PRINCIPLES OF MATERIAL DESIGN IN LANGUAGE TEACHING

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Introduction

Materials, in general, play a big part in the teaching and learning processes of language acquisition. According to Richards (2001), "the majority of the language input that students receive and the language practice that takes place in the classroom is typically based on instructional materials" (p. 251). Global respect for the discipline of materials development as a scholarly area of study has grown in recent years. Materials development is "both a field of study and a practical undertaking," according to Tomlinson (2001). Its subject of study is the ideas and practices of creating, implementing, and assessing language learning resources (p. 66). This article discusses principles that should influence the design of materials as well as useful recommendations to keep in mind when teachers produce their own teaching materials.

Tomlinson (2011) asserts definition of materils as following "anything which is used by teachers and learners to facilitate the learning of a language. Materials could obviously be videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks or photocopied exercises. They could also be newspapers, food packages, photographs, live talks given by invited native speakers, instructions given by a teacher, tasks written on cards or discussions between learners" (p2). In addition, Mishan and Timmis (2015) make a distinction between resources and materials in this regard, emphasizing that the latter are obtained by combining the former with an educational goal. They go on to say that "our pedagogic imagination is the only limit to the potential to convert them into materials; resources are limitless" (p. 3).

There is now enough agreement on the ground for Second language acquisition (SLA) research to serve as a useful foundation for developing standards for language instruction. The following is an overview of some fundamental concepts in second language acquisition that, in my opinion, most SLA researchers would agree upon and are pertinent to the creation of instructional materials.

1. Materials should impact Impact is attained when the learners' curiosity, interest, and attention are piqued by the materials in a discernible way. There is a greater likelihood that some of the language in the materials will be processed if this

is accomplished. The following are some ways that materials can make an impact: (a) novelty (unusual topics, illustrations, and activities); (b) variety (using a variety of text types taken from a wide range of sources; employing multiple instructor voices on a CD; breaking up the monotony of a unit routine with an unexpected activity); (c) attractive presentation (using eye-catching colors, lots of white space, and photographs); (d) appealing content (e.g., subjects that the learners are interested in; subjects that present an opportunity to learn something new; captivating narratives; global themes; regional allusions); (e) attainable challenge (e.g., assignments that force the learners to reflect).

The influence is variable, to start with. What works in a Brazilian classroom might not work in an Austrian classroom in the same way. Additionally, what works with ten students in a class might not work with the remaining twenty. The writer must know as much as possible about the target learners and what will likely grab their attention in order to maximize the likelihood of making an impact.

2 Materials should make students feel comfortable and at ease Studies have demonstrated the impact of different types of anxiety on language learning: the less nervous the learner, the better their language acquisition moves forward. Similar to this, it seems that pupils who are at ease and at ease can learn more in shorter amounts of time. (Dulay, Krashen, and Burt 1982) I believe that most researchers would concur that most language learners benefit from feeling at ease and that they miss opportunities for language learning when they feel nervous, uncomfortable, or tense, despite the fact that pressure is known to stimulate some types of language learners (see, for example, Oxford 1999). Resources can make students feel more comfortable in a variety of ways. In my opinion, for instance, the majority of students are more at ease with written materials that have plenty of white space than they are with materials that have numerous activities jammed onto a single page; they are also more at ease with texts and illustrations that are relatable to their own culture than they are with those that seem to be culturally alien; and they are more at ease with materials that are obviously trying to aid in their learning.

3. Materils should support students in gaining self-assurance and confidence

Studying in a calm and confident manner speeds up learning (Dulay, Burt, and Krashen, 1982).The majority of material developers understand the importance of assisting students in gaining confidence, yet many of them make an effort to achieve this by inference. In an effort to give the students a sense of accomplishment, they urge them to do simple tasks like filling in the blanks in dialogues, writing simple

lines, and completing substitution tables using simple language. Many educators and students applaud this method.

More confidence is frequently gained by elementary-level students when they make up a story, write a little poem, or uncover a grammar rule than when they complete a straightforward exercise correctly.

4. Materials should encourage student self-investment. Numerous academics have written about the importance of learning tasks that let students come to their own conclusions. For instance, Rutherford and Sharwood-Smith (1988) state that the purpose of the classroom and instructional materials is to help the student utilize resources effectively so that self-discovery can occur. Bolitho and Tomlinson (1995), Bolitho et al. (2003), Tomlinson (1994a, 2007), and Wright and Bolitho (1993) all hold similar opinions. It appears that students benefit the most from learning activities when they are engaged, make an effort, and pay attention. Materials can support individuals in doing this by giving them control over the issue, offering options for their concentration and action, and engaging them.

5. Materials should provide students with real-world exposure through authentic language usage Strongly arguing that learners must be "affectively disposed to "let in" the input they comprehend," Krashen (1985) asserts that comprehensible input in the target language is both sufficient and necessary for language acquisition (Ellis 1994: 273). While most scholars would agree with a lesser argument that exposure to real target language use is required but insufficient for language acquisition, few would support such a strong claim. It is important that students have familiarity with the language in everyday situations, but it is insufficient since they also need to pay attention to how the language is used and use it for communication.

6. The linguistic elements of the input should be brought to the learners' attention.

Many experts appear to concur that assisting students in focusing on the linguistic aspects of real-world information

can aid in their ultimate acquisition of some of those characteristics. It's crucial to realize, nevertheless, that this assertion does not advocate for a return to proper grammar. It differs from earlier methods of teaching grammar in several aspects. First, there are two types of language attention: conscious and subconscious. For instance, when the students are consciously figuring out a character's attitude in a story, they may also be subconsciously focusing on the character's use of second conditionals. It is crucial that the students recognize when there is a difference between a certain interlanguage feature (i.e., how they now use or understand it) and

its equivalent in the target linguistic. Observing the discrepancy between input and output can serve as a "acquisition facilitator" (Seliger 1979). Instead of instantly altering the learner's internalized grammar, it does this by warning them when they come across the same characteristic again in later input. Therefore, there isn't a noticeable shift in the learners' proficiency right away, which is what it seems that grammar instruction methods like the traditional Presentation–Practice–Production approach are trying to achieve. However, if the students continue to obtain pertinent information in the future, there is a greater chance that they will eventually acquire.

7. Materials ought to consider that students have a variety of learning styles. The preferred learning styles of many learners vary. Therefore, specific grammar instruction is significantly more likely to benefit learners who prefer studial learning than experiential learning, for example. Furthermore, reading a tale with a prominent grammatical feature—like reported speech—will probably benefit experiential learners more than receiving explicit instruction in that area. This means that activities ought to be flexible enough to accommodate different learning preferences. Examining the majority of contemporary coursebooks will show that there is a bias in favor of students who want to learn by themselves, with the apparent belief that all students may benefit equally from this type of instruction. Similarly, an examination of foreign language instruction and assessment in official educational institutions across the globe will demonstrate that assiduous learners—who are, in fact, a minority—benefit. The following table demonstrates some learning styles must be taken into account in language-learning materials, as stated by Tomlinson (2011):

visual	studial	analytic	dependent
kinaesthetic	experiential	global	independent

8. Materials should allow for a silent period before instruction starts.

Research has demonstrated the significant benefits of postponing L2 speaking for language learners until they have acquired adequate exposure to and confidence in the target language.

When learners eventually begin speaking in the L2, this silent interval can assist them create an effective internalized grammar that will enable them to reach proficiency. The true purpose of the quiet period is up for debate, and some students appear to utilize it as an excuse to avoid studying the language. But I believe the majority of experts would concur that pressuring reluctant speakers to produce in the new language right away can harm their linguistic and affective development.

Conclusion

The current article attempted to overview current developments in materials development via the perspectives of global developers, users, and academics. It stimulates creativity and offers a thorough discussion of the key principles and challenges in the area in addition to critical summaries of current advancements in the field of materials development.

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