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Material Design for the
Communicative Teaching
of English as an Additional
Language (EAL) to
Secondary Education
Students in the United
Kingdom

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**Trabajo Final de Máster
Máster en Lingüística Aplicada a la Enseñanza del
Inglés como Lengua Extranjera**

***Material Design for the communicative teaching
of English as an Additional Language (EAL) to
Secondary Education students in the United
Kingdom***

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1. INTRODUCTION

Ever since the first language learning theories were published in the times of the grammar-translation method until the most recent communicative and the shift to pragmatic approaches, the language teaching/learning process has been subject to thorough investigations by the best known linguists and language teaching experts. The aim of this Project is to focus on a specific type of language learning need: that of students who have English as an Additional Language (EAL) when they arrive at a secondary school in the United Kingdom (UK). As a matter of fact, this objective involves analyzing the situation of these students and the provision they get to fulfill their communicative needs at GCS, a secondary education comprehensive school in the Borough of Richmond-upon-Thames, London, United Kingdom.

The achievement of these goals will be studied and analyzed through the reflection of the personal and academic interests on the topic (section 2), the outline of the main goal and the specific objectives of it (section 3) and the study of the theoretical background behind communicative language teaching/learning (section 4). In addition, a reflection on what methodology to follow in order to meet these goals will be presented (section 5) and all materials designed in line with the theoretical background and the appropriate methodology will also be presented (section 6). To conclude (section 7) a self-evaluating reflection on the findings and the achievement of the goals and objectives outlined in section 3 will take place. Finally, an overview of interesting and useful future research lines will be presented (also in section 7).

2. JUSTIFICATION OF ACADEMIC AND PERSONAL INTEREST

The concept of Language Teaching is very closely linked to the concept of Language Learning. Furthermore, and considering the notion of Teaching and the notion of Learning as individual entities, it is easy to realize how dependent on each other these notions are, as there would be no teaching without learning and vice versa. A key aspect in the relationship between teaching and learning (the teaching/learning process) is to understand why to teach, what to teach, how to teach and how effective teaching is bearing in mind the impact made on students' progress. In this sense, it is essential to consider several aspects such as students' cognitive ability and their attitude towards learning but, more importantly, their own personal interests and needs.



As per the context of language teaching, and focusing on students' language learning needs, it is essential to make a clear differentiation between students that study a language as a foreign language and students that study a language as a second or additional language. In a the Secondary Education teaching context the main difference relies on the fact that students of a language as a second or additional language have an immediate need to learn it, as it is the language through which they are being taught at school without being native or proficient speakers of it. At GCS there are a number of students on roll that the school has labeled as EAL students and so they are considered as SEN students (students with Special Educational Needs). They do not speak or are not sufficiently fluent in the language through which their education is being led, that is, English. As a consequence, this lack of English language competence prevents them from accessing the curriculum taught at school. The aim of this project is, thus, to thoroughly understand EAL students and create materials and resources that will help them develop their linguistic competence in English, as this would have a direct impact on their academic progress in all subject areas across the board.

Finally, although it will be EAL students who will benefit from the findings of this project in the first instance, all school teachers will be able to improve their teaching strategies and their planning for differentiation when teaching EAL students in their subjects, not to mention Inclusion staff in charge of SEN.

3. OBJECTIVES

3.1. Main goal of the Project:

- To design materials for the communicative teaching of English as an Additional Language to Secondary Education students in the United Kingdom.

3.2. Specific objectives:

- To analyze the pedagogic implications of Second Language Acquisition with specific regard to students of EAL.
- To identify and understand the needs of EAL students at GCS, the secondary education school I currently work at in the Borough of Richmond-upon-Thames, London, United Kingdom.
- To introduce the use of ICT in the design of materials and resources.



4. THEORETICAL BACKGROUND

The purpose of this section is to present how the different materials outlined in the bibliography have facilitated the understanding of the implications of communicative foreign language learning and second language acquisition. They serve as the necessary theoretical background for the design of the differentiated materials and resources, thus catering for each student's individual needs. The ultimate objective is, as a matter of fact, to help students develop their English linguistic competence and skills from a communicative perspective. In addition, the use of ICT will also be taken into consideration in an attempt to engage with students' needs and interests.

4.1. Second language acquisition (SLA) and the teaching of English to speakers of other languages

The concept of second language acquisition (SLA) refers to the field of study that deals with "the way people learn a language other than their mother tongue, inside or outside a classroom." (Ellis, 1997: 3) Although aspects such as language aptitude and learning strategies are involved in SLA the focus of this project will fall on motivation, for this is a key aspect of language learning in general and of how EAL students at GCS face dealing with an English-speaking environment in their daily life inside and outside the classroom.

As Ellis (1997) states, motivation involves "the attitudes and affective states that influence the degree of effort that learners make to learn an L2" (Ellis, 1997: 75). Furthermore, various kinds of motivation have been identified: instrumental, integrative, resultative and intrinsic (Ellis, 1997). Students moved by an instrumental motivation make an effort to learn a language for some functional reason, whether it is to succeed in an exam, to get better jobs or a place at university, etc. Integrative motivation, however, refers to how people may study a language because they are interested in the culture, the people, the traditions represented by the target language (TL from now on), etc. In these two examples, as Ellis (1997) points out, "motivation is the cause of second language (L2) achievement." (Ellis, 1997: 75). However, it is also possible that motivation is the "result of learning" (Ellis, 1997: 75). In learning more, a student may become more interested and motivated towards that language and the culture behind it. In some other situation, typically foreign language learning, "it may not be learner's general reasons for learning an L2 that are crucial in determining their motivation."



(Ellis, 1997: 76). This, however, does not mean that foreign language learners are unmotivated. Quite the opposite, they might find the different learning tasks “intrinsically motivating” (Ellis, 1997: 76):

“According to this view, motivation involves the arousal and maintenance of curiosity and can ebb and flow as a result of such factors as learner’s particular interests and the extent to which they feel personally involved in learning activities.” (Ellis, 1997, 76)

The concept of motivation is complex in itself and it must be said that the above mentioned types of motivation should not be considered just separately. Rather, these four types of motivation presented by Ellis (1997) are complementary to one another, depending on each language learner as an individual.

“Motivation is clearly a highly complex phenomenon. These four types of motivation should be seen as complementary rather than as distinct and oppositional. Learners can be both integratively and instrumentally motivated at one and the same time. Motivation can result from learning as well as cause it. Furthermore, motivation is dynamic in nature; it is not something that a learner has or does not have but rather something that varies from one moment to the next depending on the learning context or task.” (Ellis, 1997: 76)

EAL students at GCS may feel different towards their English learning process. It is a need to them, and this will be a motivation for them. However, the reasons why they have come to the United Kingdom might be different in each case. Furthermore, some students, as will be explain further ahead in section 5, might just enroll the school for one year as they will then leave the country again to go back to where their country of origin. It is therefore essential to understand students’ interests, needs and motivations for learning English both to be able to engage socially with other class and schoolmates and academically by being able to access the British National Curriculum.

4.2. Communicative language teaching

“For us communication has come to mean using the language for a purpose beyond that of practicing forms” (Clark 1984, in Jones and Swarbrick, 2004: 13). Clark’s (1984) emphasis on meaning and communication also links perfectly well with the purpose of this project, which focuses on the design of communicative material for EAL students. Clark’s words summarize the essence of the communicative approach to language teaching, its main goal being «to communicate».

In this sense, Canale and Swain’s (1996) ideas on the communicative approach are also interesting to consider. In their article, Canale and Swain (1996) present the concept of communicative competence as opposed to that of communicative



performance, stating that the concept of communicative competence corresponds to grammar knowledge and other aspects of the language, which are internalized by learners, while that of communicative performance refers to specific language use. Therefore, it has to do with psychological factors implied in comprehension and discourse production.

Communicative competence is formed by what Canale and Swain (1996) call sub-competences: grammatical competence –syntax, morphology and phonology-, sociological competence –cultural and discourse rules- and strategic competence –the different strategies put in place in order to build up and maintain communication, either verbal or non-verbal. The main goal of the communicative approach is to ensure that language learners acquire these three sub-competences in the target language, which can be checked through their performance in such language.

With regard to this, Canale and Swain (1996) state that the communicative approach implies introducing TL grammatical features following an organized and coherent order representing real life situations. With regard to teachers' role they suggest that these should promote students' development of their communicative skills (Morrow, 1977, in Canale and Swain, 1996).

To sum up, Canale and Swain (1996) determine that the communicative approach not only evaluates what a student knows about a language or about how to use it (competence), but also his/her ability to put such knowledge into practice in a real communicative situation (performance).

4.3. Task-based language learning

Having introduced the communicative approach it is a must to introduce the teaching of languages through tasks. But, what are tasks in this context? To be able to come up with a definition of tasks it is necessary to understand that communication relies on what two interlocutors put into practice when communicating or *negotiating meaning*, either mentally, sentimentally, emotionally or linguistically (Martín Peris, 2001).

So, what does this have to do with the teaching of languages? Well, following what Martín Peris (2001) states, it is only by using and practicing a language that students can learn it, and this implies performing. This is where tasks come into action,



as task-based language teaching links the use of a language (performance) with the linguistic aspects of that language (competence). Therefore, tasks are important in that they help to create the context for language use and to determine learning objectives, always bearing in mind the process of communication as the essence of language learning.

In the process of understanding how languages are learnt the fact that there are two ways of learning languages needs to be emphasized. One implies travelling abroad and using the language in the native country where it is spoken. The other implies studying the language in a classroom. Generally speaking, the first one helps develop a proficiency near-native speaker competence in that TL, but it does not ensure good linguistic/grammatical knowledge. The second one, however, helps acquire a good understanding of linguistic knowledge in the TL, but it does not help acquire a good understanding of TL language use for the purpose of communication. The main goal of the communicative approach in general and of tasks in particular is to create opportunities in the classroom to develop the necessary communicative skills, thus making the classroom stand out as a social and communicative event. (Martín Peris, 2001). Tasks can then be defined as an initiative for language learning through the completion of meaningful activities, that is, activities that portray real life situations. They also help students' develop an independent attitude towards learning, again making it meaningful to them.

Many different definitions of what a task is have been given. The following are some examples:

"[A task is] an activity or action which is carried out as the result of processing or understanding language (i.e as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language." (Richards, Platt and Weber, 1986: 289, in Hockly, 2012: 4).

"[A task is] any structured language learning endeavour which has a particular objective, appropriate context, a specified working procedure, and a range of outcomes for those who undertake the task. 'Task' is therefore assumed to refer to a range of workplans which have the same overall purpose of facilitating language learning [...]" (Breen, 1987: 23, in Hockly, 2012: 4)

"The communicative task [is] a piece of classroom work which involves learners in comprehending, 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." (Nunan, 1989: 10, in Hockly, 2012: 4).



However, a commonly and widely accepted definition of a task is that it is a language activity in which there is a focus on meaning over form. This type of task is commonly referred to as a communicative task.

A series of tasks can be grouped into larger units of work or even projects, which are considered two different ways of using tasks. Projects are far more long-term than units of work, and they also comprise an important out-of-class-work element. Units of work, however, tend to be shorter-term, and they take place entirely within the classroom.

The idea behind the development of projects is, in Legutke and Thomas' words, that:

"tasks alone do not guarantee the realization of a communicative classroom. The need is [...] the larger framework of projects in which they can unfold their inherent potential for learning through communication." (1991: 69, in Hockly, 2012: 71)

It must be said that Legutke and Thomas place project work in the classroom following the tradition of humanistic education, giving the project "a societal and educational role." (Hockly, 2012: 71) For them, project work:

"needs to be understood as rooted in an educational philosophy which aims at providing the direction, and some possible routes, to a more democratic and participatory society." (ibid: 158)

Coming back the EAL students at GCS and bearing in mind the features that identify them as a group of students, it is clear that their motivation for language learning, as has been previously mentioned, differs from those that study English as a foreign language. Although there might be an important work-related motivation, for instance, EAL students need English in their daily life and, more importantly, in their school life to be able to access the British National Curriculum and succeed in their GCSE examinations. However, the communicative approach through task-based performing in English seems the best way forward in an attempt to fully engage students and enable them to understand why they are studying English, why they need the extra support sessions and how they can best take advantage of them. As a consequence, an important aspect of these EAL sessions will focus on grammar.

Linking this study directly with grammar teaching in TL, Matte Bon (1987) states that, as opposed to sentence focus in traditional grammar teaching, grammar teaching within the communicative approach could and should (Matte Bon, 1987) contemplate the relations between what we say and what we do, thus emphasizing collaboration



between interlocutors. In addition, grammar teaching in the communicative approach should also bear in mind when to speak and what to say, thus ensuring that our use of the TL does not sound artificial. This is one of the most difficult things to teach, although it seems that that incidental language is what helps make our communication in the TL sound more natural. As Miller (2002) puts it:

“The teaching of grammar through decontextualized exemplar sentences divorced from any real-life setting is not only pointless but also counter-productive. [...] Without an understanding of the conventions which regulate exchanges between speakers and writers, grammar rules alone will not enable learners to communicate.” (Miller, 2002: 141).

4.4. Communicative teaching of grammar and the use of ICT through a VLE (Virtual Learning Environment)

A communicative approach towards grammar teaching can be counter-productive if teaching is not adapted to both to the policies governing the institution and students' needs. In this sense, the materials and resources created must contribute to a natural use of the TL (Lozano and Campillo, 1996).

“El objetivo de una tarea comunicativa debe ser dotar a la clase de las máximas posibilidades de contacto con un uso “real” de la lengua objeto sin perjuicio de prácticas aisladas que adolezcan de este carácter y que, en última instancia, persigan el dominio de la dimensión comunicativa del objeto de aprendizaje. Una ausencia significativa de instrumentalidad o una previsión inadecuada de los papeles de los participantes puede invalidar totalmente el carácter comunicativo de la actividad, del mismo modo que la falta de atención a factores como la rentabilidad o el caudal de práctica mermarían extraordinariamente la eficacia pedagógica de esa actividad.” (Lozano and Campillo, 1996: 128)

Translation: The main objective of a communicative task must be to provide the class with as many opportunities to be in touch with ‘real’ target language use as possible, seeking the communicative predominance of the teaching and learning process and trying to avoid the counterproductive use of decontextualized situations. Lack of practicality or a weak planning of the roles of those involved in the communicative situation can interrupt the communicativeness of the task, as well as not bearing in mind important factors such as the effectiveness of the activity or the practice opportunities, which would lessen the pedagogic efficiency of that task extraordinarily. (Lozano and Campillo, 1996: 128, translated and adapted by Rodríguez Murray, 2014)

Creativity, in this sense, is what we need to promote among our students because, as Jones and Swarbrick (2004) specify:

1. It encourages a feeling of purposeful language use, rather than repeated practice, since it assumes an interested listener/reader/audience.
2. Playing with words and exploring the world of the imagination and emotions makes language use personal.
3. Personal use of language, in speaking and writing, reading and listening, involves the learners as themselves.
4. Creative language use promotes languages acquisition.

(Jones and Swarbrick, 2004: 51)



Essentially, “to do and realize all of these learners have to think!” (Jones and Swarbrick, 2004: 51).

In relation to the use of creative language both inside and outside the classroom, for instance when working on specific homework tasks, the use of ICT provides an excellent opportunity for students to develop their independence and creativity in TL use. In addition, and as Cruz (2001) points out, Internet applied to language teaching enables students to interact with one another using real-life communication, thus contributing to their learning process.

As a consequence, the introduction of homework tasks for these EAL students which involve the use of ICT and Internet, mainly through *ITs Learning*, GCS's Virtual Learning Environment (VLE), has been planned in this project. A VLE is “a system designed to support teaching and learning in an educational setting.” (Torres, 2012: 82) It presents an opportunity for students' active learning, which involves students managing their own learning process. Furthermore, setting up a discussion forum will enable students to write short comments on a given topic and, more importantly, interact with one another by asking questions, answering other colleague's questions or reacting to other's comments, suggestions or ideas. As Cruz (2001) puts it, having to write on the Internet, where their writing piece will remain 'published', makes students pay greater attention to their writing skills in terms of grammatical and pragmatic accuracy.

One of the benefits of the use of Internet in the language teaching/learning process is that students engage more in all aspects of lessons because Internet is part of their daily life. Understanding that it can also be part of their studies (of a language in this case) will help them consider it something for them, something of their interest. VLEs themselves and especially the forum activity set up help make writing tasks in TL, for example, meaningful for students, as it is them interacting with their friends and classmates, that is, with a real audience. The strong sense of community with regard to this forum is also a key aspect of this resource's success, as is the fact that it contributes towards the development of their creativity and, therefore, of their independent learning. 21st century students have fast-changing needs and interests, so to keep up-to-date with these is essential to be able to find the way to make them feel engaged.



In conclusion, Higuera (2004) states how Internet in general and VLEs in particular help develop students' intercultural awareness and a strong sense of belonging to a learning community.

5. METHODOLOGY

The aim of this section is to specify the methodology adopted throughout the different tasks and sections included in this final project. However, more aspects of the context in which this project is to be developed need to be clarified as these will determine, to a certain extent, the methodology followed in the development of other areas.

GCS, a Secondary Education school in the Borough of Richmond-upon-Thames, London, United Kingdom, is the context in which this project has been developed. GCS is a mixed comprehensive school which currently teaches students aged 11-16 (Key Stage 3 and Key Stage 4), although from next year onwards Sixth Form teaching will commence (Key Stage 5, the equivalent of Spanish *Bachillerato*). It is either during or at the end of their Key Stage 4 courses that students sit their General Certificate of Secondary Education or GCSE exams (the equivalent of Spanish *Educación Secundaria Obligatoria* or *ESO*). The fact that it is a mixed comprehensive school implies that there are no selection criteria such as economic barriers and social situation (as in some private schools) or entry exams (as there would be in, for instance, a Grammar School in the United Kingdom). In fact, the definition of the type of school itself is self-explanatory: it is a state school that provides access to education to anyone and everyone, without exception.

Language teaching at GCS is offered as follows. French is compulsory throughout Key Stage 3 (Years 7, 8 and 9), and a second foreign language is also compulsory in Years 8 and 9 with the option of choosing between German and Spanish alongside French. Higher ability Spanish students take a weekly Mandarin lesson too, which they can carry on doing at GCSE level. With regard to French, Spanish and German, the majority of students have to take a modern foreign language at GCSE level, and some of them take two languages for GCSE.

Generally speaking, EAL students tend to excel in MFL lessons. They tend to find these subjects easier and they usually gain great confidence in lessons as, unlike with other curriculum subjects, they find themselves at the same level as their English



native speaker peers. What is more, there are some EAL students whose mother tongue's similarity with the foreign languages they study at GCS make them excellent language students. The findings of this project also aim to help EAL students in raising their English competence. This will have a direct impact on boosting their confidence and raising their progress in all other subjects across the board.

There are 123 EAL students at GCS that speak over 52 different foreign languages as their mother tongue. A big number of EAL students arrive at GCS as a result of the fact that there is army accommodation in Kingston provided by the British Army to soldiers that are brought from different countries in the world, mainly from the Middle East, for a 1 year military training in the UK. This indicates that a great number of the EAL students on roll at GCS are only here temporarily, usually for just 1 academic year.

The situation with the approach and current provision for these EAL students depends on their competence in English, as some are more fluent than others and therefore different approaches have to be put into place. At the moment, students are divided into 4 different levels according to their competence in English, which is tested when they first arrive at GCS. Students in level 1 have very little or no understanding of English; students in level 2 typically present a lack of grammatical knowledge and listening comprehension skills in English; level 3 students are more able to understand English but struggle with their writing skills; and finally, level 4 EAL students are competent users of English and are able to access the curriculum, but are mainly classified as such because, even though they might have been born in the UK, they speak another language at home. In other words, English is still a second language to them.

EAL students that come through Primary schools are already tracked by MZ, the EAL SEN students' coordinator. When these students arrive at GCS, she assesses their written and conversational skills and then determines what level from 1 to 4 they will be put in. Level 4 students generally need little or no support. However, level 1, 2 and 3 students have timetabled sessions with MZ, who takes them out of non-core subjects –that is, subjects other than English, Maths and Science– for extra support, individual where possible. She currently uses worksheets targeted at each student's needs which also help track each student's progress. In addition, and where possible, EAL students of different English levels with a common mother tongue are paired up so



that the student with a higher level of English competence can mentor the lower-level EAL student help him integrate. Consequently, one level 1 EAL student, one level 2 EAL student and one level 3 EAL student have been considered for the purpose of this project.

At level 1, basic language teaching takes place. It mainly focuses on entry level English for beginners: the alphabet, greetings, simple present tense verbs (*I have, I do*, etc.), school related vocabulary, routines, family, the school timetable (understanding essential abbreviations) subjects, uniform, making friends, the Oyster card (London's travel card) getting to school, etc. At level 2, curriculum knowledge in English starts to be introduced, although only related to chore subjects (English, Mathematics and Science; sometimes History and Geography too). There is constant contact with teachers so that these sessions follow the schemes of work in place. As per English language learning, there is a focus on comprehension skills, although spelling and writing are also dealt with. At level 3, the teaching of English focuses more on checking spelling, punctuation and grammar. Students at a level 3 are quite able in expressing themselves orally, but tend to still struggle with writing skills.

The nature of the Project itself makes out what the motivation behind it is: the intention of broadening the understanding of what it is to be an EAL student and of what strategies are put into place to help these students succeed academically. Through the investigation of these strategies from Inclusion staff's point of view but, more importantly, from SEN and EAL students' point of view, the main objective, as has already been specified in section 3, is to create materials and resources that will help EAL students at GCS develop their linguistic skills and competence in English.

Recalling the theoretical background in section 4 (communicative teaching of English as a second language) VLEs are the ideal tool to engage these students in their process of English acquisition, building up their interest and curiosity but, more importantly, ensuring they find this learning process something useful, engaging and motivating.

The VLE used will be the school's one, ITs Learning. Students are used to it as almost all teachers in the school have used it or continuously use it to complement their teaching at GCS. As a VLE is "a system designed to support teaching and learning in an educational setting" (Torres, 2012: 82) it should therefore be considered not as an



end in itself but, rather, as an up-to-date means to an end. As per language teachers' role it must be made clear that it should be that of a manager or a guide to ensure students' engaged learning through the use of the various possibilities that the VLE offers. Students role, on the other hand, "should not be [that of] 'consumers' of the learning materials, [but rather] they should be able to take responsibility for their own learning, producing information and transforming it into knowledge and learning." (Torres, 2012: 85). In this sense, active learning involves students managing their own learning process.

The idea for the development of a communicative task that will help EAL students develop their English skills is to create a forum-type activity in which students are given an instruction on what they need to post on the VLE. The topic chosen will be *Your school* due to students familiarity with it. In addition, it is quite an open-ended task, which will allow students to creatively direct their own participation in the task as well as having the opportunity to extend their work and experiment more freely with the language. Another important aspect of this task is that it will ensure that students interact with one another by asking questions, answering other fellow students' questions or reacting to others' comments, suggestions or ideas while putting into practice what they have been taught in their EAL sessions with the EAL coordinator. The teacher might intervene in these conversations to promote further use of English by participating in the interaction with students, but trying to ignore grammatical correction in the first instance. This emphasizes the role of the teacher as a guide or mentor in a student-centred teaching approach.

The objective of this virtual homework communicative task has the intention of making students write creatively while focusing on the communicating process rather than on grammatical accuracy. The activity will be pitched at their own needs and interests, but, more importantly, it will bear in mind their ability to become more competent in English, especially with regard to their grammatical accuracy.

Lozano and Campillo (1996) state in their research that the adoption of the communicative approach for language teaching tends to trigger complaints from students who often do not understand the justification of such decision. They name two possible reasons that might generate students' complaints: either an imbalance between naming the communicative process as such and the reality of the teaching and learning process or the disagreement between the communicative process and



what students understand as their personal interests and needs. As a matter of fact, Lozano and Campillo (1996) state how in order to ensure that the materials and resources designed are in line with what the communicative process implies we must, in the first instance, adapt the curriculum both to the requirements of the school and to our students needs. Therefore, it will be the teacher's responsibility to plan and design the appropriate materials and resources as a result of his own investigation of the teaching context he is working in. Teacher's own personal experience is key to the design of materials, although it must be said that there is no magic formula, meaning that there will always be room for improvement (Lozano and Campillo, 1996). This, in fact, is part of the essence of the teacher's role: to investigate, and analyze his teaching practice as a reflective practitioner.

In terms of designing materials and resources for communicative tasks the following criteria must be taken into account (Lozano and Campillo, 1996):

- Considerar la lengua como instrumento de comunicación antes que como un objeto de aprendizaje.
 - *Input* y *output* deben considerar simultáneamente todos los niveles de la comunicación.
 - La producción y la comprensión del alumno deberá responder a un propósito de comunicación real.
 - Permitir la libertad de elección del alumno con respecto a qué dice, cómo lo dice y con qué instrumento.
 - Proporcionar la posibilidad de que el alumno compruebe el efecto de su producción.
(Lozano and Campillo, 1996: 131)
-
- Language must be considered a means of communication rather than the objective of the learning process.
 - *Input* and *output* must be considered simultaneously at all levels of communication.
 - Language production and student's understanding must be in line with a real purpose of communication.
 - Student's freedom of choice on what to say, how to say it and by what means he says it is a must.
 - Giving the student the possibility to check the effects of his language production.
(Lozano and Campillo, 1996: 131, translated and adapted by Rodríguez Murray, 2014)

As a result, Lozano and Campillo (1996) mention two ways of designing materials and resources for languages teaching. On the one hand, they refer to materials created *from the world to the classroom*, that is, introducing real material in the classroom as a starting point or context setting for a specific task. On the other hand, they refer to materials created *from the classroom to the world*, that is, materials that are created bearing in mind a specific need that we intend to cater for through a series of tasks that imply the creation of certain materials and resources, which must be adapted to the classroom needs. The most important aspect, though, is to ensure that the materials designed and introduced are a prompt for a real and natural use of



TL. As outlined in Lozano and Campillo's (1996) quote in section 4.4, the main goal of a communicative task must be to provide the class with as many opportunities to be in contact with real use of TL as possible, avoiding tasks that are not in line with the requirements of a communicative real language use.

6. RESULTS

The material design results presented in this section are a direct consequence of the thoughtful consideration of the theoretical background presented in section 4 and the methodology implemented in section 5. As has already been mentioned, I have created online materials in the form of a forum debate task which enables all EAL students, regardless of what EAL level of English they are working at, to engage in meaningful, real conversations with peers. This caters for their immediate need to develop their English communicative skills, with a particular emphasis on writing, which is, again, the skill they struggle with even when working at level 3 or even, in some cases, at level 4.

The task on ITs Learning responds to my interest of turning the classroom into a social and communicative event (Martín Peris, 2001). Furthermore, it bears in mind what Canale and Swain (1996) point out about competence and performance. These ideas have always been considered in my planning and creation of these materials. In fact, this is so much the case that I can now state that the findings through the development of this Project have influenced my own teaching style at GCS, as I have been able to apply the ideas I have learnt to my Spanish and French lessons. The real purpose of communication is what makes the language teaching/learning process meaningful, useful, and in other words real.



EAL forum debate

Topic: **School life**

Instructions:

This forum debate activity will enable you to become more familiar with school related vocabulary and expressions. It will also help you improve your English communication skills, both oral and written, but mainly written.

You should try to use as much vocabulary as you can remember from your EAL sessions with MZ. Make sure you check spellings & grammar using a dictionary.



EAL forum debate



1) Write a brief introduction of yourself.

2) Talk a bit about what your life at school:

- Daily routine on a school day (i.e. how you get to school, your timetable, etc).
- Subjects.
- Teachers.
- School uniform.

3) Read other students entries and answer to at least 2 of them. Then engage in a virtual written conversation as part of your sessions with MZ (once a week).





Appendixes I and II show two lessons in the form of PPT presentations that have been designed for the teaching of English to EAL students at GCS. These materials follow the communicative language teaching ideas studied in this Project. Appendix I shows a lesson aimed at level 1 EAL students at GCS. The lesson aims to help students to learn how to talk about school subjects and their timetable which, as has already been mentioned previously, is an essential skill that students need in order to settle into their new learning environment swiftly. Appendix II shows a lesson based around the topic of holidays. It is aimed at level 2 and level 3 EAL students at GCS and it follows a communicative perspective of language teaching for real and meaningful language use. It also links into the homework task to be hosted on the above mentioned debate forum on ITs Learning.

7. CONCLUSIONS

This section presents an overview of all aspects dealt with in this project as well as a conclusion based upon the reflection on the process of creation of this project. In addition, useful future research lines are pointed out.

The use of ICT through the school's VLE to focus on enabling students to raise their self-awareness of their English speaking competence, especially with regard to their writing skills, is directly linked to students' needs and interests. Using technology to enhance language learning:

"[...] allows for increased learner autonomy and control, providing a more student-centred pedagogy with learners at the centre of the learning process and more actively engaged in their learning than in traditional direct instruction methods." (Jewell, 2006: 178, in Motteram, 2013: 62).

Learning technologies are becoming more normalized in language classrooms and teachers are beginning to "stop seeing them as technologies and start seeing them as tools which suit some purpose and not others" (Pegrum, 2009:23, in Motteram, 2013: 62). Lozano and Campillo's (1996) words are the base to the findings here presented and help justify the conclusions: in the teaching profession it is essential to ensure that current educational policies as well as our students' needs are taken into account, thus reflecting on how much these impact students' progress bearing in mind their own personal and individual needs in school and in the community they belong to.

The VLE activity has allowed catering for students' needs and interests. Recalling both Higuera's (2004) and Cruz's (2001) words, previously mentioned in



section 4.4 of this project, this activity will help students raise their intercultural awareness and build a strong sense of belonging to a learning community. This will engage them and will help them overcome the anxieties attached to secondary education in an English speaking environment. Therefore, all the objectives outlined in section 3 are considered to have been met: appropriate materials for the communicative teaching of EAL to Secondary Education students in the United Kingdom have been designed (sections 5 and 6); the implications of Second Language Acquisition with specific regard to students of English as an Additional Language have been deeply analyzed (sections 4 and 5); the needs of EAL students at GCS have been identified and understood (sections 4 and 5); and the use of ICT in the design of materials and resources has successfully been introduced (sections 4, 5 and 6).

As per future research lines, in the short term it would be necessary to analyze the results of the impact of these materials in the development of EAL students' English skills. Once these have been obtained and analyzed, and assuming they are satisfactory (as it is believed), work would have to be done to ensure the promotion of ICT and integrative provision for EAL students at GCS. As a step further, and in the mid-term, all teachers would have to be briefed on the findings of this Project. It is essential that all teachers understand the work, the intention and the findings of this material-design Project to ensure their engagement in collaborating closely with those administering the EAL provision. It is both in students' and the whole schools' interest that everyone works collaboratively and in one same direction. The impact on students' progress will be outstanding. Finally, in the long term this Project could be presented to other schools in the Borough. Should this step be satisfactory in its implementation, further regional and, why not, national steps forward should be considered.



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APPENDIX I. Materials created for Level 1 students: *School subjects* and *The school timetable*.

Can I please take my blazer off...



... it's warm.



... I don't like my blazer.



because ...

...it's very uncomfortable.

...it's not cool.



Hello! How are you?



I'm...

Really good 😊😊😊

😊😊 **Very good**

Good 😊

OK

And you?

😞😞 **Not very well**



Learning objectives

- To learn **the days of the week**.
- To learn **subjects** in English.



School subjects

What do you think the following images represent?



Art



English





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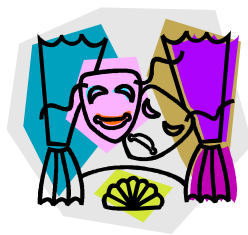
Spanish



French



Drama



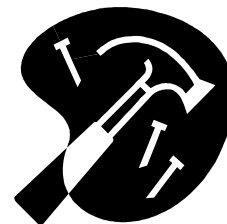
History



Music



DT



(Design
Technology)

IT



(Information
Technology)

Geography





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PE



(Physical Education)

RS



(Religious Studies)

Science



Maths



Memory game!
Repeat only if it's correct



Practice your spelling in **English**

History
Art
Music
Spanish
PE / Physical Education
Drama
DT / Design Technology
Maths
French
IT / Information Technology
Geography
English
Science
RS / Religious Studies

Copy each word
in your book
three times

What do **you** study?



I study Art



I study Geography

What do **you**
study?

I study...



Practice in
pairs



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Pick put one card at a time and talk to your partner



A: Hi! What's your name?

B: My name is Anna.

Extension:
Write the
dialogue in
your book.

A: What do you study?

**B: I study Art and Spanish but I
don't study Science. And you?**



EASY



DIFFICULT



NOUGHTS AND CROSSES:

I think number ... is ...



What do you study on...?

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45-9.35	Maths	Art	English	French	English
9.35-10.25	Music	Geography	Drama	Spanish	DT
10.25-10.45	Break time				
10.45-11.35	Science	RS	PE	Science	Spanish
11.35-12.25	RS	Maths	Spanish	FPE	French
12.25-13.05	Lunch time				
13.05-13.55	PE	IT	Art	DT	IT
13.55-14.45	Art	Science	History	English	Geography



In pairs

A: Hello!

B: Hi!

A: How are you?

**B: Really good / Good / OK / Not very well. And
you?**

A: Very good, thank you.

B: What do you study on Monday / Tuesday / ...?

**A: I study Maths, Science, History and Geography. And
you? What do you study on Monday / Tuesday / ...?**

B: I study ...

More difficult:
To make it a bit harder
you can add one
subject you don't study
using **BUT I DON'T
STUDY ...**

You are the teacher

- Name three subjects
- What do you study?
- What don't you study?



Ask your classmates a
question about what you
have learned today



Can I please leave because...

• I worked well



• It's time to go



• I'm tired





APPENDIX II. Materials created for Level 2 and level 3 students. A lesson on the topic of *Holidays*.

Why are you late?

I'm sorry, Sir, I'm late because...

I'm forgetful and I couldn't find the class.

I was talking to my... teacher.

I saw a monster in the corridor.

I stopped to chat to a friend in the corridor.

I'm lazy.

Can I please sit down with...?

...because I would like...

...to start

...to work hard

...to exchange thoughts

...to learn important things for the exam

...to have a rest!

Hi! How are you?

Very well, thank you ...

Fine, thank you ...

Not too bad, because ...

Really bad, because ...

- I had an awful weekend.
- I'm not in the mood for studying.
- All English teams have been knocked out of the Champions League.
- I think I have a cold.
- My English teacher is very strict!

English is my favourite subject.

I love to speak English.

Days are starting to be longer.

Learning objectives

Today we are going to plan our future holidays.



Future time expressions. Discuss their meaning with your partner.

- Undoubtedly in two years time
- Most likely in the future
- When I am in my gap year.
- When lessons finish
- In the future
- When I get a job
- In five years time
- Next summer

Extensión: What other expressions can you think of?

In the future,

I will go on holidays to the Caribbean

Extensión: We will...

(to go)

In five years time,

I will sunbathe in Hawaii

Extensión: You (plural)...

(to sunbathe)

Next summer,

I will travel to China by car

Extensión: We...

(to travel)



Most likely in the future,

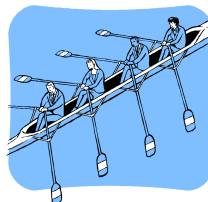


(travel around the world)

I will travel around the world by bike

Extensión:
You (singular)...

Undoubtedly in two years,



(to row)

I will row through the Atlantic Ocean

Extensión:
They...

When lessons finish,



(not to do)

I won't do anything

Extensión:
Él /Ella...

When I'm my gap year,



(improve)

I will improve my English in America

Extensión:
He/She...

When I get a job,



(to fly)

I will fly to the moon

Extensión:
We...

Put the infinitives in the future tense

1. In the future, (to go) on holiday to the Caribbean.
2. In five years, (to be) sunbathing in Hawaii.
3. Next summer (to travel) to China by car.
4. Most likely in the future (to travel) around the world by bike.
5. Undoubtedly in two years (to row) through the Atlantic Ocean.
6. When lessons finish (not to do) anything.
7. When I'm my gap year (to improve) my English in America.
8. When I get a job (to fly) to the moon.



Quicker!

Slower!



Louder!



Quieter!



Stop!



Continue...



Quicker!



Louder!



Continue...



Quieter!



Slower!



Stop!

1. In the future, I will go on holiday to the Caribbean.
2. In five years, I will be sunbathing in Hawaii.
3. Next summer I will travel to China by car.
4. Most likely in the future I will travel around the world by bike.
5. Undoubtedly in two years I will row through the Atlantic Ocean.
6. When lessons finish I won't do anything.
7. When I'm my gap year I will improve my English in America.
8. When I get a job I will fly to the moon.





Running dictation

• THE RULES:

1. Don't push!
2. If you write you can't run; if you run you can't write.
3. Don't shout!



Get out of my way!



How do you spell it?

Can you repeat it?



I don't understand!

My future holidays

I'm tired of going on holidays with my parents! Next summer, when lessons finish, I will go on holidays to Spain with my friends. We will have a great time there and we will go to the beach every day! In addition, we will travel by car, so we will be able to visit a lot of cities. I will be fantastic!

Most likely in the future I will drive the entire Route 66 with my best friend. We will rent a car in Chicago and we will drive all the way down to California. We will undoubtedly visit Las Vegas and the Gran Canyon. I will be fantastic, although extremely expensive!

When I get a job I will be able to travel wherever I want whenever I want. I need a job!

Underline al verbs in the future tense

I'm tired of going on holidays with my parents! Next summer, when lessons finish, I will go on holidays to Spain with my friends. We will have a great time there and we will go to the beach every day! In addition, we will travel by car, so we will be able to visit a lot of cities. It will be fantastic!

Most likely in the future I will drive the entire Route 66 with my best friend. We will rent a car in Chicago and we will drive all the way down to California. We will undoubtedly visit Las Vegas and the Gran Canyon. I will be fantastic, although extremely expensive!

When I get a job I will be able to travel wherever I want whenever I want. I need a job!



Continue!

Stop, it's incorrect! Start again!

Next summer,

- When lessons finish
- when I have money
- in my gap year

I will travel

- to Africa
- to Russia
- to Creta

- by bike.
- on a space rocket
- on my horse

It will be

- fantastic
- a great experience
- unforgettable
- awful

The good thing will be that

- it will be cheap.
- all my friends will come.
- it will be very tiring.

The bad thing will be that

- not all of my friends will come.
- it will be very expensive.
- my mum won't be able to cook for me.

1. Undoubtedly in two year time,



2. Next summer,



3. Most likely when in my gap year,



4. When I get a job,



5. When I am in my gap year,



6. In the future,



7. In five years time,



8. When lessons finish,



9. Most likely in the future



Learning check

Today we are going to plan our future holidays.



Can I please go?

because...



...I didn't chew gum in the lesson.



...it's time to go!

...I'm tired!



...I was good today and I didn't chat to my partner!



...I worked hard and I learnt a lot!