

ELEMENT 2

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THE NEED FOR EFL TEACHERS TO DESIGN MATERIALS

Objective

To acknowledge why and what for EFL teachers need to design their own teaching material.

The need to design teaching/learning materials

Núñez et al. (2004) mentioned that there is no textbook that completely fulfills all teachers' and students' expectations and needs to succeed in foreign language teaching and learning processes.

1. Do you agree with the previous statement? Why? Why not?

2. Compare your answers with a classmate.

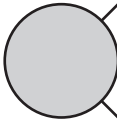
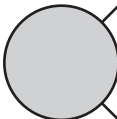
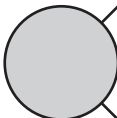
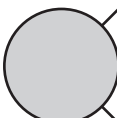
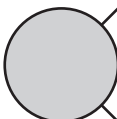
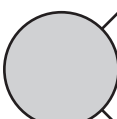
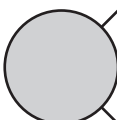
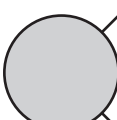
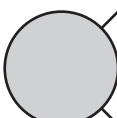
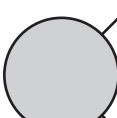
- 3. Based on your own teaching/learning experiences, write Yes or No in front of the following statements. Then, share your answers with a partner.**

Statement	Yes/No
You have used textbooks.	
You have used textbooks that reproduce values and cultural patterns of specific cultural groups.	
You have complemented the textbook activities with extra materials.	
You have designed a quiz.	
You have designed a test.	
You have designed an exercise.	
You have designed a workshop.	
You have designed a poster.	
You have felt frustrated when using a textbook.	
You have felt the need to use any kind of teaching/learning materials.	
You have seen gender stereotypes in textbooks.	
You have seen cultural stereotypes represented in the textbooks you have used.	
You have carefully evaluated the teaching/learning materials you have used.	
You have used textbooks to teach/learn about a foreign culture.	
You have used contextualized textbooks.	
You have used textbooks that represent everyday life.	
You have used textbooks that represent human plurality.	

- 4. Compare your answers with a classmate. Then, select two statements to talk about your experiences.**

Authors such as Núñez-Pardo (2018), Núñez and Téllez (2015), Ramos and Aguirre (2014), Vásquez-Guarnizo (2020), Kumaravadivelu (2012, 2014), Harwood (2010), Tomlinson (2003), and Kanpol (1999) have shown that the materials we use to teach a language should be contextualized. In this way, they ought to consider the historical, social, economic, cultural, and educational realities of the context. Furthermore, the authors above suggest that teachers should be the ones to design their own learning/teaching materials. Núñez et al. (2004) mentioned that “developing materials for EFL/ESL [English as a Foreign/Second Language] classrooms should not be viewed as a task confined to textbook developers” (p.129).

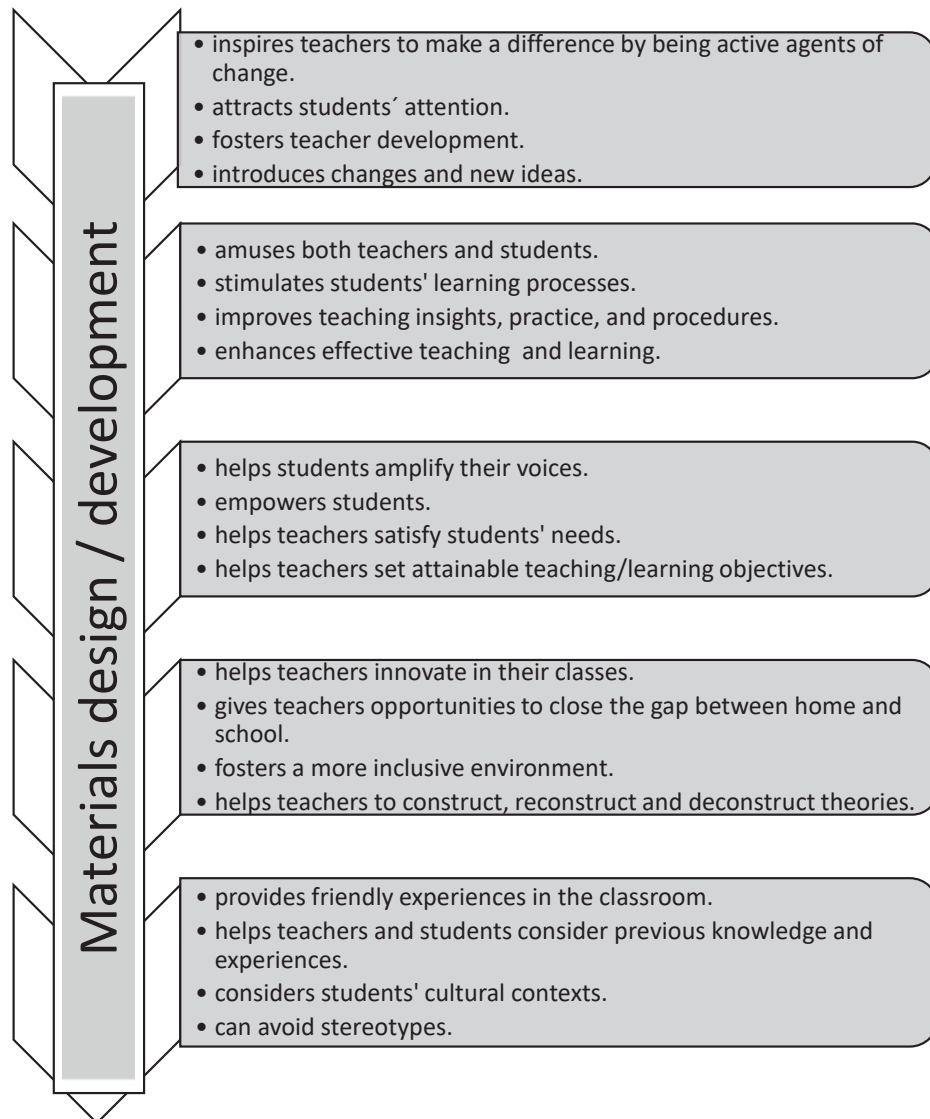
5. Most EFL teachers have the following qualities that are necessary to develop their own materials. Rank them from 1 to 10 considering that 1 is the most relevant characteristic and 10 is the least relevant one.

 The teacher knows the context's needs.	 The teacher knows about language learning strategies.
 The teacher knows his/her students realities.	 The teacher loves his/her students.
 The teacher wants students to feel safe and comfortable in the classroom.	 The teacher is a creative and passionate professional.
 The teacher wants students to learn the language.	 The teacher knows about second/foreign language acquisition/learning theories.
 The teacher wants students to participate in class activities.	 The teacher knows about cognitive and affective factors that take place when learning a language.

6. With a classmate, look at how you ranked the statements. Tell your classmate why number 1 was the most relevant for you.

Teachers as Material Designers

Núñez et al. (2009), as well as Ramos and Aguirre (2014), provided different reasons why teachers should design their own materials. Read more about them below.



7. Based on the previous chart, place the reasons in the table as being important for teachers, students, or teachers and students.

Teachers	Students	Teachers and students
<i>Materials design fosters teacher development.</i>		

8. Can you think of three more reasons why teachers should design their own teaching materials? Write them in the charts below.

