

MATERIALS DEVELOPMENT IN TEACHING READING

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Abstract - this paper deals with the information on materials development in teaching reading. It covered two periods of teaching: in first stage were given questions on reading problems to complete. The second stage includes practical process of selecting authentic materials for reading with different context and with different methodology Key words: materials development, authentic material, techniques of reading, textbooks.

In teaching a language there are five important components-students, a teacher, materials, teaching methods, and evaluation. Materials are the core component in language instruction. In this article, we are going to discuss developing materials for reading purposes.

Teaching a foreign language is not an easy task. To teach students effectively teachers strive to find new and engaging materials, teaching methods and ways of giving an information. One of the main tools in teaching is a material. Effective instructional materials in teaching a language are taken according to the number of factors, including teacher, learner, and contextual variables. Teacher factors include the teacher's language proficiency, training and experience, cultural background, and preferred teaching style. Learner factors include learner's learning style preferences, their language learning needs, interests and motivations. Contextual factors include the culture, classroom conditions, class size, and availability of teaching resources in situations where the materials will be used. In planning a syllabus for any course, the teacher will normally provide the materials for target learners, and their needs and abilities.

Allwright (1990) argues that materials should teach students to learn, that they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do. From Allwright's point of view, textbooks are too inflexible to be used directly as instructional material. O'Neill (1990), in contrast, argues that materials may be suitable for students' needs, even if they are not designed specifically for them, that textbooks make it possible for students to review and prepare their lessons that textbooks are efficient in terms of time and money, and that textbooks can and should allow for adaptation and improvisation. According to these authors' opinions, we realize that materials, if they are chosen correctly for students' needs, can be one of the most crucial aspects of a teaching process and can assist a teacher in teaching process.

Allwright emphasizes that materials control learning and teaching. O'Neill emphasizes that they help learning and teaching. It is true that in many cases teachers and students rely heavily on textbooks, and textbooks determine the components and methods of learning, that is, they control the content, methods, and procedures of learning. Students learn what is presented in the textbook, and the way the textbook presents material is the way students learn it. The educational philosophy of the textbook will influence the class and the learning process. Therefore, in many cases, materials are the center of instruction and one of the most important influences on what goes on in the classroom.

Developing materials also contain motivational strategies like generate and maintain interest, promote success, promote fun in learning, and provide opportunities for students to speak about themselves.

According to the presentation of Javier Avila we can use anything which can be used to facilitate the learning of a language. Materials can be linguistic, visual, auditory, and kinesthetic. Materials that we use during the classes include textbooks, audio-visual aids, internet resources, newspaper articles, posters and others. According to the level of learners teachers try to select more appropriate materials in order to meet learners' demands. During the courses we meet different people with different viewpoints, different levels of English, different skills and abilities. While developing any material for language teaching a teacher takes into the consideration all the above-mentioned factors and tries to make them so to meet every students' requirements.

One of the most important issues is the authenticity of taken texts. When considering the authentic materials, Widdowson wrote: "It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays there are recommendations that the language presented should be authentic" (Widdowson 1990:67) Authentic texts have been defined as "...real life texts, not written for pedagogic purposes" (Wallace 1992:145) they are therefore written for native speakers and contain "real" language. They are "...materials that have been produced to fulfil some social purpose in the language community" (Peacock 1997), in contrast to non-authentic texts that are especially designed for language learning purposes. Materials can be linguistic, visual, auditory, and kinesthetic. Materials that we use during the classes include textbooks audio-visual aids, internet resources, newspaper articles, posters and others In order to raise the effectiveness of our classes, before the classes begin, we questioned our students. The questions were the following:

1. Do you like reading?
2. Why do you read mostly?
3. What texts do you like reading most?
4. Is reading is an important part of learning English for you?
5. Do you get useful information from reading?
6. Do you want to do your reading more interesting?
7. Do you like the methods of teaching reading in your class?
8. What environment do you prefer in teaching reading?

In the questionnaire students answered that they like to read, they read for getting information, for spending their free time, for learning, and they like to read texts about life, sport, fashion and animals. Students thought that reading plays an important role in learning English, but it is boring to read and translate and there is no any motivation in learning language. So during the course we tried to take into consideration all the things that were pointed out by our students, and used various materials in order to motivate students, taking into account the advices and materials from Javier Avila's presentation on materials development in Spain. Elaborating the reading material we tried to meet students' desire and need in learning reading. However it is not enough to give materials to reading without effective teaching strategies. We aprobated several strategies for reading and writing and here we get an example of four of them.

Two part dairy -

Quotation	Commentary

For this strategy, students need to have a table with two colons. First part for quotations and second for commentaries of quotations.

1. Brainstorming around the title of the text. Before the reading of the text teacher asks students to do some predictions around the title of the text. What about will be the text? And why do they think so?

2. Then students read the text and divide the text into 2 or 3 logical parts it is depends from text.

3. After reading students should rewrite one quotation from each part and give commentaries. When they give commentaries, they should take into account next questions: -Why do you choose this quotation? - What associations do you have with this quotation? - What kind of thoughts do you connect with this quotation? - What do you feel? - What kind of questions do you have?

4. Students read 1 quotation and one commentary from each part and discuss about the text in open class.

Stop reading - for this activity teacherdivide the text into several parts.

1. At first teacher gives the 1st part for reading.

2. After reading teacher asks questions concerning to th1 st part for checking understanding of the part.

3. Then teacher asks students to predict what will be then and prove your answer why do you think so?

4. Then 2nd part of the text and so on. In this way, teacher develops students' prediction skills. Students try to guess the next part of the text.

Cinquain –

This strategy teach students to give the big and difficult information in short form. Cinquain it is a short poem which demand to analyze the information or reading material and present it like a poem. Students read the text and make up a cinquain, which consist 5 lines.

1st line- the theme (noun)

2nd line - definition of noun

adjectives 3rd line - action of the

noun 3 verbs

4th line - sentence from 4 words which related to the theme.

5th line- synonym to the noun.

Venn diagram -

It is graphic organizer for two or three things, which have common and different peculiarities. 1. Students should draw two circles.

2. in the left circle they write characteristic for one thing and in right circle, they write about the second thing. Students write about the similar sides of both things in the intersection of the circles. For this activity teacher can divide the students into small groups, each group present their Venn diagrams.

After the presenting reading material using mentioned above strategies students will be able:

-to read the text and to find the jest of the text

-to put questions to the text

-to prove their answers

-to express their opinions and give comments

-to solve the problem in pairs and in groups

After the classes where we used above mentioned materials students were motivated, interested and they emphasized the benefit of learning language with the help of these variable materials. Still teachers should consider some issues, as we mentioned above students' levels, their interests, motivation, and background knowledge. The benefit of these strategies are their interactive character, which are useful for improving integrated skills speaking, writing, reading and listening.

The main idea of the research is reached by presenting of different innovative methods in the teaching classroom. It proves that different teaching strategies are actual with suitable authentic context.

Literature

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