



# Chapter-1

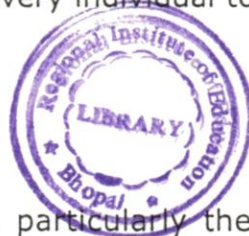
# Introduction

# Chapter-I

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## 1.1 Introduction

It is admitted that an average classroom containing very few physical facilities, does not provide proper environment for teaching and learning of English language. The structural words at primary or at any level are to be taught in some context. In spite of various qualities of textbooks, there are some limitations also. Textbooks cannot provide context for every structural item nor can fulfil the needs of every individual. Hence, there is a need of some more educational materials that can help every individual to acquire language in a natural way.



## 1.2 Need of the Study

No language can be mastered in vacuum, particularly the second language. For the systematic learning of language there is always need of some sort of assistance in the form of educational material. Hence, in teaching learning the language textbooks are used as a powerful tool. Nowadays the material which is being produced helps in learning the language. Some of the shortcomings of the past textbooks have been overcome. The material present today is more interesting relevant and the contexts is closer to the learners. But in spite of above improvements. Present textbooks though take-care of average and above average learners needs. But because of certain limitations, the needs of the poor learners are not taken-care of.

At primary level, under DPEP; the textbooks that emerged, having some striking new initiatives.

### (i) Attempts to use simple language

A major attempt has been made in Kerala, M.P. and Haryana to make the language of the textbooks simpler and closer to the child.

**(ii) Spiral Approach to Learning**

In Kerala, M.P. and Haryana have consciously developed the textbooks guided by a certain perception of how learning takes place, i.e., children's cognitive process. An example is the concept of "Spiral Learning" where the assumption is that children can elaborate on the same concept in increasingly complex ways, over a period of time.

**(iii) Integrated Versus Separate Book**

One of the issue deliberated upon intensively in the resource groups of states like kerala, M.P. and Haryana was the learning process, and its was realised that learning takes place in a holistic and not piecemeal fashion. Based on this common understanding integrated textbooks were developed by these states for language and environmental science.

**(iv) Focus on Equity Issue**

In textbooks renewal the main focus was on both the content and illustrations have been scrutinized and reviewed with respect to gender bias.

**(v) Relevant Context**

Children needs and importance of local specific examples, have come to the forefront. In the past the traditional textbooks did not provide the freedom to build in the local context in the classroom transaction process.

**(vi) The MLL Approach**

The textbooks are following the curriculum reform, base on minimum level of learning the issue of competencies and learning level come into focus.



## **(vii) Teachers Books**

Because of an increased focus on the teaching learning process and upgradation of teachers skills, states have attempted to develop guidelines for teachers for the new textbooks. In Maharashtra, M.P. Kerala, Haryana and Assam instructions for the teachers have been developed.

States such as Kerala, M.P., Assam and Haryana have also produced subject books/supplementary resource material booklets for teachers which contains activities or stories, poems that can be used.

In spite of qualities, and appropriateness of the textbook, there are certain limitations of the textbooks. They cannot fulfil the needs of every individual. Keeping this view in mind the need of the supplementary materials is being felt.

Up-to the primary level lots of changes have occurred, in the text books but the upper primary is still remains to be improved, supplementary materials are to be developed, to create congenial environment for learning, and to provide greater exposure to the target language.

Hence, the present study is needed to enhance the learning of English at Class VI level.

## **1.3 Statement of the Problem**

"A study of the effect of Supplementary Materials on Learning English in class VI".



## **1.4 Importance of Supplementary Materials**

The role of an English teacher is very crucial particularly when teaching English as a second language because he/she has to create certain environment for learning which would assist the learners to acquire the language in a natural way. That conducive environment for learning can be created by using different life like situations or by various language games or by providing suitable exercises with attractive drawing or pictures. If this stuff used as supplementary materials in classroom teaching, result in emphatic learning. Because certain tactics of teaching and learning provide greater exposure to use the language, therefore, the students acquire the language spontaneously and with understanding.

### **1.41 Importance of Pictures**

Many language teachers are as concerned to help their student to develop as people and in their ability to relate to others as they are to help them to develop their ability to use the foreign language. For example, it is not enough for student to have a competent ability in a language if they cannot develop a conversation or discussion. In this sense language teachers have a role as communication teachers and, indeed as teachers in the broadest sense. It is important to have as wide a range of resources as possible in the classroom so that the students can have a rich base and stimulus for this development. And the resources must include pictures. After all verbal language is only a part of the way we usually get meaning for contexts. Things we see play an enormous part in affecting us and giving us information. We predict, deduce and infer, not only from what we hear and read but what we see around us and from what we remember having seen. Pictures are not just an aspect of method but through their representation of places, objects and people they are an essential part of the over all experiences we must help our students to cope with.



## 1.42 Importance of Games

Language learning is hard work. One must make an effort to understand to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.

Games also help the teachers to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so they must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

Many games cause as much density of practise as more conventional drill exercise some do not. What matters, however, is the quality of practise.

The contribution of drilling lies in the concentration on a language form and its frequent use during a limited period of time. Many games provide this repeated use of a language form. By making the language convey information and opinion, games provide the key feature of 'drill' with the opportunity to sense the working of language as living communication.

The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, challenged, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered.



If it is accepted that games can provide intense and meaningful practice of language then they must be regarded as central to a teacher's repertoire. They are thus not for use solely on wet days and at the end of terms! Games can be found to give practice in all the skills, in all the stages of the teaching/learning sequence (presentation, repetition, recombination and free use of language) and many type of communication (e.g., encouraging, criticizing, agreeing, explaining).

### **1.43 What is Situation**

Before presenting a new language item, the teacher needs to think of an appropriate situation which will bring out the meaning of them.

A situation in a broad sense, is a happening which either exists in the classroom or which can be contrived by teachers. Pictures, cards, object, models, demonstration and miming are all situations particularly useful in the primary stage. As the class advances the teachers can use verbal contexts in the form of a 'mini-text' as an initial (reading or) listening activity.

### **1.44 Importance of situation**

To make the pupils understand the meaning of the structural item it is orally presented through a situation of a meaningful context. The only it becomes meaningful because :

- a) An utterance derives its meaning only from its context.
- b) Language learning become interesting and purposeful only when the items are practised in context.
- c) The context provides scope for meaningful drills.
- d) The use of mother-tongue is minimized.



### **1.45 Source of Situations**

- a) Immediate environment/classroom situations.
- b) Environment outside the classroom.
- c) Contrived or simulated situations.
- d) Verbal description of events.
- e) Action miming and gestures.
- f) Reading passage provided in the text.

### **1.46 Classroom Procedure**

- a) The teacher introduces the new structural items orally through suitable situations.
- b) Gives the pupils practice in using the structural items in situations through oral drills.
- c) Gives the pupils practice in reading.
- d) Reinforces the structural items through written exercises.

