

Adapting Learning and Teaching Material for a Robust Learning Situation: A Case Study

Shefali Ray

Abstract

The market is flooded with language learning materials which while adhering to the principles of language learning and the demands of the defined curriculum, broadly address different learning situations. Hence there are textbooks for different categories of schools based on the classification arrived at using different criteria. Classroom contexts are diverse and so are learners within a single context. Thus, simply adopting a textbook, however robust it may be, may not yield the desired learning outcomes. The grassroots teacher requires to use her sensitivity, creativity, ingenuity and awareness to adapt and supplement the material she is provided with. Today there is a surfeit of supplementary digital content and software at their behest to help profile learners, make learning interesting, provide additional exercises or tools of assessment. It is upon them how best they can adapt the material available to them and make use of technology to make the language learning situation more robust in their own context.

Keywords: different learning situations, classroom context, learning outcomes, curriculum, materials adaptation, digital content

Introduction

A coursebook is a tool in the hands of teachers. They can follow it to the letter, assuming that it is the right fit for their learning situation, since it has been developed by knowledgeable people and prescribed by experienced educators and administrators. Since the classroom processes are dynamic, they can think on their feet whenever any hurdles show up. If successful, the idea or strategy is repeated and soon is added