

Teacher–Developed Materials in a Master’s Programme in Education with Emphasis on English Didactics

Materiales desarrollados por docentes en un programa de maestría en educación con énfasis en didáctica del inglés

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Abstract

This article describes the process followed by three in-service teachers who are students of the Master’s Programme in Education with emphasis on English Didactics (MEED-Spanish acronym) when developing materials to fit the needs of their students and the analysis of their workshops (draft prior to piloting). These in-service teachers followed the process of designing materials during a course in materials development. The process consisted of developing the materials for their pedagogical intervention, involving reflection on their particular learning contexts, and their knowledge of language, learning and language learning and teaching. In doing so, the in-service teachers received feedback from their peers and the professor in charge of the Materials Development seminar. The analysis of the in-

service teacher-generated materials evidenced that the scaffolding process guided them in the development of contextualised materials. Through this, the three-in-service teachers gained the confidence and foundations to address students' interests, were able to demonstrate their creativity, and were supported in the process of materials development (MD) through feedback.

Keywords: materials development (MD), teacher knowledge and scaffolding

Resumen

Este artículo describe el proceso que tres docentes, estudiantes del Programa de Maestría en Educación con énfasis en Didáctica del Inglés, siguieron en el desarrollo de materiales ajustados a las características del programa de inglés de sus instituciones, al perfil de sus estudiantes y al análisis de sus lecciones didácticas (versión previa al pilotaje). Se desarrolló un proceso de diseño de materiales que involucró la reflexión sobre sus contextos particulares de enseñanza, su conocimiento de la lengua inglesa, y el aprendizaje y la enseñanza-aprendizaje de esta lengua. Para ello, los docentes recibieron realimentación de sus compañeros y de su profesora. El análisis de los materiales de enseñanza desarrollados por los docentes evidenció que el proceso de acompañamiento los orientó en el desarrollo de materiales contextualizados. Como resultado, ganaron confianza y bases para identificar los intereses de sus estudiantes, mostrar su propia creatividad y apoyarse en la realimentación durante el proceso de desarrollo de materiales.

Palabras clave: desarrollo de materiales, saber de los docentes y acompañamiento

Introduction

Based on what English teachers have reported, due to the lack of materials that genuinely respond to students' needs and profiles in both state-funded and private teaching contexts, most of the in-service teachers at the Master's Programme in Education with Emphasis on English Didactics (MEED-Spanish acronym) have experienced within their practice the need to look for extra materials to complement what the textbooks assigned offer their students. In this search, some of the in-service teachers have made the decision to develop their own materials to address students' needs and they have embarked on the quest for materials development. This action has its challenges in terms of what materials development means and the requisites it implies. In the MEED, materials development offers in-service teachers the possibility to discover more innovative, creative and satisfactory slants on their teaching practice. In addition, there has been a need for in-service teachers to develop their own materials to meet the needs of their students more effectively, thus creating increased possibilities to better learning conditions.

This article shows the process that the three in-service teachers followed to design the materials for their instructional design (ID) following the Materials Development (MD) scaffolding. First, the article includes the theoretical considerations of Materials Development, Language Teacher Learning and Scaffolding perspectives. Second, it gives an account of the MEED. Third, it describes the scaffolding process in MD methodology that guided the in-service teachers. Fourth, it provides an analysis of three in-service teachers' generated materials. Fifth, the article presents an analysis of the scaffolding process in MD and finally, it presents some important pedagogical implications for teacher education.

Theoretical Considerations

Materials Development Defined

The concept of Materials Development (MD hereafter) has evolved as a result of teachers' awareness of the massive industry built around teaching methodologies, and the importance of listening to students' voices to respond to their learning needs and interests. Such an evolving process demands two key ingredients: reasoning and creativity, as affirmed by Low (cited in Johnson, 1989) and Maley (1995), who agreed on the fact that it entails both a rational process and an artistic muse that together perform a central role in attaining appealing teaching-learning resources. This has led us to conclude that English teachers are the ones who should be called upon to develop learning materials since they have both the knowledge of the language itself and the mental processes involved in learning a language (Núñez, Pineda & Téllez, 2004; Núñez & Téllez, 2009).

It is important to acknowledge that the term MD, coined by Tomlinson (1998), has several connotations, among which we can mention course development (Graves, 1997), instructional materials design (Small, 1997), instructional design strategies (Arnone, 2003), and course books (Harmer, 2007). However, we have decided to favour the first one. We hold this vision because in our perception it is more inclusive in the sense that materials embrace every learning activity, task, lesson, worksheet, workshop, unit, module or a complete book or course as long as they have language learning purposes that are specific, measurable, attainable, realistic and time-based. In Tomlinson's (1998) words, MD is "anything which is done by writers or teachers to provide sources of language input and to exploit these sources in ways which maximize the likelihood of intake" (p. 2). Moreover, Núñez, Téllez, and Castellanos (2013) assert that

“materials . . . are socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups. They are forms of social mediation that allow flow of knowledge” (p. 10).

In addition to this, we deem this view of MD as inclusive because according to Núñez et al. (2004):

Most EFL/ESL teachers are creative professionals who have the potential to explore their creativity and embark upon the fascinating task of developing their own didactic materials based not only on their teaching experience, but also on their expertise on the cognitive and learning process needs of English for Speakers of other languages (ESOL). Indeed, this task should not be confined to text developers exclusively since there is not such a complete textbook that fulfils our learners and teachers’ expectations. (p. 16)

MD also embraces a range of behaviours leading to fostering effective teaching and learning settings (Núñez & Téllez, 2009; Cárdenas, 2008; Williams & Burden, 1997). Taking into consideration that our duty as teachers is to care about our students’ learning, developing appropriate tailor-made materials that suit all of our learners’ profiles is a fundamental must. According to Unesco (2004), “... to respond to the diversity of learners and enhance the quality of education we should improve the effectiveness of teachers, promote learning-centred methodologies, develop appropriate textbooks and learning materials, and ensure that schools are safe and healthy for all children” (n.p.).

Correspondingly, great attention is being paid to developing materials; recognising the importance of teaching resources and the use of strategies to capitalise on students’ learning objectives, as stated by Richards (2001). The author highlights the role of classroom materials as

an essential element in giving students the opportunity to develop strategies for understanding. Thus, through materials development teachers may improve both their students' learning and their teaching practice.

We are fully aware of the fact that teacher-generated materials, on the one hand, are more likely to provide learners with rich, contextualized and comprehensible input to facilitate their language learning targets; raise awareness of their own learning process and assist their on-going development of a balanced set of skills and content. Likewise, teacher-generated materials enhance students' outcomes and establish the criteria to assess its effectiveness. On the other hand, a great deal of the success and liveliness of English as Foreign Language (EFL, hereafter) classrooms depend on the use of materials in creative and resourceful ways. In the next session, we explain building teacher knowledge and scaffolding.

Building Teacher Knowledge and Scaffolding

Other views that support MD are building teacher knowledge and scaffolding seen from the socio-cultural perspective. To see how this view guides MD, we took Johnson's (2009) explanation as the foundation for the constructs we present in this section. We do agree with her because the socio-cultural perspective allows us to see how important it is for our in-service teachers to ponder upon the way they teach, how they teach their students, and to which perspective they are committed, particularly when developing materials.

Johnson (2009) gives a succinct account of the different perspectives developed over time in terms of learning, teacher learning, language, language teaching, and the teaching profession. These perspectives are positivist, interpretative, cognitive and socio-cultural. The positivist one deals with the effectiveness of how teachers do their

practice for students to reach their goals and find high-quality teaching prototypes. The interpretative view focuses on revealing what the teachers really think and what they do in practice within a context. The teacher cognitive perspective deals with the process of how teachers learn to teach and the way they develop their practice. Finally, the socio-cultural perspective states that learning and teaching are the result of an active route of reconstruction and participation within social activities to respond to personal and local demands.

The latter view agrees with critical pedagogy on the fact that we are cognitive beings that learn with and from others in our social contexts. Moreover, Johnson (2009) defines this perspective as a solid link established between the cognitive and the social. This reconstruction implies challenges and modifications that do not mean replicating teachers' practicum. For her, it is the combination of teachers' "self", students, milieu, curriculum, and community that allows teachers' knowledge and performance to build up. Besides, she considers that the professional activity exerted by second language teachers turns into a day-by-day construction of language, second language acquisition, learning and second language teaching concepts. Finally, this construction allows teachers to be able to understand their conceptualisation. In this respect, Vygotsky (as cited in Johnson, 2009) demonstrates that "scientific concepts grow down through spontaneous concepts and spontaneous concepts grow up through scientific concepts" (p. 14). Thus, teachers begin to establish a link between these two kinds of knowledge presented by Johnson (2009), the experiential and the expert.

With respect to the term Scaffolding, the theory presents different interpretations. However, we based our conceptual root of it from Vygotsky's work on the Zone of Proximal Development (ZPD). According to Verenikina (2004), the core of Vygotsky's concept of the ZPD is to prop

up students to become life-long apprentices and to be self-controlled toward their learning process. Furthermore, Vygostky (1978) (as cited in Verenikina, 2004) mentions that the ZPD is considered as the space between the student's independent work and his/her contact with other person's aid. In addition, he states that teaching is the possibility that a person possesses to build up knowledge, through his/her contact, within society. This reinforces the fact that there is a fundamental interaction set between the aid provided by the helper to the student's learning process and the position assumed by the student to become an independent student. Both positions are relevant in building teacher knowledge.

One reason is that the scaffolding process in MD consisted of designing materials within a process that involved reflection on what the in-service teachers knew about their particular learning contexts; and their knowledge of language, learning and language learning and teaching. Another reason is that the teachers built knowledge during the class sessions due to the interaction that happened in such sessions: the teachers gave each other constructive, well-intentioned, well-crafted and helpful feedback about their process using the knowledge they gained on MD from the textbook, the class discussions, and the experience and expertise of the professor. By constructive feedback, we mean providing the proper atmosphere to present a sample of the materials that in-service teachers develop. Well-intentioned feedback clarifies everybody's perceptions concerning students' learning needs, while well-crafted feedback sharpens one's insights on teaching and learning procedures that may be adapted to increase one's repertoire of MD knowledge. Finally, helpful feedback provides useful ideas from other colleagues about MD.

It is necessary to emphasise that when giving feedback in-service teachers bore in mind their peers'

particular contexts; their unique students' profiles including their socio-cultural and economic backgrounds; and their language learning needs to develop effective and contextualised materials. In this sense, Núñez and Téllez (2008) have claimed that the decision-making process should be responsive to students' needs since it will inform EFL teachers about what is taking place in the classroom. This in turn, allowed our in-service teachers to become more aware of their roles as agents of change who act critically upon the curriculum.

As a result, we understand that the scaffolding process in MD consists of developing materials with the support of collective feedback. This implies the interplay of what the in-service teachers know about their particular learning contexts, their knowledge about language and learning, and language learning and teaching assisted by a process of reflection, others' feedback and the knowledge of MD that the experience and expertise of the professor in charge brings.

All in all, we have discussed that MD is the reasoning and creative process in-service teachers become involved in to design language learning activities that address their students' language needs within their particular settings. Similarly, in-service teachers' knowledge about MD builds from a process of scaffolding or assisted performance involving the expert professor in MD combined with the interaction between in-service teachers and their knowledge about language and learning, and language learning and teaching. Next, we describe the MEED.

Description of the MEED

The Master's Programme in Education has four areas of emphasis named English Didactics MEED, Human Development and Values, Curriculum and Evaluation, and Literacy and Mathematics. All the areas of emphasis

require students to do a research project as a requisite for graduation. Particularly, the MEED emphasis entails the design of a pedagogical action accompanied by the development of teaching and learning materials. The MEED is composed of a faculty of four professors and 27 enrolled in-service teachers. It comprises a total of 180 hours involving seminars and 360 hours of independent study.

The MEED emphasis includes several subject matters like Language Teaching Methodology and Introduction to Research in the first semester; and Materials Development, Academic Writing and Research Project I in the second semester. In the third semester, we introduce our students to ICTs, Academic Writing II, and Research Project II. Likewise, they develop a needs analysis of their context to design or adapt courses, the courses' syllabi, lesson plans, didactic units, or modules for English for general or specific purposes. Finally, in the fourth semester, they learn about Culture and Bilingualism Essentials, Research Project III and Academic Writing III.

The age of the in-service teachers enrolled in the MEED ranges between 25 and 55 and the majority of them completed their undergraduate studies in language teaching in state-funded universities in Bogotá. Some of them have a specialisation degree. Most of them work in private schools and universities whereas a few of them work in state schools and universities; however, they constantly change their place of work.

The three in-service teachers whose materials and scaffolding process we analyse here have already graduated from the MEED. We chose them because they developed materials for their ID of their research project.

Description of the Scaffolding Process in MD

After completing the Introduction to Research subjects in their first semester, the in-service teachers engage in

planning their instructional design in second semester. This process is supported by the Research I, Materials Development, and Academic Writing subjects. In the first subject, the in-service teachers completed a teacher's journal in which they identified their research problem, which guided them in developing the instructional objectives of their pedagogical intervention. In the second subject, MD, they reflected upon the type and content of the materials that they considered vital to deal with the problem they had identified. Also, they used the textbook *A Practical Materials Development Guide for EFL pre-service, novice and in-service teachers* (Núñez, Téllez, Castellanos & Ramos, 2009), and were supported by the experienced and expert input in MD provided by the professor. The process of scaffolding in MD consisted of designing materials, involving reflection on what the in-service teachers knew about their particular learning contexts, their knowledge of language, learning and language learning and teaching. In Núñez, Téllez and Castellanos' view (2012) "this process of reflection invites ELT teachers to ponder upon their particular educational settings, their students' needs, and the curriculum in planning and developing materials that can impact them" (p. 28). Moreover, during the class sessions all in-service teachers gave each other feedback about their respective processes using the knowledge gained on MD from the textbook. This was reinforced by the experience and expertise of the professor.

It is necessary to emphasise that when giving feedback in-service teachers should bear in mind their peers' particular contexts, unique students' profiles and socio-cultural and economic backgrounds, and language learning needs to develop effective and contextualised materials. This in turn, allowed our in-service teachers to become more aware of their roles as agents of change who act critically upon the curriculum.

Briefly explained, the methodology of the class sessions entailed the following activities:

- a. Carrying out a needs assessment of their learning contexts as an ongoing process to successfully approach students' objective, subjective, language learning and target needs.
- b. Identifying their unique students' profiles and socio-cultural and economic backgrounds, learning styles, learning needs, language needs, and learning objectives.
- c. Following the textbook scaffolding for MD that entails several systematic stages: Identify the method, the approach and the design; state the general goals and objectives of the course; design the syllabus; develop the activities and materials; revise, evaluate and pilot them; and make the corresponding adjustments. This was done by holding class discussions about the importance of MD, its vital elements and the scaffolding process in MD in light of their own teacher knowledge, experience and beliefs, which contributed to the construction of in-service teacher knowledge.
- d. Elaborating a sample syllabus in class with a random topic collectively proposed. As an assignment, in-service teachers designed their own syllabus, planned their lesson and adapted or created the materials for that lesson.
- e. Self-evaluating the materials using the checklist of the textbook.
- f. Sharing their syllabi, lesson plans and materials and giving and receiving peer and teacher feedback.
- g. Adjusting, piloting, and re-adjusting materials.
- h. Supporting the writing process of in-service teachers through the Academic Writing subject taking into account style, grammar and mechanics,

coherence, cohesion and unity. In-service teachers use the APA referencing style through a process of teacher and peer feedback.

Subsequently, we present an analysis of the samples of materials developed by three in-service teachers, which reveals that they gained knowledge about MD as they were able to integrate their background knowledge on their particular learning settings, language and learning, language learning and teaching with their own specific knowledge of MD. This articulation guided them in the development of materials that are based on relevant and familiar topics for the students and promote learners' efficient use of their resources by applying learning strategies.

Analysis of In-service Teachers-Generated Materials

We supported the development of the materials of each in-service teacher through the scaffolding process in MD. This process helped them to produce materials that make it possible to deal with the problems of language learning they had encountered in their contexts. They produced materials that reflect active language learning approaches and methodologies. For example, the first in-service teacher used critical thinking combined with strategy-based learning. The second in-service teacher implemented the Cognitive Academic Language Learning Approach (CALLA) for criminology students. The third one used dialogic learning by fostering reflection and dialogue about building values like affection, freedom, justice, self-esteem and responsibility. In the same way, the materials were analysed taking into account Second Language Acquisition (SLA) principles for MD (Tomlinson, 1988), instructional design strategies (Arnone, 2003) course book

features (Harmer, 2003) and strategic components that are discussed in Núñez et al. (2009).

The first materials are a five-lesson workshop developed by an in-service teacher who implemented his pedagogical intervention with undergraduate students majoring in accountancy at a private university. The group included 7 female and 5 male students with a command of English that corresponds to B1 in the Common European Framework of Reference for Languages. Critical thinking is integrated into the English for General Purposes (EGP) programme to promote reading comprehension by combining critical thinking and strategy use. Some of the critical thinking skills he implemented are problem solving, identifying cause and effect relationships and arguing for and against issues of social nature. Consider the insights of this in-service teacher about the materials he developed:

Although the (SBI) [Strategy Based Instruction] model has been widely applied, this instructional project aims at applying a strategy that improves the way in which students read, comprehend and analyse texts; and at the same it gives the participants the chance to experience language in a more realistic way. To fulfil this strategy, I designed the workshops taking into account the students' use of strategies and their interests. Thus, the use of images, songs and videos are relevant in terms of research and didactics. In other words, this project involves planning, designing and use of strategies as the innovative component of the process. [*sic*]

(Javier Alexis Junca, unpublished Master's thesis, p. 23)

Javier's consideration captures the effort involved in developing materials, which not only requires putting activities together, but also articulating them within

a methodological and theoretical framework, in this particular case critical thinking and SBI. This had to be done to make the whole set of materials coherent. As Javier affirms, materials need an internal cohesion to meet the goals that he proposed (helping students become strategic readers through materials that deal with controversial topics):

When materials are organised and they follow a sequence including theory and topics-related global issues, it encourages students to read and ponder upon the difficult situations humans are facing nowadays. [sic]

(Javier Alexis Junca, unpublished Master's thesis, p. 58)

Designed by Javier Junca Vargas, 2010

**PART I
BEFORE READING**

1. Write the correct word or synonym from the box in the left side of the box.

<i>ally</i>	<i>white privilege</i>	<i>diversity</i>
<i>oppression</i>	<i>dominant culture</i>	<i>discrimination</i>
<i>prejudice</i>	<i>dominated culture</i>	<i>culture</i>
<i>racism</i>	<i>multicultural</i>	<i>scape-goating</i>
<i>racial pride</i>	<i>stereotype</i>	<i>nigger</i>

WORD	CONCEPT
	To have a sense of pride and a feeling of empowerment in regards to one particular racial group.
	Many or multiple cultures.
	One who stands up for the rights of oppressed individuals and
	The denial of justice and fair treatment by both individuals and institutions (employment, housing, political rights etc...)
	A cultural group who freedoms are controlled by the dominant culture in a society.
	different or varied
	The act of systematically controlling the freedom of a group based upon prejudice.
	Is an oversimplified generalization about a person or group of people without regard for individual differences.
	The patterns of daily life learned by a group of people (food, religion, dating, arts, custom, holidays etc...)
	Prejudice is making a judgment about someone or a group without sufficient knowledge.
	A dominant group in a society which holds the institutional power. They are usually in the majority, but not always.
	Blaming and individual or group for something based on that persons or groups identity when, in reality the person or group is not responsible.
	Any attitude, action or institutional structure that systematically treats people or a group of people as though they were lesser because of their race or ethnicity (skin, hair, eye shape etc...).
	A black person
	The unearned assets such as privileges, rights, luxuries, and freedoms that come with having white skin in our society.

Image Caption 1: Artefact

Designed by Javier Junca Vargas, 2010

2. Work with a partner. Give one example of the following words.

Stereotype	
Discrimination	
Dominated culture	
Scape-goating	

READING PASSAGE: "I HAVE A DREAM"

Martin Luther king's speech
Aug. 28, 1963

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves, who had been seared in the flames of withering injustice. It came as a

joyous daybreak to end the long night of their captivity. But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacle of segregation and the chains of discrimination.

One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languish in the corners of American society and finds himself an exile in his own land so we've come here today to dramatize a shameful condition. In a sense we've come to our Nation's Capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the inalienable rights of life liberty and the pursuit of happiness. It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred



Image Caption 2: Artefact

obligation, America has given the Negro people a *bad check*, a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice.

Selected from:

http://www.pbs.org/newshour/extra/teachers/lessonplans/english/mlk_transcript.pdf

WHILE-READING COMPREHENSION ACTIVITIES

Answer the following questions based on the previous reading.

- a. The expression "seared in the flames of withering injustice" means:



- b. What references did the author use to build his speech?




- c. What does the author mean by "America has given Negro people a bad check"?



Image Caption 3: Artefact

d. What is the author's purpose with this speech?

 _____

POST-READING ACTIVITY

Look for a partner. Complete the following acrostic using imperative sentences.


Reject racial discrimination

A _____
C _____
I _____
S _____
M _____

Now socialize your acrostic with your teacher and classmates. You may include a brief explanation of the reasons you had to state the ideas.

PART 2

PRE-READING ACTIVITY



a. What is the name of the man in the picture?

b. Was he black or white?

c. What kind of music did he sing?

d. Have you ever seen Jackson's videos? If so, which are their main features?

Image Caption 4: Artefact

The first activity invites students to explore vocabulary (Image Caption 1: Artefact). Next, they are invited to share examples of key words (Image Caption 2: Artefact). After, they are asked to read the speech given by Dr Martin Luther King and to discuss the problems raised in such speech through some questions (Image Caption 3: Artefact). The students have a good chance to discuss and present their points of view and beliefs, agree and disagree with each other, and reflect upon the topic of racism. This gives them the opportunity to exercise an efferent stance in reading (Rosenblatt, 1982), through which they negotiate with the text by centring on the information and looking for facts. Likewise, they engage in an aesthetic stance in which they focus on what they experience during the reading;

that is, feelings, sensations, images and ideas. Finally, they are invited to develop that aesthetic stance in writing by completing an acrostic with the word *racism* through which the students involve all the linguistic resources they have in a practical way (Image Caption 4: Artefact).

The present materials challenge banking education that is responsive and passive; instead, the activities invite students to reflect on and engage actively in dialogue with the others based on a topic that is potentially controversial- *racism*. It is important to mention that the topics for the materials were proposed by the learners and that the materials reflect important instructional design strategies (Arnone, 2003). On the one hand, the activities include a thought-provoking topic, introduce a conceptual conflict and create an atmosphere of inquiry. Moreover, according to Harmer (2007), materials must be appropriate to students' command of English so that they learn in a comfortable way. What is more, the interactive and dialogical nature of the activities maximises students' talking time, fostering thereby language use not just usage. In addition, the materials take into account previous knowledge and cultural background (Harmer, 2007) because students share their opinions and beliefs about racism and also express aesthetically what they understand by racism in the acrostic.

Additionally, these teacher-generated materials are featured by an array of second language acquisition (SLA) principles envisioned by Tomlinson (1998) that are relevant to materials development. To mention just a few, offering the learner the opportunity to perceive the topic as relevant may increase their interest and motivation; including multidimensional learning activities make them feel at ease and learn more in a shorter period of time and sufficiently exposing them to the target language to raise their confidence in understanding it, are evident in the reading workshop presented here. In general, the materials

are: a. based on activities that students feel familiar with, authentic and problem-posing; b. deal with a controversial topic; and c. promote reflection about racism, difference, tolerance and other related issues.

Considering Javier's thoughts about the importance of addressing students' preferences in the materials, he developed:

All the materials and activities were designed taking into consideration students' interests and preferences. In this regard, I used materials from different web pages and books that helped me implement the model of the reading strategies. I also adapted some songs about global issues and one video about a TV series. These activities were selected to motivate and encourage students to participate actively in the lessons. [sic]

(Javier Alexis Junca, unpublished Master's thesis, p. 27)

We have highlighted all the positive aspects of this materials sample like the selection of the topic, the planning stage, the coherence of the materials to serve the purpose of his research study, and the application of instructional design strategies and the SLA principles that are relevant to MD. However, we are aware of the fact that this teacher could find more ways to improve his MD and that we, in our role of assisting in-service teachers, should give more acute feedback to the materials they develop.

Moreover, we consider that the materials lack further development such as how the content relates to the Colombian context of the students and the issue of racism proposed. Additionally, we noticed that there were no questions related to specific racial issues in Colombia, which would make the materials more contextualised. On the other hand, another aspect is that in the vocabulary sheet the in-service teacher includes the word "nigger"

instead of the word “negro” that is used by Dr Martin Luther King in his speech. In our opinion, there are no explicit reasons why the in-service teacher included a word that is derogative in the USA context. Another aspect of this lesson that could be further developed is the issue of racial identity through questions in the section of the activity featuring Michael Jackson.

Critically reviewing materials is quite relevant for us in assisting the process of materials development. One reason is that in future, we should create the means and tools to accompany the process of piloting the materials. One way to do that could be done through direct observations of the piloting work; another way could be through field notes from the pilot that in-service teachers could take and share with us through conferences. We should make clear that the sample presented here was developed prior to the piloting process. Indeed, we look forward to learning more about how to continue assisting in-service teachers in their MD process.

The second sample of materials has been developed by another in-service teacher for English for Specific Purpose (ESP); for A1 students of Criminology and Crime Science. In this respect, the in-service teacher states:

Being an ESP course and a specific subject without the appropriate didactic resources to work with, I designed six reading comprehension workshops based on The Cognitive Language Learning Approach (CALLA), which were developed not only to improve students’ reading skills but also to help them to become more independent learners. [sic]

(Myriam Judith Bautista, unpublished Master’s thesis, 2011, p. 1)


The main reason that supports Myriam’s design of materials is to contextualise the learning of English

within the academic field of the students and based on the question – What do students of Criminology and Crime Science need to learn a foreign language for? These teachers understand the foreign language learning task in terms of designing English language materials and activities that help students use learning strategies to improve language learning and share with others what they have learnt about their own academic field. The following excerpt supports this reason:

...the lack of material and resources in English is making my job as a teacher in this institution very difficult, but it is also increasing my motivation and imagination to look for immediate solutions using the teachings from my Master's Degree professors of research and didactics. It is also attractive and innovative to start working on materials development because it is a different and highly relevant matter in teaching. As a teacher, I consider it a different way to get closer to our students' language needs and an essential part of our job to be successful. [sic]


(Myriam Judith Bautista, unpublished Master's thesis, 2011, pp 1- 2)

POLICÍA NACIONAL DE COLOMBIA
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**SUSPECTS & VICTIMS
PHYSICAL DESCRIPTIONS**

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**ENGLISH FOR SPECIFIC PURPOSES
ESP LEVEL I
WORKSHOP # 3**

Topics

1. Parts of the human body
2. Clothes and belongings
3. Suspects and victims physical description
4. Relevant Physical Marks

Main Objective

- * To make complete physical descriptions of suspects and victims.

Specific objectives


- * To identify the parts of the body
- * To identify significant elements of suspects and victims' physical descriptions.
- * To recognize physical relevant marks to describe suspects and victims.
- * To determine the clothes and belongings involved in crime events.

Image Caption 1: Artefact


How much we remember!

1- Write the corresponding number to each part of the body.


___ a mouth
 ___ an eye
 ___ a nose
 ___ a chin
 ___ an ear
 ___ a neck
 ___ a forehead
 ___ hair
 ___ a cheek



___ a chest
 ___ a breast
 ___ an arm
 ___ a shin
 ___ a calf
 ___ a wrist
 ___ a belly
 ___ a thigh
 ___ a back
 ___ a knee



___ a shoulder
 ___ an elbow
 ___ a head
 ___ an armpit
 ___ a hand
 ___ a bottom
 ___ a leg
 ___ a toe
 ___ a foot



Using imagery to learn new vocabulary.

Over viewing and linking known vocabulary to make physical descriptions.

2- Circle the parts more common for physical descriptions related to suspects and victims.

Image Caption 2: Artefact

BEFORE READING

Identifying appearances

Describing physical appearance

1- These words describe physical appearance. Read and add them to the table below.

Skinny	freckles	muscular	handsome
overweight	a ponytail	not very good looking	dark
medium length	<i>Long sideburns</i>	a moustache	a beard
attractive	<i>about 160cm tall</i>	wears glasses	narrow
in her 50s	bald moles	slim	wavy

WORDS TO DESCRIBE PHYSICAL APPEARANCE

Height	• short, average height, tall
Build	• Small, average build
Age	• Around 25, In his/her 30s
Hair	• Short, Long, Straight, Wavy, Curly, A ponytail
Face	• square, round, plain, wide
Complexion	• light, white, olive-skinned
Eyes	• blue, brown, beautiful, big
General	• beautiful, pretty, sexy, cute
Other identifiable marks	• moles


2. Can you think of any more words?


Image Caption 3: Artefact


Using linguistic clues to complete descriptions


Describing physical appearance


3- Read these descriptions. What are the missing words? Write is or has. Then, match the descriptions with the pictures.














A. She is around 20. She is tall, slim and beautiful. She has long straight black hair.

B. He average height and average build. He a ponytail. he handsome.

C. She really cute. She medium length wavy hair, and big beautiful eyes.

D. He short and weight. He a and a He very good

E. She around 60. She short curly hair, and wears glasses.

F. He a wide face and a dark complexion. He very muscular.

DESCRIBING CLOTHES

4- Clothes are also important in the description of a suspect or a victim. Work with a partner to complete the chart with the corresponding clothes:

* a pair of trousers	* a pair of tights	* a scarf
* knickers	* a pair of shorts	* a waistcoat
* a pair of boots	* a raincoat	* a hat
* a bow tie	* a pair of socks	* a sweater
* a track suit	* a skirt	

Image Caption 4: Artefact

Over viewing and linking known information by means of describing attackers or victims.

3- Add to the following list of clothes or belongings the items that you consider important in the description of an attacker or a victim:

CLOTHES	BELONGINGS
_____	_____
_____	_____
_____	_____
_____	_____

AFTER READING

Making associations to identify relevant information.

4- Read and check if the aspects mentioned in the picture below appear in the description. Underline each one of the aspects with a different colour.

**GET A GOOD SUSPECT DESCRIPTION
LOOK FOR THE FOLLOWING FEATURES:**

**IT IS IMPORTANT THAT YOU PROVIDE THE
9-11 DISPATCHER OR THE POLICE OFFICER WITH A DETAILED
PERSONAL DESCRIPTION OF A SUSPECT.**

Lorenzo Gonzalez is a possible suspect of pick pocketing. He is a medium, build young man with an ordinary appearance. He is in his early twenties. He has a big moustache. He is about 1,75 cm tall. He wears a blue jacket, black jeans, a white shirt and a brown cap. He has a big ring in his left ring finger and a very small earring in his right ear. He also has a tattoo in the right part of his neck. He usually has a pen knife hidden in his clothes.

Image Caption 5: Artefact

In Image Caption 1, the material presents the topics and the main and specific objectives of the workshop dealing with physical descriptions of suspects and victims. Then, in the first activity (Image Caption 2: Artefact), the students are invited to activate previous knowledge about body parts. With the aid of imagery, the students have a good chance of guessing what each part is. At the bottom of this figure, the learner is encouraged to relate the body parts directly with the topic of suspects and victims, that is, to contextualise the topic in their field of study. In the third and fourth figures, the students are introduced to

potentially new vocabulary that will allow them to do the reading activity presented in Image Caption 5. Notice that the drawings of people present features of diverse ethnic groups instead of just Anglo-Saxon ones, which help students to find the materials both familiar and relevant. Indeed, each activity has been designed to engage students in consciously applying learning strategies that are presented in a bubble at the beginning of each activity, within the field of Criminology and Crime Science.

As mentioned above, the analysis of the features of these materials shows that it is supported by important SLA principles for MD. They may not only be perceived as relevant and useful by the learner as it deals with topics of Criminology and Crime Science, but also aid the student in applying learning strategies. Similarly, the materials take into account readiness (Krashen, as cited in Núñez et al. 2009) which refers to including what the learners are familiar with (as it is assumed in the activity on Image Caption 2: Artefact which asks the learners to remember previous knowledge) and contains the potential for new inputs, which the apprentice might or might not be ready to learn.

Readiness is supported by the fact that students engage in the application of learning strategies, and literature on the teaching of English field highlights the role of materials as a central element to enhance learning through students' strategic use (Richards, 2001). In the same way, materials should also foster interaction to raise motivation and self-esteem in students, and reduce anxiety and prejudice (Oxford, 1997).

Ultimately, Myriam's-developed materials are: a. based on topics that are relevant and familiar to the students' academic field; b. promote students' efficient use of learning strategies that may eventually lead students to become independent /strategic language learners; c. arouse students' interests in learning English as a Foreign

Language; and d. help students to become aware of the relevance of learning this language.

Myriam highlights the importance of including learning strategies when she says,

I wanted to raise my students' awareness in terms of using learning strategies and guide them to become more independent and self-regulated learners. [sic] (*Myriam Judith Bautista, unpublished Master's thesis, 2011, p. 87*)

However, it has been observed that these materials could include samples of how suspects and criminals are described in our country and samples of how they are described in English speaking countries. Through this observation, we understand that through a methodology of comparing and contrasting, students could learn about the differences in style between how English-speakers would describe suspects versus the way we do so in our country; in other words, English speaking practices contrasted with Colombian Spanish speaking practices. By doing this, the materials would go beyond the practice of certain vocabulary, grammar patterns and strategy use within the specific field of Criminology.

On the other hand, another aspect which is worth considering is the mixing of vocabulary and grammar structures of the two English dominant varieties: British and American. At the vocabulary level, the materials include the word "knickers", a British word; at the level of grammar, it contains the pattern "he /she has...", which is different from the British pattern "he / she has got..." that is used to make physical descriptions. Some questions emerge from this aspect. These are: should varieties be presented in a mixed form? Should the materials be variety specific, that is, one or the other? Or should materials also be presented? In other words, not only a mixture of the

two dominant varieties but also a mixture of other English varieties; e.g. Indian, Australian, and Caribbean.

We acknowledge that the observations are really acute and help us realise important aspects of materials development. They will guide us in assisting the process of materials development of future in-service teachers.

In summary, we can observe that Myriam has gained confidence in materials development as reported by her:

Moreover, having had the opportunity to innovate as materials developer in English for specific purposes was an enriching activity since it is an interesting field with lots of opportunities to learn and improve teaching practice. [*sic*]

(Myriam Judith Bautista, unpublished Master's thesis, 2011, p. 89)

She also asserts that

... my new experience as materials developer was really motivating, innovative and rigorous because the creation or adaptation of resources and layouts was not an easy endeavour. That is, it demanded reflection, the desire to do different things in the classroom to satisfy students' daily needs and to improve the teaching-learning process. [*sic*]

(Myriam Judith Bautista, unpublished Master's thesis, 2011, p. 93)

The third workshop was designed by another in-service teacher to help students build self-esteem through short-story reflection and analysis. She implemented this workshop with 11 undergraduate students from the School of Accountancy (at a private university) who were attending English level IV.

Clarita (one of the teachers involved in the research study) feels that it is important for teachers to assist students' emotional growth. She asserts:

Despite the efforts to plan and deliver class activities that lead to improving students' performance and fulfil academic accomplishments, highly qualified teachers disregard children's /students' emotional growth. Conversely, a great number of educational institutions and teachers are becoming aware of the importance of considering individual learning styles, and the application of different strategies to facilitate the language acquisition process accompanied by personal growth and self-esteem development. Besides excellent academic results, students have major expectations about being considered as individuals in the classroom where they do not only want to increase their knowledge, but also find moral support, understanding, or at least a smile from their teachers. [sic]

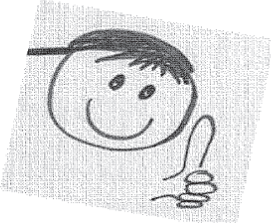
(Clara Inés Quiroga C., forthcoming Master's thesis Introduction, 2012)

The description we present below is a step-by-step analysis of the activities included in this workshop. As you can see on the first page of the workshop (Image Caption 1: Artefact), she starts with a heading and a picture that invites students to self-reflect upon their attitudes towards life situations with the purpose of encouraging a values discussion in the EFL classroom. Since the beginning, she includes a general objective and specific ones to contextualise students in what she expects them to achieve by the end of the workshop development, which is to guide them in building their own self-concepts. These objectives are clearly conceived to develop students' awareness of attitudes and feelings towards life situations as they read

a story to foster cheerfulness and self-confidence among them.

Workshop #1

Building up our self concept



General objective

To be able to identify aspects in students' attitudes towards life situations so that they can build their self-concept

Specific Objective

- To recognize general and specific information in a short story dealing with people's attitudes and feelings
- To recreate a story aiming at building cheerfulness and self-confidence by following a model

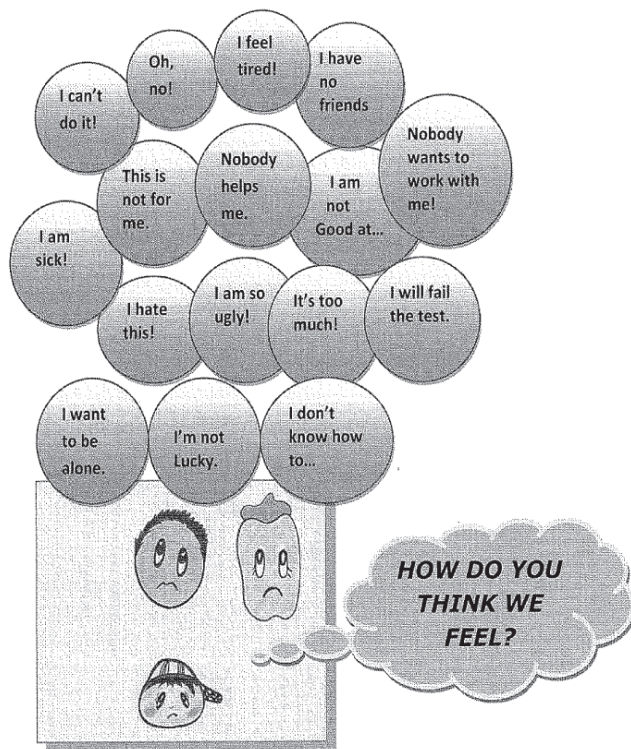
Developed by Clara Inés Quiroga Cabra for the Instructional Design of the Master's Research Project in Education with Emphasis on English Didactics at Universidad Externado de Colombia 1

Image Caption 1: Artefact

ARE YOU ALL RIGHT?

Before reading

1. Read all the expressions in the bubbles and then answer the questions below.



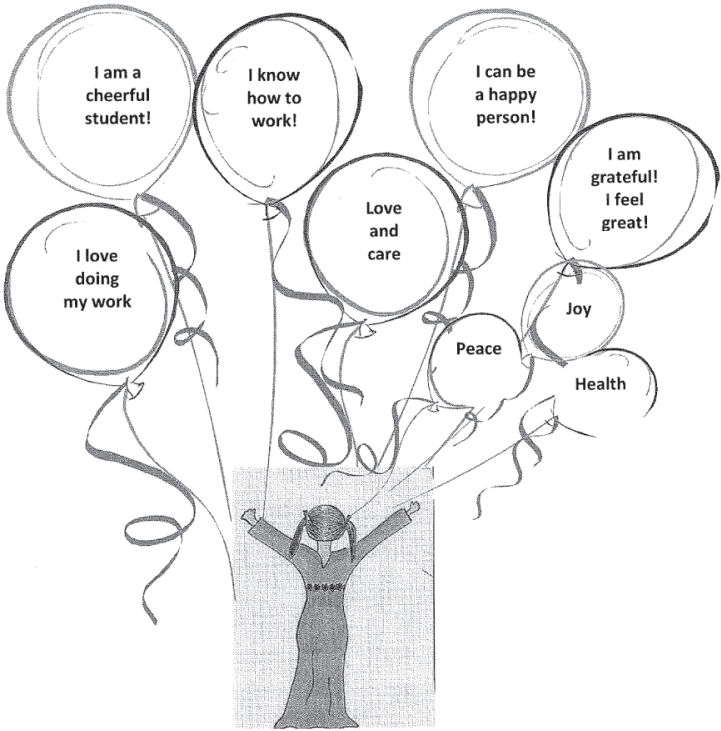
- Are the expressions mentioned above familiar to you?
- Which ones do you often use?
- Substitute some of them for positive /encouraging ideas and tell the class.

Developed by Clara Inés Quiroga Cabra for the Instructional Design of the Master's Research Project in Education with Emphasis on English Didactics at Universidad Externado de Colombia 2

Image Caption 2: Artefact

TAKE OFF! FLY UP!

2. Now, read the expressions in the bubbles below and contrast them with the ones on the previous page.



The illustration shows a person from the waist up, wearing a dark, long-sleeved dress with a decorative belt. They have their arms raised, holding the strings of several balloons. The balloons are of various sizes and contain the following text:

- I am a cheerful student!
- I know how to work!
- I can be a happy person!
- I am grateful! I feel great!
- Love and care
- I love doing my work
- Peace
- Joy
- Health

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Image Caption 3: Artefact

3. The ideas below describe people's personality. Tick (✓) the ideas that best describe you.

1. I am *kind* _____
2. I am *loving* _____
3. I am *caring* _____
4. I am *giving* _____
5. I am *capable* _____
6. I am *knowledgeable* _____
7. I am *sociable*. _____
8. I am *beautiful*. _____
9. I am *intelligent*. _____



4. If you think you may not have certain qualities, say why not.

I am not because.....

5. Now, based on the ideas you have ticked, finish this statement by choosing from the possibilities given in the box below.

According to the ideas I have ticked, I conclude that I may/could/might/ have a/an concept about myself

excellent very positive positive poor very poor

Image Caption 4: Artefact

While-reading

1. The following story describes the beginning of Michael's day. Read it carefully and then, answer the questions below.

BUILDING UP OR DESTROYING SELF CONCEPT



A first-semester student named Michael is still lying in bed three minutes after his alarm goes off. All of a sudden his mother calls, to him, "Michael, you lazy-head, get your body out of bed and get down here before I send your father up there!" Michael gets out of bed, goes to get dressed, and can't find a clean pair of socks. His mother tells him he'll have to wear yesterday's pair. He goes to brush his teeth and his older sister, who's already locked herself in the bathroom, tells him to drop dead! He goes to breakfast to find soggy cereal waiting for him. As he leaves for university, he forgets his sandwich and his mother calls to him, "Michael you've forgotten your sandwich; you'd forget your head if it weren't attached!" As he goes to the corner, he sees the bus pull away and so he has to walk to university. He's late for university classes and missed the chance to take an English progress test.

Selected and adapted from 100 Ways to Enhance Self-Concept in the Classroom by Jack Canfield and Harold C. Wells. Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1976.

2. Find the word that best describes Michael's feeling after facing his situations. _____
3. What circumstances would you change to help Michael be a happy young student?

- _____
- _____
- _____

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Image Caption 5: Artefact

4. What was your feeling about the boy whose day was not successful?

.....

5. Did the story remind you an experience you had when you were little? YES NO
If yes, tell it to your classmates and the teacher.

Post-reading

1. Work with one of your partners and write the rest of the story. You can start by writing about the moment when Michael got in the classroom.

Use your own words, or choose some of the ideas suggested below.

- * *Forgetting his homework*
- * *Failing an important subject*
- * *Being laughed by his classmates when making pronunciation mistakes*
- * *Being accused of stealing a smart phone*

After leaving the principal's office, Michael went to the classroom and.....

.....

.....

.....

.....

Developed by Clara Inés Quiroga Cabra for the Instructional Design of the Master's Research Project in Education with Emphasis on English Didactics at Universidad Externado de Colombia 6

Image Caption 6: Artefact

2. Work in pairs. Recreate the story "BUILDING UP OR DESTROYING SELF-CONCEPT?" in such a way that Michael can feel cheerful and self-confident. Follow the model given on page 5 and make necessary changes only.

BUILDING UP OR DESTROYING SELF CONCEPT



A large rounded rectangular area containing ten horizontal dotted lines for writing.

4. Now, read your story to your classmates and the teacher.

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Image Caption 7: Artefact

Although for the workshop Clarita mainly includes pre, while and post-reading activities, we cannot disregard that they also develop students' listening, speaking and writing skills. In Image Captions 2 and 3, we can see that she uses headings and pictures that stimulate students to think about themselves and their own life experiences. These figures display several feelings that students may have and are aimed at encouraging discussion and reflection around personal values. In addition, students are encouraged not only to discuss those experiences but also to think about how they can be transformed into positive ones. Then, students can take the initiative to find solutions to their own situations and to those of others as it is evidenced in the figures.

It is worth mentioning that Clarita gives students suitable expressions and vocabulary that help them describe people's personalities as well as their own before engaging them in the reading analysis as it appears in the previous figures. Therefore, in image Caption 5 students are invited to explain why they think they lack some qualities, followed by a concluding remark on their own self-concept in which they can choose from a range of possibilities, as indicated by the modal verbs *might*, *could*, *should*, *etc.* Then, students are prepared to read the short-story about self-concept and answer guided questions. The next activity fosters interaction through pair-group in which students are invited to think of and write another ending for the short story presented. After that, students end the workshop with a writing task in which they are expected to recreate the main character's story with the underpinning objective of turning the negative self-concept into a positive one. This in turn, enhances the development of the "creative" competence as one of the main professional skills undergraduates at this private university should have.

In addition, we consider it relevant to highlight her reflection on her own process of MD. She relies on her broad teaching experience as the foundation for the design of her workshops. She says:

After analysing my personal experience and by studying basic principles of methodology, I realised that I was on the right track to designing my own materials for teaching values and habits....[sic]

(Clara Inés Quiroga, forthcoming Master's thesis, 2012)

She highlights that it is essential to take into account students' needs and interests to develop materials. She also ratifies Nuñez, et al.'s (2009) ideas regarding students' interests and needs as a way to involve teachers in an MD process to fulfil students' potentials as it is seen in the following excerpt:

...According to Núñez, Téllez, Castellanos and Ramos (2009), innovation helps students fulfil their learning expectations and lets teachers be more creative and productive. [sic]

(Clara Inés Quiroga C., forthcoming Master's thesis, 2012)

Similarly, as it is shown in the following excerpts, Clarita considers that students' self-concept cannot be built in class unless the teacher knows her students' background and potential to create an atmosphere that is full of mutual respect and confidence, which engages students in collaborative activities and class participation. She also ponders upon the fact that teachers should know about students' assets to build up their positive self-concept. Likewise, she indeed believes that teachers nurture students' self-concept through guidance and

encouragement of their personal and academic growth. She contends:

Throughout my career as a teacher, I have observed that those students who are taught within an impersonal class spirit cannot build up a positive self-concept, and that lack of information about students' background interferes with peer social interaction. Thus, determining students' interests and needs constitutes an effective pedagogical tool to learn the art of living, and accompany participants in the process of personal growth... Regarding the class atmosphere, open communication leads to peers' social contact and collaborative work- both essential conditions to help students identify their personal strengths, their potential abilities and the way to exploit them to succeed. [sic]

(Clara Inés Quiroga C., forthcoming Master's thesis, 2012)

Conclusions and Implications

In conclusion, the three in-service teachers involved in the Master's programme developed their materials as part of their instructional design chapter following the MD scaffolding process. This scaffolding process oriented them in their production and teaching practice in relation to the development of materials, the identification of the appropriate method and approach to be implemented, the difference between learning goals and objectives to be set, and the decision-making process to adapt and create their materials. In this regard, Núñez, et al. (2012), have concluded that this process also contributes to spread theoretical tenets by implementing them in teacher-generated projects that involve developing materials for their pedagogical interventions in different contexts.

Besides, they could gain confidence and foundations to include students' interests. Similarly, they could display their creativity to design their workshops with the purpose of fulfilling and ranging students' needs, as Jordan has pointed out, such needs ought to be sequenced according to priorities (as cited in Pineda & Núñez, 2001).

Finally, they were supported in the process of MD through scaffolding. This was achieved through their colleagues' interaction and their professor's guidelines in class discussions and by giving each other constructive and respectful feedback of their respective materials. In summary, they benefited in many ways by being critical change agents within their institutions' curriculum.

Regarding the pedagogical implications, we consider it essential to highlight the in-service teachers' reflection upon their educational landscapes, their students' interests and needs, and their influence on the curriculum transformation. This in turn, led them to increase their awareness of their students' learning process and growth as the main goal to achieve when developing materials.

In addition, our in-service teachers gained confidence and knowledge about the process that entails developing materials as a systematic progression of stages to follow. This systematic progression enhanced their knowledge about their contexts, their knowledge of language, learning, and language learning and teaching. In this regard, Núñez and Téllez (2009) have highlighted that teachers ought to dedicate time to "construct, deconstruct and reconstruct" (p. 173) their teaching practice, which in turn, will help them refine their teaching decision-making process, become innovative agents and attain teacher development.

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