

CONCLUSIONS

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Materials design in foreign language teaching plays a key role because it interacts in teaching and learning processes. Therefore, pre-service teachers, novice teachers, and experienced teachers are called upon to create and enrich well thought material in terms of content, design, and communicative language skills practice to reach a desired objective.

This textbook is based on the notion that EFL pre-service, novice, and in service teachers are text designers. This means that EFL teachers have the necessary qualities to design any kind of material. However, from what we have presented throughout the text book, there are some practical elements EFL teachers should consider. We believe that there should be a balance between theoretical and instructional principles in materials design. This balance is what this textbook has tried to achieve. It is our hope that we have been successful in doing so.

Materials design, materials development, instructional material, and teaching/learning materials are related concepts. They follow similar theoretical principles and try to maximize learning and teaching possibilities. As such, there are diverse kinds of materials such as printed text, realia, visual, and audio visual. It is our belief that materials ought to relate to students' learning styles. This can be done by including, as much as possible, all the senses in the materials.

We also consider that teachers should design teaching/learning materials because they hold the theoretical and practical aspects needed. By creating their own material, teachers can grow both personally and professionally.

All in all, the first step in designing any kind of material is to consider the needs of the population. These needs include institutional context's needs, teachers' needs, and students' needs. It is also essential to understand that materials are linked to teachers' beliefs. Thus, teachers need to be aware of their impact in materials design. Another theoretical aspect worth considering is how materials can promote students' motivation and investment, while including individual and social factors in the materials.

Any teaching/learning material, such as a quiz, poster, worksheet, workshop, and slide, require achievable teaching and learning objectives. A learning objective refers to what teachers expect their students to learn, and a teaching objective is more closely related to the purpose teachers have towards their performance. We can argue that differentiating a teaching objective from a learning objective turns out to be one aspect every teacher ought to bear in mind when designing their own materials. Both objectives have different processes, but they have one purpose in common: to guide practices for students to learn.

The diversity of materials design relies on constant engagement through communicative activities, language skills, and subskills. Additionally, materials design also needs a hierarchy of skills and subskills, which are arranged in the material. The way the exercises and activities are sequenced in the material is another essential aspect since it facilitates practice and completion of tasks.

In this textbook, we proposed the incorporation of the PPP model. Though this is not the only model that can be used to create a lesson plan, it can keep your lesson plan organized and engaging, especially when a warming up activity is implemented. Moreover, we argue that designing workshops and units can be compared to the design of a lesson plan.

Providing accurate instructions in materials design is another essential key element. If the instructions are unclear, materials might lose their effectiveness and purpose. As such, instructions are tools that teachers, as material designers, should manage. Well written instructions facilitate understanding and, hopefully, learning.

It is not new that foreign language teachers create material for their students. As a matter of fact, teachers have been creating material for a long time, such as quizzes, exams, workshops, units, handouts, posters, computer slides, makeup activities, and so on, to use in the classroom. However, the layout design is an aspect that many teachers forget, which is why we need to consider how we display the information before delivering it to our students. By understanding fonts, space rearrangement, and the rule of thirds for page layouts, teachers can create more outstanding visual material to deliver their lessons.

One key aspect when designing material is having an outline of the content and its distribution in the space. The arrangement of space in a page layout ought to follow simple concepts as the one provided by Gestalt theory to create a more organized and engaging materials. All the content in material design is represented by letters, words, titles, subtitles, paragraphs, charts, graphs, and images. Thus, the content needs to be arranged in a logical order to create attractiveness. This could promote students' motivation and engagement as they would have more space to solve and answer exercises.

The use of appropriate fonts and sizes help create emphasis in the teaching material. Creating emphasis with fonts allows students to visualize specific or key information and/or instructions in the material. Therefore, this improves students' chances to learn.

By understanding and using the rule of thirds, teachers can improve the layout for teaching materials and take advantages of imagery. This help teachers, as material designers, to create more outstanding templates while they design their own teaching/learning material for their classrooms.

We consider reflection as a crucial part in materials design because it enables teachers, as material developers, to enter into a double-checking or a self-assessment process, where they can reflect upon their own designed material and analyze if it fulfils the needs of the context. Reflection helps teachers become aware of future decisions that they can make in the EFL classroom regarding materials. Material developers have the opportunity to self-assess aspects that work and those that do not in their context. This last element guides teachers into a self-assessment process.

Finally, given the growing diversity of every kind in our educative institutions and the little experience we have with diversity, the design of local materials becomes crucial. If we expect publishing houses to tell us what and how to teach a language, it would not be enough for the particularities of our contexts. Then, a last remark for pre-service and in-service teachers, as material developers, is to think about the design of local and contextualized materials as a possibility to relate to the world. In other words, the design of local materials which, is considered a decolonial practice in this book, helps us to provoke a desire for respect, love and caring about the other.