

DEVELOPING ESL TEACHING MATERIALS TO ENHANCE THE *LANGUAGE PARTNERS*  
PROGRAM AT DANVILLE CORRECTIONAL CENTER

BY

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THESIS

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## ABSTRACT

The current research is a Case Study which investigated the development of teaching materials as a way to enhance the quality of the *Language Partners* program, an English as a Second Language program resulting from the partnership between the University of Illinois at Urbana-Champaign and Danville Correctional Center through the Education Justice Project initiative. *Language Partners* is considered a unique ESL program integrated by a group of bilingual incarcerated men who devote their time and effort to teach English to speakers of other languages in the correctional as a way to promote social justice. These incarcerated men are supported by Graduate students and professors from the University of Illinois at Urbana-Champaign, forming a learning community worth replicating in other correctional institutions.

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## **CHAPTER 1**

### **INTRODUCTION**

The need for adult education has always been a challenge in modern society. Educating adults is an antagonistic process to what common belief addresses as conventional education, that is, the formal academic training that individuals get from the earliest years of their lives. According to Lindeman (1989), adult education “helps adults gain the knowledge about their powers, capacities, and limitations that is necessary to gain true freedom and to sustain/rekindle their creative spark throughout their lives.” (p. 44). In other words, adult education targets adults’ appreciation of their surroundings and their particular situations, thus encouraging them to learn, helping them to re-discover their cultural values, and providing them with tools to focus their creative power which comes from their own life experiences. This makes adult education a very complex process which involves a high level of awareness from both learners and instructors pertaining to the needs, goals and strategies required to achieve the desired education quality.

The intricacies of adult education become particularly evident when it comes to minorities in special conditions. One example of this is adult education in prison. In this scenario, two major challenges take place. On the one hand, inmate learners face strict limitations regarding access to educational information and permitted interaction with other inmates and visiting teachers. On the other hand, visitors who engage in the task of providing education at prisons may find the act of teaching itself

challenging when making pedagogical decisions; furthermore, the teaching process itself is usually very constrained due to prisons' regulations pertaining to educational matters.

In the United States, a considerable number of prisons offer educational programs in their facilities. According to the U.S. Department of Education, Office of Safe and Drug-Free Schools (2004), "As of June 2000, all federal and roughly 90 percent of state and private prisons reported providing inmates with access to educational services" (p. 8). However, these programs are sometimes thwarted by low investment in correctional education (Coley *et al.*, 2006). For some, investing in correctional education seems a mere form of providing incarcerated men with an amenity instead of a way to re-create individuals, from a social perspective. Despite the long discussion in society about whether or not correctional education represents a reward for prisoners, many prisons still offer a time and space to develop educational activities for incarcerated men.

In U.S. prisons, a significant part of the incarcerated population is made up of men coming from other countries, particularly from Spanish speaking nations. Many of them cannot communicate in the English language. Another group with low proficiency in English includes inmates born and raised in the U.S. whose parents came from another country. These two groups constitute the Limited English Proficiency population (LEP). Emmenecker (2003) claims that LEP population is rapidly growing owing to efforts made by the U.S. government against drugs, illegal immigrant offenders and terrorism, which have created a larger non-English speaking

incarcerated population. Such growth brings with it the need for teaching English as a second language in prisons. This need centers around two main issues: a) provide this special population with the necessary tools for interaction with prison authorities and other inmates and b) raise LEP's proficiency level in English so that they can access other educational resources within the correctional centers, ultimately seeking to minimize recidivism.

### ***Statement of the problem***

There exist a few programs devoted to teaching English as a Second Language (hereafter, ESL) in some prisons in the United States<sup>1</sup>. These programs have targeted the needs of inmates who need to become proficient in English in order to be able to get along with others while they spend part or all their life in prison. Even when teaching English seems to be a very important aspect towards the re-education of incarcerated men, the ESL programs are very limited in the United States. Therefore, this research seeks to provide an alternative to improve ESL programs at prison through the design of effective teaching materials that enhance the efforts made at prison regarding teaching English as a second language.

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Whereas the necessity of ESL instruction in prisons is highly recognized, there is little evidence of actual ESL programs at prison. Two examples of these are Washington County, OR (more information at <http://www.co.washington.or.us/sheriff/jail/jailprograms/>) and Carson City, NV (more information at <http://www.doc.nv.gov/?q=node/74>)

Among the reduced number of ESL programs at U.S. prisons, there is one program with particular characteristics that represents a model for other correctional centers: the *Language Partners* program. Language Partners is “an ESL program offered at the Danville Correctional Center, a medium-security men’s prison in central Illinois. ... [It] consists of incarcerated learners, incarcerated teachers, and volunteer teacher-trainers.” (Olinger *et al.* 2012, p. 68-69). This ESL program is conceived by its participants as a learning community in which each member has the opportunity and responsibility to work as a team member to accomplish the goals of the program, which range from developing proficiency in the English language of incarcerated learners to promoting social justice at prison and providing inmates with tools that can help them assimilate into society in the future.

The Language Partners program is one of the initiatives carried out by the Education Justice Project (EJP) at the University of Illinois at Urbana-Champaign. As stated in the website *educationjustice.net* (2015), EJP seeks to “to build a model college-in-prison program that demonstrates the positive impacts of higher education upon incarcerated people, their families, the communities from which they come, the host institution, and society as a whole.” Given its mission, EJP, particularly through Language Partners program, represent a strategic connection between the University of Illinois at Urbana-Champaign and Danville Correctional Center to promote social justice through the empowering of incarcerated men that look forward to improved life conditions during and after their incarceration.



Despite the great potentials of the Language Partners program, this learning community is constantly challenged by several factors regarding teaching at prison. These factors include, but are not limited to, a) teaching training needs of incarcerated men who teach the ESL classes, b) knowledge gaps regarding content (i.e. English grammar), c) unexpected prison lockdowns which interrupt class schedule and course planning, d) restrictions accessing teaching materials and technology within prison, and e) lack of teaching spaces for the growing incarcerated population that needs to learn English. Given the complexity of these factors, the scope of this research is limited to explore possible implications and applicability of developing teaching materials which targets specific needs of participants in the Language Partners program.

Tomlinson (2012) defines teaching materials as “anything that can be used to facilitate the learning of a language” (p. 143). Such materials include text, audio, visual and audiovisual information presented to the learners. Materials development requires careful consideration of approaches, designs and procedures (Harwood, 2010). This is the case if the desired teaching materials are produced from scratch instead of being the modification or adaptation of pre-existing materials. In the Language Partners classes, most of the teaching materials used in sessions are produced by the incarcerated men that take the role of teachers. These incarcerated men are known as *Teaching Partners* (TPs). TPs design materials that support their teaching during each three-hour session twice a week. For the most part, these materials comprise several isolated exercises to drill grammar content in every lesson.

Even when most Teaching Partners have taken an introductory course on teaching methods, they have not had formal training in teaching materials development.

Allwright (1990) and O'neill (1990), as cited in Kitao and Kitao (1997), point out that teaching materials have a great impact in teaching and learning. In this respect, faulty teaching materials and inappropriate implementation may not only take more time and energy from both teachers and learners but also they may interfere with the learning process and even affect negatively learners' motivation towards the second language.

TPs in Language Partners have been teaching since the program started in 2011, yet their teaching experience is limited to almost two years of teaching without formal teaching training. Their professional support comes from graduate students and faculty members from the University of Illinois at Urbana-Champaign, who travel to the correctional facilities twice a week to accompany them with the sessions and give advice on their planning and performance for the current and following class session. However, TPs continue to experience difficulties in their role as teachers. One of the major difficulties TPs endure is the development of effective teaching materials.

Some of the issues affecting their materials development seem to be related to the need of a theoretical framework that orients their materials design, TPs' limited skills on content organization within their materials, limited task repertoire and uncertainty about the role of learners and teachers during implementation of teaching materials.

Developing materials to teach English as a second language in the Language Partners program requires the TPs to be able to differentiate among a number of elements that

will guide their choices when creating teaching materials. The first aspect to be considered is their conception about what teaching a second language. In other words, TPs need to be aware of the well-known dichotomy between teaching the second language in context and simply teaching explicit grammar structures of the second language. The second element is the role of the teacher and the students in the learning process. In this regard, TPs need to realize if their teaching favors a *teacher-centered* class or a *learner-centered* class, which will ultimately determine their tasks design. The third element is the learning approach that meets their needs. Given Language Partners' auto-denomination as a learning community at prison, reinforcing a cooperative learning group approach is necessary. This approach will promote the interaction to build knowledge through a task-based model to materials design informed by second language acquisition theories and language pedagogy. All of these elements will determine the effectiveness of the materials development and design.

### ***Purpose of the study***

The aim of this study is to enhance the Language Partners program by means of a set of tools for the development of effective teaching materials. These tools consist of a series of ESL teaching materials with descriptions about their design as well as suggested procedures for implementation in Language Partners sessions. These teaching materials are intended for Teaching Partners, that is, they are intended to serve as a model and as a guide for their materials development at prison. Improving

the Language Partners program represents a way to enhance the quality of education at Danville Correctional Center and setting an example for other correctional centers that offer English as a Second Language programs in their facilities.

### *Need for the study*

Limited competence in teaching materials development may undermine the process of learning English as a second language. If Teaching Partners in the Language Partners program are not well-trained to help learners develop communicative competence through the implementation of meaningful teaching materials, all their teaching practices may be affected, leading to a negative, disproportional outcome of the ESL program. In other words, deficient teaching materials may have a tremendous negative impact not only on learners but also on teaching partners in the Language Partners program, who are likely to experience lack of motivation to teach, frustration when their materials do not produce the expected outcome and tiredness caused by the extra effort to make their materials work.

The Language Partners program is composed of eight bilingual incarcerated men (Teaching Partners) that lead the ESL classes. TPs are enthusiastic about their role. They devote time to do lesson planning and to develop teaching materials. Also, they team-teach in most of the lessons, and they provide feedback to each other about their performance in the classes.

Despite their genuine interest in carrying out the program efficiently, their limited training on teaching is occasionally the cause of ineffective practices that affect the language learning process in the students, namely, Learning Partners. One of the major limitations is their difficulty in developing and designing effective teaching materials. Such difficulty can be reduced by the creation of a set of teaching materials that will work as a guide that orients future materials development. This set of materials should consider not only the needs and goals of the learners but also the learning community nature of the Language Partners program, and include relevant notes for their implementation.

### *Significance to the field*

The current study provides some insights about teaching ESL in prison in Illinois. It helps to recognize and understand the specific needs and goals of incarcerated English language learners, thus allowing the selection of appropriate theoretical frameworks and tasks that orient ESL instruction for these learners. Likewise, it represents a foundation for a better understanding of the development and design of effective teaching materials to support ESL instruction in a correctional center.

The current study has both a local and extended impact in Teaching English as a Second Language. It provides a sample of effective materials development for incarcerated men in the state of Illinois. Furthermore, this type of materials can be

replicated and used in other correctional centers with similar ESL programs to the Language Partners program.

This study contributes to the limited literature that exists currently about teaching ESL in prison. In this regard, it represents a background study that invites future research not only in the development of teaching materials but also in their implementation and assessment.

### ***Research questions***

1. What are the potential positive implications of developing teaching materials to support ESL teaching at Danville correctional Center?
2. What types of teaching materials can be feasibly developed and implemented at the correctional center?
3. What do Teaching Partners need to know in order to improve their ESL teaching materials development and design?
4. What do effective teaching materials for the Language Partners program look like?

## CHAPTER 2

### LITERATURE REVIEW

This chapter discusses the previous studies related to the current research and the theoretical foundations that support it. It is divided into two sections: *Related Work* and *Theoretical Framework*. The first section presents a literature review on prison education, teaching English as a Second Language (ESL) in correctional settings and previous research on teaching materials development for a language class. The second section discusses effective approaches to teaching ESL in prisons and effective principles of teaching materials development for ESL programs in prison.

#### **Related Work**

##### *Prison Education*

Educated citizens are less likely to get involved in crime. According to Lochner and Moretti (2001) and Davis *et al.* (2013), schooling has a positive impact in reducing criminal activity and arrest. Unfortunately, an important part of society does not have enough access to education before they engage in criminal activity and end up in correctional centers for various reasons. After release, a considerable number of offenders commit new crimes and go back to prison. However, offenders that engage in education programs at correctional centers seem to be less susceptible to recidivism (Fabelo, 2002). Yet, prison education seems to have been neglected.

Even when prison education is a legal right according to law and it is accessible for most inmates in Europe and the United States (Council of Europe, 1990; Klein *et al.*, 2004; Federal Bureau of Prisons, 2015), research challenges the efficacy of correctional education due to elements such as budget constraints and poor public policy issues (Spangenberg, 2004). Nonetheless, a number of research studies show positive evidence that education in correctional centers can be a springboard to different benefits.

Bazos and Hausman (2004) showed the impact of prison education as a crime control program. This impact was studied through the comparison between the cost of prison education, carried on as vocational training and literacy development, versus prisons expansion to control crime. This study analyzed the number and cost of crimes committed annually by offenders who had not received education at prison. The findings were compared to data obtained from the several reports regarding recidivism reduction owing to prison education. Bazos and Hausman concluded that prison education is twice less costly than expanding prison capacity and twice more effective when it comes to control crime.

In their study, Katinaitė and Čibiraitė (2011) recognize that resocialization is the most important function of prison, and they aimed to identify the aspects of education that motivate incarcerated men to engage in education at prison. For this, a population of 107 incarcerated men were surveyed to find out their attitude towards learning and its potential impact in their life after release. Findings of this study reported that inmates participating in prison education viewed education as “a possibility to feel as



an important and acknowledged citizen” (p. 156), meaning, a way to successfully reinsert themselves in society and have a positive life. The study also reported that inmates' attitudes and participation in education at prison were influenced by the internal organization of prison education in custodial institutions and how education is promoted.

In his report titled *The Right to Education of Persons in Detention*, Muñoz (2009) addresses key elements to prison education. This report presented to the Human Rights Council of the United Nations points out that providing education for incarcerated people is a complex reality. In fact, prisons providing education are often reluctant because of the “considerable confusion surrounding its nature and objectives” (p. 7). Likewise, it states that education in prison has an impact on recidivism, reintegration and it increases the opportunity for future employment, and views education as a right of every incarcerated man.

The report presented by Muñoz (2009) recognizes that inmates face different individual, social, and environmental difficulties when they engage in education at prison. In this regard, it is up to Governments and all involved participants to become informed and improve their efforts in order to provide people in detention access to literacy programs, basic education, library facilities, and other means to overcome barriers and challenges and reduce the negative impact of incarceration.

The literature reviewed above points out that education at prison has a positive effect in reducing recidivism and helping incarcerated people get a purpose in life.

Unfortunately, there are not enough correctional education programs in the US, and

some of them are likely to function in precarious conditions, many times striving because of uncertainty about their goals, that is, whether they should be targeting rehabilitation and resocialization whereas prisons themselves are intended for punishment. In addition, funding issues have a very negative impact on the programs.

In spite of the difficulties that correctional education programs endure, the positive outcomes are reflected both in and outside prisons. Research reviewed above shows that an incarcerated population that participates in these programs are usually motivated and focused in their role as learners. After release, former convicted persons who participated in educational programs are more likely to re-integrate in society and get jobs. The outcomes of education at prison make correctional educational programs a field of study and space for social justice.

### ***Teaching English as a Second Language in Correctional Centers***

English as a Second Language (ESL) programs are part of education programs at prison, specifically in the Federal prison system as of 1997, as stated in the Federal Program Statement 5350.24 (Olsavsky, 2014). However, only a few prisons provide ESL instruction, leaving some incarcerated population deprived of opportunity to acquire tools for their future reintegration into society or even basic knowledge to interact and survive in correctional institutions. Even when research on teaching English as a Second Language in correctional centers is scarce, some studies show that teaching ESL at prison is possible and has positive outcomes.

There are reports of practices in ESL teaching at prison. Gardner (2011) describes her experience on the implementation of competition-driven writing activities in her ESL class at Maryland Correctional Institution in Jessup (MCI-J). The ESL program at MCI-J consists of two groups of 12 Hispanic incarcerated men, many of them being illiterate. One group attends the morning class and the other attends the afternoon class. As Gardner points out, learners in ESL programs struggle with capitalization, punctuation, spelling and grammar. The competition was introduced by forming teams who solved different exercises on the blackboard. According to Gardner, competition, rather than creating division or rivalry, is a way to motivate learners and promote an environment of understanding and cooperation.

Other studies in ESL instruction at prison have targeted specific aspects of teaching such as learners' and instructors' needs and program improvements. Gunn (1999) conducted a study at King County Correctional Facility in Washington State to find out the needs of learners and instructors in the ESL program. The subjects of this study were seven ESL male incarcerated learners and six ESL instructors. The results showed that learners have writing and pronunciation issues. In many cases, they were caused by learners' illiteracy and negative transference from their native language. For the instructors, the most relevant needs were represented in the lack of continuity in their class due to prison dynamics; that is, changes of policy, transfer of inmates, and cancellations of any kind. In addition, materials development was an issue given the theme-based imposed curricula at the correctional institution.

In her study, DelliCarpini (2006) addresses two fundamental issues that influence ESL literacy development in correctional centers. First is the assumption of a pre-

existing level of literacy. This assumption usually leads to poor results in the ESL actual teaching given that most incarcerated men test lower compared to the general population. Second are the goals of the ESL programs. Overall, prison education programs at correctional facilities measure their outcomes by the number of incarcerated men who obtain a General Educational Development certificate (GED) while they are at prison. In this regard, ESL programs are to help acquire the necessary skills to succeed in a GED class. DelliCarpinni suggested the implementation of a component in existing ESL programs which addresses the literacy development in the second language. This component should consider the general interests of the group, realistic goals, inmates' background knowledge of first and second language, and the natural order of second language acquisition.

DeChiaro and Tollefson (2015) report on the existence of a new English as a Second Language program in Pontiac, Illinois. This program has fifteen students who attend daily classes from Monday through Friday for two hours per session. The ESL program at Pontiac Correctional Center is oriented under the curriculum established by the Department of Corrections regarding their adult basic education program, which also includes math, social science and life skills. Little of this program is known in the current literature, both for being a new program. As reported by DeChiaro and Tollefson, this program is on hold due to budget constraints and State bureaucracy at the moment.

Unfortunately, there are only a few Teaching English as a Second Language programs in correctional institutions. Evidence seems to point at limited budget at

prisons, which affects money allocation for paying external ESL instructors. As a consequence, research on ESL in prison is scarce. The present study addresses one specific aspect in one of the existing ESL programs at a correctional center:

*Language Partners*. Rather than researching on the structure or functioning of the program, it aims at proposing a set of tools that will enhance the program.

### ***Materials Development for Language Learning and Teaching***

Teaching materials play a fundamental role in teaching English as a Second Language. They have been the target outcome for some research (Hermanson, 1988; Brown, 1994; Heikes *et al.*, 1998). A few researchers have even created lists of relevant materials, some including annotated bibliography, in order to assist ESL instructors in their teaching materials selection (Rowe, 1971; Di Gerlando, 1990). However, there is little research in teaching materials development in ESL, particularly in teaching materials design and their effect on adult ESL learners with special needs; namely, incarcerated men who need to learn English as a second language.

In her paper, Frank (1998) presents a brief history of instructional material development for English as a Second Language instruction in the United States. The paper reports on how teaching materials have been created following language teaching approaches over the last several decades. Audiolingual approach guided materials development in the early 1940s to early 1960s, followed by Transformational Grammar until the early 1970s. At this time, Total Physical

Response was used to support materials development. In the late 1970s, the Communicative Approach became the most popular approach. Starting early 1980s, the Process Approach was introduced, mostly for writing skill purposes. Other approaches have emerged since Frank's paper (Hart, 2003), yet some of the classic approaches are still present in English teaching materials. Nonetheless, as new approaches emerge, association between materials and approaches seems harder to identify.

For Tomlinson (2012), Materials development for language teaching and learning is rather a new field of research. It implies the production, evaluation and adaptation of materials and “the principles and procedures of the design, writing, implementation, evaluation and analysis of materials” (p. 144). In his work, Tomlinson presented a state-of-the-art report on Materials development for language learning and teaching.

Tomlinson (2012) signals the importance of three key elements: theory of language, language acquisition natural process and language use. Unfortunately, very few materials comply with the conjunction of all these elements. Most of the published work about teaching materials shows scholarship and theory but little empirical research. The empirical research such as Hinkel (2005) and (Ellis 2008) provide good insights on language acquisition, but they hardly give detailed account of the importance of teaching materials. The current research seeks to combine the three key elements pointed mentioned above with the experience of the participants in the research in order to develop effective teaching materials to enhance the Language Partners program.

## **Theoretical Framework**

### ***Communicative Language Teaching***

The Communicative Language Teaching (CLT) is the predominant approaches which emerged as a new perspective to language teaching different from classical Grammar-Translation approach, Direct Method and Audiolingual approach (Brandl, 2007).

According to Larsen-Freeman and Anderson (2013), CLT aims to develop communicative competence in the learners by acknowledging interdependence between language and communication. This means a connection between the language system, in its spoken and written form, and the interaction of participants in a context with communicative purposes.

Larsen-Freeman and Anderson (2013) point out that there are various principles that define CLT. These comprise the role of the teacher, the role of learners, the nature of interaction among participants in the learning process, techniques and teaching materials. These principles convey in a social context where balanced motivation, feedback and interactional strategies lead to effective communication.

In CLT, teachers play the role of facilitator. They are expected to promote communication at all times and monitor the process of meaning negotiation. On the other hand, students' role is to become communicators. This role requires students to take great responsibility for their own learning as they try to negotiate meaning through interaction, that is, finding ways to understand and be understood. The nature of interaction is determined by the participants themselves. In this regard, communication can be teacher-student and student-student. Whereas teacher-student

interaction is a way to orient students' participation, and at times it may target some linguistic accuracy, most communication activities seek to engage students in communicative tasks among themselves. Likewise, techniques seek to provide opportunities for communication through situations that require interaction. These techniques are enhanced by teaching materials that seek to utilize authentic language as used in real life communicative contexts.

For the present study, the Communicative Language Teaching Approach serves as a framework to language teaching in correctional settings with limited exposure to real life communicative contexts. In this regard, CLT approach provides guidelines to recreate communicative situations in the classroom to emulate real life use of the English language. This is particularly relevant to the teaching materials used in correctional centers. Such materials should effectively combine the communicative goals of the language programs and learners needs in their specific settings.

### ***Task-Based Language Teaching***

Task-Based Language Teaching (TBLT) is one of the communicative approaches to language teaching which developed from CLT. In Task-Based instruction, language learning focuses on meaning rather than form; however, form occasionally assists the construction of meaning under specific circumstances. TBLT implies the conception of the teacher as a guide that will help mediate learning, which is not done directly in class, but primarily based on the design of a set of integrated and sequenced tasks that allow students to be responsible and take control of their own learning; in other words, TBLT is a learner-centered approach. A task, according to Ellis (2003), can be



of two types: *unfocused* and *focused*. Whereas *unfocused* tasks aim at providing students with situations that prompt general free communication, *focused* tasks seek to get students engaged in communicative interchange where specific use of some linguistic forms are induced.

In TBLT the fundamental element to language learning is interaction. Through interaction, students find their way to negotiate meaning. Pica (1992 and 1994), as cited in Ellis (2003), indicates that this negotiation of meaning helps language learners to obtain comprehensible input, gives them the opportunity to receive feedback on their use of L2 and gives them the opportunity to be aware of their output, thus manipulating it and adjusting it towards a more efficient use of L2.

Learners also use interaction to learn and use a number of communication strategies, such as comprehension checks, clarification requests, confirmation checks, recasts, approximation, word coinage and transfer.

Task-Based Language Teaching is a very powerful approach to language teaching in correctional centers. It provides plenty of opportunities for creativity and learning in an environment of relaxation and engagement through contextualized interaction, carefully thought out by teachers. In this regard, TBLT represents an invaluable approach for ESL teachers at correctional institutions due to the particular restrictions and regulations inside these facilities, where classroom settings and language programs may experience some rigid, conditioned behavior from learners.

### ***Critical Pedagogy***

Critical theory is a philosophy of education based on the Paulo Freire's thoughts published in *Pedagogy of the Oppressed* in 1970. Freire (1970) described the education of his time as dehumanizing and the way in which the status quo was reproduced. In this regard, education was seen as a way of banking, that is, knowledge was merely to be transferred from the oppressor to the oppressed. In current education, this view is represented by learners seen as receivers and teachers as senders of information, respectively.

Freire claims for a dialogical Education in *Pedagogy of the Oppressed*. A dialogical education entails a process in which both teachers and learners interact without hierarchical roles in terms of who holds the truth about knowledge. This type of interaction allows for the exchange of experiences that leads to raising of awareness in learners at different levels. This dialogical philosophy then supports the idea of making students responsible and critical of what they learn and what they value and hold as truth in their lives.

Critical Pedagogy seeks to overcome self-depreciation, which according to Freire (1970) “derives from the internalization of the opinion of the oppressor...” (p. 63) often represented in statements such as “... they [the oppressed] are good for nothing, know nothing and are incapable of learning anything...” (p. 63). This trend of thought is likely to exist in education at correctional centers. In these institutions learners usually bear with burdens imposed by laws and prisons regulations, which may represent a way to punish inmates instead of a place for re-socializing individuals.

Critical Pedagogy applied to ESL programs play an important role in education at prisons. First, it allows learners to gain access to relevant information regarding social aspects in the target language. Not only does it help them understand better the culture of the target language but also lets them reflect on their own culture, language and values, thus transforming them into better individuals. Also, it provides a unique opportunity for learners to participate actively in the development of their education as it promotes constant occasions for teachers and learners to revise their progress and make meaningful changes regarding content, teaching style, interaction, teaching materials and assessment.

### ***Principled Approach to the Development of ELT materials***

The current research is informed by both SLA and language pedagogy. It was oriented by the Principled Approach to the Development of English Language Teaching (ELT) materials by Tomlinson (2010). As stated by Tomlinson, a principled approach consists of a series of principles to ELT materials development that are derived and linked coherently to language acquisition principles and principles of language teaching. Tomlinson proposes a set of six language acquisition principles, four principles of language teaching, and thirty principles of materials development. In this regard, the most relevant principles pertaining to the objectives, participants and scope of the current research will be considered.

*Language Acquisition Principle 1: “In order for the learners to maximize their exposure to language in use, they need to be engaged both affectively and cognitively in the language experience” (Tomlinson 2010, p. 88).*

In this principle, Tomlinson points out the importance of emotional and rational engagement from learners towards the language learning experience. The more learners feel compelled to participating in the process of learning, the more the positive outcomes achieved from their interaction in the target language.

In a second language program, one essential means to have learners exposed to the target language in use is the teaching materials implemented as part of the teaching process. In the Language Partners program, teaching materials play a fundamental role in language learning. Given the constraints with respect to interaction among incarcerated men at prison, effective teaching materials provide an excellent opportunity to trigger learners’ interest in the second language as they solve meaningful tasks that require logical thinking and involve affective reaction towards the content and the task itself.

*Language Acquisition Principle 2: “Language learners can benefit from noticing salient features of the input” (Tomlinson 2010, p. 93).*

Noticing implies the acquisition of the target language structures by noting the language form consciously (Schmidt & Frota 1986). In other words, learners are more likely to acquire the second language if their attention is high, which leads to awareness of language forms.

Learning English as a second language at a prison requires a great effort from learners to maintain a genuine interest in the process of learning the target language. Such an effort may be the result of the monotonous pace of their life at the correctional center, which somewhat affects learners' perception of the class as one more duty in their routine at the correctional. In this regard, the teaching materials used in the class play a great role in keeping the learners interest and attention. Teaching materials that prompt learners' cognitive and affective engagement in language tasks represent a means for learners to be exposed to language repeatedly, thus triggering their awareness of those forms.

*Language Acquisition Principle 3: "Learners need opportunities to use language to try to achieve communicative purposes" (Tomlinson 2010, p. 96).*

Learning a second language implies learners' active participation in situations that allows enough interaction. From such interaction, learners will naturally develop their communicative skills by giving and receiving feedback. In addition, they will be able to make generalizations about language in use, which ultimately become part of their cognitive scheme when using the target language.

Teaching materials that provide opportunities to use language in contexts play a fundamental role in ESL classes in a correctional center. In this teaching context, learners have limited opportunities to interact with other learners outside the classroom due to laws and regulations at prison. In this regard, materials that may enhance meaningful interaction in class are very valuable in the learning process. In

other words, the development of ESL teaching materials for incarcerated men should target a number of pair and group activities that prompt free interaction in English so that learners have the opportunity to develop their communicative competence.

*Principle of Language Teaching 1:*

The teaching should be designed so as to provide the learners with learning opportunities that will help them to develop educationally in the sense that they become more mature, more critically astute, more creative, more constructive, more collaborative, more capable, and more confident as a result of the course (Tomlinson, 2010, p. 96).

The teaching process is to target the learners' cognitive, social and affective development. Such process is to incorporate a series of activities that represent learning contexts where students can grow in their abilities to be creative and critical as well as in their capability to recognize the importance of working in pairs or teams to build their communicative skills.

Teaching materials that support the cognitive, social and affective development of learners are fundamental to the success of ESL classes at prisons. In this regard, the development of teaching materials for ESL at prison implies careful consideration of the factors that will guide learners to a mature perspective of their education beyond the ESL class and the social implication of their participation in a learning community at prison.

*Principle of Language Teaching 2:* "The teacher needs to be able to personalize and localize the materials and to relate them in different ways to the needs, wants and learning-style preferences of individual learners" (Tomlinson 2010, p. 96-97).

One of the most important elements that make teaching materials great tools to support the teaching process is their relevance to the particular context of the class. Such relevance is determined by the proximity of the content, topics, expectations, needs and particular characteristics of learners. The more the learners feel connected to the teaching materials, the more they will have a positive attitude and interest to what is contained in the said materials, thus speeding up the learning process.

The development of teaching materials for ESL programs at prisons is particularly keen to the specific features of learners and the learning environment. Effective materials development implies the consideration of learners' traits, such as their country of origin, their age, their purpose to learn English as a second language, their educational level background and their previous knowledge of the English language, what type of activities and tasks are interesting for them and what language skills they feel strong or weak about. Incarcerated men in ESL programs can easily lose interest in learning a second language due to the monotonous routine they live at prisons every day, which may undermine their purpose to master a second language. This is when personalized materials play a fundamental role in establishing connections between learners, topics and target language structures.

## CHAPTER 3

### THEORETICAL FRAMEWORK

The present research was conducted under the Case Study method. According to Vogt (1993), a Case Study consists of:

Gathering and analyzing data about an individual example as a way to studying a broader phenomenon. This is done on the assumption that the example (the “case”) is in some way typical of the broader phenomenon. The case may be an individual, a city, an event, a society, or any other possible object of analysis. (p. 30)

Likewise, Nunan (1992) indicates that “a case is a single instance of a class of objects or entities, and a case study is the investigation of that single instance in the context in which it occurs” (p. 79). Furthermore, he points out that a single instance can be “an individual teacher, a classroom, or even a school district... even be a construct such as an innovative teaching program” (p. 76). In accordance with the definition of Case Study, this investigation seeks to investigate how the quality of the English as a Second Language program at Danville Correctional Center can be enhanced through teaching materials especially developed and designed for the Language Partners program.

#### **Research design**

The current study was carried out in four stages. The *first stage* consisted of several informal conversations with key informants in the Language Partners programs.

These conversations in conjunction with my own experience as a Language Partners member for one and a half years provided the initial background on the ESL



pedagogical needs of the program. Following the conversation, a questionnaire was designed and implemented to collect data regarding teaching materials in the program. This data collection instrument was taken by faculty members and graduate students at the University of Illinois at Urbana-Champaign who are volunteers in the ESL program at Danville Correctional Center. The information obtained in the questionnaire was analyzed in order to determine the need for the development of teaching materials for the program and the relevant elements towards the design of the materials.

In the *second stage* the relevant literature review was carried out. For this stage, an extensive revision of previous research on education in prison, theories in ESL teaching and teaching materials development was conducted. The consultation of the literature on the current research was based on the results obtained in the questionnaire as well as the mainstream in ESL teaching locally, nationally and internationally.

The *third stage* involved the development and design of teaching materials for the Language Partners program. The development of the materials was supported by the relevant theories pertaining to ESL theories consulted in the literature review as well as current state in education at prison, materials design, and the general goals of the Education Justice Project at Danville Correctional Center. The outcomes of the materials development were a set of hand-outs, PowerPoint presentations and mini-podcasts that targeted the improvement of reading, writing, listening and speaking skills of second language learners in the program. In addition, the research questions

were discussed based on the findings in the data collection stage and the teaching materials developed.

In the *fourth stage*, conclusions and recommendations were given regarding the current study. The information presented in the conclusion was drawn along the three previous stages. Both conclusions and recommendations were intended to recall the most significant aspects of developing teaching materials for an ESL program at prisons such as the Language Partners program. The conclusions offers an insight the outcome of the current research and the recommendations presents suggestions to be considered to improve teaching materials development, such as the Teaching Partners' thoughts on materials development, Resource Partners' collaborative work to develop materials, and teacher training activities intended for Teaching Partners to consider in future research.

## **Participants**

The participants for this study were six Language Partners volunteers, also known as Resource Partners (hereafter RPs). This group of participants consists of lecturers and graduate students from the University of Illinois at Urbana-Champaign that attend Language Partners sessions every Tuesday and Thursday evenings. The participants selected represent 100% of the RPs with valid clearance for the Spring 2014 semester. The selection of RPs as the participants of the research had the purpose of drawing relevant information from their expertise in ESL and their experience gained from the

interaction with actual incarcerated students who teach the lessons in the Language Partners program, also known as Teaching Partners (TPs). Even when TPs are fundamental to the development of the Language Partners, no information was collected from them due to time constraints for the researcher to comply with Danville Correctional Center regulations and the University of Illinois Review Board requirements when it comes to incarcerated men as the subject of the study.

### **Data Collection**

The data for this study was collected through the implementation of a questionnaire. (See Appendix A). According to Vogt (1993), a questionnaire is “a group of written questions to which subjects respond” (p. 184). In addition, Nunan (1992) points out that a questionnaire “enables the researcher to collect data in field settings...” (p. 143). Also, he claims that the questions or items in a questionnaire “can be relatively closed or open ended” (p.143). This data collection mechanism was selected given that it allows participants, also known as *Resource Partners* for their role in the ESL program, to remain anonymous and to obtain quick and substantial information from a number of informants in a short time. Furthermore, its easy applicability allows participants to provide their information either in the presence or absence of the researcher.

In this investigation, only Resource Partners with clearance to access Danville Correctional Center were selected. This allowed having updated information on the

current state of Language Partners classes regarding teaching materials. The participants were asked to complete a written questionnaire of five parts in order to state their thoughts about the role of teaching materials in the Language Partners classes, the feasibility of developing teaching materials for the Language Partners program and relevant features of the effective teaching materials for the program.

**Part I** of the questionnaire was called *Demographics*. In this part, the participants were given seven questions regarding the general setting of a Language Partners class and their devoted time to the class. Such time was intended to give the researcher a general idea of the contact period of the participants in the Language Partners classes during the semester and in every class session.

**Part II** was called *General Information*. In this section of the questionnaire the participants were provided with a set of twenty-four statements in a Likert scale. In the scale, participants were expected to choose the option that best represented their thoughts among a five response scale. This part of the questionnaire was intended to collect data regarding the relevance of the teaching materials used in Language Partners classes with respect to learners' affective and cognitive engagement, opportunities for interaction among learners and effective materials design.

**Part III** dealt with data collection concerning the *current status in teaching materials development* in the Language Partners program. This section was composed of eight open questions. The answers obtained reflected the participants' experience in the program pertaining to the teaching materials used in the Language Partners class up

to the present. Also, the questions allowed having some insights from the participants about relevant aspects of teaching materials development at prison and key features for materials design.

**Part IV** of the questionnaire consisted of the assessment of *the needs and goals* when developing teaching materials for the Language Partners program. For this purpose participants were provided with a group of four questions. All of them were *closed questions* intended to find out about the positive impact of introducing a set of teaching materials developed under relevant SLA theories and language pedagogy for ESL classes in a correctional center.

### **Data analysis**

The analysis of the information collected in the questionnaire for the current study included a variety of statistical procedures to analyze both open-ended and closed-ended questions, as well as the statements in the Likert scale. *Frequency distribution* was used in **Part I: General Information**. Vogt and Johnson (2011) define *frequency distribution* as “a way of presenting data that shows the number of cases having each of the attributes of a particular variable” (p. 147). For the current study, a frequency distribution table was created in order to organize and visualize scores obtained. In this table, the *variable* consists of each of the items in the questionnaire. The *attributes* correspond to the set of fixed response choices in the scale, and the *frequency* shows the number of scores for each response. The items in the frequency distribution table were grouped into predetermined categories (See Appendix B),

which represent the key variables for the present study. Having grouped the items, a descriptive account and interpretation of the data was provided.

For **Parts II** through **V**, categories for the analysis were pre-established. These categories distribute the data with respect to constructs made from Second Language Acquisition, language pedagogy and principles to materials development. This distribution provided the framework for the interpretation of recurrent key information within the data collected in the questionnaire.

## CHAPTER 4

### RESULTS AND DISCUSSION

This Chapter presents the results from the data collection process carried out through a questionnaire specifically designed for the current research. The information collected is shown in a frequency distribution table and two charts with relevant categories. For the presentation of the results, variables of the study and their attributes were considered as the organizing principle.

It is significant to mention at this point that statistical procedures are used to represent data in this research; however, such information should be viewed as a partial evidence of a particular case study. Therefore, the information reported herein helps understand better the study subject. Nonetheless, due to the scope of the present study, drawing any type of generalization is discouraged.

**TABLE 1. Frequency Distribution Table**

N°	Item	Frequency				
		NV	HE	ST	FQ	AL
1.	The teaching materials used in the ESL classes promote a cooperative learning approach.	0	0	1	6	0
2.	The teaching materials used in the ESL classes are based on a critical pedagogy approach.	0	0	6	1	0
3.	The teaching materials used in the Language Partners classes provide plenty of opportunity for interaction among the students.	0	0	2	3	2
4.	The teaching materials used in the ESL classes are organized from easiest to more complex tasks.	0	0	5	2	0

**TABLE 1. Frequency Distribution Table (continued)**

5.	The teaching materials used in the ESL classes are visually appealing.	0	2	3	1	1
6.	The teaching materials used in the ESL classes include teaching aids for their implementation.	0	1	4	2	0
7.	The teaching materials used in the ESL classes contain enough supporting visual aids.	0	1	2	3	1
8.	The content in the teaching materials used in the ESL classes is interesting for the students.	0	0	0	6	1
9.	The teaching materials used in the ESL classes include complementary homework activities.	0	0	1	4	2
10.	The teaching materials used in the ESL classes are designed so that they can be used by students with minimal assistance of UIUC teachers.	0	0	1	3	3
11.	The teaching materials used in the ESL classes help reinforce students' cultural identity.	0	0	1	5	1
12.	The teaching materials used in the ESL classes promote the target culture as an integral part of a second language.	0	1	5	1	0
13.	The teaching materials used in the ESL classes are presented in a variety of technological formats.	0	4	1	2	0
14.	The teaching materials used in the ESL classes require constant intervention of UIUC teachers during the implementation.	1	5	1	0	0
15.	The teaching materials used in the ESL classes activate students' background knowledge.	0	0	3	3	1
16.	The teaching materials used in the ESL classes provide opportunities for reactions from students towards the content presented.	0	0	2	4	1
17.	The teaching materials used in the ESL classes have clear and precise instructions.	0	0	5	1	1
18.	The teaching materials used in the ESL classes provide opportunities for reflective writing.	0	1	5	1	0
19.	The teaching materials used in the ESL classes encourage debates in class.	0	0	5	2	0
20.	The teaching materials used in the ESL classes require the use of students' native language.	1	5	1	0	0



**TABLE 1. Frequency Distribution Table (continued)**

21.	The teaching materials used in the ESL classes provide opportunities for students to reflect on how they are learning.	1	2	2	2	0
22	The teaching materials used in the ESL classes recycle target language structures as a way to prompt noticing of those structures.	0	0	4	2	1
23	The teaching materials used in the ESL classes facilitate interaction among students.	0	0	1	3	3
24	The teaching materials used in the ESL classes emphasize the use of the target language structure through explicit grammatical instruction.	0	0	2	3	2
<b>LEGEND:</b>						
NV = Never						
HE = Hardly Ever						
ST = Sometimes						
FQ = Frequently						
AL = Always						

### **Teaching materials theoretical framework**

The *Teaching materials theoretical framework* variable attribute in the current study was analyzed through items 2, 15, 16, 18, 20, 22 y 24. Items 2, 16, and 18 assess the use of Critical Pedagogy approach and Critical Thinking. Item 22 targets the use of SLA Noticing hypothesis, and items 15, 20 y 24 focuses on use of background knowledge, native language and explicit grammar instruction. From the seven participants, six selected the option "Sometimes" to report on the use of Critical Pedagogy and only one selected the option "Frequently". The "Sometimes" option is a

low frequency choice, which indicates that the Critical Approach has not been widely used in the teaching materials for the ESL classes at Danville Correctional Center.

On the other hand, data collected in item 16 shows a total of five participants who believe that the ESL teaching materials used in the facilities provide opportunities for learners to react in relation to the content of ESL lessons. However, item 22 registers a low frequency of opportunities for reflective writing.

Item 22, which measures the Second Language Acquisition "Noticing Hypothesis", shows a somewhat polarized opinion. Four participants selected "Sometimes"; two participants selected "Frequently", and one chose the option "Always". The selections indicate that more than half of the participants believe that "opportunities for noticing structures" is low, whereas the rest of the participants believe that such opportunities occur with a high frequency.

In item 15, four of the participants responded that learners' background knowledge is activated with the implementation of the ESL teaching materials; however, three participants estimated that such activation only occurs "sometimes". Notwithstanding, in item 20, six of the seven participants in the study considered that the ESL teaching materials used in the Language Partners program do not require learners' native language in any way. On the other hand, five participants indicated in item 20 that teaching materials played great emphasis in the teaching of explicit grammar structures in the target language.

The analysis of the *Teaching materials theoretical framework* variable attribute leads to some interesting interpretation. Data analysis gives account of a low frequency in the use of Critical Pedagogy as an approach to teaching materials theoretical framework. However, results display a high frequency of learners' reflection and reaction prompted by the teaching materials used. Given the empowering characteristic of Critical Pedagogy, the results point to a low frequency of Critical Pedagogy use due to possible need of skills to enhance reflective learners' attitude.

Regarding the application of Noticing Hypothesis principles in the materials used in the Language Partners program, there is a common factor among the participants' answers despite the difference in frequency: the basics of this hypothesis is present in the materials. The participants in the current study agree that most of the teaching materials used in the Language program so far recycle language structures as a way to encourage awareness of said structures. These structures are at times introduced through explicit grammar instruction, yet the use of learners' native language is discouraged.

### **Teaching materials configuration**

The *Teaching materials configuration* variable attribute was measured with the items 4, 6, 11, 12, 13 and 17. These items were intended to collect data on the appropriateness of ESL teaching materials used in the Language Partners program with respect to tasks presentation, materials delivery format, and culture treatment.

Items 4, 6, and 17 evaluate hierarchical organization of tasks, clarity of tasks instructions and teaching aids for materials. Five of seven participants reported the organization of tasks from easiest to more complex tasks is only "sometimes" achieved. The same result was found for both the existence of clear and concise instructions for the tasks included in the materials and inclusion of teaching aids for materials implementation.

Data regarding materials delivery format was measured through item 13. Four participants selected the option "Hardly ever" and one selected "sometimes". This reveals a majority of participants who agree that ESL teaching materials are not presented in a variety of technological formats.

The culture treatment was assessed in items 11 and 12. These items were intended to collect information on the role of native culture and target culture in the ESL teaching materials used in the Language Partners program. As reported in item 11, all the participants believe that the teaching materials help reinforce learners' cultural identity. Six participants indicated that this is usually the case, and only one participant expressed that the cultural identity reinforcement occurs from time to time.

The analysis of *Teaching materials configuration* reveals two interesting aspects for ESL teaching materials development. The low frequency in the establishment of a logical order of difficulty in the tasks may be attributed to the necessity to view the set of tasks as part of a whole. This can be enforced by looking carefully at how each

task provides a basis for the next one and should include a transition between tasks. Another element of interest is the limited format options in which materials are delivered. It can be deduced that there are at least three reasons for this limitation. First is the lack of technological instruments necessary to develop the materials. Second is the need for training on how to develop teaching materials. Third is the limited access to resources such as texts, images, audios and videos due to correctional centers policies and regulations.

### **Enhancement of the Language Partners program: *class management***

The *Enhancement of the Language Partners program: class management* variable attribute collected data on ESL materials implementation. It was measured through items 3, 8, 9, 14 and 23. Items 3 and 23 provided information about interaction. Item 3 reveals all participants' belief that the ESL teaching materials used at Danville Correctional Center usually create instances for interaction during classes. Likewise, item 23 suggests that not only do the materials promote interaction but also they usually facilitate the interaction once it is in progress.

The interaction assessed in items 3 and 23 refers to the interaction that takes place among the learners. As for teacher intervention, item 14 inquired about the need for constant teacher intervention while materials are being used. Participants indicated that it was hardly ever the case when constant intervention from instructors was needed. In addition, item 9 indicates that the materials implementation reaches

beyond the classroom setting. In this item, six participants point out that learners usually take homework activities. The same number of participants agreed that the content of the materials seems interesting for the student, as stated in item 8.

The results obtained in items 3, 8, 9, 14 and 23 pertaining the Enhancement of Language Partners by means of improving class management through materials implementation lead to one important interpretation. There seems to be consistency between the content selected for the materials, the interaction emerging from a pair-and-group-work-oriented tasks and the reinforcement obtained in homework activities. This combination demonstrates that there are elements complementing each other, which needs to be enhanced.

### **Enhancement of the language Partners program: *learners' role***

Items 1, 10, 19 and 21 present the data collected pertaining to the role of the learners, specifically their type of participation as enforced by the ESL teaching materials used in the Language Partners program. In item 1, the options selected were distributed as follows: six of the seven for "Frequently" and one participant for "sometimes". This distribution represents a strong agreement among the participants about the Cooperative Learning Approach influence in the teaching materials in the ESL program.

Item 10 inquired about teaching materials design regarding their quality of being user-friendly. Item 19 sought information on materials characteristic to promote

autonomy. The results in item 10 gives account of strong agreement among the participants about the easy-to-use characteristic of the materials. Item 19, however, showed a low frequency of times, expressed by five participants, about the materials usefulness to promote autonomy through debates.

Item 21 targeted teaching materials as a means for learners to reflect on how they learn. In this regard, there was not a marked tendency, that is, there is great diversity in the response options. two participants selected "Frequently"; two selected "Sometimes", two selected "Hardly ever" and one selected "Never". Despite the wide range of responses, three of the options indicate a low frequency. As a consequence, it can be interpreted that only occasionally do the materials offer opportunities for learners to reflect about their own learning.

The analysis of items 1, 10, 19 and 21 pertaining to *Enhancement of the language Partners program: learners' role* reflects two salient elements regarding the role of students as implied in the teaching materials from the Language Partners program. First, teaching materials give account of a predominant learner-centered approach. This is particularly demonstrated in the strong practice of cooperative learning. Furthermore, the cooperative learning is reinforced by the user-friendly design, which allows students to interact with the materials and other learners. Nonetheless, the learner-centered approach seems to be limited to effective interaction, leaving aside room to help students reflect on their own learning process, which perhaps can be solved by means of the inclusion of metacognitive tasks that target the limitation.

**Table 2. ESL Material Development Status**

<b>Variable: Teaching Materials Development</b>			
<b>Current Status in teaching materials development in the Language Partners Program</b>	<b>Category</b>	<b>Recurrent words/phrases</b>	<b>Interpretation</b>
	Limitation	physical resources long communication break intervals, Internet.	Limitations are perceived in the poor access to physical resources and Internet connection. In addition, the time interval for TPs and RPs communication appears to be too long.
	Faulty implementation	Correct, adapt, change, move on.	TPs have developed the ability to adapt their materials, change them, skip activities and the original implementation plan if necessary.
	Materials used	Hand-outs, videos, recordings, PowerPoint presentations, books.	The teaching Materials frequently utilized in the Language Partners program are Hand-outs, videos, recordings, PowerPoint presentations and books.
	Suggested materials	Readings, videos, podcasts, music, PowerPoint Presentations.	Materials suggested include readings, videos, podcasts, music and PowerPoint Presentations.



**Table 2. ESL Material Development Status (continued)**

	<b>Category</b>	<b>Recurrent words/phrases</b>	<b>Interpretation</b>
<p><b>Current Status in teaching materials development in the Language Partners Program (continued)</b></p>	<p>Feedback for Teaching Partners</p>	<p>Potential problems, potential successful activities, use of time.</p>	<p>RPs usually provide feedback to TPs regarding their teaching materials. Much of this feedback consists of pointing out potential problems with materials, tasks and implementation. Also, feedback includes sharing with TPs about which of the activities in the materials have the qualities for a successful implementation.</p>
	<p>Steps/procedures for materials development</p>	<p>Timing, ease of use, background knowledge, clear instructions.</p>	<p>The steps or procedures suggested by the participants of the study place emphasis on timing, ease of use, background knowledge and clear instructions.</p>
	<p>Teaching materials features</p>	<p>Connect to culture, scaffolding, meaningful, variety in type of grouping.</p>	<p>The teaching materials features suggested by the participants of the study place emphasis on the connection between the materials and learners' culture, use of scaffolding, inclusion of meaningful tasks, consideration of various types of grouping for the activities.</p>

**Table 2. ESL Material Development Status (continued)**

<b>Current Status in teaching materials development in the Language Partners Program (continued)</b>	<b>Category</b>	<b>Recurrent words/phrases</b>	<b>Interpretation</b>
	Modification	Always, adapt, change, improve.	Teaching materials can always change. Such change is done in order to adapt and improve the materials.

**Table 3. Needs and Goals**

<b>Variable: Enhancement of the Language Partners program</b>								
<b>Participant</b>	<b>Question 1</b>		<b>Question 2</b>		<b>Question 3</b>		<b>Question 4</b>	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
<b>1</b>	X		X		X		X	
<b>2</b>	X		X		X		X	
<b>3</b>	X		X		X		X	
<b>4</b>	X		X		X		X	
<b>5</b>	X		X		X		X	
<b>6</b>	X		X		X			X
<b>7</b>	X		X		X			X

The data represented in Table 3 pertaining to the variable **Enhancement of the Language Partners program** can be interpreted as follows:

**Question 1:** All the participants believe that the ESL program would benefit from a set of teaching materials developed outside of the correctional and informed by Second Language Acquisition theories and language pedagogy.

**Question 2:** All the participants believe that teaching materials which have been used in the ESL classes in the past can be revisited and improved with the help of a set of teaching materials developed out of the correctional and informed by Second Language Acquisition theories and language pedagogy.

**Question 3:** All the participants believe that the set of materials mentioned in the previous questions might work as an aid to the teaching materials development for the ESL program.

**Question 4:** Five participants are willing to support the effort of other UIUC teachers to create, adapt and improve teaching materials for the ESL classes. Two participants responded negatively to the question. Presumably, their negative answer is the result of their distant location from the State of Illinois at the moment of completing the questionnaire.

## CHAPTER 5

### TEACHING MATERIALS

Education at prison is not an easy task to carry out for a wide array of reasons which range from the philosophy of what a correctional institution is and what correctional education should be. Additional reasons include prison budget constraints and correctional center policies and facilities limitations. Such reality affects English as a Second Language (ESL) programs in correctional institutions. Some of the common hardships that ESL programs face include limited time and space for ESL instruction and teaching materials issues. Whereas time and space constraints are directly related to correctional centers regulations and policies, difficulties regarding teaching materials are to be sorted out by ESL instructors.

Teaching materials limitations may be categorized in two general types: a) lack of materials and b) lack of knowledge about how to develop and use any teaching materials effectively. The solution to the first type consists of finding different providers that support ESL programs in prison. On the other hand, the second type requires teacher training skills. Such skills should guide ESL instructors on the development and design of materials that harmonically join SLA theories, pedagogy and teaching materials design research.

The following pages present a set of teaching materials that can be used as a tool to teach ESL in correctional centers. They are the result of a research conducted in ESL teaching in prison, specifically the *Language Partners* program at Danville

Correctional Center in Danville, IL. These materials are intended for consideration as sample materials that can be replicated and adapted to different contents at different times. It is relevant to mention at this point that they are not in any manner thought to be comprehensive of the content they cover. Emphasis was rather placed on their structure and usage.

The teaching materials that you will find in the next pages include three formats: handouts, short audiovisual materials ( a video and an interactive PowerPoint presentation) and a podcast. They all include key information about their creation and suggestions for their implementation.

**Table 4. ESL Teaching Material 1**

<b>Hand-out for Reading and Writing</b>	
<b>Goals</b>	<ol style="list-style-type: none"><li>1. Develop reading comprehension skills by identifying general ideas and recalling specific details.</li><li>2. Develop writing skills by building appropriate sentences.</li></ol>
<b>Content</b>	<ul style="list-style-type: none"><li>– Skimming and scanning</li><li>– Simple sentences in simple past tense with Be (<i>was – were</i>)</li></ul>
<b>Structure of the material</b>	<p>It is divided into <i>Parts, Sections</i> and <i>Tasks</i>. Part I corresponds to the reading skill. Part I consists of sections A and B. Section A comprises Tasks 1 through 3, which seek to activate learners' background knowledge and set a starting point before reading the text, and Task for with directions to start reading. Section B is made of Tasks 5 and 6. They regulate the reading comprehension through a series of comprehension questions. Also, critical thinking is enhanced with questions that require learners' thoughts about the reading.</p>

**Table 4. ESL Teaching Material 1 (continued)**

<p><b>Structure of the material</b> <b>(continued)</b></p>	<p>Part II is devoted to the writing skill. It contains two sections: A and B. Section A comprises Tasks 1 and 2, which intend for learners to organize information into categories and verify their choices as they compare their answers to other learners. Section B continues to provide team work through Task 3, which provide an example and opportunities to write sentences by using the information in Task 1.</p>
<p><b>Development hints</b></p>	<ol style="list-style-type: none"><li>1. Reading comprehension skill was targeted before developing writing activities in order to help learners gain and reinforce background knowledge for their writing activities.</li><li>2. Both signaling where each task begins and assigning a number to every task helps to keep an easy-to- follow sequence in the materials that allows revising the order of complexity of the tasks and the logical connection among them. Also, it allows instructors to revise any specific task along with students at any time.</li></ol>

**Table 4. ESL Teaching Material 1 (continued)**

<p><b>Development hints (continued)</b></p>	<ol style="list-style-type: none"><li>3. Writing the instructions for each task as clear and straightforward as possible will avoid learners' confusion and unnecessary interruptions along the development of the tasks.</li><li>4. Individual tasks were placed first before pair or group work so that learners have the opportunity to focus their ideas before they proceed to interact with other learners.</li><li>5. Including an answer key when possible is a good help to effective management of time when reviewing learners' responses. In addition, it is a way to test your materials regarding the expected responses. Also, it is a good support if another instructor will use your materials.</li></ol>
<p><b>Suggestions for implementation</b></p>	<ol style="list-style-type: none"><li>1. Consider discussing with learners what a hand-out is and what tasks are before giving them the hand-out.</li><li>2. Make learners aware that completing the tasks is not an individual work or any test of some sort. Explain that there are some tasks that will be completed with the help of other learners.</li></ol>



**Table 4. ESL Teaching Material 1 (continued)**

<p><b>Suggestions for implementation (continued)</b></p>	<p>3. Make sure that learners understand the instructions to complete every task. However, do not overload them by discussing the instructions of all the tasks at once. Try the instructions for one or two tasks at a time and let them work at their own pace.</p>
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## HAND-OUT ONE: READING AND WRITING

Simple Past: *Was - were*

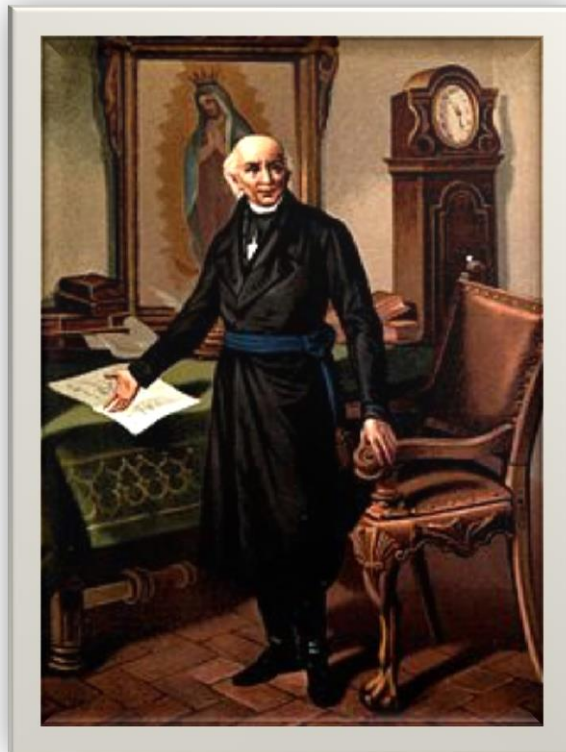
Learning Partner's Name: \_\_\_\_\_ Date: \_\_\_\_\_

### PART I: READING

#### Section A

**Task 1** Look at the image below for one minute. Pay close attention and try to remember as many details as you can for the next task. **HINT:** *He was born in 1753 and he died in 1811.*

Figure 1. Mexican priest



**Task 2** Answer the questions without looking back at the picture. If you do not know the answers, try your best guess.

1. Who is the man in the picture?

---

2. Was he a lawyer?

---

3. Was he a priest?

---

4. Where was he?

---

5. Who was in the picture behind him?

---

6. Was he Mexican?

---

7. What else can you tell about the man in the picture?

---

### **Task 3**

When you finish answering your questions, talk to the person next to you and find out if you both have similar answer.

Use the blank below to indicate which of the answers are similar.

**Answers:**

---

(e.g. *Answers:*  
1,3,4,6)

**Task 4** Now turn to next page and read the passage to find out who the man in the picture was! Complete the exercises as you read.

## A Remarkable Priest in Mexican History

Passage taken and adapted from Biography of Father Miguel Hidalgo y Costilla at <http://latinamericanhistory.about.com/od/latinamericaindependence/p/09mhidalgo.htm>

### Early Life

Miguel Hidalgo y Costilla was born in 1753 in Guanajuato, Mexico. He was the second of eleven children fathered by Cristóbal Hidalgo, an estate administrator. He and his elder brother attended a school run by the Jesuits, and both decided to join the priesthood. They studied at San Nicolás Obispo, a prestigious school in Valladolid (now Morelia). Miguel distinguished himself as a student and received top marks in his class. He would go on to become rector of his old school, becoming known as a top theologian. In 1803, Miguel became the pastor of the town of Dolores.

Circle True (T) or False (F) for each statement below

1. Miguel Hidalgo was born in Guadalajara.      T      F
2. Miguel Hidalgo and his older brother were priests.      T      F
3. Hidalgo was a good student.      T      F
4. Hidalgo became the principal of his old school.      T      F
5. Miguel Hidalgo was the priest of Morelia.      T      F

## **Conspiracy and El Grito de Dolores (The Cry of Dolores)**

Hidalgo often hosted gatherings at his home where he would talk about whether it was the duty of the people to obey or overthrow an unjust tyrant. Hidalgo believed the Spanish crown was such a tyrant: a royal collection of debt had ruined the finances of the Hidalgo family, and he saw injustice daily in his work with the poor. There was a conspiracy for independence in Querétaro at this time: the conspiracy felt that they needed someone with moral authority, a relationship with the lower classes and good connections. Hidalgo was recruited and joined without reservation. Hidalgo was in Dolores on September 15, 1810, with other leaders of the conspiracy including military commander Ignacio Allende, when word came to them that the conspiracy had been found out. Needing to move immediately, Hidalgo rang the church bells on the morning of the sixteenth, calling in all of the locals who happened to be in the market on that day. From the pulpit, he announced his

*Put an "X" next to the correct answer according to the passage.*

1. Hidalgo's meetings with people were...  
 at the church.  
 in his house.  
 in a square.
  
2. Hidalgo was...  
 well-known in town.  
 unknown to many people.  
 not interested in the conspiracy.
  
3. Hidalgo was...  
 a military commander.  
 an expert at war.  
 a leader.
  
4. The "Cry of Dolores" was...  
 a law.  
 a woman in pain.  
 a call to battle.

intention to strike for independence and exhorted the people of Dolores to join him. Most did: Hidalgo had an army of some 600 men within minutes. This became known as the “Cry of Dolores.”

## Section B

**Task 5** Before you continue reading, answer the questions below.

1. Who was the man in the passage?

---

2. What was his occupation?

---

3. Why was he involved in conspiracy?

---

4. What happened to him after the “Cry of Dolores”?

---

***Continue reading, please. Don't forget to answer the questions along the passage!***

## **Betrayal, capture and execution of Father Miguel Hidalgo**

Hidalgo and Allende were forced to head north to the United States in the hope of finding weapons and mercenaries there.

Allende was by then sick of Hidalgo and placed him under arrest: he went north as a prisoner. In the north, they were betrayed by local insurrection leader Ignacio Elizondo and captured. They were given to Spanish authorities and sent to the city of Chihuahua to stand trial.

Allende was sentenced to death and executed on June 26, 1811. He was shot in the back as a sign of dishonor. Hidalgo, as a priest, had to undergo a civil trial as well as a visit from the Inquisition. He was eventually stripped of his priesthood, found guilty, and executed on July 30. The heads of Hidalgo and Allende were preserved and hung at two corners of the granary of Guanajuato as a warning to those who would follow in their footsteps.

*Answer the questions below as you read the passage.*

1. Why did Hidalgo go north of the U.S.?
2. Why was Hidalgo arrested?
3. Who was Ignacio Elizondo?
4. Were Hidalgo and Allende judged in Dolores?
5. Who was shot in the back?
6. Why were Hidalgo's and Allende's heads placed up in two corners of the granary?

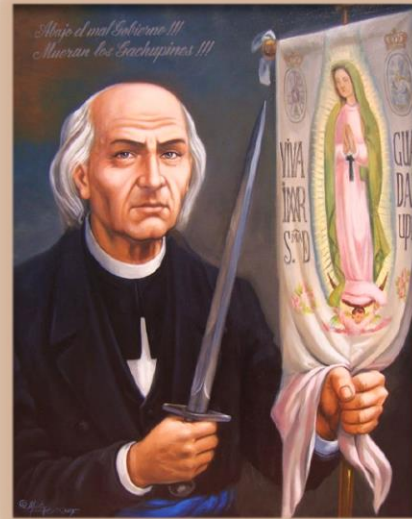
**Task 6** Continue reading and answer the question in the boxes along the passage. Notice that your answers are not directly in the text. They represent your point of view about the ideas expressed in the passage.

## Father Miguel Hidalgo's Legacy

Father Miguel Hidalgo y Costilla is today remembered as the Father of his Country, the great hero of Mexico's War for Independence. His position has become cemented in lore, and there are lots of biographies out there with him as their subject.

**Figure 2. Revolutionary priest**

The truth about Hidalgo is a little more complex. The facts and dates leave no doubt: his was the first serious insurrection on Mexican soil against Spanish authority, and he managed to get quite far with his poorly armed followers. He was a charismatic leader and made a good team with the military man Allende despite their mutual hatred.



### *Your thoughts...*

1. Do you agree that Hidalgo's conspiracy was "the first *serious* insurrection"? Why?

---

2. Was it OK for a priest to be involved in a conspiracy?

---

3. Imagine for a moment that you are Father Hidalgo back in 1810. What would you do differently?

---



## PART II: WRITING

### Section A

**Task 1** Below you will find information about Father Hidalgo. Place the words and phrases below in their corresponding GROUPS. If you find unknown words check your dictionary or ask a Teaching Partner.

- Respected
- The Father of Mexico
- A top theologian
- Priest of Dolores
- Egalitarian
- Interested in languages and science

GROUP:  
**1. Well-known**

- a) \_\_\_\_\_
- b) \_\_\_\_\_

GROUP:  
**2. Smart**

- a) \_\_\_\_\_
- b) \_\_\_\_\_

GROUP:  
**3. Leader**

- a) \_\_\_\_\_
- b) \_\_\_\_\_

**Task 2** Team up with two other classmates and check your answers for **Task 1**.

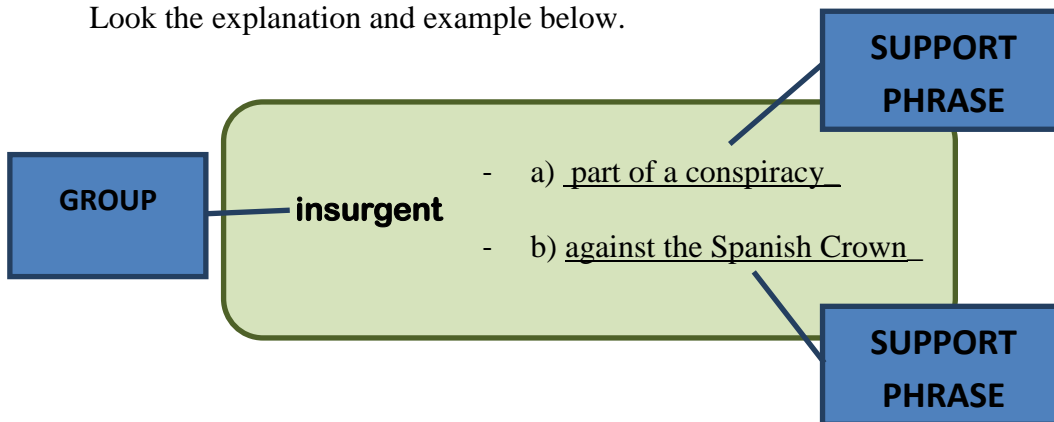
## Section B

**Task 3** Continue working with the team that you formed for **Task 2**. Follow the *GUIDELINES* below and complete the chart.

### GUIDELINES:

1. Write a sentence for each GROUP in **Task 1**.
2. Write one sentence for each *support words and phrases* in the GROUP.
3. Use **was** – **were** in your sentences as well as any other information that you find necessary or interesting to complete your idea.

Look the explanation and example below.



### EXAMPLE

**Insurgent:**

e.g. Father Hidalgo was an *insurgent*.

**a)** He was a *part of a conspiracy*.

**b)** He was *against the Spanish Crown*.

**Well-known:**

\_\_\_\_\_

a) \_\_\_\_\_

b) \_\_\_\_\_

**Smart:**

\_\_\_\_\_

a) \_\_\_\_\_

b) \_\_\_\_\_

**Leader:**

\_\_\_\_\_

a) \_\_\_\_\_

b) \_\_\_\_\_

# HAND-OUT ONE (ANSWER KEY)

## Section A

**Task 2** Answer the questions without looking back at the picture. If you do not know the answers, try your best guess.

1. Father Miguel Hidalgo / A priest
2. No, he wasn't.
3. Yes, he was.
4. Answer may vary: e.g. In his office / In his house / At the rectory
5. Our Lady of Guadalupe
6. Answer may vary: e.g. Yes, he was / I don't know
7. Answer may vary: He was smart / he looked worried / He was old

**Task 3** When you finish answering your questions, talk to the person next to you and find out if you both have similar answers. Use the blank below to indicate which of the answers are similar.

*ANSWERS MAY VARY.*

**Task 4** Now turn to next page and read the passage to find out who the man in the picture was! Complete the exercises as you read.

### Early Life

*Circle True (T) or False (F) for each statement below*

1. F
2. T
3. T
4. T
5. F

### Conspiracy and El Grito de Dolores (The Cry of Dolores)

*Put an "X" next to the correct answer according to the passage.*

1. X in his house.

2. X well-known in town.
3. X a leader.
4. X a call to battle.

## Section B

**Task 5** Before you continue reading, answer the questions below.

1. Father Miguel Hidalgo y Costilla
2. He was a priest.
3. Because he was unhappy with the Spanish Crown (the framing of the answer may vary).
4. *ANSWER MAY VARY*; e.g., He was caught. / He was elected president. / He was killed.

Answer the questions below as you read the passage

(Answer may be framed slightly different.)

1. In order to find weapons and mercenaries.
2. Because Allende was sick of him.
3. He was a local insurrection leader.
4. No, they weren't.
5. Allende was shot in the back.
6. In order to warn/scare other future rebels.

**Task 6** Continue reading and answer the question in the boxes along the passage.

*Your thoughts...* (ANSWERS MAY VARY.)

1. Yes. He was able to convince many people to fight along with him for an important cause.
2. It was not OK, but it was necessary.
3. I would go in battle to battle in Mexico City.

**Table 5. ESL Teaching Material 2**

<b>Hand-out for Grammar</b>	
<b>Goal</b>	Develop sentence structure awareness.
<b>Content</b>	<ul style="list-style-type: none"><li>– Simple sentence structure</li><li>– Simple past tense with Be (<i>was – were</i>)</li></ul>
<b>Structure of the material</b>	<p>It is structured in a series of six <i>Tasks</i>. Task I consists of a matching exercise which includes images to introduce some vocabulary that can be associated with the target grammar topic. Task II reinforces Task I through pair work. In Task III sentence structure is introduced with an unscramble exercise in an individual-pair resolution task.</p> <p>Furthermore, a quick reference chart is included for extra support. Task IV provides an opportunity to use the target verb in its correct form. Task V seeks to have learners differentiate the target verb forms and their usage in negative statements and questions. Task VI comprises the creation of a short text where the target verb is used in simple sentences.</p>

**Table 5. ESL Teaching Material 2 (continued)**

<p><b>Development hints</b></p>	<ul style="list-style-type: none"><li>- Even when attention is not drawn to the target grammar structure or verb form, it is advisable to include it from the first task to promote the noticing of the grammar target.</li><li>- Tasks were developed with subtle increase of difficulty from one task to the next. For example, neither Tasks I or II require learners to include any new vocabulary of their own, just completion. Task III does not require including any new vocabulary either but introduces the challenge of organizing words and phrases into sentences. Task IV entails finer distinction between verb forms. Task V prompts the completion of sentences by adding new words and combining them with the vocabulary given, and Task VI challenges learners to team up and write a considerable number of sentences from scratch.</li></ul>
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**Table 5. ESL Teaching Material 2 (continued)**

<p><b>Suggestion for implementation</b></p> <p><b>(continued)</b></p>	<ul style="list-style-type: none"><li>- Make learners aware that completing the tasks is not an individual work or any test of some sort. Explain that there are some tasks that will be completed with the help of other learners.</li><li>- Make sure that learners understand the instructions to complete every task. However, do not overload them by discussing the instructions of all the tasks at once. Try the instructions for one or two tasks at a time and let them work at their own pace.</li></ul>
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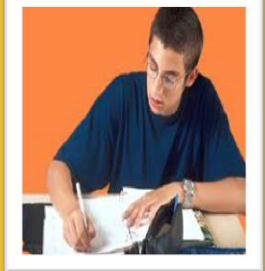

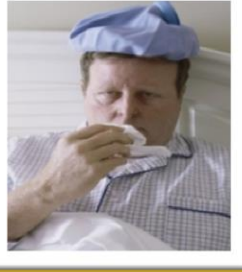
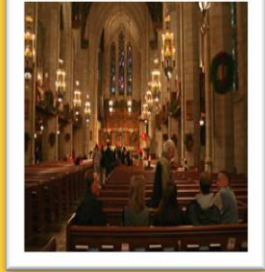
# HAND-OUT TWO: GRAMMAR

## Simple Past: *Was - were*

**Task 1** Select the word from the box that best describes the picture in each box and fill in the blanks below each photo.

sleepy – 5 years old – scared – at the church a baby – a student – thin – sick – in the classroom

Figure 3. Fill in the Blank exercise

 <p>I was a _____ in 1979</p>	 <p>My brother was _____ in 1991</p>	 <p>My father was _____ last night.</p>
 <p>I was _____ yesterday</p>	 <p>My sister was _____ last Monday.</p>	 <p>I was a _____ in 1995</p>
 <p>I was _____ in 1984</p>	 <p>My uncle was _____ last Tuesday</p>	 <p>I was _____ yesterday</p>

**Task 2** Find the student with the same letter on the upper-right corner of this page and compare your answers. (Teaching Partners will assign you a number.)

LP's name: \_\_\_\_\_ How many similar answers? \_\_\_\_\_

How many different answers? \_\_\_\_\_

**Task 3** Rearrange the sentences for each picture below. When you finish, talk to a partner in the class to compare your answers. *ATTENTION!* The partner you select **CANNOT** be the same as in Task 2.

**Figure 4. Unscramble exercise**



1. At – we – grocery store – yesterday  
morning – were – the

\_\_\_\_\_



2. Famous – Elvis Presley – Rock and Roll –  
was – star – a

\_\_\_\_\_



3. was – general – revolutionary – important –  
Pancho Villa – an – in - Mexico

\_\_\_\_\_

Figure 4. Unscramble exercise (continued)



4. worried – immigration law – was – last month – The president – about – the  
\_\_\_\_\_

5. was – a – singer and actor – very famous - Mexico – Pedro Infante – from  
\_\_\_\_\_

6. friends – yesterday – good news – happy – were – about – My – very – the  
\_\_\_\_\_

Chart 1. Grammar hints 1

First...	Second...	Third...
<p><i>Was</i> and <i>Were</i> are the past forms of <i>am – is – are</i>.</p> <p>Am } Is }     <b>was</b></p> <p>Are }     <b>were</b></p>	<p>In questions, <i>Was</i> and <i>Were</i> are placed before the subject.</p> <p>Examples:</p> <p><i>Was</i> he sleepy?</p> <p><i>Were</i> they here yesterday?</p>	<p>In negative statements, the negation “<b>not</b>” is placed <i>after</i> <i>was</i> and <i>were</i>, and they can be joined in one word.</p> <p>Examples:</p> <p>He <u>was</u> <b>not</b> sleepy.</p> <p>He <u>wasn't</u> sleepy.</p> <p>They <u>were</u> <b>not</b> here.</p> <p>They <u>weren't</u> here.</p>

**Task 4** Fill in the blanks with **was – were – wasn't – weren't**. When you finish, talk to a partner in the class to compare your answers.  
**ATTENTION!** The partner you select **CANNOT** be the same as in Task 2 or Task 3.

### *One of my Language Partners Class*

Last Tuesday, I came to the language Partners class. I \_\_\_\_\_ a little tired. The other Learning Partners \_\_\_\_\_ tired too, and we \_\_\_\_\_ very happy because it \_\_\_\_\_ a very cold evening. One of the Teaching Partners asked me a question, but I \_\_\_\_\_ sure about the answer. My answer \_\_\_\_\_ from the book. It \_\_\_\_\_ my own thought. He said, "Come on, give it a try!", so I answered. My answer \_\_\_\_\_ correct after all, and all the Teaching Partners \_\_\_\_\_ proud of me. I \_\_\_\_\_ proud of myself, too. They said that it \_\_\_\_\_ OK to make mistakes because we \_\_\_\_\_ learners. In fact, they said that teachers \_\_\_\_\_ perfect, and they \_\_\_\_\_ sometimes wrong.

**Task 5** Work with a Partner. Write a sentence for each word below.  
**ATTENTION!** The partner you select **CANNOT** be the same as in Task 2, Task 3 or Task 4.

#### **Chart 2. Grammar hints 2**

- a. Three of the sentences should have **was** or **were**.
- b. Three of the sentences should have **wasn't** or **weren't**.
- c. Three of the sentences are questions. (containing was or were)

**1. Family**

---

**2. Class**

---

**3. Birthday**

---

**4. Hero**

---

**5. Mexico**

---

**6. Soccer**

---

**7. Homework**

---

**8. Home**

---

**9. Martin Luther King Jr.**

---



## HAND-OUT TWO (ANSWER KEY)

**Task 1** Select the word from the box that best describes the picture in each box and fill in the blanks below each photo.

A baby	thin	scared
In the classroom	sleepy	A student
Five years old	sick	At the church

**Task 2** Find the student with the same code on the upper-right corner of this page and compare your answers: *ANSWERS MAY VARY.*

**Task 3** Rearrange the sentences for each picture below. When you finish, talk to a partner in the class to compare your answers. *ATTENTION!* The partner you select **CANNOT** be the same as in Task 2.

1. We were at the grocery store yesterday morning.
2. Elvis Presley was a famous Rock and Roll star.
3. Pancho Villa was an important revolutionary general in Mexico.
4. The president was worried about the immigration law last month.
5. Pedro Infante was a very famous singer and actor from Mexico.
6. My friends were very happy about the good news.

**Task 4** Fill in the blanks with **was – were – wasn't – weren't**. When you finish, talk to a partner in the class to compare your answers. *ATTENTION!* The partner you select **CANNOT** be the same as in Task 2 or Task 3.

Last Tuesday, I came to the language Partners class. I **was** a little tired. The other Learning Partners **were** tired too, and we **weren't** very happy because it **was** a very cold evening. One of the Teaching Partners asked me a question, but I **wasn't** sure about the answer. My answer **wasn't** in the book. It **was** my own thought. He said, "Come on, give it a try!", so I answered. My answer **was** correct after all, and all the Teaching Partners **were** proud of me. I **was** proud of myself too. They said that it **was** OK to make mistakes because we **were** learners. In fact, they said that even teachers **weren't** perfect, and they **were** wrong sometimes.



**Task 5** Work with a Partner. Write a sentence for each word below. *ATTENTION!* The partner you select **CANNOT** be the same as in Task 2, Task 3 or Task 4: *ANSWER MAY VARY.*

**Task 6** Create a poem or a song of at least eight sentences. Make sure you include the following: ***was – were – wasn't – weren't***: *ANSWER MAY VARY.*

**Table 6. ESL Teaching Material 3**

<b>Interactive PowerPoint Slides</b>	
<b>Goal</b>	Develop speaking skills by using computer-assisted technology.
<b>Content</b>	<p>Future Simple tense</p> <p>This teaching material consists of a PowerPoint Presentation composed of a series of interactive tasks to have students practice their pronunciation, form sentences by noticing the language pattern for the future tense, and interact with their peer learners. An eleven-stage breakdown was considered for the development of the PowerPoint Presentation</p>
<b>Structure of the material</b>	<p>pertaining to content organization and implementation. These stages are: introduction, greeting, presentation of the activity, presentation of the topic, introduction to the content, noticing booster, controlled individual practice, semi-controlled pair group, free group practice 1, free group practice 2, and closing. More information on these stages is included in the script for the PowerPoint slides.</p>

**Table 6. ESL Teaching Material 3 (continued)**

<p><b>Development hints</b></p>	<ol style="list-style-type: none"><li>1. The instructions for each task should be as clear and straightforward as possible in order avoid learners' confusion and unnecessary interruptions along the development of the tasks.</li><li>2. Individual tasks were placed first before pair or group work so that learners have the opportunity to focus their ideas before they proceed to interact with other learners.</li><li>3. The selection of images was done taking into consideration aspects like their appropriateness to convey meaning and their support to the task instructions, learners' familiarity with the images, and their friendly-funny traits as a way to get learners' attention and engagement.</li><li>4. Animations are included in every PowerPoint slide. They help get and maintain learners' interest with a relaxed attitude. Including sounds depends on teaching setting, that is, sound system availability and permission to use it.</li></ol>
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**Table 6. ESL Teaching Material 3 (continued)**

<p><b>Suggestions for implementation</b></p>	<ol style="list-style-type: none"><li>1. Discussing with learners what a PowerPoint is and the interaction expected from them along the presentation.</li><li>2. It is important that the PowerPoint Presentation is run slowly in order to give learners time to interact with it.</li><li>3. Depending on the level of engagement of learners, they may go quiet in some slides. It is recommended that instructors assume the "voice" of that particular slide to prompt the expected reaction. If still no reaction is produced, the instructor could intervene to explain what the slide is all about.</li><li>4. Explain that there are some tasks that will be completed with the help of other learners.</li><li>5. Make sure that learners understand the instructions to complete every task. However, do not overload them by discussing the instructions of all the tasks at once. Try the instructions for one or two tasks at a time and let them work at their own pace.</li></ol>
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# Interactive PowerPoint to enhance speaking skills

The following teaching material consists of a PowerPoint Presentation to improve the LPs' speaking skills. It is composed of a series of interactive tasks that seek to have students practice their pronunciation, form sentences in the Simple Future tense by noticing the language pattern for the future tense, and interact with their peer learners in the class. Below you will find the text in the PowerPoint slides and an eleven-stage breakdown that I followed – and I suggest – when it comes to content organization during teaching materials development and their implementation. The description of each stage consists of the stage number, the stage name and content, and the featured visual aids.

## **Stage 1: INTRODUCTION**

This slide contains the identification of the content, the date and the author. (Slide 1)

**Featured visual aids:** None

## **Stage 2: GREETING**

Hello Language Partners. (Slide 2)

I said, HELLO LANGUAGE PARTNERS!!! (Slide 3)

**Featured visual aids:** pictures of President Obama speaking and listening.

### **Stage 3: PRESENTATION OF THE ACTIVITY**

This evening we are going to work on our speaking skills. (Slide 4)

It is very important that you pay close attention and follow every instruction, ok?

(Slide 5)

...OK? (Slide 6)

**Featured visual aids:** picture of "Profesor Jirafales" (famous Latin-American comedian) and funny ear image

### **Stage 4: PRESENTATION OF THE TOPIC**

Our practice today consists of talking about **future events**. (Slide 7)

**Featured visual aids:** image containing the word "future" pointing in one direction

### **Stage 5: INTRODUCTION TO THE CONTENT (EXAMPLIFICATION)**

Look at the following examples: (slide 8)

- I will do my homework tonight.
- We will come to Language Partners class next Thursday.

**Featured visual aids:** None

**Stage 6: "NOTICING" BOOSTER (BRINGING TO ATTENTION)**

I will show you the examples again. (Slide 9)

Pay close attention and write down in your notebook which **WORD** (ONLY ONE!) is repeated in the three examples.

- I will do my homework tonight. (slide 10)
- We will come to Language Partners class next Thursday.
- TPs will bring candies for everybody on Tuesday.

I said "Write it down," **NOT** "Say it out loud!!" (Slide 11)

Yes, the word is "**WILL**." (Slide 12)

Now look at the examples again. What can you tell about the location of "**WILL**" in the sentences? Discuss your answer with the class. (Slide 13)

- I **will** do my homework tonight. (slide 14)
- We **will** come to Language Partners class next Thursday.
- TPs **will** bring candies for everybody on Tuesday.

**Featured visual aids:** funny pictures of famous comedy character "MR. Bean"

## **Stage 7: CONTROLLED INDIVIDUAL PRACTICE**

*Now this is for TPs. (slide 15)*

Assign a number from 1 to 10 to each LP. Come back to the PowerPoint when you finish. (Slide 16)

...back to Learning Partners. (Slide 17)

In the next slide you will find a list of ten things to do. Pick the one that corresponds to your number and form sentences as in the example. Also, create one of your own.

Example: **write a letter to my family / Wednesday** (slide 18)

*I will write a letter to my family on Wednesday.*

My own sentence:

*I will try to practice English any time I have a chance.*

(TP leading the class, could you read out loud the example in this slide, please?)

Now take turns and say your sentences out loud for the class. (Slide 19)

Here we go! (Slide 20)

1. Wash my clothes / Friday
2. Go to the yard / tomorrow



3. Cut my hair / December
4. Listen to music / tonight
5. Go to the commissary / tomorrow
6. Talk to a TP / break time
7. Participate more in class / from now on
8. Do the homework / Monday
9. Play soccer / next week
10. Bring my new notebook / next class

**Featured visual aids:** pre-designed images with examples and exercises and images of individuals carrying out pair work and group work

### **Stage 8: SEMI-CONTROLLED PAIR WORK**

Now talk to a Learning Partner. Ask and answer the following questions to each other: (slide 21)

1. What will you do the first day you are released from prison?
2. Why will you do that?
3. How will your life change after prison?
4. How will you use the English that you have learned in prison?

**Featured visual aids:** images of individuals carrying out pair work

**Stage 9: FREE GROUP PRACTICE 1** (Intended for interaction in small groups)

Now form teams with two other Learning Partners. Tell them one or two things that you will not do when you are released from prison and three things you will definitely do. Feel free to ask questions to your team members using *What, Where, Who, How, When, Why, etc.* Do not forget to include **WILL** in your questions! (Slide 22)

**Featured visual aids:** images of individuals carrying out group work

**Stage 10: FREE GROUP PRACTICE 2** (Intended for interaction of the class as a whole)

Let's create a story. To participate, we will follow the order of numbers you were assigned before (1,2,3,4,5,6,7,8,9,10). (Slide 23)

All you have to do is look at the image that I will show you and contribute one sentence to the story. (Slide 24)

Just try to keep the sequence of the story and don't forget what the other LPs' sentences were. (Slide 25)

Ahhh.... And don't forget to use **WILL** in your sentence.

I will start the story. Language Partner number **1** is next. (Slide 26)

Ready?? (Slide 27)

*Here we go!*

*Tonight in my cell I **WILL** read a book.*

Now it is your turn, Learning Partners 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 (slide 28)

**Featured visual aids:** images of individuals carrying out group work, image of writing a story, image of incarcerated man enjoying reading.

**Stage 11: CLOSING**

Thank you for your attention and your participation. (Slide 29)

**Featured visual aids:** "Thank you" image

**Table 7. ESL Teaching Material 4**

<b>Teacher Training Video</b>	
<b>Goal</b>	Provide an audiovisual tool for quick reference on materials design.
<b>Content</b>	<p>Hand-out format discussion</p> <p>Selection of images and graphs</p> <p>Transitioning between activities</p>
<b>Structure of the material</b>	<p>The teacher training video consists of a short tutorial on how to develop a basic hand-out to support ESL grammar teaching. The tutorial describes one hand-out consisting of three activities designed specifically for this podcast, placing the emphasis on activity sequencing the visual validity of the hand-out.</p> <p>The video tutorial start with a brief introduction and proceeds to the discussion of the structure of the hand-out (worksheet) taking into consideration the following 7 parts: heading, focus on content and purpose, identification of activities and directions, images and graphs, transition between activities, reinforcement, content highlight. The teacher training video ends with a final remark.</p>

**Table 7. ESL Teaching Material 4 (continued)**

<p><b>Development hints</b></p>	<ul style="list-style-type: none"><li>- Images play a very important role in videos. Their selection takes time, but it is what guarantees that they will help convey the correct meaning. Double-check for their appropriateness to convey meaning and learners' familiarity with the images</li><li>- Take time to carefully write the script of your video. If possible, have peers take a look at it in order to identify knowledge gaps, unclear explanations or any misleading or unnecessary elements.</li><li>- Get familiar with a sound editing program (Audacity, for example) in order to get very results regarding audio quality of your video.</li></ul>
<p><b>Suggestions for implementation</b></p>	<ul style="list-style-type: none"><li>- Take time to watch the video more than once.</li><li>- Keep in mind that you can stop it at any time, and go back to a specific point if needed, to reflect on what you see and listen to in the video.</li></ul>

**Table 7. ESL Teaching Material 4 (continued)**

<p><b>Suggestions for implementation (continued)</b></p>	<ul style="list-style-type: none"><li>- It is a good practice to ask yourself questions as you watch the video. These questions help you interact better with the content in the tutorial. Some of them can be: "Did I know this"? Could this work when I design my teaching materials? What would I do differently? Why would I do it in a different way?</li><li>- Learning usually happens faster when we do it along with others. If possible, discuss the tutorial with other instructors.</li><li>- Maybe you cannot watch the video very often, so try to take key notes to which you can have quicker access.</li></ul>
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# **TEACHER TRAINING VIDEO SCRIPT**

## **Introduction**

Welcome to this short tutorial on designing teaching materials for a Grammar lesson. In this presentation, I will walk you through a set of three exercises which altogether present the structures “there is – there are” in English.

## **Heading**

Observe the first page of a two page hand-out to teach *there is* and *there are*. There are several elements that work together to make this hand-out effective. First, notice that there is a heading. It is a good practice to identify for whom the materials are intended. Also, the date in which they are used. This helps both teachers and students to keep track of what is when every structure is taught for future quick references.

## **Focus on the content and purpose**

The next useful thing to do is to identify what content is to be discussed. This allows learners to focus on what they will have to learn, that is, the general name of the topic. Likewise, it is important to indicate the type of hand-out you are providing, whether it is a worksheet, a lesson notes sheet, a summary sheet, etc.

### **Identification of activity and directions**

After giving a title to your hand-out, the next thing you may want to consider is numbering the activities. This allows going back and forth smoothly from one task to another. In addition to numbering, keep in mind that the directions for every activity should be clear, direct and simple, especially for beginner and low-intermediate learners.

### **Images and graphs**

It is of great help if you can include meaningful visual aids. Notice how an image is used to hook your students to the content of the lesson by interacting with it as they describe it. It is also very effective to combine your image with another type of graph or visual organizers that allow learners to collect information without losing track of what they are learning.

### **Transitions between activities**

At the end of every activity, it is always desirable to have a good transition to the next activity. One positive way to get it in your material design is to give a hint of what they will be doing next and how, so that they can get ready for it as shown in the example.

### **Reinforcement**

Here is the second activity. Do you remember what we consider first? Yes!

Numbering the activity and providing simple and short instructions for the following



task. Notice how, through the use of another graphic organizer, you are having your learners interact with the content “there is – there are” without giving direct grammar explanation.

One more time, you may want to have a good transition to the next activity by giving your students a hint of what they will be doing next so that they get ready for the next task.

### **Content highlight**

Finally, for activity three, not only do you number the activity and make instructions simple and short, but also you should be narrowing the exercise to the specific grammar structure you are intending them to learn. This may include, as in the example, a combination of text and graphic aids that allows them to focus on the specific target grammar construction.

### **Closing**

Well, I hope you find this video helpful. Remember to visualize your teaching practice and go step by step. Thank you.



**THERE IS – THERE ARE**  
**WORKSHEET**

**Activity One.** Fill in the blanks with information from the chart.

**Figure 5. Parts of the house**



**Quantity**

- \_\_\_\_\_ windows
- \_\_\_\_\_ Boxes
- \_\_\_\_\_ Dogs
- \_\_\_\_\_ Beds
- \_\_\_\_\_ Bathroom
- \_\_\_\_\_ Pictures
- \_\_\_\_\_ cats

**ATTENTION!** When the teacher indicates, find the student with the same code on the upper-right corner of the page and compare your answers.

**Activity Two.** Listen to a story and write TRUE, FALSE or IT DOESN'T SAY for each statement.



***“In the movie of my dream...”***

There is a flat screen TV.	_____	There are cookies and candies.	_____
There are many movies.	_____	There are cold drinks.	_____
There is internet connection.	_____	There are motivated students.	_____
There is a very big blackboard.	_____	There are supportive teachers.	_____
There isn't any book.	_____	There is a CD player.	_____

**ATTENTION!** When the teacher indicates, find the student with the same code on the upper-right corner of the page and compare your answers.

**Activity 3.** Fill in the blanks with ***there is – there are – there isn't – there aren't.***

### ***Our Town***

\_\_\_\_\_ much to do in our town. \_\_\_\_\_ a lot of supermarkets, but \_\_\_\_\_ any movie theaters. \_\_\_\_\_ three gas stations, but \_\_\_\_\_ only one good restaurant. The young people have plenty of time, but \_\_\_\_\_ any after-school activities. They have money, but \_\_\_\_\_ no shops.

Taken and Adapted from **Grammar Sense 1** by Kesner, S. and Pavlik, Ch. (2004)

**Table 8. ESL TEACHING MATERIAL 5**

<b>Podcast: Grammar and Lesson planning</b>	
<b>Goal</b>	Provide an audio tool for discussion about common teaching issues.
<b>Content</b>	Podcast script and audio about including grammar in a lesson plan: Discussion on whether or not to teach grammar.
<b>Structure of the material</b>	<p>The <b>Podcast: Grammar and Lesson planning</b> is a podcast designed to address one specific issue regarding teaching English as a second language. In this regard, the topic deals with the dilemma about whether or not grammar instruction should be included in a lesson plan.</p> <p>The podcasts was developed in six steps or parts: introduction, background, desirable status, takeaway one, focus on solution and takeaway two. These stages are defined further in the page previous to the script.</p>

**Table 8. ESL TEACHING MATERIAL 5 (continued)**

<p><b>Suggestions for implementation</b></p>	<ol style="list-style-type: none"><li>1. Take time to listen to the podcast more than once.</li><li>2. Keep in mind that you can stop it at any time, and go back to a specific point if needed, to reflect on what you listen to in the audio.</li><li>3. It is a good practice to ask yourself questions as you listen to the podcast. These questions help you interact better with the content in the tutorial. Some of them can be: "Did I know this"? Have I tried the suggestions in the podcast when I design my teaching materials? What would I do differently? Why would I do it in a different way?</li><li>4. Learning usually happens faster when we do it along with others. If possible, discuss the podcast content with other instructors.</li><li>5. Maybe you cannot listen to the podcast very often, so try to take key notes for quicker access in the future.</li></ol>
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# Podcast: Grammar and Lesson planning

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## PODCAST PARTS

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### **Introduction:**

This part seeks to present the problem or issue to be addressed within the podcast.

This can be made through a question, a dilemma or another mechanism that tells the listener about the importance of the matter. In addition, it transmits the idea that the topic or issue presented is common to many teachers; therefore, it is worth learning about.

### **Background:**

It is a quick revision of the current state of the issue in terms that can be assimilated with minimum difficulty by the listener. It points out relevant aspects to understanding the current state of the teaching issue.

**Desirable Status:**

This part aims to point out a plausible solution to the issue that benefits learners, teachers, and the learning process as a whole.

**Takeaway One:**

This is a stage in the podcast that directs the listener's attention to emerging key points pertaining to what is known about the teaching problem or issue and the ideal solution.

**Focus on solution**

It addresses some specific and practical elements about the plausible solution that will help lead the listener to move towards a better understanding and resolution of the issue stated at the beginning of the podcast.

**Takeaway Two**

This is a stage in the podcast that directs the listener's attention to emerging keys pertaining to the specific practical hints to approach the teaching problem or issue.

# PODCAST SCRIPT

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## **Introduction**

Teaching grammar has always been a contradictory point. “Should I teach grammar?” “Should I not?” “If I choose to teach some structures, how will I do it without making my class boring?” Probably these and others are some of your concerns about grammar... and believe me, the concerns of most English teachers. Whereas some teachers claim that teaching grammar keeps students from using the target language, others claim that it is impossible to teach a language if grammar is neglected. Well, I will share with you a new perspective about grammar, and I invite you to consider it next time you plan to teach some aspects of grammar in your class.

## **Background**

To begin with, you should be aware that your point of view towards grammar may be the direct result of a general thought, perspective or view about language; namely, an approach. It is not the purpose of this podcast to cover all approaches to language that may exist in the English teaching literature but to point out three relevant approaches to teaching English as a second language in prison and key aspects to lesson planning.



## **Desirable Status**

First, we want language teaching in prison to be oriented under a communicative approach. This means a class in which interaction and meaningful communication takes place. In other words, the main goal is develop actual communication skills rather than learning language chunks in isolation. Second, an inclusive approach to ESL in prison is desired. This means an environment in which all learners feel comfortable around one another; therefore, they are uninhibited to participate. In this environment, all individual differences are celebrated because they all add up to the learning process of the group as a small learning community. Third, we want ESL in prison to be guided by a cooperative approach. In our ideal class, every learner values not only the help that he can get from his fellow learners, but also he is aware and committed to his responsibility regarding the learning of others. This is why group work is very relevant in this type of class.

## **Takeaway One**

Well, let's summarize what should be our takeaway at this point.

- Grammar is part of language, so what we make it look like depends on our conception of what language is and how we approach it.
- Ideally, teaching grammar can be very effective if we approach it from a communicative, inclusive and cooperative perspective.

- In order to teach grammar effectively, we need to realize that our work needs to be focused on our students' needs and goals, both as individuals and as a group.

### **Focus on the Solution**

Ok, let's move on to some specific aspects. What should we consider when planning our grammar lesson? There are certainly a number of things that could be said, however, let's draw our attention to the basics. Let's call these basics the "Organizing Principles."

These principles are: content, implementation, teaching materials and timing.

In order to make content meaningful, we need to keep in mind that it needs to be specific. In other words, we have to be aware of what we have to teach and in what amount. This will help us to prevent overloading our students with unnecessary content, resulting in loss of our students' interest. Also, we need to segment content hierarchically, that is, present it from the easiest to the most complex aspects of the grammar. A final remark about content is that it should be contextualized. This means providing for our students an interesting, meaningful and positive context regarding their personal experience and interests.

As for implementation, two elements should be considered: type of implementation and purpose of the implementation. Type of implementation refers to the tasks that

learners will solve, which should include individual, pairs and group performance. On the other hand, the purpose of implementation refers to the expected outcome. In this respect, we can implement warm-up activities and diagnostic, teaching or assessment activities.

When developing materials, three elements should be considered. The first thing is visual aids. You know what they say “a picture is worth a thousand words”. Just make sure that the images and any graphics are relevant to the content, meaning, you use them as a support to convey meaning. Second, give your materials nice and attractive formats. Give them visual validity. Finally, have your materials pre-tested. Just talk to your peer teaching partners and have them look at your materials and give their feedback regarding every aspect they can possibly think of.

Finally, use time wisely. Make sure that you have allotted enough time per activity. Be prepared to give a few extra minutes for any activity that learners find particularly difficult. Many times they take more time than we expect. But also be prepared for the times when there is an early completion to an activity. How do you solve this? Always have one or two extra activities at hand!

## **Takeaway Two**

What is the takeaway now?

- It is helpful to have organizing principles when planning a grammar lesson.

- Good organizing principles are: content, implementation, materials and timing.
- Whereas content implies being specific, have logical division and contextualizing, implementation is related to the type and the purpose of the activity itself.
- Materials should be somewhat validated regarding their images and graphics, their format and timing per activity, considering flexibility for late or early completion of the tasks.

This is the end of this podcast. Thank you.

## **CHAPTER 6**

### **CONCLUSIONS**

This Chapter presents the final considerations of the current study. In order to do this, the information is divided into pedagogical implications, teaching materials limitations and final considerations.

#### *Pedagogical implications*

- The materials are not intended to be comprehensive of the content they are designed for. Instead, emphasis is placed on how to create them, targeting a variety of tasks and relevant treatment of the selected part of the content.
- The outcomes of teaching materials developed by Language Partners can grow exponentially. On the one hand, they can be stored to form a resource center. For example, if each TP develops at least one teaching material per month, that results in 9 materials monthly, for a total of 108 materials annually. If revised and edited properly, this makes for sufficient materials to publish a book per year. These materials may not only be developed by Teaching Partners but also by Resource Partners.
- TPs in the Language Partners program may come and go because of parole or early release or transfer. This potential change in TPs for the program makes the proposal in this research particularly relevant. In this regard, providing tools for teaching materials development helps expedite the TP training process to become

better teachers in and out of the Language Partners program. Likewise, it helps the continuity of the program.

- Research Partners can provide support to LPs to develop teaching materials in several ways. RPs may help TPs by providing them with meaningful raw materials (pictures, texts, audiovisual files) as a source to develop their own materials.
- Resource Partners may create podcasts based on TPs' needs and interests regarding lesson planning, materials development and assessment, just to mention a few.
- The Language Partners program is a strong proof that the best teaching materials are those that are developed locally, that is, based on the needs and interests of the learners and teachers in a learning community.
- Developing teaching materials to be used in ESL classes at correctional institutions is a very complex process; however, it is a task worth carrying out. Furthermore, it is a necessary thing to do considering the especial characteristics required for teaching materials useful in correctional centers.

### **Teaching materials limitations**

- There is very limited literature that addresses the field of materials development. This may cause difficulty when embarking on research studies on this topic. However, from a practical point of view, the limited literature makes teaching

materials development a field with great possibilities to be explored and to develop creative works.

- Many restrictions regarding images, videos and audio apply when it comes to prison regulations. This implies not only what is shown in class as part of the teaching materials but also the access to resources from which audiovisual information is selected for the teaching materials. This represents a considerable limitation to the range of materials that Teaching Partners can develop in the Language Partners program.
- Teaching Partners in the Language Partners program need to be trained in teaching materials development. The more trained the teaching partners may become, the better quality of their performance.

### **Final considerations**

- Teaching materials are an essential factor for effective teaching English as a second language. This is particularly true in language programs that take place in correctional settings such as the Language Program at Danville Correctional Center in Danville, Illinois.
- Critical pedagogy supports, through the development of effective materials, the goal of helping ESL learners at Danville Correctional Center to become subjects in their learning process instead of objects of education.

- Resource Partners and other teaching materials developers should be invited to deliver workshops at prison as facilitators to enhance teaching materials development at the correctional.
- In essence, teaching materials are tools in the whole teaching process, but they do not substitute for the teacher. Teachers are responsible to mediate learning, which includes a smooth implementation of materials and awareness of the complexity of learning a second language. This means that there should always be room for flexibility in the development, design, implementation and assessment of teaching materials.



## APPENDIX A: DATA COLLECTION INSTRUMENT

### University of Illinois at Urbana- Champaign

#### English as a Second Language (ESL) Teaching Materials for the ESL program at Danville Correctional Center: Need and Features

Dear participant,

My name is Freddy Freitez, and I am conducting a research project about the development of teaching materials for the English as a Second Language (ESL) program at Danville Correctional Center. The purpose of this investigation is to enhance the quality of teaching and learning English as a second language in the correctional center, thus providing tools towards educational development. I request you to complete this questionnaire to help me learn more about your insights on teaching materials in the Language Partners program. The information provided by you will help us target key elements to improve teaching materials development. Your answers will remain strictly confidential. Thank you for your time and assistance.

#### Part I: Demographics

1	How long have you been a Resource Partner in the ESL program at Danville correctional facilities?	
2	How often did you attend the ESL sessions at prison per month? During the Fall 2013, Spring 2014 and Fall 2014 terms?	
3	How long is a regular ESL class session in the facilities?	
4	For how long were you present in a regular ESL lesson?	
5	How many Learning Partners were there in a regular class?	
6	How many Teaching Partners were there in a regular class?	
7	How many Resource Partners were there in a regular class?	

#### General information

Please circle the numbers that best represent your thoughts regarding each statement below. Keep in mind the following:

**1** = *Never*      **2** = *Hardly ever*      **3** = *Sometimes*      **4** = *Frequently*      **5** = *Always*

1.	The teaching materials used in the ESL classes promote a cooperative learning approach.	1	2	3	4	5
2.	The teaching materials used in the ESL classes are based on a critical pedagogy approach.	1	2	3	4	5
3.	The teaching materials used in the Language Partners classes provide plenty of opportunity for interaction among the students.	1	2	3	4	5
4.	The teaching materials used in the ESL classes are organized from easiest to more complex tasks.	1	2	3	4	5
5.	The teaching materials used in the ESL classes are visually appealing.	1	2	3	4	5
6.	The teaching materials used in the ESL classes include teaching aids for their implementation.	1	2	3	4	5
7.	The teaching materials used in the ESL classes contain enough supporting visual aids.	1	2	3	4	5
8.	The content in the teaching materials used in the ESL classes is interesting for the students.	1	2	3	4	5
9.	The teaching materials used in the ESL classes include complementary homework activities.	1	2	3	4	5
10.	The teaching materials used in the ESL classes are designed so that they can be used by students with minimal assistance of UIUC teachers.	1	2	3	4	5
11.	The teaching materials used in the ESL classes help reinforce students' cultural identity.	1	2	3	4	5
12.	The teaching materials used in the ESL classes promote the target culture as an integral part of a second language.	1	2	3	4	5
13.	The teaching materials used in the ESL classes are presented in a variety of technological formats.	1	2	3	4	5
14.	The teaching materials used in the ESL classes require constant intervention of UIUC teachers during the implementation.	1	2	3	4	5
15.	The teaching materials used in the ESL classes activate students' background knowledge.	1	2	3	4	5
16.	The teaching materials used in the ESL classes provide opportunities for reactions from students towards the content presented.	1	2	3	4	5
17.	The teaching materials used in the ESL classes have clear and precise instructions.	1	2	3	4	5
18.	The teaching materials used in the ESL classes provide opportunities for reflective writing.	1	2	3	4	5
19.	The teaching materials used in the ESL classes encourage debates in class.	1	2	3	4	5
20.	The teaching materials used in the ESL classes require the use of students' native language.	1	2	3	4	5
21.	The teaching materials used in the ESL classes provide opportunities for students to reflect on how they are learning.	1	2	3	4	5
22.	The teaching materials used in the ESL classes recycle target language structures as a way to prompt noticing of those	1	2	3	4	5

	structures.					
23.	The teaching materials used in the ESL classes facilitate interaction among students.	1	2	3	4	5
24.	The teaching materials used in the ESL classes emphasize the use of the target language structure through explicit grammatical instruction.	1	2	3	4	5

**Part III. Current status in teaching materials development in the English as a Second Language program**

From your experience gained in the ESL program at prison during the Fall 2013, Spring 2014 and Fall 2014 terms, please answer the following questions to the best of your knowledge

1. What were the most common difficulties or limitations that Teaching Partners faced when developing their teaching materials for the ESL classes?
  
2. What did Teaching Partners do when the implementation of their teaching materials does not go as planned?
  
3. What type of effective teaching materials (hand-outs, videos, recordings, etc.) were used in the ESL classes?
  
4. In addition to the effective teaching materials used in the ESL classes, what are other types of teaching materials that might be beneficial for the classes?
  
5. Have you ever provided other Teaching Partners with feedback regarding their teaching materials development and design? If so, what are some typical comments you have made in that regard?
6. What are the major steps or procedures that Teaching Partners should consider when developing their teaching materials?

7. When it comes to teaching materials design, which are some of the most relevant features that Teaching Partners should keep in mind?
  
8. Do you think that the teaching materials used in ESL classes need improvement? Why or why not?

**Part IV: Needs and Goals**

1. Do you believe that the ESL program would benefit from a set of teaching materials developed out of the correctional and informed by second language acquisition theories and language pedagogy? Yes No
  
2. Do you believe that teaching materials which have been used in the ESL classes in the past can be revisited and improved with the help of a set of teaching materials developed out of the correctional and informed by second language acquisition theories and language pedagogy? Yes No
  
3. Do you believe that the set the set of materials mentioned in the previous questions might work as an aid to the teaching materials development for the ESL program? Yes No
  
4. Would you be willing to support the effort of other Resource Partners and Teaching Partners to create, adapt and improve teaching materials for the ESL classes? Yes No

## APPENDIX B: VARIABLE OPERATIONALIZATION

### Operationalization

Research variable 1: Teaching Materials Development

*Teaching materials development* refers to the range of printed or digital resources elaborated by teachers and intended for instructors and learners use in order to guide and support the language teaching-learning process. In the current research, *teaching materials development* refers to the creation of resources that are used, or can be used, in the Language Partners program at Danville Correctional Center in Danville, Illinois.

Research variable 2: **Enhancement of the Language Partners program**

*Enhancement of the Language Partners program* is defined as the increase of quality of the English as a Second Language program that takes place in Danville Correctional Center in Danville, Illinois. In the current research, Enhancement of the Language Partners program the increase of quality is viewed in terms of improvements achieved by means of effective ESL teaching materials development and implementation.

**Table 9. Variable Operationalization**

Variable	Attributes	indicators	items
Teaching Materials	Theoretical framework	evidence	2, 16, 18, 22
		relevance	15, 20, 24
	Configuration	appropriateness	4, 6, 11, 12, 13, 17
Enhancement of the Language Partners Program	Class management	implementation	3, 8, 9, 14, 23
	Learners' role	participation	1, 10, 19, 21

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