

**ROLE OF MATERIALS DEVELOPMENT FOR ENGLISH LANGUAGE  
LEARNING AND TEACHING**

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**Annotation:** This article describes the role of materials development for English language learning and teaching in the field of pedagogy and its importance in foreign language teaching. At the same time, the article analyzes the peculiarities of the choice of materials and their use in foreign language teaching.

**Key words:** Teaching materials, language materials, pedagogy, development of language, linguistics, methodology.

English is recognized as an international language in most countries of the world. After that, English should be used for general and special needs in oral and written communication in international communication. Therefore, people in countries where English is used as a second or foreign language need to learn it if they want to communicate internationally.

English teachers usually teach their students from existing textbooks. However, such teaching materials are not always available to meet student needs. This should not discourage teachers if they have a learning goal(s) or are familiar with student needs(s). Given the learning/teaching goals or student needs, teachers can design their materials to meet student goals or student needs.

Ten years ago, Tomlinson edited *Material Development in Language Teaching* made little mention of the contributions of computers, except for a discussion of corpus data and consistency and Alan Maley's observation that humans are on the cusp of a new generation. computerized materials for language teaching. The neglect of computer aided language learning materials in this compilation has been noted as evidence of a gap between CALL and the broader field of language learning. In the decade since the publication of Tomlinson's book, the possibilities for learning and teaching languages have changed even more with the rapid development of a wide range of technological resources, materials, tasks, and learning environments. The role of these developments in the field of language teaching has been the subject of debate. For example, Coleman, current CALL research and practice can improve our understanding of language learning and teaching, but they remain relatively limited.

Language materials are resources that can be used to facilitate language learning, such as textbooks, videos, graded readers, reading cards, games, and websites. Materials can provide the reader with information about the target language; student guidance in language practice (educational function); providing the student with the experience of using the language (experimental function), encouraging the student to use the language (production function); and help the student make discoveries about language (research function). Thus, materials development describes the processes of materials production and/or language learning, including materials evaluation, adaptation, design, operation, and research. According to Tomlinson, these processes must interact to create language learning materials.

This article aims to provide teachers with detailed methods for developing teaching materials that are appropriate for student difficulty levels, learning needs, and teacher-designed goals. This article provides a definition of materials development, principles and procedures for materials development, characteristics of training materials, and concluding remarks.

Materials should enable learners to use the target language to achieve communicative goals. After studying the material, students should be given the opportunity to practice the language they

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have learned for communication in a real-life situation, not just in a classroom under the supervision of a teacher. As we can see from our daily lesson, students' language learning is not instantaneous, but a step-by-step process. In order to facilitate the gradual process of learning or mastering a language, it is important to get acquainted with the features of the language being studied frequently and sufficiently in the process of communication. Materials should take into account that students have different learning styles. Not all students have the same learning styles. Language learning styles include visual, auditory, kinesthetic (e.g., the student prefers to do something physical, such as following instructions), instructional (e.g., the student likes to consciously pay attention to the linguistic features of the language and wants to be unique), experimental, analytical, global, dependent and independent. The materials should take into account the differences in emotional attitudes of students. Student attitudes vary by type and time. Ideally, all learners need strong and consistent motivation, and positive feelings about the language they are learning, their teachers, their peers, and the materials they are learning. With this in mind, the materials should provide a variety of texts and activities to choose from. The material should allow for a period of silence at the beginning of the session. A period of silence is used to facilitate the development of effective internal grammar and other language elements that help students achieve mastery. Another extension of the principle of silence modification is the introduction of new language features through actions that require comprehension before repetition. Materials should maximize learning potential by stimulating intellectual, aesthetic and emotional activity, and this principle means that the student is encouraged to learn the same lesson involving different brain processes and different states of consciousness in different parts of the brain encourage maximum memorization. Materials should not rely too much on controlled practice. note that it is still controversial to talk about the importance of controlled practice. Most spontaneous activities are acquired through practice and there is no evidence that automaticity is acquired through practice.

Harsono, Developing Learning Materials has no long-term effect on the accuracy of new structures and little effect on fluency. However, supervised grammar exercises still feature prominently in popular textbooks and are considered useful by many teachers and many students. units for results. Feedback that focuses on the effectiveness of the output rather than its accuracy can turn the product into a profitable source of income. Thus, a student who successfully achieves a particular communicative goal receives positive feedback about the effectiveness of language use for subsequent language outcomes. In this regard, the content developer must ensure that language creation activities are not only focused on language practice.

The procedure of developing learning materials which consists of the design, implementation, and evaluation has to be implemented as well in order to produce more accurate learning materials. The design steps include the formulation of the first draft of the learning materials which have considered the syllabus, the target needs, the choice of the suitable nature of learning materials, and the principles of developing learning materials. Having the complete draft of the learning materials, a teacher has to implement the materials to the target learners in there all teaching-learning situation. Any weaknesses found in the try-out or in the implementation of the materials have to be considered to revise the learning materials. This is what is called the evaluation step in the materials development.

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