Choosing Better Materials in Teaching English Language

Zarrina Nabiyeva *
Senior Teacher of the Samarkand State Institute of Foreign Languages, Uzbekistan

Abstract

This article deals with the choosing better materials in teaching English language in modern pedagogy as well as author tries to exemplify several notions from prominent scholars who contributed in the sphere of linguistics.

Key Words: *audio tapes, computer software, and visual aids.*

* Corresponding Author
DOI: https://doi.org/10.1997/jnz7z302

Arizona, USA

Introduction. Language instruction has five important components- students, a teacher, materials, teaching methods, and evaluation. Why are materials important in language instruction? What do materials do in language instruction? Can we teach English without a textbook?

Materials control learning and teaching, they help learning and teaching. It is true that in many cases teachers and students rely heavily on textbooks, and textbooks determine the components and methods of learning, that is, they control the content, methods, and procedures of learning. Students learn what is presented in the textbook, and the way the textbook presents material is the way students learn it. The educational philosophy of the textbook will influence the class and the learning process. Therefore, in many cases, materials are the center of instruction and one of the most important influences on what goes on in the classroom. (Allwright (1990)).

Theoretically, experienced teachers can teach English without a textbook. However, it is not easy to do it all the time, though they may do it sometimes. Many teachers do not have enough time to make supplementary materials, so they just follow the textbook. Textbooks therefore take on a very important role in language classes, and it is important to select a good textbook.

As a matter of fact, curriculum, materials, teaching methods, and evaluation should all be designed for learners and their needs. It is the teacher's responsibility to check to see whether all of the elements of the learning process are working well for learners and to adapt them if they are not.

In other words, learners should be the center of instruction and learning. The curriculum is a statement of the goals of learning, the methods of learning, etc. The role of teachers is to help learners to learn. Teachers have to follow the curriculum and provide, make, or choose materials. They may adapt, supplement, and elaborate on those materials and also monitor the progress and needs of the students and finally evaluate students.

Materials include textbooks, video and audio tapes, computer software, and visual aids. They influence the content and the procedures of learning. The choice of deductive and inductive learning, the role of memorization, the use of creativity and problem solving, production vs. reception, and the order in which materials are presented are all influenced by the materials.

Technology, such as OHP, slides, video and audio tape recorders, video cameras, and computers, supports instruction/learning.

Though students should be the center of instruction, in many cases, teachers and students rely on materials, and the materials become the center of instruction. Since many teachers are busy and do not have the time or inclination to prepare extra materials, textbooks and other commercially produced materials are very important in language instruction. Therefore, it is important for teachers to know how to choose the best material for instruction, how to make supplementary materials for the class, and how to adapt materials.

Arizona, USA

In a study of English textbooks published in Japan in 1985, the textbooks were reviewed and problems were found with both the language and content of many of the textbooks (Kitao et al., 1995).

English textbooks should have corrected, natural, recent, and standard English. Since students' vocabulary is limited, the vocabulary in textbooks should be controlled or the textbooks should provide information to help students understand vocabulary that they may not be familiar with. For lower-level students, grammar should also be controlled. Many textbooks use narratives and essays. It would be useful to have a variety of literary forms (for example, newspaper articles, poetry, or letters), so that students can learn to deal with different forms. (Littlejohn and Windeatt (1989)).

In addition to publishers, there are many possible sources of materials. There is a lot of material available on the Internet. You can search for materials when you have free time, and store them for your future classes.

Many teachers go abroad during vacations these days, and they can collect materials in English-speaking countries. TV and radio are good sources. They provide a variety of materials. The information is current and the language is natural, but the content has to be chosen carefully. Newspapers, magazines, advertisements, and other types of printed material are very useful. Teachers can take photos, make video tapes or record audio tapes. If they make plans before they go overseas, they may be able to make good video or audio programs.

Conclusion. Though there are five elements in language instruction, and learners should be the center of instruction. However, materials often control the instruction, since teachers and learners tend to rely heavily on them. Materials that are appropriate for a particular class need to have an underlying instructional philosophy, approach, method and technique which suit the students and their needs. They should have corrected, natural, current and standard English. Teachers need to look for good materials, both commercial and non-commercial, all the time. They also need to be aware of commercialism and copyright issues concerning materials.

References

[1]. Allwright, R. L. (1990). What do we want teaching materials for? In R. Rossner and R. Bolitho, (Eds.), Currents in language teaching. Oxford University Press.

[2]. Clarke, D. F. (1989). Communicative theory and its influence on materials production. Language Teaching, 22, 73-86.

[3]. Kitao, K., & Kitao, S. K. (September 16, 1982). College reading textbooks do not meet needs. The Daily Yomiuri, p. 7

[4]. Kamalova, A. (2023). Labeling of Information in Communicative Discourse According to Culture. Journal of Language Pedagogy and Innovative Applied Linguistics, 1(1), 26-31.

Arizona, USA

[5]. Kamalova, A. I. (2023). Approaches Defining the Term "Concept". American Journal of Philological Sciences, 3(11), 72-76.

[6]. Kamalova, A. (2023). "Homework Online" As an Innovative Technology of Teaching a Foreign Language. Journal of Language Pedagogy and Innovative Applied Linguistics, 1(5), 57-61.

[7]. Kamalova, A. (2023). The Subject-Predicative Basis of a Sentence Predisposed to Segmentation. Journal of Language Pedagogy and Innovative Applied Linguistics, 1(1), 20-25.

[8]. Abdullaev, S., Rahmanov, U., Abdullaeva, L., & Toirov, A. (2020). Reviews of complications and treatment tactics for external hernias of the anterior abdominal wall. European Journal of Molecular & Clinical Medicine, 7(2), 2434-2439.

[9]. Abdullaeva, L. T., & Ashurova, N. O. (2020). Study of the Methodology of Forming the Sociolinguistic Component of Communicative Competence in Teaching English to Students of Non-Linguistic Universities. Theoretical & Applied Science, (4), 288-292.

[10]. Syatriana, E., Tohirovna, A. L., Shaxnoza, M., Malika, P., & Mardonovna, S. N. (2023). Exploring the Experiential Learning Cycle Application: Case study of University of Makassar and Samarkand State Institute of Foreign Language. Eurasian Journal of Applied Linguistics, 9(1), 296-305.

[11]. Abdullayeva, L. T. (2023). The Use of Electronic Resources in Teaching English.

[12]. Abdullaeva, L. (2023). The Use of Electronic Resources in Teaching English. Journal of Language Pedagogy and Innovative Applied Linguistics, 1(1), 15-19.

[13]. Lola, A. (2023). Developing Sociolinguistic Competence of the Young Learners with the Internet Resources. Pedagogs jurnali, 30(2), 14-17.

[14]. Абдуллаева, Л. Т. (2022). Талабаларнинг социолингвистик компетенцияни шакллантиришда электрон ресурсдан фойдаланиш методикаси. Международный журнал искусство слова, 5(1).

[15]. Абдуллаева, Л. (2021). Игра как ведущий метод обучения дошкольников иностранному языку. Матеріали конференцій МЦНД.

[16]. Абдуллаева, Л. (2021). Особенности использования электронных ресурсов в образовательном процессе. Иностранная филология: язык, литература, образование, (1 (78)), 76-81.

[17]. Абдуллаева, Л. (2021). Факторы формирования социолингвистических компетенций студентов лингвистических высших образовательных учреждений. Общество и инновации, 2(4/S), 598-606.

[18]. Ashurova, N. O., & Abdullaeva, L. T. (2020). Mechanisms for Development of Textbooks and Manuals of New Generation in the English Language. Theoretical & Applied Science, (4), 268-271.

[19]. Абдуллаева, Л. Т. (2017). Теоретические предпосылки обучения межкультурному общению в рамках системы высшего и среднего образования. Ученый XXI века, 62.

[20]. Takhirovna, A. L. Urgent Issues of the Formation of Communicative and Translation Competencies of Bachelor Students. Тошкент-2019, 234.

[21].   Nabiev, A. (2023). Particular Aspects of Teaching Polysemy Among Senior High School Students. Journal of Language Pedagogy and Innovative Applied Linguistics, 1(5), 50-56.

[22].   Nabiev, A. (2023). The Importance of Neutrality in Linguistics. Journal of Language Pedagogy and Innovative Applied Linguistics, 1(5), 36-40.

[23].   Nabiyev, A. I. (2022). The concept and characteristics of syntactic structures: The history of the issue.

[24].   Alisher, N. (2020). Modern pedagogical technologies in teaching English УЧЁНЫЙ XXI ВЕКА.

[25].   Oblokulova, M. M. (2022). Syntagmatic Relationship of the Infinitive in the Structure of the Sentence. International Journal of World Languages, 2(6).

[26].   Mizrobovna, O. M. (2023). Syntactic Semantics of the Infinitive in the Position of Non-Nuclear Dependent Component. Open Access Repository, 9(11), 163-166.

[27].   Mizrobovna, O. M. (2023). Effectiveness of Using Realias in Teaching English as a Foreign Language (in the Example of British Etnographic Realias). Gospodarka i Innowacje., 32, 23-26.

[28].   Облокулова, М. (2020). Синтаксико-семантическое содержание причастия II в структуре предложения английского языка. Иностранная филология: язык, литература, образование, (1 (74)), 81-85.

[29].   Облокулова, М. М. (2022). Синтаксико-семантическое содержание причастия II в структуре предложения английского языка. Science and Education, 3(7), 454-460.

[30].   Mizrobovna, O. M. (2014). Yüklemcil Çekirdek Öğe Pozisyonundaki Fiillerin Fiil-İng Hali (NP2). Motif Akademi Halkbilimi Dergisi, 7(14), 155-159.

[31].   Облокулова, М. М. (2012). Синтаксическая семантика инфинитива в субъектной предикативной конструкции. Вестник Московского государственного областного университета. Серия: Лингвистика, (3), 59-63.

[32].   Облокулова, М. (2012). Инфинитив в позиции неядерного предицирующего компонента (NP 2). Образование. Наука. Научные кадры, (2), 220-223.

[33].   Nabiev, A. (2024). Syntactic Position of Trivalent Components in a Sentence. Journal of Language Pedagogy and Innovative Applied Linguistics, 2(1), 6-13.

[34].   Isomiddinovna, N. Z. (2021). Linguistic Expressiveness in a Literary Text. European Scholar Journal, 2(3), 166-167.

[35].   Nabiyeva, Z. (2023). Cognitive Semantics of a Verb and its Lexical Interpretation. Journal of Language Pedagogy and Innovative Applied Linguistics, 1(5), 83-86.

[36].   Isomiddinovna, N. Z. (2021). The Place and Role of Visual Media in the Creation of Speech. International Journal on Orange Technologies, 3(3), 138-139.

[37].   Khamroyeva, F. (2021). A Direct Method for teaching Arabic language in Uzbekistan. Science and Education, 2(5), 687-698.

[38].   Khamroeva, F. F., & Abdullaeva, V. S. (2022). Novels that Create Additional Narrative Structures. (The Ice Palace). Евразийский журнал академических исследований, 2(2), 703-709.

[39].   Khamroyeva, F. (2021). Problems experienced with the teaching of Arabic to learners in muslim schools in Uzbekistan. Science and Education, 2(5), 725-733.

[40].   Hamroyeva, F. (2024). "Hikoyachi" va "Mavhum muallif" tushunchalari (Oʻtkir Hoshimov asarlari misolida). Theoretical Aspects in the Formation of Pedagogical Sciences, 3(1), 149-152.

[41].   Hamroyeva, F. F. (2023). Oʻtkir Hoshimovning kichik hikoyalaridagi "Nutqiy niqob" ning ifodalanishi. Oriental renaissance: Innovative, educational, natural and social sciences, 3(10), 357-363.

[42].   Фахриддиновна, Ҳ. Ф., & Кулиева, Д. А. (2022). С. Фицджеральднинг 30-йиллардаги новеллаларида нарративтранспозициянинг ўзига хослиги ва унинг структураси (мавҳум муаллифнинг нутқий ниқоби–"the rich boy" новелласи). Barqarorlik va yetakchi tadqiqotlar onlayn Ilmiy jurnali, 2(1), 376-379.

[43].   Hamroyeva, F., & O'Sarova, D. (2022). Chet tillarni oʻqitish bo'yicha mamlakatimizda olib borilayotgan islohotlar va innovatsion texnologiyalardan foydalanish. Oriental renaissance: Innovative, educational, natural and social sciences, 2(Special Issue 24), 237-243.

[44].   Hamroyeva, F., & Hikmatillayev, M. R. (2022). Sharq adabiyotshunosligi, adabiy aloqalar va millatlararo. Oriental renaissance: Innovative, educational, natural and social sciences, 2(Special Issue 24), 228-236.

[45].   Amriddinova, N. (2022). The role of context in realization of semantic structure of the text. Zien Journal of Social Sciences and Humanities, 13, 60-63.

[46].   Амриддинова, Н. Ш. (2021). Peculiarities of Supply and Difficulties in the Research of Variation of Phraseological Meaning in Vocabulary Articles. Международный журнал искусство слова, 4(6).

[47].   Амриддинова, Н. Ш. (2011). Актуализация денотативно-сигнификативной семантики фразеологических единиц (на материале английского языка). Вестник Челябинского государственного университета, (10), 16-18.

[48].   Амриддинова, Н. Ш. (2021). Peculiarities of Supply and Difficulties in the Research of Variation of Phraseological Meaning in Vocabulary Articles. Международный журнал искусство слова, 4(6).

[49].   Amriddinova, N. S. (2021). Extra-Linguistic Reasons for Semantic Variation of Phraseologisms. Theoretical & Applied Science Учредители: Теоретическая и прикладная наука, (9), 652-654.

[50].   Amriddinova, N. S. (2020). Some Aspects of Correlation in Semantic Actualization of Phraseological Units. Modern Views and Research, 183.

[51].   Амриддинова, Н. Ш. (2016). Некоторые особенности формирования американского варианта английского языка. Ученый XXI века, (2-4).

[52].   Амриддинова, Н. Ш. Модификации фразеологического значения как дискуссионная проблема современной лингвистики.