UNIT 3 RESOURCE DEVELOPMENT FOR MOTHER TONGUE TEACHING

UNIT STRUCTURE

3.1 Learning Objectives
3.2 Introduction
3.3 What is Resource Development?
3.4 Need and Relevance of Developing Pedagogic Materials
   3.4.1 Need for Language and Literacy Skills across the Curriculum
   3.4.2 Incorporating Learners' Existing Knowledge
   3.4.3 Facilitating Collaborative Learning
   3.4.4 Maintaining Traditional Knowledge and Culture
3.5 Kinds of Teaching-Learning Materials
   3.5.1 Pre-readers
   3.5.2 Primers
   3.5.3 Story Books
   3.5.4 Big Books
   3.5.5 Listening Stories
   3.5.6 Picture Posters
3.6 Steps for Developing Resource Material
3.7 Let us Sum up
3.8 Further Reading
3.9 Answer to Check Your Progress
3.10 Model Questions

3.1 LEARNING OBJECTIVES

After going through this unit, you will be able to-

- explain the nature of pedagogic materials in mother tongue
- elaborate the need for and relevance of developing teaching-learning materials in the mother tongue of young learners
- discuss various kinds of reading materials that can be produced in
the learners’ mother tongue

- devise strategies for involving parents of the students and other community members in the production of reading materials in their language.

3.2 INTRODUCTION

In the previous two units, we discussed some relevant issues regarding the regional language and mother tongue and also the challenges in using the learner's mother tongue in multilingual classrooms. In Unit 2 we looked at some challenges in conducting classroom transaction through the learner's mother tongue. While going through the various sections in Unit 2, a few questions might have come to your mind. And you might be thinking about the possible ways, if any, through which we can overcome these challenges. Let us go back to the previous unit again just for a while. What are the challenges that were discussed in that unit? If you remember, we highlighted the following issues as challenges in using the learner's mother tongue in the classroom:

- Pedagogic materials in students' mother tongue
- Teachers with knowledge of students' mother tongue
- Community's attitude towards their mother tongue
- Implementation of language policy for the promotion of minority languages
- Training and orientation for teachers

Each of these challenges needs to be addressed properly in order to create a conducive environment where using of learners' mother tongue becomes comparatively easier and enjoyable for you and your learners.

Therefore, in this unit we are going to deal with the first challenge which is related to the lack of pedagogic materials in students' mother tongue. Here, we will try to give you an idea about how to develop simple resources which can encourage the learners to use their languages in the classrooms. Besides, it will also provide you with some ideas which will hopefully encourage you to devise your own strategies to use the mother tongue of your learners in the classroom. We will discuss in this unit the
various kinds of resource materials that can be produced and used in the classrooms, ways to use students' existing knowledge to produce such materials and many other relevant aspects relating to the development of resources or pedagogic materials in the students' mother tongue.

3.3 WHAT IS RESOURCE DEVELOPMENT?

While looking at the title of this unit, the first thing that might have come to your mind is: 'what does 'resource development' mean?'. Well, let us think about it. To understand it properly the first thing you would perhaps want to do is to get hold of your English dictionary (such as the Advanced Learners' Dictionary) and look for the word 'resource'. Read through how the word 'resource' is defined there. We find that one way in which the dictionary defines this word is as 'a source of aid or support that may be drawn upon when needed.' For our purpose, we will use the word 'resource (s)' in the specific terms of any kind of pedagogic materials produced in the mother tongues of the learners for use in a particular classroom. Such materials need to be kept ready for use in the classroom environment as and when required. So by 'resource development', we refer to the production of various kinds of these teaching learning materials which can help in the use of the learners' mother tongue in the classroom.

There can be various types of teaching learning materials such as Pre-readers, Primers, Story Books, Song Books, Activities of various kinds, Books on environmental science, Identity texts, Books on basic mathematics, Picture charts, materials created by the students themselves etc. Each of these materials is produced with some specific learning objectives in mind. In other words, these materials actually help the students to pick up different academic and literacy skills and knowledge required for life-long learning. We will discuss these various materials at some length in 3.5.
CHECK YOUR PROGRESS

Q 1: What does the word ‘resource’ mean?

..................................................................

Q 2: What are the various kinds of teaching learning materials?

..................................................................................................

3.4 NEED AND RELEVANCE OF DEVELOPING PEDAGOGIC MATERIALS

How important are these various teaching learning materials in classroom transaction? Think about your own classroom. What are the books that you use in the classroom while teaching your students? There are some books for each of the subjects that are available for classroom teaching. Each of these books actually provides a scope for you to design various teaching strategies and execute them to train the students on different skills and also to transfer knowledge and educational concepts to them. So you will probably agree that these different teaching learning materials are important for successful classroom teaching. In the following lines, we will discuss specific needs and relevance of teaching learning materials or pedagogic materials in the classroom transaction. Before you move on, pause for a while and do the following activity.

ACTIVITY 3.1

1) Make a list of the books that you use in the language classroom.

2) Against each of these books write down the learning objectives that you would like your students to achieve by reading that book.

3) Make a list of the other books that you use for teaching Mathematics, Environmental Science etc.
3.4.1 Need of Language and Literacy Skills Across the Curriculum

Successful classroom transaction requires development of language and literacy skills in the learners. When we talk about language and literacy skills, we basically consider the four skills of listening, speaking, reading and writing. It is very important for the learners to develop these skills for academic success and also for life-long learning. While developing and using various teaching learning materials, the aim should be to help the learners develop these skills through classroom interaction.

We all understand the importance of language in all walks of our lives. You can notice it in your interaction with the learners across the curriculum. When we speak of language in terms of classroom transaction, we refer not only to the language class but also to the teaching-learning activities other subjects such as mathematics, social sciences, environmental studies, geography and others. Have you ever thought of the role of language in the classroom transaction for all these subjects? You must have noticed that in order to both teach and learn these different subjects apart from the language subject, language plays an important role. For example, when you teach mathematics, you need to explain to the students about the numerals, and different mathematical concepts like addition, subtraction, multiplication, division etc. When you teach these topics to the students, you use a set of words and expressions which are to some extent different from the ones which you use while teaching geography or environmental science. Again there are some common word-sets which are used for explaining various concepts related to all the subjects that you teach.

This suggests that for a successful classroom transaction in any subject, language skills are of utmost importance for both the teachers and the students. In order to develop these language skills, it is very important to provide the following contexts to the students
at an early age:

a) as much exposure to language as possible. This exposure eventually results in a successful academic and life-long learning for the students.

b) opportunity to increase their vocabulary so that they are able to express themselves comfortably. Especially, they need to develop specific sets of vocabulary related to other subjects like mathematics, social sciences, environmental sciences etc.

c) scope to perform functions and interactions like social and academic situations - including asking and answering a question, explaining a concept, analysing a situation etc. They should also be able to represent their thoughts through both oral and written form of language.

In order to develop these language skills, various kinds of teaching learning materials need to be used in the classroom transactions. Written materials such as story books, primers, pre-primers etc need to be kept at the disposal of the teachers for use in the classroom. Therefore, it is very necessary to produce, develop and adapt these different materials in the mother tongue of the students.

---

**LET US KNOW**

**Curriculum**

Refers to the educational foundations and contents, their sequencing in relation to the amount of time available for the learning experiences, the characteristics of the teaching institutions, the characteristics of the learning experiences, in particular from the point of view of methods to be used, the resources for learning and teaching (e.g. textbooks and new technologies), evaluation and teachers' profiles.

**Vocabulary**

Refers to the set of words or word stock in a particular language which enable its readers to express themselves.
CHECK YOUR PROGRESS

Q 3: What are the three main important steps that need to be taken in order to enable the students to develop these basic skills?

.................................................................................................................................................................
.................................................................................................................................................................

3.4.2 Incorporation of Learners' Existing Knowledge

Development of teaching-learning materials in the students' mother tongue also provides the opportunity to bring in the students' world into the classroom. It is very important to make these students feel at home in the classroom. Written materials can be produced by incorporating the students' existing knowledge about their family, community, environment and other aspects of their lives. It creates a sense of familiarity and security in the minds of the students, which in turn enables and encourages them to enjoy the classroom environment. This non-threatening environment is a crucial element on the part of the students for learning various educational concepts and knowledge.

LET US KNOW

Non-threatening environment:

Refers to a classroom environment which is comfortable and enjoyable for a student. Such an environment does not build any pressure on the student. Every effort is made to make the students feel at home and comfortable while taking part in the classroom interaction.

For example, let us just imagine a situation. In this imaginary situation you are student in the primary school and your mother tongue is Assamese. Now in your school the language of the classroom is Greek. In your home within your family, you use
Assamese to interact with others and carry out your daily routine. Outside the family or your village, you hear a little bit of Greek; but you cannot understand Greek completely. In your language class, the teacher is speaking to you in Greek as that is the language of instruction in the school. And in the Greek language, he is explaining to you about a festival that the Greek people celebrate every year. In the Science class, your teacher teaches you about the concept of ‘Photosynthesis’ in Greek. Just imagine how difficult it will be for you to understand what the teacher is talking about. You have hardly understood anything about it. But at the same time, your other classmates whose mother tongue is Greek, can understand everything in the class and they can answer whenever the teacher throws a question at the class. Your inability to answer a question gradually lowers your confidence. The classroom becomes a scary place for you. Since you have not understood what was being taught in the classroom because you could not understand the language, there is every possibility that your performance in the examination will be much lower than your Greek-speaking friends. And your parents, teachers or others will think that you are not at all good at school. But they do not know that the problem lies in the communication, i.e. the unfamiliar language of instruction in classroom and not in your capacity of understanding the lesson. But if you are placed in an opposite situation where you are being taught about ‘photosynthesis’ in the Assamese language, just imagine how relaxing and easier it will be for you to follow what is being said in it.

This is unfortunately the most common situation faced by many of your students in classroom where they are taught through a different language. But the situation will be different if you have some story books, picture charts, posters etc with stories they generally hear from their parents or grandparents, picture books showcasing cultural items such as their dress, traditional musical
instruments etc with explanations written in their mother tongue. This will encourage them to be attentive to the class. Moreover, with the help of these familiar contexts, you will be able to train them on various language and literacy skills much more easily. So, it is really very necessary to develop these materials in their mother tongue.

3.4.3 Facilitation of Collaborative Learning

Developing materials in the students' mother tongue also provides you with an opportunity to create a sense of collaborative learning in your students. There are strategies and ways in which students can be encouraged to take an active role in producing materials in their mother tongue. Language Experience Activity (we will discuss about this activity in detail in Unit 4), for example, is one such strategy where the students describe what they see outside their classroom. They are encouraged to point out and describe various objects in nature. As they describe their experience, you help some of them to write down these descriptions on the board in short, simple sentences. In that way, a series of four or five lines in their mother tongue will result in a simple and small book which can be used to develop their listening and reading skills. This kind of learning exposes them to the skills of working in groups and also learning together. This is what we mean by the 'collaborative learning.' In this context you, as a teacher, have the crucial role of a facilitator of such group learning activity. Such an activity also helps them to develop their skills of listening to others attentively and at the same time they also understand the value of learning from their fellow students. The fact that the sentences that they have made are used for making a nice book will infuse a sense of pride and confidence in them which plays a crucial role later in their lives.
3.4.4 Maintenance of The Traditional Knowledge and Culture

This is something that develops automatically in the background of a class where such materials in the mother tongue of the students are used. Most of these pedagogic materials are based on the existing knowledge of the students' language, culture, tradition and also the environment. This is made possible through the involvement of some of the knowledgeable persons from their respective communities in the production of such materials. Thus, in this process, this valuable knowledge is gradually transferred to the next generation.

3.5 KINDS OF TEACHING LEARNING MATERIALS

Having discussed the need and relevance of development of teaching-learning materials, in this section we will discuss the various kinds of materials based on the mother tongue of the learners that can be produced and used in a classroom situation.

There are different kinds of reading materials which can be used for teaching language and literacy skills to the students in their mother tongue. But before going into the details of these materials, let us briefly note the intended objectives of such reading materials. These materials have the following goals:

1) developing in the learners the four basic skills of listening, speaking, reading and writing.
2) providing an opportunity to the learners to acquire new knowledge on the basis of their existing knowledge of the world.
3) making it possible to incorporate into the reading materials themes relating to the indigenous culture, tradition and daily life of the learners. As a result, the learners find it easier to relate the textbook content to the concrete reality of their lives.
4) enabling the learners to develop various aspects of their cognitive faculty: remembering, understanding, analysing, assessing and
creating new knowledge.

5) providing an opportunity for the parents and other members of the community to get involved in the education of their children.

These materials can be broadly divided into two groups in terms of their specific objectives.

1) Materials which can be used to teach letters/aksharas, syllables and the sound symbol correspondence in the respective mother tongue of the learner.

2) Materials which can be used to enhance the understanding, fluency, critical thinking of the learners and creation of new knowledge in them through their mother tongue.

Let us now discuss these various materials.

### 3.5.1 Pre Readers

The Pre-reader is a book which introduces the four basic literacy skills—listening, speaking, reading and writing to the students. It is actually an initial guide which the teachers use to help the children to

a) identify different shapes and letters in their language.

b) develop their cognitive abilities to understand and relate the correspondence between different sounds and its corresponding shapes in the letters in their mother tongue.

c) gain control over the movement of their hands and fingers while using pencils, pen and also to develop a coordination among these actions. It is important for the children at this stage to learn and practice the handling of pen/pencils, books etc.

### 3.5.2 Primers

After the students complete the pre-reading period, the primer is introduced to help them learn more about parts of words, syllables and meaningful sentences in their language. Just like the pre-reader,
the primer is also a guide for the teachers. The teachers can use a primer to help the children to
a) identify parts of words and to understand the formation of words by breaking down and building up a word.
b) improve their cognitive understanding of sound-symbol correspondences in their mother tongue.
c) read meaningful and grammatically correct sentences.
d) learn about the spelling of words

3.5.3 Story Books

Story books are one of the most effective means of transferring basic language and literacy skills to the young learners. If you have ever noticed, you must have realized that it is the stories with beautiful pictures that draw a lot of attention from the young learners. Therefore, stories written in the mother tongue of the learners are a strong medium for their basic education. A good story book has the following main characteristics:

- **Length**: The length of a story/song/rhyme should not be too long as the children at the early stage do not usually have the patience to read through a long story. Such a story can be written within eight to ten short and simple sentences.

- **Interesting content**: The content of such reading materials is expected to be able to attract the young children. It should be familiar to them. A proper beginning, climax and ending of a story make the story more interesting for the young children as they look for these highlights once they start reading a story.

- **Illustrative pictures**: Pictures are one of the most important components of a Stage 1 reading material. Each page in the book comprises one or at the most two sentences of the story along with a corresponding picture to depict the meaning of that sentence. The pictures are expected to be culturally appropriate for the learners.
There are a number of various kinds of story books and other reading materials which can give you more opportunity to use the students' mother tongue in order to teach them language and literacy skills. Some of these are discussed below.

### 3.5.4 Big Books

Big books help the learners to develop the skill of reading naturally and with understanding and enjoyment. This is also an interesting way of having the experience of shared reading, because all the learners can read it together. Any kind of interesting story which can attract the children can be converted a Big book. Each page of the book can comprise of one or two sentences of the story with (if possible) beautiful coloured illustrations. The size of the pages should be of A3 size or bigger. The following illustration shows another alternative way of designing a big book (where the picture is on one page and the sentence is on another; but children can look at them together since they are presented side by side). The letters should be large enough for everyone in the class to be visible and to be able to read it.

**Fig 2: Examples of Big book in the Tai Phake language**
3.5.5 Listening Stories

Listening stories are used to provide the learners with the opportunity to think and talk about an interesting and culturally appropriate story. These stories are read out and not told. It enhances their capacity to listen to understand and make assumptions about a story. Listening stories should be readable in 5 minutes, at the most.

Fig 3: Example of a listening story in the Tai Khanyang language

3.5.6 Picture Posters

Picture posters can be used to make reading more interesting for the young learners. Picture of anything relating to the indigenous culture of the learners can be drawn on a big chart paper and the students can be encouraged to talk, think and even write about it. For example, one can draw the picture of a traditional house of a particular community and write the names of the different parts of the house in their own language. This can encourage the learners to talk about their own houses and even write little stories about their home. In the same way, one can draw the picture of a human body with pointers labelling the different body parts in their own language. This helps in enriching the mother tongue vocabulary of the young learners.
CHECK YOUR PROGRESS

Q 4: What is the effect of incorporating students’ existing knowledge into the classroom materials?

................................................................................................

................................................................................................

Q 5: What are main areas that need to be taken care of while writing a good story for young learners?

................................................................................................

................................................................................................

3.6 STEPS IN DEVELOPING RESOURCE MATERIAL

In the previous section we discussed and gave examples of the kinds of reading materials that can be used in the classroom for facilitating learners’ mother tongue. But after reading about these various kinds of materials the question which probably comes to your mind is ‘Where do I find these materials written in the various mother tongues?’ Well, this is a very pertinent question and also a very important issue that needs to be adequately addressed.

These reading materials can be produced in two ways. Some of these materials can be produced by involving the parents and other learned members of the community in the production process. In addition, some of these materials can also produced by the active involvement of the students themselves.

Now you might be wondering and in fact, might be in doubt as to how to involve the parents in producing reading materials for their children. There are ways to achieve this with a little effort from you. In the following lines you will get a step-by-step work plan for producing reading materials by involving parents and other community members of students whose mother tongue is different from the one used in the school for classroom transaction. However, in order to carry out these steps, you will need to
discuss with your school authorities to find out suitable dates and time for the activities mentioned below.

Step 1: Invite some parents and community members of some of the students with a different mother tongue in your class.

Step 2: After they have arrived, welcome them and ask them what are their expectations from their children. (You most likely will get responses like 'we want our children to excel in the examination', 'they should be fluent in speaking English', 'they should be able to get a good job' etc)

Step 3: After you have listened to them express your appreciation of their expectations and tell them these expectations can be achieved with a little help from them.

Step 4: Now you should share with them the problem that their children are facing in terms of understanding the lessons, as their mother tongue is different from the language used at school. (At this point you might get responses from the parents which show that they do not think that is the problem. 'But our students can speak the school language to some extent. In response, you need to share with them the difference between the BICS and CALP in as simple words as you can. You have already learnt about these concepts in UNIT 1).

Step 4: Now you will ask them if they would be willing to help you and other teachers to make learning more enjoyable and fruitful for their children. (In most cases the parents will obviously respond positively).

Step 5: Now you need to explain to them that you would like them to help you in producing some simple reading materials in their own language for their children to read.

Step 6: Once they are ready, make small groups of four or five according to the community they belong to.

Step 7: Now explain to them that you are going to make a calendar for the respective communities. For this purpose, you should ask them to first divide a year into 12 months. Now each of them should take at least two months and think about anything that happens during those
months which really attracts their children's attention. For example if someone takes up the month of June/July, he will think about the rainy season. With the rainy season there come a lot of frogs which really attract the children. Again in the month of February, a particular community may celebrate one of their traditional festivals. So, in those days the children become very much involved in the activities associated with that festival. There are some other months in which the changes in nature catch children's attention like the appearance of butterflies, new leaves in the trees etc.

So the parents will list as many such topics or themes as possible under each month in a year.

Step 8: Once this list is ready, you can provide them with a piece of art paper, pencil and markers so that they can draw a table of the calendar with columns and rows and then write the different themes that they have found under each month with beautiful handwriting. (This will be a fun activity for them.)

Step 9: Now you explain to them that this calendar is called 'Cultural Calendar' and it can be used as an instrument for writing small stories, songs, or for making picture books in their mother tongue. You will further explain to them that they should think and try to write down small stories on the themes that have been included in cultural calendar.

For example if someone takes up the theme 'rainy season', he/ she will write a small story of 8-10 sentences describing the conditions in the village in the rainy season. The story may include how the children play in rain. It may also include how the children play with the frogs etc. The sentences should be short and simple so that the children can easily understand them. You can help them by providing the guidelines cited in 3.5.3 and 3.5.4 for writing such stories.

The steps described above are very preliminary steps through which you can engage the parents and other community members in producing reading materials in their mother tongue. Please note that you can aim to complete Step 1 to Step 8 in one day. But the writing of the stories and
other textbooks can take a while as they will need to cover the following activities:

- think about the theme and the story
- at first write a draft version which can be longer than the prescribed 8-10 sentences
- check for correctness and consistencies in spelling and grammar in their language.
- also keep in mind the flow of the story which should be attractive for their children to read
- draw a picture for each of the sentences in the story. In many cases, this poses a challenge. Because not everybody can draw pictures. In that case, they need to look for someone who can assist them with the drawing.

Therefore you can actually request them to complete their stories at home and then bring them back to the school. Ideally, it needs at least three days of active guidance to help them understand and be fluent in the writing of the stories and other materials. It will be much effective if your school authority permits you to work with these groups of parents and community members for at least three days.

Now let us briefly look at benefits of a cultural calendar. The cultural calendar offers the following advantages:

- an opportunity to you to engage the parents and other community members in writing something in their own language.
- a practical guide to create a list of possible topics and themes for writing stories and other teaching learning materials in their language.
- an opportunity for you to explain to the parents and community members about the language barrier confronted by the children in the classroom which needs to addressed properly.
- enables the incorporation of students’ existing knowledge in the reading materials which eventually encourages them to learn with understanding.
3.7 LET US SUM UP

- Developing pedagogic material in the students’ mother tongue is an important step towards facilitating mother tongue teaching.
- Resource Development in the specific context of mother tongue teaching refers to the production of various kinds of teaching learning materials which facilitate the use of the learners' mother tongue in the classroom.
- When we talk about language and literacy skills we basically think about the four skills of listening, speaking, reading and writing. It is very important for the learners to develop these skills for academic success and also for life-long learning.
- Developing teaching - learning materials in the students' mother tongue also provides the opportunity to bring in students' world into the classroom. It is very important to make these students feel at home in the classroom.
- Developing materials in the students' mother tongue also provides the teacher with an opportunity to create a sense of collaborative learning among the students. There are strategies and ways in which students can be encouraged to take an active role in producing materials in their mother tongue.
- Developing reading materials in the mother tongue will also help in the use and maintenance of the language and traditional knowledge of the speaker communities which are otherwise gradually abandoned by their younger generations.
- There are different kinds of reading materials which can be used for teaching language and literacy skills to the students in their mother tongue.
- A Pre-reader is a book which introduces the four basic literacy skills-listening, speaking, reading and writing to the students.
- A Primer helps the students to learn more about parts of words,
syllables and meaningful sentences in their language.

- Story books are an effective means of transferring basic language and literacy skills to the young learners.
- Big books are used to show to the learners the skill of reading naturally and with understanding and enjoyment.
- Listening stories are used to provide the learners with the opportunity to think and talk about an interesting and culturally appropriate story.
- Picture posters can be used to make reading more interesting for the young learners. Pictures of anything related to the indigenous culture of the learners can be drawn on a big chart paper and the students can be encouraged to talk, think and even write about them.
- It is important to involve the parents and other members of the community in the production of these various reading materials in their mother tongue for the children to read.
- Cultural calendar is an effective tool to encourage such participation of parents and a guide to writing stories and other reading materials in their language.

### 3.8 FURTHER READING


3.9 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q No 1:** Resource means 'a source of aid or support that may be drawn upon when needed'.

**Ans to Q No 2:** There can be various types of teaching learning materials such as Pre-readers, Primers, Story books, Song books, Different activities, Books on environmental science, Identity texts, Books on basic mathematics, Picture charts, materials created by the students themselves etc.

**Ans to Q No 3:** The three main important steps are:

a) as much exposure to language as possible.

b) opportunity to increase their vocabulary so that they are able to express themselves comfortably.

c) scope for development of various kinds of social and academic interactions.

**Ans to Q No 4:** It creates a sense of familiarity and security in the minds of the students, which in turn enables and encourages them to enjoy the classroom environment.

**Ans to Q No 5:** The main areas that need to be taken care of while writing a story for young learners are 1) Length, 2) Content, 3) Illustrative pictures.

3.10 MODEL QUESTIONS

**A. Very Short questions**

**Q 1:** What do you mean by resource development?

**Q 2:** What are the four basic language and literacy skills?
Q 3: What is collaborative learning?

B. Short questions (Answer in about 100-150 words)

Q 1: Why do we need to develop language and literacy skills of the students' across the curriculum?

Q 2: What are the objectives of teaching-learning materials as described in the unit?

Q 3: What are the main aims of a Pre-reader?

Q 4: What are the main aims of a Primer?

Q 5: What are the characteristics of a good Story book as shown in the unit?

Q 6: Write a brief note on Big Book.

Q 7: Write a brief note on Listening story.

Q 8: What are the benefits of a Cultural Calendar as described in the unit?

C. Long questions (Answer in about 300-500 words)

Q 1: Discuss the necessity and relevance of developing pedagogic materials in learner's mother tongue.

Q 2: List and discuss about the nature and benefit of the various kinds of reading materials as discussed and illustrated in the unit.

Q 3: Discuss the various steps described in the unit for developing reading materials in the learner's mother tongue.

*** ***** ***
 REFERENCES


