**Guidelines for Designing Effective English Teaching Materials**

**Checklist**



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| **Guideline N°** | **Name of the Guideline** | **Yes** | **No** | **Notes** |
| **1** | **English language teaching materials should be contextualised** |  |  |  |
|  | * Are the materials based on the individual needs? |  |  |  |
|  | * Do the materials take into consideration the culture of the learners? |  |  |  |
|  | * Is the topic meaningful? |  |  |  |
|  | * Do the materials keep the objectives of the curriculum |  |  |  |
|  | * Does the topic ensure production of the target language? |  |  |  |
|  | * Do materials focused on the experiences, realities and first language of the learners? |  |  |  |
|  | * Do materials considered learner´s previous knowledge? |  |  |  |
|  | * Do materials find the new angles for old faithfuls? |  |  |  |
| **2** | **Materials should stimulate interaction and be generative in term of language** |  |  |  |
|  | * Is the material clear for the learner? |  |  |  |
|  | * Do the materials reflect interaction and motivation? |  |  |  |
|  | * Provide situations to use the language for real communication purposes. |  |  |  |
|  | * Allow opportunities to generate new language and progress to proficiency and confidence. |  |  |  |
|  | * Have something to communicate. |  |  |  |
|  | * Have someone to communicate with. |  |  |  |
|  | * Some interest in the outcome of the communication. |  |  |  |
| **3** | **English language teaching materials should encourage learners to develop learning skills and strategies** |  |  |  |
|  | * Can students use this material outside the classroom? |  |  |  |
|  | * Provide metalanguage. |  |  |  |
|  | * Incorporate activities that encourage learners to assess their own learning and language development. |  |  |  |
|  | * Do materials use L1 and L2? |  |  |  |
|  | * Materials have exercises to explore learning styles and strategies. |  |  |  |
|  | * Teach strategies to overcome difficulties in communication (Rewording, use of facial expressions, use of body language) |  |  |  |
| **4** | **English language teaching materials should allow for a focus on form as well as function.** |  |  |  |
|  | * Allow students to focus on form and function. |  |  |  |
|  | * Encourage learners to be analytical and active. |  |  |  |
|  | * Provide opportunities for regulated practice. |  |  |  |
|  | * Provide opportunities for independent and creative expression. |  |  |  |
| **5** | **English language teaching materials should offer opportunities for integrated language use.** |  |  |  |
|  | * Give learners opportunities to integrate all the language skills. |  |  |  |
|  | * Give learners opportunities to integrate extra-linguistic factors. (Speech rate, tone, literacy, contact). |  |  |  |
| **6** | **English language teaching materials should be authentic.** |  |  |  |
|  | * Use original spoken and visual texts. |  |  |  |
|  | * Apply authentic tasks for students to perform with. |  |  |  |
|  | * L2 learners are exposed to unscripted language. |  |  |  |
| **7** | **English language teaching materials should link to each other to develop a progression of skills, understanding and language items.** |  |  |  |
|  | * Do materials have coherence? |  |  |  |
|  | * Materials are related with other skills that the teachers have done. |  |  |  |
|  | * Do the materials help learners to progress in specific learning goals? |  |  |  |
| **8** | **English language teaching materials should be attractive.** |  |  |  |
|  | * The materials providegood physical appearance. |  |  |  |
|  | * Materials present usability (enough space to answer, enough silence to allow thinking and responding). |  |  |  |
|  | * Are materials able to last enough distance? |  |  |  |
| **9** | **English language teaching materials should have appropriate instructions.** |  |  |  |
|  | * Instructions are clear, concise and efficient |  |  |  |
|  | * Use of metalanguage to make instructions concise and precise. |  |  |  |
| **10** | **English language teaching materials should be flexible** |  |  |  |
|  | * Materials allow teacher and students make choices. |  |  |  |
|  | * Materials are able to be used for other activities. |  |  |  |

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