

CHOOSING APPROPRIATE TEACHING MATERIALS FOR THE LANGUAGE LEARNERS

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Abstract:

This article is devoted to the problems which are choosing appropriate teaching materials for the lessons which are specialized for the language learners. In this article these important problems will be discussed that how we can choose the teaching materials when we are going to teach language learners and also what kinds of levels they have got. There are many reasons why English language teachers may choose to construct their own teaching materials, despite the availability of commercially produced materials. This paper presents some of these reasons by examining advantages and disadvantages of teacher-produced materials. This is also suggested that the factors which teachers should take into account when designing or adapting materials for different language learners, and present a set of guidelines for preparing effective and beneficial materials for teaching and learning English.

Key words: teaching materials, language learners, instructional materials, activity learning, assessment, authentic materials, audiovisual resources, interactive games, interactive activities.

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First of all, what is teaching materials? Teaching materials are the materials which the teacher can use to help students learn a foreign language through visual or audio perception. They must be capable of contributing to the achievement of the practical, cultural, and educational aims of learning a foreign language. Good teaching materials will help greatly to reinforce the students' initial desire to learn the language and to sustain their enthusiasm throughout the course. Another term for the teaching materials is Instructional Materials are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives. Instructional materials may aid a student in concretizing a learning experience so as to make learning more exciting, interesting and interactive. They are tools used in instructional activities, which include active learning and assessment. The term encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students achievement of instructional objectives.

Teaching materials form an important part of most English teaching programmes. The teaching materials such as from textbooks, videotapes and pictures to the internet, teachers rely heavily on a diverse range of materials to support their teaching and their students' learning. However, despite the current rich array of English language teaching materials commercially available, many teachers continue to produce their own materials for

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classroom use. Indeed, most teachers spend considerable time finding, selecting, evaluating, adapting and making materials to use in their teaching. In this paper we synthesise a range of ideas from the literature on materials design. We consider why teachers might want to design their own teaching materials and look at some of the advantages and disadvantages.

As a skilled teacher, you must know how to engage your students effectively. This involves using a variety of materials because not everyone learns the same way. A successful teaching process includes a diverse range of resources to cater to different learning styles and preferences. In this article we will see some efficient types of materials.

1. Authentic Materials:

In a world where language thrives beyond the classroom walls, authentic materials like news articles, podcasts, and social media posts offer a glimpse into real language usage. These materials bridge the gap between textbook language and the language students encounter in their daily lives.

News articles provide insights into current events and how language is employed to convey information persuasively. Podcasts introduce learners to various accents, intonations, and colloquial expressions, enriching their understanding of spoken language. Social media posts reflect informal, everyday communication, helping students grasp the nuances of informal speech and digital interactions.

2. Textbooks and Workbooks:

While modern resources are important, traditional materials like textbooks and workbooks still play a vital role in teaching language. These materials offer structured learning paths, covering essential language skills from basics to more complex concepts. They provide a reliable framework for both students and teachers, helping the skills like grammar, vocabulary, reading, writing, listening, and speaking.

3. Audiovisual Resources:

There are some learners who are called visual learners. These materials are very essential for them. Videos, songs, and audio recordings enrich lessons with auditory and visual stimuli. They expose students to different accents, tones, and contexts, enhancing listening and speaking skills.

4. Interactive Games and Activities:

From role-playing scenarios to language-based games, interactive activities inject an element of fun and competition into the learning process, turning lessons into engaging experiences. In addition, utilizing the real objects in the games it will help them the vocabularies and grammar will be understandable and memorable.

On the other hand, the first and most important factor to be considered is the learners. If the point of teacher-created materials is relevance, interest, motivation and meeting specific individual needs, then clearly teachers must ensure they know their learners well. Any consideration of syllabus or materials design must begin with a needs analysis. This should reveal learning needs with regard to

English language skills in listening, speaking, reading, writing, vocabulary knowledge and grammar; as well as individual student's learning preferences. It is not just learning needs that are relevant to the teacher as materials designer, however. Equally important is knowledge about students' experiences such as life and education, their first language and levels of literacy in it, their aspirations, their interests and their purposes for learning English.

In conclusion, any teachers and instructors should be careful when they are teaching the language learners when they are choosing any materials for the lessons. Additionally, they should pay attention their students' level and their intersests.

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