

**LanGuide materials evaluation grid** (adapted from Tomlinson, B. (Ed.), *Developing materials for language teaching*, Rani Ruddy, *Selection of materials*, Bloomsbury Publishing Plc 2003. p. 48-49, p. 51 - 54)

Part 1: Exercise identification

Task ID	
Field	
Level	
Learning persona	
Activity type	
Skill	
Cognition	

Part 2: General assessment

	Adequate: Yes/No		Alternative suggestion or comment
Field			
Level			
Learning persona			
Skill			
Cognition			
Instructions			

Part 3: CLIL (leave out the questions that are not addressed in the exercise)

What are the teaching aims and are they clearly identified?	
What are the intended learning outcomes?	
What language functions are introduced? (e.g. identifying, describing, offering, inviting...)	
Which segment of vocabulary is developed?	
What grammar structures are introduced?	
What aspects of culture are in focus?	
How much time it takes to complete?	

Part4: Learning style

	Not at all	somewhat	completely
Do the materials encourage independent language learning?			
Do the materials allow self-monitoring and feedback?			

Is there an explicit and conscious focus on rules and explanations or are there opportunities for the learners to discover the patterns in the first place?			
Are the materials well contextualized?			
Are the grammatical explanations adequate?			
Do the materials teach accurate terminology?			
Do the materials use complex metalanguage?			
Is the exercise interesting and topical enough to hold the attention of learners?			
Is the focus on the product or the process of learning or both?			
Do the activities allow the learner to go beyond a merely superficial understanding of the text/discourse and require interpretive and inferential skills that call for higher-order critical thinking?			

Part 5: Final comments

Which are the features you liked best?	
Which are the features you liked least?	