

Task 2 - Analog Resources for the EFL Classroom

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Step 1: Main concepts:**Reading 1:** Materials Design. Key Elements for English Language Teaching in Colombia

(Aguirre, Ramos & Vásquez, 2022)

1. What are the key differences between giving written and oral instructions in educational settings?

Both types of instructions are designed to help students understand what they need to do in an activity. In written instructions, it is essential to use brief, clear and concise language to convey the instructions as succinctly as possible and thus prevent students from becoming confused. Simple vocabulary should also be used to ensure that the message is clear, as this allows students to understand it better. Another important aspect is to number the instructions whether with cardinal numbers, ordinal numbers or letters and make them stand out so they catch students' attention. When giving written instructions in another language, it is important to use the language the students are learning. In addition, the student's native language can be used as a support when necessary to avoid misunderstandings. It is also helpful to use examples, since when students see an example, they are more likely to complete the activity successfully.

When giving oral instructions, you should be mindful of the students' attention. Use eye contact and body language to show students that you are 100% focused on every detail of your lesson. Use ICQs (Instruction Checking Questions) to check whether students have understood before they begin an activity. You should also hand out the materials before giving instructions to avoid having to repeat them. And finally, just as with written instructions, you should provide an example obviously an oral one in this case to demonstrate to students in a practical way how to complete the activity.

2. How does the visual organization of written instructions (e.g., bullets, numbers, or letters) impact student comprehension?

The visual organization of written instructions using cardinal numbers, ordinal numbers, letters or bullet points is considered a sign of well-written and visually effective instructions, since students expect the instructions to be clear. Another important point is that, after choosing a format for your instructions, the next step is to make them stand out to capture students' attention. All of this is done to help them focus on the task you want them to complete.

3. What are ICQs (Instruction Checking Questions), and how do they help ensure students understand the instructions?

ICQs help teachers assess students understanding; this means that teachers use them to check whether students have understood the instructions they gave, for example, instructions for completing an activity. Therefore, ICQs can be administered to students to determine whether or not they have understood the instructions before beginning an activity.

Reading 2: The design of teaching materials as a tool in EFL teacher education:

Experiences of a Brazilian teacher education program (Augusto-Navarro, 2015)

4. What challenges did the Brazilian pre-service teachers face during their materials design projects, and how did they address them?

The preservice teachers encountered several difficulties during the materials design projects. First, many were used to sticking to textbooks and fixed methods, so making their own materials meant they had to take charge of teaching choices and explain their decisions. They also had to change their materials, deal with feedback and critiques from peers and the teacher educator,

and research to locate suitable resources and theories. Moreover, they had to adjust materials to fit the students' profiles, interests, needs, and specific teaching environments.

They tackled these difficulties through ongoing reflection, cooperation, and support from the teacher educator. The process involved sharing drafts, getting feedback, attending teaching meetings, discussing thoughts with classmates, reading theoretical materials, and updating resources based on students' needs and situational factors. These teamwork and reflective actions helped them build confidence and develop professional independence.

5. How did the experience of designing materials help participants critically reflect on their own teaching beliefs and practices?

Creating materials prompted participants to think about and rethink their current views on teaching and learning. During this process, they needed to link theory with real-life application, support their teaching choices, and think about things like students' needs, interests, goals, and learning settings. This helped them understand that good teaching is not just about sticking to a textbook or method but about making informed, context-aware choices.

The experience also assisted participants in seeing the value of reflecting before, during, and after teaching. Many shared that creating materials made them more conscious of how teaching choices influence learning results, pushed them to assess the success of activities, and helped them gain more independence as teachers. They came to see materials as tools that assist learners rather than fixed content to present, leading to a more thoughtful and student-focused style of teaching.

Reading 3: Five Design Principles for Language Learning Materials Development (Green, 2023).

6. What does Green mean by the “picture-superiority effect,” and how does it relate to materials design?

The "picture superiority effect" is the observation that, under most circumstances, pictures are remembered better than verbal labels in memory tests. Green claims that this is important to materials design because relevant, meaningful pictures can facilitate students' comprehension and retention of new language. It is important that pictures are not used in a decorative fashion. When material is complex, activities that help make a connection between image and word or concept are needed. Therefore, materials designers should place relevant, pertinent images near the information they illustrate, and provide activities for the students to retrieve, relate, and/or reproduce images and associated vocabulary.

7. Describe at least two ways in which novice materials designers tend to misuse formatting in educational content.

Green also notes that many novice materials designers abuse formatting and create pages with excess visual information that add to the students' mental burden. One frequent problem is when titles, headings, or vocabulary lists are presented in boxes, thereby cluttering the page. Another frequent problem is when too many emphasis techniques such as bold, italics, and underlining are used at the same time. Instead, Green suggests that one of the three techniques be used, and that different font sizes be used to differentiate between titles, headings, and body text. He also emphasizes the importance of leaving blank space and using readable fonts that will not distract.

Reading 4: Guidelines for Designing Effective English Language Teaching Materials
(Howard & Major, 2004)

8. Why should materials provide opportunities for both language input and output?

Students should have the opportunity to both receive language input and produce language output. As Howard and Major (2004) point out, students need to see and hear English, as well as use it. Listening enables them to pick up new vocabulary and to see how language is employed in real life, while speaking and writing allow them to try out those language patterns for themselves. So, after having heard a dialogue on ordering food, they can role-play the act of ordering at a restaurant with a partner. The learning experience thus becomes more meaningful since it helps the students to get ready for real-world communication.

9. How can materials support learner autonomy, and why is this considered important?

By providing appropriate materials, learners are able to take control of their own learning. As Howard and Major (2004) point out, the activities used should assist learners in reflecting on what they already know and on how they can carry on when they encounter problems; for instance, if a student can't remember a word they should try to describe it in words rather than giving up. It is important since teachers are not able to cover everything in class and students therefore need to develop the confidence and skills necessary for continuing to learn on their own. The more independent students become, the more responsibility they take on and the more engaged they remain in their learning.

Reading 5: English Teachers as Materials Developers (Ramírez, 2004)

10. How does the institutional context influence a teacher's ability and willingness to create materials?

The institutional context can influence a teacher's willingness to create or adapt materials to make them more effective for instruction; furthermore, according to Ramírez (2004), teachers must adhere to an academic curriculum, teaching multiple classes while strictly meeting institutional expectations. This institutional pressure limits the time available and diminishes teachers' motivation to create new materials for their students. However, Ramírez also notes that teachers often need to go beyond the textbook when it fails to align with their students' interests or competency levels. Ultimately, a healthy institutional environment grants teachers the freedom to be creative and flexible in their classes, preventing the monotony that often arises when institutions mandate a rigid adherence to a specific order.

11. What does Ramírez suggest about the relationship between materials development and reflective teaching?

Ramírez (2004) notes that material development should be linked to reflective teaching, as this enables teachers to analyze their students' needs, evaluate activities, and make informed decisions when selecting materials that enhance learning. Creating materials is not merely about making them eye-catching or simple; rather, it involves designing appropriate, interactive, and creative activities grounded in student needs, while also assessing their effectiveness and making adjustments to foster student improvement. Ramírez also highlights the value of feedback from other teachers, who can identify shortcomings that might have gone unnoticed initially, thereby ensuring the final materials are well-suited to the students' needs.

Step 2: Analog workshop designing:

Designers:

Topic: The Soundtrack of Your Life: Basic (A1–A2)

Objective: By the end of the workshop, students will be able to use basic music-related vocabulary and simple expressions, using the present simple, to talk about their musical preferences through listening, writing, speaking and reading.

Table 1. Activities

ACTIVITIES		
1. Language in use section		
Activity 1		
Choose the correct option, keeping in mind the present simple tense (likes and preferences).		
Remember		
Affirmative (+)	Negative (-)	Question (?)
I/You/We/They work	I/You/We/They don't work	Do you work?
He/She/It works	He/She/It doesn't work	Does she work?
- She _____ music. - Likes. - Liking. - Liked. - My sister _____ the Bruno Mars song. - Eat. - Loves. - Loved. - Kiara _____ the Bruno Mars song. - Listens. - Listen. - Listening. - They _____ happy songs. - Liking. - Likes. - Like. - He _____ the singer Michael Jackson. - Hate. - Prefers. - Prefer.		

Activity 2

Find the meaning of each word and write the letter next to each word.

Words	Meanings
1. Song_____	a. Is used to indicate that we like something, find it interesting or think it's pleasant.
2. Music_____	b. Move your body to the rhythm of the music.
3. Like _____	c. It is a musical composition that features a melody, a rhythm and lyrics.
4. Listen_____	d. He is an artist who creates melodies with his voice.
5. Happy_____	e. Is a group of musicians who work together to play music as a group.
6. Sad_____	f. To feel satisfaction, joy and well-being in life.
7. Dance_____	g. Something we hear is related to noise.
8. Singer_____	h. A negative emotion caused by events that lead to melancholy or suffering.
9. Band_____	i. Is an artistic expression that consists of combining vocal or instrumental sounds
10. Sound_____	j. The act of paying attention to something perceived through the sense of hearing.

2. Listening section**Activity 1: Music Preferences**

Listen carefully to the conversation. Then, read the statements and write True (T) or False (F).

Teacher: Read the conversation aloud twice.

Conversation:

Anna: Hi, Daniel! What kind of music do you like?

Daniel: I like pop music. I listen to pop songs every day.

Anna: Who is your favorite singer?

Daniel: My favorite singer is Bruno. I like his songs because they make me happy.

Anna: Do you listen to music when you study?

Daniel: No, I don't. I listen to music when I am at home. I also like to dance with my friends.

Anna: That's nice! I like music too. My favorite music is rock.

True or False

1. Daniel likes pop music.

Answer: _____

2. Daniel listens to music every day.

Answer: _____

3. Daniel's favorite singer is Anna.

Answer: _____

4. Daniel listens to music when he studies.

Answer: _____

5. Daniel likes to dance with his friends.

Answer: _____

6. Anna's favorite music is rock.

Answer: _____

Score: _____ / 6

Activity 2: Complete the Music Conversation

Listen to the conversation twice. Complete the missing words.

Conversation:

Sofia: What kind of _____ do you like?

Maria: I like pop music. I _____ to pop songs every day.

Sofia: Who is your favorite _____?

Maria: My favorite singer is Taylor. I like her _____.

Sofia: How does her music make you feel?

Maria: It makes me feel _____.

Sofia: Do you like to dance?

Maria: Yes, I do. I _____ with my friends on weekends.

My answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Score: _____ / 6

3. Reading section

Activity 1

Read the text about Daniel and his favorite music. Then answer the questions.

My Favorite Music

Hi! My name is Daniel. I am 18 years old and I love music. I usually listen to music in the morning and in the afternoon. My favorite type of music is pop because it makes me feel happy and energetic.

My favorite singer is Bruno Mars. I like his songs because they have a good rhythm and I can dance to them. My favorite song is *Count on Me*. I listen to this song with my friends and sometimes with my family.

I also like rock music, but I do not listen to it every day. I do not like very sad songs because I prefer music that makes me feel good.

Answer the questions:

1. How old is Daniel?
2. When does Daniel usually listen to music?
3. What is Daniel's favorite type of music?
4. Who is Daniel's favorite singer?
5. Why does Daniel like Bruno Mars' songs?
6. Does Daniel like sad songs?

Activity 2

Read the text about Emma's musical preferences. Then write T (True) or F (False).

Emma and Music

Emma loves music. She listens to music every day after school. Her favorite musical genre is rock, and her favorite band is Imagine Dragons. She likes their songs because they are energetic.

Emma sometimes listens to pop music with her sister. Her sister prefers pop and loves dancing. On weekends, they listen to music together at home. Emma does not play an instrument, but she wants to learn to play the guitar.

Music is very important to Emma because it helps her feel happy and relaxed.

Write T (True) or F (False):

1. Emma listens to music every day. _____
2. Emma's favorite musical genre is pop. _____
3. Her favorite band is Imagine Dragons. _____
4. Emma's sister likes dancing. _____
5. Emma plays the guitar every weekend. _____
6. Music makes Emma feel happy and relaxed. _____

4. Writing section**Activity 1:**

Choose your favorite song and answer the following questions:

For example:

My favorite song is Let me now

1.What is your favorite song?

2.What is the name of the singer of the song?

3.What musical genre is it?

4.Why do you like listening to it?

5.How does this song make you feel?

6.What instruments can you hear in the song?

Activity 2:

Complete the sentences:

always – usually – sometimes – never

1. I _____ listen to music in the afternoon
2. I _____ listen to music on my way to work.
3. I _____ play the guitar.
4. I _____ listen to music with my family
5. I _____ dance to a song.

5. Speaking section

Speaking Activity 1: My Favorite Music Partner Interview

Instructions

Step 1: Team up with a partner.

Step 2: Ask and reply to the questions below.

Step 3: Take brief notes on your partner's responses.

Step 4: Discuss for at least 5 minutes.

Interview Questions

What kind of music do you like?

Who is your favorite singer or band?

What is your favorite song?

When do you listen to music?

Does music make you feel happy, sad, or relaxed?

Example Dialogue

Student A: What kind of music do you like?

Student B: I like pop music.

Student A: Who is your favorite singer?

Student B: My favorite singer is Shakira.

Student A: When do you listen to music?

Student B: I listen to music at night.

My Partner's Notes

Name: _____

Age: _____

Favorite singer/band: _____

Favorite music: _____

Favorite song: _____

When does he/she listen to music? _____

Feelings: _____

Speaking Activity 2: Playlist

Instructions

Step 1: Reflect on three songs that matter to you.

Step 2: Jot down your thoughts in the table.

Step 3: Discuss your responses with a partner.

Step 4: Pose additional questions and maintain the discussion for a minimum of 5 minutes.

Preparation Notes

Song Why do you like it? How does it make you feel?

1. _____

2. _____

3. _____

Speaking Prompts

My favorite song is _____.

I like this song because _____.

It makes me feel _____.

I listen to it when _____.

My favorite singer is _____.

Example Dialogue

Student A: What is your top song?

Student B: My top song is Waka Waka.

Student A: What do you enjoy about it?

Student B: I enjoy it because it is lively.

Student A: How does it affect your mood?

Student B: It makes me feel joyful.