MATERIAL DESIGN WITH WITH SPECIFIC REFERENCE TO TASKS

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Annotation: *To help their country thrive, every country is now making a number of reforms to their politics, economy, and educational system. These changes in education are not difficult to see, especially those that are occurring in the area of English language education, which is changing faster than other sectors. One of the main reasons for this is the requirement for it. Further effort needs to be made by the teachers. as a result, they plan and carry out new business in their sector every day. Books, handouts, and other resources are frequently provided to students by teachers, but choosing the right materials for the organizer also requires specialized knowledge. The article below explains how to organize specific reference to task duty during teaching.*

Key Words: *visual aids, audio aids, audio-visual aids.*

INTODUCTION:

The creation of instructional materials involves student teachers to consider a set of options, make decisions, and justify those conclusions.Through this practice, they will be given some autonomy (in terms of accepting responsibility for decisions) and given the chance and incentive to reflect.Teachers (and students) will react to materials based on how closely they align with their own beliefs and expectations. Materials unavoidably reflect the writers' perspectives on language and learning. Because of the uses we give language, it has taken on its current form. Materials must therefore contextualize the language they use.

MAIN PART:

These are the several categories of educational materials:

Blackboard, posters, flashcards, presentations, printed textbooks, graphs, and infographics are all examples of visual aids.

CDs, tape recorders, and radio are audio aids.

Audio-visual aids: Videos, Video recordings, Films and Documentaries, Virtual Classrooms. Language Laboratory.

Instructional materials are the content or information conveyed within a course. These include the lectures, readings, textbooks, multimedia components, and other resources in a course. Objectives of Teaching-Learning Materials: - Teaching aids make every student an active participant in the classroom. - Teaching aids help students to relate to what is being taught to real-life situations. - Teaching aids provide reinforcement for better learning. - They make the learning

permanent among the students. In developing materials for any aspect of language learning, whether it be a skill-based course in listening, speaking, reading or writing or an integrated skills basic series, the materials developers' beliefs about teaching and learning will have a major impact on materials' design, since it will play a role in determining the goals the writer sets for the materials, the focus of the materials themselves and the activities they make use of.[1]

Alternatively the materials' developer might start from a genre or textbased view of written language in which texts such as news reports, business letters, or academic articles are seen to reflect their use in particular contexts. Or the writer could begin from a process perspective in which written texts are seen to reflect the cognitive and composing processes that go into their creation, such as prewriting, planning, drafting, composing, reviewing, revising, and editing. If on the other hand one were preparing a listening course the materials developer would need to clarify his or her understanding of the nature of listening. Is it viewed largely as a process of decoding input? Is it viewed in terms of the mastery of discrete listening skills and sub-skills? Or it is seen as a blend of top-down and bottom-up processing? For a speaking course likewise a starting point is selecting an appropriate theory or model of the nature of oral interaction. Will it be based on a model of communicative competence and seek to address grammatical competence, sociolinguistic competence, discourse competence and strategic competence? Or is oral communication viewed more in terms of speech act theory focusing on utterances as functional units in communication and dependent upon the performance of speech acts? The materials developer will also need to consider the complementary question of the theory of language learning underlying the materials, since this will determine how the syllabus is implemented in the form of exercises, tasks, activities and learning experiences. Particular language models are often linked to particular views of learning. For example, a textbased approach to the teaching of writing is often linked to a Vygotskian view of learning based on the notion of scaffolding (Lantolf, 2000).

The teacher and the learners are viewed as engaged in a collaborative problem-solving activity with the teacher providing demonstrations, support, guidance and input and gradually withdrawing these as the learner becomes increasingly independent. Models of good writing are employed and writing (or more correctly, text construction) is taught through a process of deconstruction, modelling, and joint elaboration and reconstruction as students create their own texts. The theory of learning underlying approaches to the teaching of conversation might be based on a somewhat different view of learning. It could reflect an interactionist view of language acquisition based on the hypothesis that language acquisition requires or greatly benefits from interaction, communication, and

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[1] Lantolf J.P. (ed.) (2000). Sociocultural Theory and Second Language Learning. Oxford: Oxford University Press.

especially negotiation of meaning, which happens when interlocutors attempt to overcome problems in conveying their meaning, resulting in both additional input and useful feedback on the learners' own production. The materials developer may also seek to reflect a particular philosophy or teaching and learning in the materials, one based on a specific educational approach such as "collaborative learning" "communicative approach" or "learner centeredness," as we see in these statements of principles underlying a secondary school English course:

• There is a consistent focus throughout on learning English in order to develop practical and functional skills, rather than as an end in itself.

• Students are engaged in practical tasks that relate to real-world uses of English.

• Realistic and communicative uses of English are given priority.

• Maximum use is made of pair and group activities in which students complete tasks collaboratively.

• There is an appropriate balance between accuracy-focused and fluencyfocused activities.

• Teachers serve as facilitators of learning, rather than presenters of information [2]

The teacher's philosophy emphasizes the teacher's attitude and the need to create a supportive environment for learning in the classroom. She stresses the need for lesson planning, but her justification for lesson planning is based on helping the students rather than helping the teacher. Other examples of teachers' principles include:

• Follow the learners' interest to maintain students' involvement.

• Always teach to the whole class – not just to the best students. • Seek ways to encourage independent student learning.

• Make learning fun.

• Build take-away value in every lesson.

• Address learners' mental processing capacities.

• Facilitate learner responsibility or autonomy.

CONCLUSION

As a result, teachers who participate in workshops and courses on materials development often start the course with a very limited understanding of the types of knowledge and abilities required to design classroom materials, and as was already mentioned, frequently underestimate the nature of the talents required. My experience teaching these types of courses has shown that teachers who excel at

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[2] Richards Jack C. (2013). Curriculum strategies in language teaching: Forward, central and backward design. RELC Journal 44, 1, 1–33.

developing instructional materials are fluent in English, have relevant practical classroom experience to draw from, possess academic knowledge related to the subject they wish to focus on, are familiar with a variety of teaching techniques and strategies, enjoy working with others and are open to constructive criticism, as well as look for original and creative solutions.

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