



Astrid Núñez-Pardo
María Fernanda Téllez-Téllez
Editors

**DEFYING CULTURE
HEGEMONY THROUGH
TEACHER GENERATED
EFL MATERIALS**

Universidad
Externado
de Colombia

135
Años

Defying Culture Hegemony through Teacher Generated EFL Materials

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Universidad Externado de Colombia

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Throughout her career, she has been an active member of the Editorial Advisory Board for the *How Journal*, *Gist Education and Learning Research Journal*, *Colombian Applied Linguistics Journal*, the *ENLETAWA Journal*, the *revista Pedagogía & Saberes*, and the *revista Lingüística y Literatura*. She has been a speaker at several national and international academic events and is the founder of the Annual Seminar on the Convention on the Rights of the Child aimed at all teachers, whatever their teaching specialism, in Bogotá.

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Foreword

This book is the result of the hard work of both the professors and the students of the Emphasis on English Didactics at Universidad Externado de Colombia. It is important to acknowledge that the professors Núñez-Pardo and Téllez-Téllez through this Emphasis have become pioneers in the field of ELT Materials Development. They have contributed to construct a body of knowledge which establishes a dialogue between themselves and other national scholars such as Rico and Gómez with international experts, such as Gray, Littlejohn, Masuhara, and Tomlinson, among many others.

I have witnessed the work professors have done during 14 years and their evolution in the understanding of ELT materials, moving from an instrumental perspective to a critical, decolonial one. Their recent publications disseminate the results of their intention to produce localised research about the development of context-responsive materials for the teaching and learning of English that contests cultural, political, and knowledge supremacy in ELT. The research book *Defying Culture Hegemony through Teacher-Generated Materials* endorses the rising works on the critical analysis of ELT materials used in local contexts.

Textbooks and materials have traditionally been ascribed accessory qualities in the field of English Language Teaching. Other aspects – methodologies, lesson planning frameworks, learning strategies, etc. – are considered more important. However, Kumaravadivelu (2014) argues

that “center-based produced ESL/EFL textbooks are the instruments that propagate the principles of center-based methods” (p. 81). Textbooks and materials, as documents, contribute to the construction and dissemination of different discourses. They embody language teaching methodologies, usually foreign, due to the editorial houses that publish them. They also contribute to literacy processes and the development of thinking skills. They make identities visible or invisible, for example, different ethnic groups, different abilities, and different genders, among others.

In the Colombian context, many EFL teachers and students feel disconnected from the textbooks and materials because they refer to American or British cultures, commonly shown in an aspirational light; for example, students are asked to make comparisons between cities they may not know like Tokyo or Los Angeles, or they are asked to read the histories of Hollywood’s rich and famous. The goal of the *Emphasis*, then, is not only problematising ELT materials, but also proposing new ones to disrupt their superficial view of culture, which maintains a hegemonic view by enthroning foreign places, peoples, and perspectives. Teachers already develop materials. The *Emphasis* is giving them the knowledge “to do it more systematically and for a larger purpose” (Kumaravadivelu, 2014, p. 81).

This book encompasses seven chapters that report the findings of a qualitative documentary research, conducted by two full-time professors of the *Emphasis* on English Didactics, five qualitative action research studies, and a case study carried out by six in-service EFL teachers in state-funded and private schools, two private universities, and a non-formal public institution. The qualitative documentary research sought to analyse the cultural content present in the EFL materials generated by the six in-service teachers for the pedagogical intervention of their studies. The six studies, five qualitative action research studies and one case study, aimed at determining the role of teacher-produced materials in students’ inquiry skills, values, cultural awareness,

inferential reading, and oral communication. These contextualised EFL materials defied culture hegemony since they comprised complex cultural aspects not contemplated in commercial ELT materials.

This book contributes to in-service teachers undertaking the Master's Programme in Education with Emphasis on English Didactics; the ELT community including in-service teachers, novice and pre-service teachers; and the wider primary, secondary, and university level teaching community who may have an interest in promoting teacher-generated materials, students' inquiry skills, values, cultural awareness, oral communication, and inferential reading. Most probably, readers will find the chapters comprised in this book professionally enriching.

Reference

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Introduction

Defying Culture Hegemony through Teacher Generated Materials contributes to the growing literature on the critical analysis of EFL teaching and learning materials used with students in local contexts. This research book is part of a macro institutional research project entitled Challenging Cultural, Political, and Knowledge Hegemony in EFL Education, which is being conducted at the Master's Programme in Education with Emphasis on English Didactics (MEED), at a private university. Its purpose is to raise awareness of, resist, and disrupt dominant ideology in ELT at local, rural, regional, and national levels from a decolonial strand. It embraces social phenomena such as EFL curriculum, materials, bilingual education policy, and teachers' identity and pedagogical practices. At a more specific level, it delves into teaching and learning resources created by in-service teachers for their pedagogical interventions in relation to their cultural content, learning activities proposed, language skills privileged, theoretical fundamentals, and language teaching and learning methodological approaches that underly these resources.

Defying Culture Hegemony through Teacher Generated Materials draws on the notion of English teachers as reflective practitioners, political subjects, subjects of knowledge, self-directed and creative professionals, public intellectuals, critical thinkers and transformers, prospective educators, agents of permanent change, and agents of inclusion and

social justice (Pineda, 2004; Freire, 1971; Giroux, 1988; Hawkins, 2011; Kincheloe, 2008; McLaren, 2000; Núñez-Pardo, 2020a; Núñez & Téllez, 2009; Núñez et al., 2017a; Pantić & Florian, 2015; Pineda, 2003; Quiceno, 2003; Sierra, 2016). Said qualities enable teachers to act as professionals that go beyond teaching language features. It means that they have their students ponder their existing concerns and problematic situations, denounce power dynamics, and intervene them (Núñez-Pardo, 2020a) by making informed curricular decisions and creating their own teaching and learning materials for their EFL classes (Apple, 2004; Graves, 2000; Gray, 2002, 2010, 2013; Kumaravadivelu, 2014; Littlejohn, 2012; Núñez-Pardo, 2018a, 2018b, 2019, 2020a; Núñez & Téllez, 2018; Tomlinson, 2011). Thus, encouraging teachers to decide on the teaching and learning materials they use in their classes, discourages the “adaptation, simplification, and modification, [since they] maintain the idea—to a certain extent—of having teachers as consumers of marketable materials rather than as producers of their own ones” (Núñez-Pardo, 2019, p. 18). As a result, English teachers as materials developers become aware of their students’ genuine needs, concerns, and realities. Also, they gain knowledge of the fields of materials development and research, revise an array of theories about language teaching and learning, generate pertinent local pedagogical knowledge, grow as critical political subjects and social actors, and develop as individuals and professionals.

This research accounts for contextualised teacher generated materials that contest decontextualized and standardised cultural content present in generic and commercial EFL textbooks. Six in-service teachers proposed contextualised EFL materials (workshops and worksheets) for the pedagogical interventions of their qualitative action research (five teachers), or case studies (one teacher) to be used in state-funded and private schools, two private universities, and a non-formal public institution. Two full-time

professors of the emphasis conducted a qualitative documentary research whose main purpose was to critically analyse the cultural content of EFL materials generated by these in-service teachers. Such materials correspond to local realities of those who learn and teach English with these “sociocultural, cognitive, pedagogical, and didactic mediations” (Núñez-Pardo, 2020b, p. 114) in state-funded and private educational institutions in the Colombian context.

Besides being designed from a critical stance and being implemented with students of varied proficiency English levels in state-funded and private educational institutions, these materials counter traditional resources used in EFL education, make up for their absence, or complement the existing ones. EFL materials proposed by the six in-service teachers create meaningful and insightful learning environments and challenge the long-term cultural hegemony of commercial and instrumental EFL textbooks produced by foreign publishing houses or their local branches in our country. Furthermore, the study explores the role of contextualised teacher generated materials in fostering the development of students’ cultural awareness, self-esteem and self-concept, and inquiry skills such as observation, prediction, interpretation, and communication. Additionally, it enquires into students’ inferential reading and speaking in a blended learning setting, and in-service EFL teachers’ oral interaction.

Materials development is posited as a shared theoretical referent in this research book. Herein, materials development is understood as a reflective, theoretical, practical, situated, and transformative endeavour that has evolved during the last three decades. Language pedagogy and applied linguistics have newly recognised it as a knowledge domain centred on the effect of materials in the EFL teaching and learning processes (Howard & Major 2004; Masuhara, 1998; Mishan & Timmis, 2015; Núñez & Téllez, 2015; Tomlinson, 1998, 2011, 2012). Also, materials development

comprises the creation, evaluation, selection, use, and research of pedagogical EFL teaching and learning materials in diverse educational settings. The aftermath of these processes is made visible by the ELT publishing industry through a plethora of available printed, audio-visual, or online marketable materials like textbooks, workbooks, picture dictionaries, flash cards, games, and the like. In the realm of teacher generated materials, there exist printed or online resources like learning activities, lessons, worksheets, workshops, units, modules, portfolios, booklets, blogs, digital platforms, and the sort.

As aforementioned, these materials are proposed as the pedagogical intervention of in-service teachers' action research or case studies in the MEED at a private university. In-service teachers name them in varied ways, highlighting the value they give to the creation, design, production, building, or development of their localised production, as seen in chapter I of this volume. Finally, in state-funded schools, they developed and implemented contextualised workshops that are made up of five lessons comprising vocabulary, reading, listening, writing, and speaking. In-service teachers name them in imaginative ways that suggest learning words in context, making sense of written and oral texts, and expressing personal viewpoints in writing and speaking learning activities. Similarly, in private schools, they designed and implemented contextualised worksheets that focused on a single phenomenon they want to better comprehend, or on a language skill they want to refine in their students. Thence, teacher generated materials constitute sociocultural mediations that privilege the students' needs, realities, life experiences, and concerns within their family, school, or community contexts with the possibility to raise critical awareness of their own worlds.

While conducting their studies, in-service teachers work in three interrelated dimensions: as language teachers, researchers, and materials developers. As language teachers,

they plan their language lessons; guide their students' reflective and constructive learning processes; help them become aware of their own learning, the social role of the English language, and their own culture and the culture of others; and assess their students' learning outcomes. As researchers, they ponder the singularities of their teaching sociocultural context to problematise a learning reality, build a theoretical corpus to inform their studies, envision their research and pedagogical designs, gather and analyse data, and establish research categories of analysis in tandem with the conclusions and pedagogical implications. This way, in-service teachers become "researchers of educational contexts" (Kincheloe, 2004, p. 64), a crucial aspect in critical complex practice (Kincheloe, 2003), that results from autonomous teachers who exploit the social function of language to help students make sense of learning a foreign language by having them ponder their everyday life realities.

As materials developers, they identify and value their students' needs, life experiences, realities, concerns, aspirations, and expectations and use them in contextualised EFL materials. In doing so, in-service teachers raise their students' and their own critical sociocultural awareness, and resist and subvert hegemonic cultural content present in commercially oriented EFL materials. This, in turn, enables them to generate pertinent 'pedagogical local knowledge' (Canagarajah, 2002 2005, 2010; Giroux, 1990; González, 2007, 2009; Kincheloe & McLaren, 2005; Kumaravadivelu, 2003, 2014; Núñez-Pardo, 2020a; Usma, 2009; Walsh, 2005a, 2005b). This knowledge is constructed considering daily life concerns in local home, school, and communities via the materials developed and implemented as the pedagogical intervention of in-service teachers' action research or case studies. This volume portrays a dimension of English teachers that reclaims their role as critical researchers and materials developers and invites them to envision themselves as

autonomous and prospective educators, and ponders their renewed identity.

These interrelated dimensions take distance from traditional ways of teaching and learning, as well as conceiving, developing, and implementing materials that construct pertinent pedagogical local knowledge and a new identity of the English teacher who dares to engage in alternative ways of developing EFL materials. Then, challenging culture hegemony through their innovative localised teaching and learning resources is an original and pertinent research undertaking since, for decades, teacher generated materials have been a concealed endeavour and the production of commercial materials has been an unquestioned decontextualized activity. This concealment is due to the monopoly of the instrumental, standardised, decontextualized, and colonised production of EFL resources offered by local and foreign publishing conglomerates, or their affiliates in periphery countries. Regarding coloniality of the EFL textbook, Núñez-Pardo (2020b) has argued that its “instrumentalization, imperialism, and exploitation as an instrument of subalternation suggest that EFL textbooks produced by foreign and local publishing houses in the Colombian context are colonised in three interrelated dimensions: knowledge, power, and being” (p. 113). Thus, cultural representation in commercial EFL textbooks is neglected, distorted, biased, and asymmetric as they portray, disseminate, replicate, naturalised, and legitimise the idea of a global or universal culture, at the expense of local cultural diversity. It is time to rescue and narrate our own history, geography, culture, epistemology, economy, and aesthetic background from our own perspective to make it visible in contextualised teacher generated EFL materials and transgress dominant cultures and enduring ways of exclusion.

As mentioned above, this study exalts the need to stimulate teacher generated EFL materials as a reflective, theoretical, practical, situated, and transformative endeavour

that has the potential to educate critical social and political subjects who are aware of cultural diversity. Also, this multidimensional activity dignifies the significance of in-service teachers' knowledge in EFL education. Indeed, in-service teachers resort to their array of cognitive knowledges, among which we highlight 'pedagogical content, curricular, contextual, content, and educational' (Shulman, 1987). They also rely on their critical complex repertoire of knowledges namely 'empirical, experiential, critical, ontological, and reflective synthetic' (Kincheloe, 2004). Such complex integration of knowledges enables them to question their own realities, develop critical sociocultural and political awareness of their own worlds, propose valid and meaningful local pedagogical knowledge through their contextualised EFL materials, and transform both their pedagogical practices and students' learning processes.

The seven studies that encompass this research book are original, empirical, localised, and qualitative studies that share a crosswise research objective. This objective assesses the appropriateness of teacher generated EFL materials that focused on local big Culture and little culture in developing students' cultural awareness, self-esteem and self-concept, inquiry skills, inferential reading as a high order thinking skill, and speaking about everyday life in a blended learning milieu, as well as EFL teachers' oral interaction. In search of this purpose, the studies challenge culture hegemony of Anglo-Saxon cultures by valuing their students' daily life realities and concerns. Thence, critical examining the cultural content of teacher generated EFL materials (workshops and worksheets) that serve as the pedagogical interventions of their studies, adds to the increasing works on cultural content analysis of EFL materials used with students in both state-funded and private schools in a local context.

The studies share the theoretical construct of materials development and contribute to the state of the art of this field of study. They evince a gradual evolution regarding

theoretical referents that maintain knowledge base tradition of EFL teaching and learning like Douglas Brown, Nigel Harwood, Jeremy Harmer, Hitomi Masuhara, Jack Richards, and Brian Tomlinson, to mention just a few. They have started to move to critical strands of the development of culturally responsive and relevant materials in both foreign and local contexts (Block, 1991, 2017; Bonilla, 2008; Canagarajah, 2002, 2005; Gómez, 2015; Gómez-Rodríguez, 2018a, 2018b; González, 2007; Gray, 2002, 2010, 2013; Gray & Block, 2014; Kumaravadivelu, 2003, 2014; Littlejohn, 1992, 2012; Mishan & Timmis, 2015; Núñez-Pardo, 2018a, 2018b, 2020a, 2020b; Núñez & Téllez, 2015, 2018; Núñez et al., 2017a, 2017b; Prabhu, 1987; and Rico, 2010, 2012, among others). Hence, contextualisation allows in-service teacher, researchers, and materials developers to subvert the instrumentalisation, marketisation, and homogenisation of EFL materials to embrace situated ones that are sensible to local cultural particularities.

A salient aspect of teacher generated EFL materials is their contextualisation. It is directly related to the changing students' life experiences, needs, realities, concerns, interests, aspirations, expectations, and educational and sociocultural local communities where EFL teaching and learning take place since they are of their interest and make them aware of what happens around them (Allwright, 1981; Block, 1991; Canagarajah, 2005b, 2010; Hutchinson & Torres, 1994; Howard & Major, 2004; Masuhara, 1998; Mazzeo et al., 2003; McDonough et al., 2013; Núñez-Pardo, 2018a, 2018b, 2020a; Núñez-Pardo & Téllez-Téllez, 2018; Ramírez, 2004; Rico, 2012; Taylor & Mulhall, 1997; Waters, 2009). In view of that, students engage in meaningful and constructive learning and teachers become aware of their students' contextual realities. Thence, "contextualization is central to in-house materials ... [since] this feature destabilizes mainstream ways of developing standardized, homogenized, de-contextualized and meaningless materials" (Núñez-Pardo,

2019, p. 19). In-service teachers in our emphasis reclaim their role as materials developers and renew their identity by offering alternative ways of creating contextualised EFL materials that challenge culture hegemony, emphasising on local cultural identity and production of appropriate local pedagogical knowledge.

Regarding research methodologies, the studies reported here are framed within the qualitative research approach. It enables them to explore the English language as a compound system that makes sense in a social context, mutually construct knowledge with their students, and overcome the naturalised and perpetuated instrumental vision of English centred on sole grammar. The studies are also supported by justified methodological strategies to gather information while the pedagogical interventions are implemented. Data collection instruments comprise students' artefacts, teacher's field notes kept in reflective journals, questionnaires, focus group interviews, structured interviews, video and audio recordings, and surveys. Therefore, the studies offer rich data, deep analysis, and insightful findings that comply the established research objectives, and respond the posed research questions to widen in-service teachers' horizons regarding their research enquiries.

The first chapter reports the results of a qualitative documentary research that analysed the cultural content present in the EFL materials generated by six in-service teachers for the pedagogical interventions of their studies, to be granted a MEED. The study was carried out with six in-service EFL teachers that work for state-funded and private schools, two private universities in the city of Bogotá, and a non-formal public institution in Cundinamarca. The researchers collected the information through teachers' artefacts and a questionnaire. Major findings revealed that cultural content of teacher generated materials considered deep culture representations like values, beliefs, and behaviour for self-concept, as well as inquiry skills. Results

also showed prevalence of superficial culture like local celebrations, landmarks, students' everyday life, and in-service teachers' oral interaction. Embracing superficial and deep local cultural representations in their EFL materials represents a starting point that enables in-service teachers to defy hegemonic cultural content.

The second chapter presents the findings of a qualitative action research that analysed the effects of teacher designed materials in the development of second graders' inquiry skills, specifically: Observation, Prediction, Interpretation, and Communication (OPIC). The context for this study was the Science class with 24 second graders in a private school in Bogotá. Students' artefacts, teacher's field notes, and a focus group interview were the instruments used to gather data. Main results suggested that teacher-designed materials fostered knowledge construction, achievement of communicative goals, and independent practice nurtured by teacher's feedback. Findings also depicted that problem-based learning strategies favoured identification and description of specific needs and learning strategies, observation and prior knowledge for prediction, and empowerment to solve problematic situations of the school orchard.

The third chapter gives account of a qualitative case study, conducted with a group of ten undergraduate students ascribed to the School of Public Accountancy in a private university that intended to motivate them to identify their own values and potentials to heighten self-concept through the analysis of short-story content and the creation of thoughtful writing worksheets. The researcher employed students' artefacts, a self-reflection questionnaire, and teacher's field notes to collect data. Core findings unveiled that analysing short story content and fostering reflective writing improve students' awareness of ill-treatment, self-esteem, and self-concept, appreciating their personality attributes and flaws.

The fourth chapter states the outcomes of a qualitative action research that explored the contribution of the development and implementation of contextualised workshops to foster oral communication and cultural awareness among 36 sixth graders from a state-funded school in Puerto Gaitán, Meta (Colombia). The information was gathered through students' artefacts, teacher's field notes, and video/audio-recordings. Results uncovered that contextualised workshops centred on local culture boosted students' meaningful learning, expression of personal ideas, and local culture awareness.

The fifth chapter presents a qualitative action research about the appropriateness of contextualised teaching materials focused on the content language integrated learning approach for students' inferential reading. The study was done with 20 undergraduate students from a private university, in the city of Bogotá, Colombia. Data gathering was done by means students' artefacts, teachers' field notes, and an entry and an exit survey. Research outcomes unfolded that contextualised materials which consider students' needs and cultural knowledge and are informed by the content language integrated learning approach improved their local awareness, reading comprehension, and inferential reading via sub textual interpretation, as opposed to literal comprehension. The study also highlighted the need to further explore the role of teachers as materials developers as it becomes a source that raises their theoretical discernments and local cultural awareness.

The sixth chapter describes the results of a qualitative action research study carried out in a private school in Bogotá, Colombia. It focused on generating a positive and motivational impact on 17 fourth graders that were vlogging through EFL materials on everyday life speaking in a blended learning setting. Data was collected through students' artefacts, teacher's journal, and voice recorded interviews. Chief findings disclose that vlogging through

contextualised digital materials centred on students' personal and everyday life contexts (home and school) innovate as this linkage is not included in traditional EFL textbooks that privilege the culture of English-speaking countries.

The seventh chapter shares the findings of a qualitative action research study that explored the impact of implementing worksheets based on cooperative learning techniques on in-service EFL teachers' oral interaction. The research study was carried out with a group of ten in-service EFL teachers in a non-formal public institution in Cundinamarca. Teachers' artefacts, field notes, and video and audio recordings were used to collect data. Focal results discover that contextualised cooperative learning strategy-based materials with engaging daily life topics improve in-service EFL teachers' oral interaction, generating a participatory class environment.

Defying Culture Hegemony through Teacher Generated EFL Materials represents a celebration of shared academic and professional efforts and commitment that have rendered insightful localised research results that counteract dominant cultural content in EFL materials. Therefore, it contributes to in-service EFL teachers undertaking the MEED at a private university. It might further inform the ELT community of in-service, novice and pre-service teachers who may be interested in critically analysing cultural content of contextualised materials; and in promoting students' inquiry skills, values, cultural awareness, inferential reading, and oral interaction through contextualised teacher generated EFL materials. We hope that the findings shared strengthen the field of study of materials development, which is needed in the realm of EFL teaching and learning at the local level, that should be part of ELT educational programmes. These findings may generate tensions and possible feedback from the Colombian academic ELT

community and might render the possibility to broaden horizons in localised EFL curriculum, materials, methodologies, and pedagogical practices to stop perpetuating asymmetry in cultural representation.

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Chapter I

Tracing the Cultural Component in Teacher Generated EFL Materials

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Abstract

This qualitative documentary research, conducted by two full-time professors, sought to analyse the cultural content present in the EFL materials generated by six in-service teachers for the pedagogical interventions of their studies, to be granted a Master's degree in Education with Emphasis on English Didactics (MEED), at a private university in Bogotá, Colombia. The methodology selected to conduct the study was content analysis in tandem with Cortazzi and Jin's

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(1999) perspective on cultural materials regarding their focus on notions associated with the target, the local, or international cultures, and at the same time, aspects of superficial and deep culture (L. F. Gómez, 2015; Raigón-Rodríguez, 2018; Shaules, 2007). Six in-service teachers participated in this study and the data gathering instruments were their artefacts (teacher generated materials) and a questionnaire. The findings revealed the emergence of deep culture issues in teacher generated materials, which was possible through reflection on students' values, beliefs, and behaviour for transformation and improvement of self-concept. Deep culture was also addressed through students' inquiry skills, such as observation, prediction, interpretation, and communication for problem solving. It was also evinced that superficial culture prevailed over deep culture as it was a constant trend regarding topic selection in teacher generated materials. The identification and analysis of cultural contents of teacher generated materials unveiled that although these locally created EFL teaching and learning resources have been able to resist cultural hegemony by addressing representations of visible and congratulatory local Culture, they still have some limitations regarding cultural representations of aspects entailed in deep culture.

Keywords: culture, cultural component (superficial culture, deep culture), contextualised materials, content analysis, teacher generated EFL materials

Componente cultural en materiales de enseñanza de inglés generados por maestros

Resumen

Esta investigación cualitativa de tipo documental, realizada por dos profesoras investigadoras de tiempo completo, tuvo como propósito identificar el contenido cultural presente en

los materiales desarrollados por seis maestros de inglés en servicio, para las intervenciones pedagógicas de sus investigaciones, a fin de obtener el grado de Magíster en Educación con Énfasis en Didáctica de Inglés (MEED) en una universidad privada de Bogotá, Colombia. La metodología seleccionada para realizar el estudio fue el análisis de contenido articulado a la perspectiva de materiales culturales propuesta por Cortazzi y Jin (1999) en relación con las referencias a la cultura objeto, la local o la internacional y, simultáneamente, aspectos relacionados con la cultura superficial y la cultura profunda (L. F. Gómez, 2015; Raigón-Rodríguez, 2018; Shaules, 2007). Seis maestros en servicio participaron en este estudio y los datos se recopilaron mediante sus materiales de enseñanza (artefactos) y un cuestionario. Los hallazgos revelaron que los aspectos relacionados con la cultura profunda en los materiales generados por los maestros surgieron de la reflexión sobre los valores, las creencias y los comportamientos de los estudiantes a fin de transformar y mejorar el concepto de sí mismos. Además, se evidenciaron aspectos de la cultura profunda en el desarrollo de las habilidades de indagación como la observación, la predicción, la interpretación y la comunicación para la resolución de problemas. También se develó que la cultura superficial predomina sobre la cultura profunda como una tendencia constante en la selección del tema en los materiales creados por los maestros. En síntesis, el análisis de contenido cultural en los materiales generados por los maestros reveló que, aunque éstos han resistido la hegemonía cultural con la representación de la cultura local visible y congratulatoria, todavía presentan algunas limitaciones en la representación de aspectos involucrados en la cultura profunda.

Palabras clave: cultura, componente cultural (cultura superficial, cultura profunda), materiales contextualizados, análisis de contenido, materiales generados por maestros de inglés

Introduction

The present qualitative documentary research seeks to analyse the cultural content of the EFL materials (workshops and worksheets) generated by six in-service teachers for their pedagogical interventions at the Master's Programme in Education with Emphasis on English Didactics (MEED) at a private university. It emerges from our continuous concern about the decontextualization of EFL materials used in some public and private institutions either produced by foreign or local publishing houses. Since decontextualized textbooks do "not take into account the huge complexity and diversity of sociocultural and historical contexts of human plurality" (Núñez-Pardo, 2018, p. 247), and they are "highly wrought cultural constructs and carriers of cultural messages" (Gray, 2002, pp. 151-152), teacher generated materials need to address local social realities like discrimination, gender inequality, sexual orientation, ethnic diversity, social classes, minority communities, religious creeds, and the sort, to raise students' critical social awareness, as an essential aspect that enables them to transform their own realities.

This study contributes to our in-service teachers as producers of their own materials that may in turn, lead them to transform their perception of EFL teaching and learning. By producing their own materials, in-service teachers also improve their pedagogical practices as well as their 'personal and professional growth' (Núñez & Téllez, 2009, 2015; Núñez et al., 2012). It also strengthens the master's programme in education with emphasis on English didactics since it allows us to analyse the appropriateness of both cultural content and learning activities proposed in teacher generated materials. It might also strengthen our research line on Materials Development and Didactics, ascribed to the research group Critical Pedagogies and Didactics for Social Transformation, as it fosters the development of teacher generated materials

and the proposal of context-sensitive methodologies (Apple, 2004; Kumaravadivelu, 2014; Núñez-Pardo, 2018a, 2018b, 2019, 2020a; Núñez & Téllez, 2018), grounded on the criteria for critical pedagogy (Aronowitz & Giroux, 1985; Burbules & Berk, 1999; Freire, 1971, 1998a, 1998b; Giroux, 1988, 2013; Gruenewald, 2003; Kincheloe, 2008; McLaren, 2000; Wink, 2005). On this basis, in-service teachers add to the construction of “local knowledge and systematize it for one’s own teaching context” (Canagarajah, 2002, p. 141) since it “relates to the entire system of concepts, beliefs and perceptions that people hold about the world around them” (Warburton & Martin, 1999, p. 10); thus, English teachers at the MEED have started to generate pertinent, relevant and valid local knowledge within their pedagogical context through the materials they develop and the context-based methodologies they propose to inform them.

We have divided this chapter into five sections. We first address the statement of the problem, the research questions, objectives, and related studies. Then, we elaborate on the theoretical foundations underlying our study. Next, we describe the methodology including the research design, the participants of this study, and the instruments used for data collection. Afterwards, we discuss the findings and support them theoretically. Finally, we present the conclusions, the pedagogical implications, the limitations of this study, and the questions for further research.

Statement of the Problem

Working as full-time professors for the MEED at Universidad Externado de Colombia and being in charge of teaching the seminars on Research, Academic Writing, and English Didactics have made us aware of the need to foster in-service teachers’ critical stance to approach the phenomenon of teaching EFL from a more socio-cultural, political, and aesthetic viewpoint. In doing so, we have also come to

realise that teachers innovate in the EFL classroom through the development of contextualised materials (Núñez et al., 2012; Núñez et al., 2017a, 2017b) that either complement commerce-oriented EFL textbooks, substitute, or make up for the lack of them. Indeed, it is our intention to foster in-service teachers' agency to generate localised materials and context-sensitive methodologies rooted on criteria for critical pedagogy to enrich and eventually transform their teaching practices, and to foster the creation of culturally meaningful teaching and learning settings.

By raising teachers' awareness of the extent to which power relationships yield inequities regarding the development, production, cultural representation, use, and regulation of EFL materials, we have encouraged teachers to generate their own materials. Such power relationships have been revisited and restated by Kincheloe and McLaren (2005) regarding the linguistic power that determines the materials, methods, beliefs, and values to be taught. Since personal views, teaching contexts, and cultural background shape both EFL materials and the teaching and learning methodologies, we expect in-service teachers to make a two-fold contribution to the research line on materials development. On the one hand, the theoretical contribution is expected to address its guiding tenets on "Justice, equity and inclusion, ...empowerment and autonomy, ... and professional development" (Núñez et al., 2013, pp. 6-8). On the other hand, the methodological contribution is expected to encompass the proposal of context-sensitive methodologies underpinned by criteria for critical pedagogy.

Context-sensitive language teaching methodologies and materials contribute to the challenging process of becoming critical language teachers and materials generators (Núñez-Pardo, 2018a, 2018b, 2019, 2020a, 2020b, 2021). Such process, in turn, helps learners to become aware of their own learning process and outcomes, and more importantly, to develop sociocultural awareness, which allows them to assume a

critical stance when facing their everyday life experiences or contextual realities. Besides recognising that our purpose as EFL teachers is to broaden our horizons and awareness on what we do, how we do it, with what materials, and how much we affect our learners, we acknowledge the need to conduct research on the cultural content of EFL teacher generated materials. This is true since most content analysis studies have been done on commercial EFL coursebooks developed by foreign publishing corporations.

Based on the previous assertions, we pose the following research question: What is unveiled in terms of cultural content in teacher generated materials at the master's programme in education with emphasis on English didactics? Also, we stated its corresponding general research objective: To analyse the cultural content in teacher generated materials from the master's programme in education with emphasis on English didactics. Finally, we established the following three specific research objectives. (a) To identify the kinds of culture presented in teacher generated materials from the master's programme in education with emphasis on English didactics for identifying their cultural content and resistance to culture hegemony; and (b) to describe the kind of activities proposed in relation to the cultural content presented in teacher generated materials from the master's programme in education with emphasis on English didactics for identifying their cultural content and resistance to culture hegemony.

Related Studies

Although on cultural content of EFL materials has been prolific, it has mainly centred on coursebooks developed by foreign authors and produced by foreign publishing houses, or their local branches. After reviewing an average of 31 studies (See Appendix A), we selected 16 national and international research closely related to the fundamental constructs of our study. These studies give a sense of the

breadth and depth of our issue of concern as they have focused on the balance between foreign and local cultures, their representation, and the inclusion of deep or superficial notions of culture. Several researchers from diverse nationalities have analysed the cultural content addressed in EFL coursebooks. For instance, Jahan (2012) from Bangladesh; L. F. Gómez (2015) and Varón (2009) from Colombia; Xiao (2010) from China; Aliakbari (2005), Aliakbari and Jamalvandi (2013), Bahrami (2015), Dehbozorgi et al. (2014), Farzaneh et al. (2014), and Rimani and Soleimani (2012) from Iran; Al-Obaidi (2015) from Irak; Bataineih (2009) from Jordan; Habib (2014) from Pakistan; Fuentes (2011) from Spain; Kirkgöz and Ağçam (2011) from Turkey; and Nguyen (2015) from Vietnam; and Syahri and Susanti (2016) from Indonesia. These studies have examined the inclusion of local and foreign cultures, mainly Anglo-Saxon ones like the ones from the UK and the USA; they have also studied the presence of marginal cultures, as well as the insertion of superficial notions of culture such as Kramersch's (1993, 1996, 1998) four Fs (Foods, Folklore, Festivals, and Facts); finally, they have scrutinised aspects related to deep culture and the genuineness of cultural representations. These researchers used the checklists proposed by Cortazzi and Jin (1999) and Ramírez and Hall (1990) to analyse the cultural component considered in EFL coursebooks.

The sixteen selected studies ones that there is a predominance of Anglo-Saxon cultures at the expense of the source and intercontinental ones in which cultural content is decontextualized and grounded on a monolithic and admirable Western and North American cultural reproduction, free of inequality, injustice, discrimination, segregation, poverty, insecurity, unemployment, displacement, and the like. Nonetheless, the three studies from Jordan (Bataineih, 2009), Turkey (Kirkgöz & Ağçam, 2011), Vietnam (Nguyen, 2015), and Indonesia (Syahri & Susanti, 2016) included in the sixteen reviewed, identified local cultural content in

the coursebooks they analysed. These four studies ratified that as well as balancing local and foreign cultural content, EFL materials need to provide opportunities to reflect and discuss students' life experiences.

The previous review leads us to affirm that studies on locally produced and developed textbooks are unexpectedly under-researched; however, the study from Bangladesh (Jahan, 2012) examined whether locally produced textbooks designed by local experts resisted cultural imperialism. Given the importance to add to the body of literature on the cultural content of EFL locally produced materials developed by local teachers, our study aims at analysing the cultural content in teacher generated EFL materials in the master's programme in MEED at a private university.

Literature Review

After attending the seminars on Research I, Materials Development (MD), and Critical Pedagogies (CP), and Academic Writing, in-service teachers become aware of power relationships that cause inequities in the development, production, representation, use, and regulation of EFL materials, and are able to identify a research concern and to build the underlying theoretical foundations. This implies encouraging and supporting in-service teachers to generate their own materials for their EFL classes to resist decontextualized commercially-oriented materials that, according to Núñez-Pardo (2018a) "contain characteristics, values, attitudes and stereotyped communication styles from dominant cultures, with no representative anchor or context to be validated, which has not allowed learners to make it relevant to their own cultural experiences" (p. 241). That is, they "misrepresent the plurality of both local and target cultures" (Núñez-Pardo, 2018b, p. 1), disregarding the cultural vastness and diversity existing in the world.

On this basis, the theoretical underpinnings that support the present study are culture and teacher generated EFL materials, which are addressed in the following section.

Culture

Defining culture is a demanding endeavour since it is a “multifaceted and complex” concept (Moran, 2001, p. 13). Culture is a dynamic concept that undergoes continuous transformations. Brown (2007) has defined culture as “the context within we exist, think, feel and relate to others” (p. 188); Díaz-Rico and Weed (2006) have underlined that it encompasses “the explicit and implicit patterns for living” (p. 232); and Giroux (1988) has used it to refer to diverse ways that a social group opts for to live and make sense of life circumstances. Moreover, the multiple cultural dimensions of language include the personal aspect as an integral of the individuals’ history (Risager, 2012). In line with these viewpoints, culture comprehends a range of ideas, thoughts, perceptions, beliefs, symbols, habits, behaviours, practices, and facts of a specific group of people with traditions that are conveyed and disseminated by the members of the community. Nonetheless, it is transformed through the interaction with others and throughout time (Greenblatt, 2005; Levy, 2007). As L. F. Gómez (2015) has remarked, individuals may experience cultural changes as they “face or question cultural realities related, for instance, to oppression, politics, social conflicts, and human rights” (p. 169). Although culture has more than one way of being approached and conceived, it is a complex and transformative concept that holds individuals of a community together.

Types of Culture

From the humanistic perspective, culture is classified into two categories, ‘big C’ (Kramsch, 2013; Khemies, 2015)

and 'little c' (L. F. Gómez, 2015; Shaules, 2007). The former refers to those visible, monolithic, and congratulatory aspects like traditional celebrations and festivities, food, folklore, music, architecture, and tourist attractions, among others. The latter is associated with imperceptible notions like values, ways of thinking, beliefs, behaviours, to mention just a few. Kramsch (2013) has conceptualised Culture as "the product of a canonical print literacy acquired in school; it is synonymous with a general knowledge of literature and the arts" (p. 65). In other words, Culture with big C is observable and may be learnt in educational settings. Likewise, Khemies (2015) has defined it as the "most visible. Including holidays, art, popular culture, literature, and food" (p. 14). Finally, L. F. Gómez (2015) has posited that Culture with big C is "the accumulation of general fixed information and do[es] not ... address the underlying sociocultural interactions that occur in different backgrounds" (p. 168). On the contrary, culture with little c, also known as deep culture, highlights hidden and difficult messages that "are personal, individual, possibly collective but multifaceted ... [since] they do not necessarily fit the traditional social norms or the fixed cultural standards" (L. F. Gómez, 2015, p. 168). Thence, culture with little c embeds the profound, complex, more invisible, contestable, and thus, not always accepted or understood aspects of human life.

Every single act of human beings conveys culture. Indeed, Shaules (2007) has maintained that deep culture relates to "the unconscious meanings, values, norms and hidden assumptions that allow us to interpret our experiences as we interact with other people" (pp. 11-12). These communal meanings help individuals make sense of their own life choices. Furthermore, Khemies (2015) claims the little c culture entails "communication styles, verbal and non-verbal language symbols signs, cultural norms and total way of living ..., how to conduct, ways of behaving, superstitions legends, and myths, etc." (p. 14). Thus, human

beings' beliefs, values, behaviours, and circumstances conform deep culture, which questions and challenges traditional, conservative, static, and monolithic perspectives of culture. In the interest of determining the cultural content of teacher generated materials at the MEED, our research acknowledges both types of culture: Culture is understood as superficial culture and culture corresponds to deep culture.

Culture in EFL Teaching and Learning

The sociocultural perspective of learning a language (Vygotsky, 1995) has acknowledged the central role culture plays in this endeavour. Hence, "language and culture are two inseparable concepts – neither of them can be taught without reference to the other, since they are expressed jointly" (Núñez-Pardo, 2021, p.144). To this respect, several authors have highlighted the importance of being aware of the existence of cultural aspects when learning a new language; among them: Álvarez and Bonilla (2009), Bonilla (2008), L.F. Gómez (2015), Goldstein (2015), Kramsch (1998, 1996, 1993), Liddicoat (2011), Moran (2001), Pulverness (2003), Rico (2012), and Varón (2009). Some concepts such as lingua-culture (Fantini & Tirmizi, 2006; Kramsch, 1993) and languaculture (Agar, 1994; Risager, 2007) have been coined to address this linkage that offers an understanding of the connection between language and culture when learning a language. They also go in-depth in the understanding of the cultural aspects involved in a language and how these aspects cannot be separated when teaching and learning a language.

Learning a language implies knowing and understanding our own culture and the others' culture. For Heise et al. (1994), language implies getting involved in communication rather than just exchanging information. Thence, language conveys individuals' perspectives, feelings, and

thoughts and aids the establishment of worthy and balanced interactions with people from our and from other cultures. Correspondingly, materials developed for the teaching and learning of languages should account for cultural similarities and differences that take place in diverse backgrounds and underpin sociocultural interactions (L. F. Gómez, 2015; Núñez-Pardo 2018a, 2018b, 2019, 2020a, 2020b, 2021; Rico, 2012). Therefore, EFL materials are also expected to avoid cultural bias (Waters, 2009) or cultural disparity among cultures, and to acknowledge the variety of contexts and the social role that language plays within a culture. Regarding cultural materials, Cortazzi and Jin (1999) present materials focused on the culture of an English-speaking country, materials that emphasised on content of students' own culture, and materials that centred on a combination of both, the culture of an English spoken country and a non-English speaking one. Our standpoint advocates for EFL materials that value students' own culture and life experiences to give them the opportunity to learn a language in a significant way, make sense of their own realities, and raise their sociocultural awareness. It also favours the inclusion of international and Anglo-Saxon cultural aspects whenever they enable students to learn and integrate contextualised alternative solutions to their real-life problems.

EFL Teacher Generated Materials

As materials development has gained attention worldwide during the last three decades, "language pedagogy and applied linguistics have recognised it as a field of study focused on the effect of materials on the EFL teaching-learning process" (Núñez & Téllez, 2015, p. 57). However, the outcome of this theoretical and creative endeavour is a massive industry of EFL commercial materials that are culturally biased (Bonilla, 2008; Álvarez-Valencia, 2008; Canagarajah 2002; Cárdenas et al., 2010; Giroux, 2001; González, 2012;

Gray, 2002; Kumaravadivelu, 2014; Littlejohn, 2012; Núñez-Pardo, 2018a, 2018b; 2019, 2020a; 2020b, 2021, Núñez et al., 2013; Pulverness & Tomlinson, 2013; Rico, 2012; Tomlinson, 2003; Usma, 2009). What is more, “they [commercial EFL textbooks] support the idea that one nationality is superior to others... [and] privileged a predetermined static and monolithic vision of culture, marginalizing the diversity of local cultures” (Núñez-Pardo, 2018a, p. 232), “which are related to the values, beliefs, purposes, and activities of local communities” (Jahan, 2012, p. 75). In other words, Western and Anglo-Saxon countries disseminate, naturalise, and maintain their cultural supremacy through the topics included in tandem with the corresponding learning activities accompanied by iconography, and supported by pre-determined learning strategies and underlying foreign methods proposed in contemporary, and thus, globalised EFL materials.

There are latent tensions and trends in English textbook research that need to be explored from critical perspectives to overcome the homogenising and marketable nature of textbooks produced by foreign and local publishing houses. Núñez-Pardo (2018a) has strongly criticised decontextualized materials since they do not “take into account the huge complexity and diversity of sociocultural and historical contexts of human plurality” (p. 247). The author has further asserted that “despite being widely used in EFL teaching, commercial EFL textbooks are decontextualized as they do not respond to the specific affective, academic, sociocultural, economic and aesthetic needs of the students” (Núñez-Pardo, 2019, p. 14). Along similar lines, Waters (2009) has informed about the “cultural bias of their content and methodology” (p. 313) and Apple (2004) has warned teachers from “reliance on standardized materials that are too often outdated and conservative” (p. 195). Therefore, we urge teachers to stop using materials in acritical ways as they do not help students to learn the language

nor to develop their cultural awareness; decontextualized materials also make teachers reproduce mechanical instructions and disseminate ideologies that serve the hegemony of a homogenous vision of universal culture at the expense of marginalising existing cultural diversity.

Building teacher's critical awareness about the development of EFL materials is a must in teacher educational programmes. Núñez and Téllez (2018) have invited EFL teachers to consider "resisting the use of decontextualized and standardized materials" and encouraged them to "become producers, not consumers, of context-bound teaching resources" (p. 83). Littlejohn (2012) has also encouraged teachers to resist "the manner in which uniformity is being imposed" (p. 295), and Kumaravadivelu (2014) has informed teachers about "the control [that] has been exercised mainly through the propagation of methodological orthodoxy and through the publication and distribution of related instructional materials" (p. 80). Accordingly, teachers' resistance to commercial and decontextualized materials becomes the starting point in the development of their critical social, cultural, and political awareness which, in turn, benefits their students.

The previous situation has prompted local initiatives to develop materials that respond to the real sociocultural needs of local teaching contexts. In-service teachers enrolled in the MEED have pondered and acknowledged their role as knowledgeable subjects and researchers, public, and transformative intellectuals of society (Giroux, 1988; Freire, 1998a; Kumaravadivelu, 2014, Quiceno, 1997), "agents of permanent change" (Núñez & Téllez, 2009, p. 184), passionate professionals (Pearson & Moomaw, 2005), and "critical change agents within their institutions curriculum". (Núñez et al., 2017b, p. 60). Consequently, teachers can act upon their pedagogical context, make informed curricular decisions, propose sustainable pedagogical innovation that last in time, and enhance their students' learning processes,

thereby generating meaningful and constructive learning environments.

Among a series of names proposed for this localised production of EFL materials, it is worth mentioning “contextualised materials” (Núñez & Téllez, 2015, pp. 58, 59, 62; Núñez et al., 2012, p. 17; 2017a, p. 20; 2017b, p. 20); “context-sensitive materials” (Núñez-Pardo, 2018b, p. 3); “context-bound teaching resources” (Núñez & Téllez, 2018, p. 83); “teacher generated materials” (Block, 1991, p. 211; Núñez & Téllez, 2018, p. 36; Núñez et al., 2017b, p. 20, 24, 31); “teacher-developed materials” (Núñez & Téllez, 2009, p. 184; Núñez & Téllez, 2018, p. 36; Núñez et al., 2017a, p. 22, 24, 34; 2017b, p. 19); “context-bound teaching resources” (Núñez & Téllez, 2018, p. 83); “teacher-made materials” (Ur, 1996; Montijano, 2014); “home-grown materials” (Masuhara, 1998, p. 246); “in-house materials” (Bedwell, 2012, p. 1; Núñez, 2010, p. 37); “localised materials” (Mishan & Timmis, 2015, p. 40; Núñez, 2018, p. 3); “tailor-made materials” (Harmer, 2007; Núñez, 2010, p. 50; Núñez et al., 2017b, p. 23); “contextualized booklet” (Díaz, 2018, p. iv); “teacher-built materials” (Delgado, 2017, p. i); “teacher-created materials” (Vargas, 2018, p. 4), and teacher-designed materials (Sánchez, 2017, p. iv; Oliveros-Betancourt, 2020, p. 3; Bernal-Morales, 2020, p. 1). These names have been coined by researchers in our emphasis after identifying research concerns in their particular contexts and proposing specially designed pedagogical interventions for their specific students.

From our perspective, EFL materials “are socio-cultural resources ... [and] forms of social mediation that allow flow of knowledge” (Núñez et al., 2013, p. 10) and thus, serve the purpose of helping students learn a foreign language in interaction with others within the EFL classroom. Our understanding of contextualised EFL materials generated by teachers contemplates Littlejohn’s (2012) vision of materials “rooted in a particular time and culture” (p. 283), Núñez

and Téllez's (2018) remark on "informing the materials with the socio-cultural realities of [the learners]" (p. 36); Rico's (2005) need for "the social conditions of the learners" (p. 28); McDonough and Shaw's (2013) reference to "the whole educational setting in which the teaching is to take place" (p. 4); and Mishan and Timmis' (2015) suggestion for "familiar cultural reference points" (p. 40). Thereafter, we understand teacher generated materials as sociocultural mediations that are essentially conceived, informed, and developed in response to the needs, situations, circumstances, realities and problematic situations of their students' local context. Also, teacher generated materials "provide learners with rich, contextualized, and comprehensible input to facilitate their language learning targets; raise awareness of their own learning process and assist their on-going development of a balanced set of skills and content" (Núñez et al., 2017b, p. 24). Ideally, teacher generated EFL materials like workshops, worksheets, modules, booklets, lessons, blogs, virtual platforms, and even single learning activities should centre on local and relevant concerns of students' life experiences in their own local communities to raise a critical awareness of the realities that surround them.

Methodological Design

This qualitative documentary research aims at analysing the cultural content present in the EFL materials generated by in-service teachers for the pedagogical interventions of their studies in the master's programme in education with emphasis on English didactics (MEED) at Universidad Externado de Colombia. This section presents the design that underpins our study.

The research design entails the paradigm, approach, and type of study underlying this research, as well as the participants, and the instrument for data collection. Considering that this study aims at comprehending the cultural content

of teacher generated materials to overcome the decontextualization of marketable EFL ones, and to resist both their acritical use in public and private scenarios, and the uniformity being imposed regarding content and methodological assumptions, we opted for the socio critical paradigm to frame our study. Its purpose, according to Marín (2012), is to defeat the instrumental use of knowledge to control the individuals of societies, which makes it feasible to decide on models that rest on meaningful values that cannot be quantified or objectified. In other words, research should lead to the social construction of knowledge among human beings that conjointly work to resist instrumental visions of education that reproduce power mechanisms, ideologies, and social order. This paradigm advocates for knowledge as a social construction in which the participants of a study with their subjectivities and intersubjectivities constitute the means *par excellence* to comprehend human realities (Sandoval, 1996) that allow for the dialogical and reciprocal construction of knowledge under equal circumstances.

Since qualitative research aims at making sense of the contexts, situations, circumstances and the way participants understand or give meaning to a social reality, this study is of a social and interpretative nature. Correspondingly, the qualitative approach explores phenomena by means of inquiring the meanings that people give to a particular problem within its context (Denzin & Lincoln, 2012; Creswell, 2007). The qualitative approach suits our study as it is intended to make sense of in-service teachers' materials as well as their perceptions, insights, and stands regarding the cultural content of the EFL materials they develop for the pedagogical interventions of their studies.

The present study is a documentary research, which according to Bernal (2010) and Morales (2003) relies on a source of written information, either printed, on-line, or audio visual. Besides that, documentary research can

rely on perceptions and insights from experts, authors, and protagonists of the events (Kaufman & Rodríguez, 1993), who in this case are the teachers that developed the materials for their pedagogical interventions. The purpose of documentary research is to read and make sense of the documents written with a given intention that might be different from the interpretation made of it. Our study identifies and interprets the cultural content of teacher generated materials in terms of notions associated with the target, the local, or international cultures (Cortazzi & Jin, 1999) in tandem with the categories of superficial or deep culture (L. F. Gómez, 2015; Khemies, 2015; Shaules, 2007), addressed in the literature review above.

Six in-service teachers were the participants of the study. One English teacher worked with sixth graders at a state-funded school, another participant worked as a Science teacher with second graders at a bilingual private school, two English teachers worked with undergraduate students at private universities, one English teacher worked with EFL teacher-students in a non-formal state-funded institution, and another English teacher worked with fourth graders at a private school.

The data gathering instruments used were teachers' artefacts and a questionnaire to collect data. Prior to the study of teachers' artefacts and the administration of the questionnaire, the six in-service teachers signed the informed consent (See Appendix B). Acknowledging that the six participant in-service teachers developed context-sensitive materials for the pedagogical intervention of their studies (artefacts), these materials served as a valid instrument to collect data. Regarding artefacts, LeCompte and Preissle (1994) have underscored that they are "records of what they [individuals] do, say, produce, or write" (p. 1). More precisely, Given (2008) has conceptualised them as evidence that document and register data of individuals,

of the society, or of a particular community. Additionally, Burns (1999) has defined them as “a source of documents” (p. 140), and Lankshear and Knobel (2004) have conceived them as tangible pieces of individual work “within the contexts of their daily life” (p. 235). Finally, Silverman (as cited in Scott, 2014) has mentioned that artefacts help the researcher make sense of “culture, social setting, or phenomenon” (p. 23). Therefore, artefacts in this study correspond to teacher generated materials implemented as the pedagogical intervention of their studies, which may be two contextualised workshops made up of five lessons each (one per language skill, namely, vocabulary and grammar in context, reading and listening comprehension, writing, speaking) and the complementary self-assessment section, which are developed to be implemented in public contexts. They may also be six contextualised worksheets that work on the development of a single language skill or any other research concern, and the corresponding self-assessment section, which is designed to be implemented in private educational settings. This instrument provided tangible evidence of the cultural content of in-service teacher generated materials.

Regarding questionnaires, this qualitative instrument encourages informants to explain their unique perspectives on the issues at hand, or the meaning that they use to understand their worlds (Mishler, 1986; Seidman, 1998; Spradley, 1979); they also supply evidence about participants’ “opinions, feelings and ideas in regard to various aspects” (Núñez et al., 2017a, p. 31). Through the questionnaire, we collected information about in-service teachers’ perceptions, opinions, feelings, arguments, and testimonies regarding the cultural content of the materials they developed for the pedagogical intervention of their studies. This information allowed us to corroborate the interpretation and analysis we had made of the cultural

content portrayed in the materials in-service teachers had developed. In this respect, L. Gómez (2011) and Prior (2003) have manifested that qualitative documentary research seeks to read and give sense to written information that was originally composed with a different intention (other than to be interpreted), since documents bring to light the human phenomena that are being studied. The first questions prompted information that was relevant to identify the kinds of culture presented in their materials and the second, on English Didactics. In the following questions, we asked about in-service teachers' understanding of the kind of activities proposed in relation to the cultural content presented in their materials. We intended to learn about the way teachers represented cultural content in the EFL materials they generate from their students in both public and private settings. We administered the questionnaire to the six in-service teachers once they had completed their master's programme (See Appendix C).

Data Analysis

The data analysis procedure presented in this section encompasses three moments: First, the pre-configuration of the reality (approaching the reality) that consists of the characterisation of the unit of analysis, sampling and recording (Krippendorff, 2004). Second, configuration of the data for description and administering the questionnaire to the selected participants. Third, reconfiguration of the reality, which entails the description of data and construction of categories, codification of the artefacts and the questionnaire data.

In relation to the pre-configuration of the reality (approaching the reality), this moment consists of the characterisation of the unit of analysis, sampling, and recording (Krippendorff, 2004) to be analysed within the context of

EFL teaching. The unit of analysis are all the materials developed by the in-service teachers enrolled in the MEED. The sampling unit corresponds to the contextualised materials developed by six in-service teachers, either worksheets or workshops for their pedagogical intervention. The recording units refers to the learning activities proposed in those materials.

Six in-service teachers, who performed the roles of teachers, researchers, and materials developers in their qualitative action studies allowed us to analyse one of the contextualised workshops or worksheets they designed for the pedagogical intervention of their corresponding investigations. It is worth mentioning that all of them were aware of the importance of developing materials that responded to students' needs in the teaching and learning processes of EFL. They were also acquainted with Second Language Acquisition (SLA) principles relevant to the development of materials and self-selected six of them to inform their teaching resources. Furthermore, they were familiar with the existing theoretical frameworks for developing materials and were asked to propose their own contextualised framework to design their pedagogical intervention. Likewise, they were expected to opt for a vision of the theory of language and language learning that suited the English curriculum of their schools. Finally, they were encouraged to ponder their pedagogical intervention as an innovation, as well as to consider a particular language teaching methodology to underlie the materials developed for their studies. Under these circumstances, teacher generated materials were expected to respond to the sociocultural nuances of their students, as identified and shown in Table 1 below. These sociocultural aspects are analysed in the section for the research categories and subcategories.

Table 1.

Type of Culture and Cultural Themes Found in Teacher Generated Materials (Adapted from L. F. Gómez, 2015).

Teacher generated Materials	Aspect	Surface Culture	Deep Culture
Workshop Developed by Teacher 1	Texts related to values (self-improvement)		X
	Activities guiding students to reflect on themselves		X
	Gender balance in images		X
	Placing students in hypothetical situations selecting a multinational company		X
	Use of proverbs from different countries (interculturality)	X	
Workshop Developed by Teacher 2	Contextualised topic (school)		X
	Activities guiding students into observation, prediction, interpretation, and communication.		X
	Neutral activities in which students cannot have any biased regarding both cultures	X	
	Gender balance in images		X
Workshop Developed by Teacher 3	Contextualised local topic (centred on festivals in Puerto Gaitán, Meta, Colombia)	X	
	Contextualised texts and picture	X	
	Cultural identity and awareness	X	
	Gender balance in images		X
Worksheet Developed by Teacher 4	Contextualised pictures and texts		X
	Local topic (city, transportation, restaurants)	X	
	Historical events	X	
	Cultural identity		X
Worksheet Developed by Teacher 5	Housing, objects in a place	X	
	Personal information		X
	Images showed an impersonal object to deal with blended learning (common in many countries)	X	
	Gender biased (male name from Anglo-Saxon countries)	X	
	Motivating activities (new / novelty focused)		X
	Using the language without cultural barriers		X

Teacher generated Materials	Aspect	Surface Culture	Deep Culture
Workshop Developed by Teacher 6	Communication styles (direct and indirect)		X
	Pictures and film focused on a comedy from the USA.	X	
	People's lifestyle (social customs)		X
	Activity enhancing comparisons between both countries lifestyles to see beliefs and behaviours		X
	Short readings based on the film's characters	X	
	Gender balance in images		X

Concerning the configuration of the data for description, this second moment entailed organising the information and administering the questionnaire to the six selected participants. The first activity was carried out by selecting the learning activities that provided evidence of the cultural contents represented in the materials. The second activity was done by e-mailing the questionnaire to the in-service teachers.

In connection to the reconfiguration of the reality, this third moment encompassed the description of data and construction of categories, codification of the artefacts and the questionnaire data. As mentioned earlier, we opted for the insights of Cortazzi and Jin (1999), L. F. Gómez (2015), Raigón-Rodríguez (2018), and Shaules (2007) to analyse cultural materials. In particular, we considered the notions related to the target, local, international, superficial, and deep culture.

After identifying both the type of culture and the cultural themes in the worksheets and workshops developed by the in-service teachers, as shown in Table 1 above, we triangulated the data gathered through the selected instruments: teachers' artefacts and a questionnaire. As Burns (1999) has stated, "triangulation is one of the most commonly used and best-known ways of checking for validity. The aim

of triangulation is to gather multiple perspectives on the situation being studied" (p. 163). Correspondingly, tracing back findings to the data gathering instruments validates them. We resorted to two triangulation methods: the methodological triangulation and the theoretical triangulation. On the one hand, methodological triangulation "implies multiple ways to collect data and thus to study the problem in depth" (Freeman, 1998, p. 97). Therefore, collecting information through different research techniques and instruments allows for an in depth understanding of the research concern. On the other hand, theoretical triangulation "uses more than one perspective to analyse the data to find common aspects in the data collected" (Freeman, 1998, p. 97). This type of triangulation makes it possible to use various theoretical trends and resources to analyse the data gathered. Finally, we established two research categories with their corresponding subcategories.

Table 2.

Categories and Sub-categories for the Research Question

Research Question	Research Categories	Research Subcategories
What is unveiled in terms of cultural content in teacher generated materials at the master's programme in education with emphasis on English didactics?	Emerging deep culture issues	Reflection on values, beliefs and behaviour for transformation or self-improvement Inquiry skills (observation, prediction, interpretation and communication-OPIC) for problem solving
	Superficial culture prevails over deep culture	Superficial culture: A constant thread regarding topic selection in teacher generated materials

Note. Own design.

Emerging Deep Culture Issues

This category involves two research subcategories: *Reflection on values, beliefs and behaviour for transformation or self-improvement* and *Inquiry skills (observation, prediction, interpretation and communication-OPIC) for problem solving*.

Reflection on Values, Beliefs, and Behaviour for Transformation or Self-Improvement

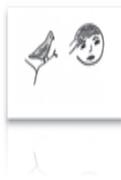
The content of the worksheets that Teacher 1 has developed regards students' local culture and it represents one example of deep culture due to its focus on the value of self-esteem and enhances self-concept in undergraduate students. Values, behaviours and beliefs to confront and transform people's attitudes regarding a particular aspect in personal life are considered Little c, or culture with little c, based on Raigón-Rodríguez's (2018) categories. The topic selected by Teacher 1 boosted students' self-improvement, which is another category that Raigón-Rodríguez has identified in deep culture, and L. F. Gómez (2015) regarding "very intricate [and] almost hidden" (p. 168) cultural form that deals with transformation. Most of the activities that Teacher 1 designed encouraged students to transform their way of thinking to achieve better results in life. Teacher 1 created thoughtful writing worksheets that included analysis of short-story content and reflective activities to encourage students to identify their own values and capacities to improve self-concept. In our view, it is crucial to exploit the multidimensions of being in students and to include aspects of affect in the materials that linked them to their own realities to face life circumstances, as illustrated in the following evidences from the teachers' artefacts and questionnaire.

Worksheet Nº3

General objective: To identify failure attitudes.

Specific objectives: (a) to state cause/effect of ideas (b) to deduce the lesson from the texts (c) to contrast characters' attitudes.

Learning strategy: Reading and reflecting attentively.



The man who sat around all day and did nothing

Once there was a man who sat around all day and did nothing.

One day he was sitting outside and a bird came and perched on the fence next to him.

The bird asked the man, "Why do you always sit around all day and do nothing?" The man replied, "I'm a failure. I mess up everything I try to do. So, since I can't do anything right, I don't do anything at all."

The bird asked, "If there was something you knew you couldn't fail at, would you be willing to give it a try?"

"Sure," said the man. "But what could there possibly be that I could do without failing at it?"

"Here's what you do," said the bird. "First, think of three things you'd really like to be able to do.

Then, try to do the first one. If you fail, take a sheet of paper, write what the thing was that you tried to do, and next to it, write the words, "I can't do this."

"Then try the second thing. If you fail at that also, take your sheet of paper, and write what the thing was that you tried to do, and next to it, write the words "I can't do that."

"Then try the third thing. If you also fail at this, take your sheet of paper one more time and write what the thing was

that you tried to do and next to it write the words, "I can't do this either." Then hang the sheet of paper on this fence, where you'll see it each day when you sit in your chair. Do you think you can do this?"

"Well," said the man. "It sounds like all I have to do is fail, and I'm good at failing. So, I guess I could do that."

"Then go do it!" said the bird, and he flew away.

The man decided he'd do what the bird had suggested. So, he thought for a few minutes until he thought of three things that he'd really like to be able to do. Then he got up from his chair and went to do them. The man tried to do the first thing, and he failed. So, he took a sheet of paper, and he wrote what the thing was, and next to it he wrote the words, "I can't do this." Then the man tried to do the second thing, and he failed again. So, he took the sheet of paper, and wrote what the thing was, and next to it he wrote the words, "I can't do that." Then the man tried to do the third thing, and again he failed, as he had expected. So, he took a sheet of paper, and he wrote what the thing was, and next to it he wrote the words, "I can't do this either."

Then the man hung the sheet of paper on the fence, and he sat down and waited for the bird to come back so he could tell him all about he had failed again. The man sat there for the rest of the day. But the bird didn't come back. So, the man took one last look at the sheet of paper, then he went inside and went to bed. The next morning, the man went outside, and he sat in his chair. He looked at the sheet of paper hanging on the fence. He read about the three things he'd really liked to do, and he read that he couldn't do them. Then he waited for the bird to come back. He waited all day, but the bird didn't come back at all. So, the man went inside and went to bed.

Each day the man would go outside, sit in his chair, and look at the sheet of paper hanging on the fence. Each day he'd

read about the three things he'd really like to do, and he'd read that he couldn't do them. And each day he'd wait for the bird to come back. And as he waited for the bird to come back, he'd think about the three things he'd really like to do. And he'd think about how the sheet of paper said he couldn't do them. One day as he thought about this he began to get irritated. He said to himself, "What right does this sheet of paper have to tell me what I can and cannot do?" So, the man got up from his chair, took the sheet of paper, and went to try the things again. Then the man said to himself: "If I was able to do the first thing, maybe I could do the second thing too." So, he tried to do the second thing, and he failed. But the man remembered that when he had tried to do the first thing many times he had finally gotten it right too. So, he tried the third thing again, and he failed again. And he tried many more times, and he failed many more times. But then, he tried it one more time he succeeded! He had managed to do the third thing right! Again the man was so excited he jumped up and down and shouted, "I did it! I did it!"

Then he took the sheet of paper, and next to the third item, he scratched out the words, "I can't do this either" and in big letters he wrote "I CAN DO THIS TOO"

Then the man took the sheet of paper and hung it on the fence, and sat down to wait for the bird to return. But this time, as the man was sitting there he thought about the three things that he really likes to do; and he said to himself: "Why am I sitting in this chair, waiting for a bird, when I could be doing the things I really like to do?" So, the man got up and did the things he really liked to do. And the man was happier than he'd ever been in his entire life.

One day, as the man was doing one of the things he really liked to do, he saw someone doing that looked like fun. And the man remembered how he had learned to do the three things, and he thought to himself, "If I try, I am sure I can learn to do that too." So, the man tried, and tried, and kept trying until he got it right. The man said, "This is fun! I love

learning how to do new things." And after that, the man was never afraid to try anything.

One day, the man was learning to do something new, and the bird came and perched next to him. The bird said, "What are you doing?" And the man said, "I'm learning something new." Then he told the bird all about how he had tried to do the three things, and how he had failed at each one. And he told the bird about the piece of paper, and how it had made him mad. He told the bird how he had tried to do the three things again and again until he had gotten them right. And as he was telling the bird these things, he suddenly realized that this had been the bird's plan from the beginning. The man looked at the little bird, and the bird smiled at him. "Enjoy your life," said the little bird, "and always be glad for all the things you can do." "I will," said the man. "Thanks to you I now realize that I can learn to do anything if I just put my mind to it and keep trying."

"You have learned your lesson well," said the little bird. And with that, he flew off to his next assignment. And the man, who used to sit around all day and do nothing, now, spent his time doing the things he loved. And he had so much fun doing them that he never wanted to sit around all day and do nothing. And he never thought of himself as a failure ever again.

Selected from <http://fly.hiwaay.net> The Man Who Sat Around All Day and Did Nothing_ a short story by Araykay.

After reading

1. As you read the previous stories, take notes about the main characters' significant attitudes, and establish cause/effect relationship in your ideas.
2. Based on the two stories you have just read, write the aspects you consider relevant to state a contrast between the main characters.
3. What was different about the way they reached their goals?
4. What did each character have in mind?
5. Discuss your points of view, and exchange your perceptions with a partner.
6. Share the lesson you learned with the class group.
7. Write a reflective/contrastive paragraph about the importance of having a positive self-concept, what people can do when they are aware of their strengths and weaknesses, and the secret to succeed in life.

4. **Make a reflection about the way you can turn yourself into a self-confident person who deserves being trusted.**

Individuals who have a favorable self-concept convey encouraging thoughts and express enthusiasm through self-confident attitudes, body language, and daily activities. Classmates and people around them perceive that, and feel attracted to socialize or work with them.

Let me tell you about
the most wonderful
person I have ever met!



Whom do you think of?

Who would that wonderful person be?

5. **After considering all the qualities of that person you have just thought of, did you happen to think about yourself? Make a reflection about your values, your outstanding qualities, your attitudes, your skills. How much you do to grow as an individual, and make the decision to consider YOURSELF as the most valuable human being.**

(Artefacts Teacher 1 (Quiroga, 2018))

Based on the evidences from the artefacts above, we can observe that deep culture is present in the activities

proposed by Teacher 1 since they work on students' self-esteem and personal growth; aspects which are intrinsically related to multidimensional matters of being in students. According to Searcy (2007), "self-esteem is developed through whom one associates with, what one does, and what one hears about oneself" (p. 123). Teacher 1 included stories for students to reflect on failure attitudes to identify the way to turn them into success. Finally, in the after-reading activity students were expected to answer a set of questions on the story characters' attitudes. In that sense, students could associate people's attitudes and their own, as seen in questions five and six above. As Searcy (2007) has affirmed, "Associative self-esteem refers to deriving self-esteem from informal and formal associations" (p. 123). Hence, students working together to answer the questions proposed in the activity may generate a sense of belonging to the class group, since self-esteem may develop through whom one associates with, as appreciated here in the context of formal instruction in which students associate in the class group.

Question seven implies a reflective writing activity on the self-concept and the discovery of people's own strengths and weaknesses to be successful in life. Through this activity, Teacher 1 fostered students' self-esteem, as Searcy (2007) has sustained, "Self-esteem is furthered through achievement, [and] that activity itself also generates self-esteem" (p. 125). Thus, Teacher 1 did engage students in reflective, oral, and written activities aimed at enhancing students' self-concept. Although the hearing about oneself way to develop self-esteem is not evidenced in the activities proposed, we presumed students could link what they had experienced in life with their reflective activity. In sum, materials that include content and activities related to deep culture issues may help students transform their perceptions of themselves and their life, as appreciated in the next transcripts from the questionnaire:

The materials proposed represent student's values and attitudes. In particular self-esteem and personal growth, aspects barely address in standardized commercial materials. [*sic*]

Through reading analysis and reflective writing, participants were able to adopt an objective stance of their own personality and counteract the tendency to undervalue their personal strengths, and the cultural background and ancestors, especially, when comparing them with foreign cultures. Starting by individual recognition yields cultural appreciation. [*sic*]

(Questionnaire–Teacher 1)

Regarding the transcripts from the questionnaire in which Teacher 1 highlighted the fact that commercial materials rarely include representations of students' values and attitudes to boost their self-esteem and personal growth, we underline that localised or "contextualised materials respond to ground realities of everyday-human life" (Núñez & Téllez, 2018, p. 37) such as the values and attitudes of students that have been addressed in the materials developed by Teacher 1, engaging students in deep cultural matters, as restated in the following transcript from the questionnaire.

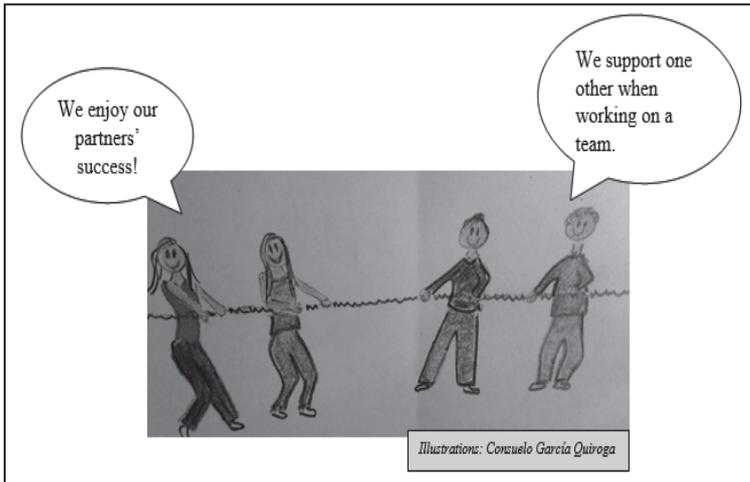
The materials aim at identifying and accepting their own virtues and positive qualities to increase participants' self-esteem. By recognising, accepting, and respecting others' values and attitudes, individuals also attain personal growth. [*sic*]

(Questionnaire – Teacher 1)

Therefore, we value the reflecting activities proposed in the materials designed to develop students' self-esteem and personal growth, as issues of deep culture brought to the EFL class.

Another relevant aspect of deep culture is related to the use of images. We observed that her images were especially drawn for her workshop and showed equity and fairness

regarding gender. On this matter, Raigón-Rodríguez (2018) has set and illustrated categories for the concepts of “fairness”, “equality” and “self-improvement” (p. 288) as part of little c aspects. These categories were constantly present along the materials developed by T1, as shown in the evidences below.



(Artefacts Teacher 1 (Quiroga, 2018))

The images of the materials show gender balance. Both male and female have either positive or negative attitudes. Students analysed the message conveyed, and concluded that besides qualities and virtues, both men and women have similar preferences, strengths and weaknesses, and the same opportunities to succeed. [sic]

(Questionnaire–Teacher 1)

Moreover, Teacher 1 has placed a hypothetical activity choosing as an example a multinational company as a possible job for students. This activity can be thought to enhance superficial culture if we stereotype the idea of

being successful when working for a foreign company. In this sense, L. F. Gómez (2015) has claimed that “learners are taught to appreciate positive characteristics of other nations, such as Americans are well-organized, the British enjoy having tea every afternoon, and Japanese people are humble” (p. 169), and this is part of superficial culture. Nonetheless, Teacher 1 has guided students to reflect on possibilities to exalt their capabilities to find a job not only at the national setting, but also at the international one. In our opinion, this feature of her activity is an alternative way to address deep culture. In Byram and Wagner’s words (2018), “The lifelong process of experiencing and acquiring new language is unique to the individual for whom experience, and language are one” (par. 12). Thus, these authors’ view suggests that experiencing job opportunities using the new language can be rewarding and a way to foster students’ self-improvement, as illustrated in the samples below.

Closing Activities		
<p>Imagine that you are an applicant interested in working at a multinational enterprise. Complete your personal profile considering that you are the right candidate to work there.</p>		
<p>Personal Profile</p>		
<p>Motivated when I succeed, persuasive, convincing, nice treatment, proactive, and excellent with open _____ public _____ relationship.</p>		
<p>I am hard _____ and very _____ I enjoy _____ new projects since I am very _____ I also like working with other _____ I have _____ communication skills and telephone techniques. I am _____ and I always keep a _____ attitude and have the ability to _____ new things very quickly.</p>		
<p>In what concerns to productivity, I consider myself as a/an _____ worker to lead a work team. I am able to _____ my knowledge on techniques and production strategies with _____ I enjoy learning from my partners too. In short, I always _____ my goals.</p>		
		

(Artefacts Teacher 1 (Quiroga, 2018))

The students' profile submitted as a job application in a multinational ratifies their significant change toward their personal values, virtues, and professional strengths, as the outcome of self-reflection through reading analysis and reflective writing. In addition, students highlighted equality and neutrality of multinationals in the process to select knowledgeable skilled personnel, in contrast to commonly biased local recruit, as a sign of cultural prejudices. [sic]

(Questionnaire- Teacher 1)

Having analysed reflection on values, beliefs, and behaviour for transformation or self-improvement, we continue with the second research subcategory, which deals with inquiry skills.

Inquiry Skills (Observation, Prediction, Interpretation, and Communication-OPIC) for Problem Solving

The worksheet that Teacher 2 has developed includes content knowledge (Science) to develop inquiry skills in second-grade students. Her worksheet is contextualised as it responds to the needs of the community where she implemented her pedagogical intervention. Furthermore, it is conceived within an ecological perspective. It gets students in touch with nature and invites them to study the features of the wetland ecosystem, the type of plants that can grow and the food they can prepare, as well as to explore their senses. It is aligned with both students' school setting (the orchard, the preschool garden, the covered soccer field) and students' homes (the garden in front of their building), as seen in the samples below.

Our first visit to the school orchard

Throughline:
What do plants need to grow well in a wetland ecosystem?

We have already learnt the different kinds of ecosystems and the elements that are part of each of them. Today we will OBSERVE and register our observations about our school wetland ecosystem.

Exploration stage: Scavengers hunt!

1. Visit the places you find in the chart. Identify living and non-living things. Register your observations by using drawings, list of words, pictures or all of them.

Remember!
*Good observers use all their senses.
 Be attentive to hidden details!
 In each place you will also find a hidden word.*

Metacognitive Strategies: Selective attention; deciding in advance to attend specific aspects of language input.

a. The flowers garden in front of your building.

Hidden word #1 _____

Designed by Adriana Sánchez
 Illustrated by Alberto Deltoro

b. The pre-school playground.

Hidden word #2 _____

c. The covered soccer field.

Hidden word #3 _____

d. The orchard behind the library building.

Hidden word #4 _____

Make a sentence using the four hidden words!

Designed by Adriana Sánchez
 Illustrated by Alberto Deltoro

(Artefacts -Teacher 2 (Sánchez, 2018))

a. Which ways did you use to register your observations?

b. Why did you select that way to register your observations?

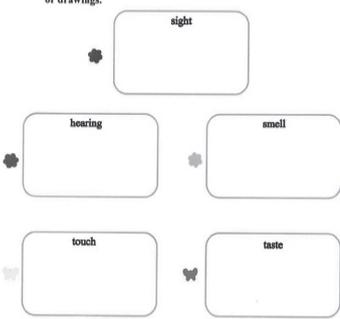
c. Do you think it is important to use real colours? Why?

d. How can details help you express what you observed?



Designed by Adiliana Sánchez
Illustrated by Alberto Saldaña

c. Complete the map to explain how your senses helped you find important details or if they did not. You can use words or drawings.



Designed by Adiliana Sánchez
Illustrated by Alberto Saldaña

(Artefacts – Teacher 2 (Sánchez, 2018))

Considering the fact that the materials I designed were contextualised and responded to the needs of the community, the pedagogical excuse was the orchard. To plant, Ss needed to get to know the features of the wetland ecosystem, the kind of plants that would grow and the food they could make. There were also aspects such as problem-solving roles and school culture. [sic]

(Questionnaire- Teacher 2)

As we mentioned in the subcategory, the purpose of the worksheet is to enhance inquiry skills such as Observation, Prediction, Interpretation, and Communication (OPIC) through the problem-based approach supported by learning strategies. Scholars like Minstrell and Van Zee, (2000) and White and Frederiksen (1998) have reported on the pertinence of making science accessible to all students by developing their research-based inquiry skills such as posing questions, making predictions, designing experiments,

analysing data, making inferences, drawing conclusions, and reporting results. Correspondingly, the learning activities proposed offer alternatives for second graders to develop the OPIC inquiry skills by writing, drawing, making graph representations, and picture making, depending on their preferences and abilities.

By examining cultural content, we discovered that the worksheet generated by Teacher 2 shows neutral knowledge in Science, since this content subject is relevant and demanding for all cultures. Recognising that the pedagogical use of culture benefits both teachers and students in their EFL teaching and learning processes, Byram and Wagner (2018) have attested that “pedagogy involves making accessible to learners matters that are complex. Part of this task is to simplify before adding complexity” (par. 8). Thence, after analysing her contextualised worksheet, we realised that her intention was to guide students to wear a researcher lens by fostering them to observe their school and home contexts from an ecological perspective. She invited her students to explore the school orchard and home vegetable garden by asking them questions and registering their observations related to factors (soil, weather, temperature conditions, what plants need, possible differences, and possible solutions), as illustrated in the following samples:

Independent Inquiry stage: Our place to plant!

3. You already visited the place where the school orchard will be. According to what you saw and what you know about plants complete the chart on the next page.

Remember!
Farmers must consider different factors before planting.

Problem solving strategies: Explain or replace unknown terms. Ask questions to clarify or verify concepts.
Remembering: Group or classify; new terms into meaningful categories.

Factor	Condition	What plants need	Possible difficulties and leading solutions
★ Soil			
★ Weather			
★ Temperature			
★ Any other you can remember?			

Prepared by Adriana Sánchez
Illustrated by Adriana Sánchez

Prepared by Adriana Sánchez
Illustrated by Adriana Sánchez

(Artefacts – Teacher 2 (Sánchez, 2018))

I would say that the contextualised materials I developed represent diverse capacities. They were designed under selected SLA principles like considering students' preferences, favouring brain lateralization and enhancing self-investment. The worksheets were also focused on developing inquiry skills such as observation, prediction, interpretation and communication (OPIC) that promote the possibility of finding different ways in which these skills can be evidenced, allowing some students to draw, write, make pictures, design or select graphs according to their preferences and/or needs. [sic]

(Questionnaire- Teacher 2)

The previous instances from Teacher's 2 artefacts clearly convey both deep culture and superficial cultural aspects. On the one hand, the learning activities she proposed engaged second graders in inquiring, so they started to look into what they needed to grow well in a wetland system, human use of plants, and type of food they prepare, which are aspects regarded as superficial culture. On the other

hand, deep culture is also present in her activities as they guided second graders into inquiry and then, into autonomous inquiry. Such learning procedures foster interaction and render interesting outcomes related to other fields of knowledge like traditional or alternative uses of medicinal plants, which entail peoples' knowledge, beliefs, practices, skills, and experiences. In this sense, traditional medicine, as defined by the World Health Organization (n.d.) encompasses:

All knowledge, skills, and practices based on the theories, beliefs, and experiences indigenous to different cultures, whether explicable or not, used in the maintenance of health as well as in the prevention, diagnosis, improvement, or treatment of physical and mental illness. (para. 1)

Finally, since the participants of her study had a proficient English level, the proposed learning activities do not centre on refining language skills, but rather on encouraging second graders to assume roles while solving problems they might have while planting their vegetable garden. The prior assertions are evinced in the next samples.

I strongly consider that the materials I designed show evidence of both, superficial and deep culture. The materials were designed following the inquiry process in which students started with an exploration stage that let them discover aspects from the superficial culture like food and common uses of plants; then, they were on the guided inquiry stage, and finally independent inquiry. On the last two stages the contextualised materials allowed students to make connections among other areas of knowledge, to consider traditional and alternative uses of plants, which are related to believes, and they also needed to interact and develop problem-solving roles, which are characteristics of the deep culture. [*sic*]

(Questionnaire – Teacher 2)

This research did not focus on the development of English skills since the participants were already proficient in the use of the language. However, using the science program enhanced the development of inquiry skills focused on problem-based learning. Students had the opportunity to use their productive and receptive language skills to move from a basic exploration to develop deep connections, extrapolate their knowledge to other areas such as Maths, and Language arts. Also, students showed improvement in the development of the selected inquiry skills such as observation, prediction, interpretation and communication (OPIC), and they could use their problem-solving strategies not only for the class but in other subject areas. [sic]

(Questionnaire- Teacher 2)

It seems that the materials developed by Teacher 2 are mainly focused on their pedagogical intentions rather than on showing cultural differences. This neutrality is part of superficial culture as it does not focus on differential aspects in cultures. However, it is worth mentioning that engaging students in exploring their context to describe it, analyse it, and solve possible problems helped students to be more ecologically or environmentally sensitive within their own contexts, thereby raising a sense of belonging and taking care of nature.

A salient aspect that stands out in her materials is that they were illustrated using own watercolour paintings that also fostered gender balance and representation of children to contextualise students with their corresponding age. Such illustrations can be appreciated in the samples above.

Self-assessment: Please read and answer the following self-assessment about the orchard worksheet.

Your answers are very important to check and improve the materials

My worksheet...	It does	It can be better
offers a variety of ways to share what I observe.		
has an attractive design.		
has a useful content.		
considers my needs, preferences and learning styles.		
promotes the application of learning strategies that help me do or solve the tasks.		
sequences the learning activities gradually so that I can learn in a relaxed way.		
provides opportunities to learn from both my classmates and teacher's observations.		
Observing around school ...	It does	It can be better
helps me identify and explain the elements I found in the orchard and around it.		
lets me describe in detail the possible seeds to develop the orchard project.		
lets me compare what I know with what I need to know before advancing in the orchard project.		
To develop my inquiry skills...	I do	I can improve
I try different ways to register what I observe.		
I differentiate relevant from irrelevant details that can contribute to identify the needs.		

(Artefacts – Teacher 2 (Sánchez, 2018))

Finally, materials illustrations were designed in water paintings and specifically showing diversity in gender and race identities. [sic]

(Questionnaire – Teacher 2)

So far, we have analysed the first research category along with their corresponding subcategories. In the following section we elaborate on the second category of analysis.

Superficial Culture Prevails Over Deep Culture

This category encompasses the research subcategory *A constant thread regarding topic selection in teacher generated materials*.

A Constant Thread Regarding Topic Selection in Teacher Generated Materials

The workshop that teacher 3 has designed was centred on festivals in Puerto Gaitán, Meta in our country. It aims at fostering students' oral communication and raising their cultural awareness by making them express the strengths and weaknesses of their own community's growth. Thus, we observed that her workshop was contextualised and exalted local culture such as Puerto Gaitán's festivities, typical food, dances, costumes, and music to raise students' cultural awareness. The activities proposed by Teacher 3 engaged students in learning and using vocabulary and expressions related to typical food in short dialogues and monologues that remarked gastronomic preferences of the local people and their own likes. Likewise, the activities incorporated short texts related to social activities regarding the most representative festivals in the setting; the writing activities proposed helped students to write short texts focused on fantasy or traditional customs; and the teacher added a video activity about typical music for students to speak about advantages and disadvantages of the town's festivals. At the end of the workshop, the students had the opportunity to reflect on their own learning process through the self-assessment section.

Overall, the learning activities proposed in her workshop enabled students to express relevant cultural aspects

of their town and enhanced their cultural identity, which implies being aware of heritage, customs, traditions, beliefs, and behaviours of their own town. Although festivals represent surface culture, the teacher took advantage of them to make her students aware of their own cultural identity. In this regard, cultural identity is built in interaction with others in communities using language; it is associated with both personal features that are shaped by the context (Joseph, 2004), and in relation to a group (Wortham, 2006), which is in permanent construction (Hall, 1996). In their words, cultural identity is a manifold concept that encompasses people's nationality, ethnicity, religion, social class, generation, locality, or any kind of social group that has its own culture.

We deemed important to emphasise that her materials benefited students in building local cultural identity, developing a sense of belonging to their community, engaging them in its own recognition, thereby, fostering cultural awareness. However, Teacher 3 could have worked on hidden and critical issues that trigger the understanding of students' beliefs, lifestyles, and values by questioning them about their cultural norms. González (2015) considers that "culture should be taught in the EFL classroom from a contentious and controversial perspective in such a way that it explores the deep, complex elements of culture" (p. 169). In sum, we realised that working on deep culture embraces having a thoughtful knowledge of general culture, superficial culture and deep culture to select better ways to engage students in both content and activities concerned with critical social issues of their own realities to help them become critical and assume a better comprehension of their community and their cultural identity. The pieces of evidence below portray the abovementioned aspects:

Puerto Rican Festivals



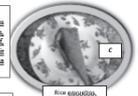
What are the most popular festivals in Puerto Rico?

General Objective: To state and express the advantages and disadvantages of festivals in Puerto Rico for the community's development.

Specific Objectives: (a) To describe people's behaviour exhibited during Puerto Rico's festivals (gastronomy preferences: typical food, typical costumes, social activities, musical shows); (b) to use lexical units (words) related to Puerto Rico's festivals; (c) to express points of view about the positive or negative aspects of festivities for the people in their community.

2. Read the descriptions of typical food and match them to correct picture.

a) My favorite food has rice, chicken, pork, beef, cornmeal, and it is in a tomato sauce.



Rice and Beans

b) We like melted beef with potato, and sauce.



Delicias

c) I remember this food with rice, cheese and it is wrapped in banana.



Morones

d) I like this drink because it has rice, water, and lemon.



Masato

(Artefacts -Teacher 3 (Cirprián, 2018))

Learning strategy: Applying a grammatical pattern.

3. Complete the dialogue and monologue using the verbs provided in the Present Simple tense. Study them and practice them with a friend:

Carles: Hello, Bob! Where do you live?

Bob: I go to the summer festival with my sister.

Carles: What do you do there, too?

Bob: It's nice. What do you like about this festival?

Carles: I like the typical food, shows, activities, and costumes.

Bob: What do you like your favourite typical food? Because my mother likes to prepare it.

Carles: It is delicious. But my favourite food is the traditional and my sister loves using sweet.

Bob: Mmmmm. That is the most famous food from the island, doesn't it?

Carles: Yes, it is. It is in Puerto Rico. Goodbye!

h. Hello, my name is Virginia Rocha. I live in the city.

My friend: I like to visit Puerto Rico for the Carnival, festivals with my husband. He loves the fish and appetites and as I like the different activities, the music and lights, and drink appetites. Besides, we like to observe the different activities of this festival because I like to have fun since I like to participate in other events.



The economy grows

Advantages

Puerto Rico's festivals

Disadvantages

6. Answer the following questions orally and share with your group (you can use your body to express ideas).

Learning strategy: Develop cultural understanding.

- What is the importance of festivals for the community's development?
- Do you think that festivals show the *llanera* culture? Why?
- Do you feel proud of your town and community? Why?
- Do festivals allow that foreign people recognize your community and culture? Why?
- Do you consider that your culture is important? Why?
- Do you take care of your town in festivals? How?
- How do you develop a festival that has more positive aspects than negative ones?

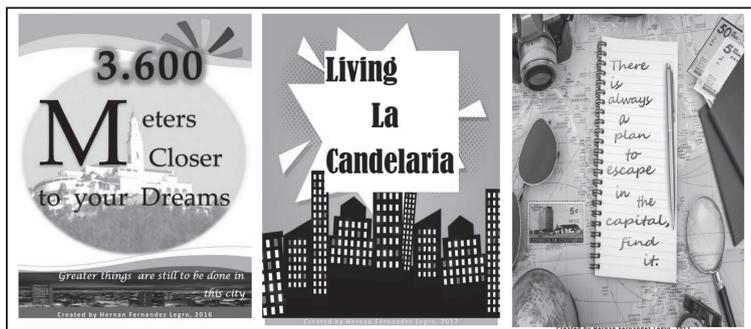
(Artefacts -Teacher 3 (Cirprián, 2018))

My materials were workshops related to ... superficial culture because I used tangible topics of culture as dance, festivities, costumes, and typical food. The topics of the materials were related to 'llanera' culture in terms of dance, costumes, and typical food and the aim was that students could increase their cultural awareness through their own culture.

Through different activities, participants were able to adopt an objective stance of their own personality when they interact with their classmates talking about their own culture to create new concepts about what culture is and its relevance in their lives. [sic]

(Questionnaire – Teacher 3)

Concerning the worksheet developed by Teacher 4, it was focused on the development of reading skills and framed within the Content and Language Integrated Learning (CLIL) approach. It was contextualised with images from the local context and the reading texts were created by Teacher 4 grounded on local cultural issues. The topic selected was the capital city, including its restaurants, interesting places to visit, and transportation; all of them pertaining to the visible, congratulatory, and superficial Culture with big C. In this regard, L. F. Gómez (2015) has attested that “these topics lead to fixed superficial stereotypes of geographical sites” (p. 173). Thus, Culture was privileged and exalted in the learning activities proposed by Teacher 4, aiming at engaging undergraduates in recognising and appreciating their own city in terms of its architectural, geographical and religious heritage, historical events, and essential attractions and activities to do. As a result, addressing topics of the local culture in the worksheets raised undergraduates’ sense of pride, as shown in the subsequent examples:



The screenshot shows a Facebook event page. At the top, there is a search bar and navigation links for 'Hernan' and 'Home'. The main header reads 'Events' and 'Calendar'. The event title is 'Ghosts Tour: Cementerio Central', which is private and hosted by Hernan Fernandez. The event is scheduled for Wednesday at 19:00, 2 days from now, with a note about rain showers. The location is the Central Cemetery of Bogotá. A 'Write Post' box is visible on the left, and a 'Length: 2 hours approximately' box is on the right. A task instruction '5. Write your comments about the event.' is overlaid on the page.

(Artefacts – Teacher 4 (Fernández, 2018))

The graphic features a 'Follow up' title in a black circle. Below it, the instruction '3. Read the following passages and answer the questions' is followed by the learning strategy 'On line Inference'. Two cartoon women are shown talking on mobile phones. One asks, 'Have you ever heard about "El Bogotazo"?' and the other replies, 'No, I haven't. But it sounds interesting. Tell me more'. In the center is a newspaper clipping from 'EL TIEMPO' with the headline 'BOGOTA ESTA SEMIDESTRUIDA' and a sub-headline 'COLODAME TE ALIJEADO EL DR. GAITAN'. Below the newspaper are two text boxes. The left box describes the murder of Jorge Eliécer Gaitán on April 9, 1948, and the subsequent burning of the Central Clinic. The right box describes the destruction of Bogotá's historic center on April 10, 1948, and the impact on the newspaper 'El Tiempo'.

(Artefacts – Teacher 4 (Fernández, 2018))

Considering that the materials that I designed and implemented involve the recognition of the local context as a frame to develop materials, the cultural aspect takes an important place at the moment of selecting some of the most salient landmarks in the capital.

One of the most important aspect regarding these topics is the use of the cultural places to set the reading comprehension material and how the local context is also used to teach a foreign language. In this way, the concept of local provides a sense of identity where the participants of the EFL classroom feel proud of it.

It could be represented as the way the contextualisation of materials allowed me to establish the possibility to give them new materials highlighting the values of our own context, (city)

By means of contextualising the materials to the city of Bogotá the students are motivated to know more about the culture that surrounds them every day. Moreover, by not using the foreign traditional cities seen in the regular English text, the students create a sense of belonging to the city and why not to the country. [*sic*]

(Questionnaire- Teacher 4)

Conversely, the inclusion of references to local culture can be seen from another perspective as it is a way to enhance cultural identity. This aspect can be considered as a possibility to reflect on behaviours and values which, in turn, are part of deep culture as it is depicted in the table of the cultural content above. It is undeniable that contextualised topics motivate and engage students in learning the language. Nonetheless, having students ponder aspects that involve working on culture with little c fosters the development of their social awareness on thoughtful complex aspects of their everyday reality.

A prominent feature of his materials corresponds to the reading comprehension activities proposed. Encouraging students to make inferential reading implies the use of

higher-order thinking skills as it takes them beyond literal reading, the completion of grammatical patterns, and lexical recognition. As Brookhart (2010) has advocated, “Teachers of all subjects are called to foster the development of higher-order thinking skills in their students” (p. 6). In the same line of thought, Chamot (1994) has underscored that “higher-order thinking skills involve that students use language to analyze, synthesize, and evaluate new knowledge” (p. 41). Such activities entail a cognitive challenge that leads students into interpreting, reasoning, analysing, and relying on background knowledge, not only on the identification of literal information explicitly present in the reading text. Along similar lines, Núñez-Pardo (2020a) has affirmed that it is necessary to disrupt the mechanic and instrumental tradition of developing learning activities that foster the mere grammatical practice and the development of language skills by proposing activities that imply critical thinking or higher order thinking skills. This type of activities is portrayed in the next excerpts.

THE BOGOTA POST

february 2017
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Floods in Bogotá due to heavy rainfall

Due to the intense rain that appeared in Sunday afternoon, several key roads of the city had slow and difficult mobility, after the water levels exceeded to 70 centimeters. In the North highway, between streets 87 and 92, two vehicles had to be aided by the Fire Department, as the high flooding affected them. In the 30 avenue with street 94, another car was also stranded for the same cause. And in several sectors of the 68 avenue, both pedestrians, motorcycles and cars suffered to advance.



Picture taken by: a newspaper Journalist

Bogotá, which became saturated by the volume of precipitation.

Another point that presented high congestion was the tunnel located in the sector of Heroes, which had serious inconveniences not only for the circulation of individuals but for the buses of the TransMilenio system.

In addition, the agency (EAAB) was forced to review the sewage networks in several areas of

For further information go to:
www.theBogopost.com.co

(Artefacts – Teacher 4 (Fernández, 2018))

The reading worksheets that I developed fostered making inferences to take students away from literal reading, grammar and lexical aspects [*sic*]

(Questionnaire – Teacher 4)

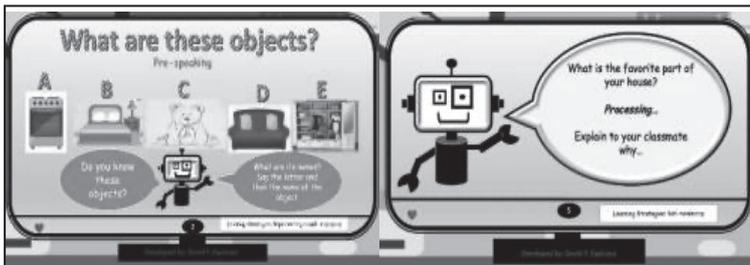
In connection to the worksheet created by Teacher 5, we observed that his materials were intended to develop blended learning through digital materials focused on vlogs. After analysing his materials, we discovered that they were focused on personal aspects such as housing and objects in a place to be described. Although asking students to describe their favourite places at home or in their local communities implies a contextualisation effort, according to Raigón-Rodríguez (2018), aspects such as “urban life/ infrastructure/ housing” (p. 288) are part of superficial culture. Nonetheless, we deem pertinent the teacher’s decision of engaging his students in learning activities that address their close and familiar realities.

As the materials developed by Teacher 5 are focused on technology, we highlight that he wanted to include students’ interests and needs by motivating them to work with resources that are appealing and familiar to them such as vlogs, to incorporate new EFL approaches in the classroom. In that way, students might be motivated and can explore other dimensions of these technologies. In this respect, we observed that his materials displayed the combination of Information and Communication Technologies (ICTs) and language learning focused on places well known by students to describe their own private spaces, their experiences, and ways to express feelings regarding their contexts. Byram and Wagner (2018) explained that:

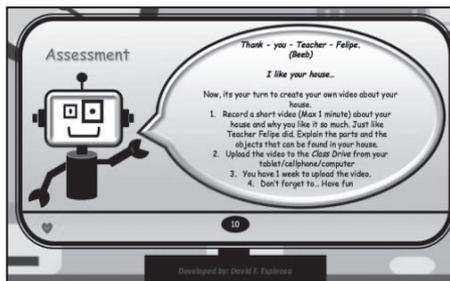
In the case of beginners in particular learners acquire one version of a language as used in one context even while the educator remains aware of how learners import their own meanings and connotations and slowly amend them toward

what are usually considered to be the shared meanings of the speakers in that context. (par. 15)

When knowing the process students experienced, we realised that presenting them with variety in terms of cultural matters will help them establish commonalities and differences to use the target language and their own to reflect on culture. In that way, as L F. Gómez (2015) has underlined “culture is heterogenous” and not “homogeneous” (p. 170). Through this worksheet designed by Teacher 5, we could see that the teacher is not privileging foreign spaces, but rather contextualising the learning of English and its use with his students’ own familiar spaces. The next samples and transcripts illustrate the aforementioned aspects.



(Artefacts – Teacher 5 (Espinosa, 2018))



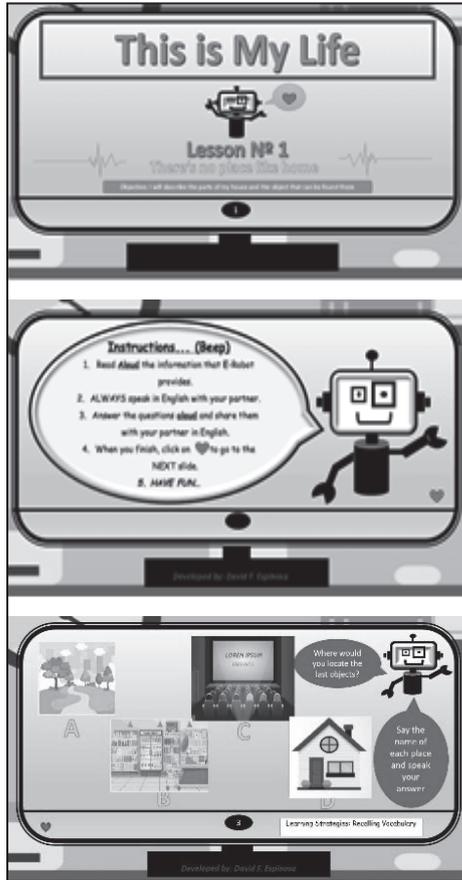
(Artefacts – Teacher 5 (Espinosa, 2018))

Whenever I design materials for my target academic community, I take into consideration context-related information which is slanted to the context dynamics that are presented in the classroom based on factors such as vocabulary, background information and local/national news and age-based motivational resources. I try to include both types of culture, since the context requires the development of superficial culture as the matters of study and created a connection to the deep culture which are the factors that associated with our own customs. As teachers, we have to make students aware of the reality that culture brings. [sic]

(Questionnaire – Teacher 5)

Although the materials designed by Teacher 5 are innovative and address local culture, their content fits into the category of superficial culture. Indeed, this worksheet empowered students to practice the language and to describe and display their own personal spaces going beyond the cultural barriers, which in the end, is what local culture stresses. In that sense, we considered a deep culture category that is present through this worksheet and which implies what Raigón-Rodríguez (2018) called “nurturing (up-bringing, education)” (p. 288) because it enriches learning and teaching processes.

Even though, there are some aspects that should be reconsidered such as showing images of an impersonalised object to bridge a link among blended-learning, language, and students’ interests. The image is a robot which might represent an icon of fourth generation in technology. As we do not have yet this kind of technology, this fact can set feelings of barrier among cultures, particularly with difficulties to achieve this knowledge. It is advisable, then, to reflect on whether this image should include native language cultural traits. In addition, we evidenced that there was gender bias due to its male name selected from Anglo-Saxon countries, privileging the foreign culture and showing a distance between that culture and ours. This can be seen in the following evidences.



(Artefacts – Teacher 5 (Espinosa, 2018))

I have different classes where topics such as gender, religion, beliefs, diversity and race identity are the main concept of arguments and indeed the materials I design are completely related to these topics. In fact, there are several classes where I guide my pupils on how to design instructions-based materials with content that is directly linked with the above-mentioned factors and that represents a reality of our education context. [sic]

(Questionnaire – Teacher 5)

Although the materials developed by teacher 5 do not evince gender, religion, beliefs, diversity, and ethnic identity as he mentioned in the previous excerpt, we would like to highlight that his contextualised worksheet includes students' interests and personal aspects of their daily life as we can see in the samples above. Then, we highlight that students like using ICTs and that the teacher took advantage of this complementary resource to favour students' likes and preferences regarding technology. In this respect, we could observe that Teacher 5 implemented the flipped classroom teaching model, as some of his activities needed to be developed by students outside their classroom. On this subject, Arnold-Garza (2014) has defined in-class flip as "a teaching method that delivers lecture content to students at home through electronic means and uses class time for practical application activities" (p. 7). In relation to the use of technology, culture and teaching methods, Ott and Pozzi (2012) emphasised on enhancing cultural heritage using technology and the adoption of new teaching approaches. Although these authors focused on the heritage and research of European countries, we exclusively centred on fostering cultural aspects and the role of ICTs in education. In that sense, we considered that the worksheet designed by Teacher 5 could have included cultural aspects regarding values, beliefs and perceptions, to support his students' cultural identity.

Regarding the content of the worksheets developed by Teacher 6, which was addressed EFL teachers for enhancement of their oral interaction using cooperative learning, she used an authentic film from the USA to make them speak about advantages and difficulties of living with a roommate. The film used by Teacher 6 was focused on people's lifestyle. In that way, it illustrates deep culture from an English context. According to L. F. Gómez (2015), this type of culture "embraces invisible meanings associated with a region, a group of people, or subcultures that reflect

their own particular sociocultural norms, lifestyles, beliefs, and values” (p. 168). In the activity based on the film, we recognised a different intention. It attempted to highlight teachers’ beliefs and behaviours when living with another person in Colombia, considering their prior knowledge to make connections with social customs of the foreign country as a pretended reason. In that way, her participants could have the opportunity to reflect on their own culture, focusing on lifestyles as well as on the foreign countries to set respectful comparisons and differences between cultures. In our opinion, this activity included a balance focused on both cultures. The previous aspects are portrayed in the samples below.

LANGUAGE PRACTICE

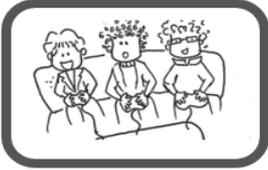
Listening Practice: The Big Bang Theory

2. Watch the video in which Leonard explains how he started living with Sheldon. Listen and complete the statements.

 A clue that Leonard found before meeting Sheldon 



A task Leonard would assign the highest priority in a post-apocalyptic world 

 Leonard got the couch by... 



The mistake Leonard and his friends made building the rocket... 



REAL LIFE: THE WORST ROOMMATE EVER!

1. Did you ever meet like Danny and Didi's roommates? Now, in groups read the following stories and suggest some solutions to Danny and Didi.

DANNY:

Since my roommate moved in, my room has been nasty. My room smells really foul to the point that my friends don't come in. His hair is everywhere in my bed, on my clothes, randomly in my own head. He also doesn't take out his trash. First we had a talk about cleaning his side of the room. He started spraying air freshener and stopped after one day! He doesn't take a shower. Even he doesn't pay the rent. I hate living with him and can't wait for the semester to end so I can change roommates.

DIDI:

My roommate is the worst of all kind. First of all, she is obsessed with cleaning. All the time she thinks everything is dirty, because she washes her things until 3 or 5 times a day. Even she puts her things in bubble wrap. Besides she is loud, as in always singing loudly. Telling her not to do something is like telling her do it. I can't take it anymore. Can't the year end already?

Taken and adapted from <http://youngadults.about.com/lu/lu/1domlife/worstroommate.htm>.

Strategy: Group Discussion

Speaking strategy

Once again, before talking to your classmates, make a brainstorming and write some important words to share your opinion.

2. Read the following questions and discuss with your classmates.

- What would you have done if you were Didi or Danny?
- Why is living with others difficult? Who do you live with? Is it hard or easy?
- What are the advantages and disadvantages of living alone?



- _____
- _____
- _____
- _____
- _____
- _____

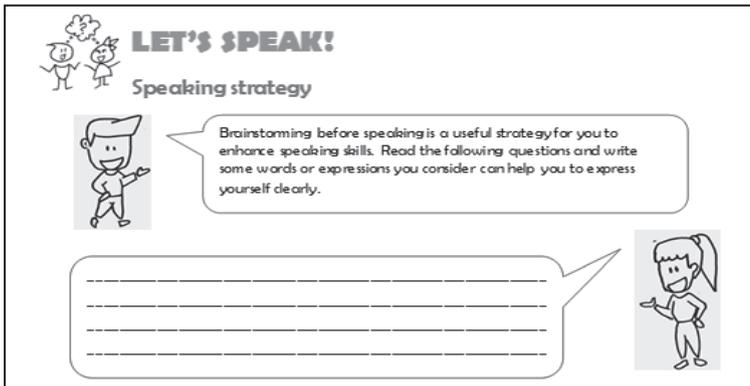
4. Leonard was not happy with his new *landlord* and roommate. In pairs, answer the following questions:

- a. What would you have done if you were Leonard? Would you have moved out or stayed in?
- b. Why do you think the last *tenant* wrote "Die Sheldon die"?
- c. If Leonard would have been able to change something in the *lease*, what would it have been?
- d. What would you do if your *landlord* were like Sheldon?

(Artefacts – Teacher 6 (Montoya, 2019))

As my students were teachers, they had the opportunity to reflect about some social aspects that in a certain way, influence their work and lives. [sic]

(Questionnaire- Teacher 6)



LET'S SPEAK!

Speaking strategy

Brainstorming before speaking is a useful strategy for you to enhance speaking skills. Read the following questions and write some words or expressions you consider can help you to express yourself clearly.

(Artefacts – Teacher 6 (Montoya, 2019))

Another aspect to highlight in the materials designed by Teacher 6 is her own designed of images trying to keep balance in gender. At the MEED, one professor who teaches materials development has emphasised on the use of images that show gender balance. Therefore, Teacher 6 offered students the possibility to communicate their feelings assuming the roles of the characters, thereby emphasising on

ways of living with others to discuss cultural differences. This is depicted in the excerpts beneath.

The activities also presented some learning strategies that allowed them to interact and discussed more with their partners which at the same time, help them to adopt a critical position about a cultural issue.

Although my materials are not focused on explicit cultural aspects related to the language, they allowed my students to show specific beliefs about costumes, social norms, relationships.

I think deep culture because through the activities of my worksheets, my students expressed some feelings and beliefs that have adopted in their different social groups. It was interesting to see how they shared different points of view, which allowed my students to identify with their partners' lives and to feel more supported in the learning process. [sic]

(Questionnaire- Teacher 6)

After analysing the materials generated by these six English teachers for the pedagogical inventions of their studies, we acknowledge that they performed the roles of teachers, researchers, and materials developers, which led them, on the one hand, to ponder and transform their teaching practices through the creation of their own teaching materials; and on the other hand, to offer their students the opportunity of learning English with these contextualised resources. However, since the most pervasive feature is the prevalence of superficial culture over deep culture as a constant trend regarding topic selection in teacher generated materials, we considered they need to reflect on the way they select and present their topics, being more aware of the cultural notions pertaining to culture with little c and its implications in terms helping students develop their critical sociocultural awareness. Byram and Wagner (2018)

have remarked that “language educators need to critically examine their own professional identity and views of language and culture” (par. 36) because they are responsible of spreading misconceptions regarding cultures or simplifying their relevance. Thence, teachers are expected to plan and develop their materials from a more critical social, cultural and political stance, to meet the contextual realities of their teaching settings by privileging topics related to the complex aspects of human life that offer far more possibilities to raise critical awareness in their students.

Conclusions and Pedagogical Implications

Acknowledging the need for raising in-service teachers’ awareness of the extent to which power relationships yield inequalities related to the design, production, cultural representation, evaluation, selection, exploitation, and regulation of language teaching and learning materials, we have encouraged teachers to make informed decisions to produce their own materials. In doing so, in-service teachers are expected to come up with an innovative contextualised pedagogical intervention to be implemented within the EFL classroom to make up for the absence of materials or to complement the existing ones.

Since most content analysis studies have been conducted on commerce oriented EFL coursebooks developed by foreign publishing corporations, we have become aware of the need to do research on the cultural content of EFL teacher generated materials. After analysing the cultural content of the teacher generated materials developed for the pedagogical interventions of their studies in the MEED at a private university, we unveiled the emergence of deep culture issues in these resources. These issues comprise reflective learning activities about students’ values, beliefs and behaviour that aimed at transforming and improving their self-concept; and the development of students’ inquiry

skills such as observation, prediction, interpretation, and communication for problem solving. Therefore, real issues make “the practice activity much more relevant and engaging. ...[and] knowledge constructs about common day-to-day experiences (Ramírez, 2004, pp. 213-214). In other words, contextualisation comprises students’ life experience and contextual realities of students’ communities (Bao, 2013; Giroux, 1988; Núñez-Pardo, 2018a, 2019, 2020a; Taylor & Mulhall, 1997). In line with this point of view, Núñez-Pardo (2019) has contended that “contextualisation is central to in-house materials as this feature destabilises mainstream ways of developing standardized, homogenized, decontextualized and meaningless materials” (p. 19). In sum, the cultural component of said materials evinced that two out of six in-service teachers included aspects related to deep culture that counteract culture hegemony, “meet students’ realities and thus, help them to make sense of learning a foreign language, ... provide them the opportunity to reflect on their lived experiences within their own communities, and... raise [their] ... conscious understanding of the world in which they live (Núñez-Pardo, 2019, p. 15).

Another salient result on the cultural content of teacher generated materials was the prevalence of superficial Culture as a permanent trend in topic selection made by four in-service teachers. On this subject, Núñez-Pardo (2018a) has reported that besides “privileging examples of superficial culture (monastic, static, and admirable such as celebrations, tourist attractions, local gastronomy, etc.) over deep culture (dynamic, multifaceted, and with invisible and intricate definitions)” (p. 232), commercial and generic EFL textbooks also determine teaching methodologies and type of learning activities, as well as “hierarchised and poorly represented the different Western and non-Western ethnicities and cultures with a reductionist homogenised vision” (p. 232). Despite this pervasiveness of superficial culture, in our perception, EFL in-service teachers have also resisted

cultural hegemony by including representations of visible and congratulatory aspects of local Culture to contextualise their own materials. This consideration can provide a starting point from which culture may be understood and develop in EFL materials. Nonetheless, Álvarez and Bonilla (2009) have highlighted that “as mediators between cultures, we [teachers] needed to foster in our students a critical approach to culture” (p. 153). Accordingly, Bonilla (2008) has remarked on the importance of “discovering stereotyped visions of culture” (p. 167) in EFL textbooks. Nonetheless, there seems to be a sort of naturalised unawareness regarding deep cultural issues that hinders consideration of complex and subtle human representations of social injustice issues such as marginalisation, discrimination on the basis of culture, religion, politics, ethnic group, social classes, gender inequality, sexual orientation, and the like in contextualised teacher generated materials. Such omission, according to Núñez-Pardo (2018a) deters “teachers and students [from] critically examin[ing] their life experiences and their relationship with others in their communities and the wider world, so that they can participate in the pursuit to transform the current world into a fair and equitable one” (p. 235). That is to say that critical sociocultural awareness, as a vital aspect that enables both teachers and students to make sense and transform their own realities, is hindered whenever EFL materials disregard profound, complex, and not always understood human life issues present in daily life of local contexts.

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Appendices

Appendix A Review of Related Studies

N ^o	Country	Author(s) and year	Title of the study	Purpose regarding Cultural Aspects
1.	Thailand	Nguyen and Sudsuang (2019)	An Analysis of Cultural Contents Embedded in English Textbooks for the Upper Secondary Level in Vietnam	The study analysed if English textbooks integrate and reflect culture teaching perspectives under the English as an international language paradigm. The findings reveal more representations of 'source culture' than the 'international target culture'; and the 'international target culture' had a noticeable emphasis on ASEAN countries.
2.	Indonesia	Lekawael and Rafli (2018)	The Cultural Values in Texts of English Coursebooks for Junior High School in Ambon, Moluccas-Indonesia	This study explored cultural values in texts of English coursebooks in Ambon, Moluccas, Indonesia. The results uncovered that there were three dominant values: diversity, beauty, and alignment; that cultural values affect students' behavioral ways; and control ways of communicating with others.
3.	Iran	Abbasian and Biria (2017)	English Language Textbooks in EFL Education: Do Improve Students' National, International and Target Culture Familiarity?	The study appraised (a) the extent to what students are exposed to national, international and target cultural content in EFL textbooks; (b) the national, international and target cultural content. The outcomes suggested that these books are local-cultural oriented neglecting other cultures.

N°	Country	Author(s) and year	Title of the study	Purpose regarding Cultural Aspects
4	Indonesia	Hartono (2017)	Culture-related Content in an EFL Textbook: A Need for Locally Relevant Materials	This study examined the representation of foreign, local and global cultures in an English textbook and teachers' resistance to English culture as the target culture in this book. The findings revealed that the book instill local culture and values to have students ponder the Indonesian local character.
5.	Indonesia	Syahri and Susanti (2016)	An Analysis of Local and Target Culture Integration in the English Textbooks for Senior High School in Palembang	The study identified the percentage of local and target culture integration in nine English textbooks. The results unveiled that none of the books reach fifty percent of cultural integration.
6.	Iraq	Al-Obaidi (2015)	The Cultural Aspects in the English Textbook 'IRAQ OPPORTUNITIES' for Intermediate Stages	This study assessed Arabic cultural aspects, foreign cultural aspects and intercultural aspects (common in both cultures) in two EFL textbooks. The analysis identified that there is predominance of the English culture at the expense of the Arabic ones.
7.	Vietnam	Nguyen (2015)	An evaluation of the textbook English 6: A case study from secondary schools in the Mekong Delta Provinces of Vietnam	The study evaluated an EFL textbook focusing on the researcher's experience and the field literature. The latter based on data collected from 22 teachers and 313 students from 8 secondary schools. The evaluation showed that although the book addresses the cultural context and provides help to teachers and students, it should improve the variety of learning.
8.	Iran	Bahrami (2015)	Evaluating the Representation of Cultural Elements in an In-use EFL Textbook	This study inspected teachers' perception of the cultural elements in an English textbook. The outcomes evidenced that the book promotes the Western culture and values which were discordant with the Iranian culture. Thus, the target cultural representation exceeded source culture.

N°	Country	Author(s) and year	Title of the study	Purpose regarding Cultural Aspects
9.	Colombia	Gómez (2015)	The Cultural Content in EFL Textbooks and What Teachers Need to Do About It	This study scrutinised the cultural content in three communicative EFL textbooks to identify if they included superficial or deep culture. The findings demonstrated that the textbooks only considered superficial or surface culture, thereby, lacking deep culture issues.
10.	Central Java, Indonesia	Setiawati (2015)	Content analysis of student book "when English rings a bell" for grade VIII junior high school	The study reviewed core and basic competence regarding cognitive and psychomotor learning domains. The results indicate that the 78,3%7 of the book centre on the cognitive domain while the remaining 38,46% are focused on the psychomotor productive skill.
11.	Iran	Dehbozorgi, Amalsaleh, and Kafipour (2014)	Exploring cultural content of three prominent EFL textbooks in Iran (American English files, top notch and four corners)	This study investigated cultural content of EFL textbooks in terms of big C and little c. The outcomes uncovered predominance of UK and USA culture at the expense of local Iranian culture.
12.	Iran	Farzaneh, Kofhandani, and Nejadansari, (2014)	A Textbook Evaluation of Socio-Cultural Contexts in Top Notch Series	The study looked into the appropriacy of socio-cultural contexts in a textbook series. The findings unveiled that the series contemplated an understandable intercultural content. Nonetheless, the series needed to improve its approach to cultural awareness.
13.	Pakistan	Habib (2014)	An Analysis of Cultural Load in English Textbooks Taught in Khyber Pakhtunkhwa, Pakistan	This study analysed the incorporation of native, target and international culture in EFL textbooks used in Pakistan. The results recognised a balanced among native, target and international culture.

N°	Country	Author(s) and year	Title of the study	Purpose regarding Cultural Aspects
14.	West Java, Indonesia	Nur and Fatris (2014)	Cultural Content Analysis of an English Textbook for Senior High School Grade Three in West Java	The study explored the cultural content of a textbook. The outcomes found greater representation of the target culture to the detriment of source and international cultures.
15.	Slovakia	Sándorová (2014)	Content Analysis as a Research Method in Investigating the Cultural Components in Foreign Language Textbooks	The study appraised research methods used to analyse cultural content in textbooks. The findings suggested that content analysis is complex and deep; it considers the quantitative and the qualitative slants; and it scrutinised ten content analysis studies.
16.	Iran	Aliakbari (2013)	The Place of Culture in the Iranian ELT Textbooks in High School Level	This study examined the way culture is addressed and positioned in ELT textbooks. The results showed non-attendance to intercultural competence and cultural understanding since their reading comprehension sections are instrumental and rather basic.
17.	China	Songmei (2013)	Cultural Content in EFL Listening and Speaking Textbooks for Chinese University Students	The study identified the type of culture presented in EFL textbooks. The outcomes disclose pre-eminence of target cultural content to the detriment of international target culture and source cultural. Regarding little c culture, values stand out.
18.	Bangladesh	Jahan (2012)	Residual Cultural Imperialism in Primary Textbooks in Bangladesh: A Critique of the English for Today Textbooks	This study revised if locally produced textbooks counteract cultural hegemony. The findings unfolded that these textbooks have cultural imperialism to a certain extent. However, they show some constraints in relation to values and beliefs of local culture.

N°	Country	Author(s) and year	Title of the study	Purpose regarding Cultural Aspects
19.	Iran	Rimani and Soleimani (2012)	The Manifestation of Culture in Iranian and Turkish High School English Textbooks	The study assessed Iranian and Turkish cultural references in EFL textbooks. The results indicate that the cultural principles are not incorporated in the Iranian and Turkish high school textbooks.
20.	Spain	Fuentes (2011)	Conocimiento Escolar y Libros de Texto: una Perspectiva Intercultural	This study evaluated EFL textbooks from an intercultural approach. Outcomes included recognition of educational diversity and provision of measures to improve the selection and use of these resources.
21.	Turkey	Kırkgöz and Ağçam (2011)	Exploring culture in locally published English textbooks for primary education in Turkey	This study inspected the cultural elements in locally published English textbooks to identify cultural references of source (Turkish) culture, the target (British / American) culture and the international target culture. The findings showed that locally published textbook foster the three types of culture simultaneously.
22.	China	Xiao (2010)	Cultural Contents of an in-use EFL Textbook and English Major Students' Attitudes and Perceptions towards Culture Learning at Jiangxi University of Science and Technology in China	The study scrutinised cultural contents in a listening textbook to identify the categories of cultures and the types of culture presented. The results identified supremacy of big "C" (literature & arts, economy, politics and history) and a low percentage of little "c" culture.
23.	Jordan	Bataineh (2009)	An Evaluation of the Authentic Socio-Cultural Elements in the Prescribed English Language Textbooks of the Secondary Schools in Jordan	This study reviewed the amount of authentic cultural aspects in relation to unauthentic aspects in the textbooks. The outcomes uncovered that the socio – cultural content is mainly based on the culture of the native language at the expense of source culture.

N°	Country	Author(s) and year	Title of the study	Purpose regarding Cultural Aspects
24.	Colombia	Varón (2009)	Cultural Component, Textbooks and Teaching of English as a Foreign Language	The study investigated learning activities to identified explicit and implicit concepts of culture that have practical applications in textbooks for the teaching of EFL. The findings suggested diverse categories based on taxonomies of culture in the curricula of foreign language teaching.
25.	Colombia	Bonilla (2008)	Evaluating English Textbooks: A Cultural Matter	This reflective article addressed cultural representations in EFL textbooks and their influence on students' perceptions of English-speaking countries. It also inculcates teachers to critically assess culture bias in textbooks since stereotyped British or North American are presented as ideal scenarios for the teaching and learning of English.
26	2008	M i n e s h i m a , (2008)	Gender Representations in an EFL Textbook.	The study analysed gender visibility, character, attributes and graphic representations in an EFL textbook. The results reported an even representation of both genders in terms of utterances, first appearance, occupations, interests and family roles.
27.	Brazil	B a t e m a n . a n d M a t t o s (n.d.)	An Analysis of the Cultural Content of Six Portuguese Textbooks	This study explored the treatment of heterogeneity within Brazilian culture in relation to a single cultural theme -food- in six textbooks. The findings unveiled that the textbooks contemplated Brazilian cultural products and practices but neglected cultural perspectives and cross-cultural comparisons and diversity.

N°	Country	Author(s) and year	Title of the study	Purpose regarding Cultural Aspects
29.	Singapore	Weninger and Kiss (2013)	Culture in English as a Foreign Language (EFL) Textbooks: A Semiotic Approach	This study examines quantitative approaches to analyse culture in EFL textbooks and provides an alternative, semiotic framework to examine texts, images, and tasks. It proposed a reassessment of culture examination and a semiotic framework centred on the meaning potential of iconography, text, and tasks in EFL resources.
29.	Vietnam	Kiet-Ho, S. (2009)	Addressing Culture in EFL Classrooms: The Challenge of Shifting from a Traditional to an Intercultural Stance	The study identified cultural assumptions in traditional EFL textbook. It proposed cultural components to raise students' cultural awareness through cognitive, behavioural, and affective engagement in culture learning.
30.	Spain	Paricio (2005)	The cultural dimension in EFL textbooks: Guidelines for analysis	This reflective article revised the way textbooks approach cultural content. It recommended to consider a culture perspective that considers both big and little culture (historical, geographical and political data; references to prominent figures, folkloric aspects; as well as daily life, values, beliefs and customs).

Appendix B

Informed Consent

Reference: Invitation to participate in the research study Tracing the Cultural Component in Teacher generated EFL Materials

Dear students,

We are very pleased to invite you to participate in a research study aimed at tracing the cultural component of the materials you developed for the pedagogical intervention of your qualitative action research studies at the master's programme in Education with emphasis on English Didactics (MEED). We guarantee respect and confidentiality of the information collected through different data gathering instruments, which will be used for academic purposes exclusively. Thence, we truly appreciate your willingness to accept our request.

Cordially yours,

Astrid Núñez-Pardo Ph.D. and María Fernanda Téllez-Téllez Ph.D.(c).

In-service students' response:

After knowing the purpose and the conditions of the above research study, I am willing to

participate in this process.

In-service student's name: _____

In-service student's signature: _____

Date: _____

Appendix C

Questionnaire

Proyecto de investigación: Tracing the Cultural Component in Teacher generated EFL Materials

Investigadoras: Astrid-Núñez-Pardo M.A. and María Fernanda Téllez-Téllez M.A.

We are conducting a research study on students' perceptions regarding the cultural content of the materials you developed for your pedagogical intervention in the master's programme in Education with emphasis on English Didactics (MEED). Acknowledging your participatory, reflective and critical essence and your pedagogical practice, we deem important to know your perceptions on the abovementioned concern. The information gathered will be confidential and will be used exclusively for research purposes. Thank you in advance for your time and attention to carefully read and answer the questions.

Answer the following questions on the cultural content of the materials you developed for your pedagogical intervention at the MEED.

- a. Do your materials show cultural aspects pertaining to the target culture? If your answer to this question is affirmative, please, mention which one(s).
- b. Considering the categories of Culture (with upper case C, or superficial culture) and culture (with lower case c, or deep culture), what type of cultural content do you consider is represented in your materials? Why?
- c. Do your materials represent values, beliefs and behaviours related to gender and race identities, diverse capacities, sexual orientations and social classes? If your answer to this question is affirmative, how are these topics represented?

d. Do you consider your materials guide students towards the development of a critical stance of the culture they are learning in their context? Please, justify.

Chapter II

Teacher-Designed Materials Focused on Problem-Based Learning for Students' Inquiry Skills and Empowerment

Adriana Marcela Sánchez Beltrán^{1,2}

Abstract

This qualitative action research study focused on analysing the role of teacher-designed materials in the development of second graders' inquiry skills, specifically: Observation, Prediction, Interpretation and Communication (OPIC). The context for this study was the Science class in second grade at a private school in Bogotá. The artifacts designed were six contextualised worksheets based on the Second Language Acquisition Principles (SLA) and the Problem Based Learning (PBL) approach. Besides the students'

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- 1 Adriana Marcela Sánchez Beltrán holds a BA in Spanish, English and Literature from Universidad Pedagógica Nacional and an M.A. in Education with Emphasis on English Didactics from Universidad Externado de Colombia. Currently, she teaches Spanish as a new language in Colegio Nueva Granada and Bilingual Education Foundations in the Specialisation on Bilingual Education at ÚNICA.
 - 2 This chapter is the result of her master's thesis *Teacher-Designed Materials Focused on Problem-based Learning to Develop Inquiry Skills* which was defended in 2018 and directed by Professor Astrid Núñez-Pardo.

artifacts, field notes and a focus group interview were the instruments for data gathering. I analysed data by using the colour-coding technique and the grounded theory. The findings evinced that teacher-designed materials promoted self-construction of knowledge. Also, contextualised worksheets that followed sequences and favoured students' preferences permitted the achievement of communicative goals and independent practice supported by feedback. The evidence also showed how PBL strategies allowed the identification and description of specific needs and strategies, as comparison led to positive outcomes. On the same matter, data confirmed that inquiry skills privileged through observation and prior knowledge for accurate prediction supported interpreting different sets of data and ways to convey results. Finally, students were empowered to overcome the problematic situations related to the school orchard project and home-grown vegetables by identifying them in their observations and predictions, being prepared to solve problems based on what they already knew, and being able to search for what they needed to know.

Keywords: materials development, problem-based learning, inquiry skills

Materiales diseñados por el profesor enfocados en el aprendizaje basado en problemas para desarrollar habilidades de indagación

Resumen

Esta investigación acción cualitativa se centró en analizar el rol de los materiales diseñados por los maestros en el desarrollo de las habilidades de indagación de los alumnos de segundo grado, centrándose en cuatro habilidades

específicas que son Observación, Predicción, Interpretación y Comunicación (OPIC). El contexto para este estudio fue la clase de ciencias en segundo grado en un colegio privado en Bogotá. Los artefactos diseñados fueron seis guías de trabajo basadas en los Principios de Adquisición de la Segunda Lengua (SLA) y el enfoque de Aprendizaje por Problemas. Además de los artefactos de los estudiantes, se seleccionaron notas de campo y entrevistas de grupos focales como instrumentos de recolección de datos. Analicé los datos a través de la teoría fundamentada y la técnica de codificación en color. Después del análisis, los hallazgos evidenciaron que los materiales diseñados por la maestra promovieron autoconstrucción de conocimiento. Las guías de trabajo contextualizadas y secuenciales favorecieron las preferencias de los estudiantes y permitieron el logro de objetivos comunicativos y la práctica independiente apoyada en la retroalimentación. La evidencia también mostró cómo las estrategias de aprendizaje basadas en problemas permitieron la identificación y descripción de necesidades y estrategias específicas, ya que la comparación condujo a resultados positivos. De igual manera, los datos confirmaron que las habilidades de investigación se beneficiaron de la observación y el conocimiento previo para una predicción precisa, respaldada por la interpretación de diferentes conjuntos de datos y formas de comunicar resultados. Finalmente, los estudiantes se empoderaron al resolver situaciones problemáticas relacionadas con el proyecto de la huerta escolar y de los vegetales cultivados en casa, identificándose en sus observaciones y predicciones, siendo capaces de resolver problemas con base en sus conocimientos adquiridos e indagando lo que necesitaban conocer.

Palabras clave: desarrollo de materiales, aprendizaje por problemas, habilidades de indagación

Introduction

This qualitative action research delved into the design and implementation of teacher-designed materials focused on PBL for second graders and considers the way they enhanced inquiry skills by being meaningful, challenging, and engaging. The study took place in the science class, which is entirely taught in English. For this reason, the legal framework considered included the current legislation for English and Science teaching in Colombia. The Colombian Ministry of Education (MEN hereafter for its acronym in Spanish), is the entity in charge of setting and regulating the standards for the teaching programs in the country. English standards propose the integration of different areas and subject matters trying to integrate them in the English class. Likewise, it is also in charge of developing the National English Program “Colombia Very Well 2015-2025” (MEN, 2015), whose main purpose is to develop a curriculum for making Colombian students competent and fluent in the foreign language.

The current study responded not only to the Colombian current legislation but also to my professional concern as a Language Arts and Science teacher, in relation to the lack of engagement and motivation of students in the different areas taught in English despite their high proficiency. Although students had access to materials such as Science textbooks (not enough to fulfil their particular needs), they did not represent a significant part in their learning and class projects. The textbook selected by the school was useful for the international program but not for their specific needs, as mentioned by Kumaravadivelu (2014), “Teachers in other countries and other cultures have been assured that this one is the correct one, and that their role is to adapt it to their learners, or their learners to it” (p. 73). In the case of the second graders, the books did not fulfil the needs in

terms of the orchard project, which was the main one for the second-grade science class. The orchard implied applying knowledge in addition to building new one, regarding the need to have materials that approached this process.

Teachers are not only experts on the subject they teach but are also able to become materials developers due to their pedagogical background, understanding of the context, and knowledge of the students' needs. For Núñez and Téllez (2009) teachers are "agents of permanent change" (p. 184); the authors further affirmed that "individual assessment of the EFL classroom, ... enables them [teachers] to make decisions when they create ... materials that fulfil particular students' needs and learning settings" (p. 172). As stated by the authors, teachers needed to be the agents of change since the characteristics of the population and the curriculum showed an urge for the design of materials to fulfil such needs and learning setting.

Statement of the Problem

To state the problem, I started by keeping my own class observations in a reflective Journal. Additionally, I carried out three loop-writing activities and conducted a survey to identify students' needs and interest (See Appendix A). The results of these activities showed a pattern; they learnt better, when they felt it was useful and worthy. It was also evident that when they faced challenges to think and analyse information, they seemed more engaged and motivated. However, it was clear that the materials they access from the school program, foreign English textbooks in this case, did not satisfy the development of their inquiry skills since they responded to the understanding goals set by the Cambridge programme. However, the textbooks were not related to their immediate context and students could not apply what they were learning. As Gray (2010) stated, "An

important conclusion coming from content analyses of ELT textbooks are that regardless of its socio-politically relevant issues are included, activities favouring the development of critical thinking tend to be omitted" (p. 91). Students were not making associations; they were basically approaching the materials available as a requirement of the programme.

Moreover, EFL textbooks proposed for the school programme, neither draw on our students' local context nor present cultural content that students could relate to their own family or school realities. Regarding the content of EFL textbooks, Núñez-Pardo (2018) reported that "the cultural information that they offer is incomplete, biased and distorted; and that the enormous human diversity and complexity is ignored, marginalised, silenced, or invisibilised" (p. 247). Thence, proposing alternative materials that makes students' cultural content visible brings students possibilities not only to associate the learning of English with their everyday family life, but also to enhance their critical reasoning skills.

Based on these assertions, I proposed the research question: What does the implementation of teacher-designed worksheets focused on the problem-based learning approach reveal about inquiry skills in second graders at the private school? The general objective of this research is to analyse the role of teacher-designed materials focused on the PBL approach in the development of second graders' inquiry skills, specifically four of them, which are Observation, Prediction, Interpretation and Communication (OPIC) in a private school. In addition to this, the specific objectives are: (a) To assess the appropriateness and usefulness of PBL materials in primary student's inquiry skills; (b) to analysed the way students solve a real context situation through a reflexive sequence; (c) to describe the process in which students make accurate interpretations and communicate their findings about an observed event.

Related Studies

Considering the statement of the problem, it was fundamental to find out what other researchers had done, identifying how findings in similar contexts could contribute to this study. However, after a deep search in indexed journals and databases (initially national and eventually international), the contexts found were different, and most of them emerged from public schools. Regarding materials development and Problem-based learning, Hidalgo and Caicedo (2011) conducted a study with a small sample of 15 students aged 8 to 10 years, in an elementary school in Pasto, Colombia. The teachers of Universidad de Pasto designed and implemented units of content area subjects based on problem-solving. The findings proved that these materials were useful and easily related to their daily life, which was also meaningful. On the same two constructs, Yu and Seepho (2015) carried out a qualitative action research in the languages department of the Med School of Suranaree University Thailand. They re-built the syllabus focusing on students' real needs, by creating and adapting the language teaching materials so students could solve problems through the performance of sequenced tasks. Their most important findings showed the importance of expertise in the area when developing content materials and evinced the motivation of students when working with suitable materials that met their needs.

In relation to PBL and inquiry skills, Parada (2008) conducted a qualitative case study related to learning English through inquiry, after implementing the cycle method. The researcher concluded that students put into practice the skills developed in the English Language to their personal and social fields, successfully. Similarly, Mendieta (2009) implemented inquiries in the language class approaching social problematics in his research study. The research

concluded that students proposed suitable outcomes to problems after following the inquiry process.

Regarding Inquiry skills and MD, Sandoval (2015) observed and evaluated the impact of the inquiry skills when creating lessons, designing, and adapting the modules for their immediate contexts. Among the findings, this study showed that materials are efficient developers of inquiry skills if they respond to the context. On the same matter, Herrera and González (2015) designed online materials focusing on an inquiry program to enhance oral skills. The conclusion evinced the students' positive response to the teacher-designed materials since they were meaningful and centred on their needs.

After the review of related studies, I found that in Colombia there is no evidence of prior research related to the design of materials based on PBL to enhance inquiry skills. Thence, this is an opportunity to start filling such gap.

Literature Review

As mentioned above, the main research objective of the current study is to analyse the role of teacher-designed materials focused on the PBL approach in the development of second graders' inquiry skills, specifically four of them, which are Observation, Prediction, Interpretation and Communication (OPIC) in a private school. Therefore, the theoretical constructs that support the present study are materials development, problem-based learning, and inquiry skills, which are addressed in the next paragraphs.

Materials Development

Materials Development is the main theoretical construct of this research. The development of materials becomes a challenge when teaching in an EFL classroom since it

emerges from our need to contextualise, but it is not a mere creative exercise. Besides considering the realities of students' context, it is essential to know, understand, and apply an informed theoretical framework behind it.

Materials Development as a Field of Study

To understand the importance of Materials Development (MD), it is necessary to mention why it is considered a field of study. Scholars such as Tomlinson (2011) and Graves (2000) agreed on the importance of recognising the procedures and methodologies that confirm MD as a field of study. It is evident that designing materials is not limited to a creative exercise. On this matter, Núñez et al. (2013) stated that "as a field of study it demands an informed methodology that allows validating the efficiency, appropriateness and relevance of materials within the context of learning a language" (p. 10). On the same line of thought, Núñez and Téllez (2015) underscored that the MD field of study "focused on the effect of materials on the teaching-learning process of a foreign language" (p. 57). Thus, students' contextual needs and appropriate methodologies for language learning constitute crucial aspects of MD, especially if we wish to create EFL teaching materials that counter hegemonically imposed cultural content and representations that are not only distant, but also irrelevant to students' realities.

Materials

Language materials are a fundamental resource for both, teachers and students. Tomlinson (2011), referring to the term materials, stated that "the term is used to refer to anything which is used by teachers or learners to facilitate the learning of language" (p. 2). To this respect, Núñez

et al., (2013) claimed that “materials in the field of language teaching/learning are sociocultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups” (p. 10). Considering their importance in the teaching process, in addition to textbooks, teachers must design suitable materials that besides fulfilling students’ needs and contexts, resist commercial decontextualized materials that portray foreign cultural content and representations, and neglect the development of students’ reasoning skills.

Typology of Materials

In our teaching practices, we are used to working with textbooks selected by the school staff, in response to the school purpose and policy, such as international programs. The materials clearly designed for contexts are different from ours. As Montijano (2014), mentioned “teachers can counterbalance or offset any deficiencies of the textbook. Teachers’ resourcefulness in this sense is vital to improve what the textbook does not provide adequately. By resorting to any kind of supplementary materials” (p. 14). In response, another type of materials is the teacher-made ones. As affirmed by Núñez et al. (2017a), “Teacher-developed materials fit into the category of contextualised materials that are context-bound since they are responsive to local needs” (p. 34). The importance of teacher-developed materials relies on their awareness of their students’ needs, not always considered in commercial textbooks. For this reason, Núñez and Téllez (2018) underscored that “by resisting the use of decontextualized and standardized materials, teachers become producers, not consumers, of context-bound teaching resources” (p. 83). Thus, contextualised teacher-designed materials focused on students’ needs, interests, expectations and context realities.

Authentic and Inauthentic Materials

This classification entails all kinds of materials used to help students achieve comprehension and proficiency. Gilmore (2007) and Montijano (2014) emphasised on the way to promote authentic materials which are developed for universal communication. They are deemed as effective in developing L2 language competences, since they include a variety of resources that can be adapted and incorporated in the teaching practice. The purpose of these kinds of materials is to increase the students' exposure to real language. On the other hand, non-authentic are those developed for teaching or pedagogical purposes; which according to Núñez, et al. (2017a), are "innovative, contextualised materials that respond to their local needs and ...are intended for particular uses and users in our EFL contexts" (p. 57). Thence, the materials implemented in this research, were nonauthentic, contextualised and teacher designed.

Problem-Based Learning

Problem-based learning is a learning approach, in which students "meet a structured problem and need to probe deeply into issues searching for connections, grappling with complexity, and using knowledge to fashion solutions" (Stepien & Gallagher, 2001, p. 50). This approach encourages and prepares learners to face real world while developing skills and abilities through a structured curriculum. Once students find a useful and reachable objective to attain, they use all their potential to obtain the best possible outcome.

Historical Framework

PBL origins traced to Dewey, who, by the 1930s, proposed the active involvement of students in their own learning, considering their strengths and interests to make

it meaningful. In reference to this point, as mentioned by O'Grady et al. (2012), Bruner's contribution to PBL was learning by discovery, which stimulates a more profound insight into reality, fostering intrinsic motivation. PBL was also part of the methods used in Med School in the 70's, allowing medicine students to solve practical and possible real-life situations using their skills and teamwork. Finally, in the 90s, PBL started its implementation as a teaching method in standard academic contexts. This approach has been innovative and, in decades of research, it has evolved positively relating to useful and meaningful learning.

Teachers and Students' Role in Problem-Based Learning

After considering the origins of the approach, it is now necessary to have a general view of individual roles involved in the process. According to Othman and Ahamad (2013), "PBL is an approach that involves no teaching; students learn by solving problems that are carefully constructed by the teacher according to the course syllabus assigned" (p. 2). Likewise, Boud and Feletti (1997) considered that "PBL is not a teaching method but a way of learning" (p. 15). Thence, PBL requires a teacher who is not only an expert on the subject, but also able to design suitable materials, and structure procedures to achieve students' learning goals. As facilitators of the process, teachers group students, guide assessment, contextualise situations, and accompany the process.

Furthermore, there are students who encourage others to learn by playing a significant role, being exposed to real-life problems, and identifying and evaluating what they need to know to propose a solution. In the pedagogical intervention proposed for this study, the teacher guided the students through a question, allowing them to face the process of

planting their seeds, comparing, contrasting, to registering information linked to several variables they needed to foresee and elaborate possible outcomes.

Inquiry Skills

One of the greatest changes in education has been to go from acquiring theoretical instruction from sciences, to the constructivist theory in which the student has an active role. This transition has brought changes in the objectives and methods to teach. Dewey (as cited in Kuhlthau et al., 2007) proposed that the reflective thinking entails “facts, data, and information arouse ideas that enable the learner to make inferences from what he or she already knows that lead to deeper understanding” (p. 15). In this process, students can use what they know, what they feel, and use even their doubts in the resolution of different situations.

Principles of Guided Inquiry

From Dewey and Bruner’s perspective, learning is an active individual process in which the inclusion of inquiry skills in the learning process stands on six principles presented by Kuhlthau et al. (2007), as follows:

Children learn by being actively engaged in and reflecting on an experience; children learn by building on what they already know; children develop higher order thinking through guidance at critical points’ in the learning process; children have different ways and modes of learning; children learn through social interaction with others; children learn through instruction and experience in accord with their cognitive development. (p. 25)

These principles lead the teaching and learning processes of different areas like science, perfectly suit the concern

of this study, and assure a positive impact on the sample group.

Teaching Science through Inquiry Skills

International programs like the one implemented in the school where this study took place, have modified the syllabus of subject matters such as math and science, offering the possibility to integrate students' background and hands-on classes so students are an active part in the classes.

The Cambridge program guided by Science Scheme of Work, Stage three (2015) suggests six stages for the science syllabus; one of these stages focuses on the development of inquiry skills per year. Students have a scaffolded growth of skills processes of observing, predicting, interpreting, and communicating results (OPIC). These skills do not follow a unique sequence in the inquiry process, and occur in different moments, and some of them are recurrent, depending on the students' needs until they achieve expected results.

As these four skills are the centre of the inquiry process, and the materials developed in this study, I will explain them. Observing implies involving all the senses in the process and the perception of the world enriches the inquiry procedures. Predicting is the suggestion of an event that arises from observation in the early academic years, and it is guided through lines or leading questions. It deals with mental processes of association and connections. For interpreting results, students must identify patterns in different sets of data, which support or contradict the initial questions or observations. Finally, communicating results implies a range of ways to inform findings and allows students to express in different ways, and the teacher to recognise the great value of individual learning.

Considering the above mentioned, to be able to enhance the development of OPIC, a teacher needs to follow a cycle planning that flows from guided inquiry to independent

inquiry and ends up in an application phase. Peters and Gega (2005) proposed three phases for the development of an inquiry process: an exploration that is student centred in which they interact with materials and each other; a concept introduction phase in which the teacher works with students to develop vocabulary and introduces pertinent information; finally, a concept application phase that allows students to put freshly learned information into practice in new situations. This necessarily empowers students to foster leadership since they do not enhance skills exclusively in academic contexts, but also in everyday life situations.

Methodological Design

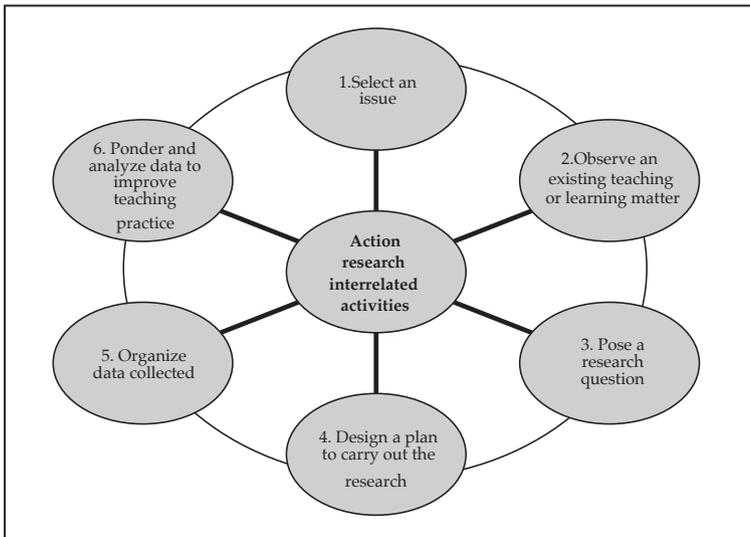
As mentioned above, the main purpose of the study is to analyse the role of teacher-designed materials focused on the PBL approach in the development of second graders' inquiry skills in a private school. Then, this section encompasses the research and the pedagogical designs that guide the present study.

The research design includes the approach and type of study, the participants, and the data gathering instruments. This research was conducted under the qualitative approach. As stated by Lankshear and Knobel (2006), "Qualitative research is centrally concerned with how people experience, understand, interpret and participate in their social and cultural worlds" (p. 68). This study focused on the observation and description of a real sample, a real situation, and the way participants perceived it. Besides, it embraced multiple methods to gather necessary data.

The type of study conducted was action research. Mills (as cited in Mertler, 2009), claimed that it is "any systematic inquiry conducted by teachers, administrators, counselors or others with a vested interest in the teaching and learning processes" (p. 4). In this study, students and their immediate context were the main concern and the study focused

on the improvement of specific skills, which contributed to the enhancement of their learning and my teaching practice. The following chart shows the cycle of an effective action research according to Burns, (2001), which was the basic sequence, taken as a reference point for this research.

Action Research Cycle (Burns, 2001)



The participants of this research study were a sample of second graders and me, as a teacher-researcher and materials designer. The sample was made up of 24 students whose average age was 8-9 years old. Students showed to be highly proficient in the English language. Their academic program includes science and math classes in L2, seven hours a week each subject matter. I used the convenience sample technique which is supported by Potter (1996) who considered that there were relevant sources of information and, as mentioned by Stevens (1996), it was convenient for me due to the students' availability and accessibility.

I performed a triple role as a teacher, researcher, and materials developer. As a science teacher, I needed to fulfil the curricular objectives of the program. Also, I performed the role of a materials developer since, as mentioned by Núñez and Téllez (2009), "All teachers are potential materials developers" (pp. 183-184) and in words of Tomlinson (2003), "Every teacher is a materials developer" (p. 1). As a materials developer, I designed and implemented the materials based on students' needs, expectations, realities, and the theoretical foundations of this study. As a researcher, I became part of the context to be studied (Hammersley & Atkinson, 1983) and I collected, interpreted, and analysed the data gathered.

The instruments used to collect data were students' artifacts, field notes, and a focus group interview. These instruments were previously piloted with a group of similar characteristics to the sample so that they were adjusted and modified when necessary. Also, it is pertinent to mention that the needs assessment survey allowed me to ratify the problem and develop the teacher-designed worksheets. Students' artifacts are also called evidence or products. Artifacts, usually classified as written data "are generated by participants during a study ... [and] are relevant to the researcher's questions but have been independently of participation in the research" (Lankshear & Knobel, 2006, p. 176). These artifacts were first-hand evidence of the achievements of students, regarding their inquiry skills. Field notes served the purpose of gathering information from events observed in the moment of implementation joint to the research question and objectives. For doing so, I designed a field notes format that permitted to go over details and making connections (See Appendix C). Lankshear and Knobel (2006) referred to field notes as "written in the heat of the moment as events unfold before the researcher's eyes and tend to be the primary data collection

tool during observation” (p. 229). The importance of collecting information in field notes is evident when analysing and finding patterns.

The above-mentioned instruments focus on the product and the process. However, the perception of the participants is necessary to access their point of view and, as mentioned by Lankshear and Knobel (2004), obtain insights and clarify the interpretations of the researcher. Thus, I conducted a focus group interview, which requires preparation, and one of its advantages is the decreasing of time frames since the sample is relatively small (See Appendix D). It is worth mentioning that lack of time is a common constraint in schools.

The pedagogical design of this research study explores the development and implementations of teacher-designed materials focused on the Problem-based Learning (PBL) approach to improve inquiry skills of second grade students. It entails the pedagogical intervention, the pedagogical objective and specific objectives.

The pedagogical intervention consisted of teacher-designed materials that entailed six worksheets with their corresponding self- assessment. The worksheets design occurred in four main moments: the first, called exploration stage, also known as the pre-activity in some approaches, in which the teacher can find out students’ prior knowledge. During the guided inquiry stage, also called while-activity, the teacher introduces concepts, the names, relevant details, and events to guide students; the teacher’s function is to provide students with information or guide them to obtain it. During the independent inquiry, which is student-centred and called post- activity, the teacher allows students to apply, discover, and learn information to solve the proposed situation. Finally, in the synthesis stage, students propose a way to put into practice what they have learnt in new or different situations.

The worksheets designed followed eight of the Second Language Acquisition (SLA) principles proposed by Tomlinson (as cited in Núñez et al., 2009). The first one refers to the intrinsic motivation when materials help students feel at ease. The second one emphasises on how significant it is for students to perceive the relevance and usefulness of what they learn. The third one aims to “facilitate student self-investment, which aids the learner in making efficient use of the resources to facilitate self-discovery” (Tomlinson, as cited in Núñez et al., 2009, p. 43). Promoting autonomous learning and reflective aspects, which according to Research Line of the Emphasis on English Didactics fosters the explicit model of strategy instruction. The fourth principle states the need of promoting opportunities for achieving communicative purposes in English. The fifth one invites to respect students’ learning styles. The sixth principle selected is to “stimulate left and right brain lateralisation through intellectual, aesthetic and emotional involvement” (p. 44). It deals directly with the development of inquiry skills. The science class also fosters the principle linked to free practice and help teachers and students to move from guided practice to independent work with both permanent ongoing formal and informal evaluation.

Each worksheet has a name related to a specific topic and all of them centre on the orchard project. The first one “*Our first visit to the school orchard*”, the second “*Planting our seedbeds*”, the third “*Saving the planet one plant at a time*”, the fourth “*Seedlings to the Ground*”, the fifth “*Measuring and taking care here and there*”, and the sixth “*Harvest time is cooking time*”. The closing part of each worksheet included a self-assessment with questions referring to the constructs related to this study and the selected SLA principles. Mertler (2009), insisted on the importance of the characteristics of effective self-assessments, to keep the objectives clear, use vocabulary students feel familiar with, and revise the relevance of the questions, among others.

The main objective of the pedagogical intervention was to design and implement six teacher-designed worksheets aimed at improving students' inquiry skills. To do so, I developed the worksheets under the PBL approach, relying on the science syllabus stated for second grade in a private school. Three specific pedagogical objectives were also stated for the current study: (a) to promote learning environments in which students find the opportunity to solve problematic situations; (b) to make students aware of the importance of developing or improving their inquiry skills; and (c) to foster students' inquiry skills and their use in real-life contexts.

One of the purposes of this study was not only to be relevant but also innovative. According to Markee (2001), innovation "is the implementation and/or evaluation for new ideas and procedures" (p. 121). However, it is worth mentioning that innovation not always means to create but improve prior practices and former materials.

The role of the teacher as material designer is essential. As stated by Núñez et al, (2004), "Teachers as innovative professionals, have the potential to explore their creativity by designing materials for their classes" (p. 130). Along similar lines, Núñez et al. (2012) posited that "innovation has a major role in MD and that teacher-developed materials can be seen as an innovative practice in the EFL classroom" (p. 24). Thence, teacher-designed materials offer the possibility to use creativity, knowledge of the academic discipline, and theoretical background focused on the planning, design, and implementation of worksheets that innovate in the English classroom. Besides being innovative for my students who faced materials designed especially for them, and aimed at developing their inquiry skills, it was enriching for me at both personal and professional level. As contended by Núñez and Téllez (2015), "Addressing students' needs in contextualised materials

raise teacher's awareness of their personal and professional growth" (p. 62). Additionally, the use of an approach as PBL and the contribution that the process and findings of this research can make to the study line mentioned above, constituted a pedagogical innovation since these materials did not focus on language skills but on inquiry, which has not been widely studied in Colombia.

The pedagogical intervention proposed also portrayed a nature of language and a vision of language learning. Considering the nature of language stated by Tudor (2001), this research does not focus on the linguistic vision, since the target population has a high proficiency in L2. It instead, reflects the functional perspective centred on the use of the L2 for specific purposes in the science class. In the same respect, the self-expression relays on the way students can make use of communicative language.

From the nature of language learning visions stated by Tudor (2001), I consider that experiential and analytical learning the most relevant. The study of science in the Teaching for Understanding syllabus (which is the syllabus suggested by the school where the study took place) establishes a learning of the language throughout vivid experiences in which the student develops guided and eventually independent activities, and learns the content and the ESP language of the subject itself.

The methodological approach in this study is the problem-based learning approach (PBL), which leads learners to face every situation using the skills and abilities they have developed along their school life. According to Othman and Ahamad (2013), "PBL is an approach that involves no teaching; students learn by solving problems that are carefully constructed by the teacher according to the course syllabus assigned" (p. 2). It follows a logical guideline focusing on the process to achieve a suitable solution. Combined with the process of developing inquiry skills the suggested stages

are exploration, guided inquiry, and independent inquiry. It keeps a student-centred model that permits students to interact with each other and the proposed materials during the process.

This pedagogical intervention has a direct relation to my research question since the materials designed and implemented founded on SLA principles, structured under a contextualised framework of MD, and aligned with the PBL approach, promoted the development of inquiry skills. As envisioned by Richards (2006), "The first task to solve in planning a set of materials is to identify an acceptable set of principles to assure the instructional design process" (p. 9). This assures that the pedagogical intervention aims respond the research question.

The pedagogical phases proposed in this intervention include the suggested theoretical framework for MD, the informed consent, the sensitisation and the implementation of the materials. First, the proposed theoretical framework drew on the work that several scholars have done in the field of MD. It is worth mentioning that Graves (1997), Masuhara (1998), Jolly and Bolitho (1998), Núñez et al. (2004), Núñez and Téllez (2009), Núñez et al. (2009), Núñez et al. (2012), and Núñez et al. (2017a, 2017b) agreed on the importance of starting the process with a needs assessment. Likewise, Graves (1997), Masuhara (1998), and Núñez et al. (2004, 2009, 2012) the statement of goals and objectives oriented to enhance students' skills or understanding of phenomena. Additionally, Jolly and Bolitho (1998) considered important to identify a problem. Finally, Núñez et al. (2004) referred to the type of participation and sequence of activities required for students, and Núñez et al., (2009) agreed on adjusting when necessary.

I proposed my own framework, which consists of six stages as follows: Administering a diagnostic survey to identify the interests and needs of the target population

and their preferences among the class strategies usually implemented; setting objectives based on both the science and PBL approach, creating learning activities featuring leadership, piloting the materials, reviewing the materials, and improving the six teacher-designed worksheets.

Second, the institution permitted the implementation of the study through an informed consent letter. The parents of students also allowed their children to participate voluntarily, as a legal requirement and under the condition of confidentiality. The letters contained information about the purposes, procedures, and expected achievements of this research study (See Appendix B).

Third, the students observed a power point presentation with information related to this research to know the project, the implications, possible outcomes, and high expectations. Fourth, the implementation of the six worksheets was done during six 45 minute-sessions. To illustrate the materials, I opted for water paintings that specifically show diversity in gender and ethnicity. The design of the worksheets, organised as a wide ruled workbook for each student, permitted them to keep track of their progress and to develop some of the activities at home, according to the instruction given. It also favoured the process of feedback. For each session, there was a moment to recall the activities performed before, and during the closing moment. At the end of each class, there was always time available for group, pair or individual feedback. The number of hours (six a week) and the alignment of the study with the syllabus fostered the development of the study. Each worksheet entailed three specific parts (exploration, guided inquiry, independent inquiry) which has a name assigned to the session. Each worksheet began with a main inquiry question (through line TL hereafter) that guided it engaging the name, and each stage was also named according to the

activity proposed, as seen in the following sample of the pedagogical intervention.

Our first visit to the school orchard

Throughline:
What do plants need to grow well in a wetland ecosystem?

We have already learnt the different kinds of ecosystems and the elements that are part of each of them. Today we will OBSERVE and register our observations about our school wetland ecosystem.

Exploration stage: Scavengers hunt!

1. Visit the places you find in the chart. Identify living and non-living things. Register your observations by using drawings, list of words, pictures or all of them.



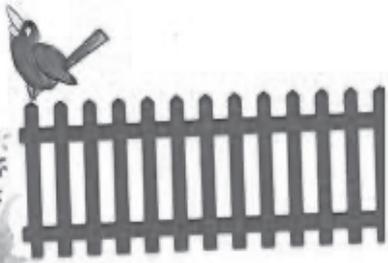
Remember!

Good observers use all their senses.

Be attentive to hidden details!

In each place you will also find a hidden word.





Designed by Adriana Sánchez
 Illustrated by Alberto Beltrán

1



Metacognitive Strategies: Selective attention; deciding in advance to attend specific aspects of language input.



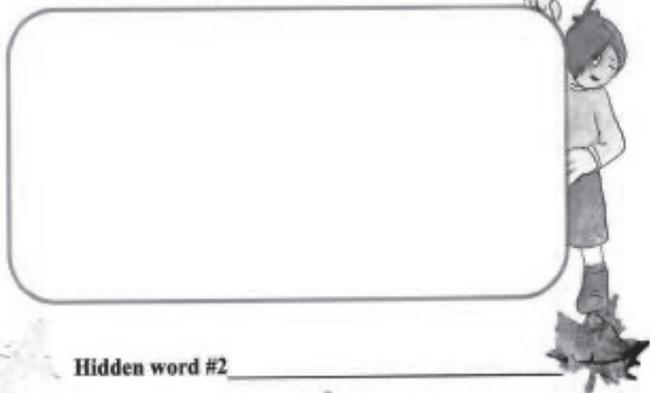
a. The flowers garden in front of your building.



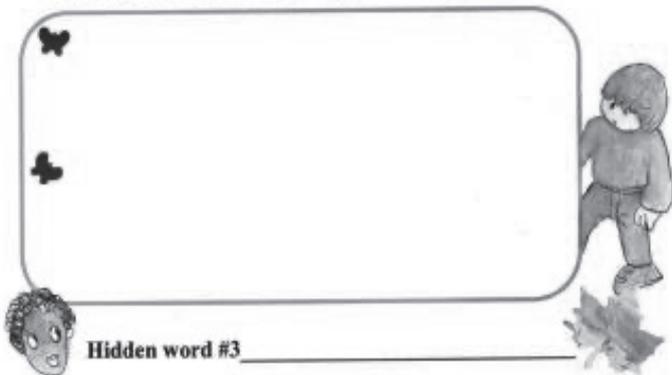
Hidden word #1 _____



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b. The pre-school playground.

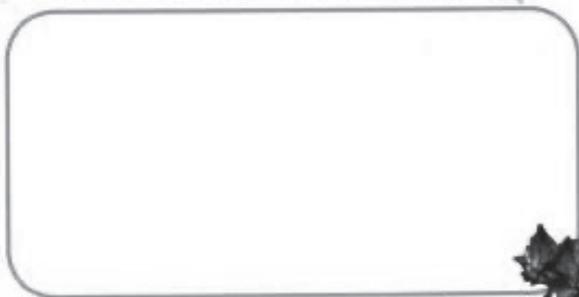
Hidden word #2 _____

c. The covered soccer field.

Hidden word #3 _____



d. The orchard behind the library building.



Hidden word #4 _____

Make a sentence using the four hidden words!





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Guided Inquiry stage: I spy with my spy eye!

- 2. In groups of three students discuss the following questions. Then write some ideas about your answers in the space provided.**



Remember!

Scientist talk using science language.

Listen to your partners to complement your ideas!

Cognitive strategies: Contextualization; Placing a word or phrase in a meaningful language sequence. Elaboration; relating new information to other concepts in memory



Designed by Adriana Sánchez
Illustrated by Alberto Belmonte



a. Which ways did you use to register your observations?



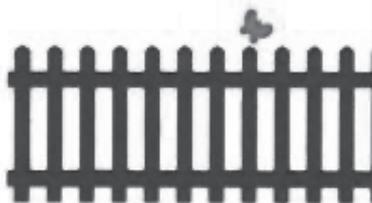
b. Why did you select that way to register your observations?



c. Do you think it is important to use real colours? Why?



d. How can details help you express what you observed?





- e. Complete the map to explain how your senses helped you find important details or if they did not. You can use words or drawings.



sight



hearing



smell



touch



taste



Independent Inquiry stage: Our place to plant!

3. You already visited the place where the school orchard will be. According to what you saw and what you know about plants complete the chart on the next page.



Remember!

Farmers must consider different factors before planting.

Problem solving strategies: Explain or replace unknown terms. Ask questions to clarify or verify concepts.

Remembering: Group or classify; new terms into meaningful categories.






Factor	Condition	What plants need	Possible difficulties and leading solutions
Soil			
Weather			
Temperature			
Any other you can remember?			








 Designed by Adriana Sánchez
 Illustrated by Alberto Bolívar

Self-assessment: Please read and answer the following self-assessment about the orchard worksheet.

Your answers are very important to check and improve the materials

My worksheet...	It does	It can be better
offers a variety of ways to share what I observe.		
has an attractive design.		
has a useful content.		
considers my needs, preferences and learning styles.		
promotes the application of learning strategies that help me do or solve the tasks.		
sequences the learning activities gradually so that I can learn in a relaxed way.		
provides opportunities to learn from both my classmates and teacher's observations.		
Observing around school ...	It does	It can be better
helps me identify and explain the elements I found in the orchard and around it.		
lets me describe in detail the possible needs to develop the orchard project.		
lets me compare what I know with what I need to know before advancing in the orchard project.		
To develop my inquiry skills...	I do	I can improve
I try different ways to register what I observe.		
I differentiate relevant from irrelevant details that can contribute to identify the needs.		



Designed by Adriana Sánchez
Illustrated by Alberto Beltrán

Data Analysis

To synthesise and analysed data gathered, I selected the Grounded Theory as a methodological approach. Freeman (1998) affirmed that in the grounded approach, the researcher collects data “to look for meanings that surface through the process of naming, grouping the names into categories, and finding relationships among them” (p. 108). Establishing relationships between the data necessarily leads to identifying recurrent patterns and define emergent categories.

Consequently, it was fundamental to work on data collected, by using coding technique to categorise data. To do so, I resorted to colour code, which according to Stottok et al. (2011), “Uses coloured fonts to assign certain codes, concepts and categories to the text, with codes being keywords or short sentences, concepts being interrelationships of codes, and categories being interrelationships of concepts” (p. 1). Thanks to this, I could organise the patterns keeping in mind the theoretical constructs all the time, while going through the three data collection instruments.

With the purpose of strengthening the validity of the data analysis, I triangulated the information. As mentioned by Bitsch (2005), “Data triangulation refers to using a variety of data sources instead of relying on a single source” (p. 10). Considering the nature of this study and the instruments of data gathering, I used the methodological triangulation and, as I referred to different theoretical sources, I applied the theoretical triangulation. By using these ways of triangulation, the theory that emerged from the analysis is reliable. The analysis and triangulation of the information gathered, yielded the research categories and subcategories presented in the following table.

Table 1.

Categories and Sub-categories for the Research Question (Sánchez, 2018)

Research question	Categories	Subcategories
What does the implementation of teacher-designed materials focused on a Problem Based Learning approach reveal about inquiry skills in second graders at a private school?	Attaining practicality, particularity and teacher-designed materials	Sequenced materials that favor students' preferences for achieving communicative goals
		communicative goals in sequenced
	Benefiting from PBL strategies to identify and solve problems	Identification and description of elements and situations to find needs
		Benefiting from PBL strategies to
	Enhancing inquiry skills	Observation and prior knowledge bases for accurate prediction.
		Enhancing inquiry skill

Attaining Practicality, Particularity and Communicative Goals in Sequenced Teacher-Designed Materials

This category is the result of the impact that teacher-designed materials had on students' inquiry skills. The worksheets were designed considering that students could find them attractive, and useful to their needs, interests, and realities. The worksheets were founded on SLA principles and oriented to develop inquiry skills focused on PBL.

Additionally, the theoretical background that supported the design of the worksheets relied on what Kumaravadevelu (2003) introduced as the concept of the "post method pedagogy as a three-dimensional system consisting of pedagogic parameters of particularity, practicality, and possibility" (p. 35). Correspondingly, supporting the materials with students' local realities, teachers' reflection on their practice, and possibilities for transformation make materials

especially useful, relevant, and appropriate, as explained in the following subcategories.

Sequenced Materials that Favour Students' Preferences for Achieving Communicative Goals

The determining factor of materials being designed exclusively for science students and their orchard project show the way students preferred to present findings, help them feel at ease, and encourage them to be involved in their own learning process. Furthermore, such materials give them freedom to complete learning activities in their own learning way.

The following are excerpts from data gathered through the instruments selected for this study. They show how materials were presented in a well-organised sequenced way, guided by clear instructions and strategies that helped students focus on the goal of each of them. Another way for students to feel at ease with the materials was the respect towards learning styles; it also encourages students to identify the way they feel more comfortable regarding their learning process. As mentioned by Núñez and Téllez (2009), it is one of the SLA principles to “take into account students’ different learning styles such as visual, auditory, kinaesthetic, analytic, experiential, global, dependent, independent, etc.” (p. 176). Students show better proficiency when they can choose or favour their preferences. Moreover, designing materials “makes it more feasible to address the demands of the institutional context and students’ profiles, and to achieve academic and language learning goals” (Núñez, 2010, p. 37). This was the case of the participant students who were able to work on their orchard school project and achieve their learning goals.

Seedlings to the Ground

Throughline:
What do you expect to happen with your seedlings?
 You have been observing and taking care of your seedbeds, but just as any baby they have grown. It is time to move them to the orchard and get ready for the possible outcomes.

Exploration stage: Jack what's up with the magic beans!

1. Look at the following comic, answer the questions below.

Remember!

Looking attentively to details helps you understand better!
Scientists use what they know and what they observe to make conclusions!
Leaders give effective advices based on their knowledge!

Problem solving strategies: Explain or replace unknown terms. Ask questions to clarify or verify concepts.
Remembering: Group or classify; new terms into meaningful categories.



sequences the learning activities gradually so that I can learn in a relaxed way.

100%

(Students artifacts worksheet N°4)

(Self-assessment worksheet N°4)

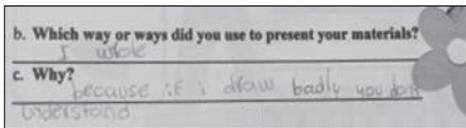
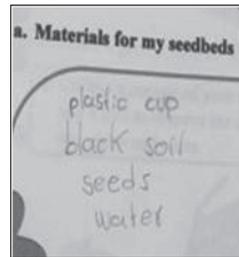
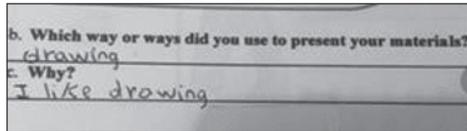
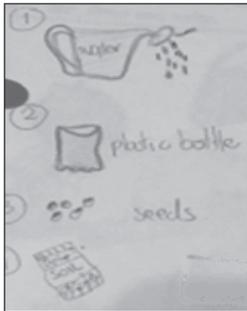
Students are very excited about having their own booklet. As soon as they take it, they explore it and check at the drawings and different graphs. The general comment is that it is beautiful, and some ask if the teacher drew the images. Students who draw take longer than those who write, students are in a hurry to plant their seed beds. Student have clear why they choose a way or the other to complete the task.

They are familiarised with the material, it is structured in and although titles and names of the stages are different, students already know where to find the instructions where to find strategies or self-investment making efficient use of resources to facilitate self-discovery. And materials that make students go easily through them make them feel at ease. [sic]

(Field notes worksheet N°2)

A student said, I didn't understand the instructions but then the other parts were easy. [sic]

(Focus group interview)



(Students artifacts and self-assessment worksheet N° 2)

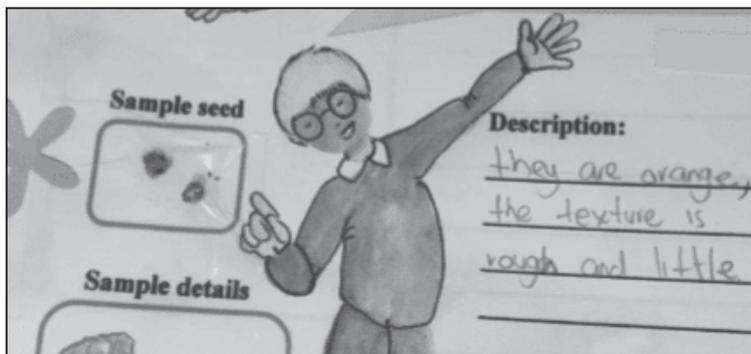
I like them, they are very beautiful and I like that they have colours and designs like a real book. And we can also colour if we want or just write, it is a good idea. [sic]

(Focus group interview)

The way in which students used the materials to communicate in the second language without being forced to do it proved, as affirmed by Núñez et al. (2017b), that “we are cognitive beings that learn with and from others in our social contexts” (p. 25). The permanent interaction did not only respond to directions but also to a natural process.

Practicality and Particularity of Materials through Independent Practice

During the implementation of the worksheets, students had plenty of opportunities to go from guided to independent practice. They could also use the feedback from previous sections to achieve their goal on the independent inquiry stage. Practicality, as proposed by Kumaravadivelu (2003), was expected as moving from theory to practice. The following excerpts show evidence of the way students underwent, moving from the theory they learned along the science classes to the practice in which they needed to use what they knew; for example, selecting the right instrument to observe.



(Students artifacts and self-assessment worksheet N° 2)

Students take more time to read the instruction, they seem to know all the vocabulary involved since there are not questions. All students select magnifying glasses, two students ask if there are microscopes, one of the students use one of his friends' glasses. Students are showing practicality; they not only know the lab tools abut know how to select and use them. They are going from the theory to the practice [sic]

(Field notes worksheet N° 2)

In relation to particularity, which involves considering the socio-cultural context as well as the particularities of the school and the programme, was definite for the suitability and effectiveness of the design and implementation. It also guided students to be aware of their immediate school and home context. On the following field notes excerpt, there is evidence of this feature.



(Students artifacts and self-assessment worksheet N° 6)

Ss presented very good products, they organised their ideas following what was proposed in the worksheet. They found the ingredients they needed, wrote the sequence in a clear way. [sic]

(Field notes worksheet N°6)

It is a workbook designed for us not like books for kids from the states and examples for them but this is about us and our school. [sic]

(Focus group interview)

The difference of this book and other books was that this book was designed for us, Miss Adriana told us. [sic]

(Focus group interview)

SS are writing for an audience; they respect the particularity of the materials considering they are writing for a population of their same age and general background and they will be presenting this, so it needs to be accurate and well developed. [sic]

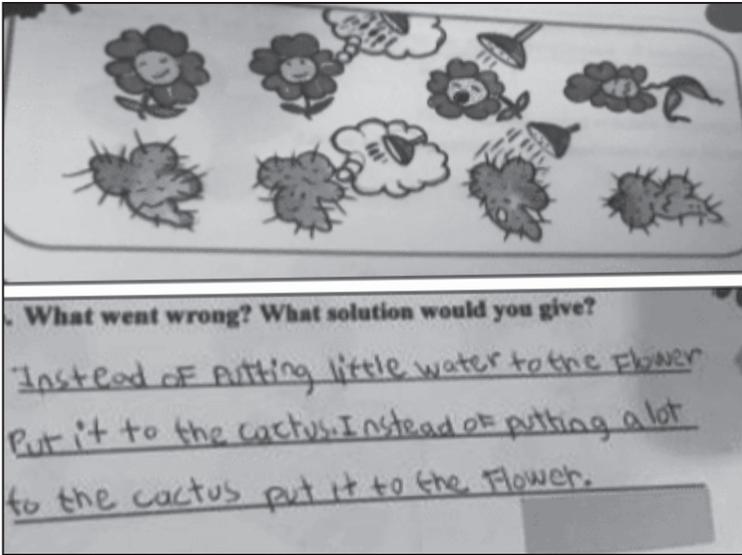
(Field notes worksheet N° 6)

Benefiting from PBL Strategies to Identify and Solve Problems

This category emerges from the empowerment of students towards their projects at school and home and the way they overcame simple and complex difficulties in different contexts. As stated by Othman and Ahamad (2013), “In the PBL class, when the students work with each other to solve complicated and authentic problems, they are expected to be so absorbed in the tasks that they will not only increase their content knowledge but simultaneously enhance their communicative and thinking skills” (p. 126). This allows students not only to achieve communicative goals but also inquiry skills.

Identification and Description of Elements and Situations to Find Needs

The patterns of this subcategory show the importance of the initial inquiry skills that involve observation. However, the simple observation needs to be guided, so it can go beyond and help students describe and identify the factors involved in the event, since if we do not identify the problem, we cannot know what the expected outcome could be. As affirmed by Weisberg (2006), “The unsatisfactory situation is called the problem state. The situation that you want to be in—that is, the situation that you want to change the problem state into—is called the goal or goal state” (p. 123). In science teaching, this first observation and description of phenomena refers to the natural process of being part of the immediate environment, as observed in the following excerpts.



(Students artifacts worksheet N° 4)

The second question demanded students to interpret beyond what they can see and describe, they needed to identify the problem and based on what they know suggest a solution. It is also positive to see how students use their group work to cooperate and improve. [sic]

(Field notes worksheet N° 4)

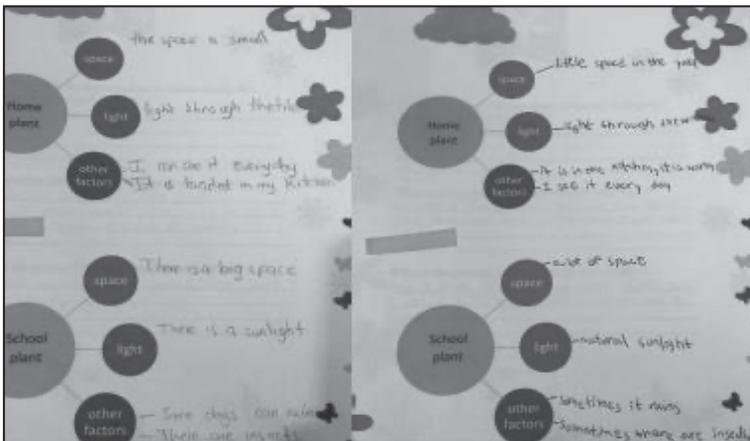
One of the students said: I can now identify problems and think on the process for example to solve them. [sic]

(Focus group interview)

The identification of a situation or problem is the first and most important procedure and it was achieved successfully, not only in the resolution of the worksheets but also in the process.

Comparison Strategies Lead to Suitable Outcomes on Problems

When determining the strategies students can use to solve problems, it is necessary to consider the particularity of the population. The age and level of proficiency of the target population permitted them to be guided through the instructions and strategies that allowed them to access prior knowledge, identify sources of information, and establish relations to compare or contrast. On this matter, Jonassen (2011), stated that “the ability of learners to solve ill-structures problems are; 1. Prior domain knowledge; 2. Prior experience in solving similar problems; 3. Cognitive skills” (p. 22), continuing with the necessary cognitive skills that Ginter et al. (as cited in Jonassen, 2011) specified as “learning by drawing structural comparisons (analogical encoding) has been shown to be the most effective method for reasoning by analogy” (p. 22). In the following extracts, I will present evidence of the process of comparing or contrasting to outcome possible solutions to simple problems, students compared through graphs, which allowed them to categorise their observations and identify needs in home and school orchards.



(Students artifacts worksheet N°5)

Students fill in the graphic organizer appropriately they show organization and contrast between the plantings.

On the questions related to difficulties, students can identify difficulties, propose solutions, and think on the process to propose a solution some students mention they use what they have learnt plus their own ideas. [*sic*]

(Field notes worksheet N° 4)

I love to be in charge of something and find solutions. I only need to look for the information I don't know and use the information that I know. [*sic*]

(Focus group interview)

Graphs were the only way to get close to compare and students had access to open ended questions and texts to evaluate the quality of information among others.

Enhancing Inquiry Skills

This category emerges from the relations established within the four skills proposed. Observation, Prediction, Interpretation, and Communication of results (OPIC). Bearing in mind the importance of students as the centre of teaching and learning, Harste (2001) affirmed that “rather than framing curriculum in terms of the content areas, learners’ inquiry questions become the organisational device for curriculum. Integration occurs in the head of the learner, rather than in the daily schedule of the teacher” (p. 4). This confirms that the skills do not appear in a specific order but once they are internalised, they are part of the new way of perceiving the world by students.

Observation and Prior Knowledge Bases for Accurate Prediction

The observation skills guided using all the senses make students accurate observers. The detailed observation and description of phenomena can provide an educated prediction, showing the difference between guessing and predicting. On this respect, Harlen (2014) affirmed that “where attention to detail or to small differences is necessary it will be appropriate to extend senses by using an instrument such as a hand lens or stethoscope and to use measuring instruments to quantify observations” (p. 15). The observation is, therefore, a process that requires the integration of all senses and can be supported by instruments. It is also important to recall that observations can be described through drawings, writing, or even graphing as in the following excerpts in which students selected the rule to measure the plants accurately and register and register their height in the line graph to predict possible outcomes.

The graphs are well developed, they need to observe and register information, they did it. They also need to predict and graph their prediction and they did it between the limits of reliability. The real growth line shows communicating results. Observing the results, they can make an accurate prediction which would be represented in the blue line. [*sic*]

(Field notes worksheet N°4)

To make a prediction I have to observe and not only think or guess with my opinion. We can anticipate what will happen in the next step. [sic]

(Focus group interview)

In Peters and Gega's (2005) insight, "Without some data, we can only guess about future observations; to predict is impossible. When students put their data in graph form, they usually have many chances to predict" (p. 98). The same graphs they produced from the direct observation of seedbeds and seedlings were used as the data to predict and graph suitable outcomes.

Appropriate Interpretation of Data Supports Different Ways of Communicating Results

It is commonly thought that data refer to sets of numbers or graphs. However, it refers to any information we receive or perceive by any of our senses. On the same matter, to communicate results, Peters and Gega (2005) suggest that children can communicate results using drawings, diagrams, maps, charts, models or using clear language either oral or written.

The worksheets provided the opportunity to receive different sets of data and allowed multiple ways of communication as shown below.

while finding knowledge useful and relevant, which Kumaravadivelu (2003) names the practicality parameter. Understanding the socio-cultural context, allowed students to be an active part of their learning process, made them aware of their improvement and needs, and transformed them into more empowered students when it comes to their learning process.

Contextualised teacher-designed materials that are pedagogically sequenced promoted students' self-construction of knowledge, favoured their preferences, and allowed for the achievement of their communicative goals and independent practice supported by feedback. Materials development under the guidance of an informed theoretical background achieves affective and effective impact on students (Graves, 1997, 2000; Núñez et al., 2004; Núñez & Téllez, 2009, 2015, 2018; McDonough et al., 2012; Tomlinson, 2011). Likewise, as a teacher, researcher, and text developer, I could resist the hegemony of foreign decontextualized, irrelevant, and commercially produced EFL materials that disregard students' contextual realities. Therefore, contextualised teacher-designed materials also foster the construction of local knowledge since EFL teachers can "make room for reflection, transformation, and the construction of alternative knowledge" (Núñez-Pardo, 2018, p. 239). By designing contextualised materials students were given the opportunity to learn English, develop their inquiry skills, and make sense of their own realities. PBL benefits identification and description of elements, promote opportunities for interaction and learning by experiencing, as mentioned by O'Grady et al. (2012), a deeper comprehension of a reality and self-discovery of their own abilities. All practices were based on constant teacher monitoring that conducted students to go through observation and prior knowledge for accurate prediction and appropriate interpretation of data that support different ways of communicating results. Indeed, being able to go from observation to prediction is

already showing a deep way of understanding (Kuhlthau et al., 2007). Students proved to be able to overcome the situations by perceiving them based on their observations and predictions, being ready to solve problems based on what they already knew, and being able to look for what they needed to know.

The pedagogical implications entail three aspects: the impact on students when facing materials designed for their specific purposes was motivating, challenging, and engaging. Second, for the Environmental Sciences Department, the general appreciation was that these materials, even though they are demanding in time and effort, constitute a unique opportunity for the development of projects that are not contemplated in the standardised textbooks. Finally, it has contributed to my self- assessment in terms of evaluating what I can do as a teacher, and the impact of my choices in terms of materials and approaches implemented with my students.

Some questions for further research emerged as follows: What does the implementation of teacher-designed materials on a PBL approach reveals about comprehension in areas such as Mathematic or Language arts? And how can the development of inquiry skills integrated to other areas of the curriculum as mathematics show about students' processes of critical thinking?

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Appendix A

Survey Science Second Grade

Dear students, as you already know I am currently studying a master's program. The objective of this study is to develop materials to improve the use of your inquiry skills. As part of my research study it is very important for me to know what you think about some aspects. All your answers will be used only for research purposes and will be confidential. Please answer the following survey being totally honest with your answers and following instructions. It does not have a grade and there are no wrong answers.

Answer the following questions using a black pencil. If you have any doubt, ask your teacher before answering.

1. In the following chart, rate from 1 to 5 (1 for the least favourite and 5 for the most favourite) the materials used in class

Materials	1	2	3	4	5
Textbook					
Laboratory guides					
Orchard worksheets					

2. From the homework your science teacher assigns, which one do you prefer? (Mark one option)
- e. reading
 - f. home observations
 - g. writing
3. Read the following sentences and write on the line A if you agree or D if you disagree
- h. The materials make you feel comfortable _____
 - i. The materials have images related to the topics _____
 - j. The vocabulary used is easy to understand _____
 - k. The materials complement what I find in the book

- l. I can develop the activities by myself _____
 - m. There is a variety of activities for different ways of learning _____
 - n. The teacher gives you feedback from the activities _____
4. How do you prefer to express your ideas in Science class?
- o. writing them
 - p. speaking in class
 - q. drawing
5. Do you consider explaining in English your ideas is:
- r. very easy
 - s. easy
 - t. difficult
 - u. very difficult
6. Which of the abilities from Science do you consider you are good at? You can choose more than one option.
- v. observation
 - w. prediction
 - x. interpretation
 - y. communication
7. Select the sentence or sentences that better describe what you think.
- z. I can use what I learn in this class in other subjects.
 - aa. I can use what I learn in this class at home.
 - ab. I can only use what I learn in this class for science.
8. From the following list, select what you use to solve a problem. You can choose more than one option.
- ac. observe what happen
 - ad. read about the topic
 - ae. ask my teacher
 - af. make an experiment or a trial
9. Do you think you can solve situations at home by making observation, prediction, interpretation and communication?
- ag. very likely
 - ah. likely
 - ai. unlikely
10. Which ways do you prefer to collect information? (choose only one)
- aj. observe and describe.

- ak. make pictures.
 al. write a report.
11. Mark the skills you think you can use in situations different from science class.

Skills	Math	Language	Home
Observation			
Prediction			
Interpretation			
Communication			

12. When you need to look for information, which way do you collect it? (choose one)
 am. internet searchers
 an. teacher suggested web pages
 ao. library
13. Which graph do you prefer to use for showing progress in observations?
 ap. line plot
 aq. bar graph
 ar. descriptive circle graph
 as. diagrams
14. Making descriptions of different events is
 at. very easy
 au. easy
 av. difficult
 aw. very difficult

Appendix B

Bogotá, febrero de 2017

Padres de familia grado segundo

Gimnasio Colombo Británico Bilingüe Internacional

GCB

Asunto: Consentimiento Informado.

Mi nombre es Adriana Sánchez. Soy docente titular de la clase de *Science* en el Gimnasio Colombo Británico. Actualmente me encuentro cursando tercer semestre en la Maestría en Educación con Énfasis en Didáctica del inglés en la Universidad Externado de Colombia. Mi proyecto se titula "Diseño de materiales para el desarrollo de habilidades de indagación". Tiene por objetivo la creación e implementación de materiales didácticos que permitan por medio de la solución de problemas mejorar las habilidades de indagación de los niños y niñas de grado segundo.

La investigación será conducida en el colegio en las clases de ciencias naturales (*Science*) y en la huerta escolar, se implementarán actividades, talleres y observaciones; de igual forma, se hará recolección de datos relevantes para el análisis los resultados por medio de la aplicación de una encuesta a los estudiantes, registro fotográfico de los avances del proyecto, donde no se incluirán sin los rostros de los estudiantes, notas de campo y materiales diseñados. Cualquier información recopilada a lo largo del proyecto será completamente confidencial y utilizada exclusivamente con fines académicos.

La participación es de carácter voluntario. Si su hijo(a) no desea participar en la implementación de los talleres no tendrá consecuencias en el desarrollo académico de la materia.

Este proyecto no tiene ningún riesgo para los niños y niñas. Por el contrario, me permitirá identificar las necesidades particulares e implementar estrategias que permitan mejorar sus habilidades de observación, predicción, elaboración de inferencias, conclusión al igual que la solución de problemas. Se espera que lo anterior se refleje y contribuya no solamente en esta materia sino también en otras.

Cualquier información adicional sobre este tema o a lo largo del desarrollo del proyecto, no dude en contactarme.

Gracias por su atención y colaboración,

Adriana Marcela Sánchez Beltrán
adriana.sanchez08@est.uexternado.edu.co

Nombre del padre \ madre _____

Firma _____

Nombre del estudiante _____

Autorizó la participación del menor en la investigación.

Si _____ No _____

Bogotá, febrero de 2017

Señores

Junta Directiva

Gimnasio Colombo Británico Bilingüe Internacional

GCB

Respetados miembros de la junta:

Como es de su conocimiento, me encuentro cursando tercer semestre en la Maestría en Educación con Énfasis en Didáctica del inglés en la Universidad Externado de Colombia. Mi proyecto se titula "Diseño de materiales para el desarrollo de habilidades de indagación", cuyo objetivo es la creación e implementación de materiales didácticos que permitan, por medio de la solución de problemas, mejorar las habilidades de indagación de los niños y niñas de grado segundo en el área de ciencias (Science Cambridge stage three).

Solicito su aprobación para implementar la la intervención pedagógica de esta investigación. Asimismo, es importante resaltar que las estrategias de investigación que se emplearán incluyen encuestas, observaciones de aula, desarrollo de las clases en el aula, laboratorio y huerta escolar y que acogeré y reconoceré la normatividad relacionada con la investigación y su incidencia en los seres humanos respetando el anonimato, integridad y confidencialidad de los participantes.

Adjunto el consentimiento informado que se utilizará para los padres de los estudiantes del curso seleccionado.

Gracias por su atención y colaboración,

Adriana Marcela Sánchez Beltrán

Maestra titular de Science Second Grade

adriana.sanchez08@est.uexternado.edu.co

Appendix C

Field Notes Format

<p>Teacher researcher: Adriana Sánchez Date _____ Worksheet # _____</p>	
<p>Activity description:</p>	
<p>Research question What does the implementation of teacher-designed materials focused on a Problem-based Learning approach reveal about inquiry skills in second graders at a private school?</p> <p>General objective: To implement teacher-designed materials on a Problem-based Learning approach to improve inquiry skills in second graders at a private school.</p> <p>Specific objectives. (a)To explore the appropriateness and usefulness of PBL materials in enhancing primary student's inquiry skills;(b) to analysed the way students solve a real context situation through a reflexive sequence; (c) to describe the process in which students make accurate inferences and draw conclusions about an observed event.</p>	
General Observations	Comments
Exploration stage	

Guided inquiry stage	
Independent inquiry stage	

Appendix D

Focus Group Protocol

Focus Group Interview Protocol
<i>Materials Development</i>
1. What do you think about the materials used in this project?
2. What is the difference between this booklet and other schoolbooks you have?
3. What was the most difficult part when handling the materials?
4. What changes would you make in the materials?
<i>Problem-Based Learning</i>
1. What did you do when you had trouble solving something in the worksheets?
2. Have you used any of the strategies you learnt in other subjects or at home?
3. Do you think you can solve problems and/or lead solutions?
4. Why is it important to learn how to lead solutions?
<i>Inquiry Skills</i>
1. What did you learn about observation processes from this project?
2. What did you learn about making predictions from this project?
3. Why is it important to learn about how to interpret data?
4. Which way do you prefer to communicate our results?

Chapter III

Enhancing Self-concept through Short Story Reading Analysis and Reflective Writing

Clara Inés Quiroga Cabra^{1,2}

Abstract

This qualitative case study, conducted with a group of undergraduate students ascribed to the School of Public Accountancy in Externado de Colombia University, intended to motivate them to identify their own values and potentials to heighten self-concept through the analysis of short-story content and the creation of thoughtful writing worksheets. The initial stage of this study pondered the reflection on students' self-awareness, which yielded the analysis of their behaviour when acknowledging their own virtues versus their tendency to highlight their disadvantages and inaccuracies and adopt pedagogical approaches

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- 1 Clara Inés Quiroga Cabra holds an M.A. in Education with Emphasis on English Didactics, Universidad Externado de Colombia and a B.A. in Science of Education, with major studies in Spanish and English from Universidad Pedagógica Nacional.
 - 2 This chapter is the result of her master's thesis Short Story-Reading Analysis: A Pedagogical Strategy in Students' Self-esteem Awareness which was defended in 2018 and directed by Professor Astrid Núñez-Pardo.

to nurture consciousness of their positive qualities. In doing so, audio-recordings, students' artefacts, a self-reflection questionnaire, and the teacher's field notes allowed data collection to state the results of the current research. Findings show that short story content analysis and reflective writing had a positive impact on the students' awareness of ill-treatment as a cause of disappointment; and reflective writing as a source of positive self-esteem. In the same way, students enhanced self-concept, as they valued personality strengths and admitted their weaknesses through reflective writing activities proposed in the worksheets developed by the teacher researcher. Finally, as this research advocates reflective short story writing worksheets that consider students' personal and social values, attitudes, and self-perception, it confronts culture domination of standardised and decontextualized EFL materials that privilege global culture at the expense of experiential one.

Keywords: awareness, self-esteem, short story-reading analysis

Mejora del auto concepto por medio del análisis de lecturas y la escritura reflexiva

Resumen

Este estudio de caso cualitativo desarrollado con un grupo de estudiantes de pregrado adscritos a la Facultad de Contaduría Pública de una universidad privada intentó motivarlos para identificar sus propios valores y potencial, a fin de elevar el concepto de sí mismos mediante el análisis de contenido de historias cortas, y la creación de guías de escritura reflexiva. La etapa inicial de este estudio cualitativo se centró en la percepción de sí mismos, originando

el análisis de su comportamiento cuando tratan de reconocer sus propias virtudes en contraste con su tendencia a destacar sus debilidades y desaciertos, y adoptar enfoques pedagógicos a fin de fortalecer la concienciación de sus propias cualidades. Las grabaciones de audio, los artefactos de los estudiantes, el cuestionario exploratorio de auto reflexión, y las notas de campo de la profesora permitieron la recolección de información para establecer los resultados de la presente investigación. Por consiguiente, el análisis de contenido de las historias cortas y la escritura reflexiva tuvieron un impacto en la conciencia de los estudiantes, en cuanto al maltrato como causa de frustración; y la escritura reflexiva, como fuente de auto estima positiva. De igual manera, los estudiantes promovieron el concepto de sí mismos, debido a que valoraron las fortalezas de su personalidad, y admitieron sus debilidades en las actividades de escritura reflexiva propuestas en las guías diseñadas por la docente investigadora. Finalmente, esta investigación promueve la creación de guías de escritura reflexiva e incluye valores personales y sociales, las actitudes y la auto percepción de los estudiantes, confrontando de esta manera la dominación cultural de los materiales estandarizados y descontextualizados para la enseñanza y el aprendizaje de inglés, puesto que privilegian la cultura global a expensas de la cultural experiencial.

Palabras clave: conciencia, auto estima, análisis de lectura de historias cortas

Introduction

Despite their interest in adopting new approaches to enhance students' language competence through appealing materials focused on fruitful class activities, some teachers still neglect individual's growth. This happens since they have to catch up with the topics proposed in the syllabus, although the educational system underlines personal features, as a significant part of the process of learning. Indeed, students require teachers' guidance and support to reflect on their strengths and weaknesses to improve their self-concept to become aware of their success. In this regard, Núñez et al. (2009) remarked the creation of a "comfortable warm-hearted learning atmosphere in the EFL classroom" (p. 18). This study fosters students' awareness of their qualities to increase self-esteem after analysing short story-content and performing reflective writing.

Statement of the Problem

From my view as a teacher, the cold class atmosphere in some sceneries interferes with the construction of positive self-concept. Therefore, knowing students' needs turns into a pedagogical strategy to enhance personal growth founded on individuals' interests and expectations. To this matter, Masuhara (1998), Núñez and Téllez (2008, 2009), Núñez et al. (2009) and Pineda (2001) agreed on the importance of conducting a needs analysis process to encourage students to learn and use the language. On this basis, teachers can decide about class topics, methodological resources, and suitable materials, since they "are potential materials developers" (Núñez & Téllez, 2009, pp. 183-184). Thus, teaching a language is a sociological practice to educate self-confident human beings under the English Program Guidelines of the School of Education in Universidad Externado de Colombia. Its aim is to strengthen virtues to transform our society into

a respectful honest nation. Despite the success of teacher-designed materials that had been implemented in the area of accountancy, it was crucial to create complementary materials to make students aware of the importance of personal and professional values.

Personal and social values are hardly found in standardised EFL materials that mainly portray values of the North American culture. As affirmed by Gray (2013), textbooks “are cultural artefacts from which meanings emerge about ... particular sets of values” (p. 3). Therefore, the proposed reflective writing worksheets aimed at helping students to face and manage challenges and preventing them from being victims in everyday situations in the field of finances and business administration. Likewise, the suggested thoughtful short story writing worksheets resist culture biased conventional EFL materials as they encourage students to value their own personal strengths, recognise their weaknesses, and raise a positive self-esteem.

My main concern to ponder the research question was the students’ lack of confidence when they faced challenging learning situations. Thus, it explores the input of short story reading analysis and reflective writing worksheets to increase students’ awareness of their qualities and self-concept in the EFL classroom, while allowing the perception of the evolution of students’ self-esteem, as a response to the research question proposed.

The research inquiry that guided this study was: How do short story reading analysis and reflective writing worksheets enhance Public Accountancy students’ awareness of personal qualities and self-esteem in the EFL classroom? Regarding the outcome of the implementation of the pedagogical intervention developed through the pertinent class materials and activities, I stated the corresponding objectives. To fulfil the purpose of the study, the general research objective stated was “To explore the contribution of short story reading analysis and reflective writing worksheets to

the enhancement of students' awareness of personal qualities and self-esteem in the EFL classroom" (Quiroga, 2018, p. 4). Besides the main objective, it was required to state some specific objectives as follows: (a) to analyse the impact of short stories to increase EFL students' self-concept; (b) to verify how reading analysis and reflective writing tasks improve the participants' self-esteem; (c) to describe changes in students' self-virtues awareness throughout the pedagogical intervention. Besides the general and specific objectives, it was paramount to cite some similar studies related to the topic proposed in the current study, to strengthen procedures and compare the outcome of different interventions.

Related Studies

Concerning similar case studies centred on personal values and self-esteem, it is pertinent to mention some researchers like Rentería and Quintero's (2009), who implemented some strategies to favour coexistence within a public school influenced by criminal forces. The findings showed the commitment of the community to accompany students in the construction of positive self-concept. Losada and Villegas (2015) conducted a qualitative action research study based on ludic activities and cooperative games to enhance respect and coexistence in contrast with aggressive behaviour. The implementation of these cooperative games increased mutual respect and solidarity among students. An additional action research study was García's (2002), which determined that artistic abilities played a central role in the expression of students' feelings and thoughts related to love, self-confidence and self-esteem. Consequently, the participants improved social relationships. In contrast with the previous studies built on students' histrionic abilities to convey feelings, Oliveros and Gómez (2015) carried a qualitative case study with maltreated children whose parents are absent from home most of the time. The researchers

started to integrate parent and teacher's work with children's basic responsibilities to make them feel appreciated and increase learning and cooperation.

From the perspective of teachers' behaviour, Sarmiento and Sanabria (2003) carried out a case study to analyse the effect of teachers' attitudes on students' success or failure. Rosenberg's Self-esteem Scale (1965) allowed them to state students' self-esteem. The researchers concluded that appealing materials and teachers' positive attitudes increase students' motivation. On the contrary, teachers' poor self-esteem and impolite manners interfere with students' willingness to learn. Regarding short stories, Saavedra and Saldarriaga's (2010) study of the Program "Children Tales" showed that 5-year-old boys and girls from a school in Trujillo, Perú, improved their self-concept. Data emerged from the stories written by the participants, observation, and tests administered both initial and post stages. The first test showed their self-esteem rank. The process consisted of three basic phases: planning of activities, short story selection, and children's performance representing characters from tales. Through reading comprehension and reflection on values and anti-values, children perceived the feelings of the characters. Besides, the researchers fostered creativity via figurative vocabulary, which increased the level of self-esteem after carrying out the "Children Tale" experience. The short-story content analysis, as well as reflective writing were common aspects allowing the appreciation of values in both "Children Tale" program and the current study to increase students' awareness of self-esteem.

Lastly, the qualitative case study conducted by De Mello, et al. (2015) the participants were able to learn the concept of values and anti-values by identifying individuals' behaviour. The instruments used in data gathering were semi-structured interviews, and teachers' field notes. Besides increasing their self-concept, the participants were able to choose virtues found in the short stories to put into

practice in their own life. Besides, Cooper, et al. (as cited in De Mello et al., 2015) conceived ethical stories as a means to construct children's principles, and boost feelings. The findings showed that children listened to short stories in a more fun-filled way. In brief, besides encouraging learners to increase language knowledge, moral stories allow personal growth to create a more sensitive and understanding society.

The above-mentioned studies contributed to the development of my study and informed the significant impact on students' attitudes to construct and strengthen principles in their lives.

Setting

The students attending the EFL class in the Public Accountancy program, take both English for General Purposes (EGP) and English for Specific Purposes (ESP). In addition to the topics assigned for the semester, they volunteered to analyse short-story content and write short reflective paragraphs to become aware of having positive self-concept. Besides the textbook assigned by the school, it was helpful to bring short stories focused on values and virtues, to increase the students' self-esteem through analysis and reflection. The program taught six 96-hour English levels for different academic programs. The mission of the university focused on the growth of citizens able to create a more inclusive society and rescue respect, and human rights to protect and rebuild the dignity in the nation. This mission requires the commitment of all participants to accomplish the goals stated.

Rationale

From my experience as a teacher, and the observation of the reality within the school context, there is a paradox

between the general concern about absence of values, and the unclear concept about the term that imply some reflections on significant views about this issue. To start, there is not a serious commitment from parents and adults in assuming the responsibility of educating children by providing them with role patterns and moral principles to imitate. In addition, I assume that parents suppose that the school staff and the teachers are the ones in charge of education in values, while educational institutions expect parents to accomplish that goal. Therefore, it is worth creating a reflective setting to make students aware of the importance of analysing short-story content and developing reflective writing to allow them to internalise values and appreciate their own virtues to promote their self-concept awareness.

Likewise, this research study fosters the growth of my pedagogical practice through theoretical and critical perspectives presented by widely experienced scholars. With regard to teachers' constant reflection, Núñez and Téllez (2009) consider it as a crucial factor of teachers' professional growth, since they assess and adjust class materials to the students' interests and needs, which demands effort and devotion. Furthermore, Núñez, Ramos and Téllez (2006) conceive it as a means of self-appreciation that yields creativity and evolution to find new didactic resources and interesting topics to respond to the students' needs and expectations. On the one hand. The current study may encourage local EFL teachers to increase short story content analysis to let students go beyond the mere reading activity, to understand the impact of messages. On the other hand, it boosts reflective writing to make students aware of their virtues to raise self-esteem, when they transform failure into success by creating more positive stories.

This study also contributes to the research group Critical Pedagogies and Didactics for Social Transformation, and the Line on Materials Development by fostering the design of materials to accomplish short story reading analysis

and reflective writing to increase students' appreciation of their self-esteem. In light of Núñez and Téllez (2015), "Addressing students' needs in contextualised materials raise teacher's awareness of their personal and professional growth" (p. 62). In this way, teachers creating their own materials grow personally and professionally, and encourage others to enrich their teaching process through creativity and innovation. As human beings are in permanent evolution, it is worth considering Kincheloe's (2008) concept of critical pedagogy, which "is never static as it is always evolving, changing in light of both new theoretical insights and new problems and social circumstances (p. 27). On this basis, students must be prepared to face unexpected social and political challenges. The theoretical aspects in the next section strengthen and clarify concepts about values and self-esteem.

Literature Review

The fundamental theoretical constructs supporting this research study were values, short stories, and materials development. The first construct entails values and self-esteem.

Values

Teachers, parents, and adults in general, have a special concern about people's lack of values. Although there is not an accurate definition of 'value' as asserted by Cortina (1997), this is a recurrent topic of discussion in different contexts. According to the scholar, the term 'values' associates to favourable features that make contexts propitious to coexist. Values emerge from attitudes such as respect, understanding, equity, fairness, among others, and vary according to socio-cultural settings. Contrastively, for Cortina (1997), anti-values are negative values against coexistence.

In response to parents' concern in terms of values, prior to reach the best academic accomplishments, teachers must think about the creation of an inclusive warm environment grounded on human values. On this basis, the students can feel motivated to learn, and enhance positive attitudes of respect, solidarity, and cooperation to foster their partners' progress within a comfortable class atmosphere.

Type of Values

The sort of values is quite extensive. Scheler (as cited in Cortina, 1997) uttered a broad range of values according to different manifestations of humans. The most representative are (a) sensitive, which connect to feelings like joy or sadness; (b) values related to society: useful, harmful; (c) cultural and spiritual, which entail aesthetic, associated to beauty and ugliness; (d) ethical and juridical, involving fear, unfear, speculative, true, fake or false; and (e) religious values: sacred or profane. In short, attitudes and views determine the positive or negative nature of values.

Education is the source of values. According to Cortina (1997), home or school education cannot be neutral. Teachers and students turn into better citizens in school since they acquire citizenship, self-concept, coexistence, well being, and joy, when they increase their awareness of their own personal values, and the way to attain life goals. In addition to the abovementioned values, the scholar highlighted Ortega and Gasset's moral values of good, justice, and loyalty, in contrast with Scheler's moral adequate attitudes mentioned by Cortina (1997). Despite the use of different terms, both converged to the same concept of values. Altogether, positive values and attitudes foster individuals' self-esteem.

Self-Esteem. This term has been defined from different perspectives. Guindon (2010) quoted Cooley's concept of 'looking-glass self', connected to people's views of persons;

and, James's (1983) idea of self-esteem as self-recognition feelings and emotions of the self. Besides, Mead (1934) considered 'self' as "interactions, in which individuals experience themselves as reflected in the behaviour of others" (p. 29) and involved self-evaluation associated to self. In addition, Wells and Marwell (as cited in Guindon, 2010) approached self-esteem from several angles: "object/attitudinal approach, relational approach, psychological responses approach, and personality function/component approach" (p. 28). Having in mind personal features, it is possible to assume that objects generate negative or positive reactions or feelings associated with attitudes or individual physical aspects depending on personality, motivation, and self-control. Thus, individuals have self-perception when interacting with others in different contexts.

Compared to values, the concept of self-esteem is not accurate either. However, scholars like Mann et al. (2004) associated the term with self-success, personal goals achievement, or physical ailment handling. Conversely, low self-esteem may yield mental and physical illnesses, or social and inconvenient behaviours. Besides, high self-esteem fosters fruitful learning and prevents health disorders. Broers et al. (as cited in Mann et al. 2004) claimed that high self-esteem helps patients recover from surgery procedures, as they inspire surgeons with their confident attitude and cheerful feelings.

From that perspective, self-esteem arises from the acceptance of personal positive and negative features. On this matter, Branden (as cited in Campo & Martínez, 2009) stated that "self-esteem is the disposition to experience oneself as being competent to cope with the basic challenges of life and of being worthy of happiness. It is confidence in the efficacy of our mind, in our ability to think" (p. 46). Thus, self-esteem joins achievement and joy emerged from personal assurance, and the happiness of self-being to handle daily events and search new areas of knowledge. According

to Branden (1995), the foundation of self-esteem involves the practice: (a) of living consciously; (b) self-acceptance; (c) self-responsibility; (d) self-assertiveness; (e) living purposefully; and (f) personal integrity. Hence, self-esteem goes beyond self-concept or individual actions, and entails life events, and the word 'practice' implies permanent work, construction of life on love and affection. Adults' support and role patterns to strengthen personal growth and confidence increase, in contrast with the adverse effect of low self-esteem on personal success or failure.

Similarly, a positive self-concept yields success since learners start appreciating good results during the process and feel motivated to reach their goals. To this respect, Brown (2006) affirmed "no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and self – efficacy belief in your own capabilities to successfully perform that activity" (p. 141). Besides the positive self-concept, motivation reassures people's willingness to reach their aims. Moreover, due to high self-esteem, individuals are able to accept their own virtues and lacks and appreciate others' accomplishments. Therefore, through the implementation of the pedagogical intervention of this study, students have the possibility to recognise their own virtues, and enhance self-concept and confidence to handle life situations by analysing the content of short stories.

Short Stories

Prior to mentioning studies related to short stories, it is worth defining the term. According to Cambridge Advanced Learners' Dictionary (2003), short story is "an invented story which is no more than about 10.000 words in length" (p. 1162). Besides, Bowen (as cited in Hunter, 2007) underlined 'shortness' as the advantage of the genre, and stated: "Short-story form is somehow specially amenable

or adaptable to the representation of an increasingly fragmented social character under the conditions of technological, industrial modernity" (p. 2). Conversely, Abrams (1970) conceived short story as "a narrative that can be read at one sitting of one and a half hour to two hours, and that is limited to, a certain unique or single effect, to which every detail is subordinate" (p. 158). Both scholars agreed about shortness in proportion to fast modern life.

Some scholars' perspectives coincide about the positive effects of short stories on pedagogical procedures. Erkaya (2005), Porras (2010), and Rossiter (2002), envisioned this genre as an instrument to increase language knowledge while entertaining with appealing stories throughout the learning process. Furthermore, Cameron (2001) argued that short stories "offer a whole imaginary world, created by language that children can enter and enjoy learning languages as they go" (p. 159). On this basis, EFL teachers should go beyond the language itself to explore learners' imagination through literature and cultural issues to enrich the language learning process. The reading and analysis of short story content strengthen meaning and increase students' engagement to foster language skills. Materials Development (MD), as a construct, entails having students read and analyse short stories and ponder their morals through their reflective writing activities proposed to enhance learners' self-concept, and the teacher's practice growth.

Materials Development

To embark on Materials Development (MD), teachers require a wide vision of the process consisted of content, specific goals, methods, and type of activities and strategies. Concerning MD, Tomlinson (1998) associated it with teachers' productions "to provide sources of language input and to exploit these sources in ways which maximise the likelihood of intake" (p. 2). Graves (2000) considers MD as

a process that entails planning units consisted of lessons to accomplish the goals proposed in a specific program. Thus, MD is a means to increase knowledge. While Tomlinson (2011) conceived MD as a “field of study and a practical undertaking” (p. 66), Núñez et al., (2009) highlighted its “combination of both reasoning and artistic processes” (p. 16). Both scholars underline theoretical foundations and the hands-on activity of developing materials. However, Núñez et al. (2009) highlighted creativity to catch up students’ attention. Furthermore, for Núñez et al. (2013), MD “demands an informed methodology that allows validating the efficiency, appropriateness and relevance of materials within the context of learning a language” (p. 10). Likewise, Núñez and Téllez (2015) underlined “the effect of materials on the teaching-learning process of a foreign language” (p. 57). Summing up, MD requires teachers’ wide knowledge, creativity, and effective methodology to design and implement suitable materials to fulfil students’ socio-cultural expectations according to their context.

Materials

Among a series of concepts, it is worth mentioning Gray’s (2013) definition. Materials “are cultural artefacts from which meanings emerge about the language being taught, associating it with particular ways of being, particular varieties of language and ways of using language, and particular sets of values” (p. 3). This means that the use of materials implies to open the learners’ mind to understand and exchange cultural expressions to enrich knowledge. Likewise, Núñez et al. (2013) conceived them as “socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups ... they are forms of social mediation that allow flow of knowledge” (p. 10). In this regard, materials establish a social link to better understand language

meaning in different learning contexts. In Montijano's (2014) words, materials are "elements that bring about a colossal source of practical ideas on how to sequence the different linguistic constituents to teach" (p. 268). Although this view focuses on linguistic components, it also leads to useful communication. For Xiaotang (2004), materials go beyond being mere class resources since they entail attitudes and methodological procedures to shape "language teaching and learning practice" (p. 1). In general, EFL Materials strengthen knowledge, cultural attitudes, values, thoughts, and foster human interaction, and coexistence and acceptance within different contexts. However, in local contexts teachers need to generate their own EFL materials to respond to the particularities of their students' realities and foster their virtues, values, and attitudes.

Types of Materials

Taking into consideration the characteristics of the learning community, teachers have the possibility to select a variety of materials. Tomlinson (2012) classified them as "informative... instructional ...experiential ...eliciting ...and exploratory" (p. 143). Accordingly, they provide language information, foster language practice and language association with students' lives through its use, and allow them to explore new knowledge. The scholar added the terms "linguistic, visual, auditory or kinaesthetic" (Tomlinson, 2001 p. 66), to entail students' learning styles as a key factor to accomplish better results. Furthermore, Mayora (2013) suggested authentic and non-authentic to expose students to real language; paper-based, audio-visual, electronic resources; and in house-commercial materials. Moreover, Tomlinson (2012) included "coursebooks, videos, graded readers, flash cards, games, websites and mobile phone interactions, though, inevitably, much of the literature focuses on printed materials" (p. 143). Additionally, Núñez

and Téllez, (2009, 2015) broadened the concept of materials to all kinds of contextualised class activities allowing teaching to meet learners' needs. The materials presented in the current pedagogical intervention stand for visual, auditory, non-authentic paper-based experiential and eliciting since students learned, reflected, and used the language to convey personal perceptions orally, and in writing activities designed for the study. Besides, I was able to recognise my ability to design proper materials based on methodological principles to encourage students' virtues and attitudes.

Theoretical Framework for MD

Concerning MD, Núñez et al. (2004) claimed "it is by combining their [teachers'] theoretical background and their teaching experience in the development of materials that they create positive conditions for language learning" (p. 131). Likewise, Núñez et al., (2009) proposed MD Scaffolding, which entails the analysis and assessment of students' needs to select the method and design, with regard to the goals stated for the course; the design of the syllabus, the materials and their process of piloting, revision, and adjustments, to guarantee the pertinence of updated materials to enhance better learning. Somehow, Scaffolding entails reflection, as expressed by Núñez et al. (2017), "It [the MD framework] ... promotes reflection regarding both what they know about their particular teaching contexts and what they know about language, learning, and teaching" (pp. 23-24). In sum, reflection is essential to design class materials that build a productive class atmosphere.

Short Story Reading and Writing Worksheets

It is expected that through the analysis of this genre content and pensive writing, students become aware of their sensibility and other virtues connected to culture and

spirit, as part of self-concept construction. Considering that commercial materials “depict and reproduce values, behaviours, cultural patterns, traditions and dominant ideologies” (Núñez-Pardo, 2018a, p. 231), there is need to develop contextualised materials. Conveniently, worksheets are “arguably the best there are: relevant and personalised, answering the needs of the learners in a way no other materials can” (Ur, 1996, p. 191) since they “lead students’ attentions and give students opportunities to work independently” (Lee, 2014, p. 96). Thus, students can follow instructions to work on their own to fulfil the goals proposed. Since the proposed reading and writing worksheets contemplate deep cultural issues like personal values and the notions of self-concept and self-esteem, they are “contextualized materials [as they] respond to ground realities of everyday-human life” (Núñez & Téllez, 2018, p. 37). This kind of topics offer more possibilities for students to value their personal strengths, admit their weaknesses, and build a positive self-esteem.

Methodological Design

As stated above, this study aims at exploring the contribution of short story reading analysis and reflective writing worksheets to the enhancement of students’ awareness of personal qualities and self-esteem in the EFL classroom. Thus, this section presents the methodological design that supports the study. The first part describes the research design entailing the approach, type of study, the participants, and data gathering instruments; and the second part portrays the pedagogical design.

Due to the aim of this study, I opted for qualitative research, which, in line with Merriam (2009), allows to understand “how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences” (p. 5). In view of this, the designed worksheets gave the students the opportunity to

connect their life experiences through short story content analysis. Moreover, designing and implementing contextualised materials allowed me to strengthen my ability to create appropriate materials and incorporate uplifting topics within ESP programs to foster the student's personal growth.

The qualitative research approach suited the current study because it permitted to describe students' behaviour within the class context. On this matter, Burns (1999) and Richards (2003) agreed that qualitative approach understands and interprets real experiences and social contexts. Thus, the participants were able to identify situations that interfered with their self-concept and expressed their views and feelings about experiences that affected themselves. Qualitative approach helps researchers observe students' attitudes through the pedagogical intervention, as occurred within the context of the ESP classroom, where students performed side reading analysis and reflective writing to answer the research question.

On basis of the students' change of behaviour while developing the worksheets, case study was suitable. In Merriam's (1988) words, case study "can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive, and rely heavily on inductive reasoning in handling multiple data sources" (p. 16). This type of study yielded the description of the students' response to the contents and characters' behaviour to handle life situations, and the participants learned the moral during the analysis.

The participants were ten students attending the English class, and the teacher as a researcher and materials designer. They were ascribed to Public Accountancy School, attending an EGP and ESP class in fourth semester. They were all selected by the convenience sampling technique due to the availability or accessibility (Stevens, 1996). In this case study, the teacher was a participant observer during the

implementation of the pedagogical intervention while the students worked on the proposed activities to enhance their self-concept. Through the roles of teacher-researcher and materials designer, I became an active mediator (Hammerley & Atkinson, 1983). As a teacher, I wrote the materials and did reading analysis (Graves, 1997; Núñez et al. 2004; Núñez & Téllez, 2009; Núñez et al. 2009; and Tomlinson, 1998). Besides, I developed methodological resources entailing learning strategies in different lessons (Harmer, 2007), regarding the pedagogical intervention accomplishment.

The data gathered instruments used were students' artefacts, a self-reflection questionnaire, teacher's field notes, and audio-recordings. Artefacts are defined as "products people use, objects people make, and records of what they do, say, produce, or write" (Le Compte & Preissle, 1994, p. 1). They evince social and cultural information (Given, 2008). They are "physical "props" people use to get things done within the contexts of their daily life" (Lankshear & Knobel, 2004, p. 235); or "samples of texts over a period of time [that] enables teachers to assess the progress which students make" (Burns, 1999, p. 140). In this study, both the texts presented, and the transformed written texts, revealed the students' growth through their analysis and reflective writing towards the construction of self-esteem.

The questionnaire focused on appraising the students' self-esteem through Rosenberg's (1965) Scale. The results yielded a group self-assessment practice leading to an exchange of perceptions and views about the effect of success and failure on their life experiences. In this regard, Núñez et al., (2017a) considered "opinions, feelings and ideas in regard[s] to various aspects" (p. 31). This questionnaire evinced the students' views about worksheets and activities performed (See Appendix A). Teacher's field notes allow the record-keeping of behaviour through close observation (Hopkins, 1993), as an outcome of short-story analysis and

reflective writing to self-esteem enhancement. Thence, field notes concluded the process of each worksheet performed in the class (See Appendix B).

Lastly, audio recordings allow the repetition of students' voices. According to Burns (1999), they provide accurate verbal information and students' interaction that capture reactions and spontaneous behaviour. Thus, during the implementation of the pedagogical intervention, the participants expressed their views and perceptions of the impact of negative thoughts about themselves, and after a reflection, they were able to recognise and accept their positive qualities, as evinced in the process of analysis.

This section portrays the pedagogical intervention, general and specific objectives, the intervention as innovation, the nature of language and language learning, elaborated on the language teaching methodology, according to the pedagogical intervention and the research question, followed by the phases of the intervention.

The pedagogical intervention consisted on four short story reading analysis and reflective writing worksheets developed to foster students' awareness of individual virtues and self-esteem in the EFL class. My nieces' colour drawings were especially elaborated to illustrate the diverse sections of the proposed materials. Also, they were built considering Núñez et al.'s (2009) scaffolding approach, and Núñez et al.'s (2017a) view of essential "reflection on ... particular learning contexts, ... knowledge of language, learning and language learning and teaching" (p. 24). The scholars highlighted MD framework as paramount in teachers' analysis of students' needs to design proper innovative materials to support pedagogical intervention connected to teachers' reflection. Thus, scaffolding guarantees successful materials and class activities.

On this basis, the students accomplished six activities focused on analysis and reflections to start life changes,

and wrote positive versions of stories, and opinions about the class activities. They also shared their perceptions through the reading analysis of stories implying building up or destroying self-esteem, dreams, assertive decisions, or discovery of hidden virtues. Class interaction allowed students to recognise self-values as part of personal and professional growth.

Having in mind the aim of the study, it was necessary to state the following objectives: (a) To create a good class setting to foster students' recognition and creation of values; (b) to trigger the notion of values; (c) to promote reflection on partners' values; (d) to conduct students' analysis and reflections on their self-esteem; and (e) to increase students' appreciation of their own virtues and self-esteem in the EFL class.

In relation to innovation, it is conceived as transformation. Regarding teaching processes, Rogers (as cited in Kirklan & Sutch, 2009) defined innovation as "the application of a new resource or approach that changes social practice" (p. 10). Likewise, Rudduck (1991) conceived it as "conscious, planned and involves some fundamental breaks with the known past" (p. 56). Markee (2001); Rudduck (1991); Willis and Willis (1996); and Wedell (2009), focused on changing old habits of individuals within their context. As argued by Nuñez et al. (2012), "MD constitutes a true resource for teachers to respond to students' needs and foster institutional innovation in language teaching" (p. 25) and it yields students' learning potentials and teachers' creativity and production achievement (Núñez et al., 2009). Hannan and Silver (2001) perceived innovation as a means of problem solution. In short, innovation implies changing the teaching contexts and teaching activities. Hence, short story reading analysis and reflective writing worksheets enhanced self-reflection on individuals' virtues.

The pedagogical intervention stands on linguistic, functional, self-expression and culture, and ideology of the nature of language (Tudor, 2001). Linguistic and functional link to essential linguistic elements to communicate meaning orally and in writing. Self-expression entails students' voice to convey their ideas and emotions to reveal self-esteem; the socio-cultural context strengthens virtues permanently.

Concerning the vision of language learning, experiential, analytical learning, and affect play a significant role in students' learning, as asserted by (Tudor, 2001). The content of the short stories analysed had a positive impact on students to increase their self-esteem, as they found a close relation with their life experience. Besides, the characters' emotions and reactions allowed students to reflect on their feelings and emotions.

As students are the centre of teaching practice, Student-Centred Instruction (SCI) was the suitable methodological approach to meet the students' interests through proper activities and materials, considering their learning pace, and allowing them to learn from their class partners (Collins & O'Brien, 2003). This approach involves open-ended question to foster creativity and reflection focused on the transformation of adverse feelings and attitudes into cheerful and motivating ones to encourage readers to improve self-concept. Hence, SCI helps students become active agents since they are aware of being the centre of activities performed in the EFL classroom.

The pedagogical phases contemplated were the informed consent, sensitisation, and implementation of the materials. The informed consent, according to Mackey and Gass (2005), includes "knowledge about how to ensure that participants are adequately informed about research and their rights as participants will foster confidence between the research community and the public" (p. 41). Once I

explained the reasons to conduct this study, the students were informed about the aim and the methodological procedure and the conditions to participate, they volunteered to sign a form authorising the researcher to gather data through the process, under the pledge of confidentiality (See Appendix D). In the sensitisation phase, I socialised with the students the pedagogical intervention, the aim of the research, the materials, and activities proposed to accomplish short story reading analysis followed by their reflections to write a new version in the stories designed. Besides, I underlined the reward of interacting to share ideas to heighten self-esteem.

The implementation of the materials was done during the time scheduled, two-hour class sessions. The students joint group interaction to complete each worksheet, through eliciting, reading comprehension and reflective writing. According to Tomlinson (2003), there was cognitive and emotional involvement. Besides, they understood the negative impact of maltreatment through the analysis of short story content; and assisted by the teacher, performed a positive version of the stories in the worksheets designed. They switched expressions yielding failure into encouraging ideas to reach success. To conclude each activity, students made reflections focused on a more positive way to manage personal life. Besides, they interacted to share their perceptions about the readings, and the class activities. All the conditions, including students' attitude, class materials, and technological aids were favourable to accomplish the goals of the activities to enhance self-esteem. The sequence of topics analysed entailed preliminary worksheet to identify vocabulary related to attitudes and values, describing personality, building up or destroying self-concept, contrasting characters' attitudes, and understanding disability. In the next section, there is a sample of reading content analysis, and a worksheet designed to perform reflective writing.

Worksheet N° 1

Building up or Destroying Self-concept

General objective: To analyse the reason to have either a happy or a miserable day.

Specific objectives: (a) to find cause/effect ideas, (b) to identify expressions that convey maltreatment, (c) to transform rude expressions into kind and encouraging ones.

1. Read the short story below.

Learning strategy: using ideas from a short story to write reflective texts.



Building up or destroying Self-concept

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

Selected from 100 ways to enhance self-concept in the classroom.

Illustration: *Consuelo García Quiroga*

2. After reading the short story, underline the expressions that convey maltreatment. Write possible kind, though demanding, words or expressions to talk to the boy in the passage to make his day better.

This was just the beginning of Michael's day.

3. Work with one of your partners and write the concluding part of the story. Use your own words or choose some of the ideas suggested below. Use proper verb tense.

Learning strategy: using ideas from a short story to write reflective texts.



Come into the classroom – notice - forget homework – get a bad grade – lose his pencil – make pronunciation mistakes
- laugh at him – feel frustrated

4. Here is a possible start for the second part of the story. You can start by writing about the moment when Michael got in the classroom.

After leaving the principal's office, Michael _____

5. Find the word that best describes Michael's feeling after facing his situations.

6. What circumstances would you change to help Michael be a happy young boy?

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

8. Did the story remind you of an experience you had when you were little?

YES ___ NO ___

9. If you answered YES, would you like to mention it?

YES ___ NO ___

10. Recreate the story "Building up or destroying self-concept?" to make Michael feel cheerful and self-confident. Make necessary changes only.

Learning strategy: recreating discouraging short stories to motivate readers to accept their responsibilities without pain.



Illustration: Consuelo García Quiroga



Worksheet N° 2

Contrasting Characters' Attitudes

General objective: identify the secret of success in contrast with failure attitudes.

Specific objectives: (a) to state cause/effect relation of ideas (b) to establish contrast in attitudes.

Warming Up

1. Think about situations in which your dreams have come true. Share your points with partner; then share them with the group.

2. What factors did you consider when you decided to register in this career?

3. How did you know you had succeeded in this election?

Pre-reading

Making predictions. Read the heading of the short story below. Predict and speculate about the content. Discuss and compare your perceptions with you partners.

Reading 1

A woman's dream plan comes true



This land was located about a mile from the nearest highway and five miles from the nearest town. But this woman had a dream. She held in her mind the vision that one day her pastureland would become one of the most beautiful suburban shopping centres in the country. In a few years, the nearby military base was enlarged.

A four-lane highway was built, and it bordered on this woman's pastureland. Immediately retailers began making offers to purchase the land. But she did not want to sell it – she wanted to develop it. She refused all offers and held on to her dream, though for financial reasons it would have seemed wise to sell.

Months went by, and then one day she noticed a contractor with his men and equipment working on property adjoining hers. She explained her dream to the contractor; he assured her that her dream could materialise, and that he would help. He suggested formation of a corporation in which she would furnish the land, and he would furnish equipment and men, and do the contracting and building. He explained that he had a wealthy friend who would provide financial backing and become the necessary third party in the corporation.

Today the woman is president of that corporation, which owns a housing development, an apartment development, and a colonial style shopping center – one of the most beautiful in the country. She had a plan, and now she has all that she dared to envision, and more!

Selected from DARE TO PROSPER! By Catherine Ponde

While reading

1. What did the woman have in mind? _____

2. Complete the following ideas with information from the text.
 - a. The lady accomplished her goals, as a consequence of her _____
 - b. The _____ of her property made her think it would be a _____ neighbourhood.
3. In addition to location, find a factor that influenced progress in the surroundings of the woman's house.

4. Read the statements below and analyse the relation of the ideas.
5. Write cause / effect or contrast.
 - a. The woman appreciated what she had. / Neighbours undervalued her property. _____
 - b. They started new constructions around. / The woman decided to sell her land. _____
 - c. The woman had broad vision. / Investors backed her.

Reading 2

The man who sat around all day and did nothing



Once there was a man who sat around all day and did nothing. One day he was sitting outside, and a bird came and perched on the fence next to him. The bird asked the man, "Why do you always sit around all day and do nothing?" The man replied, "I'm a failure. I mess up everything I try to do. So, since I can't do anything right, I don't do anything at all." The bird asked, "If there was something you knew you couldn't fail at, would you be willing to give it a try?"

"Sure," said the man. "But what could there possibly be that I could do without failing at it?"

"Here's what you do," said the bird. "First, think of three things you'd really like to be able to do.

Then, try to do the first one. If you fail, take a sheet of paper, write what the thing was that you tried to do, and next to it, write the words, "I can't do this."

"Then try the second thing. If you fail at that also, take your sheet of paper, and write what the thing was that you tried to do, and next to it, write the words "I can't do that."

"Then try the third thing. If you also fail at this, take your sheet of paper one more time and write what the thing was that you tried to do and next to it write the words, "I can't do this either." Then hang the sheet of paper on this fence, where you'll see it each day when you sit in your chair. Do you think you can do this?"

"Well," said the man. "It sounds like all I have to do is fail, and I'm good at failing. So, I guess I could do that."

"Then go do it!" said the bird, and he flew away.

The man decided he'd do what the bird had suggested. So, he thought for a few minutes until he thought of three things that he'd really like to be able to do. Then he got up from his chair and went to do them. The man tried to do the first thing, and he failed. So, he took a sheet of paper, and he wrote what the thing was, and next to it he wrote

the words, "I can't do this." Then the man tried to do the second thing, and he failed again. So, he took the sheet of paper, and wrote what the thing was, and next to it he wrote the words, "I can't do that." Then the man tried to do the third thing, and again he failed, as he had expected. So, he took a sheet of paper, and he wrote what the thing was, and next to it he wrote the words, "I can't do this either."

Then the man hung the sheet of paper on the fence, and he sat down and waited for the bird to come back so he could tell him all about he had failed again. The man sat there for the rest of the day. But the bird didn't come back. So, the man took one last look at the sheet of paper, then he went inside and went to bed. The next morning, the man went outside, and he sat in his chair. He looked at the sheet of paper hanging on the fence. He read about the three things he'd really liked to do, and he read that he couldn't do them. Then he waited for the bird to come back. He waited all day, but the bird didn't come back at all. So, the man went inside and went to bed.

Each day the man would go outside, sat in his chair, and look at the sheet of paper hanging on the fence. Each day he'd read about the three things he'd really like to do, and he'd read that he couldn't do them. And each day he'd wait for the bird to come back. And as he waited for the bird to come back, he'd think about the three things he'd really like to do. And he'd think about how the sheet of paper said he couldn't do them. One day as he thought about this, he began to get irritated. He said to himself, "What right does this sheet of paper have to tell me what I can and cannot do?" So, the man got up from his chair, took the sheet of paper, and went to try the things again. Then the man said to himself: "If I was able to do the first thing, maybe I could do the second thing too." So, he tried to do the second thing, and he failed. But the man remembered that when he had tried to do the first thing many times, he had finally gotten it right too. So, he tried the third thing

again, and he failed again. And he tried many more times, and he failed many more times. But then, he tried it one more time he succeeded! He had managed to do the third thing right! Again, the man was so excited he jumped up and down and shouted, "I did it! I did it!"

Then he took the sheet of paper, and next to the third item, he scratched out the words, "I can't do this either" and in big letters he wrote "I CAN DO THIS TOO"

Then the man took the sheet of paper and hung it on the fence and sat down to wait for the bird to return. But this time, as the man was sitting there he thought about the three things that he really likes to do; and he said to himself: "Why am I sitting in this chair, waiting for a bird, when I could be doing the things I really like to do?" So, the man got up and did the things he really liked to do. And the man was happier than he'd ever been in his entire life.

One day, as the man was doing one of the things he really liked to do, he saw someone doing that looked like fun. And the man remembered how he had learned to do the three things, and he thought to himself, "If I try, I am sure I can learn to do that too." So, the man tried, and tried, and kept trying until he got it right. The man said, "This is fun! I love learning how to do new things." And after that, the man was never afraid to try anything.

One day, the man was learning to do something new, and the bird came and perched next to him. The bird said, "What are you doing?" And the man said, "I'm learning something new." Then he told the bird all about how he had tried to do the three things, and how he had failed at each one. And he told the bird about the piece of paper, and how it had made him mad. He told the bird how he had tried to do the three things again and again until he had gotten them right. And as he was telling the bird these things, he suddenly realized that this had been the bird's plan from the beginning. The man looked at the little bird, and the

bird smiled at him. "Enjoy your life," said the little bird, "and always be glad for all the things you can do." "I will," said the man. "Thanks to you I now realize that I can learn to do anything if I just put my mind to it and keep trying."

"You have learned your lesson well," said the little bird. And with that, he flew off to his next assignment. And the man, who used to sit around all day and do nothing, now, spent his time doing the things he loved. And he had so much fun doing them that he never wanted to sit around all day and do nothing. And he never thought of himself as a failure ever again.

Selected from <http://fly.hiwaay.net> The Man Who Sat Around All Day and Did Nothing_ a short story by Araykay.

After Reading

a. Identify failure attitudes; b. State cause / effect of ideas; c. Deduce the lesson from the texts to contrast the characters' attitudes; d. Identify the way to turn failure attitudes into success.

1. As you read the previous stories, take notes about the main characters' significant attitudes, and establish cause / effect relationship in your ideas.
2. Based on the two stories you have just read, write the aspects you consider relevant to state a contrast between the main characters.
3. What was different about the way they reached their goals?
4. What did each character have in mind?
5. Discuss your points of view and exchange your perceptions with a partner.
6. Share the lesson you learned with the class group.
7. Write a reflective / contrastive paragraph about the importance of having a positive self-concept, what people can do when they are aware of their strengths and weaknesses, and the secret to succeed in life.

4. Make a reflection about the way you can turn yourself into a self-confident person who deserves being trusted.

Individuals who have a favourable self-concept convey encouraging thoughts and express enthusiasm through self-confident attitudes, body language, and daily activities. Classmates and people around them perceive that and feel attracted to socialise or work with them.

Let me tell you about the most wonderful person

I have ever met! Whom do you think of?

Who would that wonderful person be?



5. After considering all the qualities of that person you have just thought of, did you happen to think about yourself? Make a reflection about your values, your outstanding qualities, your attitudes, your skills. How much you do to grow as an individual and make the decision to consider YOURSELF as the most valuable human being.

Data Analysis

Regarding qualitative research, Glaser and Strauss (1967) linked the Grounded Theory Approach to data gathered, as the cause to validate recurrent ideas and concepts conveyed in the analysis of readings and reflective writing concerning students' self-esteem (Corbin & Strauss, 2008). Besides, Patton (2002) asserted that the grounded theory "operates

from a correspondence perspective in that it aims to generate explanatory propositions that correspond to real-world phenomena" (p. 489). Thus, the researcher used the colour coding technique (Stottok, Bergaus & Gorra, 2011) to signal relevant issues, recognise patterns, relate them, and name the categories that emerged from the implementation of materials.

Analysis of the data collected through the student's artefacts, questionnaire, and teachers' field notes entailed a sequenced process. The teacher researcher regarded "naming, grouping, finding relationships and displaying" (Freeman, 1996, p. 102) as well as "sifting, organising, summarising and synthesising the data so as to arrive at the results and conclusions of the research" (Seliger & Shohamy, 1989, p. 120). These procedures connect to students' class interaction and the permanent observation of gradual transformation that allowed the teacher to classify data. The colour-coding technique was used to signal the codes (relevant issues), relate them (define) and name the categories, as suggested by Stottok et al. (2011). Therefore, colour coding yielded the recognition of signs indicating improvement of students' values, personal qualities, and self-concept.

Triangulation of data on basis of the approach of Denzin and Lincoln's (1994), which included theoretical triangulation as the data gathered is interpreted from theories; and methodological triangulation as the data was collected via three instruments. Two research categories were established to answer the research questions with their corresponding sub-categories, as shown in the following section.

Table 1.
Research Categories (Quiroga, 2018)

Main Question	Categories	Sub-categories	Patterns/ salient issues
How do short story reading analysis and writing worksheets enhance Public Accountancy students' awareness of personal qualities and self-esteem in the EFL classroom?	Short-story content and reflective writing influencing students' role on self-esteem	Maltreatment presented in short-story content as a source of frustration and failure Reflective writing to construct positive self-concept/ self-esteem	- Identified maltreatment in short stories as a source of frustration - Identified mistreatment in short stories as a source of failure - Reflective writing as a means of students' positive self-concept -Students' role in building their self-esteem via reflective writing
	Achieving students' awareness of self-esteem	Students' awareness of success Students' consciousness of failure	-Recognising personality strengths -Writing about their personal qualities to identify values -Accepting personality weaknesses - Writing to confront opposed attitudes

Short-Story Content and Reflective Writing Influencing Students' Role on Self-esteem

The students recognised frustration and failure as the outcome of maltreatment conveyed in the content of short stories and expressed in their reflective writing. Success, motivation, joy, and disappointment emerged from personal beliefs, feelings, views, and attitudes, as stated by Branden (1995); Brown (2006); Campo et al. (2009); Coopersmith, (1967); Gardner and Lambert (1972); and Rosenberg (1965). In synthesis, attitudes and beliefs are interrelated and connected to life experiences. This category generated two subcategories addressed in the excerpts below.

Maltreatment Presented in Short-Story Content as a Source of Frustration and Failure

Based on students' appreciations and analysis, short stories are proper didactic resources to gratify and foster students' long-term memory (Rossiter, 2002), while presenting noteworthy motivating content, and comprehensible information that enhance learning (Porrás, 2010). According to Lemov (2017), shortness allows students to read and re-read short story content, which increases and reassures knowledge, while providing a moral through situations that turn into a life lesson for readers to learn. The worksheets designed encouraged and involved students in activities to develop reading comprehension and analysis leading to reflection to build up self-esteem in the EFL classroom.

The topic "Building up or Destroying Self-Concept" generated sadness, frustration, discouragement, and failure through maltreatment, as expressed by Coopersmith (as cited in Brown, 2006, p. 141); Hilgard (1963); and Gardner and Lambert (1972), linked by the students to their own learning experiences, as evinced in three data-gathering instruments.

Students did not have a clear concept of 'attitude' (Cortina, 1997). Nevertheless, they could identify words related to behaviour, and described their sense.

In the preliminary worksheet, students circled words conveying attitudes. They shared concepts and meaning by providing important comments and explanations and started a class discussion as observed below.

All students: interacting to mention the words associated with attitudes: "hostility, peace, tolerance, peaceful, argumentation, flexibility, communication, generosity"

S1: "generosity starts at home".

S2: "it starts in myself".

S5: "tolerance is when we accept other people's point of view".

S3: "the result of flexibility is respect and acceptance".

S4: "a lucky person reaches goals without making effort"

S6: "Yes, people need luck, but they have to work" [*sic*]

(Audio-recordings)

Prior to the analysis the students compared negative and positive expressions and attitudes and decided to eradicate words linked to loss and frustration, as noticed below.

Destructive words/ expressions turned into constructive words /expressions:

1. I feel tired / I am not good.
 - a. I am a cheerful person.
2. It is too much / I do not know how to
 - b. I can do great things.
3. I will fail the test / I am not lucky.
 - c. I was born to succeed.
4. I am so ugly!
 - d. I am a beautiful person.
5. I hate this. / I have no friends
 - e. I love – I care.
6. I am sick.
 - f. Health
7. It is too much. / I have no friends.
 - g. Joy

8. I hate this.
h. Peace
9. This is not for me. /Nobody helps me
i. I love doing my job.

S1: 1 a-f-i / 2 b-i / 3 b-c / 4 d / 5 i / 6 a-f / 8 e-i-g / 9 a-b

S2: 1 b-c- / 2 b / 3c / 4 d / 5 e-i / 6 f / 7 b-g / 8 a-e / 9 a-b-i

S3: 1 a-I / 2 a-b / 3 b-c / 4 d / 5 I / 6 f-g / 7 b / 8 i / 9 b-i

[sic] (*Students artefacts*)

After reading and analysing the story, the students created the second part.

You can start by writing about the moment when Michael got in the classroom.

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

..... when he sat, he did not find his
homework. He forgot it, and got a bad grade.
He wanted to write an exercise in his notebook
but lost his pencil when he ran to catch
the bus. The teacher asked Michael a
questions, and his class mates laughed
when he made some pronunciation mis-
takes. He felt miserable! This was the
result of his mother's negative attitude
and rude words.
A good attitude makes things better.

[sic] (*Students' artefacts*)

As noticed above, the students created the second part of the story, and narrated a series of negative reactions emerge from maltreatment. Afterwards, they answered the questionnaire, adapted from Rosenberg's (1965) Self-esteem Scale, to measure their self-esteem, and showed different levels, as shown below. (The asterisk means inverse value).

Q1: I am pleased with myself.

Q2: *Sometimes, I feel I am good for nothing.

Q3: I think I have many good qualities

Q4: I can do things to compete with other people.

Q5: *I think I do not have reasons to feel proud of myself.

Q6: *I sometimes feel I am useless.

Q7: I feel I am valuable, compared to others.

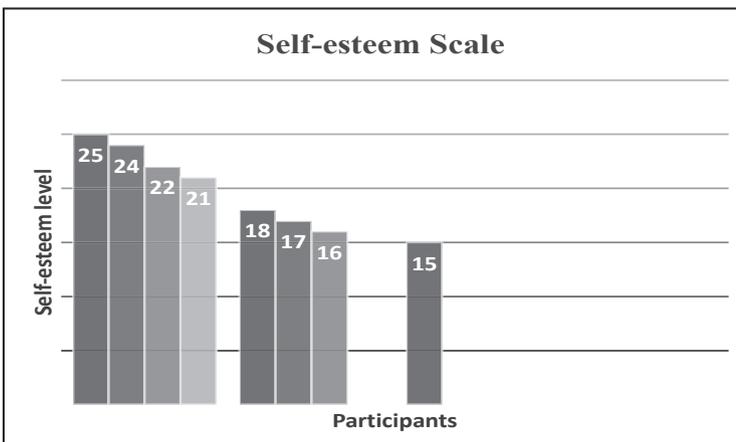
Q8: I would like to feel more self-respect.

Q9: *Sometimes, I think I am a disaster.

Q10: I adopt a positive attitude to myself.

(Questionnaire)

The answers show that students need to identify and appreciate their own qualities and values. This is the score they reached according to their answers.



Student 2 scored **12** points out of 30, which represented the lowest level, followed by Student 10 with **15**, and Student 5, with **16** points. Next is Student 9, who got **17**, and Student 1, with **18**. The coming students reached a better score as follows: Students 6 and 7 with **21** points, Student 3, with **22** points, Student 8, with **24**; and the one with the highest score, was Student 4, with **25** points out of 30. [*sic*]

(Questionnaire)

Prior to the analysis of short story content, the students discussed about some of the negative expressions they use, disregarding their adverse effect. This reflection motivated students to read and analyse the stories and develop reflective writing activities.

Students were surprised when they received the worksheets developed by their English teacher. I started by asking them routinely expressions showing disappointment or poor personal self-concept. All students reacted confirming that they tended to highlight negative aspects about their personality when facing ordinary and challenging situations. They were curious about the content that the short story presents and expressed their motivation to read it. While Student No. 2 also said: “they always leave a message to bring into practice”, Student No. 9 affirmed: “short histories include negative situations like the school ones”. [*sic*]

(Teachers' field notes)

The short story portrays a series of negative attitudes related to daily routines in which lack of planning leads to maltreatment, discouragement, frustration, sadness and failure in fulfilling personal and academic duties. Student No. 4 expressed “negative expressions like lazy head are not kind and the boy is sad” whereas Student No.6 mentioned, “the problems of the boy like ... for example... the lunch, the bus frustrated the boy” [*sic*]

(Teachers' field notes)

Once students analysed the first story, they created the subsequent episode to show aggravating behaviours showing unkindness that turns into failure, sadness, and frustration.

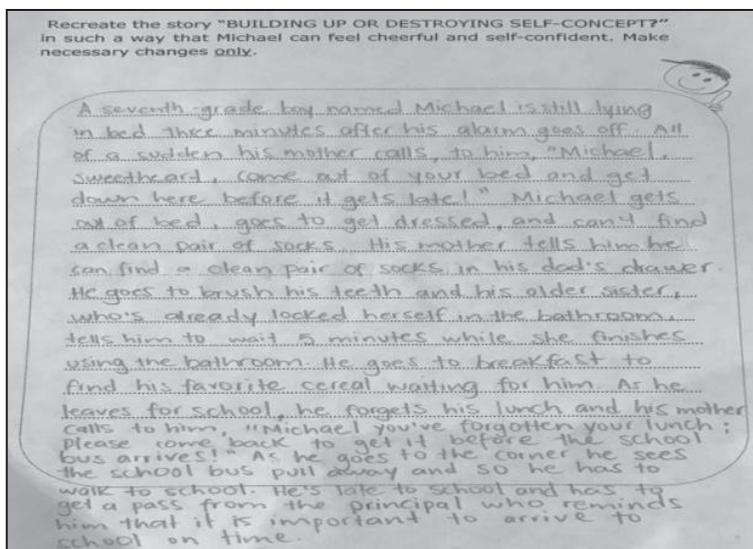
Reflective Writing to Construct Positive Self-Concept/ Self-Esteem

The creation of a motivating content emerged from the analysis of hostile expressions against dignity and became an instrument to rise students' self-esteem. Maughan and Webb (2001) argued that events entail activities evoking past experiences. The new version of the story presented in the reflective writing worksheets yielded a positive self-concept. Both versions are valid to infer opposed life lessons shaping attitudes. Thus, reflective writing proposed in the worksheets generated reflection to improve thoughts and self-perception, an attribute achieved only by the contextualised teacher developed worksheets that respond to the particularities of students' personal values, thoughts, and attitudes within their local settings.

When exchanging ideas about positive experiences, the teacher asked the students to complete the idea "*let me tell you about the most wonderful person I have ever met,*" all of them thought about people like their parents, their brothers or sisters, a school friend. No one said "myself."

Students (interacting): "my father, my parents, my twin brother, a friend from my school..." When I asked, "How about yourself?" Some students said "verdad" (That is right). [sic]

(Audio recordings)



[sic] (Students' artefacts)

A guided self-reflection included in the reflective writing worksheets allowed students to identify their own virtues. The ticks show self-concept. They know their own qualities; however, they doubt to admit them. Kindness, sociability, abilities and intelligence were the most relevant virtues.

I am *kind* ____

I am *knowledgeable* ____

I am *loving* ____

I am *sociable* ____

I am *caring* ____

I am *beautiful* ____

I am *giving* ____

I am *intelligent* ____

I am *capable* ____



(Students' artefacts)

The previous selection corresponds to the students' answers in Rosenberg's Self-esteem Scale in which **Students 2** and **10** disagreed about the statement "I am not pleased with myself," and **Students 1, 2** (again), **5**, and **9** expressed that "they do not have many good qualities." It is worth mentioning that after analysing the content of the short stories, the reflected about their qualities, and started to accept their personal strengths. **Student 4** strongly agreed about having quite a number of good qualities. (By the way, this student reached the highest self-concept score). It was hard for students to accept their personal beauty, as they associate this quality with physical appearance; not with the beauty of a person as a human being. [sic]

(Questionnaire)

The short-story content and reflective writing played a key role to build up the students' self-esteem, and make them aware of this reality, as noticed in the next category.

Achieving Students' Awareness of Self-esteem

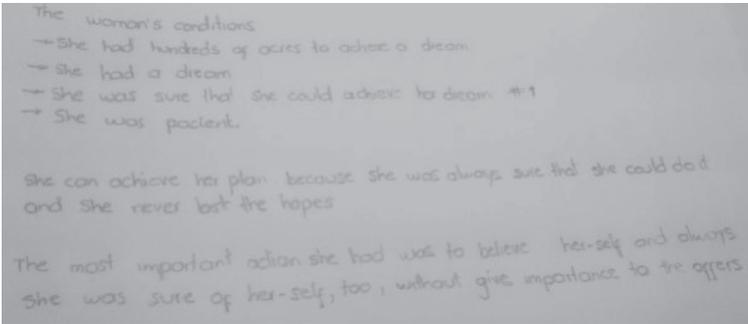
This category addresses students' consciousness of their self-esteem, as appreciated in the artefacts. The "looking-glass self" representing others' perceptions, (Cooley as cited in Guindon, 2010); the "feelings and emotions toward the self" (James, 1990), and the "interactions in which individuals experience themselves as reflected in the behaviour of others" (Mead, 1934). Besides self-perceptions, the interaction of others' views yields a broad vision of self. Although an individual has specific characteristics, his attitudes are influenced by the members of his social context and his behaviour is the outcome of social interaction. Two subcategories: *Students awareness of success and Students' consciousness of failure*, emerged from the above explained category.

Students' Awareness of Success

The students' reflective writing attested that participants were aware of their virtues and felt motivated to write about their strengths, as an input to personal success. Self-esteem is not the outcome of individual construction, but the result of group process, and individual and social support, and protection of the ones immersed in a context (Cast & Burke, n. d.); and it links to the fruitful assessment of individual's self (Gecas 1982; Morris 1990; Rosenberg et al. (1995) view, as self-concept is not built out of context. On the contrary, it is a blend of personal and group endeavour to rise self-awareness of realisation. There is evidence of these affirmations in the next section, where students validated their beliefs.

I asked students some questions about class situations in which they supported each other by exchanging ideas to find the best way to write about a specific situation. Some of them asked questions about the way to start a short story; for example, Student 1 asked "What goes first?" The teacher answered, "Mentioning aspects related to time, place and the main character". Student 10 asked "Can we use the past tense? ... or present? The teacher answered, "as you are going to write about a past event, you must use simple past tense". Students started to exchange some ideas about the mother and boy's behaviour. Students 7 said "Do you think the boy's mother is responsible for his bad behaviour", Student 5 answered "Yes, because she doesn't give orders" and Students 3 said "I'm in agreement because the boy's actions show no discipline". Finally, Student 2 concluded that "If there are rules people behave good" [*sic*]

(Audio recordings)



[sic] (*Students' artefacts*)

Regarding question 7, I feel I am valuable, compared to others, **Student 4** affirmed: "Yes, when I compare me with other partners, sometimes I feel I am better than them in some aspects, but I do not always have the same idea. Sometimes, they have better results. Cuando mis compañeros tienen éxito, no me siento muy valioso" (Teacher's translation: When my partners are successful, I do not feel very valuable).

Student 2: "When I think about my values, no tengo seguridad en cuanto a mis fortalezas." (Teacher's translation: I am not sure about my strengths). "I feel they are better than me, and I let them decide about what to do when we work in group."

Student 8: "I strongly believe that I am valuable compared with my partners. Como yo me siento satisfecho de mí mismo, (teacher's translation: as I feel pleased with myself) I usually try to do a good work to be at the same level with my partners."

Student 5: "I disagree about this idea, because I do not like to compare myself with others. There are people with better qualities and others who are not very good. That is my point." [sic]

(*Questionnaire*)

The answers provided evinced that some students preferred not to compare their features. Maybe, because they are not used to accepting their qualities, or because they are not confident to share self-concept.

I invited students to create a new story transforming frustrating or failing attitudes or behaviours of the characters into encouraging and successful ones allowing for a beneficial outcome for the construction of a high-self-concept. As students were writing, Student No. 1 whispered to Student No. 10; *“Lo que hay que hacer es coger y comparar las partes negativas de la historia y cambirlas por situaciones positivas para transformar el resultado y que la mujer mejore su autoestima”* (What we have to do is to take the negative aspects from the original story and transform the result for the woman to improve her self-esteem” [sic])

(Teachers’ field notes)

Students’ Awareness of Failure

The contrast between these subcategories allowed students to identify their personal weaknesses as a source of reflection on adverse attitudes, leading to failure awareness that can eventually change to favour self-esteem, implying significant efforts against apathy as the cause of failure (Covington, 1989). In the scholar’s words, “This focus on effort should allow alternative explanations for failure, such as improper planning or unrealistic expectations, rather than assuming that lack of success means lack of ability” (Covington, 1989, p. 101). Accordingly, reflective writing let students cope with apathy and incompetence to manage challenging situations, as observed in the following transcriptions.

Students exchanged comments about former experiences in which they were afraid of taking the risk to face challenging situation. Student 10 said, “When teachers ask to students to present homework in front I always prefer to stay in my seat and when I listen to other students I notice my homework

was good, but I sure to present in front". Student 3 said, "I am not sure and then I learn the lesson "Be self-confident". [sic]

(Audio recordings)

The students compared the characters mentioned in the text above and associated to their academic situation.

Student 2 ratified his/her answer "sometimes, I feel good for nothing" with the following comment: "If the man had a bad experience in the past, he is afraid of another disaster."

Student 1 somehow agreed with student 2: "I sometimes feel I am useless" and justified the man's attitude to try to do something, when he has fear to fail.

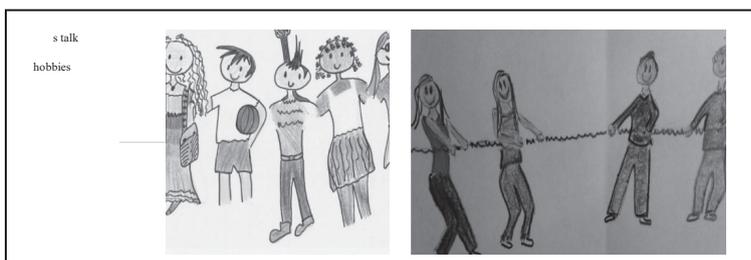
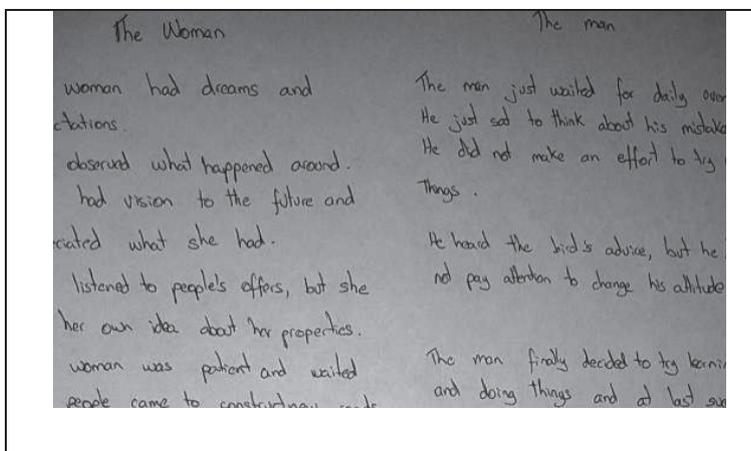
Student 3, 4, 5, 7, 8, 9 and 10 disagreed with the man's attitude by expressing "I would like to feel more self-respect." Therefore, they agreed with the little bird in the story, who suggested him to try to do something to have success. [sic]

(Questionnaire)

Once I delivered the two short stories "A woman's dream plan comes true" and "The man who sat around all day and did nothing" the students decided to work in pairs to compare the characters' attitudes. They first read the stories, and then they discussed about attitudes leading to success or failure. According to the students' deductions, they identified attitudes related to success and failure. Student 5 said, "cómo iba a lograr sus metas, si no hacía nada" (How could the man accomplish his goals if he did not do anything?) Student 6 emphasised the contrast between the woman's vision for business and the man's pessimism, expecting failure all the time.

(Teachers' field notes)

Comparing people's behaviours perceived, a student made a contrast of the characters mentioned in the stories, as shown below.



[sic] (*Students' artefacts*)

Students 4 and 7 made comments about people's fear to try new activities because they are afraid of making mistakes. **S7**: "yes, the man doesn't try to do an action, and says that he is a failure. Before doing an action, he knows it is bad" [sic]

These images show balance in gender. Both male and female have either positive or negative attitudes. Students analysed the message conveyed in the images, and concluded that besides qualities and virtues, both men and women have similar preferences, strengths and weaknesses. [sic]

(*Teachers' field notes*)

Going beyond the analysis of short stories, the students associated the topic of personal strengths to their professional skills to apply for the position of Public Accountant in a company. Thus, they wrote their profile simulating their application, as evidenced in a students' personal profile.

Being aware of their qualities at personal and professional level, the students recognised their very positive qualities and values to perform individual and group work to increase their knowledge and accomplish their personal and group goals. In contrast with the initial concepts, they are more confident to express their self-concept, which is a sign of self-esteem awareness.

(Teachers' field notes)

CLOSING ACTIVITY

Imagine that you are an applicant interested in working at a multinational enterprise. Complete your personal profile taking into account that you are the right candidate to work there.

PERSONAL PROFILE

Self motivated when I succeed, persuasive, convincing, nice treatment, proactive, and excellent with open public relationship.

I am hard working..... and very responsible enjoy starting..... new projects since I am very creative..... I also like working with other people..... I have good..... communication skills and telephone techniques. I am optimistic..... and I always keep a positive..... attitude and have the ability to learn.....new things very quickly.

In what concerns to productivity, I consider myself as a/an confident worker to lead a work team. I am able to share.....my knowledge on techniques and production strategies with my partners.....I enjoy learning from my partners too. In short, I always reach.....my goals.

[sic] *(Students' artefact)*

The students' profile submitted as a job application in a multinational ratifies their significant change toward their personal values, virtues and professional strengths, as the outcome of self-reflection through reading analysis and reflective writing. In addition, students highlighted equality and neutrality of multinationals in the process to select knowledgeable skilled personnel, in contrast to commonly biased local recruit, as a sign of cultural prejudices.

The students concluded that the content of short stories and reflective writing turned into a helpful means to identify and accept their personal virtues and weaknesses to increase their accomplishments, as expressed in this questionnaire.

1. Do you consider that working on self-esteem was beneficial to you? Yes Why? "Because I could recognise my values through the reflection."
2. Comparing your self-esteem level before reading the short stories, did you improve it? Yes, very much.
3. Based on personal or group reflections, did you identify qualities you had not recognised before? "Yes, I did. Optimism, generosity, and beauty."
4. Write a word that best describes you as a valuable person. "Loyalty"
5. What was the effect of this study on your academic accomplishment during this term? "I felt more confident when I studied, and I reached better results in my learning process."
6. What values lead us to a happy and successful life? "A high level of self-esteem and responsibility." [sic]

(Questionnaire)

Conclusions and Pedagogical Implications

All teachers are agents of transformation. Regardless their area of study, teachers have the commitment to foster students' virtues and values. This was done through the development of reflective writing worksheets proposed to improve students' thoughts, values, attitudes, and self-perception, which counteract standardised and decontextualized EFL materials that privilege global culture at the expense of experiential cultural representation. "Short-story content and reflective writing influencing students' role on self-esteem" as a category, evinced that short story content and reflective writing shaped the students' vision of self-esteem to understand ill-treatment as a source of disappointment. Self-esteem is conceived as a means of success to attain purposes, and what is more, an instrument to cope with corporal disease (Mann et al., 2004). The teacher guided students' reflective writing supported by the development of thoughtful writing worksheets enhanced self-esteem during the study, and through the category "students achieved awareness of self-esteem" students identified and contrasted their personal qualities and weaknesses via reflective writing. They experienced personal growth, and upgraded their initial self-perception, compared with the result. In the current study, materials suited the syllabus through activities that involved expressions linked to negative attitudes contrasting with positive thoughts turned into virtues. In short, content analysis and reflective writing yielded self-esteem as the effect of success or failure.

The teacher's commitment to assist the students' process to build up a better self-concept and accept their virtues and values, was crucial to increase students' awareness of success at personal and professional levels. Accordingly, teachers are in charge of enhancing fundamental values to educate honest and self-confident citizens. Parents and teachers are the role patterns for children, since they observe

their behaviour permanently (Cury, 2008). As children are excellent observers, they expect to find coherence amongst parents, teachers, and adults' words, thoughts and attitudes, to have honest role patterns to follow.

In short, the analysis of short-story content and reflective writing increased both the teacher and students' awareness of their personal and professional qualities and helped them improve their self-esteem and gain respect in different contexts.

The main constraint in the implementation of this study was the short time assigned to do the analysis of the side-reading material. Due to the length of the ESP program, it was necessary to work very fast during the last minutes of the class sessions, to be able to read and analyse the stories and do the reflective writing activities.

Having in mind the students' positive attitude towards their human growth, it is worthy to go on doing research to increase self-esteem to educate self-confident citizens. Thence, after finishing the data analysis, three research questions emerged: What is revealed about the teachers' role in the transformation of self-concept through the incorporation of specific reading materials in undergraduate programs? What is informed about students' attitudes in relation to values and self-esteem awareness?, and What is unveiled on professional success in relation to positive self-concept?

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Appendix A

Questionnaire

Adapted from Rosenberg Self-esteem Scale (1965)

Instructions: The following statements relate with your self-concept. If you strongly agree, circle **SA**. If you agree with the statement, circle **A**. If you disagree, circle **D**. If you strongly disagree, circle **SD**.

No.	Statements	SA	A	D	SD
1.	I am pleased with myself.	SA	A	D	SD
2.	*Sometimes, I feel I am good for nothing.	SA	A	D	SD
3.	I think I have many good qualities.	SA	A	D	SD
4.	I can do things to compete with other people.	SA	A	D	SD
5.	*I think I do not have reasons to feel proud of myself.	SA	A	D	SD
6.	*I sometimes feel I am useless.	SA	A	D	SD
7.	I feel I am valuable, compared to others.	SA	A	D	SD
8.	I would like to feel more self-respect.	SA	A	D	SD
9.	*Sometimes, I think I am a disaster.	SA	A	D	SD
10.	I adopt a positive attitude to myself.	SA	A	D	SD
T					

Scoring: SA=3, A=2, D=1, SD=0. Items with an asterisk have the opposite score: SA=0, A=1, D=2, SD=3. Sum the score for the 10 items. The higher the score, the higher the self-esteem.

Appendix B

Teacher's Field Notes

Teacher: Clara I Quiroga C.	Date:	Topic: Pilo- ting	Complementary Materials: Photocopies	Worksheet No:
Research question:			Specific research objectives.	
General research objective:				
General Observations			Analysis	

Appendix D

Informed Consent

Reference: Invitation to participate in the research study
“Short Story Content Analysis to Enhance Self-esteem
Awareness”

Dear students,

I am very pleased to invite you to participate in a research study aimed at improving your self-esteem, as part of the academic process in the current term. I guarantee respect, and personal privacy about feelings and information provided through different data gathering instruments.

Having a positive self-concept is part of your personal and professional growth. Thus, I would really appreciate your willingness to accept my request.

Cordially yours,

Clara Inés Quiroga Cabra

Student’s response:

After knowing the purpose and the conditions of the above study, I am willing to participate in this process.

Student’s name: _____

Student’s signature: _____

Chapter IV

Contextualised Workshops to Foster Oral Communication and Cultural Awareness

Clemencia Caterine Ciprián ^{1,2}

Abstract

This qualitative action research explored the development and implementation of contextualised workshops in relation to students' oral communication and cultural awareness. This study was carried out at a state-funded school in Puerto Gaitán, Meta (Colombia) with 36 sixth graders between 12- 14 years old. This research used the Grounded Theory (Strauss & Corbin, 1997) and the theoretical and the methodological triangulation to analyse the information gathered via three instruments: students' artefacts, teacher's field notes, and video / audio-recordings. The outcomes

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 - 2 This chapter is the result of her master's thesis Contextualized Workshops to Foster Oral Communication and Cultural Awareness which was defended in 2018 and directed by Professor María Fernanda Téllez-Téllez.

revealed that working with contextualised workshops that embrace local culture with an attractive design fostered students' meaningful learning, since the topics, localised colourful pictures, the examples provided, and the pedagogically sequenced activities or lessons, help them to learn and create an effective communication. Similarly, oral communication was a vehicle to express ideas and feelings because students employed body movements, acquired vocabulary, and constructed new concepts when they shared points of view. Finally, the proposed contextualised workshops strengthen the students' cultural awareness through knowing about their own culture since they reflected on actions to take care of it.

Keywords: materials development, oral communication, culture, cultural awareness

Talleres contextualizados para fortalecer la comunicación oral y la conciencia cultural

Resumen

Esta investigación acción cualitativa exploró el desarrollo e implementación de talleres contextualizados en relación con el fortalecimiento de la comunicación oral y la conciencia cultural. El estudio se llevó a cabo en un colegio público en Puerto Gaitán, Meta (Colombia) con 36 estudiantes de sexto grado, entre los 12 y los 14 años. Este estudio usó el enfoque de teoría fundamentada (Strauss & Corbin, 1997) y la triangulación metodológica para analizar la información recolectada de tres instrumentos: artefactos de los estudiantes (talleres), notas de campo y grabaciones de audio y video. Los resultados revelaron que trabajar con talleres contextualizados que incorporan la cultura local con diseño

atractivo fortaleció el aprendizaje significativo de los estudiantes, puesto que las imágenes locales a color, los ejemplos y las actividades o lecciones secuenciadas los motivaron a aprender y construir una comunicación efectiva. Del mismo modo, la comunicación oral fue un vehículo para expresar sentimientos e ideas, puesto que los estudiantes usaron movimientos corporales, adquirieron vocabulario y construyeron nuevos conceptos cuando compartían puntos de vista. Finalmente, los talleres contextualizados ayudaron a los estudiantes a fortalecer su conciencia cultural mediante el conocimiento de su propia cultura permitiéndoles pensar en acciones para cuidarla.

Palabras Clave: desarrollo de materiales, comunicación oral, cultura, conciencia cultural

Introduction

Currently English language learning is essential in the personal, academic, and professional growth at the international and local level since it permits to communicate with different people knowing their lives and culture. In this regard, the Ministry of Education (MEN, 2014) established the national program of bilingualism “Colombia *very well*” which pursues that Colombian people get the highest English level in South America by 2025. For this reason, it is relevant to investigate about how teaching materials can contribute to students’ language development and to their cultural awareness enhancement when they express their ideas and participate in oral academic activities. Considering this fact, this study developed and implemented contextualised materials as a way to improve both the students’ oral communication micro skills such as the accomplishment of communicative functions, use of lexical units and body language, as well as their cultural awareness. Therefore, the purpose of the current study was to motivate students to use words or phrases when they communicate their point of views or feelings in the foreign language. In this regard, this proposal is focused on qualitative research as its aim was to understand a social issue to find a possible solution (Creswell, 1998).

Statement of the Problem

This study arose from a systematic observation of sixth graders at School. During my observations, I used field notes and a diagnosis survey as instruments to collect information (See Appendix C). Thus, I realised that students of sixth grade have limitations in terms of speaking as they felt fear to express because they spoke quietly and preferred speaking in Spanish. Moreover, they worked their writing skill in previous years, and they used textbooks to

develop mechanical activities they did not feel identified with, or they did not understand well enough. Likewise, those commercial textbooks did not meet the sociocultural, academic, historic, economic background of students neither of teachers (Canagarajah, 2005; Howard & Major, 2005; Kumaravadivelu, 2001; Núñez-Pardo, 2018a, 2018b; Rico, 2012) and mainly portray surface culture (Gómez, 2015; Hidalgo, 1993). Hence, it is important to highlight that teaching materials should consider “the growing diversity of life experiences and cultures of students” (Núñez-Pardo, 2018a, p. 236) and be created “by each community in relation to its history, needs, and aspirations” (Canagarajah, 2005, p. 199).

Moreover, materials should include the real context of the students and so, be inclusive since standardised English textbooks portray the North American culture and dismiss students’ local realities. In this regard, Núñez-Pardo (2018a) affirmed that “foreign and local English textbooks have privileged a predetermined static and monolithic vision of culture, marginalizing the diversity of local cultures” (p. 232). Indeed, those books present foreigners’ perfect lifestyles and marginalize others forms of life (Giroux, 2001; Núñez-Pardo, 2018a; Núñez & Téllez, 2018). In other words, topics in commercial textbooks are decontextualized and far away from students’ realities, and they ignore “the historic, sociocultural, economic and educational needs of local contexts” (Núñez-Pardo, 2018b, p. 1). In this sense, it is necessary that teachers start “resisting the manner in which uniformity is being imposed” (Littlejohn, 2012, p. 295) and empowering and fostering students’ culture to avoid the domination of other cultures and respond to local needs (Kumaravadivelu, 2014). In an attempt to overcome these flaws, I decided to develop and implement contextualised workshops, where cultural awareness could be fostered towards the participation in cultural activities as local and regional festivals and the protection of the environment

and enrooted in localised long-standing/ ancient traditions and beliefs.

The research question that guides this study was: What do the development and implementation of contextualised workshops reveal about sixth graders' oral communication and their cultural awareness in a state funded school? Also, I established as the general research objective to explore sixth graders' oral communication and their cultural awareness in relation to the development and implementation of contextualised workshops to the in a state-funded school. In addition to this, three specific objectives were stated as follows: (a) to analyse the appropriateness and usefulness of contextualised materials in developing students' oral communication, (b) to identify the characteristics of the students' oral communication, and (c) to describe how the contextualised workshops increase students' cultural awareness.

Related Studies

On basis of the previous objectives, I deemed pertinent to mention the studies below, as they included at least two of the constructs underlying the current study. On the other hand, these studies enriched my role as a teacher-researcher since they referred to materials development, oral communication, and cultural awareness, by considering and analysing their appropriateness as well as their findings and pedagogical implications in relation to my own ones.

Regarding materials development and oral communication, Julio (2015) analysed and described how interactive activities based on cooperative learning develop micro-skills of oral communication in terms of using the language for pragmatic purposes. The researcher designed and implemented six workshops to develop the micro skills of oral communication in tenth graders in a state-funded

school in Bogotá, Colombia. The researcher obtained data using video recordings, field notes, and interviews and the outcome was the learners' enhancement of their oral communication as they participated in the interactive activities actively. This study is relevant as it fostered students' oral communication through workshops. Moreover, students worked in groups to start speaking about their own culture and becoming aware of culture.

Similarly, the action research study carried by Parga (2009) concerned about the students' weaknesses in terms of their oral skills development since learners, who were in eighth grade in a state-funded school, could not advance in their oral communication ability. For that reason, he used different contextualised materials that aimed at improving the learners' oral communication. The researcher applied audio-recordings, video-recordings, and field notes to gather information. The outcomes revealed that students felt comfortable in the oral communication activities, improved their pronunciation, stress, rhythm and intonation. This study nurtured my research study with the use of oral communication and materials development as main constructs to create appropriate lessons to foster oral skills in a state-funded school in Colombia.

In relation to constructs oral communication and cultural awareness, Barrera (2011) aimed at examining teaching cultural awareness in students of Basic English level. Thus, as a pedagogical intervention 16 KWL (Know, Want to Know, and Learn) charts were used to collect information in regard to what students knew, what they wanted to know, and what they had learned in terms of culture and cultural awareness to speak of their cultural background. For this action research study, the participants were students of first semester at UPTC in Sogamoso, who had Basic English level. The researcher gathered data by means of observations, field notes and students' KWL charts. The results showed

that culture was important to develop materials and that it should be included in the curriculum as it becomes a way for students to communicate their own cultural understanding and to promote their cultural awareness. This study is relevant to mine since it was conducted with students that share similar proficiency of the language.

Concerning constructs cultural awareness and materials development, Ramos et al. (2012) conducted an action research study, integrating eleventh graders' rural context by means of the design and implementation of a curricular unit in a state-funded school in Colombia. They gathered information through a journal, a semi-structured interview, and students' surveys. The results of the research showed that the students' cultural belonging and their intercultural understanding increased. This study is pertinent to my research study because its insights allowed me to recognise that contextualised workshops could contribute to foster the learners' cultural awareness.

In the same way, the action research study developed by Castañeda (2012) explored how adolescents made sense of the culture-based materials implemented in the English lessons. The population of the study was 51 eighth grade students in a state funded school, located in Bogota. The researcher designed lessons with contextualised cultural content where learners compared their culture with the foreign one. She collected data through surveys, field notes, audio recordings, video-recordings, and students' artifacts. The outcomes revealed that students could understand the differences and similarities of both cultures to enrich their own. This study relates to mine since it demonstrated that the cultural materials motivate learners to use the foreign language. Besides, working with contextualised workshops enabled students to learn and respect their own culture and the culture of others.

Literature Review

The theoretical constructs that support the present study are materials development, oral communication, and cultural awareness.

Materials Development

Materials Development (MD) is conceived as a field of study and a practical engagement taking into account the principles and procedures to design, implement, and evaluate the materials elaborated by teachers to promote the students' language learning (Tomlinson, 2001). Likewise, Masuhara (2006) claimed that MD is an approach that allows teachers, by means of self-reflection, to improve their classes and design different kinds of resources to promote effective teaching. Similarly, Núñez and Téllez (2009) considered "MD entails a rational process and artistic inspiration that together perform a central role in attaining appealing teaching-learning resources" (p. 175). Additionally, as affirmed by Núñez et al. (2013), "MD demands an informed methodology that allows validating the efficiency, appropriateness and relevance of materials within the context of learning a language" (p. 10). Therefore, I wanted to guide students to learn the English language through the use appropriate and relevant topics like the cultural ones, bearing in mind their own local context, in the materials proposed for the pedagogical intervention.

Materials

Materials are the pedagogical resources used by teachers to strengthen the learning and teaching processes. According to Tomlinson (2011), "Materials could obviously be videos, DVDs, emails, dictionaries, you tube, grammar

books, readers, workbooks ... to increase the learners' knowledge and/or experience of the language" (p. 2). In this regard, materials are all the resources that teachers can use to improve the language learning. In the same line of thought, Núñez and Téllez (2009) stated that the elaboration of materials improves the teachers' pedagogical practices because they can think over their students' learning process to select the best resources to motivate them. Consequently, I considered appropriate to include my students' interests and needs into my culture-based workshops to keep them motivated and catch their attention.

Typology of Materials

Teachers can use several types of materials in their teaching contexts. Tomlinson (2012) established that "materials are course books, videos, graded readers, flash cards, games, websites and mobile phone interactions, though, inevitably, much of the literature focuses on printed materials" (p. 143). Similarly, Núñez and Téllez (2015) stated that the materials are a "book, a module, a didactic unit, a workshop, a worksheet, or a lesson, or learning tasks" (p. 57). In consequence, the materials chosen for language learning are the result of reflecting on the local needs as an innovative reaction to increase the teaching and learning processes (Núñez et al., 2017a). In this sense, I was conscious that I needed to respond to students' needs, interests, and everyday life realities in their specific context and that the materials I designed and implemented should be useful, practical, motivating, and appropriate in terms of local culture to make students aware of their own culture.

Authentic and Inauthentic Materials

To continue with, it is relevant to contemplate the importance of the origin of the materials for language teaching.

Gilmore (2007) stated that the objective of authentic materials is to “produce learners who are able to communicate effectively in the target language of a particular speech community, that is to say, learners who are COMMUNICATIVELY COMPETENT” (p. 6). It means the mode that teachers prepare students to communicate their thoughts in the authentic life. In other words, it refers to use “genuine and natural” (Thomas, 2014, p. 15) content in materials. In contrast, Alijani (2014) argued that “non-authentic materials are made by non-native speakers and usually are simplified form of authentic materials” (p. 152). It reflects that the developers of such materials are individuals who use English as a foreign language. Thus, the contextualised workshops I designed were non-authentic materials supported by authentic ones since they included content that was adapted to accomplish with communicative purposes for non-native speakers.

Contextualising Materials

For learning to occur is pertinent to bear in mind the importance of the content, the activities and the language use. According to Núñez et al. (2004), materials “should explore students’ personalities, learning styles, language development, expectations, likes, dislikes, needs and the contexts they are embedded in” (p. 132). Moreover, “Teacher-developed materials fit into the category of contextualised materials that are context-bound since they are responsive to local needs” (Núñez et al., 2017a, p. 34). In addition, materials developed by teachers should be responsive to the students’ needs and beneficial for both learners and teachers (Núñez, 2010; Núñez, et al., 2004; Núñez & Téllez, 2008, 2009; Núñez et al., 2009; Ramos & Aguirre, 2014). Besides improving the English learning and teaching processes of learners (Núñez & Téllez, 2015; Tomlinson, 2008) and offering them plenty of opportunities to use the

language in meaningful situations, contextualised materials should embrace students' local realities to aid their cultural awareness and identity while learning a foreign language.

Speaking Skill

Speaking is the capability to express ideas orally. According to Gusdorf (1965), "Speaking constitutes the essence of the world and the essence of the man" (p. 37). It means that speaking invades human relationships and the connection with the world. Richards and Renandya (2002), claimed that "speaking is used of many different purposes, and each purpose involves different skills" (p. 201). This means speaking relies on the context where we are, the speaking circumstances, the listeners, and the information behind the internal act of communication. Similarly, Brown (2007) mentioned three big categories, as cognitive, affective, and linguistics, for teaching and learning processes. The first one refers to the students' knowledge, the second one connects to emotions, and the third one associates to the language use. The previous categories are significant to achieve the objective of this study since I decided to emphasis on oral communication.

Oral Communication

Communication is the action where people express and transmit information, thoughts, opinions, and feelings. For that reason, oral communication does not only involve correct diction or language rules structures but selecting appropriate words to use them in a context to express the precise meaning when speaking (Mackey, as cited in Bygate, 1987). In the same line of thought, Mojibur (2010) understood oral communication as a "rhetorical skill" (p. 3); it refers to oral communication as a cooperative process people use to interact with each other. Furthermore, Brown (1994) identified five practical considerations in a pedagogical research

based on oral communication. Those are conversational discourse, teaching pronunciation, accuracy and fluency, affective factors, and the interaction effect. In few words, when students converse, this communication is fostered or affected by the external factors. Indeed, when it comes to oral communication, there are some micro-skills.

Oral Communication Micro-Skills

This concept refers to the relevance of establishing a bridge between the “form of the language and the functions of the language” (Brown, 1994, p. 271). When students link form and function, they are capable to converse and develop communicative competence. In this sense, I decided to employ in my workshops these three micro skills: *body language*, *communicative functions*, and *lexical units*, as a way to complement the students’ language performance in the target language. We need to consider in our oral communication how we can communicate and which words we use in real-life situations. Moreover, through oral interaction, learners can understand the value of speaking English as a means of communication that permits them to acquire knowledge from different fields (Byram, 1997). Thence, the pedagogical intervention of this study comprises contextualised workshops that include students’ local cultural aspects to explore their oral communication and cultural awareness.

Culture

Culture identifies people, regions, and countries. In terms of culture, humanists defined culture as a “way of life” (Muller, 2005, p. 11); that is, culture embodies norms, values, and customs conveyed by people who belong to one community (Gómez, 2015). Furthermore, culture links to the identity as the Constitución Política de Colombia (1991) stated, “la cultura en sus diferentes manifestaciones es la

base de la nacionalidad” (art. 70, p. 9) [culture in its different manifestations is the basis of nationality] (own translation). It means that the humans by means of their culture can represent their countries or communities. However, García and Dominguez (as cited in Baldwin et al., 2006) attested that “culture is a dynamic process, likely to change over time and across generations” (p. 105). Then, although cultural perceptions and behaviours are inherited across communities, their interactions with others influence and shape culture. This means that culture is not a static construct, but rather a transformative one. Therefore, it is worth highlighting the concept of cultural awareness as it plays a significant role in peoples’ lives and identities along their life span.

Culture Awareness

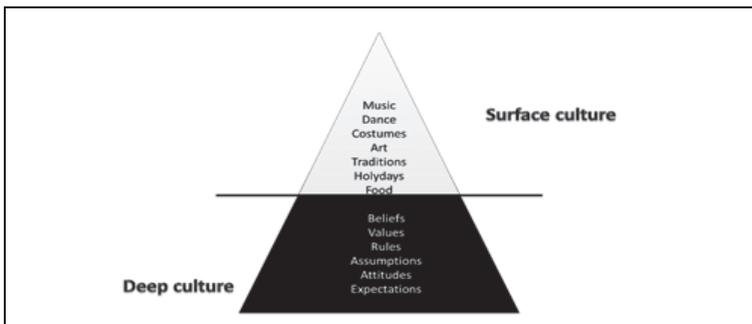
Communication embodies cultural background when people share points of view and knowledge regarding specific topics. In fact, one of the main objectives of this study is to explore how cultural awareness is encouraged through students’ oral interaction. In Tomlinson’s (2001) words, cultural awareness denotes:

Gradually developing inner sense of the equality of cultures, an increased understanding of your own and other people’s cultures, and a positive interest in how cultures both connect and differ. Such awareness can broaden the mind, increase tolerance and facilitate international communication. (p. 5)

This means that cultural awareness offers the opportunity to learn from people’s own culture and other cultures to comprehend people’s actions or customs to respect and accept humans’ differences. Likewise, Jackson (2011) pointed out that cultural awareness is a psychological process in which everyone reflects upon their cultural experiences in terms to “gender, religion, age, socio-economic status, geographic localization, educational level, among others”

(p. 3). Regarding this, students need to be conscious of the importance of culture in their lives (Flohr, 2007). Consequently, the workshops I designed include cultural topics to promote the integral education of students within a community. Accordingly, students can interchange their views about their interests, having the opportunity to exhibit their skill to comprehend and think on the importance of culture for humans. Therefore, the selection of themes is essential to develop contextualised materials to foster the students' cultural awareness. To this respect, I considered the *surface culture* since it includes some of the aspects, I wanted my students to recognise in their own local context. Besides, the *surface culture* is one of the components of culture, which involves food, national costumes, traditional music and dance, literature, sports, arts, and specific holidays (Frank, 2013). Thus, *surface culture* relates to visual aspects of one group or community as its customs or traditions.

Figure 1. Hidalgo's (1991) concept of culture



As seen above, there are two elements of culture. According to Hidalgo (as cited in Franco, 2013), the surface culture is the tangible level of the culture because it is palpable as festivals; and *deep culture*, the symbolic level, which is nonconcrete: values and beliefs. Therefore, beginning by the external factors related to aspects of students' own culture

was more significant for them to increase understanding of their culture or a different one. Although the workshops designed addressed local topics like festivals, typical food, parks, and touristic places, among others as part of superficial culture, they aim at helping students to recognise themselves in the content and the learning activities, as a foundation to build their cultural awareness and make sense of other people's cultures.

Methodological Design

As mentioned earlier, the main objective of the current study is to explore students' oral communication and cultural awareness in relation to contextualised workshops that include students' local cultural aspects. Thus, this section encompasses the research and the pedagogical designs that underpin the study.

This study followed the qualitative research, which according to Marshall and Rossman (2006), is as "a broad approach study of social phenomena, its various genres are naturalistic and interpretive, and they draw of multiple methods of inquiry" (p. 2). In few words, research occurs in the real context, and the qualitative researchers oversee the location to understand the social issues without intervening in the situation (Denzin & Lincoln, 2005). Thus, this study analyses a reality that takes place within the context of the participants. Therefore, the type of study that I chose was action research since it permitted me not only to identify the learners' limitations, but also to organise a plan to solve that problematic situation (Costello, 2011). Thus, my study aimed at raising students' cultural awareness and oral communication as complex human realities that deserve to be investigated in search for transformation of both the students and the teachers' learning processes and pedagogical practices, respectively.

The participants were the students and teacher as a researcher and text developer. The students were in sixth grade. The whole group consisted of 36 children, 20 girls and 16 boys with ages between 12 to 14 years old. Nevertheless, I selected 10 students through the "convenience sampling" technique since the researcher needed accessible participants (Stevens, 1996). Besides, their parents signed the consent form authorizing them to participate in this study.

I performed three different roles during the implementation of this study. As a teacher, I guided my students in their learning process. As a researcher, I gathered and analysed the information obtained with the data instruments (Hammersley & Atkinson, 1983). As a materials developer, I designed the contextualised workshops (Graves, 1997; Núñez, 2010; Núñez & Téllez, 2009; Núñez et al. 2009, Tomlinson, 1998) focused on local culture to improve the students' oral communication and raise their cultural awareness.

The instruments used to gather data to answer the proposed research question were students' artefacts, field notes, and video-recordings. The previous instruments were piloted with a different group to check their effectiveness in the study. The workshops I developed were the primary sources of information as students could interact with time at first hand. These artefacts are materials used to document and register personal information of the society, people or a culture (Given, 2008). Therefore, the students' artefacts were the contextualised workshops that reinforced the research. Teachers' field notes as a data collecting instrument "is a way of reporting, observations, reflections, and reactions to classroom problems" (Hopkins, 1993, p.116). By using this instrument, I documented significant events through the implementation and development of the oral communication activities suggested in each workshop. In this sense, the field notes help me to describe the students' attitudes when they worked the workshops.

Moreover, through the execution of this study, video recordings provided me meticulous evidence (Henink, 2007). These evidences portray the participants' oral communication and the development of the three micro-skills: body movement, communicative functions, and lexical units. Finally, a survey gathered information regarding participants' perceptions and feelings in relation to a situation (Pinsonneault & Kramer, 1993). I used this instrument to detect the students' needs and interests concerning the three theoretical constructs that supported this research study

The pedagogical design contains the pedagogical intervention. It builds on SLA principles and innovation; the theory of language and language learning; the methodological approach; the connection between the research inquiry and the pedagogical intervention; and the pedagogical phases.

The pedagogical intervention of this study consists on developing and implementing two contextualised workshops to foster sixth graders' oral communication and their cultural awareness in a state funded school. I considered some authors' insights (Tomlinson, 1998; Bolitho, 2003; Maley, 1998; Graves, 1997; Small, 1997; Harmer, 2003; Núñez & Téllez, 2009) to create the abovementioned workshops. In the same line, materials development bears in mind different learners' styles to achieve an effective teaching and learning process (Núñez et al., 2009). Moreover, the contextualised workshops I designed focused on six SLA principles (striking content, self-confidence, usefulness, self-investment, language use, evaluating material) established by Tomlinson (1998; 2011). The visual images used to illustrate the two workshops, were selected from personal photographic files and several niche sites that provided free stock photographs.

The main pedagogical objective is to develop and implement contextualised workshops to improve oral

communication micro-skills (lexical, body language, communicative functions) and cultural awareness. The specific pedagogical objectives are (a) to assess the suitability and effectiveness of the contextualised workshops. (b) To promote students' participation using contextualised workshops. (c) To create a comfortable learning space allowing students to develop three oral communication micro-skills. (d) To make students aware of the importance of developing three oral communication micro-skills (lexical, communicative functions, body language) and cultural awareness. (e) To provide students with vocabulary to communicate their views about topics related to cultural awareness.

The development and implementation of contextualised workshops was innovative in the school where I conducted the study because they aided the sixth graders' oral communication and cultural awareness. An innovation may be defined as "something different that has impact" (Scott, 2017, p. 1) and it implies "alterations from existing practice to some new or revised practice (potentially involving materials, teaching, and beliefs)" (Fullan & Park, 1981, p. 10). The pedagogical intervention that underpins this study contemplates developing innovative and contextualised EFL materials to engage students in oral communication about local cultural aspects. In my view of that, "MD constitutes a true resource for teachers to respond to students' needs and foster institutional innovation in language teaching" (Núñez et al., 2012, p. 25). Thus, the workshops I designed responded to students' real needs and addressed their local culture since they could work with festivities, traditions, typical food, traditional dances, costumes, and music. Thence, this pedagogical intervention allowed me to innovate in my teaching context since this was the first-time students work on EFL materials that exalted their own culture.

Moreover, developing my own materials allowed me to expand my knowledge of the MD field of study, ponder several EFL teaching methodologies, and sharpen my insight

on Second Language Acquisition (SLA) principles relevant to the design of materials. On this line of thought, “By giving participating teachers the opportunity to be informed about MD and develop contextualised materials for their pedagogical interventions, they expanded their knowledge of MD and grew as individuals and professionals” (Núñez & Téllez, 2015). Thus, the workshops enriched my teaching practice as I was able to make a curricular transformation and so, act as an innovative actor in my teaching context. As affirmed by Núñez et al. (2017b) creating materials helps “them [teachers] refine their teaching decision-making process, [and] become innovative agents and attain teacher development” (p. 60). Consequently, EFL teachers should ponder their role as facilitators of learning, actors of change and transformers of their teaching environment.

The vision of language of this pedagogical intervention was the culture and ideology perspective, as it perceives the language as the “ability to interact with the culture and world view” (Tudor, 2001, p. 70). Further, I considered other three visions: (a) the *linguistic perspective*, b) the *functional perspective*, and c) the *self-expression perspective*. In relation to the main vision of language learning, I kept in mind two aspects: (a) habit formation in terms of developing communication with confidence and fluency (Tudor, 2001); and (b) experiential learning because it contributed to the development of the oral communication micro-skills (lexical, communicative function, body language).

The methodological approach that underlines this pedagogical intervention was the community-based pedagogy since it connects the curriculum and students’ cultural context to improve the learning process. Sharkey (2012) stated that “community-based pedagogies are curriculum and practices that reflect knowledge and appreciation of the communities in which schools are located” (p. 11). Hence, the community-based pedagogies approach deals with students’ immediate context and reality (Sharkey & Clavijo, 2012). In

this regard, materials developers, who work with this approach, need to take into account the following stages suggested by Sharkey et al. (2016): Begin with asset mapping to become familiar with the physical setting and identify categories of assets in a community and samples of physical places, organisations, associations, individuals and the local economy; then, make sense of learning within a community; lastly, establish possible connections between community resources and the curriculum. According to this, the community-based pedagogy connects to the contextualised workshops since this approach emphasizes on working with issues that are around the community.

Regarding the relation of the pedagogical intervention with my research inquiry, this study developed and implemented contextualised workshops to improve oral communication micro-skills (lexical, body language, communicative functions) and cultural awareness. As argued by Richards (2006), "The primary relevance of language and language learning research to materials development is through its application to syllabus design issues as a source ... that can inform the design of instructional materials" (p. 18). In this sense, the students worked on two workshops with cultural topics linked to the school curriculum and students' local context. It is worth mentioning that the purpose of these materials was to motivate students to communicate their ideas orally and to increase their cultural awareness.

I established four pedagogical phases. First, I documented myself about the different MD frameworks to propose my own. Then, I wrote a consent form to ask permission to the school's principal and the students' parents for conducting this study with sixth graders. Once I have obtained permission to conduct the study, I sensitised my students about my research study before implementing the contextualised workshops with them.

Also, I proposed an MD framework to structure the materials. On this matter, Núñez et al. (2017a) asserted that it

“promotes reflection regarding both what they [in-service teachers] know about their teaching contexts and what they know about language, learning, and teaching. (pp. 23-24). Several researchers considered necessary to administer a needs assessment, establish the objectives, the methodological approach and the content; and finally, revise and evaluate the materials (Graves, 1997; Jolly & Bolitho, 1998; Masuhara, 1998; Núñez et al., 2004; Núñez & Téllez, 2009; Núñez et al., 2009; Núñez et al., 2012, 2017a, 2017b). Nevertheless, Graves (1997) added the resources and constrains; Masuhara (1998) suggested the design of a syllabus; Jolly and Bolitho (1998) included the identification of a problem and the contextual realization of the materials; Núñez and Téllez (2009) incorporated the resources and constraints; and Núñez et al. (2009) and Núñez et al. (2012, 2017a, 2017b) proposed the adjustments. Correspondingly, I proposed my MD framework: *Reading students’ community, relating local culture to the syllabus, analysing the effectiveness of cultural materials, and cultural awareness understanding.*

Through an informed consent, I asked the permission from the principal of the school and the students’ parents by means of a consent letter. Consequently, the participants of this research project delivered a format signed by their parents (See Appendix A, p. 62). In the sensitisation phase, I informed the students the relevance to begin to communicate their ideas in an oral manner. Besides, it was essential to ask them to think over the different cultural themes of their community to shape integral individuals. For the development of the materials, I considered conducting the needs analysis (Núñez & Téllez, 2008) survey and rethinking the school curriculum to design and implement my contextualised workshops. In this process, students used the workshops and familiarized to their content and activities, meanwhile I was implementing my data collection instruments and helping them along the process of oral communication. Thence, I adapted the syllabus of my classes

by considering aspects taken from my students' context to make them aware of knowing and understanding their own culture.

Sample of Pedagogical Intervention.

**Workshop N°2
Puerto Gaitan's Festivals**

*What are
the most popular
festivals in Puerto
Gaitán?*



General Objective: To state and express the advantages and disadvantages of festivals in Puerto Gaitan for the community's development.

Specific Objectives: (a) To describe people's behaviour exhibited during Puerto Gaitan's festivals (gastronomy preferences/ typical food, typical costumes, social activities, musical shows); (b) to use lexical units (words) related to Puerto Gaitan's festivals; (c) to express points of view about the positive or negative aspects of festivities for the people in their community.

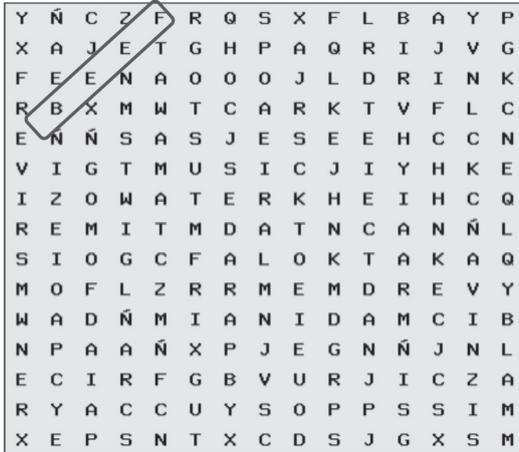
Developed by Clemencia Caterine Ciprián

Lesson 1: Festivals' typical food and peoples' gastronomy preferences

1. Underline the words that are related to food and find them in puzzle.

Learning strategy: Relating new language information to previous knowledge.

<u>Beef</u>	car	money	rice	sugar
dance	cornmeal	salt	shows	water
chicken	potatoes	miss	cheese	parades
yucca	music	river	drink	economy



Developed by Clemencia Caterine Ciprián

2. Read the descriptions of typical food and match them to correct picture.



a) My favorite food has rice, chicken, pork, beef, cornmeal, and it is in banana leaves.



c

Rice envueltos



b) We like grilled beef with potato and yucca.



□

Hallacas



c) I prepare this food with rice, cheese and it is wrapped in leaves.



□

Mamona



d) I like this drink because it has rice, water and, panela.



□

Masato

Learning strategy: Applying a grammatical pattern.

3. Complete the dialogue and monologue using the verbs provided in the Present Simple tense. Study them and practice them with a friend:



Carlos: Hello, Bob! Where do you _____? (go)

Bob: I go to the summer festival with my sister.

Carlos: I _____ (go) there, too.

Bob: It's nice. What _____ you _____ (like) of this festival?

Carlos: I _____ (like) the typical food, shows, activities, and contests.

Bob: What _____ (be) your favourite typical food? Because my mother _____ (know) to prepare masato.

Carlos: it is delicious! But my favorite food _____ (be) hallacas and my sister _____ (love) eating mamona.

Boblo: Mamona _____ (be) the most famous food from the Meta department. I _____ (hope) to see you in Puerto Gaitán. Goodbye!

b. Hello, my name is (be) Virginia Rocha. I sing (sing) llanera music. I enjoy (enjoy) to visit Puerto Gaitán for the Cachama's festivals with my husband. He eats (eat) fish and envueltos and as I do not like (not/like) envueltos, I eat mamona and hallacas, and drink masato. Besides, we try (try) to observe the different activities of this festival because I do not have (not have) time since I do not participate (participate) in other events



4. Answer the following questions with the previous people's interventions.
- a. What is the most famous food from the llano? _____

- b. What is the festival that Bob goes? _____

- c. What does Virginia Rocha like eating? _____

- d. What is the Carlos' favourite typical food? _____

Reading Comprehension

Lesson 2: Social Activities

Learning strategy: Scanning the text for specific or detailed information.

1. Read the text carefully.

Puerto Gaitan's Festivals

Festivals are the major inversion of our town and its mayor. The Manacacias summer and Cachama festivals offer good economy to the gaitanenses because foreign people arrive from different parts of Colombia or other countries. One of the most popular festivities of the Meta department is the summer festival because it offers different activities that people can do to enjoy their stay in this "natural paradise". Visitors, during the first festival which is celebrated in January, can see the different concerts of national and international singers, can listen to llanera music and buy handicrafts of the Orinoquia region, swim in the Manacias river, eat typical food, and practice sports related to summer season as volleyball and cross country, among others, since the mayor changes the main sport every year.

Consequently, the Cachama festival, which is celebrated in May and its name is due to one fish. In this sense, the festivity searches that several fishers participate catching the biggest cachama to obtain the prize. Besides, in this event, foreign and native people can enjoy

of different activities such as the parade float, misses, contests, musical shows, gastronomy, typical dances, among other things. Moreover, people take photographs with the sikuaní indigenous or buy their products and objects.

However, there are bad things that harm both festivities. For instance, there are some people who enjoy festivals with alcoholic drinks in the river and some of them change their behavior negatively because they start fights or throw litter since they are drunk. Another negative aspect is that thieves take advantage to steal houses or people on the street. Although, those events are the best opportunity for the community because it gets money and the tourism begins to grow in Puerto Gaitán.



Developed by Clemencia Caterine Ciprián

2. Write true (T) or false (F) according to the reading.

- a. The summer festival is in June. F
- b. Fishers catch the biggest cachamas in May. ____
- c. People swim in the Meta river. ____
- d. Both festivals are in Puerto Lopez. ____
- e. People practice different sports every year. ____
- f. Thieves steal in both festivals. ____
- g. Visitors buy food in festivals. ____



3. Select the correct option considering the text.
- a. *The person who fishes the biggest cachama, she or he obtains...*
 - an alcohol beverage.
 - an award
 - food
 - a lottery
 - b. *The underlined word “natural paradise” can be replaced by...*
 - department
 - town
 - Meta
 - Puerto Gaitán
 - c. *The word cachama refers to a...*
 - person
 - fish
 - sport
 - place
 - d. *What kind of activities do people do in festivals?*
 - Dance
 - Eat
 - Buy handcrafts
 - All the above
 - e. *Do people throw thrush on the floor?*
 - Yes, they does.
 - No, they don't.
 - No, they doesn't.
 - Yes, they do.
 - f. *Visitors see parade floats in...*
 - Summer festival
 - Manacías summer festival
 - Cachama's festival
 - Both festivals
4. Write the main idea of the previous reading and share it with a classmate.



The main idea of text is..... _____

Lesson 3: Typical Costumes

1. Complete the crossword taking into account the images and clues.

Learning strategy: Associating words with your knowledge

The crossword puzzle grid is as follows:

Clues and images:

- a. H A T (Image: Man's head in a hat)
- b. (Image: Woman's head with floral headscarf)
- c. (Image: Man's legs in shorts)
- d. (Image: Woman's head with floral headscarf)
- S _ _ _ (Image: Woman's head with floral headscarf)
- S _ _ _ (Image: Man in dark jacket)
- B _ _ _ (Image: Woman's feet in shoes)
- S _ _ _ (Image: Woman's head with floral headscarf)

Across

- The man uses it in his head.
- It has colourful flowers or landscapes and women wear it.
- It is a leather strap that men wear.
- This is a garment made of a thick piece of cloth with a slit in the middle for the head.

Down

- Men wear this garment to cover their legs.
- The man and the woman use it.
- The llanero shoes.
- It adorns the head of the woman.

2. Complete the short text with the following words.



Word Bank:

dresses- jacket - presentations – poc-kets – lace - colours -costumes – music – nature – buttons – trousers.

Fantasy Costumes

These dresses are for _____. The man uses a liqui-liqui that is composed by a _____ and _____. The jacket has five or six _____ and may or may not have _____ (if so, no more than four). The woman wears a dress with _____ and attractive _____ that represent the _____ of the llanura. People wear those _____ to dance Joropo (typical dance of the llano) or sing llanera _____.

3. Observe the picture and write a short description about the costumes.

Learning strategy: Activate your background knowledge



*They wear traditional llanera clothes. For example, she uses **an** antique skirt with flowers and **a** white shirt. The man has black pants, **a** white shirt and **a** brown hat. They have cotizas.*

When there's
a consonant
sound after.

Remember!

A or An
← →
A house
An apple

When there's
a vowel sound
after.

Developed by Clemencia Caterine Ciprián



Listening activities

Lesson 4: Musical Shows

Pre- listening

1. Listen to the song and fill the gaps with words that are in the box. Ask your teacher about the pronunciation of words.

waiting, we, Oceans, baby, stop, times, crazy, line, heart, tears, romance

I Will Be Right Here Waiting for You

(Bryan Adams)

Oceans apart, day after day
 And I slowly go insane
 I hear your voice, on the _____
 But it doesn't _____ the pain
 If I see you next to never
 how can _____ say forever

(chorus)

Wherever you go, whatever you do
 I will be right here, _____ for you
 Whatever it takes, or how my
 _____ breaks
 I will be right here waiting for you

I took for granted, all The _____
 That I thought would last somehow
 I hear the laughter, I taste the

 But I can't get near you now
 Oh can't you see it _____,
 You've got me going _____

(chorus)

I wonder how we can survive, this

 But in the end if I'm with you,
 I'll take the chance
 Oh you can't see it baby
 You've got me going crazy

Retrieved from:

<https://www.azlyrics.com/lyrics/richardmarx/rightherewaiting.html>

Developed by Clemencia Caterine Ciprián

2. Imagine that you are in a concert and sing the song with your classmates.



3. What is the message of the song?

Learning strategy: Express your opinion

The message is ... _____

4. Pay attention to the audio recording about the musical shows in Puerto Gaitán and answer the next questions:

a. Are the musical shows in Puerto Gaitán the best in Colombia?

Yes, they are _____ No, they aren't _____

b. Who is the person that invites singers?

Governor___ Mayor___ President___ Community _____

c. What kind of music do people listen in the festivals?

d. What is the typical music of the llano?

Developed by Clemencia Caterine Ciprián

Lesson 5: Advantages and Disadvantages of Festivals

Pre- Speaking

1. Work in pairs. Try to infer the pronunciation of the words and match them. Follow the below example.

Learning strategy: Express your opinion

a. Festivals	(b) /'mju:zɪk/	<p>Key</p> <p><i>You can use the following expressions:</i></p> <p><i>Student 1: I think that the pronunciation of this _____ is _____</i></p> <p><i>Student 2: I don't agree. It is _____</i></p> <p><i>-I agree.</i></p>
b. Music	() /'tʊərɪsts/	
c. Typical food	() /ɪ'vent/	
d. Sports	() /kə'mju:nəti/	
e. Tourists	() /'tʊərɪk(ə)l/ /fu:d/	
f. Events	() /'mʌni/	
g. Singers	() /sti:l/	
h. Community	() /'gɑ:(r)ɪdʒ/	
i. Money	() /ɪ'kɒnəmi/	
j. Garbage	() /'festɪv(ə)ls/	
k. Alcohol	() /'æ:l.kə'hɒl/	
l. Steals	() /spɔ:ts/	
m. Economy	() /fəʊklɔ:r/	
n. folclor		

1. Observe the next video about the summer festival in 2011 (<https://www.youtube.com/watch?v=uomJPFilFAM>) and answer the below questions:

Learning strategy: Using vocabulary in the context.



Developed by Clemencia Caterine Ciprián

- What did you see in the video?
- What places do you know?
- How many singers did you see?
- What sports did you watch?

Key

Use expressions like:

I saw..... I didn't see....
 I know..... I couldn't see...
 I watched.... For instance:
 I could see..... I saw famous
 singers!

While- speaking

- Discuss with one classmate about the actions that people usually do in the different festivals.

Learning strategy: Expressing short ideas.

Example: Student 1: Tourists buy typical food

Student 2: Steals arrive to the community

- Organize a group of six people to play mime. Teacher has a bag with different activities that people do in festivities and one person of the group takes a piece of paper to represent that action and his or her group has one minute to guess.

For example: People drink alcohol

Learning strategy: Using gestures for communicative purposes.

**Word bank**

throw garbage
 drink alcohol

swim
 sing

dance
 go to the concerts

eat typical food
 observe typical dances

fight
 steal

Developed by Clemencia Caterine Ciprián

Post –speaking

5. Work in groups to organise a diagram with advantages and disadvantages of festivals considering the whole previous activities and your experiences. Follow the example below.

Learning strategy: Making an arrangement of words into a picture.

Advantage: Any state, circumstance, opportunity, or means especially favourable to success, interest, or any desired end

Disadvantage: The state or an instance of being in an unfavourable circumstance or condition

Retrieved from: <http://www.dictionary.com/browse/>

Key

You can use these expressions:

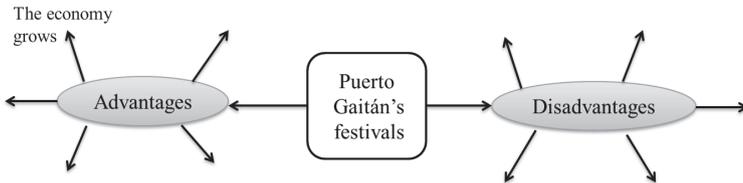
I consider an/a

I think that...

A positive aspect is...

A negative aspect is...

Student 1: I consider an advantage that the economy grows in the festivals.



6. Answer the following questions orally and share with your group (you can use your body to express ideas).

Learning strategy: Developing cultural understanding.

- What is the importance of festivals for the community's development?
- Do you think that festivals show the llanera culture? Why?
- Do you feel proud of your town and community? Why?
- Do festivals allow that foreign people recognize your community and culture? Why?
- Do you consider that your culture is important? Why?
- Do you take care of your town in festivals? How?
- How do you develop a festival that has more positive aspects than negative ones?

Developed by Clemencia Caterin Ciprián

Self-assessment

My workshop... Mi taller...	It does	It can be better
has different oral communication activities. <i>tiene diferentes actividades de comunicación oral.</i>		
contains images that are appealing to eyesight. <i>contiene imágenes que son llamativas para la vista.</i>		
promotes self-confidence by doing understandable and sequenced tasks. <i>promueve autoconfianza por medio de la realización de tareas comprensibles and secuenciadas.</i>		
has tasks that promote my self-discovery and self-investment. <i>Posee tareas que promueven mi autodescubrimiento y auto investigación.</i>		
has clear instructions. <i>tiene instrucciones claras.</i>		
contains activities and topics that are interesting and useful for me and my classmates. <i>contiene actividades y temas que son interesantes y útiles para mí y mis compañeros.</i>		
To develop my oral communication microskills... Para desarrollar mis micro-habilidades de la comunicación oral...		
I use an adequate number of lexical units (words) in order to accomplish a good communication. <i>uso un adecuado número de unidades lexicales (palabras) para lograr una buena comunicación.</i>		
I use various strategies in my communication such as pauses, self-corrections, and backtracking to enhance the clarity of the message. <i>Utilizo varias estrategias en mi comunicación como pausas, autocorrecciones y retrocesos para mejorar la claridad del mensaje.</i>		
I convey messages through facial features, kinesis, body language, and other nonverbal cues along with verbal language. <i>Transmito mensajes a través de expresiones faciales, kinestesia, lenguaje corporal y otras señales no verbales acompañando el lenguaje verbal.</i>		
Fostering my cultural awareness... fortalecer mi conciencia cultural...	I do	I can improve
allows me to think about the advantages and disadvantages of the festivals to the community's development <i>me permite pensar acerca de las ventajas y desventajas que traen los festivales para el desarrollo de mi comunidad.</i>		

My workshop... Mi taller...	It does	It can be better
Fosters my vocabulary related to festivals, people's behaviours and customs in the parties. <i>me fortalece el vocabulario relacionado con festivales y las costumbres y comportamientos de las personas en las fiestas.</i>		
allows me to describe the people's behaviours and customs during the festivals. <i>me permite describir las costumbres y comportamientos de las personas durante las fiestas.</i>		
helps me to expose short arguments about the positive or negative aspects of festivities for the people in their community. <i>me ayuda a exponer argumentos cortos sobre los aspectos positivos o negativos de las festividades para las personas en su comunidad.</i>		

Note. Designed based on Munévar (2017).

Images selected from:

<https://pixabay.com/illustrations/kids-kids-reading-children-read-3314398/>

<https://pixabay.com/illustrations/read-book-boys-education-seat-2799818/>

<https://pixabay.com/illustrations/pencil-to-write-boy-school-cartoon-2841859/>

<https://pixabay.com/illustrations/cute-girl-kawaii-happy-child-kid-3158996/>

<https://pixabay.com/illustrations/loudspeaker-man-boy-holding-1459128/>

<https://pixabay.com/illustrations/thumbs-up-smiley-face-emoji-happy-4007573/>

<https://pixabay.com/illustrations/emoticon-emoji-sad-yellow-face-1634515/>

<https://www.buenamusica.com/virginia-rocha/biografia>

Video: <https://www.youtube.com/watch?v=uomJPFilFAM>

Lyrics: <https://www.azlyrics.com/lyrics/richardmarx/righththerewaiting.html>

Data Analysis

This section describes the analysis of the data gathered by means of field notes to document class activities, the students' artefacts and self-assessment to get information during the completion of the workshops, and video recordings to capture students' performances or attitudes towards the proposed lessons. As a point of departure, I used the grounded approach to examine my information. As stated by Strauss and Corbin (1997), "Grounded theory methodology and methods are ... modes of carrying out qualitative research when generating theory is the researcher's

principal aim" (p. 7). The authors also mentioned that grounded theory approach is the process that transforms qualitative data into research categories through a deep analysis of the data collected by means of the instruments administered to identify commonalities, relationships, and frequent patterns, considering the purpose of this research.

Once I systematised and analysed the data, I employed the colour-coding technique to codify and categorize the information gathered. This technique permitted me to detect the common patterns in the instruments to categorize the data. Marshall and Rossman (2006) declared that colour-coding is a useful tool to establish the categories particularly for writing the final product of the research. It means that researchers use different colours to organise the information and create the categories.

What is more, after having organised and classified my information, I focused on how that information was evident through the instruments. Hence, data triangulation became the organised process where researcher analyse the information from different directions. Therefore, data triangulation uses different data instruments to validate the results (Boswell & Cannon, 2014). Thus, I used theoretical and the methodological triangulation to understand the phenomena obtained from the data gathered, which allowed me to establish three research categories with their corresponding subcategories to answer the proposed question. In doing so, Berg (2004) stated, "Any information the investigator gathers can potentially be used to answer the questions" (p. 199). Thence, despite conducting a qualitative research study, there is a need to show numeric data as it helps to give reliability to my research study.

After having developed my process of data analysis, I established three categories and eight subcategories by considering the insights from the theoretical and methodological triangulations as described above, as follows.

Table 1.
Categories and Sub-categories for the Research Question

Research question	Categories	Sub-categories
What do the development and implementation of contextualised workshops reveal about sixth graders' oral communication and their cultural awareness in a state funded school?	Contextualised appealing materials to enhance students' meaningful learning	Relevance of localised colourful pictures to motivate students to learn in a meaningful way Using examples to understand the activities and to construct successful communication The sequenced activities or lessons enhance the students' learning development
	Oral communication as a vehicle to express ideas or feelings	Fostering communication with body movements Strengthening communication through the acquisition of vocabulary Building new ideas or concepts by sharing points of view and feelings
	Developing students' cultural awareness by means of knowing their own culture	Cultural growth through cultural knowledge Thinking over the actions to protect culture

Contextualised Appealing Materials to Enhance Students' Meaningful Learning

This category relates to materials development. According to Núñez and Téllez (2009), "MD entails a rational process and artistic inspiration that together perform a central role in attaining appealing teaching-learning resources" (p. 175). In this sense, the materials with attractive local content help students improve their learning process because they recognise themselves in the materials and feel motivated about the colourful pictures.

Moreover, students took advantage of the activities and examples of the workshops to foster their oral communication skill. In this sense, this category contains three sub-categories: *the relevance of localized colourful pictures to motivate students to learn in a meaningful way, using examples to understand the activities and to construct successful communication, and the sequenced activities or lessons enhance the students' learning development.*

The Relevance of Localized Colourful Pictures to Motivate Students to Learn in a Meaningful Way

The name of this subcategory arises from the impact that workshops, especially the pictures had in the students' learning. Tomlinson (1998) mentioned that "materials achieve impact...when the learner's curiosity, interest and attention are attracted...through...appealing content" (p. 8). More importantly, Nuñez et al. (2004) considered that "materials should explore ... the contexts they are embedded in" (p. 132). Thus, the contextualised colourful pictures motivated students to learn because they observed familiar images that increase their enthusiasm as following samples shows.

The session starts with explanation of the class... students received the material and observed it. They saw the first image and they identified some classmates saying their names, they were excited with the material about known places. [*sic*]

(Field notes-workshop N° 1)

As noticed, the images allowed students to identify important information and learn in a meaningful way as they related the pictures to the words presented. For example, in workshop 1, they had to identify the places that they knew in their town, as seen in the following excerpt.

Today we are going to start with a workshop number 1 that is about Puerto Gaitan's tourist places. The first question is: What is this place?

Sx: the arch

T: thanks Betancourt. What people do you see in the photo?

Students: Melany, Valentina, Karen, Ronald, Jerson, Shaira, Camila, Kevin, Laura ...the first lesson is about grammar and vocabulary.

Students: A) park

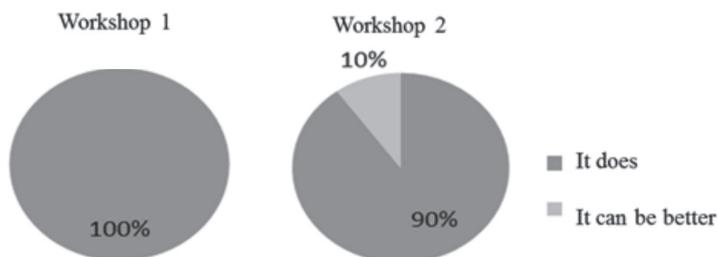
T. What other places can you see?

S: B) church" [*sic*]

(Video recording transcription-workshop N°1)

As it is shown in the previous transcription, colourful and culture relevant pictures facilitated students' recognition of the places and encouraged them to pronounce the words. Moreover, most students affirmed that the workshops were appealing.

My workshop contains images that are appealing to eyesight.



(Students' self-assessment sections, workshop N° 1-N°2)

The previous evidence from the self-assessment section of the workshop, corroborated that the images were attractive for the students. Although most students considered that colourful pictures are appealing in teaching materials, some of them think they can be better. Overall, attractive images drew students' attention and motivated them to learn new words.

Using Examples to Understand the Activities and to Construct Successful Communication

This sub-category emerged from the results of the students' workshops as it was evident that most of them followed some examples presented in the workshops to nurture their oral communication. Erneling (1993) stated that "the teacher does not convey knowledge but giving the pupil...relevant examples or paradigm cases" (p. 125). It means that examples show students the parameters for starting their compositions or interventions.

3. Observe the picture and write a short description about the costumes.



They wear traditional llanera clothes. For example, she uses an antique skirt with flowers and a white shirt. The man has a black pants, a white shirt and a brown hat. They have cotizas.

Learning strategy: activate your background knowledge

Remember!

When there's a consonant sound after.	← A or An →	When there's a vowel sound after.
	A house	An apple

They wear traditional llanera clothes for example. The woman uses a skirt with colors and flower. The man uses black pants and white shirt. They wear cotizas.



A tourist place is an attraction of interest where tourists visit, typically for its inherent or exhibited natural or cultural value, historical significance, natural or built beauty, offering leisure, adventure and amusement.

Key
You can use these expressions:
I consider that a tourist place is...
I agree... I disagree...
I think that it is...

I agree



No, it is ...

I think that a tourist place is a representative attraction of a town.

A tourist place is an emblematic place because represent the culture of town, where the people feel relax and share with their family

(Students' artefacts-workshops N°1 and 2)

Students took advantage of the examples provided in the lesson. For instance: Robin said "I consider that a tourist place is where the people can relax in family". The student followed the example when he used the phrase "I consider that a tourist place is" [sic]

(Field notes N°5, students' artifacts-workshop N°1)

T: What can we do in the river?
 Who wants to participate? Ok, Ironman
 Ironman: We can play in the river.
 T: Ok, you can play in the river. Another question, what can we do in the church? Ok Start fire
 Start fire: people can pray in the church... [sic]

(Video recording transcription -workshop N° 1)

The previous extracts from students' artefacts and video transcription indicate that learners considered some examples as models to begin speaking without making mistakes. Consequently, they felt comfortable speaking in English. Similarly, students took advantage of the models given in the workshops to help them to build sentences by following the grammar structures and the vocabulary provided in each lesson.

The Sequenced Activities or Lessons Enhance the Students' Learning Development

This sub-category refers to how the sequenced activities or lessons helped students to understand the workshop and improve in their oral communication skill. According to Brooks and Stock (1999), "Learning activities should be sequenced so they fit together in a meaningful and memorable way" (p. 68). Núñez and Téllez (2009) further asserted that "learners should be exposed to a set of carefully, planned, graded, sequence and very well-articulated learning activities that will eventually enhance students' self-confidence and self-worth as a result of learning at their own pace and their own styles" (p. 180). It means that, through sequenced activities or tasks students increase their possibilities to get the expected result.

This lesson was centred on writing activities. The pre-writing was a matching activity about the objects that are in the parks

and their use. The second activity was drawing a park and name the objects that people could find there. The while-writing activity was completing a short text about Puerto Gaitan's Parks with words that they saw before. The post writing activity was creating a short text where students described the Cimarron Park... [sic]

(Field notes N°3- workshop N°1)

As noticed, the content and the didactic sequence of the lessons nurtured an organised learning process since learners first became familiar with some vocabulary and then, showed a final product. Indeed, sequencing and guiding were pertinent when giving students' opportunities to understand vocabulary and content.

T: lesson number one. Festivals' typical food and people's gastronomy preferences. Who wants to read the first point?

S1: me

T: ok.

S1: Underline the words that are related to food and find them in puzzle.

T: Ok, the words that are in the box an example "beef", and you underline and then, find them in the puzzle (teacher explaining the point, showing the example). So, please! Start with the first activity! (Students are working) ... S2: Read the descriptions of typical food and match them to correct picture.

T: we are going to read...Who wants to read B?

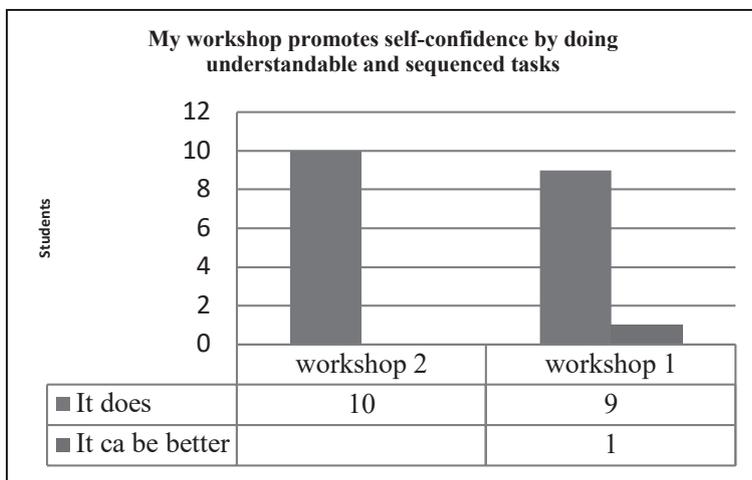
S1: Me! (He raises his hand).

T: Ok, read!

S1: b) We like grilled beef with potato and yucca... [sic]

(Video recording transcripts-workshop N°2)

As evidenced in the transcription, students recognised vocabulary related to main local food, which help them to understand the text dealing with typical food. This is relevant, as comprehension of topics and content entail understanding the purpose of the activity.



(Results of the analysis from the self-assessment sections, Workshop N° 1 y 2)

As observed, students felt comfortable when they worked sequenced activities because they helped them to foster their learning process and achieve their learning objectives.

Oral communication as a Vehicle to Express Ideas or Feelings

This category explores how oral communication activities increased students' knowledge and cultural awareness. During the workshops, students were exposed to a certain amount of vocabulary and grammatical rules to communicate ideas. To this respect, Gulikers et al. (2006) stated that oral communication needs to be planned, strategised, practiced and assessed, preferably in an 'authentic' setting.

Furthermore, there are some micro-skills as body movements, lexical units, and communicative functions that were in the process to develop an effective oral communication (Brown, 2007). For this reason, this category is divided in three sub-categories: *Fostering the communication with body*

movements, strengthening the communication through the acquisition of vocabulary, and building new ideas or concepts by sharing points of view and feelings.

Fostering Communication with Body Movements

When performing the activities proposed in the contextualised workshops, students' made use of their body as a medium for communicating their feelings or points of view in the English classes. On this matter, Kuhnke (2007) asserted that "body movements reveal ...thoughts, moods, and attitudes" (p. 1). During the implementation of workshops, some learners used their body to support the communication.

Post-speaking

5. Observe the following pictures and tell your group why those places are important for you and your community. Example:
Parks are important for my community because families can play there.

Learning strategy: Recognizing scripts

Key

You can use the following expressions:
 This place is important for me because there I can.....
 For my community is important because portogaltanense can....
 It is important for my community since people can...

The worksheet includes six small photographs of community locations: a park with a large archway, a boat on a lake, a street scene with people, a church at night, a large covered walkway, and a bridge over water.

(Students' artefacts-workshop N°1)

Students could communicate orally with some mistakes, but their ideas were comprehensible. Besides, when they shared their points of view some of them use their hands to try to convey the right messages. [sic]

(Field notes N° 5- workshop N° 1)

During the implementation of the pedagogical intervention, some students used their body movements to support communication. They also helped each other to understand their ideas because sometimes some of them forgot words or grammar.

T: Now, we are going to continue with a game that is mime.
[teacher explains the activity]

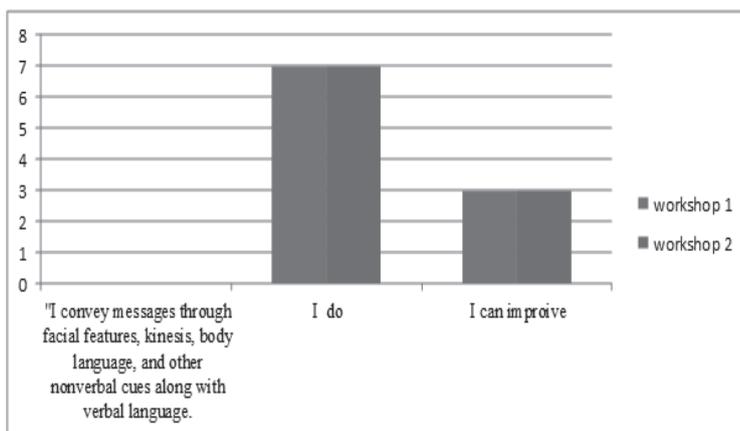
[S3 represents the mime]

S3: he swims in the river.

[some students forgot the grammar and the remembered the structure and rules] *[sic]*

(Video recording transcription-workshop N°1)

These pieces of evidence demonstrated that students acquired some vocabulary and grammatical rules. Thus, they used their body to give clear messages because sometimes they did not speak with the appropriate pronunciation, or their listeners did not understand their ideas clearly due to differences in language proficiency.



(Results of the analysis from the self-assessment sections, Workshop N° 1 y 2)

The previous figure shows that in both workshops, most students used their body to communicate their ideas or feelings since the 70% of them expressed that they conveyed messages using their body language as nonverbal strategies to carry meaning.

Strengthening Communication Through the Acquisition of Vocabulary

Students were exposed to vocabulary related to Puerto Gaitan's touristic places and festivals. They were aware that vocabulary is essential to express ideas in oral communication. Giambo and McKinney (as cited in Graves et al., 2013) found students learn vocabulary with phonemic awareness instruction because they were exposed to "some new words" (p. 18).

WORKSHOPS TO FOSTER ORAL COMMUNICATION AND CULTURE

Lesson 1: Grammar and Vocabulary

Festivals' typical food and people's gastronomy preferences

1. Underline the words that are related to food and find them in people.

Learning strategy: Relating new language information to previous knowledge

Red	Car	Money	Rise	Sugar
Dance	Cornmeal	Salt	Shoes	Water
Chicken	Potatoes	Milk	Cheese	Panels
Yucca	Music	River	Drink	Economics

Y A C Z P R O S X F L B A Y P
X A J E I G H P A O R I J V G
F E L A O O O J J L D R T N K
R B M M T C A R K I T V F I G
E N S A S J E S E E H C O N
V I G T M U S I C J I T Y K E
I Z O M A T E R K K E I H C G
R E M I T H D A T K C A N A U
S I O G Z F R R H E M D R E V Y
M O F L Z F R R H E M D R E V Y
W A D A R N A X P J E G N A J N L
N P A A R X P J E G N A J N L
E C I R T G S V U S J I C Z A
R Y A C C U Y S O F P S S I M
X E P S N T X E D S J O X S M

WORKSHOPS TO FOSTER ORAL COMMUNICATION AND CULTURE

2. Read the descriptions of typical food and match them to correct pictures.

a) My favorite food has rice, chicken, pork, beef, cornmeal, and it is in banana leaves.

b) We like grilled beef with potato and yucca.

c) I enjoy this food with rice, cheese and it is wrapped in leaves.

d) I like this drink because it has rice, water and panels.

Red Enchilite
Helicon
Mamona
Mucato

(Students' artefacts-workshop N°2)

...students practice the pronunciation of some phrases that appears in the second activity. Then, teacher asked students

about their matching and they could start to say some phrases to communicate their answers... [sic]

(Field notes 1-workshopN° 1)

The previous pieces of evidence unveil that it is pivotal to provide students with the necessary input to complete learning activities. Thus, students learned lexical units that allowed them to understand the descriptions or text about typical food.

S3: I saw many people and singers.

T: what places did you see?

S4: what places did you know?

S3: me! I saw four places the bridge, the river, the malecón and the beach... [sic]

(Video recording transcription- workshop N° 1)

The previous fragment shows that it was not necessary for students to understand the whole structures of the sentences; instead, they were focused on getting key words from the activities as a means for understanding.

Building New Ideas or Concepts by Sharing Points of View and Feelings

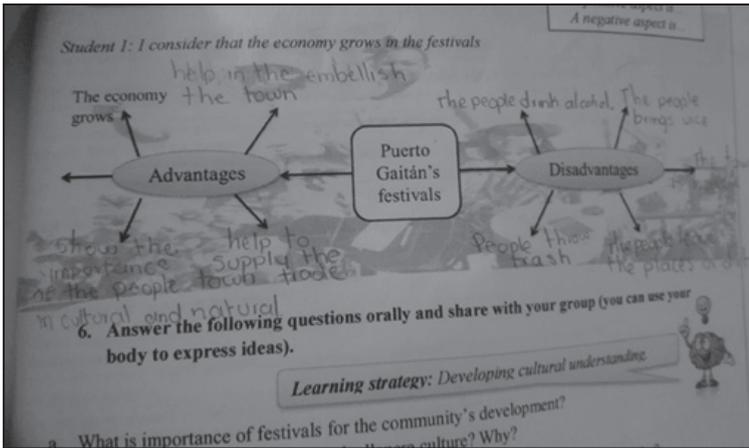
The workshops about cultural context allowed students to communicate their ideas or express feelings. As a result, students started to build their own concepts about what oral communication entails and how it is achieved. According to Northcutt and McCoy (2004), when students and teachers create constant communication paths, students create meaningful learning as they share their ideas.

Students conveyed their thoughts and ideas about the importance of tourist places, and they used the communication

with a purpose that is one micro-skill of the oral communication... [sic]

(Field notes 5 -analysis- workshop N° 1)

As shown, the students share their ideas about the importance of tourist places and they also heard their classmates' ideas. They could take advantage of the different perspectives that arose from the completion of the proposed activities.



(Students' artefacts-workshop N° 2)

This excerpt taken from the students' artefacts evidences that they provide sound ideas to develop the proposed activity, which implied the need for fostering their oral communication skills to express their own thoughts.

T: we are going to organize the maps advantage and disadvantage of Puerto Gaitán festivals. Ok, S1.

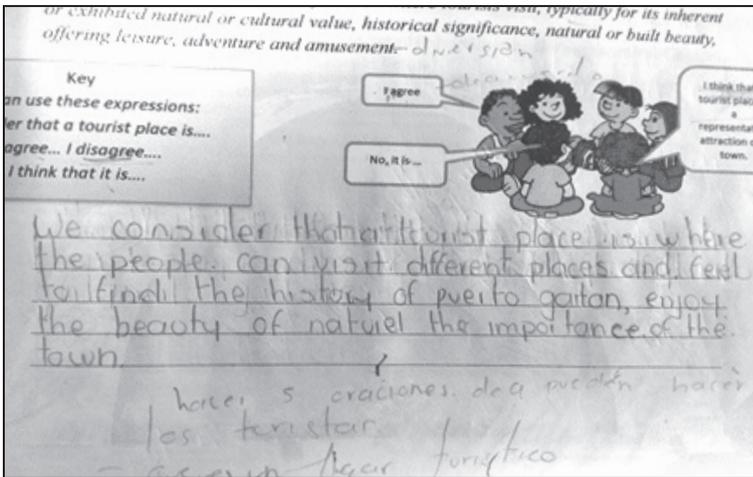
S1: I consider an advantage; the people know the culture.

S5: I consider an advantage, many people.

S6: I consider an advantage, opportunity of job. ... [sic]

(Video transcription-workshop N°2)

In the previous transcription, it was noticeable how students shared their ideas about the advantages and disadvantages of festivals to construct a conceptual map. Thus, students make sense and conceptualise what they perceive from their reality.



(Student's artefacts-workshop N^o 1)

The previous artefact shows how students worked together to build one concept by considering all their classmates' ideas. Likewise, they learned about cultural topics.

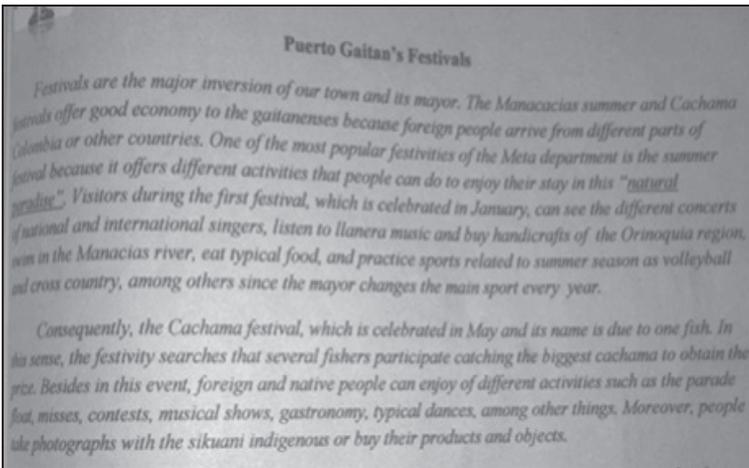
Developing Students' Cultural Awareness by Means of Knowing their Own Culture

This category refers to the use of cultural topics in the workshops. Thus, students were exposed to different vocabulary related to their culture because they selected those cultural topics in the needs analysis survey. In Tomlinson and Masuhara's (2004) words, the cultural awareness helps them to be open-minded and tolerant to achieve cultural

empathy and sensitivity. Therefore, this category is divided in two subcategories: *culture through cultural knowledge and thinking over the actions to protect the culture*.

Cultural Growth through Cultural Knowledge

Along the workshops, students had the opportunity to identify some cultural activities that people develop in the west region of Colombia. According to Hofstede (1994), culture “is the collective programming of the mind which distinguishes the members of one group or category of people from another” (as cited in Spencer, 2012, p. 2). In this regard, students recognise activities that people usually do in their community, as depicted in the next samples.



(Student's artefacts-workshop N° 2)

Students gave their points of view about the importance of the river since they recognised that people could do some activities in this place that are relevant for their community like fish or transport. [sic]

(Field notes 2- workshop N°1)

These extracts from the students' artefacts and field notes evidence students' cultural knowledge about diverse activities that people do in their own town and that were valuable in their own context. Indeed, as students felt part of their community, their oral interactions were fostered by their own knowledge or experiences regarding the cultural topics being worked.

T: Discuss with one classmate about the actions that people usually do in the different festivals.

[teacher explains the point]

[one group]

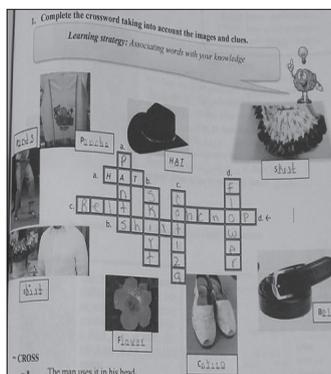
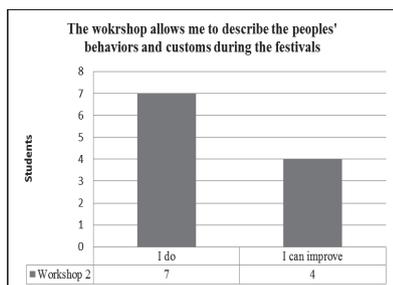
S3: the people refresh in the Manacias river.

...S7: the people travel in the river.

...S5: the visitors buy typical food. ... [sic]

(Video transcription-workshop N°2)

As noticed, the proposed learning activities raised students' cultural understanding since they recognised some emblematic aspects of their community such as some festivals, parades, typical dances, musical shows, gastronomy, fishing, etc. that had a social, cultural, and historical meaning for them.

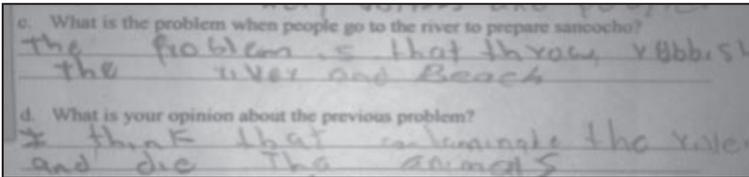


(Students' self-assessment sections and artefacts- workshop N°2)

As it is seen in the previous pieces of evidence, students understood that some activities were representative of their community as a vital part of it. As a result, they could reflect on some practices to take care of their culture and environment.

Thinking Over the Actions to Protect Culture

Implementing the workshops that I developed had a direct impact towards the way students reflect on their culture. Thus, I took into consideration the students' interventions and interactions to explore how this cultural awareness was emerging from students' views. Boyd and Fales (as cited in Jasper, 2006) affirmed that "reflective learning is the process of internally examining" (p. 42).



(Students' artefacts-workshop N°1)

Students could improve in their cultural awareness from them. By means of the reading, reflecting on the importance of the rivers for the humans and by understanding the actions that they can do to take care of water...[sic]

(Field notes - workshop N°2)

The former evidences demonstrate that students started to think about the importance of the river to the community since it made possible family activities that include fishing or eating. Besides, they reflected on the importance of their own festivals.

T: Do you think that festivals show the llanera culture? Why?

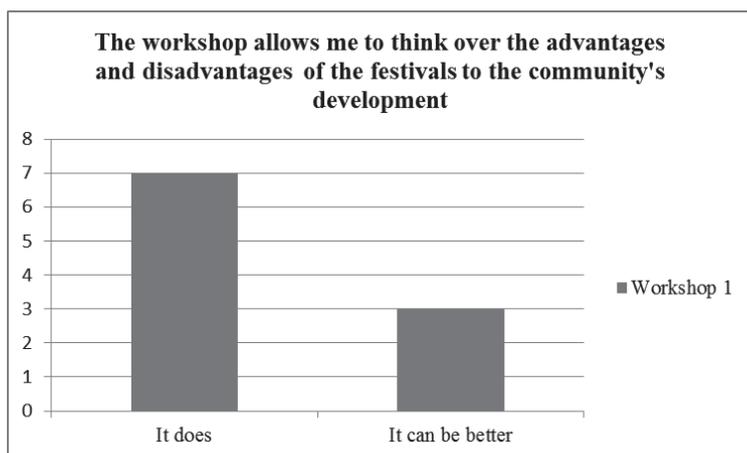
Ss: Yes!

S8: Because there singers of llanera music and the people eat typical food.

S1: Yes, because they observe typical food and dances.

S5: Yes, because they know the cultural llanera through llanera music...[sic]

(Video transcription- workshop N° 2)



(Students' self-assessment section, workshop N°1)

The previous evidence unveils that students were reflecting on their festivals; they expressed that celebrations show their culture. The learning activities proposed in the contextualised workshops helped the students to recognise the pros and cons of festivals regarding community progress.

Conclusions and Pedagogical Implications

The development and implementation of contextualised workshops revealed that students enhanced their learning process using appealing materials. Accordingly, “MD

entails a rational process and artistic inspiration that together perform a central role in attaining appealing teaching-learning resources" (Núñez & Téllez, 2009, p. 175). In this sense, students were interested in the workshops because those materials contained local issues and colourful pictures and photographs to motivate them to learn meaningfully and raise their cultural awareness. Besides, the contextualised workshops improve the students' learning since they used examples as a guide to understand the activities and learn to construct an 'effective oral communication' (Erneling, 1993). It suggests that the examples given to the students were intended to show them the parameters for starting their compositions and interventions.

The pedagogically sequenced learning activities included in the contextualised workshops revealed that students used the oral communication as vehicle to express their ideas or feelings. In this sense, oral communication should be planned, strategised, practiced and assessed, preferably in an "authentic" location (Gulikers, et al., 2006). Therefore, students were exposed to local community activities that encourage them to develop their oral communication micro skills (body language, lexical units, and communicative functions). Besides, students fostered and strengthened their communication by the acquisition of vocabulary. Finally, the contextualised workshops revealed that students increase their cultural awareness by means of knowing their own. In Tomlinson's and Masuhara's (2004) words, cultural awareness helps students to be open-minded and tolerant to achieve cultural empathy and sensitivity.

Conducting this research study constitutes an important endeavour in the educational community since it might help to improve other EFL teachers' practice in the classrooms by considering students' interests, needs, and local realities to create innovative contextualised materials for language learning and cultural awareness. It also contributed to my

personal and professional growth as I gained knowledge of conducting action research, developing pertinent materials that respond to my students' local cultural contexts, and making a better sense of cultural awareness.

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Appendices

Appendix A: Consent Form

Puerto Gaitán (Meta), noviembre 17 de 2016

Respetado Rector:

Me dirijo a usted para solicitarle muy amablemente su aprobación para desarrollar mi trabajo de investigación titulado “*Contextualised workshops as a strategy to foster the oral communication and cultural awareness*” (Los talleres contextualizados como una estrategia para fortalecer la comunicación oral y la conciencia cultural); puesto que como es de su conocimiento me encuentro realizando mi Maestría en Educación con énfasis en Didáctica del Inglés y este proyecto es indispensable para culminar esta etapa en mi crecimiento profesional.

El objetivo del proyecto es explorar la comunicación oral y la conciencia cultural de los estudiantes del grado sexto a través del desarrollo e implementación de talleres contextualizados. Dichos talleres estarán relacionados con el plan de estudios y las temáticas serán escogidas previamente por los estudiantes teniendo en cuenta su contexto cultural.

Asimismo, los estudiantes que participarán del proyecto contarán con una autorización firmada por los padres, o acudientes, quienes serán previamente informados sobre el trabajo a realizar con los estudiantes.

Agradezco de antemano el apoyo y confianza depositados en mí para llevar a cabo con éxito esta investigación y de esta manera, contribuir al crecimiento y reconocimiento de la institución.

Cordialmente,

Caterine Ciprián
Docente de inglés

V°.B°. Rector

Appendix B: Field Notes Form

Field Note 1	
School:	
Date:	Grade:
Workshop 1: _____	
Lesson 1:	
Objective:	
Description	Analysis
Contextualised workshops:	
Oral communication:	
Cultural awareness:	

Appendix C: Survey

Needs Analysis Survey

Dear student:

The objective of this survey is to gather information about your perceptions in terms of oral communication, cultural awareness, and materials. Also, for this research is very important to know your needs and interests in English language. For this reason, you should answer the questions sincerely since those are going to use for pedagogical purposes and this instrument is confidential. (Put an X if it is necessary)

1. You consider that speaking in English is...
 - a. very easy ____
 - b. easy ____
 - c. difficult ____
 - d. very difficult ____

2. How often do you speak in English?
 - a. Once per day ____
 - b. Twice per week ____
 - c. Once in a month ____
 - d. Never ____

3. What are the difficulties that you present in your oral communication? (You can select several options)
 - a. Vocabulary ____
 - b. Pronunciation ____
 - c. Grammar rules ____
 - d. Fluency ____
 - e. Fear ____
 - f. Do not use your body language to express your ideas ____
 - g. Cannot express one's thoughts or feelings ____
 - h. Other ____

4. What is culture for you? _____

5. Select the aspects you would prefer in the English materials.
- aspects of Colombian context ___
 - aspects of your community ___
 - aspects of your department ___
 - aspects from countries where people speak English ___
6. What kind of topics do you prefer to develop oral communication micro skills?
- Sports doping ___
 - School community ___
 - Puerto Gaitan's tourism ___
 - Popular festivals ___
 - Typical food ___
 - Typical customs ___
 - Popular dance ___
 - Traditional music ___
 - Stories of your community (myths and legends)
 - Jobs of the llano ___
 - Street art ___
 - The environment of your town ___
 - Other: _____
7. What kind of activities do you like? (you can select several options)
- Matchings exercises ___
 - Puzzles solving ___
 - Crosswords solving ___
 - Reading comprehension ___
 - Listening comprehension ___
 - Writing exercises ___
 - Speaking exercises ___
 - Others: _____

8. When you need to communicate your ideas or feelings, you ...
- translate__
 - use pauses__
 - use your body language__
 - say some words in English__
 - use some English expressions__
 - cannot talk__
9. What oral activities do you prefer?
- Oral presentations__
 - Retail activities__
 - Small group conversations__
10. The material to foster oral communication must include ...
(you can select several options)
- clear instructions. __
 - images and pictures. __
 - attractive designs. __
 - interesting and contextualised topics. __
 - activities that foster my oral communication. __
 - grammar boxes. __
 - activities that motivates me to learn about the English language. __
11. For you, cultural awareness is... (you can select several options)
- the foundation of communication and it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions. ____
 - to learn about different cultures around the world. __
 - to be aware about my actions in the school. _
 - the understanding of the differences between people who do not belong to the same countries or backgrounds, especially differences in attitudes and values. __

12. When people are aware culturally, they... (you can select several options)
- a. respect only native people. __
 - b. respect different beliefs, values, and customs that someone has based on that person's origins. __
 - c. recognise the diversity. __
 - d. recognise their culture as the only one and do not accept other one__

Thank you for your cooperation.

Chapter V

Contextualised Materials for Developing Inference through CLIL Among University Students

Hernán Fernández Legro ^{1, 2}

Abstract

This qualitative action research, conducted by an English teacher at a private university, shows the appropriateness and usefulness that contextualised teaching materials, framed within the Content Language Integrated Learning (CLIL) approach, had on students' reading with an emphasis on inference, as a micro-skill. This study was done with undergraduate students from private University, in the city of Bogotá, Colombia. It followed the qualitative approach and data gathered was done by means of an entry survey, students' artifacts, teacher's field notes, and an exit survey. The results showed the connection between the design and

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implementation of contextualised materials and students' enhancement of their reading competency, particularly their inference micro- skill. The materials developed informed by CLIL met students' and teachers' needs, raised local awareness, and fostered reading comprehension through inferences. Besides, reading beyond words relied on students' background knowledge and the connection between culture and cognition as initial processes to build inference. Finally, this research suggested a further exploration of the role played by the teacher researcher in creating contextualised materials for the EFL classroom, which allowed the teacher to ponder their pedagogical context, learn the theoretical and practical insights of developing materials, gain awareness of the need to include students' local cultural context as the proposed readings, and foster students' inferential instead of literal reading, an aspect hardly ever considered in standardised commercial EFL materials.

Keywords: materials development, contextualised teaching materials, reading, inference, Content and Language Integrated Learning (CLIL)

Materiales contextualizados para el desarrollo de la inferencia a través del método AICLE entre estudiantes universitarios

Resumen

Esta investigación acción cualitativa, realizada por un docente de inglés en una universidad privada, muestra la pertinencia y utilidad de los materiales de enseñanza de inglés contextualizados y enmarcados en el enfoque Aprendizaje Integrado de Contenido y Lenguaje (AICL) en el desarrollo de las habilidades lectoras de los estudiantes, haciendo énfasis en la micro habilidad inferencial. Este estudio se realizó

con estudiantes de pregrado de la Universidad privada, en la ciudad de Bogotá, Colombia. El estudio se enmarcó en el enfoque cualitativo. El proceso de recopilación de datos se realizó mediante las aplicaciones de dos encuestas, una de entrada y otra de salida, artefactos de los estudiantes, notas de campo y una encuesta de salida. Los resultados muestran la conexión entre el diseño y la implementación de materiales contextualizados y la mejora de los estudiantes en términos de lectura, principalmente en su habilidad de inferencia. Los materiales desarrollados bajo el enfoque de enseñanza AICL respondieron a las necesidades de los estudiantes y del docente, aumentaron la sensibilidad hacia lo local y promovieron la comprensión lectora a través de la inferencia. Además, la lectura subtextual dependió del conocimiento previo de los estudiantes y de la conexión que estos realizaban entre la cultura y la cognición como procesos iniciales para la realización de inferencias. Esta investigación sugiere una mayor exploración del papel desempeñado por el docente investigador en la creación de materiales contextualizados para el aula de ILE, puesto que le permitió crecer mediante el conocimiento de los fundamentos teóricos y prácticos de la actividad académica del desarrollo de materiales, fortaleció la consciencia sobre la necesidad de incluir el contexto cultural local de los estudiantes en las lecturas propuestas y promovió la lectura inferencial para superar la lectura literal.

Palabras claves: desarrollo de materiales, materiales contextualizados para la enseñanza, habilidad lectora, inferencia, AICL

Introduction

This research shows how contextualised materials boosted students' reading skills by means of using worksheets when teaching English. Most of the textbooks currently used are designed considering foreign countries and international contexts that tend to generate a lack of interest among many students. Those materials, centred mainly on a different context than the one of the learners, may generate an adverse appropriateness and usefulness in meeting students' and teachers' needs, interests, and goals (Núñez & Téllez, 2008). This entails the inclusion of strategies that fulfills not only teachers' but also students' needs. Taking into consideration the aforementioned, Comber (2017), agreed on the fact that "despite the discourses of standardisation, teachers can continue to educate culturally diverse young people in ways that help them to negotiate and imagine positive and productive ways of learning together" (p. 1). , teachers need to develop an understanding of the relevance of reflecting upon their teaching and focus on their pedagogical practices to involve students' voices and place students at the centre of the teaching-learning process.

Statement of the Problem

Nowadays, teaching in EFL classrooms implies a connection among students' requirements, likes, and learning styles. Moreover, teaching with materials that focus on the students' learning goals, framed within a real and meaningful setting for pre-intermediate students, represents a hard task to achieve. Attaining such goals entails a combination of content, institutional requirements, learners' preferences, and teacher developed materials. The materials that are normally used in the EFL classrooms in our local context are mainly centred on foreign information, which in some

cases, is not of students' interest. This is so, because "text-books have not integrated the diversity of experiences in the lives of students from multicultural backgrounds and have presented stereotypes, invisibilities and unrealities" (Núñez-Pardo, 2018a, p. 235). Besides, topics included in teaching materials should correspond to the particularities of students' context since "apart from their pedagogic value, materials are cultural artefacts, no less rooted in a particular time and culture" (Littlejohn, 2012, p. 283). Therefore, the information gathered through a survey (See Appendix A), made me reflect on the need of designing "contextualised materials" (Núñez & Téllez, 2015, p. 58) focused on readings about Bogotá's landmarks, which could benefit the teaching-learning process. According to Johnson (2009), students' learning is framed within prior knowledge, the sociocultural context where the learner is found, and what the student is expected to do with that knowledge learnt. Along similar lines, Núñez et al. (2004) sustained that "materials designed by the teachers ... have the possibility of prioritizing the learners and placing them at the centre of the language program" (pp. 129-30). Moreover, the worksheets I propose "respond[s] to local needs of teaching settings" (Núñez & Téllez, 2015, p. 57). Based on my teaching experience, I have noticed the incidence that using the local context has on students' learning since they have shown a motivational attitude when interacting with materials framed within their local reality.

The abovementioned assertions, allowed me to pose the following query for this study: How do contextualised materials, focused on Content and Language Integrated Learning (CLIL), enhance reading skills among university students in an EFL classroom? I stated the following general research objective: To explore the relevance of developing and implementing contextualised materials focused on students' local context to enhance their reading skills. I also

established three specific research objectives as follows: (a) To assess the appropriateness and usefulness of contextualised materials in students' reading skills; (b) to describe students' ability to make inferences while reading texts related to Bogotá's landmarks; and (c) to analyse the suitability of the CLIL approach on students reading process.

Related Studies

Below I describe some studies that were done with similar results than the one I carried out. Alfonso (2014) and Nivia (2015) did a qualitative action research study where they created and implemented six worksheets. Their findings revealed that the inclusion of reading and meta-cognitive strategies along with the implementation of the material eased students' reading comprehension and encouraged them to learn. Moreover, the reading worksheets with an appealing content and the design of activities based on the use of reading strategies, had a clear influence on the students' reading comprehension. Regarding reading skills, Mariño (2014) carried out a qualitative action research which demonstrated how CLIL was the bridge to link the institution's programmes and the contents by means of using contextualised material focused on the development of reading skills. Similarly, de Zarobe and Zenotz (2015), in their qualitative action research study, focused on the role of reading strategies to improve the reading skills in a CLIL context. The findings suggested that teaching reading strategies is an effective resource in foreign language classrooms for increasing the reading competence among learners. In connection to Content and Language Integrated Learning, Núñez-Asomoza (2015) and Chostelidou and Griva (2014) developed qualitative studies to analyse the pedagogical implications of CLIL. Their findings suggested that the creation of materials enriched the learning environment and fostered students' usage of the language.

Literature Review

The theoretical constructs that support the present study are Materials Development, Reading Inference as a micro skill, and CLIL. These will be explained below.

Materials Development

This section explains how the creation and implementation of contextualised materials may boost the reading skill in an EFL context. According to Núñez et al. (2013), Materials Development (MD henceforth) is defined as a field of study which “demands an informed methodology that allows validating the efficiency, appropriateness and relevance of materials within the context of learning a language” (p. 10). This process entails the construction, edition, an assessment of materials by qualified professionals involved in the teaching of a language. Similarly, Tomlinson (2012) defined materials development as “all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research (pp. 143-144). This implies the creation of six contextualised worksheets highlighting the participants’ place of living.

The ultimate goal of language learning materials is to facilitate students’ involvement and learning. To this respect, Tomlinson (1998) assured that materials development is what writers, teachers or learners do “to provide sources of language input and to exploit those sources in ways which maximise the likelihood of intake” (p. 2). The phrase “to provide sources of language input” implies that the materials I expect to create need to be significant and, in that way, facilitate the students’ participation in the learning process. In the case of this study, the fact of considering the benefits provided by the local setting, made the contextualised

materials I designed meaningful for my students. On this subject, Richards (2002), defined materials development as “instructional materials that generally serve as the basis of much of the language input that learners receive and the language practice that occurs in the classroom” (p. 65-66). In this sense, the city of Bogotá has several suitable places that frame the type of input that can be used to create materials.

Conceptualization of Materials

The scenarios where the students share and interact with the language represent a source of ideas for the materials developer in terms of the cultural elements that make part of the learners’ reality. Rico (2012) agreed on the fact that “language materials, course books, are a source of exposure for learners to language and culture. In multicultural contexts, they become helpful tools that promote encounters between people of diverse cultural backgrounds” (p. 130). Likewise, as underscored by Núñez et al. (2013), “Materials are socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups. Furthermore, they are procedures of social negotiation that permit flow of knowledge” (p. 10). From my personal experience, I have noticed that some students do not feel motivated to work with the pre-established materials because the information presented is not of the students’ interest.

Contextualised Materials

This concept entails the negotiation between international policies and local ones that affect our country. In this regard, Mazzeo et al. (2003) defined contextualisation as:

A diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and

academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student. (pp. 3-4)

Likewise, contextualised EFL materials are defined as those resources that consider the “sociocultural, economic, and political needs of local contexts” (Núñez et al., 2017a, p. 36) and address “life experiences of the learners in their own context” (Núñez-Pardo, 2019, p. 23). Acknowledging the previous assertions, as a teacher researcher and materials developer, I took advantage of the local context (Bogotá’s landmarks) and I designed six contextualised worksheets joining the class objectives, students’ and teachers’ interest where the participants were able to develop several strategies to fulfil the established goals. This meaningful setting provided benefits for the students’ learning as well as for the teacher’s professional development. Developing these contextualised worksheets also challenge the dominant cultural content of commercial EFL materials since these materials “support the idea that one nationality is superior to others. This supremacy of dominant cultures over dominated ones has been done through their written texts, oral discourses, iconography or activities proposed” (Núñez-Pardo, 2018, p. 232). Thus, as a language teacher I assume a critical role in developing EFL materials centred on local culture, including photographs of Bogotá’s landmarks and local news, and proposing reading comprehension activities to foster students’ inferential reading.

To introduce the second construct, which is the reading skill, it is worth mentioning that it is framed under literacy and it is centred on inference as micro-skill.

Literacy

This concept entails two components: language and culture. These are present in every setting, which implies that

individuals in society rely on them to interpret the world. People make their own interpretations based on their personal backgrounds. In this regard, Mikulecky (2008) stated that "literacy is a set of attitudes and beliefs about the ways of using spoken and written language that are acquired in the course of a person's socialization into a specific cultural context" (p. 2). Thence, reading in English has become a required skill to interrelate with the world.

Reading

Reading is an essential skill that allows individuals to perform a certain role in society. In this sense, Holden (2004) argued that "reading is an important gateway to personal development and to social, economic and civic life" (p. 5). In the same line of thought, Lyon (1997) affirmed that "reading allows us to learn about other people, about history and social studies, language arts, science, mathematics, and the other content subjects that must be mastered in school" (p. 3). This scholar established connections between the compulsory subjects taken at school and the reading process. In addition, reading eases the comprehension of the world and the interaction among its members.

Reading Skills. Even though, the reading skills entail several cognitive events, this research mainly emphasised on the development of the students' inference skill. In this regard, Grabe (1991) affirmed that "reading is probably the most important skill for second language learners in academic context" (p. 375). Similarly, Goodman and Wilde (1996) argued that "when readers focus on development of meaning through the context of written language, comprehension occurs" (p. 68). Taking this into consideration, this research aims at developing inferential reading skills by means of following some procedural stages that will be explained further in the next paragraphs.

The students that participated in this research belonged to an EFL context, which implies that they had to solve reading problems in the target language which could become an obstacle when facing a text. To counterbalance this, it is essential to implement strategies that ease the reading process and boost reading comprehension. Researchers such as Hosenfeld (1978) and Davis and Bistodeau, (1993) agreed on the fact that the use of reading strategies benefits the learners when solving reading problems and helps improve their comprehension. The reading strategies can be adopted taking into consideration the students' and teachers' goals. Although there are several strategies that enhance students' reading process, this research is centred on the inference strategy and its different levels, which will be explained below.

Inference. This process is vital at the moment of starting a reading comprehension process, bearing in mind that in several opportunities the information given in the texts is not explicit. Therefore, the participants ought to look for ways to deal with this type of information by activating their background knowledge to achieve a better understanding. More precisely, in Serafini (2004) words, "Inferring refers to reading between the lines. Students need to use their own knowledge along with information from the text to draw their own conclusions" (p. 10). This inference process needs the activation of three factors. First, students' prior knowledge; second, the interaction with the text; and finally, the outcome that portrays the final interpretation and the level of comprehension of the text.

In light of this, it is worth mentioning that there are several types of inferences. Since I decided to follow Kispal's (2008) model (See table 1) below, I describe the types of inferences (local, global, on-line, and off-line) that I applied in my research.

Local Inference. This kind of inference represents the interpretation of sentences and paragraphs. This stage of inference comprises the first level that a student can achieve in the development of the reading skill. Nassaji (2004) concluded that readers with less vocabulary knowledge preferred to use local strategies more than students with greater vocabulary knowledge. Likewise, Hucking and thought, Hucking and Bloch (1993) noticed that readers firstly focus on local inference; but, if they cannot infer the meaning of unknown words by using local inference, they will advance to the following level to establish a general view that includes the interpretation not only from a single word but also from a paragraph.

Global Inference. In this level of inference, students make a coherent representation of the whole text. It is crucial for the students to infer global ideas related to the topic. Students will identify the main topic by means of using local parts of information. Global inference requires a broad understanding of the text because the text is taken as a unit. By mixing local and global inference, students boost their reading comprehension process. Besides, Read (2000) asserted that due to their deeper involvement with the context, global strategies are also related to successful reading comprehension.

On-line and off-line inference. This kind of inference comes naturally; the students read the text and try to fill the gaps of information in the text. According to Graesser et al. (1995), the online inference includes: (a) superordinate goals that help to elaborate a global coherence and (b) thematic inference. On the other hand, the off-line inference represents the type of inferences drawn strategically after reading. This off-line inference includes: (a) pragmatics, (b) instrumental, and (c) predictive inference. By assembling the aforesaid elements, students are able to boot their

reading comprehension because the inference helps to augment the reading process with additional information about the general and specific ideas of the text.

In sum, materials development is the umbrella term that entails the concept of contextualised materials. Therefore, inference as a micro skill, was included in the design of the contextualised materials that focused on some of the Bogotá's landmarks. In addition, it was crucial to rely on the CLIL approach to make a connection among the contents, materials, and the students' production since the pillars of CLIL are cognition, content, culture, and context. Below, I will describe this last construct.

Content Language Integrated Learning (CLIL)

CLIL is the approach that allowed me, as a material developer, to set the objectives for this research. In terms of this approach, Marsh, et al. (2001) stated that CLIL fosters the use of languages to achieve students' learning since it provides input for overall communication both in L1 and L2. In this sense, Coyle et al. (2010) stated that:

CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time. (p. 1)

Therefore, CLIL allowed me to join the setting where my students live with the language content in a double process where the teaching and learning objectives were consolidated.

CLIL Inside the Classroom

As stated above, CLIL sets out the frame of reference to link various essential features required for the contextualisation of materials. Considering the above, the 4Cs proposed by Coyle (1999) played a central role for achieving so. *Contents* allied the improvement of the institutional scheme and its connection with *communication*. Those communicative objectives are coupled to the concept of *cognition* and they are framed within a *cultural consciousness* towards local knowledge. In this regard, Dalton-Puffer (2007) argued that “CLIL classrooms are not typical language classrooms in the sense that language is neither the designated subject nor the content of the interaction, but the medium through which other content is transported” (p. 3). This implies, a redesign of the classes due to the benefits provided by CLIL, since the principal objective of the EFL environment is to learn English, and by means of CLIL, the learning of content is achieved through English.

Methodological Design

As mentioned above the research objective of the current study is to explore the relevance of developing and implementing contextualised materials focused on students' local context in relation to their reading skills. Thus, this section encompasses the research and pedagogical designs that support the study.

This research is framed under the qualitative approach since research entails the intention to understand specific circumstances in a particular setting (Patton, 1987). Taking into consideration the above mentioned, I chose the qualitative approach to support this research, considering

that I aimed to understand a specific issue at a private university.

This study is categorised as an action research as it permits the investigator to explore an issue that happens in its own setting (Burns, 2015). In the same line of thought, Watts (1985) asserted that the involvement that instructors and principals have in tackling the class issues that they distinguish in their very own unique circumstances, is a feature of this type of study. The aforementioned enabled me as an educator to set up goals for my professional development as well as to improve the language learning process inside the classroom.

The participants of the study were the undergraduate students and me as an investigator and a text developer. The undergraduate students that took part in this research were 20 adolescents whose ages range from 18 to 25 years. They attend English classes and they belong to the professional careers of Speech Therapy and Cardio-Respiratory Therapy. Moreover, the students attend to a pre-intermediate level which I was in charged. They were chosen by the convenience sampling. Creswell (2008) defined this technique as a qualitative process where the researcher selects the participants since they are willing and available to be studied. The contextualised materials I designed gathered both elements, the contents and the participants which were accessible due to the course schedule and teacher program.

I performed the role of a teacher- researcher and a text developer. By taking this new roles inside the classroom, I improved my teaching practice in terms of the reflection generated through the research and the materials created. Copper (1990) portrayed this process as the extension of the educator's job. In the same line of thought, Burns (2015) defined the process as a teacher who explores into "his or her personal teaching context, while at the same time being one of the participants in it" (p. 2). Also, this research became

an opportunity to assume the role of materials developer. As claimed by Núñez et al. (2017b), teachers are “critical change agents within their institutions’ curriculum” (p. 60). This role of materials developer allowed me to modify some components from the curriculum in pre-intermediate level since the materials created transformed the institutional reading plan.

I used three instruments to assemble the data for this research; these were students’ artifacts, a survey, and field notes. Each of these instruments were piloted with undergraduate students from the major of Films and TV. Although they belong to a different undergraduate program, they attended the same English level class. Students’ artifacts, as indicated by Merriam (1998), are pieces of information of simple access to the analyst. In my case, the artifacts were all the students’ products, proposals, and observations provided by the participants during the implementation of the six worksheets I designed. A needs analysis survey was aimed to collect information from several questions out of which I highlight, according to your experience during level three, do you consider that Bogota’s landmarks could be the scenery to develop the topics presented? In fact, Check and Schutt (2012) defined it as “the collection of information from a sample of individuals through their responses to questions” (p. 160). The survey (See Appendix A) was the beginning stage of this research because by means of it, I could analyse student’s impressions, comments, and responses towards the materials I needed to make.

Teacher’s field notes, as affirmed by Schatzman and Strauss (1973) “are statements bearing upon events experienced principally through watching and listening” (p. 100). In my research, the observation procedure enabled me to ponder the effect that the planned worksheets had on my students and their language learning and inferential reading.

The pedagogical design entails aspects of the research that have to do with the pedagogical intervention, the pedagogical objectives, and the intervention as innovation. Moreover, there is a description of the theory of the nature of language and language learning as well as the methodological approach underlying the pedagogical intervention. Besides, a connection is made between the pedagogical intervention and the research question. Likewise, the pedagogical phases are explained and towards the end of the section, there is a sample of a worksheet.

The pedagogical intervention of the current study entails elaborating and implementing six reading worksheets centred on CLIL and taking advantages of the local contents to boost the reading skills among the undergraduate students, at the university level, in an EFL setting. This pedagogical intervention allowed students to benefit from recognising and applying the inference process while reading. Furthermore, the contextualisation of the worksheets permitted me to use some landmarks from the city of Bogotá. According to Harmer (2012), students engage in learning when they are exposed to topics that are often related to themselves and their lives, making the teaching-learning process enjoyable. As a result, by establishing Bogotá as the setting of the materials, I reflected upon the kind of materials that could best fulfil not only the students' but also the teachers' needs. In this respect, Howard and Major (2004), Núñez (2010), Núñez and Téllez (2009, 2015), Rico (2012), among others, asserted that it is important to identify and teach towards the student's needs, interests, and expectations and this is mainly achieved through contextualised materials developed by the teacher. Thus, the students' needs, interests, and expectations were crucial when designing the worksheets.

Moreover, I considered the six Second Language Acquisition (SLA) principles established by Tomlinson (1998, 2009, 2011). Those principles involved, novelty, self-confidence, self-investment, opportunities for communicate purposes,

students' different learning styles, and the input's quality. Besides bearing in mind these SLA principles, I took into consideration students' self-selection of topics and portrayed the suggestions they made in the survey to create the worksheets, including topics such as downtown, touristic places, and festivals. This was fully developed in worksheet N° 6 that includes the type of activities and the topics they wanted to work on. Lastly, the visual images used to illustrate the six reading worksheets, were selected from free pick sites that provide free stock photographs and illustrations.

The general pedagogical objective that led the pedagogical intervention was to develop and implement a set of six contextualised reading worksheets, based on CLIL, to enhance reading skills among university students in an EFL classroom. The three specific pedagogical objectives were: (a) To create a suitable learning environment to enhance students reading skill through the implementation of contextualised materials; (b) to identify which landmarks are appropriate for designing contextualised materials; (c) to make students aware of the advantages of CLIL to develop their reading skills.

Elaborating and applying contextualised reading materials was an innovative pedagogical procedure at a private university. Indeed, adopting some of Bogotá's landmarks as the framework to develop materials was a creative way to involve the students in two major aspects: fostering their participation in the EFL classroom and changing the ways to teach the language at the university. Bearing this in mind, Núñez et al. (2012) pointed out that:

Innovation can be seen as the creation of materials that fulfil students' needs. It involves a sequence of opportunities for decision making over a specific period of time in an academic environment. It implies becoming an active agent of change in language teaching. Finally, it holds students' needs and

expectation as key elements in effective language learning (p. 18).

In this sense, my intervention aimed at becoming part of the institutional reading skills plan that will benefit the learners and the teachers from the threshold level at a private university.

The 'functional perspective' is the theory of the nature of the language that underlies this pedagogical intervention. According to Hymes, (1972) it locates the language inside a social setting since the participants share ideas, perceptions, and values. This entails designing the materials based on a real context, as was the case of this study, in which these were created based on some of Bogotá's landmarks. At the same time, the theory of language learning that frames this pedagogical intervention is the 'analytical view' because inference was developed in consecutive phases that permitted participants to develop gradually.

This pedagogical intervention is framed within the pillars of CLIL: 'the four Cs' which are cognition, content, communication, and context. As stated earlier, CLIL can be described as a pedagogical vehicle in which topics or subjects are taught within a second language. Taking into consideration the nature of this research, this was accomplished by the creation of six contextualised worksheets whose main objective was to boost participants' reading comprehension abilities. As affirmed by Coyle et al. (2009), "CLIL practice indicates that it involves learning environments which have the potential for multi-variant teaching and learning objectives, and experiences" (p.14). By assembling every one of the components referred above, I was able to provide opportunities for my students to profit from this innovation in terms of the students' participation in the creation of materials, highlighting the importance of the several local landmarks and how the level objectives were set during the course.

In reference to the relation of the pedagogical intervention with my research inquiry, it entails two crucial components: contextualised materials and inference as a micro skill for developing reading comprehension. Based on the above, as a materials developer, I was able to accomplish not only the students' but also the teacher's goals. On this subject, Richards (2005) asserted that powerful pedagogical materials in language education are moulded by thought of various components, including teachers, student, and relevant factors. I believe that contextualised materials can improve the reading procedures in an EFL setting, by building up quantifiable goals with coherent pedagogical materials to promote reading activities in the classroom and to provide ideas to carry out a long-term research in terms of learning strategies at this private university.

I established four pedagogical phases to implement my pedagogical intervention. First, I proposed a materials development framework. I recognised several crucial features found in the comparative table designed by Munévar (2017), which were based on the frameworks proposed by Graves (2000), Jolly and Bolitho (1998), Masuhara (1998), Núñez et al. (2004), Núñez and Téllez (2009), Núñez et al. (2009, 2012). Thence, I focused on the most relevant aspects which imply a distinction among the learning objectives, a suitable approach and how these elements will be assessed. These features were essential for developing my personal framework that was designed considering the participants' necessities and the academic policies from the institution. It embraces (a) need assessment; (b) selection of the goals; (c) objectives; (d) selection of the methodology; (e) piloting and adjustments. This framework was further contextualised with the profile of EFL undergraduate students from the Speech and Occupational therapy programme in a socialisation meeting with the participants and the dean of the faculty.

Thus, I created my framework taking into consideration the particularities of my teaching setting, which are connected to the Mission and Vision of the University I work for. These are focused on the development of good, creative, and gainful residents who can become pioneers in their local context and who can be remarkable experts in their field of study.

Second, to get this stage into the swing, I socialised the project with the participants. I talked to my students about it to sensitise them about the goals of the research. Once this was done, I asked the students to read and sign the consent form (See Appendix B) to participate in the study. Third, to know our city, after introducing the concept of landmark, the students were told about the number of worksheets that were going to be implemented and their corresponding names: (a) 3600 Meters Closer to Your Dreams, (b) Living La Candelaria, (c) There is Always a Plan in the Capital: Find it, (d) Downtown a View from the Sky and (e) Take Care of the Earth, it is your Only Home. It is important to highlight that I designed worksheet number five taking into consideration the students' interests and recommendations gathered through a survey.

Fourth, in this stage, cooperative reflections took place before applying the reading worksheets to analyse the participants' voices with respect to the pedagogical process they were going through, and to provide them with the self-assessment instrument at the end of each worksheet.

Sample of Worksheet

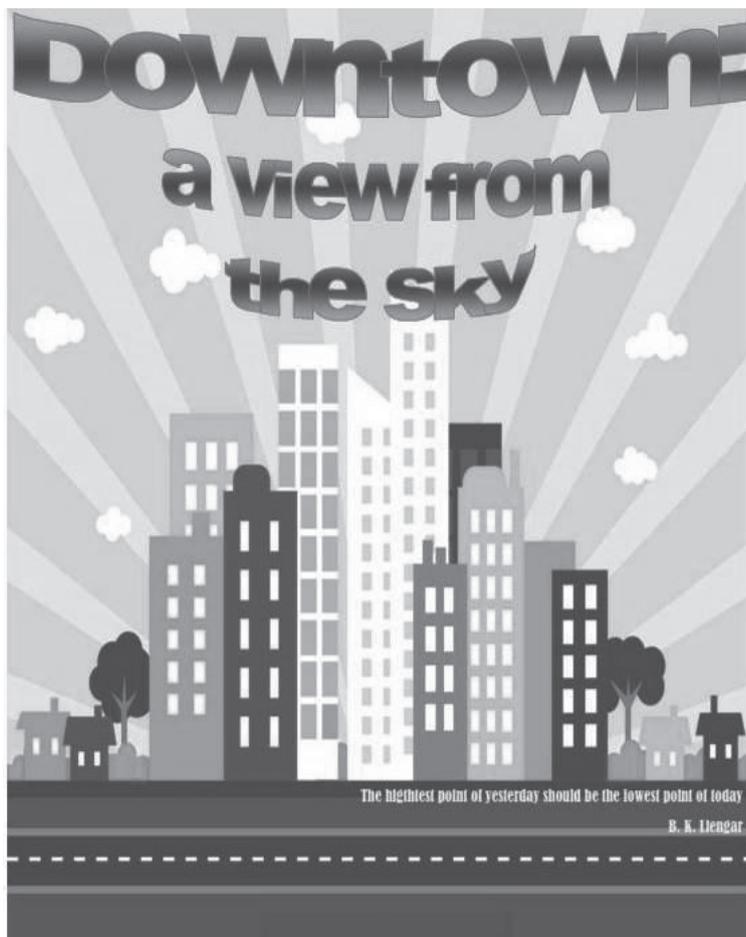


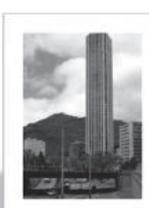
Figure 2. Fernández, H. (2017) Worksheet Sample cover.

Warming up

Learning Strategy: Recognizing Vocabulary

1. Complete the crossword using the clues below.









Down

1. Opposite of low
2. Opposite of unknown
3. Synonym of humid
5. Opposite of cheap
7. Synonym of crowded
9. Synonym of unfilled
10. Synonym of chilled

Across

4. Opposite of exciting
6. Synonym of warm
8. Synonym of contaminated
10. Opposite of dirty
11. Opposite of big

Figure 3. Fernández, H. (2017) Worksheet Sample, p. 2

Procedure

Learning Strategy: Contextualizing Vocabulary

2. Use the adjectives from exercise 1 and then write them in the correct advertisements.

You can not find any _____ chair in Transmilenio especially during rush hour.

“La Banca restaurant” is always _____ from 12:00 to 2:00 pm.

The restaurants located in “T zone” are too _____.

100.000 people attended the last rock at the park, on “la media torta” which is a _____ place for concerts.

La Candelaria is one of the most _____ neighborhoods in the capital.

Some people in the city consider bullfighting as _____ and violent _____.

Much money has been invested to recover Bogotá river, unfortunately it is too _____.

_____ agua panela with cheese is one of the favorite beverages for the people in Bogotá.

_____ streets can cause many car crashes all around Bogotá.

To keep the laboratories _____ is mandatory for everybody’s security.

Colpatria Tower was the _____ est point until the construction of the new Bacatá Tower.

Normally the temperature in Bogotá is _____ but some days the temperature can reach 24° degrees.

Figure 4. Fernández, H. (2017) Worksheet Sample, p. 3

Learning Strategy: On line Inference

3. Analyze the information from the table below and then, answer the questions.

Place	Building	Height	Floors	Finished In
1	BD Bacatá South Tower	240m	67	2016
2	BD Bacatá North Tower	216m	56	2016
3	Colpatría Tower	196m	50	1979
4	International Trade Center	192m	49	1977
5	San Martín North Tower	171m	44	1983

Information taken from <http://www.emporis.com/city/bogotá-colombia/all-buildings>

Q.1 Which building is older than the International trade center?

- A. BD Bacatá South Tower
- B. Colpatría Tower
- C. San Martín North Tower
- D. BD Bacatá North Tower

Q.2 Which building is higher than the Bacatá North Tower?

- A. BD Bacatá South Tower
- B. Colpatría Tower
- C. San Martín North Tower
- D. International Trade Center

Q.3 Which building has fewer floors than the International Trade Center?

- A. BD Bacatá South Tower
- B. Colpatría Tower
- C. San Martín North Tower
- D. BD Bacatá North Tower

Q.4 Which are the oldest and the newest buildings?

- A. BD Bacatá South Tower and Colpatría Tower
- B. San Martín North Tower and BD Bacatá North Tower
- C. BD Bacatá south and north Towers and San Martín North Tower
- D. BD Bacatá South and North Towers and Colpatría Tower.

Q.5 Which are the highest and the lowest buildings?

- A. BD Bacatá South Tower and Colpatría Tower
- B. San Martín North Tower BD Bacatá North Tower
- C. BD Bacatá South and North Towers
- D. Bacatá South and San Martín Tower

Q.6 What could be a suitable title for the three passages ?

- A. The three monuments of Bogotá
- B. The highest top three buildings in Bogotá
- C. BD Bacatá is higher than Colpatría Tower
- D. The International Trade Center is lower than Bacatá and Colpatría buildings.

Figure 5. Fernández, H. (2017) Worksheet Sample, p. 4

Learning Strategy: On line Inference

4. Read the passages and match them with the most suitable title.

The skyscraper is located in Bogotá, in downtown, it is also part of the International Center of Bogotá. With its 50 floors it is the third tallest building in the city. It was completed in 1979 and has a height of 196 m. Located on the 48th floor, the view point offers a wide panoramic view of Bogotá: the visualization of the city makes the experience a pleasant memory. The place is protected by a fence that surrounds the whole viewpoint.

The skyscraper located in the International Center of Bogotá, with fifty floors was once the first tallest building in Colombia and Latin America, until 1979. It was inaugurated in 1977 in the middle of the 80's it is known as the International Trade Center and has a height of 192 m. Also included as part of the International Trade Center, you can find the Ministry of Commerce, Industry and Tourism, Bancolombia, Proexport and the National Copyright Office.

It is a skyscraper composed of two Towers, one of them is the highest in Colombia, with 66 floors. The project is located at 19 avenue 5-20, at the confluence of five important sectors: the university, the administrative, the tourist and the commercial. Thanks to its design, which has involved recognized architects from Spain and Colombia, the urban, economic and real estate typology of the center of Bogotá will be completely modified towards a more cosmopolitan, developed and competitive vision.

- A) Colpatría Tower
- B) BD Bacatá Tower
- C) The International Trade Center

5. Read the following paragraph and match it with one of the previous passages

Since 2005, on December 8th, the Ascending Race has been held, the participants, in groups of ten competitors every 30 seconds ascend the nine hundred and eighty steps. Since 2010, this race is part of the Tower running World Cup, an annual world-wide circuit that gathers more than 160 races of ascent in the highest buildings of the world. This race is the final stop of the circuit and the place where the final award of the contest takes place. In 2012 it joined the group Master Races, which brings together the 18 best ascending races around the world.

Figure 6. Fernández, H. (2017) Worksheet Sample, p. 5

Follow up

Learning Strategy: On Line inference 2

5. Read the restaurants' advertisements and answer the questions.

The top three restaurants in La Candelaria

<div style="text-align: center; font-size: 2em; font-weight: bold; margin-bottom: 10px;">9,4</div> <h3 style="text-align: center; margin: 0;">T-Bone</h3> <p>T Bone is the best option to enjoy exquisite food. Its specialty is grilled matured meat.</p> <p>Price : \$35.000-60.000</p> <p>No taxes included</p> <p>Enjoy a pleasant and romantic moment in a special place with the best cuts of meat.</p>  <p>Chef suggestions:</p> <ul style="list-style-type: none"> • Crab Clasic • French Chicken • Baby Cheese Beef • Blue Cheese salad <p>Capacity: 70 people</p> <p>Cra 4 No. 12c - 34 Reservations: 283 9989</p>	<div style="text-align: center; font-size: 2em; font-weight: bold; margin-bottom: 10px;">9,1</div> <h3 style="text-align: center; margin: 0;">Restaurante La Scala - Hotel La Ópera</h3> <p>Characterized mainly by Mediterranean food such as seafood and pasta. There, its chef, Benjamin Pulido shows his experience in international food.</p> <p>Price : \$60.000-90.000</p> <p>Parking service</p> <p>Experience a great gastronomic moment with La Scala's menu at Hotel La Ópera!</p>  <p>Main suggestions:</p> <ul style="list-style-type: none"> • Carpaccio Misto del Barbero • Felaccas de Aida en el Nido • Trucfletto alla Rossini • Lady Macbeth <p>Capacity: 100 people</p> <p>Calle 10 N. 5-72 Reservations: 3362066</p>
<div style="text-align: center; font-size: 2em; font-weight: bold; margin-bottom: 10px;">8,3</div> <h3 style="text-align: center; margin: 0;">Casa Vieja</h3> <p>It offers typical Colombian food, that seeks to rescue the delicious tradition of our Colombian gastronomy</p> <p>Price : \$50.000-80.000</p> <p>Colombian food everywhere</p> <p>47 years of service offers a traditional atmosphere decorated with antique objects.</p>  <p>Main suggestions:</p> <ul style="list-style-type: none"> • Pollo Alcaparrado • Bagre en Salsa • Calentado Cachaco <p>Capacity: 100 people</p> <p>Av. Jiménez no 3 -63 cst:313870 18 09</p>	<p>1. Where could you find the previous advertisements?</p> <p>A. In a meat magazine</p> <p>B. In an international sea food newspaper</p> <p>C. In a food browser</p> <p>D. In a flyer</p> <hr/> <p>2. The author would probably agree with one of the following statements:</p> <p>A. None of the restaurants has a good score.</p> <p>B. Typical Colombian food is more expensive than Mediterranean food.</p> <p>C. A restaurant with a score of 9,4 could be a good option considering the price.</p> <p>D. All the people need parking service when going out to have dinner.</p>
<p>3. Choose the correct statement :</p> <p>A. Casa vieja is better than La Scala and T- Bone is the best</p> <p>B. Casa vieja is worse than La Scala and T- Bone is the worst</p> <p>C. Casa vieja is worse than La Scala and T- Bone is the worse</p> <p>D. Casa vieja is worse than La Scala and T- Bone is best</p>	

Information taken from: https://www.atrapalo.com.co/restaurantes/la-candelaria_044816.html

Figure 7. Fernández, H. (2017) Worksheet Sample, p. 6

Self Assessment		<input checked="" type="checkbox"/>	<input type="checkbox"/>
The Worksheet			
Presents an interesting design <i>Presenta un diseño interesante</i>			
Has an attractive presentation and organization <i>Tiene una organización y presentación atractiva</i>			
Constantly motivates me to be part in the English learning process <i>Me motiva constantemente a ser parte de proceso de aprendizaje</i>			
Fosters my autonomous learning <i>Fomenta mi aprendizaje autónomo</i>			
Provides the resources to communicate in English <i>Provee los recursos para comunicarme en inglés</i>			
Has a relevant and useful content <i>Tiene un contenido relevante y útil</i>			
Offers a great variety of learning strategies taking into account my learning process <i>Ofrece una gran variedad de estrategias de aprendizaje teniendo en cuenta mi proceso de aprendizaje</i>			
Contextualized Material			
Helps me to make associations between the language and the context <i>Me ayuda a hacer asociaciones entre el lenguaje y el contexto</i>			
Helps me to achieve the classes' objectives <i>Me ayuda a lograr los objetivos de las clases</i>			
Offers interesting information about the city where I currently live <i>Ofrece información interesante sobre la ciudad donde actualmente vivo</i>			
Eases the acquisition of new concepts <i>Facilita la adquisición de nuevos conceptos</i>			
Suggestion Box:			

Figure 8. Fernández, H. (2017) Worksheet Sample, p. 7.

Self Assessment		✓	✗
In regard to Inference			
I apply the inference strategy to elaborate a global comprehension of the texts <i>Aplico la estrategia de inferencia para elaborar una comprensión global de los textos</i>			
I use my previous knowledge in connection with the text in order to elaborate a third piece of information <i>Utilizo mi conocimiento previo en conexión con el texto para elaborar una tercera información</i>			
I analyze pieces of information and then link them in order to create a general idea <i>Analizo fragmentos de información y luego los vinculo para crear una idea general</i>			
It allows me to identify text clues to come up with a final idea <i>Me permite identificar claves en el texto para elaborar una idea final</i>			
Content and language integrated learning			
Makes me use the target language and the contents to achieve a particular outcome within my context. <i>Me hace usar el nuevo lenguaje y los contenidos para alcanzar un resultado particular dentro de mi contexto rural.</i>			
Promotes materials (worksheets) didactically designed around a series of authentic tasks. <i>Promueve materiales (talleres) que son diseñados didácticamente alrededor de una serie de tareas auténticas.</i>			
Gives me opportunities to experience and use the language to interact in real situations. <i>Me da oportunidades para experimentar y usar el idioma e interactuar en situaciones reales.</i>			
• Suggestion Box:			

Figure 9. Fernández H. (2017) Worksheet Sample, p. 8.

All images were taken from <https://www.freepik.es/fotos-vectores-gratis/vector>

Data Analysis

This part contains the procedure used for the data analysis and the research categories and subcategories that emerged from this analysis. After conducting the instruments referred to above, it was crucial to follow a method to organise and analyse the data. Considering this, I chose the grounded theory for doing so. Grounded theory is a methodology itself that seeks to theorise based on what the data say through codification and categorisation (Corbin & Strauss, 1994). By taking advantage of this method, I sorted out and reduced the data in the following way: The main stage was naming, which comprised in perceiving or marking the key words. The second stage included discovering patterns and gathering the key words found in the instruments. To finish up, I completed a data display that helped me organise the data collected.

To validate the information, I used the triangulation method. By gathering the information from the three instruments above mentioned, I started looking for patterns that allowed me to establish the categories of this research. In this regard, Thurmond (2001) asserted that the advantages of triangulation contain expanding trust in research information, making imaginative methods for understanding a phenomenon, uncovering interesting discoveries, testing or coordinating hypotheses, and giving a clearer comprehension of the issue.

After the data analysis procedure abovementioned, the research categories and the respective subcategories were established in line with the theory that guides this research. They are illustrated in the following table.

Table 2.

Research Categories (Fernández, 2018)

Materials Development: The Path to Meet Students' and Teachers Needs through CLIL	Local awareness: contextualising students and teacher's goals (<i>content</i>)
	Students' participation in the creation of materials (<i>communication</i>)
Developing On-line Inference: Reading Beyond Words, the connection between culture and cognition	Background knowledge as a first step to build inference (<i>culture</i>)
	Fostering reading comprehension through inference (<i>cognition</i>)

Materials Development: The Path to Meet Students' and Teacher's Needs through CLIL

This category entails the uncharted role of the educator as a materials designer. In addition, considering the 4Cs of the CLIL's framework, the first sub-category is connected to the significance of the local setting when making materials (*content*). The second sub-category involves the undergraduate's recommendations as a profitable aspect for planning materials (*communication*).

Some of the materials from the global publishing houses use megacities, for example, London or New York as settings to teach English, which is not bad, however MD is the chance to investigate and make materials by an expert that best suits the learners' characteristics and shortcomings, taking into account focal points of the nearby setting where the members share their encounters. As claimed by Núñez et al. (2017b), "Taking into consideration that our duty as teachers is to care about our students' learning, developing appropriate tailor-made materials that suit all of our learners' profiles is a fundamental must" (p. 23). Consequently, creating materials embraces designing learning activities with specific goals as well as giving the necessary importance to the context. This helped me to come up with the first sub-category described below.

Local Awareness: Contextualising Students and Teacher's Goals

This sub-category entails the main C of CLIL's framework, which alludes to content. This involves the theme or topic which can go from compulsory topics such local awareness to cross-disciplinary subjects. In this research, C represented content as the connection of course plan for the pre-intermediate level. Regarding content in commercial EFL materials, Núñez-Pardo (2018a) reports that "the enormous human diversity and complexity is ignored, marginalised, silenced, or invisibilised" (p. 247) in these resources. Thus, thinking globally takes us to the worldwide setting; and set-up benchmarks for exchanging, conveying, and communicating on the planet reveal the intention of standardising knowledge around the world.

In light of the previous assertions, this research suggests the conciliation between the global principles and the local requesting arrangements that are connected to our unique circumstances. Exploiting the home-developed materials alludes to the ones created locally by a specific educator, for a particular course (Graves, 2000). On this subject, Núñez-Pardo (2018) contended that desirable materials should be "based on the growing diversity of life experiences and cultures of students" (p. 236). Along similar lines, Núñez and Téllez (2009) discerned that contextualised "materials make learners feel comfortable and confident because both the content and type of activities are perceived by them as significant and practical to their lives" (p. 184). In this regard, the following excerpts taken from the field notes during the class observation give account of students' perceptions in terms of the relationship between the local setting and the class objectives.

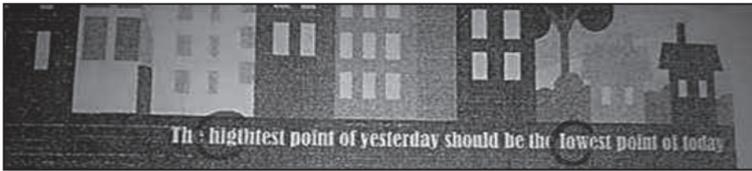
The instruction was clear, the exercise was done easily, some students find difficult No.8. Some students expressed their

interest about the contextualization of the materials and the relationship between the class objectives with the topics developed in the class [sic]

(Field notes: 3600 meters closer to your dreams March 22nd. EX 1)

Most of the students agree on the fact that the contextualization of the materials was new for them and that they can learn while they get new information about the place where they live. [sic]

Field notes: Be the voice not an echo May 22nd



(Gohan's artefact. Taken from worksheet N° 6)

An aspect that emerges in these field notes is the way that some undergraduate students made the immediate association between the class objectives and the themes. Moreover, the next excerpt illustrates how a student recognised specific elements from the class and showed a progress in reading skills and comprehension of specific elements from the class. This can be evidenced in the cover of the worksheet.

Contextualized Material

• Ver como el contexto en donde uno vive y poder relacionarlo con el ingles es interesante por que es la cotidianidad.

To see how the context where one lives and relate it to English is interesting because it is our everyday life.

Contextualized Material

De las mejores ideas. Pues al estar contextualizado se nos facilita el aprendizaje y la comprensión.

This is one of the best ideas. The fact that it is contextualised facilitates our learning and comprehension.

(Goku- Exit Survey)

(Lava girl -Exit Survey)

On the other hand, the previous excerpts portrayed crucial information for this research since these showed students' positive response towards the contextualised materials and the appropriateness and usefulness it had on the completion of the activities.

Students' Participation in the Creation of Materials

This subcategory entails the way undergraduate students' ideas and perceptions were considered as a source for designing class materials. Those ideas and perceptions pointed to the achievement of localising the materials used as the pedagogical intervention of this study. As mentioned by Núñez-Pardo (2018), localised materials "are heterogeneous, oriented by emerging epistemologies and methodologies, or derived from contexts and local communities with a bottom-up approach" (p. 248). This suggests that materials should count on students' voices, as shown in the following evidences from students' opinions.

Figure 10

Students' survey

Analyse the pictures below and answer the questions.

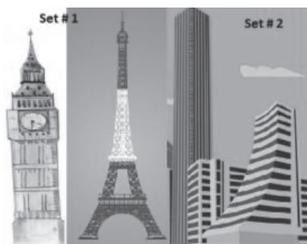
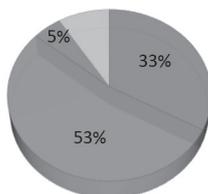


Figure 11

Students' survey

Which sets of pictures would you like to work with?



Set 1: 33%
Set 2: 53%
Both are the same: 9%
None of them: 5%

Images selected from <https://www.freepik.es/fotos-vectores-gratis/vector>

Students were provided with the chance to pick between two international buildings or two local buildings, as it can be evidenced in figure 11, which demonstrated students' preferences. Considering this data, 53% of the students would like to work with the national images; thus, I included local buildings in one of the worksheets to foster their participation in the MD process. On the other hand, taking advantages from CLIL, students were provided with a real and meaningful context to learn the language. This participation was portrayed in the following figure.

Figure 2.
Students' Survey

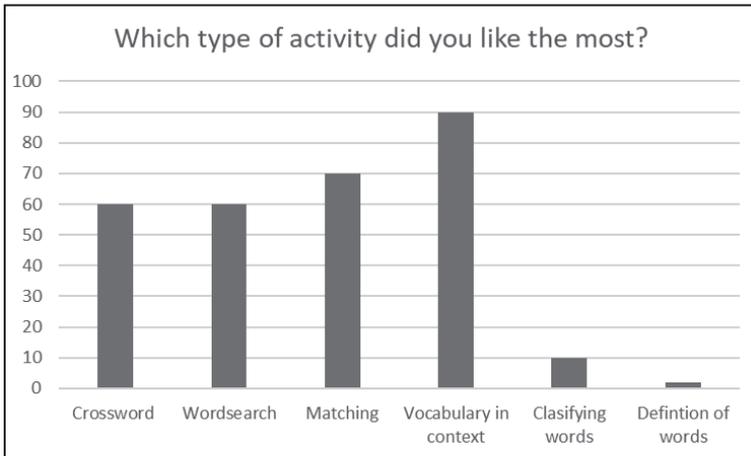


Figure 12 exemplifies the sort of activities the students liked the most. They found intriguing the way I contextualised vocabulary at the beginning of the worksheets, being this the item with more prominent acknowledgment. I considered the students' opinions to show their participation in the process. In this sense, I registered the following in my field notes.

Some of the students felt proud about the fact that the exercises proposed by them were included in the final worksheet. Another important fact was the impression they got when they solved the final exercises. This allows me to reconsider the students' role in MD process. [sic]

(Teacher's field notes)

This facilitates the students' involvement in the class because they feel like the centre of classroom. In the same way, the materials created foster not only reading comprehension skills but also the students' commitment and engagement to the pursuit of personal objectives along the course. [sic]

(Teacher's field notes)

These extracts reflect how my undergraduate students felt when I gave them the last worksheet and they began to do the activities they had recently proposed. They felt that their voice influenced the task of the materials' developer. After describing the relevant features of this first research category, the following heading addresses the second research category.

Developing on-Line Inference: Reading Beyond Words, the Connection Between Culture and Cognition

This inferential segment entails three steps: students' previous knowledge, the information provided by the text, and the students' outcomes after making the inferences. In this regard, Zimmermann and Hutchins (2008) asserted that:

Inferring involves forming a best guess about what the "evidence" (words, sentences, and paragraphs) mean; speculating about what has to come; and then drawing conclusions about what was read to deepen the meaning of the literal words on the page. (p. 97)

As expressed above, inference portrays a chance to improve reading comprehension since it enables students to interact with the content, finding information that needs to be processed differently to comprehend its meaning. To explain the aforementioned process, two subcategories were established. The first one entails how background knowledge is essential for creating inference and the second involves the relation between the reading comprehension process and the gradual inference development.

Background Knowledge as the First Step to Build Inference

The third C of the CLIL's framework stands for Culture and represents specifically the critical perspective of this research. This subcategory is the pillar to build the inference process since previous knowledge is essential at the moment of facing a new text. More precisely in Dochy and Alexander's words (1995), background knowledge is the whole of a person's knowledge, including explicit and tacit knowledge, metacognitive, and conceptual knowledge.

It is worth mentioning that the six worksheets had various activities to stimulate students' background knowledge. In this sense, what the scholars abovementioned state goes in agreement with the analysed information from the different instruments as it appears below:

Micro skill : Inference
 Tiene una gran parte de inferencia
 me permite utilizar mis conocimientos
 en los textos además de pensar
 un poco porque las respuestas
 no están explícitas.
 Maneja información relevante.

It has a great deal of inferences. It allows me to use my previous knowledge besides thinking since the answers are not explicit. It handles relevant information.

(Rick's artefacts)

The previous excerpt illustrates how Rick made connections among the inference process, background knowledge, tacit information, and important information.

Troubles everywhere! The English level of most of the students makes difficult the accomplishment of the exercise when they tried to get the whole idea of the text by reading some parts of the paragraphs. [*sic*]

(Field notes, worksheet 2: be the voice not an echo, exercise 5)

This second excerpt shows the teacher's reflection when the undergraduate students faced some challenging exercises while doing the activity. Despite the fact that their previous knowledge was triggered, the inference prerequisites were higher, and this suggests a deeper development of the previous knowledge and vocabulary activities in the reading comprehension process.

Fostering Reading Comprehension through Inference

The fourth C of CLIL's framework stands for Cognition. It demands students to handle information and engage with it to create meaning. This study investigated the role of inferential activities that set the bases for individual mindfulness to boost a more profound comprehension of the implicit data found in texts. In this regard, scholars such as Nunan (2003), described the reading comprehension process as "a fluent process of readers combining information from the text and their own background knowledge to build meaning" (p. 68). In this regard, there is a connection between the previous sub-category and this one in terms of the role played by background knowledge in meaning making. What is clear at this point is that there is a need for a gradual progression for students to develop the inference process where they first recognise vocabulary. Then, they

contextualised it; and finally, they can move on to the different levels of inference. This can be evidenced in the following excerpts:

Figure 13.

Lava Girl's artefact (background knowledge activation)

2. Use the following table to identify the encrypted words.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
13	10	12	18	8	1	4	26	7	15	5	20	22	2	17	25	3	9	6	19	14	16	11	21	23	24

4. F L O O D S
1 20 17 17 18 6

O R O U G A T
18 9 17 14 4 26 19

Figure 14.

Goku's artefact (Contextualization of vocabulary)

Learning Strategy: Contextualizing Vocabulary.

3. Use the words from exercise 2 to match them with the appropriate paragraph.

3.1 <u>Floods</u>	3.2 <u>Drought</u>
It is a natural event or occurrence where a piece of land (or area) that is usually <u>dry</u> land, suddenly gets <u>submerged</u> under water. Some of them can occur suddenly and recede quickly. Others take days or even months to build and discharge.	It is the absence of water for a long period of time, at a place where it is considered 'not normal' compared to its usual conditions. People often do not see droughts as natural disasters like tornadoes, hurricanes or floods, because they do not have the usual immediate <u>destructive ability</u> , but they can be very <u>catastrophic</u> in the long run and they can have very serious consequences.
When floods happen in an area that people live, the water carries along objects like houses, bridges, cars, furniture and even people. It can wipe away farms, trees and many more heavy items.	

Figure 15.
Students' artefact (On-line inference)

THE BOGOTA POST		
february 2017	YOUR DAILY FAVOURITE NEWSPAPER	Since 1980
Floods in Bogotá due to heavy rainfall		
<p>Due to the intense rain that appeared in Sunday afternoon, several key roads of the city had slow and difficult mobility, after the water levels exceeded to 70 centimeters. In the North highway, between streets 87 and 92, two vehicles had to be aided by the Fire Department, as the high flooding affected them. In the 30 avenue with street 94, another car was also stranded for the same cause. And in several sectors of the 68 avenue, both pedestrians, motorcycles and cars suffered to advance.</p>		<p>Bogotá, which became saturated by the volume of precipitation.</p> <p>Another point that presented high congestion was the tunnel located in the sector of Heroes, which had serious inconveniences not only for the circulation of individuals but for the buses of the TransMilenio system.</p> <p>For further information go to: www.thebogotapost.com.co</p>
	<p>Picture taken by: a newspaper Journalist</p> <p>In addition, the agency (EAAB) was forced to review the sewage networks in several areas of</p>	

Some students showed a special interest at the moment of reading the information of the paragraphs. This activity represents the first activity with double task. Students applied the step-by-step inference level 1 as a reading strategy to answer the questions. Moreover, some Ss considered that at the end of the process their reading comprehension skill helped them to get better scores in exams not only in English class but also in other core subjects. [sic]

(Field notes worksheet N1: There is always a plan to escape in the capital, excerpt 3 & 5)

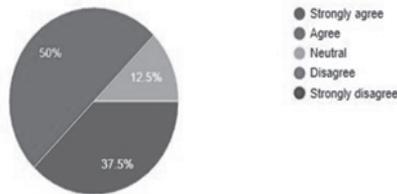
Some students express that the level of difficulty was increasing in comparison with the previous ones. Moreover, they found exercise 4 one of the most difficult exercises. From my observation, at this point the students applied the reading strategies to identify main ideas and to understand words taking advantages from the context. [sic]

(Field notes, worksheet N°2: A view from the sky, excerpt 4)

As mentioned above, the inferential skill allowed students to focus on essential key factors that lead them to discover correct answers in a text. This can be evidenced in the following excerpts.

Figure 16.
Students' survey

It is possible to say that your reading comprehension process was enhanced after implementing the worksheets.



It shows students' ideas about improving their reading comprehension process, which corroborate the appropriateness and usefulness that inference, as a micro-skill, had when they dealt with the new information.

Finally, after analysing the information collected in this category, I can say that implementing the contextualised materials that I designed not only helped my students to develop their inference skill in English but also in Spanish, as some of them stated. If students are taught how to gradually infer key information found in texts, this skill can also be applied to the other compulsory subjects they take, upgrading their reading comprehension.

Conclusions and Pedagogical Implications

The conclusions reached in this research are arranged into three main components. First, the importance of the contextualisation of materials and its appropriateness and

usefulness when creating and implementing them. Second, the empowerment of the teacher assuming a new role as materials developer; and third, the role of contextualised materials in boosting reading comprehension.

Regarding the contextualisation of materials, it provided me with the elements to join three crucial aspects (a) students' needs, (b) teachers' objectives, and (c) institutional policies. In this regard, Bedwell (2012) affirmed that "the main advantage of the in-house approach (in-house materials development) is that it is completely responsive to local needs" (p. 1). Likewise, I took into consideration that "learning materials should keep a balance among students' language learning and affective needs, interests, expectations, and the institutional policies" (Núñez, 2010, pp. 36-37). Considering these assertions, the institutional reading plan for pre-intermediate level, now has incorporated new guidelines derived from the current study to be observed by teachers when designing materials.

The designing of materials should be in the hands of both teachers and students (Núñez-Pardo 2018a; Núñez & Téllez, 2018) since they are the ones involved in the teaching and learning process. In this respect, Núñez et al. (2012) contended:

Teacher innovations in MD foster changes in their roles as they gradually become less passive users of knowledge and more active agents involved in its design. In other words, they begin to make decisions that are based on their students' needs and their understanding of how teaching and learning should be addressed rather than simply meeting the requirements of a course syllabus. (pp. 24-25)

Assuming the role as a text developer, expanded my view regarding theoretical foundations of the MD field of study, the kind of materials I can plan, the content I should include, the way in which I use it in my classroom, and how this influenced me to ponder my educational practice

and thus empower me. I grew as a materials developer since besides learning about theoretical and practical insights of this endeavour, I gained awareness of the need to consider students' local cultural realities as the content of the reading passage that counters foreign culture of commercial materials. Also, I went beyond plain and literal reading by having students make inferences out of the proposed texts.

The third component is linked to the enrichment of the students' reading skill. A crucial fact in this aspect is the activation of background knowledge and how they used it as the first step to come up with correct inferential assumptions. In this regard, the warming up section in the contextualised materials, facilitated the connection between the students' background knowledge and the new localised information presented. Researchers such as Langer (1984) and Collins (1969), have stressed that readers' engagement when extending their knowledge and experience while reading a text is of essential importance in reading comprehension. The latter suggests a familiarity with the students' reading process that enabled them to activate their prior knowledge, which fostered their reading comprehension. This activation of previous knowledge was a compulsory aspect when designing the materials. The first section of each worksheet contains activities that activate prior knowledge which allows students to make sense or comprehend the reading texts.

In terms of the pedagogical implications of this study, these refer to the appropriateness of implementing contextualised materials in the students' reading comprehension process, which was not only evidenced in English but also in Spanish. This was expressed by some of the students when they applied the learning strategies learnt in class during the implementation of the worksheets. Moreover, the students' grades showed a significant improvement in terms of the

reading exam component. This result was partly achieved by the opportunity of creating contextualised materials and putting into practice the elements provided by the field of materials development which are: designing materials, stating clear objectives, and considering students' needs, interests, and local realities. By gathering the above mentioned, this research found practical benefits regarding the teaching-learning process.

Based on the results of this study and in terms of further research, I suggest continuing inquiring about the appropriateness of contextualised materials in the EFL classroom. In this sense, I propose the following questions: What is unfolded about digital contextualised worksheets regarding reading comprehension in an ESP virtual program? Moreover, what is informed from contextualised materials in relation to listening comprehension in an EFL context?

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Appendixes

Appendix A: Students' Survey

Bogota a Meaningful Context for Students at UMB

This survey intends to collect the students' opinions regarding the creation and implementation of reading material framed in the context of Bogotá. Dear students, read the following definition and answer the questions.

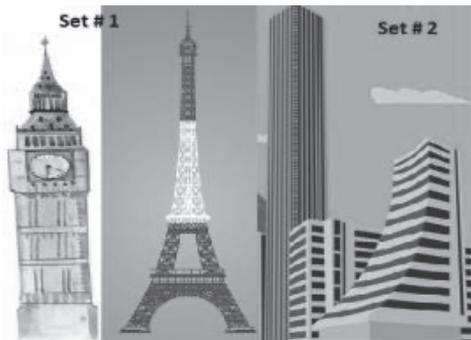
Program: _____

Term: 2016-2- 2017-1

1. According to your experience during level three, do you consider that Bogotá's landmarks could be the scenery to develop the topics presented?
 - a. Extremely useful
 - b. Very useful
 - c. Somewhat useful
 - d. not all useful

Landmark: A building or other place that is historical, aesthetic, or cultural importance, often declared as such and given a special status (landmark designation) ordaining its preservation, by some authorizing organization.

Analyse the pictures below and answer the following question.



2. Which set of pictures would you like to work with?

- a. set 1 b. set 2 c. both are the same d. none of them
3. Which local topics would you like to include in the final worksheet?
-
-

4. Which type of activity did you like the most?
- a. Crossword (crucigrama)
 - b. Wordsearch (sopa de letras)
 - c. Matching (union de columnas)
 - d. Definition (definicion de palabras)
 - e. Contextualizing Vocabulary (contextualizacion de vocabulario)
 - f. Clasifying words (clasificacion de vocabulario)
5. Which type of activity would you like to work on in the final worksheet?

- a. Crossword (crucigrama)
- b. Wordsearch (sopa de letras)
- c. Matching (union de columnas)
- d. Definition (definicion de palabras)
- e. Contextualizing Vocabulary (contextualizacion de vocabulario)
- f. Clasifying words (clasificacion de vocabulario)
- g. Thanks for your cooperation!

Appendix B – Consent Form

Students Consent to Participate in a Research Study

Title of Study:	Contextualised Reading Material in a University EFL classroom
Teacher Researcher:	Hernan Fernandez Legro
Year:	2017
Level:	Pre-Intermediate A7

Dear Student:

You are being asked to be in a research study about how does contextualised material enhance reading skills. The purpose of the study is to evaluate the relevance of implementing material

focused on students' local context to enhance their reading skills. If you agree to be in this study, you will be asked to do the following things: To identify which landmarks are appropriate for designing contextualized material, to participate in activities to exchange ideas about local cultural topics.

On the other hand, I will not be collecting or retaining any information about your identity. the records of this study will be kept strictly confidential. Moreover, I will not include any information in any report I may publish that would make it possible to identify you. Your identity will be disclosed in the material that is published. However, you will be given the opportunity to review and approve any material that is published about you.

The decision to participate in this study is entirely up to you. You may refuse to take part in the study *at any time* without affecting your relationship with the investigator of this study or MBU.

Your signature below indicates that you have decided to volunteer as a research participant for this study, and that you have read and understood the information provided above.

Student Name :		Signature	
Investigator's Signature:		Date:	

Chapter VI

Vlogging through EFL Materials: Everyday Life Speaking in a Blended Learning Setting

David Felipe Espinosa Torres^{1, 2}

Abstract

Information and communication technologies have played an important role when designing and implementing contextualised materials in the EFL class. Thus, technology has become an accessible resource for teachers to combine teaching with technology as a complementary tool in the EFL classroom. This article aims at describing the results of a qualitative action research study carried out in a private school in Bogotá, Colombia, to analyse the impact of contextualised digital EFL materials (virtual lessons focused on vlogs) on 17 fourth graders' EFL speaking in a blended learning environment. Data was collected through students'

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 - 2 This chapter is the result of his master's thesis *Vlogging through digital lessons: enhancing speaking in an EFL blended learning environment* which was defended in 2018 and directed by Professor Claudia Torres Jaramillo.

artifacts, teacher's journal, voice recorded interviews, and a survey, which allowed me to come up with significant findings. The results evinced that students are more engaged in the learning of English when they are motivated through the use of contextualised materials developed by the teacher-researcher, involving technology. Furthermore, when students created their own vlogs focused on their own personal realities and preferences as children, their self-confidence increased and their production in EFL improved. Likewise, digital contextualised materials showed a rewarding impact on students' EFL learning since they could speak about their personal and everyday life contexts by establishing a link between home and school; an aspect that is not addressed in conventional EFL materials that centred on cultural aspects of English-speaking countries.

Keywords: digital materials, vlogs, blended learning, EFL speaking

Vloguear con materiales digitales para la producción oral en inglés en un ambiente de aprendizaje mixto

Resumen

Las tecnologías de la información y la comunicación asumen un papel importante cuando se diseñan e implementan materiales contextualizados en el salón de clase de inglés como lengua extranjera. Por lo tanto, la tecnología ha sido un recurso accesible para los docentes, puesto que combina la enseñanza con la tecnología como un complemento en el aula de inglés. Esta investigación acción cualitativa analiza el impacto de materiales virtuales contextualizados (virtual lessons focused on vlogs) en el habla de los estudiantes de

cuarto grado en un ambiente de aprendizaje mixto en un colegio privado en Bogotá, Colombia. Los instrumentos de recopilación de datos fueron los artefactos de los estudiantes, un diario del profesor, entrevistas grabadas y una encuesta. Los resultados del estudio evidencian que los estudiantes están más comprometidos con el aprendizaje de inglés cuando se emplean materiales contextualizados creados por el docente investigador y apoyados en el uso de la tecnología. En segundo lugar, cuando los estudiantes crearon sus propios vlogs, centrados en sus propias realidades y contextos personales, su autoconfianza aumentó y su producción en inglés mejoró. De igual forma, los materiales digitales contextualizados evidenciaron un impacto significativo en el aprendizaje de inglés de los estudiantes, puesto que hablaron de sus contextos personales y de su vida diaria, estableciendo un vínculo entre el hogar y la escuela; aspecto que no se trabaja en los materiales convencionales para la enseñanza de inglés dado que se centran en culturas foráneas de habla inglesa.

Palabras clave: materiales digitales, vlogs, aprendizaje combinado, habla en ILE

Introduction

Technology has worked hand-in-hand with education since the early 1960's, when the first personal computers were introduced in schools as a way of providing learning opportunities to pupils. This combination of teaching and the use of Information and Communication Technologies (ICTs) caught the attention of researchers such as Khan (2012), who proposed the first octagonal framework of e-learning and, later, March (2012) adjusted these theories to support the use of Blended Learning (BL) as an approach that combines virtual and face-to-face learning. In fact, "teachers have been blending face-to-face instruction with various kinds of technology-mediated language learning for decades" (March, 2012, p. 4), and given students' lack of motivation and difficulties speaking this language, this study intended to cope with this problem. Thus, the current study analyses the impact that ELF digital materials (lessons focused on vlogs) exert on fourth graders' speaking skills through the blended learning approach in a private institution in Bogotá. This chapter is developed in different sections, which are supported by the statement of the problem, rationale, related studies, theoretical foundations, pedagogical design, research design, data analysis, and the findings.

Statement of the Problem

Understanding the way students are motivated to learn has been an endeavour that I have tried to achieve over the past few years. In fact, teachers use technology as a way to enhance students' EFL learning processes, which may foster students' class participation (López et al., 2011). Besides, teachers not only use ICTs to encourage students to learn, but also to propose their own EFL materials that motivate them. From a curricular stance, Bao (2013) warned

that traditional materials “have ignored the importance of localizing language tasks and have denied learners of their contextual use” (p. 422). Moreover, locally produced materials, according to Núñez-Pardo (2018a), “Have given little attention to the diversity and to differences of otherness” (p. 236). Therefore, teachers need to develop their own EFL materials in accordance with students’ local needs and daily realities. In this respect, EFL resources need to be “contextualised to the experiences, realities and first languages of the learners” (Howard & Major 2004, p. 4) and, thus, be responsive to “realities of everyday-human life” (Núñez & Téllez, 2018, p. 37). Consequently, there are different reasons why teachers make the decision of creating their own teaching and learning materials informed by approaches and complemented by technological tools to motivate students to speak in the EFL classroom.

Education is facing constant and quick changes in regard to how students learn. Thus, considering contextualised digital materials and approaches that involve technology such as virtual or even blended ones are not fully taken advantage of by teachers in the EFL classroom. Indeed, through the administration of a survey (See Appendix A) and class observation I corroborated that this issue persists, since time is not always enough to creatively propose meaningful lessons that respond to students’ local realities.

Acknowledging the above-mentioned aspects and the review of some related studies about teacher developed EFL materials, speaking skills, and blended learning, the following research question is posited: How does the creation and implementation of digital materials (lessons focused on video blogs–vlogs) in a blended learning environment impact fourth graders’ speaking within an EFL context? A general and some specific objectives were established. The general objective analyses the impact of creating and implementing digital materials (lessons focused on video blogs–vlogs) in a blended learning environment on fourth graders’

speaking within an EFL context. Three specific objectives were also stated: (a) To establish the level of students' participation in classes that involves the use of contextualised digital materials (lessons focused on video-blogs (vlogs) to enhance fourth graders speaking skills; (b) to explore how EFL learning is blended with technology in a fourth-grade classroom; and (c) to inquire how video blogs can be used to motivate students to increase their speaking skills.

Related Studies

There are different authors who have worked on the materials development line to enhance student's EFL speaking process; therefore, six different related studies that support this present research are presented in this section. Firstly, regarding the MD field and blended learning, Sánchez (2016) proposed a qualitative study where he analysed how digital materials impacted student's autonomy through the BL approach. Secondly, Silva (2014) conducted a qualitative research that allowed the researcher to understand the importance of combining BL and EFL motivation strategies to engage students in the process of learning. Thirdly, regarding speaking skills and the MD field, Díaz (2015) explored the impact of implementing contextualised materials to motivate students' EFL fluency and accuracy when speaking. In fourth place, Hung (2011) aimed at promoting students' oral production through the implementation of video vlogs in an English for specific purposes classroom. In fifth place, Sánchez and Chavarro (2017) proposed a qualitative research when they reported the influence of ICT's in EFL oral skills through the implementation of blended learning approach. Finally, regarding speaking skills and blended learning, Shih (2010) presented a qualitative action research that aimed at establishing a model where EFL learning and teaching could be combined in different contexts: virtual and face-to-face sessions as

the BL approach argues. Consequently, understanding the processes of how other researchers have conducted their work allowed me to identify and narrow down the scope of this investigation, and to innovate in the classroom through contextualised digital materials developed by the teacher to motivate students to learn English.

Rationale

This study provides new ways of comprehending the role of the teacher as developers of contextualised digital materials to motivate students' speaking within a local EFL context. Nevertheless, this qualitative study contributes to the Colombian Bilingual program (2014) and goes beyond the biligual programme guidelines and the school's goals. At the same time, this pedagogical intervention, creates meaningful learning environments (both virtual and presential) to boost students' participation. For this reason, this study also contributes to the research line on materials development and didactics, ascribed to the research group Critical Pedagogy and Didactics for Social Transformation at Universidad Externado de Colombia (Nuñez et al., 2013). This is so, since I proposed a contextualised framework to develop the digital materials (Vlogging) that considered the local needs and daily realities of fourth graders at a private EFL context, allowing them to build their own learning process. Nevertheless, this proposal will enrich all the settings where EFL is taught as an innovative strategy to encourage students to take advantage of contextualised digital EFL materials.

Literature Review

The theoretical constructs that support the present study are digital materials (Vlogs) framed within materials development, blended learning framed within Information and

Communication Technologies (ICTs), and speaking skills framed within English as a foreign language.

Materials Development

In the teaching practice, educators tend to create materials that help them to boost students' learning process. Indeed, with the emergence of Internet, educators have an array of materials like books, audios, and videos available. Nevertheless, the MD field started being a topic of discussion in the mid-nineties. For instance, Byrd (1995), Tomlinson (1998) and McDonough and Shaw (1998) gave an important set of guidance on MD principles and procedures. Then, local researchers and materials developers such as Núñez and Téllez (2015) ratified that MD "is a field of study focused on the effect of materials on the teaching-learning process of a foreign language" (p. 57). Likewise, Núñez et al. (2004) provided an MD framework where teachers of EFL/ESL could guide themselves to develop materials for the English classroom. Indeed, this field has grown in the last decade and academic journals, books, and chapters have recognised the importance of developing contextualised EFL materials.

Materials

As English didactics aims to ensure that the teaching and learning process happens in educational contexts, the MD field and its outcome should provide teachers the necessary pedagogical resources to create meaningful learning settings. (Espinosa et al., 2019, p. 166). As a matter of fact, Tomlinson (2016) has proposed a set of instructions that has helped teachers when creating materials for the EFL context. Thus, authors such as Markee (2001), Núñez et al. (2004), Núñez et al. (2012), and Núñez et al. (2017b) have worked on innovating this field and have also envisioned insight to

create innovative contextualised materials which guide student's learning process.

Typology of Materials

The design and creation of contextualised materials has become an alternative way for teachers to 'innovate in the EFL classroom' (Núñez et al., 2012). Thus, there are different types of materials that can generate positive changes on students' learning process, especially since education has changed its perspective of learning spaces. As claimed by Núñez and Téllez (2009), teacher can create "a learning- teaching exercise, a task, an activity, a lesson, a unit, or a module composed by one or two units" (p. 175). Undoubtedly, these materials can be developed through virtuality. For instance, students prefer computers and teachers are asked to support this preference since the use of digital materials seems to generate positive changes on students' learning processes. Supporting this idea, Brown (2000) has reported how Blogs, Vlogs, Forums and Social Media websites have influenced the way students engage within the classroom. Therefore, the creation of materials by using ICTs may generate a positive impact on language learning.

Authentic and Inauthentic Materials

The digital materials proposed for the pedagogical intervention are conceived as authentic materials, since they were not firstly created with learning purposes (Peacock, 1997). In fact, these materials were thought to be part of an innovative strategy where students could learn English through the design and creation of vlogs, where they could feel engaged and motivated to participate. Hung (2011) expressed that technology is a matter of relevance when

trying to innovate in the classroom field. Besides, Karmakar (2015) argued that technological results are also part of digital materials. So, Vlogs are presented in this paper as digital resources, where the students could connect their real context with a virtual one to learn a foreign language, as Tomlinson (1998) poses in the SLA principles.

Contextualising Materials

Teaching a foreign language can be a demanding endeavour for teachers, since commercial materials do not relate to the students' daily life realities. As a matter of fact, Núñez et al. (2017a) have worked on the development of EFL resources in the Colombian context and how to guide teachers when creating ones that "fit into the category of contextualised materials ... since they are responsive to local needs" (p. 34). Besides, Núñez et al. (2012) explained that:

The field of MD creates innovative environments for three reasons: one reason is that it entails a sequence of opportunities for decision, then by doing so they become active agents of change in language teaching, and finally when designing them they are able to address their students' needs and expectations. (p. 27)

Correspondingly, the contextualised digital materials focused on vlogs proposed for this study aimed at creating learning spaces where students could recognise themselves and understand the relationship between the language and their daily life happenings.

Information and Communication Technologies (ICT)

It was not until the early 1970's when the concept ICTs was introduced to society to explain how technology has taken other environments beyond science. In this regard,

Blurton (2002) expressed that ICTs are a “diverse set of technological tools and resources used to communicate, and to create, dis-seminate, store, and manage information” (p. 46). This concept was not previously conceived to be a part of education. Smeets (2005) proposed that “ICT provides opportunities to access an abundance of information using multiple information resources and viewing information from multiple perspectives, thus fostering the authenticity of learning environments” (p. 344); therefore, this was where ICTs was firstly introduced in educational enviroments. Recently, Butcher (2015) created a connection between the educational field and ICTs by saying that it “allows for much easier and cheaper production and dissemination of knowledge through various media” (p. 26). Therefore, ICTs are useful tools which, combined with teacher developed materials and new era approaches such as blended learning, can be used by teachers to provide environments where students feel comfortable about learning.

Blended Learning

As mentioned before, technology has created the need for teachers to come up with different strategies, which help learners learn by using technological devices. Then, combining face-to-face lessons with virtual work has allowed the education field to come up with approaches such as blended learning (BL), where both spaces relate to the purpose of generating fruitful learning. Indeed, Lim et al. (2007) argued that BL is “any mix of instructor-led training methods with technology-based learning, and... the mix of traditional and interactive-rich forms of classroom training with any of the innovative technologies” (p. 28). Then, BL is an innovative approach that supports the learning process by using both spaces of learning, face-to-face and virtual lessons with the use of digital materials like vlogs.

Vlogs

Video vlogs are trendy resources known as vlogging, which has captured people's attention over the last decades. It is a revolutionary resource of communicating different ideas around the world. Vlogs have been proposed as digital materials since it is "content that cannot be printed or otherwise made physical/tangible...they may be stored on removable media like CD/DVD, but the content cannot be accessed in the non-digital physical world" (Grønbæk et al., 2003, p. 14). Consequently, vlogs as authentic materials allow teachers to enhance students' speaking skills through the use of technology.

English as a Foreign Language

Learning a foreign language is not an easy process for the majority of students; in fact, language acquisition tends to succeed more naturally, if students are exposed as much as possible to the language. Notwithstanding, the process of learning a language in a foreign context becomes a matter of study that has been around for decades and as long as education focuses on improving bilingualism competences in students; this will remain a common topic of research. Certainly, the influence of the United States of America over Spanish-speaking countries has generated the need to learn English as a professional requirement (Van Deusen-Scholl, 2008). For this reason, different authors such as Clavijo et al. (2008), Espinosa et al. (2017) and Quintero (2008) have argued the use of virtual forums and feedback to boost foreign language learning, and blogging as a way to foster EFL writing.

Speaking Skill

In recent decades, globalisation has brought brought several ways ways to understand how humans communicate

through spoken language and the way they learn how to speak a second one. Thus, researchers should observe that the way people speak and communicate has changed drastically thanks to factors such as the contexts in which the language is learned and the amount of exposure learners have to it. Hence, Tarigan (1990) argued that speaking is considered a language skill, since it is acquired in the first years of a human's life and it does not only refer to memory. Furthermore, Widiastuti (2008) explained some components of the speaking process, which need to be taken into consideration when teaching English as a foreign language: fluency, vocabulary, grammar, pronunciation and comprehension, among others. Hence, students construct meaning, produce, receive, and process information when speaking thanks to learning. Nonetheless, there is a gap between what acquisition means in L1 and its spoken production compared to the one produced after learning an L2, since they are not proposed from the same language components.

Methodological Design

To argue the impact of contextualised digital materials on the speaking process of EFL graders, I conducted a qualitative action research, since it allowed me to be an active participant observer in the process of planning, developing, implementing, and obtaining data from a self-designed pedagogical implementation. The methodological design comprises both the pedagogical and research designs.

There are daily phenomena that could be analysed in the classroom and educational research has taken a significant space in the EFL learning community. It has allowed teacher-researchers to innovate within the proposal as well as a way to understand these issues from a wider perspective. This study is focused on the analysis of qualitative data, since most of the information comes from non-quantifiable phenomenon and, as an approach, it allows teachers-researchers to

gather, organise and interpret “information obtained from humans using his or her eyes and ears as filters” (Lichtman, 2012, p. 5), so as to conceive the importance of a social situation that needs to be addressed by conducting research. Therefore, by considering this concept, this study aims to understand how the implementation of a learning strategy in a blended learning setting impacts fourth graders’ speaking within a social context.

Once the qualitative approach was selected, it was a matter of relevance to complement with a type of study that meets its purpose. Hence, action research has been a matter of investigation done by Lewin, (1946) Kemmis and Mc Taggart (1988), Cohen et al. (2013) and Burns (2015), who have set certain principles of this study relating its role within educational contexts. As such, Kemmis and McTaggart (1998) argued that “action research is a form of collective self-reflective inquiry undertaken by participants in social situations to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out” (p. 5). To analyse a qualitative phenomenon, Kemmis and McTaggart (1998), proposed an action research cycle that allows to plan, act, observe, and ponder a social phenomenon.

Different people participated in the process of this study, among them: students and myself as a text-developer and teacher-researcher. Fourth graders were selected as the population for this investigation at the Liceo Los Alcazares school; there were 17 males and 5 females whose ages ranged from seven to nine years old. They had an A2 English proficiency, according to the Common European Framework of Languages (2002). These students were selected through the convenience sampling technique (Stevens, 1996) since it was the group that needed a better guiding in the learning of English; this information was obtained from the needs analysis survey.

Ever since I started teaching, I decided that I wanted to change the way students understand life and how they could see the world from a more positive perspective. For this reason, my role as a teacher and as a researcher is to change students' point of view regarding the learning of EFL and how powerful it is to complement their life projects. On this matter, Yang (1998) proposed that "teachers are changing their traditional roles and moving to new ones. They become active participants, monitors, consultants and guides when they work closely with their students' language learning and help students develop better techniques for learning" (p. 128). Therefore, I did not only want to be a teacher for them, but I also decided to be a guide and *mind-changer* in their lives. Additionally, as a text developer, the self-proposed pedagogical intervention was a response to insights like "every teacher is a materials developer" (Tomlinson, 2003, p. 1); "There is text developer in every teacher" (Graves, 1997, p. 67), which ratified "the natural attribute of English teachers as developers of their own teaching materials" (Núñez-Pardo, 2019, p. 18). Thence, I proposed meaningful learning environments for my students where contextualised digital materials constitute a resource to boost their confidence and their EFL process, that not only motivate students to speak in English, but to see English as a means to succeed as future professionals.

I selected four instruments to analyse the collected data: students' artifacts, a teacher's journal, voice-recorded interviews, and surveys. These instruments were piloted with a third grade class with students that share similar characteristics. Students' artifacts refer to their output in the classroom. In this sense, LeCompte and Preissle (1994) defined these instruments as "products people use, objects people make, and records of what they do, say, produce, or write" (p. 1). Therefore, I selected six students' vlogs that were uploaded into an online folder; as they were created by students, I could "analyze the patterns of learner ... and decisions they make"

(Savenye & Robinson, 1996, p. 1058). They were the most pertinent instruments, since it provided relevant data on what was the impact they created on students' language learning.

From the perspective of analysing the role of the teacher-researcher, it was a matter of importance to collect his arguments and opinions about the project itself. For this reason, I kept a "personal journal in which we record our progress and our reflections about two parallel sets of learning: our learning about the practices we are studying...and our learnings about the process (the practice) of studying them" (Cohen et al., 2013, p. 229). Thence, I designed a format to better discuss certain findings from what the teacher perceived.

The role of the students and their opinions were also part of the analysis of this process. Hence, recording students' voices allowed me to understand what students really felt about the pedagogical intervention and what could be better addressed. As such, whenever we recorded students voices the "topics and issues to be covered are specified in advance... Interviews remain fairly conversational and situational" (Cohen et al., 2013, p. 271). In light of this, I could repeat, transcribe, and go back to students' opinions (Lee, 2004). As a result, I recorded, transcribed and analysed twenty-two different directed interviews with five open questions because I wanted them to feel free to answer them, considering their experiences in the process.

Finally, as Brown (2005) mentioned, a survey is an instrument that allows researchers to gather pupils' ideas and opinions about the EFL classroom. Thus, I designed and conducted a survey with the purpose of collecting thoughts and opinions on how the study could improve in future implementation. Cohen et al. (2013) claimed that "surveys gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events" (p. 199). I piloted this survey once the first face-to-face lessons took place.

Pedagogical Design

Creating materials that fully motivate students to learn can be a demanding task for EFL teachers. However, following certain MD procedures can make this process more accessible. Hence, creating and posting a pedagogical design was relevant for this action research study, since it allowed to create a connection between the MD theory and the actual implementation of contextualised materials by following the research objectives stated for this study.

The pedagogical intervention consisted of creating and implementing contextualised digital materials focused on vlogs as a strategy to motivate students to speak English in multiple contexts; not only at school but also at their favorite local places. Thus, the researcher and materials developer created this pedagogical intervention by following the BL approach and complemented it with the flipped classroom method. In this regard, Tucker (2012) argued that whenever flipping takes place or using “teacher-created videos and interactive lessons, instruction that used to occur in class is now accessed at home” (p. 1). This allows students to blend their ways of learning. Besides, there are some Second Language Acquisition (SLA) tenets that favour understanding of how the acquisition of a language is accomplished. To this respect, Tomlinson (2010) affirmed that “language learning materials should ideally be driven by learning and teaching principles” (p. 81). Hence, this pedagogical intervention considered appealing content and attractive layout, providing opportunities for interaction and communication, applying learning strategies, giving feedback, and favouring students’ learning styles.

Pedagogical objectives needed to be formulated to obtain certain results from the students’ process. As such, the general pedagogical objective is to develop the pedagogical design. I stated the general objective as to create and implement digital materials (six after the virtual lessons

focused on video blogs (vlogs) to prompt fourth graders' speaking skills within a blended learning environment in an EFL context. I also stated three specific objectives: (a) To raise students' motivation through the use of contextualised digital materials in the EFL classroom; (b) to create a suitable BL environment by implementing the contextualised digital lessons focused on video blogs (vlogs) for students to approach learning at home; and (c) to help students become aware of applying speaking strategies to have them speak in English in multiple local contexts like school, home, and their local places, complementing their EFL learning process.

This study has innovated in the MD field because it has provided a different perspective of how contextualised digital materials (lessons focused on vlogs) impact a blended learning environment to enhance speaking skills. Thence, it is believed that innovating in teaching is "an intentional series of student-focused actions and invested educator can take to stimulate students' ability to meaningfully and creatively engage with the material to stimulate interest and advance their knowledge" (Bildfell, 2015, p. 1). According to Núñez et al. (2017b) innovating when creating materials "helps students fill their learning expectations and lets teachers be more creative and productive" (p. 58). Hence, the meaningful materials proposed for this pedagogical intervention have a specific goal that is to motivate students to speak confidently through the use of technology.

The theory of the nature of language and language learning was proposed as a way of explaining the foundations of why language is connected to learning. Thus, the self-expression perspective creates environments where there is "a sense of personal meaningfulness in their language learning" (Tudor, 2004, p. 1). Therefore, allowing students to express their feelings and their thoughts develops self-confidence and motivation when learning. Additionally, technology has helped teachers to assess their students by making use of different tools that facilitates the process of teaching. These

strategies have brought to light that learning a language could turn into a more successful and meaningful process if activities include ICTs, affection, and students' preferences.

This study was guided by the BL approach where face-to-face and virtual lessons are combined to obtain successful results (March, 2012). Besides, Garrison and Kanuka (2004) argue the importance of combining these learning environments where students acquired knowledge when technology is involved. Correspondingly, this approach allowed me, as the researcher, to create virtual and present environments where students could speak in English in a fluent and confident way; the BL approach complemented and supported the objectives of the research.

The MD field has been principally connected to research, since different authors have worked on the process of investigating how to create meaningful EFL materials that aid students to learn successfully. Thus, different features, such as the theory of language and language use and the theory of language learning (Richards, 2005) affect the way materials are developed. Having said this, Richards (2005) proposed certain course principles for MD research focused on motivational strategies that I used to guide this study as it is shown as follows:

Table 1.
Motivational Strategies

Motivational Strategies	Features	Connection with my Pedagogical Intervention
Generate and maintain interest	Connect students; they can relate all tasks to their own interest and experiences.	Students were able to create and post their own vlogs, generating interest and motivation on them as part of their learning experiences.
Promote success	Connect students; they are provided with adequate preparation and support for tasks throughout the learning process.	BLA provided spaces where students could connect their own context though face-to-face and virtual lessons. Thus, they went through a sensitisation stage where they got to know the project and the instructions.

Motivational Strategies	Features	Connection with my Pedagogical Intervention
Promote fun in learning	<i>Connect</i> games and game-like activities makes learning fun.	Motivation was key through the usage of digital materials. Thus, students felt engaged the whole time. Thus, activities were interesting and were connected to their personal lives.
Provide opportunities for students to speak about themselves	<i>Connect</i> personalisation tasks offer opportunities for students to use target language to speak about themselves.	My house, my family, my favorite part, etc., were some of the topics selected for students to generate engagements during the process of speaking about them.

This present study followed Kemmis and McTaggart's (1988) and McNiff's (2000) action research cycle, as explained by Burns (2015), which allowed me to follow some stages to complement the pedagogical intervention. Thus, planning, acting, observing and reflecting were the stages followed to successfully complete the research process. Besides this, I combined Burn's action research cycle with an MD framework that contains stages such as needs assessment, identifying the method and the approach underlying the materials, selecting goals and objectives, selecting and organising content, organising activities, assessing, and trialing (Núñez et al., 2012). Thus, I analysed and adapted them to come up with a new suitable framework for the design of the pedagogical intervention.

Regarding the theoretical framework, different authors have worked on how to construct a groundwork that guides teachers on how to develop materials that generate a positive impact on students. In this regard, Graves (1996), Jolly and Bolitho (1998), Masuhara (1998), Núñez et al. (2004), Núñez et al. (2009), and Núñez et al. (2012, 2017a) are some of the researchers who have set procedures for MD research and frameworks. Therefore, I present the following chart where I compare these frameworks and finally propose my own.

Table 2.

Comparative Chart of the MD Frameworks Proposed by Authors in the Last Decade (Espinosa, 2018)

Author	Name of the MD framework	Characteristics
Graves (1996)	Framework of components	Needs assessment, defines goals and objectives, conceptualising content, selecting and developing materials, organisation of content, and activities, and evaluation.
Jolly and Bolitho (1998)	Framework for materials writings	Identification of needs, pedagogical realisation of materials, finding appropriate exercises and activities, physical production, and production and use of the material by students.
Masuhara (1998)	Course design procedure	Needs analysis, determine the goals and objectives, methodology of the materials, testing, and evaluating.
Núñez et al. (2004)	The process of course and material design	Needs analysis, objectives, skills to be developed, selection and sequence, assessment, and evaluation of goals achieved.
Núñez et al. (2009)	The materials development scaffolding scenario 2	Needs assessment, needs analysis, developing the materials, revising and evaluating the materials, and piloting the materials.
Núñez et al. (2012)	MD framework	Needs assessment, identifying the method and the approach underlying the materials, selecting goals and objectives, selecting and organizing content, organizing activities, assessing, and trialing.

Source: own designed

Once the scholars' theories of MD were analysed and compared, I proposed an MD framework as an innovative strategy to contextualise the desing and implementation of materials for the environment selected. Thus, I argue eight systematic phases that I believe will guide text developers in this process: needs analysis, identifying method or approach, determining the general goals, designing the syllabus, sensitisation, developing the materials, assessing your materials. Then, I innovatively propose a feedback stage where students were able to recognise what can be kept, improved, re-designed and/or changed about the materials designed from their perspective.

A survey (See Appendices A and B) was conducted with students of fourth grade to understand their conception about technological tools as a way of engaging students in the learning of EFL. Once the survey was conducted, I could identify the problem, argue its rationale and contribution to the academic fields, and finally, developed the contextualised digital EFL materials (virtual lessons focused on vlogs).

Once I interpreted the results of the survey, I decided to work on materials that I believed my students were going to find interesting and motivating in every class. For that reason, I selected digital materials (lessons focused on vlogs) to reach this goal. Thus far, the approach that I selected was blended learning, since it allowed me to go through face-to-face and virtual lessons with the easiness of engaging students in the process of learning English as a foreign language.

I proposed the general and specific goals for the study where I could involve the theoretical constructs of this study: materials development, speaking skills and English as a foreign language. Hence, the pedagogical objectives were also posted in this stage. Then, I came up with six different lessons that allowed students to interwine face-to-face and virtual lessons as part of the BL and flipped classroom approach. In addition, the topics students were going to discover through the digital materials came from their own interest, as shown in the survey administered (See Appendix A). They were: my house, my school, my park, my favorite vacation, my family, and my city. Finally, free stock images were chosen to illustrate the lessons.

After proposing the study, I socialised it with the community, the school principal, bilingual project coordinators, English teachers, parents and students. Thus, I proposed a meeting where everyone was able to get familiar with the study and understand that the process would be managed with respect and confidentiality. During this meeting, I presented the pedagogical proposal and they all agreed to corroborate within the virtual and face-to-face classes, the

creation and implementation of vlogs, the platform google drive, and the use of technology as part of EFL learning.

Concerning the development of the materials named “Robert the Robot”, they were designed as an innovative strategy to call students’ attention to the lessons planned. Thus, I developed six different virtual lessons along with six face-to-face sessions where students could work on the activities proposed in the materials. Then, I uploaded six vlogs to the google drive platform about my own personal life, where students could bridge the gap between the role of the teacher and their role in the classroom. However, these materials were piloted with a similar population three weeks before starting the pedagogical implementation. Besides, the contextualised digital materials were designed by following a MD framework proposed by Núñez et al. (2004) and Tomlinson’s (2016) guidelines on how to create motivational materials for young learners. They were created in Power Point with different special effects and transitions that allowed students to interact. In the end, they were directed to google form to do their self-assessment.

Once the materials were piloted, evaluated, and reconstructed, they were implemented with the population selected for the study. Indeed, every face-to-face session was assessed in the form of feedback from students, which later will be considered to re-design the lessons twice during the process of implementation. As above mentioned, during every face-to-face session, students had the space to reflect upon the materials they developed in a round table, where they could use their native language to provide non-formal feedback on how to improve the lessons. Thus far, they contributed to the development of the process since they were critics from the beginning and since I provided the space to propose their own ideas that could nourish the study.

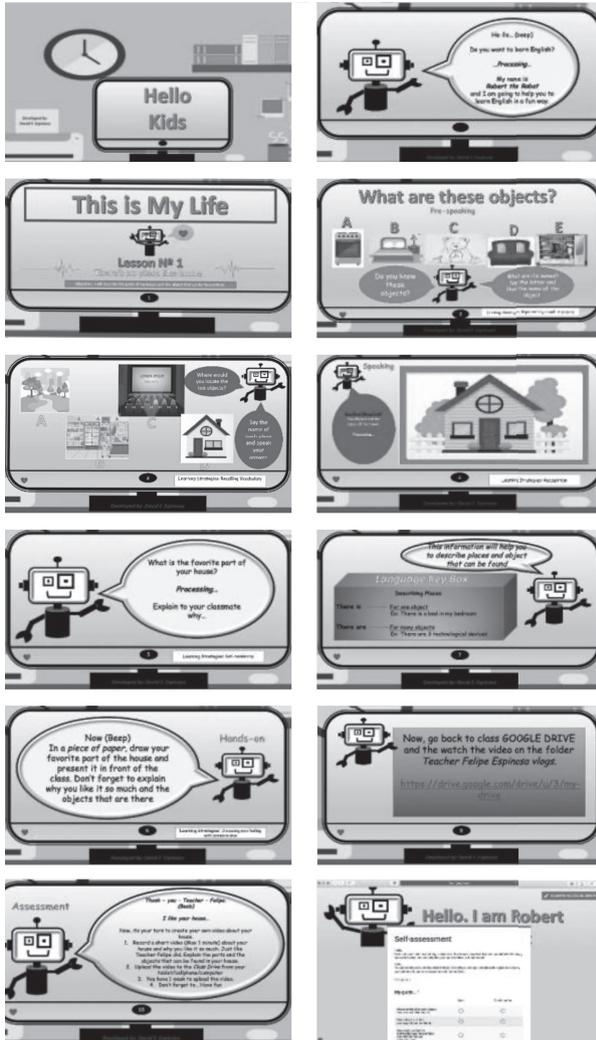
Sample of the Pedagogical Intervention

This following sample is the first lesson of six, where students learned about parts of the house, the use of “there

is,” and “there are,” and the creation and implementation of a personal vlog about their own house.

Figure 1.

Screenshot of the First Virtual Lesson Developed by Students with the BL Approach (Espinosa, D. 2018)



Data Analysis

The data analysis procedure and its validity presented in the study was conducted by following the grounded approach argued by Chamberlain (1999) and Lewis (2015), since it allows us to find patterns in the data from a qualitative phenomenon.

The analysis of the data collected started with the recognition of any kind of patterns through the different and similar aspects found. Then, I colour-coded the information to group these patterns, since this technique described by Corbin and Strauss “the process of disassembling and reassembling data ... to produce a new understanding” (as mentioned in Núñez et al., 2017a). Once the data was grouped, I started reducing the data to the most relevant features to propose the main categories and sub-categories of the data analysis. Finally, I coded the data by instruments to construct a formal triangulation process as follow: *Instruments*; **SAV** (Student Artifact Vlog), **SAA** (Students Artifacts Activity), *Lesson: 1, 2, 3, 4, 5, 6* (Number of activity / lesson), **S** (Survey), **TJ** (Teacher’s Journal) and **I** (Interview). *Participants*: **JP, PC, JS, LB, LC, and GL** (Students’ Nicknames), as such: “**SAVJP1**” represents Students’ artifact vlogs by participant JP in the lessons one. Once the data was triangulated, the data analysis categories are prompted in the following chart:

Research Categories and Subcategories

Once the data was triangulated, the data analysis categories are promoted in the chart below.

Tabla 3.

Categories and Sub-categories for the Research Question (Espinosa, 2018)

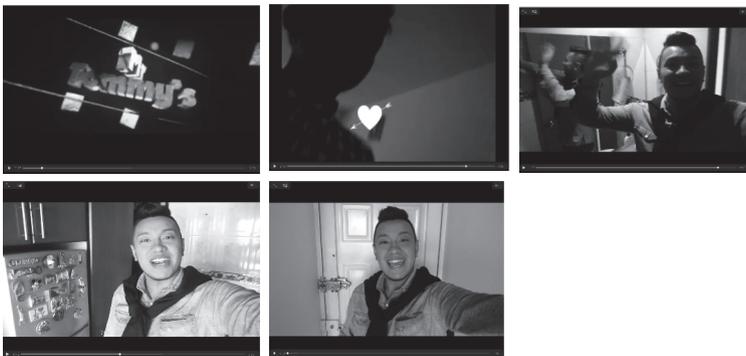
Research Question	Research Categories	Research Subcategories
How do the creation and implementation of digital materials (lessons focused on video blogs–vlogs) in a blended learning environment impact fourth graders’ speaking within an EFL context?	Creative digital materials (lessons focused on vlogs) as motivational learning boosters for the development of self-confidence strategies.	Fostering students’ creativity and learning through digital materials. Vlogging and providing feedback as self-confidence strategies.
	Becoming self-aware when speaking in a blended learning environment by connecting students’ contexts.	Developing self-awareness of the English-speaking skill as a constant process. Linking students’ contexts through the BL approach: at school and with students’ personal life.

Creative Digital Materials (Lessons Focused on Vlogs) as Motivational Learning Boosters for the Development of Self-Confidence Strategies

Contextualised digital materials emerged from the data collected within this category as a motivational booster during the implementation of the study. This allowed me to understand that students were not only engaged in the process of speaking English as a foreign language, but also they kept on feeling better about their self-confidence after implementing creative strategies to design their own vlogs sessions after sessions. Hence, these creative processes were also part of student learning and different theories support these findings from the analysis of the data. Ebrahimzadeh and Alavi (2017) argued the importance of motivation in creative learning processes; Núñez and Téllez (2009), claimed that developing EFL materials “results in having students motivated and engaged in a comfortable, warmhearted and challenging learning atmosphere” (p. 173); nevertheless, it is Glynn et al. (2007) who supported this pattern by explaining

that “motivation is the internal state that arouses, directs, and sustains students’ behavior toward achieving certain goals” (p. 1089). Furthermore, this category is divided into two subcategories which will be further explained: *Fostering students’ creativity and learning through digital material and Vlogging and providing feedback as self-confidence strategies.*

Fostering Students’ Creativity and Learning Through Digital Materials. Vlogs, as contextualised digital materials, emerged as a way in enhancing the creativity of students in both face-to-face and virtual lessons, because they were always proposing ideas that were original, exciting, and valuable. In light of this idea, students’ actively participated in the process of developing not only their own vlogs, but also, proposing creative thoughts about the way the lessons were designed and they went beyond language structure in their learning process (Craft et al., 2001). Moreover, different students investigated how to edit and vlog, even when the teacher’s sample was not as creative as their first vlog. The following samples from students’ artefacts prompted how students’ creativity was enhanced throughout the process of designing and creating these artefacts.



(Students’ Artefacts Vlogs – Topic: My House) (SAVTF1)

These samples promoted how the teacher's vlog influenced the creation of students' videos, but this specific student decided to add transitions, special effects and even emojis to complement his speech in English. Hence, students were constantly asking the teacher for dates, since they wanted to become vloggers as soon as possible. Once the teacher proposed the dates to develop the first vlog, different students stepped ahead and uploaded theirs. Therefore, the following sample shows the teacher's ideas of this process.

Students had one week to upload the video in the platform, but nine of them upload them during the first two or three days, students were excited to share the videos about their houses." [sic]

(TJ2) (Teachers Journal number two)

Additionally, students were excited about uploading their vlogs to the google platform, but they did not know that these videos were going to be shown in class as part of the feedback session. This situation created a positive environment for the teacher, since he expected students to feel nervous or negative about sharing their vlogs. Furthermore, the following excerpt shows how students did not feel threatened about this particular case.

"Lo bonito es que como que tus compañeros te miren cómo es que tú vives, grabas con la cámara, tus sitios favoritos, tu cama, tu comida favorita." [The nice thing is that your classmates see how is that you live, you record in front of the camera, your bed, your favorite food]. [sic]

(IDA1) (Voice recording interview)

Considering this, once the videos were presented in class and students provided feedback to each of their classmates, some of them decided to ask among themselves how to edit

the videos to be more creative when implementing their vlogs. For this reason, in the fourth vlog, three different students used special effects to add new ideas to them, as shown in the following sample:



*(Students' Artifacts Vlogs – Topic: My favourite vacation)
(SAJF3)*

Finally, it was found that students were really engaged with the process of vlogging. In fact, two different students continued uploading vlogs in English to show their lives three months after finishing the implementation. The following samples support this idea:

“Students kept asking if they could upload a vlog of a free topic and if they could use the platform.” [sic]

(TJ5) (Teacher’s Journal, sessions 5)

“Por ejemplo, ¿Viste mi video de los favorite toys? Ese me gusto porque no era un tema de los lesson, si no que yo me lo invente y luego JD lo subio tambien, cree tendencia teacher. hashtag JP el vlogger de tendencia” [For example, did you watch my video about the favorite toys? I liked that one because it was not part of the topics of the lessons, but I invented it and then JD upload it as well. I created a trend. Hashtag JP the trend vlogger] [sic]

(IJP1) (Voice Recorded Interview, Student JP No. 1)

To sum up, as a researcher I understood that proposing creative and contextualised digital materials can be a demanding process for teachers who tend to provide the best learning resources to students, but as Csikszentmihalyi (2014) proposed, I also believe motivation should be first priority for education.

Vlogging and Providing Feedback as Self-Confidence Strategies. Teachers play a fundamental role in students' learning process; indeed, they are more than involved in student's life, breaking barriers of lack of affection and motivation. Authors such as William and Burden (as cited in Espinosa et al., 2017) propose that the "teacher plays an important role in enhancing a student's learning process by selecting and shaping the learning experiences presented" (p. 16). However, students lack self-confidence when they speak in English. Hence, if students lack self-confidence when they speak in English, teachers should create and apply strategies and activities to boost students' self-trust in the classroom.

Furthermore, one strategy which allowed students to feel better was the different feedback sessions we had, in which they felt free to express their thoughts and ideas over the study. Thus, Hattie and Timperley (2007) define feedback as one of the most powerful strategies when learning and achieving teaching goals. In fact, students expressed that vlogs and feedback sessions allowed them to feel more confident as it is prompted below.

"A mi los vlogs me gustan porque tengo un error, lo vuelvo a repetir y aprendo más, me divierto y no tengo miedo." "[I like the vlogs because I have an error, I repeat it and I learn more, I have fun and I am not afraid.] [sic]

(SPC1) (Survey from student PC lessons 1)

"Cuando el profe me corrige en el momento me siento bien porque sé que estoy aprendiendo y no la vuelvo a embarrar con la misma

palabra o pronunciación” [When the teacher corrects me at the moment I feel good, because I know I am learning and I do not screw it up with the same word of pronunciation] *[sic]*

(ILC1) (Voice Recorded Interview, Student LC number 1)

Therefore, feedback sessions allowed students to feel better about their learning process, since they could make mistakes and later correct them. Nevertheless, students made use of self-feedback strategies as self-regulation (Nicol & Macfarlane-Dick, 2006), internal feedback (Butler & Winne, 1995) and self-assessment (Boud, 1995). This affirmation also confirmed that students did not feel unconfident when finishing the project. Hence, they prompted the following:

“El teacher nos enseñó a no tener pena en la cámara, a hablar bien ingles siempre y fue fun to hacer vlogs para el Proyecto del teacher Felipe” [The teacher taught us not have shame in front of the camera, to always speak really good english and it was fun to do the vlogs for the teacher Felipe’s study] *[sic]*

(SJP1) (Survey from student JP number 1)

This interview and the following excerpt allowed the researcher to comprehend that students were aware of the fact vlogs helped them to feel more confident not only of their English oral production, but also of losing shame when going around town with a camera on hand.



(Excerpt of student's Artifacts Vlogs – Topic: My favourite vacation) (SALM4)

Interviewer: “¿Cómo te sentías al grabar los vlogs? [How did you feel when recording the vlogs?”]

Students: “Me sentía muy emocionada y algo de pena. Ahora, me siento good, siento que ahora puedo hacer más vlogs sin que me diera pena ahora.” [I felt very excited and sort of shame. Now, I feel good, I feel that I can do more vlogs without having shame] [*sic*]

(ILM1) (Voice recorded interview from student LM number 1)

In the first screenshot, it is observable how the learner felt terrified to show her face and she did not even appear completely in the vlog. In fact, the tone of voice was low, and it was hard to understand what the participant was talking about. She also mumbled and her facial expressions were different; I could tell she was not comfortable. Nevertheless, in the second vlog the student showed her best attitude and her language level improved when providing information about the topic selected for that lessons. In sum, while this student was not comfortable at the beginning of the project, at the end she even wanted to show it in front of the class. By considering both students’ artifacts and interviews, I could infer that as a teacher there is huge role when providing feedback and assessing students, so that students can express their ideas freely.

Becoming Self-Aware when Speaking in a Blended Learning Environment by Connecting Students’ Contexts

One of the main achievements of the study was to create spaces of learning where students could not only relate their English oral production to the school, but also to bring the language to other contexts. For this reason, the blended learning approach (March, 2012), allowed me to create those spaces of connection, where the student could speak English in other environments such as their house, cinema,

and even their favorite park without being demanding. In fact, students involved in the flipped classroom process (Tucker, 2012) could help to evidence a strong connection between being autonomous and the use of the L2 in either of the abovementioned contexts.

Hence, this data analysis category brought to light two sub-categories. The first subcategory is *developing self-awareness of the English-speaking skill as a constant process* that allowed me to understand how students were self-aware of their constructive and positive language learning process. Besides, the second subcategory, *linking students' contexts through BLA: at school and with students' personal life*, describes how the implementation of this study created a special connection among student's contexts.

Developing Self-Awareness of the English-Speaking Skill as a Constant Process. Learning a foreign language becomes a process where students need constant motivational feedback to support their willingness to keep on learning (Espinosa et al., 2017). When students are constantly exposed to this specific foreign language, they do not usually notice big changes in their language learning process; however, they do feel motivated by the use of didactic strategies in the classroom. Fortunately, other agents such as teachers and parents do notice these significant changes. Nevertheless, there are few times where students acknowledge they have increased their oral production and they tend to express positive thoughts about it.

Consequently, allowing students to recognise their positive changes generates self-awareness of their own skills in the languages (Rinkevičienė, 2002). The following excerpts give accounts as to why students considered they improved their English language learning and why they support this through vlogs.

Interviewer: ¿Crees que los vlogs mejoraban tu nivel de inglés? [sic]

Student: Yo creo que si porque era como aprender cosas nuevas y reflexionar sobre nuestro inglés. También hablar mejor, entonces sí me parece que mejoro todo. [sic]

(IML1) (Interview from student MF number one)

“Students have been improving their English language use along the process. They speak more fluently and confidently in every face-to-face session” [sic]

(TJ3) (Teacher’s journal number three)

“Today we finished the lessons with a great feedback session, students mentioned how self-assured they were when speaking in English and that they improved on every lesson taken” [sic]

(TJ6) (Teacher’s journal number six)

Student: “This is my house, and, in this house, you can find a door, windows, a sofa and you can find mmmm a TV” Min: 00:10 [sic]

(SAJP1) (Transcript from Studentns’ artefacts lesson 1: my house)

The above-mentioned samples allowed me to perceive that students were self-conscious of their improvement of their English language learning process during and after the intervention took place. For instance, when one of the students mentioned that she “reflected” on what she had learned, this allowed to analyse that students were going beyond the teacher’s feedback. Furthermore, five different students answered that they had positive changes in their language learning, arguing that the intervention was a positive resource to recognise how well they were doing when learning English. Yet, the teacher used to write ideas like “students mentioned how self-assured they were” and “speak more fluently and confidently” which complemented the fact that students noticed there was a positive change.

In short, it was noticed how during the implementation of the pedagogical intervention students not only improved their oral production in English level, but also the perception they had over the blended learning approach and how feasible it was to work on virtual environments, as well as face-to-face spaces. In addition, this implementation allowed them to be self-aware of improvements during more than six months of implementation and creation of their vlogs.

Linking Students' Contexts through the BL Approach: At School and with Students' Personal Life. During decades, English teachers have used homework as a specific strategy to connect the learning acquired at school with their home. Then, it is expected that students practice English the most in both contexts; nevertheless, there are different factors that may affect the process of learning a foreign language at school which do not allow them to feel comfortable. Thus, shame, lack of language, and bullying, among others may stuck students in the process. However, creating spaces for students to practice the foreign language not only at school, but also in other environments, seems to generate fruitful knowledge (Espinosa et al., 2019). Therefore, the contextualised digital materials proposed in this study, that were informed by the flipped classroom method and the BL approach, provided the possibility to link students' most important contexts: school and home. For instance, students were asked to record six vlogs in different contexts of their personal life: house, mall, park, cinema, etc., without the supervision of a teacher, neither feedback nor corrections. Therefore, this subcategory aims at comprehending how by using contextualised lessons students could link their personal contexts and their school by speaking in English during the face-to-face and virtual classes.

Taking this into account, it was demonstrated that students did connect these two contexts and they enjoyed the process of practicing English after school. The following excerpt showed me students' interest:

“Student were interested in watching their classmates’ videos. They even stopped some videos and discovered some toys the other students had” [sic]

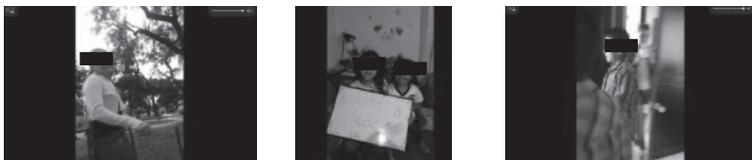
(TJ1) (Teacher’s journal number one)

“Me gustó mucho ver los videos de los demás. ¡Ay! Me gusto mucho el perro de JD y me gustaba cuando ellos veian mi casa y mi lugar favortio de la ciudad” [sic]

(ILC1) (Interview of student LC number one)

The first excerpt prompts how students were indeed interested in watching the vlogs of others and went beyond by observing details and sharing their thoughts about them. Thus, discovering how their classmates lived, their objects, their toys and, even the colours of their belongings, and their family members while being shown in their vlogs, without any shame or fear to be judged, proved to me as a researcher that students did not mind sharing something as valuable as their own contexts with their peers. The second sample supports this idea since the student expressed that he was happy allowing others to see how he lives and what other places he wanted to share as favourite places of the city. Thus, students could have felt afraid of being attacked, but through the use of feedback and the creation of an environment of tolerance and respect, they were motivated to show their contexts.

No only students and the teacher-investigator participated in the pedagogical intervention since family members were also active participants in the process of creating the vlogs and even some of them showed up on the recording; showing that there was a link between home and school as it is prompted in the following sample:



*(Students' Artifacts Vlogs – Topic: My favourite park)(SAJS4)
(My house). (SALB1) (SADA3)*

The above screenshots showed the participants in their houses recording the vlogs proposed in the pedagogical intervention; however, this time they were not alone recording it. Certainly, different family members showed up in the recording, supporting either their sister, brother or even son. In the vlog presented by participant JS, his mother appeared, and it was even more interesting when she said “hello” in English in the video. In addition, student LB’ first vlog gave a short explanation to her sister about the parts of the house and the little sister repeated her words about the house vocabulary; at the end she said “bye students” in English after her big sister did it; thus, the mother was recording the whole video by occasionally giving instructions. Finally, in vlog number three presented by participant DA, his mother was recording the video, in minute 00:40; she uttered “oops, sorry” and in English as well.

To wrap up, these different samples allowed to comprehend that students were the active participants in the study, but their family members were associates in the EFL learning process using contextualised digital materials and the BL approach. Therefore, this validates the connection of students’ everyday life contexts and their interest to participate, create, and implement different vlogs by using English to communicate with their peers.

Conclusions and Pedagogical Implications

Motivating fourth graders to speak about their everyday life during the implementation of this pedagogical intervention was a key aspect that was kept in mind. Hence, the way in which the face-to-face and contextualised digital lessons were designed had the intention of enhancing students' EFL speaking within a blended learning environment. Indeed, students were not only motivated to speak in English during both types of sessions, but also they boosted their self-confidence and creativity when developing their vlogs through the BL approach (March, 2012). They also spoke when they were studying in class at school and in other contexts such as their favourite park or even their favourite restaurant. In addition, feedback sessions allowed students, as well as the teacher-researcher, to better understand how the use of contextualised materials "based on the ... experiences and cultures of students" (Núñez-Pardo, 2018a, p. 236), which also included technology, generated a meaningful and motivating learning environment.

In sum, this study prompted positive results regarding the following aspects. Firstly, the designed and implementation of contextualised digital lessons boosted students' EFL learning and raised their self-confidence (Echeverria & Cobos, 2013). Secondly, by applying speaking strategies, students became aware of what their learning of the foreign language process was and how, through autonomy, they could increase their oral production. Thirdly, during the face-to-face and contextualised digital lessons students were always involved in the process of receiving feedback, which let the teacher-researcher and materials developer keep on editing the layout of the lessons based on students' comments. Fourthly, connecting students' context through the BL approach was positive for the development of their EFL process, since even family members decided to participate in the design and creation of vlogs, not only by

appearing on them but also speaking in English. Finally, taking into consideration the main question of this study, it was brought to light that contextualised digital materials generated a positive impact of students' awareness when speaking in a BL learning environment by connecting their personal everyday life. I deem students' personal context relevant since they can recognise themselves in the content and images of the materials used in the English class, which is not found in conventional EFL resources that mainly focus on cultural content of the American or British cultures. Besides, the students felt pleased to share something as valuable as their own personal contexts and daily life with their peers, thereby establishing a link between home and school.

Several pedagogical implications emerged during the process of research. Thus, as a text developer in charge of motivating students' EFL learning process, I understood that EFL materials need to be appealing for students in terms of pertinent content, challenging learning activities, innovative characters, and use of learning strategies, which usually boost students' autonomous learning. Then, innovative EFL materials need to be created taking into consideration students' everyday life, and can incorporate the use of technology as a complementary resource to engage students in the EFL learning process. Additionally, since repetition is a motivation killer, the layout of the lessons was changed twice during the process. Furthermore, students had different personalities and some of them did not feel as confident as others; for this reason, I allowed them to feel free to express their ideas with drawings or even mimics. Finally, the teachers' role is as relevant as the contextualised digital materials proposed, since their accompaniment should always be present during the face-to-face and even the virtual lessons. In conclusion, the creation and design of contextualised digital lessons focused on 'vlogs' (Karmakar, 2015), joined with a suitable

approach 'blended learning' (March, 2012) allowed students to be part of a fruitful learning environment where they perceive English as a source of confidence and motivation during the EFL learning process.

For this reason, I posed the following questions for further research: (a) What is the effect of implementing digital materials combined with contextualised printed materials on student's language learning skills: speaking, listening, reading and writing? Finally, (b) how does the implementation of non-authentic materials (vlogs) created by students, impact students' listening skill in an EFL classroom?

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Appendices

Appendix A

Encuesta sobre la influencia de los dispositivos electrónicos en el salón de clase

Universidad El Externado
Facultad de Educación

Nombre: _____ (opcional) Fecha: _____

La siguiente encuesta colaborará con la investigación de cómo los dispositivos electrónicos influyen en tu aprendizaje del inglés en el salón de clase. Las respuestas las mantendremos confidenciales. Además, hay dos tipos de preguntas: Abierta (Donde puedes responder con tus palabras) y Cerradas (Donde damos la respuesta y solo tiene que marcar con una X). Gracias por colaborar.

Por favor responde las siguientes preguntas.

1. Para ti ¿Qué es estar motivado?

2. ¿Crees que las tablets, celulares, computadores, tablero electrónico ayudan a tu proceso de aprendizaje? Si, no, por qué?

3. ¿Crees que estos dispositivos te ayudan con tu proceso de aprender inglés?

Si No

4. ¿Has usado estos dispositivos electrónicos para mejorar tu nivel de Inglés? Si tu respuesta es afirmativa, cómo lo has usado?

5. ¿Tus profesores utilizan tecnología en sus clases?

6. ¿Qué dispositivos usan?

Tablets Computadores celulares tablero electrónico

7. ¿Cada cuánto tus profesores usan tecnología en las clases?

8. ¿Cómo te sientes cuando tus profesores usan tecnología para enseñarte?

9. ¿Cómo te sientes cuando no usan tecnología en sus clases? (Marca más de una opción si lo prefieres)

Feliz Triste Motivado Interesado Te da igual Pensativo

10. ¿Prefieres clases con o sin tecnología? ¿Por qué?

Gracias por responder las preguntas. Esto ayudara al desarrollo del estudio.

Chapter VII

EFL Teachers' Oral Interaction Enhancement through Cooperative Learning Worksheets

Johanna Melina Montoya Piriachi^{1,2}

Abstract

This qualitative action research study spotlighted the implementation of worksheets developed by the teacher-researcher and based on cooperative learning techniques to enhance in-service EFL teachers' oral interaction. The research study was carried out with a group of ten in-service EFL teachers in a non-formal public institution in Cundinamarca. The grounded theory approach supported the analysis of data gathered through artefacts, field notes, and video and audio recordings. It is found that the use of appealing topics in materials can increase in-service EFL

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 - 2 This chapter is the result of her master's thesis Cooperative Learning Worksheets for EFL Teachers' Oral Interaction Enhancement which was defended in 2019 and directed by Professor María Fernanda Téllez-Téllez

teachers' oral communication. Moreover, the incorporation of learning strategies in the materials promoted interaction in this group of teachers. Consequently, cooperative learning helped them to overcome linguistic difficulties. In the same way, cooperative learning created a favourable class atmosphere that fostered participation. In relation to oral interaction, the participants used some strategies to communicate accurately and defined some roles while interacting. It is also acknowledged that contextualised EFL materials generated by the teacher-researcher boosted students' motivation in in-service teachers' realities, countered conventional content and learning activities included in standardised EFL textbooks and foster the teacher-researcher' personal and professional growth.

Keywords: materials development, cooperative learning, oral interaction, EFL teachers

Mejora de la interacción oral de maestros de inglés mediante talleres de aprendizaje cooperativo

Resumen

Esta investigación de carácter cualitativo se enfoca en la implementación de guías de trabajo desarrolladas por la docente investigadora y fundamentadas en las técnicas de aprendizaje cooperativo para fomentar la interacción oral de los maestros de inglés como lengua extranjera. El estudio se realizó con un grupo de diez maestros de inglés en una institución pública no formal en Cundinamarca. El enfoque de la teoría fundamentada definió el análisis de los datos recopilados a través de los artefactos y las observaciones y grabaciones de audio y video. A partir de los datos recolectados se encontró que el uso de temas

atractivos en los materiales fomenta la comunicación oral de los maestros de inglés. Igualmente, la incorporación de estrategias de aprendizaje en los materiales facilitó la interacción de los docentes. En consecuencia, el aprendizaje cooperativo permitió a los maestros de inglés superar las dificultades lingüísticas con la ayuda de sus compañeros. De la misma manera, el aprendizaje cooperativo llevó a la creación de un ambiente de clase favorable que incrementó la participación de los maestros de inglés. En relación con la interacción oral, los docentes emplearon algunas estrategias para comunicarse con mayor precisión y definieron roles al momento de interactuar. Finalmente, se encontró que las guías de trabajo contextualizadas y desarrolladas por la docente aumentaron la motivación de los maestros de inglés acerca de sus realidades, resistieron el contenido convencional y las actividades de aprendizaje incluidas en libros de texto de inglés estandarizados y promovieron el desarrollo personal y profesional de la docente investigadora.

Palabras clave: desarrollo de materiales, aprendizaje cooperativo, interacción oral, profesores de inglés como lengua extranjera

Introduction

The current global educational context requires EFL teachers to acquire social and communicative skills to solve problems in their classroom, assure a positive learning environment for their students, and work cooperatively with other teachers. The National Education Association (n.d) established that the success of teams at work depends on the effective communication. For this reason, it is necessary to educate professionals in language and communicative skills. In the Colombian context, the Colombian Technical Norm NTC 5580 states that “training for labor programs in languages area must establish internal and external evaluation practices as well as strategies to use their results for a constant improvement, to update and to adapt the changing needs of the environment” (Colombian Technical Norm NTC 5580, 2007, p. 13). This suggests that EFL teachers must be on permanent change and education to innovate and respond to the current needs of the society and the institutions. Bearing in mind the abovementioned assertions, this research exposes how the use of worksheets based on cooperative learning techniques enhance oral interaction in a group of in-service EFL teachers.

Statement of the Problem

The problem of this research study emerged from a needs assessment survey administered with a group of 10 in-service EFL teachers from a non-formal education institution located in the region of Cundinamarca. According to the information gathered in the survey (See Appendix A), it was possible to find that in this group of teachers, there was lack of interaction due to overwhelmed schedules, which caused minor use of English and difficulties to communicate effectively in this language. Knowing the

participants' needs, I determined the objectives and research methodology. Concerning this, Núñez and Téllez (2008) argued that "once needs are identified, they can be used for stating objectives, developing tests, teaching activities and materials, among others" (p. 66). Therefore, implementing a needs assessment contributes to the definition of the path to answer the research question and analyse the phenomena.

Additionally, these needs required the creation of some materials due to the non-existing contextualised teaching resources for the purpose of this research. As Allwright (1981) asserted, commercial EFL "textbooks cannot meet the vast and changing needs of learners and classes around the world" (p. 9). The process of designing these teaching materials provided a response to the needs of a specific context and to develop a more critical view of designing these resources. It also resisted impositions on content and type of activities of commercial materials, which is appreciated in the inclusion of participants' realities such as house moving and the implications of sharing their home with others in our local context. It also reflects a local reality of Colombian teachers, living in rented and shared properties. On the matter of language teaching and learning materials, Rico (2005) remarked on the need to address "the social conditions of the learners" (p. 28), which can be done, as supported by Núñez and Téllez (2018) through "contextualised materials [that] respond to ground realities of everyday-human life" (p. 37). Thence, materials should reflect students and teacher's culture. When teachers create materials, not only do they make learning more meaningful for their students, but also, they reform education by questioning teaching resources used in their institutions. In other words, developing materials is a path for research in education.

As affirmed by Apple (2004), teachers transform their educational contexts when they produced materials to address specific needs:

Teachers have moved to a negotiated curriculum where the materials are built by teachers and students in direct response to local community problems. This seems to me to be a much more dynamic process than reliance on standardized materials that are too often outdated and conservative. (p. 195)

This implies a process of inquiring about the appropriateness of teaching materials and how to innovate in education. In this way, developing materials offers the possibility of doing research and building new local knowledge in language teaching. This perception is also related to Giroux's (1988) insights on "social educators [who] recognize that they can make changes" (p. 4). Through development of their own EFL materials, teachers become more reflective and critical to debate about their practice, which also yields a chance in education at a higher level. Research on materials development implies to know students' needs and cultural background to create better learning atmospheres and to develop their cultural awareness.

Considering the abovementioned aspects and after reviewing several related studies that revealed the need to conduct research on teacher-developed materials and EFL teachers' oral interaction, the research question established for this research study was: *How do the development and implementation of worksheets based on cooperative learning techniques enhance EFL teachers' oral interaction?* In the same way, the general objective of this research study was to describe the effect of developing and implementing worksheets based on cooperative learning techniques in EFL teachers' oral interaction. In addition to this, the specific objectives are: (a) To assess the suitability of developing contextualised worksheets in fostering students' oral interaction; (b) to analyse the effect of cooperative learning techniques in students' oral interaction; and (c) to describe the features of students' oral interaction when working cooperatively.

Related Studies

The following six related studies offer a view of the studies done about the relationship among the three constructs of this study: materials development, cooperative learning and oral interaction.

Regarding materials development and cooperative learning, Molina and Rhenals (2014) and Serna and Ruiz (2014) explored the impact of worksheets based on cooperative learning to develop oral skills and increase interaction among the students. The first study was a qualitative action research that concluded how the worksheets facilitated communication processes and motivated the learners to interact. On the other hand, the action research study carried out by Serna and Ruiz (2014) showed that worksheets that included cooperative learning in a content-based course allowed students to learn technical vocabulary effectively, to reduce the use of Spanish in the classroom and to promote interaction.

Regarding oral interaction and materials development, Cruz and Velasco (2016) and Fernández (2008) analysed the impact of teaching materials in language learning and the fostering of oral interaction. Cruz and Velasco (2016) carried out a case of study and they concluded that contextualised materials motivated students to speak and use the language to describe their own experiences, increasing oral interaction. In the same way, Fernández (2008) carried out a qualitative action research with a group of intermediate EFL adult learners who participated in the implementation of 10 worksheets to enhance oral production. According to collected data, it was found that using activities that include familiar topics for the learners increased interaction and allowed students to be more creative and interested when speaking.

Concerning cooperative learning techniques and oral interaction, Ricard (2013) and Russell (2017) observed how

cooperative learning fostered interaction and communication. Ricard (2013) carried out an action research with a group of adult learners who had difficulties to interact and use grammar structures and vocabulary. The results showed that the use of cooperative learning in the classroom made the group feel more engaged and create a better social atmosphere for the students to communicate. Russell (2017) studied the influence of cooperative learning in adult language learners and found that cooperative learning allowed students to support less proficient partners, facilitated the use of language, and fostered better production in oral skills.

Rationale

For the institution, where this study took place, analysing the effects of cooperative learning in the enhancement of oral interaction contributed to the improvement of the teaching practices, encouraged the in-service EFL teachers to work more cooperatively, and underlined the importance of including cooperation and communication in the curriculum of the institution. In relation to the Research Line on Materials Development and Didactics of the Masters' Programme with Emphasis on English Didactics of Universidad Externado de Colombia, Núñez et al. (2013) stated that "it is expected that the participants empower themselves with new ways of appreciating the teaching of languages, and exercise a change in their belief system" (p. 8). According to this principle, this research allowed me to explore new teaching strategies and proposed some alternative materials to solve an educational problem. Additionally, designing materials for a specific population was useful to respond to the needs of the institution. These materials "seek[s] to generate in the participants of the MA program, critical thinking that allows them to approach the phenomenon of materials development from a more social and political viewpoint, being committed to the construction of the

country" (Núñez et al., 2013, p. 11). Therefore, materials development became a way to redefine my pedagogical practice and to critically analyse the educational dynamics.

Literature Review

As stated above, the main research objective of the study was to describe the effect of developing and implementing worksheets based on cooperative learning techniques in EFL teachers' oral interaction. Thus, the theoretical constructs that support the present study are materials development, cooperative learning and oral interaction.

Materials Development

Materials in language teaching have a great influence in the students' learning process. Núñez and Téllez (2009) stated that if they are designed based on the needs and the context of the learners, they maximise language skills and make learning more meaningful. Additionally, they referred to materials development as the process of creation or adaptation of teaching materials based on the particularities of a specific educational setting, which has a positive effect in students' learning process.

Materials Development as a Field of Study

Tomlinson (2003) and Núñez et al. (2013) defined materials development as a field of study. For these authors, materials development includes the fundamentals, procedures and methodology to design and evaluate the effectiveness of materials for a certain educational context. This process also implies professional growth for teachers as materials-developers. Núñez and Téllez (2009) remarked that through materials development, teachers become more creative, acquire more knowledge, and reflect about teaching and

learning procedures that leads to a continuous innovation. In the same way, materials development allows teachers to be more aware of their contexts and to raise criticality. Núñez and Téllez (2015) and Azarnoosh et al. (2016) argued that materials development helps teachers to be more aware of their educational contexts, create appropriate materials for their students, and improve their critical skills.

Historical Evolution of Materials Development

The concept of materials development was defined in the early 1980s; however, it had a minor role in language teaching. In mid 1990s, there was a raising of creating materials among the language teachers. Since then, materials development has become an essential part of teaching and learning EFL, and materials started to exemplify language teaching methodologies (Núñez & Téllez, 2009; Tomlinson, 2012). Also, Núñez and Téllez (2015) claimed that “language pedagogy and applied linguistics have recently recognised that MD is a field of study focused on the effect of materials on the teaching-learning process of a foreign language” (p. 57). Then, materials development enquires into creating, using or implementing, and evaluating teaching resources.

Demands of Materials Development

Developing materials entails the analysis of students’ needs and learning styles to design the most appropriate materials that engage learners and assure a meaningful learning. In light of this Núñez and Téllez (2015) identified that “reflection, awareness of and MD rationale, affect, motivation, teachers’ beliefs, creativity, and commitment are the components that interplay in MD” (p. 57), which increases students’ motivation and creates positive learning environments. Thus, teachers should assume the risk of developing their own materials.

Materials and their Typology

Tomlinson and Masuhara (2017) defined materials as any pedagogical resource that allows language learning. In the same way, Richards (2001) asserted that materials are the complement of the teacher's work since they support the content of a course and provide situations to practice language skills. Furthermore, materials bring learners closer to cultural aspects of language. Núñez et al. (2013) defined materials as "socio cultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups" (p. 10). When materials include linguistic and cultural aspects of a language, they can motivate students to learn. González (2006) declared that materials become a resource for motivation when they offer to the learners the possibility of interacting with the knowledge, the world, and other partners.

Regarding authentic materials, Richards (2001) affirmed that authentic material "refers to the use in teaching of texts, photographs, video selection, and other teaching resources that were not specially prepared for pedagogical resources" (p. 252). Also, Ianiro (2007) highlighted that "any daily life printed, audio or video recorded reproduction is considered authentic, as it has not been adapted to achieve learning goals" (p. 1). In conclusion, authentic materials refer to any type of audio-visual and written product without a defined pedagogical intention.

Non-authentic materials are any type of resource designed for pedagogical purposes. Wallace (1992) and Febrina (2017) claimed that non-authentic materials respond to pedagogical purposes. When teachers use a text or resource to accomplish an educational objective, these materials lose their authenticity. In other words, materials created or adapted by the teachers correspond to non-authentic materials.

Describing the Materials Proposed

As the objective of this research study was the enhancement of in-service EFL teachers' oral interaction, I developed contextualised materials. Núñez-Pardo (2018a) defined them as those that consider "the diversity of experiences in the lives of students from multicultural backgrounds" (p. 235). Likewise, Nuñez et al. (2017) asserted that "contextualized materials are more meaningful and coherent to the sociocultural, economic and political needs of local contexts" (p. 36). Thence, I designed five worksheets based on cooperative learning techniques and students' needs, considering that "textbooks produced by foreign and local publishing houses are decontextualised" (Núñez-Pardo, 2018b, p. 1). Also, they are non-authentic materials that present linguistic aspects, and a proper design according to the students' context.

Cooperative Learning

The second construct that supported this research study was cooperative learning and it emerged from the objective of promoting interaction among in-service EFL teachers. According to McCafferty et al. (2006) and Felder and Brent (2007), in cooperative cooperative members of a group achieve common goals by interacting and helping each other. These authors considered that cooperative learning maximises learners' skills. Through cooperative learning, students help each other and motivate each other to learn and improve themselves.

Conditions of Cooperative Learning

To promote cooperation in a group of students four conditions are needed: "the positive interdependence" (Arias, Cárdenas & Estupiñan. 2013, p. 49), "the interaction face to face" (Gillies, 2007. p. 4), "the individual accountability"

and “interpersonal skills and small groups” (Gillies, 2007, p. 5). The first condition refers to the students’ awareness of belonging to a group, knowing that their individual role assures their own success and the others’ as well. The second condition refers to how students promote interaction by working together in small groups. The third condition is defined as the responsibility of each student for individual contributions to allow the weakest learners to overcome their weaknesses and learn from their partners. Finally, the fourth condition explains the relationship between communication and cooperation and supports the idea that group success depends on effective interaction and message conveyance.

Cooperative Learning Techniques

For the purposes of this research, the cooperative learning techniques used in the implementation of the worksheets were: “think pair share” (Kagan, 1999, para. 7). In this technique students must solve a question in three stages: individually, in pairs and in large groups; “one stay two stray” (Kagan, 1989, p.12), in this technique the students are divided in groups which propose a possible solution to a problem or discuss about a question. When the groups have an answer, they send a member to share their findings to other group; “talking chips” (Kagan, 2001, para. 41) is a technique in which a group debates by establishing talking turns; “rally coach” (Kagan, 2001, para. 42) is defined as a technique for peer tutoring; and “jigsaw” (Kagan, 1989, p. 12) is a technique that allows students to become experts in a certain topic and teach their classmates about it.

Oral Interaction

The third construct of this research study is oral interaction. Its concept is based on the symbolic

interactionism theory. This theory emerged from the change of the paradigm in sociology which made researchers focused on the study of human interaction. In this new paradigm, language was considered as an essential tool to establish social relationships. Carter and Fuller (2015) affirmed that “symbolic interactionists shift their attention to the interpretation of subjective viewpoints and how individuals make sense of their world from their unique perspective” (p.1) Conceiving interaction as a mean to build societies, language plays an important role. From this perspective, educational researchers remarked how humans learn through interacting with their world. For example, Vygotsky and Cole (1978) stated that “the most significant moment in the course of intellectual development (...) occurs when speech and practical activity, two previously completely independent lines of development, converge” (p. 24). Hence, interaction fosters intellectual abilities and increases the possibility of learning and development. Vygotsky and Cole (1978) define this potential as “zone of proximal development” (p. 86) which is explained by Verenikina (2003) as a “range of tasks that the person cannot yet handle alone but can accomplish with the help of instructors or more capable peers” (p. 4). In conclusion, oral interaction has its basis on sociology, the first science considered as part of human development.

Oral Interaction Concept

To produce a comprehensible output, learners need to understand how a language works when interacting with others. In light of Ellis (1991) and Kumaravadivelu (1994) students can notice linguistic gaps while interacting which makes them more aware of the use of language and allows them to modify their knowledge to produce a more accurate speech. When interacting, students negotiate meaning. It

means that they need to change their speech to communicate properly, which implies the use of communicative functions.

Teacher-Learner Interaction

Interaction can only occur from student to student and from teacher to student. Tuan and Nhu (2010) affirmed that “learner-learner interaction occurs among learners. In this kind of interaction, the teacher plays a role as a monitor and learners are the main participants. Learner-learner interaction occurs in groups called learner-learner interaction, in pairs called peer interaction” (p. 35). For this study, oral interaction is the main aspect in language teaching since its enhancement leads to professional growth and strengthens other skills to attain better communication with colleagues and students.

Methodological Design

The purpose of this study is to describe the effect of developing and implementing worksheets developed by the teacher-researcher and based on cooperative learning techniques in EFL teachers’ oral interaction. Thus, this section encompasses the corresponding research and the pedagogical designs that orient the current study.

The qualitative research approach informs this study. A qualitative research focuses on social phenomena and human behaviour. Creswell (2009) and Merriam (2002) explained that in the qualitative approach, the researchers try to understand how individuals build meanings and interact in different contexts of the society. Denzin and Lincoln (2011) also state that “it consists of a set of interpretive, material practices that make the world visible” (p. 4). As the objective of the research was to analyse the

interactions of a group of EFL teachers, I chose a qualitative approach because it allowed me to register the conditions in which the interactions occurred, and the factors that influenced them.

The type of study is action research. Koshy (2005) affirms that in action research planning, acting, evaluating, refining and learning from the experience are the path to build an interpretation of phenomenon. Likewise, action research in the field of education becomes a way to study educational realities. Similarly, Mertler (2009) stressed that “action research allows teachers to study their own classrooms ... in order to better understand them and be able to improve their quality of effectiveness” (p. 4). To sum up, action research arises from the classroom experience where teachers propose a plan of improvement and enrichment of their practice. In addition, it allows them to comprehend their contexts and other issues linked to their classrooms.

This research was conducted with a group of 10 EFL teachers in a non-formal education institution located in different towns in Cundinamarca, Colombia. The participants were 10 in-service EFL teachers who worked in a non-formal education institution. For the purpose of this research, I refer to them as students, since I designed and implemented a pedagogical intervention to enhance their oral interaction. These teachers were in charge of virtual and face to face courses which were held in different branches of the institution in Cundinamarca. For the selection of the participants, I used the convenience sampling technique. This technique is explained by Bryant and Charmaz (2007) as “participants are selected based on accessibility. This method of sampling is used at the beginning of the project to identify the scope, major components, and trajectory of overall process” (p. 235). The research objectives and the

implementation of the worksheets were defined according to the participants' characteristics.

I assume a triple role as teacher, researcher, and text developer. As teacher-researcher, I observed the participants' interaction before, during and after the implementation of the worksheets; then I gathered some data from the artefacts, field notes and audio-video recordings, and finally, I analysed data to answer the research question. As a materials developer, I conducted a needs assessment, and based on the results I designed five worksheets to enhance oral interaction. After the implementation of these worksheets, I evaluated the process.

I selected three data collection instruments: in-service teacher's artefacts, field notes and audio-video recordings (See appendices B and C). These instruments were piloted and adjusted according to students' observations. These instruments allowed me to triangulate them for validity and reliability of the results.

Artefacts were used to collect participants' reactions about the implementation of the worksheets. Lankshear and Knobel (2004) define artefacts as "concrete evidence and can alert researchers to useful avenues of investigation and provide additional insights" (p. 235). Through this instrument, it was possible to gather relevant information about the impact of the materials designed for this study. As artefacts I used the participants' answers, notes, and opinions registered in the worksheets that I designed for each session. During the implementation of the worksheets, the participants answered some open questions and registered their answers for some exercises. Then, I used these artefacts to analyse how cooperative learning techniques fostered oral interaction.

Field notes were used to register participants' behaviours, attitudes and roles during the implementation of the worksheets. Lankshear and Knobel (2004) affirmed that

field notes “are mainly written in the heat of the moment as events unfold before the researcher’s eyes and tend to be the primary data collection tool during observation” (p. 229). This instrument was useful to collect data that could not be registered in audio or video recordings. In the field notes, I did not use the participants’ real names, but student 1, student 2, instead, due to ethical concerns to protect their confidentiality and anonymity.

Another data-gathering instrument employed was audio and video recordings. Hopkins (1993) pointed that “transcripts are excellent for those situations where teachers require a very specific and accurate record of a limited aspect of their teaching, or of a particular interaction, say between a specific teacher and child or between two children” (p. 119). I made five audio and video recordings during the implementation of the worksheets and registered salient information to complete data collected in the field notes or students’ artefacts.

The pedagogical intervention consisted of developing five worksheets informed by cooperative learning to promote interaction among the participants. Also, these worksheets were based on the following Second Language Acquisition (SLA) principles: “A prerequisite for language acquisition is that learners are exposed to a rich, meaningful and comprehensible input of language in use” (Tomlinson, 2010, p. 87); “for the learners to maximize their exposure to language in use, they need to be engaged both affectively and cognitively in the language experience” (Tomlinson, 2010, p. 88); “language learners who achieve positive affect are much more likely to achieve communicative competence than those who do not” (Tomlinson, 2010, p. 89); “L2 language learners can benefit from using those mental resources that they typically utilize when acquiring and using their L1” (Tomlinson, 2010, p. 90); “learners need opportunities to use language to try to achieve communicative

purposes" (Tomlinson, 2010, p. 94); and "materials should require and facilitate learner self-investment" (Tomlinson, 2010, p.12). These tenets were selected considering the participants' contextual needs and realities and became useful in the development of contextualised worksheets to promote in-service teachers' oral interaction. Finally, to illustrate the worksheets in an original way, I resorted for my own delineated drawings.

The general objective of this pedagogical intervention was to design and develop worksheets based on cooperative learning to enhance EFL teachers' oral interaction. The specific objectives were (a) to assess the EFL teachers' oral interaction enhancement through the implementation of worksheets based on cooperative learning; (b) to provide a positive environment that allows EFL teachers to interact cooperatively; (c) to raise EFL teachers' awareness of the importance of promoting oral interaction and teamwork in the classroom.

This intervention was an opportunity to innovate as a teacher and materials developer. First, it allowed the exploration of new ways to foster EFL teachers' oral interaction through cooperative learning. To this respect, O'sullivan and Dooley (2009) state that innovation implies change and transformation of the dynamics of an organization. Second, developing materials represented a way that lead to the professional growth. According to Nuñez et al. (2012) and (Núñez, 2010), through materials development MD (henceforth), teachers respond to the needs of an institution and achieve learning goals. For this reason, MD implies a reflection process in which teachers can improve their work and propose new alternatives in language learning methodologies. Additionally, the participants could create positive relationships and it was possible to have a supportive environment for learning by interacting. To this regard, Stelev (2003) underlines

individuals' right to express their views, to be respected and listened, and keep their commitment to respect others as well, in response to the objective of the institution to teach students to use knowledge and solve problems by working with others. Thence, this pedagogical intervention aimed at strengthening social and communication skills of the EFL teachers.

Language as self-expression was the theory of the nature of language in which this research study is based on. Tudor (2001) explains that language is also a tool to establish relationships and express emotions and interests. This theory of the nature of language was appropriate because the objective of this research study was enhancing oral interaction. Concerning the theory of language learning, I chose the communicative perspective of language. As stated by Richards (2006), learning a language implies a process of interaction in which learners create meanings and use the language freely. In addition, it is necessary to develop a communicative competence. Savignon (n.d) described communicative competence in language learning as "the ability of classroom language learners to interact with other speakers, to make meaning" (p. 3). This research study connects to this perspective of language learning since the objectives were to provide EFL teachers with communicative skills that allow them to interact with others easily.

The pedagogical intervention presented in this research study was designed considering the principles of the cooperative learning. McCafferty et al. (2006) defined cooperative learning as an "instructional use of small groups so that students work together to maximize their own learning" (p. 4). It means, cooperative learning fosters individual characteristics through workgroup and cooperation. Felder and Brent (2007) asserted that cooperative learning also motivates students to accomplish

an assignment. Belonging to a group and be aware of their role in it, encourages learners to work better in class. According to Gross (1999), cooperative learning has other benefits such participation increasing, a better understanding of the topics, the development of some skills necessary in a professional context, and motivation for self-directed learning. In conclusion, due to the impact of this methodological approach on students' performance, cooperative learning is suitable for creating a social and communicative environment in which it is possible to enhance oral interaction.

Regarding the relation of the pedagogical design with the research inquiry, the pedagogical design proposed for this research study emerged from cooperative learning-based teacher-developed materials, since the research question focused on its influence on EFL teachers' oral interaction. Richards (2005) affirms that "for a speaking course ... a starting point is selecting an appropriate theory or model of the nature of oral interaction" (p. 2). Consequently, the worksheets proposed for the pedagogical intervention are founded on the cooperation and the communicative view of the use of language in context.

The pedagogical intervention involved three phrases: proposed materials development framework, informed consent, topic selection, worksheets development, sensitisation, implementation and adjustment of the worksheets. The theoretical framework emerged after exploring different frameworks for materials development and considering the objectives of this research study, I proposed the following theoretical framework for creating materials based on cooperative learning techniques to enhance the EFL teachers' oral interaction. The figure 1 shows this theoretical framework.

Figure 1.

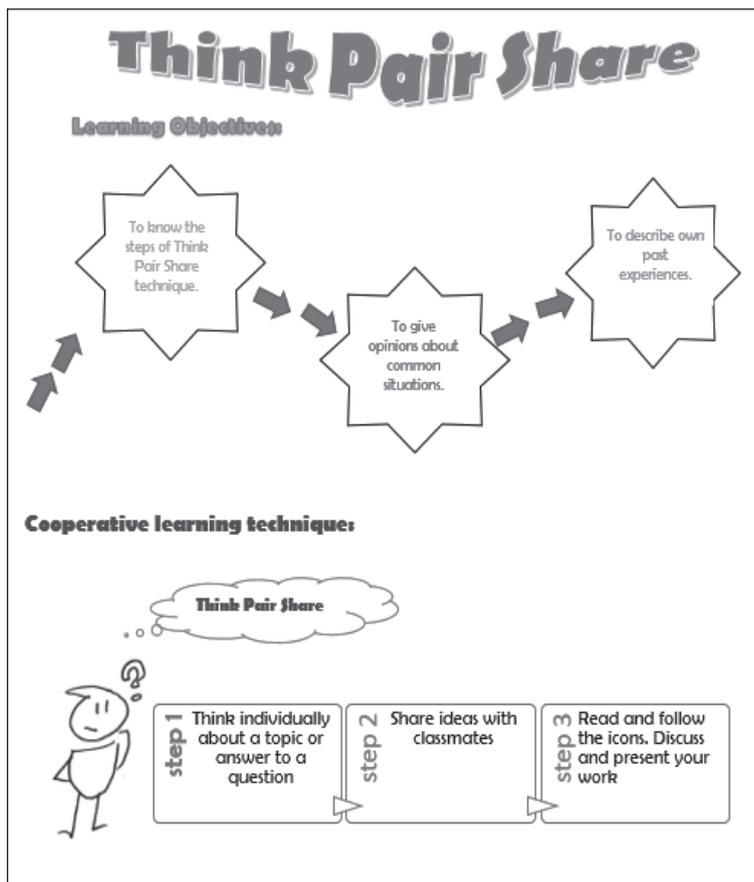
Proposed MD Framework (Montoya, 2019)



The first stage was the materials development framework exploration in which I reviewed other frameworks to propose my own materials development route. The second stage was the definition of participants' needs collected through a survey to know students' interests. The third stage was the selection of the topics according to the participants' needs. The fourth stage had to do with the design of five worksheets aimed at enhancing oral interaction through cooperative learning. The fifth stage consisted in piloting and modifying the materials. The sixth stage was to inform the participants about the implementation of the worksheets and received their consent form signed to participate. In the seventh and eighth stages, I implemented the worksheets and evaluated them by collecting my students' perceptions. Finally, I reflected on the phases of the process and defined my own materials development framework.

To inform the institution about the objective of the research study, the phases to follow and the instruments for gathering information, I wrote a consent letter. Besides, I explained the conditions to participate in the study. Finally, the participants agreed to be recorded during the sessions. Once the participants accepted to be part of the research, the content of worksheets were socialised to familiarise my students with them. Five worksheets based on cooperative learning were implemented. The objective of these worksheets was to enhance oral interaction in the group of participants. Therefore, they included speaking activities. Prior to the implementation of the material, it was piloted and adjusted.

Sample of my pedagogical intervention.



Conventions: Anytime you find the following icons, this is the activity you have to do.



1. On your own think about an answer to a question.



2. Share your ideas with a partner and propose a new answer for the question together.



3. In groups present your conclusions. The groups discuss and present a conclusion.

Before Speaking

Strategy: *Activating Vocabulary*

HOUSE MOVING



1. Use clues given to find 7 words in the word search puzzle.



N	Y	Y	R	W	I	D	I	O	P	
J	A	C	B	U	H	N	Y	W	P	
M	T	N	F	A	G	M	A	K	A	
K	E	L	G	J	J	S	E	M	R	
C	N	V	W	N	I	Y	D	S	W	
U	A	E	A	B	L	D	J	J	E	
R	N	G	O	O	Y	L	M	O	L	
T	T	A	L	Q	O	A	U	H	B	
L	X	G	F	X	W	N	U	Y	B	
V	A	N	T	B	M	D	D	Y	H	U
A	C	R	G	M	T	L	L	A	B	
O	Q	O	W	Q	K	O	E	O	A	
M	W	M	N	H	Z	R	A	C	M	
E	A	L	J	F	U	D	S	K	U	
R	V	Y	W	M	Y	N	E	Y	J	



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1. Contract that states the conditions of the renting a house or an apartment. L_a_e.
2. Person that rents a property to other person. L_n_l_d.
3. Person who pays the rent of a house or an apartment. T_n_t.

1. Loan to purchase a home, where the property is used to guarantee repayment of the loan.
M_r__a_e.
2. Plastic packaging material in sheets containing numerous small air cushions designed to protect fragile goods
B_b__e W_a_.
3. Person who specializes in real estate and finding you the home you want. **E_t_t_ A_e_t.**
4. A large van used for moving furniture from one property to another. **R_m_v_l T_u_k.**

Strategy: *Activating inner voice*

1. Read these questions and answer them silently. Then share your answer with a partner.

- a. When was the first time you take a house or an apartment rented?

- b. What was your landlord like? Did he/she ask you any strange requirement

LANGUAGE PRACTICE

Listening Practice: *The Big Bang Theory*

2. Watch the video in which Leonard explains how he started living with Sheldon. Listen and complete the statements



A due that Leonard found before meeting Sheldon



A task Leonard would assign the highest priority in a post-apocalyptic world







Leonard got the couch
by...







LET'S SPEAK!

Speaking strategy



Brainstorming before speaking is a useful strategy for you to enhance speaking skills. Read the following questions and write some words or expressions you consider can help you to express



Leonard was not happy with his new *landlord* and roommate. In pairs, answer the following questions

What would you have done if you were Leonard? Would you have moved out or stayed in?

Why do you think the last *tenant* wrote "Die Sheldon die"?

If Leonard would have been able to change something in the *lease*, what would it have been?

What would you do if your *landlord* were like Sheldon?



REAL-LIFE: THE WORST ROOMMATE EVER!

1. Did you ever meet like Danny and Didi's roommates? Now, in groups read the following stories and suggest some solutions to Danny and Didi.

DANNY:

Since my roommate moved in, my room has been nasty.

My room smells really foul to the point that my friends don't come in. His hair is everywhere: in my bed, on my clothes, randomly in my own head. He also doesn't take out his trash. First we had a talk about cleaning his side of the room. He started spraying air freshener and stopped after one day! He doesn't take a shower. Even he doesn't pay the rent. I hate living with him and can't wait for the semester to end so I can change roommates.

DIDI:

My roommate is the worst of all kind. First of all, she is obsessed with cleaning. All the time she thinks everything is dirty, because she washes her things until 3 or 5 times a day. Even she puts her things in bubble wrap. Besides she is loud, as in always singing loudly. Telling her not to do something is like telling her to do it. I can't take it anymore. Can't the year end already?

Taken and adapted from <http://youngadults.about.com/ua/roomlife/worstroommate.htm>.

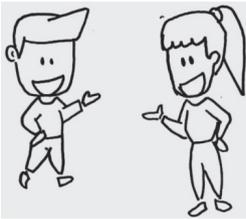
Strategy: *Group Discussion*

Speaking strategy

Once again, before talking to your classmates, make a brainstorming and write some important words to share your opinion.

2. Read the following questions and discuss with your classmates

- What would you have done if you were Didi or Danny?
- Why is living with others difficult? Who do you live with? Is it hard or easy?
- What are the advantages and disadvantages of living alone?



- _____
- _____
- _____
- _____
- _____
- _____

LET'S REFLECT UPON

a. How did I feel when I worked alone? Why?

b. How did I feel when I worked in pairs? Why?

c. How did I feel when I worked in large groups? Why?

d. What was the most difficult? Why?

Illustrations made by Johana Melina Montoya Piriachi

Data Analysis

In this section, I present the analysis of data based on the grounded theory, the coding process, the stages followed to analyse and identify the research categories and subcategories, and the findings emerged from data-gathering instruments.

As this is a qualitative research, the approach selected for data analysis was the grounded theory. Glaser (as cited in Cohen et al., 2007), defined the grounded approach as an “inductive process in which everything is integrated and in which data pattern themselves ... as actions are integrated and interrelated with other actions” (p. 491). Corbin and Strauss (2015) also claimed that grounded theory “allows for identification of general concepts, the development of theoretical explanations that reach beyond the known and offers new insights into a variety of experiences and phenomena” (p. 6). In this theory, the researcher gathers, organises, and analyses data to find commonalities and relationships to make a better sense of the phenomena being explored.

Furthermore, to search for common patterns, it was necessary to use data triangulation consisted in contrasting information collected from different instruments. Burns (1999) declared that “the aim of triangulation is to gather multiple perspectives on the situation being studied” (p. 163). In the case of this research, I compared data collected through field notes, students’ artefacts, and video and audio recordings. This type of triangulation is called methodological triangulation which, according to Freeman (1996), “uses multiple ways to collect data and thus to study the problem” (p. 97). The patterns found in the three instruments were coded by using a colour coding that allowed to organise and categorise the data. Lankshear and Knobel (2004) define it as “categorical analysis” to identify “logical relationships among categories of items in order to refine the number of categories to be used...” (p. 271). Colour coding was essential during the data analysis process since it facilitated to find an

interrelation within data collected. Marshall and Rossman (1999) defined colour coding as “the formal representation of analytic thinking. The tough intellectual work of analysis is generating categories and themes and diligently and through marks passages in the data using codes” (p. 155). The section below presents the categories and subcategories established after the process of data reduction.

Data triangulation yielded three categories: Engaging materials to boost communication, cooperating to learn and enhancing oral interaction. The next excerpts portray detailed information about categories and subcategories emerged from the analysis.

Table 1.
Categories and Subcategories for the Research Question

Research question	Categories	Subcategories
How do the development and implementation of worksheets based on cooperative learning techniques enhance EFL teachers' oral interaction?	Contextualised engaging materials to boost communication	Appealing activities to motivate participation Using learning strategies learned through the proposed materials
	Cooperating to learn	Encouraging others to talk Learning vocabulary through others' help
	Enhancing oral interaction	Getting accuracy in oral interaction Defining teacher and students' role in oral interaction

Contextualised Engaging Materials to Boost Communication

The activities proposed in the contextualised worksheets developed by the teacher-researcher had a positive effect on the participants since they were appealing and boosted group interaction and the use of language. In this regard, Núñez-Pardo (2018b) pointed out that contextualised materials should contemplate “the historic, sociocultural,

economic and educational needs of local contexts" (p. 1). Additionally, Tomlinson (2003) sustained that "materials should provide the learners with opportunities to use the target language to achieve communicative purposes" (p. 15). Following these ideas, materials comprised contextualised activities that promoted participants' interaction and allowed them to feel more motivated and confident. This category is divided into two subcategories: *Appealing activities to motivate participation and using learning strategies learned through the proposed materials.*

Appealing Activities to Motivate Participation

Since the worksheets implemented were based on the participants' interests and realities, it was possible to increase participation and engagement in the proposed speaking activities. The topics entailed in these activities were selected according to the results of a needs assessment. From Howard's (2004) view "materials should stimulate interaction and be generative in terms of language" (p. 105). In the implementation of the worksheets, the participants felt identified with the topics; thus, they were more motivated to speak and interact with their partners. The following extracts from the students' artifacts present some opinions in which it is possible to notice the relationship between appealing activities and participation increase.

b. Do you think the activities helped you to improve the oral interaction in the group?
 Yes. They speaking activities included interesting topics that allow discussion

2. In terms of speaking, say some aspects you found easy to do while working with other classmates.
 Why? first of all, topic was engaging and the cooperative learning technique was a total success, everyone could participate easily

(Students' artefacts)

Another aspect that explains the influence of materials on participants' oral interaction, is that EFL teacher-students' interaction went beyond the exchange of simple information. During the activities, participants shared personal experiences and questioned their partners about theirs. The materials had a positive influence in interaction, as they were appealing, interesting, and contextualised to encourage them. To be more engaged in speaking activities, as exemplified below.

J*** assigns the turns of speaking. While the group was talking about the task-based approach J**, An*** and Gu*** hold a discussion about how to develop writing skills with this approach. In this part of the debate, they mentioned some experiences they had as teachers. J*** asked An** about how she used the task based approach in her classes. In this group there was more interaction between these students. G*** had few interventions. He participated to support some An***'s ideas. During the debate in the two groups, the students use the worksheets to take notes about their partners' opinions and add additional observations. [sic]

(Teachers field notes-Worksheet N° 5)

<p><u>Student 1: Aah ok. I don't want to talk jaja I don't want to share my card Ha, ha, ha, I don't want to talk yet please.</u></p> <p><u>Student 4: Mmm, it's replacing the communicative by the technology because they areee ...espera...they are becoming? Eh eh... becoming anxious, alone, compulsive and other things.</u></p> <p><u>Student 3: Or maybe sports ... eh with the smartphones the physical sports because they don't want to run-(interrupted)</u></p> <p><u>Student 4: anything!</u></p> <p><u>Student 1: Or play typical games like before so they just want to play with a tablet-</u></p> <p><u>Student 3: Because they don't like to exercise</u></p> <p><u>Student 5: You think so?</u></p>	<p><u>Student 4: Or video games aha</u></p> <p><u>Student 3: Yes, so he became like addicted.</u></p> <p><u>Student 1: It's an addiction I think people are replacing those facts to smartphones because smartphones nowadays have a lot of ehheh apps? Applications</u></p> <p><u>Student 5: Yes apps.</u></p> <p><u>Student 1: Applications with I don't know sports eh news I mean all people have all they want in the little device or tablet or smartphone -(interrupted)</u></p> <p><u>Student 4: Whatever!</u></p> <p><u>Student 3: I want to add something, maybe because you said ...ehhhh another card Ha, ha, ha eh eh ok ...they want to stay in other world, not in a real world so they-(interrupted)</u></p>
--	--

<p><i>Student 3:</i> Yeah there are some cases. I have a cousin he's like 10 years old. At his age he is fat and he doesn't like to run, he doesn't like to play baseball play with a ball no, just stay with a tablet playing like—(interrupted)</p>	<p><i>Student 5:</i> They don't like this world? <i>Student 3:</i> No, they like but they sometimes prefer to stay to feel in another world no in the real world. [sic]</p>
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(Audio and video recording)

In the examples above, it is possible to see how the shiest participants get interested in the activities and started participating gradually. Gutiérrez (2005) affirmed that students are social beings in permanent interaction. For that reason, it was necessary to include situations that promoted communication in classroom. In conclusion, participation increased due to the topics and the type of activities used in the materials which also generated discussions in the different groups. It was observed that the materials could encourage learning and learner's curiosity and expand opportunities for communication.

Using Learning Strategies Learned through the Proposed Materials

The materials proposed included learning strategies aimed at facilitating participants' interaction. Brainstorming, activating inner voice, notes taking, and mapping were some of these strategies. According to Oxford (1990), to develop a communicative competence, the learners need to use a contextualised language and the learning strategies facilitate an active communication. By using the ones presented in the materials, the participants improved their performance and were aware of the use of language. The following examples demonstrated how brainstorming and activating the inner voice facilitated the students' oral interaction.

<p>How did I feel when I worked alone? Why?</p> <p>When I worked alone, the exercises allowed me to self-reflect upon what I had to do.</p>
<p>How did I feel when I worked alone? Why?</p> <p>Good because I could prepare my ideas before sharing them. This was useful for me and I can express easily.</p>

(Students' artefacts -Self-assessment section)

The students read the instructions in the worksheet and started to answer the questions. This time the students took some notes about their partner's opinion to give feedback. Some couples were focused on grammar mistakes and pronunciation mistakes. In others the students congratulated each other because their ideas were interesting and well-explained. [sic]

(Teacher's field notes- Worksheet 4)

When the group used different learning strategies, participation increased, anxiety in shiest students lowered, and they had accurate performance. Núñez et al. (2009) affirmed that materials must motivate learning and help students overcome difficulties in their process. The participants felt more engaged in the activities since the strategies presented in the worksheets allowed them to prepare their speech and monitor themselves.

Cooperating to Learn

The cooperative learning techniques included in the worksheets encouraged the participants to interact and help their partners to learn new vocabulary and express their ideas better. Group work and cooperation allowed them to improve their performance during the activities. As Bell

(2014) stated “small group interaction in the classroom gives students the opportunity to have a voice in a more relaxed environment” (p. 13). Learning language implies the use of social skills. When the students feel part of a group in a positive environment, learning becomes more meaningful. This category comprises two subcategories: *Encouraging others to talk*, and *learning vocabulary through others’ help*. The following lines explain these subcategories and present the corresponding results.

Encouraging Others to Talk

Cooperative learning contributed to define roles in the group. Some participants led the discussions, which motivated shier ones to participate. The following extracts show this aspect.

b. How did I feel when I worked in pairs? Why?
 It was ok but talking time was reduced. Sometimes I felt shy talking in front more people. At the beginning I didn't talk that much I wanted but later when we debated, I could participate a bit more and my partners encouraged me.

(Students’ artefacts)

Student 2: Ah yes closeness. People are losing that communication between their families. I don’t know that’s a big problem or they ... it’s the worst consequence of using the smartphones all the time it’s smartphones addiction

Student 3: Other answer?

Student 2: No, I want to add something. So you are talking about some behaviour of you nephew I guess kids and adults we change so technology and smartphones can change our personality because they become shier so kids or teenagers they don’t like to face people so they prefer chatting son maybe can become become eeh shy so they don’t like to speak in front of ten people I don’t know

Student 4: or aggressive!

Student 2: or they want to keep some feelings, so they don't have the same possibility to express closeness.

Student 4: a hum

Student 3: And what kind of society our children are living?
[sic]

(Teacher's field notes- Worksheet 4)

In these examples, the participants asked their classmates' opinions and assigned turns to speak. A positive learning environment raises participation and support. To this respect, Slavin (2017) asserted that "students will engage in the task and help one another learners because they identify with the group and one another to succeed" (p. 392). In the examples above, some participants assumed a role of leadership and motivated others to talk. This is explained by the principle of individual accountability. Johnson and Johnson (as cited in Sharan, 2002) argued that "the purpose of cooperative learning groups is to make each member a stronger individual in his or her right. ... To assure that each member is strengthened, students need to be held individually accountable" (p. 14). As it was observed, cooperative learning fosters social skills necessary for oral interaction. When the members of a group feel supported by their partners, they are more engaged, participate more, learn meaningfully, and overcome obstacles easier than individually.

Learning Vocabulary Through Others' Help

Cooperative learning activities helped the participants who struggled with some vocabulary by giving the possibility of asking support from other members of the group. According to Swain (2000), "learners seek solutions to their linguistic difficulties when the social activity they are engaged in offers them an incentive to do so, and the

means to do so" (p. 100). Cooperative learning allowed the participants to help one another easily without fears of being judged or discriminated. The following piece of transcription exemplifies the way students overcame linguistic weaknesses.

Some other teachers preferred to do the exercise following their partner's instructions or supervision, but this time there are fewer teachers that do this. For example: Y***asks unknown words to a classmate. She sometimes uses Spanish to ask questions about the meaning of the words. [*sic*]

(Field notes, worksheet N°2)

Student 2: If you have a relationship with someone you love the time is going to be strong no I don't know str*** what is the verb?

Student 3: strengthen

Student 2: strengthen the love but time also comes with a lot of problems that you solve together if you really want to stay with this person...in my case. [*sic*]

(Audio and video transcription)

These examples show how by interacting; the less proficient participants could learn from others by asking support. Cooperation is an essential part for learning. "It is easier for learners with difficulties to have more opportunities to learn from others. Thus, group dialogue in the form of a round table, reading and teamwork is ideal to favour development. Discussion and cooperation between colleagues enrich everyone" (De Zubiría, 2006, p. 230). The example below shows how the participants recognised their classmates' influence.

b. In terms of speaking, say some aspects you found easy to do while working with other classmates.
Why?

To organize my idea and to use vocabulary better by listening others. I could learn more words and express better.

(Students' artefacts, worksheet N°1)

To sum up, the most proficient participants supported the ones who struggled with vocabulary. At the same time, they could reinforce and gain new vocabulary. It is proved that cooperative learning activities enable them to learn from others.

Enhancing Oral Interaction

When the participants interacted, they modified their speech to be more accurate during the implementation of the worksheets. Swain (as cited in Althobaiti, 2014, p. 951), declared that "as the interaction provides learners with rich opportunities for input, it helps them with comprehensible output as well. ... when learners are pushed to participate in conversations (i.e., to produce output), they are involved in both semantic and syntactic processing". In language learning, students need enough input to produce an adequate output. In this process, they notice some linguistic gaps and restructure their language knowledge. In the interactions, the group asked for clarification to confirm and understand information that allowed better communication. Besides, it was possible to notice some patterns in the dynamics between the participants and I that somehow influenced oral communication. The section below explains two subcategories that emerged from this category: *Getting accuracy in oral interaction and defining teacher and students' role in oral interaction*. For the purpose of this study, I will refer to myself as a teacher and the participants as students in these subcategories.

Getting Accuracy in Oral Interaction

In the sessions, participants detected linguistic mistakes or incomprehensible expressions and corrected them. In the following pieces of transcripts, the students asked for clarifications and modified their speech to make it more comprehensible:

Student 9: No, it wasn't a fling...

Student 10: Ah fling? Ah what?

Student 9: Fling F-L-I-N-G ...mmm a short affair

Student 10: Ha, ha, ha, OK [*sic*]

(Transcript worksheet N° 2)

Student 4: Mmm maybe the situation with his girl Ha, ha, ha because he was you know, in a private moment and the other man arrives without telling anything.

Student 3: Oh, yes like a mother. Ha, ha, ha

Student 4: A mother? Ha, ha, ha

Student 3: Yes, when you are in your room with your couple doing bad things and something happens, and your mother knocks the door.

Student 4: Ah ha, ha, ha, yes. [*sic*]

(Audio and videotranscription)

In the previous examples, there are two types of strategies that participants used to be more accurate: correcting another partner and giving linguistic and semantic clarifications. By interacting, they noticed failures in communication and were more aware of language use. Kurhila (2006) affirmed that "understanding is a continuous, dynamic process, which is constructed and modified in and through interaction" (p. 19). The next examples show how participants considered correcting themselves as a vital part while interacting.

During the speaking activities, some teachers asked for clarification. It meant the students asked their partners to rephrase what they had said or asked to repeat the information. [sic]

(Teacher's field notes, Worksheet N°1)

<p>b. In terms of speaking, say some aspects you found easy to do while working with other classmates. Why?</p> <p><u>It was easy to notice if my classmate was making grammar mistakes because we studied the topic in class.</u></p>
<p>b. In terms of speaking, say some aspects you found easy to do while working with other classmates. Why?</p> <p><u>I didn't have any problem during the activity but I could give some suggestions to my partner to improve and speak more fluent</u></p>

(Students' artefacts)

During the speaking exercises, participants asked questions, repeated information or gave suggestions to their partners. To this regard, Pica (1996) asserted that “interaction modified by negotiation consists of messages about comprehensibility, audibility, accuracy, relevance, as well as lexical and phrasal meanings. Negotiation can occur through open questions or modifications of previous utterances (e.g. repetition, extraction, or segmentation)” (p. 5). This negotiation led to a modification in knowledge about the language. When the participants were informed about their mistakes, they could modify their knowledge about the language and improved their performance.

Defining Teacher and Student's Role in Oral Interaction

It was possible to observe that the dynamics between the participants and I influenced oral interaction. As a teacher, I had two roles during the implementation of the worksheets.

In the first role, I interacted with the group to check their understanding and give feedback about the exercises. This type of interaction is called “Initiation-Response-Feedback (IRF) exchange” (Long, 2018, p. 2). The second role was more active. I asked open questions during the speaking exercises and motivated the participants to speak more and discuss. The transcript of worksheet 2 is an example of the first role and the extract of the transcript of worksheet 1, and the field notes of the worksheet 4 represent the second role.

Teacher: Now, compare your answers with a classmate.
(the students compare their answers)

Now, let's correct the answers. Number 1 please Y**

Student 3: it's heartbroken?

Teacher: Is that correct?

Student 6: Break up

Teacher: Good. Let's continue, next.

Several students: Date.

Teacher: Good. Number 3?

Several students: Crush.

Teacher: a hum, next one?

Student 5: Flirt.

Teacher: Excellent C**. Number 5?

Several students: Heartbroken.

Teacher: Next?

Student 3: Cheat on. [*sic*]

(Audio and video transcription)

Student 6: what would you do if your landlord were like Sheldon? I don't know, I'd demand the man jaja

Teacher: Why? Ha, ha, ha.

Student 6: Because he asked things that affected my calm and the contract is weird.

Teacher: Oh, I see. Have you lived with someone like him?

Student 5: No. I live with my wife and children and she is very mmm comprensiva...comprehensive?

Teacher: Understanding is better.

Student 5: ok. She is a very understanding person we almost never discuss.

Student 6: and you M***?

Teacher: Ha,ha, ha, no, I've never lived with someone else different from my parents and my brother. Sometimes we fight but then we make up. And you, would you live with somebody like Sheldon?

Student 6: No, he is crazy, and I don't like people jaja I prefer living alone. [sic]

(Audio and video transcription)

After the students remember some useful vocabulary, I asked the following question to reflect upon before doing the game: Have you ever been in a situation in which you couldn't use any part of your body well?. G*** participated in front of the class and spoke about when he broke a leg playing soccer. Some of the students started asking questions to find out what happened. They asked him when the accident happened and what he did when he realized he had broken a leg. [sic]

(Teacher's field notes, Worksheet 4)

As shown in the previous examples, when I participated in the discussion by asking opened questions, the participants extended their opinions and shared personal experiences. This motivated them to speak. Sadker and Sadker (as cited in Sibley, 1990) declared that "open-ended questions, may be used to promote higher-order thought (such as analysis, synthesis, and evaluation) and far more complex answers" (p. 13). These questions increased participants' interest in the topic of discussion which gave more opportunities to practice more than the questions aimed at checking understanding. To conclude, there were two types of teacher-student interaction. The first one evaluated participants' answer to give feedback. The second one promoted participation and oral interaction

since the open questions asked by the teacher raised the participants' engagement.

Conclusions and Pedagogical Implications

It was possible to conclude that contextualised EFL materials developed by the teacher-researcher can serve several purposes. First, they counter imposed content and type of learning activities included in decontextualized EFL materials; second, they determine motivation when they include students' realities; and third, they foster my own personal and professional growth. Regarding suitability of language materials, it "depends largely on how meaningful, relevant and motivating they are to the learners" (Núñez & Téllez, 2009, p. 173). It means that developing contextualised engaging worksheets developed by the teacher-researcher promoted interaction through pertinent content and learning activities supported by learning strategies that facilitated the use of language.

Additionally, cooperative learning created a positive environment that promoted cooperation and learning. When groups work cooperatively, "Communication skills are identified, directly taught and expected to be used by all group members" (Macpherson, 2015, p. 4). Through cooperative learning activities, EFL teachers could overcome weaknesses, give support, and learn from other partners. At the same time, leadership motivated shiest participants.

In oral interaction processes, the EFL in-service teacher-students became more aware of the use of the language. While interacting, they modified their speech to reach comprehensibility and accuracy since it "facilitate[s] the processes of noticing linguistic features and ... the process of integrating new features into interlanguage" (Ellis, 1991, p. 37). To enhance oral interaction, it is mandatory to propose learning activities that create opportunities for the learners

to put knowledge into practice and use the language. Learning a language becomes meaningful when the students are aware of the things they can do when using it.

This study meant a step for my professional development as an EFL teacher-researcher and materials developer. Having experienced the opportunity to learn about the theoretical foundations and practical issues of developing materials that consider participants' realities allowed me to increase my knowledge of MD and transform my teaching practice. Now, I am more aware of students' experiences, needs, and expectations. Through this research I felt more creative and reflective about my work since developing materials "promotes reflection regarding both what they know about their particular teaching contexts and what they know about language, learning, and teaching" (Núñez et al., 2017, pp. 23-24). In this way, creating my own contextualised materials entails a permanent self-evaluation regarding content, learning activities and learning strategies proposed.

For the institution, this research study allowed teachers to explore other aspects of the EFL teaching such as the development of communicative skills via contextualised materials. For this reason, "Improvement of teaching skills and acquisition of new information, theories and understanding are not goals in themselves: They are part of the institutional development" (Richards & Farrell, 2005, p. 7). Professionals can also have an impact on institutions. Finally, for the EFL community, this research contributed to the analysis of the use of cooperative learning in the development of participants' oral interaction. The findings of this research may encourage other professionals to carry out further research and improve their practice through an innovative and prospective view of their educational contexts.

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Appendices

Appendix A: Needs Assessment Survey

NAME _____

BACKGROUND INFORMATION (SURVEY 1)

1. Age: _____

2. Work experience: _____ Time (years, months)

a. Preschool	<input type="checkbox"/>	_____
b. Primary school	<input type="checkbox"/>	_____
c. High school	<input type="checkbox"/>	_____
d. University	<input type="checkbox"/>	_____
e. SENA	<input type="checkbox"/>	_____

3. Education:

Undergraduate studies Postgraduate studies Other Which? _____

Degree(s): _____

4. What methodology do you use currently in your classes? Make a short description

PART II- NEEDS ASESEMENT

This survey has the purpose of finding some perceptions about the environment where you work, the way you interact with other colleagues and how you practice oral skills. Please, answer each question honestly and you can do comments if necessary. The gathered information will be used just for research purposes.

<p>1. How do you like doing assigned activities?</p> <ol style="list-style-type: none"> On your own. In pairs. In large groups. All of the above. <p>2. How do you feel when you talk to your colleagues in English?</p> <ol style="list-style-type: none"> Supported and affectionate. Afraid and shy. Confident and enthusiastic. Bored and demotivated. 	<p>3. What topics you think are the most interesting to talk about with your coworkers?(You can choose more than one)</p> <ol style="list-style-type: none"> Movies and TV Series Daily life experiences Education News Technology Politics Entertainment Music Art and Books Environmental problems Social Issues
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4. How often do you interact or speak English with your coworkers?

- a. Always. In official meetings and in free time.
- b. Sometimes. Just in official meetings of the department.
- c. Few times, when you want to practice with a colleague.
- d. Never. you don't feel confident enough to talk.

5. What is your behavior when you have to participate in discussions or group activities?

- a. You just listen to your partners' opinions. You don't like participating.
- b. At the beginning you feel shy but after listening to some colleagues you start speaking.
- c. You start the conversation and motivate others to speak.
- d. You participate all the time. You worry more about what you're saying than listening to your partners' opinions.

6. How would you rate your teamwork?

- a. Excellent
- b. Good
- c. Regular
- d. Bad

7. What do you expect when you speak English with another coworker?

- a. Increasing your vocabulary.
- b. Improving your pronunciation.
- c. Getting more fluency.
- d. Expressing your ideas better.

8. What abilities do you consider you need to strengthen at the workplace? (You can choose more than one)

- a. Communication and interaction strategies.
- b. Commitment for assigned tasks.
- c. Teamwork.
- d. Ability to Organize and Prioritize.
- e. Willingness to Learn and Grow.

9. What is the most difficult for you when you speak with other coworkers?

- a. To express your ideas and arguments clearly.
- b. The use of English.
- c. To keep a fluent conversation.
- d. Not to feel afraid or nervous.

10. What kind of activities would you like to be included in a workshop for teachers in your workplace?

- a. Discussions or debates.
- b. Conferences
- c. Activities in which you have to move and play.
- d. Activities in which you have to write.

Thank You

Appendix B: Field Notes Form

In Interaction	Observations	Analysis <i>Main question: How do the development and implementation of worksheets based on cooperative learning techniques enhance EFL teachers' oral interaction?</i>
	How do the teachers get involved in the activity?	
	Which strategies do the teachers use to solve problems in pairs? Which strategies do the teachers use to solve problems in larger groups?	
Speaking skills	In the speaking activities the teachers... -Use minimal responses. -ask for clarification -Plan what are they are going to say (brainstorming) -They don't plan before participating	
	Which other strategies do the students use to make others understand their ideas? (native language-body language)	
Additional notes:		

Appendix C: Audio and Video Transcripts Form

Video and audio recordings format

Date: 09 / 05 /2014	Session: 1	Audio	Video	x
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Transcript	Additional notes
<p>Teacher: In today's session we will talk about past experiences, also we will learn about one of the cooperative learning techniques called think pair share. Before starting knowing this technique it is important to know the objectives of this class. Let's ready together. Please C**** read the first objective.</p> <p>Student 1: (<i>reads the objective</i>) To know the steps of think pair share</p> <p>Teacher: Thanks, as a I told <u>today</u> we are going to explore this technique. Let's continue, please A*** read the second one.</p> <p>Student 2: (<i>reads the objective</i>) To give opinions about common situations.</p> <p>Teacher: Thanks A***. In this worksheet you'll discuss with your partner about things we have lived before. Please Y***finish with the last one.</p> <p>Student 3: (<i>reads the objective</i>)To describe own past experiences.</p> <p>Teacher: Ok, now having the objectives clear let's start with the activities. During the session, in your worksheets you'll see some icons, they represent the steps for the think pair share. This is an easy and interesting technique. The idea is to work individually first, then in pair and finally in bigger groups. If you see in your <u>worksheets</u> we have three icons for these stages. The first is a man with a question mark, it means you have to do the exercise on your own. Clear?</p> <p>(<i>Some students answer yes-yeah-yes teacher-clear, etc</i>)</p> <p>The second icon is two people talk, when you this picture you'll have to work with a partner and exchange ideas and finally the last icon is a group working together, it means what?</p> <p>Student 4: to make groups.</p> <p>Teacher: That's right A**So, let's begin!</p>	

Chapter VIII

Conclusions

Defying Culture Hegemony through Teacher Generated Materials, one of the subsidiaries studies of the macro institutional research project Challenging Cultural, Political, and Knowledge Hegemony in EFL Education, is being carried out at the Master's Programme in Education with Emphasis on English Didactics (MEED) at a private university. It seeks to gain insight into dominant ideology in EFL teacher education at local, rural, regional, and national contexts to enable English teachers to construct a critical discourse and help them challenge and subvert said hegemony. This research analyses cultural content proposed in contextualised workshops and worksheets developed by in-service teachers for the pedagogical interventions of their action research or case studies. As a result, it adds to the increasing literature on the critical analysis of EFL materials employed with students that learn with them in local educational contexts.

This study builds on the notion of English teachers as knowledgeable, autonomous, creative, political, and critical subjects that have the potential to change and renew EFL curricular content, teaching materials, language pedagogies, pedagogical settings, and practices in search for social justice and inclusion. In pursue of such transformations in-service teachers do not solely teach a foreign language, but rather identify and address their students' realities, life experiences, concerns, and aspirations. They also gain

knowledge of the development of contextualised EFL materials, draw on a range of language teaching and learning theoretical assumptions, explore the social function of the English language as a complex system that makes sense in context, and propose alternative solutions to alleviate identified needs or understand social realities that emerge and relate to students' home, school, or community contexts.

At its core, the reflective, theoretical, practical, situated, and transformative activity comprised in developing contextualised materials is the knowledge realm focused on the role of materials in EFL education. As such, it encompasses the development, appraisal, selection, exploitation, and research of EFL materials designed with pedagogical purposes in varied educational milieus. Contrary to the marketable production of EFL materials like textbooks, workbooks, picture dictionaries, flash cards, games, and the like, in-service teachers generate printed or online materials that encompasses learning activities, lessons, worksheets, workshops, units, modules, portfolios, booklets, blogs, digital platforms, and the sort for the pedagogical interventions of their investigations.

This qualitative documentary research reports resistance of hegemonic cultural content present in standardised and decontextualized commercially-oriented EFL textbooks by means of developing localised teacher generated EFL materials. Six in-service teachers proposed contextualised workshops and worksheets as the pedagogical intervention of their qualitative action research (five teachers), or case studies (one teacher) to be implemented in state-funded and private schools, two private universities, and a non-formal public institution. These contextualised materials that acknowledge the students' local realities, life experiences, problems, and expectations were named in pertinent ways that stand for in-service teachers' own production. Contextualisation embodied a vital condition that permits in-service teachers to unsettle traditional ways of developing generic,

homogenous, out of context, and futile EFL resources. Their localised production values and promotes local cultural identity and generation of appropriate local pedagogical knowledge from diverse educational scenarios. In this way, in-service teachers restore their role as materials developers and renew their identity as knowledge generators.

Based on the assertions above, this study endorses in-service teachers' consciousness of power relationships that bring inequalities regarding the development, construction, cultural representation, evaluation, selection, use, and regulation of EFL teaching and learning materials. The critical analysis of the cultural content of teacher generated EFL materials unveiled deep and superficial culture issues. On the one hand, two studies contested culture hegemony resorting to complex cultural aspects: The first one fosters students' observation, prediction, interpretation, and communication as inquiry skills required to solve problems in the school orchard project and home-grown vegetable garden. The second proposed reflective writing activities on students' values, beliefs and behaviours that enhance self-concept. The other four studies address celebratory local cultural issues like city landmarks and local realities, students' personal and everyday life contexts, and in-service teachers' realities to contextualise their materials.

On the other hand, the inclusion of superficial Culture in the materials developed by four in-service teachers evinced their concern about students' awareness of their own local culture. We construe this might be the result of in-service teachers' unfamiliarity with deep cultural aspects that involve compound and intangible representations of social injustices like concealment and segregation of culture-related issues. They entail gender discrimination, social stratification, racial prejudice, religious creed, political affiliation, sexual orientation, drug dealing and consumption, unwanted pregnancy, self-abortion, school and home violence, community insecurity, and all sort of

social injustice. Ignoring students' and teachers' experiential culture deters awakening critical sociocultural awareness as the driving force that empowers them to question their daily life circumstances, ponder causes of inequalities, propose alternative solutions to that inequity, and renew their realities.

The qualitative action research on students' self-construction of knowledge, enhancement of communication goals, and self practice based on feedback through teacher designed worksheets were conceived to develop students' inquiry skills. These contextualised EFL materials were designed considering the inquiry process of exploration, guided inquiry, and the independent inquiry that let students discover aspects from the superficial culture (food and common uses of plants). The last two stages of the worksheets stimulated students' connections with other fields of knowledge, conventional versus alternative uses of plants that relate to individual beliefs, and problem-solving roles, which are aspects involved in deep culture. In sum, worksheets engaged students in their own learning process by counting on their preferences, fostering their observation and predictions inasmuch as these resources activated their prior knowledge, and their initiatives to solve problems derived from the school orchard project and home-grown vegetables. Additionally, the teacher-researcher and text developer confronted culture dominance of standardised and generic production of EFL materials with her own contextualised creation that privileges compound aspects of culture and generates pertinent local knowledge.

The pedagogical implications of this study emphasise on motivating thought-provoking teacher-designed materials that enhance students' inquiry skills. Likewise, this pedagogical intervention fostered projects in the Environmental Sciences Department at school and offered an appealing option that foreign textbooks do not offer. Lastly, the study

encouraged the teacher-researcher and materials designer to self-assess and evaluate her teaching practices in search for a better professional performance.

The qualitative case study on the development of reflective writing worksheets to improve students' thoughts, values, attitudes, and self-perception also resisted standardised and decontextualized EFL materials that disregard local experiential culture to benefit global one. Contextualised worksheets focused on short story content and reflective writing fostered students' self-esteem, personal qualities, personal growth, and self-perception apart from enriching their learning process. Furthermore, the worksheets gave students the opportunity to take a positive attitude towards their growth as human beings and citizens. Finally, the role of the teacher-researcher and materials designer was fundamental to nurture and reassure students' self-esteem and confidence and strengthen their reflection on their personal and professional life.

The qualitative action research that aimed at enhancing students' cultural awareness and oral communication through contextualised workshops revealed a positive attitude towards these materials due to the inclusion of local cultural festivals, traditional food, typical dances and costumes, and iconographic sources. Teacher generated materials featured by visible local cultural aspects counteracted North and West cultural pre-eminence represented in conventional EFL materials. The contextualised workshops provoked students' meaningful learning; augmented their cultural awareness; and increased their confidence to intervene, express their feelings, and write about local culture in the learning activities proposed. Lastly, they foster students' oral communication micro skills such as use of body language and lexical units, as well as the achievement of the communicative functions of language when referring to local community activities that enrich their practice and communication.

For the EFL community, this research may nurture teachers' pedagogical practice and the need to develop materials that consider their students' interests and social context to foster their language learning process and cultural awareness. Conducting research on contextualised materials empowered the teacher-researcher and materials designer and cherished her personal and professional development, allowing her to learn about research and materials development to foster students' cultural awareness and oral communication.

Another qualitative action research uncovered that the development of contextualised materials enhanced students' process of inferential reading through CLIL. The study highlights the relevance of localised worksheets by incorporating three fundamental features: students' needs, teacher's objectives, and institutional policies. Contextualised materials included photographs of Bogotá's landmarks and local news; proposed reading comprehension activities to foster students' inferential reading; expanded the teacher's theoretical grounds for materials development and school curriculum; and enhanced the critical role of the teacher-researcher and materials developer in support of the institutional syllabus. This event allowed the EFL teacher to innovate in his pedagogical setting, renovate his pedagogical practice, and become aware of the pertinence of including students' local sociocultural context to improve their reading comprehension. Through contextualised workshops the teacher challenged cultural supremacy of marketable foreign EFL materials by emphasising on students' background culture and knowledge.

Concerning these research pedagogical implications, materials allowed students to improve their reading comprehension, apply learning strategies, and obtain better results in their evaluation process. According to the teacher researcher and materials developer, these achievements were substantiated due to his knowledge of the field of materials development as part of his professional

development. He underlined the importance of having defined objectives including students' needs and daily life realities to design materials.

The qualitative action research that aimed at motivating students to vlog through EFL materials on everyday life speaking in a blended learning setting concluded that students could speak about their favourite spaces. These contextualised digital lessons also raised students' self-confidence inside and outside the English classroom. They also fostered their conscious application of speaking strategies, and improved students' independence of their learning process. In addition, the teacher-researcher and materials developer constantly improved the contextualised digital lessons based on students' voices to motivate their participation in the creation of vlogs to share their daily life using English. Likewise, these contextualised digital lessons focused on their own personal realities and preferences that comprise their daily life images at school, home, and favourite local places, which opposed published EFL textbooks with culture predominance of English-speaking countries.

The pedagogical implications of this study encompass teacher researcher and materials developer's enrichment of knowledge insofar as the proposed learning activities motivated his students to speak about daily life happenings and strengthened their learning autonomy. Similarly, students practice the language and expressed themselves with confidence. Lastly, the role of the teacher through his digital lessons implemented in face-to-face and virtual meetings was a more appealing way to foster students' EFL learning process.

The last action research focused on cooperative learning worksheets for the enhancement of EFL teacher students' oral interaction concluded that the teacher researcher and materials developer contended culture imposition of conventional decontextualized EFL materials. On the contrary, the contextualised worksheets and their meaningful learning activities supported by cooperative learning strengthened

their oral interaction and use of learning strategies, fostered EFL teacher students' personal and professional development, and boosted the use of the English language.

For the teacher researcher and materials developer, acquiring theoretical and practical foundations of materials development allowed her to grow professionally, think thoroughly of students' realities, design her own localised materials, and focus on the relevance of content, activities proposed, and practices. The current study contributed to the institution since it enhanced teacher students' oral interaction and cooperative learning, encouraged them to reflect on their students' context, and engaged them in the design of contextualised materials for their English classes.

All in all, this research book embodies conjoint scholarly and professional undertakings that have yielded discerning localised research results that resist culture hegemony in EFL materials. Therefore, it helps in-service EFL teachers to question their teaching practices, become aware of ELT hegemony, and build a critical discourse to withstand imposition by generating their own materials and, thus, starting to build their identity as critical materials developers. Also, it may enlighten the ELT community of in-service, novice and pre-service teachers who may be concerned with the critical analysis of cultural content in teacher produced materials; and in fostering students' inquiry skills, values, cultural awareness, inferential reading, and oral interaction through contextualised teacher generated EFL materials. We expect that these findings further substantiate the realm of materials development, which is desirable in EFL local educational programmes. Finally, we hope that these research results might bring about discussion and response from the Colombian academic ELT community and might widen strands in localised EFL curriculum, materials, methodologies, regulation, and pedagogical practices that promote local cultural representation from a critical perspective.

Glossary of Acronyms

EFL: English as a Foreign Language

CLIL: Content Language Integrated Learning

MEED: Master's in Education with Emphasis on English Didactics

ELT: English Language Teaching

OPIC: Observation, Prediction, Interpretation, and Communication

MD: Materials Development

CP: Critical Pedagogies

SLA: Second Language Acquisition

Information and Communication Technologies (ICTs)

USA: United States of America

MEN: Colombian Ministry of Education

PBL: Problem-Based Learning

EGP: English for General Purposes

ESP: English for Specific Purposes

SCI: Student-Centred Instruction

KWL: Know, Want to Know, and Learn

AICL: Aprendizaje Integrado de Contenido y Lenguas

ILE: Inglés como Lengua Extranjera

CR: Cardio-Respiratory

BL: Blended Learning

ESL: English as a Second Language



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Defying Culture Hegemony through Teacher Generated Materials contributes to the growing literature on the critical analysis of English language teaching and learning materials used with students in local contexts. This research draws on contextualised teacher generated materials that contest decontextualised and standardised cultural content present in generic and commercial EFL textbooks. Six in-service teachers developed contextualised EFL materials (workshops and worksheets) for the pedagogical interventions of their qualitative action research (five teachers), or case studies (one teacher) to be used in state-funded and private schools, two private universities, and a non-formal public institution. Two full-time professors of the emphasis conducted a qualitative documentary research whose main purpose was to critically analyse the cultural content of EFL materials generated by these in-service teachers. These sociocultural mediations correspond to local realities of those who learn and teach English with these mediations in state-funded and private educational institutions in the Colombian context.

Besides being designed from a critical stance and being implemented with students of varied English proficiency in state-funded and private educational institutions, these contextualised materials counter conventional resources used in EFL education, make up for their absence, or complement the existing ones. EFL materials proposed by the six in-service teachers create reflective, meaningful, and constructive learning environments. They also challenge the long-term cultural hegemony of commercial and instrumental EFL textbooks produced by foreign publishing houses or their local branches in our country. Furthermore, the study explores the role of contextualised teacher generated materials in fostering the development of students' cultural awareness, self-esteem and self-concept, and inquiry skills such as observation, prediction, interpretation, and communication. Additionally, it enquires into students' inferential reading and speaking in a blended learning setting, and in-service EFL teachers' oral interaction. This volume portrays a dimension of English teachers that reclaims their role as critical researchers and materials developers and invites them to envision themselves as autonomous and prospective educators and ponder their renewed identity.

