**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:
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| 1. Curriculum.
 |  |  |  |
| 1. Experiences
 |  |  |  |
| 1. Realities
 |  |  |  |
| 1. First language.
 |  |  |  |
| 1. Topics.
 |  |  |  |
| 1. Culture
 |  |  |  |
| 1. Facilities.
 |  |  |  |
| 1. Language skills.
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| 1. **Materials should stimulate interaction and be generative in terms of language.**
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| 1. Language is used for communicative purposes.
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| 1. Stimulates real communication.
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| 1. **English language teaching materials should encourage learners to develop learning skills and strategies.**
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| 1. Teaches students how to learn.
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| 1. Takes advantage of language learning opportunities.
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| 1. Teaches strategies to overcome difficulties in communication.
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| 1. Provides valuable opportunities for self-evaluation.
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| 1. **English language teaching materials should allow for a focus on form as well as function.**
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| 1. Encourage students to take an analytical approach
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| 1. Encourage students to form and test their own hypothesis on how language works
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| 1. Alert students on underlying forms
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| 1. Provide opportunities for regulated practice
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| 1. Provide opportunities for independent and creative expression.
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| 1. **English language teaching materials should offer opportunities for integrated language use.**
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| 1. Give learners opportunities to integrate all language skills in an authentic manner.
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| 1. Give learners opportunities to integrate extra-linguistic factors.
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| 1. **English language materials should be authentic**
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| 1. L2 learners should be exposed regularly to real unscripted language.
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| 1. Use authentic written, spoken and visual materials.
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| 1. Tasks should also be authentic tasks.
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| 1. **ELT materials should link to each other to develop a progression of skills, understanding and language items.**
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| 1. Materials should have coherence.
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| 1. Progress specific learning goals.
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| 1. Provide opportunities for repetition and reinforcement of earlier learning.
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| 1. Should connect one learner to the other.
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| 1. **English language teaching materials should be attractive.**
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| 1. Physical appearance: good to look at, density of the text, Cohesiveness, consistency
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| 1. User friendliness.
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| 1. Durability.
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| 1. Ability to be reproduced.
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| 1. **ELT materials should have appropriate instructions.**
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| 1. Clear for other teachers and students.
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| 1. Written to the language level of the students.
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| 1. Use of metalanguage to make instructions concise and shorter.
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| 1. **English language teaching materials should be flexible.**
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| 1. For long series of materials.
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| 1. Should allow teachers and students to make choices.
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| 1. Flexibility:
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| 1. content
 |  |  |  |
| 1. roles
 |  |  |  |
| 1. Procedures
 |  |  |  |
| 1. approach
 |  |  |  |
| 1. methodology
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| 1. logistics
 |  |  |  |
| 1. technology
 |  |  |  |
| 1. teaching style
 |  |  |  |
| 1. evaluation procedures
 |  |  |  |
| 1. Expected outcomes
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