**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 contextualized** |  |  |  |
|  | * Materials address:  1. The curriculum. 2. Learners’ experiences. 3. Learners’ realities. 4. Learners’ previous knowledge. 5. Learners’ L1. 6. Learners’ cultural specific learning. 7. Learners’ cultural differences. |  |  |  |
|  | * Provide meaningful topics and themes. |  |  |
|  | * Provide purposeful use of the L2 and skills. |  |  |
|  | * Provide relevance and appropriateness for the learner. |  |  |
|  | * Find new angles for old faithful (money, family, holidays). |  |  |
|  | * Design text for specific students “star”. |  |  |
| **2** | **Materials should stimulate interaction and be generative in term of language** |  |  |  |
|  | * Use the language for communicative purposes.  1. Learners interact with each other doing authentic tasks. |  |  |  |
|  | * Stimulate real communication.  1. Have something to communicate. 2. Someone to communicate with. 3. Some interest in the outcome of the communication. |  |  |
| **3** | **English language teaching materials should encourage learners to develop learning skills and strategies** |  |  |  |
|  | * Teach how to learn. |  |  |  |
|  | * Take advantage of language learning opportunities. |  |  |
|  | * Teach strategies to overcome difficulties in communication:  1. Rewording. 2. Use of facial expressions. 3. Use of body language. |  |  |
|  | * Provide valuable opportunities for self evaluation.  1. Teaching necessary metalanguage. 2. Activities that encourage to assess own learning and language development. 3. Use of L1 and L2. 4. Exercises to explore learning style and strategies. |  |  |
| **4** | **English language teaching materials should allow for a focus on form as well as function.** |  |  |  |
|  | * Develop active independent learners.  1. Encourage learners to take an analytical approach. 2. Form and test their own hypothesis on how language works. 3. Alert students on underlying forms. 4. Provide opportunities for regulated practice. 5. 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 language skills in an authentic manner. |  |  |  |
|  | * Give learners opportunities to integrate extra-linguistic factors (pitch, speech rate, tone, literacy, contact, attitude, etc.) |  |  |
| **6** | **English language teaching materials should be authentic.** |  |  |  |
|  | * L2 learners should be exposed regularly to real unscripted language |  |  |  |
|  | * Use authentic written, spoken and visual materials. |  |  |
|  | * Tasks should also be real-world tasks (authentic tasks). |  |  |
| **7** | **English language teaching materials should link to each other to develop a progression of skills, understanding and language items.** |  |  |  |
|  | * Materials should have coherence. |  |  |  |
|  | * Progress specific learning goals. |  |  |
|  | * Provide opportunities for repetition and reinforcement of earlier learning. |  |  |
|  | * Connect one learning to the other. |  |  |  |
| **8** | **English language teaching materials should be attractive.** |  |  |  |
|  | * Physical appearance:  1. Density of the text on the page. 2. Type and size of the text. 3. Cohesiveness (unity) and consistency (agreement) of the layout. |  |  |  |
|  | * User friendliness:  1. Attractive in terms of usability (having enough space to answer, silence long enough to allow thinking and responding: video). |  |  |
|  | * Durability:  1. Robust enough materials to last the required use. |  |  |  |
|  | * Ability to be reproduce:  1. Maintain the same color when copies are made. |  |  |  |
| **9** | **English language teaching materials should have appropriate instructions.** |  |  |  |
|  | * Clear for other teachers or students. |  |  |  |
|  | * Written to the language level of the students. |  |  |
|  | * Use of metalanguage to make instructions concise and shorter. |  |  |  |
| **10** | **English language teaching materials should be flexible** |  |  |  |
|  | * For long series of materials. |  |  |  |
|  | * Should allow teachers and students to make choices. |  |  |
|  | * Flexibility:  1. Content 2. Roles 3. Procedures 4. Approach 5. Methodology 6. Logistics 7. Technology 8. Teaching styles 9. Evaluation procedures 10. Expected outcomes |  |  |  |