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THE IMPORTANCE OF MATERIAL DESIGN IN TEACHING GRAMMAR FOR ENGLISH LEARNERS

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Abstract. *In today's developed world, the demand for learning English language is the strongest than ever before. This article explores the significance of the right ways of teaching grammar to English learners, more specifically the need to develop the most suitable materials which would fit the needs and expectations of learners. The right methods of designing and presenting the grammar material will be discussed in this article.*

Keywords. *Grammar, materials, methods, pedagogical approaches,student's abilities, resources*

Creating instructional materials is a crucial skill that teachers need to possess. It's essential for teachers to develop a diverse range of teaching materials required for students to attain the desired competencies. As both a teacher and a creator of teaching materials, educators bear significant responsibility for organizing information delivery and arranging the learning environment to facilitate students' knowledge acquisition. Teaching grammar to English learners is a key element in acquiring any foreign language. It facilitates effective communication, enhances comprehension and expression, improves writing skills, and contributes to their overall academic and professional success. More importantly, designing suitable materials for teaching grammar in TESL ensures that instruction is relevant, clear, varied, progressive, authentic, and conducive to assessment, ultimately enhancing the learning experience and outcomes for English language learners. This paper

covers the significance of creating the most proper material for learners, how the instructors deal with it, what kind of strategies and sources are available to apply. When creating materials for language learning, whether for listening, speaking, reading, writing, or integrated skills courses, the beliefs of materials developers regarding teaching and learning significantly influence the design. These beliefs shape the goals set for the materials, their focus, and the types of activities they incorporate.

In language teaching programs, English grammar is recognized as a fundamental aspect distinct from the grammatical structures of learners' native languages. It holds a central and indispensable role in facilitating learners' attainment of language proficiency. As a foundational skill, grammar underpins the development of listening, writing, speaking, and reading abilities in English. Without a grasp of grammar, learners may struggle to acquire proficiency in these areas. Factors influencing students' engagement with grammar lessons include their interest in the teaching methods and materials employed by their instructors. There are various ways of designing materials to teach grammar lessons. The instructors must work on themselves to use the right ways and sources to organize their lessons in a productive way. As grammar is considered to be the crucial part of a language the teachers must use their full potential to fully engage students in lessons. What kind of sources can teachers use to make sure that their material is authentic and relevant to the topic? What is the methodology for the teachers while they are designing their grammar material. As Swan (2006) observes: 'Research on methodology is inconclusive, and has not shown detectable, lasting and wideranging effects for implicit versus explicit instruction, for inductive versus deductive learning or separated-out study of structure versus incidental focus on form during communicative activity.' Swan has listed several approaches to be used while creating material for grammar lessons.

- grammar games
- deductive teaching through explanations and examples
- inductive discovery activities

- decontextualised practice

- communicative practice

- incidental focus-on-form during communicative tasks

- grammar games

- learning rules and examples by heart

Despite all the methods listed above there is still an idea that PPP method remails dominant and the most effective of all. This process usually includes introducing the target structure within a relevant context, followed by explaining and prompting discussion on the form, meaning, and usage of the structure. Afterward, learners engage in controlled practice, such as drills or exercises, to manipulate the target item, practice and then move on to free practice, where they have more autonomy in using the target form while still focusing on it. Utilizing technology as a learning tool can enhance the effectiveness and efficiency of the teaching and learning process. It simplifies the exchange of information between teachers and students, enhances comprehension, makes data presentation more engaging and reliable, simplifies data interpretation, and facilitates access to information.

In conclusion, creating suitable teaching materials for teaching grammar in English language learning is crucial for effective language education. By developing materials that meet the needs, preferences, and proficiency levels of learners, instructors can enhance engagement, understanding, and retention of grammatical concepts. Utilizing a range of methods such as visual aids, interactive activities, and authentic language examples caters to diverse learning styles and promotes a deeper grasp of grammar. Furthermore, continuously assessing and adjusting materials based on learner feedback and performance is vital for ongoing improvement in the teaching and learning process. Ultimately, prioritizing careful design and adaptation of teaching materials empowers English learners to build greater proficiency and confidence in their language skills.

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TRANSFORMATIVE TEACHING: THE FLIPPED CLASSROOM REVOLUTION

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Abstract. The advent of technology has revolutionized various aspects of society, including education. This article delves into the concept of flipped classrooms, a pedagogical approach that has gained traction in recent years. Flipping the classroom involves a paradigm shift from traditional, teacher-centered instruction to more student-centric learning experiences. Originating in the 1980s with Militsa Nechkina's proposal, the method gained momentum with Alison King's work emphasizing active learning. The article provides an overview of the flipped classroom method, highlighting its student-centered nature and the role of instructors as facilitators. It explores the application of Bloom's taxonomy in structuring learning activities and underscores the benefits of flipped classrooms in enhancing student engagement and fostering critical thinking skills.