On Evaluating Materials for Middle School Students in Korea

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Since the changeover from government-issued to government-authorized English textbooks, various materials have been developed to meet the educational needs in middle schools in Korea. Teachers and evaluators have been provided opportunities to assess the potential value of developed materials for their students. This study strives to provide a pro-forma that teachers and evaluators can refer to when they evaluate English materials for middle school students. The pro-forma with 13 criteria was designed, based on the rationales and principles underlying the development of language teaching and learning materials. The focus was on learners aged between 13 and 15 years old. The 13 criteria include needs of learners and teachers, objectives, user definition, affective validity, physical aspects, contents and activities, learner variables, communicative interactions, relevance and utility, authenticity and practicality, cultural awareness, learner autonomy and adaptability.

I. INTRODUCTION

Since the changeover from government-issued to government-authorized English textbooks, various materials have been developed to meet the educational needs in middle schools in Korea. Since the changeover, teachers and evaluators have been provided opportunities to measure the potential value of developed materials for their students. After the revision of the secondary English education curriculum in Korea in 2008, teachers, professionals and publishers have been involved in developing new materials for middle school students. This study attempts to provide a pro-forma that teachers and evaluators can refer to when they evaluate English materials for
their students. The pro-forma with 13 criteria was designed, based on the rationales and principles underlying the development of language teaching and learning materials. The focus was on learners aged between 13 and 15 years old. In this paper, the term 'adolescent learners' refers to the learners of the focus age.

This study is structured as follows: In Section II, the basic terms and concepts of materials and materials development are discussed. Section II also examines learners' and teachers' needs and teaching situations in Korea and the implications they might have for materials development. Section III deals with the underlying principles of materials development with focus on adolescent learners. The issues surrounding materials evaluation are discussed in Section IV. In Section V, a pro-forma that can be used when evaluating materials is proposed. This study is summarized in Section VI.

II. DEFINITIONS AND RATIONALES FOR MATERIALS DEVELOPMENT FOR ADOLESCENT LEARNERS

In this section, terms are defined, and the reasons and justifications of materials development for adolescent learners are considered with reference to the needs of learners and teachers and teaching situations in Korea.

1. Definitions

The term 'materials' is defined in Tomlinson (1998) as anything that can be used to help the learning of a language and to increase the learners' knowledge and experience of the language. They can be linguistic, visual, or kinesthetic. They can be presented in various forms of textbooks, workbooks, live talks by native speakers, cassettes, CD-ROMs, the Internet, and so on. According to Tomlinson (1998), the term 'materials development' refers to anything that is done to provide learners with information about and experience of the language in ways to facilitate language learning. Included in the area of materials development are the production, design, application, evaluation and creation of materials (Tomlinson, 2001, p. 66). Other terms and concepts are discussed where necessary.
2. Learners' Linguistic Needs

Concerning himself with how learners function in the environment and how this influences their cognitive development, Piaget maintains that learners should be considered active. According to him, learners continually construct their knowledge through taking actions to solve problems presented by the surrounding environment (Cameron, 2001, p. 2). For Piaget, learners make sense of inputs given to the learners by constructing links with their prior knowledge and experiences (Bennett & Dunne, 1994, p. 51). This constructivist view suggests that materials should provide the learners with inputs by which they can extend their understanding of the new inputs through the active construction of links with their previous knowledge. This seems to imply that materials for learners should include features or activities where the learners are actively engaged in solving problems and extending their knowledge and experiences.

Piaget appears to emphasize a learner's current level of cognitive development in language learning. From this perspective, inputs given to learners should match the learners' current developmental level, neither being too abstract nor too easy (Williams & Burden, 1997, p. 23). Contrary to Piaget, Vygotsky (1978) views a learner as having two developmental levels, a current level and a potential level, which interact with learning. Vygotsky describes the gap between the level of development a learner might be able to achieve on their own and the developmental level the learner might attain in collaboration with more capable others as the zone of proximal development (ZPD). According to Vygotsky, learning occurs in the zone between the current and potential developmental level.

Bruner develops the notion of the ZPD and describes the help by a learned person in the learning of another person as scaffolding where the level of the help is adjusted to the learner's ZPD (Hughes, 2003, p. 3; Maybin, Mercer & Stierer, 1992, p. 186). In a similar vein, Krashen claims that learners acquire language by understanding input containing structures that are a bit beyond their current level of competence, or i (current level) + 1 (next level) (Brown, 2000, p. 278; Lightbown & Spada, 1999, p. 39). These two-level views suggest that language input should neither be too far beyond their
reach nor too close to their current stage. In other words, learners might better learn from the given input what they are ready to learn with the help of others. An implication that these two-level views in conjunction with the notion of scaffolding might have for materials development is that materials should contain features which provide learners with help that is slightly above the learners’ current developmental level (Tomlinson, 1998, p. 12).

The four language skills, listening, speaking, reading and writing, are required to communicate orally or literally in meaningful ways. The four English skills of many adolescent learners in Korea, however, seem to be unbalanced. In Korea, primary English education tends to place greater emphasis on listening and speaking than reading and writing. Thus, learners’ listening and speaking skills are likely to be more advanced than their reading and writing skills in primary school. In middle school, however, students appear to spend much more time and energy on grammar and listening and reading comprehension because of the importance placed on objective assessments. Their speaking and writing skills relatively fall behind. Writing appears to be the skill that would be least stressed and lag the furtherest behind among the four skills. That is, the competence level of adolescent learners in middle school in Korea may differ in the four English skills. The materials developed for them need to cater to their uneven balance in the four English skills. They should contain contents and activities where learners’ current developmental level is set differently according to the four skills in order to provide the learners with help that is suitable to their linguistic needs.

3. Teachers’ Needs

It seems that research on teachers’ needs has been relatively scarce particularly in the field of materials development. Moreover, teachers appear to be regarded often as passive beings who are supposed to adapt to the situations determined by the institutions, the objectives of methods, learning theories and so on (Masuhara, 1998, p. 239). As pointed out by Masuhara (1998), however, teachers are likely to play a vital role in the development of materials because they choose materials, teach materials and sometimes adapt materials to their teaching situations. Their needs appear to influence
how teachers react to and implement teaching materials. According to Masuhara (1998), teachers’ needs are classified into personal needs derived from personal traits such as age, sex, and educational background and into professional needs gleaned from professional traits such as areas, length and types of teaching experience. Teachers’ personal and professional needs should be reflected in the development and use of materials. Their needs might be employed to produce objective measurements of the quality of published materials, to set up more systematic criteria of the selection of materials, to reflect in the production processes of materials and to include in teacher development courses of materials evaluation, adaptation and writing. The need for teachers to exercise their professional judgement about when and how a particular material is well implemented in a particular situation seems to induce an increase in materials development courses wherein teachers are given opportunities to develop materials (Maley, 1998).

Many middle school teachers in Korea are often expected to make judgements of the quality of published materials in order to select them for their students. They can only select and use the materials authorized by the Ministry of Education, Science and Technology of Korea. When the contents and activities in textbooks are graded and sequenced in an inflexible and uniform way, lesson formats are repetitive, students' diverse learning styles and preferences are not satisfied. Rote textbook teaching will leave very little flexibility and bore students throughout the course of the class. In the classroom, teachers are supposed to place a great importance on the students' practical use of English for communications and on the cultivation of the students' motivations in accordance with the secondary English education curriculum. In order to meet the teachers' needs, materials should be developed to contain practical and authentic English for communications, leaving flexibility and diversity for the teachers to accommodate their students' various needs and learning preferences. Materials should also be designed to be adaptable so that the teachers achieve their teaching goals and objectives most effectively, creating the most advantageous class setting for their students.
4. Teaching Contexts

In language teaching and learning, social situations including classroom, school, local area and country seem to be of great importance because languages are taught and learned to establish contact and interactive communications in contexts (Stern, 1983, p. 283). Teaching situations appear to vary widely, depending on the surrounding social contexts and contextual realities. Varied contexts of language learning and teaching might determine whether materials are feasible and realistic as the materials are likely to take on value in context, and the context in which they are used underlies their evaluation, selection and adaptation (Nunan, 1998, p. 211). As suggested by Masuhara (1998), the careful examination of teaching contexts provides a basis for the objectives and the decisions concerning the selection, adaptation and evaluation of materials that are most suitable to a specific situation. Thus, it seems necessary to take contextual variations into consideration in developing materials for adolescent learners.

English is taught two to four times a week dependent on the year, but the total number of English classes taught from the 7th to the 9th grade should be the same in public middle schools in Korea. Lessons are taught for forty-five minutes from the 7th to the 9th year in middle school. Every week, one class is instructed by a Korean teacher in cooperation with a native speaker of English and the remaining classes are taught by the Korean teacher alone. During the co-teaching class, the Korean teacher is supposed to teach the grammar and writing skills of the students, while the native English teacher is meant to focus on the communication and pronunciation skills. The class sizes are usually around 25 to 40 students. Due in part to the large class size and in part to the teacher’s need to teach the same material for testing purposes, classes are mainly led by teachers and planned around the textbooks. The heavy reliance upon the textbooks in English classes seems to point to the importance of the materials that are suitable and realistic, conforming to the needs of learners and teachers in their specific situations.

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III. UNDERLYING PRINCIPLES OF MATERIALS DEVELOPMENT FOR ADOLESCENT LEARNERS

This section is concerned with underlying principles for materials development such as materials impact, communicative interactions, learner variables, affective factors and maximization of brain's capacity, language of relevance, utility and authenticity, learner autonomy and cultural awareness. The implications the principles might have for materials development for adolescent learners are also considered.

1. Materials Impact

Tomlinson (1998) emphasizes the significance of impact in materials for adolescent learners. According to Tomlinson, impact can be achieved when materials have a significant effect on learners, namely when the learners' wants, interests and preferences are catered to. So as to maximize the achievement of materials impact, designers or teachers need to be aware of the learners’ needs and variables and of what is likely to attract their attention as much as they can. The more novel, varied, attractively presented and appealing in content materials are, the more likely they are to achieve impact (Tomlinson, 1998, pp. 7–8).

2. Communicative Interactions

Vygotsky (1978) stresses the importance of social interactions in learners' cognitive development, as discussed above. He believes that learners learn languages through social interactions with the collaboration of more knowledgeable others and thus that language learning might be better accomplished through interactive communication and collaborative efforts for meaning negotiations (Brown, 2000, p. 246; Richards & Rodgers, 1986, p. 194). As remarked in Tomlinson (1998), using the target language for communicative purposes can help learners check the effectiveness of their internal hypotheses, automatize their knowledge of how the language is used and develop strategic competence. This view of language learning appears to
imply that materials for adolescent learners should be designed in ways to promote interactive use of language for meaningful communication, facilitate learner interactions, and provide opportunities for communicative use and interactions in various ways.

3. Learner Variables

A learner has a predominant learning style and strategy (Tomlinson, 1998, p. 17). Reid (as cited in Lightbown & Spada, 1999, p. 58) describes learning style as an individual's natural, habitual, and preferred way of absorbing, processing and retaining new information and skills. The research findings of learner variables appear to have served many purposes, being reflected in language teaching to fulfill learners' preferences and styles (Mashuhara, 1998, p. 239; Nunan, 1988, p. 14). As abovementioned, the accommodation of learners' styles and preferences of learning might result in attainment in language learning and improved attitudes toward learning. That is, adolescent learners are more likely to benefit from materials specifically attuned to their favored learning styles. For materials designers or teachers, it seems significant to understand adolescent learners' learning patterns and preferences so that they might incorporate a variety of styles in developing and adapting materials.

Tomlinson (1998) further argues that a learner's preference for a particular learning style and strategy is variable, depending on the contexts such as what is being learned, who it is being learned with, what it is being learned for and so on. For instance, a learner who tends to be kinesthetic and experiential when learning English out of interest in a relaxed situation might be more likely to be auditory, while s/he might be likely to be analytic when learning English for examination in a competitive context. An implication this might have for developing materials for adolescent learners is that writers should be aware of and cater to differences of learner's needs and preferences for a particular learning style dependent on contexts (Tomlinson, 1998, p. 337).

4. Affective Factors and Maximization of Brain's Capacity
It appears that affective factors such as motives, needs, emotional states, and attitudes are closely related to the success and speed of language learning. As noted by Krashen (1985), the affective filter is a mental barrier that prevents learners from using the comprehensible input they receive for language learning. Learners, who are highly motivated, self-confident, or with low anxiety (with filters down), are more likely to let plenty of input in and convert it into intake. On the contrary, learners who are lacking in self-confidence, unmotivated, or anxious (with filters up), allow less input in. Thus, it seems important that materials should help learners feel at ease by including features that might foster comfortable and relaxed environments. According to Tomlinson (1998), one of the ways to make learners feel at ease is that writers have personal contact with learners by revealing their personal voice, namely their own preferences, interests, and opinions in their materials. Tomlinson (1998) further suggests that materials should help learners improve confidence not through a process of simplification but through activities that are slightly beyond their actual level of proficiency.

Lozanov’s Suggestopedia appears to recognize the importance of states of mind and consciousness in language learning (Hansen, 1998, p. 311; Richards & Rodgers, 1986, p. 101). Concentrating on learner receptivity, Suggestopedia uses music and complex means of relaxation to enable learners to maximize brain capacity so that the learners can store incoming information maximally through different cerebral processes and in different parts of the brain (Hansen, 1998, p. 311; Tomlinson, 1998, pp. 20–21). In order for this kind of learning to occur, it seems important that materials use the contents and activities that stimulate multiple mental and affective processing. In other words, materials need to contain various types of contents and activities that allow adolescent learners to be engaged in analytic, creative, reflective and emotional processing.

5. Language of Relevance, Utility and Authenticity

When a language is used as a medium to convey content of personal interest and relevance to learners, learners seem to learn better and are pointed toward intrinsic matters and motivation, as contended by Stevick (as
cited in Tomlinson, 1998, p. 10). Moreover, the use of contents and activities of learners' needs and interests that bear resemblance to real life language use is likely to help learners build meaningful connections between language learning and everyday learning (Brown, 2001, p. 49; Hughes, 2003, p. 5). According to Tomlinson (1998), perception of relevance and utility of teaching points by learners can be achieved by analyzing the learners' needs, interests, and preferences, relating the teaching points to interesting and challenging activities, or providing the learners with a choice of topic and activity. It seems important that materials designers or teachers provide adolescent learners with the target language of personal significance and utility.

Authentic text, in Tomlinson's (1998) terms, means a text that is not spoken or written for language teaching purposes to illustrate a specific language point. Materials should provide exposure to authentic texts, which contain various examples of focus language (Tomlinson, 1998, p. 13). One way that writers can provide authentic texts in their materials might be to use corpus data reflecting the actual use of the target language (Fox, 1998, p. 42). The analysis of corpus, which according to Fox (1998) is a collection of texts input to a computer, enables materials designers or teachers to have access to data on how a language is actually used. The corpus presented in materials should provide enough illustrative examples of the language that writers want learners to learn (Willis, 1998, p. 46).

6. Learner Autonomy

Learner autonomy, or taking responsibility for one's own learning, seems to matter to learners (Fisher, 1995, p. 120; Smith, 1995, p. 4). Cognitive skills and attitudes are important aspects of learner autonomy and thus materials for adolescent learners should be designed to help foster their learning skills and positive attitudes toward learning (Edge & Wharton, 1998, pp. 295–296). Independent learning is a continual process requiring both individual and collaborative efforts (Edge & Wharton, 1998, p. 295). One of the ways to increase learning skills and positive attitudes towards learning might be to encourage learners to reflect on their own learning. To promote learner autonomy, materials might also need to help learners invest their interests,
efforts and attention in the resources in the materials and facilitate self-discovery (Tomlinson, 1998, p. 11). Thus, materials for adolescent learners need to be designed in ways that they increase learner autonomy by avoiding too much reliance on controlled practice and extending learner investment in and control over the meanings and interactions (Edge & Wharton, 1998, p. 296; Tomlinson, 1998, p. 21).

7. Cultural Awareness

Cultural awareness is often used to "describe sensitivity to the impact of culturally-induced behavior in language use and communication," as stated in Tomalin and Stempleski (1993, p. 5). From a sociocultural perspective, Hymes (1971, 1972) proposed the concept of communicative competence and defined it in terms of both the knowledge and ability that learners need to understand and use linguistic resources in ways that are structurally well formed, socially and contextually appropriate, and culturally feasible in communicative contexts. Canale and Swain (1980) used Hymes' notion of communicative competence to design a framework for second and foreign language curriculum design and evaluation. According to Canale and Swain (1980), communicative competence consists of four different components: grammatical, discourse, sociolinguistic and strategic competence. Grammatical competence encompasses knowledge of lexical items and rules of phonology, morphology, syntax and sentence-level semantics. Meanwhile, discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness and whole discourse or texts. Sociolinguistic competence is the knowledge of the sociocultural rules of language and discourse. Strategic competence refers to knowledge that communicators use to deal with imperfect knowledge and to sustain communication through paraphrase, circumlocution, repetition, avoidance, guessing and so on. The concept of communicative competence has also been helpful in improving skills and abilities learners use to take action in learning English and understanding the culture of their target language. According to Hall (2002), many attempts have been made to design curricula and syllabi and to develop materials for language classrooms with the notion of communicative
competence in mind. Many studies on the ways in which English use is influenced by social context have also heightened awareness of the extent to which cross-cultural communication is affected by culturally-related factors (Tomalin & Stempleski, 1993, p. 6). A corollary to materials development seems to be that writers should design materials in ways that raise awareness of the target language culture, and in so doing, promote the language learning in socially and contextually appropriate and feasible ways.

IV. EVALUATION OF MATERIALS FOR ADOLESCENT LEARNERS

This section deals with the matters of materials evaluations and various aspects of materials and how materials should be evaluated.

1. Issues Surrounding Systematic Materials Evaluation

Tomlinson (1998) defines materials evaluation as attempts to measure the value of materials in relation to their objectives and the objectives of the users. Materials evaluation might be implemented at two levels: macro-evaluation and micro-evaluation. Macro-evaluation seems to be concerned with to what extent the materials are effective or efficient in meeting their goals and in what ways they can be improved (Ellis, 1998, p. 218). Macro-evaluation includes the suitability of the overall approach for the target audience, the level and progression within the materials, and the success of the internal organization into units (Donovan, 1998, pp. 168–169). While macro-evaluation appears to focus on the materials as a whole, micro-evaluation tends to evaluate specific activities and techniques working in the context of a particular lesson (Ellis, 1998, p. 218). That is, a macro-evaluation might be the product of a whole series of micro-evaluations conducted on a lesson-by-lesson and in a particular context. One of the problems in materials evaluation seems to be the subjective nature of many of the evaluative instruments with the views of the researcher often determining what is measured and valued (Ellis, 1997, p. 37; Littlejohn, 1998, p. 191). Sheldon also observes, "Course book assessment is fundamentally a subjective, rule-of-thumb activity, and that
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no neat formula, grid or system will ever provide a definite yardstick” (as cited in Ellis, 1997, p. 37). It seems necessary to develop objective instruments to provide more reliable information about the potential value of materials. A set of objective criteria, however, cannot be used for all materials and thus the principles and procedures for developing criteria must be determined for specific situations in which they are used, as pointed out in Tomlinson (2001, p. 69). The use of systematic materials evaluation procedures might facilitate the selection and adaptation of materials, ensuring that materials fulfill the needs and interests of learners they are intended to serve (Nunan, 1998, p. 209).

Many evaluative instruments and systems have been for pre-use evaluation and thus might be predictive in nature in Ellis’s (1997) terms. Ellis (1998) notes that the pre-use evaluation of materials might be motivated by the need to choose materials that are relevant and appropriate for specific learners and by the need to identify certain aspects of materials that call for adaptation. The need for instruments of whilst-use and post-use evaluation has also been recognized. The whilst-use evaluation tends to analyze what learners are actually doing while the materials are being used, whereas post-use evaluation appears to describe what happened as a result of using the materials (Tomlinson, 1998, p. xi). Ellis (1997) contends that a retrospective evaluation can function as a means of measuring the validity of a predictive evaluation and may suggest ways to improve the predictive instruments for more effective use. That is, whilst-use and post-use evaluation is likely to provide designers or teachers with information that can be used to determine whether it is worthwhile using the materials again, which activities work and which do not, and how to change materials to make them more effective for future use. Feedback through whilst-use and post-use materials evaluation seems to provide useful information to writers or teachers about the changes that might be required to make materials better in line with the needs of learners and teachers in specific teaching situations.

2. Aspects and Levels of Materials Evaluation

It might be that materials evaluators need to consider what aspects of
materials should be taken into account and how one aspect should be weighed with respect to another. Littlejohn (1998) suggests a list of the aspects that require consideration when analyzing materials composed of two main categories: publication and design. Publication, which is external evaluation in McDonough and Shaw’ terms, means the physical aspects of materials and how they appear as a complete book, concerning components that might have some direct implications for teaching methodology (Ellis, 1998, p. 220). Design, on the other hand, relates to the assumption underlying the materials, involving areas such as the goals of materials, how the activities, language and content in the materials are selected, graded and ordered, and the nature of content in the materials (Littlejohn, 1998, pp. 192–193). The analysis of such aspects is referred to as internal evaluation by McDonough and Shaw (Ellis, 1998, p. 220). Littlejohn (1998) claims that the aspects of publication and design should provide a comprehensive coverage of methodology and content aspects of materials.

Given that certain aspects of materials need to be weighted through different levels, Littlejohn (1998) proposes a framework of materials evaluation with three different levels of analysis in which evaluators move in a principled fashion. One of the levels is mainly concerned with the explicit nature of the materials, covering the statements of description, the physical aspects of materials and main steps in instructional sections. The next level requires an analysis to what teachers and learners using materials will have to do, including an evaluation of tasks. According to Littlejohn (1998), the analysis of tasks might reveal the underlying characters of the materials and the basis for selecting and grading both tasks and content. The final level analysis might enable an evaluator to reach to a conclusion about proposed teachers' and learners' roles and the role of materials as a whole in facilitating language learning and teaching. In this framework, evaluators are expected to move from relatively easy aspects to difficult aspects, from objective aspects to subjective aspects, and from more easily identifiable aspects to more abstract and complex aspects (Littlejohn, 1998, p. 195).

According to Littlejohn (1998), the two types of aspects and the three levels of materials analysis might offer a powerful basis for revealing the underlying nature of materials. The design stage might enable writers to detect
any mismatch between aims and the actual nature of materials. Meanwhile, the implementation of the framework in the classroom might help teachers and learners examine materials and decide on further courses of action.

V. PRO–FORMA FOR MATERIALS EVALUATION

In this section, a pro–forma for evaluating materials for adolescent learners is proposed with reference to the principles underpinning the development of language teaching and learning materials discussed above.

1. Pro–forma

It seems crucial to set up objective criteria to provide more reliable information about the potential value of materials. The criteria provided in the pro–forma in Table 1 intend to help evaluators and teachers assess and select developed materials for adolescent learners. In the criteria, materials are to be rated from 1 to 5. 1 is assigned if the material least satisfies the criterion, while 5 is assigned if the material most satisfies it.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs of Learners and Teachers</td>
<td>Does the material provide information about the needs of learners and teachers and teaching situations?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Does the material satisfy the needs of learners and teachers in their specific situation(s)?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Objectives</td>
<td>Are the objectives clearly spelled out in the material?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>How well do the material’s objectives match learners’ and teachers’ objectives?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>User Definition</td>
<td>Is there a clear description of the target age range, language level and assumed background?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Affective Validity</td>
<td>Does the material include features that foster comfortable and relaxed learning environments?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Physical Aspects</td>
<td>Is the material physically appropriate for users?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Contents and Activities</td>
<td>Are the contents and activities in the material</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
2. Criteria

1) Needs of Learners and Teachers

Course materials need to cater to learners' and teachers' needs in particular learning and teaching contexts, providing information about their needs and the teaching situations that they intend to serve. It might be that to select or adapt materials, teachers and evaluators should measure the value of course materials with reference to the needs of learners and teachers in particular situations.

2) Objectives

The value of materials appears to be measured in relation to their objectives and to the objectives of potential users. That is, teachers and evaluators might need to see how well materials attain the objectives that
they suggest and see to what extent the objectives of the materials match those of particular users.

3) User Definition

In evaluating materials, attention need to be paid to the details of users in order to see whether the materials are suitable to particular learners and teachers in specific situations. That is, materials should be defined in terms of target age range, language levels of target learners, and assumed background of both learners and teachers. Materials evaluation might be easier and more effective when a clear specification about users is provided in the materials.

4) Affective Validity

Affective factors such as emotional states and attitudes seem to be closely related to learners' language learning. Thus, it seems important that materials help learners feel at ease by including features that might foster comfortable and relaxed environments. The usefulness of materials should be measured in light of how well the materials are designed to make learners feel comfortable and relaxed.

5) Physical Aspects

Materials might be evaluated in terms of publication, which mainly concerns physical aspects of the materials such as layout, typeface, size, quality of the paper and binding and so on, and how they appear as a complete set or book. In the set of criteria provided above, the potential value of materials need to be measured in terms of how appropriate the physical aspects of the materials are for users.

6) Contents and Activities

Contents and activities in materials need to be selected, graded and sequenced in a principled way, simple contents and activities requiring less cognitive and linguistic demands preceding complex and more demanding
contents and activities. Teachers and evaluators need to measure the potential value of materials in light of whether or not the materials are organized in a principled way.

7) Learner Variables

Learners are more likely to benefit from materials specifically attuned to their favored preferences and styles. An implication this might have for teachers and evaluators is that materials should be evaluated in terms of how well learners' learning patterns and preferences are catered to in the materials. Learner's preferences for a particular learning style and strategy is variable, depending on context. A corollary of this to materials evaluation is that materials should also take into account differences of learners' preferences for a particular learning style and strategy, depending on learning context.

8) Communicative Interactions

Language learning might be better accomplished through interactive communications and collaborative efforts for meaning negotiations. This view of language learning appears to imply that materials need to be evaluated in terms of how well they are designed to promote and provide opportunities to use the target language for meaningful and interactive communications.

9) Relevance and Utility

When a language is used as a medium to convey contents of personal interest and relevance to learners, the learners seem to learn a language better, building meaningful connections between language learning and everyday learning more effectively. Thus, it seems important to evaluate materials in terms of whether or not they provide learners with contents and activities in which learners use the target language of their personal significance and utility.

10) Authenticity and Practicality

Materials should provide exposure to authentic and practical texts, which
contain various examples of target language. It might be necessary to evaluate materials and check whether or not the materials include authentic language that learners can use for practical communicative purposes and provide enough illustrative examples of the specific language point.

11) Cultural Awareness

The impact of behavioral aspects of culture and in particular, its role in language use and communication, have been widely recognized. The implication this might have for materials evaluation might be that teachers and evaluators should consider whether or not the materials raise awareness of the target language culture, and in so doing, promote the language learning in socially and contextually appropriate and feasible ways.

12) Learner Autonomy

Learner autonomy seems to matter to learners. It might be that cognitive skills and attitudes are important aspects of learner autonomy and thus materials should be evaluated to see how well the materials promote learner autonomy, avoiding too much reliance on controlled practice and extending learner investment in and control over the meanings and interactions.

13) Adaptability

Teachers and evaluators need to determine which activities work and which do not and how to change materials in order to make them more effective for future use. To use materials better, it might be inevitable for teachers to adapt materials with reference to their pedagogical ends as well as to learners' needs. The judgements of materials should be made in light with whether or not materials are adaptable to make them better satisfy learners' and teachers' needs.

VI. CONCLUSION

This paper considered the rationales and principles underlying materials
development and evaluation for adolescent learners. The rationales for the materials development for adolescent learners were explored with reference to learners' needs, teachers' needs and teaching situations in Korea. Discussed were the underlying principles for materials development: materials impact, communicative interactions, learner variables, affective factors and maximization of brain capacity, language of relevance, utility and authenticity of the language, learner autonomy and cultural awareness. The implications the principles might have for materials development were suggested. With regard to materials evaluation, the development of objective instruments was claimed to provide more reliable information about potential value of materials. The retrospective evaluation was emphasized along with predictive evaluation of materials, noting the importance of whilst-use and post-use materials evaluation for effective future use of the materials. A pro-forma for evaluating materials with 13 criteria was proposed in order to provide more reliable information about the potential value of materials and help teachers and evaluators make a systematic and critical evaluation of language teaching and learning materials.

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