



UNIT 9: EDUCATIONAL MATERIALS: SOME NEW DIMENSIONS

STRUCTURE

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9.0 INTRODUCTION

If you think carefully, almost anything round us can be used as an education material. In one sense, school, classrooms, ground etc. are as much education materials as stones, leaves, dust and pebbles etc are. In recent times, some education materials have started becoming complex and unusually technical. The



illusion is that whatever is electronic or expensive will be better teaching material. With the emphasis on IT, computer, internet, website, network etc. there are new kinds of materials and terms floating around us. There was a time when radio, television, tape-recorder etc. were considered to be the best educational materials. Even before that small objects, posters, flash cards etc., were talked about as education materials. In recent times their importance and the emphasis on such materials has gone down. It is a different matter that even now these materials are not reaching schools in appropriate and sufficient quality and number.

In recent years, the understanding about the process of teaching and learning, the capability and interest of the child etc. has undergone a radical change. In the context of this new understanding, the need to re-examine the meaning of educational materials, their use and types has/have also acquired new dimensions.

It is easily seen that there can be many ways to classify education materials. One classification could be in terms of the material for the teacher and materials for children. Another category could be visual and oral/ aural etc. The purpose of these categories and method of using are very different. In considering the issue of materials, it is important to keep in mind that material by itself cannot determine the appropriateness of the teaching methods. The main question is what is the plan for the use of the materials? What is the way in which any material will appear in the classrooms and what objectives its appearance and use would fulfill? We will discuss the above questions in this unit.

9.1 LEARNING OBJECTIVES

After reading the unit you would be able to:

- Clearly state the types of learning materials.
- Identify the essential teaching materials.
- Express your opinion on what is good learning material.
- Distinguish between TLM and teaching aid.
- Analyse the use of learning material in language teaching.
- Develop an understanding of when and how to use learning materials.

9.2 MATERIALS ESSENTIAL FOR EDUCATION

It is important to recognise that in any class there would be the need for some



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essential educational materials to be available. Similarly, for the school also there are some essential requirements that should be available in the school. Often we do not pay attention to the fact that some materials have to be available for the school for good education to be possible. Some of these essential materials come immediately to the mind but there are some that are not so evident. For example, each child needs a bench, table or chair to sit, a light source for adequate illumination is necessary; we also need to have arrangements for clean drinking water, toilets and many other things. The new education policy document 1986 was an important step to improve education in the schools across the country. An important aspect of this was the recognition of the need to make available essential materials in each school. This included minimum number of classrooms, seating arrangement, some sports materials, library books etc. It would be useful for you to think about your school and ask yourself what materials should be necessarily available in the school for its proper functioning. You can try to remember what was available in your school and what you felt was lacking.

Apart from these essential materials in the school, there are some other educational materials required for teaching.

Check Your Progress-1

(1) Are these essential materials? Give reasons for your answer.

(a) Chart (b) Model (c) Bench (d) Language cards

(2) What should be the essential materials available in a school?

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(3) What kind of materials you felt were missing in your school?

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9.3 WHY EDUCATION MATERIAL?

The first important question about materials is who would be their principal user? The answer to this question depends on our visualisation of teaching-learn-



ing. One possible approach is to emphasise their use for teacher to explain his/her point of view, and present a concrete representation or a model. This means that the teacher provides proper explanation to the children. The child is expected to be generally silent and only listen carefully; (s)he should take in the words of the teacher and note them in the notebook or use the material if at all as (s)he is directed to by his/her teacher. Under this principle, materials like charts, slides, models etc. are ways to represent things that children need to know. This is a teacher-centered method. It was till recently generally accepted and very popular. Even now many believe in it. In this the teaching materials are largely only used by the teacher. Children can only look at the materials. They cannot use or take materials in their hands. Teachers are afraid that the materials would be spoiled if children touch them. As you have read in the other units this approach to teaching is not considered appropriate for elementary classes now. The belief now is that each child constructs his/her own knowledge through her own thought process. The teacher can only help in this endeavour. It is more important for the child to construct and use his/her own logical systems than to understand the logical formulations constructed by someone else. Now the most recommended method the materials are for the use is the child to use. Materials are to help his/her, make his/her own logical formulations for different concepts. For this, the child must get an opportunity to interact with the materials, examine them, use them to construct or deconstruct parts of material and explore it in various ways. For this process of teaching, the materials are for the child who is learning and therefore materials must be with his/her and always be within his/her reach.

The use of materials in the language class is distinct from their use for the other subjects. In the next sections we will look at the kind of materials that can be needed in the language classrooms and how they can be used in the context of the two different understanding of teaching.

We will also consider some popular terms and try and examine them also in the context of the two perspectives to teaching. We will subsequently also examine them in the context of language teaching.

In educational discourse the term TLM is very popular. Similarly the term teaching aid is also frequently used. These two terms are considered by most to be synonymous. However, these terms indicate different kinds of materials and different kinds of views for their use.



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Check Your Progress-2

(1) *The expanded form for TLM is:*

- (a) *Total Listening Matter*
- (b) *Total Learning Matter*
- (c) *Teaching-Learning Material*
- (d) *Teaching Learning Module*

(2) *Why is it essential and important that the teaching-learning material reach the children?*

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(3) *What is the meaning of TLM?*

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(4) *Which perspective of teaching is not considered appropriate for elementary classes now?*

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9.4 TEACHING LEARNING MATERIAL VS. TEACHING AIDS

TLM is offered as a universal solution for all problems, in all classes and in all subjects independent of the context. The belief is that the use of TLM would produce a magic that will change everything. There are workshops to produce TLM. In these thermocol, chart paper, colours and all kinds of materials are available. Teachers make a big effort to display their artistry, imagination and come up with beautiful and elegant models.

9.5 MODELS AND OBJECTS OF DISPLAY

If we consider these models and analyse their qualities in the context of their use then we come up with the following three main questions:



- (1) Do these models help the child to think? Can she use these as a basis to build his/her imagination, independent ideas and express them?

OR

They only present some information, everyone has to understand the same thing from them and express them in the same way only.

- (2) Can children do something with these? Can they touch them, change them and alter them in some way?

OR

Children are to stay away from these because if they use it or even touch it, it can break or get spoilt.

- (3) Children can have access to these materials and have them with them and child can use them.

OR

It is very difficult to make even one copy of the model. Each copy takes so much time and/or resources that it is not possible for each child to have a copy with his/her.

Actually, if the material is of a type that is best described by terms 'OR' then this is not a teaching learning material or TLM. TLM can be translated simply as material for learning and teaching. In fact, materials that come in the category described by statements after OR, have negligible role for the learner. These materials are to aid teaching, i.e. is, they are teaching aids.

TLM and a teaching aid can both be useful but it is important to consider contexts they can be useful in and in what way. We must recognise that availability of materials in the classroom is not necessarily a confirmation of a good teaching process.

What is often presented as examples of good TLM and teaching aids are different kinds of charts, models including those made from thermocol, plastic etc. These can be some examples that support teaching but they are simply examples of what teachers can produce for children. They may not help much in the teaching learning process. Generally, teachers take many days to make these and they are for display in the TLM rooms for years but in the classroom children cannot touch them or even see them carefully for reasonable periods. This is because of the fear that the model will be spoilt. The model is also considered as a work of



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art and has taken long time to make. It would be difficult to make it again if damaged.

The same kind of examples of teaching aids in the same form are seen in almost all the schools and DIETS. The only differences that are seen among these are slight differences in the materials used, colours employed and skill in making it. Making these models is a challenging task and requires skilled handiwork by the teachers but they are hardly of any use to children. They see them once, may be with some degree of awe, and then forget about them. No learning takes place.

9.6 HOW DOES TLM HELP?

Before we address this we have to ask ourselves what do we want to teach children and how they learn. If we actually recognise that children have to be active during the learning process, then it is necessary for us to provide children such opportunities. Materials can help in this process. For example, if children have to engage with the idea of categories then it would help her to form categories based on concrete properties. This property could be colour, shape, weight or something else. In the process of categorisation (s)he has to think of the property and find an appropriate word for it. While a part of the environmental studies also is an element of language development, and any material can be used to give the child practice of categorisation and different kinds of tasks can be made using these materials; it is, however, necessary for taking learning forward to keep modifying the nature of the tasks, their level and choose the material appropriately.

We can make exercises of this kind at many levels. We can get children to sort objects based on a given property. Or we can ask children to examine the objects, think about their properties and form categories. Slowly we can give them exercises that involve combining properties and sorting out objects. For example, asking children to find out round objects or cuboid shapes. This process sharpens the ability of children to categories needs. As this capability develops, the ability to categorise at different levels improves. This improves not only the language ability but also helps the ability to help us place words in different language categories.

We see that it is to use the available materials in many different ways and help children use them in an organised manner in each subject, use all different kinds of materials in each subject helps children learn.



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Check Your Progress-3

(1) *In which of these is the role of learner negligible?*

- (a) *TLM* (b) *Teaching Aid* (c) *Learning* (d) *Models*

(2) *'TLM is no magic', what this statement imply?*

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(3) *What is the difference between TLM and teaching aid?*

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(4) *Why is it necessary to have TLM reach children?*

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(5) *In what way does TLM help in teaching and how should this help be provided?*

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9.7 WHAT IS GOOD EDUCATIONAL MATERIAL?

When we say that a good educational material is not for the teacher to merely explain her point of view or merely give information, then a question arises. Is it necessary to have any extra material to help in teaching? Should there be anything like even a blackboard, chalk or textbook in the class? If our current way of understanding education materials and their use is not appropriate, how should we use the material in the class? Can it be more than an appropriate alternate use of the blackboard? To examine this we need to consider whatever we know about how children learn and what we believe about their learning process.



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While thinking about this we have to also keep in mind the current understanding about teaching learning. One of the main aspects of this understanding is that human beings including children relate the new experience or ideas to their previous knowledge. New knowledge is acquired in the context of our earlier knowledge. It is also clear that concrete and immediate experiences help the child to understand and help children struggle with abstract ideas and internalize them. In fact each child does it, in her own way. We also now believe that the learner has the most important role and his/her participation is absolutely essential in learning and teaching. (S)he should never be a silent spectator and a mere listener at any point in his/her school. In order to do this the material should be such that interprets the concrete experiences of the child and help his/her learn.

This implies that materials should be such that helps children to manipulate and experiment with it in the process of acquiring new knowledge. They must be able to use the material and perform activities with them without fear of its getting spoiled or broken. TLM can give children opportunities in which they can build their own knowledge. They can be playing with the material, exploring it, analysing it and being able to repeat those learning activities that the material offers an opportunity for. For example, to understand abstract notions, it is useful to look at their concrete representations (one form of TLM), also confront the concepts in different contexts and in challenging situations. All this helps in building and enriching conceptual understanding.

It is necessary to point out that children should eventually be able to use and understand concepts without necessarily needing concrete representations. This implies that the use of materials is a means to developing understanding and is not the object of the teaching learning process. Unless the objective of the classroom is clear, use of materials cannot help. It would also be appropriate to say that for children at different age and stage of learning as well as for different disciplines, the meaning of TLM cannot be the same. It cannot be the same for all aspects of a subject or even within a topic either. The nature and mechanism of using TLM can be very different.

It is clear that the present education materials are made to display to the visitors the creativity and artistic capability of teachers. The TLM created is used to beautify the TLM room or the Principal's office. While discussing TLM it is important to think about its use for the child and how (s)he would work with it. If it is necessary to observe, examine, pick up, throw around and explore materials in different ways then their form should be very different. If children have to use materials and do activities with them, the nature of materials cannot be the same as of the materials for display. The materials must be such that they are not very expensive and are not damaged easily.



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The classrooms where children participate in teaching-learning activities, providing opportunities to develop their understanding, have to be attractive. But this attractiveness would not arise from how the rooms look. It is not necessary for the room to appear beautiful and be like that always but be for the use of children. The classrooms should be such that it appears to welcome children and give them a feeling of ownership. It should not give the feeling that they will dirty or damage things, if they touch something, play there or even just stay there. The beauty of the primary school is in having children who are alive, happy and pleased. It is not in having coloured walls, pretty charts or other materials hanging on the walls or placed in the room. If we have to make a primary school classroom beautiful and attractive, we need materials and processes that will make children active and where they feel free and capable. They must feel that the space and the material is their own and it has the potential to develop their experiences and their concepts.

Check Your Progress-4

(1) What is the indicator of the beauty of a primary school classroom?

- (a) Colourful walls* *(b) Coloured charts*
(c) Cheerful and engaged children *(d) Other attractive materials.*

(2) What should be the qualities of good educational materials?

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(3) Why is the role of learner essential in the learning teaching process?

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(4) What should the room for educational materials look like?

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9.8 WHAT CAN WE DO WITH JUST ONE MATERIAL?

We do not need a lot of material to help in learning. It is not necessary that for each task there is need for a new type of material. If the objectives are clear and we think carefully, just one kind of material can have a lot of uses. This use can be for not just one subject but for many subjects. For example, if we have a cubical dice, what can we have children do with it. We can mark dots on the cube and use as a dice? We can then ask children to collect pebbles and play the game of picking up as many pebbles as the number on the dice. Subsequent, we can change it to finding out the total number of pebbles in 2-3 or even more throws. If the game is being played in groups, we can see which child got more pebbles and how many more. We can similarly see which child gets least pebbles and what was the number of pebbles (s)he got. We can think of more such games. We can also throw the dice and record the number we get. We can note the number of times we got a particular number and what was the order of its occurrence.

We can place the cube on the paper repeatedly and see how many cubes are required to cover the paper. This will give us an idea of the area of the paper. Children can do a lot more with the cubes. They can make many kinds of shapes with them. They can also be asked to guess what the created shape look like. You can also ask them to describe the shape made. If you have alphabet, word or picture cards then any of them can be used for many interesting activities for learning.

9.9 USE OF CARDS FOR LANGUAGE TEACHING

One purpose of the cards in the context of language teaching is to help children learn to decode. We can give them picture cards to match with word cards. We can also ask them to take a word card and find a word card which is similar to this one. They can put together word cards and make a story. Similarly, pictures and picture cards can be used for conversations, discussions, extending imagination, opportunities for creating descriptions and thinking of stories. These exercises can be initially oral and then can also be written. The cards can be used for any class through activities at different levels with different objectives. For example, think about the use of word cards for class-1 and then for class – 3.

It is clear that one material can be used for many purposes and their use is informed by the objectives and understanding of learning and teaching. If we consider all this then we can see that TLM is only useful when the person using it understands what the children have to learn, the steps for it and activities that



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can be used for it. Obviously children have to be able to engage with these activities. Once this happens then it is not difficult to find materials for it around us.

Check Your Progress-5

(1) The purpose of a card for language teaching is:

- (a) Helping in learning to decode while learning to read.*
- (b) Seeing pictures.*
- (c) Making pictures.*
- (d) Writing letters/alphabet*

(2) In how many different ways can we use a ball for in the classroom?

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(3) How can we use 'word cards' and 'picture cards' for language teaching?

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9.10 UNDERSTANDING MATERIALS AND THE MEANING TO LEARN IN LANGUAGE TEACHING

Differences in the perspective of learning and teaching language make significant changes to the nature of materials and the way they will be used. If the objective is only to explain specific poems and prose to the learner, the process of teaching and the materials would be of one kind. In contrast, if the objective is to make the learner an independent thinker, a reflective person, a scholar or a person who takes interest in literature and other subjects, the expectations will be very different. If we expect that the learner will be able to express her ideas and explain her thoughts clearly, then, the type of materials and their use would be very different.

We need to be clear whether we only want the child to be able to recite poems in the book with correct pronunciation and prescribed intonation or we want that



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(s)he should be able to recite and sing new poems and songs. Should we ask her to write rote memorised essays or answers to memorised questions or expect him/her to share his/her experiences and ideas? We may also want to see that (s)he has confidence to use language in new contexts. If the objectives are the second set i.e. to make the child an independent efficient user of language, it is necessary that our classroom gives the child regular opportunities and space to express his/her thoughts and articulate his/her imagination.

For this, pictures which appear new, attractive, exciting and triggering imagination are needed. Children also need opportunities to work with each other to create stories. We need to formulate processes where there is freedom and need for an organisation of ideas. There could be some other materials that can also act as catalysts. They can help children in thinking, discussing and organising their thoughts and open their minds to new vistas.

Telling and reading aloud are teaching processes that would keep children to a limited knowledge and prevent the development of the human mind. It restricts his/her ability to grow and grasp new ideas. The free use of language requires a teaching process and materials that give the learner opportunities to think freely and allow him/her imagination to flow. Some examples for this have been given above but we can do many other things as well. A picture depicting a variety of events, a collage of pictures or a serial set of pictures can be used to give children opportunities to make stories. In such a picture it is not that children merely understand the picture but they go beyond the limitation of the picture, blend their thoughts through it and express them in their language.

Check Your Progress-6

(1) *What can we do to make children use language confidently in newer contexts:*

(a) *Give the children an opportunity to articulate their ideas freely and express their imagination.*

(b) *Ask children recite memorised answers to questions.*

(c) *Have children recite the poem given in the picture.*

(d) *Explain specific kind of prose and poems to children.*

(2) *What materials can you easily obtain to teach language in a class? What all can be done by children using these materials?*

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(3) *How does the opportunity of telling and creating stories help in developing the language of children?*

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9.11 WHAT MATERIALS FOR A LANGUAGE CLASSROOM?

The purpose of materials in the language class is not to merely acquaint the child with different language texts. The purpose is to develop his/her language capabilities. This means that we need to provide resources through which (s)he can develop his/her language capability and imagination. This material can be written or oral. Apart from this, we also need material for the teacher and children to write upon. Writing is an important part of language teaching. Young children also need materials in the classrooms that help them use new words and engage them in conversations. It is important for them to listen to different kind of language usages and to be able to catch intonations and pauses. This is a part of their language ability. If we try to make a list of materials that is necessary for language classrooms, we can broadly divide them into two categories. One is of written materials and the other of oral. In written materials we include textbooks and workbooks as a significant component. Besides this, we can have charts or posters, poems, songs or only words. Apart from this, word, alphabet, word picture or other kinds of cards made of card board or some other material, library (magazines books, newspapers, periodicals) etc. can be useful materials.

Oral materials include texts that can reach children through radio, tape recorder, CD player, film projector etc. This not only gives children the opportunity to listen to poems, plays etc but also gives her experience of how to use body movement, proper intonation and gives knowledge of rhythm and beat. These materials also help develop the ability to listen with comprehension and an opportunity to appreciate the rich pronunciations and varied forms of expression. It is obvious that the oral materials (soft-ware) whether on tape or CD must be of good quality. Merely having good equipment (hardware) does not help.

Computer and internet can also help in many things provided they are available for use of children. They cannot only give children opportunities for personal expression but also give them the possibilities of engaging with different types



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of pictures and scenes. They can be used for projecting a film to the class. Audio-visual materials can have tremendous importance for the development of language. Since every teacher cannot recite poems or sing songs effectively, it is important to make available well recited poems and nicely sung songs and/or stories for children to listen to. All this can be done through internet and computers. This will, however, be possible only if the teachers know how to choose good and appropriate programmes and use them at appropriate times.

Language classroom also helps in the development of other concepts. As we have said before sorting objects into groups, studying their properties, reading instructions to do experiments or activities, analysing observations and developing generalisations, building logical arguments based on statements or observations etc. are all part of language teaching. The materials for these, however, are better discussed under the discipline where they occur. It is important to understand that books of science, mathematics and social studies also are materials for language development. The projects of activities or instructions given to children are also appropriate materials for helping them learn language:

Check Your Progress-7

(1) Which of this is not a part of oral material:

- (a) Radio
- (b) Textbooks
- (c) C.D. Player
- (d) Film projector

(2) What material would you like to use as oral language teaching materials and why?

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(3) How will you use a library for language teaching?

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(4) When thinking of a good material for language teaching, what all should be kept in mind?

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9.12 ACCESSIBILITY OF MATERIALS

There is a lot of material naturally available around us. Some material that is not easily available has to be sought and obtained. Some may have to be purchased. It is necessary that the materials chosen for the classroom are not expensive and available from the market nearby. Some materials can also be such that they are bought for a large number of schools and then distributed. If teacher has to buy the materials, the accessibility of material and financial resources required have to be made available to the teacher. There needs to be an organised system for this.

In the last two decades there has been an effort to create systems to make materials available in schools. After a lot of effort, it has now become possible in the system for the school and each elementary teacher to have some money to buy materials. The principle being that the teacher buys materials according to her choice and uses it. The accounting rules have been simplified making more use of materials possible. In many places there is pressure to ensure that the schools and teachers use this money well. However, even though it is possible for the teacher to get materials it does not guarantee the appropriate use of materials in the classroom. It would need an effective effort to ensure proper use of materials.

Generally school and teachers use this material to buy beautiful exhibits or raw materials to make such exhibits. It is also felt teachers and Headmasters hesitate to put the purchased material in the school. Teachers who want to buy useful materials cannot access proper sources. There is no place with a variety of useful materials to choose and purchase from. The markets near schools do not have good cassettes or charts that would be useful for immersing children in language and increase their exposure.

Currently every State Education Department is thinking of choosing some schools in the district and developing a room of attractive materials that is open to children. There are many aspects to consider about the usefulness or otherwise of this idea. We need to think about the purposes of this room and its usefulness. We also have to keep in mind the present context and think about the implications of such rooms for school and education. We have to consider the expenses required per room and estimate if it can be made available to a large number of schools. There is a need to estimate the cost per child and the cost in proportion to its usefulness. We need to think if these rooms are for display and whether children can be allowed the use of the materials. If the situation is that children cannot use it, it cannot be done on a wider scale; and if the cost per child is large then this kind of material cannot serve any purpose.



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Check Your Progress-8

(1) Which one out of these is not correct as a principle for choosing materials:

- (a) Material should be very expensive.
- (b) Should be available in the nearby market.
- (c) Materials should not be expensive.
- (d) Materials can be purchased and given to the schools.

(2) How will you solve the problem of inaccessibility of materials?

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(3) What preparation will you make to properly use the chosen material to teach language in classroom?

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(4) What would you keep in mind while choosing materials for the classroom?

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9.13 HOW TO USE MATERIALS

It would be useful to revise some key principles that we have learnt in this unit about materials and their use for teaching. These principles can help the teacher use materials appropriately in the classrooms.

1. Material should be easy to reach. Even if only the teacher has to use the material, the preparations must be made in advance. It is upsetting for children to wait while the teacher searches for the appropriate material to begin. The continuity and interest in learning gets broken.



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2. It is important to remember that the materials must be used for learning and not just for display. Materials will not teach on their own; teachers must know which material is useful in which situation. TLM is only a tool for making lessons meaningful. The work of choosing teaching materials has to be done by the teacher keeping the interest and abilities of children in mind.
3. If we have to use a lot of material then it is better to use them one by one. Only when there is a need to show a relationship between different materials or show the reaction between them that we can use them together.
4. It is certainly important to store the materials properly but it is equally important to ensure that it can be quickly distributed to children. If children have to get materials and return them then the system of distribution and collection must involve children. They must feel responsible and help. Such a participation would also ensure that the total time taken for distribution and collecting back is not too much.
5. Breakage of materials is possible during use, it is necessary that there is an acceptance of damage and writing off and replacement of materials in the system. When children read books handle charts, use chalks or colours these materials will get torn, broken or consumed. Any system that does not allow for such processes cannot encourage the use of materials.

Check Your Progress-9

(1) Which out of these is not possible while children are using materials:

- (a) There is breakage of the material
- (b) Consumption of material
- (c) Depreciation of material
- (d) It remains as it is.

(2) What principle should be taken into account by the system in the use of education materials?

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(3) *Why is it important to store materials properly in the class?*

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9.14 THE BASIS OF CHOOSING MATERIALS

Each teacher has to think about what materials (s)he needs to procure, what (s)he should buy and what should (s)he emphasise on. We have to also think about the basis for choosing appropriate materials. The principles can be the following:

1. The first principle can be material should be such that they fulfill the educational objectives. That means they make possible the work that we want to do and the opportunity we want to provide children. For example, if we want children to develop imagination and express their ideas in an organised manner, we need to pick up a picture that can give them this opportunity.
2. The second principle– Material should be usable for diverse purposes. We should procure such materials and prepare teachers so that they can use materials in a flexible way.
3. The third is that materials should be easily available and require no extra effort. It is also necessary that they should be available in sufficient quantity and not be expensive. Children should be able to use it. Models of thermocol that get damaged and break on touching are not good materials. We must remember that most of the materials should be for use of children.
4. The fourth: The material that children have to use must be such that it does not require very elaborate precautions. They should not be security hazard.
5. The fifth principle– It is necessary that both teachers and children be participants in the process of choosing and developing materials. It is not appropriate to pre-decide, choose and then send materials to the school and teachers. The teachers and children must have a role in all this. Their participation in selecting materials is essential.
6. They must also have opportunity to learn to and think about ways of using the materials in classrooms.

We are all aware of the general views in the education system about teacher participation in the making and selection of materials for children. In choosing, procurement, writing off and other related aspects of materials, teachers and



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children have no role to play. The experience teachers gain while using materials with children would become rich input into creating new and innovative materials. It is the general view that teachers cannot be trusted and materials must be chosen by someone else. Even now the common system is to decide the materials and make them available to teachers. In spite of the fact that there are many not so good experiences of providing materials to the schools through centralised systems, yet the view does not change. It is still believed that it is not appropriate to allow teachers the opportunities to choose and procure their own materials.

Check Your Progress-10

(1) How many principles of choosing materials are discussed above:

- (a) 2 (b) 4 (c) 5 (d) 8

Which of these you consider the most important and why?

(2) Why is it necessary to have teachers participate in choice of materials, their development and their use?

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.....

(3) Mention two important principles of choosing materials.

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.....
.....

9.15 LET UP SUM UP

It is necessary to have some materials available in schools for children to learn. These include mats, benches, chairs, toilets, clean drinking water, etc. We call these the essential basic materials. There are other kinds of materials required that are called educational materials. These include charts, models, language cards etc. Education material is a tool that helps the teacher in teaching and children in learning. It is because of this that it is called teaching-learning material or TLM. In the new perspective of using educational materials they must reach children. This means that children must be able to touch, explore, examine and do activities with materials. There must be no fears of breaking or damaging



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materials. Good educational materials help in concretizing experience of children and helping them learn. It is not necessary to have a material for every task and every activity. If we think carefully one material can be used for many purposes. The purpose of using materials in a language class is not to merely expose children to different language texts, but is to develop their ability to use language. Apart from this we also learnt that not only teachers but also children must be participants in the process of choosing, developing and thinking of ways of using materials.

9.16 SUGESSTED READINGS ANDREFERENCES:

Dewan, H.K. 2008. TLM vs. Teaching Aids. *Buniyadi Shiksha* 18: 7-11. (Published by Vidya Bhawan Society and Azim Premji University)

<http://jtmadhavan.wordpress.com/2010/07/08/teaching-learning-materials-english/>

<http://www.teachercreated.com/books/language-arts>

9.17 UNIT-END EXERCISES

- (1) What is the difference between essential basic materials and education materials? Explain giving examples.
- (2) What is the new perspective on educational materials?
- (3) What are the most basic features of good education material. Give examples.
- (4) What should be the basis of choosing materials?
- (5) What are the principles of using materials?
- (6) What is meant by the statement that there must be allowance for damage to materials in the educational system?