

Our Universal Criteria

✓ = Answerable/Unambiguous, 1= Single Feature

| # | Personal Beliefs about Teaching & Learning | Universal Criteria for Materials Evaluation & Development | ✓ | 1 |
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| 1 | Students should be motivated to learn about that topic presented in the materials used. | Does the material used in the lesson keep the learners' interest in the topic? | | |
| | | Are the students motivated to keep investigating about the topic because of the content of the materials? | | |
| | | Is the content interesting enough to motivate the students to keep learning? | ? | |
| 2 | The content of the material must be updated, and it shouldn't be more than five years older. | Is the content on the material updated? | | |
| | | Is the information provided in the book from five years or less? | | |
| | | Is the content of the book relevant for the students? | | |
| 3 | The information provided in the materials must help students to communicate in the target language. | Are there exercises in the book that promote communication among the students? | | |
| | | Can teachers adapt the materials to provide opportunities for the students to communicate throughout the lesson? | | |
| | | Are the four skills presented in the content to help students to communicate? | | |
| 4 | Teachers should provide elicitive authentic material to engage the learners in the lessons. | Do some of the tasks activate the schemata? | | |
| | | Does the textbook provide authentic material? | | |
| | | Does the textbook include comprehensible input? | | |
| 5 | Teachers are facilitators who are in charge of providing real-life situations in which students can provide their critical points of view. | Do the materials help the learners to use the language in situations they could find after the course? | | |
| | | Are communicative tasks useful in providing learning opportunities for the learners? | | |
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| 6 | Learners must practice metacognition to | Does the textbook include self-assessment activities? | | |

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| | thrive in their lives, it helps to promote autonomy. | Do the materials promote autonomous learning? | | |
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| 7 | Teachers must enhance motivation in the classroom by tackling individual differences and promoting empowerment and self-efficacy. | Do the materials apply to a diversity of student abilities, interests and learning styles? | | |
| | | Do the materials help students build their confidence? | | |
| | | Do the materials empower students to make decisions about their learning? | | |
| 8 | Students' needs and context should guide the efforts of any education system or program as a way to fully meet their demands and goals. | Do the materials reflect students' reality to enhance their learning? | | |
| | | Do the materials lead students to meet their goals? | | |
| | | Do the materials fit students' background? | | |
| 9 | Teaching is an opportunity to create long-lasting experiences and achievements. | Does the coursebook include high quality, well organized and useful materials that enhance instruction? | | |
| | | Is the coursebook properly organized, comprehensive, and easy to use? | | |
| | | Are the levels and units carefully planned and indicated? | | |
| 10 | Drawing from prior experience to connect the familiar with new knowledge is key in the learning process. | Do the exercises present in the material follow a scaffolded sequence that fosters gradual language learning? | | |
| | | To what extent are the exercises in the book interconnected as part of a larger task? | | |
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| 11 | Students need to find real value in what they are learning. | Are the learning outcomes related to the skills and/or knowledge that students need in life? | | |
| | | Are the materials relevant to students' contexts? | | |
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| 12 | Students learn best when they are either | To what point do the materials build an emotional or cognitive connection | | |

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| | emotionally or mentally engaged in the learning process. | with students? | | |
| | | Do the materials include any relation to students' emotion or insights? | | |
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| 13 | Motivation determines the success in the classroom | Are students intrinsically motivated? | | |
| | | Does the material motivate students to learn? | | |
| | | Does the teacher motivate the students? | | |
| 14 | Students need a learning environment where they feel comfortable. | Is the teacher helping the students build self-confidence? | | |
| | | Are the students helping the environment to be safe for everyone? | | |
| | | Are the students working on believing in themselves to have a successful learning experience? | | |
| 15 | The material must be appropriate for the students' context | Is the material relevant for the students' learning experience? | | |
| | | Is the content meaningful for the students' future use of the language? | | |
| | | Is the content age appropriate? | | |
| 16 | Learning should be a meaningful process that captivates and motivates learners | Does the book include both integrative and instrumental motivation activities to foster learning through the development of their learning process? | | |
| | | Are the materials likely to tackle different learning styles? | | |
| | | Are the materials likely to care about students' opinion to construct their own learning? | | |
| 17 | Language classes allow students to develop their communicative competence through written and oral ways | Do the materials foster real communication in the class? | | |
| | | Do materials foster interactional competence? | | |
| | | Do the materials intertwine written and oral tasks to develop communication? | | |
| 18 | Language classes should be contextualized, fully scaffolded and student centered | Does the book comprise contextualized language (grammar and vocabulary) to help | | |

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| | | learners process and internalize the target language in communicative contexts? | | |
| | | Do the materials provide students with opportunities for active participation? | | |
| | | Do the materials help students bridge their learning gap with logical sequenced activities? | | |

Alejandra's Teaching-Learning Principles and Materials Evaluation Criteria

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| 19 | Learning of a language should stimulate students' interest. | Are the materials used of any potential interest to students? | X | X |
| | | Are the topics at the level of the students' age? | X | X |
| 20 | Language learning must develop all four skills. | Does the coursebook provide a variety of exercises on the 4 different language skills? | | |
| | | Is there enough practice for each of the four language skills? | | |
| 21 | Language learning should be kept natural. | Do the materials include idioms to be learned by students? | | |
| | | Are collocations included in the coursebook? | | |
| 22 | Language learning is a way of looking at the world with different glasses. | Does the coursebook include cultural aspects of the countries where the language is spoken? | | |
| | | Does the coursebook include a variety of perspectives from diverse English L1 speaking countries? | | |
| 23 | Learners should be motivated to learn to communicate. | Does the coursebook provide opportunities for students to express their opinions in their daily life? | | |
| | | Does the material include activities that relate familiar topics and routines? | | |