процедуры, структура, рекомендации.*

**Annotatsiya:** *Maqolada ingliz tilini o'qitishda materiallar va darsliklarni baholashning ahamiyati ko'rib chiqiladi. Shuningdek, o'quv materiallarini tanlashning asosiy tamoyillarini tahlil qiladi. Bundan tashqari, Uilyams, Brin, McDonough, Shou va Grant kabi tilshunoslar tomonidan taklif qilingan baholash asoslarini o'rganiladi.*

**Kalit so'zlar:** *ELT (Ingliz tilini o'qitish) materiallari, baholash, tamoyillar va tartiblar, tuzilish, ko'rsatmalar.*

**INTRODUCTION (ВВЕДЕНИЕ / KIRISH).** Materials are defined as anything that can be used to facilitate the learning of a foreign language. It usually includes coursebooks, flash cards, websites, readers, etc. [9]. Materials can be instructional in that they educate learners about language, they could be experiential in that they offer immersion in the language in use. Also, materials can be exploratory in that they contribute to discoveries about language use. EFL (English as a foreign language) educators are consistently tasked with the responsibility of selecting appropriate materials for instructional purposes. Therefore, it is essential for educators to employ a variety of approaches or

strategies when assessing instructional materials. Griffith explains that evaluation of materials and textbooks aids in the selection of the textbook that is important in the EFL classroom. It is an important part of teaching and it always influences how teachers manage the classroom [3].

**MATERIALS AND METHODS (ЛИТЕРАТУРА И МЕТОД / ADABIYOTLAR TAHLILI VA METODLAR).** In the history of materials development there have been several attempts to create different methods to develop materials free approaches to the teaching of languages. For example, the Dogme movement that was created by Scott Thornbury and Meddings in



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2001. However, it is widely accepted that in most language classrooms around the world the majority of lessons are based on materials. Sheldon, Ellis, Tomlinson, and other linguists emphasize that evaluating instructional materials and textbooks is an integral aspect of teaching. They suggest that educators may benefit from a structured framework or set of guidelines to support them in selecting and utilizing appropriate resources effectively. In this article the frameworks and guidelines of linguists such as Williams, Breen, and McDonough & Shaw, Grant have been analyzed that can assist teachers when evaluating materials that are used in EFL classrooms.

### **MUHOKAMA**

**(ОБСУЖДЕНИЕ/DISCUSSION).** The capability to assess teaching materials effectively is crucial for all EFL teachers. According to Williams, textbook evaluation is a simple, analytical matching procedure that matches needs to potential solutions [10]. Nikoopour and Farsani say that many EFL teachers evaluate materials regularly in their professional lives [6]. O'Neill states that "no other medium is as easy to use as a book" however, the reality for many EFL teachers is that the given textbook is the only choice they have [7]. Numerous linguists, including Williams, Breen, McDonough & Shaw and Grant have proposed guidelines and evaluation frameworks that can serve as the basis for developing checklists tailored to the needs of language teaching [1], [5].

Williams, Breen, McDonough & Shaw and Grant claim that it is crucial for EFL teachers to carry out external evaluation of materials first in order to have a general overview of the organizational processes. After that, teachers can move on to an internal evaluation of the materials to see the objectives of a teaching program. Williams and Grant presents a framework for evaluation that can be utilized in language teaching [2]. His checklist includes the following principles: modern methodology, guidance for non-native teachers, needs of second language learners and their alignment with the sociocultural context. Breen, McDonough & Shaw suggest using the set of questions in two phases [1], [5]. The first stage is the formulating initial questions regarding the effectiveness of the teaching materials. The second

stage is using more specific methods to ensure the effectiveness of the materials to be used in the EFL classroom. The questions can be connected with the following topics: the evaluation in relation to other available textbooks, the instructional approach utilized in the textbook, the focus on developing all four language skills, the balance between linguistic competence and communicative proficiency, the methodology applied in implementing the textbook, the language structures and the strategies employed, logical organization and progression of content, authenticity and appropriateness of the content, addressing the learners' educational needs, proportion between visual elements and textual material, the overall design and layout of the textbook.

### **RESULTS (РЕЗУЛЬТАТЫ /**

**NATIJAR).** As observed, materials evaluation requires precise and comprehensive understanding. Different methods and approaches should be utilized in materials and textbook evaluations. Analyzing the frameworks and guidelines proposed by Williams, Breen, and McDonough & Shaw, Grant it can be stated that the two main processes are needed such as internal and external evaluations when selecting materials or textbooks. They state that it is necessary to conduct both external and internal evaluations of materials and textbooks is highly beneficial for EFL educators. An external evaluation provides an overall overview of the materials from an external perspective. The teacher's objective is to assess the structure of the materials by reviewing elements such as the blurb, introduction, and table of contents. At this stage, EFL instructors must determine the target audience, assess the proficiency level, evaluate the context in which the materials will be utilized, and analyze how the language is structured and organized into teachable units. There are some other factors that teachers have to consider at the external stage as well. For example, the availability of a teacher's book, the inclusion of a vocabulary list, the visual materials, clear layout and presentation, cultural appropriacy, minority group representation, the inclusion of audio/video material and the inclusion of tests in a teacher's book. Littlejohn and Windeatt investigated that some textbooks can be biased because they do not represent ethnic background or class and may contain reference to PARSNIP

(Politics, Alcohol, Religion, Gender, Narcotics, - Isms, and Pork) topics such as smoking and drinking [4].

The next stage of materials evaluation is the internal evaluation. One of the most important issue here is to analyze the extent to which the external evaluation factors align with the coherence and systematic structure of the materials. In order to conduct an internal evaluation we need to analyze at least two units or more of a book to examine main factors. These are some of the concerns that should be investigated: the skills presentation of the materials, sequencing, reading or discourse skills, listening and speaking skills, the relationship of tests and exercises and suitability of various learning styles.

Both types of evaluations include a range of factors that must be carefully considered by EFL instructors. Therefore, these factors play a critical role in ensuring the appropriateness and effectiveness of the selected materials for language instruction.

**XULOSA (ЗАКЛЮЧЕНИЕ / CONCLUSION).** Materials have constantly been evaluated by EFL teachers using a range of checklists and guidelines to identify their suitability for use in teaching contexts. Sometimes materials evaluation can be a frustrating process for EFL instructors, as a result, they need to use particular guidelines and frameworks that can help them to choose the appropriate materials. The purpose of this article has been to suggest how the internal and external evaluations could be accomplished. External evaluation offers a general overview, allowing teachers to assess the broader structure and suitability of materials, while internal evaluation delves into the coherence and functionality of specific content. By utilizing established frameworks and guidelines proposed by experts such as Williams, Breen, McDonough and Shaw, and Grant, teachers can develop tailored

checklists to analyze critical factors, including methodology, learner needs, cultural appropriacy, and design features. Ultimately, conducting thorough evaluations enables educators to make informed decisions, enhancing the overall effectiveness of language teaching and learning.

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