

The Effective Teaching Of English

Guidelines for Designing Effective English Language Teaching Materials

Jocelyn Howard
Christchurch College of Education

Jae Major
Christchurch College of Education

Abstract

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. The authors also suggest factors that teachers should take into account when designing or adapting materials for diverse learners, and present a set of guidelines for designing effective materials for teaching and learning English.

Introduction

Teaching materials form an important part of most English teaching programmes. 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 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. We examine six factors that teachers need to take into account when considering designing their own materials; and finally we present ten guidelines for designing effective English teaching materials.

Why English Language Teachers May Choose to Design their own Materials

Advantages

Discussions about the advantages and disadvantages of teacher-designed materials usually centre on a comparison with using text or coursebooks. Rather than focusing on coursebooks, we have turned our focus to teacher-produced materials and consider that the disadvantages of coursebooks can become advantages for teacher-produced materials. The key reasons why teachers may wish to produce their own teaching materials can be linked to four themes distilled from recent literature on this topic (e.g., Altan, 1995; Block, 1991; Harmer, 2001; Podromou, 2002; Thornbury & Meddings, 2001, 2002).

An important advantage of teacher-produced materials is **contextualisation** (Block, 1991). A key criticism of commercial materials, particularly those produced for the world-wide EFL market is that they are necessarily generic and not aimed at any specific group of learners or any particular cultural or educational context. The possible lack of 'fit' between teaching context and coursebook has been expressed thus: "Our modern coursebooks are full of speech acts and functions based on situations which most foreign-language students will never encounter... 'Globally' designed coursebooks have continued to be stubbornly Anglo-centric. Appealing to the world market as they do, they cannot by definition draw on local varieties of English and have not gone very far in recognising English as an international language, either." (Altan, 1995, p. 59). For many teachers, designing or adapting their own teaching materials, enables them to take into account their particular learning environment and to overcome the lack of 'fit' of the coursebook.

Another aspect of context is the resources available. Some teaching contexts will be rich in resources such as coursebooks, supplementary texts, readers, computers, audio-visual

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Theory, Practice, and Effective. Teaching of English. Arthur Daigon, University of Connecticut. All of us here today have at some time or other brooded about just. Recently I was invited to give a guest lecture on the topic 'Characteristics of highly effective teachers of English'. To prepare myself for the lecture I asked my. **ABSTRACT:** Effective teaching demands that we use all the facts available to us to impact knowledge. In Nigeria where the English Language is essentially a. The effective teacher is continually carrying on some action research in order to improve teaching and learning. Action research simply means being vigilant and aware of one's teaching and learning in the language classroom. This paper provides effective strategies for early childhood teachers to use with children who are English language learners (ELLs). The strategies were. Teaching English is no easy feat. With a variety of different skill levels in every classroom, teachers must employ effective strategies that allow. **Abstract.** In this study, Turkish EFL students' conceptualization of an effective English language teacher is studied. A survey formerly developed by Yu-Hsin. This study investigated the characteristics of effective English teachers as perceived by teachers and students in high school in Korea, with a self-report. requires recognizing and identifying the qualities of effective EFL teachers. **Keywords:** English language teaching (ELT), Effective teacher, Perception. Top 10 principles of effective teaching - grounded in hard research, yet, they are practical and written in plain English. Learn The 4 Quick 'Effective Teaching' Tips For Teachers To Hold Your Students' Attention So Powerfully They'll Beg You To Stay Longer In Class. Items 24 - 46 language teachers and learners of English at universities, high schools and **Keywords:** Teacher characteristics, Effective teacher, English. Although the factors for EMI growth vary depending on the country, in higher education, the move towards teaching in English comes at. Martin Sketchley, latest winner of the British Council's Teaching English blog award, gives us his top five. Learning English, or any language. 21 Aug - 2 min - Uploaded by British Council Bulgaria Become a more effective English teacher with the world's English experts. British Council. 29 Aug - 3 min - Uploaded by WOSU Public Media Lauren Brooks uses a station-rotation model of blended learning in her inclusion classroom. Information and resources on effective teaching strategies for English Language Learners in K settings. All children enjoy to play games. So how can English teachers of young learners harness this enjoyment and boost their students' learning?.

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