



Not by the book: the experience of designing teaching material for an English for Specific Purposes course in the Program Languages without Borders

Not by the book: a experiência de desenvolver material em um curso de Inglês para Propósitos Específicos do Programa Idiomas sem Fronteiras

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Abstract: The aim of this research is to present and examine the experience of developing material for an English for Specific Purpose (ESP) course in the context of the Language without Borders program (LwB). One of the aspirations of the program is to promote language teachers education in the context of internationalization within federal universities. With the aim of meeting learners' needs with language proficiency in academic mobility projects and international scientific production at the university level, the LwB at the Federal University of Espírito Santo (UFES) provides residence for pre-service teachers to prepare and educate themselves in language teaching as well as local materials development for face-to-face ESP courses. This paper centers at the experience of one of the authors as teacher and material writer regarding the production process, from the composition of the syllabus to the development of the material, and the other author as pedagogical coordinator.

Keywords: Critical teacher education. Materials development. English for Specific Purposes. Languages without Borders Program.

Resumo: O objetivo deste trabalho é apresentar e discutir a experiência com o desenvolvimento de material didático para um curso de Inglês para Propósitos Específicos (IPE) no âmbito do Programa Idiomas sem Fronteiras (IsF). Um dos focos do programa é promover a formação de professores de línguas no contexto de internacionalização nas universidades federais. Com o intuito de atender as necessidades dos aprendizes com relação à proficiência linguística em projetos de mobilidade acadêmica e produção científica internacional nas universidades, o programa IsF na Universidade Federal do Espírito Santo (UFES) oferece residência para o preparo e a formação de alunos-professores no ensino de línguas, bem como desenvolvimento de cursos voltados para o ensino de IPE. Neste artigo, refletimos acerca da experiência de uma das autoras como professora e elaboradora de material, desde a criação da ementa do curso até o desenvolvimento do material utilizado, além da experiência da outra autora como coordenadora pedagógica do programa.

Palavras-chave: Formação crítica de professores. Desenvolvimento de material didático. Inglês para Propósitos Específicos. Programa Idiomas sem Fronteiras.

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1 INTRODUCTION

English has become the language of interaction in the globalized world. According to Crystal (2003), English has received the status of global or international language, as it is the language used in different contexts, mainly for business and academic purposes, highlighting the possibilities of communication between people from various parts of the globe. In this scenario, universities have started to focus on sharing their professional, academic, and scientific knowledge by investing in their internationalization process.

Based on Knight (2003, p. 2), Della Rosa *et al.* (2016, p. 34) state that the internationalization process of Brazilian universities highlights the importance of considering higher education as international, intercultural, and global. Finardi and Archanjo (2015) analyzed internationalization programs in Brazil and concluded that English is used as an international language in higher education and as a foreign language in basic education. Thus, because of the importance of this language in all levels of education, the authors stress the need for an alignment between language policies and internationalization policies.

As part of the government's agenda of internationalization of Brazilian universities, the program Languages without Borders (LwB) was created to foster language learning and national language policy in federal institutions of higher education. In the beginning, the program emerged as part of a larger program, the Science without Borders (SwB). Pinheiro and Finardi (2014, p. 77) explain that Brazilian candidates who applied for SwB did not meet the proficiency level required by foreign universities. Thus, English without Borders (in 2014, the Program was expanded to other languages, then being renamed LwB) was created in order to help with proficiency exams and English courses for the SwB candidates. Afterwards, the program expanded its aim, and it now focuses on language learning, proficiency tests, and teacher education in higher education institutions.

In addition to its linguistic goal of driving language instruction and language policy forward in Brazil, the LwB Program also focuses on teacher education. According to information displayed on the Ministry of Education website¹, the program intends to educate undergraduate and graduate students to work with new teaching and professional experiences directed towards quality, entrepreneurship, competitiveness and innovation (BRASIL, 2016, art. 2).

Considering the purpose of the program, the faculty of the LwB language centers known as NucLis (Núcleos de Línguas) is required to plan and develop courses that meet students' demands to participate in the internationalization process of universities. In this sense, as the objectives of these courses are different from the ones present in English for General Purposes (EGP) courses, NucLis offer English for Specific Purposes (ESP) and English for Academic Purposes (EAP) courses.

¹Idiomas sem Fronteiras – <http://isf.mec.gov.br/>

In general terms, the teaching objective is different depending on the type of course, EGP, ESP or EAP. In EGP, the student is encouraged to practice the four language skills (speaking, writing, reading, listening) equally while in ESP the skills to be worked on depend on what is most needed by learners, as it is a learner-centered approach (HUTCHINSON; WATERS, 1987). Learners' needs are determined in a needs and/or target-situation analysis formulated by each course.

As the primary aim of ESP and EAP courses is to meet students' needs, it seems appropriate for NuLis to design their own teaching materials, which are in turn tailored to meet their students' needs. Rahman (2015, p.24) remarks that in ESP courses the FL is taught jointly and combined with "a subject matter area important to the learners". Thus, courses are planned with specific functional, linguistic and intercultural contents, which should be designed according to the community demand. It is important to clarify that students' needs are defined based on needs analysis previously conducted and also on target-situation analysis, according to what is suggested by Hutchinson and Waters (1987). Thus, adopting a global book would pose a challenge in terms of addressing the target-audience specific needs. For this reason, the team of LwB teachers and the pedagogical supervision at NuLi UFES decided to develop their own local materials.

The authors have participated in this Program for more than 3 years. Thus, we have followed courses and materials development since the ESP and EAP focus was highlighted. In this process, we have experienced the challenges and the benefits of designing local materials and of addressing the demands of a national program. Based on our experience in the Program (one as a teacher and another as a coordinator), the aim of this paper is to present and discuss the experience of designing ESP teaching material in the context of the LwB Program.

According to Kumaravadivelu (2001), the 1990s have emphasized the need to go beyond the "perfect" method in language teaching as well as the relevance of overcoming the limitations of focusing on "efficient" professionals in teacher education programs. Thus, a greater focus was placed on "teacher beliefs, teacher reasoning, and teacher cognition" (p. 537). These changes have highlighted the role of teachers as essential to the educational process and have contributed to increase studies on teacher cognition. Borg (2006) asserts that the acknowledgement of teacher cognition is central to understanding the process of learning and teaching languages. This recognition has motivated research about the relationship between how teachers learn, their pedagogical practice, and the contextual factors that interact with them. In this sense, teachers have become more involved with material design: producing and criticizing them, not only purely consuming what has been developed by other researchers over the years.

Considering that one of the goals of the LwB Program is to focus on teacher education in the context of internationalization, we believe that being engaged with materials design is a valuable opportunity for pre-service teachers to have contact with theories in the area of language teaching, and to foster teachers' accountability by empowering them to make informed choices (LARSEN-FREEMAN, 1983) regarding the

material they are producing. Therefore, encouraging LwB teachers to produce the materials used in the courses seems appropriate. As stated by Oliveira (2013), teacher education programs should focus on helping pre-service teachers to become autonomous, critical and socially responsible for what they will do after concluding the undergraduate course.

As the focus of this paper is to present and reflect on the process of designing ESP material, we will contextualize the LwB Program and its ESP courses. Then, we will describe and reflect on one of the author's experience in developing the material. Our intention is to foster discussion on the importance of stimulating pre-service teachers to be involved with materials design, so that they are able to adapt their practice according to students' needs and reality, to generate their own theories, to be empowered in considering both teachers and students experiences in educational settings, as suggested by Kumaravadivelu (2001).

2 THE LANGUAGES WITHOUT BORDERS PROGRAM AND ENGLISH FOR SPECIFIC PURPOSES COURSES

Teaching English for Specific Purposes (ESP) may turn out to be challenging depending on whether the material selected is global due to the challenge of adapting it according to students' (local) needs. Since the main difference between ESP and EGP is, according to Hutchinson and Waters (1987, p. 53), "not the existence of a need as such but rather an awareness of the need", the UFES EwB team decided to develop their own course materials in order to cater for the aforementioned needs, instead of adopting and adapting global materials, which would demand rigorous care for copyrights.

ESP is not limited to any specific field or profession and, maybe for that same reason, it is a flexible approach that converges students' needs. Some scholars (Dudley-Evans and St. John, 1998; Hutchinson and Waters, 1987) have stressed that the main characteristic of ESP is being a learner-centered approach in which "specific learners, their specific linguistic and non-linguistic needs are the nucleus of all ESP activities: needs analysis, material development, teaching process etc." (JAVID, 2015, p. 19)

The teaching of ESP is targeted towards students who have a specific purpose (professional, academic, scientific etc.) or who need, for the time being, to focus on a specific area or skill regarding the language, such as speaking in public, writing emails, writing academic articles, reading governmental documents. There are even those who need to practice their "macro skills [...] such as the importance of listening or reading for meaning, the importance of writing for an audience" (DUDLEY-EVANS, 1997, p. 7). Thus, the face-to-face classes also aim at the cultural awareness for the use of English academically, not just at proficiency test preparation.

As a support for the internationalization process of the university, the first and foremost action of the EwB was the administering of the TOEFL ITP (Test of English as a Foreign Language - Institutional Testing Program) test. Afterwards, as the Program

began to offer face-to-face English courses, the TOEFL ITP was used as a placement test for EwB applicants. Thus, it was compulsory for those who registered to EwB classes to verify their language proficiency through this internationally recognized exam since 2015. The test was offered free of charge to all the academic community, that is, professors, staff and undergraduate and graduate students. In this manner, the EwB program offered 3 actions free of charge to the academic community: the TOEFL test, an online course (My English Online), and face-to-face English classes in the NuCLis.

With the selection of the TOEFL ITP test as a language proficiency test for the EwB NuCLi classes in 2015, students were leveled more accordingly to the Common European Framework of Reference for Languages² (CEFR). Among other objectives, the CEFR aimed at providing a transparent, coherent, and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines. The CEFR describes foreign language proficiency at six levels: beginners A1 and A2, intermediate B1 and B2, and advanced C1 and C2.

Reorganizing students according to a widely-accepted framework facilitated the design of ESP courses at UFES, for the framework provided detailed descriptions of what could be expected for each level diagnosed, together with the teachers' previous experience, as guides for the selection of content, themes, and material.

3 NÚCLEO DE LÍNGUAS (NUCLI) UFES

At UFES, the program English without Borders started in 2013 as a Proctoring Center for the TOEFL ITP proficiency test. In 2014, UFES was accredited in a public call and given the possibility to create a NuCLi to offer free face-to-face English classes at UFES. The NuCLi UFES was approved with 8 teachers in charge of 24 courses (3 per teacher) offered to 480 students (20 per class) from the UFES community. In order to participate in NuCLi classes, candidates had to first enroll in the *My English Online* (MEO) course and achieve a minimum Level 2 in its placement test. Once students had done the placement test at MEO they could enroll in a NuCLi course for their level and buy the coursebook at any bookshop. In this phase of the NuCLi classes, pedagogic materials were commercial ones and thus the focus was on General English.

In 2015, a change in the list of courses enables the offer of two less General English (GE) courses: the Academic Reading course and the Conversation course. Despite the guiding objective of the LwB program, the catalogue of courses still needed adaptations. Thus, months later, a complete change of scenario took place at UFES: GE courses were substituted for ESP courses.

Another change was the requirement for the TOEFL ITP to be able to register for classes (until 2015, only students who took the placement test offered by MEO were eligible to register for classes). A report was sent to UFES with the amount of its

² Available at http://www.coe.int/t/dg4/linguistic/cadre1_en.asp

academics who had already taken the TOEFL ITP test before May 2015 and who were, therefore, eligible to participate in this new phase of the program. Out of the 4571 TOEFL ITP test takers, 42,7% were placed as A2, 36,3% were B1, 18,1% were B2, 2,5% were C1, and 0,4% were A1 or had not yet been placed. At the time, the recommendation was that the NuLi should base its offer for no more than 10% of the eligible students for each level. Thus, for B1 courses, there would be around 140 eligible students, which would amount to 7 classes with 20 students each. At UFES, most students are in A2 and B1 level, so they became the target audience of the courses' content. Even before the TOELF ITP placement test, when the placement tool was the MEO course, most of the students were in A2 and B1 levels.

The change affected not only the number of students who could enroll in the courses offered at short-notice – the time spent to register, take, and get the results for the TOEFL ITP test was about 50 days at least, but also the decision of improving the courses to adjust to the reality at UFES. The focus then was to reorganize the courses offered to better serve our students' needs, which meant migrating from General English teaching courses to ones with stricter syllabus and content that, in turn, would fit better with the allotted hours for each course.

This required the NuLi teachers and the pedagogic coordinator to deliberate about the subject of the courses and the material needed for them. As it is, the UFES NuLi team decided to locally produce materials. An online survey was sent to all students, professors and administrative staff at UFES about their interests and needs regarding learning of English that served as grounds for the courses' reformulation. For that, the eight teachers and the pedagogical coordinator organized themselves in committees responsible for creating, revising and producing materials for five new courses (*Academic Writing: Abstracts, Contemporary Topics: Discussions and Debates, Learning English through Songs and Series, Oral Presentations, and Pronunciation*) as well as for refashioning the materials for Academic Reading and Conversation.

One of the new courses added to the course menu offered at NuLi UFES was taken from a list of course titles made available by the EwB Board and handed to a committee of four teachers responsible for the production of everything related to the course: syllabus, material, and assessment. The process of preparation and compilation will be described next with examples from the point of view of one the members of the committee for the development of the course “Tópicos Contemporâneos: Discussões e Debates”³.

³ Contemporary Topics: Discussions and Debates.

4 THE PROCESS OF DEVELOPING MATERIAL FOR AN ESP COURSE AT UFES

This decision for more ESP-guided teaching materials led to the addition of courses more focused on specific language skills, such as academic writing, Academic Presentations, reading for specific purposes, debate strategies, and to the development of local materials by the teachers. First, the teachers had to consider the context where the students would use the language (target-situation analysis), the time limitations – there was a preference for shorter courses of 1 or 2 months from the students –, and the motivation necessary to attract students to sign up for the classes. Hence, when proposing more specific courses, we offered the opportunity of more practice in the intended skills while having the possibility of adapting classes to students' needs as necessary.

In order to meet this goal, shortly after the decision to set all courses to ESP, a short survey was compiled for the team to have a clearer idea about students' needs and profiles. With this information at hand, the team of teachers would then examine the current courses' syllabi and materials in order to decide what needed revision and what had to be developed from scratch.

The pedagogical coordinator at UFES judged appropriate and relevant to encourage a closer connection between the teachers and the coursebooks. A fundamental factor in teacher education, according to Augusto-Navarro, Oliveira and Abreu-e-Lima (2014), is preparing pre-service teachers to understand the theories and main beliefs in regard to the pedagogical material they are in contact with. The authors stress the importance of this discussion to incite in the future teachers the practice of assessment and adaptation of the material. Grounded in Harwood (2010), the authors draw attention to the non-inclusion of this factor in teacher-training programs, which can result in teachers who just follow the books' instructions blindly, that is, these teachers are just “consumers” of the material.

Decisions concerning the use of the language are related to the context in which speakers are. Hutchinson and Waters (1991, p. 7) point out that “if language varies from one situation to another, it should be possible to determine the features of specific situations and then make these features the basis of the learners' course”. Hence, pre-service teachers must be aware of these facts to be able to make decisions regarding content, method, procedures and teaching strategies that consider and focus on students' needs.

The preference for a locally produced coursebook is reinforced by the definition of the global (or international) coursebook revisited in Tomlinson (1998, p. x) and Gray (2002, p. 151-152)⁴, who, in turn, state that commercial materials are not made for a special group of learners but are intended for any class of students around the world, and are usually produced in English-speaking countries. On the other hand, López-Barrios,

⁴ apud López-Barrios and Villanueva-de-Debat (2014, p. 38-39)

Villanueva de Debat, Tavela (2014, p. 39 apud 2014, p. 300) define that a local coursebook is for a specific public of learners and contemplates their reality by including references and representations of people and things known to these learners. During the process of material development, the teachers manage writing and adapting contents as well as linguistic revision and proper design in addition to being consumers of the final product.

The committee responsible for the development of one of the syllabus and course material at UFES NuLi was composed of four pre-service teachers, each in a different period of the undergraduate course of English Language and Literature at UFES: one was in the sixth term, one in the fifth, one in the third, and another one in the second. Three of them had already had some experience teaching English and preparing handout activities, but none of the pre-service teachers had ever had the opportunity to create a complete textbook for a course before. Moreover, none had had theoretical basis to fulfill this task since, in the undergraduate course, there is an absence of focus on material assessment and production. Therefore, we organized ourselves according to the pedagogical coordinator's guidance and proceeded per Figure 1:

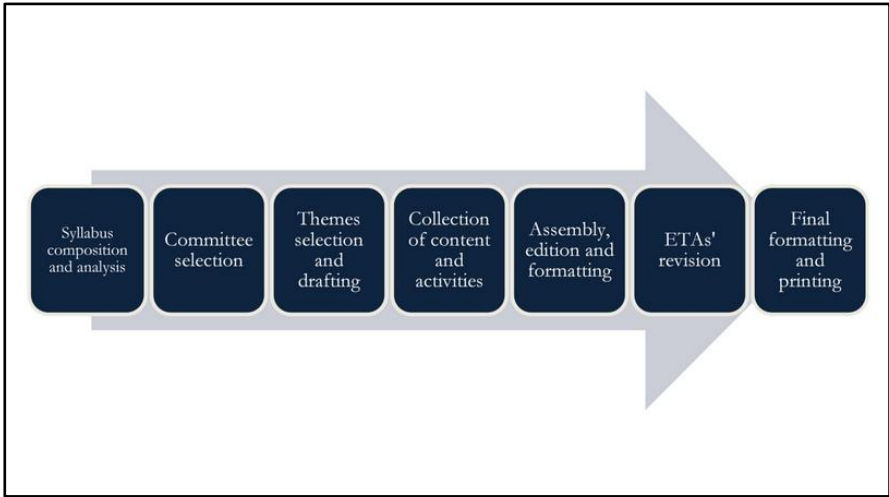


Figure 1 - The process of course design and material development
Source: Author's data.

The ESP-based course designated for our group was “Contemporary Topics: Discussions and Debates”, where students would have greater focus on speaking and reading. Differently from the conversation courses previously taught, this one based its topics of discussion on pieces of news of recent events. Throughout the course, students would be in close contact with the journalistic genre and articles from diverse sources, allowing different lengths and writing styles as well as a wide range of vocabulary. Since the program is connected with and concerned about internationalization, we decided for this course because of the need students have to critically reflect about what

is exhibited in the media and how different newspapers portray the same event while giving them the space to build and display their opinions, as can be seen in the complete syllabus in Figure 2. In addition, as identified in previous needs analysis and target-situation analysis, students had demonstrated need to improve their speaking skills not only in specific academic contexts, but in situations that required knowledge of the subject and the ability to express themselves in the target language.

Ementa: Desenvolvimento de habilidades orais, escritas e de leitura em língua inglesa, além de expansão de vocabulário, por meio de atividades que promovam a discussão sobre temas presentes na mídia relevantes aos alunos; a produção de texto a partir das características estudadas; e o senso crítico. Serão analisados e discutidos artigos e matérias de revistas como *SpeakUp!* e *Newsweek*, considerando contexto, público-alvo, opinião, e o uso da língua inglesa em veículos de informação.

Justificativa: Este curso justifica-se pela relevância do estudo e prática de elementos relacionados à habilidade oral em debates e à habilidade escrita em artigos jornalísticos variados em língua inglesa. Considerando o processo de internacionalização das universidades e o uso do inglês como língua internacional, é essencial que os envolvidos nesse processo (alunos, docentes e técnico-administrativos) tenham oportunidade para refletir sobre questões presentes na mídia, observar a linguagem utilizada para diferentes tipos de audiência, objetivos e ocasiões.

Figure 2 - Syllabus and Objective of the course

Source: Programa do curso “Tópicos Contemporâneos: Discussões e Debates”

We considered the role vocabulary has in the media, the target audience and the goal of the articles. Working with journalistic genre also gives students the opportunity to deal with texts for native speakers and for nonnative speakers of English and to analyze the varied formats the genre permits (reports, interviews, personal narratives, in-depth articles, updates on previous coverage). For example, Figure 3 shows the title of some of the articles selected:

Gay Marriage Is Legal in All 50 States: Supreme Court¹
By Michele Richnick 6/26/15 at 10:07 AM

The Supreme Court on Friday legalized same-sex marriage in the United States.

The Transgender Rights Movement Is for Everyone²
By Liam Lowery 6/10/15 at 4:19 PM

What is beauty and who has it?³
By Alene Dawson, Special to CNN - June 29, 2011 -- Updated 12:39 GMT (20:39 HKT)

Uber claims new taxi-sharing service saves 120 tonnes* of CO₂ a month⁴
Statistics from San Francisco suggest carpooling* is a new frontier for public transport. But is everyone ready to jump in a car with a total stranger?
Alex Hern - @alexhern - Friday 17 April 2015 11:35 BST

Jared Padalecki Talks Depression and Anxiety: "I've Had My Own Struggles"⁵

Figure 3 - Titles of news articles selected for the material

Source: Material for the course “Tópicos Contemporâneos: Discussões e Debates” (CURSO, 2015).

The material was designed for a 32-hour course with eight full 4-hour lesson of classes. Each teacher was responsible for drafting two lessons that would then be analyzed and discussed by the group during the production. The selection of themes was also up to each teacher to suggest and the group to approve. In the end, students would discuss contemporary topics such as gay marriage, transgender rights, the concept of beauty, Uber and hired cabs, legalization of soft drugs, an acceptable drinking age, immigration, and mental illness.

In every class, students would practice reading the article, answering comprehension and discussion questions, and speaking freely about their views on the topic. Also, there would sometimes be a video or a song for them to reflect upon and connect with the news article, together with pre and post-activity exercises. We considered the different learning styles, for students and teachers, as they have an impact in the teaching-learning environment. Offering visual and audio content enables students to experience the subject matter in different and enriching ways. As the title of the course dictates, debates in their classic format were also held, but not every class. For some units, students had role-play activities where they were expected to act in favor or against a point made in the text. Also, students would be tasked with short compositions in some units usually as homework activity.

It was crucial that we organized a pattern for all the units and that we constantly conferred on the activities planned. Hence, we built the basis of the units and started in the development of the material. All units were comprised of at least one news article (somehow adapted to fit our purpose, but the link to the original piece was in a footnote), comprehension and discussion questions, one video or song, paired with different types of activities. In our search for articles, we realized that some adaptation was needed due to the length of some of the articles we would like to add. We also decided for a glossary of terms so that students would see they did not have to struggle to understand a word or expression and, since the glossary was visually dictionary-like (with the selected words starred (*) in the text), they might be comfortable in looking up the meaning or use of other words. Another advantage of the glossary was that during the reading of the text, they would not be interrupting their peers' reading with vocabulary questions aloud.

The themes one of the authors worked with were for the lessons on “Uber and hired cars” (Lesson 4 – Catch a taxi) and “the acceptable drinking age” (Lesson 5 – Drinking age). For the first theme, I⁵ found two articles: one on IB Times and another on The Guardian. Since people had polarized opinions towards Uber in Brazil at the time, I decided to bring two articles that offered different information and showed at least two sides of the story – not necessarily taking sides in the “battle” between Uber and taxis but providing students with information about Uber for them to compose their opinion. Both articles were from foreign news sources, but one covered the conflict between Uber and

⁵ As the units described in this part were developed by one of the authors, we have decided to use the first-person singular to represent the authors choices and perspectives while designing the material.

taxi drivers in Rio de Janeiro and Sao Paulo, in Brazil. The other presented data on the positive idea of sharing a hired car due to environmental benefits, whose data had been collected since 2014 in Uber’s pilot city, San Francisco, California.

Before reading the article, as warm-up activity (Figure 4), I proposed a discussion on public transportation and taxis, where students were asked to share their experiences as consumers of these services in their city, suggesting improvements and comparing what they heard on the news with what they knew of these services. Further, they were presented with a list of vocabulary related to the article and they had to mention if the words fitted somehow with their lives as well as practice inference through predicting.

DISCUSSION

- ◆ In pairs, talk about your experiences regarding public transportation and taxis in your city and country. Is the service good? Is the fare affordable? What improvements should be made? Are the workers polite and treated well? What is the overall opinion you get from the news?
- ◆ What can you say about these words and your life? In groups, talk about these topics from the article. What will the article say about them?

Price war	Benefit
Increasing competition	Profits
Passengers	License
Booking	Regulating
Traditional	Cost saving
Inexperienced	

Figure 4 - Warm-up activity on Lesson 4

Source: Material for the course “Tópicos Contemporâneos: Discussões e Debates” (CURSO, 2015).

The next exercise was a quick debate, whereby students were divided in pairs or quartets to talk about a factor that had been pointed out by UK black cab drivers when commenting on the rise of Uber there: black cab drivers were made to pass a hard test on their knowledge of the streets of the city while Uber drivers did not need to do it. Again, there was a strong influence of real events in the exercise. Last, students had to rate characteristics of taxi drivers according to their own preferences (uniform, friendly, chatty, safe, punctual, well-groomed, chooses shortest route, gives advice). Both activities were connected to the theme and fulfilled the objective of the lesson by introducing the topic of discussion while demanding participation of the students in a way where they felt included and able.

Next, the glossary list with vocabulary taken from the articles and their meaning was presented according to the context they were in. After, the articles were included one right after the other, so students had to read them both in order to answer the questions in the discussion. Here, we added a few comprehension questions and several discussion questions, whereby students were given space to go beyond the question or connect questions in order to state their answer. In some lessons, we did not present comprehension questions, therefore these questions did not involve returning to the text

to search for the answer, it tended towards the reading piece being the basis of the arguments in the discussion afterwards, not the source of them.

Later, there was a debate activity (Figure 5). Students were not necessarily going to express their real and individual opinion, so this was a practice of argumentation in group, where the group had to be in concurrence for all the members to have their turn speaking while keeping to their role and reasoning. An advantage to this type of activity is that students have enough vocabulary and reasoning to base their arguments. This role-play can even have a twist to the use of marketing strategies because students are expected to convince the other groups that a specific quality in a taxi driver is more important than all the other three (that the other groups are defending), so the students are able to play with their roles as long as they do not offend the other students – which is part of the guiding rules for every lesson for this course.

ROLE PLAY

Divide the class in four groups according to each role. Each group must prepare its arguments and reasoning to defend the point of view allotted to it. Then, as a big group, discuss the importance of each aspect for a good taxi driver. Check appropriate language and take care not to offend your colleagues.

<p style="text-align: center;">Role A – Being well dressed</p> <p>You think that it is most important for a taxi driver to be well dressed. Give your group three reasons why and include why their aspects are not as important. Also tell your group which of the following aspects you think is the least important and why: driving safely, being on time, or being chatty.</p>	<p style="text-align: center;">Role B – Driving safely</p> <p>You think that it is most important for a taxi driver to drive safely. Give your group three reasons why and include why their aspects are not as important. Also tell your group which of the following aspects you think is the least important and why: well dressed, being on time or be chatty.</p>
<p style="text-align: center;">Role C – Being on time</p> <p>You think that it is most important for a taxi driver to be on time. Give your group three reasons why and include why their aspects are not as important. Also tell your group which of the following aspects you think is the least important and why: drive safely, well dressed or be chatty.</p>	<p style="text-align: center;">Role D – Being chatty</p> <p>You think that it is most important for a taxi driver to be chatty. Give your group three reasons why and include why their aspects are not as important. Also tell your group which of the following aspects you think is the least important and why: drive safely, being on time or well dressed.</p>

Figure 5 - Role-play activity on Lesson 4

Source: Material for the course “Tópicos Contemporâneos: Discussões e Debates” (CURSO, 2015).

Finally, for this lesson, there was a writing activity as homework. Students were required to put into paper some of what they had discussed in class while defending taxis or bikes as the best or safest way to get around a city. In at least 250 words, they could use the written genre of their preference so as to explore their imagination and creativity. Although the focus of the course was on improving students’ speaking skills, we are aware of the need of developing other abilities in the target language, such as writing that here serves as a support to the speaking practiced in the classroom.

For the second lesson (Lesson 5 – Drinking age), I selected only one article. However, this was a mixture of an opinion piece with a narrative. The author was able to use his life experience in two countries (England and USA) and casual writing to deliver an article that evaluated pros and cons of the different drinking age highlighting the cultural aspect that underlines the behavior of young people in regard to alcohol consumption.

As an introduction to the theme, students should inform the age when people in Brazil could legally do the activities listed (Figure 6). Then, they were asked to discuss the behavior of teenagers as being rebellious or out of control (of their parents or the law) and think of how it would be possible to control some petty crimes frequently committed by teenagers and its consequences. Here, since the EwB public includes adults who are over 18 years old, students had the opportunity to reflect on their own actions as teenagers. Moreover, talking about legal age involved talking about different cultures and countries as well as their legislation and behavior towards the restriction. Later, they practiced debating and defending controversial statements concerning alcohol consumption.

After, students worked collectively on vocabulary, creating a word web with phrases or expressions associated with the word “alcohol”. This exercise was interesting to show students the use of a visual diagram in language learning. The vocabulary collected did not have to be used later in class, but it could be a fun way of showing students how we connected ideas by helping them think about the associations between the words added to the web around the central term.

DISCUSSION

1. In groups, discuss the legal ages you think people can do the following in your country. Are they different from any other country?

Drink alcohol	Get married
Smoke cigarettes	Leave school
Get a part-time job	Own a video game console
Drive	Travel unaccompanied by parents

2. Are teenagers in your country out of control? In groups, discuss these problems in your town, country, and other parts of the world. What should governments do to keep control?

Underage drinking	Shoplifting
Drug abuse	Attacks on teachers
Teenage pregnancies	Silly haircuts
Truancy	Vandalism

WORD WIDE WEB

Write down all of the different words you associate with **alcohol**. Then, share your words with your colleagues and talk about them.

Figure 6 - Pre-reading activities on Lesson 5

Source: Material for the course “Tópicos Contemporâneos: Discussões e Debates” (CURSO, 2015).

Once more, the glossary preceded the article reading. As with the other lesson, some adaptation was required since, besides being long, the article presented many colloquial expressions, though the author used quite a lot of Latinate words that helped students' comprehension since they were mostly cognates to Portuguese speakers. The post-reading questions fit the situation previously mentioned with no text comprehension questions.

The final activity also involved writing but now with a more reflexive focus as students should produce a letter in which they talked about possible actions to help reduce the level of alcohol consumption in their community – stimulating them to think globally and locally to act locally. If students needed inspiration or were curious, some links were listed as suggestions for an extensive reading on the topic.

As it was possible to observe during the description of the units developed by this researcher, the process of creating this material was somehow implicit for the teachers who participated in it. Based on the course syllabus, teachers decided on the sequence of activities, the themes, the types of activities, and the use of different resources. Although teachers had discussed principles of language acquisition present in teaching materials defended by Tomlinson (2010, p. 8), this process was more centered on teachers' previous experience as learners and teachers, as well as their contact with the EwB Program, NuLi students and their demands.

In order to develop this material, pre-service teachers had to take into consideration the context of use; therefore, reflecting about the aim of EwB and students' needs and wants was fundamental. As there was little interaction with material development before this task for the teachers, the pedagogical coordinator prepared meetings for discussing the concept of ESP and how to explore this approach in the context of the EwB at UFES. It is also important to mention that, in the survey completed by the university community, the majority of people displayed an interest in conversation courses. As the scope of conversation courses can be very broad, and these courses are usually offered by language centers, our proposal had to stand out to meet the aim of a national program. In this sense, instead of focusing on general conversation courses, we proposed discussions and debates on contemporary topics. Thus, it would still meet students' expectations and it would focus on developing specific skills required for university students, such as linguistic, functional and cultural ones, in addition to working with specific genres.

Moreover, it is relevant to point out that ESP courses can have different levels of approaching students' needs. Augusto-Navarro (2015) states that there is a gradual focus on specificities, which can be more explicit, such as the use of English for taxi drivers, and less explicit, as the course that is being discussed here.

4 CONCLUSION

This paper focused on describing and discussing the experience of producing pedagogical material for English for Specific Purposes in the context of

internationalization in the program Languages without Borders at UFES in the perspective of one of the pre-service teachers – one of the authors of this paper. The developers of the material were pre-service teachers in the undergraduate Teaching Degree course of English Language and Literature at UFES who had not had previous theoretical discussions on the use and assessment of teaching materials. Most had, however, previous work experience of at least a semester in a General English context, which gave them the opportunity to actively learn and test some practices and educational theories in the classroom. As Augusto-Navarro, Oliveira and Abreu-e-Lima (2014) state, these theoretical discussions help ground teachers in the significant role they have as users of the material for language teaching. Thus, for the material production, the teachers would draw on their teaching experience to make selections in regard to course objective, themes, and exercises. The pedagogical coordinator encouraged a closer connection between teachers and the coursebook, and handled consultancy on some theories (related to the design of teaching material and ESP courses) to foreground material writing.

Since the GE courses that had been offered would be substituted by ESP courses, the UFES NuLi conducted a survey to know more about the students' needs and objectives in learning English before selecting the courses and compiling their syllabus. The survey was essential for the selection and assembly of the courses to be offered because ESP courses are greatly based on the learners' needs and need to be adapted to fit learners' proficiency and content knowledge.

The challenge of producing a local coursebook involved esteeming learners' reality by including themes, people, places and objects common to them. To adapt to their expected proficiency, the UFES NuLi team used the CEFR as guide for the learners' abilities diagnosed by the TOEFL ITP test. The CEFR helped the team in the preparation of materials because, even though students were assessed only in reading, listening and language structure in the placement test, the CEFR was used as objectives to be achieved in each course purpose. In addition, teachers could more easily identify the learners' weak and strong points according to the skills outlined to that level.

As pointed by Augusto-Navarro and Gattolin (2016), it is not necessary and sometimes not even possible to prepare material for every language course. However, as stated by the authors, this can be advisable in some cases focusing on developing courses that meet the learners' needs. In addition, it also contributes to preparing teachers to select and adapt global textbooks.

We consider the experience of writing pedagogical materials very rewarding. Being able to assess activities and adapt them, if necessary, bearing in mind the profile of the student is gratifying. This opportunity certainly added to the authors' education as teachers and as learners. Based on our experience, we wholeheartedly advocate in favor of pre-service teachers having contact with theory and practice in regard to material writing as it makes us more than just "consumers" of coursebooks, as pointed by Harwood (2010, p. 3-4). It invites teachers not to simply follow the books' instructions

and, instead, reflect on their potential and limitation to the context of their audience and whether they suit the learners' learning styles.

Kawachi-Furlan (2014) highlights that teacher education programs should consider teacher cognition and its relationship with teachers' practices and educational contexts, so that future teachers are more equipped to deal with the challenges of teaching. Thus, as the LwB Program is concerned with teacher education, it seems appropriate to associate teachers' cognition, their practice and higher education contexts with material designing. By becoming engaged in planning teaching material, pre-service teachers have the opportunity to make informed choices (LARSEN-FREEMAN, 1983) and to theorize about their practice, as suggested by Kumaravadivelu (2001).

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