**EFFECTIVE ENGLISH LANGUAGE TEACHING MATERIALS´ CHECKLIST**

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| **Guidelines** | **Yes** | **No** | **Comments** |
| 1. **The materials are contextualized to the learner´s specific needs.** | | | |
| 1. Contextualized: |  |  |  |
| 1. Curriculum. |  |  |  |
| 1. Experiences |  |  |  |
| 1. Realities |  |  |  |
| 1. First language. |  |  |  |
| 1. Topics. |  |  |  |
| 1. Culture |  |  |  |
| 1. Facilities. |  |  |  |
| 1. Language skills. |  |  |  |
| 1. **Materials should stimulate interaction and be generative in terms of language.** | | | |
| 1. Language is used for communicative purposes. |  |  |  |
| 1. Stimulates real communication. |  |  |  |
| 1. **English language teaching materials should encourage learners to develop learning skills and strategies.** | | | |
| 1. Teaches students how to learn. |  |  |  |
| 1. Takes advantage of language learning opportunities. |  |  |  |
| 1. Teaches strategies to overcome difficulties in communication. |  |  |  |
| 1. Provides valuable opportunities for self-evaluation. |  |  |  |
| 1. **English language teaching materials should allow for a focus on form as well as function.** | | | |
| 1. Encourage students to take an analytical approach |  |  |  |
| 1. Encourage students to form and test their own hypothesis on how language works |  |  |  |
| 1. Alert students on underlying forms |  |  |  |
| 1. Provide opportunities for regulated practice |  |  |  |
| 1. Provide opportunities for independent and creative expression. |  |  |  |
| 1. **English language teaching materials should offer opportunities for integrated language use.** | | | |
| 1. Give learners opportunities to integrate all language skills in an authentic manner. |  |  |  |
| 1. Give learners opportunities to integrate extra-linguistic factors. |  |  |  |
| 1. **English language materials should be authentic** | | | |
| 1. L2 learners should be exposed regularly to real unscripted language. |  |  |  |
| 1. Use authentic written, spoken and visual materials. |  |  |  |
| 1. Tasks should also be authentic tasks. |  |  |  |
| 1. **ELT materials should link to each other to develop a progression of skills, understanding and language items.** | | | |
| 1. Materials should have coherence. |  |  |  |
| 1. Progress specific learning goals. |  |  |  |
| 1. Provide opportunities for repetition and reinforcement of earlier learning. |  |  |  |
| 1. Should connect one learner to the other. |  |  |  |
| 1. **English language teaching materials should be attractive.** | | | |
| 1. Physical appearance: good to look at, density of the text, Cohesiveness, consistency |  |  |  |
| 1. User friendliness. |  |  |  |
| 1. Durability. |  |  |  |
| 1. Ability to be reproduced. |  |  |  |
| 1. **ELT materials should have appropriate instructions.** | | | |
| 1. Clear for other teachers and students. |  |  |  |
| 1. Written to the language level of the students. |  |  |  |
| 1. Use of metalanguage to make instructions concise and shorter. |  |  |  |
| 1. **English language teaching materials should be flexible.** | | | |
| 1. For long series of materials. |  |  |  |
| 1. Should allow teachers and students to make choices. |  |  |  |
| 1. Flexibility: |  |  |  |
| 1. content |  |  |  |
| 1. roles |  |  |  |
| 1. Procedures |  |  |  |
| 1. approach |  |  |  |
| 1. methodology |  |  |  |
| 1. logistics |  |  |  |
| 1. technology |  |  |  |
| 1. teaching style |  |  |  |
| 1. evaluation procedures |  |  |  |
| 1. Expected outcomes |  |  |  |