

“LIVING UP THE WORLD”

**THE MATERIALS DEVELOPMENT PROCESS OF A MODULE FOR FIFTH
GRADERS FOLLOWING THE MULTI-DIMENSIONAL APPROACH**

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ABSTRACT

This practice-based project aims to develop a complementary material for learners of English at a private school located in Bogota, Colombia. This material was developed following the framework for materials writing proposed by Jolly and Bolitho (2011). Furthermore, this material followed the theoretical guidelines proposed by the Multi-dimensional Approach developed by Tomlinson (2000). Such approach intends to work with the whole subject, reaching his/her emotional dimension in order to ensure a positive and long-lasting learning experience. The material stems being from a short internship that the material designers had throughout a period of time of six months in the private school. The needs were established by introducing registers, made in charts as well as in teaching journals, of all the different activities that took place in the observed classes and that let the designers identify problematic facts and conclude that the material that was being used did not fulfill the needs and interests of the students nor the teachers as they stated that it was too easy for them and the contents, too basic. In order to tackle the identified problems, a set of activities, that covered 17 classes (2 classes per week), was developed. The contextual and pedagogical realization as well as the physical production of this complementary material included the text redaction, designing and editing of reading exercises as well as the script design, recording and editing of listening exercises (with its corresponding exercises and activities). Finally, the steps concerning the use and evaluation of materials were not accomplished as the production time that the material took did not let the designers carry out those processes; thus, they will be left for further investigations and projects. Last but not least, the most relevant aspect of this study is the material that was designed as it contributes with the little literature that there is on the materials that follow the Multi-dimensional Approach, a fairly new approach on the EFL field.

Keywords: Multi-dimensional Approach, whole subject, materials development, language learning, affect, inner voice, sensory imaging.

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LIVING UP THE WORLD

CHAPTER 1: “I ONLY LIKE THE STICKERS ON IT”

1.1 INTRODUCTION

Teaching goes beyond the act of standing in front of a classroom, speaking for 45 minutes and writing on the blackboard. Teaching requires of even hours of prior class preparation, which is needed in order to clarify the technical and practical elements of the class as well as the different stages that the same will have throughout the given time. Whenever a teacher has a second language lesson, one of the main questions that arise prior to the realization of the lesson is related to the method that will be used to develop the class. "Methods are the means or ways that we use to teach material to our students. Our choice of methods depends on what we want to teach (content), who we are teaching and the level of competence expected" (White, C. 2010: 1). Now, teachers have a vast and wide variety of methods to choose from and that can be applied in second language lessons; it is the experience, the target audience and even the chosen materials the ones that tell every teacher which of those methods may work better than others, without mentioning the teachers' personal features. In other words, "Teaching methods are not an end in themselves, they are a means to an end. They are the vehicle(s) we use to lead our students towards particular learning outcomes" (Bourner, T: 1997: 345) and just like in real life, we can choose from different routes and different vehicles to get to the final destination. Now, as years pass on, research unveils more details about all the different elements that convey within the effectiveness of the existing teaching methods; furthermore, research gets to propose some new methods that according to theory and other knowledge branches may imply efficient learning and teaching, bringing benefits for both, teachers and students. However, effectiveness may not only

be ensured by the method that is being used. Just as Wankat & Oreovicz (1993; 10) state, "being effective requires both an attitude and a bag of tricks"; in other words, a method does not work by itself only, *materials*, emotions, attitudes and even preparation are required to work along in order to ensure a level of successfulness.

Within the different methods that are discovered by all the research that is done in the second language acquisition field, outstands a fairly new teaching method proposed by Dr. Brian Tomlinson (2000), a leading expert in the field of materials development for language learning, known as the Multi-dimensional Approach. This teaching approach intends to work with the whole subject, reaching his/her emotional field in order to ensure a positive and long-lasting learning experience. Some of these characteristics, if not all, are the ones that teachers aim to foster and reach in their classrooms; thus, it is of interest to go deeper into this new proposal in order to discover how an approach like this works and better yet, how a material related to it would look like.

1.2 HOW THIS PRACTICE-BASED PROJECT WILL BE DEVELOPED

The aim of this practice-based project is that of contributing with the analysis as well as the materials bank that this new teaching approach has. We, the designers, feel very interested by what this approach proposes and claims to achieve that we have decided to set the goal of analyzing some of the theory that has been published and by using and applying it, create a material that would reflect the guidelines that this approach suggests. However, how can that be done? Within the wide variety of literature that can be found on the materials development field, Jolly and Bolitho (1998) develop a series of seven different stages that any materials developer should follow to produce new materials for the area of second language teaching. In the authors' words, "most materials writers (...) use some or all of these steps, if not always precisely in this

order: a movement from the identification of a need for materials to their eventual use in the classroom” (1998: 96). The stages that are then proposed are those of: Identification, Exploration, Contextual Realization, Pedagogical Realization and Physical Production. Actually, these stages will not only be the ones that will be followed to produce the final product of this practice-based project, which is a teaching module; but also, they will be the development guide of this dissertation itself.

1.3 IDENTIFICATION

Following the stages that were proposed by Jolly & Bolitho (1998) and taking into account what has already been said about the objective of this practice-based project, the first stage that has to be addressed is the *Identification*. It is in this stage where the teacher or learner(s) are required to perform a reflexive process that results on the delimitation “of a need to fulfill or a problem to solve by the creation of materials” (Jolly and Bolitho, 1998: 97). In order to carry out this identification stage, a short internship of six months was carried out in a school, where a target audience was delimited and found.

1.3.1 THE SCHOOL AND THE STUDENTS

The context in which this practice-based study takes place is a private school in Bogota, Colombia (South America). This school gave the material designers the possibility to be part of them in the role of observants and later, as teachers in order to give the researchers the opportunity to reflect on the teaching practices that they had. Thus, a teaching internship took place in this school from the months of January to June of 2014, it was in this internship that the designers could have an in depth look of the teaching environment and the features that this school had. The school that is being addressed is a bilingual institution that has a strong emphasis

on English as its students take two hours of English class per day; plus, they get to take other subjects like science or social studies in the target language too. The grade that was observed and analyzed was the fifth grade, which had students from ages between 10 and 12 years old. This grade was chosen as the students come from the elementary school branch, which has the classrooms of the students from kindergarten to 4th grade, to the high school branch, which has the classrooms for the students from 5th grade to 11th grade. The students of fifth grade experienced a whole change not only on the physical environment that surrounds them, but also on the teachers and companions of other grades. Furthermore, they are used to an academic rhythm that changes completely; however, the learning tools and materials (as it will be shown later on this document) stay the same.

This is how the internship experience lead to an identification of certain problematic factors related to the materials being used in the English class, which could be addressed and improved. The identification of these problems was done by the analysis of the classes' practices that took place throughout the given time for the internship (which were properly registered on a teaching journal) as well as informal interviews made to both, teachers and students. It was with these informal interviews, which will be properly shown and referenced later in this document, that it could be confirmed that teachers and students had a general feeling of dissatisfaction toward the book and its role within the learning process of the students. Thus, our main goal with this practice-based project is that of addressing the identified problems of the students and teachers of that 5th grade (which will be properly presented later on) by proposing a complementary material that covers those aspects and that suits their specific needs, following the theoretical parameters of the Multi-dimensional Approach.

1.4 TEACHING JOURNAL AS A TOOL FOR THE PROBLEM IDENTIFICATION

On this section, in order to obtain the different problematic facts that were taken as a starting point to this practice-based project, a teaching journal was carried out. According to Gebhard (1999: 79) a teaching journal is “a first person account of a series of teaching experiences. The idea is to write about teaching experiences as regularly as possible over a period of time, then to analyze these entries for patterns and conspicuous events.” It is also relevant to mention that teaching journals are not used only to identify problems in the teaching environment, but that they can also serve to highlight positive aspects of the teaching practices. In the case of this practice-based project, the teaching journal reported both, positive and negative aspects that could be seen and identified throughout the lessons. A final report of these findings was also given to the school.

Now, in order to develop a material it is necessary to have identified a population and the possible needs that will be covered; in most of the cases, these needs come in the shape of problematic facts. In order to identify and illustrate the problematic facts that were found and that guide the present practice-based project, an observation was carried out for a period of time of six months in the school in which three different classes of fifth grade were observed weekly. Throughout this observation period, field notes were taken from those academic aspects that caught the attention of the designers; they also helped to keep track of the different data that was observed throughout the whole observation activity. At the end of the observation period and after having analyzed and classified the information, it was possible to identify four different categories in which the field notes had shown evidence of possible problematics: materials, types of activities, types of skills and values. The previous categories will be addressed separately in

different tables below; in order to keep the order of them, the date, field notes as well as class objective will be kept.

Table 1 addresses the first category of materials which was analyzed and taken into account. Thus, the following chart illustrates, with actual data from the teaching journal, those specific aspects that could be identified in regards of the category of the materials. All the materials that were identified in the classes were reported on the teaching journal that was being carried out by the designers; thus, the following table shows what could be identified in terms of the materials that were required for the classes' development. Furthermore, the objective of the class, which was openly shared with the students, was also reported with its respective date. The later analysis will show some aspects that could actually be seen as problematic.

Field Note	CLASS' OBJECTIVE	MATERIALS
001	Not specified	January 21st, 2014(5°B) ICT: "(...) now students are going to work with the tool of Voki". Students learn how to use Voki in order to design their own future projects.
002	"Objective: Understand the general aspects of modal verbs."	January 21st, 2014(5°C)- (5°D) School's guide Same activities were carried out for both classes
003	Not specified	January 28th, 2014(5°B) ICT: Voki usage. Students perform task using this tool.

004	“Objective: Modal verbs review”	January 28th, 2014(5°C) Not found
004-2		Coursebook (pg 32-33)
004-3		Poster. “There is another big poster that has as a title the following: How can I help 5°C?”
005	Not specified	February 18th, 2014(5°B) Not specified/ Computer lab
006	“Objective: Understand the use of will and be going to.”	February 18th, 2014(5°C) Not found
007	“Objective: Review grammar topics”.	February 25th, 2014(5°C) Coursebook. Students have to read a text that is in the coursebook.
008	Objective: “Grammar: Simple present, simple past, present progressive, present perfect, present perfect progressive, future (going to) and future (will)”	February 25th, 2014(8°C) School’s guide
009	Not specified *This activity was carried out by the designers.	March 4th, 2014(5°D) Bag. “Bag filled with papers that had different situations in which students had to give advice”.

010-2	Not specified	March 11th, 2014(5°B) Not specified
010-3		“They (students) had the chance to bring their Mp3’s and books so they had activities to do’ while the teacher was giving personalized feedback to the students.
010-4		Not specified
011	Not specified	March 11th, 2014(8°C) Not specified
012	Not specified	March 11th, 2014(5°C) Not specified
013	Not specified	March 25th, 2014(5°B) Book: The year of sharing.
013-2		Book: The year of sharing.
013-3		Book: The year of sharing.
013-4		Book: The year of sharing.
014	Not specified	April 1st, 2014(5°B) Coursebook
015	Not specified *Make ups for low grades	April 22nd, 2014(5°B) Not specified
016	Not specified	April 29th, 2014(5°B) Printed paper, dice and pieces.

Table 1. Evidence of materials in the school’s classrooms. Benavides &Gonzalez (2014)

The previous table regarding materials presents different interesting aspects that can be highlighted and used in further analysis. First of all, we can see that the table has one complete column dedicated to mention the objective of the class. Most of the cases in which a goal is reported, it is strongly related to grammar (field notes 002, 004, 006, 007, 008). Now the other column accounts for some of the materials that could be identified as the main material that was used to carry out a class, these materials ranged from printed ones provided and developed by the teachers such as the guides (field note 002, 008), the coursebook (field note 004-2, 007 and 014), literary books (field note 013) to virtual ones (field note 001, 003) as well as spare materials such as extra printed papers to carry out games (field note 016 and 009).

The second category that was addressed was related to the types of activities that were identified within previous materials. You will notice that the same field notes are used as they are directly related to them; in other words, the previously shown materials were used to carry out the types of activities that will be illustrated next. Some of the aspects shown could also possibly be seen as problematic in the further analysis.

Field Note	CLASS OBJECTIVE	TYPES OF ACTIVITIES
001	Not specified	January 21st, 2014(5°B) Guided / Individual. “Teachers guide students through the different steps”; this is an individual work.
002	“Objective: Understand the general aspects of modal verbs.”	January 21st, 2014(5°C)- (5°D) Group: The activity consists on “playing bingo. Students have to ask their classmates some questions (there are 24 questions)”, that include modal verbs, in order to find interesting aspects about them.
003	Not specified	January 28th, 2014(5°B) Task: Students have to “put their voices to the voki. They have to create another one to which they’ll put a written speech based on the same topics they recorded”.

004	“Objective: Modal verbs review”	January 28th, 2014(5°C) Discussion: “Teacher starts with a short discussion: How do you help others?” Reading entitled “How to create an effective poster or ad?” Reflective: “...all members of the class have written suggestions to improve class performance”
004-2		
004-3		
005	Not specified	February 18th, 2014(5°B) Task to be performed online.
006	“Objective: Understand the use of will and be going to.”	February 18th, 2014(5°C) Charades: Teacher performs this activity to reward students. However at a certain point, she says “If you don’t stay quiet and seated, we are not playing charades”.
007	“Objective: Review grammar topics”.	February 25th, 2014(5°C) Reading comprehension
008	Objective: “Grammar: Simple present, simple past, present progressive, present perfect, present perfect progressive, future (going to) and future (will)”	February 25th, 2014(8°C) Group work. “Teacher asks students to work in groups, everybody gathers into groups”.
009	Not specified *This activity was carried out by the designers.	March 4th, 2014(5°D) Experiential. Students had to give advice, the one they wanted and considered the most suitable; talking from their experience.

010	Not specified	March 11th, 2014(5°B) Not specified
010-2		Free. Students had the opportunity to perform whichever activity they wanted and to use their music players and books (comics, novels). Group activities: “They (students) even get to read in groups and to share ideas with others”
010-3		Not specified
011	Not specified	March 11th, 2014(8°C) Not specified
012	Not specified	Not specified
013		March 11th, 2014(5°C) Before reading, the teacher carries a short discussion in which students summarize what has been read so far; “as she gives the chance to talk to different kids, many details can be remembered”.
013-2		Not specified
013-3		Peer correction (when not asked to be performed). In classrooms, students will tend to correct others when they make a mistake or an error.
013-4		Reading. Students are reading out loud the chapter, guided by the teacher.
014	Not specified	March 25th, 2014(5°B) Guided reading: The teacher gives students turns to read an article. Experiential and understanding questions: Teacher tries to bring close the topic by appealing to the students’ experiences.

015	Not specified *Make ups for low grades	April 1st, 2014(5^oB) Project. Students have to produce output for one minute; “the output had to be related to a project students had made in relation to our city, Bogotá”.
016	Not specified	April 29th, 2014(5^oB) Game: Snakes and ladders. “The teacher is performing a didactic activity to illustrate the difference” between since and for through a game.

Table 2. Evidence of types of activities in the school’s classrooms. Benavides & Gonzalez (2014)

The previous chart related to class objectives and their corresponding types of activities presents different interesting aspects that can be highlighted and used in further analysis. In a general term, the types of activities specified whether the activities presented an individual (field note 001, 003, 005, 015) or group work (field note 002, 004, 006, 008, 013, 014, 016) activities based on the previously mentioned and referenced in the Table 1. Apart from that, it was also delimited what the nature of the activity was resulting in games (field note 002, 006, 016), tasks (field note 003, 005), discussion (field note 004, 013), readings (field note 004-2, 007, 013-4, 014), projects (field note 015).

The third category that was addressed, and that will be addressed in the following table, was related to the types of skills that were identified within previous materials and their corresponding types of activities. You will notice that the same field notes are used as they are directly related to the previously mentioned and shown categories exposed in the last previous tables. Some of the aspects shown could also possibly be seen as problematic in the further analysis.

Field Note	CLASS' OBJECTIVE	TYPES OF SKILLS
001	Not specified	Writing and speaking. When using this online tool, students have to introduce text or to record themselves.
002	“Objective: Understand the general aspects of modal verbs.”	Speaking/Grammar Students have to ask questions to their classmates and by doing so, teacher can get to make sure that they know how to make questions using the modal “can”.
003	Not specified	Writing. Students have to “put written speech” into the voki.
004 _____ 004-2 _____ 004-3	“Objective: Modal verbs review”	Speaking. Students “share their experiences related to donations, gifts and presents their families give to the people in need”. _____ Reading and speaking. Students are given turns to read and the teacher “carries out a short discussion on the reading. (...) The teacher motivates students to talk from their experiences and beliefs and that shows to have a great success”. _____ Writing. Students have to write their own suggestions.
005	Not specified	Not specified.
006	“Objective: Understand the use of will and be going to.”	Not found
007	“Objective: Review grammar topics”.	Read: Students “read technologic descriptions of future devices”. Listen: Students “listen to an audio recording (girl describing devices)”. Predict: Students “predict how devices will be in the future”.

008	Objective: “Grammar: Simple present, simple past, present progressive, present perfect, present perfect progressive, future (going to) and future (will)”	Not specified
009	Not specified *This activity was carried out by the designers.	Speaking. Students were intended to use a specific tense (modal verbs) without noticing.
010 _____ 010-2 _____ 010-3	Not specified	Informal in-class speaking. _____ Various. There were students speaking, others reading and others listening to music. Reading. The teacher tries to foster “reading among her students” as she gives them the opportunity to discover that it is fun. _____ Not specified
011	Not specified	Not specified
012	Not specified	Not specified
013 _____ 013-2 _____ 013-3 _____ 013-4		Speaking. Students are given the chance to give a summary of what they consider relevant of the story. _____ Not specified _____ Speaking. Students tend to correct the spoken output of their classmates. _____ Reading

014	Not specified	Reading and speaking
015	Not specified *Make ups for low grades	Speaking. Students “had just one minute to present the make up”. The evaluator needed to keep in mind aspects like “fluency, timing, accuracy, among others”.
016	Not specified	Interaction. Students interact in the game and comment on their feelings and thoughts about what is going on in it.

Table 3. Evidence of types of skills in the school’s classrooms. Benavides & Gonzalez (2014)

The previous data about the skills in class presents different interesting aspects that can be highlighted and used in further analysis. Now that the materials and the types of activities have been checked, the types of skills that were included and used in them have to be looked at, too. Within the receptive skills of language, the listening skill was only evidenced once in the field note 007. On the teaching journal; on the other hand, the skill of reading was evidenced in the field note 007, 010-2 and 013-4. Now, referring to the productive skills such as speaking it was evidenced in the field note 004, 009, 013, 013-3 and 015; in terms of writing, they were evidenced on the field notes 003, 004-3. In the same way, some activities did not focus on only one single skill but involved more than one; it is the case of the field note 001 which involved the skills of writing and speaking, the field note 004-2 which involved the skills of reading and speaking and 014 which involved reading and speaking. Finally, the free activity that was reported in the field note 010 represented a curious case in which each student decided which skill he/she wanted to use and practice.

Finally, the last aspect that was taken into account within this process of identification was the one related to the values. In here, the table 4, exposed with different quotations or situations that were related to the activities, skills and materials and that had a direct relationship with the values. It is necessary to highlight that the information in here exposed is not necessarily

objective as it was influenced by the perception of the authors and what they could perceive in the classes.

Field Note	CLASS' OBJECTIVE	VALUES
001	Not specified	Not found
002	“Objective: Understand the general aspects of modal verbs.”	“Teacher goes over the questions to find out who can do the things that are on the questions.” Students MAY get to learn how to socialize with others, accepting their differences.
003	Not specified	Not found
004	“Objective: Modal verbs review”	Students MAY influence and impact others with their experiences of sharing and giving away to the people in need, giving a positive impact on others.
004-1		Not found
004-2		Honesty / laborious-ness. Students MAY reflect upon those behaviors that do not let them improve their performance; they make a commitment to the class.
005	Not specified	Values like independence and autonomy MAY be worked. “This class was performed on individual work”.
006	“Objective: Understand the use of will and be going to.”	The teacher MAY want to teach the students prudence and respect as the strategy she used is of writing “on the board the names of the students who are not quiet (she does not say anything, she just writes)”.
007	“Objective: Review grammar topics”.	Not found
007-1		When one of the students is asked about the motivation he has to learn English, he states: “ My teacher motivates me, the games and the extra points I get”.

008	Objective: “Grammar: Simple present, simple past, present progressive, present perfect, present perfect progressive, future (going to) and future (will)”	Not found.
009	Not specified *This activity was carried out by the designers.	Giving advice is a daily activity in which people reinforce relationships with others, so in some way, students were practicing that. Empathy with others.
010	Not specified	Teacher MAY try to teach students respect as when they are speaking with their peers in a non suitable moment, she starts to write their names on the board. Students get affected by this; for example, “Pepe does as if he was crying while his name is being written on the board”.
_____		_____
010-2		Not specified.
_____		_____
010-3		When giving feedback; “the teacher gives nine different grades (listening, speaking, reading, writing, grammar, interactive spot, project and final) being the last one, the behavior”. Teacher makes comments like: “... I am worried because you are a great student and everything is good BUT behavior”.
		The teacher gives the students their “marks” (the number of times they spoke in Spanish and asks them to self grade their performance-behavior. One of the students gets to express his disagreement with this: “I have a question. Why does it affect... affect the academic part if it is behavior?” Teacher replies: “You should know that you have to speak in English and we are in the English class.
011	Not specified	Conversation teacher-student. Teacher gently asks the learner to pick up a paper that is on the floor. “This situation has nothing to deal with the academic part; however, it teaches something even more valuable” that is keeping the place of work clean as well as consciousness about this aspect.
012	Not specified	Feedback. The teacher in this class tries to praise the good aspects that students have and to call the attention towards the negative ones. For example, “I do not hear you in class and you are very smart; so ask, participate and show yourself!”; here, the teacher tries to call the attention towards the participation of a student, dealing with the

		confidence of the learner too.
013-1		Not specified
013-2		A student makes a mistake saying “molesting” instead of “bothering”. Students are corrected the calques that Spanish speakers can have when producing output, so in the future they won’t have problems when communicating.
013-3		When correcting, there is a high chance of being laughed at by others. This is why as soon as one student tries to make fun of a classmate’s mistake, the teacher intervenes immediately. For example: Student 1 says “There was a beef” (instead of deer); Student 2 replies “Ush, pronuncieichon!); Teacher says: “Ay, don’t start”.
013-4		The teacher “gives turns to the students to read; without saying anything, she starts to write the names of the students who are not quiet on the board”.
014	Not specified	Not found.
015	Not specified *Make ups for low grades	Not specified
016	Not specified	Fair game. Students may be exposed implicitly to learn to lose.

Table 4. Evidence of values within the activities and class’ interactions. Benavides & Gonzalez (2014)

1.5 ANALYSIS OF THE RESULTS

Before starting with the analysis of results, it is important to remind the reader that all the field notes were preserved throughout the different tables so the aspects that were reported referred to the very same situation, but giving four different perspectives to the same (as seen in the four different tables). Now, taking an overall look to the different categories of materials, types of activities, types of skills and values, we can find that there is not a balance between them. When looking at the category of class' objective we can find an explicit grammar-focused one. The fact of having a grammar-focused class objective can actually inhibit communication and predispose the student to learn and memorize certain linguistic content in order to solve certain given exercises, but not to apply them in their actual language use. The materials category is not constant as there is not an exploitation of the high potential that some of the used materials can get to have in the classes. Furthermore, it was evident in the different occasions in which there was a lack of material to be used and the few occasions (just three reported on the field notes 004-1, 007 and 014 in Table 1) that the coursebook was used by the students. On the other hand, the category of types of activities is rich as it includes both group and individual work; as well, as interactive and didactic activities. Finally, there is not an explicit axis of values (that would definitely be of interest of the school as they intend to teach on values) within the activities that are proposed in class; however, some situations were taken into account within this field as they might reflect the effort of the teacher to possibly teach contents related to certain values, in a non-conventional or implicit way.

When taking a detailed look at the previous tables and the practices that are evidenced in there, one can find some aspects that need to be taken into account. One of the first aspects that we get to appreciate deals with the presentation that students get of the contents that will be

taught, according to what was observed, the students are exposed right at the beginning of the lesson to an explicit grammatical objective, that they have to write on their notebooks and which will set the path that the class will follow (e.g. field notes 002, 004, 006, 007 and 008 in Table 1).

Furthermore, this may not make students feel that there is a relationship between what they are taught and real life context where communication can take place. Another aspect of relevance has to deal with the value that respect (field notes 002, 006, 009 and 013-3 in Table 4) as well as behavior (field note 006, 010-1 and 010-3 in Table 4) gain in the classroom. Now, the evidence shows that the teacher being referenced believes that behavior is a really important aspect that needs to be graded, even when students do not feel that it makes part of the academic activities (field note 010-3 in Table 4); this one is also influenced by the language use (that is not related to behavior at all), which gets relevance in the final grade students get. Probably, one of the main aspects that we get to retrieve from the field notes is the always present “hall of talkers” (field notes 006, 010-1 and 013-4 in Table 4), another strategy used by the teacher to keep the order and control of the classroom; in here, the names of the students who do not remain quiet or who start to speak in Spanish end up being written on the board; exposing those students to the rest of the class and leaving a bad mark (negative point) on the grades’ sheet.

Respect can also be evidenced on the peer correction processes that students make to their classmates (field note 013-3 in all Tables). The teacher is aware of the negative effect that making fun of the mistakes that other classmates make can get to cause on them as that probably lowers the self-esteem of the student being mocked and can get to inhibit the learner’s future participation in class; furthermore, the immediate response and the attention being brought towards this situation by the teacher is clearly evidenced and referenced. Another aspect to take into account is the positive and negative reinforcement that the teacher shows in her classes (field

note 006 in all Tables); she tries to reward the students by letting them play a game or having a fun activity only if they behave well during the class. In this sense, the evidence shows that students get motivation from the prizes, extra points, games or activities that they can get to have (field note 007-1 in all Tables).

1.6 THE COURSEBOOK

When we take a look at the content that each one of the categories have, we can see that there is a clear unbalance among them. Some categories, like the one of material, evidence some problems that need to be looked at. In order to find extra information about this matter both, two fifth grade English teachers and some students were inquired, in informal conversations that were recorded, about the perceptions, feelings and thoughts they had on the coursebook.

In an informal conversation that was recorded and that took place on May 6th of 2014, the first teacher (referenced as Teacher 1), stated the following when she was inquired about the coursebook students have. “I hate it with all my heart! I hate it because this school has a certain level, right? And the book is very low for the level that students have in here. It is not that students know everything but the book and the type of exercises are very low. It is not that the students know everything; they don’t know everything but that book and the type of exercises are very low. (...) Now, I don’t take this book as THE BOOK, right? That is a material, an extra work that does not work as it should, with my students. Thus, the coursebook is not the way I am teaching my students so I always have to design things. (...) In terms of content, I hate it too! Well, the book is nice but it does not work for this school. I guess it would work in public schools, schools that have lower level. (...) The kind of vocabulary, the complexity of activities, the type of grammar that is used in there (is very low).

(To check the full interview, please refer to Annex 1 at the end of this document.)

Furthermore, when a second teacher (referenced as Teacher 2) was inquired about the same matter on a recorded informal conversation that took place on April 29th of 2014, she stated that the last book they used to have the previous year “was better equipped for their needs so the readings, the vocabulary, the grammar component were very good; but this one, is very basic. I mean, yes it has some stuff but as you have seen they finish the activities like this (snapping fingers), they are not asked to think, to analyze and to put themselves in other contexts... The book is too easy!” When the teacher was asked about the possibility of changing the book, she answered: “Since this is the book they are using back in elementary school, from 1st to 4th (grade) so that meant that we had to use it too but we do not like it. We both know that at the end of the year, when we talk about the books and the materials and everything we do not want this. (...) I do not think so... (referring to the possibility of changing books the next year) I believe we will have to keep working with this one next year and next year too but yes that’s what happens with this book. However, I do like the online platform of the book because we can take the kids to the computer lab but just because of that...”

(To check the full interview, please refer to Annex 2 at the end of this document.)

Now, the teachers were not the only ones that expressed unconformity with the coursebook; the students also evidenced the same feeling. The answers that were given by three students really caught our attention as they reflected a strong dissatisfaction with the book; below, those three answers will be shown.

The same question was made to all three students: “Hi XXX (name of the student). I want to ask you a question. I want you to tell me what you think about the XXX (name of the book that is used) book that you use in your English class.” The answers that we got were. Student 1 stated: “Well, I don’t like it very much and the Miss doesn’t like it. It is too boring and simple. Just

readings and nothing fun. I just like the stickers it have at the end.” The Student 2 responded: “It is the same that we use in elementary so it is no new. It is a little boring so we always use the guides that the Miss gives to practice the topics.” The Student 3 answered: “Well, we do not use it. Just like one or three times in the year... I think we don’t have to buy it.”

(To check the full interview, please refer to Annex 3 at the end of this document.)

Now, according to all the evidence that has been shown related to the teachers and students’ perceptions we can argue that there is definitely a problem that needs to be addressed. Both students and teachers agree on the fact that the coursebook that has been chosen does not fulfill or even address the needs of the target audience. As the coursebook does not even respond to the level of complexity that the students demand and as the school is not likely to change it in the near future, the workload of the teachers increases as they have to create extra material to cover all the different gaps that the book has.

Right at this point there is a

1.7 CONCLUSION

Taking into account the sixteen different observations (plus the other made throughout the 6 months of observation), and their classification in individual charts as well as the informal conversations with the teachers and students, we can argue that there is an urgent need to address in this context. First of all, there is not a balance within the elements that could be identified in the classes, giving more attention to aspects such as the grammar input that students have and leaving aside other important categories like values or even materials. Furthermore, the lesson would be even more appealing to both the institution and students if they could include social responsibility elements, such as values, within the materials that serve as the core of the lessons and as the vehicle for knowledge. This is because on one hand, the material could use varied

situations through which teach the course's topics where the grammar component is not explicitly taught and on the other hand, schools could take advantage of the same situation to instruct at the same time on the language and on the school social and behavioral goals. We believe that we can achieve this balance by proposing a more communicative and accurate material that appeals to the multi-dimensional area of the students as well as the values that, as it will be seen later, the school tries to foster.

On the other hand, keeping the actual model that the school follows may represent a heavier workload on the teachers as they have to dedicate more time to prepare their own materials for the lessons; finding ways to cover the lacks that the coursebook presents. Furthermore, buying a coursebook, which is not cheap in our society, becomes a real problem when it is only used a couple of times during the terms and academic year. The economic resources dedicated to the purchase of the book could actually be invested in other types of materials that can support the learning process of the students in a better way.

At this point, we realize that probably the main need of this population is that of finding a solution to the problem that has been caused by a coursebook, the school needs a material that involves and addresses the environment they have, their English level as well as the needs and interests that the students and teachers have. Because of the amount of time that we have to carry out this practice-based project, it is not possible for us to develop a complete coursebook that replaces the existing material; we cannot even get to implement and test the material with the actual students either. However, we are going to develop a short and concise complementary module that addresses and faces the problems that have been exposed in this chapter. Finally, our general goal and objective is to design a complementary didactic material with a multi-dimensional approach for teaching values and English to students of a private school located in Bogota, Colombia.

CHAPTER 2: IS ANYBODY CRAZY ENOUGH TO DO SOMETHING SIMILAR?

2.1 INTRODUCTION

If we review what has been done so far throughout this project, we can find that some specific needs, that need to be addressed, have already been delimited; plus, a teaching approach has also been chosen to cover, through the use of the material, those identified needs and problematic facts. Now, it is time to question ourselves about the path that will be followed to do so. It is here where the second stage that is proposed within the materials writing framework established by Jolly and Bolitho (1998), and known as the Exploration stage, is introduced. According to the authors, this stage involves the “exploration of the area of need/problem in terms of what language, what meanings, what functions, what skills, etc.” (Jolly & Bolitho, 1998: 97). When talking about the exploration stage, it is necessary to revise or better yet, *explore* the samples of theoretical and practical literature concerning the field we are about to face; furthermore, it is vital to find out whether a project like the one that is being proposed in this practice-research project has been already developed or not under the same or similar circumstances. In addition, it is necessary to check if the needs we are about to face have also been fulfilled by using the teaching method we will implement and to identify if that has already been done locally (our university, hometown and country) and/or internationally.

In other words, the exploration stage allows us, the designers, to find out to what extend the field of study has been researched and discovered. Not only does it unveil the status of the field of study and method that has been chosen, but also it allows the designers to look at actual samples that have already been developed. In this specific context in which a fairly new approach was taken and is intended to be applied into a real teaching material, by merely looking at the theory and the principles that have been developed, this stage is of great use and help as it gives the designers a point of reference that works as a starting point. Being said this, the stage of

exploration helps the designers to have a general and global view of how the research field has been explored (taking into account the already discovered needs, the target audience and the method). For instance, in this practice-based project we have tried to find some previous studies that are related to the field of Materials Development in English, language teaching-learning and education in values within the frame of the Multi-dimensional Approach.

2.2 EXPLORATION

To begin with, it is well known that English is probably one of the main languages that people tend to learn in Colombia; government projects and reforms such as “Colombia Very Well” (2015) and other projects that intend to form a future bilingual country support this idea. As it was mentioned before, as years pass by research on the field of language teaching unveils new possibilities, in the shape of methods and approaches, that can be implemented to, according to the theory, teach in a more successful way a language. The so called, traditional methods are put under the spot, revalidating their effectiveness and extent of success. However, “traditional” methods still prevail in many parts of the world, and the benefits of an emphasis on communication are widely accepted in principle by professionals everywhere” (Bax; 2003. 278). That is why, the Multi-dimensional Approach shows itself as a revolution in teaching as according to its creator, Brian Tomlinson (2003;168), it allows an “effective and durable learning”. Before continuing, it is imperative to reiterate that our aim is not to invalidate other foreign language methods, but to show another option that could probably work in the second language classroom.

Now, the research trajectory that materials development has is vast in both, the international and local areas. In the international field, Marina Arcos Checa (2006) citing Zabala

(1996) in her doctoral thesis “Elaboración de materiales didácticos en lengua inglesa: el caso de los formadores de profesores de educación primaria en España”, critics coursebooks in the sense that they hold the information to be taught; furthermore, her research encompasses the following aspects: the unidirectional treatment of contents, the way knowledge is presented as something that is complete and without the possibility of being questioned. This is probably one of the main critics that we can make to the traditional method which according to Arcos Checa (2006) it is based on translation, grammar based on the conscious and deductive study of its rules, over all it is a learning process guided by memory and decontextualized as an mental exercise”¹. The material, as it is going to be seen later, does not let students have communicative interaction with the language; that is why, materials, teachers and students have to be put at the same level, in a way in which they can carry out a constant dialogue between them that enables a participative and active role of all three elements (materials, teachers and students) that can actually get to produce valuable lessons and learning experiences in which one can learn from the other. In this sense, developing a material within the multi-dimensional approach gets value as it will involve and address the whole subject, positively impacting the student and leaving a long-lasting knowledge as they get to internalize what they have experienced.

Furthermore, when we take a look at our target audience, the students of English in the chosen private school, we find some interesting aspects to reflect upon. The learning and teaching environment has to be guided by the coursebook. Thus, the workload of teachers gets heavier as they have to create extra materials such as guides or create in-class activities out of the blue that can get to cover the topics and aspects that the coursebook lacks as they do not have contact with what could be considered real or authentic language nor communicative input (as the register that is spoken on daily basis is not included).

¹ Translated by the authors

Second of all and related to the second language teaching area in the doctoral thesis “English Textbooks for Teaching and Learning English as a Foreign Language: Do They Really Help to Develop Communicative Competence?” published in 2010, its author Luis Fernando Gómez Rodríguez exposes his main objective of determining, in five different textbooks used in Colombia, the authenticity and the degree to which they develop the communicative competence. After doing so, the author was able to conclude his whole research on three solid facts. The first one is that the communicative practice that the textbooks offer is lower than the meaningful and mechanical practices. Secondly, that there is a more grammar-oriented than skill-based approach; and lastly, that these textbooks focus on formats that do not reflect authentic tasks, and that they should implement more memorable and meaningful tasks for learners in the real life. To conclude, it is relevant to take this research into account as it supports the fact that the target audience has to deal with a material that is not suitable for the students nor the teachers, leaving behind a significant learning based on authentic interaction.

Then, in the doctoral research “Materiales Didácticos para la Enseñanza del Inglés en Ciencias de la Educación” published in 2001 by Daniel Madrid its author reviewed the principal functions of English teaching materials and their importance in the teaching and learning processes, and as mediators between teachers, learners and real life. Thus, the author analyzes some basic roles of English teaching aids and their contribution to learning processes. Also, he presents some guidelines and criteria that materials designer should take into account for the selection and elaboration of materials, this following the researches of LittleJonh and Windeatt (1989), and Breen and Candlin (1981). To finish, he gives a special emphasis to Stern’s model (1989, 1992) as a framework, not only for teaching and learning, but also for teaching materials selection and design. This study is relevant to our practice-based project because even when the author does a special focus on Stern’s model, he also proposes other criteria based on LittleJonhn

and Windeatt's model which will allow us to select, analyze and design our material taking into account the criterion that we find relevant as well as the values and attitudes that materials and instruction should reflect. It also encompasses the fact of learning how to learn.

To begin with values, the article "Teaching Values: avatars of the Official Curriculum, the Hidden Curriculum and Teaching across the curriculum" published in 2005 by Ángel Díaz Barriga examines and analyzes at the same time how the formation of values goes beyond the cognitive and how it is linked to the dynamics of the affective dimension, requiring not only the rational knowledge of principles and norms, but also the grounding of this in attitudes. For this reason, the author could conclude that it is important to remark the problems that values have in education, and that its social reality goes beyond the classroom, which is related to the affective domain. This article is useful for our project because the author analyses the values and perspectives according to the complexity of the affect. In this case, the author did a relationship between values and affection, so as our material is intended to cover the affective dimension that will help students to reflect about their own learning and their classmates learning, using values as a mean to develop empathy with others and a meaningful learning, where each one can find their own learning way related to affection and the multi-dimensional approach.

In the sourcebook "Values Education" (1989) by Douglas Superka, Christine Ahrens and Judith Hedstrom show a conceptual analysis of what materials should include in values. Then, they propose some questions about the approach that is used in each material to transmit values. However, this book is quite old, and it does not make reference to approaches like the multi-dimensional one. Nonetheless, this sourcebook can be useful for our project because of the suggestions that the sourcebook provides about the importance that values has into the educational field as a way to reinforce the personal skills of the students; in other words, this source brings awareness about the importance of the inclusion of their affective dimension as

well as their cognitive field, solving daily problems that they and their partners can get to face, and putting them in other's shoes to foster a better development in their emotional intelligence.²

When taking a look at the different research projects that have been carried out in the Javeriana University, we could realize that the majority of the ones that are related to a teaching method or approach are made in order to reinforce the students' learning towards a specific language skill, such as listening, reading, speaking or writing. The thesis "Diseño de material de auto-acceso para la práctica de la comprensión auditiva en ELE para estudiantes del centro Lationamericano de la PUJ" (Development of a self-access material for the practice of listening comprehension of ELE students from the Latinamerican Center of the Javeriana University), developed by Andrés Bernal and Óscar Garzón (2013) poses an example. This thesis followed the principles proposed by Tomlinson (2012) to develop a material as well as the methodological route proposed by Bolitho and Jolly (2011) to the materials design, which allowed them to come out with a series of four different podcasts as well as activities sets that students could use to improve their listening comprehension on their own. This proved to be efficient for the students. This research project is the methodological closest one to our actual practice-based project as they share some of the theoretical aspects the framework for materials writing proposed by Jolly D. and Bolitho R. in Tomlinson (2011) and concerns that are included within the field of materials development in terms of the fact of addressing identified problems that this field addresses.

Another thesis that we could find in the database of the university and that has to deal with the materials development ends up focusing on the material itself being the audiovisual material the chosen one. "Diseño de una unidad didáctica modelo para enseñar lenguaje

²"Emotional Intelligence. Define by Mayer and Salovey (1997, p.10) as the "ability to perceive accurately, appraise, and express emotion; the ability to access and / or generate feelings when they facilitate though; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions." Citing by Trinidad, D. R., Unger, J. B., Chou, C., & Johnson, C. A. (2005)

académico a los estudiantes del centro latinoamericano de la PUJ, a partir de material audiovisual” (Materials design of a model for a didactic module that teaches academic language to students of the Latin-American Centre of the Javeriana University, through audiovisual material) written by Angela Pinto and Yuri Zambrano (2009). This research project proposes a lesson in which elements such as short videos, images, icons and appealing colors work along to foster students’ motivation, reflexive attitude and learning aimed to develop skills on academic language in all the different language skills. Even though, this research project proposes a material fulfilling specific needs, is not directly related to a clear teaching method or approach and it is not aimed to prove the efficiency of a method. The study concludes with an invitation to deepen the research on the didactic materials field in which this project can contribute to the importance that teachers should create their own language material to improve their student’s language learning.

2.3 CONCLUSION

To start, it is important to remark that this practice-based project is intended to one specific line of research, proposed by the university, and that is “Lenguajes, aprendizajes y enseñanzas” (languages, learnings and teachings). This line of research tries to find the relationships between language, teaching and learning. Consequently, one of the thematic axis in this line is the materials development, processes and outcomes for learning and teaching; thus, this research is relevant for the learning as well as the teaching processes because as future language teachers -in this case of English- we know more than anyone the needs that our students have, and we can solve them with materials that help them to make sense of the language learning process.

Furthermore, knowing the different teaching methods is a must for teachers as depending on their students, the goal of the school as well as the lesson, and the personal features of the teacher there is going to be some methods that would be more suitable for the lessons than others. Furthermore, a teacher has to always be prepared to create new materials either to complement his/her lessons, to fulfill any gaps that the school's materials may have or as the plan B of a class that has been developed in a shorter time than it was expected. We, teachers, have to be prepared for using our skills on developing and adapting materials as we never know when they will be of help.

Finally, we can contribute to the field of study of materials development and we can encourage others to research on this very same topic. In addition, this research is relevant because it brings light to the possible and theoretical effectiveness of a relatively new teaching method, without mentioning that it tries to involve the social responsibility that we as teachers have to educate human beings. Values, in this sense, should not be seen as a mere formal affair of social content, but also as something that has to be included within the classrooms, materials, methods and the whole educational system. Thus, this study affects in a positive way the society because we attempt to give the importance that values, affection and cognitive development are needed nowadays as well as the academic society as it brings clear evidence on a new method.

CHAPTER 3: LET'S TEXT...

3.1 INTRODUCTION

Now, that we already have the identification and the exploration of our practice-based project, it is time to go with the third stage. The third stage that is proposed within the framework of Jolly and Bolitho (1998; 97) is that of Contextual Realization and according to the researchers, this stage demands a “contextual realization of the proposed new materials by the finding of suitable ideas, contexts or texts with which to work”. However, before going with the material itself, it is relevant to go over the theory behind it. Our practice-based project will not produce a material for language teaching out of the blue. As it has already been mentioned, we are working with an approach that is fairly new and does not have a vast literature nor easy-access samples to look at and use as a reference; this is why the theoretical review is so important as it will guide and delimit the process of the development of the material in here presented. Research on the method as well as the steps that will be followed have to be revised in order to come out with a theory-based product that faithfully follows what has been stated.

3.2 CONTEXTUAL REALIZATION

As it has been mentioned before, the process of developing materials for language learning should not be taken for granted; behind every textbook and module there is a whole process that involves the revision of theory related to a specific teaching method that has been chosen in advance and that has to be taken into account and even included in the designing process. In order to unveil the different parameters, principles and guidelines that have to be taken into account prior the later and imminent physical production of our material, fields like the conceptual category of materials and the vast field of materials design had to be revised.

In other words, the aim of the contextual realization is the one of depurating the theory that is available in regards of the principles and guidelines of a field and approach or method in order to guide the designers of a material in the process of creating or finding the different appropriate texts that will be included within the final product and that will reflect the guidelines of the chosen approach. Finally, the contextual realization aims to result in the development of the texts that will be included within the material presenting them as a loyal product of the theory that rules and delimits the chosen approach.

3.2.1 THE CONCEPTUAL CATEGORY OF MATERIALS

To begin with, we would like to address the conceptual category of *materials* within the second language teaching and learning area; more specifically, the core concepts of this area as they let us understand in a clear way what will be understood, from now on, as *materials design for the teaching of a second language*. This clarification is vital as this term will be taken as the main one in our practice-based project. Now, we cannot take materials for granted and argue that they are simply the books, that present the first ideas and activities that some designers who work for a publishing house had to develop a topic, and that students have to buy to learn a given topic. This is why it is imperative to ask ourselves the question of: what is understood as material within the frame of second language teaching? According to Tomlinson (2003), a material is “anything which can be used to facilitate the learning of a language” (Tomlinson, 2003: 2); then, it is important to keep in mind that a teaching material does not always have to be a printed one. This is why according to Tomlinson (2003), we have to go beyond coursebooks and take a look at other learning tools such as videos, games, web pages, mobile apps, among others that can be part of the learning process of a student in both, inside and outside the classroom.

However, the majority of literature that can be found related to second language teaching is focused on printed materials as this is the most commonly used to guide teaching practices. Still, Tomlinson is not the only academic that gets to define the term *material*; Brown (1995) gets to distinguish materials as “any systematic description of the techniques and exercises to be used in classroom teaching” (Brown, 1995: 139), taking into account, too, the wide variety of options that can be found within it (books, games, visual aids, among others). Additionally, it is relevant to emphasize on the fact that materials find their origins, according to Brown (1995: 157), on the students’ needs and on how difficult it is for teachers to find the appropriate resources that can fulfill them. This is of great importance as materials get a role to be performed and get isolated from the conception of sole idle activities; the materials (and more importantly, materials designer) are given the responsibility to focus and address previously identified students’ needs to realize their duty. In addition, Richards (1990: 50) argues that an effective material must be “appropriate to the learners’ needs, provide examples of how language is used, and provide opportunities for communicative and authentic language use”.

Up to this point, the research that has been presented validates the process that we, the designers, have carried out so far. This practice-based project started by the identification of a target audience as well as different problematic situations and needs that were needed to be addressed in that community as they did not allow the learning process to occur in an effective way, affecting both students and learners. Thus, our goal was set as we decided to face this situation and propose a material that may be effective as gives the students the opportunity to practice what they have learnt and to get input on how language can be used in real life contexts, inviting the students to produce true and genuine output.

Similarly, Tomlinson (2003) gets to develop a whole typological taxonomy to the wide concept of what he understands as *material*, classifying them according to their purposes. In this

order of ideas, we get to differentiate between informative materials (those that inform students about the language), experiential materials (those that provide experience of the language in use), elicitative materials (those that stimulate language use) and exploratory materials (those that help learners make discoveries about the language for themselves). Therefore, the material that we propose will try to include within itself some of the purposes mentioned above; our material will definitely be informative, as it will implicitly provide information about the language and its use to the learners; we say implicitly as the material itself will not impart explicit grammar instruction or rules as the purpose of the material is to complement a previously used material that will not be changed by the school where it is been used. Plus, the proposed material will be experiential because as it will be mentioned later, we will try to reach the affective dimension of the student and this can only be achieved through the performance and inclusion of meaningful experiences; finally, we will also include features of the elicitative materials as through the usage of meaningful experiences, we will try to stimulate the use of the language.

Now that the term of material has been clarified and synthesized, we will focus on what we will understand as *materials design*. Tomlinson (2003) argues that the materials design for language teaching must be looked at by two different perspectives: as a field of study and as a practical undertaking. Talking about the latter, the author makes reference to three different key strategies that compose it: Production, evaluation and adaptation of language teaching materials. In addition, Hutchinson & Waters (1987) give a brief definition to each one of these strategies; they get to understand development (or production) as to “write your own materials” (Hutchinson; Waters. 1987: 96); evaluation as to “select from existing materials”(Hutchinson; Waters. 1987: 96) and adaptation as to “modify existing materials”(Hutchinson; Waters. 1987: 96). Within the teachers’ everyday tasks and practices, those three strategies are always present and most of them have probably been done and performed by them without even noticing it.

Even unconsciously, teachers reflect and judge the materials that they are provided with, analyzing their actual classroom effectiveness and degree of the compliance of the students' needs and interests as well as teacher expectation. Furthermore, the teachers also see themselves in the need of either creating extra materials for topics that are not covered by the coursebook and that are actually important for the learning process of the students or modifying the ones they have been provided with by the school in order to make them suitable or challenging for the target audience.

Consequently, Brown (2005) agrees with Tomlinson (2003) as well as with Hutchinson & Waters (1987) with the previously exposed strategies and he gets to illustrate them in a way that according to us is more complete and accurate. In consonance with this author, "developing materials will be discussed in terms of three phases: developing, teaching (field testing), and evaluating the materials" (Brown, 1995: 139); similarly, he defines the evaluation of second language materials (understood by him under the term of *adoption*) as "deciding on the types of materials that are needed, locating as many different sets of those types as possible, evaluating the materials, putting them to use, and reviewing them on an ongoing basis" (Brown, 1995: 139).

Last but not least, Brown understands the adaptation of language materials as the compilation of "all of the steps necessary in adopting them, but must additionally incorporate phases that allow for analyzing what is worth keeping in the materials, classifying that remaining material, filling gaps from other sources, and reorganizing all of this to fit the program in question" (Brown, 1995: 139, 140).

Likewise, Tomlinson (2003) makes an emphasis on the role that language teachers have to take in order for them to become part of the design and development of materials; this is due to the fact that they are aware, more than anyone, of the real needs of their students and they are the ones who can get to analyze to which degree the used material gets to fulfill the previously

mentioned needs; furthermore, students can also be involved within this process as they can propose different activities (including their interests, likes and specific needs) that will allow the teacher to carry out with ease the lessons. Now, it is Tomlinson (1998: 2) the one that, according to us, gets to expose the term of *Materials development* in a clear, complete and concise way when he defines it as “anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake”; in here we have to take into account what was mentioned before and that is that *materials* are not only printed, but that they encompass a wide variety of resources that can help students to get input of the second language they are learning and to practice and use the language in order to get skillful in that L2.

Taking into account the previously mentioned strategies, the production of materials for language teaching is the one that catches our attention the most. This is mainly due to the fact that the nature of the material that is intended to be produced is one that is scarcely available as most of the materials that are being used in schools and language institutions implement other methods and are apparently primarily focused on the form of the language (grammar instruction) and in aspects like the school’s goals as well as what has been stated by the government in terms of academic achievements that the students must have; taking for granted such elements the specific needs that the students have, their interests, values, among others. In the same way, we wish our material not to only satisfy the needs of a focal group or target audience but also, to serve as a learning tool that can be implemented in other similar contexts. This cannot get to be achieved by a material that is mass produced, like the ones that are sold in libraries of publishing houses. The adaptation of a pre-existing material is possible; however, if we get to apply the target approach (which will be exposed later), we will be creating a whole new material. This is why, we prefer to design a material from scratch, basing out contents on the proposed theoretical frameworks and

targeting its contents to some previously identified needs (See Identification stage) which can get to satisfy, as far as possible, the expectations of the students, the institution and ours.

Therefore, within the present practice-based project we will design a language teaching material which will be based, mostly, on the theory and concepts proposed by Tomlinson (2000); which are related with the fields of materials development and production. This is argued as we consider that this theory of materials development is the most appropriate one for what is intended to be developed as it does not consider materials as techniques but as language learning tools. Hence, our material will be informative, experiential and elicitive and aimed to fulfill certain identified needs of a population. Even though, the implementation phase will not be carried out for logistic reasons as the whole process of creating a new material based on a new teaching approach is a long and extensive chore, the material will try to encourage students to learn and use the L2 through the developed contents that will be found over the didactic module. In addition this practice-based project will evidence the need of further research on those stages of implementation and evaluation as well as in other aspects of this teaching approach in order to unveil more features related to its effectiveness and need within the school of today.

However, if one wants to design a material from scratch, it is necessary to keep in mind certain aspects not only from the materials development field but the approach that is being implemented. Brown (1995: 164) suggests “looking at the students’ needs, defining the goals and objectives, and using the tests to get a fix on the students’ overall levels in terms of proficiency or placement and the appropriateness of the objectives in terms of diagnosis or achievement testing”. In the same way, Brown suggests that the developers must have documents that include “a program description, a copy of the goals and objectives for the course in question, a version of the materials blueprint, or other important documents” (Brown, 1995: 165). Also, the author proposes a checklist that will guide those who would like to develop a language teaching material

from scratch (please, refer to “Checklist for developing materials from scratch’ in Brown, 1995: 164). In this order of ideas, our module will absolutely take into account the needs that were previously identified and it will take into account important features and documents such as the objectives of the school and the topics that were identified and reported on the teaching journals and that actually served as a path in order to create the outline and the plan of the topics that were included in the material.

As we would like to develop a printed didactic module that gets to complement as well as to support the learning process of a specific population and that transmits social contents such as values, we consider that it is vital that we get to include the Multi-dimensional Approach proposed by Tomlinson (2000). The importance of doing so lies on the fact that when applied correctly, the multi-dimensional approach enables the materials to reach the affective dimension of the learner and to create and give experiential learning that touches the affection of students, enabling more durable knowledge to happen as students will represent an active role within the learning process. It is this dimension, the affective one, the one that we would like to reach with our didactic module. According to Tomlinson (2000), the multi-dimensional approach has a main objective that is “to help learners (to) develop the ability to produce and process an L2 by using their mental resources in way similar to those they use when communicating in their L1” (Tomlinson, 2000: 1); within this idea, it is important to clarify that those mental resources used in the L1 make reference to the natural capacity that humans have to make mental representations of everything we read or perceive. Furthermore, this connection that gets to be established between the material and the learner helps him/her to feel involved within the same and to value what it is been done; plus, the knowledge that gets to be transmitted is more solid as the student will relate it to his own experiences, perceptions and views.

Now, that we have got to this point, some of the questions that arise when thinking about developing materials that follow these characteristics are related to how to do so. How do we develop materials that follow the guidelines and frameworks of the Multi-dimensional Approach? Is there a magic recipe to follow? Is it an empiric exercise? Well, when we deal with the development or creation of materials for teaching a second language, it is suggested that we take into account different principles that our materials have to accomplish and follow; however, there is not a secret recipe (not even a recipe at all) that all researchers agree with, as we all can differ, in the way we look at languages and the perceptions we may have towards the effective way to teach them. Just as Tomlinson (1998: 6) argues "...one problem is that there is a considerable disagreement amongst researchers about some of the main issues relevant to the teaching and learning of languages". Thus, it is easy to find in the literature a wide variety of different suggestions, principles and procedures that different researchers have proposed in order to help materials developers on their duty; "for example, Hidalgo et al. (1995) and Prowse (1998) asked numerous authors to detail the typical procedures they follow, Bell and Gower (1998) reflected on their own procedures for writing a coursebook, Johnson (2003) gave a group of experts writers a materials development task and researched the procedures they used to write their materials, and Tomlinson (2003) reviewed the literature on developing ELT materials" (Tomlinson 2010: 81). Now, it is Tomlinson (1998), too, the one who gives it a try and exposes 15 different principles for materials development that he believes most researchers will agree with and that are relevant to the development of the materials for the effective teaching of languages.

From all the different 15 principles, we will include in this paragraph those that we think may help us to focus the material we want to propose in the right direction. First of all, probably one of the main principles that we can think that both teachers and researchers agree with, is that of materials *should achieve impact*; in other words, materials have to attract the students and to

touch areas such as the curiosity, interest and attention. Some other principles that are taken into account are: *Materials should help learners to feel at ease; Materials should help learners to develop confidence; Materials should expose the learners to language in authentic use; Materials should provide the learners with opportunities to use the target language to achieve communicative purposes; Materials should take into account that learners differ in learning styles; Materials should take into account that learners differ in affective attitudes...* (For a complete appreciation of all the principles proposed by Tomlinson, please refer to Tomlinson (1998: 5-24). We agree with the principles here exposed; however, we consider that one should be added and should deal explicitly with the affective area of the students. Affection could also complement the majority of the principles seen before as it enables students to feel at ease, to develop confidence, and to get more durable knowledge, among other advantages.

It is here, where we want to include the multi-dimensional approach as the key aspect of it is affection; this approach gets to value the vital role that this plays within the learning of languages. Tomlinson (2000), one of the masterminds behind this approach, defines the multi-dimensional approach as the one that “aims to help learners to develop the ability to produce and process L2 by using their mental resources in ways similar to those they use when communicating in their L1”. A material that gets to connect with the students’ lives, that matches their reality, that does not underestimate the learners and that invite students to challenge themselves, to feel (promoting affective connections) and to act (do something with the language) is the ideal that materials developers should accomplish, and by applying this approach the possibilities of achieving effective learning become higher.

In Masuhara’s words we can appreciate the main advantage of this approach, “we need to achieve multi-dimensional representation of the text in order for us to give it meaning and for it to achieve a durable impression on our minds” (Masuhara, 1998 in Tomlinson, 2000). This ideal

can be achieved, according to Tomlinson (2000), by resorting to elements like affection, the usage of mental images, and the inner speech. However, more than the previously mentioned elements, it is necessary to keep in mind the five different principles, based on learning and communication, that Tomlinson (2000) exposes within his multi-dimensional approach and that can ensure, also, the humanization of the book and with this, a better relationship between the learner and the material (improving teaching effectiveness and knowledge durability).

3.2.2 LEARNING

Before we continue with the actual principles that work as a framework for the development of texts within the Multi-dimensional Approach, we would like to define what will be understood as *learning in the broad sense* so we can, later, get to a possible appreciation of what learning is within the multi-dimensional approach as well as the way it can be elicited in the proposed material. So, what is learning? Stevick (1982: 21) refers to learning in a brief way, just saying that the term is “for what goes on in the classroom”. However, this definition can fall short for what this term can really encompass; although, it summarizes pretty well the element in question.

On the other hand, Oxford (1990: 4) argues that learning is the “conscious knowledge of language rules (that) does not typically lead to oral fluency and is derived from formal instruction”. This view of the term is more complete as it makes reference to the formal instruction; however, it is important to highlight that even though knowledge is evidenced by the conscious knowledge that a person has of a given topic, the way that knowledge is learned or acquired does not have to follow conscious means. Apart from that, Oxford’s (1990) reference brings awareness to the aspect of oral fluency and how the formal instruction may not fulfill a decent proficiency.

Now, probably one of the main authors and researchers who have dealt with the task of defining what learning is (and making the distinction between its definition and acquisition), is Krashen. This researcher uses the term of *learning* to “refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them” (Krashen, 1982: 10). The fact that learning entails the conscious knowledge of a second language, it implies the student to know the set of laws that rule the language that is being learned; now, the fact of being able to talk and to use the acquired knowledge in actual utterance is something totally different as the formal knowledge of grammatical rules does not assures successful communication. If the student has been exposed to authentic input, and has been given the chance of interacting with others following those artificial contexts that have drilled real life communication in given situations, the student will actually find it easier to express his/her ideas; it is here where communicative input gets real importance as it can differentiate subjects, from capable to non-capable speakers. Thus, we can differentiate three important dimensions that contribute in obtaining effective learning: Cognition, affection and communicative input.

Brown (1972) poses a discussion in which subcategories that underlie the affective domain are exposed and defined: Egocentric factors (mediated by the factors of imitation, ego and inhibition), Social factors (that imply the relationship individuals have with others and which are mediated by the factors of empathy, introversion and extroversion, and aggression) and Cognitive Style (which involves affect and cognition and is mediated by the factors of preference for narrow categorization, broad categorization, *skeletonize* and *embroidering*, and belief congruence and contradiction). It is the third subcategory, the one that let us find out that the cognitive style of students actually encompasses the affection. Furthermore, Brown (1972) argues that the cognitive approach in human learning has a really strong link with the theory of second language acquisition as well as the effectiveness in language teaching. However, an equally

important and even complementary psychological domain to explore in trying to understand the process of second language acquisition is the affective domain. As it has been mentioned before, learning can be considered as the formal knowledge of the language, which requires of a formal instruction to take place and to be taught. Within this formal instruction, the inclusion of the affective dimension within the learning processes, which is not only related to the language field, has proved to be effective. “Some of non-L2 strategy research has concentrated on the emotional and social side of learning. Results show that a number of the best learners use affective and social strategies to control their emotions, to stay motivated, to cooperate, and to get help” (Dansereau, 1985; McCombs, 1988 in Oxford, R. 2008). In other words, affection can actually help students tackle emotional barriers, increasing confidence in the language classroom and ensuring motivation. Now, if we can actually work along with what has been discovered in the field of affection and cognition so far and include the dimension of communicative input (communicative approach), we will have a nice combination to take into account in the development of the material to be proposed.

In terms of the communicative input, as it has been seen before, when applied together with the affective dimension and cognition, can actually have a positive impact on the skills that are fostered and on the learning itself. Talking about this matter, “Krashen (1985) has proposed a model of second language acquisition in which the processing of input, rather than grammar instruction, plays the pivotal role. His hypothesis is that acquisition occurs when learners process input in a low anxiety context. Learners presumably make use of mental language acquisition device that allows them to store and produce utterances in the target language” (Terrell, 1991). Krashen (1985) highlights the importance of a low anxiety state of the learner for learning to take place and for input to be processed; furthermore, it is evidenced the existence of mental language,

which within the multidimensional approach can be represented by the inner voice that students are expected to use.

In addition, Krashen (1985) “posits that the learner must be relaxed (...) and be focused on meaning rather than form” (Terrell, 1991). In other words, the student has to be opened towards using his affective dimension to work along with the material (which actually has to stimulate the previously mentioned dimension) in a form that actually makes him/her feel at ease, removing the broadly present stress and pressure that students get to feel within the classroom and enabling learning to take place. Plus, students must focus on meaning, which also has to be promoted by the material itself by presenting familiar situations and contexts. In terms of the input, “the major implication of this *input model* is that learners’ output is supposedly based directly on the input they process and store. Children acquiring a first or second language seem to do what Krashen’s model predicts: there is usually a silent period in which children appear to build up competence which is later displayed in their speech” (Terrell, 1991). Actually, this silent period that is present in most of the children when learning a second language will probably not be present in the case of our target audience as the students of this private school have been introduced to English since their early years and with a considerable academic load.

On the other hand, it is broadly known that students learn in a certain way, which is delimited by the learning style that each student has, the personality and cognitive traits that each student has determine his/her learning style, which is described as the “cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment” (Keefe, 1979: 4). The fact that the material that is intended to be presented in this practice-based project appeals to the affective, cognitive and metacognitive traits, allows the students to approach the complementary module with their affective and sensory dimension, allowing them to perceive the material, the activities and

readings in there presented in a similar way. Furthermore, the fact of including principles of the communicative approach to ensure the recreation of real-life contexts in which language occurs, also contributes to a positive and effective learning practice as expression is brought. The fact of using communicative input that can actually help the students identify themselves in the contexts recreated within the material, enables them to put themselves in imaginary but real situation that serve as a framework where self-representation and expression itself is included.

Now, within the context of the Multi-dimensional Approach, we can conclude that learning is seen as getting to obtain knowledge within a formal context, which is delimited by the presence of a classroom and a guiding teacher, but that gets to go right beyond the grammatical and mechanic practice in order to reach the affective dimension of the learner, giving him/her the opportunity to have a significant learning and a communicative appreciation of the language use that can be actually be found in real-life contexts. In other words, the Multidimensional Approach works within three different dimensions that are the cognitive, the expressive and the affective.

In this vein, the multi-dimensional approach will allow the student to encompass affective aspects, having a direct relationship in the facilitation of his/her reflection and internalization of the contents and topics that are going to be passed on; in this case, the language and implicit elements such as the values, which can be included by appealing to the affective and expressive dimension of the individual. This second aspect has had many different perspectives within the educational field, just as Haydon (2003: 50) affirms, “values in education are often reduced to the purely political speech that might be transmitted brochures or the media that give a representation of what could be understood as a value”. However, what could be understood as *values*? At this point, it is vital to make a distinction between three different theories that get to define values, in order to show which one of them fits our project’s approach the best.

The article “Values in English Language Teaching” written by Bill Johnston (2008), makes reference to the importance of values within the ELT context, contemplating the problematics and conflicts that they can create inside the teaching and learning context. The text makes reference to daily life experiences and tries to demonstrate that there is a direct relationship between values and everything that occurs in the classroom; so the author tries to focus on the student-teacher relationship. However, something that caught our attention is the second chapter whose title is “Morality in Classroom Interaction” and in which the author examines the “moral dimension of ELT classroom interaction. This includes things that teachers and students say and do, the ways in which they interact, and the materials they use” (Johnston, 2008: x). Later on, the chapter focuses on the “three aspects of the ELT curriculum that are charged with values: values in the textbook, moral choices that have to be made in pronunciation teaching, and the clash of values that underlies the process-product debate in the teaching of writing” (Johnston, 2008: Preface x).

While Johnston (2008) does not give the relevance we would wish to the student, we believe that it is important to take into account what is exposed here as it lets appreciate the importance and the role that values, as well as the moral dimension, have within the classroom; and better yet, it deals with the roles of materials and the interaction between learner-teacher, which we consider vital within the process of transmission, formation and solidification of values in the learner.

3.2.3 THE PRINCIPLES OF THE MULTI-DIMENSIONAL APPROACH MATERIALS WITHIN THE INCLUDED TEXTS

One of the greatest help that we could find throughout our theoretical research was a series of key principles that were developed and exposed by Tomlinson (2000) and that need to be present in the materials that intend to be and include the multi-dimensional approach within its pages. If followed correctly, these principles can ensure a final product that is professional and that provide long-lasting knowledge to its users. It has to be argued, though, that these principles of the Multi-Dimensional Approach do not work alone by themselves, they actually complement one another in order to reach the degree of effectiveness, which in theory, can be achieved. Without any further due, the five different principles will be exposed, described and the way they were implemented in the material will also be detailed.

First of all, *affection* is a key element when it comes to understand and learn anything, not only speaking about SLA; just as Berman (1999: 4) suggests, when we get to undergo “an experience with a powerful attachment to emotions or feelings (that one) is more likely to be retained in the long-term memory”, getting to be more memorable and relevant for the learner. When applying this to our practice-based project, we find that affection will have an important role in each one of the developed activities as students will have to involve their feelings and emotions in order to find a meaningful, memorable and long-lasting language learning experience. Thus, our material will try to appeal to their personal experiences and to make them create their own mental representations of what is done as undoubtedly affection will be implicit. Some of the texts that were included within the material that is presented were related to the near context that students have to face on a daily basis; in this order of ideas, some of the used texts expressed the way a character felt about a given situation.



IMAGE 1. One of the readings included in the material is shown representing the principle of affection.

In here, it can be observed that the character is excited and happy about the fact of being present in the Christmas celebration as well as because of the present that he received. Both, the character and students will probably feel excited about the same situation; reaching the affective side of the students and enabling other principles to occur (like relevance or previous experiences).

Next, the second principle that is proposed is the one of *making connections between new experiences and previous experiences*; this one seems to be helpful in the materials designing process as it can actually ensure a better grasping of information and knowledge. This principle argues that making these connections “is necessary both for communication and for learning to take place” (Tomlinson, 2000: 2) as these connections that are made between the experiences and life lessons allow the students to stimulate his/her cognitive, sensorial, motor and affective associations. If an experience is remembered, it is because it has had either a positive or negative impact on the student, so by appealing to the positive experiences by the use of texts that can actually do that, the students will make connections with their lives and what they are

experiencing in the classroom, with the material. It will be easier for them to retain more information and learn.

On the other hand, the third principle that is proposed by Tomlinson (2000) is *relevance*, a key element because as Tomlinson (2000: 2) argues, it is essential in the “gaining and paying of attention and in contributing to the deep processing which is essential for long term learning to take place”. *Relevance* is “achieved through the stimulus of affective responses and the making of multiple and salient connections (Tomlinson, 2000: 2). In here, the goal that materials must try to accomplish is to present themselves as well as the readings that they propose as something that is of relevance as well as important for the students; in other words, the students will be more linked to a material that they find interesting or relevant to interact with. This is mainly performed by bringing contexts in the material that are similar to the ones that the students have in his/her real life, the fact of seeing him/herself identified with what is proposed and shown on the material will catch their attention and create a sense of importance.

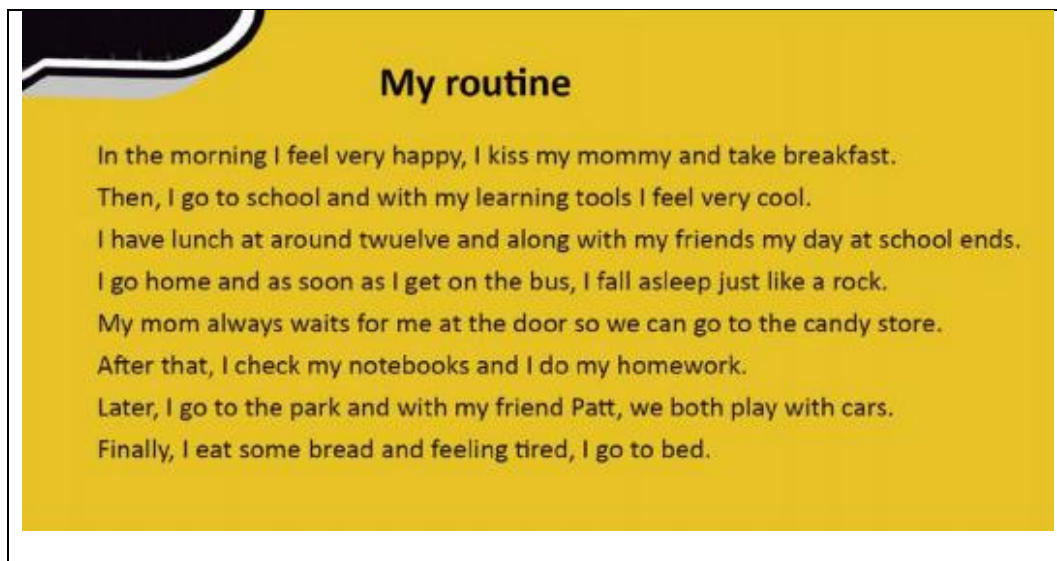


IMAGE 2. One of the readings included in the material is shown illustrating the principles of making connections with experiences and relevance.

In the previously shown image, it can be observed that the character is exposing his daily routine, which can actually be related to the one that students have every day. This does not link an explicit relationship with the student's routine but he/she can implicitly feel identified with it (furthermore, the reading can be used later on activities that present an explicit relationship with the student's routine. On the other hand, a context like the routine, something that is present in the students' lives, is brought. By introducing this context, the student can actually feel attracted and interested by it.

To continue with, the fourth principle is the *sensory imaging*, it plays a "vital role in the creation and understanding of language use and is instrumental in the making of connections and the achievement of relevance. During language use in the L1 we touch, smell, hear and, above all, see things in our minds. If we do not experience such images whilst learning an L2, our learning will be impoverished and our ability to understand and produce the language will be impaired" (Sadoski and Paivio, 1994; Tomlinson, 1998a In Tomlinson, 2000: 2). Whenever we talk about the sensory imaging, we are also talking about the first principle in here mentioned that is affection. When a material gets to stimulate the senses and the imagination of the students, it will be having an intrinsic relationship with the students' affective side. Apart from using appealing texts that were related to the contexts that students have to face on a daily basis, we, the designers, wanted to also stimulate the student's senses by the way the material looked mixing photography and virtual illustrations that could actually get to the sensory imaging of the students (for further information on this matter, see Chapter 5).



IMAGE 3. One of the readings included in the material is shown illustrating the principle of sensory imaging.

Lastly, the fifth principle that is exposed is the *inner voice*; it is “used in the L1 to prepare for and to interpret outer voice communication. Developing and L2 inner voice not only helps learners to understand and to make themselves understood but it helps them to make the connections and to achieve the relevance which are crucial for learning to take place” (Tomlinson, 2000: 2). In other words, the inner voice not only allows the students to analyze what they have learnt and to carry out mental processes that can actually lead to an internalization of the contents that they have learnt, but also to carry out drilling processes that can facilitate the task of producing output. Within the proposed material the other four principles to achieve the inner voice as the students can actually analyze and mentally filter or judge all the input they receive, which not only comes from the texts but the overall material. Furthermore, it is not necessary to elicit the inner voice in an explicit way as the students will probably use their inner

voice whenever they are exposed to a reading or an element on the material that makes them think or illustrate mentally.



IMAGE 4. One of the readings included in the material is shown illustrating the principle of inner voice.

Last but not least, it is important to highlight that within the process of development of texts for the material, the texts category did not only encompass the texts that students had to read within the material: furthermore, the category of texts was also taken into account when developing the scripts for the different listenings that would be included in the activities. This process was also guided by the use of the five different principles previously explained. The following description shows a fragment of one of the audios that was included on the material.

Let's make friends...

Maurice> I don't have any friends here to have lunch with... Ok, I'll sit here.

Jenya> Hi, I am alone today. Can I seat here with you?

M> Sure! By the way, I am Maurice. What about you?

J> My name is Jenya. I think we are in the same grade, right?

M> Yes, I have seen you a couple of times. I like it when we have ice cream for dessert!

J> Really? So do I! What is your favorite flavor?

M> Banana!!!! That is my favorite one. And you?

J> Strawberry! I like it in juice, in other type of desserts and even the fruit itself. But actually I like it better when I pour some chocolate over them. Yummi!

M> Wow, you really have a sweet tooth! Now, are you doing anything after lunch?

J> Well, I do not have any plans, but if you want we can go for a walk and after that we can play.

M> Sure! I think that is a really good idea. Let's eat then...

The previous transcription presents a conversation that takes place in the cafeteria of the school. In there, Maurice seats alone to have lunch and another character, Jenya, asks him if she can seat with him as she is alone too. The two characters seat together and start to talk, creating a friendship. The principles that guided the development of the previous conversation were the same that ruled the texts and readings that were previously shown. In this case, the principles of relevance, sensory imaging and inner voice were the main ones working along in this conversation. First of all, the conversation exposes a context that can be easily found in the real life context of students, involving relevance (as students can get to identify themselves with the conversation as well as affection). In terms of the sensory imaging, the fact that we are talking about a listening it is a sufficient stimulus that can enable imagination to occur as students will have to use this resource to mentally illustrate what is happening; plus, the inner voice also plays an important role as it will be constantly present throughout the listening as students will analyze what is happening and judging the interventions and actions of the characters.

3.3 CONCLUSION

As it was stated at the beginning of this chapter, the process of materials writing proposed by Jolly and Bolitho (1998) introduces the contextual realization of the material, which intends to find the different contexts and texts that can be used in the actual material. This is not a task that has to be taken for granted as theory on language acquisition and principles of the chosen approaches have to be taken into account for carrying out this duty. It was in the process of checking the literature available within the Multi-dimensional Approach that it was highlighted the important role that the cognitive, expressive and affective dimension play within this approach. Three dimensions that depend on one another and that along with the some aspects that can be taken from the communicative approach proposed by Krashen (1985).

Furthermore, five different principles (affection, making connections, relevance, sensory imaging and inner voice) of the Multi-dimensional Approach were also taken into account within the process of realizing the texts that were included on the proposed teaching material; it was also shown, with actual samples, the way that these principles were actually interpreted and applied by the designers. All the process was done above, allowed the designers to bring awareness on how effectiveness is addressed within the approach and how these dimensions can serve to teach way beyond the language topics chosen by the school, but also approach other important social angles such as values.

Finally, one of the goals of that this chapter had set at the beginning was the one of unveiling the way learning is approach within the Multi-dimensional Approach. Now, we can argue that learning is seen as getting to obtain a specific knowledge within a formal context, which takes place in a classroom, that is led by a teacher but that gets to go right beyond the grammatical and mechanic practice of the traditional methods, in order to reach the affective

dimension of the learner, giving him/her the opportunity to have a significant learning and a communicative appreciation of the language use.

CHAPTER 4: SHOW ME THE ACTIVITIES!

4.1 INTRODUCTION

After having delimited the ideas, texts and contexts to work on, it is important to continue with the pedagogical realization of the project. This new step on the materials development, according to Jolly and Bolitho (1998: 97), is intended to find “appropriate exercises and activities and the writing of appropriate instructions for use”. This stage is of importance as it takes one step further in the process of the physical production of the actual material; it is here where the principles of the Multi-dimensional Approach are retaken in order to develop the exercises and activities derived from the already developed texts and readings of the final material (see Chapter 3).

In other words, a theoretical and practical exercise has to be carried out as it is needed to reflect upon some specific fields and dimension that are found in the theory and to reproduce them in the actual development processes of the activities and exercises. Now, elements such as the theory of language and learning as well as the design, objectives, content choice, among others are delimited. In order to have a clearer view on how to develop this task and to delimitate information in a way that has scarcely been done for this specific approach, the description of different teaching approaches and methods proposed by Richards and Rodgers (1986) were taken as a point of reference.

4.2 PEDAGOGICAL REALIZATION

In “Approaches and Methods in Language Learning” (1986), Richards and Rodgers describe nine different approaches and methods, dividing them in three different elements: *Approach, Design and Procedure*. The *approach*, according to Anthony (1963: 63) in Richards and Rogers (1986), refers to a “set of correlative assumptions dealing with the nature of language teaching and learning”. In other words, the approach is the idea we have in terms of learning and language. Now, the *design* is the stage in which an approach is transformed into a method as “it is necessary to develop a design for an instructional system. Design is the level of method analysis in which we consider (a) what the objectives of a method are; (b) how language content is selected and organize within the method, that is, the syllabus model the method incorporates; (c) the types of learning tasks and teaching activities the method advocates; (d) the roles of learners; (e) the roles of teachers; (f) the role of instructional materials” (Richards & Rodgers. 1986: 20). Finally, the last element that is taken into account is the *procedure*; this stage describes “how a method realizes its approach and design in classroom behavior.

4.2.1 METHOD VS APPROACH

At this point, two important questions arise: What is the difference between a method and an approach? Are we transforming the Multi-dimensional Approach into the Multi-dimensional Method? If we retake what Anthony stated (cited by Richards & Rodgers. 1986: 15), an approach “is the level at which assumptions and beliefs about language and language learning are specified”; whereas a method is “the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which content will be presented”. In this order of ideas, we will depart from the theoretical

framework that has been defined on the Multi-dimensional Approach by researchers such as Tomlinson (2000) or Masuhara (1998), applying those concepts and theory on the production of a real material, making choices about the contents and skills to be taught; automatically turning this approach into a method. It has to be said, though, that this is not the first time that the Multi-dimensional Approach is being taken to produce a material; however, these types of materials can actually be counted by the fingers of a hand.

Tomlinson (2003) mentions three different coursebooks that have taken this approach to create a material on its own; these materials are *On target* (1994) in Namibia, *English for life* (Tomlinson, Hill & Masuhara, 2000) in Singapore and *Searching* (Fenner & Nordal-Pedersen, 2010) in Norway. Furthermore, we, the designers, even had the chance to contact Dr. Brian Tomlinson in order to enquire him about extra references that we could address to in order to find point of reference. Even though, we had those references at hand, it was not possible for us to get a copy of them as the emails that were sent to the publishing houses and the editors were never answered. Thus, whenever an approach like this is researched and its theory used to develop materials, they are not available at hand for the other designers or researchers that are interested in the broadening of the materials samples related to the approach.

Now, being exposed some comments about approach, method and even the availability of materials concerning the chosen approach; it is time to develop the pedagogical realization. As it has been stated before, the first element to be taken into account is the Approach and within it the theory of language and the theory of language learning. In terms of the theory of language, Richards & Rodgers (1986: 16) expose three different theoretical views of language: The structural view, the functional view and the interactional view. The first one encompasses the “view that language is a system of structurally related elements for the coding of meaning”

(Richards & Rodgers. 1986; 17). In other words, this view is related to the structure and grammar aspects of language or to be more precise, the morphological, grammatical and lexical phenomena that get together to give meaning to language. In terms of the actual material that is to be presented, this structural view was developed by taking into account the entries that were registered on the teaching journal and that delimited the topics that the students were learning; furthermore, as the identification of needs (see Chapter 1) revealed that the students and teachers did not feel confident with the book as it presented content that was too basic for the students, it was decided that the material needed to present more challenging activities as well as vocabulary and general input.

On the other hand, the functional view takes the language as “a vehicle for the expression of functional meaning” (Richards & Rodgers. 1986; 17); in other words, we focus on the semantic and communicative dimensions (in order to have deeper information about this aspect, see Chapter 3). In terms of the actual material that is to be presented, some characteristics that were proposed within the communicative approach and that were also shared by the Multi-dimensional Approach, such as the role of affection, were intended to be included on the material. Furthermore, the fact of using different contexts within the material, similar to the ones that students have to face on a daily basis also contributed to the elaboration of communicative and relevant input.

Finally, the interactional view sees “language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals” (Richards & Rodgers. 1986; 17); in other words, interaction, conversation and even ethnic analysis become the focus of study. In terms of the actual material that is to be presented, there will be a strong emphasis on the activities that will be done in class and that imply interpersonal

interaction. Activities related to giving advice or suggestions to others as well as to share previous experiences will be included in order to include this view.

These views of language are present within the Multi-dimensional Approach in diverse scales. The first view of language, the structural and grammatical one, does not get higher relevance within the pedagogical context as it is not explicitly evidenced in the material. Actually in the material that will be developed, there will be no room for explicit grammar explanation; the material itself will serve as an extra opportunity for students to practice what is taught by the teacher and the core coursebook, lowering the work load of teachers who have to create extra materials to cover the shortcomings of the coursebook that has been chosen by the school. Now, the second and the third view of language get a different treatment within this approach. The functional view is represented in Multi-dimensional Approach by the fact of seeing words as the vehicle of our minds that along with imagination help students to convey meaning through their feelings and thoughts. Last but not least, the semantic part of the language is seen through the mental imagery, which along with the material gets to help students to experience and to feel, creative affective links and being able to perform social transactions with others, learning through their senses.

The second part of the approach is related to the theory of language learning. According to Richards & Rodgers (1986; 18), the theory of language learning has to account for two questions: What are the psycholinguistic and cognitive processes involved in language learning? and What are the conditions that need to be met in order for these learning processes to be activated? It is interesting to see that these two questions get to complement each other within the approach here presented as the conditions that are required for its realization have a direct effect on the psycholinguistic and cognitive processes of the learners. As it has already been said in

previous chapters, this approach maximizes the potential for learning by simulating the mental processes that are made when reading, talking or writing in the native tongue; this is done in the classroom by letting the students work along with experiential materials that enable a multi-dimensional representation of them. This just does not help “learners to maximize their brain’s potential for communicating in an L2 but it also maximizes their brain’s potential for learning” (Tomlinson, 2000). According to Tomlinson (2000), we can say that there are five different conditions that need to be met to enable the learning process and that were also taken into account in the process of text writing (see Chapter 3).

First of all, “making connections between a new experience and previous experiences is necessary both for communication and for learning to take place” (Tomlinson, 2000); thus, materials have to interact with the learner in order to make him or her associate its contents with daily life experiences he or she might have experienced in the past, creating a personal link with the topic being taught. Then, “relevance is a key factor in the gaining and paying of attention and in contributing to the deep processing which is essential for long term learning to take place” (Tomlinson, 2000); this aspect has to be also met as students will perceive the material and the class itself as something important that is worthy of attention and participation, making students active users that are fully involved with the learning process. To continue with, sensory imaging is another important aspect that has to be promoted to ensure a relationship between the material and the learner; “during language use in the L1 we touch, smell, hear and, above all, see things in our minds. If we do not experience such images whilst learning an L2, our learning will be impoverished and our ability to understand and produce the language will be impaired” (Sadoski and Paivio, 1994; Tomlinson, 1998^a in Tomlinson, 2000). The inner voice allows students to have an inner dialogue that facilitates the understanding of topics; furthermore, “developing an L2

inner voice not only helps learners to understand and to make themselves understood but it helps them to make the connections and to achieve the relevance which are crucial for learning to take place” (Tomlinson, 2000). Finally, paying attention to language use is relevant as it “helps learners develop language awareness and users of a language to achieve effect. This is particularly so if they have been engaged affectively and have managed to achieve connection and relevance” (Tomlinson, 2000); in addition, this enables the student to understand that there is an actual use for what they have learnt in the classroom, avoiding the fact of memorizing structures or vocabulary just to pass a test and justifying the whole process with the observation of a clear objective for all the practices that are being carried out.

4.2.2 THE DESIGN

The second stage that an approach has to face in order to become a method is the design. According to Richards & Rodgers (1986: 20) “*design* is the level of method analysis in which we consider (a) what the objectives of a method are; (b) how language content is selected and organized within the method, that is, the syllabus model the method incorporates; (c) the types of learning tasks and teaching activities the method advocates; (d) the roles of learners; (e) the roles of teachers; (f) the role of instructional materials”. As the approach that has been chosen does not count with a vast literature to base these aspects, they will be addressed from a general perspective, taking into account the material that is intended to be developed.

Following the previous outline presented by the authors, we have to delimit, present and specify the particular learning objectives that the approach intends to address. This is the time where the future method delimits the way in which it perceives language learning, being emphatic on the skills that it conceives to be more important to develop as well as the profile that

learners that are instructed within it are expected to have at the end of the instruction. Some of the aspects in there mentioned have already been addressed throughout this document; however, all of them will be briefly explained. According to Richards & Rodgers (1986) the objectives of an approach can be classified into two groups, process or product oriented. According to the authors, “the degree to which a method has process-oriented or product-oriented objectives may be revealed in how much emphasis is placed on vocabulary acquisition and grammatical proficiency and in how grammatical or pronunciation error are treated in the method” (Richards & Rodgers, 1986: 20). In the literature that was revised from the Multi-dimensional Approach was not explicitly stated the way that this approach addressed the objectives; however, as it has been stated before the objective that wants to be achieved is the one of providing the students with possibilities to practice specific content that was taught in class. Following this idea, we can argue that the types of objectives that can be found within the Multi-dimensional Approach are product-oriented as the process-oriented ones are relegated to other type of materials that see learning with a traditional perspective.

The second aspect that has to be taken into account is how language content is selected and organized within the method, that is, the syllabus model the method incorporates. According to the authors, “decisions about the choice of language content relate both to the subject of matter and linguistic matter. In straightforward terms, one makes decisions about what to talk about (subject matter) and how to talk about it (linguistic matter)” (Richards & Rodgers, 1986: 21). In the case of this practice-based project, the content is not standardized and is not guided by parameters of the method. The material that is here presented found its content from a series of entries that were reported on a teaching journal and that gave the designers an overview of the contents that had to be covered with the material; however, the way they were presented was

completely different from the one that was reported. (For further information about the contents that were selected, see chapter 5).

The third aspect that has to be taken into account is the types of learning tasks and teaching activities the method advocates. According to the authors, “The objectives of a method, whether defined primarily in terms of product or process, are attained through the instructional process, through the organized and directed interaction of teachers, learners, and materials in the classroom” (Richards & Rodgers, 1986: 22). It is in here, that it is evidenced that the objective that a method intends to achieve with its material, will directly influence the type of activities that the material will present as they will be the ones in charge of accomplishing the goal. As it has been shown above and in the previous chapters of this document, the way that the activities and the texts (as well as the input) were developed followed the theory exposed within the Multi-dimensional Approach, which followed specific guidelines and principles in order to result with activities that represented the essence of the approach.

Fourthly, the roles of the learners are also specified. According to the authors, “A method reflects explicit or implicit responses to questions concerning the learners' contribution to the learning process. This is seen in the types of activities learners carry out, the degree of control learners have over the content of learning, the patterns of learner groupings adopted, the degree to which learners influence the learning of others, and the view of the learner as processor, performer, initiator, problem solver” (Richards & Rodgers, 1986: 23). In this order of ideas, the student is the focus of the material that is being developed and presented. The main interest of the material is to satisfy the students' needs that were identified; thus, the activities that will be presented will mostly be free as students will have the chance to openly and objectively express what they feel or think. Apart from that, the students will be asked to work both, by themselves

and by groups. The student is definitely seen as processor, performer, initiator and problem solver. In addition, some of the roles that are proposed by Johnson and Paulston (1976 in Richards & Rodgers, 1986: 23) and that can be applied to this project are the ones of: Learners monitor and evaluate their own progress (by taking the little self-evaluation present every four classes); Learners are members of a group and learn by interacting with others (as it has been mentioned, there will be both individual and group work); Learners learn from the teacher, from other students, and from other teaching sources (as it can be implied and deduced).

Next, another aspect that has to be addressed is the role that the teachers also have within the approach, the classroom and even the material. As the authors argue, “learner roles in an instructional system are closely linked to the teacher's status and function. Teacher roles are similarly related ultimately both to assumptions about language and language learning at the level of approach” (Richards & Rodgers, 1986: 23). In the case of the material that was developed, it is not dependent on the teacher. By the time the material is used by the students, the teacher has already had his/her moment of action as it is his/her responsibility to teach the topic of each class. The sole's teacher role is to guide and accompany the process of doing the exercises that the material proposes to the students and to solve questions that can arise from them.

Finally, the role of instructional materials is unveiled. “The role of instructional materials within a method or instructional system will reflect decisions concerning the primary goal of materials (e.g., to present content, to practice content, to facilitate communication between learners, or to enable learners to practice content without the teacher's help), the form of materials (e.g., textbook, audiovisuals, computer software), the relation of materials to other sources of input (i.e., whether they serve as the major source of input or only as a minor component of it), and the abilities of teachers (e.g., their competence in the language or degree of training and

experience.)” (Richards & Rodgers, 1986: 25). In the case of our material, which is a printed physical material, its primary goal is to practice content. Furthermore, the material serve as a complement to the main coursebook that the school uses and that the researchers concluded, had some specific needs to address (see Chapter1).

4.2.3 PROCEDURE

Last but not least, the third and final stage that an approach has to face in order to become a method is the procedure. “At the level of procedure we are concerned with how these tasks and activities are integrated into lessons and used as the basis for teaching and learning. There are three dimensions to a method at the level of procedure: (a) the use of teaching activities (drills, dialogues, information-gap activities, etc.) to present new language and to clarify and demonstrate formal, communicative, or other aspects of the target language; (b) the ways in which particular teaching activities are used for practicing language; and (c) the procedures and techniques used in giving feedback to learners concerning the form or content of their utterance or sentences”. (Richards & Rodgers, 1986: 26)

Even though, the procedure stage gets its reason of being in the next chapter, which is the physical production, it is important to address the three aspects that are highlighted by the authors. The first dimension that is proposed by the authors is the one of the use of teaching activities. Within the 13 classes that are to be developed throughout the material, different types of activities were present. Students are exposed to dialogues (written and listened), writing exercises, speaking exercises and even exercises that imply the act of using the imagination and analyzing. This diversity of activities actually gets to accomplish the principles that have already

been exposed as a limited amount of activities will not allow dimensions like the affective or sensory one to occur.

The second dimension that is delimited by the authors has to deal with the ways in which particular teaching activities are used for practicing language. As it has been stated before, it is intended to use real-life contexts like the ones that students are exposed on a daily basis in order to make the language production and practice more natural and relevant to students, posing little challenges for the, to interact with the language in a different way. Within the activities that are proposed, students are asked to follow models and to produce authentic and personal output.

A casual day

Let me share my routine with you!

Read the following story and look at the images

My routine

In the morning I feel very happy, I kiss my mommy and take breakfast.
Then, I go to school and with my learning tools I feel very cool.
I have lunch at around twelve and along with my friends my day at school ends.
I go home and as soon as I get on the bus, I fall asleep just like a rock.
My mom always waits for me at the door so we can go to the candy store.
After that, I check my notebooks and I do my homework.
Later, I go to the park and with my friend Patt, we both play with cars.
Finally, I eat some bread and feeling tired, I go to bed.

Let's do it

Now it is time to create!

1. Read the following "rhyme box".
Add three more rhymes

- Breakfast rhymes with class
- Class rhymes last or snacks
- Teacher rhymes with chair
- Classmate rhymes with date
- Homework rhymes with notebook

2. Take the box of rhymes, to write your own rhyme about

IMAGE 5. Sample of one of the pages of activities within the material to visualize the procedure of the approach.

The previously shown image shows one sample of one of the pages of the material. In there, the first two dimensions can be seen. Students are exposed to an initial reading (input) that presents the routine that the character Maurice has. This routine is related to the actions of waking up early in the morning for going to school, taking breakfast, going to class, returning home and playing. First of all, this initial reading is similar to the real routines that students have to face every day, which can actually catch the attention of the students; furthermore, the fact that the reading rhymes, contributes to this goal. Next, the second dimension is evidenced as it is time to practice with the language. Students are asked to take a look at a box that has different words that rhyme and they are asked to create some rhymes using the examples as guide. Finally, student interact with the language when they are asked to make part of a challenge that is creating their own routine and using the rhymes they have been provided with, as well as the ones they created.

Finally, the third dimension that is taken into account is the procedures and techniques used in giving feedback to learners concerning the form or content of their utterance or sentences. Every four classes, the students are given a space to self-evaluate their performance and the experience they had with the book; however, in terms of their output and the accuracy of the same, it is the teacher's duty to do so in the moment he/she believes to be the appropriate one and following the assessment guidelines of the school in which the material is going to be implemented.

Last but not least, a categorization of three different aspects was included in the way the activities were presented in the material. The three aspects that were delimited were the affective (identified in the material by the activities that have an orange background), communicative (identified in the material by the activities that have a green background) and cognitive

(identified in the material by the activities that have a blue background. Furthermore, the activities were also represented by different symbols that also gave a designed hint of the nature of each and single activity.

4.3 CONCLUSION

Once the texts were developed according to the different guidelines and principles exposed by the approach, it was necessary to look at the way the activities would be introduced and the guidelines that they would follow. In order to do so, the authors Richards & Rodgers (1986) were taken as a point of reference to argue in theory all the different pedagogic aspects related to the Multi-dimensional Approach. Hence, the approach was analyzed under the three different main elements proposed by the authors: the approach, the design and the procedure; some of the analysis done in this chapter had already been done on the previous chapter of the contextual realization, though. Within the first element, the approach, the main characteristics of it were reviewed as well as the elements that it has to fulfill in order to become a teaching method. Apart from this, the way language is viewed within this approach is also exposed and a short reflection on the availability of materials that follow the guidelines of the chosen approach is also made.

On the other hand, the design, was presented by following and applying the elements that theoretically encompass the approach and that have to deal with what the objectives of a method are; how language content is selected and organized within the method, the types of learning tasks and teaching activities the method advocates; the roles of learners; the roles of teachers and the role of instructional materials. As the Multi-dimensional Approach is still being researched and its characteristics are still being delimited, some of these aspects were exposed by analyzing

the practical elements that were obtained from theory, concluding on aspects such as the content that has to be presented and the passive but needed role of the teacher.

Finally, in the procedure, which is an element that has to be seen along with the physical production of the material, presents the way that we, the designers, took all the previously mentioned theoretical elements to actually perform and create different activities and exercises. For doing so, the principles of the Multi-dimensional Approach were retaken, as well as the guidelines proposed within the procedure itself such as the dimensions of the use of teaching activities, the ways in which particular teaching activities are used for practicing language; and the procedures and techniques used in giving feedback to learners concerning the form or content of their utterance or sentences. Furthermore, a sample of the book was shown in order to evidence how the aspects within the element of procedure were interpreted and illustrated within the proposed activities.

CHAPTER 5: THE MOMENT OF TRUTH

5.1 INTRODUCTION

The final stage of this project is related to the physical production, which will be presented as the final result of the investigation as well as the solution to the problems previously addressed. As it has been argued many times, this practice-based project follows the process of materials writing proposed by Jolly & Bolitho (1998); in the words of the authors, this stage contemplates the “production of materials by the finding of appropriate exercises and activities and the writing of appropriate instructions for use” (1998:112). Hence, this chapter will reveal all the aspects that were taken into account for the physical realization of the material that was developed; among these aspects we will focus on all the page planning, the outline of the complementary module, the elaboration of the module mock-up and the final illustrative and assembly process.

5.2 PAGE PLANNING

The page planning was the first stage that was addressed within the process of creating the material. In here, the school’s learning guidelines, the problematic facts that were identified in the first chapter of this document (Identification), the guidelines that are presented by the Multi-dimensional Approach and what is expected to be achieved according to the Common European Framework of Reference for Languages (CEFR) were the aspects taken into account. These aspects let us visualize and have an idea of the different topics and characteristics that our material should have and that would ensure, theoretically, accuracy and effectiveness.

As it was previously mentioned, the first element that was taken into account within the development of the material was the school's learning guidelines. For this, the pedagogical approach of the institution was reviewed. According to the information published on the school's webpage (which will not be referenced due to the concealed identity of the institution) related to its pedagogical approach, it is stated that one of their main objectives is to help the student build knowledge, values and attitudes as well as meaningful knowledge. Based on that, students do not get knowledge in a passive way but they are given the tools to elaborate and to discover learning in a continuous way. Furthermore, the objectives that are set for all the different subjects delimit the necessity of a bilingual education in which practice is seen as a fundamental step within all the learning process as it enables reflection and innovation as well as interaction and social awareness. Plus, it is stated that students will be instructed within the frame of values such as respect, responsibility and honesty in which different spaces are given for students to achieve consensus and agreement. These aspects are really important within our project because as it has been previously mentioned, we want to give students an opportunity to practice what they have learnt in their classes with a complementary material that serves as a support for their process and that can be suitable as well as appealing to them, a material that implicitly gives hints about values and attitudes that must be present within any community in which people have interactions with others.

Taking into account the unconformity that both students and teachers have with the material that was chosen by the school and that is currently still being used; different surveys were carried out in order to find out what were those problematic facts that the existing material presented as well as the ideal of coursebook that students and teachers had (See Identification Stage).

Now, it was necessary to delimit all those relevant aspects that we, as material developers, must take into account to ensure that our material was based on the Multi-dimensional Approach proposed by Tomlinson (2000). This was done by reading the documents that exposed this approach and by making a list of all those guidelines that could be found so we could follow them in the outline of the final material.

The proposed material is intended to cover 17 classes. Four pages of the material (2 classes) are supposed to be made at the end of each week of class; thus, the material will be seen as a wrap up and as an opportunity to conclude and complete the topics that have been reviewed in the class. As exposed in the IDENTIFICATION STAGE (Chapter 1) in this practice-based project, a chart was developed to show all those facts that needed to be addressed in the English class and that the material had to cover. As it has already been said, the material will follow the theoretical parameters of the Multi-dimensional Approach, which will foster both, the learning of the target language as well as the instruction on values. The latter one will be implicitly done through the exercises as well as activities proposed throughout the book. As it is intended to replicate the mental processes performed when reading or writing on the mother tongue, the material will be based on the five principles of the approach exposed and explained by Tomlinson (2000):

1. **Affect** is the key to understanding and to learning. Affective and emotional experiences are likely to be more meaningful and more fully understood than experiences in which affect is not involved. Affective appeal is therefore a pre-requisite for effective communication and for durable learning to take place.

2. **Making connections** between a new experience and previous experiences is necessary both for communication and for learning to take place.
3. **Relevance** is a key factor in the gaining and paying of attention and in contributing to the deep processing which is essential for long term learning to take place.
4. **Sensory imaging** plays a vital role in the creation and understanding of language use and is instrumental in the making of connections and the achievement of relevance.
5. **The inner speech** is used in the L1 to prepare for and to interpret outer voice communication.

As the previous principles are the ones that set a path to follow in order to achieve a Multi-dimensional Approach material, all the readings, listening and activities that were presented had to follow them. This was done by playing around with what each principle implied. It is not possible to isolate principles and to include each one of them in single activities, though; in other words, as the principles work along between them, the use of one implies the inclusion of another one. However, we will try to illustrate how the activities were planned in a way they could evidence these principles. Thus, affection was included on the material's activities by making the students react on different given situations that the character presented; furthermore, the students were asked to put themselves in the character's shoes and to express the way they would react and feel in the same situation. Making connections was also achieved by involving the students in different exercises that asked them to think about the experiences that he/she had faced in the past and by finding similarities with what the character or his/her classmates were going through.

On the other hand, relevance was introduced on the activities from the first moment as the use of a character with whom the students could be identified with brought relevance to the material. Furthermore, the fact of signing the material with the students' names also helped

creating a sense of ownership that may increase relevance that the students feel. Now, the relevance was mostly included within the material by using the real life contexts that the students are continuously immersed in (such as the school, the park, family, among others) as they may catch the attention; in other words, the material was planned so the students felt confident with it and somehow related to the same. Finally, the principles of sensory imaging as well as the inner speech were included on the material by proposing activities that implied the student to take some time to imagine him/herself in different given situations and to reflect on specific matters that could end up with a reflection of what students imagined and thought. Moreover, stimulation was intended to be involved by the inclusion of games as well as activities that enabled authentic interaction with the student himself and the others.

My Social Life

Let's do it **Now it is time to create!**

1. Draw and write to complete your own social profile.

Draw your cover picture

Draw your profile picture

My Nickname _____

My prefer place in world is _____ I feel _____

My funniest friends are

My top information

2. Share your profile with your classmates. Use "the chart likes" in page 20 to highlight your prefer profiles.

IMAGE 6. Sample of an activity that was included in the material and that reflects the inclusion of the principles of affection, making connections and inner voice. Students are asked to reflect about a topic in their lives; plus, they are also asked to make connections between the topic and

their own reality, in this case using the topic of social networks. Plus, activities like drawing also imply the use of inner speech as students are likely to use their imagination and inner talk in such type of activities.

The topics of the classes will be determined by the different topics that were observed throughout the internship and that were reported on the teaching journal. In this case, the topics will remain the same but the objective of the class will not be a grammar-focused one even when they both try to reach the same language objective; the difference, in this case, will be the activities and the material itself. As the mental processes that are made in the mother tongue are to be represented, a strong emphasis will be done on imagination, thinking and cooperative work. The set will have its own character which will be introduced at the beginning of the book; this character will be an animated animal. The first part of the module will be dedicated to the familiarization with the book as well as the introduction of the student to the character; students will have the chance to draw themselves, as they want, in one special page. After this, the student will be exposed to the lessons. All the exercises, illustrations and readings will be made by the designers.

As for the character that was introduced in the material, the idea was to have a sole main character that would guide the students throughout the whole material; thus, the idea of having a kid was discarded as it would be necessary to have two main characters, a boy and a girl so both genders of students could feel appealed. This was solved by choosing an animal, this idea allowed us to introduce a sole and unique character to the material with whom students could be identified with and no matter the gender and that could be seen as just another participant in the learning process of the students. Now, a monkey was believed to be the best option for a character as this animal is just like a kid, it is very active, with a lot of energy and curiosity. The name that was given to it was Maurice, and it was chosen as it was not typical within the

students' community, not giving the chance to the students to find a person in their classrooms that could have the same name and maybe ended up with the monkey's name as a nickname.

Last but not least, the Common European Framework of Reference for Languages (CEFR) was also taken into account. According to the school's standards, the students of fifth grade are working towards the achievement of an A2 level. Then, all the guidelines related to the understanding, speaking and writing areas exposed by the CEFR so the activities proposed in the material could work towards that goal.

IMAGE 7. Outline of the page planner

Week 1	
WELCOME: The students are welcome. Character presentation and students will write their names. A bookmark will be given.	A CASUAL DAY: Present Simple. The routine will be used as a mean for practicing the tense. Rhymes will be used to give dynamism to the activity.
Week 2	
FACING A TROUBLE: Closure of simple present. Modal "can" to describe possibilities and suggestions.	BE POLITE: Modals to describe and give suggestions.
Week 3	
SELF ASSESSMENT: Students' reflections and comments on the previous classes.	NEW KNOWLEDGE: Modal "should" to give suggestions. Give advice.
Week 4	
RIGHT BEHAVIORS: Modal "should" to describe the right thing to do, in this case the right behavior someone has to have.	AMAZING GIFT: Present Simple and use of "must" to express probability.
Week 5	
SELF ASSESSMENT: Students' reflections and comments on the previous classes.	MY SOCIAL LIFE: Simple past. Express personal features.

Week 6	
LET'S MAKE FRIENDS: Simple Present, simple past and modals.	WELL DONE: Simple past and past continuous. Imaginary situations using "would".

Week 7	
SELF-EVALUATION: SELF ASSESSMENT: Students' reflections and comments on the previous classes	WE ARE EQUAL: Foster values implicitly by using cases that can be presented in the students' context.

Week 8	
ENJOY YOUR FREE TIME: Simple present and continuous. Questions in simple present.	WHEN I GROW UP: Will for expressing the future.

Week 9	
SELF EVALUATION OF THE WHOLE MATERIAL	

5.3 OUTLINE OF THE COMPLEMENTARY UNIT

The outline of the proposed material followed the guidelines exposed by the Multi-dimensional method, proposed by Tomlinson (2000), which is intended to achieve long-lasting learning by appealing to the natural mental processes that are present when thinking and producing language in the mother tongue.

It is important to make clear that the material itself does not provide grammatical explanation of any topic; however, it gives the student a space for practicing and working with what has been taught by the teacher. The designers are not trying to replace the existing coursebook that the school has chosen for its students; on the contrary, they are trying to cover the apparent gaps that the coursebook presents and that have already been exposed by introducing

a material that handles a different method which does not focus on grammar but on the student and their capacities to work with the language. As McGrath argues, coursebooks are the main determining factors in deciding what to teach, how to teach and in what order to teach (McGrath, 2006); apart from guiding all the learning process of a class, we believe that a material should motivate students by presenting itself as an interesting and appealing way to learn, practice and discover knowledge, that is basically the goal that we want to achieve with our material.

Now, the mechanic that the material follows is the following. The material is intended to be worked on at the end of the week or whenever a topic has been explained and taught to the students. Its outline was made according to what could be registered during the internship in terms of the different topics that the students were facing every week. In that way, the material presents an opportunity for the students to get out of the established class routine and practice what they have learnt in contexts that can be similar to their lives as well as previous or actual experiences. The teacher will direct the way that the students advance in the given material, and he/she will no longer be the focus of the class as students will be required to practice and interact as much as possible.

5.4 ELABORATION OF THE MODULE MOCK-UP

The process of the book's mock-up represented the whole creative process in which the designers will have to plan how the final product would look like. According to Hill (2013) one of the biggest problems that coursebooks have is that the authors "... unless they specifically provide a brief for a particular picture for use with an activity, leave the rest of the production process up to the editors and designers, and it is at that stage that the decorative images are

usually added” (Hill, 2013:160). This is why the activities as well as the illustrations of the background and the characters that would be introduced were planned, designed, hand-drawn in drafts by the designers so they could finally be illustrated by an specialist. Not only were the activities planned, but also the instructions for them as well as the overall presentation of each small set of activities. In order to carry out this process, the page planner was taken as a first stage of the process; then, a first initial draft was made in paper so the project’s adviser could check and correct; after that, a graphical designer was included in the team so they could illustrate draft for the first final draft; the latter one was then presented again to the project’s adviser so final correction could be made; finally, the correction were included in the final product. As the material was intended to appeal and interest the students, it was decided to work with both pictures of real objects as well as software that could blend both worlds, the real one with the virtual one into the final material.

As for the character, Maurice the monkey, it was decided to introduce a puppet which could bring an idea or sense of reality; a series of pictures were taken to the puppet so the designers and the illustrator could have a database from which photos could be introduced in the final material. The following images show all the creative process that was carefully explained above, starting from the raw drafts and corrections until getting to the final product.

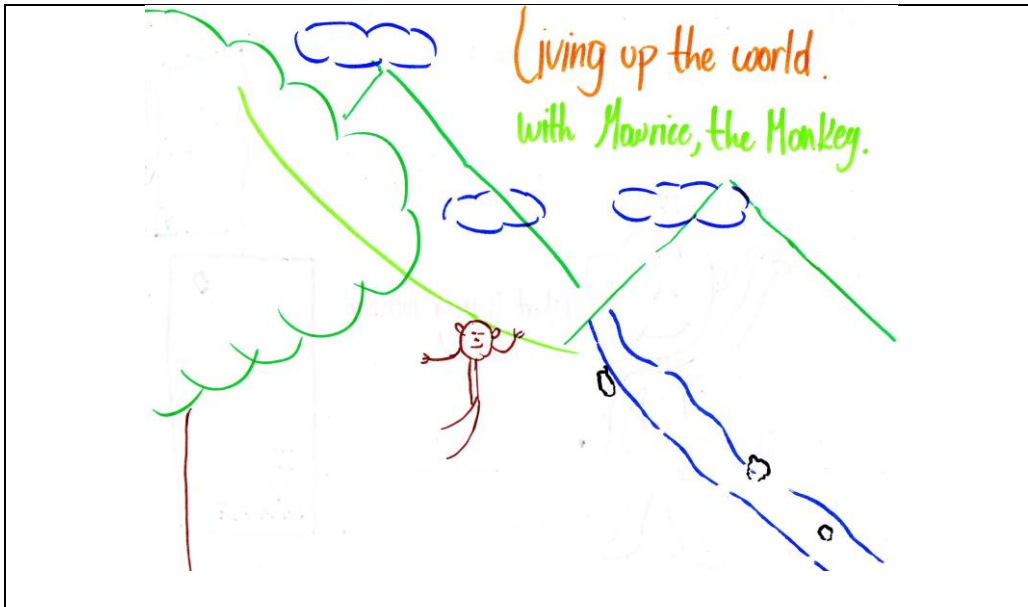


IMAGE 8. First manual draft of the material's cover. The character is placed in the center of the cover and the background (mountains, clouds and even the title are introduced).

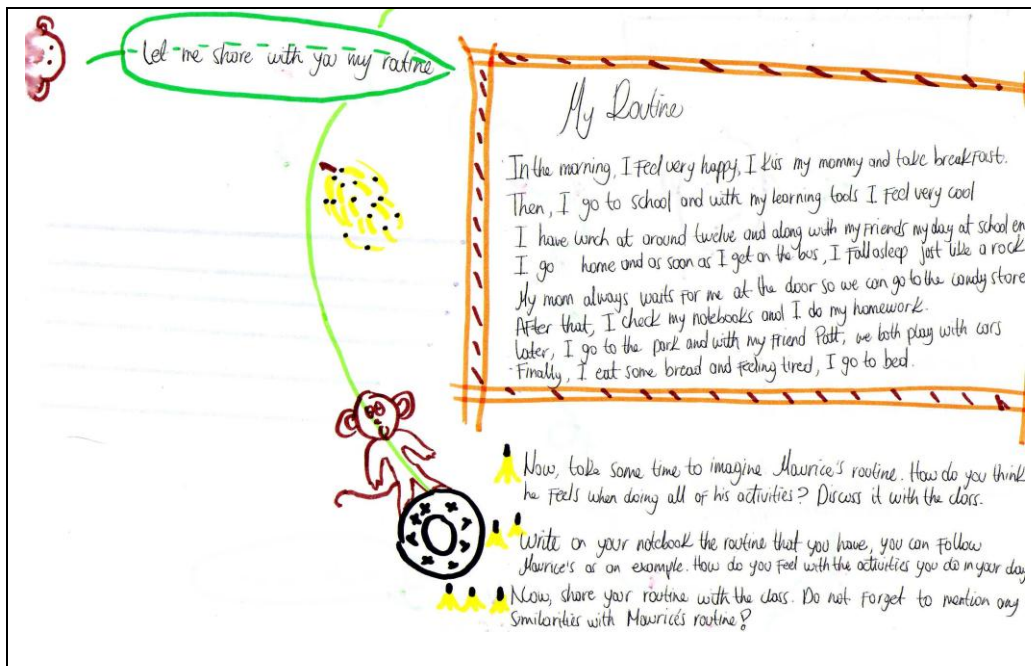


IMAGE 9. First manual draft of one of the activities proposed on the material.

The previous images show the first draft of both the cover and one of the pages of the materials that contain some activities to develop in class. Please note, in the first image the character as

well as the distribution of the material's information on the cover. On the second image, please note the distribution of the reading as well as the exercises that follow based on it.

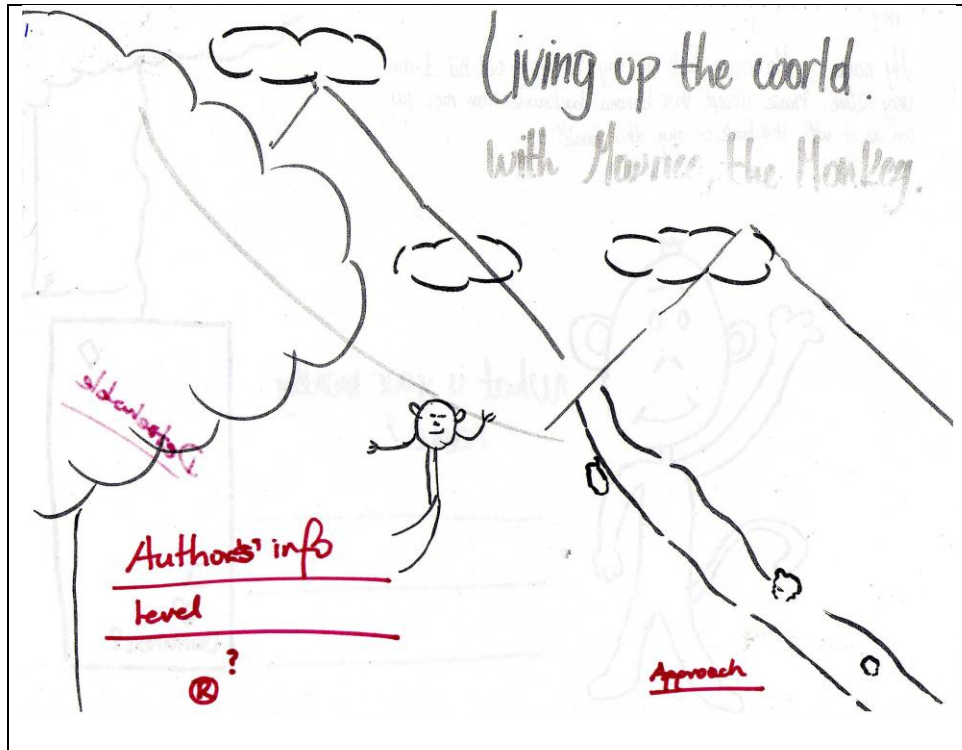


IMAGE 10. First round of corrections presented by the project's adviser about the material's cover.

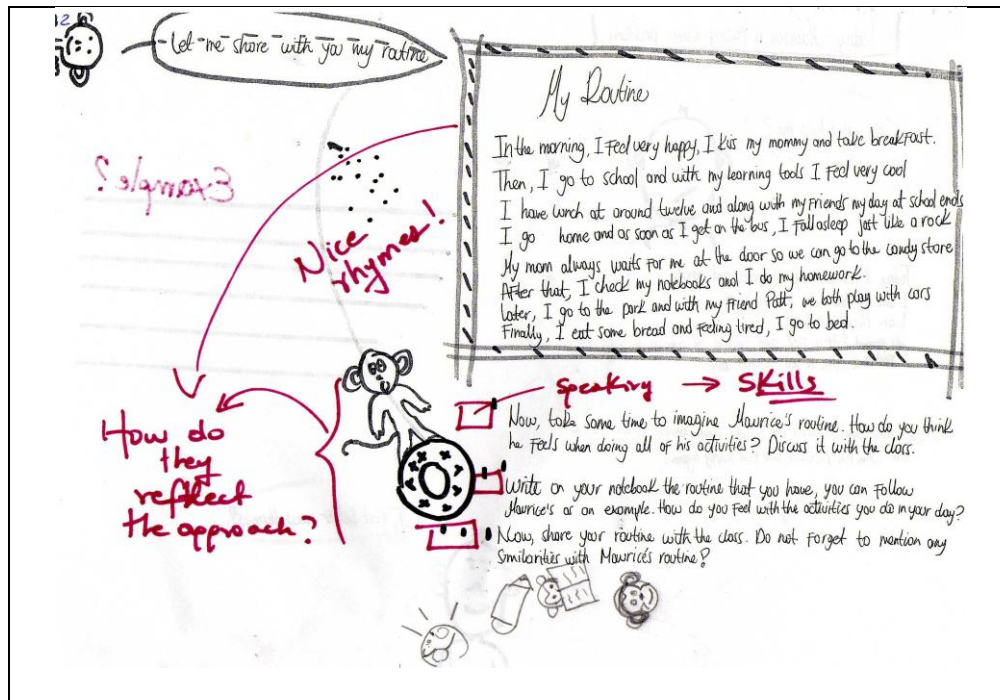


IMAGE 11. First round of corrections presented by the project's adviser about one of the pages of the material.

The two previous images show the first round of corrections made by the project's adviser. Please note that the corrections that were made addressed both the organization (Look at image 12 where a numeric order is suggested for the activities proposed) of the page as well as the instructions for the students. Plus, the project's adviser proposed to include some information that had been ignored (Look at image 11 where the author's info was not included as well as some specifications of the material that are also needed).

5.5 ILLUSTRATIVE PROCESS

As it was previously mentioned, a graphic designer was included in the team. The designers had the great of opportunity of finding a creative designer who contributed with great ideas in terms of the illustrations. After each meeting with the project's adviser, a meeting was set with the project's illustrator so she could be familiarized with what had to be illustrated; furthermore, we as material designers, played also an important role within this process as they

helped with the process of taking pictures and the making of the realia that was included in them. Once the first draft was illustrated and corrected in paper, another meeting was set with the illustrator so the final corrections, introduced by the project's adviser and us the material designers, could be introduced in the last and definitive version of the material.

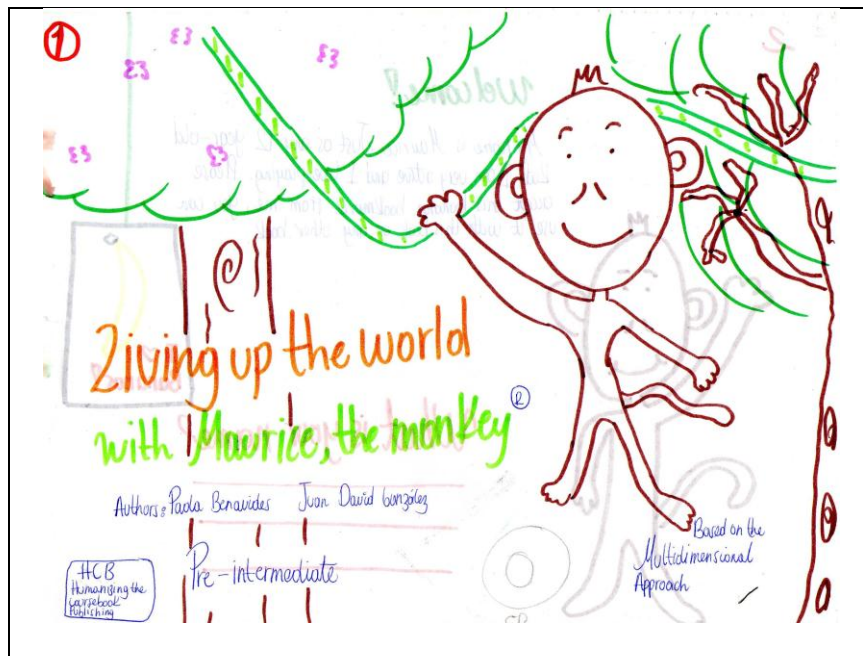


IMAGE 12. Another manual draft is made, this time including the different suggestions that the project's adviser did on the first manual draft.



IMAGE 13. First illustrated version based on the manual draft that included the first corrections that were made by the project's adviser. This draft was also sent to the project's adviser for further corrections.

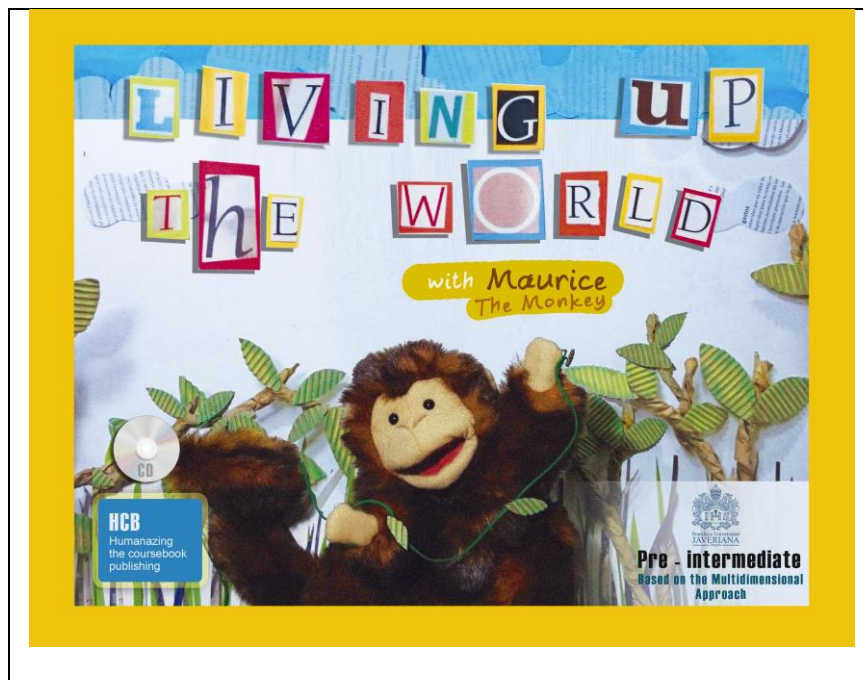


IMAGE 14. Final version of the material's cover.

Please note the liana, which on the image 14 was around the character's hands, giving a sensation that the character was trapped. Now, on this final version on image 15 the liana is being

held by the character in a different way. The name of the character also has a yellow background that highlights it. Finally, the logo of the university is included and the chart that presents an imaginary publisher changed colors.

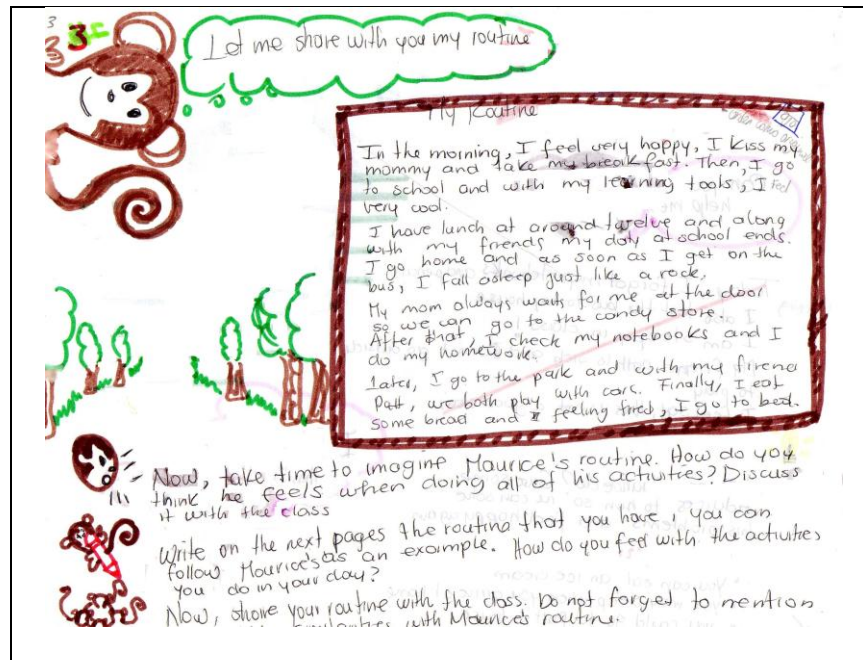


IMAGE 15. Draft made by hand including the first round of corrections that the project's adviser suggested.

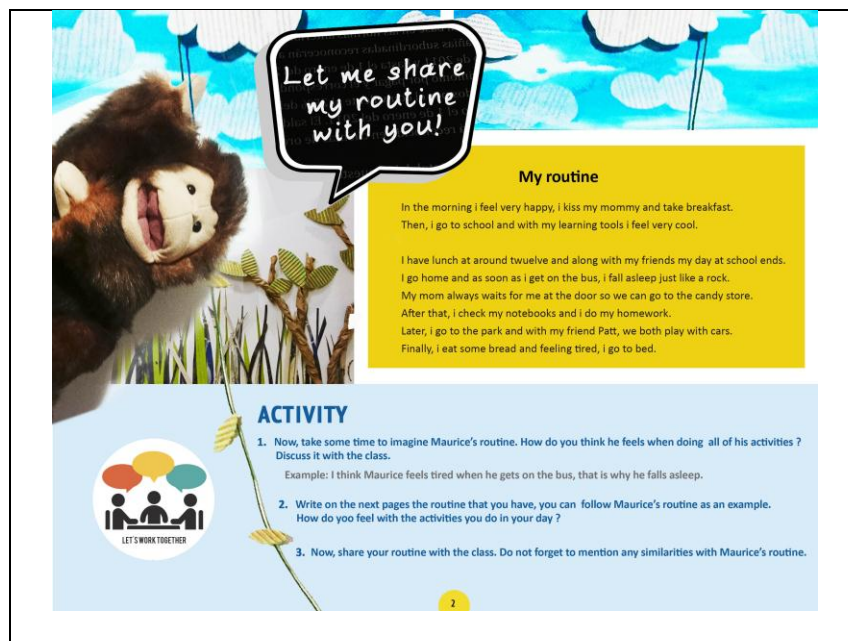


IMAGE 16. First illustrated version based on the manual draft that included the first corrections that were made by the project's adviser. This draft was also sent to the project's adviser for further corrections

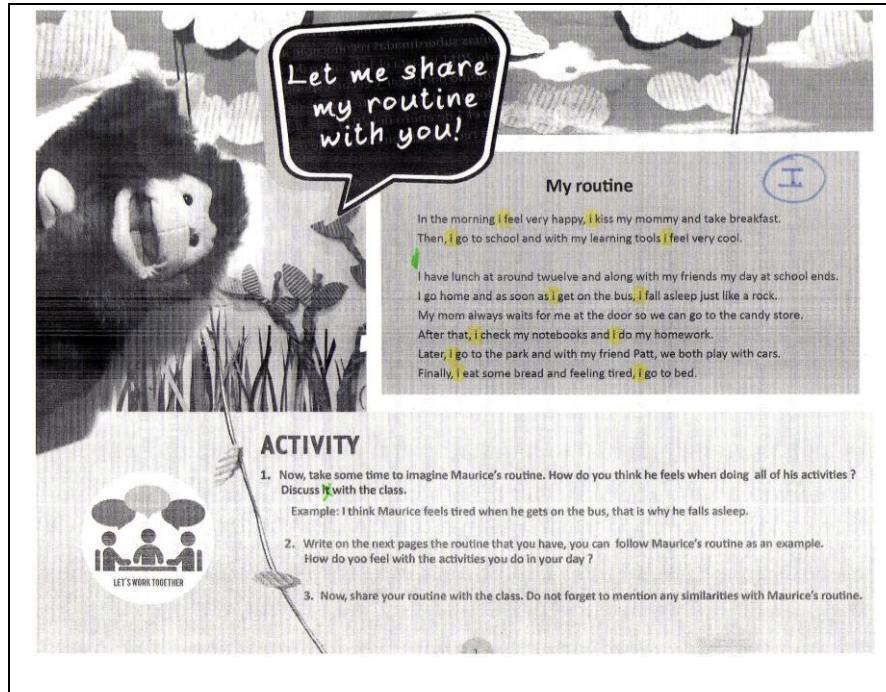


IMAGE 17. Second round of corrections.

As it has already been stated, within the illustrative process there are two moments in which the project's adviser corrects possible mistakes that could have been made. Thus, in image 18 it is evidenced the last corrections that were highlighted before the final version of the material was ready. This allowed us to solve and identify possible mistakes that either the graphical designer that was involved in the process or the used software could have made. Image 18 shows a common mistake that was present in different pages of the material in which the software omitted the capitalization of the pronoun "I". In the specific case of this page, it was decided to reevaluate the principles of the Multi-dimensional Approach and to apply them in the final version, as shown next.

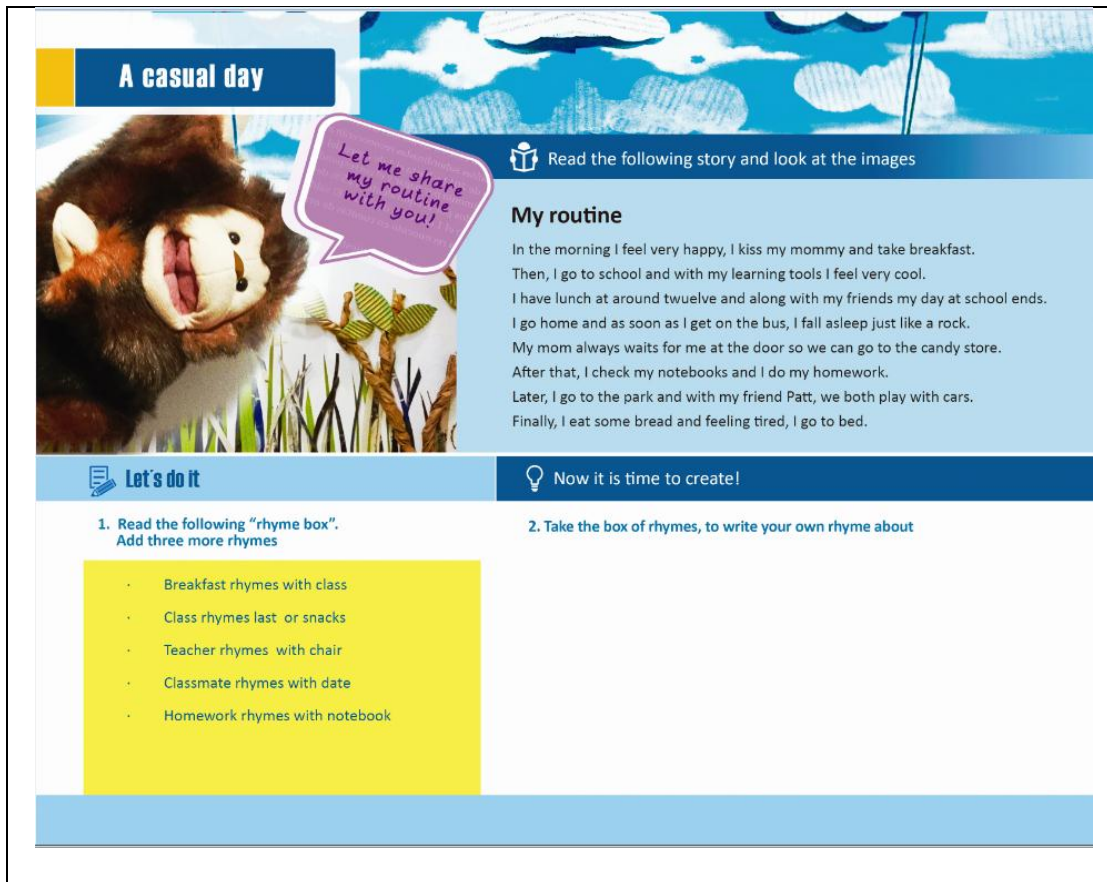


IMAGE 18. Final result of the creative process, after two rounds of corrections.

5.6 ASSEMBLY PROCESS

Finally, the assembly process was performed by joining the cover of the material to the pages containing the different small set of activities. Plus, in between the different units, and when required, blank pages were also introduced in order to facilitate the solving of the activities that were proposed in the material. A CD was also glued to the back part of the material; this one contained all the audios that were needed in some of the exercises.

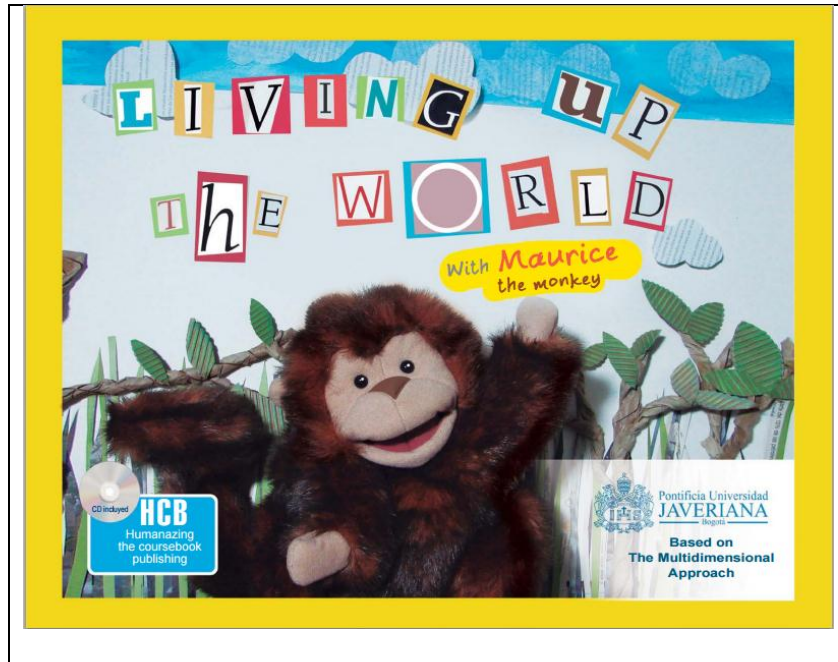


IMAGE 19. Illustration of final product.

5.7 CONCLUSION

The creative process that was carried out to get the resulting material that is presented in this practice-based project started by the identification of different needs that the students as well as the teachers had about the materials being used in their classes. Later, the material started to be planned and drafted according to the class and topic schedule that was registered throughout the internship that was carried out by the designers; most important, this draft was performed within the guidelines that were proposed in the Multi-dimensional Approach. Being said that, it was the designers' duty to be creative and plan as well as craft different instructions, activities and even the realia that could give life to the material.

CHAPTER 6: FINAL THOUGHTS AND CONCLUSION

This last and brief chapter intends to reveal and evidence the main achievements that were obtained on this practice-based project as well as the acquired knowledge derived from it. Furthermore, the contributions and suggestions for further investigations or projects that could deepen the lines of research of the degree of *Licenciatura en Lenguas Modernas* of the Faculty of Language and Communication of the Javeriana University are also taken into account.

First of all, the main goal that was stated at the beginning of this practice-based project was achieved. This means that a material was developed following the framework for materials writing proposed by Jolly and Bolitho (1998) and more importantly, evidencing the guidelines and principles of the Multi-dimensional Approach, proposed by Tomlinson (2000). In order to do so, literature related to the Multi-dimensional Approach was read and depurated in order to delimit specific characteristics that the module as well as its activities should have, resulting in a material that the teachers of fifth grade of a private school located in Bogota (Colombia) could use to complement their classes. As this material addresses the identified needs and problematic facts that resulted from the students and teachers' experience with the school's coursebook, the presented material gives the students the chance to practice the topics that they have learnt and that covers the period of time of nine weeks. The impact that this has, apart from contributing to the learning of the students, is the ability that it has to lower the work load of the teachers as the need of creating extra materials to cover the coursebook's gaps in the classes is covered.

Before deepening on the aspects that were of importance within the materials development process, it is necessary to highlight the importance that the framework for materials writing proposed by Jolly and Bolitho (1998) had in this practice-based project as it did not only

guided the process of developing the material but also the whole document in here exposed. We, the designers, wanted to propose something different not only with the material was going to be developed, but also with the way we would introduce and present it.

Now, from a detailed and careful revision of the English classes that the students had for a period of time of 6 months as well as the usage of informal conversations and enquired, it was possible to conclude that both the teachers and students had a feeling of inconformity with the book that had been chosen by the institution to be used in the English classes, arguing that it was not suitable for the students' level. In the same way, there was not a viable solution to the problem as the school refused to change the coursebook, causing the teachers to dedicate more or their free time to plan extra exercises and even guides to work in class. Thanks to these findings that were obtained, the designers could conclude that there was a need to face and more importantly a situation of interest of the teachers and students for a complementary material that could face these problematic situations. Now, it was decided to make this possible by leaving aside the traditional teaching methods of teaching English and by opting for a new and promising approach known as the Multi-dimensional Approach, which caught the attention of the designers.

Thus, the objectives that were set for this practice-based project did not only focus on the students and teachers' needs, but also on the task of contributing to the short literature related to the actual samples of materials following the Multi-dimensional Approach's guidelines. This had a direct impact on the physical production stage, which required a lot of effort for the designers. Within this stage, five principles (Affect, making connections, relevance, sensory imaging and inner speech) of the teaching approach were taken into account to develop the module's content, readings, listening and activities; then, a character, that could indirectly represent the students and accompany them throughout the module, was also chosen. Finally, in the illustrative process, the

designers decided to mix photographs of real objects with digital illustrations that could end up with an appealing material; not only the designers decided what the content of the material would be but also how it would look like and they even got involved with the handcraft process of it.

Related to the acquired knowledge, we can argue that the experience of carrying out this practice-based project let us a great deal of knowledge related to the materials development field. These new encounters are related to the awareness that was developed about the importance of the elements that have to be taken into account before, during and after the developing process of a material that is intended to help students learn a second language. This is not only useful or vital within the Multi-dimensional Approach, but with any type of material that follows a specific teaching method.

Related to the contributions that this practice-based project represents, we, the designers, believe that the final result and outcome of it is that it can serve as a tool and even a guideline for both, students and teachers who are interested on how the Multi-dimensional Approach works and how a process of materials development can actually be carried out. We strongly believe that it is necessary that the materials really focus on the students' needs and expectations, not only the goals that are delimited by the institutions. Furthermore, we believe that designers as well as teachers must be at the forefront of the different new proposal that are presented within the field of Second Language Learning; that is why this practice-based project and the material in here presented contributes to the setting of a path for further designers and researchers who are interested on the development of materials that follow this fairly new approach, facilitating their duty and giving a reference to take into account and to look at.

Finally, we suggest this field and approach to be deepened in the research and production of samples and materials as well as on studies and projects that actually cover the last two stages of the materials writing process presented by Jolly and Bolitho (1998) and that are those of Student use of materials and Evaluation of materials against agreed objectives; in other words, it is needed to evaluate the degree of effectiveness that the use of these materials can have within a real classroom and with real students. What we have done in here is just giving a little brushwork that may hopefully bring awareness on this approach and trigger further research that can unveil more and more details of this approach as well as bringing objective discernment of pedagogical implications.

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ANNEX 1: INTERVIEW MADE TO ENGLISH TEACHER 1 (TRANSCRIPTION FROM AUDIO – MAY, 2014)

TEACHER 1 (May 6th, 2014)

Interviewer: I want to ask you about some aspects related to the coursebook that is being used. So, my first question is: Do you like the book? Do you believe it is a good material to use with the kids?

Teacher: I hate it! I hate it with all my heart...

Interviewer: Why do you hate it?

Teacher: Hmmm. I hate it because actually this school has a certain level, right? And the book is very low for the level that students have in here. It is not that the students know everything; they don't know everything but that book and the type of exercises are very low, right? So they don't have those challenging things that maybe other books have. We used to have in here this book ~~XXX~~ (name of the previous book) which was excellent. Now, I don't take this book as THE BOOK, right? That is a material, an extra work that does not work as it should, with my students. Thus, the coursebook is not the way I am teaching my students so I always have to design things.

Interviewer: And in terms of the content. What do you think about the coursebook that is being used?

Teacher: I hate it too. Well, the book is nice but it does not work for this school. I guess it would work in public schools, schools that have lower level.

Interviewer: So basically we are talking about the context as well as the complexity of activities...

Teacher: Right and the kind of vocabulary, the complexity of the activities, the type of grammar that is used in there. I am not native and you are not native, right? And students are not native so they need a better material to work with...

Interviewer: Thank you for sharing your thoughts.

Teacher: Ok.

ANNEX 2: INTERVIEW MADE TO ENGLISH TEACHER 2 (TRANSCRIPTION FROM AUDIO – APRIL, 2014)

TEACHER 2 (April 29th, 2014)

Interviewer: I want to ask you about some aspects related to the coursebook that is being used. So, my first question is: Do you like the book? Do you believe it is a good material to use with the kids?

Teacher: Well, now we have this book right here. Last year we had this book named ~~XXX~~(name of the previous book) and it was great! Because the book was better equipped for their needs so the readings, the vocabulary, the grammar component were very good; but this one, is very basic. I mean, yes it has some stuff but as you have seen they finish the activities like this (snapping fingers), they are not asked to think, to analyze and to put themselves in other contexts... The book is too easy!

Interviewer: If the book is too easy, why do not you propose to change it?

Teacher: Since this is the book they are using back in elementary school, from 1st to 4th (grade) so that meant that we had to use it too but we do not like it. We both know that at the end of the year, when we talk about the books and the materials and everything we do not want this.

Interviewer: So those are great news as it is probable that next year you are going to have another book...

Teacher: Hmmm, maybe not. I do not think so... I believe we will have to keep working with this one next year and next year too but yes that's what happens with this book. However, I do like the online platform of the book because we can take the kids to the computer lab but just because of that...

ANNEX 3: SAMPLES OF INTERVIEWS MADE TO DIFFERENT STUDENTS OF ENGLISH (TRANSCRIPT FROM AUDIOS - 2014)

Interviewer: Hi ~~XXX~~ (name of the student). I want to ask you a question. I want you to tell me what you think about the ~~XXX~~ (name of the book that is used) book that you use in your English class.

Student 1: Well, I don't like it very much and the Miss doesn't like it. It is too boring and simple. Just readings and nothing fun. I just like the stickers it have at the end.

Interviewer: Hi ~~XXX~~ (name of the student). I want to ask you a question. I want you to tell me what you think about the ~~XXX~~ (name of the book that is used) book that you use in your English class.

Student 2: It is the same that we use in elementary so it is no new. It is a little boring so we always use the guides that the Miss gives to practice the topics.

Interviewer: Hi ~~XXX~~ (name of the student). I want to ask you a question. I want you to tell me what you think about the ~~XXX~~ (name of the book that is used) book that you use in your English class.

Student 3: Well, we do not use it. Just like one or three times in the year... I think we don't have to buy it.