



Chapter-2

Review of The Related Literature

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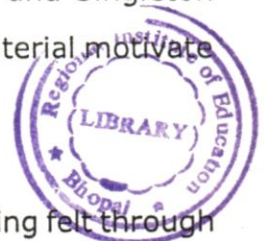
The research literature indicate that in acquiring the target language as 'Robert Lado summed up the students problem in a well known formulation'. Those elements that are similar to his native language will be simple for him and those elements that are different will be difficult (1957, P.2). So particularly for those elements which are of present in native language, there is always a need to use certain teaching learning devices, to overcome the interference, and establish the necessary new habits.

In acquiring the language textbooks helps, that to a limited extent, because of its own limitations. Textbooks generally not fulfil the need of every individual, and every individual has its own requirements and different pace of learning. Secondly most often textbooks fail to create interest among the students and not able to motivate them fully.

Cuy Cook in his book 'Language Play Language Learning' (P.159) almost every thing that is of interest or significance in life is excluded from text books and language classes. This is a point made even more strongly by Wajnryb in her paper "Life was never meant to be an adjacency pair" (1996).

Allwright (1979) Freeman and Holden (1986:67) Little and Singleton (1991:124), are proponents of the view that the authentic material motivate students, that helps them to master over the language.

The need of the suitable and appropriate materials are being felt through out the world. Because existing textbooks don't serve the purpose of acquiring the language in natural way, many researches clearly indicate it. Brahmatt J.C. (1983) thoroughly evaluated text books, and found the textbooks of



lower level contain less humorous material, difficult language, less pictures and illustrations. Soumini P.A. (1994) also had similar kinds of findings.

International textbooks company for English language research has carried on the work initiated by Ogden with special emphasis on the proper grading of materials and methods of presentation. A guide for teachers places special emphasis on the instruction and use of words in immediately recognizable contexts, pantomimic actions, film strips, and the like, and extensive use of audio-visual materials intimately related to the content of the instruction.

Primary aim of supplementary materials, is to provide extra linguistic context, more close to home culture. Krastein and Terrell 1983:55, the extra linguistic context that helps the students to understand and comprehend the learning point.

Games in general are seen as useful classroom materials since games by their very nature focus the student on what it is they are doing and use the language as a tool for reaching the goal rather than as a goal in itself.

Carey, Hannafin, and Albright (1981) investigated the effects of pictorial and verbal stimuli which would generalize across different types of media and learning tasks. After ability blocking, third-graders involved in the study received picture and/or work presentations of story. The students' concrete and abstract recall was measured. Results indicated that children learned as much from the pictorial presentations. The investigators suggested that media producers could improve the accuracy of perception by supplementing abstract content with pictures and concrete content with words.



The structural words taught in some context or situation by situation. Pitman means the use of concrete objects, pictures, and realia, which together with actions and gestures can be used to demonstrate the meaning of new language items, always produce better results.

Situations can during in several advantages. If handled properly, they can make our second language teaching more efficient and effective. Therefore, as Burton (1971) puts it, in planning to teach we have to think ourselves into appropriate situations-situations that will show our pupils absolutely clearly how the form is used. We have to use situations in such a way that there can be no doubt in the learner's mind of the meaning of what he learns (Pittmen 1963).

Frisby (1957), and many British linguists had emphasized the close relationship between the structure of language and the context and situations in which language is used. British linguistic, such as J.R. Firth and M.A.K. Halliday developed powerful views of language in which meaning, context and situation were given prominent place.

