TOPIC-BASED SPEAKING ACTIVITIES FOR BEGINNERS:
A PROPOSAL FOR SEVENTH GRADE STUDENTS

SEMINARIO PARA OPTAR AL GRADO DE LICENCIADO EN EDUCACIÓN

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Candidata: Melissa Cartes Bascuñán

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Melissa Cartes Bascuñán.
ABSTRACT

The objective of this study was to design a set of teaching materials that can be implemented to develop speaking skills for seventh grade students from state and subsidized schools in Chile. The materials were created based on the opinions of Chilean teachers of English who volunteered to participate in a survey whose aim was to identify the weaknesses of the activities presented in the English textbooks provided by the Ministry of Education.

While working on the design of the materials, I drew information on second language acquisition (SLA), communicative language teaching (CLT), communicative tasks, material evaluation, adaptation and design, and on the English program for 7th grade students.

In fact, this thesis proposes a set of materials that is based on the principles underlying the field of material development and communicative tasks. The materials are grounded on the curricular framework of English for 7th grade. Thus, this proposal intends to contribute to improve oral production in beginners.

Key words: Teaching materials, CLT, speaking skill, second language acquisition (SLA).
RESUMEN

El objetivo de este estudio fue diseñar material didáctico para desarrollar habilidades de producción oral en estudiantes de séptimo año básico de colegios municipales y particulares subvencionados en Chile. El material didáctico fue creado en base a las opiniones de profesores de Inglés chilenos, quienes participaron voluntariamente en una encuesta cuyo objetivo era identificar las debilidades que presenta el libro de Inglés que entrega el Ministerio de Educación.

Mientras se trabajaba en la producción de material, se investigó sobre la adquisición de una segunda lengua, el enfoque comunicativo para enseñar idiomas, el diseño, la adaptación y la evaluación del material, y finalmente, el programa de estudio para 7mo básico. En efecto, en esta tesis se proponen ideas para el desarrollo de tareas comunicativas y, por ende, contribuye a desarrollar la producción oral de estudiantes de nivel principiante.

Palabras clave: material didáctico, enfoque comunicativo, producción oral, adquisición de una segunda lengua.
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CHAPTER 1
RESEARCH DESCRIPTION

1.1 Introduction

At present, English is spoken by millions of people all over the world. In England, Ireland, and Australia, for example, English is the official language. That means that the government, nation institutions and the inhabitants of these countries use English to communicate and carry out their daily lives. There are other countries where English is considered a second language, that is to say, a country has an official language other than English, but the latter is also spoken on a daily basis. This is the case of countries like India and The Philippines. In some countries, English is spoken as a foreign language; namely, English is taught in schools but it is not the official language, which is the situation in Chile. The need and interest for learning English either as a second or as a foreign language has boosted in the last decade. Graddol suggests, “On the one hand, the availability of English as a global language is accelerating globalization. On the other, globalization is accelerating the use of English” (2006, p.22). In other words, the interest for learning English has become a worldwide trend.

In this scenario, the Chilean Ministry of Education has noticed the importance of the English language as a relevant tool for the future of the students, therefore a number of programs have been implemented with the purpose of improving the teaching and learning of English. One of these improvements was to update the curricular framework that had been mainstream since 2009. Thus, In 2013, the proposal for the new curricular framework was approved by the Consejo Nacional de Educación and from 2016 this motion will be implemented in 7th and 8th grade. Among other things, the new curricular framework establishes the learning of new languages and understanding of other cultures as “essential features for the development and prosperity of students in the XXI century” (Ministerio de Educación
[MINEDUC], 2013, p. 3). Besides, the document mentions how the social and cultural changes in the last few years have impulsed the need of a lingua franca, turning English into an International Language (EIL).

As for Chilean teachers of English, well-designed materials can both provide sources of learning and facilitate teacher development. However, many practitioners have little training in regard to material design since English teaching programs seldom offer this area as a mandatory course. In other words, designing material does not seem to be part of the future teachers’ training, at least in a compulsory way. This does not mean that future teachers of English do not know how to design material. Indeed, it is possible that pre-service teachers have experience in designing material yet without the theory and principles that support this field. According to Samuda, material design is usually seen as “an essentially atheoretical activity”, (2005, p.232). The author refers to the notion supported by many teachers which claims that material design has to do with practicability rather than theory. Nevertheless, material designers base their productions on a wide variety of theories and principles, some of them will be discussed in chapters 2, 3 and 4. In brief, the experience in material design will bring positive consequences for the educator: teachers who know their students’ interests, for example, will be able to design or adapt material according to the learners’ preferences, which will increase students’ motivation. For this reason, many researches, including Tomlinson, Richards and McGrath (in Harwood, 2010), propose material design to be incorporated into pre-and in-service teacher education programs.
1.2 Research Problem

When I was in 4th year, I decided to take the elective course ‘Material Design’. In that moment, I became aware of how important the materials design issue is for future teachers of English. Regrettably, five universities that offer the English Teaching Program in Concepción lack a compulsory module in material design, at least in their advertising curricula. In addition, during my professional teaching practice, I realized how difficult it was for teachers to create material for their lessons or to adapt the material in the textbook provided by the Ministry of Education.

Taking into account my experience in the material design course and the lack of experience evidenced by my mentor teachers in terms of adapting and creating material I decided to survey Chilean teachers of English who have taught High School students because these students are supposed to have reached a B1 level of English according to the Common European Framework (CEFR) when their 12th grade has concluded. The survey had two main purposes: first, to get information about the effectiveness of the textbooks provided by the Ministry of Education and second, to evaluate how teachers would conclude the English learning cycle from 7th to 10th grade in terms of developing language skills and students´ performance. As to the first purpose, 52.9% of teachers admitted to always need to select extra material -besides the textbook- when planning their lessons (Figure 1). Regarding the second objective, the vast majority of teachers admitted that their students´ level of English was low (far below B1 level) and that the material provided did not fit the students’ needs, especially regarding productive skills. According to the educators, more support and more effective materials were needed to develop writing (35%) and speaking skills (30%) (Figure 2). Even though both writing and speaking were chosen as the weakest skills by teachers, the materials in this study will aim at developing speaking. One of the reasons behind this choice is that beginners need to start interacting and communicating in English from the moment they are exposed to the language and teachers need to devise meaningful tasks in order to accomplish this goal. On the other hand, writing aims at long-term learning, consequently, the
activities related to writing in this stage should be very simple and guided. Another reason to design speaking materials was the teachers’ answers in the survey, where they complained that materials were not authentic, not engaging to the majority of the students and not used in a real context. In addition, the speaking tasks in the textbook are not progressive; this means that they are not graded according to their level of difficulty, giving no option for challenging goals. Additionally, some teachers agreed that most speaking activities cannot be adapted for large classes.

In sum, the main objective of this study is to fulfill the shortcomings found in regard to the speaking skill in the textbook that teachers receive from the Ministry of Education. Thus, the research problem is focused on two areas: material design and speaking skills.

Figure 1

Figure 2
1.3 Research Question and Research Objectives

1.3.1 Research Question

Which of the four skills presented in the English textbook would most require -from the teacher- the design or adaptation of teaching material to support the lessons?

1.3.2 General Objective

- To design material aiming at improving the speaking skills of 7th grade students based on the objectives and contents of the Chilean national curriculum.

1.3.3 Specific Objectives

- To determine the English teachers’ needs in regard to the design and adaptation of teaching material.
- To collect information about the weaknesses in the English textbooks provided by the Ministry of Education with respect to the four language skills.
- To provide an overview of the new program for 7th grade students implemented by the Ministry of Education.
- To create material to develop speaking skills for 7th graders in order to support and/or improve the textbooks provided by the Ministry of Education.
CHAPTER 2:

LITERATURE REVIEW

There is no doubt that in order to support a study it is necessary to draw on theories and research done that is connected to the problem addressed in a particular investigation. Thus, the first part of the literature review will focus on SLA and language teaching materials. In addition, the concept of ‘task’ will be explored to continue with some approaches that have an emphasis on communication. Then, the theory will be directed to materials, including a definition of materials and material evaluation, adaptation and design to continue with an overview of speaking and materials to develop this skill. Finally, a point will be made about the new curricular framework for 7th grade students.
2.1 Second Language Acquisition and Language-Teaching Materials

2.1.1 Second Language Acquisition

Research on SLA began some decades ago, mostly because of the need for communication out of the limits of a community.

SLA research aims to the development and use of language by people who already speak another language. The theory of this field is connected to the idea that there might be a difference in how both language and other types of information are acquired and processed. Schmitt (2010) suggests that there might be a variation in the way we acquire a language as compared to the way we acquire other types of knowledge like maths or sciences. Turning to the practical ideas, SLA research focuses on discovering the most effective ways to acquire a second language (L2) (Schmitt, 2010). By identifying efficient techniques to acquire a second language, the educational system would be able to improve teaching processes.

In the words of Ellis (2000, p. 3) SLA is “the systematic study of how people acquire a second language”. That is, any language learned successive to the mother tongue. According to Ellis, there should be no contrast between a second and foreign language. Neither should second refer to just one language since it can involve learning a second or even third language. Ellis adds that ‘L2 Acquisition’ can be explained as “the way in which people learn a language other than their mother tongue, inside or outside a classroom” (p. 3).

As the definition of SLA has been provided, it is time to move onto the relation between SLA and language-teaching materials.
2.1.2 Language-teaching Materials

SLA studies have explored “how different design features impact on the way a task is performed and, thereby, on acquisition” (Harwood, 2010, p. 33). That is to say, SLA studies have been investigating the way people develop different tasks and the degree to which these tasks influence (positively or negatively) the acquisition of a second language. In other words, there exists a connection between SLA and materials.

In Harwood’s words “The fact that most teacher education programs include a second language acquisition (SLA) component is testimony to the conviction that it has relevance to language pedagogy” (2010, p. 34). In contrast to material design, SLA does play an important role in the English teaching program’s curriculum. A reason for this might be that the principles behind the creation of language-learning materials are grounded in SLA research and theory.

Despite the fact that SLA is more connected to a general approach to language teaching, there are two aspects of materials that it has undertaken: the design of communicative tasks and grammar-teaching (Harwood, 2010). For the purpose of this research we will merely focus on the design of tasks that aim to achieve a communicative goal.
2.2 Tasks and Communicative Tasks

2.2.1 Tasks

Before continuing, the word ‘task’ needs to be defined. According to Ellis (2003) “Tasks are activities that call for primarily meaning-focused language use. In contrast, exercises are activities that call for primarily form focused language use” (p. 3). Even though task and exercise do not share an aim, they do share an overall purpose and that is learning a language. Widdowson (1998), explains: “What distinguishes a task from an exercise is not ‘form’ as opposed to ‘meaning’, but rather the kind of meaning involved” (p. 3). Ellis also makes a difference regarding the role of the participants. On the one hand, a task requires the learners to work as language users, employing communicative competences as in real-world activities. On the other, an exercise will make the participants work as learners since learning is intended. Nonetheless, when participants are performing tasks, they may switch briefly to adopt the role of language learners. Harwood (2010) identified some criteria to identify a task:

- There is a primary focus on meaning.
- The students choose the linguistic and nonlinguistic resources needed to complete the task.
- The task should lead to real-world processes of language use.
- Successful performance of the task is determined by examining whether students have achieved the intended communicative outcome.

To make it clear, let’s exemplify: we have an activity called “In the kitchen”, in this activity some food will be presented and students will decide whether each piece of food is a countable or uncountable noun. For doing this, students will not be using their own linguistic resources. This activity is not likely to be used in a real-world context so there will not be communicative aim. An activity like this will fit the requirements of an exercise. But what if the ‘In the kitchen’ activity asks students to describe what they can find in a kitchen by questioning a partner. No form will be given to learners. For this activity students will need to use linguistic resources to get
their message across so there is a communicative outcome. That means that the activity can be regarded as a task. Tasks, undoubtedly, establish “an important pedagogic tool for promoting L2 acquisition” (Harwood, 2010, p. 38).

Harwood (2010) establishes two reasons to base language teaching on tasks. The first is that learners will succeed in developing their linguistic knowledge if they try to use it in real-life situations. The other reason the author points out is the idea that the process of acquiring new linguistic knowledge and restructuring existing knowledge -interlanguage development- will only be possible if acquisition of linguistic features happens product of the effort to communicate. To sum up, to carry out effective communicative tasks, it will be necessary to set a real-world context and not to give students the features they need to use but let them discover, remember, or look for them.

The relationship between SLA and tasks motivated authors to find out if the design of tasks is likely to be effective in promoting L2 acquisition. According to Pica, Kanagy, and Falodum (1993), tasks that induce negotiation of meaning will better work for acquisition. Examples of these tasks are ‘jigsaw tasks’ and ‘information-gap activities” which promote cooperative learning since students work with their peers to accomplish a common goal by using the language and so becoming more fluent at the same time they improve their listening skills.

Some of the conclusions of the survey showed that the textbook’s tasks did not generate meaningful communication. One of the teachers claimed that speaking tasks are kind of cliché, restraining students to get motivated. Another educator stated that speaking tasks are just a “starting point” to speak and that more challenging goals should be included in these activities. Nevertheless, the point that was most questioned by the teachers was that the topics and tasks were not contextualized to the students’ realities and so, materials did not motivate them.
2.2.1 Communicative Tasks

Scrivener (2005) highlights that for students to talk we need to fulfill one important requirement: to choose a relevant and interesting subject, otherwise they will not be motivated to talk about it. Furthermore, the topic needs to be known by the students to give them the chance to think and talk. Additionally, Scrivener suggests mixing pair and group work as well as working with the class as a whole. To have a concrete, clear task, he says, “might offer a more manageable starting point than a general invitation to state your view” (p. 150). This means that an activity where the objective is clear and achievable, such as describing a person, will give learners a framework so they will feel at ‘ease’ because they will know exactly what to do. In addition, a positive way to make shy students talk is to first group them in little teams to give them time to practice before they face the whole class. According to the author, if the task is developed with the whole class there will probably be a few students dominating or, even worse, complete silence. This situation might seem familiar to us. In most Chilean schools the idea that the teacher should domain when it comes to speaking remains. This situation is even more familiar in English lessons since students feel ashamed to speak in a language they cannot handle effectively.

Scrivener (2005) establishes some differences between a communicative task whether the aim is either fluency or accuracy. When the objective is accuracy, we will focus on the correct use of grammar, vocabulary and pronunciation. In this case, instant correction might be appropriate since the emphasis is on the correct use of the language. Instead, fluency could be described as the ability to speak a language easily, without many pauses. In this case, instant correction “could interfere with the aims of the activity” (p. 160) being better to leave comments for the end of the activity. To Scrivener (2005), it is important to be clear about the different aims and the different procedures that should be considered for developing a speaking task.
2.3 Communicative Language Teaching

More often than not it is necessary to agree on what is understood by certain terms that, because of their semantic proximity, tend to be used indiscriminately by non specialists and specialists as well. That is the case of the difference between an approach and a method. Since all instructional designs for the teaching of a second language make implicit or explicit use of theories of teaching and learning, I will set the difference between approach and method. We will take Ur’s definitions: an approach can be defined as a principles-based model of language teaching and learning which is supported by theories of language acquisition. A method on the other hand, is a collection of teaching procedures that can be applied to a particular approach (Ur, 2012).

The teaching of English has changed over the last decades. The trend has been to move from a method based basically on the translation of sentences and reading of literature to a communicative approach. Before the 1980s, SLA researches realized that the approaches that had been so far studied were no longer valid as effective methods for language learning. These methods were the direct method, that emphasized the exclusive use of the target language in the classroom and correct pronunciation plus the teaching of grammar through inductive methods; audiolingualism, based on the repetition of grammatical patterns and conditioning a response-reward stimulus; and situational language teaching, that established the learning of the language over practising basic structures in meaningful situation-based activities. After revision and studies on the basis of language learning, it was determined that acquiring a new language had to do with interaction. After this discovery, teachers began to make their students interact in the English lessons. As a result, Communicative Language Teaching (CLT) emerged (Bailey, 2005), (Richards & Rodgers, 2001), (Harmer, 2007).

Richards and Rodgers (2001) also make a difference between approach, method and technique. While an approach is “the level at which assumptions and beliefs about language and language learning are specified”, a method describes
the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the theory will be presented”. Finally, a technique “is the level at which classroom procedures are described” (p. 19). Following this definition, CLT will be best considered as an approach since it presents principles that reflect a view of language and language acquisition that can support classroom procedures.

CLT is based on the assumption that language is communication so we learn it better through naturalistic acquisition processes (Ur, 2012). Harmer (2007) states that CLT has two main principles: the first is that “language is not just patterns of grammar with vocabulary items slotted in” (p. 50). For him, it also involves language functions, for example: greeting, asking questions, persuading, among others; and language exponents, i.e. the exact words we use to carry out a language function. In the case of greeting, the language function would be ‘Hello’, ‘Good morning’ or ‘Hi’, whereas in the case of asking questions, we might use a wide variety of them, for example ‘What is your name?, Where do you live? or Do you like chocolate?. To Harmer, CLT is not just about the language but the way it is used (2007). The second principle claims that a great amount of exposure to the second language besides time to use it will make “language learning take care of itself”, (Harmer, 2007, p. 50) being CLT much similar to the theory of language acquisition. Richards and Rodgers (2001) agree to the second principle, arguing that learners will learn a language if they use it to communicate but they also add some other principles that include authentic language as the goal of classroom tasks and fluency as an essential feature of it. Additionally, they claim for communication to involve different language skills, agreeing with Ur (2012), who states that CLT focuses on the use of English for the teaching of other school subjects or specific content. At last, it is mentioned that trial and error are part of the process of learning.

CLT has influenced the creation of different language teaching approaches and methods that advocate a similar idea. In fact, Richards and Rodgers (2001) consider that the following approaches arouse from the CLT ideology:
• Task-based Instruction, whose aim is that learners perform communicative tasks such as problem solving, conveying information, or filling in information from instructions given by the teacher. In this case, meaningful tasks are used as a vehicle for the use of real communication.

• Content-Based Teaching, based on the idea that the content of teaching is vital for the process of language learning and so lessons are organized according to topics instead of a linguistic feature or grammatical point.

• Lexical and Corpus-Based approaches, as its name mentions, this approach proposes a syllabus where lexis does the central role, holding that only the few spoken sentences are completely brand creations and that memorized chunks or patterns compose most of everyday speech.

• Cooperative Learning, also known as Cooperative Language Learning makes the use of cooperation among learners the most of the language learning. The tasks, which are usually carried out in pairs or groups, depend on the transferring of information among learners.

• The Competency-Based Language Teaching attempts to teach language in connection to the social contexts where the language is used, developing the syllabus not around the notion of subject knowledge but around competency (essential skills such as knowledge, attitudes and behavior required for effective completion of tasks). In addition, the focus is moved from “what students know about language and what they can do with it” (Richards & Rodgers, 2001, p.144).

Nowadays many course books still base their materials on the principles of the "pure" Communicative Language Teaching, which has remained as a popular and effective approach after almost 50 years.
2.4 Materials, Material Evaluation, Adaptation and Design

2.4.1 Materials

In the materials development field, the word *materials* has a broad meaning. To Harwood (2010), materials are “texts presented to the learner in paper-based, audio, or visual form, and exercises and activities built around such texts” (p. 3). Tomlinson (2011) agrees on broadening the definition for *materials* to...

“Anything which is used by teachers or learners to facilitate the learning of a language. Materials could obviously be videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks or photocopied exercises. They could also be newspapers, food packages, photographs, live talks by invited native speakers, instructions given by a teacher, tasks written on cards or discussions between learners”. (p. 2).

These definitions imply that whatever teachers or learners use in their lessons to help promote language acquisition will fall into the definition of *materials*.

Learning contexts are usually situation specific. This means that they can vary from one place to another depending on factors like the number of students, level of English, age, and interests of the students among others. In our country, textbooks are provided for teachers of English of public or subsidized schools and according to the survey, teachers often need to adapt this material they receive. Unfortunately, in second language teacher-education programs, scarce attention is given to the role of materials in language teaching and teachers sometimes graduate from a program with limited experience in materials design, evaluation, adaptation, and implementation (Harwood, 2010). In Concepción, none of the five universities that offer the English Teaching Programme include a mandatory module on material design. Despite this, Tomlinson (2003) suggests that teachers are material developers by nature and that they have to be prepared to evaluate, adapt and produce materials to make a connection between them and the learners.
2.4.2 Material Evaluation

In our country, textbooks are handed by the Ministry of Education to the vast majority of schools. In many cases, teachers do not have the option to choose a textbook. For this reason, they have to deal with material that is not flexible to adapt. According to the survey responses, 94% of teachers need to select extra material when planning their lessons. Since designing our own materials can be very time consuming and not cost-effective, it would be ideal for teachers to have the ability to discriminate effectively between useful and useless materials. For doing so, the first point to be taken into account would be to evaluate the material.

In order to evaluate the material, teachers first need to evaluate their learning environment considering the intended audience, proficiency level, and context to determine the objectives of the course. Once the aims are clear, material evaluation can take place. Tomlinson (2003) defines material evaluation as a “procedure that involves measuring the value (or potential value) of a set of learning materials” (p. 15). As reported by the author, material evaluation tries to measure different aspects including the appeal, credibility, and validity of the materials, as well as the ability of the materials to interest and motivate the learners, and the assistance given to the teacher.

Harwood (2010), suggests evaluation to be driven by criteria. For him, evaluating material should consider a quantitative aspect for content that includes the number of times a topic is incorporated in the material and the space devoted to each category, (grammar, pronunciation, speaking, or writing). The linguistic content needs to be evaluated too. If the language in the textbook differs from the actual language used in spoken and written discourse then the teacher will need to look for authentic material to fit the learner's needs. Another important point is cultural content. Materials do not only carry linguistic but cultural content that sometimes might affect the development of a lesson. As Gray (2002) points out, some material designers lean on the acronym PARSNIP (politics, alcohol, religion, sex, narcotics, -isms - and pork) to establish the topics that is better to avoid (p. 159). Conversely,
avoiding PARSNIP results in the narrowing of themes, making activities similar to each other. In Chile, publishing houses are in charge of creating the textbooks so the cultural content is, most of the time, age-oriented. Unfortunately, the topics are not always interesting for the students as Figure 3 shows.

![Figure 3](image)

Tomlinson (2003), on the other hand, adds a proposal to evaluate materials at different stages of usage: before, while and after.

- **Pre-Use Evaluation** implies making predictions, to quickly review a book, for example, to get a first impression of the potential value of it.

- **Whilst-Use Evaluation** involves evaluating material while students are using it. This type of evaluation is narrowed to the observable, that includes clarity of instructions, achievability of tasks, practicability, flexibility and appeal.

- **Post-Use Evaluation** “can measure the actual effects of the materials on the users” (Tomlinson, 2003, p. 25). This evaluation can answer questions such as ‘What do the learners know which they did not know before starting to use the materials?’, and ‘What do the learners still don’t know despite using the materials?’ Post-use evaluation can provide information to decide whether the material could be used again, or provide feedback for adaptation or replacement.

The process of evaluation of the textbook is an essential step before deciding what to adapt. Tomlinson (2003), warns that material evaluation is a demanding and
time consuming task but the reward will be for teachers to ensure future evaluations of materials will be systematic, rigorous and principled. Once the evaluation has been conducted and teachers have familiarized with what the course book offers, they will have an overview of the activities that need to be adapted. This task, however, is not much popular in our country. Actually, many teachers decide to skip this step, especially when they receive the textbook provided by the Ministry of Education and take for granted it is not appropriate for their students.
2.4.3 Material Adaptation

Evaluation is a process that has to do with the whole textbook. Adaptation, on the other hand, is related to some sections that make up the whole book. On the report of Tomlinson (2003), despite the fact that the teacher chooses the textbook to work with, adaptation of materials will take place either consciously or unconsciously. In the same line, Harwood (2010) argues that “No pre-prepared material can ever meet the needs of any given class precisely; some level of adaptation will be necessary […] textbooks should be seen as resources rather than courses” (p.4). These ideas imply that adaptation of materials is an issue that teachers will face in everyday lessons. Whether pre-planned or spontaneous, adaptation of materials is an elemental and intrinsic part of any class.

There are a number of reasons for adapting material. McDonough, Shaw and Masuhara (2013) suggest some that include: not enough grammar coverage, too much unknown vocabulary in reading texts, too easy comprehension questions whose answers can be lifted from the text -not leading to real understanding-, inauthentic listening passages, not enough pronunciation guidance, inappropriate content considering the learners’ age or proficiency level, and too much or too little amount of material regarding a particular topic.

In order to adapt, McDonough and Shaw (1993) and Cunningsworth (1995) propose some techniques that include adding, deleting, simplifying, reordering, and replacing material.

As stated by Tomlinson in McDonough et al (2013), most materials aim to satisfy the needs of a group of students who share similar needs. According to the author, no matter how good the materials are, they will not manage to fulfill the different needs, wants, learning styles, attitudes, cultural norms and experiences of individual learners. Consequently, some level of adaptation will always be needed in order to make the most of the tools that teachers use.
2.4.4 Material Design

According to Tomlinson (2003), there is more agreement nowadays on certain features that have proved to facilitate the learning of a language; these features have helped in the development of some principles for material design. The author suggests that materials should achieve impact in the learners. In addition, materials should help learners to feel at ease, through content that is appealing and culturally accepted by them. At the same time, materials should help learners to develop confidence, by providing students challenging but achievable tasks. Content is another important factor, it must be seen as useful and relevant not only by the learner but for teachers, according to Tomlinson (2003), “materials lose credibility for learners if they suspect that the teacher does not value them” (p. 18). Additionally, materials should expose learners to language in authentic use, including varieties of texts and not only elaborated discourse. For Tomlinson, what learning materials have to do is to help learners to connect the learning experience in the classroom to their own life outside the course. In line with the author, the most important result that learning materials can achieve is to engage the emotions of learners. “Laughter, joy, excitement, sorrow and anger can promote learning. Neutrality, numbness and nullity cannot” (p.18).

Despite the findings in the field of material design, there are many authors and teachers that still rely on their intuitions when it comes to create material so whenever an activity has proved to be successful, it becomes frequent in textbooks or lessons, making students familiar to repeated and similar tasks. For this reason, it is important to create material based on learning principles. Harwood (2010), proposes materials “not to be random recreations from repertoire nor crafty clones of previously successful materials” (p. 82) but to be coherent and principled to theories of language acquisition and teaching. Harwood proposes principles of language teaching and language acquisition towards materials development that can be found in Appx. 1 and 1.1.
In brief, when it comes to material design there are many agents that need to be considered including language principles and other aspects such as class size, course and lesson duration, teacher experience, teacher communicative competence, and learner motivation. Also, it is important to mention that not only learners have needs and wants, so do teachers and administrators. In line with Tomlinson (2003), these needs “can best be satisfied by localized projects which consult learners, teachers and administrators before, during and after the materials writing process” (p. 3). That step is not considered in the materials writing process in our country. In Chile, publishing houses apply to design the course books, once a publishing house wins the bid they are paid to design the books for two years. Regrettably, editorials design the course books according to their own principles or experiences and no consults are made to teachers, administrators or students, even though they are the only consumers of the books.
2.5 Speaking

Language skills are usually classified into speaking, listening, reading and writing. On the one hand, reading and listening are receptive skills, which means that students receive the information provided by written or oral texts. Speaking and writing, on the other hand, are called productive skills since they involve that students produce oral or written language. For the purpose of this research, we will focus on the speaking skill. Speaking is a process where people give and receive information and so interaction takes place. According to Bailey (2005), speaking consists of "producing verbal utterances to convey meaning" (p. 2). As stated by the author, speaking is most of the time "spontaneous, open-ended and evolving" (ibid., p. 2). To put it in another way, speaking is likely to happen any time we feel the need to communicate, it is also limitless and unrestricted, and finally, it is still developing and will continue to develop with human race.

In line with Schmitt (2010), as speaking is part of our daily lives, we usually take it for granted not considering that learning speaking involves developing knowledge on how and when to communicate and that the ability to speak in a fluent way is much more than learning language features, also it has to do with the ability to receive, process and provide information instantly, what requires a significant effort which is increased if we are learning a new language.

According to Harmer (2001), speaking requires complex mental and social processes. Firstly, speakers need to process information in their heads, decode the message and produce another that is coherent and comprehensible. This process involves the recovery of language features that are in our brains and the appropriate arrangement of phrases and words to convey meaning. Secondly, to speak is to interact, effective speaking is concerned with both listening and awareness of the other person’s feelings. Lastly, speakers need to be available to take their turns to speak in the right moment. The longer it takes for us to interact, the less effective communication will be. Harmer states, though, that instant communication is culture-specific, and that it is not prized all over the world.
The idea of communicative competence as “the ability of language learners to interact with other speakers, to make meaning, as distinct from their ability to perform on discrete-point tests of grammatical knowledge” (Savignon, 1991, p.264) emerged in the 70s and replaced what was known as linguistic competence, which lies on the idea that the mastery of sounds, words and patterns were enough to learn a language. This change in the view of language acquisition might imply that being an effective speaker involves much more than mastering grammar rules. Following this statement, communicative competence involves:

- Sociolinguistic competence, the ability to use language properly in different contexts. Register covers the degrees of formality and informality and politeness strategies.
- Strategic competence, the learner’s capacity to use language strategies in order to balance and fill in gaps when speaking.
- Discourse competence includes cohesion, the “grammatical or lexical relationship between the different parts of a sentence” (Lazaraton, as cited in Bailey, 2005, p.3), and coherence, that involves the way texts are built.

Besides these components, accuracy and fluency are also characteristics that need to be mastered by learners of a second language. Accuracy has to do with the proper selection of vocabulary and grammar rules to convey meaning while fluency refers to speak both confidently and without much hesitation (Bailey, 2005). When learners are at a beginning level, fluency and accuracy do not usually go together since students tend to either focus on not making mistakes, a conduct that makes them seem dysfluent, or to speak quite fluently but forgetting to apply the grammar patterns and vocabulary they have learned so far.
2.5.1 Teaching Speaking

There are many reasons to teach speaking to learners; we can mention that speaking activities give students the opportunity to practice the language in the safety of the classroom. Additionally, speaking tasks give learners the opportunity to activate the knowledge stored in their brains and make use of language features in a more automatic and fluent way (Harmer, 2008).

To teach speaking we should first consider what the level of the students is. Since teaching English in our country is compulsory only from 5th grade, by 7th grade students would be in the level of ‘false beginners’, this means that they have had some training in the language but they cannot produce language effectively. Some characteristics of false beginners are that oral production consists of isolated words, vocabulary is simple and most of the time insufficient, utterances are no longer than two or three words, hesitation is frequent as well as the repetition of words (Bailey, 2005). Considering these characteristics, we will focus on the development of speaking skills for beginners.

Bailey (2005) proposes three principles to teach speaking to beginners:

- ‘Provide something for learners to talk about’. According to the author, there are communicative needs that drive people to talk, especially if the topics are interesting and engage students’ emotions.
- ‘Create opportunities for students to interact by using either group or pairwork’. By using these arrangements, students will feel more comfortable at the same time creativity and independence are promoted (Bailey, 2005).
- ‘Manipulate physical arrangements to promote speaking practice’. In line with Bailey, rearranging the classroom can encourage learners to engage to speaking activities.
2.5.2 Tasks and Materials to Develop the Speaking Skill

The decision of what materials to use to develop a speaking activity might be a difficult one for teachers. Results of the survey showed that the main problems of speaking tasks were in relation to how meaningful the tasks are for students. Since the materials are neither engaging nor contextualized, they are not seen as valuable for the learners. Harmer (2007) suggests that speaking activities should be engaging for students so as to provide satisfaction for both teachers and learners and to create a “talking classroom”, where students could feel at ease, not embarrassed or shy to express what they think.

Bailey (2005) mentions some activities that favor the development of speaking skills for beginners: guided conversations, interviews, information gap tasks, jigsaw activities, scripted dialogues, role-playing, logic puzzles, picture-based activities and physical actions or total physical response activities. McDonough et al (2013) agree with Bailey on the use of simulation tasks or role-plays yet add new activities such as communication games and problem solving tasks. Since these activities promote interaction, they are likely to develop learners’ language acquisition. Additionally, there are other types of tasks that can be used in an English lesson. Another author that suggests activities to develop speaking skills is Harmer (2001). As well as McDonough et al, he mentions information gap activities, discussions, prepared talks, and questionnaires as useful resources for teaching speaking to beginners.

While a speaking activity takes place, the teacher’s role can vary, mainly, among three to get students to talk. The first role is Prompter; this means that if students get lost or lose fluency while talking the teacher can help them by offering suggestions in a supportive way. The second role is participant; in this case the teacher can provide new information, ensure student’s engagement or maintain a respectful and positive environment at the same time the teacher is aware not to control the whole class. The last role is the one of feedback provider. In this case, it is important to consider how to give feedback. Sometimes it will be better to use
instant and gentle correction while students are talking and other times it will be better to wait until the task has finished to give students an overview of what they have done.

“Speaking is a unique form of communication which is the basis of all human relationships and the primary challenge for the projection and development of individual identity” (Harwood, 2010, p. 208). Speaking is related to our identity and to how we project ourselves. For this reason, the materials used to teach the speaking skill must have a broad aim to be set by the teacher. Educators cannot expect students to speak fluently at the end of the first term because speaking is a process that needs development. Teachers also need to raise awareness on this point to give learners confidence to speak. Additionally, it is necessary for students to understand that effective communication is achieved because of learners’ collaboration more than teacher-student interaction. Regarding materials for teaching speaking, teachers need to sum up what can be extracted from the wide variety of spoken texts and contexts in order to “form the basis of something that can manageably be presented, taught and assessed” (Harwood, 2010, p. 209). Finally, it is important to keep in mind that context and language users strongly influence the choices and interpretations when speaking. The way people greet and farewell, how to respond to a compliment, or even how to finish a telephone conversation are aspects to be considered. Finally, students need to realize that cultural interference exists in order to successfully achieve second language acquisition.
2.5.3 Speaking Activities in Large Classes

Large classes is one of the issues that affect teaching and learning in many schools in Chile. It is one of the most common claims made by teachers since many strategies need to be taken into consideration when it comes to managing more than 30 students. Bailey (2005) agrees on this situation when mentioning that teaching speaking in large classes is one of the most challenging situations a teacher can face. Compared to small classes, teachers with a large number of students might be exposed to difficulties in monitoring and providing feedback, individualizing work, and high levels of noise. For all the issues mentioned above, Bailey proposes a strategy that can be reviewed in the following chart (adapted from Bailey, 2005, p.175):

<table>
<thead>
<tr>
<th>Issue</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring and providing</td>
<td>Set up systems like self-checking or pair checking for homework and in-class exercises.</td>
</tr>
<tr>
<td>feedback</td>
<td></td>
</tr>
<tr>
<td>Individualizing work</td>
<td>Design a process of gathering students’ ideas. Give students strips of paper, for example, that read “For the next unit, I would like to _______”.</td>
</tr>
<tr>
<td>Noise level</td>
<td>Talk to neighboring teachers to explain some speaking activities require a certain amount of noise. Additionally, negotiate with your students to keep the noise level low. You can also conduct some tasks in “whisper mode”.</td>
</tr>
</tbody>
</table>
2.6 Plan and Program (7th Grade)

The Chilean Ministry of Education proposed a new curricular framework for the subject of English from 7th to 10th grade. In 2013 the plan was approved but it was not until 2016 that the program was officially launched. Below, a general approach to the program is presented.

In order to implement the program, it is suggested to consider the emotional and physical factors that affect learners in the beginning of their teenage years. It is advisable for teachers to promote autonomous learning and make students aware that interaction plays a major role in the learning of English. Finally, the program claims to provide deep and meaningful learning by making students relate the contents of the lesson to their own lives, by building knowledge based on their own experience, previous knowledge and specially, interaction. Additionally, emotions have a main role in this process. The learning experience should be challenging but achievable in order that it does not interfere with the learning process. The last point to mention is the holistic approach that the program suggests, by relating the teaching of English to the other subjects in order to accomplish deep learning. According to these ideas, the program is focused on some of the principles of language teaching and language acquisition towards material design proposed by Harwood in Appx. 1 and 1.1.

To develop the speaking skill, the program recommends a favorable environment to be set the classroom in order to talk and give personal opinions. Also, students must have the opportunity to express their ideas through oral reports having a clear view of the objective established by the teacher.

It is also recommendable for teachers to consider the diversity inside the classroom and promote respect, preventing any type of discrimination. Another point to consider is for learning to be developed in a meaningful way bearing in mind the reality of learners.
The importance of English as an international language is highlighted, representing one of the most important reasons why learners need to acquire it. The purpose of the subject is for students to develop English skills to contribute to further either academic or professional development. However, the main aim is for students to reach a B1 level when they have finished high school education.

The main objectives for 7th grade regarding oral communication are: to comprehend general ideas in oral adapted and authentic speech; to identify phrases and expressions, thematic vocabulary and connectors; to use strategies to support the understanding of oral texts; to submit oral information using resources that could reinforce the message to be conveyed; to interact; and to react to texts by being capable of giving an opinion.

Each unit has four components: a purpose, a list of previous knowledge, key words, and knowledge, skills and attitudes to be developed in each unit. The following paragraph summarizes the main exponents of each unit.

For unit 1, the topic is “Feelings and Emotions”; the main exponents are adjectives to describe how people feel, modal verb could, and the connector because. In unit 2 the topic is “Healthy Habits”; modal verbs for suggestions, obligations and prohibitions will be mainstream as well as daily routines and vocabulary about food. Unit 3 has to do with “Sports and Free Time Activities”; in this case, vocabulary will be related to sports while the connectors while, when, first, second, and next will be taught to learners. Finally, unit 4’s topic is “Green Issues”; this unit considers vocabulary about the environment and cause and effect expressions.
This study can be defined as a survey-based descriptive research study (Brown, 2003 in Mackey & Gass, 2005). The reasons for this is that there was a particular target group (fifteen teachers of English) and a particular context where the survey was applied. The survey consisted of closed and open ended questions that intended to gather information about English teachers' opinions on the weaknesses that the English textbooks provided by the Ministry of Education have. The data yielded by the survey was described through graphs that showed the response tendencies of the survey questions. Finally, based on the teachers' answers and the new curricular framework for 7th grade, the material was created.

This chapter describes the steps that were taken to develop the research, including a description of the target group, context, creative process and materials created. First, the steps that were followed to carry out the investigation will be presented. As an overview, the first step was to discover shortcomings in textbooks provided by the Ministry of Education through the implementation of a survey conducted to teachers of English. After that, the analysis of the answers was done as well as the analysis of the curricular framework for 7th grade. Some issues such as SLA, CLT, materials and speaking as a skill, required further research on books and papers to develop a consistent literature review to finally design the material. The proposal is made up of four topic-based types of materials, each one representing one unit from the program for 7th grade.
3.1 Description of the Target Group

The target group for the creation of the material was 7th grade students because this level is the basis of high school education. If students start learning how to communicate properly in 7th grade by the end of 12th grade they will have accomplished the objectives proposed in the new curricular framework, including a B1 level according to the CEFR. Another reason for this choice is that 7th graders are false beginners, that is to say, they have already been instructed in the subject of English (5th year is level at which the teaching of English is compulsory according to MINEDUC) but they have not yet developed skills to communicate or express in an effective way. Likewise, 7th graders will be the first generation of students to benefit from the new curricular framework. Finally, the knowledge that these students acquire will be the basis to accomplish the objectives that the Ministry of Education proposes at the end of their high school education process.
3.2 Description of the Context

During my professional teaching practice I could realize that the teachers of English had two main problems to motivate students. The first problem had to do with the creation of material to involve students with the lesson. The second problem -and possible consequence of the first one- was to engage 7th graders with speaking tasks. When I noticed these problems, I wondered if this issue was replicated in other schools or with other teachers and I became interested in researching about this. At that point, the evidence was not enough to conclude what kind of support was needed in the English lessons so in order to identify the teachers’ requirements in reference to material design or adaptation, a survey was conducted to 15 in-service teachers, nine women and six men, all of them working in public and semi-private schools from the Bióbío region and Libertador General Bernardo O’Higgins region. The years of experience of each teacher differ from one another and Figure 3 shows this information.

Before the survey was applied, it was validated through a “member-checking” technique where five teachers from the English Teaching Program from Universidad de Concepción participated. The member-checking sample can be found in Appx 2.
3.2.1 Survey Results

In this section the results of the survey will be presented. The survey was divided into two main parts: 1) teachers’ perceptions of the English textbook and 2) the development of the four skills (the survey for teachers and descriptive graphics are available in appendix 2.1 and 2.2).

The first part of the survey was focused on the main characteristics of the textbook. Some of the most relevant results showed that 60% of the teachers always need to select extra material when they have to plan their lessons. From this answer, we can infer that the textbook does not meet the expectations of most teachers. As to the next question (material adaptation), 66.6% of educators stated that they always and sometimes need to adapt the material in the textbook. From this figure, we can infer that the textbook does not seem to fulfill teachers’ requirements in terms of materials. The result that followed was related to how engaging the materials were: 26.7% of the respondents said that these materials were rarely engaging while 53.5% said these materials were sometimes engaging. However, none of the participants mentioned neither always nor usually which is a worrying figure since materials should consider tasks and materials that could motivate learners. When it comes to the appropriateness of the textbook regarding the level of English of the students, no teacher said it was adequate. Actually, 46.7% said it was rarely suitable while usually and sometimes both received a 26.7% of the answers. This result evidences that the textbooks are not designed based on neither the teachers nor the students interests’. The next question asked teachers if the four language skills were balanced, that is, the emphasis given to reading, listening, speaking and writing is equally shared. Regarding the answer to this question, 40% of teachers responded sometimes while usually and sometimes again were given 26.7% each. The option never got the remaining 6% of support since the option always was not mentioned by any of the teachers. When teachers were asked if the four skills were presented in an integrated way, most of them agreed on always, usually and sometimes and just a 13.3% of teachers said never or rarely. One of the questions where the textbook gained more support was when teachers were asked if the materials fit the
curricular framework. Despite no teachers answered *always*, 40% answered *usually* and 46.7% said sometimes. The remaining 13.3% leaned towards the option *rarely*. The last question of the first part of the survey requested teachers to say if the textbook provided enough assistance to them in terms of preparation, delivery and assessment of lessons. The results were variable but the option *sometimes* led with 40%, which may imply that despite the textbook is not completely appropriate for students, some teachers acknowledged to have relied on the book as a helping tool to support their lessons.

The second part of the survey showed information related to how the language skills were presented in the textbook. In this section, some statements were presented to the teachers, who had to decide whether they agreed or disagreed. The first skill to be evaluated was speaking. For the first statement, the results showed that 80% of teachers think that speaking activities in the textbook do not generate meaningful communication; some of the main reasons for this were based on the idea that the tasks are not contextualized to the student’s realities. The second report asked teachers if activities promoted both pair and group work, 80% of teachers agreed to the statement. However, the last statement related to speaking revealed that only 33.3% of the teachers interviewed agreed that the materials for speaking are adaptable for large classes. These results might suggest that despite group work is promoted, it is not easy for teachers to carry out these team tasks.

As to listening, teachers were asked if the tasks were sequenced according to their cognitive and linguistic complexity. 60% of teachers disagreed, this result is another proof to claim that publishing houses do not rely on principles when it comes to designing tasks and that, in fact, they create material based on their own ideas of effective teaching and learning. The next question for listening was related to the authenticity of tasks. For this statement, 40% of practitioners agreed on the idea that listening material was authentic while 60% disagreed. The ones that disagreed mentioned that the listening material was not close to neither real language situations nor the students’ contexts.
One of the questions related to the reading skill was also related to authenticity. As mentioned in the literature review, only authentic material will give students the opportunity to acquire a language, if the material is simplified, it will not be authentic and so, students will not have the opportunity to learn the language. Favorably, the results showed that 73.3% of teachers think the material is authentic. The next question is about the interest and motivation the textbook provide to students. Regrettably, only 33.3% of teachers agreed on this point.

The last skill to be questioned was writing, which is the second productive skill. For the statement “Tasks are adequate considering the learners’ level of English”, 46.7% of teachers agreed and 53.3% disagreed. For the last statement, “Tasks include a variety of writing genres (letters, essays, reviews, e-mails, recipes, etc.) 86.7% of teachers agreed and 13.3% disagreed.

The last question in Part II of the survey was “Which of the four skills would require the design or adaptation of teaching material to support the lessons?” 35% of teachers favored writing, 30% speaking, 15% reading, and 10% listening. Another 10% answered all of them. In sum, most teachers (65% of the sample) state that some help is needed when it comes to productive skills.
3.3 Description of the Creative Process

Based on the results of the survey (Appx. 2.2), materials in this study will be focused on the development of speaking skills. Despite both writing and speaking were chosen as the weakest skills by the respondents, the materials proposal will help students develop speaking. I leaned toward this skill because students need, from the very beginning, to understand that to learn English they need to speak and that there is no reason to be afraid to communicate. Writing is a long-term process and for the basic level it needs constant guidance. Besides, I chose to create material on speaking skill because teachers claimed to have problems adapting speaking material, especially because it was not authentic, not applicable to the majority of the students and not used in a real context. Also, these tasks are the starting point for speaking but they do not guarantee scaffolding towards more challenging goals. In fact, some teachers agreed that most speaking activities cannot be adapted for large classes. These are some of the reasons behind the decision of creating speaking activities for beginners.

For the purpose of this research, materials will aim at fluency over accuracy since at a basic level instant error correction is likely to demotivate students to continue talking. The idea is that students could develop a certain degree of fluency, which does not mean accuracy will be missed. This only means that more attention will be paid to fluency so that students can finish their ideas, convey their messages and the teacher can act as a prompter that supports the learner when necessary.

Another point that is worth clarifying regarding the materials that were created in this study is that speaking will not be developed through guided or controlled practice, this means that activities will not require students to use specific grammar elements to form different sentences. This set of materials intends to activate students’ knowledge in order to achieve a communicative goal.

Four different types of materials have been designed. Each of them is topic-based and linked to a unit from the program for 7th grade students.
<table>
<thead>
<tr>
<th>Material</th>
<th>Topic</th>
<th>Type of Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Feelings and Emotions</td>
<td>Authentic Material (Videos)</td>
</tr>
<tr>
<td>2</td>
<td>Healthy Habits</td>
<td>Flashcards</td>
</tr>
<tr>
<td>3</td>
<td>Sports and Free Time Activities</td>
<td>Information &amp; Communication Technology Tool (ICT)</td>
</tr>
<tr>
<td>4</td>
<td>Green Issues</td>
<td>Grids and Charts</td>
</tr>
</tbody>
</table>
3.4 Description of the Materials Designed

The types of materials were chosen based on the survey results, the program for 7th grade and from the experience I had in the elective course ‘Material Design’ in my training as a teacher. The format for the presentation of the material was also taken from the elective course and can be found in Appx. 3. Roughly, each material includes the learning outcome, number of students, instructions for the teacher plus a variation of the activity and a rationale section that intends to state the reasons involved in the creation of the materials.

“Feelings and Emotions” is the first unit from the English program for 7th grade. Material 1 is based on this theme. The type of material is authentic material and the objective is that students express how they feel after watching some clips.

For this task, students work in groups of 4. Each student in a group is assigned a number from 1 to 4 that will represent one of the clips in the video. Each group receives a set of ‘emojis’. When the set has been assigned, the teacher asks students to watch the clips carefully and identify themselves with one of the emojis. The video can be played twice and then learners will have 10 minutes to discuss how the clip made them feel (I feel … because). The reason should not be longer than 4 words. If a student was assigned “Mufasa’s death” clip, he will be expected to produce something like:

“I feel 😢 because he left Simba.”

By the end of the lesson, students will be arranged according to the number they were given and they will share their sentences. Finally, the video can be replayed and pause after clip 1, 2, 3, and 4 for students to volunteer to share their reactions with the class.

The variation of the activity focuses on changing the type of authentic material in case clips were not a feasible resource in the classroom.
“Healthy Habits” is the topic for the second unit from the program and material 2 is based on this. The type of material is flashcards and the objective is that students will be able to describe the steps to prepare a healthy recipe.

The main idea of “Healthy Master Chef” is that students could create a healthy recipe. Students work in groups of three or four. The teacher starts the lesson by asking students what their favourite dishes are focusing on the healthy ones. Then, the teacher introduces different kinds of food through flashcards; there will be fruits, vegetables, meat, dairy products, bread and cereals. After choral and individual repetition, the teacher plays a video of someone cooking a healthy recipe. Students get in groups and brainstorm ideas of healthy dishes they could cook. After five minutes, the teacher provides 6 flashcards to each group. Based on those flashcards (that represent an ingredient) students have to create the recipe and present it to the class. If the 6 ingredients were not enough, students can add up to three more.

The variation of the activity consists of students filming themselves as if it was a TV show, which can increase student’s motivation and decrease the levels of nervousness and anxiety that are common when students have to express their opinions in front of others, especially if they have to do so in another language.

Material 3 is called “My hobby is…” It is based on unit 3 from the program for 7th grade, “Sports and Free-time Activities”. The material to be used is ICT tools and the objective is for students to describe their favourite free-time activity.

For this activity, students will have to upload a no longer than two-minutes video where they will explain what their favourite hobby is to the platform Vimeo, which is a simple, free and friendly-user web page where students can create an account and upload videos. For the development of this activity, students need to work in the computer lab. There the teacher can show students pictures of different hobbies such as reading, practicing sports, taking photographs, playing video games or anything students enjoy doing in their free time for students to acquire the vocabulary they need. Additionally, the teacher can show students a video made by himself where he shows his hobby to the students. In the computer lab, the teacher will explain, systematically, how to create an account and upload a video on Vimeo.
while students follow the instructions on their computers. For the rest of the lesson students will have time to research on their hobby and get information about it. Students can record themselves, or ask someone to do it through a mobile phone, a camera or from the laptop and upload the video to the platform before the deadline.

The activity is so flexible that it can be used with any topics, including students talking about daily routines, what they did in the past, memorable experiences, or to talk about people they admire.

The last unit from the program for 7th grade is “Green Issues” and the material to be used with this unit is Grids and Charts. The objective for this activity is that students identify and talk about environmental issues.

This material consists of a board game related to environmental issues. Students can play in groups of two or four; to play they will need tokens and a dice. There will be three colors for grids: red, representing a true or false statement; green, serving as yes-no questions and blue, representing a challenge. There will also be yellow grids which may contain either an advantage or disadvantage for the players. If the teacher does not have more copies of the board game, it can be projected on the whiteboard and the class divided into rows or big groups. The winner is the student who comes to the finish line first. This material is highly attractive for students and they will be in constant interaction, making questions and answering them.

The variation of this activity consists of increasing the difficulty of the questions and preparing more difficult challenges for students that might include to talk for one minute about a certain issue or to use a certain pattern to answer the questions.
CHAPTER 4

MATERIALS PRESENTATION

In this chapter, the materials designed will be presented. As it was mentioned above, there will be four types of materials to develop speaking skills based on the topics of the four units recommended in the program created by the Ministry of Education for 7th grade.

Each activity contains information such as name of the activity, learning outcome, number of students, timing, language exponents, materials required, instructions for the teachers, a variation for the activity and the rationale, i.e. the reasons why the activity was designed. The materials needed for each task are attached in the appendixes section.

The materials presented in the next pages were developed based on language teaching and language acquisition principles besides my own experience as a teacher in 7th grade. Additionally, these materials aim to be a support for the teachers of English who need to develop speaking skills with their students. The idea is that teachers could use these materials and adapt them if it was necessary, in order to best fit the needs and requirements of their context.
4.1 Unit: “Feelings and Emotions”

Type of Material: Authentic Material

Name of activity : “I feel…”

Learning outcome : Students will be able to express how they feel after watching some clips.

N° of students : Adaptable for large classes (group work)

Timing : 45’

Exponents : The phrase ‘I feel’ and the word ‘because’.

Materials : Computer, projector, sample video (Appx. 4), clips (Appx. 4.1), set of emojis (Appx 4.2).

Instructions for teachers :

1. The teacher can set the activity by asking students how they feel that day. The answers can be written on the whiteboard for students to remember some adjectives. The teacher then asks students if they know “emojis” and if they use them when they communicate.

2. Students form groups and the teacher assigns a number to each student.

3. The teacher explains that students will describe how they feel when they watch the clips by using the expression “I feel”, an emoji, and a reason, introduced by the word because. The teacher models the activity by showing another clip (Appx. 4.1) and telling students how he feels.

4. The teacher plays the clips for students.

5. Students discuss how they feel by using the provided model after watching each of the clips while the teacher monitors. Students have 10’.
6. Students change groups and share their emotions with the learners that were assigned the same video as them.

7. The video is played and paused after each of the clips. While the video is paused a few students volunteer to share their sentences with the whole class.

**Variation:** The variation of this activity could aim at the writing skill by asking students to formulate written sentences in a cardboard, following the same pattern as in the original task (I feel + emoji + because…). At the end, students can present it to the class on cardboards instead of just speaking.

**Rationale:** In this activity students will be able to engage affectively with the task by having the opportunity to express how they feel when they are exposed to authentic material which is likely to be memorable (an audition in “The Voice” TV program, Mufasa’s death in the “Lion King”, Chile v/s Argentina in “Copa América” 2015, and a plane crash from the film “Knowing”). These clips are likely to make students feel the need to communicate, leaning on the principle of language acquisition that states that to learn a language, learners need to be engaged both emotionally and cognitively in the language experience. In this task, students can have a discussion with their peers, allowing time for interaction. Additionally, students are familiar with ‘emojis’ and they can represent emotions probably better than if learners were asked to use words. The focus will be fluency rather than accuracy so students will be asked to feel at ease when talking. This activity can be used with large classes because students will be working in groups.

The activity is suggested to be implemented when students have acquired some previous knowledge on adjectives, possibly at the end of the unit.
4.2  Unit: “Healthy Habits”

Type of Material: Flashcards

Name of activity : “Healthy Master Chef”

Learning outcome : Students will be able to describe and prepare a healthy recipe.

N° of students : Adaptable for large classes (group work).

Timing : 45’

Exponents : Vocabulary about food: apple, lettuce, oil, butter, fish...

Vocabulary related to cooking: chop, peel, slice, boil, bake…

I think, to my mind, from my point of view...

Materials : Flashcards of different types of food (Appx. 5), projector, computer, video of a recipe (Appx. 5.1).

Instructions for teachers : 

1. The teacher starts the lesson by asking students what their favourite dishes are, highlighting the importance of healthy food.

2. To introduce the vocabulary, the teacher can show students the flashcards and start a choral and individual repetition for students to acquire the correct pronunciation of the items. The idea is that during the previous lessons, students have learned the main verbs we use to describe cooking.

3. Students get in groups, this can be done by assigning each student a card/piece of paper with the name of a fruit or vegetable.

4. The teacher writes helpful phrases on the whiteboard for students to express an opinion (I think, we should/could, from my point of view, etc…) and let learners know that they will have to create a healthy recipe. In order to model the activity, the teacher shows students the video of a recipe (Appx 5.1). Students have 5’ to brainstorm ideas.
5. The teacher gives each group 6 flashcards randomly and explains to students that for the recipe they are going to create, they can only use those food items plus three more ingredients (students decide which ones).

6. Students start working on their recipes while the teacher monitors. Students have 20 minutes to decide what their recipes will be.

7. If possible, students can cook the recipe in their homes and bring it next class to be shared and presented to the class. If the idea of cooking is not feasible, students can present their recipes in the last part of the lesson.

**Variation:** Depending on the characteristics of the students, this activity could be recorded at home to simulate a TV program. The teacher would be in charge of collecting the videos and presenting them to the rest of the class.

**Rationale:** Students can benefit from this activity since this involves a lot of negotiation; students need to reach an agreement to decide on a dish with a limited number of ingredients. By presenting the recipe, students will get familiarized with commands and vocabulary related to food and cooking. According to the research done, tasks that involve negotiation are likely to promote language acquisition. Since it is group work, students are likely to engage with the activity. The variation of this activity can be even more motivating for students since they will be speaking in their comfort zone and among their peers. This will certainly make them feel more confident to talk. The only limitation of the variation is that we, as teachers, need to know if students will have a place (outside the school) to gather with their friends and film the task.

For this activity, students will need to have some previous knowledge on vocabulary about food and verbs related to *cooking*. For this reason, it is important that the teacher implement the activity when the contents have been already taught.
4.3 Unit: “Sports and Free Time Activities”

Type of Material: ICT

Name of activity : “My hobby is…"

Learning outcome : Students will be able to describe their favourite free time activity.

N° of students : Adaptable for large classes (individual work).

Timing : 45’

Exponents : My favourite free time activity is… it is about…
I like/enjoy it because...

Materials : Computer lab, a mobile phone, laptop or camera capable of recording videos. Vimeo platform (Appx. 6)

Instructions for teachers :

1. In a computer lab, the teacher starts the lesson by showing different pictures of free time activities and sports for students to get familiar with unknown vocabulary. As the teacher shows the activities, he can ask students if they enjoy doing any of those activities.

2. The teacher tells the students that he also has hobbies. The idea is that the teacher records a video of himself doing something he enjoys. The video should follow the same structure as the one that students will present. This includes the name of the hobby, some characteristics or definitions of it, three reasons why they enjoy that particular hobby, the name of two other people who have the same hobby and for how long they have been doing it. The idea is that students record themselves while talking but they also have the possibility to edit the video to add images or short videos.

3. After showing the video, the teacher will go to the web page vimeo.com and show students step by step how to create an account and upload a video while students follow the instructions in their own equipment.
4. After all students have their accounts, the teacher will provide students with the guidelines (explained in instruction 2) for the recording of the video. This is individual work since every student may have a different hobby.

5. For the rest of the class, students can research on their hobby to have a broader view of it.

6. Students record themselves at home and the teacher sets a deadline to receive the recordings. The teacher can decide whether to show or not the videos to the rest of the class or if videos can be shared with the class through YouTube channel or similar source.

**Variation:** In this case, the variation has to do with the topic. The ICT tool is a platform that allows students a limited storage per week. For this reason, the activity does not necessarily need to be about hobbies, the topics can vary from daily routines to describing a person, a place, to present an oral report, a review from a movie or book, or any topic a teacher can imagine.

**Rationale:** I decided to use this platform because students can register easily, even by using their Facebook accounts. Also, they can upload videos for free (with a limit per week). The idea of the teacher getting involved in the same activity as students is a favorable point according to material design. If students perceive the material is valued by the teacher, they will also value it. This is also a speaking activity but students will be facing neither their peers nor the teacher. For this reason, students can feel confident to speak. In addition, they will be talking about something they know well. The idea is that students feel at ease while speaking, that they are not afraid of making mistakes and that they could reach a proper level of fluency for this task.

This activity was chosen for the third unit since by this point of the year students will be a little bit more familiarized to speaking. In order to increase their speaking confidence they will work on their own.
4.4 Unit: “Green Issues”

Type of Material: Grids and Charts

Name of activity : “Be Aware”

Learning outcome : Students will be able to identify and talk about environmental issues.

N° of students : Available for large groups if the teacher has enough board games.

Timing : 30’

Exponents : True, false, recycle, protect, trash, plastic, energy...

A pollution source is… / I protect the environment by…

One idea to recycle… / I damaged the environment when…

Materials : Board Game and cards (appx. 7 and 7.1), tokens, and dice.

Instructions for teachers :

1. During the previous lessons, the topic has been Green Issues so students should be aware of what some of the most serious problems that affect the environment are in our country and worldwide.

2. The teacher asks students to form groups of four students and explains to them that they are going to play a board game related to green issues.

3. Before students start to play, the teacher explains to students the expression “be aware” in the context of taking conscious care of the environment.

4. As a warm-up the teacher can start a discussion by asking students whether they protect the environment or not and what they do to protect it.

5. The teacher explains the instructions of the game. First, students throw the dice and the one who gets the highest number starts. There are three colors for the grids: red, green, and blue. There will be cards with questions and challenges that students will have to answer in order to advance in the game. If a student falls onto a red grid, he will have to answer a true or false statement. If the answer is correct, he can throw the dice again, if not, it will
be the next student’s turn. The green grid will lead students to a yes-no question and the blue grids are the challenges. There will also be some yellow grids which will contain either an advantage or disadvantage for the players.

6. Students play until someone reaches the finish line.

Variation: For the variation of this activity, the teacher can increase the difficulty of the game by varying the type of questions and challenges presented in the cards. For the blue cards, for example, which are challenges, the tasks can change from naming two ways to recycle at home to talk about an environmental issue in the city for one minute, or from mentioning one pollution source to propose different ideas to reduce pollution in the school. The cards can always be adapted according to the level of English of the students.

Rationale: This material is highly attractive for students since it is a board game. The fact that the task is indeed a game overshadows the fact that they will be interacting. The cards contain questions that need an answer that is either true or false and yes or no but the blue cards involve a more challenging task: students need to produce language on their own. As they will be playing, they will not feel the pressure to produce accurate sentences in front of the teachers but interaction will take place in a relaxed atmosphere, where the main idea is to communicate to advance in the game.

For the purpose of this game, students should have developed some speaking abilities so as to answer the questions they are asked in the game, or to be able to process the information received. That is why this activity was left for the last unit of the program, because by the end of the year students should be capable of interacting with their peers.
I began this investigation with a lot of enthusiasm, assuming that satisfying my research question and objectives would be a very fluent task. Nonetheless, I spent a great deal of time trying to prepare, and be prepared, for the varied scenarios I would face. The first task was to design a survey that could reflect the shortcomings of the English textbook provided by the Ministry of Education. The second task was to carry out this survey among teachers of English who have used these textbooks. In the light of the results, a process of research began in order to design appropriate material to meet the teachers’ needs based on the program for 7th grade.

In this chapter, the conclusions of the study will be presented. In the first part of this chapter, final conclusions regarding the main topics in the study will be introduced. Then, the answers to the research question and the objectives will be presented to continue with the limitations of the project. Finally, possible future research lines will be suggested.
5.1 Final Conclusions

Some of the conclusions that could be drawn are related to the pre-survey stage of the project. The survey was created on Google Forms and given to the respondents in two ways: first, by sending it to teachers of English through e-mail and second, by giving it to the teachers personally. Many teachers, both virtually and personally refused to answer the survey by saying they did not use the course book provided by the Ministry of Education. When I replied there was no need to use it but at least to have studied the book the number of respondents did not change. Some of the teachers said that the textbook was bad, useless or inappropriate without having evaluated the material. In this case, we might be talking about pre-use evaluation (Tomlinson, 2003), this means that teachers have done some predictions before using the textbook but after having gone through it quickly. However, there was no proof that teachers had even done so. I might conclude then that teachers do not evaluate the materials they receive because they do not know how to do it.

As it has been mentioned in the study, pre-service teachers do not seem to have formal training in material design, neither in material evaluation nor adaptation, for this reason, it is easier for teachers to discard the activities of the textbook rather than applying a formal analysis of them. However, we also need to mention that this process takes time and it is better if teachers work collaboratively. Many times this is not possible because there is just one teacher of English at school. Certainly, this teacher will not have time to evaluate, adapt, or design material. As some of the researchers have mentioned, this work must be done collaboratively.

Respecting part I of the survey, it was mainly focused on the general characteristics of the book and the materials presentation. Some of the most relevant results were related to the frequency to which teachers had to adapt or create material to plan their lessons since the tasks in the book were either not adequate or not engaging for the students. In question 3 for example, teachers were asked if the materials were engaging for learners. None of them answered that the materials were always engaging for students. However, the problem might not lie
on the engaging factor. Indeed, teachers many times think that some activities will be appropriate for their students but in the end, they are not. The main problem lies on the fact that 33.4% of teachers said the activities were never or rarely engaging. In general terms, what we can conclude from part I is that the weaknesses of the textbook are mostly related to material design, material adaptation, appropriateness of the tasks and the level at which they engage students. Besides, teachers seem to be satisfied with the way skills are integrated in the textbook and with the way the textbooks mirror the objectives of the curricular framework.

As to part II of the survey, which had to do with the way each skill is presented and developed throughout the textbook, the main problem seems to lie on the development of productive skills. Based on the data collected, I could realize that speaking material promotes pair and group work but it was regarded as not meaningful and difficult to be adapted for large classes. Some of the reasons for this might be that textbooks are often too rigid to be adapted to the different contexts of the Chilean classrooms. Teachers need more examples and ideas to be replicated in their particular classrooms and based on their needs. This is the reason why the materials proposed offer a variation of the tasks presented. In addition, some of the results drawn by the survey were that the main problem is in regard to productive over receptive skills. Writing and speaking were the ones that required more preparation to support a lesson. According to these teachers, developing writing and speaking skills based on the materials contained in the textbook provided by the Ministry of Education was a hard task to be accomplished. In terms of speaking, teachers admitted that the textbook needs to encourage students to have a fluent conversation. 80% of teachers disagreed on the idea that speaking activities in the textbook promote meaningful communication, claiming that the tasks are not contextualized to the learners’ reality. Additionally, despite the fact that 80% of the teachers concluded that speaking tasks promote both pair and group work, these activities cannot be easily adapted for large classes. Finally, teachers claimed that topics in general should be more motivating, engaging and closer to students’ realities.
Regarding material design, I would like to point out that little attention is given to this area in teacher-education programs. This idea was sustained after checking the curriculum of the English Teaching Programs of the five universities that offer the course in Concepción. None of the institutions seem to have a compulsory module on material design. However, this does not mean that pre-service teachers are not receiving this kind of knowledge. Maybe material design is not receiving the importance it deserves. Evaluation and adaptation of material should be the basis of material design. Indeed, designing should be the last option for teachers, it would be more important for a teacher to be able to effectively discriminate among materials that can be useful (from those which cannot) since the ability to select effective materials can save teachers’ time. Once the materials have been studied, teachers can discard, accept or adapt the material to fit the learners’ needs. In brief, it is unquestionable that material design should play a part in teacher education, not forgetting that “the best instructional materials not only serve their pedagogic goals but also, hopefully, provide the basis for memorable and enjoyable classroom experiences for both teachers and students” (Harwood, 2010, p. x).

The materials created in this proposal aimed at fluency instead of accuracy. I made this decision because of my experience with 7th graders in a public school. There, a minimal focus was given to speaking and when this skill was put into practice, the only thing students had to do was to repeat guided dialogues which had nothing to do with students’ realities and interests. For this reason, whenever we want our beginner students to talk, we should set a favorable environment that gives them confidence to speak without being ashamed of making mistakes. Learners should not feel pressed to produce accurate sentences but to produce meaningful language and to dare to speak. Once a respectful and talkative environment has been set in the classroom, which can take months, teachers can start focusing on more achieving objectives like teaching students features that will improve their pronunciation or their accuracy when it comes to using grammar. Trial and error is an essential issue when learners’ level is elementary. As a consequence, teachers should overlook mistakes that do not impede communication.
Additionally, there is one more view I would like to address. To my mind, this is one of the most relevant conclusions of the research and it is related to materials writers. As I mentioned before, many teachers decide not to use the textbook that is provided by the Ministry of Education even when they do not apparently have reasons for not doing so. It seems that teachers do not evaluate the material they are provided with. A reason for the low engagement of the coursebook not only with the students but also from teachers might be that it is designed under the writer's assumptions, disregarding the opinions and experiences of the users. Consequently, the coursebook is often seen as a useless tool in the Chilean classroom setting. In our country, the textbooks provided to schools are bid every two years through an open call is published in the Ministry of Education’s web page to give publishing houses the opportunity to apply and win the project. Once a publishing house is chosen, they work under their own guidelines and assumptions of effective tasks. Regrettably, nobody else has a say in the creation of the material even when recent approaches have recommended that a number of parties should have an opinion in the creation of material, including teachers and education authorities (Harwood, 2010). In Chile, however, that connection between teachers and publishing houses does not exist. There are no opportunities for teachers and students to provide feedback on the material for the publishing houses to read and review which is, in my opinion, not fair since teachers and students are the only consumers of the product. This information was backed up by the regional coordinator of ‘Programa Inglés Abre Puertas’ from the Ministry of Education. In spite of the fact that textbooks should not be used as an essential tool but rather as a resource to support the lesson, teachers should have the opportunity to take part in the creation of it. I would like to mention that one of the advantages of the materials presented is that they can inspire not only in-training teachers but also future teachers to create their own material, to adapt it, or to adjust it to the learners’ needs in terms of level of English, students’ interests, time given to the teaching of the subject or even budget. For Tomlinson (2003), materials cannot only be created by writers but also by teachers and learners. To the author, this should be a creative process which stretches from the place of creation to the classroom.
5.2 Answers to the Research Question and Objectives

This study established a research question that intended to discover which of the four language skills, from the teachers’ point of view, was the weakest in the English textbooks used in public and semi-private schools in Chile. From the data yielded in this research, both writing and speaking are the skills that were found to lack enough guidance to be effectively exploited.

As to the objectives of this project, a general objective plus four specific ones were set. The general objective was to design material aiming at improving the speaking skills of 7th grade students, based on the objectives and contents of the Chilean national curriculum. This objective was fully accomplished since four types of materials are presented as a proposal to develop speaking skills in 7th graders.

In regard to the four specific objectives, the first of them was to determine the English teachers’ needs with respect to the design and adaptation of teaching material. This task was achieved through the implementation of a survey applied to fifteen teachers of English currently working in public and semi-private schools.

The second specific objective was to collect information about the weaknesses in the English textbooks provided by the Ministry of Education with respect to the four language skills. This information was also gathered from the same survey, which showed that productive skills were the ones which required more support in terms of material design and tasks.

The third objective was to provide an overview of the new program for 7th grade students implemented by the Ministry of Education, which was done in chapter 2.6.

Finally, the last objective was to create material to develop speaking skills for 7th graders in order to support and/or improve the textbooks provided by the Ministry of Education. This objective was connected the general objective and answers the main intention of the research: to design material.
5.3 Project Limitations

Some of the possible limitations of this research range from the testing of the material to the number of respondents in the survey.

First, the material created was not tried out with students in the classroom, which implies that we will not have evidence of the effectiveness of the material. Nevertheless, it was designed based on theories of material design, principles of language teaching and language acquisition, and on the opinions of Chilean teachers of English who were currently using the textbooks provided by the Ministry of Education in their lessons.

As previously stated, many teachers refused to answer the survey and the final number of respondents was fifteen. It is possible that the results had been different if, for example, there was a greater number of participants or if we had carried out the survey in another context like private schools, where teachers have the option to choose a textbook that best fits the needs of the learners. As a matter of fact, in another context the results would have varied. Considering fifteen teachers of English, we cannot generalize and think that the problems they mentioned are the ones that affect teachers the most or that their answers represent the majority of teachers of English’s opinions.
5.4 Future Research Lines

Undoubtedly, there is plenty to be studied in the field of material design. This study can serve as guidance for future research and can even inspire other students to continue researching on the field of material design in our country. One of the limitations mentioned before can turn into a future research study, that is, the testing of the materials on 7th graders.

Besides, this research aimed at creating material to support the development of speaking skills in students based on the limitations teachers of English had with respect to material design. Nevertheless, the results of the survey showed that the weaknesses were focused on productive skills so future studies can inspire researchers to bridge the gap between the textbook and the writing skill, or focus on listening and reading.

Based on the outcomes, this study showed that results can also lead to future projects in material evaluation, adaptation and design. Probably, one of the most relevant research projects would be to design a tool to evaluate the English textbooks and transfer this information to the publishing houses so that teachers’ opinions can be echoed by English textbooks writers.
REFERENCES


APPENDIXES
### Appendix 1: Principles of Language Teaching and Materials Development

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<thead>
<tr>
<th>Principle of Language Teaching</th>
<th>Principles of Materials Development</th>
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| **Principle N. 1:** “The content and methodology of the teaching should be consistent with the objectives of the course and should meet the needs and wants of the learners” (Harwood, 2010, p. 95). | Most texts and tasks should be authentic, meaning that they should not have been created for the purpose of language teaching.  
Materials should help learners as a resource and not to be followed as a script. |
| **Principle N. 2:** “The teaching should be designed to help learners to achieve language development and not just language acquisition” (Tomlinson, cited by Harwood, 2010, p. 95). | Use materials that help learners to develop the ability to use language fluently, accurately, appropriately, and effectively for numerous purposes.  
The tasks should encourage learners to make use of skills such as inner speech, predicting, and interpreting to help them achieve long-term learning.  
Materials should help the teacher to assess learners and give constructive feedback. |
| **Principle N. 3:** “The teaching should be designed so as to provide the learners with learning opportunities that will help them to develop educationally in the sense that they become more mature, critically, creative, capable and confident as a result of the course”. Harwood, 2010, p. 95). | Materials should be cross curricular so as to relate to other subjects.  
Some materials should be content-based to give learners the opportunity to learn more about a particular area.  
Tasks should help learners develop skills that can be used outside the classroom such as creativity, analytic(?), evaluation, organization, coordination, and leadership. |
| **Principle N. 4:** “The teacher needs to be able to personalize and localize the materials and to relate them in different ways to the needs and, wants, and learning-style preferences of individual learners”. (Harwood, 2010, 97). | Materials should give the teacher ideas to personalize certain activities.  
Materials should help the teacher to offer students choices to work at their own level and speed. |
# Appendix 1.1: Principles of Language Acquisition and Materials Development

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<tr>
<th>Principle of Language Acquisition</th>
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<td><strong>Principle N. 1:</strong> “A requisite for language acquisition is that learners are exposed to a rich, meaningful, and comprehensible input of language in use” (Krashen, as cited in Harwood, 2010, p. 87).</td>
<td>Materials should contain texts that cover a variety of authentic texts types and genres. If texts are simplified, learners will not acquire the language effectively. Learners should be exposed to as much language as possible to acquire different language items. At the same time, materials should be meaningful and contextualized to be seen as valuable for learners.</td>
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<td><strong>Principle N. 2:</strong> “In order for learners to maximize their exposure to language in use, they need to be engaged both affectively and cognitively in the language experience” (Harwood, 2010, p. 88).</td>
<td>Materials should be based in texts that could achieve affective and cognitive engagement. Materials should make students think about the information they are receiving before, during and after the task and to answer by giving their personal opinions.</td>
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<td><strong>Principle N. 3:</strong> “Language learners who achieve positive affect are much more likely to achieve communicative competence than those who do not” (Harwood, 2010, p. 89).</td>
<td>Texts in materials should be interesting, relevant, and enjoyable to assure a positive influence on learners’ attitudes to the language and to evoke the learners’ feelings and opinions. The challenges should be achievable for learners to develop self-esteem.</td>
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<td><strong>Principle N. 4:</strong> “L2 language learners can benefit from using those mental responses that they typically utilize when acquiring and using their L1” (Harwood, 2010, p. 90).</td>
<td>Use materials that encourage students to use their inner speech before, during and after a task. Use materials that would help learners reflect in their mental activity while carrying out a task to develop mental strategies.</td>
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<td><strong>Principle N. 5:</strong> “Language learners can benefit from noticing salient features of the input” (Harwood, 2010, p. 93).</td>
<td>Materials should engage learners holistically, without focusing in any particular feature at the beginning. Later they can pay conscious attention to achieve explicit learning. This helps learners “to apprehend before comprehend and to intuit before exploring” (ibid., p. 93).</td>
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<td><strong>Principle N. 6:</strong> “Learners need opportunities to use language to try to achieve communicative purposes”. (Harwood, 2010, p. 94).</td>
<td>Provide opportunities for the learners to produce language to achieve clear outcomes. Make sure students are using the language and not just practicing or repeating certain features of it.</td>
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Appendix 2: Survey Validation

Below, you can find the survey which was validated by five teachers from the English Teaching Program at Universidad de Concepción through the “member checking” technique.

Estimado profesor(a)

Le invito a participar en la validación de una encuesta que ha sido diseñada como instrumento para determinar posibles carencias en las actividades y materiales del texto de inglés entregado por el Ministerio de Educación. Luego de analizar las respuestas se dará paso a la creación de material complementario para apoyar la labor de los profesores de inglés que se desempeñan en el sistema público y subvencionado.

Muchas gracias por su cooperación, tiempo y disposición para evaluar este instrumento.

Cordialmente,

Melissa Cartes Bascuñán
Alumna Tesista
If there is a term that, according to your experience, would be hard or confusing for teachers to understand, you may add the term that you recommend in the column *Reword*. If you have further comments about each criterion, you can mention it in the *Comment* column.

**Part I**

1. I need to use extra material when planning my lessons.

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2. I need to adapt the materials in the textbook.

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3. The materials in the textbook are engaging for the students.

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4. The materials are suitable for the level of English of the students.

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5. The four language skills (listening, speaking, reading and writing) are well-balanced in the textbook.

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6. The four language skills are presented in the textbook in an integrated way.

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7. The materials fit the curricular framework.

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<th>Always</th>
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<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>Reword</th>
<th>Comment</th>
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</table>

8. The textbook gives enough assistance to the teacher considering the preparation, delivery and assessment.

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<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>Reword</th>
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Part II

1. In relation to speaking material, comment.

1.1 Speaking activities are developed to initiate meaningful communication.

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________________________________________________________

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</table>

1.2 Speaking activities promote pair work and group work.

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________________________________________________________

<table>
<thead>
<tr>
<th>Reword</th>
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</table>
1.3 The speaking activities suggested in the textbook are suitable and can be easily adapted for large classes.

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<tr>
<th>Reword</th>
<th>Comment</th>
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</thead>
<tbody>
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2. In relation to **listening material**, comment.

2.1 Tasks are graded according to their complexity.

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</table>

2.2 Tasks are authentic or close to real language situations.

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<thead>
<tr>
<th>Reword</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

3. In relation to **reading material**, comment.

3.1 Reading texts are authentic.

<table>
<thead>
<tr>
<th>Reword</th>
<th>Comment</th>
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</thead>
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<td></td>
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</tbody>
</table>

3.2 Reading texts are interesting and motivating for the students.

<table>
<thead>
<tr>
<th>Reword</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
4. In relation to **writing material**, comment.

4.1 Tasks are adequate considering learners' interests and level of English.

<table>
<thead>
<tr>
<th>Reword</th>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

4.2 The tasks are representative of the variety of writing genres (letters, essays, reviews, e-mails, recipes, etc.)

<table>
<thead>
<tr>
<th>Reword</th>
<th>Comment</th>
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<tbody>
<tr>
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</tbody>
</table>

5. In your opinion, which of the four skills presented in the English textbook would require -from the teacher- the design or adaptation of teaching material to support the lessons?

<table>
<thead>
<tr>
<th>Reword</th>
<th>Comment</th>
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</table>

**General Comments**

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________________________________________________________________________________
________________________________________________________________________________
Appendix 2.1: Survey for teachers

Estimado profesor(a):

Le invito a participar en una encuesta que ha sido diseñada como instrumento para determinar posibles carencias en las actividades que contiene el texto de inglés entregado por el Ministerio de Educación. Luego de analizar las respuestas se dará paso a la creación de material didáctico y complementario para apoyar la labor de los profesores de inglés que se desempeñan en el sistema público y subvencionado.

Muchas gracias por su cooperación, tiempo y disposición para responder esta encuesta.

Melissa Cartes Bascuñán
Alumna Tesista
Pedagogía en Inglés
Universidad de Concepción

Para responder esta encuesta, por favor complete los siguientes datos:

<table>
<thead>
<tr>
<th>Nombre</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexo</td>
<td></td>
</tr>
<tr>
<td>Años de Experiencia</td>
<td></td>
</tr>
<tr>
<td>Niveles con los que trabaja</td>
<td></td>
</tr>
</tbody>
</table>

For the purpose of this survey ‘materials’ will be taken to be anything which is used to help language learners to learn. Materials can be in the form, for example, of a textbook, a workbook, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned. (Tomlinson, 1998).
Part I

This part of the survey focuses on teachers’ perceptions of the textbook.

**Instructions:** For statements 1 -8, please answer whether the statements are always, usually, sometimes, rarely or never true in your experience.

1. I need to select extra material (besides the textbook) for planning my lessons.

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
</table>

2. I need to adapt the materials in the textbook.

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
</table>

3. The materials in the textbook are engaging for my students.

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
</table>

4. The materials in the textbook are suitable for the level of English of my students.

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
</table>

5. The four language skills (listening, speaking, reading and writing) are well-balanced in the textbook.

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
</table>

6. The four language skills are presented in the textbook in an integrated way.

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
</table>

7. The materials fit the curricular framework.

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
</table>

8. The textbook gives enough assistance to the teacher for the preparation, delivery and assessment stages of the lessons.

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
</table>
This part of the survey focuses on the development of the four skills.

**Instructions:** For statements 1-4 say whether you agree or disagree and give reasons to support your choice.

1. **In relation to speaking material in the textbook:**

   1.1 Speaking activities in the textbook generate meaningful communication.
   
<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

   1.2 Speaking activities in the textbook promote both pair work and group work.
   
<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

   1.3 The speaking activities suggested in the textbook are suitable or can be easily adapted for large classes.
   
<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

2. **In relation to listening material in the textbook:**

   2.1 Tasks are sequenced according to their cognitive and linguistic complexity.
   
<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

   2.2 Tasks are authentic or close to real language situations.
   
<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>
3. In relation to reading material in the textbook:

3.1 Reading texts are authentic.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

3.2 The topics in reading texts are interesting and motivating for the students.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

4. In relation to writing material in the textbook:

4.1 Tasks are adequate considering the learners’ level of English.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

4.2 Tasks include a variety of writing genres (letters, essays, reviews, e-mails, recipes, etc.)

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

5. In your opinion, which of the four skills presented in the English textbook would most require -from the teacher- the design or adaptation of teaching material to support the lessons? Why?

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
</table>

________________________________________________________________________

________________________________________________________________________
Appendix 2.2: Descriptive Graphs

Part I

1. I need to select extra material (besides the textbook) for planning my lessons.

2. I need to adapt the materials in the textbook.

3. The materials in the textbook are engaging for my students.

4. The materials in the textbook are suitable for the level of English of my students.

5. The four language skills (listening, speaking, reading and writing) are well-balanced in the textbook.

6. The four language skills are presented in the textbook in an integrated way.
Part II

1. In relation to speaking material in the textbook:

1.1 Speaking activities in the textbook generate meaningful communication.

- Agree: 80%
- Disagree: 20%

1.2 Speaking activities in the textbook promote both pair work and group work.

- Agree: 80%
- Disagree: 20%

1.3 The speaking activities suggested in the textbook are suitable or can be easily adapted for large classes.

- Agree: 66.7%
- Disagree: 33.3%
2. In relation to listening material in the textbook:

- 2.1 Tasks are sequenced according to their cognitive and linguistic complexity.
  - Disagree: 40%
  - Agree: 60%

- 2.2 Tasks are authentic or close to real language situations.
  - Disagree: 40%
  - Agree: 60%

3. In relation to reading material in the textbook:

- 3.1 Reading texts are authentic.
  - Agree: 73.3%
  - Disagree: 26.7%

- 3.2 The topics in reading texts are interesting and motivating for the students.
  - Disagree: 66.7%
  - Agree: 33.3%

4. In relation to writing material in the textbook:

- 4.1 Tasks are adequate considering the learners’ level of English.
  - Disagree: 46.7%
  - Agree: 53.3%

- 4.2 Tasks include a variety of writing genres (letters, essays, reviews, e-mails, recipes, etc.)
  - Agree: 86.7%
  - Disagree: 13.3%
5. In your opinion, which of the four skills presented in the English textbook would most require -from the teacher- the design or adaptation of teaching material to support the lessons? Why?
**Appendix 3: Layout for Material Presentation**

<table>
<thead>
<tr>
<th>Name of activity</th>
<th>:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning outcome</td>
<td>:</td>
</tr>
<tr>
<td>Level</td>
<td>:</td>
</tr>
<tr>
<td>Number of students</td>
<td>:</td>
</tr>
<tr>
<td>Timing</td>
<td>:</td>
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<tr>
<td>Language exponents</td>
<td>:</td>
</tr>
<tr>
<td>Materials</td>
<td>:</td>
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<tr>
<td>Activity</td>
<td>:</td>
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<tr>
<td>Instructions for teachers</td>
<td>:</td>
</tr>
<tr>
<td>Variation</td>
<td>:</td>
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<tr>
<td>Rationale</td>
<td>:</td>
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</tbody>
</table>
❖ Appendix 4: Sample Video

https://www.youtube.com/watch?v=WhfntLl6xx0

❖ Appendix 4.1: Clips 1, 2, 3 and 4.

Clip 1: Nun in “The Voice” : https://www.youtube.com/watch?v=TpaQYSd75Ak
Clip 2: Mufasa’s Death : https://www.youtube.com/watch?v=Yw0DXswF5MI
Clip 3: Copa America 2015 : https://www.youtube.com/watch?v=5eBi99dqlvQ
Clip 4: Airplane Crash : https://www.youtube.com/watch?v=sPdwCnwuZ8w
Appendix 4.2: Set of ‘Emojis’
❖ Appendix 5: Food Flashcards

❖ Appendix 5.1: Recipe Video

https://vimeo.com/53715392
Appendix 6: Platform for uploading videos (Vimeo)
Appendix 7: Board Game ‘Be Aware’
Appendix 7.1: Sample Cards for ‘Be Aware’ Game Board

- **Is New Mexico the most polluted city in the world?**
  - Yes
  - No

- **Less than 1% of all water on Earth is available for human use.**
  - True
  - False

- **Should batteries be thrown in special containers?**
  - Yes
  - No

- **Global warming mostly affects humans and not animals.**
  - True
  - False

- **Mention 2 sources of pollution in your city.**

- **You left the tap running while brushing your teeth. You miss a turn.**

- **Mention 3 different ways to recycle at home.**

- **Congrats! You turned off the TV while nobody was watching. Move 2 steps forward.**