Chapter -Four  Significance of Materials in E S L

4.1 Materials

Any thing that is used as a means to impart knowledge is categorized as materials. Materials can be in physical form in the shape of Books, Newspapers, Handouts, Photocopied papers, Floppy, CDs, Audio-visual aids, Audio aids, Pictures and Cards etc. Materials can also be in the form of lectures where the teacher delivers lectures and students listen to lecture taking down points for later study. In academics usually there are prescribed books which are followed as per the norms laid by Educational Authority. Generally syllabus designers who have no idea of the group that would be studying materials prepare materials. Most of the time the prescribed materials do not fit the levels and do not suit the needs of learners; as a result the mismatch causes difficulty in learning and teaching as well. In order to solve these problems materials designers prepare Teacher’s manual/handbooks, which comprise of lesson plan, teaching methods and strategies, action research plans that could be consulted at the time of teaching. The methodologies are meant for providing guidelines to the teacher to teach the class effectively. There are times the teachers do not find methods and strategies useful to the context and profile of learners he therefore modifies his instruction in line with learners’ needs, proficiency and level. Materials are the instructional instruments that work as catalysts in learning process. Tomlinson (1998) has defined teaching materials as:

Anything which is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on whiteboard: anything which presents and informs about the language being learned.

(p.xi)

4.2 Functions of Materials:

Materials are the tools of learning. A learner resorts back to the textbook in need of the time when he is not able to attend the instruction. Materials are the pertinent part of the teaching learning process. Curriculum is designed and syllabus is covered by referring to materials. They are the most important building blocks of entire system of education. With reference to materials David Nunan (1988) affirms:

Materials are the tangible manifestation of the curriculum in action. They are in fact omnipresent in the language classroom and it is difficult to imagine a class without books.... (p.98)
There are three elements that completes teaching-learning triangle.

Materials

Teachers

Learners

Evans and St Johns (1998:170) dealing with developments in ESP gave four reasons for using materials which seem significant in ESP context.

1. Materials as a source of language.
2. They are the learning support.
3. Materials are a good source of motivation and stimulus.
4. Materials are used for references.

Teaching and Learning occurs not in vacuum but in social environment. Every teaching and learning needs a medium to transfer the knowledge. Materials are the mode to transfer the information to other end. Materials come in the form of textbook and course materials prescribed by the educational institution. They record the information and pass it to generations for learning. They serve the purpose of bridging the gap in the system of learning. A textbook can only provide the prop or framework within which much of the activity occurs. Textbook like any other material have inherent limitations.

Allwright (1981) has suggested two views regarding materials used in classroom: He puts forward a question,

What is to be done with the material?

To be done suggests action, but in fact, there are three phases in management, rather than one. There are things to decide, actions to be taken on the basis of those decisions, and a Process of Review to feed into future decision-making.

1) Deficiency View:

Learning necessitates Materials to gain knowledge. The teacher facilitates learning by teaching the ways to make the most from materials. However, according to Deficiency View, teaching materials are required to prevent the learners from the gaps and breaks in learning. Materials fill these gaps, and act as substitution. They help in teaching, by
putting off the imperfections of teachers, and help learners to achieve their goal. Materials ensure learning, promise to complete the study program, and overcome the deficiency in the flow of study. Elements of target language could be better exploited by these materials because they are prepared after extensive selection and gradation of language items and organized in a pattern to ensemble into a text. Allwright (1981) asserts by saying:

This way of thinking might lead, at one extreme to the idea that the ‘best’ teachers would neither want nor need published teaching materials. The other extreme there would be ‘teacher-proof’ materials that no teacher, however deficient would be able to teach badly. (p.6)

2) Difference View:
According to this view, materials are the carriers of knowledge that assist learners in gaining information. They are written by experts not by the class teacher. The perception and observations of materials writers are different from that of classroom teachers who handle materials according to his abilities and requirements of learners’ needs.

4.3 Materials in ESL Teaching
Language is used for communication, every time it is used; it performs a different specific function. English language is being learnt by most of non-native speakers. It has become lingua franca that is a language that permits people who have no common language to communicate. It is the language that is being taught widely and has become the world’s most important second / foreign language. It has created opportunity for people to learn, therefore it is being taught and learnt world over. Materials develop one or the other skill among the learners and bridges the gap between learners and teachers. Materials for study have to be designed according to the requirement of the learners. Moreover they are required to be implemented and adapted to develop essential language skills. Materials are required to be explored and studied to gain maximum utility, for this the most significant skills are the study skills which necessitate development of certain sub-skills to attain a degree of assembling different strategies for learning language. In this age of explosion of knowledge, reading skill plays pivotal role in the life of every learner. Reading is one principal capability that can be developed among learners to supplement learning of any kind of subject.
For learners to be proficient in reading, teachers are required to develop the habit of reading in learners. For this, the availability of textbooks, course books, and materials worth reading are necessary. The process of learning a foreign language demands total commitment from the learner. A total physical, emotional, intellectual response is necessary to successfully receive and send messages by adopting any skill, whether the learner is speaking or listening, reading or writing, s/he should be able to respond in order to move a step ahead in learning the language. Reading and writing are the forms of conveying message; without writing there cannot be any reading. Reading is the skill that every learner avails consciously or unconsciously. It is one of the most significant skills in academics; without reading, learning cannot take place. When a person reads, he consciously or subconsciously applies various sub-skills. There is a great difference between understanding the text and understanding the point of view of the text. Gray cited in Alderson (2001) suggests that there is a vast gulf between reading ‘the lines’, reading ‘between the lines’, and reading ‘beyond the lines’. The first refers to the ‘literal meaning of the text’, the second to ‘inferred meanings’ and the third to readers’ ‘critical evaluations’ of text.

Materials used for teaching reading in academics need to lay emphasis on enhancing skills required for comprehending the text. There are a few factors that lead to blockage in comprehending written materials. Learners are not able to get fine instructions in order to develop proficiency in reading. There are situations when materials are not utilized and lay in total neglect, thus the learners remain poor readers and unable to get the professional guidance. Thus the question arises:

- In what contexts are materials neglected and why?

Materials in schools or in any learning situation serve the purpose of bridging the gap that exists between teachers and learners. They develop the road for better interaction between them. Learners restore and gain information from materials. Teachers teach materials in the classroom by adopting different strategies for better execution of prescribed materials, but sometimes teachers lack the required professional skills and therefore s/he is unable to utilize the resources. Hence, learners do not reach the point where they could utilize all the information from the text, this is the point where materials are not consumed and they are neglected.
4.4 Contexts of the neglect of materials

1. In the classroom where the teacher is unable to explore the text due to various limitations e.g. lack of interest, time, lack of training and poor rapport between teacher and learners.

2. In the classroom among the learners, it is due to poor interest and lack of positive attitude resulting in lack of motivation.

3. In the classroom when learners do not feel the need of materials or any reference materials due to these factors they lack sense of urgency to collect information and feel satisfied with the limited information they have gained.

4. Outside the classroom where learners do not have command in L2 language which de-motivates them.

5. Teacher's lacking the impetus to teach the materials. To exploit materials to the maximum utility it is required to build ‘reading confidence’ and ‘reading competence’ (Harmer: 1983) among the learners. The teacher is required to have the teaching confidence of reading which demands teacher efficiency in language teaching.

Materials are significant in teaching/learning process and calls for the job to be done in an effective manner. Materials for teaching reading prescribed in schools are the most neglected materials; simultaneously teaching of reading skills is not emphasized in academics, on the contrary it is the most widely used skill in academics and professional development. In schools, learners need to read materials, books and materials on internet to gain information, to infer the meaning for better comprehension. In most books prescribed by CBSE there are references given at the end of lesson for reference materials. Materials on the net are available in abundance therefore it is required that the students had to be given necessary training in accessing relevant materials. The skills of skimming, scanning, browsing are required for locating the important information in most economical manner. Silent reading is suggested, to grasp meaning and to retain information in memory.

To make maximum use of materials, the difficult part of the text could be modified and made simpler, this saves ambiguity in teaching and learners could be engaged through out learning period.
4.5 The extent of Adaptation

In AMU the class usually consists of culturally and linguistically diverse learners. They belong to different socio-economic community. The teachers face great difficulty in class management. Adaptation is the best strategy to work with such group. Adaptation is usually adopted to achieve maximum utility of available materials. Yet it should be called for only when it is needed and applied in the class in accordance with the level of learners. Not every method of adaptation can be applied at every stage of learning, and it need not be applied every time or in every context. The level of learners and the extent of adaptation required in the materials is the essential question to be looked for. The textbooks recommended at the secondary level in AMU aims to teach the language skills to make learners proficient in language. The focus of textbooks is largely to develop extensive reading skills among learners. The students at AMU secondary schools are learning English for the past 8-10 years, which signifies that by the time they enter the secondary classes they should be able to read and write proficiently. Speaking skill is not expected to be developed because they usually do not get the chance to communicate in the class and the environment of the school does not encourage students to speak English language. The skills of reading and writing that are expected to be developed are also not found to be satisfactory.

According to the survey conducted it was found:

- Students find a few of the lessons as “Boring” and of “No significance”.
- A few others claim that they “do not find poetry relevant to language learning”.
- Others expressed that “poetry does not help them in any manner and should be excluded from English syllabus”.
- Texts are explained in MT and by giving simple words for unfamiliar words.
- Also it was observed that the supplementary readers that were meant for independent reading are taught as main textbook in the class which makes syllabus difficult to cover in time.

To make these lessons interesting, lively and significant, students may be recommended other reference materials to widen their reading experience and to look into the lesson with a different perspective. Textbooks meant for Urdu medium sections cover all the
necessary items that are relevant for low proficiency learners. It aims to develop extensive reading. There are sections of speaking, writing, grammar practice and comprehension check questions: gap filling, long and short answer questions, matching information, the text is supported with exercise that makes use of dictionary work to expand learners' vocabulary stock. The textbook could be supplemented by engaging learners with task-based teaching where they could use the language to perform actions given in the form of tasks.

4.6 Need of Adaptation

Adaptation is a technique applied in Teaching-Learning situation to attain a degree of fitness among the learners. It is mostly done in ELT context where the learners come from heterogeneous community and speak various languages. The learning material is modified to simpler form to meet the learners' needs and made easier for them to get accustomed to the unfamiliar words and the culture of the language they are learning. It is adopted so that the ESL learners could make maximum use of the textbooks and learn various nuances of the Target Language. As language learning is a complex process and needs to be taught in a skilled manner, there are number of Approaches, Methods, Techniques and Strategies a Teacher applies when s/he teaches in a language classroom.

The aim of Adaptation is to impart learners with all the information in the textbook / learning material and make the content of the material accessible for the learners to imbibe the information. Adaptation maximizes the utility of the materials. The adaptation could be used at any part of the textbook and the lesson. It may be at the pre-teaching phase, while-teaching phase or it may be at the post-teaching phase. Adaptation may be done at any part of the text which is considered beyond the comprehensibility of the learners. A teacher may resort to any method to adapt the text keeping the usability and effectiveness of the method which it will serve. The teacher may alter the comprehension questions and develop other questions such as writing précis or summary, asking true/false questions. Stevick (1978) cited in Mac Donough and Shaw (1993) says:

The teacher must satisfy the demands of the textbook, but in ways that will be satisfying to those who learn from it. (p.83)

In line with the similar discussion Becher Costa (1998) explains:
Adapted material would be any text or part of a text where some original characteristics have been altered, such as substituting lexical items or changing verb tenses or even simplifying syntactic structures, or where difficult parts have been eliminated for the sake of facilitating the student’s task. (p.10)

Robert O’Neill (1982) maintains:

A great deal of the most important work in the class may start with the textbook but end outside it, in improvisation and adaptation, in spontaneous interaction in the class, and development from that interaction. (p.110)

The need of adapting a text emerges from the fact that learning materials are not always in congruence with the learners’ needs and societal requirements; they usually do not contain all the necessary information which is expected. Sometimes the materials grow old, theories on which they have been designed change, the syllabus and curriculum needs to be revised (Madsen and Bowen1978).

Adaptation occurs on three levels-

1. The individualizing of materials:
   The teacher adapts according to his perception and competence of text.

2. Modifying a text for purpose not intended or anticipated by the author:
   It suggests that changing a text by simplifying, using MT or rewriting to match learners level. As mentioned by Campbell(1987), if the text being modified is a literary piece then the flavor of literariness is lessened or if it presented in narration, its narrative techniques is lost.

3. Compensating for the textbook:
   Usually textbook or any learning material is not free from flaws. Adaptation strengthens weakness of materials by supplementing with the information making it fit to meet the needs.

The subject of study here are AMU secondary schools where English is taught as a Second language. The aim of the teaching is to enable the learners to use English competently and efficiently. The textbooks that are taught in Classes IX – X are recommended and prepared by the CBSE board, New Delhi. The Board has broadly categorized the Course books of Classes IX and X into two sections:
1. Course A

**Class IX**
1. Literature Reader.
2. Main Course book.
3. Workbook.

**Class X**
1. Literature Reader.
2. Main Course book.
3. Workbook.

2. Course B

**Class IX**
1. Beehive
2. Moments

**Class X**
1. First Flight
2. Footprints without Feet

India is a multilingual country, it has 32 states, and each state has its own State Board of Secondary Education, where the medium of instruction is usually the regional language. The learners of these backgrounds have poor command in English language, they are slow to adapt with language items. Keeping this factor in mind the Central Board of India, i.e. CBSE has prepared the textbooks accordingly. The course is adapted in advance, therefore divided into two sections to suit the level and the requirement of the heterogeneous group. It is done to make slow learners to acquaint themselves easily with English language; both the courses Course A and Course B are taught at AMU.

**Course-A** follows the Communicative Approach and has well arranged sections for the development of the four language skills. The teachers are supported with the Teacher’s Book, which extensively includes the tips to teach the lessons in a more learner-centered way.

**Course-B** follows the Communicative Approach it emphasis more on Extensive Reading to make the learners develop the habit of reading in English. The course content includes the lessons from Indian writers and foreign writers as well. The lessons aim to familiarize the learners with foreign culture, which enables them to understand the text in interesting way. The language used is simple. The content includes various genres of writing, stories and incidents from various walks of life to broaden the vision of the learners and teach usage of vocabulary. The poems are simple in language and thought. The text ends with a number of comprehension test exercises. The languages learnt in schools are meant to acquaint the learners with all the developments around the world.
the languages are a medium of development and progress. The course content is designed to develop inclination towards learning language.

4.7 Adaptation Strategies

There are various strategies that are adopted to 'adapt' a text for better learning. Madsen and Bowen (1978) suggest effective adaptation is a matter to achieve 'Congruence' with learner's needs and levels. Adaptation is implemented to attain a degree of fitness between learners and their learning materials. Adaptation is required to develop and expand learner's attention, interest and motivation. It is further said:

Adaptation is often required in order to increase motivation for learning- by making the language more real, the situations more relevant, the illustration more vivid and interesting. It is sometimes required to ensure greater ease of acquisition by providing sufficient practice, logical explanations, plus examples or exercises that are on the level of the learners.

(Madsen and Bowen 1978: viii)

Any language material is not always without flaws, sometimes the language is too difficult, it might have disorganized presentation, and the context is beyond learner's reach. The claim is that a good teacher is constantly adapting applying various strategies by adding, paraphrasing, relating the content to previous knowledge, supplementing, or when he introduces a supplementary picture, song, realia or report. In ESL context one of the adaptation strategies is using MT in classroom. The strategies for adaptation are:

1. Adding:

Materials are supplemented by putting into them information that strengthens while taking into account the practical effect on time allocation. Alternative term used for adding can be 'extending' and 'expanding'. Expanding is distinct from extending while the former adds to the methodology by moving outside it and developing it in new directions it is done to expand in terms of quality, for instance by putting in a different skill or a new component, later adds information restricted to the classroom teaching i.e. it is done to ensure quantity. It is not necessary that addition in a text be made in the end rather it can be introduced at the beginning. It can be done at 'warm - up' exercise. In teaching, adding can act as a conscious raising to stimulate learners attention.
2. Deleting / Omitting:
Mc Donough and Shaw (1993) explain

.....although material is taken out rather than supplemented, as a technique it can be thought of as 'the other side of the same coin'. (p.90)

Addition and deletion often work at the same point when some grammatical item is omitted it is replaced with some other item to compensate it for the deletion. Usually in text books there are sections where books are recommended for further reading this section can be omitted if it is not significant. The books often have discussion section at the end, which does not necessarily always suit learners’ proficiency it can be replaced with some other communicative activity where learners are more comfortably involved.

3. Modifying:
This strategy can be applied to any part of the content of the text. It can be applied at any part such as order of words, sentence structure, using alternative vocabulary for unfamiliar words etc. It can be further divided into two sections:

   a) Rewriting:

   It can be used to relate activities to learners' own linguistic backgrounds and interests, introduce models of authentic language, or set more purposeful, problem solving tasks where the answers are not always known before the teacher asks question.

   (Mc Donough and Shaw 1993:92)

   It is usually adopted when some of the linguistic content needs modification

   b) Restructuring:

   A change in the sequencing and structuring of the textbooks is required where the need to control classroom becomes significant in order to maintain discipline, develop interest and motivation. In other words it deals with classroom management.

4. Simplifying / Easifying:
Simplifying means making language items easy for learners to understand by providing the simplified version of the difficult item. Tomlinson (1998) suggests that simplified texts are made easy by:

   Reduction in length of the text, shortening of sentences, omission or replacement of difficult words or structures, omission of qualifying clauses and non-essential details. (p.xii)
He suggested simplifying a text by using examples, repetition and paraphrasing and 'by increasing redundant information'.

5. Using MT or Translation:
Using MT in ESL classroom helps in every aspect of learning, but over use of MT should be avoided. Translating unfamiliar words in MT encourages learners’ interest in reading comprehension. Using MT supports learners to focus on all the element of the text. They carefully begin to look for main ideas and inferences in the text. Translating a text as a post reading activity works well in L2 context where L1 reliance is in great amount. Abdulmomein (2006) agrees by saying:

L2 learners customarily rely on their L1, especially in acquisition-poor environments where exposure to the L2 is confined to a few hours per week of formal classroom instructions. (p.31)

In AMU school, the students are taught in Urdu medium, their L1 (Urdu) is the learning and communication mode. They study all the subjects in Urdu medium, receive instructions and write examinations in Urdu. The medium of instruction can be used as a support to explain difficult concepts. It can be used as a comprehension check strategy which could reveal a good measure of their understanding of vocabulary, perception and interpretation. However, it is advised that in the classroom where there is ample use of MT while teaching at least in teaching English reliance on MT should be avoided to a minimal use.

6. Using Task based approaches:

Learners have their own ‘built-in syllabus’ which is ‘in some way more efficient than the instructor generated sequence. (p.226)

Task based learning promotes language acquisition in a meaningful situations, like giving instructions, asking for the cost of an item, sharing experience etc. However, it is required desperately to focus in the area of material writing and to come up with the researched methods that are applicable and valid in the field of language
teaching. The material writers should prepare the materials that fulfil the local needs of
the learners i.e. the materials are required to be produced according to the needs of the
learners. The requirements of the learners vary with time and space; it is the duty of the
teacher to make the materials in concomitant to the needs of learners. The teachers can do
this by applying the different strategies of adaptation that encourages learner interest and
confidence in the learning materials. Adaptation not only benefits learners but the
teachers can use the same materials in different classroom with different level of learners
by adopting the different methods of modification with the learners' proficiency. For
instance in Aligarh region the materials (course books) that are recommended to the
learners ought to be adapted to suit the level of the learners, as most of the learners come
from lower middle class families. These families know the significance of education but
the members do not converse in English language. Development of language demands
medium to learn and practice.

Therefore, it is required to produce such materials that persuade learners to develop
speaking as well as reading apart from gaining maximum information from course
materials. McDonough and Shaw (1993) have provided a framework of adaptation where
they describe the principles of adaptation procedures. See fig 4.1
Frame work of materials adaptation

(McDonough and Shaw 1993:96)
4.8 Significance of Materials

In the field of language teaching there is constant need of change in the manner of the execution of teaching materials. The methods of teaching have been reformed and new ideas are being incorporated with spread of eagerness to L2 learning around the world. Earlier the focus of L2 teaching had been on the content only i.e.-‘What to teach?’ rather than on the methods of teaching. With the change in revolution in the L2 teaching the shift of focus has been on ‘How L2 should be taught?’ . With the Teachers Training programme and collaboration of language schools the sharing of innovative ideas has resulted in the change of approaches in ESL teaching. The textbook had always been the means of teaching language, the change of view had laden the fact that language can be learnt effectively by interacting with the text books and by involving the learners in real life situations. The learners must be able to perform in different situations with appropriate language that conveys his intended message. Andrew Littlejohn in Tomlinson's book “Materials Development in Language Teaching” (1998) argues:

Conference, journal and workshops have all played their part in spreading new ideas and in shaping practice, but, I would agree the most powerful device in this has been one of the main ‘tools of the trade’ of language learning: the published course book. (p.190)

Littlejohn (1998) cited in Tomlinson (1998) suggested that the conferences and journals have extended the sharing of teaching strategies and thus the materials, which could be used to improvise the phenomenon of ESL learning. For instance materials and textbooks of Longman, OUP, CUP, Holy faith and BBC have promoted the ESL learning in an interactive manner. The reaching of these materials to the far off corners have made the presence of materials significant in teaching/learning. If we look at the traditional books, the language skills LSRW, Vocabulary, Grammar items were taught deductively. The lesson was usually consisted of passages (prose /poetry) which were taught by teacher who provided the comprehension questions given in the text book. Very little emphasis could be seen on the development of language skills and language awareness. Recent development in the field of materials production, the materials producers now offer ‘a complete package’ for L2 language learning. The materials are now being designed with
learner-centered approach because materials are the pedagogic device and aid to teaching and learning a Foreign / Second language.

Materials help to meet the aim of Syllabus as they are the essential components in designing a syllabus because a syllabus designer has to keep a check on the availability of the materials that will be needed for teaching. Materials are the medium of applying theories into practice. Mc Donough and Shaw (1993) assert that 

"Materials and methods cannot be seen in isolation. (p.5)"

Before implementing materials it is necessary to realize the needs of learners who ultimately are the users of the materials. Tomlinson (1998) has suggested certain aspects that are important for materials to acquire.

1. The aims of the materials.
2. The manner in which the tasks and language content are presented in them.
3. Their selection and sequencing.
4. The nature and focus of the content in the materials.
5. The nature of teaching and learning activities presented in the materials.

Breen and Candlin cited in Tomlinson (1998) suggested learners' 'process competence':

"It refers to the learners' capacity of to draw on different realms of knowledge (concepts, social behavior, and how language is structured), their affects (attitudes and values), abilities to express, interpret and deduce meanings, and to use the different skills of reading, writing, speaking and listening. (p.194)"

**4.9 Types of Materials**

There are various types of materials being used to teach L1 and L2. These materials include all the essential components of language that is to be learnt. Materials can be broadly categorized as Teacher's materials and Learners' materials.

**4.9.1 Learners' Materials**

**4.9.1.1 Textbook**

Teaching of every subject requires a textbook that contains all the information which is to be taught to the learners. Textbook develops skills required for development and progress, these are graded and present language items in a sequence. Tomlinson (1998) defines textbook as

"A textbook which provides the core materials for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course."

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Such a book usually includes work on grammar, vocabulary, pronunciation, functions and skills of reading, writing, listening and speaking. (p.ix)

Textbooks are the primary sources of teaching which are end in themselves. Devi, Kumar and Rao (2004) defined textbooks by mentioning

Textbooks are books which are designed to present the basic principles or aspects of a given subject for use as the basis of instructions. (p. 25)

4.9.1.2 Workbook
This book mainly checks the comprehension of the learnt items. There are various activities and exercises meant for developing language skills Tomlinson (1998) defines workbook:

A book which contains extra practice activities for learners to work on their own time. Usually the book is designed so that learners can write in it and often there is an answer key provided at the back of the book to give feedback to the learners.

(Ibid:xiii)

4.9.1.3 Supplementary Materials
These Materials are meant for independent study/reading. Supplementary materials develop study habits among learners. Usually consists of simple short stories and abridged texts that aim to inculcate assimilation of study skills. Tomlinson (1998) advises that supplementary materials are

Materials designed to be used in addition to the core materials of a course. They are usually related to the development of skills of reading, writing, listening or speaking rather than to the learning of language items.

(Ibid)

4.9.1.4 Reference Materials
Most of the textbooks contain a section at the end of the lesson, which suggest books for further reading on the related topic. These books are the reference books that extend comprehension level of learners they can opt for the books if they find difficulty in the text they are studying. Usually there is a section in history and science that suggest article based on the topic of study which can be explored by the learners to overcome difficulty.

4.9.1.5 ESP Materials
Materials are also designed for specific fields. Courses that are taught for specific fields such as EHM (English for Hotel management), EST (English for Science and technology) etc are ESP courses. These are intensive courses designed for specific group of learners to meet their needs of learning. These materials have specific registers and style that is taught to fulfill their professional requirements.

4.9.1.6 Authentic Materials
Materials which are used in target language culture for actual communicative needs are authentic materials such as newspapers, travel brochures, medicine leaflets, invitation cards etc. They enable learners to listen, read, write and produce L2 as it is used in L2 environment. Teachers may engage learners in real world task which may be termed as ‘authentic tasks’ such as ‘Buying dresses’, ‘Giving directions’ etc. which would thus involve learners to do real world authentic activities for actual practice of communicative needs for real world application.

4.9.1.7 Audio-Visual Materials:
Language learners are often provided with non print materials in the form of CDs and cassettes such materials helps the learners to develop listening and speaking skills. Tomlinson (1998) has defined these materials as ‘multi-media materials’ he says that

....these materials are interactive and enable the learners to receive feedback on the written or spoken language which they produce. (p.xi)

Online study courses and tests provide the learners with immediate feedback. There are various soft wares available in Language teaching institutes such as Lingua phone, Dynamic Education (DynaEd) in Hero Mind mine and many more that enable learners to learn soft skills and essential language expressions for better intelligibility which are necessary to communicate in L2

4.9.1.8 Class notes / Handouts.
In class learners are often provided with the notes by the teachers, in the form of handouts or lectures. These materials therefore are of great significance in learning because the teacher himself provides the information to the learners and thus the notes/lectures/handouts are prepared by the teachers in line with learners’ proficiency, requirements and needs.
4.9.1.9 Set of Tests (Test papers)
Learning necessitates evaluation, teacher assess learners periodically to check their follow up of instruction. Evaluation could be Oral or written. Teachers often ask questions as a while teaching and post teaching activity. By conducting set of tests learners’ strength and weakness can be assessed. Eventually assessment reinforces learning.

4.9.1.10 Assigning Language task (language activity)
Materials could be anything that aids in learning and promoting language. Activity based learning assists learners in discovering about the language by using it. It promotes cooperative learning where the learners gets chance to explore, interact with fellow pupils by using the language.

4.9.1.11 Homework (Preparing assignments etc)
Homework is usually assigned to give the learners practice in preparing the language items and train in study skills. For instance, Writing answers to the lesson taught in class, Reading lesson in advance for the class and Listening to news for gathering information of around the world. Home work is meant to train learners to cultivate habit of learning outside classroom environment, which is a place where actual learning takes place.

4.9.2 Teachers’ Materials

4.9.2.1 Teacher’s Manual:
It is a handbook for teachers which contain teaching tips, strategies and lesson plans for teaching the prescribed text books. For instance, the CBSE educational body produces instructional materials for secondary schools and also prepares teacher’s help book simultaneously based on learners’ books. Tickoo (2004) defines teachers’ manual by saying that teachers’ manual:

....is capable of guiding the teacher, to understand the important ways in which her class (room) may be strengthened (e.g: in its size, furniture, learners behavior and beliefs, social expectations) and of helping her put to use additional sources of support (e.g.: the mother tongue, interlingual translation, the skills learnt in the mother tongue and how they can be put to use in the FL classroom.(p.263)

It is a resource book for teachers which ultimately benefits learners.

4.9.2.2 Teachers Resource books:
Teachers are facilitators in learning. Therefore to train teachers professionally is a key issue in overall learning and teaching situations. In foreign language teaching one of the
major problems had been how to manage the student’s varied learning styles within the
class. The resource books for teacher provide guidelines for developing teacher efficiency
and present them with the researched techniques that may be applied into the classroom
for learning in a conducive environment.

Since language is an instrument for generating and expressing ideas what people share
and want to say spontaneously, a great deal of practice must be made on spontaneous,
creative interaction in the classroom by rigorous exercise.

4.10 Materials for Teaching Reading

The learners while learning L2 have to study language items that are above their
linguistic ability. To tackle with this concern the materials that are to be taught ought to
be graded from simple to complex, to synchronize their entry and exit behavior. To teach
receptive skills (listening and reading) the roughly -tuned input materials works well.

Harmer (1983) points out that the ‘roughly-tuned input’ not only trains learners in
reading but they also provide learners the medium to learn new language by applying
their cognitive abilities to get the meaning of the complicated text.

The kind of materials that exist in language teaching are varied there are innumerable
source of content that can be used in language teaching. The two prominent kinds of
materials can be categorized as:

4.10.1 Authentic materials

Authentic materials are those that are written for native speakers. The authentic
materials are genuine pieces of information like newspaper, magazines, brochures,
catalogues etc. These materials can be used for L2 teaching to give real life feel. The
learners get the piece of language forms used in everyday life and the real life
situational usage. These are the Materials meant to be used in the target language
culture for actual communicative needs. Thus when used for teaching they should be
chosen in a way that they enable the learners to hear, read, and produce language as it
is used actually.

4.10.2 Non-authentic materials

Non-authentic materials are written specifically for language students. There are
texts that are written to highlight some particular language items and there are those
that are not authentic but written to appear authentic. Harmer (1983) maintains that
Beginner students will probably not be able to handle genuinely authentic texts, but should nevertheless be given practice in reading and listening to texts that look authentic (even if there has been some language control). The reading of such texts, in other words will help students to acquire the necessary receptive skills they will need when they eventually come to tackle authentic materials. (p.146)

Materials that are usually recommended for teaching reading are:

1. Adapted texts- the text are adapted for the less advanced learners to teach them particular genre. For instance Shakespeare's play Macbeth can be adapted in the form of a story to teach the moral of breaching the trust.
2. Slightly abridged texts- Only parts of texts that seem difficult could be abridged to simplify the concept.
3. Authentic texts- Newspapers, magazines, brochures could serve as real life materials for teaching language forms.
4. Course books- The books are recommended to teach; the materials presented are sequenced and graded shifting from simple to complex.
5. Non print materials (Pictures, Graphs, Tables) - Reading is not only done by reading alphabets it is also involves interpretation of the non-print text which convey the meaning in a most economical manner. Advertisements. Graphs depicting rise and fall in the economy and schedules of train arrival and departure.

4.11 Reading Tests and Materials:
Reading comprehensions could be tested by various kinds of questions that the learners may do after reading the text. The questions based on evaluating comprehension on different levels such as theme, sequencing the order of situations, vocabulary, inferential meaning, connotative and denotative meaning in the text etc could be checked by the following activities. Evaluation in learning is essential therefore evaluation simultaneously develops reading skills and the learners could be informed about the strength and weakness in their stage of learning. The activities for evaluating reading comprehension are:

2. Multiple choice questions.
3. True – False statements.
4. Yes / No questions.
5. Jumbled sentences.
7. Words association activities.
10. Summary writing.
11. Long and short answer questions.
13. Sentence completion

4.12 Model for Materials Design:
Materials are prepared by material writers, researchers and sometimes by teachers who develop and design a framework on the basis of certain assumptions of context, learners’ socio-economic background, their requirements and language proficiency. The second language acquisition (SLA) principles govern the language learning. The concepts of ‘idealism’ and ‘realism’ do fit the context of language teaching, which say that nothing exists in its ideal form every existing item has certain shortcomings. To overcome these flaws teachers resort to adapting study materials to make them functional for better outcome. However, while preparing and selecting materials the guidelines given by Tomlinson (1998) must be taken into account. There exist not ‘Ideal’ but ‘Real’ materials, no textbook or teaching materials is free from flaws hence, the materials designed or selected for teaching should consider the principles laid down by Tomlinson (1998:7-22):

1) Materials should achieve impact.
2) Materials should help learners to feel at ease.
3) Materials should help learners to develop confidence.
4) What is being taught should be perceived by learners as relevant and useful.
5) Materials should require and facilitate learner self investment.
6) Learners must be ready to acquire the puts being taught.
7) The learners’ attention should be drawn to linguistic features of the input.
8) Materials should provide the learners with opportunities to use the target language to achieve communicative purpose.

9) Materials should take into account that the positive effects of instructions are usually delayed.

10) Materials should take into account that learners differ in learning style.

11) Materials should take into account that learners differ in affective attitudes.

12) Materials should permit a silent period at the beginning of instruction.

13) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.

14) Materials should not rely too much on controlled practice.

15) Materials should provide opportunities for outcome feedback.

Most materials writers move in a certain path/direction, and use some or all of these steps. It is the movement of identification of a need and suitability of the materials to their eventual use in the classroom which marks the necessity of the strategies to create such effective materials that teach the learners all the language items which are meant to be learnt.
Reference: