Teacher-made Materials focused on Significant Learning to foster Oral Interaction

Freddy Alejandro Segura Sarmiento

Thesis Director: Astrid Núñez Pardo M.A.

Universidad Externado de Colombia

School of Education

Master's Program in Education with Emphasis on English Didactics

Bogotá, Colombia.

2018

_____

Note of acceptance

Astrid Núñez Pardo M.A. Thesis Director

Julio César Gómez B. PhD. Juror

Acknowledgments

A very special expression of gratefulness to my thesis director, professor Astrid Núñez Pardo, for her support, trust on my work and valuable research advice that gave a light to continue refining my study.

I would also like to thank to all the professors from The Master´s Program whose classes and theoretical insights provided me with the skills and information needed to develop my research study and improve as a professional.

Finally, I must express my very profound gratitude to my family and to my wife Yenni Rincón for maintaining unfailing support and incessant encouragement throughout these four semesters of study and through the process of researching and writing this thesis. This achievement would not have been possible without them. Thank you.

Abstract

This qualitative action research study reports the contribution of teacher-made materials, focused on the significant learning approach, to the development of oral interaction in ninth graders at Rufino José Cuervo School. The data gathering instruments were teacher's field notes, students' artefacts, video recordings and a survey conducted prior the implementation. The results of this study revealed that the parameter of particularity underlying teacher-made materials favored the development of contextualized and relevant communicative activities that led to oral interaction in the EFL class. In addition, significant learning workshops promoted a relaxed atmosphere where students learned from their experiences and themselves. This class dynamics had a positive impact on students' self-esteem and confidence. Finally, the implementation of workshops facilitated oral communication because they also made emphasis on students' relationships so that the learning process relied on students´ exchanges with their equals.

Keywords: Teacher-made materials, significant learning experiences, oral interaction

Resumen

Esta investigación-acción de carácter cualitativa reporta la contribución de los materiales creados por el docente, centrados en el aprendizaje significativo, para el desarrollo de la interacción oral en estudiantes del grado noveno de la institución educativa distrital Rufino José Cuervo. Entre los instrumentos para recolectar datos se incluyeron los trabajos realizados por los estudiantes (artefactos), las notas de campo del docente, las grabaciones de audio y de video, y una encuesta realizada antes de la implementación. Los resultados de este estudio revelaron que el parámetro de particularidad, que subyace en los materiales creados por el docente, favoreció el desarrollo de actividades comunicativas contextualizadas y pertinentes que condujeron a la interacción oral en la clase de inglés como lengua extranjera. Además, las experiencias de aprendizaje significativo promovieron un ambiente relajado donde los alumnos aprendieron de estas experiencias y de ellos mismos. Estas dinámicas de clase tuvieron un impacto positivo en la autoestima y la confianza de los estudiantes. Por último, la implementación de los talleres facilitó la comunicación oral porque enfatizaron las relaciones de los estudiantes para que el proceso de aprendizaje se apoyara en las interacciones de los estudiantes con sus iguales.

Palabras clave: Desarrollo de materiales, aprendizaje significativo, interacción oral

Resumen Analítico en Educación - RAE

General Information

Type of document:	Magister Thesis
Access to the document:	Universidad Externado de Colombia
Document tittle**:**	Teacher-made Materials focused on Significant Learning to foster Oral Interaction
Author**:**	Freddy Alejandro Segura
Thesis Director:	Astrid Núñez Pardo, M.A.
Publication **:**	March 27, 2018 - 108 pages.
Sponsor Unit**:**	Universidad Externado de Colombia
Key Words:	*Teacher-made materials, significant learning experiences, oral interaction, public school*

Description

This qualitative action research study accounts for the way teacher-made materials, focused on the significant learning approach, contributed to foster oral interaction in ninth graders at a Public School in Bogotá. To collect data, different instruments were considered: teacher's field notes, students' artefacts, video recordings and a survey conducted before the implementation. To develop this study, three theoretical constructs were considered. The first one is Materials Development from which some theoretical insights from relevant authors were reported such as Gilmore, (2007); Montijano, (2014), Núñez, and Téllez, (2008 and 2009); Núñez et al., (2013); Richards, (2006); Rico (2005), Gómez (2015), Thomas, (2014) and Tomlinson, (1998, 2011 and 2012). The second theoretical construct is Significant Learning. The study considers Fink´s taxonomy of significant learning (2003), (2013) and an appraisal of Ausubel's Meaningful Learning theory (1963). Finally, in relation to oral interaction, among the authors that are mentioned for this review are Long and Porter, (1985); Cazden, (2002); Oliver and Philp, (2014) and Tuan and Nhu, (2010). The findings from this study revealed that the parameter of particularity, underlying teacher-made materials, promoted the development of contextualized and relevant communicative activities that supported oral interaction in the EFL class. Furthermore, significant learning experiences in the classroom fostered a stress-free class environment that facilitated students´ learning from their experiences and themselves. This class atmosphere had a positive impact on students' self-esteem and confidence. Lastly, the application of these materials enabled oral interaction because made emphasis on students' relationships so that the learning process relied on students´ exchanges with their equals.

References

Ausubel, D. (1963). *The psychology of meaningful verbal learning*. Oxford. Grune & Stratton.

Cazden, C. (2002). *Classroom Discourse: The Language of Teaching and Learning*. Portsmouth, NH: Heinemann.

Fink, L. (2003). What is "'Significant Learning"? *University of Oklahoma Significant Learning Website, Program for Instructional Innovation at the University of Oklahoma*.

Fink, L. (2013). *Creating significant learning experiences: An integrated approach to designing college courses.* John Wiley & Sons.

Forman, E., Minick, N., & Stone, C. (1993). *Contexts for learning: Sociocultural dynamics in children's development.* Oxford University Press.

Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language teaching*, *40*(02), 97-118.

Gómez, L. (2015). The cultural content in EFL textbooks and what teachers need to do about it. *Profile Issues in Teachers Professional Development*, *17*(2), 167-187.

Long, M., & Porter, P. (1985). Group work, interlanguage talk, and second language acquisition. *TESOL quarterly*, 207-228.

Montijano M. (2014). Textbook use training in EFL teacher education. *Utrecht Studies in Language & Communication*, (*27)*, 267.

Núñez, A., & Téllez, M. (2009) ELT materials: The key to fostering effective teaching and learning settings. *Profile Issues in Teachers Professional Development*, *11*(2), 171-186.

Núñez, A., Téllez, M., & Castellanos, J. (2012). *A framework for materials development: a path for in-service teachers to build up the instructional design of their research projects*.

Núñez, A., Téllez, M. & Castellanos, J. (2013). *Proposal for the research line materials development and didactics ascribed to the research group: Critical pedagogy and didactics for social transformation.* Bogotá*:* Universidad Externado de Colombia.

Núñez, A., Téllez, M., Castellanos, J. & Ramos, B. (2009). *A materials development guide for EFL pre- service, novice, and in- service teachers*. Bogotá: Editorial Universidad Externado de Colombia.

Oliver, R., & Philp, J. (2014). *Focus on oral interaction.* Oxford University Press.

Richards, J. C. (2006). Materials development and research—making the connection. *RELC Journal*, *37*(1), 5-26.

Rico, C. (2005). Searching for coherence in language teaching: the issue of teaching competencies. *Colombian Applied Linguistics Journal*, (7), 95-107.

Thomas, C. (2014). Meeting EFL learners halfway by using locally relevant authentic materials. In *English Teaching Forum* (Vol. 52, No. 3, pp. 14-23).

Tomlinson, B. (1998). *Materials development in language teaching*. (First ed.). Cambridge University Press.

Tomlinson, B. (2012). State-of-the-art article: Materials development for language learning and teaching. *Language Teaching*, *45(2),* 143-179.

Tomlinson, B. (2014). Humanizing the Coursebook. *Developing materials for language teaching,* 139-155. London: Bloomsbury Academic.

Tuan, L., and Nhu, N. (2010). Theoretical review on oral interaction in EFL classrooms. *Studies in literature and language*, *1*(4), 29.

Ur, P. (1996). *A course in language teaching. Practice and theory.* Great Britain: Cambridge University Press.

Content

The current study comprises five chapters. Chapter I deals with the research and statement of the problem. This chapter also introduces the research questions, objectives, a section devoted to related studies, the setting and rationale. Chapter II contains the literature review that sustains this study. Chapter III, on the one hand presents the research design where the reader can see the approach and type of the study as well as the participants of this study and the instruments for data gathering. On the other hand, this chapter informs the reader about the instructional design

where the stages, strategies and objectives for the pedagogical intervention are stated. Chapter IV describes the results from the data analysis and present the findings supported theoretically. Finally, Chapter V contains the conclusions and pedagogical implications of this study in a public school from Bogotá.

Methodology

The methodological design comprises two stages that came before the implementation of the materials for learning English as a foreign language. The first one is the research design and next one is the instructional design.

In the research design, It is specified the approach and the type of study. Also, in this section it is described the participants of this study and the students' artefacts, the teacher's field notes, and the video recordings that made up the data gathering instruments for this study.

The instructional design comprises the descriptions of the pedagogical intervention and its main and specific instructional objectives and an explanation of the following aspects: the intervention as an innovation, the theory of the nature of language and language learning, the methodological approach and the connection of the pedagogical intervention with the research question. Besides, The methodological design also concerns with the instructional stages, the topic selection, the design of teacher-made workshops to foster oral interaction and the implementation of the pedagogical intervention.

Conclusions

First, in relation to Materials development, the designed and implemented Teacher-made workshops addressed students' real linguistic and cultural needs, promoted also the conscious application of learning strategies and triggered students´ oral interaction by generating an ideal environment where students felt comfortable to speak and to learn the L2.

Significant learning incorporated dynamism to the class. As a result, students felt comfortable to share ideas, feelings and emotions and to interact in class without any constraint.

Finally, students used L2 to communicate orally. Also, Students' self-correction in L1 had a positive impact on their use of English for communicative purposes and for learning the L2.

Contents

List of Tables

Introduction

The present qualitative action research study explored how the design and implementation of teacher-made materials, focused on significant learning, foster oral interaction in ninth grade students at a public school in Bogotá. The materials designed for the pedagogical intervention aimed at generating significant learning conditions, through two workshops made up of ten lessons, for students to use English for oral interaction. The teacher-made materials specially address learners' needs because "they are undeniably the best materials students may enjoy" (Montijano, 2014, p. 25). I also designed those workshops to respond to the particular needs of the teaching context and to compensate the absence of textbooks in the institution where the pedagogical intervention took place. Therefore, the materials made by the teacher meant to generate an ideal atmosphere to use English for communicative purposes by making students to interact orally and to enjoy while they learn from each other.

According to my teaching experience, I have seen that most students in the school I teach find neither attractive nor interesting the English language subject. Likewise, they have not seen any practical purpose of what they learn at school because most classes of English as a foreign language (EFL henceforth) in the public sector have traditionally focused on grammar and decontextualized vocabulary lessons. Through the implementation of significant learning workshops, the students are the ones who bring their knowledge to the class and share it with their peers, thus, creating an interactive group's dynamic that promotes students' oral interaction.

In the foreign language area, a legal framework in Colombia has established pedagogical orientations for the teaching and learning of English in public schools. In this regard, it is necessary to mention the General Guidelines for the Teaching of English as a Foreign Language (Lineamientos Generales para la Enseñanza del Inglés como Lengua extranjera, 1999); The

National Bilingual Program (NBP) (2004-2010) (Programa Nacional de Bilingüismo) and the National English Program "Colombia Very Well" (2015-2025) (Programa Nacional de Inglés: Colombia Very Well. These programs have made strong emphasis on the use of English for communicative practice, giving priority to speaking as an objective of the learning process.

It is inevitable to mention the problem that arises concerning this legal framework. Giroux (1990) stated that there is a threat represented by a series of educative reforms that reflect the lack of trust on public school teachers and their skills to lead an intellectual and moral change in favor of the youths. In view of this, I find these guidelines unrealistic and biased because they establish and reproduce foreign practices and establish higher standards of proficiency without considering the local contexts. Teacher-made materials is a posture to resist the burden of such regulations on teachers and students' lives. On the whole, these pedagogical guidelines however constitute a referent for the development of communicative processes in the classroom in relation to the English language, and as such, this research has as a referent these guidelines and educational legal framework.

The current document has five chapters. Chapter I comprises the research and statement of the problem. This chapter also presents the research questions, objectives, a section devoted to related studies, the setting and rationale. Chapter II includes the literature review that supports this study. Chapter III relates to the methodological design. First, it includes the research design where the reader can see the approach and type of the study underlying my research as well as the participants of this study and the instruments for data gathering. Secondly, it is the instructional design where I specify the stages, strategies and objectives for the pedagogical intervention. Chapter IV accounts for data analysis and findings supported theoretically. Finally, Chapter V deals with the conclusions and pedagogical implications of this study in the public-school context.

Chapter I

Research Problem

Statement of the Problem

One of the origins of the problem that has hindered the use of English for communicative purposes in most public schools is the development of bilingualism in the domestic sphere. The National Bilingual Programme (2004-2019) has not taken into account the real linguistic and academic needs of local communities especially in public schools. In this respect, Littlejohn (2012) expressed:

My own view is that this is precisely where we need to start in language teaching, by resisting the manner in which uniformity is being imposed, and by wrestling back curriculum decisions into the hands of those directly involved – teachers and learners. (p. 295)

In view of this, teacher-made materials constitute an attempt to offset those pedagogical impositions emanated from standardized educative reforms in Colombia. For instance, The Basic Standards for Competences in Foreign Languages (2006c) stated as a main objective that Colombians develop communicative skills for the country to be involved in processes of universal communication and the global economy, (MEN, p. 6). This objective reduces the foreign language to a mere instrumental use in function of globalization, the economy and the development of the country. The problem that arises then is that this program has not deemed the problematic situations faced by English teachers and students' needs in public schools.

Fostering oral interaction in the classroom becomes a tough task for teachers, since grammar is what influences the English curriculum at this public school. Therefore, the English language in the classes leans towards meaningless lessons with the use of decontextualized materials and unknown places for students; similarly, there is not a sense of its importance for

communicative purposes. This situation brings discontent towards the English language and, as a result, students do not feel identified with the class' contents and activities suggested by their teachers. Thus, learners in this context and under these circumstances do not have the chance to interact orally. Because of this, oral interaction is perceived as something difficult to achieve.

To diagnose this problem, I decided to take class observation notes of my teaching practices and kept them in a reflective journal. I also developed three loop-writing activities, conducted a survey (see Appendix A), and revised archival documents of the institution such as the institutional educative program (PEI its acronym in Spanish) and the English Program Curriculum (2007). These instruments, along with the revision of Colombian Legal Framework and educative reforms, led me to state a research question, the objectives and realized the actual situation of the teaching practice of English as a foreign language (EFL hereafter) in a public institution. Therefore, I designed and implemented ten significant learning (Fink, 2003 and 2013) lessons, included in two teacher-made (Ur, 1996; Montijano, 2012) workshops to stimulate students to participate actively, to interact orally and to enjoy the experience of being in an English class.

Research Question

How do the design and implementation of teacher-made materials, focused on significant learning lessons, foster oral interaction in ninth graders at a public school in Bogotá?

Research Objectives

General objective: To explore the contribution of designing and implementing teacher-made materials focused on significant learning to foster oral interaction in ninth grade students at a public school in Bogotá.

Specific objectives: (a) To assess the appropriateness and usefulness of teacher-made workshops focused on significant learning in fostering oral interaction; (b) to explore students'

spoken exchanges about their immediate context via student-student oral interaction; and (c) to describe how students' experiences and knowledge support the development of oral interaction.

Related Studies

Within the local academic contexts in secondary courses at public schools, many studies involve materials development and oral interaction as some of their main theoretical constructs. In case of significant learning, it is worth it to clarify that local studies in secondary grades rarely explore significant learning. This approach is usually applied in college and universities (Fink 2003; 2013). Considering that significant learning resembles meaningful learning in some respects, I decided to include local studies that have explored the implementation of meaningful learning.

In relation to materials development and meaningful learning, in a qualitative action research study, Mosquera (2017) studied the impact of teacher- made materials, based on meaningful learning, to develop writing skills in 35 tenth graders from Normal Superior de Florencia, Caquetá, Colombia. The researcher collected data with students' artefacts, teacher's field notes and surveys. The findings suggest that the implementation of teacher-made materials promoted the development of learning activities that foster language learning and use. In addition, meaningful learning was important to contextualize contents, experiences and to encourage students to accomplish the learning activities in the workshops. Besides, students helped each other during the completion of assignments. Mosquera's research was relevant to my study because it gives prevalence to teacher-made materials as an effective way to promote learning activities that contextualize contents, places and experiences. It is also pertinent to my research because relies on the fact that students contribute to each other to complete activities and to reach common goals.

In addition, a qualitative action research study conducted by Castañeda (2015) had as its main objective the analysis of the contribution of the contextualized materials, based on meaningful learning, to the process of reading comprehension in fifteen eleventh graders from Paulo VI School IED, a public school in Bogotá. The data gathering instruments were teacher's field notes, students' artefacts, video recordings and a needs analysis survey conducted prior the implementation. The results of her study showed that contextualized materials along with the meaningful learning approach made students´ reading comprehension process more entertaining, stimulating and easier because those materials relied on learners' previous knowledge and preferences. This study is pertinent to my study in the sense that it reveals the importance of designing and implementing materials that really focus on students' needs and interests in considering their knowledge, experiences and feelings as a way to learn English pleasantly.

Regarding materials development and oral interaction, in a qualitative action research study, Rincón (2016) aimed to assess the effect of workshops, based on conversation gambits, on seventh graders' oral interaction at Liceo Dirigentes del Futuro in Bogotá, Colombia. The data gathering instruments were field notes, audio recordings and artefacts. Study findings suggest that the implementation of workshops, based on conversation gambits, influenced positively students´ motivation and encourage them to enhance their oral interaction. Lastly, learners understood that the use of conversation gambits could generate an effective, enjoyable and lively oral interaction with classmates. This study aids my research as it allowed me to realize the influence of the implementation of workshops on students´ motivation and drive to interact orally with classmates.

Moreover, in a qualitative action research study, Silva (2015) explored oral interaction by designing curricular units focused on task-based learning materials in sixth graders between the ages of 11 to 14 years old from a public school in Barrancabermeja Colombia. The researcher

collected data through three instruments: informal discussion, video tapes and field notes. Among the findings of the study, the researcher showed that the curricular units shifted the teacher-student interaction to student-student interaction, which fostered students´ self-confidence. In addition, teamwork nurtured interaction and oral interactions contributed to know their weaknesses in the structure of the language. Silva´s study is relevant to my study because it gives emphasis to student-student interaction and its contribution to boost students´ self-confidence. Her study also highlights the importance of group work to establish a kind atmosphere that leads to oral interaction.

Regarding meaningful learning and oral interaction, Buitrago and Ayala (2008) carried out a qualitative, action research study whose main purpose was to propose meaningful activities that generate a relaxed atmosphere to promote oral communication in English by reducing students' anxiety. This study took place at José Asunción Silva public school in Bogotá where researchers considered working with a group of sixteen female and seventeen male students from tenth grade, whose ages ranged from fifteen to nineteen years old. The researchers employed surveys, class observation, field notes and recordings as data gathering instruments. Among the findings, the authors suggested that some strategies and activities such as dances, linguistic games, drama, songs, sketches, presentations of little tasks, and contextualizing language activities related to students' lives reduced language anxiety and promoted oral interaction in the classroom and in the school. This research is important for my study since it shows that teenagers are frequently anxious when interacting in English orally. Because of this, generating relaxing environments to promote classroom oral interaction through meaningful activities is a task many teachers ought to endeavor to lessen students' anxiety towards English classes.

Finally, with reference to oral interaction and materials development, Campaña (2014) in her qualitative action research study analyzed the progress of twenty eleventh grade students' oral

interaction with the use of cooperative learning activities and some cultural issues. This research took place at Colegio Técnico Distrital Paulo Freire, a public school located in the Usme Locality in the south of Bogotá. Data collection was possible through surveys, field notes, and videotape recordings. This study reflects student´s point of view regarding the learning of English. The researcher found that her students interacted more in-group activities and that contextualized materials made students feel more motivated to speak in English. The contribution of this study to mine is that it draws attention on materials for language instruction that encourage teenagers to interact orally by implementing a variety of strategies.

Setting

The IED Rufino José Cuervo (RJC henceforth) is a public institution located in Tunjuelito area in the south of Bogotá city. The students that attend the school come from low to middle social class' families who dwell in this area. They attend three hours of English weekly in average, which results in 120 hours per year. In these classes, the instruction is in English but most of the time is in Spanish because the majority of students have a low level of English or have not had any single contact with English at all. The instruction in the other subjects of the curriculum is exclusively in Spanish.

The English learning classes are based on a program that emphasizes grammar and some vocabulary items. It is worth mentioning that students neither use nor bring any textbook for any subject. Thus, the information given in the classes is responsibility of the teacher who considers the program contents from the school. Though in this school, teachers have a program that orientates teachers in terms of contents and topics to be taught, they are not forced to follow such program since they also determine what is more convenient for a particular group of students.

In this regard, I have seen that most of the students I have taught enjoy interactive classes where they exchange meaningful ideas instead of memorizing grammar rules that have not been effective in supporting communicative practices in the classroom.

The Rufino José Cuervo (RJC hereafter) school has stated in its mission the strengthening of the English language as one of its main goals. Because of the little importance given to the foreign language in the school before the statement of the current school's mission, the majority of students have seen English as something irrelevant. The RJC School takes the inter-structuring model as a pedagogical approach. Based on this model, learning processes rely on a dialogical relation to build knowledge through interactions in the classes.

Rationale

Throughout my teaching practice, I have seen that a good way to promote oral communication and interaction is to propose activities that reflect students´ needs, interests and their own experiences, so that they identify with the contents of the English class and feel attracted to speak in the foreign language. In doing so, I expect that, through the design and implementation of my own materials, students become autonomous in their process learning and can use English for practical and communicative purposes. Because of this, I consider this research benefits the local community as it develops innovative ways to foster oral interaction in an EFL context.

The fact that not many teachers-researchers have developed studies of this kind of materials for the context I am teaching now, I consider that this study can be a referent for those teachers who are engaging in the rewarding task of developing their own materials for language learning. This study shows how the materials designed by teachers, can influence students'

attitudes and class dynamics and environment, thus, making a change in relation to traditional grammar-based practices to teach English.

Finally, this study also contributes to the research line on Materials Development and Didactics ascribed to the group Critical Pedagogy and Didactics for Social Transformation Since the pedagogical intervention addresses the principles of "Justice, equity and inclusion", "autonomy and empowerment", and "quality assurance and professional development" (Núñez, Téllez & Castellanos, 2013) (p. 6-8). The implications of such principles are evident in this study in many aspects. Despite the English classes, where the implementation took place, are oriented based on an entirely grammar syllabus, I have the autonomy to decide what is best for a particular group of students. It has a positive impact on my labor as a teacher-researcher and materials developer, which also has a positive effect on students learning process. The principle of "Justice, equity and inclusion", underlying teacher-made workshops, approaches students' actual contexts and experiences as well as their linguistic, social and cultural needs. In this sense, it is imperative to underline the importance of learning from experiences. Besides that, the workshops I designed aim to boost students' enthusiasm towards the English language and towards the process of using English for oral interaction. Additionally, for this study I made an endeavor to be constantly reflective on my own teaching practices, which improved my teaching skills and helped me develop professionally since what I do and design influences directly the context where I teach. Finally, the "quality assurance" from this study counts on a MD framework proposal that has relied on the RJC school´s pedagogical model: the interstructuring model. This model holds a constructivism view of learning and considers that students and teachers construct knowledge in an active and interstructuring way from a pedagogical dialogue (De Zubiria, 2004). Taking into account the elements previously stated I consider that the present study has contributed for the guiding principles of the Research Line on Materials Development and Didactics cited above.

Chapter II

Literature Review

This review involves the constructs that inform my research: Materials development (MD hereafter), significant learning and oral interaction in the EFL classroom. To have a clearer idea of the implication of these constructs for this research, I provide a detailed analysis and present relevant theories relating to these three concepts. Regarding MD I report ideas from relevant authors such as Gilmore (2007), Gómez (2015), Montijano (2014), Núñez and Téllez, (2008 and 2009), Núñez et al. (2013), Richards (2006), Rico (2005), Thomas (2014), Tomlinson (1998, 2011 and 2012) and Ur (1997). Regarding significant learning, this review considers Fink´s taxonomy of significant learning (2003 and 2013) and an appraisal of Ausubel's meaningful learning theory (1963). Finally, concerning oral interaction, authors that are mentioned for this review are Cazden (2002), Long and Porter (1985), Oliver and Philp (2014), and Tuan and Nhu (2010).

Materials Development

MD has received multiple definitions by different authors. Among those, it is worth mentioning those from Núñez and Téllez (2015), Núñez et al. (2013), and Tomlinson (1998, 2011 and 2012), One of such definitions states that "materials development is both a field of study and a practical undertaking" (Tomlinson, 2011, p. 2). As a field of study, it focuses on the tenets and procedures for designing, implementing and evaluating language-teaching materials. As a practical task, it contends with the production, adaptation and evaluation of materials teachers do for their classrooms or materials writers do for sale or distribution (Tomlinson, 2011). As Núñez and Téllez (2015) contended, "Language pedagogy and applied linguistics have recently recognized that MD is a field of study focused on the effect of materials on the teaching-learning

process of a foreign language" (p. 57). Some, on the contrary, venture to claim that MD is worthless of a rigorous study. For instance, Samuda (2005) considered it "an essentially atheoretical activity and thus unrewarding as an area of research" (p. 232). In my opinion, MD requires from teachers a careful implementation of strategies to corroborate the usefulness and significance of materials and their appropriateness in students' learning. It demands an effort to assess constantly the relevance of materials developed for their classes and to determine the effectiveness in students learning process. Thus MD, as I see it, is an area of research that requires awareness of multiple theories regarding the design, development, implementation and evaluation of materials for language learning.

Regarding my own teaching experience, I have realized that materials that underestimate population´s needs and interests easily discourage learners. In contrast, if we want our students to play an active role in class, materials made by teachers, which consider students´ realities through meaningful activities, facilitate the use of English for communicative purposes and motivate students to learn the foreign language. In this sense, this research study supports the making of innovative materials to foster students' oral interaction by means of raising their confidence and reflecting on their learning process.

Materials development requirements. Developing materials demands from teachers a set of aspects that interplay for the realization of students' language learning goals. It entails "reflection, awareness of and MD rationale, affect, motivation, teachers' beliefs, creativity, and commitment are the components that interplay in MD (Núñez and Téllez, 2015, p. 57). In view of that, the exercise of developing teacher-made materials implies reflecting on both students' and teacher's needs; theoretical knowledge of MD; empathy towards students and delight for the teaching practice; enthusiasm and originality to design suitable language learning materials; insights on significant learning and teaching; and responsibility towards the educational

community. For these reasons, the workshops I designed, allowed students to achieve learning goals since these meet their needs, interests and experiences. Apart from this, when complying with each of these latter MD requirements, the teacher reveals qualities of being an ethical professional with social responsibility whose understanding of students' weaknesses and susceptibilities allow him/her to feel identified with such problems.

Authentic versus non-authentic materials. Authentic materials are those originally created to entertain, inform or advice. In other words, they are samples of written or spoken texts that do not mean to teach a language (Tomlinson, 1998). In contrast, non-authentic materials are determined by intentional actions to teach the foreign language. Examples of these materials are course books, worksheets, a reading to introduce a grammar item or a dialogue to exemplify speaking patterns.

There has been an important debate among material developers, instructors and theorists in relation to the effectiveness of materials authenticity for language teaching. Some authors argue in favor of the suitability of authentic materials. Thomas (2014) has supported the use of authentic materials that reflect learners' local aspects. She emphasized multiple benefits from using these materials. Among those, authentic materials face up students with meaningful language.

Just as authentic materials present advantages to teachers and benefits to students, many authors also question their use. Widdowson (1984) stated that authentic materials are not purposeful, non-contextual and are problematic for learners. In this sense, Richards (2005) considered that authentic materials are difficult particularly for beginner or low-level learners, and do not fit students' expectations or needs. He finds that it is problematic when teachers incorporate authentic speaking samples in their classes because these have "virtually no value pedagogically" (p. 12). For me, and relating to my own teaching experience, teachers should

carefully present authentic materials to the class. At times, teachers decide to introduce language through a song or a movie and then unknown terms or phrases incorporated in these samples deserve a meticulous explanation to the students, something that is time consuming and make students go astray from what was the original objective of the class.

As can be seen, the controversy is intense. To reconcile both stances, Gilmore (2007) argued that "from the classroom teacher's perspective, rather than chasing our tails in pointless debate over authenticity versus contrivance, we should focus instead on learning aims" (p. 98). This idea gives prominence to the teacher's view in relation to what it is beneficial for a particular group of students. Authentic materials should comply with teaching processes and learners´ needs, as long as it happens, they will help students achieve learning goals.

Materials and typology. Materials for ELT are resources that teachers employ to teach the target language. To this respect, Tomlinson (2012) broadly identified "informative, …, instructional, …, experiential, …, eliciting, …, and exploratory materials, … (p. 143). Although, informative materials are predominant in English language lessons, my attempt with teacher-made materials is that students practice, use and experience the language meaningfully, and that they can make discoveries about the language. Thus, for the purpose of this study, the teacher-made materials proposed fall into the category of being contrived, informative, instructional, experiential, eliciting materials.

In general, materials are pedagogical resources that range from textbooks to songs, or even the use of the board (Tomlinson, 1998). Other materials like "course books, videos, graded readers, flash cards, games, websites and mobile phone interactions" (Tomlinson, 2012 p. 143) can also be a source of input deliberately used in class that support teachers to present new language input in the classroom. For Núñez and Téllez (2015, 2009) and Núñez, Téllez, Castellanos, and Ramos (2009) materials may be learning exercises or activities, tasks, lessons,

worksheets, didactic units, modules, workshops, or books. In this sense, teachers, regarding their

context and students´ needs and backgrounds, require implementing pertinent materials to

provide language input to students. Núñez, et al. (2013) offered a more inclusive definition of

materials where they state that these are "socio-cultural resources that facilitate not only linguistic

interaction but also cultural exchanges between the various human groups" (p. 10). In my view,

and reflecting on my students´ reality, this is what materials for language instruction have to do,

to address students' attitudes and their socio-cultural contexts.

        For the aforementioned feature, when developing materials, it is vital to reckon the

sociocultural contexts in which the learning and teaching processes take place. Forman, Minick,

and Stone (1993), Gómez (2015), Rico (2005), and Rueda (1998) to name a few, claimed that the

development of teaching materials has to reflect sociocultural aspects and local needs of

populations, learners and even teachers. Thus, "Culture cannot be ignored in program designs and

teaching and … cannot be disregarded in the design of communicative textbooks" (Gómez, 2015,

p. 168). According to Rico (2005), "Colombian teachers implement many things in their

classrooms without realizing the impact of those implementations in the theoretical and practical

field" (p. 96). Therefore, materials for language learning should entail a sociocultural standpoint.

Accordingly, the materials I make as a teacher generate alternatives towards students' wellbeing

by means of contextualizing the English learning and addressing learners' lives and everyday

experiences for students to interact orally with confidence in the EFL classroom, which is the

result of thinking in advance about the effect of those materials in my students' English learning.

        The vast array of materials for language learning include some other kind of resources. In

this regard, teachers design or adapt a variety of materials to fit students' needs, interests and

abilities. These materials should also fulfill the institutional requirements of curricula or official

state exams (Rico, 2005). Considering this, it is useful to refer to some of these materials for

language learning. To begin with, teachers can design in house materials and take advantage of some of their benefits. Bedwell (2012) argued that "the main advantage of the in house-approach is that it is completely responsive to local needs" (p. 1). This is something difficult to attain with commercial or published materials that do not respond to the needs of a specific target population.

In the world of materials for language teaching and learning, we can also find adapted materials that according to Duarte and Escobar (2008), "Can positively influence students' motivation when learning a foreign language" (p. 63). These can also help teachers whose limited amount of time deters them from designing their own materials. Another classification of materials is given by Mayora (2013) who stated that materials are classified by purpose (authentic, non-authentic) by format (Paper-based, audiovisual, and electronic) and by creator (in house-commercial).

Some authors support the teachers own design of materials. Howard and Major (2004) claimed that "despite the current rich array of English Language teaching material commercially available, anecdotal evidence suggests that many teachers continue to produce their own materials for classroom use" (p. 50). Therefore, when teachers develop their own materials it is time-consuming, nevertheless, this is a unique experience where teachers can cater for specific learning objectives and learning styles (Núñez, Pineda & Téllez, 2004). Thus, apart from generating a proper atmosphere through significant learning experiences to learn English, making my own materials is also a challenging and rewarding experience that benefits my teaching practice and my students' learning, which is also the result of autonomy as it is a desirable condition for teachers´ professional growth.

Teachers' autonomy in MD. Although MD, as a field of study, has continuously regarded learners' needs, a crucial point in this study is to consider teachers' needs too. Then, for

innovative MD for language instruction, it is essential to analyze not only students' needs but to deem teachers' necessities in the academic context for the sake of the teachers as material developers and the entire educative community.

Teachers, through the design of innovative, resourceful, and time-consuming materials and lesson planning partly alleviate students' educational, cultural and even social needs. Meanwhile, the educational system has compelled the teacher to become a simple curriculum administrator. A system that reduced the learning process to the achievement of visible objectives predetermined by the educative technology and the instructional design as well as a teaching based on content transmission (Tamayo, 2006). This condition has left teachers at the mercy of external conditions and without sense of their real social purposes. A desirable condition for teachers to comply successfully with their social function and, in this case, as material developers for language instruction is autonomy.

In this sense, Pearson and Moomaw (2005) stated:

If teachers are to be empowered and exalted as professionals, then like other professionals, teachers must have the freedom to prescribe the best treatment for their students … and the freedom to do such has been defined by some as teacher autonomy. (p. 38)

As long as teachers have the freedom to define what is appropriate for a determined group of learners and that in fact they apply their knowledge and expertise autonomously, they will be capable of generating materials that benefit the community.

Material developers have emphasized that materials for language instruction ought to cope with students' requests and learning necessities. Apart from this, legal or institutional constraints have influenced negatively the teaching processes. Institutions and societies should empower teachers and allow them to be autonomous, so that they freely create materials and implement them without restrictions. This situation can generate alternatives to students as these

teacher-made materials promote attractive atmospheres to learn English through significant learning experiences.

Teacher-made materials. I consider teacher-made materials as an important aspect for this study, given that these are designed by me, as I know well my students, their needs and their social contexts. In fact, as affirmed by Ur (1996), "Good teacher-made materials are arguably the best there are: relevant and personalized, answering the need of the learners in a way no other material can" (p. 192). Consequently, in relation to this type of materials, there is an account of the advantages and challenges when teachers engage in the task of making their own EFL materials.

Firstly, Ur (1996) claimed that teachers tend to use teacher-made materials for many reasons. For example, teacher-made materials provide the teachers with what they need as no other kind of material can do, these materials also address to the needs of a group, and teachers use them "simply in the sake of variety" (p. 192). In the same way, Montijano (2014) suggested that teacher-made materials are relevant, tailored for students, and respond more than any other kind of materials to their necessities. In addition, these materials influence in a positive way the class atmosphere and some other elements related to the teaching practice. Following Montijano's insights, when educators implement teacher-made materials, "the classes become more inspiring and the curriculum becomes more stimulating" (p. 281). Accordingly, when teachers have the opportunity to make their materials and implement them, without legal or institutional constraints, it implies a huge degree of autonomy, which is a desirable condition to achieve professional growth. This autonomy influences the quality of materials teachers make for language instruction.

Among the challenges, Montijano (2014) contended that "designing teacher made materials takes time, effort and unquestionably makes tough demands of practitioners who must hold both

the awareness and understanding of the manifold interwoven variables affecting teaching theory"

(p. 281). These challenges more than an obstacle represent a motivation for teachers because,

when dealing with the different variables interfering in the pedagogical practice, one must grow

personally and professionally and this development benefits the institution and students too. This

is also a rewarding aspect from sorting out those challenges.

These reasons are fundamental to consider teacher-made materials as an essential

component that contributes to teacher professional development (Núñez & Tellez, 2009; Núñez,

Téllez & Castellanos, 2012; Núñez, Téllez & Castellanos, 2017) In addition, proposing these

alternative materials is an attempt to humanize the English teaching as a socio-cultural matter that

gives prevalence to learners' experiences and ways of life. It all leads to a class dynamic where

students learn from their shared knowledge through significant learning experiences.

Significant Learning

Most of this research reflects the importance of significant activities, lessons, contexts and

learning in general. An essential aspect for developing oral interaction in the classroom is that

learners find an attractive atmosphere to enjoy and feel confident to speak English. Then, EFL

teaching seeks that students share experiences, feelings and ideas in the classroom. For this,

significant learning lessons and experiences are essential aspects of the learning process.

From Meaningful to Significant learning. Ausubel´s (1963) meaningful learning theory

states that learning is possible because students relate new events to already existing information.

Thus, learners´ experiences, anecdotes and representation of their own reality and environments

become fundamental for learning as these connect to contents presented to learners in the class.

Given these conditions, students easily retain and apply the new information. Ausubel

emphasized that teachers should consider students' previous knowledge to support meaningful

learning. When teachers are aware of this, they may promote better teaching practices.

Despite its influence on understanding learning processes, Ausubel's meaningful learning theory has a limitation. This is because it is unsatisfactory in accounting for how students learn in current contexts where modern technologies proliferate in the information society (Palomar & García, 2010). These authors claimed that teaching and learning processes have focused on the interactions, culture and identity to understand how people learn. According to these authors, the limitation of Ausubel's theory lies on the fact that it comprises three elements: Teacher – student – contents, and disregard essential aspects for learning such as culture and interactions (Palomar & García, 2010). In such case, I leaned towards a more inclusive approach that comprises the interactions involved in cultural processes. For this, significant learning offers the basis that helps make a connection between students' lives and the contents of the teacher-made workshops.

Significant learning experiences. In this regard, it is necessary to consider not only students´ prior experiences and interests to connect them to class' contents, but also the importance of culture and interactions among teachers and students to generate opportunities to learn English. In this sense, this study regarded some categories from Dee Fink´s taxonomy of Significant learning (2003 and 2013). Although, significant learning experiences relate often to college or university courses, in this research, this approach endeavors to apply these to secondary students. The following categories reveal the importance of social interactions and the culture. According to Fink (2003), "For learning to occur, there has to be some kind of change in the learner. No change, no learning. And significant learning requires … some kind of lasting change that is important in terms of the learner's life" (p. 3). Hence, students have to interact in their socio-cultural context to make possible these changes. This is why I opted for integration, human dimension and caring from Fink´s Taxonomy of significant learning as categories that serve for my research´s purposes.

Table 1

Dee Fink´s significant learning categories for this study

Integration	Human dimension	Caring
Students make connections among different ideas, experiences and life ambits. **Special value:** When learners make these connections, it confers them a sort of intellectual power. **Value for present study:** The integration of different aspects of students' lives encourages them to participate actively in class, as their ideas will be valuable.	Learning about self and others allows students to interact efficiently. Students notice the relevance of what they have learned. This category tells that students approach to others' attitudes and feelings, then, they can interact effectively. **Special value:** This category expresses the significance of the human dimension of what they are learning. **Value for present study:** When students feel attracted to know more about others´ thoughts, feelings and experiences, they will interact more effectively. They will ask and answer questions that involve personal information.	This knowledge is significant because students change their perception of something they learned in class. As Fink stated: "Any of these changes means students now care about something to a greater degree or in a way than they did before" **Special value:** In Fink´s words "when students care about something, they then have the energy for learning more about it and making it a part of their lives." Thus, this learning becomes significant. **Value for present study:** When students get interested in class contents, they will relate this knowledge to their personal lives.

Table 1. Adapted from Fink (2003 & 2013)

Although Fink (2003 & 2013) proposed six categories in his taxonomy of significant

learning, for this study the three categories described above in Table 1 adjust to the objectives of

this research study. Fink presented the special value for each category. Table 1 also tells why

these categories of significant learning are valuable for my study. Given the importance of the

socio-cultural context to generate significant environments for learning and interactions in the

classroom, these three categories are relevant since they offer a basis to understand

contextualized and significant learning. Furthermore, these kinds of learning support the

implementation of objectives for the lessons in the pedagogical intervention. These objectives represent the value of significant learning to develop oral interaction in the classroom.

Oral Interaction

An objective to achieve through this research study is to promote oral interaction in ninth grade students from a public school. First, it is necessary to identify what are the implications of oral interaction in this context, what it is, and how interactive processes relate to this study. As oral interaction has a theoretical background that involves many ideas that are essential to elucidate, this section presents these to have a clear understanding of the implications of this construct for the present study.

Interaction. The concept of interaction as such has multiple views and meanings as it refers not only to spoken language, but also to written communication. One of those meanings defines interaction as "the heart of communication; it is what communication is all about" (Brown, 2001, p. 165). In fact, Brown gave prominence to interaction as an essential aspect in human communication. However, what human communication involves is difficult to express in simple terms. Brown showed also the dimension of interaction for every aspect of our lives. He proposed the following:

> Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or
> more people, resulting in a reciprocal effect on each other. Theories of communicative
> competence emphasize the importance of interaction as human beings use language in
> various contexts to "negotiate" meaning, or simply stated, to get one idea out of one
> person´s head into the head of another person and vice versa. (p. 165)

As Brown (2001) contended, interaction implies the exchange of useful and meaningful information. When the information is neither useful nor significant, interaction does not carry out successfully. This definition also indicates that the exchanges of information must be relevant for

participants in a conversation. When dealing with oral interaction in the classroom, students

should feel that what they speak is important for them and their peers. In addition, this latter

definition implies that interaction processes in the classroom should reflect students' immediate

sociocultural backgrounds too.

   Approaches to interaction in the classroom. Indeed, a sociocultural point of view of

interaction is what may lead to successful interactive processes in the classroom. Before

illustrating the significance of a sociocultural perspective for interactions, it is worth analyzing

customary approaches on this matter. Hall (2001) referred to traditional views on interaction and

their attempt to impel learners to grasp formal aspects of language such as its grammatical

structures. She evoked those traditional standpoints, for example: input-oriented research,

negotiation-oriented research, and output-oriented research. The author further asserted that these

views on interaction "as discrete, stable, bounded sets of linguistic systems" (p. 21). Such views

deem interactive processes as individually based, by which foreign language structures are

integrated and internalized (Hall, 2001). As a response to these *discrete* views on interaction,

renowned authors developed a sociocultural perspective to analyze interactions from different

disciplines. This is why "considerable attention has been focused on cultural differences in

patterns of interaction and their possible influence on students' engagement with their teacher and

with academic tasks" (Cazden, 2002, p. 68). The school is a place where people from different

socio-cultural backgrounds interact; in these contexts, students and teachers share ideas,

experiences, and opinions. Through these interactive processes, each of the individuals has the

desire of learning from each other, and they may probably learn about something unknown, yet

appealing and thought provoking.

   Oral interaction. The main function of spoken language is interactional, in the sense that

through oral communication we begin and sustain social relations (Brown, & Yule, 1983). A

common and practical way to perform this communication is by oral interaction. It refers to the

use of the spoken language between people in dialogues or conversations. Participants in these

conversations take turns to speak either asking or replying, what implies that oral interaction is

collaborative and mutual (Oliver, & Philp, 2014). These assertions highlight oral interaction as an

effective way people communicate ideas, feelings and socialize.

      Types of oral interaction. An aspect that is essential to understand is the process of

classroom oral interaction among students and the teacher. One way it occurs is through

teacher/student(s) interaction, and the other one between and among students (Tuan & Nhu,

2010). Regarding teacher/student interaction, Sinclair and Coulthard (1975) studied classroom

oral interaction and recognized a common interaction pattern known as IRF, where (I) stands for

the initiation by the teacher; (R), which is the student´s reply or response; and (F) which means

teacher´s feedback. This one is the most common type of interaction in the classroom and

according to Tuan & Nhu (2010) in this pattern, "The teacher is central to the classroom

interaction while students are passive listeners" (p. 31). In fact, the IRF pattern of oral interaction,

feedback is usually corrective and ends the possibilities to ask different kinds of questions that

may encourage students' participation. The idea of a communicative classroom, where every

student is an active participant and collaborates with the group´s dynamic, is that they are central

to the learning process whereas the teacher is a facilitator, an outcome difficult to achieve

through teacher-student interaction and specially through IRF pattern of oral interaction.

      In relation to student/student interaction, we evince this interactive process through pair or

group work. Long and Porter (1985) developed a series of arguments in favor of group work. The

authors further asserted that group work is useful "for increasing the quantity of language

practice opportunities, for improving the quality of student talk, for individualizing instruction,

for creating a positive affective climate in the classroom, and for increasing student motivation"

(pp. 207–208). Concerning these benefits, I agree that group work, when it comes from a well-planned and organized lesson, will have positive effects on students' oral interaction. It all depends on how teacher structures the class and the lesson, and how he/she gives opportunities to learners to share their ideas in the classroom. For this particular research, student-student interaction plays an important role in the development of the lessons because this kind of interaction serves the purpose of generating an ideal atmosphere in class that promotes oral interaction.

Oral interaction, as presented here, emphasizes the importance of the sociocultural background as an aspect that contributes to the exchange of experiences and anecdotes between students and teacher. In fact, this sociocultural component generates an ideal environment that fosters oral interaction. In addition to promoting interaction in the classroom, it is necessary to adapt lessons objectives to students' needs and personal interests. It is important to say that whereas IRF pattern of oral interaction is corrective and relies on teacher centeredness lessons, group work maximizes learners´ opportunities to use English orally for communicative purposes and helps them achieve learning goals. It is also crucial for this research study to reflect on classroom oral interaction processes to understand how students get involved in and/or improve their oral performance in the public-school context.

Having discussed the three constructs that constitute this research, Materials Development, Significant Learning and oral interaction, the next chapter offers some insights in relation to the methodological design of this study.

Chapter III

Methodological Design

In this chapter, there is information related to the research design and the instructional design. On the one hand, in the research design I establish the approach and type of the study underlying my research as well as the participants of this study and the instruments for data gathering. On the other hand, in the instructional design, I specify the stages, strategies and objectives for the pedagogical intervention. Besides, I refer to the innovation, the theory of language and language learning behind the intervention and the methodological approach for the pedagogical intervention.

Research Design

In the research design, I support the decision for selecting a determined approach and type of study. As a teacher, I constantly reflect on my teaching practices and the way these are effective in students learning. This constant process of reflection led me to think about the suitability of conducting a qualitative approach and an action research as the type of study. I will also refer to the participants of this study, the students and the teacher-researcher and materials developer; finally, I mention the data gathering instruments putting emphasis on three of those instruments such as the students' artefacts, teacher's field notes, and video recordings.

Approach. For this research, I chose a qualitative approach because researchers usually employ "qualitative research methods to study social phenomena, situations and processes that involve people" (Hazzan & Nutov, 2014, p. 2), Because of this, qualitative approaches "are mostly applied when researchers want to examine backgrounds, settings and processes, such as feelings, attitudes and learning processes" (Hazzan & Nutov, 2014, p. 2). These aspects studied under the qualitative approach are difficult to perceive by quantitative analyses, therefore, a

qualitative approach offers the basis to describe and analyze learning processes, students'

attitudes towards the English class and their feelings as important factors that lead them to

interact orally or even to remain silent during the class. This definition of qualitative approach

actually corresponds to what I want to do and achieve in this research.

In this study, I describe how students interact orally in the foreign language, in this case, it

is worth citing Lichtman's (2012) words when she discerned that in qualitative studies the typical

questions that researchers state, "Ask us to think about the whole and about the ways humans

interact" (p. 33). Then, it is the task of the teacher researcher to find ways to answer such

questions. Lichtman (2012) also established a checklist to determine some characteristics of the

qualitative researcher. Among those, we can find that a qualitative researcher is concerned with

individuals, their experiences and their surroundings; the qualitative researcher also finds

interesting to study the way people interact and are "attracted to what people say, how they

portray themselves or how they talk to each other" (p. 36). What I am keen on in this study is to

see how students interact orally and how their immediate context is a factor that encourages them

to express their ideas in the target language or, on the contrary, makes them feel shy and quiet

during the class, or forces them to use the mother tongue. Describing and interpreting patterns of

oral interaction in the classroom, considering the context, is something that I am interested in

achieving through this study.

In the same vein, "In a qualitative study, you are interested not only in the physical events

and behavior taking place, but also in how the participants in your study make sense of these and

how their understandings influence their behavior" (Maxwell, 2008, p. 222). Some aspects are

essential when we are dealing with a qualitative approach: the contexts, situations, people,

individuals, feelings, behaviors, and learning processes. These aspects influence each other to the

extent that generate dynamic relationships where the teacher is also a direct participant in these experiential situations.

Because of this, Merriam (1998) affirmed that "the researcher is responsive to the context; he or she can adapt techniques to the circumstances; the total context can be considered" (p. 6). When contending with qualitative approach, I know I need to make some changes all along the research process and to follow a suitable sequence of techniques or stages. As I am going to be a participant of my own study, I select those methods and practices that are appropriate for my students considering the setting where the pedagogical intervention takes place.

Type of Study. Being a direct participant, an observer and reflecting on my own teaching practice is what led me to decide on action research as the type of study that guides this intervention. In this sense, "action research can be a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students" (Burns, 2009 p. 1). Thus, this study is an endeavor to systematize and organize my teaching practice as an exercise to realize weaknesses of my own teaching and difficulties in students' learning, and the best way to do so is by understanding that through action research we have more roles, not only that of a teacher.

The fact that I perform a triple role in this research process (language teacher, researcher and materials developer) makes me responsible and autonomous as a professional whose main determination is to act in favor of the interest of the community where I develop my work as teacher (Carr & Kemmis, 2003). To work with vulnerable communities demands from professionals a huge degree of social commitment and empathy to others. In this sense, Kemmis, (1980), Elliot, (1991), Fals Borda, (1999) and Carr and Kemmis (2003) suggested that action research is an emancipatory practice that works to alleviate social, cultural and educative problems in vulnerable communities. Kemmis (1980) mentioned that action research has the

intention of "liberating communities of inquirers from the dictates of tradition habit, bureaucratic systemization and individual expectations" (p. 12). Correspondingly, Elliot (1991) referred that "emancipatory action research provides method for testing and improving educational practices" (p. 52). Therefore, action research is a participatory method that allows the contribution of all the members of the community and that through action research the teacher-researchers take a critical stance towards their practices since they theorize and transform them to provide better results to themselves and the community.

In an alternative point of view, which reflects in fact the social and educative reality of many economically deprived communities in the world, Fals Borda (1999) revealed that this economic system has systematically designed most academic processes worldwide to reinforce unfair power structures. Then, there is a need that the victims of the exploitation and abuse of this system have equal access to and attain suitable and responsible knowledge. Given this situation, the essential aspect of action research is that vulnerable communities can also benefit from the research and the learning process undergone at school. In this regard, Fals Borda (1999) highlights the importance of developing research processes committed to regional and local problems that call for emancipatory, educative and cultural processes. The serious issues we are dealing with in our society demand from teachers a real commitment to the increasingly changing local communities' needs. It is through action research that we can analyze our actions and behaviors in our everyday practice. In addition, in action research, my duty as a teacher goes beyond teaching a subject or presenting a lesson, it should transcend students' social and cultural backgrounds.

Participants. The participants of the research study are ninth-grade students and me as teacher-researcher and materials developer. First, I consider the specific group of students that

take a direct part in this research and then, I refer to the triple role of teacher and the implication

for this study.

   Students. The selection of the students for this study regarded a convenience sampling

technique. In this technique "a researcher simply collects data from those people or other relevant

elements to which he or she has most convenient access" (Blackstone, 2012, p. 174). In this

sampling technique, the researcher decides which are the participants based on convenience. For

example, due to the availability or accessibility (Stevens, 1996). In this regard, 17 ninth grade

students, nine girls and eight boys, whose ages ranged between 14 and 16 years old, were part of

this study. These students showed eager to participate and their parents agreed that they were part

of the study by signing, approving and delivering on time the informed consents (see Appendix

B).

   It is important to denote some characteristics of these students who are part of the sample

selected. They are all teenagers and as such they have a set of special characteristics and

behaviors that usually make them feel indifferent to the class. Harmer (1991) considered some

factors in adolescent learners that influence their learning process and affect the class

atmosphere. Therefore, teachers should implement strategies to avoid unwanted things to happen

in the classroom. Harmer sustained that teachers have "to provoke student engagement with

material which is relevant and involving. At the same time, we need to do what we can to bolster

our students' self-esteem, and be conscious, always, of their need for identity" (p. 39). EFL

materials play a determinant role not only as a source of teaching but also as a method to

downgrade disciplinary issues in class especially in teenagers by reflecting their needs and

interests.

   As most students who were part of this study were not adults, their parents were the ones

who signed the informed consent. It is necessary to mention that it is the teacher's responsibility

to protect participants' identity, confidentiality and anonymity, which is an ethical issue the

teacher-researcher should comply with, and reflects his/her commitment of being and ethical

professional. Before the implementation, the parents of students already signed the Informed

consent (See Appendix B).

   Teacher-researcher and materials developer. I have mentioned above the triple role I

performed through this action research. As a teacher, I have always reflected on the importance

of providing an appropriate environment for students to learn English considering their needs,

interests and learning styles. This reflection came after years of teaching and realizing some

pitfalls of my own teaching practices. As a researcher, I had the responsibility to systematize my

own practices and to provide objective results based on the findings from the research. Indeed,

some features that stand out from action research are that "it is conducted by teachers and for

teachers. It is small scale, contextualized, localized, and aimed at discovering, developing, or

monitoring changes to practice" (Wallace, 2000, as cited in Donato, 2003, p. 1). Additionally, as

a materials developer and designer, I created appropriate materials for language learning (Graves,

1996; Ur, 1996; Tomlinson, 1998; Núñez and Tellez et al., 2009; 2012; 2017a; 2017b;

Montijano, 2014). There is a close relation among those three roles as each one complements the

other. The teacher is constantly interested by the way students can learn better and significantly

whereas the researcher considers aspects of theories, principles, concepts and methodologies

(Harwood, 2010; Tomlinson, 2010). Finally, as a materials designer, my effort was to produce

proper materials that, in the case of present study, aimed at compensating the students'

limitations regarding oral interaction and other language skills.

   Data gathering instruments. A qualitative research typically uses the following kinds of

data: detailed interviews, observations made by the researcher and archival documents (Patton,

1987). In addition, an intentional accomplishment in action research is to understand students´

behaviors and as Berg (2004) stated, "Any information the investigator gathers can potentially be used to answer the questions or solve the problems that have been identified" (p. 199). In this sense, I employed the following instruments that led me realize and understand different aspects of my teaching practice and students´ learning processes.

Students' artefacts. My students worked on two workshops that served as an essential source to obtain crucial data from their learning process. In this regard, artefacts serve "to supplement observation of direct teacher instruction" (McGreal, Broderick & Jones 1984, p. 20). The product of students' work provides a useful insight of their understanding of the activities in the workshops. Additionally, at the end of these workshops, the students had the opportunity to reflect on their learning process through a self-assessment section, which is an extra feature that enhances the reliability of this instrument to gather data.

Field notes. (See Appendix D) According to Johnson (2012), field notes are transcriptions made by the teacher of everything that happens in the classroom. This author recommends teachers to start to write everything they perceive; thus, they will realize about aspects that are interesting and important. It gives the idea that we may begin to write freely about the events we see in the classroom. However, before taking notes, there must be an organization. Leedy & Ormrod, suggested that you "may want to consider dividing each page of your notebook into two columns. You should use the left column for recording your actual observations and the right column for noting preliminary interpretations of what has been observed" (as cited in Mertler, 2008, pp. 107-108). This is a useful way not only to organize what teachers have written down but also to offer a sense of impartiality to the process of taking notes. Yet, this data-gathering instrument is not enough to describe in detail the different situations and events that occur in the classroom, because of this, field notes should go along with some other sources to gather data, such as audio or video recording.

Audio and video recordings. Regarding the limitation of field notes, it is necessary to count on complementary sources of information such as audio and video recordings. These instruments serve specially for my research because "recording the situation you want to observe has the advantage of capturing oral interactions exactly as they were said" (Burns, 2009, p. 70). As I want my students to achieve oral interaction through the materials I designed, the audio or video recordings are a reliable source to obtain direct data from what is happening in these interactions. According to Burns (2009), one of the advantages of video recordings is that it allows the teacher to see gestures or other kind of expressions that are not noticeable by means of the audio recordings. However, audio recording is one of the most popular and is "excellent for those situations where teachers require a very specific or accurate record of a limited aspect of their teaching or of a particular interaction" (Hopkins, 1993, p. 119). As can be seen, each of these instruments has its drawbacks and advantages, however, they are suitable for capturing specific aspects of oral interactions, thus I chose them as a complement to those data gathering instruments above mentioned.

Instructional Design

One of the concerns that motivated me to carry out this research was that a considerable number of students in the public sector and specifically in the Rufino José Cuervo (RJC hereafter) school found neither attractive nor interesting the English language as a subject. Therefore, they failed to identify any practical use of what they learn in the English classes, which made difficult for them to use this language for real communicative purposes and to interact orally in the classroom.

This section comprises the descriptions of pedagogical intervention and its main and specific instructional objectives, an account of the intervention as innovation, an explanation of the theory of the nature of language and language learning, the methodological approach that

underpins the pedagogical intervention and the connection of the pedagogical intervention with

the research question. Furthermore, it describes the instructional stages, the topic selection, the

design of teacher-made workshops based on significant learning to foster oral interaction and the

implementation of the pedagogical intervention.

Pedagogical intervention. The design and implementation of teacher-made materials

comprises two workshops developed through five lessons each. These lessons involve significant

learning as an approach to foster oral interaction in ninth grade students of RJC's school. The

proposed MD framework was conceived taking into consideration the existing ones envisioned

by a number of researchers mentioned above. It is explained in detail in the instructional phases

at the end of this chapter. Additionally, the material designed to foster oral interaction in my

students clearly reflect six SLA principles that are important before designing and implementing

teaching materials

SLA principles. Tomlinson (1998) envisioned a list of guiding principles for SLA to

design adequate materials for teaching languages. Regarding these principles, I chose six that

relate to my research and are pertinent for the pedagogical intervention. The teaching materials

help generate an appropriate class environment, where teenagers actively and confidently

participate. Materials should also adapt to their needs, interests and attitudes. It is important to

say that Materials for language instruction have to reflect learners´ immediate context. In this

regard, the following tenets are important before designing and implementing teaching Materials.

Materials should help learners to feel at ease: In fact, teachers should do whatever they

can to lower students' anxiety so that they feel comfortable to participate in class. However, a

great deal of trouble for students learning a foreign language comes from the materials used in

class. In this sense, Tomlinson (1998) established some features that materials should have to

make students feel comfortable in class. To name a few, the visual aspect of materials, the language used and their contents.

Materials should help learners to develop confidence: One way to help students to develop confidence is through challenging but achievable activities. Tomlinson (1998) mentioned, "I prefer to attempt to build confidence through activities which try to push learners slightly beyond their existing proficiency" (p. 9). Students often realize that what they do in class is not stimulating as it becomes easy to develop. It is important to know well students' attitudes towards English language and their proficiency level to determine what sort of activities can help them develop confidence.

Materials should have an impact: When materials employed in class have an impact, they will also help students feel comfortable and vice versa. Some characteristics that Tomlinson (1998) lists are: novelty, variety, attractive presentation and appealing content. Any activity proposed by teachers should embrace these four features. In case one misses, there would be a difficulty for the material to achieve its desired impact. The idea is that an activity, workshop or any other material should be self-explainable with minimum teacher's intervention.

Information through materials should be relevant and useful to students: Influential materials should connect what it is in the classroom to the students' reality, contexts and interests. In this respect, Ur (1996) stated that "sometimes, teachers need to explore teaching materials outside textbooks and modify them in order to be relevant to a particular group or students" (p.185). This quote expresses the importance of adapting or designing materials that really fit students' interests and reality. Hence, this SLA principle is essential for my study because it relates to significant learning. This construct affords ideas to design activities and lessons that really reflect students´ needs and interests.

Materials should enable learner´s self-investment: In other words, materials should encourage learners to discover things by themselves. This last principle is oriented to the conscious application of learning strategies under the overt or explicit model of strategy instruction (Chamot, 1999). This is of particular significance because students can also accomplish learning objectives by applying deliberately those strategies implemented in the English class. Through this process, the students will feel that what they are learning is useful and relevant and it has a practical purpose for their lives.

Materials should afford chances for learners to use language for accomplishing communicative purposes: Canale and Swain (1980) held that learners should be assisted to automatize their prevailing practical knowledge and put into practice the strategic competence. In relation to my research´s objective, this principle is relevant ever since those materials proposed in class should foment oral interaction in class. In fact, the goal of language learning strategies is the development of communicative competence through interactions fostered by meaningful and contextualized language (Oxford, 1990). If the workshops do not fulfill this purpose, there will not be real chances of communicative practice in the classroom. To promote oral interaction, the workshops should maximize students' opportunities to communicate orally by means of a contextualized language, activities and contents.

The importance of these principles for this research is mainly because learners should feel comfortable in class so that they achieve learning goals through relevant Materials. Thus, they develop confidence and feel at ease. For this reason, those principles for MD are pertinent for the present pedagogical intervention.

Considering this, I developed two workshops made up of a warming up and five lessons each. These comprise the four communicative skills, reading, listening, writing and speaking and the two-basic skills vocabulary and grammar in context. The structure of the lessons considers

vocabulary in context and communicative activities that foster oral interaction in class. There is a self-assessment section at the end of each workshop, so that students reflect on their own learning process, regarding oral interaction and the three significant learning categories. The first workshop deals with healthy habits that involve student´s routines and activities, whereas the second workshop is about places in the city and their neighborhoods. The title of this second workshop is 'Getting around the neighborhood and the city' and its general objective is that students ask and answer questions about living in the neighborhood and in the city.

Instructional objectives: The following are the objectives that guide my pedagogical intervention.

Main objective: To design and implement two workshops, focused on five significant learning lessons each, to foster oral interaction in ninth grade students.

Specific objectives: (a) To generate an innovative environment where students can use English to interact orally; (b) to help students become aware of the importance of oral interaction; and (c) to create materials that address students' needs and interests to encourage them to interact orally.

Intervention as innovation: Reviewing the literature, there are manifold definitions of innovation in relation to the language-teaching field. One of such says that innovation deals with putting into practice new concepts delivered in specific moments, people, materials, views and values conducted by particular planning (Markee, 2001). In general, "Innovation is an idea, object or practice perceived as new by an individual or other unit of adoption." (Rogers, 2003, p. 12). As we are dealing with students, where many social factors and relationships interplay, one of such definitions of innovation says that "innovation is the application of a new resource or approach that changes social practice, creating some value … by altering the social practice of teaching and learning ... if the ideas seem new to the individual" (Kirklan & Sutch, 2009, p. 10).

In this regard, innovation brings a social change in the traditional practices of teaching, thus, improving teaching and the social relationships of those involved.

It is also necessary to reaffirm the importance of teachers´ autonomy and professionalism in that "teachers as innovative professionals have the potential to explore their creativity by designing materials for their classes" (Núñez et al., 2004, p. 130), which also leads to generate innovative environments to learn. In this regard, I consider that my pedagogical intervention is innovative because it breaks with the traditional forms of teaching English in the public schools. Through teacher-made materials, I can transform students' lives because there is the possibility to provide the conditions for students to learn English joyfully, meaningfully and in a relaxed atmosphere. In the context I teach, it is common that teachers adopt grammar or vocabulary items without any communicative intention, which fails to recognize the importance of language as a vehicle to exchange meanings, ideas and experiences.

What I also consider innovative from my pedagogical intervention is that I designed the materials according to students' needs, interests and the context itself. As mentioned by Núñez et al. (2012), "Innovative teaching materials that address students' language learning needs and goals, increase attention, enhance motivation and boost effective learning" (p. 25). Similarly, Núñez, Téllez and Castellanos (2017a) claimed that "innovative, contextualized materials that respond to their local needs and which are intended for particular uses and users in our EFL contexts" (p. 57). Apart from this, the implementation stage also considers learners' skills and study habits. Once students are in the class, they will perceive a change. The teacher is not going to ask them to memorize patterns of grammar or correct pronunciation; students will share what they already know with their peers.

Theory of the nature of language and language learning: It is crucial for this research to define the theory of language and language learning underlying the pedagogical intervention.

When Teaching EFL, teachers can "develop their own teaching procedures on the basis of performance informed by a particular view of language and a particular theory of learning" (Richards, & Rodgers, 2001, p. 19). In relation to the theory of language, I find the functional perspective suitable for this study (Tudor, 2001, Richards & Rodgers, 2001), because I want my students to use the target language (TL henceforth) for communicative purposes. Accordingly, the theory of language learning that is pertinent for my research is the experiential learning theory as it emphasizes on the constant use of the TL, again, for communicative purposes.

Since languages are not unchanging or static entities, but rather vehicles for expressing ideas and meanings, I consider the functional perspective as a view of language that reflects the importance of the semantic and communicative factors instead of only grammatical features of the language. Tudor (2001) stated that this vision shows that languages enable people to express their ideas, emotions and values. In this sense, in the pedagogical intervention, I designed lessons whose activities and goals reveal this view of language. An idea that supports this view says that functional communication put students in a condition that makes them use language for a clear and communicative purpose (Littlewood, 1981). Based on my experience as a teacher and student, I have seen that if teachers base their lessons on grammar or unfamiliar vocabulary items, these lessons hinder the possibilities to generate communication and meaningful interactions, as well as discourage students to learn the TL. We must carefully introduce any grammar item in a lesson to make it interesting to students and to see its possibilities to attain any communicative purpose.

The theory of language learning that underlies this research is experiential view of learning. Tudor (2001) mentioned that this view puts emphasis on direct experience of the TL for communicative purposes. This experiential view of language learning involves two aspects: learning by doing and experience in context. This latter issue is of special importance for my

research since experiences through significant, communicative, relevant, and problem-solving

activities benefit students` learning. It all derives from the extent to which materials and activities

suit the students´ distinctiveness, interests and expectations at both classroom and personal life

levels (Tudor, 2001). Precisely, my research reflects the importance to design materials that suit

students' needs, emotions, interests and their context. Once students find stimulating the

activities brought to class, they will see the appropriateness of lessons and will have the intention

to interact orally and communicate with others using the TL.

      Methodological approach underlying the pedagogical intervention: Significant learning

is the approach that underlies this pedagogical intervention, whose pillars give importance to the

socio-cultural context to generate significant environments for learning (Fink, 2003, 2013) and

the interactions in the classroom. The three categories of significant learning selected for this

study, integration, human dimension and caring are relevant since they offer the basis to design

and implement contextualized and significant materials that facilitate learning and interaction in

class.

      Connection of the pedagogical intervention with the research question. There is a

close connection between the research question and the pedagogical intervention. This link

helped me answer the research question because "for a speaking course … a starting point is

selecting an appropriate theory or model of the nature of oral interaction" (Richards, 2005, p. 2).

In addition, the pedagogical intervention relies on the experiential view of language, which is of

special significance since communicative, relevant, expressive and problem-solving activities

help students explore experiences in context. These experiences suit the students' uniqueness,

genuine interests and expectations at both classroom and personal life levels (Tudor, 2001). The

impact of teacher-made materials in the context of the implementation not only has to do with

regarding students` needs, experiences and learning styles in the lessons, but also these materials

contribute to generate a relaxed atmosphere that make students feel confident to interact orally with their peers.

Instructional Phases. To develop the implementation of the two teacher-made workshops made up of ten lessons, I considered five intentional phases as follows:

Proposed material development framework. When reviewing literature on MD, one encounters seven different theoretical frameworks to develop materials, I briefly present components each one has in chronological order to come up finally with a proposal of a MD framework that suits the conditions of the context I am teaching now.

Graves (1996) suggested a MD framework whose name is 'Framework of components'. It has seven stages: Starting with a needs assessment, defining goals and objectives, conceptualizing content, selecting and developing activities, organization of content and activities, evaluation and ending up with consideration of resources and constraints, which is the stage that differentiate Graves´ framework of components to the following MD frameworks.

Masuhara (1998) established a MD framework with four different components. The first one is a needs analysis at the beginning, then determines the objectives, presents the methodology of the materials and finally the evaluation. In this MD framework, the part of syllabus design is a predominant component of all the process.

Jolly and Bolitho (1998) arranged a 'Framework for materials writing'. In this, five stages are recognizable. (a) Identification of needs; (b) pedagogical realization of materials; (c) finding appropriate exercises and activities; (d) physical production; and (e) production and use of the material by students. An aspect to underline is that of the 'Contextual realization' of the suggested new materials as it implies the examination of the problem and describes skills and functions.

Núñez et al. (2004) proposed 'the process of Course and Material Design', which establishes seven different stages. Needs analysis, objectives, skills that materials should aim at, selection and sequence, assessment and evaluation of goals accomplished. Two elements are important from a framework that distinguishes this one from others and it is that specifies the type of activities and the type of participation.

Núñez and Téllez (2009) offered a framework of Essential components in the process of creating and adapting Materials. It has seven stages: Needs assessment, selecting goals and objectives, content, selecting and developing materials and activities, organizing content and activities and finally the evaluation. This framework emphasizes the importance of determining the resources and constraints presented in a determined context.

Núñez et al. (2009) proposed 'The Materials Development Scaffolding'. This framework suggested five components: Needs assessment; identification of the approach or method; definition of course objectives and goals; design, organization and construction of the syllabus; development and finally an evaluation of the proposed material. It is worth mentioning that this MD framework introduces the SLA principles to material design.

Finally, Núñez et al., (2012), Núñez et al. (2017a) and Núñez, Tellez and Castellanos (2017b) arranged the 'MD framework', whose components were, A needs assessment, identification of the method underlying the materials, the selection of goals and objectives, the selection and organization of contents, the organization of the activities and an assessment of the materials. This MD framework incorporated adjustments to the materials.

As can be seen, most MD frameworks agree to some extent in the identification of needs, setting up of the objectives and the methodologies and the part of the evaluation. However, each of those frameworks present a singularity that responds to specific features of each context.

In view of this, my MD framework proposal revolves around the RJC School's pedagogical model: the interstructuring model, whose fundament is the dialogical pedagogy. This model embraces a constructivism stance and considers that students and teachers construct knowledge in an active and interstructuring way from a pedagogical dialogue (De Zubiria, 2004). Taking into account the elements previously mentioned and considering the context where the pedagogical intervention took place, my own proposal of an MD rationale further contextualized with topics related to students' experiences and immediate surroundings. For this, the pedagogical dialogue among students and teacher to construct knowledge is essential in this framework. In addition, the topics selected for the workshops are healthy habits and places in the neighbourhood and the city. These are related to students' experiences and immediate surroundings which prompted them to use language for communicative purposes and to interact orally in class. This proposal was materialized through the design and implementation of two workshops and involved six stages like these:

(a) The identification of students' needs and interests; (b) the definition of objectives to explore students' spoken exchanges about their immediate context via student-student oral interaction; (c) the organization of topics in relation to student's interests, context and experiences; (d) the Piloting stage of the workshops; (e) the implementation of the workshops considering a dialogical relationship according to the RJC school´s pedagogical model and the selected approach; and (f) the evaluation of the materials and the whole learning process.

Informed consent. Before the pedagogical intervention, the teacher-researcher informed the students' parents and the school`s principal about the implications of this study for the students involved, the institution and the English teacher. The informed consent forms (See Appendix B) explained that in this study the teacher researcher needed diverse data gathering instruments, among those video recordings. Through the informed consents, the parents of

students approved or disapproved the participation of the students. Lastly, the teacher-researcher had the responsibility to protect and respect students´ anonymity, integrity and confidentiality. The teacher-researcher emphasized that he would use of the data gathered only for research purposes.

Sensitization. Students were acquainted with specific aspects of the pedagogical intervention. I made emphasis on the details of timing and arrangement of the workshops students were going to work on. In addition, I emphasized the importance of developing workshops to help them become familiar with the topics and methodology of the implementation, as well as the data gathering instruments.

Piloting of the materials. Before the implementation, there was the need to pilot the first workshop with a similar group of students, from the same grade and under corresponding learning settings and context. Students' observations and perceptions of the materials in the piloting stage were considered to modify and improve the designed materials.

Implementation of the materials. The time allotted for each of the workshops was 10 hours that sum up 20 hours. As can be seen in the sample workshop there is a warming up session that catches students' attention towards the topic both emotionally and cognitively; then, the materials offered vocabulary activities in context and language input for students to handle either the written or spoken texts. Then, the workshop is entirely communicative and shows samples of conversations, so that students can begin to interact; besides that, not only the selected SLA principles and learning strategies were evident in the different of activities presented in the proposed workshops, but also significant learning since most interactive activities inquired peers in relation to their likes, interests, emotions and opinions. In these activities, the workshops reflect the interstructuring model where students were the core of the learning process and played an essential role in the exchange of ideas.

Sample of workshop for the pedagogical intervention

Workshop # 1
Healthy Habits

Taken from http://www.wholisticfitnessonline.com/wholistics-5-healthy-habits-to-incorporate-now/

Warming-up

Work in pairs. Look at the picture above and discuss the questions below with your partner:

Your teacher

➢ What foods do you see in the picture? *I see a ..., a .... and a ...*
➢ What sports can you see in the pictures? *I see...*
➢ Are the foods in the pictures healthy or unhealthy? Why? *They are healthy because... or They are unhealthy because...*
➢ Do you identify yourself with any of the pictures? *Yes, I identify myself with the.......*

Tips: Ask each other these questions:
🔸 *How do you say Patines in English?*
🔸 *What is the meaning of garlic in Spanish?*

Remember: *Habits are activities that we do on a daily basis and can bring positive or negative consequences for our health and well-being.*

Developed by Freddy Segura   1

Learning Objectives

❖ *General Objective*: To ask and answer questions about one's and someone's habits.
   Specific Objectives: (a) To recognize vocabulary related to habits; (b) To identify positive and negative consequences of having healthy or unhealthy habits; (c) to reflect on the importance of having good healthy habits and (d) to give and receive advice about one's habits

Lesson 1

Vocabulary practice

1. Work in pairs and find (13) thirteen healthy and unhealthy habits in the word search. They are in all directions. Then, label the pictures below.

Learning strategy: Identifying specific information
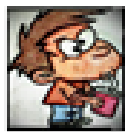
s	o	a	r	e	s	y	d	e	s	p	n	e	s	r	m	e	n
w	d	n	s	g	m	o	r	t	m	l	k	h	e	m	e	a	w
a	r	d	m	u	o	m	i	i	k	a	w	a	l	p	t	t	j
s	i	l	o	b	k	o	n	p	l	y	y	m	k	c	p	i	r
w	n	p	k	m	i	r	k	e	f	i	u	u	s	h	a	n	l
i	k	u	i	d	n	n	i	s	g	n	e	o	t	t	t	g	o
m	i	f	n	g	g	a	n	y	n	g	r	r	i	h	o	h	h
m	n	k	g	z	p	t	g	i	i	s	r	a	u	l	e	a	o
i	g	i	c	t	o	t	w	f	n	o	m	m	r	m	r	m	c
n	s	l	i	h	t	j	a	a	n	c	b	j	f	o	l	b	l
g	o	m	g	e	s	o	t	w	u	c	a	t	g	t	o	u	a
v	d	o	a	r	w	m	e	r	r	e	i	k	n	r	m	r	g
i	a	t	r	u	a	t	r	g	t	r	e	t	i	u	m	g	n
d	k	r	r	m	f	u	u	k	h	i	g	p	t	u	r	u	i
r	m	u	e	i	e	e	a	u	e	n	y	g	a	o	e	e	k
t	z	i	t	r	r	c	w	m	g	g	o	e	e	o	a	r	n
a	a	t	s	s	p	i	n	e	u	l	m	a	r	k	e	s	i
s	e	l	b	a	t	e	g	e	v	g	n	i	t	a	e	s	r
u	r	e	a	t	i	n	g	g	r	e	a	s	y	f	o	o	d
r	i	d	i	n	g	a	b	i	k	e	m	e	h	m	j	t	u
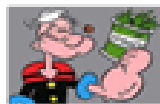
Images taken from:
http://www.cocinayaficiones.com/wp-content/uploads/popeye-el-marino.jpg
https://www.shutterstock.com/es/image-vector/boy-eating-fruits-212076190
http://i.dailymail.co.uk/i/pix/2015/02/12/2593D19600000578-0-Janet_leads_a_healthy_life-a-27_14237075
https://www.tumblr.com/search/homer%20simpson%20smoking%20weed
http://www.clker.com/clipart-14850.html
http://www.clker.com/clipart-soccer-player.html

Developed by Freddy Segura   2

2. Healthy or unhealthy? Work in pairs. Use the habits from the previous activity and classify them according to the two categories below. Complete the chart with three more habits.

Learning strategy: Classifying specific information

Healthy	Unhealthy
a.	a.
b.	b.
c.	c.
d.	d.
e.	e.
f.	f.
g.	g.
h.	h.

3. Work in pairs. Take turns to ask and answer the question below.

Learning strategy: Cooperating with peers

Why are you a healthy student?

I am a healthy student because I
_____
_____
_____

Lesson 2

4. Use the habits from the box to complete the sentences. You may use them more than once.

Learning strategy: Using background knowledge to learn vocabulary about habits

read	swim	ride a bike	eat fruits
eat a hamburger	drink alcohol	play videogames	smoke pot

a. People who_____ always learn something new and interesting.
b. When people _____, their eyes turn red and they get distracted.
c. I am always punctual because I _____ to come to the school. It also makes me fit and healthy.
d. Some people can _____ in the mornings. They feel fresh before they go to school or start their work.
e. Every time I _____ I enjoy it, but then I feel so bad and stuffed. Fast food contains a greasy meat and a high carbohydrate content.
f. When people _____, they become aggressive and stubborn. Their bodies also start to smell bad.

g. My parents tell me to _____ in the morning because it regulates my digestion.
h. I have a group of friends who spend their afternoon _____. They seem to have an addiction and their eyes become squared.
i. The Rufino Jose Cuervo School promotes that students _____ instead of drinking unhealthy sodas.
j. To _____, _____ and _____ are good habits.

5. Match the pictures about habits to their corresponding consequences.

Learning strategy: Using imagery to identify possible consequences of some habits.

a.

b.

c.

d.

e.

f.

g.

h.

____ Doing this regularly causes chronic bronchitis, among other respiratory illnesses. It also causes people to lose their short-term memory.

____ This activity stimulates humans' brain and creativity. It helps people memorize and improve their intellect.

____ Smoking causes serious addictions and also brings diseases affecting heart and lungs and your body.

____ This physical activity notably increases your health and well-being.

____ Doing this regularly brings very negative effects to your mental health. It makes you being distracted, but if this activity is not done regularly, it contributes to your imagination.

____ The consumption of this substance affects your balance. In excessive doses damages your liver. It also affects your memory

____ Regular consumption of this is generally associated with reduced risks of several diseases.

____ This food is associated with obesity and brings other serious diseases when it is consumed regularly.

Some information was adapted from these links: https://en.wikipedia.org/wiki/Video_games#Possible_benefits https://en.wikipedia.org/wiki/Reading_(process); https://en.wikipedia.org/wiki/Fruit#Nutritional_value; https://en.wikipedia.org/wiki/Short-term_effects_of_alcohol_consumption; https://en.wikipedia.org/wiki/Cycling

Lesson 3

Listening practice

1. Work in pairs. Label the pictures below and then, listen to recording about obesity. Complete the missing words.

Learning strategy: Using imagery and the context to understand a spoken text.

_____ _____ _____ _____ _____ _____

Obesity is a problem that is getting bigger and bigger around the (1) _____. It really hits rich countries. When people have (2)_____, they buy a lot of the wrong food. They become (3) _____ and eat fast food. They also forget about exercise and (4)_____ in front of the TV instead. The worrying thing is that more and more (5) _____ are suffering from (6) _____. This is a big problem. The number of overweight kids I see today is amazing. I think the reason is quite simple – junk food, (7) _____ and the (8) _____. When I was growing up, I had a balanced diet. I also spent most of my free time outdoors. I spent hours every day on my (9) _____ or playing (10) _____. Kids today hardly go outside. They are glued to one kind of (11) _____ or another – TV, (12) _____ or games console.

Selected and adapted from:
http://www.listenaminute.com/o/obesity.html
Listening sample taken from:
http://www.listenaminute.com/o/obesity.mp3

2. Complete the sentences below based on the previous recording.

Learning strategy: Selecting relevant information.

Obesity is today a serious problem in many countries and according to the previous text…

a. Three causes of obesity in children are _____, _____ _____ and _____

b. And among the possible solutions, we have a _____, _____ and _____.

Reading practice

1. Read four paragraphs about teachers' and one student's habits. With your partner, decide which of these are similar to your habits. Explain why.

Examples: Yenni likes Ajiaco, I *also* like Ajiaco.
Rafael rides a bicycle everyday. I *don't* ride a bike.

Learning strategy: Comparing real life events to own experiences.

Lisseth. She avoids fatty or junk food, she eats more fruits and vegetables, but occasionally she eats an ice cream or some french fries. Every day she wakes up at 5:30 a.m. She does a 20 minutes exercise routine from Monday to Friday and on Sunday, she rides bike early in the morning. On weekends, she watches TV or plays movies on Netflix, checks out the e-mail and other social network stuff, goes to cinema and plays Xbox but she does not spend too much time in these activities. She cannot walk to work because the workplace is too far so she takes a bus.

Yenni. She enjoys Colombian food. She loves ajiaco with rice and avocado. She doesn't like red meats, but prefers chicken and fish. Yenni loves fruits, bananas and oranges, and she occasionally eats a hamburger or a pizza. She says that she doesn't have healthy habits because she doesn't drink water, she prefers fruit juices with sugar. She goes to work with her electric bicycle which means that she makes a little exercise.

Paola. She is a student at Rufino José Cuervo school. She is not a good student because she doesn't like to read, she prefers to watch TV four hours every day and to play video games before she goes to bed. She doesn't practice any physical activity and she doesn't walk to school. Her favorite foods are hamburgers and loves cakes, she drinks a lot of sodas and she doesn't like water. She doesn't have healthy habits.

Rafael. He doesn't like to eat meat, he is vegetarian. He prepares his own breakfast with fruits. He likes fruits a lot. He goes out to the park with his dogs. He also likes to read and write before he rides his bike to his job, the Rufino José Cuervo school. When he gets home, he goes out again with his dogs. He goes to bed at 10:00pm more or less.

2. **In relation to the former paragraphs, decide which sentences are true or false.**

> *Learning strategy:* Identifying true and false information from different texts.

a. Paola walks to school every day (_False_)

b. Yenni and Rafael don´t like red meat (_____)

c. Lisseth wakes up early every day (_____)

d. Yenni prefers to drink water (_____)

e. Paola and Lisseth don´t play video games (_____)

f. Lisseth and Rafael enjoy eating fruits (_____)

g. Yenny and Lisseth don´t practice any physical activity (_____)

h. Student´s favorite food is the ajiaco (_____)

i. Only one person has healthy habits (_____)

j. Paola doesn´t ride a bicycle (_____)

k. Lisseth and Paola play Xbox on weekends (_____)

l. Rafael doesn´t walk to school (_____)

Lesson 4

Grammar zone 1
Simple present: Yes/no and Wh – questions to ask and answer about your habits.

	Yes/no questions		Wh – questions
First person singular	Do you eat vegetables? Yes, I do. No, I don´t.		What do you usually eat? I usually eat fruits and vegetables
Third person singular	Does he walk to school? Yes, he does. No, he doesn´t. Does she study at home? Yes, she does. No, she doesn´t. Does Paola like cakes? Yes, she does. Does she like to read No, she doesn´t.	First person	What do you usually drink? I usually drink water What do you usually do in your free time? I usually practice sports in my free time How do you usually go to your school/job I usually ride my bike to go to school

Reading comprehension and Speaking practice

1. Work in pairs. Complete the habits chart according to the habits from the school teachers, the student, you and your classmate. To complete the chart, ask your classmate yes/no questions about his/her habits. Follow the example given. Please, take a look at Grammar Zone 1 to ask and answer the questions

Learning strategy: Using previous information to ask and answer questions.

I have a problem, I gained weight because I eat lots of hamburgers. Do you usually eat hamburgers?

No, I don't. I prefer vegetables

Does Rafael eat vegetables?
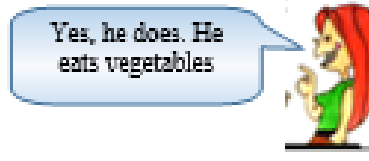
Yes, he does. He eats vegetables

Habits' chart

Habits	Yenni	Rafael	Paola	Lisseth	You	_____
a. eat vegetables?	Doesn't say	Yes, he does.	No, she doesn't	Yes, she does		
b. practice any sport?						
c. eat fruits?						
d. drink water?						
e. eat hamburgers?						
f. smoke?						
g. like to read?						
h. watch TV a lot?						
i. play videogames?						
j. ride a bike?						
k. study English?						

Developed by Freddy Segura

8

Grammar zone 2

Simple present: Wh – questions to ask about someone´s habits and simple present affirmative sentences to report and socialize your classmates´ habits.

	Wh – questions	Frequency adverbs
Third person Singular	What does Yerri usually eat? She usually eats fruits and ajiaco	Always (yes) = 100% Usually = 80% Sometimes = 30% Never (no) = 0%
	What does Paola usually drink? She usually drinks sodas	**Remember:** In third person affirmative sentences the main verb goes with -s. Examples:
	What does Lisseth usually do in her free time? She drinks, eats, rides, sleeps, swims, etc. She usually watches TV or Movies	Verbs ending in -o: He goes, does
		Verbs ending in ch, -sh, -ss, -x: She watches, misses, etc.
	How does Rafael usually go to school/job He usually rides his bike to school	Verbs ending in -y after consonant. Change the -y for -ies I cry - He cries They study - She studies

Speaking practice

1. Go around the class and interview (4) four classmates. Complete the chart below with _yes, no, sometimes or usually_. Then, socialize the information collected.

Learning strategy: Using the context to ask and answer questions about habits and reporting others´ answers

a. Do you usually eat fruits?

b. No, I don´t. I don´t like fruits

a. Does Maria drink water?

b. Yes, she does

a. Do you usually eat fast food?

b. Yes, I do. I like hamburgers

Developed by Freddy Segura

9
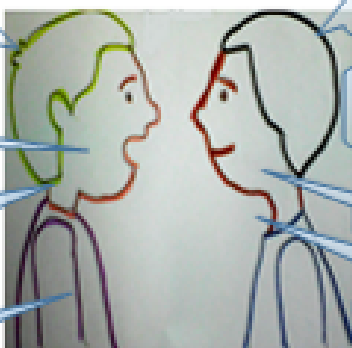
My Classmates' habits chart

Classmates' habits	Me	_____	_____	_____	_____
1. Eat fruits a lot					
2. Eat fast food					
3. Do physical exercises					
4. Drink water					
5. Smoke					
6. Read					
7. Ride a bike					
8. Watch TV a lot					
9. Play video games					
10. Eat vegetables					
11. Drink sodas					
12. Study at home					
13. Swim					

Lesson 5

2. Work in groups of four students. Take turns to ask each other these questions, and socialize your classmates' habits.

a. Do you have healthy habits?

b. Why?

c. What are the consequences of those unhealthy habits?

d. I think you should …

a. No, I don´t. I don´t have healthy habits

b. Because I usually eat hamburgers and drink sodas?

c. I feel bad and tired?

d. OK, thank you

Developed by Freddy Segura

10

Writing Practice

Write a short recommendation for Pablo, a student in 9th grade. Use Should or Shouldn't. Then, choose one of your classmate and tell him or her a recommendation to have better habits. Examples:

- ✓ Pablo you should walk often.
- ✓ Pablo you shouldn't eat greasy food.

Tell similar recommendations to your classmate.

Hi! I am Pablo, a student in 9th grade. I don't have healthy habits, I don't like vegetables, and I don't practice any sport. I prefer to stay in front of the T.V. What do you recommend me to have healthy habits?

Image taken from: http://i2.esmas.com/
2014/03/24/630831/nino-obeso-300x350.jpg

1. Write a recommendation to Pablo

Learning strategy: Using previous information to offer a piece of advice.

✍ _____

_____.

2. Write a recommendation to your classmate. Then, tell him or her your suggestion to improve his/her habits.

✍ _____

_____.

Self-assessment workshop 1

My workshop… / *Mi taller…*	It does ☞	It can be better ☞
has an appealing design and interesting images. / *tiene un diseño atractivo e imágenes interesantes*		
has a relevant content. / *tiene un contenido relevante.*		
considers my needs, preferences and learning styles. / *considera mis necesidades, preferencias y estilos de aprendizaje.*		
promotes the application of learning strategies that help me do or solve the tasks. / *promueve la aplicación de estrategias que me ayudan a hacer y resolver tareas.*		
provides opportunities to use language for communicative purposes / *proporciona momentos para usar el idioma con una intención*		
provides opportunities to learn from both my classmates and teacher's observations. / *promueve oportunidades para aprender tanto de mis compañeros como de las observaciones del profesor.*		
Regarding Significant learning this workshop… / *En relación al Aprendizaje significativo, este taller…*	It does ☞	It can be better ☞
offers the opportunity to make connections among different aspects of my life and to share them with my peers. / *ofrece la oportunidad de hacer conexiones entre distintos aspectos de mi vida y compartirlos con mis compañeros.*		
promotes learning about myself and know more about my classmates' experiences, ideas and feelings. / *promueve aprender sobre mi misma(o) y conocer más sobre experiencias, ideas y sentimientos de mis compañeros.*		
makes me get interested in class contents and suggested activities. / *hace que me sienta interesada(o) en los contenidos de la clase y las actividades sugeridas.*		
To develop my oral interaction… / *Para desarrollar mi comunicación oral…*	I do ☞	I can improve ☞
I have the intention to participate in oral interaction activities with my classmates. / *tengo la intención de participar en las actividades de interacción oral*		
I feel confident and relaxed to interact orally in class with my group of classmates / *me siento confiada(o) y cómoda(o) para interactuar oralmente con mi grupo de compañeros en las clases.*		

Chapter IV

Data Analysis and Findings

This chapter describes the approach and the process of data analysis carried out to state the findings in relation to the constructs that sustain the research study about how the design and implementation of teacher-made materials, based on significant learning, foster oral interaction in ninth grade students at a public school.

Data Analysis Procedure

To answer and provide support to the question that guides this research, it is necessary to define an approach to analyze the data gathered from the three different instruments: students' artefacts, teacher's field notes and video recordings, for this, the approach used was grounded theory. Glaser and Strauss (1967) developed this approach in qualitative research to develop a theory based on the collected data. 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" (Corbin & Strauss, 2015, p. 6). Therefore, the analysis of the data from the three instruments let me comprehend and explain theoretically the implications of the designed and implemented materials in fostering students' oral interaction during the intervention.

It is also fundamental for this research to accomplish an analysis based on grounded approach, since it allows for the identification of recurrent patterns, relationships among them, and the definition of sub-categories and categories for the subsequent analysis. In this sense, "Grounded theory methods consist of systematic, yet flexible guidelines for collecting and analysing qualitative data to construct theories 'grounded' in the data themselves" (Charmaz, 2006, p. 2). Therefore, the grounded theory approach aims at producing theory that emerged from the data analysis; in addition, as it is a systematic approach, it helped me conceptualize in

relation to my research question, which was essential to state the categories and their corresponding subcategories for the ensuing analysis to materialize the findings.

Once I gathered the data, I systematized and organized the information considering the constructs that guide this research so that I could look for common patterns to find relationships among the data from the different gathering instruments. This is a process of qualitative data analysis that Creswell (2012) has described as "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others" (p. 145). Among the three instruments and all the information collected during the pedagogical intervention in 14 classes, I needed to organize it in a way I could find some recurrent patterns that help me define research categories and sub-categories for the analysis.

The organization of the considerable amount of information collected during the intervention and the definition of what was important for the analysis was possible through the coding process. Burns (1999) describes this technique as "a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types" (p. 157). Through the management of the entire information collected and its reduction, I could analyse and interpret it in a better way. However, to have a clearer idea of the concepts, constructs and to find recurrent patterns in the collected information, it was necessary to resort to the colour coding technique to make these data observable. This technique, according to Stottok, Bergaus and Gorra (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). This technique was significant to the data analysis process because it certainly let me identify common patterns in the information collected and their relation to the three constructs that guide this study.

Based on 'the colour coding' technique, I opted to label the data according to the frequency of the theoretical constructs of my research question in the three different instruments: Materials development (yellow), significant learning (green) and oral interaction (light blue). In this sense, each construct had a different colour and thus I could illustrate the research categories and sub-categories and their relation to the research question.

At this point, there is the necessary information to comprehend and explain students' experiences and learning process. The next phase in the procedure of analysis was to check validity of the data and theoretical constructs in relation to the research question, for which the most appropriate method was triangulation. Burns (1999) and Silverman (2006) agreed that triangulation aims at validating data by comparing different instruments for collecting information to demonstrate whether the research objectives have been accomplished or not. When comparing different instruments, this research analysis resorted to what Carter, Bryant-Lukosius, DiCenso, Blythe and Neville (2014) asserted in relation to "the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena" (p. 545). Additionally, Denzin and Lincoln (2000) recognized four types of triangulation. For this study, I corroborated its results with two triangulation types: methodological and theoretical triangulation. Denzin (1973) defined the methodological triangulation as "the combination of methodologies in the study of the same phenomenon" (p. 297). The author further stated, in relation to theoretical triangulation, that it is "approaching data with multiple perspectives and hypotheses in mind" (p. 303). In this regard, through methodological triangulation, I assumed an analysis from different data gathering instruments and by means of theoretical triangulation I could explore various author´s insights to analyse the findings. In light of this, the triangulation method fulfilled a dual purpose of analysing from

different perspectives the theoretical constructs and their relation to the research questions as well as validating the findings of my research.

Research Categories and Subcategories

Table 2. *Categories and subcategories of the research study*

Research question	Categories	Subcategories
How do the design and implementation of teacher-made materials focused on significant learning foster oral interaction in ninth-grade students at a public school? **(a)** To assess the effectiveness and suitability of teacher-made workshops focused on significant learning in fostering oral interaction; **(b)** to explore students' spoken exchanges about their immediate context via student-student oral interaction; and **(c)** to describe how students' experiences and knowledge support the development of oral interaction.	• Achievement of particularity in teacher-made materials for communication and oral interaction	• Favoring suitability and pertinence through layout, content and assortment of activities • Promoting confidence to interact and communicate relying on learning strategies
	• Significant learning to know, share and interact	• Knowing about others triggers oral interaction • Sharing experiences and ideas nurtured significant learning
	• Oral interaction via stress-free setting, activities, and self-correction in L1	• Participating and interacting through stress-free setting and activities • Students' self-correction in L1

Achievement of particularity underlying teacher-made materials for communication and oral interaction. This category is essential to understand the impact of teacher-made materials for communication and oral interaction in students' attitudes towards the learning of EFL. There is a sort of positive aspects that characterize teacher-made materials. On the one hand, we might state that teachers, who design their own materials based on their students' needs, interests and experiences, "Keep away from the one-size-fits-all imposed by commercial materials" (Lopera, 2014, p. 131). Thus, eluding the annoyance of implementing materials that reflect practices and contents that are remote or distant to our students. It all reflects that these

materials are exclusively designed for a particular group of learners in local and particular

communities; Kumaravadivelu (2003) called this latter aspect the 'parameter of particularity'. It

corresponds to the suitability of the materials teachers design to fulfill specific characteristics of

the context of teaching. On the other hand, the particularity of materials for learning leads to

communicative processes in the classroom. The more effective the materials are in boosting

students' confidence, more possibilities they will have to afford adequate conditions for students

to interact orally in the classroom.

When I designed the workshops, I considered needs analysis as a substantial source of

information about students' interests and perceptions regarding L2, but the most important was

my observation of the way they relate each other in the classroom. Reflecting on that, I realized

that this group and I shared specific characteristics that no other group or teacher had in the

school. In this regard, Kumaravadivelu (2003) stated that teaching "must be sensitive to a

particular group of teachers teaching a particular group of learners pursuing a particular set of

goals within a particular institutional context embedded in a particular sociocultural milieu" (p.

34). The teacher-made materials are encompassed within this particularity because they fit

exactly to this group of learners. Particularity in teacher-made materials makes me more sensitive

to students' contexts and their problems, for which I designed the materials that reflect such

particularities. In this same line of thought, Núñez (2017) referred to these non-commercial

materials, as the ones I implemented, as "those especially developed for particular learners in a

given context where the learning process takes place" (p. 75). Correspondingly, according to

Núñez (2010), "Developing in-house materials makes it more feasible to address the demands of

the institutional context and students' profiles, and to achieve academic and language learning

goals" (p. 37). These ideas illustrate teacher-made materials as an endeavor to approach to the

school´s and students' contexts and to be more aware of their interests and needs, something that underlies the two workshops I designed and implemented.

In relation to the effectiveness of the materials in increasing students' confidence to communicate their ideas, this improvement can be materialized when the teacher-made materials provide an atmosphere that help students feel confident to use language to interact orally in L2. Additionally, these materials stand as an alternative to solve common problems regarding their learning of EFL and to transform common practices to teach English that have resulted unsatisfactory.

This category brings forth two sub categories: *Favoring suitability and pertinence through layout, content and assortment of activities* and *Promoting confidence to interact and communicate relying on learning strategies.* These subcategories are relevant to expand the findings in relation to particularity of teacher-made materials to foster oral interaction in the classroom.

Favoring suitability and pertinence through layout, content and assortment of activities. In this subcategory, I relate the visual aspect, the content and variety of activities of teacher-made materials to their pertinence and suitability in the context where the implementation took place. Tomlinson (1998) claimed that the "impact is achieved when materials have a noticeable effect on learners, that is when the learners' curiosity, interest and attention are attracted" (p. 7). This is something I perceived during the implementation, because since the moment the students received the first workshop, they reacted positively and eagerly as it is not frequent to receive this sort of materials in their classes. Additionally, the workshops relied on the pertinence of their contents, their presentation and organization, so that the materials would keep them motivated to participate and interact. Barnard and Zemach (2003) held that "layout should always be carefully considered; an otherwise excellent text and activity can be ruined simply by a badly designed presentation on the

page" (p. 317). The general presentation of the workshops was suitable. The colors, contents, and

organization of pictures, charts and speech bubbles in the material not only grabbed students' attention

immediately, but provoked interaction in relation to its contents; from this, I can tell that the

workshops exerted a powerful and positive influence on students' learning and perception of English

language. It is confirmed through the following samples of student´s artifacts.

(Student's artefacts, workshop No.2, page 1 and 2)

In these pieces of evidence, when students first saw page No. 1 and 2 they could not

believe that familiar places to them were part of an English language learning material, and that

these were displayed in full colors. In this regard, Núñez et al., (2004) claimed that "we should

call and maintain our students´ attention by using meaningful, well-elaborated, updated,

challenging, enjoyable and relevant materials" (p. 131). To grab students' attention nothing better

that involving contents related to their own neighborhood, which suggests that they also

perceived these workshops as relevant and useful. Students' self-assessment section from

workshop No. 2 ratifies previous assertions.

Self-assessment workshop 2		
My workshop… *Mi taller…*	It does 👍	It can be better ☞
has an appealing design and interesting images. *tiene un diseño atractivo e imágenes interesantes*	✓	
has a relevant content. *tiene un contenido relevante.*	✓	
considers my needs, preferences and learning styles. *considera mis necesidades, preferencias y estilos de aprendizaje.*	✓	

(Self-assessment section, workshop No.2, page 12)

In this sample of the self-assessment, a student agreed that the workshop has appealing

design, interesting images, relevant content and takes into account students' preferences and

learning styles. The majority of students considered that their workshop complied with such

aspects, only two students regarded that their workshop did not consider their preferences and

learning styles. Thus, self-assessment demonstrates that teacher-made materials achieved impact

via novelty, variety, attractive presentation, and appealing content.

This is the result of what Rutter (1998) claimed:

When you begin the creative process, you follow a basic structure using the essential

instruments of type, color, paper and format, along with a pinch of intuition and a dash of

inspiration … The best layouts reveal that the designer trusts his or her instincts to know

what is appropriate for the intended audience. (p.4)

Moreover, the following excerpts from field notes corroborate students' reactions of

astonishment and surprise when they received the material.

Some reactions of Ss were really affirmative in relation to aspect of the workshop. A St said "Uyy que
bueno con colores" [*"Wow! This is great with colors"*] another said "ayy ese lugar yo lo conozco". ["*Whoa!
I know that place"*] [*sic*]
(Field notes workshop No.2, warming up)
Almost to reach the end of this session, some Ss handed in the workshop to the T. and told: "Muy bonito el
taller está muy chevere". [*"Very nice, the workshop is awesome"*]. Another St, BA told the teacher that this
workshop is better because is more realistic. [*sic*]
(Field notes workshop No.2, lesson 1)

This reveals students' positive reactions in relation to the aspect and contents that, according to a student, were more realistic. In relation to the visual aspect of materials, Lamb (2011) affirmed that "visual appeal is key not only in its ability to grab the interest of your reader but also to help the reader remember the details of your message" (p. 14). In view of this, another aspect that is worth mentioning is the fact that the visual organization of all the elements and activities in the workshops facilitated students understanding of the information. The visual aspect also made students get interested in the activities and motivated them to interact orally. The following sample from video transcription confirms the positive impact of the workshops on students´ attention towards the class.

> 0:00:01 - 0:00:11 **T:** Hey good afternoon again. This is the second workshop. Karen, can you tell your classmates what is a workshop?
> 0:00:12 - 0:00:18. **T:** What is a workshop? **KF:** Es Taller [*KF: It is workshop*] T**:** This is a workshop. It's the first part
> 0:00:19 - 0:00:27. (The Ss watch the first page of the workshop) Some Ss comment: Está chévere. [Ss: *It is awesome*] **KF:** Está lindo.[*KF: It is cute*]
> 0:00:40 - 0:01:58**. BA:** Profe, profe, profe [*BA: Teacher, teacher, teacher*] **T:** Anything to say? Nothing? What do you think about the workshop?
> 0:01:59 - 0:02:01. **T:** What do you think? Do you like? **SP:** Yes
> 0:02:05 - 0:02:08. **T:** Any opinion. **KF:** My opinion, it's beautiful. Yeah, it's beautiful
> 0:02:09 - 0:02:15. **KF:** Yes, it's better. **T:** Better than the previous one? **KF:** Yes
> 0:02:15 - 0:02:22. **T:** Do you like it (The T. asks to another group of Ss) (They do not answer.)
> 0:02:32 - 0:02:37. **KF:** Profe, otra opinion [*KF: Teacher, another opinion*], (She points to a classmate) **T:** What is the opinion? **BA:** I like new workshop
> 0:02:37 - 0:02:40. **T:** Ok, thank you. This is for you
> 0:02:44 - 0:02:48. **T:** I have some questions for you. Please answer the questions. [*sic*]
> (***Video transcription, Workshop No.2)***

Video transcription backs aforementioned assertions where some students expressed their consent and good opinion about the workshop. Despite some students did not say nor express anything about the workshop, probably because of their introversion and feeling of intimidation because of the recording, most of them agreed, something that the self-assessment supports, that the workshops were engaging, interesting, with relevant contents and appealing images.

Promoting confidence to interact and communicate relying on learning strategies. This subcategory expresses the effect of teacher-made materials on students' attitudes towards oral interaction in the L2. The fact of using language for communicative purposes requires not only conviction and desire to communicate, but an atmosphere that help students feel confident to use language to communicate relying on the use of learning strategies. Núñez and Téllez (2009) stated that "effective 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). What is more, when teacher-made materials appeal to students' emotions and feelings and state this as a learning strategy, an affective component favors learning and communicative processes. Oxford (1990) considered that "affective strategies are used to help the learner relax or gain greater confidence, so that more profitable learning can take place" (p. 11). From Tomlinson´s point of view (2003), "The most important result that learning materials can achieve is to engage the emotions of learners, laughter, joy, excitement, sorrow and anger can pro-mote learning" (p. 18). Because of this, if materials state explicitly how students can perform activities to accomplish learning objectives, by applying deliberately strategies that involve an affective component, they feel that what they learn is valuable, relevant, has a practical purpose for their lives and has a positive effect on their mood as well.

Below there are some extracts from the collected data through the instruments I selected for this study. These excerpts allowed me to support and corroborate the findings. In this sense, the information presents that students showed confidence and interest in the lessons. They applied consciously the learning strategies as much as they could to interact as revealed in the following students' artefacts:

(Student's artefacts, workshop No.1, lesson 1, page 3)

(Student's artefacts, workshop No.2, lesson 1 page 3)

These students' artefacts show explicitly how the learning strategies were part of the

lesson and played a determinant role in guiding students to achieve a communicative goal.

Chamot (2004) affirmed that "learning strategies are the conscious thoughts and actions that

learners take in order to achieve a learning goal" (p. 14). The teacher-made materials assisted

students to achieve such goal. For instance, elements in the workshop as the speech bubbles and

the pictures illustrate how the students could interact orally by working in pairs or small groups,

thus relying on peers to accomplish deliberately a common goal. Students confirmed previous

assertions in the self-assessment section.

Self-assessment workshop 2		
My workshop... *Mi taller...*	It does 👍	It can be better ☞
promotes the application of learning strategies that help me do or solve the tasks. *promueve la aplicación de estrategias que me ayudan a hacer y resolver tareas.*	X	
provides opportunities to use language for communicative purposes *proporciona momentos para usar el idioma con una intención*	X	
provides opportunities to learn from both my classmates and teacher's observations. *promueve oportunidades para aprender tanto de mis compañeros como de las observaciones del profesor.*	X	

(Self-assessment section, workshop No.2, page 12)

Self-assessment section confirms previous assertions. For the first workshop, only one

student considered that his workshop did not promote the application of learning strategies,

whereas in the second workshop, three students perceived that their workshop did not fulfill the

application of such strategies. In sum, according to students' perception, the workshops promoted

confidence that help students to interact and communicate by the conscious application of

learning strategies as the following samples of field notes show.

> Then the teacher explains this activity. He asks a student to read the learning strategy, and then he asks students whether it makes sense or not. He models the learning strategy by asking a student to exemplify the questions in the speech bubbles. [*sic*]
> *(Field notes workshop No. 2, lesson 1)*
> They are committed to ask and answer the questions provided. They also show interest in the activity because most students raised their hands to ask and answer questions in English. [*sic*]
> *(Field notes workshop No.2, lesson 1)*
> The teacher asks students to read what the activity is about and tells them to read the learning strategy. The teacher briefly refers to the strategy and emphasizes on the importance of the word context to apply this and other strategies effectively, Teacher also explains to them what the context is, its importance to develop these activities and then asks Students to continue working. [*sic*]
> *(Field notes workshop No.2, lesson 5)*

In these field notes samples, the teacher told students the importance of the context to

consider the learning strategies and their use to attain a communicative purpose. In this regard,

"A given strategy is neither good nor bad; it is essentially neutral until the context of its use is

thoroughly considered" (Oxford, 2003, p. 8). Because of this, the teacher also explained words

that students did not know as in the field notes from workshop No.2, lesson 5 reveals, where he

clarified to students the word context and its importance when applying those learning strategies.

The following excerpt shows how teacher introduces an activity and the learning strategies to students.

> 0:09:48 - 0:09:50. **DL:** No sé cuál es la strategy? *[DL: I don´t know, what´s the strategy]* **T:** The strategy, look in the box (The T. points to the box where the learning strategy is stated)
> 0:09:50 - 0:09:55. **KF:** Ahh Cuál es la estrategia que dice ahí? *[KF: Ahh, what´s the strategy that it says?]* (**DL** Doubts to say the strategy)
> 0:09:55 - 0:10:01. **AM:** Cooperating with peers. **T.** Cooperating with peers. **DL:** Cooperar con... *[DL: Cooperate with…]*
> 0:10:01 - 0:10:09. **T:** What is 'Peers'? **PM:** Compañeros *[PM: Classmates]* **T:** Yes, that's it**. Ss:** Ahhh.
> 0:10:17 - 0:10:26. **T:** Si, creen que tiene sentido esa estrategia? *[T: Do you think this strategy makes sense?]***Ss:** Siii, nooo. (Ss discuss the question)
> 0:10:27 - 0:10:37. **T:** Yes, because you are going to ask questions to your classmates, you are not going to work alone.
> 0:10:46 - 0:10:51. **T:** I need somebody, one St who helps me exemplify the conversation. [*sic*]
> (***Video transcription, Workshop No.2)***

Video transcription confirms that the teacher devoted time at the beginning of the activities to underline the importance of these strategies and the context. However, it is necessary to clarify that it was not possible to explain the learning strategies for some activities because of the limited amount of time. Therefore, the teacher referred only to the instructions and asked students to develop them right away. In any case, this situation did not hinder the students´ possibilities to feel confident to interact and to achieve communicative goals in the classroom.

Significant learning to know, share and interact. This category relates to the influence of significant learning experiences on students' oral interaction. As a teacher, I hold on to the affirmation which states that learning is a process of social construction (Vigotsky, 1978). In this sense, students do not have to rely entirely on what the teacher tells them; they have to construct this knowledge in class with their peers. Of course, students cannot learn things that are distant from what they already know or beyond their own experiences (Edwards, 1990). Because of this, what I consider significant from the implemented workshops is that they count on the fact that students' knowledge and experiences trigger oral interaction. In this sense, "Language learning is considered not the internal assimilation of structural components of language systems. Rather, it is a fundamentally social process, initiating in our social worlds" (Hall, 2001, p. 22). This is

evident all through the designed and implemented workshops, which offer contents and activities

that led to opportunities for students to communicate in the L2 with their peers.

This category yields two subcategories through which I develop the findings in relation to

significant learning experiences. The two sub-categories are based on how *knowing about others*

triggers oral interaction and s*haring experiences and ideas nurtured by significant learning*.

Knowing about others triggers oral interaction. As aforementioned, the implementation

of some significant learning categories favored students´ oral interaction based on the

information they shared and knew about themselves and others. According to Fink (2013),

"When one learns about one's Self, one almost inevitably learns about Others, and vice versa" (p.

47). Therefore, many of the activities from the workshops that encouraged oral interaction in

class kept an affective component because these constantly asked students to say something about

themselves that probably most of their classmates did not know. Tomlinson (2001) suggested

some procedures to generate a more affective atmosphere in class through materials: Among

those, he elicited "activities which engage affect (i.e. emotional involvement, positive attitudes

towards the learning experience and self-esteem) by involving learners in recalling and

recounting personal experiences" (p. 149). This is why for this study knowing about others

allowed students to interact efficiently since, when they felt attracted to know more about others´

thoughts, feelings and experiences, they would interact more effectively, to which they would ask

and answer questions that involved personal information. The following excerpts from students'

artifacts corroborate what I have already mentioned.

2. Write a recommendation to your classmate. Then, tell him or her your suggestion to improve his/her habits.

Ana should drink water

Ana should read. Ana shouldn't watch T.V a lot

2. **Write a recommendation to your classmate. Then, tell him or her your suggestion to improve his/her habits.**

Diego should swim daily, you should pactice any sports a lot, you should read daily, you should not drink sodas, you should not fast food.

(Student's artefacts, workshop No.1, page 11)

In the students' artefacts, learners offered a piece of advice to one of their classmates. This activity served as follow up of a previous communicative activity where they had to tell their classmates about their habits. Once they analyzed the information given by their classmates, they were going to decide to whom they were going to offer a piece of advice. This is of special value because, on the one hand, students are achieving communicative goals, and most importantly, they are enhancing their human skills on the other hand. According to Fink (2013), "Sometimes the activities used are especially effective in helping students learn about themselves or about others. But more often students find that learning about either one helps them learn about both" (p. 172). In this process, students saw their reflection on others' lives and experiences. Knowing about other classmates led them to know more about themselves and at the same time developed communicative skills in L2. Students ratified this in the self-assessment.

Regarding Significant learning this workshop... *En relación al Aprendizaje significativo, este taller...*	It does 👍	It can be better ☞
offers the opportunity to make connections among different aspects of my life and to share them with my peers. *ofrece la oportunidad de hacer conexiones entre distintos aspectos de mi vida y compartirlos con mis compañeros.*	✓	
promotes learning about myself and know more about my classmates' experiences, ideas and feelings. *promueve aprender sobre mi misma(o) y conocer más sobre experiencias, ideas y sentimientos de mis compañeros.*	✓	
makes me get interested in class contents and suggested activities. *hace que me sienta interesada(o) en los contenidos de la clase y las actividades sugeridas.*	✓	

(Self-assessment section, workshop No.1, page 12)

The self-assessment section ratifies once again that all of the students considered that their workshops promoted learning about themselves and their classmates' experiences, ideas and feelings. In this section too, the whole group of students agreed that they could relate different aspects of their lives and share them with their classmates. Students indeed were eager to share their pieces of advice to some of their classmates, which is also shown in the following field notes samples from workshop No. 1.

> The T. asks questions to check Ss' vocabulary comprehension and to see whether they have clear all the information. As a follow up interactive activity, the Ss take turns to ask and answer a question: 'Are you a healthy student?' Ss ask questions to the teacher to be able to answer such question correctly. Then, they work in groups to ask and answer the question as it is exemplified in the activity 3 page 3. [*sic*]
> (**Field notes workshop No.1, lesson 1**)
> The T. showed a phrase to model pronunciation. Ss paid attention and then, began to draft their recommendations to the character in the workshop and to their classmate. Some Ss went around the class to tell his/her classmate a piece of advice according to the questions done in the previous class. [*sic*]
> (**Field notes workshop No.1, lesson 5**)

Additionally, the field notes from workshop No. 1 support what has just been mentioned in the self-assessment section since students were willing to learn about others, so that they could involve actively in short talks. Some students showed notably motivated and eager to go around the classroom to tell his/her classmate a recommendation that would involve his/her habits. A sample of this sort of interaction is shown in the following video transcript.

> 0:06:41 - 0:06:44. **SP:** Miguel, do you eat fast food? **MC:** (Affirms slightly with his head) SP: Yes?
> 0:06:44 - 0:06:53. **BA**: Do you eat fruts a lot? **BA**: Yes or no? (Asking JM)
> 0:06:53 - 0:06:56. **JM**: What? **BA**: Do you eat fruts a lot? **JM**: Ehh, I sometimes. Sometimes I do
> 0:06:57 - 0:07:05. **SP**: Miguel, do you physical, do you do physical exercise? **MC**: Sara, no. Do you eat fast food? **SP**: Yes.
> 0:07:10 - 0:07:11. **SP**: Miguel, Do you drink water? **MC**: Yes, I usually, usually do [*sic*]
> (**Video transcription, Workshop No.1, lesson 4**)

Again, in this video recording transcript, the excerpt confirms that students got involved in conversations about themselves and their habits.

In that regard, Turula (2002) said:

Every student in the classroom is a somebody outside it, with a family, hobbies, likes, and

dislikes. It is the task of the teacher to tactfully enquire about those areas of the student's
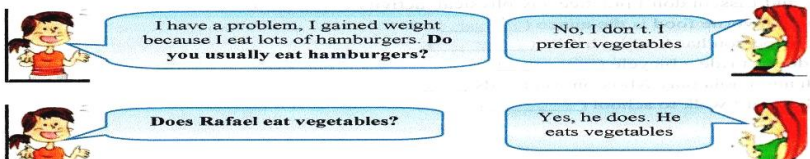
life and to get other students interested in them.

When the teacher suggests materials that ask students about their own, they will also get

interested in the class. The evidence above shows that students asked and answered questions

related to how they live their lives. It is good to note that most students felt interested in

participating in the communicative activities because they found an appropriate context where

nobody judged them.

Sharing experiences and ideas nurtured by significant learning. This sub-category

ponders the importance of relevant significant learning activities and contents to encourage

students to interact by sharing their own ideas and experiences. To provide a setting where

students could share their experiences, we should consider the effect of appropriate learning

language materials in students' determination to learn by exchanging information. In this respect,

it is essential that the contents and activities in the materials, as Brunner indicated (1999), create

a world that gives meaning to our lives, our acts, our relationships. We live together in a culture,

sharing ways of thinking, feeling relating each other. Significant learning strived to engage

students in communicative activities through which they can share their ideas and experiences. In

the students' artifacts below, from workshop No. 1, there are some evidences that demonstrate

how students shared personal information about themselves, which prompted oral interaction in

class.

Habits' chart

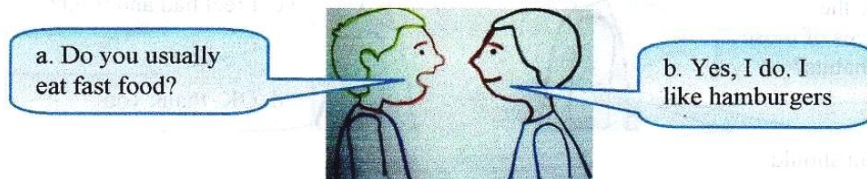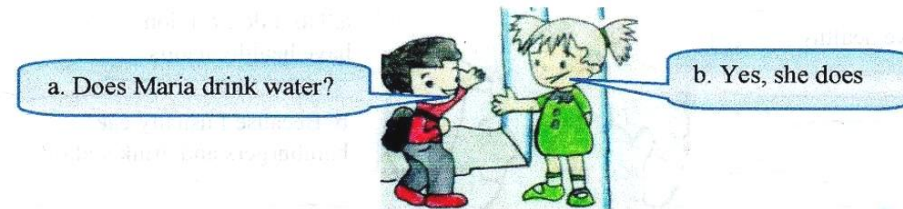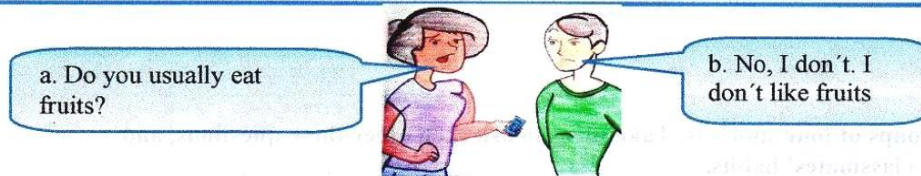| Habits	Yenni	Rafael	Paola	Lisseth	You	David
a. eat vegetables?	Doesn´t say	Yes, he does.	Ho, she doesn´t	Yes, she does	yes I Dosh	no, he does
b. practice any sport?	yes, she does	no, he does	no she doesnt	yes, she does	yes I Does	yes he does
c. eat fruits?	no she doesn't	yes Ho does	no she doesn't	yes she does	yes I do	yes he does
d. drink water?	no she doesn't	no, ho doesn't	no she doesn't	no, she doesn't	yes I do	yes he does
e. eat hamburgers?	yes she does	no, he doesn't	yes she does	no she doesn't	yes I do	yes he does
f. smoke?	no she doesn't	no he doesn't	no she doesn't	no she doesn't	no I don't	no he don't
g. like to read?	no she doesnt	yes Ho does	no she doesnt	no she doesnt	yes I Do	yes he does
h. watch TV a lot?	no she doesn,t	no she doesn,t	yes she does	yes she does	yes I 2-	yes he does
i. play videogames?	no she doesn,t	no, he doesn,t	yes she does	yes she doesnt	yes I Do	yes he does
j. ride a bike?	yes he does	yes he does	no she doesn't	no she doesn,t	yes I do	yes he does
k. study English?	no she doesn,t	no he doesn,t	no she doesn't	no she doesn,t	yes I do	yes he does

Developed by Freddy Segura   8

Speaking practice

1. Go around the class and interview (4) four classmates. Complete the chart below with *yes*, *no, sometimes or usually*. Then, socialize the information collected.

Learning strategy: Using the context to ask and answer questions about habits and informing

a. Do you usually eat fruits?

b. No, I don´t. I don´t like fruits

a. Does Maria drink water?

b. Yes, she does

a. Do you usually eat fast food?

b. Yes, I do. I like hamburgers

Developed by Freddy Segura   9

My Classmates' habits chart

Classmates' habits	Me	DAvid	Fernan	Sara	Diego
1. Eat fruits a lot	yes I do	yes he does	somtimes He does	yes, she does	yes he does
2. Eat fast food	yes I do	yes he does	no I usualy do	yes she does	He usualy do
3. Do physical exercises	yes I do	yes he does	yes he does	no she dosent	He usualy does
4. Drink water	yeI do	yes he does	yes he does	somtimes I do	yes he does
5. Smoke	no I don,t	no he doesn,t	no he doesn,t	She never does,t	no he doesn,t
6. Read	no I don,t	no he doesn,t	Somtime I do	yes she does	somtimes he does
7. Ride a bike	yes I do	yes he does	He usualy does	she never	somtimes He do
8. Watch TV a lot	yes I do	yes does	yes ho does	usualy does	yes He does
9. Play video games	yes I do	yes does	He usualy does	she never does	yes he does
10. Eat vegetables	yes I do	yes does	He usualy do	yes she does	yes he does
11. Drink sodas	yes I do	yes he does	Somtimes He do	yes she does	somtimes I do
12. Study at home	no I don,t	yes he does	yes he does	yes she does	yes he does
13. Swim	no I, dont	no he doesn,t	no he dosen,t	she never does	no I don,t

(Student's artefacts, workshop No.1, pages 8, 9 and 10)

Regarding Significant learning this workshop… En relación al Aprendizaje significativo, este taller…	It does 👍	It can be better 👉
offers the opportunity to make connections among different aspects of my life and to share them with my peers. ofrece la oportunidad de hacer conexiones entre distintos aspectos de mi vida y compartirlos con mis compañeros.	✓	
promotes learning about myself and know more about my classmates' experiences, ideas and feelings. promueve aprender sobre mi misma(o) y conocer más sobre experiencias, ideas y sentimientos de mis compañeros.	✓	
makes me get interested in class contents and suggested activities. hace que me sienta interesada(o) en los contenidos de la clase y las actividades sugeridas.	✓	

(Self-assessment section, workshop No.1, page 12)

In the students' artefacts from workshop No. 1 pages 8 to 10, it is observed that

significant learning contributed to maximize students' opportunities to share information about

their lives and to learn more about classmates' experiences, opinions and feelings. In the self-

assessment section, most students agreed that the workshop helped them reach those objectives.

This section reaffirms students´ achievements in relation to oral interaction, which is also confirmed through the field notes from workshop No. 1 in the speaking practice.

> It is clear that they enjoyed not only asking and answering questions, but they also liked to know more information, not known yet, about their classmates´ habits and interests. It is good to note that Ss involved willfully in the activity and showed a positive attitude towards this part of the class´ dynamics. [*sic*]
> (**Field notes workshop No.1, lesson 4**)
> I could perceive a friendly atmosphere while this activity was taking place. Ss frequently felt interested not only about how a word is pronounced but establish contact to their peers to know more about them. [*sic*]
> (**Field notes workshop No.1, lesson 4**)

In these field notes, there is evidence of how the students' experience when sharing ideas about themselves and others was very positive since they enjoyed and found practical the activities proposed in the workshops. Here, the context played a significant role, in this regard, Ramirez (2004) claimed that "contextualization makes learning significant to students by helping them become interested and aware of what happens around them" (p. 5). The way students interacted and their motivation was the result of the contents´ contextualization suggested in the two significant learning workshops. Students quickly related these contents to their own lives, and the activities encouraged them to interact. The following video recording transcription shows how students interacted based on contents provided by the workshop No.1

> 0:22:47 - 0:24:48. (Ss keep on interacting in their groups)
> 0:24:51 - 0:24:56. **DL:** A ver ahora otra. [DL: *Let´s see, another one*] (Asks to AM) Do you, do you drink sodas? **AM:** I, not
> 0:24:56 - 0:25:22. **DL:** Usted tampoco toma? [*DL: Don´t you drink either*] Do you study at home? **AM:** Yes... I do. **DL:** Ehh
> 0:25:27 - 0:25:32. **DL:** Do you swim? **AM:** S-wim? No, I not, **DL:** Tampoco? [*DL: Neither do I*] Thank you
> 0:25:51 - 0:25:54. **PM:** Y Ya? [*PM: And… that´s all*] (Asks to DL) Do you eat fruits a lot?
> 0:25:54 - 0:26:13. **DL:** Ehh Yes, I do. **PM:** Do you eat fast food? **DL:** Ehh (she doubts) Yes
> 0:26:23 - 0:26:26. **PM:** Do you do physical exercise? **DL:** (She moves her head side by side to deny)
> 0:26:26 - 0:26:29. **DL:** No, I don't
> 0:26:37 - 0:26:40. **PM:** Do you drink water? **DL:** Yes, I do
> 0:26:46 - 0:26:52. **PM:** Do you smoke? **DL:** Ehh, no (they giggle) I do, I don't.
> 0:26:59 - 0:27:07. **PM:** Ehh, Do you red? **DL:** Yes, a lot. **PM:** A lot? **DL:** I do
> 0:27:10 - 0:27:11. **PM:** Do you red a bike?
> 0:27:12 - 0:27:14. **DL:** Ehh, more or less, sometimes. Se pichó la cicla no he podido montar. [*DL: My bike has a flat tire, I haven´t been able to ride*] [*sic*]
> (**Video transcription, Workshop No.1, lesson 4**)

Lastly, this transcript from workshop No.1 lesson 4 ratifies such class experiences.

Although the material motivated these interactions in the classroom, the students had a positive

attitude towards learning since they put their willingness, enthusiasm, collaboration, and even

their good sense of humor to make these activities significant for them. What is significant from

these experiences is that they learned about themselves, shared information about their lives and,

perhaps, had a more positive perception of being in an English class.

      Oral interaction via stress-free setting, activities, and self-correction in L1. One of

the SLA principles that best account for the intention of the workshops I designed and

implemented is the one asserting that materials should offer opportunities for students to achieve

communicative goals (Tomlinson, 1998). In the workshops 1 and 2, these opportunities were

complemented with the likelihood to generate an atmosphere where students could feel free to

orally interact without inhibitions. In this respect, Hadfield (as cited in Turula, 2002) identified

seven traits of good classroom dynamics. One of these dynamics states that "student groups are

cohesive and have a positive, supportive atmosphere. Group members are interested in each other

and feel they have something in common" (p. 32). As the activities in the workshops depended

on group work, this fact contributed to reduce stress levels in students and helped them to

develop a sense of English for real communicative purposes. When students saw that they had

something in common with their peers, they had a reason to interact orally. To explain this

category, I divided it into two sub-categories namely: *Participating and interacting through*

stress-free setting and activities and *students'* self-correction in L1.

      Participating and interacting through stress-free setting and activities. I conceived this

sub-category because most students' confidence and tranquility drove them to participate in oral

interaction activities during the implementation. It was product of how contents and activities

contributed to enhance students´ motivation and interest towards the English class. In the light of

this, Reid (2007) affirmed that "not all children are intuitively and intrinsically motivated to

learn. Some children need to be motivated and a teacher has to develop the means and methods to

enable and facilitate this motivation" (p. 14). This quote emphasizes the 'means', which are the

materials and their potential to generate the motivation students need to participate and interact in

the communicative activities presented in the workshops. In this same line of thought, Núñez et

al (2009) asserted:

> In addition, the golden rule of the teaching and learning process is to understand that
>
> students learn better when they are motivated and comfortably engaged in a
>
> non-threatening of discouraging language learning setting. Besides the learning
>
> process must be enjoyable. long-lasting and interactive process. (pp. 17 - 18)

The Teacher-made materials had also a positive impact on the setting where the

interactions took place, making it stress free and friendly for students to use English for

communicative purposes. The entire context was fundamental for reaching those goals. However,

to materialize these situations in class, teacher-made workshops played a fundamental role

throughout their implementation. The impact that these materials generated in students learning

and interactive processes was evident and students reacted positively and confidently. The

following excerpts from students' artefacts are an evidence of what I have just mentioned.

(Students´ artefacts, workshop No.2, pages 10 – 11)

(Self-assessment section, workshop No.1, page 12

The students' artefacts show that the two workshops offered to students several

opportunities to interact. Contents, activities and organization of the lessons in the workshops led

to oral interaction by also supporting a stress-free environment where most students felt confident

and relaxed to interact in class. In the self-assessment section, most of them agreed that the small

group talk was also a positive element to reduce stress because students participated in the

interactions and exchanged their opinions to their closed ones without the intimidating factor that

represents speaking in front of the class. This is also confirmed through the following field

notes' excerpts from the two workshops.

> As a follow up activity, The T asked questions to the Ss about their findings of the inquiry, so that they
> report their classmates' answers. T. for instance asks: "Does Sara eat vegetables?" "Yes, she always does",
> answered one of Sara´s Classmates, or "Does Brayan eat vegetables?" "No, he doesn´t", a St. answers. The
> T. continues checking information about Ss' habits by asking questions to the whole group of Ss. [*sic*]
> (*Field notes workshop No.1, Lesson 4*)

During the interaction, Ss felt more confident to ask questions in English. [*sic*]
(***Field notes workshop No.2, Warming up***)
In this activity, Ss have to interact in pairs or small groups. As a teacher-observer, I have to say that most Ss interacted in English, as the speech bubbles exemplify, and are motivated by the topic of places and the activity itself. [*sic*]
(***Field notes workshop No.2, Lesson 1***)
Once they start to ask and answer the questions in activity 1 page 10 and 11, the students have a positive attitude towards it. Most of the groups showed good disposition and get committed to ask, answer and interact in English. [*sic*]
(***Field notes workshop No.2, Lesson 5***)

The teacher's field notes ratify the fact that the workshops motivated students and made

them feel confident users of L2 for communicative purposes. The teacher-made materials had an

effect on the setting because they increased students' intention to participate in oral interaction

activities. It can be seen through the following video recording transcript from workshop No. 1

0:26:12 - 0:26:18. **JY:** (Asks to a classmate) What is like to be in your bedroom? **DC:** Is nice and is relaxing
0:26:21 - 0:26:40. **JM:** Nice? **DC:** Yes. JY: Relaxing? (DC nods) **JY:** What it´s like to be in your house? **DC:** Is sometimes conforteibol
0:26:43 - 0:26:05. **MC:** What is like to be in your bedroom? **JM:** It is nice... it is nice
0:27:06 - 0:27:24. **JY:** What is like to be in yor ne... neighborhood? **DC:** Is always... insecure
0:27:28 - 0:27:29. (Students'´ voices are heard as they interacted in their groups)
0:34:45 - 0:34:51. **SP:** Ehh, what is like to be in your bedroom? (Asks to NG) **NG:** sometimes elegant
0:34:51 - 0:34:57. **SP:** What is like to be in your, your house? **NG:** It is usually relaxing
0:34:57 - 0:35:04. **SP:** What is like to be in your neighu- nei-neig- neighborhood? (laughs) **NG:** It is always secu- secure
0:35:05 - 0:35:10. **SP:** What is like to be in a bus station? **NG:** It is usually insecure
0:35:10 - 0:35:15. **SP:** What is like to be in the Tunal park? **NG:** Sometimes it is insecure
0:35:15 - 0:35:20. **SP:** What is like to be in a transmilenio bus? **NG:** It is usually uncomfortable
0:38:51 - 0:38:03. **DL:** What is like to be in yur house? **KF:** It is sometimes bo- boring
0:39:06 - 0:39:07. **KF:** Ehh, what, what is like to be in your neigbor- nei- neighborhood? **T:** neighborhood **DL:** It is inse-cure, insecure **T:** Yes? It is insecure, always? or sometimes? **DL:** Always **T:** Always, ok **KF:** Es en Diana (referring to a neighborhood, then, laughs)
0:39:34 - 0:39:44. **DL:** What is like to be in a bus stacho, station? **KF:** It is boring and insecure
0:39:46 - 0:39:58. **KF:** What is like to be in the tunal park? **DL:** It is relaxing and nice
0:40:01 - 0:40:06. **DL:** what is like to be in a transmilenio bus? **KF:** It is fast and uncomfor – uncomfortable [*sic*]
(***Video transcription, Workshop No.2, lesson 5***)

Finally, this video transcription from workshop No. 2 confirms latter affirmations by

showing the positive attitudes that the students had when interacting within their groups. These

attitudes are the result of the positive interactions that students had in their corresponding groups.

The next subcategory expands the idea of feeling confidence in the classroom as it presents that

students were the ones who corrected their mistakes in L1 without being corrected in front of the whole class.

       Students' self-correction in L1. This sub-category emerges because of the recurrence of L1 in students´ self-correction to perform oral interaction activities. The self-correction comes from the reiteration of students' mistakes. In this regard, we can consider errors as "part of students´ interlanguage, that is the version of the language a learner has at any stage of development" (Harmer, 2001, p. 100). Considering this, mistakes are part of the learning process and it is customary that students make mistakes at any stage of their learning process. As students were working in groups, the strategy of self-correction was a very common one that students resourced to in their mother tongue, which stimulated the learning process of the L2. Although, at first, this research did not consider self-correction as a recurrent and relevant strategy in students' communicative activities, it is worth clarifying that, as I implemented the workshops, the incidence of self-correction in L2 became a recurring pattern. It is pertinent to clarify that this strategy should not be regarded as a shortcoming for students' learning process since it is considered as a cognitive strategy, which is a characteristic of the more successful foreign language learners (Green & Hecht, 1993). In this sense, the strategy of self-correction benefited the students' performance in the oral interaction activities, and resourcing to L1 was necessary to carry out successfully the communicative activities in the workshops. The following sample, especially confirmed in the video transcripts, denote the incidence of self-correction to perform oral interactive activities in the classroom.

Warming-up

Work in pairs. Look at the picture above and discuss the questions below with your partner:

Your teacher

Questions
1. What do you see in the picture?
2. Do you live near this place?
3. Where do you live?
4. Is it good to live there?

Student

Possible answers and answers starters
1. *I see a …*
2. *Yes, I do. No, I don't*
3. *I live in….. or I live near….. or I live next to…..*
4. *Yes, it is good because…*
   No, it is not good because…

Tips: Question 4. Saying why your neighborhood is good or bad, use adjectives such as:
(+) *nice, tranquil,* comfortable, inexpensive, secure, clean, interesting, beautiful, etc.
(-) unpleasant, noisy, uncomfortable, expensive, dangerous, dirty, boring, ugly, etc.
Don´t forget to ask questions like these:
↓ *How do you say __contaminado__ in English?*
↓ *What is the meaning of __noisy__ in Spanish?*

Developed by Freddy Segura   1

DAYAN MICHELL LOPEZ UGA

(Students´ artefacts, workshop No.2, Warming up)

In the sample of above, I had foreseen the fact that students were going to employ L1 in their interactions. The tips section gave students a couple of questions they could ask in case of unknown vocabulary, so they employ self-correction strategies and avoid overusing L1. The following field notes show evidence of the recurrence of L1 to accomplish different activities.

> T. asks Ss to go to page 8. They are going to ask questions about their habits. They use English to make questions and to answer, though most of the time they use their mother tongue to communicate. [*sic*]
> **(Field notes workshop No.1, Lesson 4)**
> During the interaction, Ss felt more confident to ask questions in English. They also spoke in L1 to talk about the questions and the topic presented in the warming up section. [*sic*]
> **(Field notes workshop No.2, Warming up)**

In this latter sample, the students used to employ L1 to talk about the topics, the activities and even to correct grammar. Brooks and Donato (1994) held that the L1 allows learners to exchange meanings and communicate in an effective way in L2. As the evidence presented above, the students resource to L1 to be able to ask and answer questions appropriately in English. The following video recording transcripts show how the use L1 in class is a recurrent strategy for students to solve a limited command of the L2.

> 0:13:29 - 0:13:37 **T:** Please continue, ok? **JY:** Y porqué no Does (not clear)?
> 0:13:37 - 0:13:41 **DC:** Porque does es para tercera persona. [DC: *Because 'does' is for third person*]
>   **JY:** Ahh ok, ok
> 0:13:42 - 0:13:44 **JY:** Eat fruits. Yenni come fruta? [JY: *Does Yenni eat fruits?*]
> 0:13:49 - 0:13:51 **T:** Do you uhh...? T: Castellanos (**JY** says: "Yenni come fruta") [*Yenni eats fruits*]
> **(Video transcription, Workshop No.1, Lesson 4)**

0:06:01 - 0:06:06. **PM:** Hola Brayan, vengo a hacer las recomendaciones [*PM: Hello Brayan, I come to make recommendations*]

0:06:17 - 0:06:23. **PM:** You should not spot smoke, bueno **KF:** Smoke jeje

0:06:27 - 0:06:30. **MR:** Profe. **KF:** Pot es lo mismo que marihuana, ¿cierto? [*KF: Teacher, is pot the same as marihuana?*] **PM:** Ehhh

0:06:58 - 0:07:02. **PM:** Comida chatarra, porque usted come mucha chatarra [*PM: Junk food, because you eat a lot of junk food*] **BA:** Noo. **PM:** Sí [*PM: Yes*]

0:07:04 - 0:07:08. Y, usted pone un punto seguido, usted no debería fumar [*... And you wrote a period, you should not smoke*]

0:07:09 - 0:07:10. **BA:** No debería que? [*BA: Shouldn´t I what?*] **PM:** Fumar [*PM: Smoke*]

0:08:22 - 0:08:27. You should eat fruits, You should drink water **PM:** Terminé [*PM: Done*]

0:08:27 - 0:08:31. **BA:** Pero, yo sí- tomo agua, sí- yo tomo mucha agua. [*BA: But I do- drink water, yes, I drink a lot of water*] [*sic*]

(*Video transcription, Workshop No.1, Lesson 5*)

Finally, this video recording transcription confirms this fact where self-correction in L1

led students to clarify self and classmates' doubts regarding vocabulary, word meanings,

pronunciation and grammar as in the sample from workshop No. 1, lesson 5. It is necessary to

restate that resourcing to L1 provided a sense of meaningfulness to the activities and contributed

to generate stress-free environments where students felt confident to use English for

communicative purposes.

Chapter V

Conclusions and pedagogical implications

This chapter presents the conclusions and pedagogical implications drawn from this

action research study and the intention to respond to the research question about the design and

implementation of teacher-made materials focused on significant learning to foster oral

interaction in ninth grade students at a public school. Furthermore, it provides the pedagogical

implications and occurring limitations of this study and questions for further investigation.

Conclusions

First, when referring to the impact of teacher-made materials on students' oral interaction,

it is undeniable that SLA principles, underlying the contents and the form of the implemented

materials, contributed to the proper design of the workshops in many aspects. For instance, these

principles supported workshops that address students' real linguistic and cultural needs, promoted

also the conscious application of learning strategies and triggered students' oral interaction by

generating an ideal environment where students felt comfortable to speak and to learn the L2. In

this respect, Núñez et al. (2004) considered that "materials designed by teachers should include

prerequisites that are indispensable to promote an adequate atmosphere for learning" (p. 130). In

this sense, the two workshops I designed and implemented played a significant role in bringing to

class the means to generate a relaxed learning environment by relying on students' interests,

expectations and the context, which also led to motivate the students to communicate orally. In

this same line of thought, Taylor and Mulhall (1997) claimed that "contextualisation of learning

occurs when the content of the curriculum, and the methods and materials associated with it, are

related directly to the experience and environment of the learner" (p. 5). This affirmation is

evinced through the contents from the two workshops that reflect students' experiences and

settings. On the whole, the teacher-made materials stood as a significant opportunity for the

teacher and the students. For the teacher because I could put into practice SLA principles for the design and development of the two workshops that facilitated the learning process and use of the L2, and for the students because they had the possibility to achieve practical communicative goals through significant activities by consciously applying learning strategies. Finally, the workshops' effectiveness and suitability was complemented by students' awareness of their English learning process, since they reflected on their progress by filling out the self-assessment sections.

The effectiveness and suitability of the materials I designed was possible with the contribution of the second construct, significant learning. Although significant learning was conceived for college and university courses, the taxonomy of significant learning proposed by Dee Fink (2003; 2013), offers categories that can work to state course objectives for any level of education. For this study, I considered three categories from significant learning: integration, human dimension and caring. The intention to incorporate such categories for this study was to humanize the learning process, which will always stand as a challenge for many teachers. In this regard, Brunner (1977) stated that "the quest, it seems to many of us, is to devise materials that will challenge the superior student while not destroying the confidence and will-to-learn of those who are less fortunate" (p. 70). The impact that the two workshops generated in the students' self-esteem is reflected on the ongoing participation in class of most students and their contribution in pair and group work activities that enhanced the oral interaction. Moreover, the vocabulary practice at the beginning of the workshops proffered a clear explanation of the words in context for students to be able to use them later in conversations. Likewise, the readings and instructions were concise, clear, pertinent, and challenging, so that students could relate them to their lives and also defy what they already knew. It all reveals that through the implementation, there was a need to humanize the teaching of English and the students' learning process. In view

of this, Moskowitz (1978) held that teachers should implement emotional activities in class with the intention to establish a kind, caring, and approving learning environment for students. Thus, these 'humanistic materials' "involve the learners in gaining and reflecting on experience" (Tomlinson, 2014, p. 148). In this whole sense, significant learning incorporated dynamism to the class. As a result, students felt comfortable to share ideas, feelings and emotions and to interact in class without any constraint.

This continuous exchange of ideas in student-student interaction and class participation in teacher-student exchanges were evidence of oral interaction in class. To a certain extent, most students attained oral interaction fostered by the materials implemented; however, just a small amount of students were reluctant to pronounce any single word in English, they also found uninterested in participating in small group interactions. Even so, one positive aspect was that a genuine students' interest to share opinions, personal information as well as to ask questions to know more about their classmates prompted oral interaction in class. This positive aspect came because of the workshops´ influence on the learning atmosphere. In this regard, Littlewood (1981) asserted the following:

> The development of communicative skills can only take place if learners have motivation and opportunity to express their own identity and to relate with the people around them. It therefore requires a learning atmosphere which gives them a sense of security and values as individuals. In turn, this atmosphere depends to a large extent on the existence of interpersonal relationships which do not create inhibitions, but are supportive and accepting. (pp. 94-95)

The teacher-made materials had as a fundament to generate ideal conditions for students to use L2 to communicate orally by providing a stress-free atmosphere where they feel confident to express their ideas and ask questions without inhibitions. The workshops facilitated oral

communication because they made emphasis on students' relationships so that they would learn from those experiences in the exchanges with their equals.

One final aspect, in relation to the accomplishment of oral interaction, was that students' confidence to use L2 was also due to the unrestricted use of L1 to self-correct and to refer to the topics and activities suggested in the workshops. It must be clarified that resourcing to L1 in the English class is not an impediment for learning, on the contrary it is a convenient tool that "students use to facilitate their process of comprehension and to reduce any insecurities that may arise from their limited language proficiency" (Pan & Pan, 2010, p. 93). As nobody was there to judge them, students perceived a stress-free environment where they interacted in both: L1 and L2, what in the end had a positive impact on their use of English for communicative purposes and for learning the L2.

Pedagogical Implications

Firstly, it is important to indicate that by the materials I designed and implemented, I contributed to students' well-being and thus they were capable of learning in a significant and enjoyable way. The effect of teacher-made materials on the environment was so powerful that they promoted oral interaction by boosting students' self-esteem. Block (1991) asserted that "the personal touch in teacher- generated materials is highly appreciated by students. When students realize that the teacher has gone outside the course book and prepared something personally, they make remarks such "Oh, you work hard" (p. 214). Through the workshops I designed, I shaped the necessary conditions for students to learn from their experiences, they noted this change in the English classes and, in fact, they manifested this in more than an occasion.

Additionally, there must be a reference to teacher-made materials as a factor for innovating the teaching practices in the context where they occurred. According to Núñez et al. (2012), "MD constitutes a true resource for teachers to respond to students' needs and foster

institutional innovation in language teaching" (p. 25). When I first started the implementation of

the workshops, I realized that the students' reactions to the materials I designed were positive in

the sense that they enjoyed the activities and felt self-assured. As the implementation went on,

they were gaining confidence to participate and to learn from their experiences in class. The

materials generated a positive impact to the class and students appreciated this situation.

Another aspect to consider is that the two workshops contextualized the information to the

extent that students felt familiar with the topics, places and vocabulary exposed in these

materials. A common problem that comes from following pedagogical orientations emanated by

the Ministry of Education is that in the public schools, English learning turns senseless because

of the use of decontextualized materials and unknown places to students that make them feel

uninterested with the class' contents, a situation that I had to modify through the teacher-made

materials. Indeed, "The establishment of operative knowledge in any society thus always

involves contestation. What is left out is the local knowledge that constitutes the perspectives and

practices of the disempowered" (Canagarajah, 2005, p. 5). In the materials I designed, I attempted

to reflect students' practices and familiar places, thus I put into practice the 'parameter of

particularity' (See Kumaravadivelu, 2003). Consequently, I conferred value to what the students

do in their everyday lives as way to resist the impositions from pedagogical orientations that

reflect foreign practices with dull contents.

A final aspect to regard here is the possibility of improving as professional because of the

skills I gained as teacher-researcher and materials developer. When teachers undertake the

rewarding task of making their own materials they are also interested in the kind of teaching they

are guiding and practice their teaching over the grounds of their own theories of education. In this

sense, teachers themselves are involved in the theorization of their own practices (Edwards,

1990). When teachers theorize based on their pedagogical practices it is what Kumaravadivelu

(2003) called 'parameter of practicality. The fact of theorizing is an endeavor to be constantly reflective on my own teaching practices, which improves my teaching skills and helps me grow professionally since what I do and design influence directly the context where I teach.

Limitations

Despite the achievements attained in the course of the implementation, some situations affected the normal development of the intervention. On the one hand, these situations had to do with the limited amount of time for the implementation and the schedule for the classes; on the other hand, an emerging limitation was the continuous students´ absences to the classroom where the implementation took place.

First, as students had only three hours of English per week, it was difficult to have continuity in the implementation since there were also some institutional activities that interfered with the limited amount of time for the classes. In this case, I had to ask the students a couple of times to stay in the classroom during the break and I also had to ask two different teachers to yield the group of students in two opportunities to keep the classes going and thus I could give continuity to the implementation. These actions made possible to carry on with English classes every week, therefore the students kept in contact with the workshop's activities and the teacher´s instructions.

Another difficulty throughout the implementation was student´s absences. In three classes, more than five students missed the classes and it turned out to be a real drawback for these students. Right after the next class they missed, they went astray and seemed confused in relation to topic and the lesson´s activities, they also needed to complement the activities that the rest of the students had already worked on. This situation affected their participation in class and in the oral interaction activities. In most classes, at least one student missed class; there were also many

classes when two students did not attend which affected the normal development of the

implementation of the workshops.

Question for Further Research

In view of the findings my research study presented, two questions arise for developing

further research: How do the design and implementation of workshops focused on students'

background experiences and critical pedagogy promote students' speaking skills? And, How do

the design and implementation of teacher and student-made materials, through community based

pedagogies, enhance oral interaction?

References

Ausubel, D. (1963). *The psychology of meaningful verbal learning*. Oxford. Grune & Stratton.

Bedwell, C. (2012). A suggested writing process for in-house materials development. *English Language Teaching World Online*, (4), 1-9. Retrieved from http:// http://blog.nus.edu.sg/eltwo/past-issues/2012-2/#A_Suggested_Writing_Process_for_In-House_Materials_Development

Berg, B. L. (2004). *Qualitative research methods for the social sciences* (5th ed.). Boston: Pearson.

Barnard, R., & Zemach, D. (2003). Materials for specific Purposes. In C. Tomlinson (Ed.), *Materials Development in Language Teaching*. Great Britain: Cromwell Press. 306 – 323.

Blackstone, A. (2012). *Sociological inquiry principles: Qualitative and Quantitative Methods*. Maine: Flat World Knowledge.

Block, D. (1991). Some Thoughts on DIY Materials Design. *ELT Journal, 2* (45): 211-216.

Borda, O. F. (1999). Orígenes universales y retos actuales de la IAP (investigación acción participativa). *Análisis politico,* (38), 71-88.

Brooks, F., & Donato, R. (1994). Vygotskian approaches to understanding foreign language learner discourse during communicative tasks. *Hispania*, *77*, 262-274

Brown, G., & Yule, G. (1983). *Teaching the spoken language*. Cambridge University Press.

Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd edition). White Plains, NY: Longman.

Bruner, J. S. (1977). *The process of education*. Cambridge: Harvard University Press.

Bruner, J. S. (1999). *La educación, puerta de la cultura*. Madrid: Visor.

Buitrago, R., & Ayala, R. (2008). Overcoming fear of speaking in English through meaningful

activities: a study with teenagers. *Profile Issues in Teachers Professional Development*,

(9), 23-46.

Burns, A (1999). Observational Techniques for collection action research data. *Collaborative

Action Research for English Language teachers,* 78-116. Cambridge: Cambridge

University Press.

Burns, A. (2009). *Doing action research in English language teaching: A guide for practitioners*.

New York. Routledge.

Campaña, L. (2014). *Improving oral interaction through the use of cooperative learning

activities related to cultural issues* (Master's thesis). Bogotá: Universidad Externado de

Colombia.

Canagarajah, A. S. (Ed.). (2005). Reconstructing local knowledge, reconfiguring language

studies. *Reclaiming the local in language policy and practice,* 3-24.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second

language teaching and testing. *Applied linguistics, 1*(1), 1-47.

Carr, W., & Kemmis, S. (2003). *Becoming critical: education knowledge and action research.*

New York. Routledge.

Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. (2014). The use of

triangulation in qualitative research. *Oncology Nursing Forum, 41* (5).

Castañeda, Y. (2015). *The Meaningful learning booklet, a strategy for the reading

comprehension process* (Unpublished Master's thesis). Bogotá: Universidad Externado de

Colombia.

Cazden, C. (2002). *Classroom Discourse: The Language of Teaching and Learning*. Portsmouth,

NH: Heinemann.

Chamot, A. (1999). *The Learning strategies handbook*. New York, NY: Longman.

Chamot, A. U. (2004). Issues in language learning strategy research and teaching. *Electronic Journal of foreign language teaching*, *1*(1), 14-26.

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis.* London: Sage.

Colombia. Ministerio de Educación Nacional [MEN]. (2006c). Estándares básicos de competencias en lengua extranjera: inglés. Formar en lenguas extranjeras: el reto. Retrieved May 08, 2016 from http://www.colombiaaprende.edu.co/html/ mediateca/1607/articles-115375_archivo.pdf

Corbin, J. & Strauss, A. (2015). *Basic of qualitative research: Techniques and procedures for developing grounded theory* (4th ed.). Thousand Oaks, CA: Sage

Cresswell, J. (2012). *Qualitative inquiry and research design.* Thousand Oaks, CA: Sage.

Denzin, N. K. (1973). *The research act: A theoretical introduction to sociological methods.* Transaction publishers.

Denzin, N.K., & Lincoln, Y.S. (2000). *Handbook of Qualitative Research*, 2nd edition. Thousand Oaks.

De Zubiría, J. (1994). *Hacia una pedagogía dialogante*. (El modelo pedagógico del Merani). Retrieved January 24, 2018, from: https://saberplacentero.wikispaces.com/file/view/Hacia-una-pedagogia-dialogante.pdf

Donato, R. (2003). Action research: Reseeing learning and rethinking practice in the LOTE classroom. *Languages Other Than English Communique*. (*8)*, 1-6.

Duarte, S., & Escobar, L. (2008). Using Adapted Material and its Impact on University Students' Motivation. *Profile Issues in Teachers Professional Development, (9),* 63-88.

Edwards, D. (1990). El papel del profesor en la construcción social del conocimiento. *Revista*

    Investigación en la Escuela, *(10)*, 33-49. Retrieved November 24, 2017, from

    https://idus.us.es/xmlui/bitstream/handle/11441/59237/El%20papel%20del%20profesor%2

    0en%20la%20construcci%C3%B3n%20social%20del%20conocimiento.pdf?sequence=1&i

    sAllowed=y.

Elliot, J. (1991). *Action research for educational change*. McGraw-Hill Education (UK).

Fink, L. (2003). What is "'Significant Learning"? *University of Oklahoma Significant Learning*

    Website, Program for Instructional Innovation at the University of Oklahoma.

Fink, L. (2013). *Creating significant learning experiences: An integrated approach to designing*

    college courses. John Wiley & Sons.

Forman, E., Minick, N., & Stone, C. (1993). *Contexts for learning: Sociocultural dynamics in*

    children's development. Oxford University Press.

Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language*

    teaching, *40*(02), 97-118.

Giroux, H. (1990). *Los profesores como intelectuales*. Barcelona, Paidos.

Glaser, B., Strauss, A., 1967. *The discovery of grounded theory.* Aldine Publishing Company,

    Hawthorne, NY

Gómez, L. (2015). The cultural content in EFL textbooks and what teachers need to do about

    it. *Profile Issues in Teachers Professional Development*, *17*(2), 167-187.

Graves, K. (1996). A framework for course developers. Available from

    http://www.personal.psu.edu/kej1/APLNG_493/readings/Week_09/Graves_1996_Chpt_2.

    pdf

Green, P. S., & Hecht, K. (1993). Pupil self-correction in oral communication in English as a

    foreign language. *System,* 21(2), 151-163.

Hall, J. K. (2001). Classroom interaction and language learning. *Ilha do Desterro A Journal of*

   English Language, Literatures in English and Cultural Studies, (41), 017-039.

Harmer, J. (2001). *The Practice of English Language Teaching.* Third Edition. Pearson Longman

Harwood, N. (2010). *English Language Teaching Materials: Theory and Practice*. Cambridge

   University Press.

Hazzan, O., & Nutov, L. (2014). Teaching and learning qualitative research ≈ Conducting

   qualitative research. *The Qualitative Report, 19* (1), 1-29. Retrieved from

   http://www.nova.edu/ssss/QR/QR19/hazzan1.pdfQualitative

Howard, J., & Major, J. (2004). Guidelines for designing effective English language teaching

   materials. *The TESOLANZ Journal*, *12,* 50-58.

Johnson, A. (2012). *A short guide to action research*. (4th ed.) Boston: Pearson/Allyn and Bacon.

Jolly, D. and Bolitho, R. (1998) A framework for materials writing. In: Tomlinson, B. (Ed.),

   Materials Development in Language Teaching. (pp. 90-115) Cambridge: Cambridge

   University Press.

Kemmis, S. (1980). Action Research in Retrospect and Prospect. Paper presented to the *Annual*

   Meeting of the Australian Association for Research in Education (Sydney, Australia,

   November 6-9, 1960).

Kirkland, K., & Sutch, D. (2009). Overcoming the barriers to educational innovation: A literature

   review. *Futurelab.* Retrieved from:

   https://www.nfer.ac.uk/publications/FUTL61/FUTL61.pdf

Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. New

   Haven: Yale University Press.

Lamb, S. (2011). *How to Write It. A Complete Guide to Everything You'll Ever Write*. (Third

   Edition). United States: Ten Speed Press.

Lichtman, M. (2012). *Qualitative Research in Education: A User's Guide:* Sage.

Littlejohn, A. (2012). Language teaching materials and the (very) big picture. *Electronic Journal of Foreign Language Teaching*, *9*(1), 283-297.

Littlewood, W. (1981). *Communicative language teaching: An introduction*. Cambridge University Press.

Long, M., & Porter, P. (1985). Group work, interlanguage talk, and second language acquisition. *TESOL quarterly*, 207-228.

Lopera Medina, S. A. (2014). Motivation Conditions in a Foreign Language Reading Comprehension Course Offering Both a Web-Based Modality and a Face-to-Face Modality. *PROFILE Issues in Teachers' Professional Development, 16*(1), 89–104. http://doi.org/10.15446/profile.v16n1.36939

Markee, N. (2001). The Diffusion of innovation in language teaching. In Hall, D., & Hewings, A. (Eds.). *Innovations in English language teaching*. London: Routledge.

Masuhara, H. (1998). What do teachers really want from course books? In B. Tomlinson (Ed.), *Materials development for language teaching (pp. 239-260).* Cambridge: Cambridge University Press.

Maxwell, J. A. (2008). Designing a qualitative study. *The SAGE handbook of applied social research methods, 2,* 214-253.

Mayora, C. (2013). *Language course design: Language Teaching Materials.* [Powerpoint slides]. Retrieved from http://es.slideshare.net/camayora/language-teaching-materials

Mertler, C. (2008). *Action research: Teachers as researchers in the classroom*. Los Angeles. Sage.

McGreal, T, Broderick, E, & Jones, J. (1984). Artifact collection. *Educational Leadership, 41*(7),

    20-21. Retrieved from:

    http://www.ascd.com/ASCD/pdf/journals/ed_lead/el_198404_mcgreal.pdf.

Montijano M. (2014). Textbook use training in EFL teacher education. *Utrecht Studies in*

    Language & Communication, (*27)*, 267.

Moskowitz, G. (1978). *Caring and sharing in the foreign language class: A sourcebook on*

    humanistic technique. Boston, US: Heinle

Mosquera, D. (2017). *Teacher-Made Materials Based on Meaningful Learning to Foster Writing*

    Skills (Unpublished master's thesis). Universidad Surcolombiana.

Núñez, A. (2010). The teaching of English within the theory-practice alternance model. En:

    Innovación y Competitividad. Memorias de la Jornada de Investigación. (pp. 32-54),

    Bogotá: Fundación Universitaria Empresarial de la Cámara de Comercio de Bogotá

    Uniempresarial.

Núñez, A. (2017). *Materials Development: Theoretical Foundations and Practical Insights*

    [PowerPoint slides].

Núñez, A., Pineda, C. & Téllez, M. (2004). Key Aspects for Developing your Instructional

    Materials. *Profile Issues in Teachers' Professional Development, 5,*128-139.

Núñez, A., & Téllez, M. (2008). Meeting students' needs. *Enletawa Journal, 1*, 65-68.

Núñez, A., & Téllez, M. (2009) ELT materials: The key to fostering effective teaching and

    learning settings. *Profile Issues in Teachers Professional Development*, *11*(2), 171-186.

Núñez, A., & Téllez, M. (2015). Reflection on teachers' personal and professional growth

    through a materials development seminar. *How*, *22*(2), 54-74.

Núñez, A., Téllez, M., & Castellanos, J. (2012). *A framework for materials development: a path*

    for in-service teachers to build up the instructional design of their research projects.

Núñez, A., Téllez, M. & Castellanos, J. (2013). *Proposal for the research line materials development and didactics ascribed to the research group: Critical pedagogy and didactics for social transformation.* Bogotá*:* Universidad Externado de Colombia.

Núñez, A., Téllez, M. F., & Castellanos, J. (2017a). Materials development for teachers' professional growth. In A. Núñez, M. F. Téllez, & J. Castellanos (Eds.), *Materials for the learning of English and teachers' professional growth* (pp. 19-68). Bogotá: Departamento de Publicaciones, Universidad Externado de Colombia.

Núñez, A., Téllez, M. F., & Castellanos, J. (2017b). Teacher–Developed Materials in a Master's Programme in Education with Emphasis on English Didactics. In A. Núñez, M. F. Téllez, & J. Castellanos (Eds.), *The role of teacher- developed materials in fostering English Language Skills.* (pp. 13-56). Bogotá: Departamento de Publicaciones Universidad Externado de Colombia.

Núñez, A., Téllez, M., Castellanos, J. & Ramos, B. (2009). *A materials development guide for EFL pre- service, novice, and in- service teachers*. Bogotá: Editorial Universidad Externado de Colombia.

Oliver, R., & Philp, J. (2014). *Focus on oral interaction.* Oxford University Press.

Oxford, R. (1990). *Language learning strategies: what every teacher should know.* New York: Newbury House

Oxford, R. (2003). Language learning styles and strategies: An overview. *Learning Styles & Strategies*.

Palomar, J., & García, R. (2010). Comunidades de Aprendizaje: un proyecto de transformación social y educativa. *Revista interuniversitaria de formación del profesorado*, (*67*), 19-30.

Pan, Y. C., & Pan, Y. C. (2010). The use of L1 in the foreign language classroom. *Colombian Applied Linguistics Journal, 12*(2), 87-96.

Patton, M. Q. (1987). *How to use qualitative methods in evaluation*. Newbury Park, CA: Sage

    Publications.

Pearson, L., & Moomaw, W. (2005). The relationship between teacher autonomy and stress,

    work satisfaction, empowerment, and professionalism. *Educational research quarterly*, *29*

    (1), 37.

Reid, G. (2007). *Motivating Learners in the classroom: ideas and strategies.* Great Britain:

    SAGE publications.

Richards, J. C. (2006). Materials development and research—making the connection. *RELC*

    Journal, *37*(1), 5-26.

Richards, J & Rodgers, T. (2001). *Approaches and methods in language teaching.* Cambridge:

    Cambridge University Press.

Rico, C. (2005). Searching for coherence in language teaching: the issue of teaching

    competencies. *Colombian Applied Linguistics Journal*, (7), 95-107.

Rico, C. (2005). The Matter of Selecting and Evaluating Materials. *MATSDA Folios*.

Rincón, E. (2016). *Implementing workshops based on conversation gambits as a pedagogical*

    strategy to foster oral interaction (Unpublished master's thesis). Universidad Externado

    de Colombia.

Rogers, E. M. (2003). *Diffusion of innovations*. New York: Free Press.

Rueda, R. (1998). Standards for professional development: A sociocultural perspective. *Center*

    for Research on Education, Diversity & Excellence.

Rutter, J. (1998). *Graphic Idea Resource: Layout: Working with Layout for Great Design*.

    United states of America Rockport Publishers, Inc.

Samuda, V. (2005). Expertise in pedagogic task design. In *Expertise in second language learning*

    and teaching (pp. 230-254). Palgrave Macmillan, London.

Silva, J. (2015). Oral Interaction through Task Based Learning. *Revista Perspectivas Educativas*, *5*.

Silverman, D. (2006). *Interpreting qualitative data: Methods for analyzing talk, text and interaction*. London: Sage.

Sinclair, J., & Coulthard, M. (1975). *Towards an analysis of discourse: The language of teachers and pupils*. London: Oxford University Press.

Stevens, J. (1996). *Applied multivariate statistics for the social sciences*. Mahwah, NJ: Lawrence Erlbaum Associates.

Stottok, B., Bergaus, M. & Gorra, A. (2011). Color coding: an alternative to analyse. Empirical data via grounded theory. *Proceedings of the European Conference on. Research Methods.* Retrieved from http://connection.ebscohost.com/c/articles/62796110/colour-coding- alternative- analyse-empirical-data-via-grounded-theory

Tamayo, A. (2006). El movimiento pedagógico en Colombia. *Revista HISTEDBR On-line, Campinas*, *24*, 102-113.

Taylor, P., & Mulhall, A. (1997). Contextualizing teaching and learning in primary schools: *Using agricultural experience. (1 and 2) Education Research*. Department of International Development, London, England.

Thomas, C. (2014). Meeting EFL learners halfway by using locally relevant authentic materials. In *English Teaching Forum, 52*(3), 14-23).

Tomlinson, B. (1998). *Materials development in language teaching*. (First ed.). Cambridge University Press.

Tomlinson, B. (2003). *Developing materials for language teaching*. London: Continuum.

Tomlinson, B. (2011). *Materials development in language teaching*. (Second ed.). Cambridge University Press.

Tomlinson, B. (2012). State-of-the-art article: Materials development for language learning and teaching. *Language Teaching*, *45(2),* 143-179.

Tomlinson, B. (2014). Humanizing the Coursebook. *Developing materials for language teaching,* 139-155. London: Bloomsbury Academic.

Tuan, L., and Nhu, N. (2010). Theoretical review on oral interaction in EFL classrooms. *Studies in literature and language*, *1*(4), 29.

Tudor, I. (2001) *The dynamics of the language classroom*. Cambridge: Cambridge University Press.

Turula, A. (2002). Language Anxiety & Classrooms Dynamics. In *English Teaching Forum, 40(*2), 28-33.

Ur, P. (1996). *A course in language teaching. Practice and theory.* Great Britain: Cambridge University Press.

Vigotsky, L.S. (1978). *Mind in society. The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

Widdowson, H. G. (1984). Authentic versus purposeful activities. In *Council of Languages Association Conference*.

Appendixes

Appendix A: Needs Analysis Survey

Teacher: Freddy Alejandro Segura

Hello student:
At this moment, I am carrying out a Master in Education at Universidad Externado de Colombia and this survey is necessary to know information about your needs, interests and ideas in relation to the English language. This information will be confidential and will be essential to continue my project at the University. Please, take your time to read carefully the questions and answer sincerely each of them by selecting only one option (a, b, c, d…).

Ninth grade students

Name: _____.Date: _____.

MATERIALS FOR L EARNING ENGLISH

1. What materials and devices are commonly used in your English class?
a. Notebooks and tape recorders
b. The video beam and workshops
c. Workshops and the dictionary
d. Computers with access to the internet
e. Books and reading worksheets
f. None of these

2. For an English class your preferred materials or activities could be…
a. text books
b. reading activities
c. grammar activities
d. vocabulary workshops.
e. speaking activities.
f. crossword and puzzles
g. none of these

3. In this sense, in the English class you would like to…
a. learning to sing songs in English.
b. learning to write paragraphs in English.
c. leading short stories in English.
d. learning about cultures.
e. learning about my classmates
f. practicing conversations in English
g. solving puzles and crosswords in English
h. learning vocabulary and grammar.

4. In your opinion, appropriate materials for learning English should…

a. generate a comfortable atmosphere to make you feel confident in class.
b. have an attractive presentation and appealing content.
c. connect the lesson´s information to your own reality and interests.
d. provide chances to use English for communicative purposes.
e. be easy to understand without too much teacher´s explanation.
f. motivate you to reflect on your own learning process.
g. None of the above.
h. All options are appropriate.

5. For your learning process the materials for learning English are…
a. very essential.
b. important.
c. not necessary.

ATTITUDES TOWARDS ENGLISH LANGUAGE AND INTERESTS

6. When you are going to your English classes you feel…
a. frustrated because you cannot speak
b. eager to know how to pronounce new words.
c. anxious because you don´t want to participate in the class.
d. bored because it is always the same.
e. uninterested because you don´t learn.
f. motivated because there is always. something different in each class.

7. What are your priorities in relation to English language?
a. You want to improve your vocabulary comprehension
b. You want to expand your listening comprehension
c. For you, it is important to learn speaking
d. Reading comprehension is very important for you.
e. You need to write. In this way you will learn better.

INTERESTS

8. What kind of activity do you usually enjoy doing?
a. Listening to music
b. Talking with your friends
c. Surfing the internet
d. Reading books, magazines and comic strips
e. Playing or practicing sports
f. Playing an instrument
g. Watching movies

h. Going out with friends
   Other_____

9. What kind of activity do you usually enjoy doing?
i. Listening to music
j. Talking with your friends
k. Surfing the internet
l. Reading books, magazines and comic strips
m. Playing or practicing sports
n. Playing an instrument
o. Watching movies
p. Going out with friends
   Other_____

10.   What topics do you like?
a. sports
b. mysteries
c. social issues
d. my friends
e. Arts and music
f. Foods and drinks
g. Animals, pets and nature.
h. The city and your neighborhood
i. Movies and TV programs.
j. Drugs and alcohol
k. Love relationships
l. School subjects
Other_____

11. To what extent do you consider important to relate your interests, routines and preferred topics to the English class contents?
a. Very important
b. important
c. Not important at all

Appendix B: Informed Consents

Colegio Rufino José Cuervo IED
Rectora
XXX XXXX XXX

Reciba un cordial saludo
Yo FREDDY ALEJANDRO SEGURA SARMIENTO, Docente del área de Humanidades de esta institución, le informo que actualmente me encuentro realizando estudios de Maestría en Educación en la Universidad Externado de Colombia, en la línea de investigación Didáctica del Inglés con énfasis en desarrollo de materiales con beca del [Fondo para Formación Posgradual de Docentes - Icetex](#) en convenio con la secretaria de educación.

En relación a lo anterior, solicito amablemente su consentimiento para implementar con los estudiantes del Curso 903 las actividades relacionadas con la investigación que lleva como nombre: ***Teacher-made materials, focused on significant learning, to foster students´ oral interaction.***

Realizaré el uso de diversos instrumentos para recolectar información entre ellos están las grabaciones de video de las clases, para esto se enviará a los acudientes el consentimiento informado que avale la implementación.

Agradezco su atención y colaboración
Atentamente,

FREDDY ALEJANDRO SEGURA SARMIENTO
Licenciado en filología e idiomas UNAL
Estudiante 3er semestre Maestría en Educación
Universidad Externado de Colombia
faseguras@gmail.com
Celular: 312 5560725

Yo _____ identificada con CC _____ manifiesto que he sido enterada de las actividades a realizar por el Docente Freddy Alejandro Segura con sus estudiantes y autorizo con mi firma el desarrollo de las mismas.

"Educación técnica en una institución integradora"

Consentimiento informado para padres de familia

Yo FREDDY ALEJANDRO SEGURA SARMIENTO, Docente del área de Humanidades de esta institución, me dirijo a ustedes para informarles que en estos momentos estoy llevando a cabo una investigación sobre materiales para enseñanza del inglés y su efecto en la interacción oral de los estudiantes del grado noveno de la institución. Esta investigación es requisito para obtener el título de Maestría en educación de la Universidad Externado de Colombia, patrocinada por la Secretaría de Educación del distrito.

Como objetivo de la investigación pretendo analizar la manera como los materiales para la enseñanza del inglés diseñados por el docente fomentan la interacción oral de los estudiantes. Los estudiantes seleccionados para este estudio pertenecen al curso 903 de la IED Rufino José Cuervo. Los lugares de la institución donde se realizará la implementación de este proyecto serán el aula CRI en el tercer piso del bloque dos y el aula 107 bloque tres.

Tengo que hacer énfasis en el hecho de que la participación de los estudiantes es totalmente voluntaria y que en caso de que se niegue la participación del estudiante en este proyecto, no acarreará ninguna consecuencia negativa para su evaluación. Asimismo, si al estudiante se le autoriza la participación, se le respetará su integridad, confidencialidad y anonimato.

Si tiene alguna no olvide contactarme al correo electrónico faseguras@gmail.com o al celular 3125560725. Si en algún momento después de su consentimiento decide que su hijo o hija no haga parte de este proyecto, no olvide comunicármelo.

- -

Teniendo en cuenta la normatividad vigente sobre consentimientos informados (Ley 1581 de 2012 y decreto 1377 de 2012) y conociendo de antemano los aspectos del proyecto en que mi hijo(a)_____ participará, yo voluntaria y consientemente,

☐ Autorizo la participación de mi hijo(a)   ☐ No autorizo la participación de mi hijo(a)

Firma Acudiente _____ C.C _____

Firma rectora: _____

Appendix C: Video Recording Format

UNIVERSIDAD EXTERNADO DE COLOMBIA - SCHOOL OF EDUCATION
MASTER'S PROGRAMME IN EDUCATION - EMPHASIS ON ENGLISH
DIDACTICS
TEACHER – RESEARCHER: FREDDY SEGURA

RESEARCH QUESTION	PEDAGOGICAL INTERVENTION
How do the design and implementation of teacher-made materials, focused on significant learning, foster ninth grade students' oral interaction?	Two workshops about teacher-made materials focused on significant learning to foster students' oral interaction.

LESSON No. 1
TOPIC: Healthy & unhealthy habits
TEACHER: Freddy Alejandro Segura
DATE: XXXX XXXX XXX
TIME: From X:XX PM to X: XX PM
Transcript No. 1:

ACTIVITIES AND SITUATIONS	TRANSCRIPTION	OBSERVATIONS
Introduction and presentation of the objectives of the workshop.	T-	
Warming up		
Lesson 1 vocabulary practice		
Closure		

Appendix D: Field Notes Format

UNIVERSIDAD EXTERNADO DE COLOMBIA - SCHOOL OF EDUCATION
MASTER'S PROGRAMME IN EDUCATION - EMPHASIS ON ENGLISH
DIDACTICS
TEACHER – RESEARCHER: FREDDY SEGURA

RESEARCH QUESTION	PEDAGOGICAL INTERVENTION
How do the design and implementation of teacher-made materials, focused on significant learning, foster ninth grade students' oral interaction?	Two workshops about teacher-made materials focused on significant learning to foster students' oral interaction.

WARMING UP /LESSON No. 1
CLASS No. 1
TOPIC: Healthy & unhealthy habits
TEACHER: Freddy Alejandro Segura
DATE: XXX the XXth/ 2017
TIME: From X:XX PM to X:XX PM
Transcript No. 1:

FIELD NOTES	ANALYSIS