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**FINAL PROJECT'S TITLE**

**A Communicative and Task-Based EFL Material Design Proposal for  
Encouraging A2-level High School Students in the Creation of Classroom  
Self-Produced Materials**

**Thesis to qualify for:**

**Master's Degree in Teaching English as a Foreign Language**

**Presented by:**

**Cesar Angel Aspajo Cano  
PEFPMTFL3059173**

**Director:**

**Dr. Sheila Queralt Estévez**

**Yurimaguas – Loreto, Peru**

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*Cesar A. Aspajo*

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# 1. INTRODUCTION

This final project develops an EFL Material Design proposal focused on Communicative and Task-Based approaches. The project's material design proposal follows the guidelines of the Common European Framework of Reference or CEFR (Council of Europe, 2001). The material designed in this project aims to encourage the creation of self-produced materials and develop the Communicative skills of the high school students at Educational Institution Pedro del Castillo Rios, Yurimaguas, Loreto - Peru, who mostly have an A2 level of proficiency.

Nowadays we constantly find ourselves surrounded by different sorts of material designs for TEFL: authentic materials, adapted materials, support and reference materials (such as dictionaries, textbooks) and so on, are something that can be seen daily in the classroom and surely have an impact on our teaching lives. In other words, materials have become a commonplace for today's educational society and little has been said about the materials that encourage students to create classroom self-produced materials and these can be the manufactured materials since resorting to a manufactured material can be a good pedagogical action whether this guarantees that students have access to text types or discourse genres that would not otherwise be available to them. In the particular case of my educational institution, the material designs for language teaching suffer from overage problems of authenticity of content. This is why it is particularly relevant to consider exploring including manufactured materials in the classroom since these will stimulate the students in creating their own materials into the classroom; therefore, not implementing them into language teaching would be a big mistake.

The power of manufactured materials to convey messages, to send affective signals and to stimulate the imagination is well attested. There are indeed a number of books on language teaching on this topic, and also almost all current language books and resources for students consider the power of manufactured or adapted materials. However, so far, this rich resource has been relatively poorly understood or exploited. For all these reasons this project will focus on presenting manufactured or adapted materials and some video-based activities to improve students' language skills (reading, listening, writing, speaking, grammar and vocabulary building). The materials have been designed for A2 level high school students. All the activities are carefully designed considering the students' level and aims.

As English teachers, our goal is to help our learners acquire the skills they need to communicate in the target language. In order to do so, we need to guide them through the process of developing communicative skills to reach proficiency. The Communicative and task-based approach will enable us to teach how to use the language using it in relation to content. The concepts, topics, and themes are incidental to the main objectives of our teaching practice.

The final project is structured in seven main chapters. The first chapter or Introduction develops a general overview on the project and its structure. Then, the second chapter corresponds to the Justification of the project, and it includes both the academic and personal motivations and reasons for the elaboration of the project, considering its relevance and impact for the TEFL field. Meanwhile, in the third chapter, there are the objectives of the research project is presented. In this chapter, the general and specific objectives that express the purpose of the final project is raised. Next to this, the fourth chapter is dedicated to the elaboration of the theoretical background. In this chapter the theoretical and conceptual framework that specify the most important terms and concepts that allow the development of the project's material design is also raised.

The fourth chapter presents a revision of the most relevant theories and concepts that support the project's material design proposal. In the first place, the role of materials in the classroom is discussed, addressing the use of technology through effective, authentic and manufactured materials. Secondly, the issue of material development is covered through the description of the principles behind the materials design and its process of creation, followed by a thorough analysis of the advantages and disadvantages of the authentic, adapted and/or teacher-manufactured materials for TEFL. Thirdly, the Communicative Language Teaching Approach is addressed via the key concept of “communicative competence”, and Task-based Learning is analyzed through Ellis and Willis” criteria, reviewing the characteristics of a TBL Syllabus and a TBL unit of work.

In the fifth chapter, it holds up the methodology that is going to use to develop the project. This chapter presents a detailed description of the material design proposal which begins with a complete description on how the proposal is guided by the Communicative Method and the Task-based Learning Approach, followed by the description of the target group and the description of the creative process as well. Lastly, the chapter includes a description of the general learning objectives of the materials.

Then, there is a description of the structure that surrounds the materials in which the teacher-produced materials for the task-based unit proposal and the steps to design the materials are described. Afterwards, there is a description of the typology of the materials and/or activities where pair and group work activities, as well as the integration of the skills through real-world tasks gain relevance. Last but not least, a description of the general learning objectives of the materials is included to finish this methodological section.

In the sixth chapter, the material design results are presented in two layouts. The first one has an 'Overview of the Didactic Material' which includes the unit's learning objectives, contents, communicative skills fostered, time management, the materials and resources used, functions, assessment indicators, core and specific competencies and lastly the explanation of the unit's final task. The second part presents the description of the activities with instructions for the teachers divides into sections including the objectives, procedures, and so on. Next, the design of the didactic material itself is presented. The unit proposal is composed of the seven lessons: Culture Words; Culture Identity Survey; Peru, Pluricultural Country; The Interculturally; Finding Solutions; Intercultural Challenge and the Self-assessment.

The second layout presents the "Didactic Material Designed (with instructions for the student). It includes authentic, adapted and / or created texts and articles, images, videos, mind maps, maps, charts, and web links among other resources.

Finally, the seventh chapter presents the conclusions and contributions of the material design proposal and it also envisages future research.



# 1. JUSTIFICATION OF ACADEMIC AND PERSONAL INTEREST

This final project develops an EFL material design proposal for A2-level learners of English at high school in Yurimaguas, Peru. Based on the communicative method and task-based learning approach. As an English teacher, I have witnessed that English Language Learning is confined to routine and mechanical practices that deprive high school adolescents and young people in Yurimaguas of actually achieving the communicative skills they require in an effective, creative and critical way. Nevertheless, this project's material design proposal is also based on the preliminary analysis of the students' learning needs and besides, to encourage the creation of self-produced materials.

From the social and academic development perspective, I can declare that in the last decade with the emergence and development of computer technology, communication technology, the dynamics of tourism, the learning of English has been put in the foreground as a necessary tool so that students, professionals and workers find spaces to develop a work activity with the recognition that this language allows them to get involved at the international level.:

The development of human resources and training for employment is an important help for specific men and women, who can thus maintain their employability and adaptability in a labour market in continuous evolution under the influence of globalization, technological change and of the new ways of organizing. And in this regard, education and English go hand in hand in the effort to 'promote constant improvement in the quality of education, in order to satisfy the labour demand through greater competitiveness (International Labor Office, 2000, p.1).

Likewise, it is justified original and innovator scientifically; because of, the creation of English classroom self-produced materials is a skill that all A2-level high school students must develop, since, from it, they will raise their level of creativity, in the same way, they will be able to understand different topics, make their ideas known to their classmates and thus, solve the problems of their daily life. The creation of self-produced materials in the English classroom strengthens the acquisition of positive attitudes to pay attention to what the students do, respect their ideas and make them feel creatives. Through this Communicative and Task-Based EFL material design proposal, it will contribute to strengthening in the student, especially in the individual learning needs, selecting texts, images and online videos for planning communicative activities and on this way will be encouraged students in the creation of their Self- Produced Materials and to become in meaning creators. In this

way, the classes, then, will cease to be a boring content presentation to give way to dynamic, creative and motivating interactions, the ELF materials design proposal, they are communicative and based on tasks that will also allow the development of creativity, exposure and critical judgment for decision making and problem-solving.

From a teaching perspective, since during my experiences as a language teacher and through the existing problems in the Educational Institution of the Study, most teachers do not give importance to the use of self-produced materials and if they consider it, they do so through the textbook in such a way that it is almost never attractive to the student; the same goes for other educational materials. "So, there is a less performance in communicative tasks, the same that is never fully developed under different pretexts of following an institutional curriculum with traditional equipment, materials and tools" (Bax, 2003; Griffiths, 2011; cited by Beatriz Cortina-Perez, 2013, p. 167).

Thus, this project will be contributed to improving the development of the students' communicative activities in which all the materials of high school will be covered. Additionally, the own-produced materials available will allow students to feel free and comfortable when performing in English. Thus, combining authentic material with its according to the pedagogical process is also essential to give them all the tools they need for real-life situations, as the main aim of learning the English language (McDonough and Shaw, 1993 cited by Ball, P. & Lennon A., pp. 59-71, n.d., in FUNIBER). Upon completion of this project, it will be necessary to share to all my English Language colleagues on the application of this EFL material design proposal and in order to socialize the results of this research with all teacher from my educational community.

## 2. OBJECTIVES

### 3.1. Main aim:

The main aim of the project is:

To develop a Communicative and Task-Based EFL Material Design Proposal for Encouraging A2-level High School Students in the Creation of Classroom Self-Produced Materials.

### 3.2. Specific aims:

The specific aims of the project are:

- To design an A2 EFL material design based on the Communicative and Task-Based methodologies.
- To design an A2 EFL material design that proposes a sequence of communicative tasks including the promotion of the students' elaboration of their own materials for the EFL classroom.
- To integrate the students' creativity and capacity to create materials based on what they are learning inside a material design proposal that proposes didactic sequences of activities and tasks in which the students create materials, that will be also assessed and readapted in the class lessons.

## 4. THEORETICAL BACKGROUND

The main aim of this chapter is to define the concepts, theories and terminology that are relevant to the topic and that relate to the broader areas of knowledge being considered in this Project since world-wide demand for English has created an enormous demand of quality for language teaching materials and resources in which teachers and students have to be made decisions for planning an EFL material design about the content of the course.

### 4.1. Teaching EFL in High Schools in Peru

Taking into account education as a fundamental pillar in the process of development and evolution of humanity, which is oriented towards the formation of individuals capable of interacting with the environment and the needs that this globalized world requires in its dynamics, especially when the English language is used as a communication factor. It is that our country recognizes its importance in comprehensive training, as expressed in the National Curriculum Design at all levels of education (Ministry of Education, 2009).

In order to better guide the work in the classroom of the teachers of English in public schools with regular school day (RSD) throughout the country, the "Guide for Secondary Teachers of Educational Institutions with Regular School Day" has been prepared for the English area, on the importance and functions of the English language. This facilitates the process of changes in the area, helps all agents of the educational community to understand the importance of English and offers a clear idea of the functions of the language (language functions), which the student of Regular Basic Education must master at throughout the school stage to develop a series of competencies established by the National Curriculum and thus achieve mastery of the language. (Ministry of Education, 2016b).

#### 4.1.1. *Regulations and Characteristics*

Well, this language is a tool for labour, social and cultural insertion; it also provides access to information, facilitates research and innovation. In correspondence with this initiative, on September 8, 2015, Supreme Decree No. 012-2015-MINEDU was published, which approved the National Policy for Teaching, Learning and Use of the English Language (hereinafter, Policy National "English, doors to the world"), whose general objective is: "that the beneficiaries of the same develop the communicative skills of the English language to expand their access to educational, scientific, technological and employment opportunities". Based on this objective, the Ministry of Education has initiated a process of changes in the

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learning and teaching of English, which are the architects that will contribute to fulfilling the commitments and responsibilities established in the aforementioned regulation.

The National Policy "English, doors to the world" is a guiding instrument for sectoral, institutional and program plans, as well as for projects and other activities related to the teaching, learning and use of the English language in all areas of the public sector. This policy is mandatory for all State entities and at all levels of government (Supreme Decree No. 012-2015-MINEDU).

#### **4.2. Teaching EFL to Teenagers and Encouraging Creativity**

In a learning context, the design and selection of materials is essential for the good development of the course objectives, as well as for the learners' final objective -to reach the target language-. To fulfil all these needs it is also necessary to take care of the students' characteristics such as age, level of proficiency, motivation, learning styles, as well as the context. Most students, especially in secondary schools, lack the proper development of English level as a consequence of those characteristics, and as a result, we find mixed-ability classes, where some learners have a good background, while others have just basic knowledge or any at all.

As Ball, P. and Lennon, A. (in FUNIBER, n.d., p. 68) say on the mixed-abilities:

If you are working in the school education system, mixed-abilities language classes will be a fact of your everyday life. Materials have traditionally been published according to the language level of the learners, assuming a same proficiency group, in fact most materials still reflect this assumption. A fairly recent innovation has been materials which suggest how to deal with mixed-ability classes are included into coursebooks. One of the strands of solutions to a mixed-ability class is related to the issue of task difficult above. Different levels tasks can be designed using the same input. Parallel classes can therefore be at the same time for different ability levels in class. Another possibility also related to task difficult is to give students the same task, but on inputs of different difficult. Both of these strategies require a lot preparation on the part of the already hard-pressed teacher. A useful innovation here has been the tendency for teacher's books to include ideas for adaptation of materials alongside the instruction for the activities. Good examples of coursebooks doing this were The Cambridge Secondary Course (1996) C.U.P., and Password 81996) O.U.P. Others strands of the solution to mixed-ability classes are found in

the inclusion of "open-ended" tasks in the language programme. By its very nature, task-based learning is open-ended, since the exact nature of the product is not specified, different ability students will perform at different levels in face of the same task. Very open-ended tasks, such as projects, may be particularly suited to classes with this make-up.

Additionally, the materials available should allow students to feel free and comfortable when performing in English. Thus, combining authentic material with its according pedagogical process is also essential to give them all the tools they need for real-life situations, as the main aim of learning any language:

Ball, P. and Lennon, A., (n.d., in FUNIBER, p. 68) give solutions to the problem of mixed-ability are evident in published materials:

- The use of open-ended activities,
- Multi-level tasks using the same input,
- Multi-level texts for use with the same task,
- Inclusion of project work suggestions,
- Awareness-building activities for learning styles,
- Learner-training activities.

Digital globalization is addressing several Technological or Digital Programs in mixed-ability classrooms, where many times the target language of students in English and rarely in their mother tongue. In this plan of communicative and task-based EFL materials design proposal, digital or technological tools are also applied. Lara (2010, p. 10) also suggests "developing digital competence in the language classroom from a communicative, social and participatory approach." (cited by Torres, L. in FUNIBER, n.d., p. 25)

Therefore, it is important to notice that materials and resources establish a good opportunity for pupils to increase their motivation and interest and so will be able to acquire a second language in a better and faster way. Taking this into account, we as teachers must assure ourselves that learners will improve their skills in an integral manner, so that students can get enough fluency when interacting in any context.

Boredom may involve a conflict between "an aversive state of being unable to attentionally engage and an approach motivation of wanting/needing to engage" (Mercer-Lynn et al., 2014, p. 125; cited by Macklem, G., 2015, p. 20). Then, Macklem, 2015, p. 36 contributes:

Educators have attempted explanations including academic skill deficits and cognitive reasons for lack of student achievement. However, the general public and even educators themselves have not been keenly aware of the work of scientific researchers and the work that is being done in regard to non-cognitive factors as they influence achievement (Lipnevich & Roberts, 2012; Mega et al., 2013; Shernoff, 2013, cited by Macklem, G., 2015)

In fact, it is challenging to separate academic achievement from motivation, self-regulation, identity, beliefs, goals, and cognition (Berg, 2007, cited by Macklem, G., 2015, p. 36). Non-cognitive factors influencing academic achievement include:

“There are many anxiety reduction strategies that mental health professionals know well that can be taught to students. Boredom coping strategies may be less well known. Traditional ways to cope with boredom have involved giving students choices, or increasing the stimulation of lecture or reading material” (Martin, Sadlo, & Stew, 2006, cited by Macklem, G., 2015, p. 70). Increasing physical movement may be helpful as well, but these are not things students themselves can control in a classroom situation. (Macklem, G., 2015, p. 70)

“Research on student interests indicates that students who start a semester with moderate or high interest in a class or subject area maintain that level of interest. Students, who initially react to course content with low interest, stay at that low level of interest (Ainley, 2010, cited by Macklem G., 2015, p. 39). Students who begin a course in school with little interest in the subject, and who do not have their interest improved by the teacher, or materials, or content, are not likely to become engaged. (Macklem G., 2015, p. 39):

Schutz and Lanehart (2002) assert: “Emotions are intimately involved in virtually every aspect of the teaching and learning process and, therefore, an understanding of the nature of emotions within the school context is essential” (p. 67). When addressing the causes of boredom in the school environment, it is important to look carefully at the types of tasks presented, the environment, the individual student, and the student-environment fit (Fisherl, 1993). This is important for all learning environments at all levels of education. (cited by Macklem G., 2015, pp. 47-48)

The actual learning tasks assigned in class need to have value for students and they need to meet students’ needs. Enthusiasm can be communicated through emotional contagion and students’ value of the activities may be enhanced. Instructions make a difference when

students are working on tasks. Sawin and Scerbo (1995) “instructed students to be vigilant or instructed students to relax when working on vigilance tasks. Students with low boredom proneness outperformed those with high boredom proneness. They also reported less boredom in completing the tasks. Students additionally need some autonomy in learning situations” (Pekrun, 2006, cited by Macklem G., 2015, p. 49)

Macklem, G. (2015, p. 49) states that repetitive activities are related to boredom. Disengaged students in middle and early high school associate classroom practices with boredom more than content or subject matter. Middle school students prefer learning skills rather than dealing with abstract content. They respond better to demonstrations than book-driven material.

Giving students choices has been associated with strategies that teachers can use to decrease boredom (Caldwell, Darling, Payne, & Dowdy, 1999; cited by Macklem G., 2015, p. 50). Students may feel more in control, more motivated, and more positive when they are given choices (Patall, 2013; cited by Macklem G., 2015, p. 50). Choices of whom they work with, and group projects can help students make connections between the material and its applications (Gregory et al., 2014; cited by Macklem G., 2015, p. 50). Current research suggests that giving students a choice in regard to some aspects of a task works well when students already have some interest in the task.

#### **4.2.1. *Constructivism and Learning By Doing***

The Piaget’s contributions (1936) were many, but one of the most relevant focuses on cognitive development as a continuous construction of the human being: The basic function of thought will be the construction of progressive knowledge structures that go through different stages and accumulate by means of successive accommodations, the knowledge acquired in previous stages. This notion of stage could explain the successive systems (set of structured rules) through which the development of the first language and the learning of a second language or a foreign language pass as, for example, the syntactic organization of the phrase or the passage from lexicalized forms to inflected forms.

The current contributions from constructivism understand the evolution of the language of the learners as a movement from what Piaget (1936) calls a pragmatic mode, determined by the needs to satisfy the requirements of communication, towards a syntactic mode, which implies mastery of forms and its nuances, that is, from what is purely functional to what is formal. Meanwhile Gardner (cited by Widiana, W. and Jampel, N. (2016, p. 247) say: "there



is actually an interest in new programs that seek to develop human intelligence for a whole culture, to train individuals in such general skills as “anticipatory learning”, to help individuals to realize their human potential”:

Gardner [6] Marlina [7] states that intelligence has seven components. The seven components of intelligence are called multiple intelligence that consists of linguistic-verbal intelligence, logical-mathematic intelligence, spatial-visual intelligence, rhythmic music intelligence, kinesthetic intelligence and interpersonal intelligence. In a further development, Gardner added two more intelligences, namely naturalist intelligence and existential intelligence. Many people think that to reach a high achievement in learning, one has a high Intelligence Quotient (IQ).

Gardner (cited by Massanet A. (2017, p. 16), makes some distinctions:

A lot of people study the theory of the multiple intelligences, they understand it and would be able to provide examples. However, little research has been done in how to apply the MI theory in an EFL curriculum and how to create lesson plans using them. As already mentioned in the multiple intelligences theory section, according to Gardner, there are seven separate brain systems that are related to different intelligences. So when someone suffers any type of damage in the brain, depending on the side of the brain that is affected, the individual will be able to do certain activities such as, mathematical problems solving, dancing, singing, etc. but might have difficulties in others involving reading, listening or speaking (linguistic ones).

In any case, communicative language learning involves students developing communicative competence so that they can use the language meaningfully and in a real-life context. Hence, "in order to leverage the potential that certain activities would have in the expansion of students' multiple intelligences, more work should be done including the MI framework in EFL contexts" (Widiana and Jampel (2016, p. 16).

According to Elena Spirovska (Spirovska, 2013; cited by Massanet, A. (2017, p. 16), multiple intelligences can be used in different ways in the classrooms and have several benefits. In pursuance of fostering the learning process, students must be enrolled in the class in a dynamic and non-conventional way so that they realise their own capacities and abilities. Moreover, if teachers are acquainted with the different learning profiles in class, they will be able to adapt, create and innovate in other types of activities that can enhance each student in their own way.

To begin with, the multiple intelligences can be used as a tool for students to “develop a better understanding and appreciation of their own strengths and learning preferences” (Spirovska, 2013, p.6; cited by Massanet, A. (2016-2017, p. 16) as there is no need to be an EFL teacher to understand that students are different, have different strengths and learning styles.

### 4.3. Materials Design for EFL

Accepting the importance of actively involving the learner in the learning process to ensure the success of such, you can also defend the possibility that they can select or create the materials that will be used.

There is an approach that constitutes three levels or relevant elements in the organization of the teaching and learning of the English foreign language. For Richards and Rodgers, 1986, p. 16 (cited by Arzamendi, J., Ball, P. and Gassó, E., n.d., p. 5, in FUNIBER) “The second level in the system, ‘design’, is the level of method analysis that specifies the relationship of theories of language and learning to the selection and organization of language content (syllabus), to the types of tasks and learning activities, and to the roles of learners, teachers and materials within the method.”

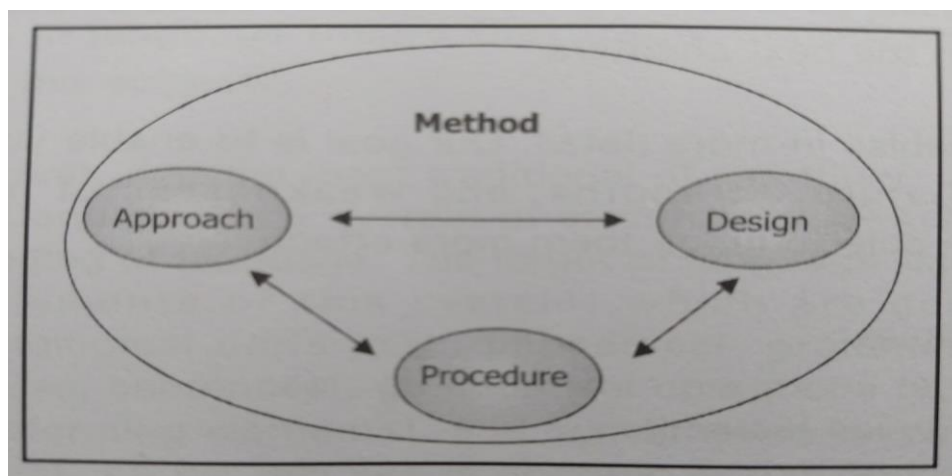


Figure: 4.1. Relevant Elements of a teaching/learning system. Source: Richards 1985, p. 17 (cited by Arzamendi, J., Ball, P. and Gassó, E., n.d., p. 5, in FUNIBER)

Tomlinson (1998, p. 2) explains that materials can be "the spectrum of teaching resources that has indeed opened up to other types of materials contrasting with the old idea that language teaching materials were just the course books." Moreover (Tomlinson, 2001, p. 66), it is important to define Materials as anything used by teachers or learners to facilitate the learning of language. Materials could obviously include cassettes, videos, CD-Roms,

DVD's, dictionaries, grammar books, readers, workbooks, photocopied exercises, all kinds of realia, lectures and talks by guest speakers, internet sources, and the on-lines today. Kitao, 1998, p. 1 (cited by Ramirez, M., 2004, p. 2) also defines materials "as the centre of instruction and one of the most important influences on what goes on in the classroom"

Thus, I have prepared an EFL materials design proposal that it will support the need of the students in aspects of linguistic and non-linguistic knowledge. However, it is essential to know the role of the materials in the classroom in order to identify effective teaching materials and so to encourage the students to be creatives.

#### **4.3.1. Role of Material in the EFL Classroom**

It is very important the identification of a need to create materials by learner or teacher. "The writers state that the teacher must have observed a particular need for materials creation. It could be an inadequate coursebook, exam preparation, more culturally appropriate or a better match with the students' learning styles" Jolly, D., and Bolitho, R., (1998, pp. 98-99):

Contrasting with Materials Development, when teachers adapt an activity or exercise from a textbook, they use that activity or exercise as the basis to make certain changes. The text is the same given in the textbook, but exploited and used differently. I would say that this is the process that many teachers usually follow in their classes, since they can use old textbooks to take texts and ideas and adapt them to their current teaching needs. Both processes are indeed time-consuming and time-demanding; however, Materials Adaptation is "easier" in the sense that teachers can use texts given in different textbooks, whereas in Materials Development everything must be created from scratch. (Maley, p. 281; cited by Ramirez, M., 2004, p. 3)

Once it made the exploration of the need or problem in terms of language, meanings, functions and skills, Jolly, D., & Bolitho, R., (1998, p. 97) say that:

the teacher needs to think about the medium and skill the students need to practice. Is it a new language or consolidation? Is it ESP like for exams or business? Then you would need to consider the skill you want to practice or would you prefer a mixed-skill authentic approach? Nowadays, teachers like myself would be exploring

ways to make it more learner-centred and utilise technology (preferably mobile devices) using apps or platforms like Google.

Candlin & Edelhoff (1982, p. 75) affirm that “materials have a role to promote learning and language learning in particular”. They fulfil this role in the way they offer exercises, activities and tasks which challenge the competence of learners.

#### **4.3.2. *The process of materials creating***

Jolly, D. & Bolitho, R., 1998 (Cited by Lennon, A. and Ball, P., n.d., p. 74, in FUNIBER) offer the reader a practical idea of the different aspects of the process of materials writing for the classroom. This is achieved through case studies illustrating the process:

The first case; it is carried out the contextual realisation of the proposed new materials by the finding of ideas contexts and texts with which to work. Now, that you have the shape of the lesson you need to gain the substance with your raw materials since you are making it yourself, in your cultural context, using your knowledge of the learners and your preference in teaching styles you are in a very positive position to please both yourself and your students. I would begin by thinking of the students’ language needs and then I would try to mesh this together with their interests eg.: shopping, cars, politics, cultural, celebrities. Also, I would try to have some open-ended activities or follow-up ideas which would be useful to give abler students if they have finished or keen ones to do in their own time. Newspapers (native and Western), magazines, YouTube, apps, Ted Talks, podcasts, BBC news.

The second case; it is proposed the Pedagogical realisation of materials by the finding of appropriate activities and exercises and the writing of instructions of use. We have isolated the student need, considered the context of the students and found texts suitable, next we must focus on the tasks. Clarity is so important in instructions and the teacher must be sure to have the answers ready and to have done the activity first. Also, think of the ease of use, attractiveness and relevance.

In the third case, it is established Physical production of materials involving consideration of layout, type, size and reproductions. In the age of technology and the increasing use of technology in the classroom, materials can be created online and either emailed or done as a whole class on the Interactive Whiteboard. Therefore, the material does not get tatty, can be recycled and the format could even be used again with a different language focus.

However, this process is not linear, on the contrary, it is a dynamic and self-regulating one in which the evaluation step plays a key role: “the act of evaluation at least in theory, turns the process into a dynamic one since it forces the teacher/writer to examine whether or not s/he has met objectives” (Jolly & Bolitho, 1998, p. 96). As consequence, they propose the following diagram to better understand this process:

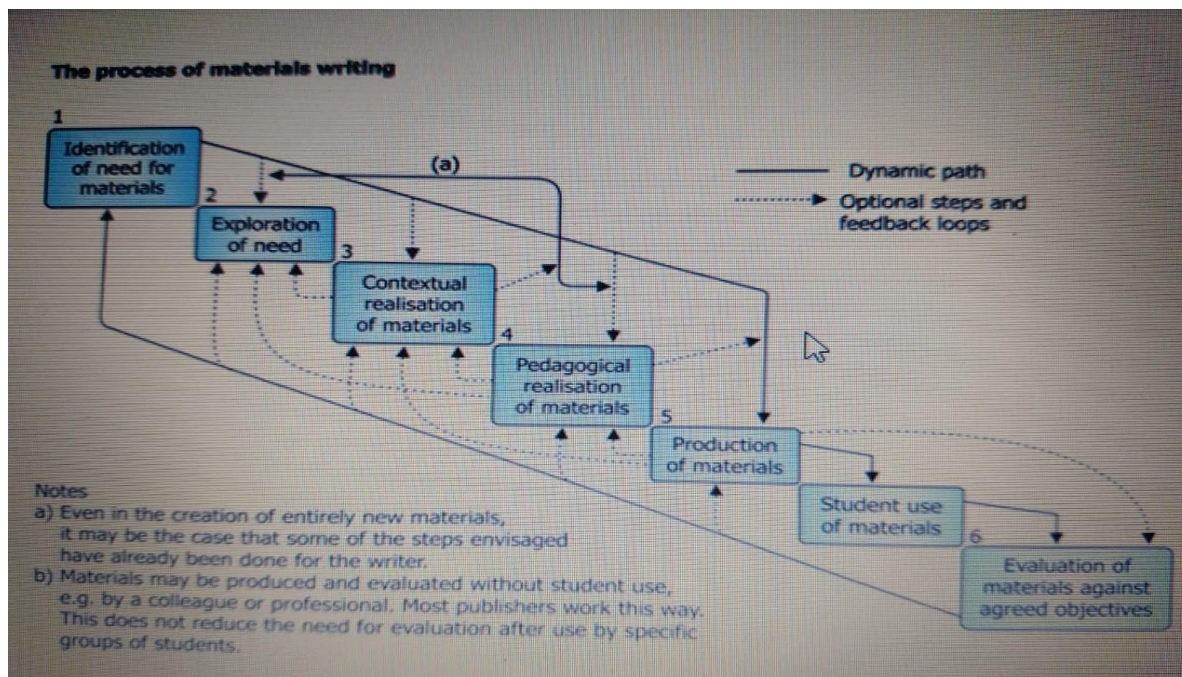


Figure 4.2: Teacher’s path through the production of new and adapted materials (Jolly & Bolitho in Tomlinson, 1998, p. 98)

The starting point for this practical overview derives from the thoughts and feelings of these most involved with language materials: the comments in this paper are the authentic voices of students and teachers of English as a foreign language.

According to Hanh, N. and Noriko, I. (2012, p. 151), in the context of the findings, we suggest implications for language teaching and materials development and to:

... compare authentic fast-food ordering transactions with EFL textbook dialogs in order to assist teachers and materials writers in the development of students’ communication skills. Using conversation analysis (CA) and drawing on the concepts of communicative competence and interactional competence, we first provide a detailed description of a small sample of real-life transactions and then compare these with the dialogs in textbooks used in Japan, including some successive editions. We demonstrate that the textbook dialogs differ from the recorded real-life interactions in the sequencing of actions and completeness of actions.

Weinstein, 1999 (cited by Nicholas, B., Rossiter, M. & Abbott, M., 2011, p. 249) explained that learner texts can be used in the ESL classroom to develop language skills aligned with learner-identified aims, to introduce themes and topics of interest to the learners, and to create a sense of community in the classroom. Taken together, these three components comprise 'learners' lives as curriculum' (Weinstein; see also Auerbach, 1999; cited by Nicholas, B., Rossiter, M. & Abbott, M., 2011, p. 249). Similar to Weinstein, Wajnryb (2003, p.156; cited by Nicholas, B., Rossiter, M. & Abbott, M., 2011, p. 249) identified three ways in which story can be used in the language classroom; that is, it can be used as language learning, genre, and a means of creating what she terms a 'storied classroom,' by which she means using 'story-telling for the purposes of building class cohesion and community'. Further, listening to learners' stories will help instructors discover what is important to their students and can 'bring language learning to life' (Weinstein, 2006, p. 159; cited by Nicholas, B., Rossiter, M. & Abbott, M., 2011, p. 249).

#### **4.4. Authentic, Adapted and/or Manufactured Materials for TEFL**

If the importance of actively involving the student in the learning process to ensure its success is accepted, the possibility that they can select or create the materials to be used can also be defended. Likewise, the creation of teaching materials by students can be a team effort as there are advantages and disadvantages of using authentic materials or textbooks and this is given as the basis for creating teaching materials.

Moreover, the use of both pedagogical and authentic material is essential to assure that students will be prepared to face real life situations at the moment they need. Swaffar (1985, p.17; cited by Thomas, 2014, p.15) says that "an authentic text, oral or written, is one whose primary intent is to communicate meaning". According to Swaffar (1985, p.17; cited by Thomas, 2014, p.15), authentic texts must possess "an authentic communicative objective," as opposed to the purpose of foreign language textbooks, which is to "teach language per se rather than to communicate information".

According to Little, Devitt, and Singleton, 1988, p. 27 (cited by Thomas, 2014, p. 15), as cited in Guariento and Morley 2001, 347 (cited by Thomas, 2014, p.15), an authentic text is "created to fulfil some social purpose in the language community in which it was produced". For Tomlinson, 2012, p. 162 (cited by Thomas, 2014), "an authentic text is one which is produced in order to communicate rather than to teach...The text does not have to be produced by a native speaker and it might be a version of an original which has been simplified to facilitate communication".

Thomas (2014, p. 15) concludes that authentic materials are produced for real communication and that the purpose of authentic materials is to communicate meaning and information rather than to teach language. The key to understanding what makes materials authentic is to think of them as texts that were not intentionally produced for language classrooms or learners. Finally, to Thomas would like to emphasize that it is acceptable to adapt an authentic text, if necessary, to suit the proficiency level of your students.

All in all, design and materials should always be essential elements in EFL environments since they deal firstly with the communicative task which ends up bringing the skills learners are looking for in their process of learning a second language.

Tomlinson, 2012, p. 161 (cited by Thomas, 2014, p. 15) reports that several researchers “argue that authentic materials can provide meaningful exposure to language as it is actually used, motivate learners and help them develop a range of communicative competencies and enhance positive attitudes towards the learning of a language”

Manufactured documents that are texts, oral and written, that have been specifically created for use in the classroom, as expressed by Ball and Lennon (n.d., p. 70 in FUNIBER) “it is recognised that the best materials are those which are fine-tuned by the teacher”. This category includes adapted documents and inauthentic documents. Jolly and Bolitho (in Tomlinson, 1998: 96; cited by Ball, P. and Lennon, A., n.d., p. 70, in FUNIBER) comment “the excellence of materials lies less in the products themselves than in the appropriate and unique tuning for use that teachers might be better engaged in”.

#### **4.4.1. *The use of technology in the classroom***

Including technology in our classes can be really challenging, primarily in the domain of the language content by our learners. “Adell, 2006 (cited by Torres L., p. 24 in FUNIBER, n.d.), mentions the integration of technology and digital competence in the classroom using five main points”:

1. ACCESS: learn how to correctly use technology.
2. ADOPTION: support traditional teaching and learning.
3. ADAPTATION: integration in traditional class habits.
4. APPROPRIATION: collaborative use.
5. INNOVATION: discover new uses of technology and combine different modalities.

Nowadays there are several language teaching resources, either apps or web pages, such as Kahoot, Padlet, Duolingo, Flipgrid, Webquests, Wikis, Blogs, and a great variety of social networks, seem to be pivotal to develop innovative lessons. Online and Digital technology refers to technology based on computer chips in comparison to more standard forms of educational technology, from the use of the television, cassettes and tapes, video and computers, CDs and interactive videos to more recent software programs, apps, or web pages.

“The first dimension refers to the teacher and their role in the design and management, and in the pedagogy of the online collaborative environment. The active involvement of the teacher in the pedagogical model of online collaboration is necessary to ensure the success of the discipline” (Harasim et al., 2005; Berge, 1996; Teles, 2009; cited by Teles, L., 2015, p. 3). Here we use the word teacher, which can also be called a tutor, trainer, mediator, monitor, and more, referring to teaching in virtual environments. (Teles, L., 2015, p. 3).

Saza-Garzón (2016, p.104) comments:

    talking about virtual learning environments and how a virtual course should be, from the methodological point of view, requires making a pedagogical reflection on which and what methods should be given in a class from the virtual point of view, where the Aspects such as distance, communication, and physical space totally change in these environments. Therefore, it is necessary to rethink if the teaching practices that are done in the classroom can be applied in the virtual and to know if it has the same result or if it requires new ways of teaching and therefore new teacher profiles.

Some approaches to these new teaching profiles are presented by Cardona and Vaca González (2014, p. 50; cited by Saza-Garzón, 2016, p.104), who says that “Today, teachers with new digital skills and abilities are required to generate effective and efficient learning and communication processes”.

#### **4.4.2. Bloom’s Taxonomy**

Bloom’s (1956) points out the view was that education should strive to include in the curriculum as many high order skills as possible to make sure that a certain percentage of students’ master of the subject matter. The purpose of Bloom's Digital Taxonomy is to inform instructors of how to use technology and digital tools to facilitate students learning experiences and outcomes (Sneed, O., 2016, p. 1).



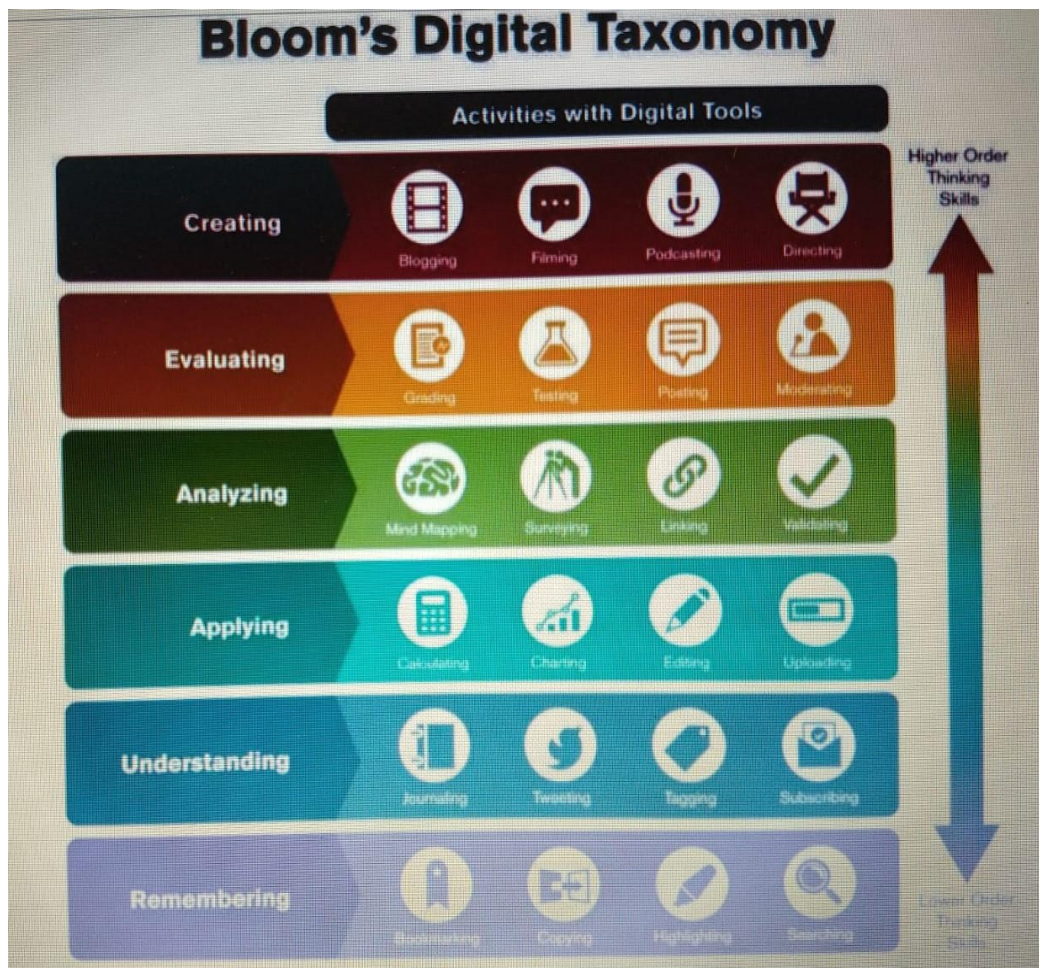


Figure 4.3, retrieved from Integrating Technology with Bloom's Taxonomy (Arizona State University, 2016: <https://teachonline.asu.edu/2016/05/integrating-technology-blooms-taxonomy/>).

#### 4.4.3. *Technique for Adaptation*

To McDonough and Shaw (1993, pp. 9-10), the process of course design is initiated by an examination of content, which leads to the identification of course objectives and hence to the adaptation of an appropriate syllabus and the resulting materials and activities. (cited by Ball, P. and Lennon, A., n.d., p. 6, in FUNIBER).

Likewise, MacDonough and Shaw, 1993, p. 97 (cited by Ball, P. and Lennon, A., n.d., p. 72, in FUNIBER), give a framework to describe the technicalities of the process of adaptation to summarise their position on materials adaptation, concluding that: "...adaptation can only be carried out effectively if it develops from an understanding of the possible design features of syllabuses and materials."

The following diagram provides more details of MacDonough and Shaw's framework for describing the techniques:

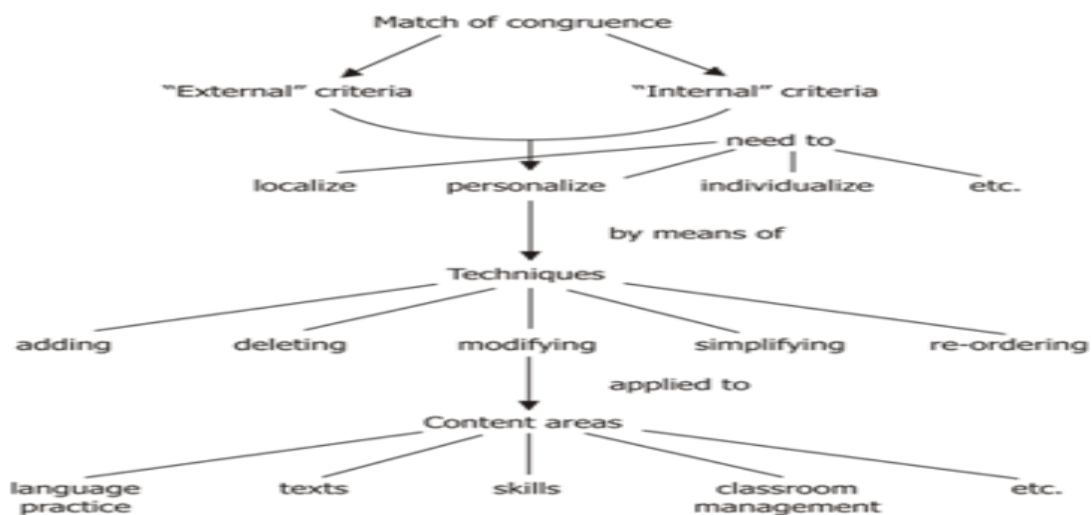


Figure 4.4: The Technicalities of the process of adaptation (MacDonough and Shaw 1993, p. 96)

## 4.5. Communicative Language Teaching

If a methodology based on the principles of Communicative Approach is adopted, the didactic materials must meet the following requirements (Richards and Rodgers, 1986, p. 71):

- Be based on the communication skills of interpretation, expression and negotiation.
- Be created from relevant and understandable interesting information extracts, rather than from the presentation of grammatical forms.
- Include different types of texts, presented in different formats, so that students can develop their competence from a variety of activities and tasks.

All these principles also show that the relationship between materials and the activities that students perform in the classroom is not always the same development of communicative competence.

### 4.5.1. Promoting Communicative competence

This approach determines the development of the concept of communicative competence that was used by Hymes (1972, p. 277) for the first time, deliberately in contrast to that of linguistic competence created by Chomsky (1965). The term communicative competence, according to Hymes (1972), reflects the social value of the language, an aspect that has

progressively been gaining greater consideration in the design of foreign language programs (1972, p. 277).

These ideas were later developed by Canale and Swain, (1980, p. 29). The communicative competence model that these authors developed has had a determining influence on the teaching of foreign languages. According to Canale, communicative competence is made up of four types of competence:

- The grammatical competence later called by other authors as Linguistic Competence. This competence includes the knowledge and skills necessary to understand and express the literal meaning of messages. Understand vocabulary command, word and sentence formation rules, pronunciation, spelling, and semantics.
- Sociolinguistic competence refers to the extent to which statements are appropriate to the sociolinguistic contexts in which they occur, based on factors such as the status of beginners and the purposes, norms, and conventions of the interaction. It includes the adequacy of the expressed meanings and the adequacy of the forms used.
- Discursive competence refers to the ability to combine forms and meanings to achieve communicatively effective oral or written texts, which is achieved through cohesion (referring to forms) and coherence (referring to meaning).
- Strategic competence is formed by mastering verbal and non-verbal communication strategies that can be used for two purposes: a) to compensate for communicative problems that occur in interaction, and b) to make communication effective.

Canale (1980) accepts Hymes's (1972) distinction between knowledge and ability and applies it to the four areas of competence. In order to be communicatively competent, the speaker must therefore master the four areas of competence in their double facet. That is, the speaker must have explicit or implicit knowledge about each type of competence and also be able to use it in real communication.

As stated by Richards (2006, p.3), this paradigm is the one that has alerted and opened new paths for foreign language teachers in their operational understanding of the phenomenon of language communication. The principles on which the first generation of

CLT materials are based remain relevant to language teaching today. Moreover, it also involves knowing how to produce and understand different types of texts and knowing how to maintain communication despite having limitations in one's language knowledge.

#### **4.5.2. Development of Communicative Skills**

Nowadays speaking a second or foreign language is practically a must. Therefore, learning English in our case has a great significance since it helps us to overcome the barriers to communication all around the world, especially since globalization has become part of our daily life. As a result, managing the four language skills is essential when teaching and learning it. Even better, Oxford (2001) includes the “knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage” as part of the required skills (known as the integrated-skill approach).

As Widdowson, 1978 (cited by Lennon A. (n.d.), p. 1, in Funiber) points out: “the aims of a language teaching course are very often defined with reference to the four skills: understanding speech, speaking, reading and writing.”

Oxford R. (2001, p. 6) also mentions that: “this strand includes associated or related skills such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage. The skill strand of the tapestry leads to optimal ESL/EFL communication when the skills are interwoven during instruction. This is known as the integrated-skill approach”.

The frame of mind may also lead us to ponder our own experiences learning non-linguistic skills. When you consider the role of practice in language teaching, for example (an issue of some contemporary interest), you may think about its role in your own acquisition of non-linguistic skills. (Johnson, K., 2002, pp. 190-191)

Taking now a clarifying of the four linguistic skills which place more emphasis on active communication. Ball, P. and Lennon, A. (n.d., p. 61, in FUNIBER) affirm: we have seen, there is a move away from seeing exposure to the language skills as a vehicle for the introduction to new language, towards seeing language processing of the macro-skills as an important end in itself for language acquisition. This move has been associated with the matching of authentic texts to authentic tasks, the teaching of macro-skills, and encouraging the use of different strategies for different text types.

#### 4.5.2.1. *Teaching Reading*

Reading should be considered in terms of how the learner discovers his /her potential ability of language by the strategies for reading which can be practiced to prepare learners for the type of reading task that they will meet in natural language use, such as skimming, scanning and inferring meaning from context.

Grellet underlined the importance of reading for pleasure and summed up “a balance should be struck between leaving the students without any help on the one hand and on the other squeezing the text dry” (Grellet, 1981, p.10). As Grellet (1981) says, we are exposed to an extensive list of text types such as novels, tales, plays, letters, newspapers, specialized articles, business letters, recipes, advertisements, etc. from which we can select to enjoy the pleasure for reading.

We have already mentioned the strategies for reading which can be practiced to prepare learners for the type of reading task that they will meet in natural language use, such as skimming, scanning and inferring meaning from context. We have also mentioned the increased use of authentic reading materials in courses, and this is especially evident in the choice and role of readings. Another feature of reading that affects materials design is text difficulty. “This will be affected by a number of factors, including: familiarity of topic, length and complexity of text, the number of unfamiliar words and the reader's background knowledge” (Nunan, 1989; cited by Ball, P. and Lennon, A., n.d., p. 61, in FUNIBER)

In materials, our present knowledge about the nature of the reading skill is evident in (Ball, P. and Lennon, A., n.d., p. 61, in FUNIBER):

- Variety of input in terms of both length and topic;
- Choice of authentic or adapted authentic texts;
- The practice of micro-skills;
- Task type relevant to text type;
- Pre-, while, and post phases to reading tasks
- Identification of a reason for reading, active reading, and making a response;
- Use of reading as a starting point for other skills use;
- Encouraging learners to react to message - give affective response;
- The use of scrambled exercises to develop knowledge of cohesive factors;
- The use of jigsaw reading tasks to prompt a two-way information gap.

Grellet (1981, p. 7) makes a summary on the process of reading:

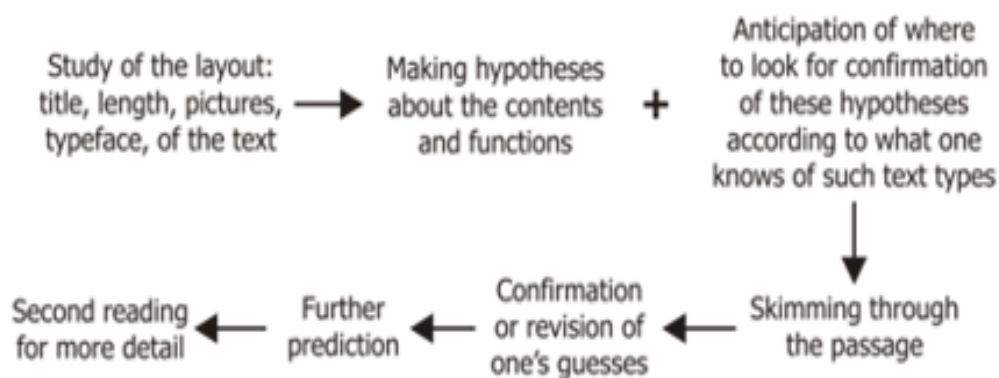


Figure 4.5, (Grellet, 1981, p. 7; cited by Harris, T. & Ball, P., p. 16, in Funiber, n.d.)

Language processing has come to be thought of as involving "top-down" processing, whereby we interpret what we hear or read according to our purpose in listening or reading, and to our background knowledge. Top-down processing is crucial to successful real-time language use since language could not be processed at the speed it is without top-down strategies.

This may seem at first an obvious point, but language practices until the advent of CLT concentrated mainly on language as if its processing were "bottom-up". Bottom-up processes focus on the various components of the language and then aim to fit these together in comprehending or producing language.

#### 4.5.2.2. *Teaching Speaking*

Of the four language skills, the ones that difference in production are spoken and written language. Of all them, speaking is the one which probably generates the most discussion and controversy within the context of Communicative Language Teaching (CLT). The continuing growth of English as an international language and its exalted position as the language of trade means that we are brought more frequently in face to face contact with our friends, relatives and business partners, which makes speaking for most teachers and students the most important skill. (Ur, 1996, p. 120)

First of all, according to Byrne (1986, p. 8):

Oral communication is a two-way process between speaker and listener where both have a positive function to perform; the speaker has to encode the message he

wishes to convey in appropriate language, while the listener (no less actively) has to decode (or interpret) the message.

Developing speaking skills in the classroom implies taking into account a number of features of spoken English. Those are usually associated with conversations such as turn taking and fillers which assure to make English sound more natural and native-like. Nevertheless, this does not require large lessons to examine these characteristics or substantial preparation. McCarthy and Carter underline the value to the language learner of comparing dialogue and conversational exchanges although they conclude: "The conversations in language course books are inevitably neat and tidy events, symmetrical, polite and geared towards a co-operative exchange of ideas and information". (McCarthy and Carter 1994, p. 140; cited by Harris, T. and Lennon, A. (n.d.), p. 59, in FUNIBER)

Likewise, from an interactionist perspective, it is argued that oral production (and not only the understanding of messages) is an essential element in learning a second language. Swain (1995) attributes the following effects to oral production:

- It helps the learner to notice the gaps between what he wants to say and what he knows how to say, or which can help him to notice what he does not know, or what he knows partially.
- It helps the learner to formulate and verify his hypotheses about the functioning of the language. Thus, speaking learners can check whether their idea about the functioning of the target language is effective or not, in which case they can make modifications.
- It encourages conscious reflection on the language or metalinguistic activity, so that during the production activities the learners not only formulate their hypotheses but can also talk about them using the language as an instrument of reflection.

As said, Chenlu, (2015, p. 1) few teachers manage to organize their class activities based on this CLT method to listening and speaking teaching by giving a sample plan in order to shed light on English listening and speaking teaching and to make that classes being more interesting, effective as well as informative.

In Chenlu's opinion view on a study of the English language acquisition:

In China, as a good English learner, he or she is supposed to master four basic skills: listening, speaking, reading and writing. Therefore, listening class was set for English majors. Different listening materials were exposed to the students. And in almost one and half hours for each class, students were just listening and answering questions based on the materials. What the teachers' responsibility is just playing the tape again and again and checking the answers. Thus, the traditional listening class was quite dull and the students were tired of this and what they have learned, to some extent, were some listening skills, and they might be good at doing multiply choices. However, in real daily conversations, they might not communicate with the foreign friends well. (2015, p. 1)

Therefore, in his conclusion, Chenlu (2015, p. 4) proposes:

English listening and speaking class is not only listening or speaking. They should be combined well, and should be useful for the students. Communicative method is a way to be applied in the class which can help students communicate effectively in real situations. However, there are some other ways that can be applied in the class like genre — based teaching approach, situational method and so on. Teachers can adopt any one of them or combine some ways together if necessary in order to make the class more lively and beneficial. And the teachers themselves should prepare the class and organize the class well. It involves a lot of requirements for the teachers. Thus they should make great efforts to upgrade themselves in both their professional skills and language proficiency so as to meet the demand of teaching English listening and speaking class.

#### *4.5.2.3. Teaching Listening*

Listening is the other key and important skill which may be considered under the term 'oral comprehension, and as says McDonough and Shaw (1993:126), " ... it is simple common sense to assume that reading and listening will share a number of underlying characteristics". (cited by Ball, P. and Harris, T., n.d., p. 29, in Funiber)

For developing the skills of listening comprehension and to improve the overall learning process, Chamot, Kupper and O'Malley (1989, pp. 418-437) provide some activities corresponding to three groups of strategies:

- Metacognitive strategies: planning, note-taking, transfer, resourcing, self-monitoring, evaluation, selective attention, directed attention and parsing. They



are important because they oversee, regulate or direct the language process. (Ibid.)

- Cognitive strategies: elaboration, inferencing, imagery, summarization, contextualization, grouping, repetition, problem identification, hypothesis testing, translation and predicting. These strategies manipulate the material to be learned or apply specific technique to a listening task. (Ibid.)
- Socio-Affective: reprise, feedback, up taking, clarifying, affective control. These strategies describe the techniques listeners use to collaborate with others, to verify understanding or to lower anxiety. (Ibid.)

According to Underwood, (1989, pp. 112-114; cited by Harris, T. and Ball, P., in Funiber, n.d., pp. 43-44) three typologies of listening activities exist:

- *Pre-listening activities:*
  - Looking at pictures and talking about them.
  - Looking at a list of items/thoughts/etc.
  - Making lists of possibilities/ideas/suggestions, etc.
  - Reading a text.
  - Reading through questions (to be answered while listening)
  - Labelling
  - Completing part of a chart.
  - Predicting/speculating.
  - Pre-viewing language
  - Informal teacher talk and class discussion.
- *While-listening activities:*
  - Marking/checking items in pictures.
  - Matching pictures with what is heard.
  - Storyline picture sets.
  - Putting pictures in order.
  - Completing pictures
  - Picture drawing.
  - Carrying out actions.
  - Making models/arranging items in patterns.
  - Following a route.

- Completing grids.
  - Form/chart completion.
  - Labelling.
  - Using lists.
  - True/false.
  - Multiple-choice questions.
  - Text completion (gap-filling)
  - Spotting mistakes.
  - Predicting.
  - Seeking specific items of information.
- *Post-listening activities:*
    - Form/chart completion.
    - Extending list.
    - Sequencing/grading.
    - Matching with a reading text.
    - Extending notes into written responses.
    - Summarising.
    - Using information for problem-solving and decision-making activities.
    - Jigsaw listening.
    - Identifying relationships between speakers.
    - Establishing mood/attitude/behavior of the speaker.
    - Roleplay/simulation and dictation.

As back turning to Cheleu's (2015, p.3) comments, he says that integrating a speaking and listening class, it is can adopt the following:

As a teacher of English listening and speaking class, which is quite different from other CMT classes, bearing this method and principles in mind, he or she first should find suitable listening materials, which are practical, upto-dated, and related to real situations. After listening, students are required to answer some questions and summarize the main idea or retell the story which is done in traditional listening and speaking class. However, this is not the ending. The most important thing is that teachers should point out some useful expressions and sentence structures for students to practice, and should also introduce some related phrases or structures that are often used in natural conversations. In this way, students can learn more

and practice more. They are interested in imitating and creating dialogues. That's the purpose of our English listening and speaking class.

#### 4.5.2.4. *Teaching writing*

Writing is no longer viewed only as a product but as a process. As a product, a teacher might concentrate on the correctness of the final product, and achieve this through giving learners activities based on copying and imitation, practice in sentence expansion, and formation of paragraphs from models. As a process, a teacher might concentrate on how the final product is achieved, reflecting what has emerged from research into the nature of writing. Writers use the writing process to discover what they want to say, they may begin with a vague notion, and it is in the formulation and reformulation of their ideas that they make their meaning clear. This has led to the inclusion of drafting and redrafting as part of the learner's writing experience.

Nunan (1989:37; cited by Ball, P. and Lennon, A., in Funiber, n.d., p. 63) summarises how successful writing involves:

- Mastering the mechanics of letter formation.
- Mastering and obeying conventions of spelling and punctuation.
- Using the grammatical system to convey one's intended meaning.
- Organising content at the level of the paragraph and the complete text.
- Polishing and revising one's initial efforts.
- Selecting an appropriate style for one's audience.

Writing is a common process in real life. It is read, especially it is spoken and listened to more frequently than it is written, that is why John Clegg (2002) affirms that writing allows us to maintain incomplete concepts so that we can operate on them through modifications and lead the process reinforcement far beyond what we can through speech.

## **4.6. The Task-Based Learning Approach**

From this definition, we can begin to describe task-based work. First of all, the task can be considered as being the unit of work in the classroom. According to Nunan (1989, p. 10):

The communicative task is a piece of classroom work which involves learners in comprehension, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form, the task should

also have a sense of completeness, being able to stand alone as a communicative act in its own right.

In the task-based approach, however, other key elements must be taken into account: the input, the students and the task itself. Ball, P. and Lennon, A., (in FUNIBER, n.d., p. 67) mentions: "Since it is difficult to agree exactly what criteria can be used to judge task difficulty, and then even more difficult to make an objective assessment of the criteria". Nunan, 1989 (cited by Ball, P. and Lennon, A., in FUNIBER, n.d., p. 67) discusses task difficulty in three areas; as concerns the input, the learner and the activity.

This fact is favoured by the research flow of classroom-centred learning. Krashen and Ellis affirm that in the learning of a language, the psychological capacity of the student is a priority to acquire the competence if it is exposed to comprehensible input.

According to Batstone (1994, p. 86)

In both cases [tasks focusing on life experiences and familiar topics] we are giving learners the chance to re-encounter and to develop particular language routines without the added pressure created by working with novel or unfamiliar material. It is exactly under conditions like these that restructuring and proceduralization can be driven forward.

How can show the task lesson can be adapted to ensure that students focus on form (various forms comparatives, in this case). As Batstone (Cited in Funiber: Tasks & Projects, n.d., p. 34) says of the task adaptation: "By giving learners some responsibility for the choices they make, we aim to increase their active engagement with grammar as a functional device for signalling meaning".

A teacher who chooses a task-based syllabus knows that they do not promote superficial learning in some linguistic forms chosen by him beforehand, but rather stimulate the progression of the learner's interlanguage towards increasingly correct and complex forms (Ellis, 1994).

Skehan (1998, p. 96) details that a task must meet the following four requirements:

- a) There must be a manifest relationship of the task with the way in which language is used in the real world.

- b) The meaning is predominant. That is since the lesson is a “communicative task” since it stimulates the learner to express their own meanings in the foreign language, the learner's task is focused primarily on the meaning (ideas or concepts) from which the linguistic forms will be determined which must be used;
- c) There is a communicative problem that needs to be solved.
- d) The activity is evaluated in relation to the results, not in relation to the demonstration of the ability to correctly use certain linguistic forms. That is, after reading, the learners “summarize orally and then decide whether or not their conclusions or results are correct or no”.

Richards (2006, p. 32) tells us that many of the activities proposed in the early days of CLT can be described as tasks according to the definitions above, i.e., information gap and information-sharing activities that we find in many course books and ELT materials. From the point of view of TBI, two kinds of tasks can usefully be distinguished:

- *Pedagogical tasks*, are specially designed classroom tasks that are intended to require the use of specific interactional strategies and may also require the use of specific types of language (skills, grammar, vocabulary). A task in which two learners have to try to find the number of differences between two similar pictures is an example of a pedagogical task. The task itself is not something one would normally encounter in the real world. However, the interactional processes it requires provides useful input to language development.
- *Real-world tasks*, are tasks that reflect real-world uses of language and which might be considered a rehearsal for real-world tasks. A role play in which students practice a job interview would be a task of this kind.

Willis (1996, p. 16) proposes six types of tasks as the basis for TBI:

1. *Listing tasks*: For example, students might have to make up a list of things they would pack if they were going on a beach vacation.
2. *Sorting and ordering*: Students work in pairs and make up a list of the most important characteristics of an ideal vacation.
3. *Comparing*: Students compare ads for two different supermarkets.

4. *Problem-solving*: Students read a letter to an advice columnist and suggest a solution to the writer's problems.
5. *Sharing personal experience*: Students discuss their reactions to an ethical or moral dilemma.
6. *Creative tasks*: Students prepare plans for redecorating a house.

#### 4.6.1. The Task-Cycle

As Willis says, "task-based programs are cyclical. All the conditions that make up the communication what is justified by the need to treat on a recurring form. In turn, they must include the treatment of the difficulties that the student is encountering in the tasks he or she performs" (1996, p. 38).

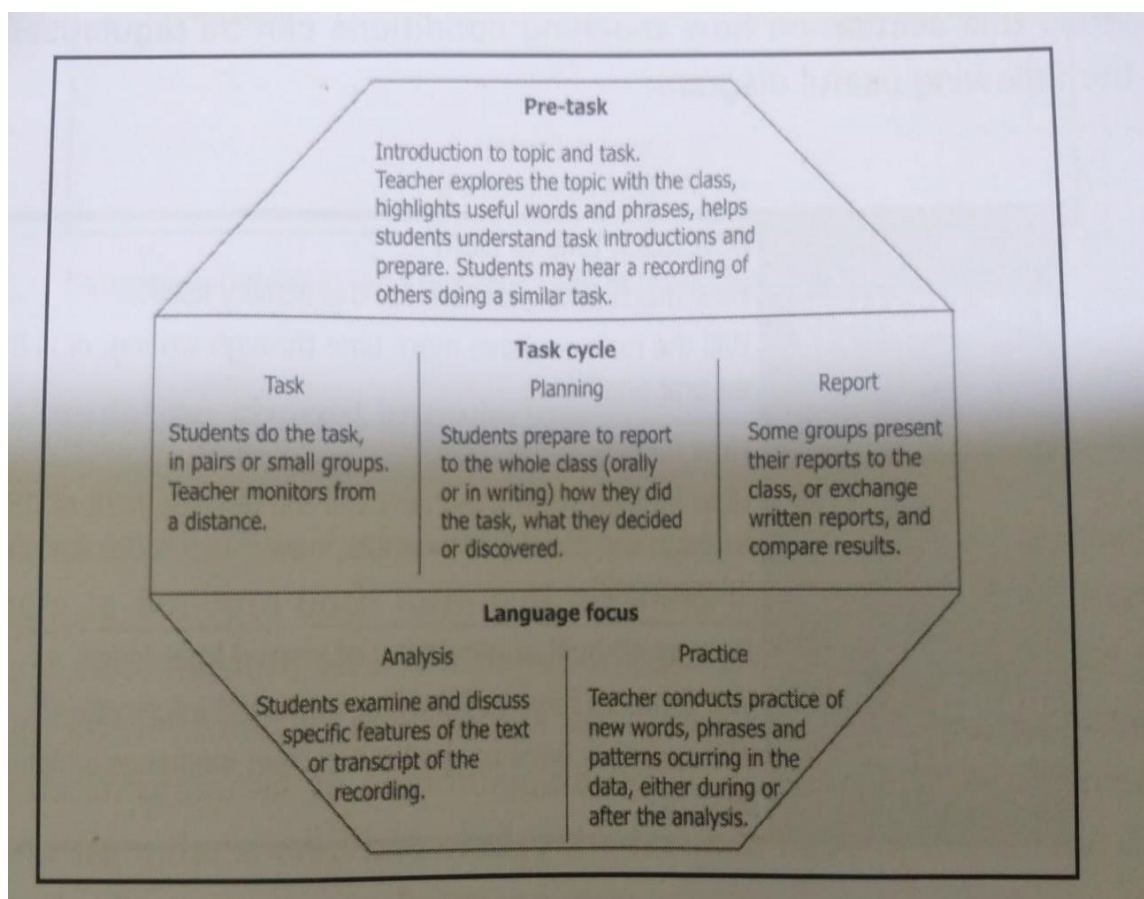


Figure 4.6: Willis' task framework (Willis, 1996, p. 38)

Ellis (1993) and Willis (1996) agree on an individual form-focused task, to be used after students have engaged in a main communicative task. In fact, they also suggest that consciousness-raising tasks can be used during the language focus stage of the task cycle.

#### 4.6.2. The Syllabus and Unit of Work

Every Syllabus needs some unit around which to organize lessons and teaching materials. A case for task as the unit of analysis may be made on the basis of the problems with potential alternatives and/or on the merits of task itself (Long, M. and Crookes, G., 1991, p.5). Hence Candlin's 1987 (cited in FUNIBER: Tasks & Projects, n.d., p. 64) comment that: "task-based learning is not only a means to enhancing classroom communication and acquisition but also the means to the development of classroom syllabus".

Most studies agree on the importance of the development of communication tasks in learning English and must be made accessible to students, improving the designs and adaptation of self-produced materials and methods that tend to make the student feel safe, reflect, produce, synthesize and share your ideas, but they must also serve to gain self-confidence to carry out the communicative act.

A fundamental feature of the teaching units of the task-based syllabus is the variability in the content and its sequencing derived from the adaptation of the process to the needs of the context. Estaire and Zanón (1994) propose the following framework-process to develop a didactic unit of a task-based syllabus:

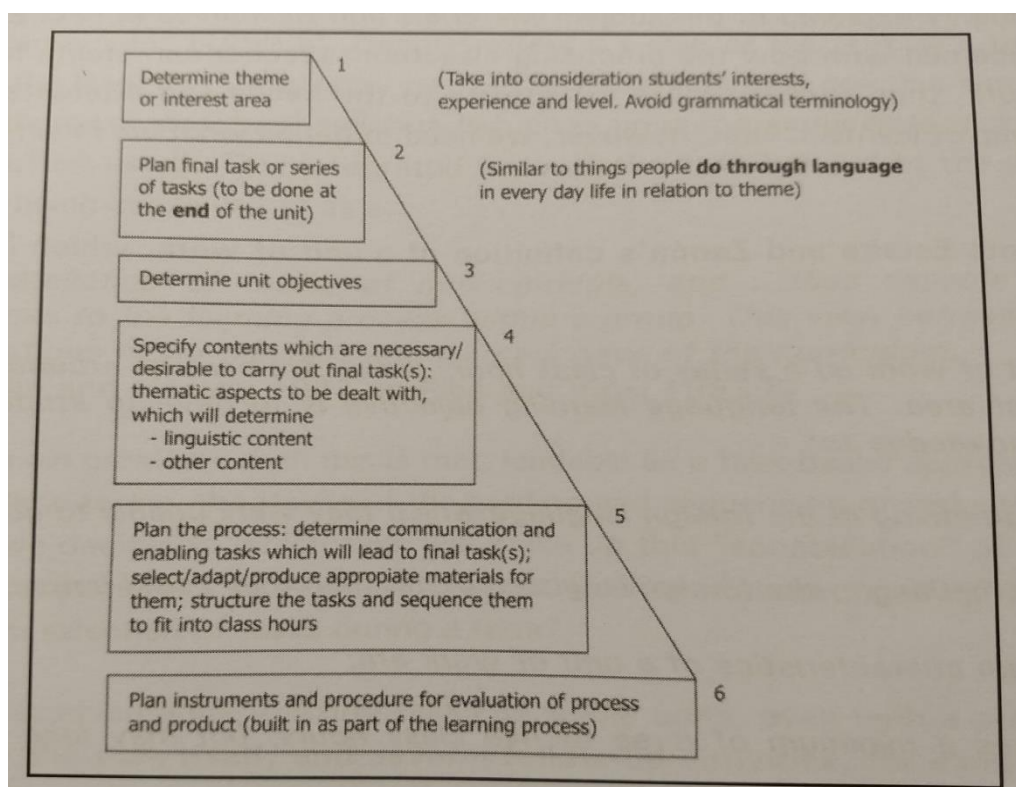


Figure 4.7. A framework of planning a unit of work (Estaire and Zanón, 1994, p.64)

#### **4.7. Guidelines of the Common European Framework of Reference for the A2 level**

This teaching material has been designed for students who, in Pedro del Castillo Rios Educational Institute (Ex-160) are part of the elementary classes. According to the Common European Framework of Reference (CEFR)'s global scale, these students fit in the base users classification (Council of Europe, 2001). As mentioned before, they are currently taking the English course, since our National Policy on Teaching, Learning and Use of Language English (hereinafter, National Policy "English, doors to the world"), (Ministry of Education (2016b) aims to develop the communicative competence aligned to their abilities and for that it requires the so-called "learning standards, which can be found in our National Curriculum (Ministry of Education, 2016a). These standards reaffirm what is contemplated in our official documents and allow us to know that we are on the right course. Likewise, they provide us with the necessary guidance to achieve international competitiveness and the goals of the National Policy.

The student's goal is to reach from A2 to the B1 level, which will allow him to function effectively in everyday situations. For this, teachers in charge of the English area are required to have, at least, a B2 level (Ministerio de Educación (2016b). For this reason, students and teachers should be able to:



<b>Students</b>			
<b>Elementary</b>	<b>A2</b>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate Basic need.	<b>Basic User</b>
<b>Pre-Intermediate</b>	<b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	<b>Independence User</b>
<b>Intermediate</b>	<b>Teachers</b>		<b>Independence User</b>
	<b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (Ibid.)	

Table 4.1. Common Reference Levels: global scale (Council of Europe, 2001, p.24)

## 5. METHODOLOGY OF THE PROJECT

This chapter corresponds to the project's methodology used for the specific design of the material proposal. Highlighting the integration of the skills and the sequencing of the activities, starting from lower to higher-order thinking skills, including the proposals about what vocabulary and grammar to teach at the A2 beginning levels and which skills and micro-skills to teach and in what sequence and these are based on the general principles of Communicative and Task-Based methodology.

### 5.1. Description of the approach selected for the design of the materials

This material design proposal surrounds the contents for the unit of work for high school level in Yurimaguas, Peru, following the communicative method and task-based learning approach since Peruvian curriculum is focused on a communicative method. The task-based learning approach aims to develop the students' communicative competence. "This unit of work is a piece of a type B Syllabus within the learner-centred paradigm as long as it sees language learning as being more learner-driven, involving the learner in real language use". (Ball & Thornbury, n.d, pp.20-25, cited by FUNIBER)

Accordingly, this material design proposal has been developed considering topics, tasks, and grammar as the three organizing and interplaying principles. The unit's topics of Syllabus lead students towards a coherent sequence of interrelated tasks which ends up in a final communicative task: a whole-class debate. In this vein, the topic and tasks determine the language content (vocabulary, functions, and structures) that the students need to work on in order to be able to carry out the final task successfully. And within of each activity is can be focused "A constructivist approach to education, since it is best put into practice by presenting issues, concepts and tasks in the form of problems to be explored in dialogues rather than as information to be ingested and reproduced." (Williams & Burden, 1997, p. 49). Hence, learning tends to be meaningful, practical, and authentic.

Likewise, the creation of teaching materials on my own was not only part of an effort (designing a table of questions and answers), but also students one's. In the classroom or language laboratory, there was a corner dedicated to self-learning, where students could take their own created writing materials (poems) to be included in them (word searches, crossword puzzles, some small enigma, etc.). They could also participate in the creation of texts that illustrate the lexicon studied and can be used as a rhyming game (matching words with the same meaning, matching words with different meanings), etc.

According to the definition that has been proposed, our support and consultation sources are usually commercial materials created for this purpose (dictionaries, grammar, etc.) or authentic materials that can be used to obtain information (encyclopedias, brochures, textbook, etc.). However, if a curricular organization based on programming is adopted, it can be very interesting that one of the pre-tasks of a plan is to make students aware of what kind of linguistic and non-linguistic knowledge they need for the execution of the syllabus and in groups they can prepare texts, posters or poems to illustrate them. The productions of each group will be of excellent support and consultation documents for the group that created them and for their classmates. The elaboration of similar documents can also be a good post-task in which the students value the most important knowledge they must have assimilated after carrying out a task or activity.

In the fact of making the productions of the students public, either as materials or as products (a poem, a comic, a story or cultural themes), is a good way to assess their work and motivate their participation. Even so, the teacher still has full responsibility not only for selection but also for the creation of teaching materials, especially if there are more explanation because they are based on authentic documents.

## **5.2. Description of the target group**

It is located at a high school called "Pedro del Castillo Rios, Ex-160" in Yurimaguas, Loreto in Peru. Our society requires efficient communication skills in the foreign language, English; However, in the teaching-learning of the English language in public secondary schools, it is known from experience in this area and from the results of the applied exams that these have not been fruitful to achieve the necessary skills. One of the reasons is mainly due to the little time that is allocated in the curriculum plan to learning English, and that within the limitations of this time, the teacher is mostly dedicated to developing literacy skills and little is done to develop communication skills and abilities. This can be clearly seen in the syllabus of the work units and in the application of oral tests in which students demonstrate limited fluency in communicative skills (I.E. Pedro del Castillo Rios, Ex-160, in Yurimaguas - Peru, 2020).

The objective group is on facing the needs of 25 young students (age 13-16). Their English proficiency is A2 according to the international framework for teaching languages (Council of Europe, 2001). All the students are Peruvians and have Spanish as their first native language where is shared as the L1 with the teacher. The group corresponds to one of twelve sections of high school level aged in an English as a Foreign Language (EFL)

context. In the classrooms there are up to twenty-five students, the classes are hardly mixed ability as most of the students have very little knowledge of the language and half of the class come from rural areas.

Some students have knowledge for educational technology since they retain information through images, videos, and so on; In other words, they are visual students who capture information, on average, 30% of what they see, but only 10% of what they read; therefore, these students are more comfortable with image-rich environments than with text. They have enhanced visual literacy with the ability to read pictures and an innate ability to communicate through visual methods, combining images, text, and sound.

However, there are also students who have no basic background in English. These students are the ones who have more difficulty developing their English communicative skills, especially when speaking. Another characteristic is that some of the students come from Peruvian native ethnics. It means that students come with their cultural identity. That is another aspect to take into account when planning the lesson as another individual need. Their most important motivation is to learn and improve their English level to get better fluent communication. There is no specific course book or material designed for it. Teachers need to prepare their own material according to the group needs and expectations.

### **5.3. Description of the structure that surrounds the materials**

The unit of the syllabus has designed based on task-based activities and it has been scheduled to last four weeks, 12 teaching periods, 45 minutes each. This is a type B syllabus, which would probably concentrate more on the actual tasks rather than the structures that may or may not be covered. The students would concentrate on thinking about their learning and using the language they are learning to perform tasks rather than learning rules and applying these. For instance, the first task of the first section involves visual and audiovisual input in the form of videos and flashcards to activate schema and establish connections with lexical items (vocabulary) for students to stimulate and reinforcing their listening and speaking skills.

Then again in the second lesson, comprises tasks around the "Cultural Identity" as the main topic, interrelating vocabulary, functions and grammar in sequenced tasks that integrate the four skills and engage students in active critical thinking and communicative interaction, that is to say, students put into practice a constructivist approach to build the proposed tasks.

Bloom's Digital Taxonomy (Churches, 2008) are taken into account since the students are supposed to foster and develop their thinking skills, for instance, while they identify and describe intercultural as a kind of cultural exchange or type of communicative expression (remembering – lower order), express their opinions and discuss the topic (understanding – higher-order), compare and share the role of intercultural in Peru and in other countries (analyzing – higher-order), designing and producing an online opinion survey (creating – higher order), and justify their position towards the topic (evaluating – higher-order).

Concerning cultural and contextual elements, collaboration is another skill to be developed because it facilitates higher-order thinking and learning (Churches, 2008, p. 5). By means of pair and group work, the students have the chance to work in collaboration to negotiate and reach an agreement on the most important arguments to present in the final debate while using creative strategies to investigate about the unit's topic. These strategies are enhanced with the use of technology in the classroom, which therefore promotes digital competence.

In the final section was set up one online lesson. The online format aims to develop students' basic communicative language skills and their knowledge of the target culture. As a result, the creative process of the unit leads to a focus on the intercultural exchanging among Peruvian students from Pedro del Castillo Rios high School in Yurimaguas province and teenager students from English-Speaker.

#### **5.4. Description of the creative process**

For creating of my materials design proposal, I followed and selected the four characteristics of the many mentioned by Tomlinson (1998, p. 7), taking into account some important features in the process of creating or adapting teaching materials. The first is to actively involve the student in the learning process to guarantee its success through materials which should have an impact on the students and arouse learners' curiosity, attention and interest. Knowing that my students are interested in the projection of digital images and videos since these are materials that visually attract today's students and that will impact them have an attractive presentation and appealing content. I am going to create these materials because I have seen that many students are involved in their mixed abilities. Obviously, to achieve this, as an English teacher, I have clearly to know my objectives (that will be detailed later) to create or adapt an activity for a particular teaching aspect. And so, these materials are going to be relevant, useful and will be focused on what students are learning at that point.

In this second characteristic of the creative process, once I have defined the target group, the level and the main objectives and goals that the students should achieve, I start to get ideas on how to make this project possible and to gather the materials to start creating my own activities and that students have opportunities to use language in real-life communicative activities. Here students have made up class surveys, guest speakers, radio/tv interviews and spontaneous conversations in class so which students can be exposed to real language and the materials will also stimulate learners' interaction with the input in order to avoid just having passive reception of it. "This does not necessarily mean that the learners should always produce language in response to the input, but it does mean that they should always do something mentally or physically in response to it" (Tomlinson, 1998. p. 13)

It is also very important to add to this feature some instructions such as: filling out, chart or table with important information since these are going to be examples of receptive activities in which students will be processing authentic language.

As a third feature, my materials are made for addressing different learning styles and intelligences. In this case, I know my students, they will design activities in which can really feel at ease using learning preferences and abilities. In which I have created and adapted materials for visual and auditory students as well as activities for students with bodily-kinesthetic bits of intelligence. As Maley, A. (1998, p. 280) points out, "I would particularly like to see more use made in materials development of what we know about the value of engaging emotions in the learning process". I rescue Ramirez's (2004) off words: "Language learners do need to feel that language is not just a tight body of grammatical structures, rules and words, but a vehicle in which they can use their abilities and preferences to make their learning process much easier and enjoyable" (p. 7)

For the famous celebrities' activities, one of the activities that I am going to ask my students to do in class, it will be to draw and cut-out magazines from their locally famous character. I believe would never imagine the wonderful creations my students, will come up with. They will learn the language and use it in class to describe what they did with their classmates, and they also will use their imagination and creativity to design amazing tasks. I know my students will tell me that those activities were very useful for them because they will learn many important linguistic and cultural aspects by having fun and discovering their skills.

At this last stage, I reflect on the activities made and evaluate them myself for share it to my colleagues or other experts for feedback and I make improvements and to get further

ideas for future materials. In this creating process of materials design is the guidance towards my students' autonomy and independence where I will support and encourage them to be responsible for their own learning and to know that they can do activities in and out of class by themselves. Edge and Wharton (1998) stated that "in order to achieve this in-class teacher need to encourage the learners to reflect on what they are doing and why" (p. 296).

"Giving students choices is a key element in making them autonomous and independent. Students need different alternatives to go over a specific task. Of course, the one alternative that learners choose is likely to be closely related to their intelligence, learning styles, and learning strategies, if teachers create a way to complete the task." Ramirez, M. (2004, p. 8)

### **5.5. Description of the typology of materials and/or activities**

All these above principles also show that the relationship between materials and the activities that students will perform in the classroom is not always the same. That is to say that my proposal of materials that I am presenting is fitted to a typology of activities which will range from task-based activities types to more traditional ones in order to develop the communicative skills of the students at the high school: Pedro del Castillo Rios, Ex-160.

As I have worked with mixed-abilities, I can describe the kinds of activities that would propose for elementary level, using the different tasks as an input, all the activities have not been outlined the same way. Following are some galleries of different types of activities using relevant authentic and manufactured materials for using them effectively in the classroom.

- Task 1:
  - Group activities
  - Reading, writing, listening and speaking
  - Pre-reading, reading, after-reading
  - Errors
  - Fill in mind map
  - Refuting Opinions
  - Watching a Debate
  
- Task 2:
  - Activities to enhance peer communication (assimilate conceptual content + communicative competence)

- Activities to help develop reading strategies. (where texts, often authentic, are conceptually and linguistically dense).
  - Activities to guide student production (oral and written) (focus on the planning of production - 'minimum guarantees')
  - Activities to engage higher cognitive skills. (make students think - offer more opportunities for employing a range of operations).
  - For the first group, students read the story of a famous character and underline the words you do not know. Then, they search these words in the dictionary and read the text again.
- Task 3:
    - For the second group, students look at a conversation of a famous character and then listen to the tape to put in order the activities under the pictures. The teacher asks students to write the names of a linguistic topic (verbs) and using the boxes for numbering them from 1- 8.
    - Students firstly look at a video and then listen to the tape to put in order the activities under the pictures. The teacher asks students to write the names of phrasal verbs and using the boxes for numbering them from 1- 8.
    - Next group, students work in couples. The students listen to a tape about a famous character and the teacher tells students that they need to think of what verbs might be completed into the conversation of the famous character using the verbs from the box.

In this communicative type of activity, students are asked to complete and write 'verbs' in sentences. In terms of identity and recognizing new vocabulary, I would say that through this activity learners will meet the grammatical and structural basis for re-interact during input and so enhancing creativity and integrating the target language in real situations. Time is very important in the development of each activity and this also depends on the type of activity or material as it gives an approximate indication of how long the activity will last. But many times, when good images or videos are presented they can lead to spontaneous and unplanned discussions. For example, in one of my activities it is difficult to predict exactly how long that activity will take (presentation of images/videos - discussions/debates), so, I am proposing a longer time in this type of activity as opposed to the other activities.



In these types of authentic materials activities, my students will engage in locally relevant activities such as those described above, I will let my students know that their local culture exists far beyond their local context. As Thomas, C., (2014, p. 19) says, “this realization motivates students by raising their levels of cultural pride and, therefore, their self-esteem”.

Example: In one of my activities, my students will get excited and realize when they watch a Peruvian Creole music celebrity and when they observe a figure of a Peruvian chef talking about Peruvian food that is served in English-speaking countries, and they were appreciated by English speakers living outside of Peru.

Below are three game activities that are especially effective with locally relevant authentic materials because they offer students opportunities to have fun. Also, they can be adapted to almost any authentic text. (Thomas, C., 2014, pp. 19-21):

- ✓ *Vocabulary Bingo*: it will promote learner engagement because students choose the vocabulary words, supply the definitions, create their own unique Bingo cards, and invent the game clues using synonyms, antonyms, and fill-in-the-blank sentences.
- ✓ *Classroom Jeopardy*: is a TV game show. For example, My cooking recipe could have the following categories: Preparation Instructions, Amount of Time, Type of Ingredient, and Quantity of Ingredient.
- ✓ *Manipulative tools*: According to Corrales (2008 cited by Thomas, C., 2014, p.19), “Manipulatives are defined as objects that can be touched or moved by students to reinforce a concept” (61). Cards or pieces of paper that students need to touch and move for sorting, ordering, and matching tasks are perfect for warm-up activities.

For example, in my activity students can be asked to do the following:

- Sort vocabulary items into categories.
- Listen to an audio recording of a poem or song while putting text strips into order.
- Match the names of menu items with images or brief descriptions of the items.

Finally, the activities are intended to be flexible, so teachers are welcome to adapt them as much as they consider necessary. Last but not least, the integration of technology in this project can also be considered as a way to deal with real-world tasks.

## **5.6. Description of the general learning objectives of the materials**

The most important thing is the teaching materials that I have created for my students in this project take into account the interests and needs of my students. Therefore, it is convenient that these teaching materials are designed from authentic, oral or written documents, which will allow students to have access to the real and contextualized use of the target language.

However, it is essential to use manufactured materials, these should be adapted in order to assess the real content that is available to them for the interest in learning and teaching the foreign language and not seem too unknown and difficult.

All of the above, linked to the main competencies, will also be included in the design of the materials; the objectives, general and specific:

General:

- To provide students with opportunities to use the target language to achieve communicative purposes.
- To enable the students to acquire new linguistic knowledge and to enable the students to improve their fluency.

Specifics:

- To enrich EFL teaching and learning using authentic, adapted and /or manufactured materials, when the materials are selected with sensitivity to the local context, and when they are used to communicate meaning and information.
- To provide learners with opportunities to use the target language to achieve communicative purposes while they express their opinions.
- To develop the intercultural awareness in the students through the content and tasks included in the designed materials.

## 6. RESULTS AND DISCUSSION

In the sixth chapter, the material design results are presented. This part the practical part is presented since contains all the necessary information and materials to carry out the activities, as well as its organization and guidance by any teacher. Finally, this chapter is dedicated to presenting a clear balance of the results of the project followed by an elaborated discussion.

### 6.1. Overview of the Didactic Material

This EFL Material Design Proposal activities present ideas to practice different English skills, such as reading and listening comprehension; speaking and writing expression, and vocabulary building. The topics are varied and cross-curricular, so they provide numerous opportunities to learn not only the language but a range of different cultural subjects.

They are teacher-led, meaning that it is the teacher who suggests activities for students. However, they are all student-centred and designed to encourage student's autonomy, creativity and critical thinking skills.

Below, it is presented the main structure of the EFL material design proposal includes guidelines on how to use the resources and instructions for students and teachers as well. The materials include didactic unit intended to implement the curriculum in the classroom, using a task-based and communicative approach to language learning that will prepare students to develop and accomplish a set of learning objectives in which they will integrate grammatical, lexical, notion-functional and sociocultural contents, as well as listening, reading, speaking, writing skills, with emphasis on the development of cultural awareness, in the academic context of the Peruvian public schools.

Each activity that has been created mentions which objectives, linguistic skills, functions, assessment indicators, competencies, content, resources and suggested time are being addressed for the teacher's reference. The activities also include the techniques to group the students, whether in pairs, small groups or whole class during the activities.

During the introduction, the tasks consist of diverse activities whose purpose is to activate students' schema linked to the topic and to prepare them for the main lesson. The main activities during the development of the lessons encompass activities such as vocabulary, grammar, discussions, listening, reading, writing, conversations which are designed to

guide the students in achieving the targeted competencies stated in the objectives within the communicative framework.

### 6.1.1. Syllabus Design

<b>Syllabus</b>	
<b>Unit Title</b>	"The Interculturally"
<b>Learning Objectives</b>	<p>After completing this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. To summarize stated facts from a video about the Interculturally.</li> <li>2. To infer information from a video about the interculturality.</li> <li>3. To extend their understanding of lexis connected to interculturality issues.</li> <li>4. To interpret people's attitude towards interculturality using supportive evidence from a video.</li> <li>5. To defend their point of view about facts related to interculturality, justifying it with relevant arguments and using appropriate linguistic expressions.</li> <li>6. To list interculturality problems associated with the Peruvian culture.</li> <li>7. To identify cause and effect of an interculturality problem in Peru by using appropriate transition words.</li> <li>8. To propose solutions to an interculturality problem in Peru using appropriate connectors.</li> <li>9. To understand important causes of interculturality problems and offer solutions.</li> <li>10. To use expressions of cultural integration and diversity when defending the interculturality.</li> </ol>

<b>Contents</b>	<p><b>Grammar contents:</b></p> <ul style="list-style-type: none"> <li>▪ use of Question Words: What, which, When, Where, etc.</li> <li>▪ Use of the auxiliaries: Do/Does.</li> <li>▪ Use of modals: should/shouldn't (for recommendations), can/can't, must, have to, would/wouldn't,</li> <li>▪ Use of Imperatives: Avoid/Try, etc.</li> <li>▪ Likes and dislikes, agreeing and disagreeing, Past and Present Simple Tense.</li> </ul> <p><b>Vocabulary contents:</b> Vocabulary contents: words related to interculturality: art, tradition, religion, cuisine, dance, country, nationality, food, sculpture, language, architecture, custom, daily routines, climate, beliefs, sports, citizens, rules, manners, celebrities.</p> <p><b>Notion-functional contents:</b> giving advice and making suggestions on best cultural practices, offering solutions for specific problems, expressing opinions about cultural issues, expressing exchanging and identities on specific matters.</p> <p><b>Sociocultural contents:</b> cultural problems, ethnocentrism. Value the cultural identity and promoting cultural awareness through intercultural change.</p>
<b>Communicative Skills</b>	<p>All four language skills are integrated:</p> <ul style="list-style-type: none"> <li>▪ Listening,</li> <li>▪ Speaking,</li> <li>▪ Reading and</li> <li>▪ Writing.</li> </ul>
<b>Time Management</b>	<ul style="list-style-type: none"> <li>▪ The unit will take four weeks, 12 teaching periods, 45 minutes each.</li> </ul>
<b>Resources/ Materials</b>	<ul style="list-style-type: none"> <li>▪ The images, texts, videos, and other resources used in this unit are the property of their authors or publisher houses. The design and sequence of the activities are my own property.</li> </ul>
<b>Final Task</b>	<p>As part of the final task, students will engage in sociocultural issues called: "Intercultural Challenge" which leads to a focus on the intercultural exchanging among Peruvian students from Pedro del Castillo Rios High School in Yurimaguas province and teenager students from English-Speaker. Finally, this task (debate) is expected to be put into practice by the selected group in which they give a solution about thriving in a culturally interconnected world.</p>
<b>Assessment</b>	<p>Performance-focused with a formative purpose, obtained from the creation of a debate (product-focused), role-play (performance-focused) tasks developed in the lesson of "Intercultural Challenge" and the students' practice reflections included at end of the lessons.</p>

Learning Purposes:		
Competences	Capacities	Performances
<ul style="list-style-type: none"> <li>▪ Ethical and Citizen Competence</li> <li>▪ Cultural and Interculturally Competence</li> <li>▪ Communicative Competence</li> <li>▪ Scientific and Technological Competence</li> <li>▪ Personal and Spiritual Development Competence</li> <li>▪ Problem Solving Competence</li> <li>▪ Logical, Creative and Critical Thinking Competence.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Listening:</b> <ul style="list-style-type: none"> <li>▪ Infer and interpret information from oral texts.</li> <li>▪ Adapts, organizes and develops the ideas in a coherent and cohesive way.</li> </ul> </li> <li>• <b>Speaking:</b> <ul style="list-style-type: none"> <li>▪ Uses non-verbal and para-verbal resources strategically.</li> <li>▪ Reflects on and evaluates the form, content and context of the oral text.</li> </ul> </li> <li>• <b>Reading:</b> <ul style="list-style-type: none"> <li>▪ Infers and interprets information from written text.</li> <li>▪ Reflects on and evaluates the form, content and context of written text.</li> </ul> </li> <li>• <b>Writing</b> <ul style="list-style-type: none"> <li>▪ Adapts the text to the communicative situation.</li> <li>▪ Uses conventions of written language in a pertinent way.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Adapts the oral text to the communicative situation maintaining the register and cultural modes, and considering the type of text, context and purpose.</li> <li>▪ Expresses their ideas and emotions around a topic with coherence, cohesion and fluency according to their level, organizing them to establish logical relationships.</li> <li>▪ Uses strategically gestures, body movements, and visual contact to emphasize what he is saying. Adjusts the volume and intonation with proper pronunciation relying on concrete and audiovisual material.</li> <li>▪ Uses the conventions of written language as complex grammar and spelling resources that give clarity and meaning to the text.</li> </ul>

## 6.2. Detailed description of the activities (Teacher’s instructions)

Likewise, each lesson of the materials has different numbers of tasks depending on the competencies that the students must reach and according to lower and higher-order thinking skills sequence. Thus, the unit comprises the following lessons: Culture Words; Culture Identity Survey; Peru, Pluricultural; The Interculturally; Cultural Interchange, Intercultural Challenge and the Self-assessment. The lessons start with a task called “Activity” which introduces the lesson's topics and finish with a task called “Activity practice” which, in most cases, attempts to develop extensive speaking and reading and encourages the students’ curiosity to keep exploring about the lesson's topics. Each lesson is formed by different tasks which have been designed to integrate and develop the four communicative language skills: reading, listening, writing, and speaking. Each task has a

detailed explanation of the task instructions, learning objectives, timing, resources, class grouping and teacher's roles.

### 6.2.1. Lessons Design

<b>LESSON I: CULTURE WORDS</b>	
Procedures	Time: 90'
<p><b>I. <u>Pre-speaking Tasks (25 minutes)</u></b></p> <p><b>Activity 01:</b> Matching vocabulary related to culture.</p> <ol style="list-style-type: none"> <li>a. Teacher introduces the unit's topic through a playing a video with Spanish caption about the interculturality in the Peru for the world.</li> <li>b. Teacher asks students trying to elicit target vocabulary and previous knowledge, such as, What did you see? Where does this happen? Have you seen this? Where are your family from? Where do you live now?</li> <li>c. Teacher creates a mind map model on board and starts eliciting vocabulary. Students complete the template provided in the materials in pairs, then share with the class.</li> </ol> <p><b>Aims of the activity:</b></p> <ul style="list-style-type: none"> <li>▪ To introduce a cultural issue as a topic to activate students' schemata, background knowledge and raise their interest.</li> <li>▪ To introduce the vocabulary related to the topic using visual aids while fostering peer interaction and memory.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Video "La interculturalidad en el Perú" <a href="https://www.youtube.com/watch?v=PSQAqwUeRPI">https://www.youtube.com/watch?v=PSQAqwUeRPI</a></li> <li>▪ Mind map template</li> </ul> <p><b>Time:</b> 25' (a=5, b=10', c=10)</p> <p><b>Class grouping:</b> a= Whole-class interaction, b= Whole-class work or individually (speaking), c= pair work (speaking)</p> <p><b>Teacher's role:</b> The teacher monitors the students' work and facilitates the organization of the resources for a good learning interaction.</p> <p><b>II. <u>Speaking Tasks (30 minutes)</u></b></p> <p><b>Activity 2:</b> Matching definitions with new words and phrases.</p> <ol style="list-style-type: none"> <li>a. Teacher replays the video and has students focus on the target vocabulary from the Spanish caption. Teacher shows flashcards and vocabulary, paste them on board, say the vocabulary and students repeat: ethnic population, traditions and ,</li> </ol>	

customs, food and drink, racial discrimination, religion, cultural identity, history, country integration, celebrities, sports, languages.

- b.** Teacher provides each pair with a set of two handouts for an information gap activity where each student has to describe the picture for the others to write the missing vocabulary. Ex.: "It is the science that studies the monuments" = "archeology". If the student face problems with pronunciation, they may spell the word.
- c.** Teacher hands in the material "Linked To" to 5 groups of 5 in which they have to link all the synonyms they might think about a particular word for 1 min., then pass it on to the next group and so forth until the handout comes back to the original group.

**Aims of the activity:**

- To practice speaking in pair work by completing an information gap exercise.
- To describe and guess handouts to link correct synonyms.

**Resources:**

- Flashcards
- Handouts
- Dictionaries

**Time:** 30' (a=10, b=10', c=10)

**Class grouping:** a= Whole-class interaction (reading), b= Pair work (speaking), c= Group work (speaking).

**Teacher's role:** Facilitator, co-communicator and guider of the resources.

**III. Writing Tasks (20 minutes)**

**Activity 3:** Classifying the positive and negative sides of interculturality.

- a.** Teacher explains that students are going to see the video again about "La interculturalidad en el Perú" to identify and classify the positive and negative aspects of it.
- b.** In groups of three, the students will create a collage using pictures from newspapers and magazines that show the positive and negative concepts seen. They write a caption for it and post it on the Bulletin Board.

**Aims of the activity:**

- To use collage as a hands-on art expression to fix knowledge.
- To infer the positive and negative sides of intercultural in Peru according to the information from the video.

**Resources:**

- Video "La interculturalidad en el Perú":



<https://www.youtube.com/watch?v=PSQAqwUeRPI>

- Pictures from newspapers and magazines.
- Dictionaries.

**Time:** 20' (a=5, b=15')

**Class grouping:** a= Whole-class interaction, b= Group work (writing)

**Teacher's role:** the teacher monitors the students' work and facilitates explanation of some difficult words.

#### **IV. Reading Tasks (15 minutes)**

**Activity Practice 4:** Interpreting and reflecting people's attitude towards interculturality.

- a. They can extend their knowledge about interculturality following a link with the English caption of a video called: an interconnected culturally world.
- b. Students will engage in a final reflection answering a self-assessment rubric provided by the teacher.

**Aims of the activity:**

- To encourage extensive reading.
- To reflect on the student's own learning.

**Resources:**

- Video "An interconnected culturally world":  
<http://www.oecd.org/education/pisa-2018-results-volume-vi-d5f68679-en.htm>
- Self-assessment rubric.

**Time:** 15' (a=5', b=10')

**Class grouping:** a= Whole-class work (reading/listening) b= Individual work (reading/ writing),

**Teacher's role:** the teacher facilitates examples as a guide and manager.

## LESSON II: CULTURE IDENTITY SURVEY

### Procedures

Time: 45'

#### I. Pre-speaking Tasks (15 minutes)

**Activity 01:** Showing attitudes and awarenesses related to its cultural identity.

- a. Teacher shows pictures through a video with Spanish caption on different people's and attitudes to elicit comments about how the students and their families take awareness of intercultural.
- b. Teacher asks students trying to answer and discuss the questions and previous knowledge, such as, What did you see? What did happen to Mateo? Have you ever happen this?, How do you think Mateo has shown his cultural identity?
- c. Teacher asks students to match the cultural identity attitude problems finding a solution for them.

#### **Aims of the activity:**

- To engage in a discussion about cultural awareness.
- To reflect on good practices for negative cultural attitude elimination.

#### **Resources:**

- Video "La interculturalidad"  
<https://sites.google.com/site/psicologiainterculturalunsaac/unidad-2/2-2-interculturalidad-y-psicologia-intercultural>
- Matching tasks (word cards)

**Time:** 25' (a=5, b=10', c=10)

**Class grouping:** a= Whole-class interaction, b= Whole-class work or individually (speaking), c= pair work (speaking/reading)

**Teacher's role:** The teacher monitors, guides and facilitates the organization of the resources.

#### II. While-Speaking Tasks (20 mins)

**Activity 2:** Conducting a survey about different cultural identities.

- a. In 5 groups of 5, students conduct a survey on the different attitudes of students and their families' cultural identities. Each student will ask questions from the "Culture Identity Survey" material to each member of the group and record answers by coloring a square for every affirmative one on the corresponding frequency, whether it's "sometimes, never, or always"; as to create a graph.
- b. Groups display around the classroom graph Resources results, observe other groups and discuss them.

#### **Aims of the activity:**

- To conduct a survey on people and student's own attitudes towards intercultural.

#### **Resources:**

- Pictures
- Culture Identity Survey
- Dictionaries, pencil colors

**Time:** 20' (a=5', b=15')

**Class grouping:** a= Whole-class interaction (speaking/reading), b= Group work (speaking)

**Teacher's role:** Teacher listens to students' comments, guides and monitors the student interactions.

### III. Post-speaking Tasks (10 mins.)

**Activity Practice 3:** Making intercultural recommendations.

- The teacher forms groups of three or four members. Each student presents a question about the cultural identity to his peers using the "Question Words".
- Each student answer orally according to their experiences, attitudes, and moods related to cultural identity using the learned vocabulary.

**Aims of the activity:**

- To employ the vocabulary learned about the attitudes of cultural identity.
- To practice speaking in groups.

**Resources:**

- Word cards
- Dictionaries

**Time:** 10' (a=5, b=5')

**Class grouping:** a= Whole-class interaction, b= Group work (speaking)

**Teacher's role:** Monitor of the students' speaking performance.

## LESSON III: PERU, PLURICULTURAL COUNTRY

### Procedures

Time: 135'

#### I. Pre-speaking Tasks (35 minutes)

**Activity 01:** Classify a Peruvian meal.

- a. Teacher shows pictures of different Peruvian menus/dishes to elicit students' preferences.
- b. Teacher asks students to discuss their likes and dislikes, such as available budget and special offers available ingredients and available utensils.
- c. Students work in 5 groups of 5 to classify or create a favorite menu /dish of its region using the vocabulary of cooking and food, numbers, etc.

**Aims of the activity:**

- To stimulate in a discussion about how to select a Peruvian food.
- To power the creativity in putting together a Peruvian menu/dish.

**Resources:**

- Flashcards
- Dictionaries
- Food Recipe

**Time:** 35' (a=10, b=10', c=15)

**Class grouping:** a= Whole-class interaction (speaking), b= Whole-class work or individually (speaking), c= Group work (speaking/writing)

**Teacher's role:** The teacher monitors, guides and facilitates the class interaction.

#### II. Task Preparation (30 mins)

**Activity 2:** Preparing a Peruvian Food.

- a. In 5 groups of 5, students select the menu to be prepared. Teacher asks each student will have a responsibility to prepare the food/dish, such as, where to shop, go shopping, make a list of things to be bought with their prices, check receipts.
- b. Groups display around the classroom their responsibilities' results, observe other groups and discuss them.

**Aims of the activity:**

- To set up responsibilities to prepare a Peruvian menu/dish.
- To get information about how preparing a Peruvian menu/dish.

**Resources:**

- Food Recipe
- Poster and images
- Dictionaries

**Time:** 30' (a=15', b=15')

**Class grouping:** a= Group work (speaking/writing), b= Group or individual work

(speaking)

**Teacher's role:** Teacher listens to students' results, guides and monitors the students' interactions.

### III. Task Realisation (35 mins.)

**Activity 3:** Cooking a Peruvian Food.

- a. The teacher forms the same groups of five members. Each group cooks and is identified with its food.
- b. Then groups set and decorate the table and talk about individual preferences, the role of women and men, eating habits in different regions, etc; write out menus.
- c. Teacher and Whole-class eat and chat about their region's favorite food. Finally, each group wash the hands.

**Aims of the activity:**

- To integrate the target language in the realization of a Peruvian meal.
- To enjoy the Peruvian meal of each region.

**Resources:**

- Food Recipe
- Ingredients List
- Dictionaries.

**Time:** 35' (a=10', b=10' c=15')

**Class grouping:** a= Group work (speaking), b= Group work (speaking/writing) c= Whole-class interaction (speaking)

**Teacher's role:** Monitor of the students' speaking performance.

### IV. Post-Tasks (35 mins)

**Practice Activity 4:** Analyzing and reflecting on the preparing of a Peruvian meal.

- a. Students will comment on and discuss the meal and its preparation, human relationships, any disputes that may have arisen. Teacher shares and organise a debate on different food habits (vegetarian/non-vegetarian).
- b. Students exchange recipes between groups and create a new (intercultural) recipe.
- c. Students analyze important language points: expressing the past, expressing subtleties, agreeing and disagreeing,

**Aims of the activity:**

- To reflect on the student's own learning.
- To power the creativity in putting together a international menu/dish.

**Resources:**

- Questionnaire (food habits)

- The expressions to “agree or disagree” were taken from the webpage. EnglishCLUB.COM.

- Food Recipes

**Time:** 35' (a=10, b=15', c=10)

**Class grouping:** a= Group work and individual (speaking), b= Group work (speaking)

**Teacher's role:** Facilitator of the language needed to accomplish the activity. Group process manager.

## LESSON IV: *THE INTERCULTURALLY*

### Procedures

**Time: 90'**

#### I. Pre-reading Tasks (30 minutes)

**Activity 01:** Introducing to the cross reading and providing a text model.

- a. Groups of three. It can also be done in pairs: one member of the couple would have texts 1 and 3 and the other, text 2.
- b. The teacher distributes a different text to each member of the group, who must read it and explain it to the other two partners later, they should try to establish the connection between the three texts.
- c. For this the teacher asks students can try to answer the following questions:
  - A. *What's the name of the festivity described?*
  - B. *When do people celebrate this festivity?*
  - C. *Where is it celebrated? When did people start to celebrate it?*
  - D. *What do people do?*
  - E. *Is there any similar festivity in your country?*
  - F. *Texts 1 and 3 are examples of two things mentioned in text 2 Which ones?*
  - G. *What's the phrase missing in text 2?*
  - H. *How do the pictures relate to the text? Could you find another picture?*

**Aims of the activity:**

- To promote interculturality.
- To enhance the pronunciation of reading.

**Resources:**

- The poem "Oh have you heard" by Shel Silverstein in his book *Where the Sidewalk Ends*. HarperCollins: New York, 1974.
- A text about the origin of April's Fool Day/Poisson d'Avril, for example, and another about a joke made on April 1.

- Dictionaries

**Time:** 30' (a=10, b=10', c=10)

**Class grouping:** a= Whole-class interaction (reading), b= Group work (reading)

**Teacher's role:** The teacher monitors, guides and facilitates the class interaction.

## II. While-reading Tasks (30 mins)

**Activity 2:** Expanding the Shel Silverstein's poem by adding quartets between the two of his poem

- a. Teacher asks students to write four verses of a poem that was part of the literary contest that is organized during the international day of the book in schools.
- b. In pairs (or in the previous groups). Each group must write a quartet similar to Shel Silverstein telling lies.

**Aims of the activity:**

- To enhance creativity.
- To integrate the target language in a school celebration.

**Resources:**

- The poem "Oh have you heard" by Shel Silverstein in his book Where the Sidewalk Ends. HarperCollins: New York, 1974.
- "Los Heraldos Negros" by César Vallejo in his book: Los Heraldos Negros. Santiago de Chuco, Perú, 1919
- Dictionaries

**Time:** 30' (a=15', b=15')

**Class grouping:** a= Group work (reading/writing), b= Group work (reading)

**Teacher's role:** Teacher guides and monitors the students' writings.

## III. Post-reading Tasks (35 mins.)

**Practice Activity 3:** Choicing of the best quartet from Poem.

- a. Teacher asks students to present the works carried out for its evaluation. Students work in previous groups.
- b. The quartets, without a name, are hung on the wall so that the students circulate through the class, read them and select the best three. Subsequently, a count is made and the winning quartet is chosen. If there is time, you can try to guess who the authors are.

**Aims of the activity:**

- To integrate the target language in the realization of a Poem.
- To develop real-life reading skills by working with real and authentic writers' opinions.

**Resources:**

- Poems in quartet (Heraldos Negros)
- Dictionaries.

**Time:** 30' (a=10', b=10' c=10')

**Class grouping:** a - b= Group work (reading/writing)

**Teacher's role:** Monitor of the students' reading performance.

## LESSON V: NEW CULTURAL INTERCHANGE

Procedures

Time: 90'

### I. Pre-listening Tasks (15 minutes)

**Activity 01:** Meeting New Famous People.

- a. Teacher shows two images of celebrities to introduce the lesson of cultural interchange. Each student describes them using their mix-skills.
- b. The students watch a video called "Top 10 Most FAMOUS People In The World".
- c. In the video, there are many celebrities from different countries. The students listen and identify those celebrities for an interview about their personal information. The students answer the questions
  1. *Do you know who these people are?*
  2. *Who are the ten most famous people in your country?*
  3. *Who do you think is the most famous man in the world?*
  4. *Did you watch any the Peruvian famous people?*
  5. *What do you know about them??*

**Aims of the activity:**

- To introduce the issue of celebrities through two images and a video.
- To enhance the comprehension of listening.

**Resources:**

- Flashcards: Youtube video <https://www.youtube.com/watch?v=p9ZpaBw--dU>.
- Whiteboard and Markers
- Dictionaries

**Time:** 15' (a=5', b=5', c=10')

**Class grouping:** a= Whole-class interaction (listening/speaking), b - c= Individual work (listening/speaking) – whole-class (correction of the questions on the board)

**Teacher's role:** The teacher is organizer of resources, co-communicator, monitor of the student's individual work.

### II. Reading and Writing Tasks (15 mins)

**Activity 2:** Interviewing to celebrities

- a. The teacher assigns the following roles taking into account the origin of the students and the mixed abilities of them: Student A: reporter for a famous sports channel y Student B: a famous person (singer: Pedro Suarez Vertiz).
- b. Work in pairs.



*Part 1:* Students complete an interview sample and work in role plays on how to interview to two celebrities from different countries: Student A: ask/read questions? And Student B: answer.

*Part 2:* Student pairs choice to their famous celebrities to make a role play. Teacher plays the video again.

**Aims of the activity:**

- To learn how to make an interview.
- To integrate the target language in an interview.

**Resources:**

- Flashcards from celebrities. Retrieved from: Youtube video <https://www.youtube.com/watch?v=p9ZpaBw--dU>
- Interview Sample (Created by my design own).
- Dictionaries

**Time:** 15' (a=5', b=10')

**Class grouping:** a= Pair work (reading/writing), b= Pair work (reading/speaking)

**Teacher's role:** Teacher guides and monitors the students' writings and readings.

**III. Post-speaking Tasks (15 mins.)**

**Practice Activity 3:** Creating an interview.

- a. Teacher asks pairs to choose and cut their favorite celebrities' image using recycled materials to carry out an interview for its evaluation. Students exchange previous pairs. Students watch and listen to the video again for eliciting personal information about celebrities.
- b. Students act in front of the class. Students stick on the board their favorite celebrity's image and the teacher correct some wrongs during pronunciation.

**Aims of the activity:**

- To create an interview using the grammar structured learned.
- To develop real-life speaking skills by working with real and manufactured material.

**Resources:**

- Flashcards from celebrities. Retrieved from: Youtube video <https://www.youtube.com/watch?v=p9ZpaBw--dU>
- Interview Sample (Created by my design own).
- Dictionaries

**Time:** 15' (a=5', b=10')

**Class grouping:** a - b= Pair work (speaking/writing)

**Teacher's role:** Monitor of the students' speaking performance.

## LESSON VI: *INTERCULTURAL CHALLENGE (Virtual Debate)*

### Procedures

Time: 90'

#### I. **Communicative Situation:** (10')

The students work in groups to participate in a whole-class virtual debate discussing the following question:

***Are students ready to thrive in an interculturally connected world?***

- a. The Peruvian students from Pedro del Castillo Rios High School in Yurimaguas province get connecting virtually with the teenager students from English-Speaker.
- b. Both students, Peruvian and English-Speaker work in groups of 9 members (between they are Peruvian students with mixed-skills and non-mixed-skills), the rest of the Peruvian students are in the audience. Teacher is the one Peruvian moderator.

#### **Aims of the activity:**

- To introduce the virtual debate question and organize the group work for the final debate.
- To enhance the comprehension of listening.

#### **Resources:**

- Computers, laptops and Internet (wi-fi)

**Time:** 10' (a=5', b=5')

**Class grouping:** a-b= Whole-class interaction

**Teacher's role:** organizer of resources, manager.

#### II. **Debate Roles** (10 mins)

- a. Both Peruvian and Speaker-English students will watch a video about the mentioned topic "Are students ready to thrive in an interculturally connected world?" and then will participate in the virtual debate preparing briefs for each position and then presenting them to the audience. The briefs must have:
  - Three arguments supportive of their position.
  - Each argument must have three statements with evidences supporting them.
- b. The audience will listen to the two student teams' report, ask questions to both teams and reach a final conclusion.
- c. The moderator will act as a neutral participant in the debate, hold participants to time limits and try to keep them from straying off the topic of the questions being raised in the debate.

#### **Aims of the activity:**

- To explain the different roles the students will have in the final debate.

**Resources:** ----

**Time:** 10' (a-b=5', c=5')

**Class grouping:** a-b-c= Whole-class interaction

**Teacher's role:** Manager.

### III. **Debate format (05 mins.)**

- a. The teacher explains the debate format: t: the debate stages (Opening, rebuttal and summary), the order in which the teams and audience will participate and the timing for each stage.

**Aims of the activity:**

- To explain the debate format.

**Resources:**

- The design of the Debate format was based on "The teaching background: Debate – Debate format" (<https://www.nwabr.org/sites/default/files/Debate.pdf>).

**Time:** 5' (a=5')

**Class grouping:** a= Whole-class interaction

**Teacher's role:** Manager.

### IV. **Debate preparation (20 mins.)**

The get prepared for the final debate so the teacher explains important information for both Peruvian and foreign team's members and the audience members.

- a. Peruvian and foreign teams: All the team's members must participate as speakers in the debate (3 speakers in each debate stage).

**1. The teams' tasks:**

- Obtain current information from reputable sources.
- Prepare a quality brief with all sections complete and properly formatted.
- Anticipate the opponents' arguments and identify possible weaknesses in those arguments.
- Present the information effectively and convincingly.

**2. Debate delivery: Important considerations to effectively convince the audience (gestures, eye contact, posture, and voice).**

**3. The components of the Debate Brief.**

- b. The Audience: All the Audience's members must ask questions to the speakers in the debate. Based on the Peruvian and foreign teams' arguments, the

audience members must agree on a final conclusion and report it at the end of the debate.

**Aims of the activity:**

- To prepare the students for the final debate according to the role they will have.
- To guide the students' group work.

**Resources:**

- The design of the Debate preparation was based on "The teaching background: Debate" (<https://www.nwabr.org/sites/default/files/Debate.pdf>). The information for "2- Debate delivery" was taken from the book *Discover Debate Basic Skills for Supporting and Refuting Opinions* (Lubetsky, LeBeau, Harrington, 2000, p. 23)

**Time:** 20' (a=10'; b=10')

**Class grouping:** a-b= Group work.

**Teacher's role:** Group process manager. Advisor and guide of the student's work.

**V. The final debate (45 mins.)**

- a. The students arrange the classroom following the picture of the seating arrangement for the final debate.
- b. The students participate in the debate.

**Aims of the activity:**

- To arrange the classroom seating arrangement for the debate.
- To debate the issue of: *"How to thrive in an interculturally connected world?"*

**Resources:**

- The design for the final debate seating arrangement was based on "Student handout 8.2: Rules for debating" (<https://www.living-democracy.com/textbooks/volume-4/students-manual-6/student-handout-35/>).

**Time:** 55' (a=5'; b=40')

**Class grouping:** a-b = Whole-class debate.

**Teacher's role:** Group process manager. Advisor and guide of the student's work.

## LESSON VII: SELF-ASSESSMENT

### Procedures

Time: 45'

#### I. Instruccions: (15')

##### 1. Individual participation in the debate

a. The students complete a rubric to assess their own participation in the debate.

b. The students answer the following questions:

- *What part of the debate went really well?*
- *What could you do better next time,*
- *How could you prepare prior to the debate to make that happen?*

##### 2. Team's participation in the debate.

a. The students complete a rubric to assess their team's participation in the debate.

b. The students answer the following question:

- *What was the team's main strength?*
- *And its main weakness?*
- *What could be done to improve your teamwork?*

#### **Aims of the activity:**

- To assess the students' participation in the debate considering their own performance and their teamwork.

#### **Resources:**

- The design of the self-assessment rubric was based on "The Role-Play Debate Rubric"  
[http://www.amle.org/portals/0/pdf/AuthenticAssessment/p59\\_RolePlayDebate.pdf](http://www.amle.org/portals/0/pdf/AuthenticAssessment/p59_RolePlayDebate.pdf)

**Time:** 05' (1=5', 2=10')

**Class grouping:** a-b= Whole-class interaction

**Teacher's role:** Guide the students' self-assessment.

#### II. Assessment (*Teacher's assessment of the Debate* - 30 mins.)

- a. While the students are debating the question "Are students ready to thrive in an interculturally connected world?", the teacher assesses the teams' participation following this Debate rubric:

**Debate Assessment Rubric**

Debate Element	Score (1-10)		Comments	
	Peruvian team	Foreign team	Peruvian team	Foreign team

Appearance of team. Seriousness of team.			
Delivery: Team members addressed remarks to the audience in clear, loud voices.			
Opening statements were well organized, complete and included three arguments.			
Team members participated equally in the opening statements			
Arguments were related to the team's position			
Rebuttal was specific to arguments made in the opposing team's opening statements.			
Team members participated equally in the rebuttal.			
Summary provided and opponent's counterpoints addressed.			
Answers to the audience questions were well thought out.			
Respect was shown throughout the debate for the opposing team.			

Final PERUVIAN team score: \_\_\_\_\_ /100 = \_\_\_\_\_ %

Final FOREIGN team score: \_\_\_\_\_ /100 = \_\_\_\_\_ %

**Aims of the activity:**

- To assess the team's participation in the debate.

**Resources:**

- The design of the teacher's assessment for the debate was based on "The teaching background: Debate – Debate Scoring sheet" (<https://www.nwabr.org/sites/default/files/Debate.pdf>).

**Time:** 30'

**Class grouping:** Whole-class debate

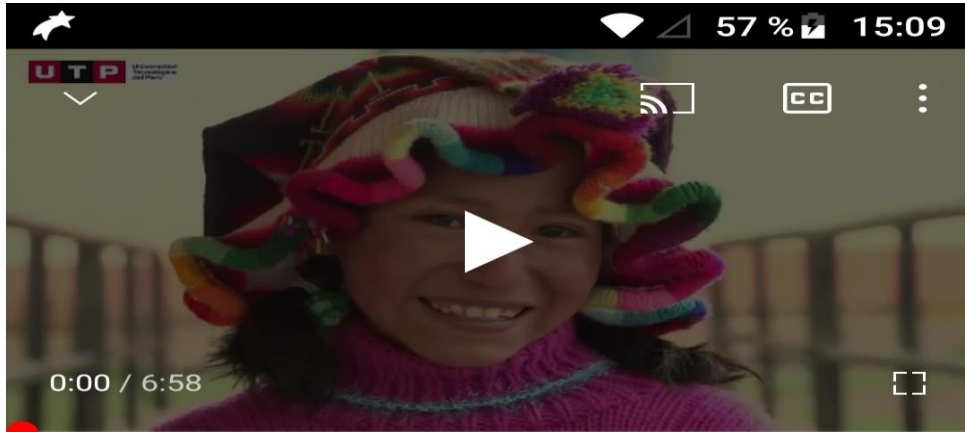
**Teacher's role:** Evaluator of the teams' performance.

### 6.3. Materials Designed with instructions for the students

#### Theme I: Culture Words

##### 1. Pre-speaking Task

a. Watch the next video: “La Interculturalidad en el Perú”



Retrieved from: <https://www.youtube.com/watch?v=PSQAqwUeRPI>

b. Discuss the following questions:







- What did you see?
- Where does this happen?
- Have you seen this?
- Where are your family from?
- Where do you live now?

c. What words would you use to complete the map?




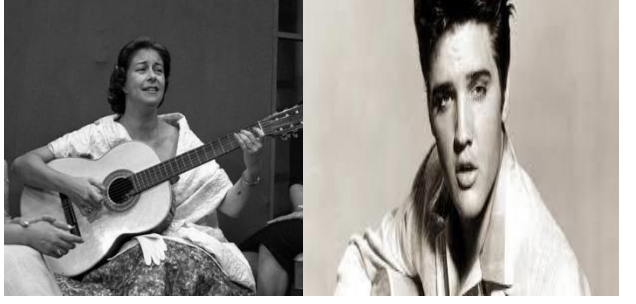



## 2. Speaking Task

a. Look at these flashcards and repeat about interculturality

	<p><b>COUNTRY INTEGRATIONS</b></p>
	<p><b>RACIAL DISCRIMINATION</b></p>
	<p><b>ETHNIC POPULATION</b></p>
	<p><b>CULTURAL IDENTITY</b></p>
	<p><b>TRADITIONS AND CUSTOMS</b></p>
	<p><b>RELIGION</b></p>



	<p><b>LANGUAGES</b></p>
	<p><b>FOOD AND DRINK</b></p>
	<p><b>HISTORY AND ARCHEOLOGY</b></p>
	<p><b>CELEBRITIES</b></p>
	<p><b>SPORTS</b></p>

**b. Describe the picture and guess to complete the chart.**

Student A

			<p><b>RACIAL DISCRIMINATION</b></p>
	<p><b>ETHNIC POPULATION</b></p>		
			<p><b>RELIGION</b></p>

**Student B**

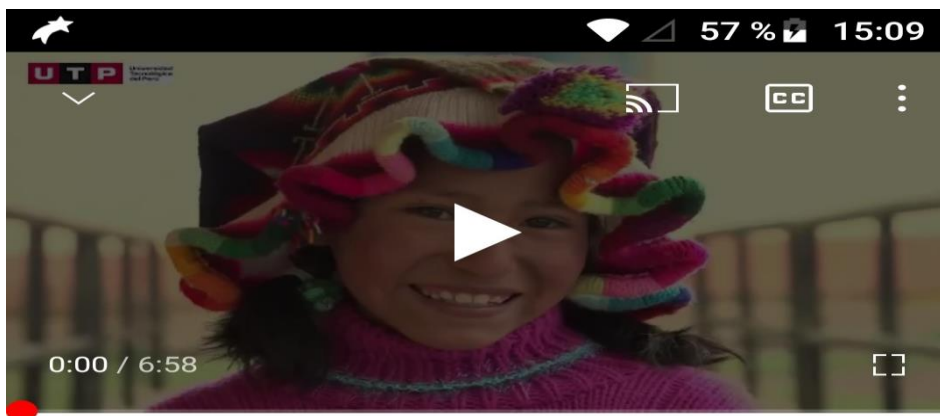
	<p><b>MUSIC</b></p>		
			<p><b>FOOD AND DRINK</b></p>
	<p><b>SPORTS</b></p>		

- c. **LINKED TO.** Complete the spaces in blank with vocabulary linked to the terms on the top of the columns for one minute, then pass it on to the next group and add more words to the one it's going to be passed to your group. Repeat until your paper comes back to your group. Then, compare the items added by your classmates.

CULTURAL IDENTITY	COUNTRY INTEGRATIONS	ETHNIC POPULATION	CELEBRITIES
	<ul style="list-style-type: none"> <li>▪ Flags</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Indigenous</li> <li>▪ Aborigines</li> </ul>	

### 3. Writing Task

- a. Watch the video again about "La interculturalidad en el Perú" to identify and classify the positive and negative aspects.



Retrieved from: <https://www.youtube.com/watch?v=PSQAqwUeRPI>

- b. In group of three, the students create a collage using pictures from newspaper and magazines that show the positive and negative concepts seen. Write a caption for it and post it on the Bulletin Board.

BULLETIN BOARD

<i>Positive Aspects</i>		<i>Negative Aspects</i>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; border-radius: 10px;">Exchanging cultural</div> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <div style="border: 1px solid black; height: 60px; width: 100%; border-radius: 50%;"></div>	<p style="font-weight: bold; color: gold; margin: 0;">THE INTERCULTURALLY</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; border-radius: 10px;">Racial Discrimination</div> <div style="border: 1px solid black; height: 60px; width: 100%; border-radius: 50%;"></div> <div style="border: 1px solid black; height: 60px; width: 100%; border-radius: 50%;"></div>

#### 4. Reading Tasks

- a. Students watch another video to extend their knowledge about interculturality following a link with the English caption of a video called: “an interconnected culturally world”.



Retrieved from: <http://www.oecd.org/education/pisa-2018-results-volume-vi-d5f68679en.htm>

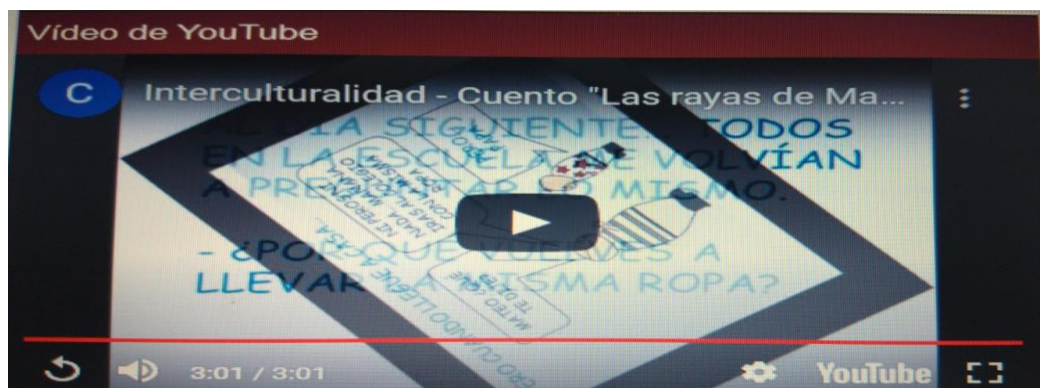
- b. Put a tick (✓) in the box next to the statements that are true for you.

Rubric about the interculturality	Very Much	Much	Little
1. I can say different words for the interculturality.			
2. I can name vocabulary related to intercultural problems.			
3. I identify and classify problems that affect the interculturality.			
4. I make exchanges cultural.			
5. And yours:			

### Lesson II: Cultural Identity Survey

#### 1. Pre-speaking Task

- a. Watch the next video: “La Interculturalidad”



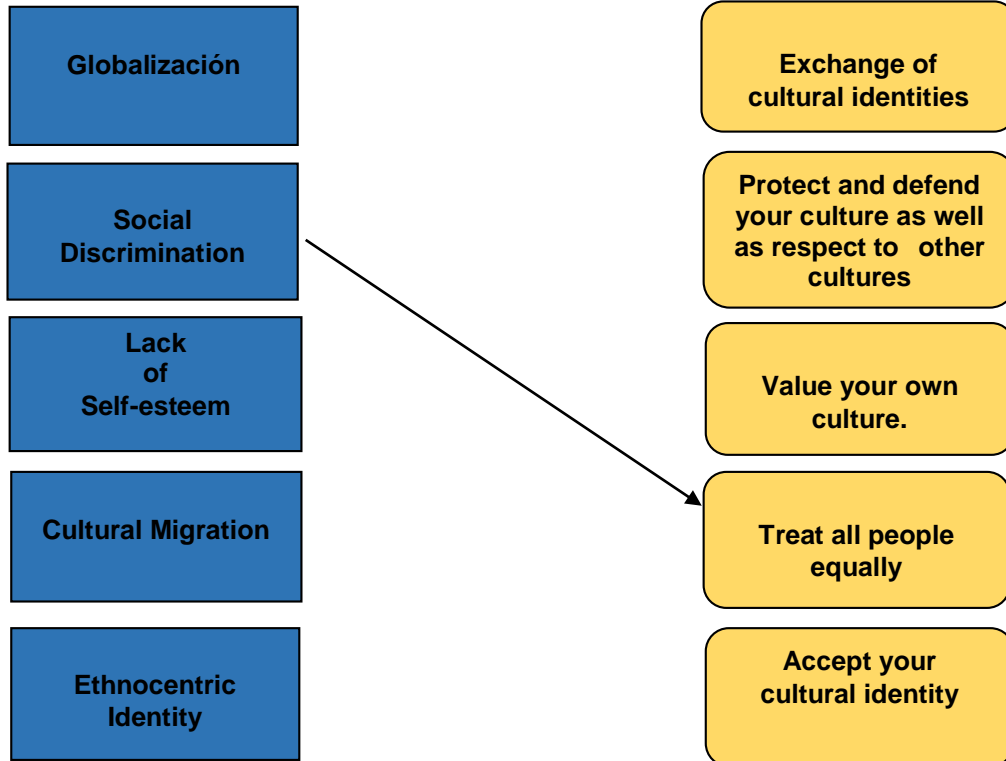
Retrieved from:

<https://sites.google.com/site/psicologiainterculturalunsaac/unidad-2/2-2-interculturalidad-y-psicologia-intercultural>

**b. Discuss the following questions:**

- What did you see?
- What did happen to Mateo?
- Have you ever happened this?
- How do you think Mateo has shown his cultural identity?
- Have you ever identified any problem with your cultural identity? What problems did you have? What solution did you have?

**c. Match the cultural identity problems finding a solution for them:**



**2. While-speaking Task**

a. Do this cultural identity survey in your group, then share the results with the class. Color a square for every affirmative answer to create a bar graph.

Does your family ...	Sometimes				Never				Always							
1. identity with its own culture?																
2. suffer any social discrimination?																
3. moving abroad or other cultures?																
4. disparage any culture from a country?																
5. value its own culture?																
6. respect to other cultures?																
7. exchange its cultural to other cultures?																

**b. Discuss the survey results:**

1. Are your results similar to other groups?
2. What other ways to identify with your culture do you know?
3. What actions can you take to reduce social discrimination?
4. What are the best ways to identify with your culture?
5. Are cultural migrations causing people's Lack of Self-esteem?

**3. Post-speaking Task**

**a. Work in groups. Students ask questions and respond using the question words.**

1. What other ways to identify with your culture do you know?
2. How many types of social discrimination did your family suffer?
3. Do you think that any people suffer social discrimination? Why?
4. Which difference between racism and social exclusion?
5. Where did you suffer from racism or social discrimination?
6. When does a culture become an acculturated?

**b. Each student answer according to their families' experiences**

1. I identify with my .... *music, food, ....*
2. Two types: ... *racial discrimination, and ...*
3. Yes, because ... *they are from another culture...*
4. Racism is ... *synonymous of racial discrimination and social exclusion is ...*
5. In the ... *school, in ...*
6. When a culture ... *dominates or conquers other culture*

**Lesson III: Peru, Pluricultural country**

**1. Pre-speaking Task**

**a. Work in groups. Work in a group of five members. Elicit their preferences' Menus/dishes.**

Coast

Cebiche



Pescado a la Chorrillana



Cóctel de Camarones



Picarones



Escabeche



Conchitas a la parmesana

Andean

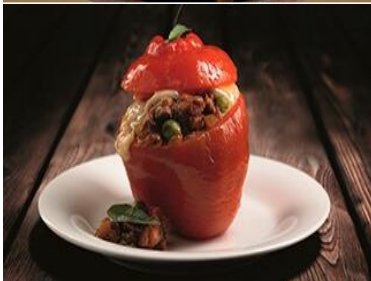
Pachamanca



Cuy Asado



Papa a la Huancaína



Rocoto Relleno



Trucha Frita



Occopa



b. Work in groups. Now students selected on its menu/dish. Discuss about budget, special offers, utensils and ingredients.

<i>Peruvian Menu/Dish</i>		
Coast	Andean	Jungle
<p><b><u>Reasons:</u></b> ... I like the Coast food ... because Escabeche is/has ...</p>	<p><b><u>Reasons:</u></b> ... I select the Andean food ...because the Pachamanca is/has ...</p>	<p><b><u>Reasons:</u></b> ... I elicit the Jungle food ... because the Sopa de Carachama is/has ...</p>
<p><b><u>Ingredients:</u></b></p> <ul style="list-style-type: none"> <li>▪ Rice</li> <li>▪ ...</li> <li>..</li> <li>.</li> </ul>	<p><b><u>Ingredients:</u></b></p> <ul style="list-style-type: none"> <li>▪ Potatoes</li> <li>▪ ...</li> <li>..</li> <li>.</li> </ul>	<p><b><u>Ingredients:</u></b></p> <ul style="list-style-type: none"> <li>▪ Fish</li> <li>▪ ...</li> <li>..</li> <li>.</li> </ul>
<p><b><u>Special offers:</u></b> If there was/or not.</p>	<p><b><u>Special offers:</u></b> If there was/or not.</p>	<p><b><u>Special offers:</u></b> If there was/or not.</p>
<p><b><u>Budget:</u></b> 5 people</p> <ul style="list-style-type: none"> <li>▪ Rice ... ½ kg. – S/. 1.50</li> <li>▪ ....</li> <li>..</li> <li>.</li> </ul>	<p><b><u>Budget:</u></b> : 5 people</p> <ul style="list-style-type: none"> <li>▪ Potatoes ... 1 kg. – S/. 2.00</li> <li>▪ ....</li> <li>..</li> <li>.</li> </ul>	<p><b><u>Budget:</u></b> : 5 people</p> <ul style="list-style-type: none"> <li>▪ Fish (carachama) ... 1 kg. – S/. 12.00</li> <li>▪ ....</li> <li>..</li> <li>.</li> </ul>



c. Students create their favorite food recipe.

<i>Recipe of a Peruvian Menu/Dish</i>		
<i>Coast</i>	<i>Andean</i>	<i>Jungle</i>
<p><b><u>Ingredients:</u></b></p> <ul style="list-style-type: none"> <li>▪ Rice</li> <li>▪ ...</li> <li>..</li> <li>.</li> </ul>	<p><b><u>Ingredients:</u></b></p> <ul style="list-style-type: none"> <li>▪ Potatoes</li> <li>▪ ...</li> <li>..</li> <li>.</li> </ul>	<p><b><u>Ingredients:</u></b></p> <ul style="list-style-type: none"> <li>▪ Fish</li> <li>▪ ...</li> <li>..</li> <li>.</li> </ul>
<p><b><u>Preparation:</u></b></p> <p>1. Season the chicken with salt, pepper and seasoning then fry it and place it on a plate.</p> <p>2. ....</p>	<p><b><u>Preparation:</u></b></p> <p>1. Cut the pork belly into five parts, then the leg of the lamb and place them together in a container, finally including the chicken pieces.</p> <p>2....</p>	<p><b><u>Preparation:</u></b></p> <p>1. Wash the carachamas well, cut them in half and boil for half an hour, along with the ground garlic.</p> <p>2....</p>

## 2. While-speaking Task

(a - b). Work in groups. Students discuss their responsibilities and display it in a poster.

<i>Peruvian Menu/Dish Poster</i>		
<i>Coast</i>	<i>Andean</i>	<i>Jungle</i>

Responsibilities:

Where to shop?



**Go shopping**



**Shopping List:**

- Rice



**Special offers:**

If there was/or not.

...

**Budget: 5 people**

- Rice ... ½ kg. – S/. 1.50

- ....



Responsibilities

**Ingredients:**

- Potatoes

- ...

..

.

**Special offers:**

If there was/or not.

...

..

.

**Budget: : 5 people**

- Potatoes ... 1 kg. – S/. 2.00

- ....

..

.

Responsibilities

**Ingredients:**

- Fish

- ...

..

.

**Special offers:**

If there was/or not.

...

..

.

**Budget: : 5 people**

- Fish (carachama) ... 1 kg. – S/. 12.00

- ....

..

.

**3. Task Realisation**

- Groups expose the preparation of their food recipe.

Recipe of a Peruvian Menu/Dish		
Coast	Andean	Jungle
<p><b>Ingredients:</b></p> <ul style="list-style-type: none"> <li>▪ Rice</li> <li>▪ ...</li> <li>▪ ..</li> <li>▪ .</li> </ul>	<p><b>Ingredients:</b></p> <ul style="list-style-type: none"> <li>▪ Potatoes</li> <li>▪ ...</li> <li>▪ ..</li> <li>▪ .</li> </ul>	<p><b>Ingredients:</b></p> <ul style="list-style-type: none"> <li>▪ Fish</li> <li>▪ ...</li> <li>▪ ..</li> <li>▪ .</li> </ul>
<p><b>Preparation:</b></p> <p>3. Season the chicken with salt, pepper and seasoning then fry it and place it on a plate.</p> <p>4. ....</p>	<p><b>Preparation:</b></p> <p>3 Cut the pork belly into five parts, then the leg of the lamb and place them together in a container, finally including the chicken pieces.</p> <p>4....</p>	<p><b>Preparation:</b></p> <p>3. Wash the carachamas well, cut them in half and boil for half an hour, along with the ground garlic.</p> <p>4....</p>

(b – c). Students talk about individual preferences, role of woman and men, eating habits in regions. Finally each group wash the hands.

**Agreeing or disagreeing**

- When someone gives you an opinion (in this case about the peruvian Peruvia your classmate prefers) you can respond either agreeing or disagreeing.
- Depending on the situation, you can respond strongly (*I strongly agree/disagree!*), or you can respond weakly (*I guess so*). You can respond formally (*I couldn't agree with you more!*) or informally (*That's for sure!*).
- ✓ These are some expressions you can use to agree or disagree. Which ones are the most suitable to use for this activity? Put a cross next to the expressions you choose.

**Expressing agreement**

- I agree with you 100 percent.
- I couldn't agree with you more.
- That's so true.
- That's for sure.
- You're absolutely right.
- Absolutely.
- That's exactly how I feel.
- Exactly.
- I'm afraid I agree with Juan.
- I have to side with Mariana on this one.
- No doubt about it.
- **(weak)** I suppose so./I guess so.
- You have a point there.

**Expressing disagreement**

- I don't think so.
- **(strong)** No way.
- I'm afraid I disagree.
- **(strong)** I totally disagree.
- I beg to differ.
- **(strong)** I'd say the exact opposite.
- Not necessarily.
- That's not always true.
- That's not always the case.
- No, I'm not so sure about that.

**4. Post-Task**

a. Teacher asks students (groups) to share their recipes through a debate and create a new international recipe.

Questionnaire about Different Food Habits	
Vegetarian	Non-vegetarian
1. Do you like the vegetarian food?	1. Do you like the non-vegetarian food?
2. How many times a day/week do you eat vegetarian food?	2. Why don't you eat non-vegetarian food?
3. Do you think vegetarian is healthy food? Why?	3. Do you think non-vegetarian is healthy food? Why?
4. Do you think vegetarian is healthy food? Why?	4. Do you think non-vegetarian is healthy food? Why?
5. In your region, what are the common vegetables?	5. In your region, what are the non-vegetarian foods?
6. What types of vegetarian food do you know?	6. What types of non-vegetarian food do you know?

**b. Students create a new international recipe.**



**c. Students analyse language points and expressing the past, expressing subtleties, agreeing and disagreeing,**

**Expressing agreement**

- I agree with you 100 percent.
- I couldn't agree with you more.
- That's so true.
- That's for sure.
- You're absolutely right.
- Absolutely.
- That's exactly how I feel.
- Exactly.
- I'm afraid I agree with Juan.
- I have to side with Mariana on this one.
- No doubt about it.
- **(weak)** I suppose so./I guess so.
- You have a point there.

**Expressing disagreement**

- I don't think so.
- **(strong)** No way.
- I'm afraid I disagree.
- **(strong)** I totally disagree.
- I beg to differ.
- **(strong)** I'd say the exact opposite.
- Not necessarily.
- That's not always true.
- That's not always the case.
- No, I'm not so sure about that.

## Lesson IV: The Interculturally

### 1. Pre-speaking Task

a. **Work in groups. Work in a group of three members. Teacher handouts some texts students.**

#### TEXT 1

Oh, have you heard  
Oh, have you heard it's time for vaccinations?  
I think someone put salt into your tea.  
They're giving us eleven-month vacations.  
And Florida has sunk into the sea.  
Oh, have you heard the President has measles?  
The principal has just burned down the school.  
Your hair is full of ants and purple weasels.  
April fool!



#### TEXTO 2



In sixteenth-century France, the star of the new year was observed on April first. It was celebrated in much the same way as it is today with parties and dancing into the late hours of the night.

Then in 1562, Pope Gregory introduced a new calendar for the Christian world, and the new year fell on January first. There were some people, however, who hadn't heard or didn't believe the change in the date, so they continued to celebrate New Year's Day on April first. Others played tricks on them and called them.



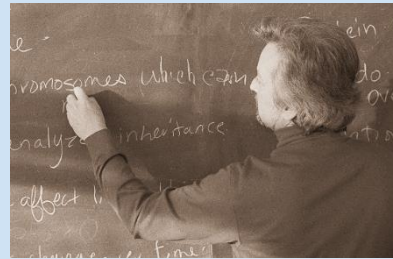
They sent them on a fool's errand or tried to make them believe that something false was true. In France today, April first is called

"Poisson d'Avril". French children fool their friends by taping a paper fish to their friends' backs. When the "young fool" discovers this trick, the prankster yells "Poisson d'avril!" (April Fisch!)



### TEXT 3

All of us sat facing the back of the classroom. However, Mr Ng continued with his lesson, as usual, writing on the blackboard at the front. Eventually, we had to surrender to the seasoned educator who had been through so many April's Fools' Days in school.



**c. Work in groups of three. Teacher asks students to answer the questions:**

- A. What's the name of the festivity described?
- B. When do people celebrate this festivity?
- C. Where is it celebrated? When did people start to celebrate it?
- D. What do people do?
- E. Is there any similar festivity in your country?
- F. Texts 1 and 3 are examples of two things mentioned in text 2 Which ones?
- G. What's the phrase missing in text 2?
- H. How do the pictures relate to the text? Could you find another picture?

## 2. While-reading Tasks

**(a-b). Students write four verses of a poem that was part of the literary contest.**

### Poem: HERALDOS NEGROS

There are blows in life, so strong... I don't know!  
Blows like the hatred of God; as if before them,  
the hangover of everything suffered  
it will pool in the soul ... I don't know!

By: César Vallejo

### 3. Post-reading Tasks

(a-b). Presentation and evaluation. Students try to guess who the authors are:

Poem: Los HERALDOS NEGROS

There are blows in life, so strong... I don't know!  
Blows like the hatred of God; as if before them,  
the hangover of everything suffered  
it will pool in the soul ... I don't know!

By: César Vallejo

Poem: Los HERALDOS NEGROS

There are blows in life, so strong... I don't know!  
Blows like the hatred of God; as if before them,  
the hangover of everything suffered  
it will pool in the soul ... I don't know!

By: César Vallejo

## Lesson V: The New Cultural Interchange

### 1. Pre-speaking Task

a. Whole-class. Look at these two images of celebrities and describe them about their personal information.



b. Let's watch this video called: "Top 10 Most FAMOUS People In The World". Retrieved from: <https://www.youtube.com/watch?v=p9ZpaBw--dU>



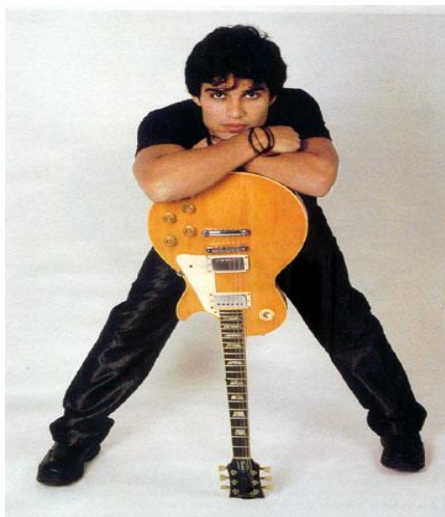
- c. *In the video, there are many celebrities from different countries. Discuss these questions:*



1. Do you know who these people are?
2. Who are the eight most famous people in your country?
3. Who do you think is the most famous man in the world?
4. Who do you think is the most famous woman in the world?
5. What do you know about them?

## 2. Reading and Writing task

- a. **Work in pairs. Student A (Reporter): complete and ask questions, Student B (famous celebrity): complete and answer the questions.**



**Name:** Pedro  
**Last name:** Suarez Vertiz  
**Occupation:** Singer  
**Birth date:** February 13rd, 1969  
**Place of birth:** Lima- Callao  
**Age:** 51  
**Type of music:** Rock and Pop  
**Place of living:** Lima  
**Marital Status:** Married



**b. Work in pairs.**

**Part 1:** Students complete an interview sample and work in role plays, taking into account the students' origin and the mixed-skills.

**Interviewing to Pedro Suarez Vertiz**

Student A: Good morning. I would like to ask you some questions

Student B: Sure, go ahead.

Student A: \_\_\_\_\_?

Student B: I'm Peruvian. I am from Lima.

Student A: What's your occupation?

Student B: \_\_\_\_\_

Student A: When is your birthday?

Student B: \_\_\_\_\_

Student A: \_\_\_\_\_?

Student B: I am 42 years old.

Student A: Where do you live?

Student B: I live in \_\_\_\_\_.

Student A: What type of music do you sing?

Student B: I sing \_\_\_\_\_

Student A: Are you single or married?

Student B: I'm \_\_\_\_\_

**Part 2:** Student pairs choose their famous celebrities to make a role play.

**Interviewing to ...**

**Student A:** Good morning. I would like to ask you some questions

**Student B:** Sure, go ahead.

**Student A:** \_\_\_\_\_?

**Student B:** I'm ..... I am from Lima.

**Student A:** What's your occupation?

**Student B:** \_\_\_\_\_

**Student A:** When is your birthday?

**Student B:** \_\_\_\_\_

**Student A:** \_\_\_\_\_?

**Student B:** I am 51 years old.

**Student A:** Where do you live?

**Student B:** I live in \_\_\_\_\_ .

**Student A:** What type of music do you sing?

**Student B:** I sing \_\_\_\_\_

**Student A:** Are you single or married?

**Student B:** I'm \_\_\_\_\_

**3. Post-speaking Task**

- a. Work in pairs. Students choose and cut their favorite celebrities' images. Watch other video again using the internet.



Retrieved from: <https://www.youtube.com/watch?v=P-LxRN89wns>

**b. Students act in front of the class. Students stick on the board their favorite celebrity's image. Teacher assess.**



or



## **Lesson VI: The Challenge Intercultural (virtual debate)**

### **1. Communicative Situation**

Group work. You will participate in a debate with your classmates to discuss the following question:

***Are students ready to thrive in an interculturally connected world?***

- a. You will get connect virtually with the teenager students from English-Speakers.
- b. Get together with the classmates who have mixed-skills and non-mixed skills as you have:
  - 15 members in the Peruvian team.
  - 10 members in the foreign team.
  - 9 members in the Audience.
  - 1 Moderator.

### **2. Debate Roles**

- a. The Peruvian and Foreign teams will participate in the debate preparing briefs for each position and then presenting them to the audience. The briefs must have:
  - Three arguments supportive of their position.
  - Each argument must have three statements with evidences supporting them.
- b. The audience will listen to the two teams' briefs, ask questions to both teams and reach a final conclusion.

- c. The moderator will act as a neutral participant in the debate, hold participants to time limits and try to keep them from straying off the topic of the questions being raised in the debate.

### 3. Debate Format

Side	Presentation	Time
<b>Opening statements and clarification</b>		
Peruvian team	Opening statements using three arguments	7 mins.
Foreign team	Asks any clarification questions	2 mins.
Audience	Asks questions	2 mins.
Peruvian team	Opening statements using three arguments	7 mins.
Foreign team	Asks any clarification questions	2 mins.
Audience	Asks questions	2 mins.
<b>Work period</b>		5 mins.
<b>Rebuttal (No new arguments presented)</b>		
Peruvian team	Repeats their opponents' arguments and tells what is wrong with the positions	3 mins.
Foreign team	Repeats their opponents' arguments and tells what is wrong with the positions	3 mins.
Audience	Asks questions	2 mins.
<b>Work period</b>		3 mins.
<b>Summary</b>		
Peruvian team	Summarizes their position by speaking to their opponent's counterpoints and closes with why their argument is best	3 mins.
Foreign team	Summarizes their position by speaking to their opponent's counterpoints and closes with why their argument is best	3 mins.
<b>Work period</b>		3 mins.
<b>Audience's final conclusion</b>		

### 4. Debate Preparation

#### a. Peruvian and Foreign teams

All the team's members must participate as speakers in the debate:

- Opening statements: 3 speakers
- Rebuttal: 3 speakers
- Summary: 3 speakers

#### 1. Tasks

- Obtain current information from reputable sources.
- Prepare a quality brief with all sections complete and properly formatted.
- Anticipate the opponents' arguments and identify possible weaknesses in those arguments.
- Present the information effectively and convincingly.

## 2. Debate delivery

In a debate, your goal is to convince the audience that your opinion is correct by giving strong reasons, supports and refutations. However, you also need strong manner, which means that you must speak in a way that is interesting, not boring. Manner includes *gestures, eye contact, posture, and voice*.

*Gestures:* Use gestures when you speak. For example, show one, two, or three fingers when you begin your first, second, or third point.

*Eye contact:* While you are speaking, you should look directly to the audience to convince them. You can read the evidences and check your notes but don't keep your head buried in your notebook all the time.

*Posture:* Posture is also important when you are speaking. To convince the audience you must look strong and confident.

*Voice:* Voice control is very important as well. You must speak clearly, and loud enough to make everyone in the room hear you.

## 3. Components of the Debate Brief

Team's position:	
<u>First argument:</u>	
Statements	Evidences
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____

3. _____ _____ _____	3. _____ _____ _____
<b><u>Second argument:</u></b>	
Statements	Evidences
1. _____ _____ _____	1. _____ _____ _____
2. _____ _____ _____	2. _____ _____ _____
3. _____ _____ _____	3. _____ _____ _____
<b><u>Third argument:</u></b>	
Statements	Evidences
1. _____ _____ _____	1. _____ _____ _____
2. _____ _____ _____	2. _____ _____ _____
3. _____ _____ _____	3. _____ _____ _____

**b. The Audience**

- All the Audience's members must ask questions to the speakers in the debate.
- Based on the Peruvian and Foreign teams' arguments, the audience members must agree on a final conclusion and report it at the end of the debate.

**Questions for debate speakers**

*Opening statements*

Peruvian team:

1. \_\_\_\_\_

- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

Notes: \_\_\_\_\_

*Opening statements*

Foreign team:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

Notes: \_\_\_\_\_

*Rebuttal*

Peruvian team:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

Notes: \_\_\_\_\_

*Rebuttal*

Foreign team:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

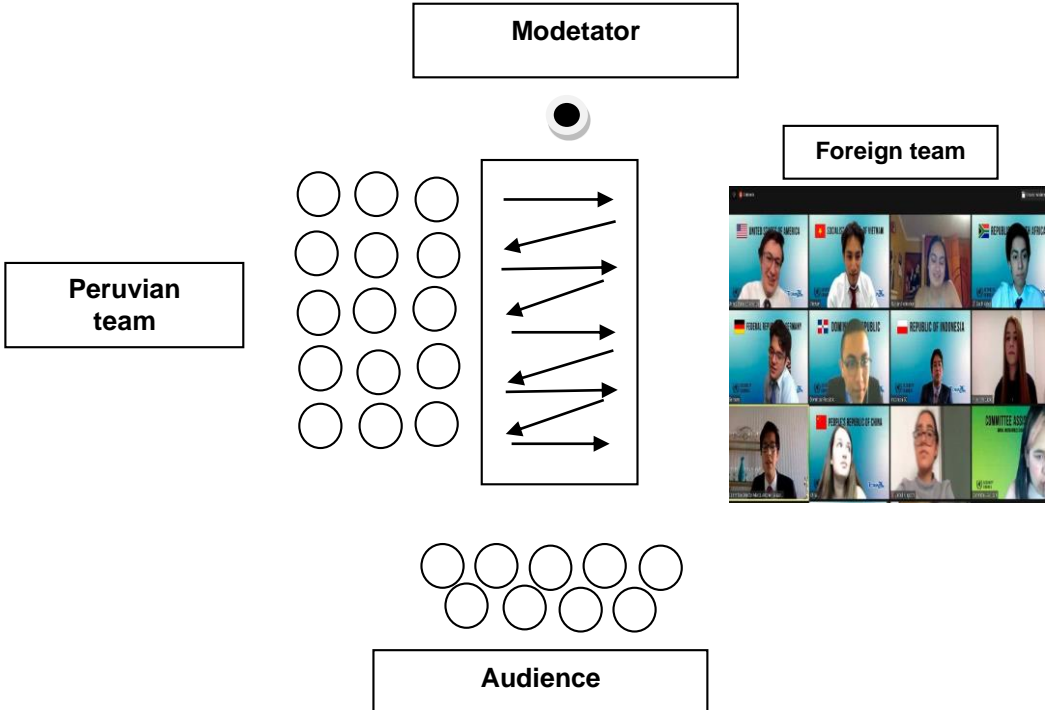
Notes: \_\_\_\_\_

*Final Audience's conclusión:*


**5. The final debate!**

**Group Work.**

a. Let's arrange the classroom for the debate! Follow this seating arrangement:



b. Now, it time for the debate. Good luck!

**Lesson VII: Self-assessment**

**1. Individual Participation**

a. Complete the following rubric to assess your own participation in the debate.

Points	4	3	2	1	Score
<b>Use of voice</b>	Exciting, clear and loud.	Easy to hear.	Hard to hear.	Not able to be heard.	
<b>Rapport with audience.</b>	Direct eye contact to the audience.	Fair eye contact.	Little eye contact.	No eye contact.	



<b>Gestures</b>	Adequate use of gestures.	Some gestures while speaking	Almost no gestures.	No gestures at all.	
<b>Posture</b>	Strong and confident.	Rather confident.	A bit shy and insecure.	Shy and insecure	
<b>Overall</b>	Prepared effective convincing	Sometimes convincing and effective	Rarely convincing and effective.	Never convincing and effective.	

**My participation's score:** \_\_\_\_\_

**b. What part of the debate went really well? What could you do better next time, and how could you prepare prior to the debate to make that happen?**

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## 2. Team's Participation

**a. Complete the following rubric to assess your team's participation in the debate.**

Points	4	3	2	1	Score
<b>Teamwork</b>	Shared work: The team worked collaboratively.	Some members worked more than others. Some agreements reached.	Little team's involvement. Difficulty in reaching agreements.	Few members did all the work. No team's agreements.	
<b>Arguments</b>	Relevant, lots of facts.	Mostly relevant, some facts.	Some relevancy, some facts.	Lacks preparation	
<b>Addressed the other team's points</b>	Clear, informed, effective arguments	Some clear, informed, effective arguments	Rarely clear, informed effective arguments.	Does not address the other team's position.	
<b>Overall</b>	Prepared effective convincing	Sometimes convincing and effective	Rarely convincing and effective.	Never convincing and effective.	

**Final team's score:** \_\_\_\_\_

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## 6.4 Justification of the design

The core approach where this unit spins around is the Task-Based Learning (TBL) and helped by the communicative approach will enhance and develop students' fluency and proficiency in the target language, English. These approaches expose English language learners to authentic language and challenge them to interact naturally in the language. With this approach, learners rapidly gain fluency and are aware of the richness and complexity of the English language. That makes the language more motivating to students of all ages and backgrounds.

Task-based learning contributes to enriching the unit and the students' development of both declarative and procedural knowledge. Along with activities proposed in this unit, it is clear that students learn through the learning of content.

The tasks of the unit work have its principles in the task-based learning approach. Here students participate in communicative tasks and require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form. In task-based instruction, basic pair work and group work are often used to increase student interaction and collaboration. It is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other. Tasks become increasingly complex at higher proficiency levels.

This teaching material will enhance the four skills in the target language. This will be achieved by the realization of communicative activities and tasks that will develop different skills such as remember, understand, apply, analyze, evaluate and create.

Currently, there has been a change in the field of language teaching. A great number of learners are still taught based on textbooks that devote a lot of time and activities to practice and memorize language structures and patterns. Fortunately, this figure is changing, and they are now being taught the language along with content. One of the reasons why this is happening is because grammar memorization has not proven to result in effective language output and learners get stuck in a hole where they have declarative knowledge but do not reach the procedural knowledge level. As a result, learners experience frustration and feel ashamed to produce the language because of lack of opportunities to show what they can do with the target language or experiment with it through a process of learning by doing.

This unit will help students develop basic language skills in listening, speaking, reading and writing English. They will have many opportunities to practice in class and to carry out communicative tasks that require an exchange of information and negotiation of meaning.

Another feature of this unit is the compilation of activities that integrate the four skills, which are reading, writing, listening and speaking through a Communicative Language Teaching methodology. Students will engage in various activities to practice English including listening tasks and stimulating discussions. Practical reading and writing tasks and vocabulary studies are presented as well.

The design of this unit helps teacher do the role of facilitators as they can facilitate the development of procedural knowledge by providing students with the assistance they need until they are able to function independently. Scaffolding techniques are considered to be at the core of content-based instruction and requisite for student's academic success.

Regarding writing, it is important to consider meaningful content to write about. When we ask our students to write and present their works, they need material about which to write or present. Therefore, it is preferable if this material is meaningful, or at least interesting to the student and also sufficiently complex to require critical thinking. In order to find supportive material, the students can use other authentic material, books, newspapers or the internet, or also they can do independent research as long as they have enough time to do it.

## 7. CONCLUSIONS

In a constantly changing world where English has become the language of communications, science, information technology, business, and even entertainment, it is easy to understand how the language has reached such a global demand, in which students of all ages are studying English at the same time in different educational systems. In this worldwide scenario, the main character of the plot is communication, and more specifically effective communication. The English Language Teaching (ELT) field is aware of this fact and different approaches and methodologies have been adjusting to this communicative need, where materials and resources are part of this revolution.

Nevertheless, the recent English Language Teaching (ELT) literature has been favoring communicative methods and approaches as opposed to traditional pedagogy focused mostly on grammar and vocabulary rather than communicative competence. All this due to the importance of the English language in today's world where it seeks to meet various communication needs in the lives of learners to meet the requirements of learning English in the era of integration, communication and globalization.

All the foregoing brings up the need to include in the application of these communicative approaches in the classroom, the materials that provide opportunities for communicative purposes in L2, thereby fostering language use. The teaching material is usually used as a link or element of union between the teacher and / or teacher and reality. Ideally, all teaching and learning should be carried out in contact with real life, but it is not always possible or advisable and that is why we resort to a series of means, resources or materials that serve as a bridge between what is taught and learned and the real world.

In this vein, Ball and Thornbury (n.d, p. 87,) explain that in the majority of the teaching situations, after the learners' needs have been analyzed and the curriculum objectives outlined, the design of the syllabus' units go hand in hand with the selection of materials and resources that can "fit" with the curriculum philosophy and beliefs about the nature of language and language learning. In general terms, this process has to do with the selection of the most appropriate coursebooks since they are, traditionally, one of the main materials used for language teaching.

In most cases, the coursebooks that I have used in my lessons seem to be motivating and appealing but generic to teenage students worldwide, not adapted to the particular cultural and educational context of my Peruvian students. As a consequence, my colleagues and I

are always changing, adapting and creating the materials we normally use in our lessons since the best materials are those which are fine-tuned by the teachers: “the excellence of materials lies less in the products themselves than in the appropriate and unique tuning for use that teachers might be better engaged in” (Jolly and Bolitho, 1998, p. 14)

Among these materials are textbooks, which constitute the first option as a traditional resource for teaching English. It can be inferred that behind this predilection it is the fact that textbooks own a sense of structure, offering security to both teachers and students. At the same time, textbooks are also usually visually attractive

Despite this assumed importance of the coursebook, in some teaching contexts, including mine; textbooks do not fulfill moderately or in many cases completely the needs of the students. This mainly due to its decontextualization, irrelevance and inauthenticity; thus, preventing it from fulfilling its function of connecting with reality. Thus, ideally English language teachers develop materials that work best in their particular contexts.

Consequently, this project has developed an EFL material design proposal for A2-level high school students based on cultural awareness in the Yurimaguas Province in Peru. This material design emphasizes the development of communicative competence integrating the four language skills through a task-based approach. Moreover, this material design follows the guidelines of the Common European Framework of Reference for Languages (CEFR) and it is aligned with the Peruvian National Curriculum following the competencies, capacities and performances required (Ministry of Education, 2016a).

In terms of contextualization, the content is focused on language knowledge that is personally significant to the students by addressing the intercultural issue as the main topic. cultural and intercultural problems are largely the result of human behavior and human decision making, therefore, students observe the prejudice around them in their daily life.

Accordingly, it is important to highlight that this didactic material design proposal aims to constitute a contribution to the field of material design for TEFL because it has the characteristics of effective teaching materials considering the reasons explained below.

First of all, the content for this didactic material design proposal is real and authentic by its nature. It is part of the learners’ own experience because it is immersed in their everyday lives, village, city and even high school, which makes it familiar to the learners and of genuine interest. Since this material proposal incorporates elements of the learners’

context, they better address the students' learning needs; while the selection of texts and the design of the activities are exactly at the right level for the students, ensuring appropriate challenges and levels of success.

This is one of the main challenges Peruvian teachers face every day when designing and producing their own set of materials since the suggested coursebooks do not cater for their EFL students' interest and needs, inclusive the same government's materials, as much of them do not reach to our town or high schools.

Secondly, the language is realistic and authentic thanks to the use of authentic materials, which have been carefully selected facilitated by the newest technological advances. From online articles to YouTube videos, the students are exposed to rich, meaningful, authentic and contextualized language in everyday use, which is highly motivating and helps learners develop a great variety of communicative competencies since the activities have been designed to make the learners respond as they would do in real life.

Moreover, the above goes hand in hand with the authenticity of the resources used in the design of the materials, since they are composed of authentic sources extracted from YouTube videos and online articles. These characteristics make them meaningful, contextualized and therefore engaging.

Thirdly, this material design proposal endeavors to promote learners' autonomy as long as it helps learners develop the skills and strategies which can be transferred to other contexts, and thus deal with the language independently. Even though it is one of the main challenges the learners may face, having the opportunity to share their personal opinions, to discuss advantages and disadvantages of socio-cultural matters, to express agreement or disagreement, to reach a group agreement, and above all, to participate in a whole-class debate, allow the learners to become gradually more aware, self-reliant, and better able to learn directly from experience, taking responsibility for their own learning.

However, while authenticity and contextualization are used to promote communication skills as part of the steps suggested by Jolly & Bolitho (in Tomlinson 1998, p. 98) for the production of new or adapted materials. On the other hand, it should be noted that, although the greater emphasis of the communicative tasks is on the meaning, it also incorporates the form, adapting in some way to the level (A2) and creating a balance between the two. Canale and Swain (1980) make it clear that "although there seem to be no strong theoretical reasons for emphasizing getting one's message across over grammatical accuracy at the

early stages of second language learning...some combination of emphasis on grammatical accuracy and emphasis on meaningful communication from the very start of second language study is suggested”.

In this sense, this material design proposal engages the learners both affectively and cognitively because it promotes active participation of the whole learner, for instance, when inviting them to articulate personal responses. In other words, it challenges the learners to deal with interesting, relevant and enjoyable activities where the language is used spontaneously in communicative (purposeful) situations. As a result, the learners are encouraged to interact and express their own meaning, fostering a positive cultural influence on their learning attitudes.

Besides, during the learners’ interaction, the focus is primarily on meaning rather than on form, making them use the language in order to achieve intended outcomes, for example, a group agreement or a ranking list. For this reason, the sequence of tasks satisfies this objective with the inclusion of close-ended activities ranging from classifying, matching, gap filling, true or false, listing, mind mapping to open-ended activities such as surveys, think, pair and share, information gaps, discussions, relating cause and effect, creative stories, role-playing, etc. In addition, the sequence is elaborated consistently considering the lower and higher-order thinking skills.

Furthermore, the integration of the four language skills plays a major role to achieve the communicative outcome expected. With this integration, the present materials design allows teachers to track students’ progress in multiple skills at the same time contributing to the natural interaction in the target language, since “at the very least we listen and speak together, and read and write together” (Bell and Gower, 1998, p. 125).

Finally, as a particular attention is paid to the learning process, Bloom’s (1956) higher-level skills are addressed while the students are involved in the completion of diverse pair and group work activities that lead to the unit’s final task. Therefore, the students’ ability to communicate is developed while working with meaningful content, increasing the possibility of a significant learning to take place.

In relation to the integration of Information and Communication Technology (ICT) in the design of materials, thus developing technological competence and favoring innovation, therefore motivation in students; it can be said that the materials reach the agreed

objectives. This is possible through the use of videos, online articles, apps, web tools and others; not only as a source of resources to support the tasks but as tools to develop them.

Another important aspect to highlight is the great effort I have done to overcome the three major difficulties that teacher-designed materials usually face according to Howard and Major (2004): organization, quality and time.

Concerning the physical organization and storage, this material design proposal will be available for all the English teachers in high school's Facebook page (<https://www.facebook.com/IEP-Pedro-del-Castillo-Rios-109269740939532/>); therefore, it will be easy to locate it for ongoing use.

With regard to the quality, this material design has been carefully planned and thoroughly revised to avoid errors; it is visually appealing with a clear and organized layout, with colorful images in accordance to the unit's topic: The Interculturally.

Regarding the social component of the design given by the nature of the topic on which it is based, it is proper to highlight that it complies with the Intercultural and sociocultural Competency contemplated in the curricular design of Peru. For this reason, when designing the activities, it was contemplated to holistically link the topic with the linguistic, grammatical, lexical, notion-functional and sociocultural contents. To achieve this objective, proposals closely related to the sociocultural and intercultural problems affecting the target group community were included, in order to encourage intercultural awareness. In turn, cultural awareness was broadened by extending the Peru, Pluricultural country lesson outside the local context and linking it with current events close to their own interests according to their ages.

Lastly, time has not been a difficulty at all since this material design proposal has been developed for my Final Project's Master Degree, and it has given me the chance to become a reflective materials developer who spends long hours looking for the ideal authentic resources to design each activity; a reflective materials developer who designs, adapts, replaces, supplements and evaluates materials which are responsive to her students' needs and interest; and most importantly, a reflective materials developer, and at the same time, a secondary school teacher who does her best to find the most effective ways to implement the materials chosen for classroom use.



Taking into account the above reasons described, it can be said that the Project's main objective has been fulfilled since it involved the Communicative and Task-Based EFL Material Design for the didactic unit "The Interculturally" in accordance with the needs and context of A2-level high school students in Yurimaguas, Peru.

Similarly, the guarantee for meeting the objectives of this project also lies on clear instructions for both teachers and students, distribution of task timing and students' organization including plenty of pair and group work. Brown (2007, p. 81) proposes that communication is likely to occur in the classroom when a significant amount of pair work and group work is conducted.

Furthermore, this material design proposal provides students with several instances of discussion and reflection through pair, group and whole-class dynamics, leading to a final debate about the issue of "Interculturally Connected World" as a kind of cultural exchange or cultural identity in our country, promoting cultural awareness and social responsibility and giving students a real purpose of communication in the language classroom.

In future research projects, this Project could be taken further by putting into practice the materials designed to actually evaluate how effective they are for EFL students in Yurimaguas, Peru. As a consequence, apart from becoming a reflective materials developer, as I mentioned before, I need to become a „reflective practitioner“ (Schön, 1983) as well.

Likewise, it can't be ignored the fact that during the creative process not only the didactic sequence has been taken into account, but the layout has been thought in detail about the target group and the topic to be covered. Thus, the variety of color of materials highlights the interculturality in the world in the organized and clean design with striking names of the sections and graphics, which facilitates its use and provides attractiveness, novelty and variety.

Nevertheless, I strongly believe that if we are utterly sure that the decisions we make are for the sake of the students' success in the learning of the language, then the actions must be done in accordance to those decisions as long as they are cost-effective for our students' learning processes. Developing the ability to reflect upon these issues, critically analyzing the classroom actions that have been effective from the ones that have not worked, determine the role of a competent researcher and reflective teacher who looks for professional development in his/her teaching practice.

Moreover, despite the demonstrated benefits of teacher-produced materials, I have evidenced that one major drawback to creating your own materials it's the time and energy required, which has been stated in other studies (Cunningsworth 1995; Graves 2000; Richards 2001). Therefore, in order to keep the labor manageable, it might be helpful to balance the workload in small groups of three or four teachers while at the same time foster favorable discussions and debates for the sake of professional growth.

Hence, the development of this Final Master's Degree Project and its future implementation for evaluation are part of my reflective practice as a teacher since it demands to devote plenty of time constructing, deconstructing, and reconstructing my daily pedagogical practice. It is not less true that teaching materials by themselves are not sufficient to shape effective teaching and learning environments, since an enjoyable EFL class depends widely on good materials used in creative and resourceful ways.

To conclude, I consider that the process of creation of this didactic material design proposal has been one of the most important opportunities for professional development I have had as long as it implied broadening my theoretical knowledge about material design in the communicative classroom, reflecting about TEFL in Yurimaguas, Peru and more specifically in my teaching context, observing and analyzing my students' needs, interests, learning styles and strategies to design set of contextualized and personalized materials which will hopefully improve my teaching practices as a reflective materials developer and reflective practitioner of those materials; and thus benefit my EFL students and their learning processes.

It is also very important to highlight that this project constitutes a contribution to the field of materials design for Teaching English as a Foreign Language (TEFL) because unlike as it usually happens, some teachers design their own materials relying only on their classroom experience and setting aside the theories and principles underlying the process of materials design. To achieve this Final Master's Degree Project, these principles have been followed, while adapting, replacing and evaluating, thus linking theories and experience.

In future research projects, this Project could be taken further by making modifications to it after its implementation and evaluation. Future versions of the design could include successful modifications that might replace the original activities or might provide optional activities, which teachers could use to reach the same objectives.

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## 9. APPENDIX

# THE INTERCULTURALLY



**A Communicative and Task-Based EFL Material Design Proposal for Encouraging A2-level High School Students in the Creation of Classroom Self-Produced Materials**

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## Appendix 01

<b>UNIT DISTRIBUTION</b>	
<b>Lesson I: Culture Words</b>	
<b>1. Pre-speaking Task (Activity 01)</b>	<ul style="list-style-type: none"> <li>• Presentation of the unit's topic through a video of interculturality in Peru for the world.</li> <li>• Complete mind map with the target vocabulary.</li> </ul>
<b>2. Speaking Task (Activity 02)</b>	<ul style="list-style-type: none"> <li>• Using Flashcards to recall words</li> <li>• Information gap to engage interaction</li> </ul>
<b>3. Writing Task (Activity 03)</b>	<ul style="list-style-type: none"> <li>• Identify and Classify interculturality issues</li> <li>• Create a collage</li> </ul>
<b>4. Reading Task (Activity 04)</b>	<ul style="list-style-type: none"> <li>• Watch and read and video about: a interconnected interculturality world</li> <li>• Self-assessment about the interculturality</li> </ul>
<b>Lesson II: Cultural Identity Survey</b>	
<b>1. Pre-speaking Tasks (Activity 01)</b>	<ul style="list-style-type: none"> <li>• Matching vocabulary related to its cultural identity.</li> <li>• Answer the question about the culture identity.</li> <li>• Match identity problems with finding solutions .</li> </ul>
<b>2. While speaking tasks (Activity 02)</b>	<ul style="list-style-type: none"> <li>• Conducting a survey about different cultural identities.</li> <li>• Display graph resources results</li> </ul>
<b>3. Post-speaking Tasks (Activity 03)</b>	<ul style="list-style-type: none"> <li>• Making intercultural recommendations.</li> <li>• Answer experiences related to cultural identity.</li> </ul>
<b>Lesson III: Peru, Pluricultural Country</b>	
<b>1. Pre-speaking Tasks (Activity 01)</b>	<ul style="list-style-type: none"> <li>• Classify a Peruvian meal.               <ul style="list-style-type: none"> <li>- <i>Elicit their preferences' menu/dish.</i></li> <li>- <i>Use expressions such as: like/dislikes.</i></li> </ul> </li> </ul>
<b>2. Task Preparation (Activity 02)</b>	<ul style="list-style-type: none"> <li>• Preparing a Peruvian Food.               <ul style="list-style-type: none"> <li>- <i>Select a menu/dish to be prepared.</i></li> <li>- <i>Display and discuss their responsibilities' results.</i></li> </ul> </li> </ul>
<b>3. Task Realisation (Activity 03)</b>	<ul style="list-style-type: none"> <li>• Cooking a Peruvian Food.               <ul style="list-style-type: none"> <li>- <i>Students identify and cook with its food.</i></li> <li>- <i>Arrange and decorate the table.</i></li> <li>- <i>Chat about their region's favorite food</i></li> </ul> </li> </ul>
<b>4. Post-Tasks (Activity 04)</b>	<ul style="list-style-type: none"> <li>• Analyzing and reflecting on the preparing of a Peruvian meal.               <ul style="list-style-type: none"> <li>- <i>Comment on and discuss meal and its preparation.</i></li> <li>- <i>Exchange recipes and create a new recipe.</i></li> <li>- <i>Analyse language points: past, agree/disagree, etc.</i></li> </ul> </li> </ul>
<b>Lesson IV: The Interculturality</b>	

<b>1. Pre-reading Tasks</b> <i>(Activity 01)</i>	<ul style="list-style-type: none"> <li>• Introducing to the cross reading and providing a text model. <ul style="list-style-type: none"> <li>- <i>Share texts 3 about poems.</i></li> <li>- <i>Read texts (3) and explain to their partners.</i></li> <li>- <i>Answer questions related to festivities.</i></li> </ul> </li> </ul>
<b>2. While-reading Tasks</b> <i>(Activity 02)</i>	<ul style="list-style-type: none"> <li>• Expanding the Shel Silverstein's poem by adding quartets between the two of his poem. <ul style="list-style-type: none"> <li>- <i>Write and complete verses of poems.</i></li> <li>- <i>In groups write a quartet similar to Shel Silverstein.</i></li> </ul> </li> </ul>
<b>3. Post-reading Tasks</b> <i>(Activity 03)</i>	<ul style="list-style-type: none"> <li>• Choicing of the best quartet from Poem. <ul style="list-style-type: none"> <li>- <i>Present the works carried out for its evaluation.</i></li> <li>- <i>Stick on the board the quartets, read and expose it, take an account the language points.</i></li> </ul> </li> </ul>
<b>Lesson V: New Cultural Interchange</b>	
<b>1. Pre-listening Tasks</b> <i>(Activity 01)</i>	<ul style="list-style-type: none"> <li>• Meeting New Famous People. <ul style="list-style-type: none"> <li>- <i>Show two images of celebrities to introduce the lesson.</i></li> <li>- <i>What a video called: "Top 10 Most FAMOUS People In The World".</i></li> <li>- <i>Students prepare for an interview answering questions:</i></li> </ul> </li> </ul>
<b>2. Reading and Writing Tasks</b> <i>(Activity 02)</i>	<ul style="list-style-type: none"> <li>• Interviewing to celebrities. <ul style="list-style-type: none"> <li>- <i>Role-plays using the students' mixed-skills.</i></li> <li>- <i>Complete an interview using the personal information.</i></li> </ul> </li> </ul>
<b>3. Post-speaking Tasks</b> <i>(Activity 03)</i>	<ul style="list-style-type: none"> <li>• <i>Creating an interview.</i> <ul style="list-style-type: none"> <li>- <i>Choose and cut to their favorite celebrities using magazines and newspaper.</i></li> <li>- <i>Act in front the class and feedback about pronunciation.</i></li> </ul> </li> </ul>
<b>Lesson VI: Intercultural Challenge (Virtual Debate)</b>	
<b>1. Communicative Situation</b>	<ul style="list-style-type: none"> <li>▪ <i>Debate question: Are students ready to thrive in an interculturally connected world?</i></li> <li>▪ <i>Debate participants: Peruvian team, Foreign team, the audience and the moderator.</i></li> </ul>
<b>2. Debate roles</b>	<ul style="list-style-type: none"> <li>• <i>Which role are you going to have in the final debate?</i></li> </ul>
<b>3. Debate format</b>	<ul style="list-style-type: none"> <li>• <i>Which is the debate format?</i></li> </ul>
<b>4. Debate preparation</b>	<ul style="list-style-type: none"> <li>• <i>Prepare the final debate: teams' tasks, tips for the debate delivery, the debate brief, and the audience's questions.</i></li> </ul>
<b>5. The final debate</b>	<ul style="list-style-type: none"> <li>• <i>The seating arrangement for the final debate.</i></li> <li>• <i>Let's debate!</i></li> </ul>
<b>Lesson VII: Self-assessment</b>	
<b>1. Individual Participation</b>	<ul style="list-style-type: none"> <li>• <i>Complete a debate rubric to assess your participation in the final debate.</i></li> </ul>
<b>2. Team's participation</b>	<ul style="list-style-type: none"> <li>• <i>Complete a debate rubric to assess your team's participation in the final debate.</i></li> </ul>

## Appendix 02

LIST OF RESOURCES	
Cover	
<ul style="list-style-type: none"><li>Picture retrieved from: <a href="https://www.chinadaily.com.cn/a/202001/03/WS5e0ed7f4a310cf3e3558253a.html">https://www.chinadaily.com.cn/a/202001/03/WS5e0ed7f4a310cf3e3558253a.html</a></li></ul>	
LESSON: <i>Cultural Words</i>	
Task 1:	<ul style="list-style-type: none"><li>Video “La Interculturalidad en el Perú” Retrieved from: <a href="https://www.youtube.com/watch?v=PSQAqwUeRPI">https://www.youtube.com/watch?v=PSQAqwUeRPI</a></li><li>Mind map made on: <a href="https://www.clipartkey.com/view/hmmiRo_mindmap-mind-map-free-clipart/">https://www.clipartkey.com/view/hmmiRo_mindmap-mind-map-free-clipart/</a></li></ul>
Task 2:	<ul style="list-style-type: none"><li>Flashcards and Describe and Guess pictures retrieved from: <a href="http://blog.pucp.edu.pe/blog/lapieldelasmoscas/2017/07/25/en-busca-de-la-identidad-peruana/">http://blog.pucp.edu.pe/blog/lapieldelasmoscas/2017/07/25/en-busca-de-la-identidad-peruana/</a> <a href="https://www.clacso.org/interculturalidad-critica-e-investigacion-vinculada/">https://www.clacso.org/interculturalidad-critica-e-investigacion-vinculada/</a> <a href="https://realidades.lamula.pe/2017/02/11/la-autoidentificacion-etnica-en-el-censo-nacional-de-poblacion-2017-aproximaciones-para-un-entendimiento-necesario/damiler/">https://realidades.lamula.pe/2017/02/11/la-autoidentificacion-etnica-en-el-censo-nacional-de-poblacion-2017-aproximaciones-para-un-entendimiento-necesario/damiler/</a> <a href="https://es.wikipedia.org/wiki/Chabuca_Granda">https://es.wikipedia.org/wiki/Chabuca_Granda</a> <a href="https://www.lavanguardia.com/muyfan/20200228/473820866613/elvis-presley-justin-bieber-felicita-twitter.html">https://www.lavanguardia.com/muyfan/20200228/473820866613/elvis-presley-justin-bieber-felicita-twitter.html</a> <a href="https://tmhome.com/news-events/finkelstein-mum-online-course-world-religions/">https://tmhome.com/news-events/finkelstein-mum-online-course-world-religions/</a></li></ul>
Task 3:	<ul style="list-style-type: none"><li>Video “La interculturalidad en el Perú” Retrieved from: <a href="https://www.youtube.com/watch?v=PSQAqwUeRPI">https://www.youtube.com/watch?v=PSQAqwUeRPI</a></li></ul>
Task 4:	<ul style="list-style-type: none"><li>Video: “an interconnected interculturally world” Retrieved from: <a href="http://www.oecd.org/education/pisa-2018-results-volume-vi-d5f68679-en.htm">http://www.oecd.org/education/pisa-2018-results-volume-vi-d5f68679-en.htm</a></li></ul>
LESSON: <i>Cultural Identity Survey</i>	
Task 1:	<ul style="list-style-type: none"><li>Video “La Interculturalidad”, retrieved from: <a href="https://sites.google.com/site/psicologiainterculturalunsaac/unidad-2/2-2-interculturalidad-y-psicologia-intercultural">https://sites.google.com/site/psicologiainterculturalunsaac/unidad-2/2-2-interculturalidad-y-psicologia-intercultural</a></li></ul>
Peru, Pluricultural country	
Task 1:	<ul style="list-style-type: none"><li>Flashcards, Elicit preferred menu/dishes, retrieved from: <a href="https://www.lifeder.com/comidas-tipicas-costa-peruana/">https://www.lifeder.com/comidas-tipicas-costa-peruana/</a></li></ul>

<https://tipsparatuviaje.com/platos-tipicos-de-la-sierra-del-peru/>  
<https://sites.google.com/site/lagastronomiadelperucom/tipos-de-comidas-segun-la-region>  
<https://platosdelaselva.com/comidas-tipicas/chilcano-de-pescado/>

**Task 3:**

- The expressions to “agree or disagree” were taken from the webpage. EnglishCLUB.COM (<https://www.englishclub.com/speaking/agreeing-disagreeingexpressions.htm>)

**Task 4:**

- Recipe of Peruvian Foods, retrieved from: <https://blog.thefork.com/es/cocina-peruana/>
- Recipe of an international food, retrieved from: <https://www.kids-cooking-activities.com/international-gourmet-recipes.html>

**LESSON: The Interculturally**

**Task 1:**

- The poem "Oh have you heard" by Shel Silverstein in his book Where the Sidewalk Ends. HarperCollins: New York, 1974.
- A text about the origin of April's Fool Day / Poisson d'Avril, for example, and another about a joke made on April 1.

**Task 2 - 3:**

- The poem “Los Heraldos Negros” by Cesar Vallejo in his book: Los Heraldos Negros. Santiago de Chuco, Perú, 1919  
<https://encuentratupoema.pe/poema/los-heraldos-negros-2/>

**LESSON: The New Intercultural**

**Task 1:**

- Video “*Top 10 Most FAMOUS People In The World*”: Retrieved from: <https://www.youtube.com/watch?v=p9ZpaBw--dU>  
<https://www.oprahmag.com/entertainment/g26783237/aries-celebrities/>  
<https://panamericanworld.com/revista/viajes-y-cultura/gaston-acurio-peru/>

**Task 2:**

- Image of Pedro Suarez Vertiz:  
[https://es.wikipedia.org/wiki/Pedro\\_Su%C3%A1rez-V%C3%A9rtiz#:~:text=Hijo%20de%20Germ%C3%A1n%20Hernando%20Su%C3%A1rez,Marina%20de%20Guerra%20del%20Per%C3%BA](https://es.wikipedia.org/wiki/Pedro_Su%C3%A1rez-V%C3%A9rtiz#:~:text=Hijo%20de%20Germ%C3%A1n%20Hernando%20Su%C3%A1rez,Marina%20de%20Guerra%20del%20Per%C3%BA)

**Task 3:**

- Another Video: “*Top 10 Most FAMOUS People In The World*”  
Retrieved from: <https://www.youtube.com/watch?v=P-LxRN89wns>

**LESSON: Intercultural Challenge (virtual debate)**

### 3. Debate format:

The design of the Debate format was based on “The teaching background: Debate - Debate format”. Retrieved from: <https://www.nwabr.org/sites/default/files/Debate.pdf>

### 4. Debate preparation

The design of the Debate preparation was based on “The teaching background: Debate” (<https://www.nwabr.org/sites/default/files/Debate.pdf>)

The information for “2- Debate delivery” was taken from the book “Discover Debate Basic Skills for Supporting and Refuting Opinions” (Lubetsky, LeBeau, Harrington, 2000, p. 23)

### 5. The final debate!

The design for the final debate seating arrangement was based on “Student handout 8.2: Rules for debating”. Retrieved from:

<https://www.livingdemocracy.com/textbooks/volume-4/students-manual-6/student-handout-35/>

Seating arrangement (image). Retrieved from:

[http://www.livingdemocracy.com/wp-content/uploads/2015/06/V4\\_P283.jpg](http://www.livingdemocracy.com/wp-content/uploads/2015/06/V4_P283.jpg)

Foreign team’s image. Retrieved from:

<https://tec.mx/es/noticias/zacatecas/educacion/zacatecanos-crean-el-primer-mun-virtual-latinoamerica>

## LESSON: Self-assessment

- The design of the self-assessment rubric was based on “the Role- Play Debate rubric”. Retrieved from: [http://www.amle.org/portals/0/pdf/AuthenticAssessment/p59\\_Role-PlayDebate.pdf](http://www.amle.org/portals/0/pdf/AuthenticAssessment/p59_Role-PlayDebate.pdf)
- The design of the teacher’s assessment for the debate was based on “The teaching background: Debate – Debate Scoring sheet”. Retrieved from: <https://www.nwabr.org/sites/default/files/Debate.pdf>.