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Contextualized Materials Design.

The use of materials is without a doubt, one of the primary components when it comes to teaching and learning a foreign language. By materials, we can understand "anything which can be used to facilitate the learning of a language including coursebooks, videos, graded readers, flashcards, games, websites and mobile phone interactions" (Tomlinson, 2012. p. 143). The quick access to materials from digital sources such as games, videos, flashcards, etc, has in some way facilitated the design of materials for our teaching practices as educators. Nonetheless, over the last few years, we, as English teachers, have identified a lack of contextualization surrounding materials since most of the time, those materials consider the context of the target language, leaving aside our own context. Therefore, we are pushed to design materials that can be suitable for our context. Materials design is "the process of creating or adapting materials for language learning" (Tomlinson, 2012, p. 1).

Students' Voices, Teachers' Experiences, and Theory

We consider that in order to effectively design contextualized materials in a way that enriches both teaching practices and students' learning process, three axes need to be taken into account. Including students' voices, teachers' experiences, and theories can maximize the use of those materials in ways that can be enjoyable, meaningful, and purposeful.

Regarding students' voices, Messiou et al. (2022) claim that " the idea of student's voice encompasses a range of meanings, from the expression of views, either verbally or non-verbally, to active participation in decision-making" (P.359). Including students' voices in the design of material, could
have a significant impact by making them feel protagonists of their own learning process and more engaged with it.

Furthermore, Mukherjee & Hasan (2020) claim that teachers' voices "are complex and multifaceted, shaped by a variety of factors, including their personal biographies, professional training, and the contexts in which they work "(P. 57). According to the previous statement, teachers voices go beyond their performance in recognizing them as crucial aspects of our approach.

Theory offers information that could greatly contribute to the design of contextualized materials. It is a guide that can lead us to understand the principles and concepts underlying our subject matter. "Educational theory is nothing other than the name we give to the various futile attempts… to stand outside our educational practices in order to explain and justify them" (Carr 2006, p. 137)

Sociocultural implications proposed by Vygotsky can also be part of the contextualized material design since the importance of student's voices and their perspectives in relation to their contexts are also perceived., "The development of the human being is intimately linked to their interaction in the socio-historical-cultural context" (Salas, 2001, p.59).

Our main Focus.

Following the previous concepts and ideas, us, teacher researchers will unveil students' voices and the experiences of teachers regarding material design and deconstruct the theoretical and conceptual procedures concerning material design to describe the process of incorporating students' voices, in-service teachers' experiences, and theory in the designing of contextualized teaching-learning materials for EFL classrooms. This will be carried out through action research. Standing in the sociocritical paradigm in order to learn how to contextualize materials that can be meaningful and purposeful to us teachers and our students.

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