

Evaluating English for Science Material
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Basic assumptions: the material fits the learner's focus area of science and is at the appropriate language level (it takes the learner some effort to understand it, but the learner can understand it - perhaps with a dictionary)

Think about the following:

- _____ 1) Are the technical vocabulary and concepts explained in context or with a glossary?
- _____ 2) Does the material help the learner note the sub-technical vocabulary used (especially sequencing words, logical connectors, and modals)?
- _____ 3) Does it model the appropriate writing genre?
- _____ 4) The scientific process has a focus on describing, interpreting and explaining the various steps in a process or experiment. Could the material be used to help students act like scientists?
- _____ 5) Does the material help the learner note the syntactic elements typical of scientific writing, such as modals, passive voice, and nominalization?
- _____ 6) Does the material encourage active learning? Simulations, project-based learning, and collaborative activities are all good.
- _____ 7) Are multiple modes of learning enabled?
- _____ 8) Whatever is missing in the material, the teacher will need to supply. How much time and effort will be required to fill in the gaps?

Teachers are welcome to reproduce this for their own and classroom use.

More resources at <http://oregonstate.edu/~healeyd/top/esp.html#est>