

## **MATERIAL DESIGN FOR ESL CLASSROOM; PRINCIPLES AND APPROACHES**

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### **ABSTRACT**

*The article studies material design for ESL (English as a Second Language) classroom; principles and approaches of this trend.*

**Key words:** *engagement; comprehension; interactivity; multimedia elements; clarity*

### **АННОТАЦИЯ**

*В статье рассматривается дизайн материалов для класса ESL (английский как второй язык); принципы и подходы этого направления.*

**Ключевые слова:** *стимулирование; понимание; интерактивность; элементы массовой информации.*

### **INTRODUCTION**

Teaching English has always been a popular field, it has become increasingly in-demand in recent times due to a combination of factors, including globalization, the growth of English as a lingua franca, economic benefits, and technological advancements. Because of this trend, material design in language teaching is also becoming increasingly popular and is seen as a trend in language education. The use of visually appealing and interactive materials, as well as a focus on clear and concise visual hierarchy, is seen as an effective way to engage students and improve their language proficiency. The popularity of material design in language teaching can be attributed to several factors:

✓ Technological advancements: The growth of technology has made it easier for teachers to create and use visually appealing and interactive materials, leading to an increased demand for material design in language teaching.

✓ Student engagement: Material design is seen as a way to make language lessons more engaging and interesting, helping to keep students interested and motivated.

✓ Improved comprehension: The clear and concise visual hierarchy used in material design is seen as an effective way to help students better understand and retain new information, leading to improved language proficiency.

✓ Personalization: The ability to tailor materials to the needs and abilities of individual students is seen as a key advantage of material design in language teaching, helping to create a personalized learning experience.

In a classroom setting, Material Design can be useful for creating educational materials, such as presentations, that are both aesthetically pleasing and easy to understand. By using Material Design, teachers can effectively communicate complex information and engage students in a visually appealing way. Additionally, Material Design can help to create a consistent look and feel across different educational materials, making it easier for students to identify and understand key information.

## **LITERATURE REVIEW**

One of the well-known approaches which can be relevant for using in classrooms as a teaching tool is the Tomlinson approach. The Tomlinson approach in language teaching is based on the principles developed by Brian Tomlinson, a leading researcher and practitioner in the field of English language teaching. Brian Tomlinson is a leading researcher and practitioner in the field of English language teaching. His views on language teaching emphasize the importance of tailoring language instruction to the needs and interests of individual learners, and of providing learners with opportunities to use the language they are learning in authentic and meaningful ways. Tomlinson believes that language instruction should be learner-centered, meaning that it should be based on the needs and abilities of individual learners, rather than on a fixed curriculum. He also stresses the importance of using task-based language teaching, in which learners are given opportunities to use the language they are learning in real-life situations, rather than solely relying on textbook exercises. Tomlinson also believes that language instruction should be adaptive, meaning that teachers should adjust their teaching in response to learner needs and progress, rather than sticking to a rigid lesson plan. He also advocates the use of assessment for learning, which involves using assessment to improve language learning, rather than just evaluating performance.

In summary, Brian Tomlinson's views on language teaching emphasize the importance of learner-center, task-based, adaptive, and assessment-for-learning approaches to language instruction, and his research and practices have had a significant impact on the field of English language teaching.

Second approach is Brown's. H. Douglas Brown is a prominent language education researcher and author. He is best known for his work on language teaching methodology and his book "Principles of Language Learning and Teaching," which is widely used as a textbook in language teacher education programs. Brown's views on language teaching emphasize the importance of providing learners with opportunities to use the language they are learning in communicative and meaningful ways, and of creating a supportive and encouraging learning environment. He also stresses the importance of developing learners' communicative competence, which involves not only linguistic knowledge but also the ability to use language effectively in real-life situations.

Brown's approach to language teaching is influenced by his belief in a communicative approach to language learning and teaching, which prioritizes meaningful interaction and the use of authentic language materials over rote memorization and repetitive drills. He also stresses the importance of teacher-learner interaction, and of using assessment to guide and improve language learning.

### ***Methodology***

I tried to use the Tomlinson text-driven approach in practice using qualitative research. Generally, the Tomlinson text-driven approach involves using authentic texts, such as news articles, short stories, or other texts that are relevant to learners' interests, as the basis for language instruction. Here is my plan for my own research which involves 20 students altogether:

Subject: Understanding Character traits in "The Boy, the Mole, the Fox and the Horse" by Charlie Mackesy

Materials:

A copy of "The Boy, the Mole, the Fox and the Horse"

Note-taking sheets and pens for each student

Introduction:

- ✓ Ask students what they know about the book
- ✓ Explain that in this lesson, they will be concentrating on understanding the traits of the characters in the novel.

Step 1: Guided Reading

- ✓ Highlight a portion of the book to be read silently by the students.

As they read, they should pay attention to the actions and decisions of the characters and make notes on their traits.

Step 2: Class Discussion

✓ Start a class discussion to review the section they have read, asking questions such as:

- \*What is the main problem in the boy?
- \*What is the most meaningful saying of the boy?
- \*What character is the smartest?

**Step 3: Small Group Activity**

✓ Divide students in groups and give each group a different character based on a novel.

✓ By using their own notes, they must discuss and build a comprehensive understanding of their assigned character's traits.

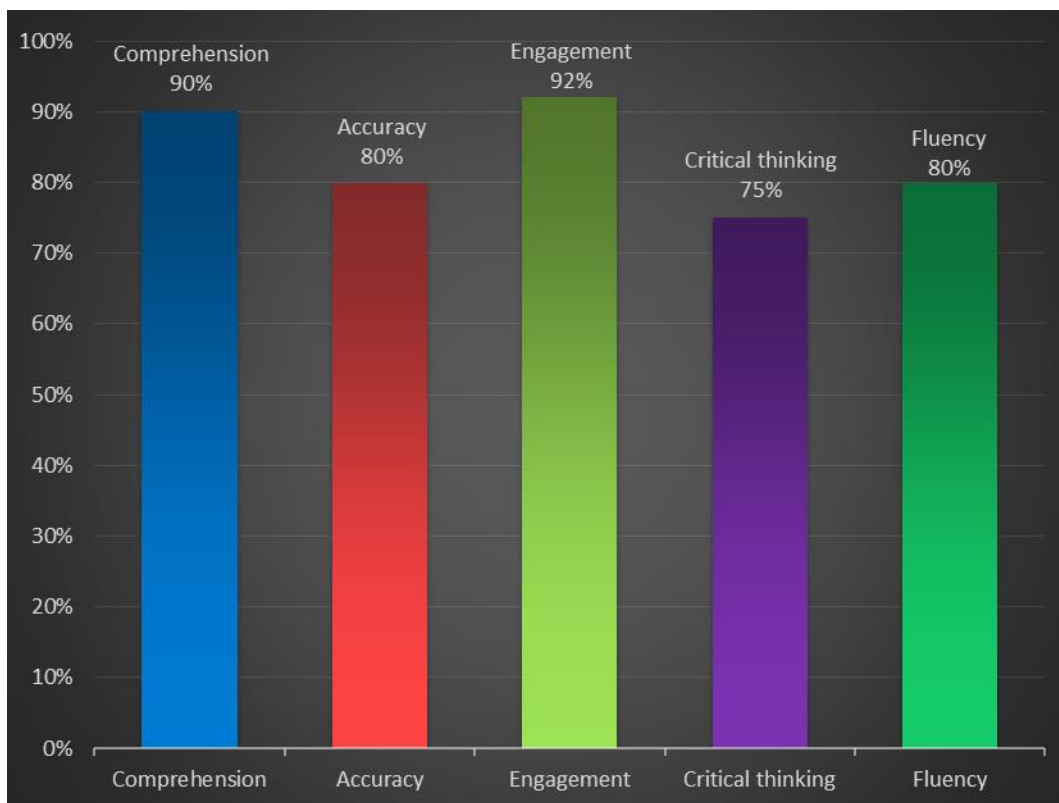
Each group will share their findings to the class in the end.

**Step 4: Writing Activity**

✓ Students should write a paragraph explaining the traits of one of the characters they studied in the small group activity.

Collect the paragraphs and review them for understanding and accuracy.

**Results**



As it shown in pie chart, almost all students were able to show high results in the tasks given and guided by me. By using the Tomlinson text-driven approach, teachers can create a meaningful and engaging language learning experience for their learners, and can help them to develop their language skills and to use language in real-life contexts. One issue with this approach is that authentic texts may be difficult for

learners to understand, particularly if they are at lower language proficiency levels. In order to make these texts accessible to learners, teachers may need to provide additional support, such as pre-reading activities, vocabulary lists, and comprehension questions. Another issue is that the text-driven approach can be time-consuming for teachers to prepare, as they need to find appropriate texts and create activities and materials that align with the curriculum and learners' needs.

Overall, while there are some challenges to the text-driven approach, it has been found to be an effective method for developing materials for English language classrooms. With careful planning and preparation, teachers can use authentic texts to provide learners with meaningful and relevant language input that can help them to develop their language skills and achieve their language learning goals.

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