

## **Adapting Materials to Meet the Needs of Marginalized Students of a Delhi Government School: A Study with Pre-Service Teachers**

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### **Abstract**

Training teachers in adapting and transacting materials along with sensitizing them to contextual factors is considered crucial in the process of working towards equity and social justice in language education. This paper reports a study where trainee teachers taught marginalized students from a Delhi government school and worked towards creating space for personal narratives of students with basic proficiency in English. Learner performance studied through guided writing and oral presentation tasks showed that learners engage differently with language across these two modes. The findings of the study suggest that personalized narratives allow a 'safe' space to create a 'personal multidimensional representation' and to make the text 'meaningful' for learners.

**Keywords:** context, materials, marginalized students, narrative

### **Introduction**

The vision of providing access to and success in higher education through equity and social justice is the guiding principle behind the work in English language education at Ambedkar University Delhi (AUD). This paper reports a study that was part of a pilot School English Proficiency Course (SEPC) planned as an outreach activity of the university for Delhi government schools. The school proficiency course was also a component of a Certificate programme in teaching English, where trainee teachers were involved in adapting and transacting materials in the given context of the Delhi government school students.