

## **SUPPLEMENTARY MATERIALS TO ENHANCE LANGUAGE SKILLS OF LEARNERS**

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### **ABSTRACT:**

This paper delves meticulously into the use of various supplementary materials that can be incorporated into the prescribed syllabus in order to enhance the English language skills of learners.

**KEY WORDS:** Importance of English, types of learners, Types of levels, reasons and results of hackneyed teaching methods, Advantage of Supplementary materials.

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### **Introduction**

Globalization and digital age has revolutionized ELT and more emphasis is being laid on communicative approach rather than just teaching English as a language or subject. In today's corporate world, every organization is giving utmost importance to communication skills and soft skills. So, English language teachers should be aware of this opportunity. They must prepare methods and materials to incorporate various supplementary materials along with the materials prescribed by the governing education bodies. Graddol's study (2000) suggests that in the year 2000, there were about a billion English learners - but a decade later, the numbers will have doubled. The forecast points to a surge in English learning, which could peak in 2010.

### **Problems**

It is unfortunate that many teachers fail to gauge that in every class there are different types of learners and their learning style varies from the others. Therefore, it is the responsibility of the teachers to prepare necessary materials with utmost care. The following types of learners are generally found in every class.

#### **I. Types of Learners:**

- VISUAL LEARNERS
- AUDITORY LEARNERS
- KINESTHETIC LEARNERS
- VISUAL LEARNERS AND AUDITORY LEARNERS
- AUDITORY AND KINESTHETIC LEARNERS
- VISUAL, AUDITORY AND KINESTHETIC LEARNERS
- QUICK LEARNERS
- SLOW LEARNERS
- LANGUAGE BARRIER LEARNERS (Vernacular Learners)

➤ **VISUAL LEARNERS**

- Visual learners learn primarily through the written word.
- They tend to be readers who diligently take down every word.

➤ **AUDITORY LEARNERS**

- Auditory learners learn primarily through listening.
- They focus their ears and attention on the teacher's words, listening carefully to everything said.
- They like to talk and relish the opportunity to discuss what they've heard rather than write.

➤ **KINESTHETIC LEARNERS**

- Kinesthetic learners learn better by doing.
- This group learns best when they practice what they're learning.
- They want to have their hands on the keyboard, the hammer, or the test tube because they think in terms of physical action.

It is well known that students learn more when they are involved actively in learning rather than when they are passive recipients of instruction. Educators may design active learning strategies to target visual learners through models and demonstrations, auditory learners through discussion, debates and games and kinesthetic and tactile learners through models and role-plays. It has been observed that, in every group of 30 students, an average of 22 students are able to learn effectively as long as teachers provide a blend of visual, auditory, and kinesthetic activities. The remaining eight students differ in their preferences for modalities of learning and fail to understand subject matter unless it is presented in their mode of preference. Curriculum planners must make teaching multi-sensory and with variety to meet these needs.

## **II. Types of Levels**

Next important thing a teacher needs to understand is that there are four levels. A teacher also should be aware of the level at which he/she is teaching because every teacher should understand that every level is different from the other. If a teacher fails to understand the level and its purpose then learners will not learn the necessary ingredients of language at that level. In today's corporate world, every company and organization is giving utmost importance to communication skills and soft skills. So, teachers should be aware of this and while preparing methods and materials should incorporate the below mentioned techniques for effective teaching from junior level onward so that by the time a learner reaches advanced level he or she may not flounder in communication skills and must have a bright prospect of getting employed.

1. Junior Level (4<sup>th</sup> – 7<sup>th</sup> Class) – Understanding & Developing Stage
2. Senior Level (8<sup>th</sup> – 10<sup>th</sup> Class) – Developing & Implementing Stage
3. Higher Level (11<sup>th</sup> & 12<sup>th</sup> Classes) – Implementing Stage
4. Advanced Level (UG and PG) – Take-off Stage

### III. Why does a teacher fail to teach proficiently in a classroom?

The following are some of the important reasons why a teacher fails miserably in a classroom.

- Unable to understand the changing phases of language in the present scenario i.e. encroachment of SMS into English language
- Adaptability (poor planner of methods and material)
- Technophobia
- Poor motivator
- Unable to understand learner psychology
- Ignores personal self-appraisal/evaluation

### IV. Reasons for not implementing effective and innovative teaching methods or techniques

Some of the reasons why teachers fail to implement effective teaching techniques or methodologies are:

- Material presented is based only on lecturer notes and textbooks.
- Teacher-centric teaching is given importance over learner-centric teaching.
- 3. Educators emphasized theory rather than practical and real
  - time situations.
- Rote memory or stereotype teaching.
- Teachers employ cramming methods (known as 'jug-and-mug' or 'talk-and-chalk').
- Teachers lack enthusiasm for introducing innovative teaching techniques or methods.
- Use of translation method instead of directly teaching in English.

### V Impact of poor teaching methods on learners

Hackneyed teaching methods lead to:

- Boredom among students
- Lack of zeal to communicate in English
- Weak learners are completely neglected
- Lack of proper motivation to speak English proficiently
- Anglophobia – unreasonable fear of English
- Learners get used to communicating through bilingual method
- Mother tongue influence on English in use of words, phrases, idioms and sentences
- Students miserably fail to communicate in English in the corporate world. This ultimately leads to depression and inferiority complex.
- Students may pass in written tests but fail in interviews

### VI. Advantage of Supplementary Materials

- Creativity
- Activities can excite students
- Breaks Monotony of the class
- Encourages Situational English

- Enhances Language Skills and Communication skills
- Overcomes Stage Fear
- Leads to Group/Team work
- Tasks can be challenging

### **Perspectives**

It is well known that students learn more when they are involved actively in learning rather than being passive recipients of instruction. Supplementary materials such as newspapers, cartoons, comics, storytelling, rhymes, English albums (songs), etc. can be incorporated along with the prescribed texts to enhance language skills of learners.

The following Supplementary material can be incorporated along with the syllabus

### **Newspapers**

- Headlines (vocabulary)
- Situational Dialogues - Pictures
- Advertisements - (Critical Thinking & Creative writing)
- Crosswords (vocabulary)
- Vocabulary -Jumbled Words /Word wheel /Word Mine/ Mind Game
- Creative writing- Cartoons / Cartoon
- Paragraphs ( grammar/punctuation)
- Reading News (Reading, Pronunciation, Spelling & Listening)
- General News (Critical Thinking)
- Graphs/ Graphs1
- Vox Populi = (Issues of public interest) poverty, education, global warming, etc.
- Review
- Kidspot

### **Images/Pictures/Flashcards**

- **picture is worth thousand words**
- **Can be used as narration, description, dialogue, exposition, etc.**
- Personality's description using Adjectives
- Description of Place and Animal using Tenses
- Yes/No questions to describe personalities, Places and Animals
- Adjectives (pictures)
- Verb (pictures)
- Semantic method
- *Pictures*
- *Picture of a Boy*

### **Things and Objects**

- to develop students' understanding and ability to use some vocabulary related to classroom objects
- to help them to recognise and understand prepositions of place

- i.e. on, under, in, behind, into, etc.
- to enable students to use these in a sentence with 'There is ...'
- i.e. There is a pen on the desk.
- Maps (continents)
- Shapes ( rectangle, square, etc.)

### **Cloze Activities**

- Idioms, Proverbs and Phrases
- Interviewing a Personality/Star in the NEWS
- Preparing a Dish
- Favourite Food, Travel, etc
- Stranded on A Desert/What would you do if you won a million dollars?

### **Language Games (Word Building Activities)**

- Word Wheel
- Spelling Chain
- Spelling Race
- Letter at a time
- Categories
- Short words
- Word Search
- Circling Game
- Destroy the sentence
- Jeopardy
- Conversation Game
- Drawing Game
- Past Detective/Question Tags Game
- Guess the words

### **Maps, Pictograms and Graphs**

- Bar Charts
- Line Graphs
- Pie Charts

### **Cartoons**

- easy accessibility in daily newspapers, bookstands, magazines and Internet
- the novel and ingenious way in which this authentic medium depicts real-life language and "every facet of people and society"
- the variety of visual and linguistic elements and codes that appeal to students with different learning styles
- comics can fill this gap because of its multi-dimensional nature, combining both words and pictorial images

### **Comics**

- To practice describing characters using adjectives
- To learn synonyms, antonyms and to expand vocabulary
- To practice writing direct speech (e.g., Hey, move your car!) and reported speech (The man said, "Move your car!")
- To identify social, political, economic, or environmental problems facing the world today
- To practice formation of different verb tenses (i.e., changing the present tense of the action in the strip to the past tense)
- To practice basic rules of pronunciation
- To introduce culture-specific onomatopoeia words that imitate what they represent (e.g., Drip, drip for the sound of falling rain or leaking pipes, Bang representing the sound of something crashing, etc.)
- To introduce paralinguistic lexical items without a written correlate (e.g., *Uh-oh*, you're in trouble now for lying to Mom; *Pssst*. What's the answer to number five on the test; *Uh*, let me see). Paralinguistic is perhaps the most used, yet most pervasive, language form, and many teachers are slow to introduce them because they are not aware of how much these items permeate everyday language. Fortunately, comics are rich in paralinguistic content
- To reinforce the use of time-sequence transition words to maintain the unity of a paragraph or story (e.g., First, the boy left for school. Next, he . .
- to explore language in a creative way

### **Music and Songs**

- Begin and end the class with music and songs
- Relaxation
- Drawing
- Vocabulary
- Phonetics
- Spot the mistakes
- Translating lyrics into mother tongue
- Students can experience a wide range of accents.

I Have A Dream.wma

Smile Music.doc

IN THIS LIFE- Music.doc

By the River side Babylon

### **Movies**

- Character description
- Watching films help develop critical comprehension and analytical skills.
- Using films to teach English can be an integral part of effective learning.
- It helps students to visualize the meaning of an idea
- It helps develop critical thinking
- Periodical discussions and hence improves learners listening and spoken skills
- Can enhance summary skills
  - Ten Commandments

- Benhur
- Sir with Love
- Titanic
- Gone with the wind
- Avatar
- A Beautiful Mind

### **Story Telling**

- Oral
- Recording
- Listening English.mp4

### **Language Quiz**

- Antonyms & Synonyms
- Idioms & phrases
- Prefixes & Suffixes
- Literary works
- Great literary quotations
- One-word substitutes, etc.

### **Dramas (Spoken English)**

- Stage fear
- Anglophobia
- Language Fluency
- Comprehend Literature well
- Public speaking
- William Shakespeare – Julius Caesar, Romeo Juliet, Hamlet, Merchant of Venice, Othello, etc.
- Thomas Hardy - Wessex Tales & The Return of the native
- Mark Twain – Adventures of Tom Sawyer
- Lewis Carroll – Alice's Adventures in Wonderland
- Leo Tolstoy - War and Peace
- Rudyard Kipling – The Jungle Book
- Sir Arthur Conan Doyle - Stories of Sherlock Holmes
- R.K.Narayanan – Malgudi Days
- Raja Rao - Kantapura

### **Poetry ( Figures of Speech )**

- The Waste Land – T.S.Eliot
- Seven Ages of Man – William Shakespeare
- Stopping By Woods on a Snowy Evening –Robert Frost
- Samson Agonistes – John Milton
- Paradise Lost – John Milton
- Night of the Scorpion – Nissim Ezekiel

## **Conclusion**

As teachers, we need to always aim to evolve into the best teachers in our subject. This is possible only when we plan our materials with good resources. The above mentioned supplementary materials can help a language teacher when encountered with insufficient techniques and methods while teaching English in a classroom. Each supplementary material is different from the other. These materials are applicable to all levels starting from grass root level to higher level. A teacher should always innovate while teaching English and not just depend completely on texts for solutions. Only when we believe that “**where there is a will, there is a way**” and “**A stitch in time saves nine**”, we can make a lot difference as a teacher and an individual and do justice to students and to the teaching profession.

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