

# THE METHODS AND AIDS IN THE PRESENTATION OF TEACHING MATERIALS OF TEACHING ENGLISH

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**Abstract:** this article analysis comprehension the English materials and the role of English teacher as an aid who uses materials in effective ways. Anyone can get to know the difference between aids and materials and the role of materials in the classroom and their impact on the students and their career. Students will be able to know about the usage of worksheets and many other materials.

**Key words:** *materials, teaching English, comprehension, classroom, methods, aids, presentation, students, motivation, subject*

Teaching is an art, which includes knowledge, presentation, and an art of dissemination and above all every aspect of paralinguistic. Teaching demands broad knowledge of subject matter in all horizons, complete curriculum with standards, positive and caring attitude with enthusiasm, and a desire for learning and techniques of classroom management and a desire to make a difference in the lives of young people. Nobody will deny the fact that a teacher is an aid and the activities used by the teachers are materials in the classroom. Teacher is the driver of the classroom who drives the class as per his/her pace and desire. He makes an environment in which all the students delve themselves in the ocean of knowledge, which happens due to usage of the materials and aids used by the teacher in the classroom. They use themselves as an aid when they start using facts as a starting point and ask “why” questions and then look at all sides and encourage students to predict what will happen next. As a material, they try to engage the whole class with their questions and with the help of their motivation and varied questions; they make a live classroom where every student gets involved.

As soon as teacher enters in the classroom, he starts using materials, which already exist, in the classroom. He starts talking about last classes, which gives a platform to the students for getting out something, and teacher tries to link up that interaction with his/her upcoming class and it becomes a material for a teacher. A teacher digs out the material from the classroom and uses accordingly. Like, a teacher of last class scolded Students, an English language-teaching teacher can ask few students to come up and share the experience of last class, and from there that English language-teaching teacher tries to hone the speaking skills of the students. These materials can be used to chisel the speaking skills of the students and students will be speaking whole-heartedly which can be a good material to be used by any English language-teaching specialist.

Teacher can use himself/herself to project anything in a better way by his/her gestures, postures, facial expressions and voice. For example, a teacher can teach the presentation strategies to the students by his/her voice modulation and facial expressions. It is the power of speech that may turn a dull topic into an interesting one whereas poor delivery may spoil significant presentation. So once the speaker has planned and developed the content he should begin practicing because it is not important what to say as it is how to say. There is a variety of delivery methods. A speech with same pitch delivered with stating pitch becomes monotonous so there should be variation in a pitch. The voice should be well modulated with proper pause at the right place along with normal rate of speech and fillers should be avoided. These materials used by teacher in the classroom can easily practice it. Teacher can use himself/herself to project anything in a better way by his/her gestures, postures, facial expressions and voice. For example, a teacher can teach the presentation strategies to the students by his/her voice modulation and facial expressions.

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speech with same pitch delivered with varying pitch becomes monotonous so there should be variation in a pitch. The voice should be well modulated with proper pause at the right place along with normal rate of speech and fillers should be avoided. These materials used by teacher in the classroom can easily practice it. We express our emotions through words but often the feel of emotion is expressed through our various body parts. We can communicate by nodding our head, blinking our eyes, shrugging our shoulders or working our hands. When we study body language, we look at the symbols of meaning that the physical movements of the body are communicating. Through body movements, true inner conditions are reflected. For the expression of these inner body states faces, eyes, gestures & physical appearance are to be studied. For self-control, the presenter should pay attention to his body language. The students can easily learn these things when they observe their teacher in the classroom and try to imitate the teacher.

Materials have a hidden curriculum that includes attitudes toward knowledge, attitudes toward teaching and learning, attitudes toward the role and relationship of the teacher and student, and values and attitudes related to gender, society. Materials have a basic instructional viewpoint, approach, method, and content, including which provide linguistic and cultural information. Materials should also be contextualised to the experiences, realities and first languages of the learners. An important part of this involves awareness on the part of the teacher-designer of the socio-cultural appropriacy of things such as the designer's own style of presenting material, of arranging groups, and so on. So, It is required to inform about the culture-specific learning processes of the proposed learners. Materials should be interlinked by which learner can acquaint him with the materials. The materials should be based on the experiences and realities, which should be related to the topics and it, should be appropriate for the desired learner to make sure of their involvement.

Most people who learn to communicate fluently in English which is not their L1 do so by spending a lot of time in situations where they have to use the language for some real communicative purpose. It means that the materials should stimulate

interaction and it can be achieved by providing the activities, which involve the situation and their real time conversation. The materials should encourage learners to develop their learning skills and strategies and the activities such as recording of their conversations.

An antidote to the profusion of skills based activities and artificial language use pervasive in the field of ESL instruction. It clarifies that the materials should be developed to help the learners towards analytical approach with a focus of learning. At the very least, we listen and speak together, and read and write together. I think the materials should be well connected with all these four skills. The learner can integrate skills with the help of materials.

Teachers should be very cautious while choosing the materials because the students can be demoralized if the materials are higher than the level of the students. Earlier it was hard to see the interactive classroom, teaching –learning materials and the teaching-learning environment that is why teaching became very monotonous and students had to mostly rely on the process of mugging up. The Lecture Method of teacher dominated the classroom teaching and there were some essential aids like chalk, duster, and blackboard in the classroom. Teaching learning materials were hardly used in the classroom. The Teaching Learning Materials are being designed to disable the monotonous learning methods. Teachers are required to follow the curriculum and provide a better platform to understand the curriculum with the help of materials. Teachers may adapt, supplement, and elaborate the materials to disseminate the content to the students and they need to monitor the progress of the students and finally evaluate the students.

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