

The use of teaching aids in the teaching learning process of large classes.

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Aims:

- To present teachers of the language department the different types of teaching aids that can be used in the teaching learning process of a foreign language.
- To give teachers suggestions on the use of teaching aids in large classes.

Outline:

- Challenges and solutions when teaching large classes.
- What is a teaching aid?
- Why to use them?
- Characteristics.
- The types.
- Why not using technology?

Some challenges facing teachers with large classes:

- Desks and chairs are fixed or difficult to move
- Students sit close together in rows or even sharing seats & desks
- Little space for the teacher to move around the classroom
- Testing is problematic
- Not enough space for students to move during the lesson – so communicative activities are sometimes difficult
- Noise levels can be high, so pair and group work activities can be difficult
- Not enough course books for all students
- Shortage of paper, pencils, notebooks etc.
- No photocopying facilities
- No video, computer or multi-media facilities – often no electricity!
- Torn, tattered copies of school text books – they've seen many generations of students and the previous generations have provided the answers to activities in most cases.
- Individual teacher-student attention is minimized.
- Student opportunities to speak are lessened.
- Teacher's feedback on students' written work is limited.

Some solutions to these problems are available. Consider the following that apply to one or several of the above challenges:

(a) Try to make each student feel important (and not just a "number") by learning names and using them. Name tags or desk "plates" serve as reminders.

(b) Get students to do as much interactive work as possible, including plenty of "get-acquainted" activities at the beginning, so that they feel a part of a community and are not just lost in the crowd.

(c) Optimize the use of pair work and small group work to give students chances to perform in English. In grouping, consider the variation in ability levels.

(d) Do more than the usual number of listening comprehension activities, using tapes, video, and yourself. Make sure students know what kind of response is expected from them. Through active listening comprehension, students can learn a good deal of language that transfers to reading, speaking, and writing.

(e) Use peer editing, feedback, and evaluation in written work whenever appropriate.

(f) Give students a range of extra-class work, from a minimum that all students must do to challenging tasks for the better students in the class.

(g) Don't collect written work from all of your students at the same time; spread it out in some systematic way both to lighten your load and to give students the benefit of a speedy return of their work.

(h) Set up small learning centers in your class where students can do individualized work.

(i) Organize informal conversation groups and study groups.

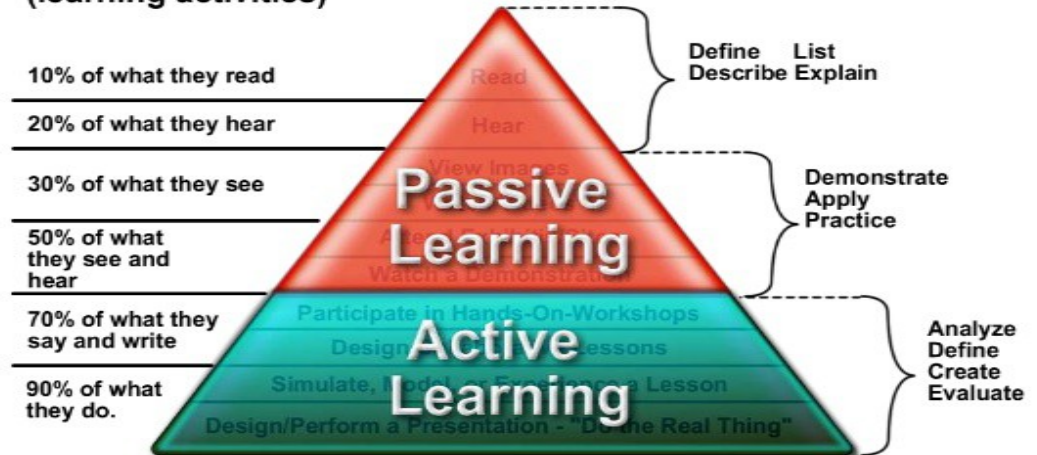
Teaching Aids

Teaching aids are an integral part in the teaching-learning process. They are determined by the other lesson components and the learning conditions. Teaching aids have a great role to play in the communicative approach since they help learning in a number of different ways:

1. They can brighten up the classroom and bring more variety and interest into language lessons;
2. They can help to provide the situations (contexts) which light up the meaning of the utterances used;
3. They can stimulate students to speak the language as well as to read it and write it;
4. They can help in giving information of one kind or another about the background of literature and about life in the foreign country concerned.

People generally remember...
(learning activities)

People are able to...
(learning outcomes)



NEED & IMPORTANCE

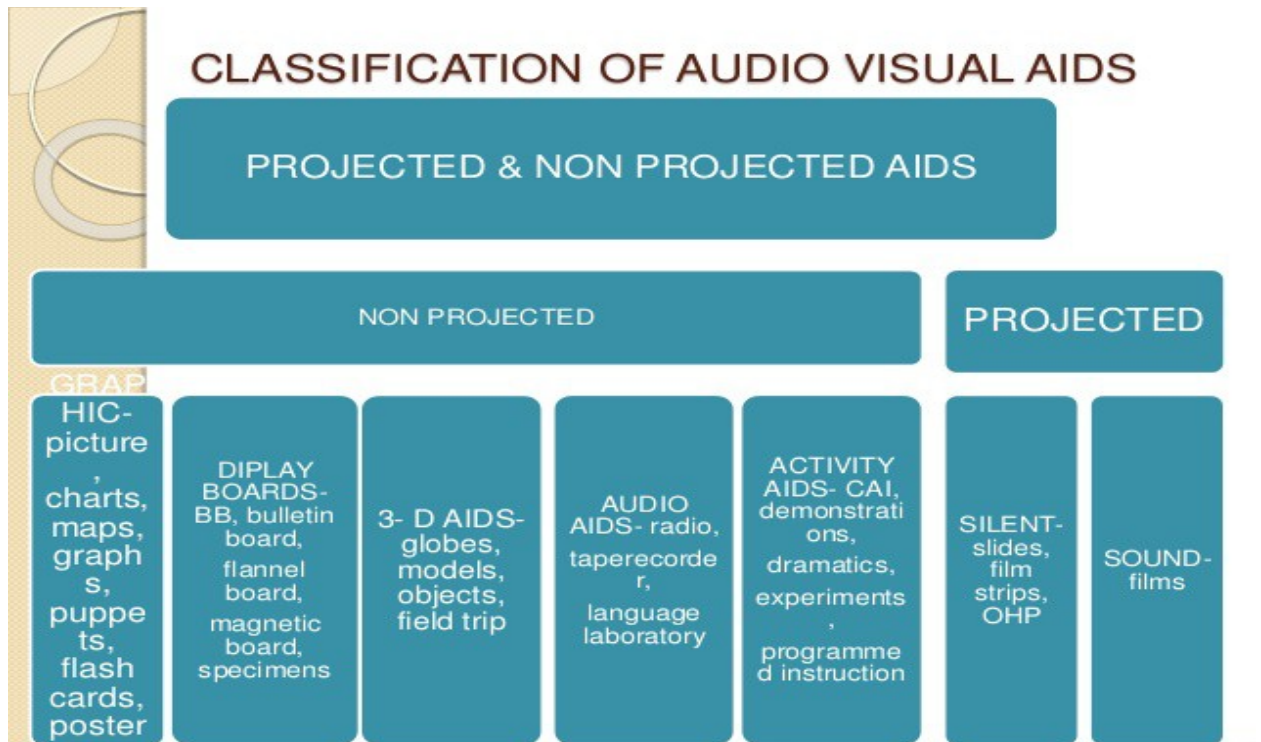
- Clarity
- Attention & interest
- Best motivators
- Use of maximum senses
- Saving time & effort
- Fixing and recalling the knowledge
- Meeting the individual differences
- Encouraging activities
- Introductory variety
- Development of scientific attitude
- Direct experiences
- Promotion of international understanding

CHARACTERISTICS OF GOOD TEACHING AIDS:

- Ø Meaningful and purposeful
- Ø Motivates the learners
- Ø Accurate in every aspect
- Ø Simple and cheap
- Ø Improvised
- Ø Large in size
- Ø Up-to-date

Categories of Teaching Aids

- 3 categories
 - 1) Audio Aids
 - 2) Visual Aid
 - 3) Audio – Visual Aid
- A-V aid imply, “anything by means of which learning process may be encouraged or carried on through the sense of hearing or the sense of sight.”



1. The teacher: Your facial expression, gestures and mimes can greatly enhance students' understanding of your meaning. Without turning into an absolute clown you can take steps to help students understand by:
 - miming the action you are describing, e.g. when students are first getting used to classroom instructions in English: 'Listen carefully' (teacher points to ear), 'You've got five minutes' (teacher points to watch and shows five fingers)
 - exaggerating your facial expressions slightly to get across a sense of mood – surprise, disapproval.

2. The blackboard/whiteboard

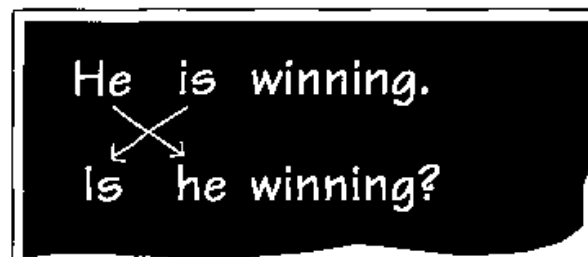
The most versatile piece of teaching equipment is the board – whether this is of the more traditional chalk-dust variety or the whiteboard, written on with marker pens. Boards provide a motivating focal point during whole-class grouping (see Chapter 8, A1).

We can use boards for a variety of different purposes, including:

- **Note pad:** teachers frequently write things up on the board as these come up during the lesson. They might be words that they want students to remember,

phrases which students have not understood or seen before, or topics and phrases which they have elicited from students when trying to build up a composition plan, for example.

- **Explanation aid:** boards can be used for explanation too, where, for example, we show the relationship between an affirmative sentence and a question by drawing connecting arrows (see Figure 17). We can show where words go in a sentence by indicating the best positions diagrammatically, or we can write up phonemic symbols (or draw diagrams of the mouth, for example) to show how a word or sound is pronounced. The board is ideal for such uses.



- **Picture frame:** boards can be used for drawing pictures of course, the only limitation being our 'artistic ability'. But even those who are not artistically gifted can usually draw a sad face and a happy face. They can produce stick men sitting down and running, or make an attempt at a bus or a car. What is more, this can be done whenever it is required because the board is always there, helping students to understand concepts and words.
- **Public workbook:** a typical procedure is to write up fill-in sentences or sentence transformation items, for example, and have individual students come up to the board and write a fill-in item, or a transformed sentence. That way the whole class becomes involved in seeing what the correct version is.
Teachers sometimes write mistakes they have observed in a creative language activity on the board. They can ask class members who think they know how to correct them to come up and have a go.

Game board: there are a number of games that can be played using the board. With noughts and crosses, for example, teachers can draw nine box frames and write different words or categories in each box (see below). Teams have to make sentences or questions with the words and if they get them right they can put their symbol (O or X) on the square to draw their winning straight line.

can't	won't	like
must	enjoy	want
dislike	hate	has to

- **Noticeboard:** teachers and students can stick things on boards – pictures, posters, announcements, charts, etc. This is especially useful if they are metallic boards so that magnets can be used.
- 3.
- **Realia:** with beginners and particularly children, 'real' or lifelike items are useful for teaching the meanings of words; teachers sometimes appear in the classroom with plastic fruit, cardboard clock faces, or two telephones to help simulate phone conversations.

- Language cards:** many teachers put a variety of cards and posters around the classroom. Such posters can have notes about language items on them, or be a collection of ways of apologising or inviting, for example. Sometimes, with new groups, teachers get students to write about themselves on a card and put their photograph next to what they have written so that the class all know who everyone is. Students can also make presentation posters of projects they have worked on. In multinational classes, for example, many students enjoy providing short guides to their countries.

Small cards are easy to handle and to preserve. They replace the old, big traditional picture since they are more economic and meet far more requirements of the communicative approach.

The cards may be used to develop in the learners the skills of listening, speaking, reading and writing. The same card may serve different communicative purposes. In addition, the learner may understand, practice and use language forms to perform certain functions in a given context.

Examples of cards that can be used in pair work:

Student A

- Tell **B** what you have in your card
- Tell **B** what makes the two cards different
- Find a solution to the problem-solving situation.

Student B

- Do the same.
- Tell **A** what is common in both cards.
- Do the same

Situation:

A farmer had a big problem. He was standing by a river with a basket of corn, a fox and a goose, and the farmer wanted to take all three to the other side. But his boat was only big enough for himself and one of

Situation:

A man wants to cross a river with a goat, a cabbage and a bear. But he could pass only the cabbage, the goat or the bear. The goat should not eat the cabbage; the bear should not eat the goat.

his belongings. Now he could ,
not take the fox and leave the
goose along with the corn. The
goose would eat it.

And he could not leave the fox
and the goose alone because
the fox was hungry.

What could he do?

Student A

- a. Tell **B** what's crossing the
cat's head.
- b. Tell **B** what you wouldn't do
if you were the cat's owner.
I strongly suspect you
belong to an organization .

What to do?

Student B

- a. Tell A what's going
through the boy's mind.
- b. Tell A how you would
feel if you were the boy.

that's diabolically opposed
to Authority.

Flashcards

After making very colorful flashcards for key topics and lexical sets, it is easy to under-use them.

The advantages of flashcards are:

1 You can use them as an introduction/warm-up to reactivate students' language.

- Get students in pairs to guess the words or phrases that the pictures represent.
- Make a team game. Partially cover each picture (with black card with a shaped cut-out which gives a keyhole effect) and challenge teams to guess the word. Further points can be added or gained by making a sentence about the picture or asking a question about it.
- You can use sets of pictures and ask what they have in common, e.g. all modes of transport; all objects you might find in a bedroom; all uncountable foodstuffs; all countries in the Southern Hemisphere; all spare time activities, etc.

2 You can use the flashcards as cues for substitution in dialogues, e.g. a lexical set of pictures of drinks on the board.

Teacher offers the drinks: 'Would you like a cup of tea? /sugar? /some milk?'

Students respond and continue practicing: 'Yes, please.' The teacher then elicits questions from students using the cards and invites others to respond. The dialogue can be further refined until the flashcards serve as prompts for students working alone.

CHART

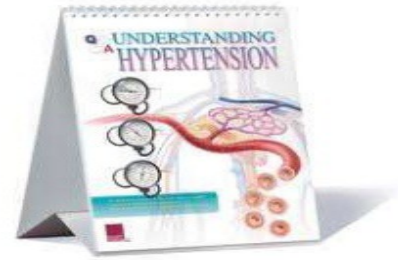
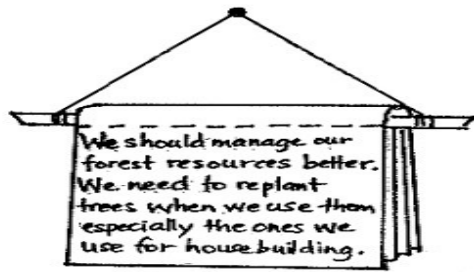
- A chart is a useful way to present and display information or instructions, especially in a classroom or other educational situation. It can range in size from a large wall chart to a single piece of paper.
- Acc to Edgar Dale , “a chart is a visual symbol summarising or comparing or contrasting or performing other helpful services in explaining subject matter”

TYPES OF CHARTS

<input type="checkbox"/>	Picture chart	<input type="checkbox"/>
<input type="checkbox"/>	Time chart	<input type="checkbox"/>
<input type="checkbox"/>	Table chart	<input type="checkbox"/>
<input type="checkbox"/>	Graphic chart	<input type="checkbox"/>
<input type="checkbox"/>	Flow chart	<input type="checkbox"/>
<input type="checkbox"/>	Tree chart	<input type="checkbox"/>
<input type="checkbox"/>	Pie chart	<input type="checkbox"/>

FLIP CHARTS





FLIP CHARTS

- Flip charts are useful in teaching situations where you need to teach a number of people at a time. They are used when books are unavailable, scarce, or too expensive for individuals to have their own copy when other media such as overheads and slides are not available, and where group learning is most culturally appropriate.
- A flip chart is a collection of large pages which are bound together at the top. The pages are “flipped” or brought up and to the back as they are used.
- A flip chart is bound together at the top in such a way that the pages can be easily turned and lie flat.

FLIP CARDS



MODEL

- Models are replicas or copies of real objects with suitable change in size, complexity, timing, safety and cost factors.
- CLASSIFICATION-
 - 1) Simplified
 - 2) Scale
 - 3) Working
 - 4) Cross-sectional
 - 5) Mock-ups



PRINCIPLES OF SELECTION & EFFECTIVENESS IN USE

PRINCIPLE OF SELECTION

- 1) Educational value
- 2) Realization of objectives
- 3) Pupil centeredness
- 4) Interest and motivation
- 5) Simplicity
- 6) Relevancy and suitability
- 7) Accuracy
- 8) Encouragement
- 9) Well preparedness
- 10) Avoiding too many aids
- 11) Means to an end
- 12) Integration
- 13) availability of resources- size of classroom, finance, facilities, experienced teachers

PRINCIPLE OF USE

- 1) preparation- awareness, teacher's preparation, students participation
- 2) Proper presentation- handling, checking, timely presentation, avoiding distraction
- 3) Protection and preservation
- 4) Action
- 5) Follow up
- 6) Evaluation

E-mail:

E-mail is an instructional tool used in just about every educational environment you can think of today. When considering e-mail as a planned component of teaching, however, think in terms of how it can build relationships among members of a group as well as between the teacher and a student.

Pros: Almost universally accessible. You can get fast response, with the ability to create group discussion, free, or at least, very inexpensive.

Cons: Many individuals feel overwhelmed by e-mail and may tune out e-mail communications.

Synchronous chat:

Synchronous chat brings multiple users into a secure online space for immediate give-and take. It requires all participants to be available at the same time. The results are easy to archive for later review.

Synchronous chat is a native language of teens, but older folks (which in tech terms means anyone born before 1975) can find it difficult to follow multiple chatters. The limitations of the software mean that responses from chatters can be delayed, resulting in an online dialogue that is out of sync. Still, for immediate questions and task-oriented group meetings, chat can get the job done.

Forum or bulletin board: Requires participants to visit the discussion host to participate in the dialogue (see Figure 1.1).

Listserv: Delivers all discussion to the participants' e-mail. Many systems also create a Web-based archive that functions much like a bulletin board so users can log in to view and respond to postings.

Blog: Short for "Weblog," creates an online journal or diary of comments, either from a single blogger or from multiple members of a blog group. Unlike other forms of AD, blogs do not create threads (messages grouped by topic) and so are difficult to use for give-and-take among participants.

Newsgroup: Delivers discussion elements directly to users' desktop e-mail system, although the postings themselves are hosted on a remote, secure server.

Wiki:

- It is a system of knowledge management that helps collaborative work.
- It allows users to add or edit contents.
- It can be used to create or design vocabulary glossaries about specific topics, make projects, and even for note taking.
- It is an excellent tool for group working.
- It is a system to elaborate texts and debate about them.
- It is a means to gather information to make Project Works or create contents.
- It is a point of interchange with students from all over the world.

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