

B) Teaching Aids



They help to make the language used in the class more real and alive.
They also save your time and effort.

Types

1- Visual aids:

(chalkboard, pictures, posters, drawings, charts, maps, real objects, cloth & magnetic boards, film strips, projectors and slides)

2- Aural aids:

(radio programmes, taped materials and the language laboratory)

3- Audio-Visual aids:

(films, video-tapes, television and computer)

4- Language games:

(card games, board games and paper & pencil games)

***Make sure that your aid has
no mistakes
(spelling, structure....)***

The aid should....

- a- be suitable for the teaching objectives.
- b- be related to the text material or class work.
- c- simplify the learning process.
- d- present one point at a time.
- e- be colourful, attractive and of appropriate size .
- f- motivate the students to practice the language individually,
in pairs or in groups.
- g- be easy to use or operate.



***To use only flashcards, for
example, and to use them every
single lesson, would be almost as
never using them at all.
Variety is what is needed.***



1- The Chalkboard and White Board:

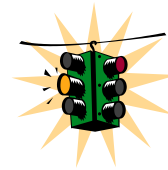


It can be used for many purposes such as :

- 1- Writing (new vocabulary and their meanings, presenting grammatical structures, questions, homework assignments)
- 2- Demonstrating model handwriting,
- 3- Drawing (shapes, sketches, stick figures)
- 4- Asking students to write words or sentences.

Note:

- 1- Don't overcrowd the board.
- 2- Divide the board into sections.
- 3- Writing should be clear and neat.
- 4- Don't jump from one side to another.
- 5- Use the coloured chalk **effectively** not for mere decoration.
- 6- Write heavily with large and clear letters that every student in the classroom can see easily.



Don't forget to rub off notes , worked examples and unwanted materials.



The white board may also be used as a screen for overhead projectors.

Note: Students can have their own personal boards (**A4 size**) or the plastic back cover of their notebooks to practice writing, spelling....

2- The Magnet Board and Flannel Board:

- * Aids, pictures or cut-outs can be added and removed as wanted and they can easily be moved about the board.
- * The order of the pictures or cut-outs can be varied. It can be used for telling a story in order.
- * It can be used for playing games e.g. a large figure of a human body can be put together by students. A cut out of a plate can be placed and a fork and spoon can be placed by students according to instructions.



3- Pictures and blackboard drawings:

They are used to ...

- * teach new words.
- * increase the interest of a lesson.
- * introduce some reading passages.
- * provide a topic for a composition.
- * develop listening comprehension.
- * supply situations for grammatical structures.
- * understand some cultures of English language speakers.



Magazines are full of useful and colourful pictures.



Note:

- 1- Pictures can be drawn (not only photos or printed pictures)
- 2- Pictures should be well selected, simple, clear and big enough for every one to see.
- 3- You can draw a simple figure for real people (stick figures)***
- 4- Drawing should only show the most important details.
(It's important to draw quickly)



*** When the thing itself is available e.g. pen, door..., there is no need for a picture.**

*** There are names of CDs & websites that provide you with pictures. (p 38)**



*****A word on stick figures: { / + ○ + △ } =**



Stick figures are a simplification of real figures into lines or sticks and geometric shapes. You can use them to teach grammar, reading, composition and dialogue.

When you draw the face and body make it clear that it's a male or a female and use eyes, eyebrows and mouth to create moods and expressions. Also apply action and include facial expressions to stress the action. You can draw animals and things as well.



4- Puppets:

There are glove puppets as well as finger puppets.
They can be used for dialogues effectively.



You can draw a face on a piece of cardboard (or a paper plate) and decorate it with wool and buttons... and cut it.

* Don't forget to make a holder.



5- Charts:

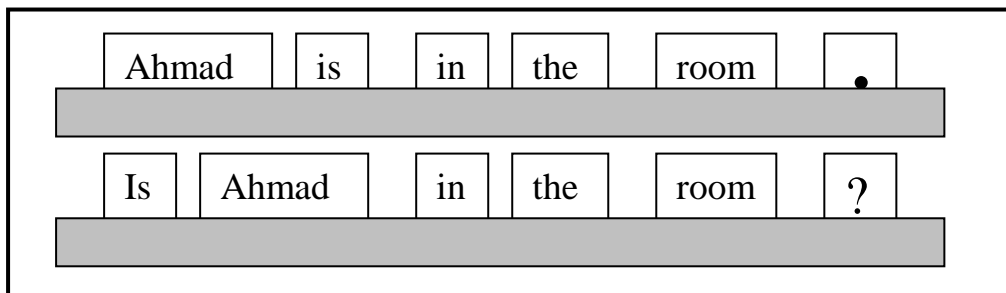
A good chart must be large enough to be seen by all students in the classroom. It also must be clear and neat (attractive).

- ☀ Hanging the wall charts on the wall reinforces the information of the lessons.
- ☀ Using charts made by students themselves (in a workshop) is one application of the theory of **(Learning By Doing)**

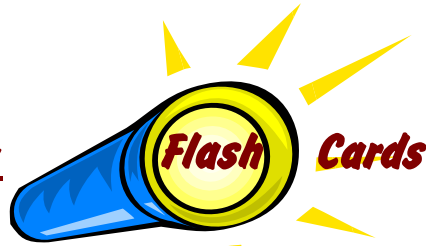


The Pocket Chart...

It's a device for dramatizing word order by taking word cards and pinning them in rows of narrow pockets.



6- Cards:



Flash cards train students to widen their eye span by urging them to catch large reading units at a glance and it speeds up students' reading by showing them a card for a few seconds.

Motivation  Attention  Learning

Word Cards

Word cards make the learners read for information.

For example:

a- Read'n Choose : (choosing a word to answer a question)

e.g. (boat – car – taxi – lorry – plane).

You ask: Which travels in the air? (plane)

b- Odd Word Out: (choosing a word that doesn't belong)

e.g. (hotel – house – post office – radio – restaurant – supermarket)

* radio is not a building.

c- Wh-questions: (forming a question on a passage)

e.g. **Who ?** - if it's picked students should form a question using it.

d- Sentence Cards: (forming sentences from scrambled words)

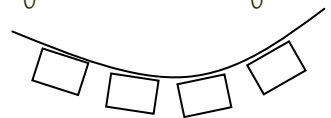
Also used for substitution drills or practicing grammatical points.



You can make word cards from sheets of **A4** paper folded in half so they can stand on a table.

 You can hang cards along a string on the board.

 You can attach them on magnet boards (some boards are magnetic)



e- Letter Cards:

Single letters are put on smaller cards to build up words.

It works great with sounds and spellings e.g. (at – ate)...



7- The Tape Recorder:



It's a good opportunity to hear voices of native speakers of English.



☀ The recording should be clear, comprehensible and at a normal speed.

☀ The pauses between items (e.g. question and answer, drills, instructions) should be suitable for correct responses.

8- The Overhead Projector:

* Transparencies are used for writing or drawing things to project them onto a screen or a white board or a wall.

* The overhead projector helps the teacher direct the discussion or activity by pointing to items with a pencil or a long stick without losing control of the class.



9- Others:

* The Computer is useful in demonstration, drills and practice.

* Videotapes can be used for specialized study. The teacher should preview them carefully to check their value and prepare drills & tasks.

* Games can be useful as students enjoy playing games and respond positively to them. They should be chosen carefully to fulfill your objective. See **(Lee, W.R. Language Teaching Games)**

* Realia saves time. Instead of drawing or describing real objects, use the object itself especially if it is available around you or can be carried into the classroom.

* **Look around you (at home, in the classroom and in the school environment)**

The teacher herself is the best teaching aid.

Use your voice, body language, gestures and instructions to encourage them to learn and to LOVE what they are learning.

