

Selection and Use of Teaching Aids

by

Samsul Maarif & Dwiyani Pratiwi

Part 1

A. Competence

The participants are expected to be able to select and use interesting, new, and appropriate teaching aids

B. Indicators

1. Participants are able to mention the types of interesting, new, and appropriate teaching aids,
2. Participants are able to mention and explain the functions of various teaching aids,
3. Participants are able to use various kinds of teaching aids, and
4. Participants are able to make a kit of teaching aids

C. Materials

Definition

Teaching aids are the resources and equipment available in the classroom, as well as the resources we can bring into the classroom. They include cassette recorders, CD players, video recorders, and overhead projectors, visual aids (pictures that can help learners understand), realia, and the teacher himself/herself.

Types of Teaching Aids

We select and use aids by thinking carefully about the aims of a lesson, and then choosing the most appropriate ones. The followings are some examples

of teaching aids and their aims/purposes.

<p>Blackboard/whiteboard</p> <ul style="list-style-type: none"> • Writing words and ideas that come up during the lesson • Drawing or displaying pictures • Building up ideas in the diagrams, word maps, etc. • For learners to write answer • For whole-class compositions 	<p>Video recorder</p> <ul style="list-style-type: none"> • For information gap tasks (with one learner viewing and one just listening) • Viewing without sound and guessing the language • Pausing and predicting the language (i.e. saying what you think is coming next) • With a camera, filming learners' performance
<p>Overhead projector</p> <ul style="list-style-type: none"> • Displaying results of group work • Building up information by putting one transparency on top of another • Covering up or gradually uncovering parts of the transparency • Displaying pictures and diagrams on photocopiable transparencies 	<p>Computer</p> <ul style="list-style-type: none"> • Narrative building with a word processor • Supplementary materials for coursebooks • Online language tests • Using online dictionaries • Using CD-ROMS • Email exchanges • Online communication (chatting) • Online newspapers and magazines • Project work using the Internet <p>Internet resources: websites:</p> <p>http://www.eslcafe.com</p> <p>http://www.esl-lab.com</p> <p>http://www.thinkquest.org/</p> <p>http://us.imdb.com</p> <p>http://www.oup.co.uk/elt/magazine/worksh/worksh.html</p> <p>www.google.com http://www.thewclc.ca/edge</p>
<p>Cassette recorder/CD player</p> <ul style="list-style-type: none"> • Presenting new 	<p>Language laboratory</p> <ul style="list-style-type: none"> • Pronunciation practice

<p>languages in dialogues and stories</p> <ul style="list-style-type: none"> • Giving models for pronunciation practice • Recording learners' oral performance • Listening for pleasure 	<ul style="list-style-type: none"> • Extensive listening • Monitoring and giving feedback to individual learners • Developing speaking skills
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Other types of teaching aids

Realia

Realia are the real objects that we can bring easily into the classroom, e.g. books, pencils, chairs, etc. They can be used to teach vocabulary, as prompts for practicing grammatical structures, e.g. *You have three books*, or for building dialogues and narratives, for games and quizzes. Realia also include real texts, such as menus, timetables, leaflets, brochures, etc.

Flashcards

Like realia, flashcards can be used for teaching individual words or as prompts for practicing grammatical structures.

Puppets

Puppet is an excellent resource for teaching young learners. For example, we can introduce new language in dialogues between pairs of puppets (or between one puppet and the teacher).

Charts

We can use posters and wallcharts (drawings or graphs that can be put on the wall of a classroom) to display larger, more detailed pictures, or a series of pictures telling a story or showing related objects in a lexical set. A phonemic

chart shows the pnomemic symbols and the positions in the mouth where the different sounds are made. The teacher can point at the symbols to prompt learners to correct their pronunciation. We can also use charts to display diagrams, prepared drawings and tables of irregular verbs, or to build up a class dictionary.

Pocket chart and word cards

A pocket chart is support material which can be made from cardboard, cloth or vinyl on which pockets of clear material have been placed in order to hold pictures or word cards.



Flannel Board and Cards

1. Flannel Board: a half-framed flannel screen: 1 x 120 cm (of dark colour)
(Framed on top and bottom only)

2. Cards

2.1. Office Items Cards

Separate picture cards of office items (1 picture card for each item), cut from the ready-for-use colour pictures available in the market,

with an adhesive device being attached on the back side of each picture card. The name of each office item is written on a separate smaller card, with an adhesive device being attached on the back of each card.

Pictures for Class Use

1. Situational Pictures

Big pictures (60 x 90 cm) or small pictures (25 x30cm) (for each learner) of different situations where English is possibly used can be created, for example a situation at the front of a hotel, a situation at the bank teller, a situation at a receptionist desk, a situation in an airport, etc. (See the examples below)



bxp64697 www.fotosearch.com



pe0015185 fotosearch.com



k1484110 www.fotosearch.com



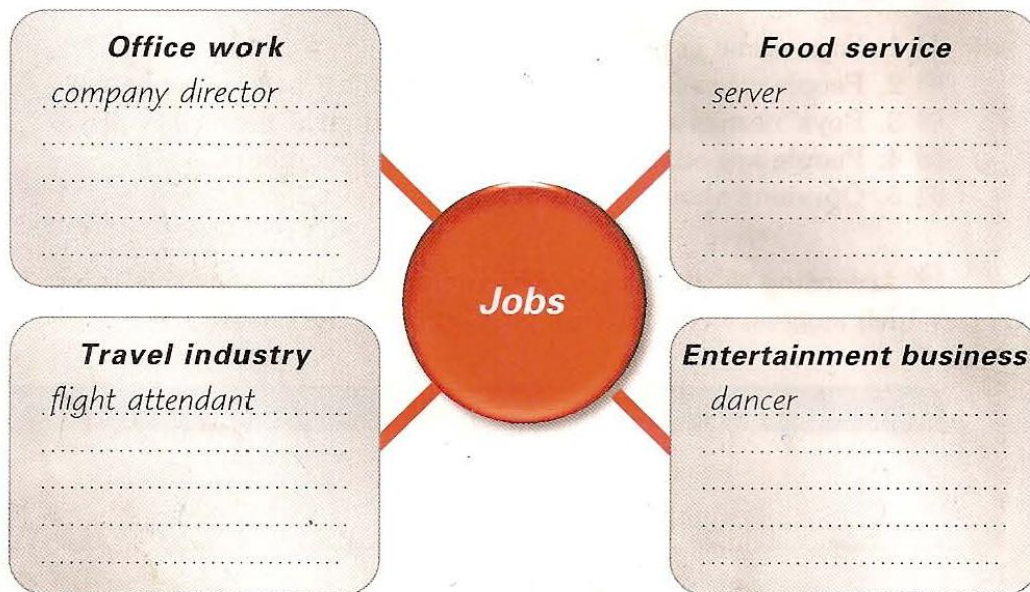
2. A Series of Pictures for Stories

Sets of pictures stories, which can be made up by the teachers or translated from local stories, can be created for classical use. The pictures should be big enough to enable all the students in the class to see them clearly. The size might be 25 x 30 cm each.

Vocabulary Webs

1. Subordinate Web

A term is to be completed with all or most of its related items through a vocabulary web. The term is written in an oval or box in the middle and empty ovals (or other shapes) to make vocabulary webs are connected to this term. Arrows or lines should be provided to join the ovals and the term. This will be used to make a web like then example below. Students can write the terms/words on it.



Crossword Puzzle

It includes:

1. The crossword Puzzle Board

One big sheet of crossword puzzles board (70 x 90 cm) on which a block of blank boxes (each of 6 x 6 cm size) are presented, with adhesive devices being attached on the back side. All boxes in the puzzle sheet are to left empty.

2. Black cards

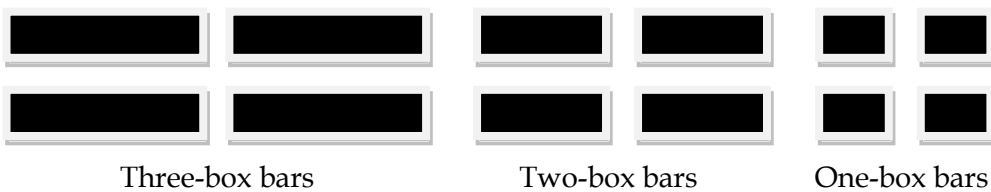
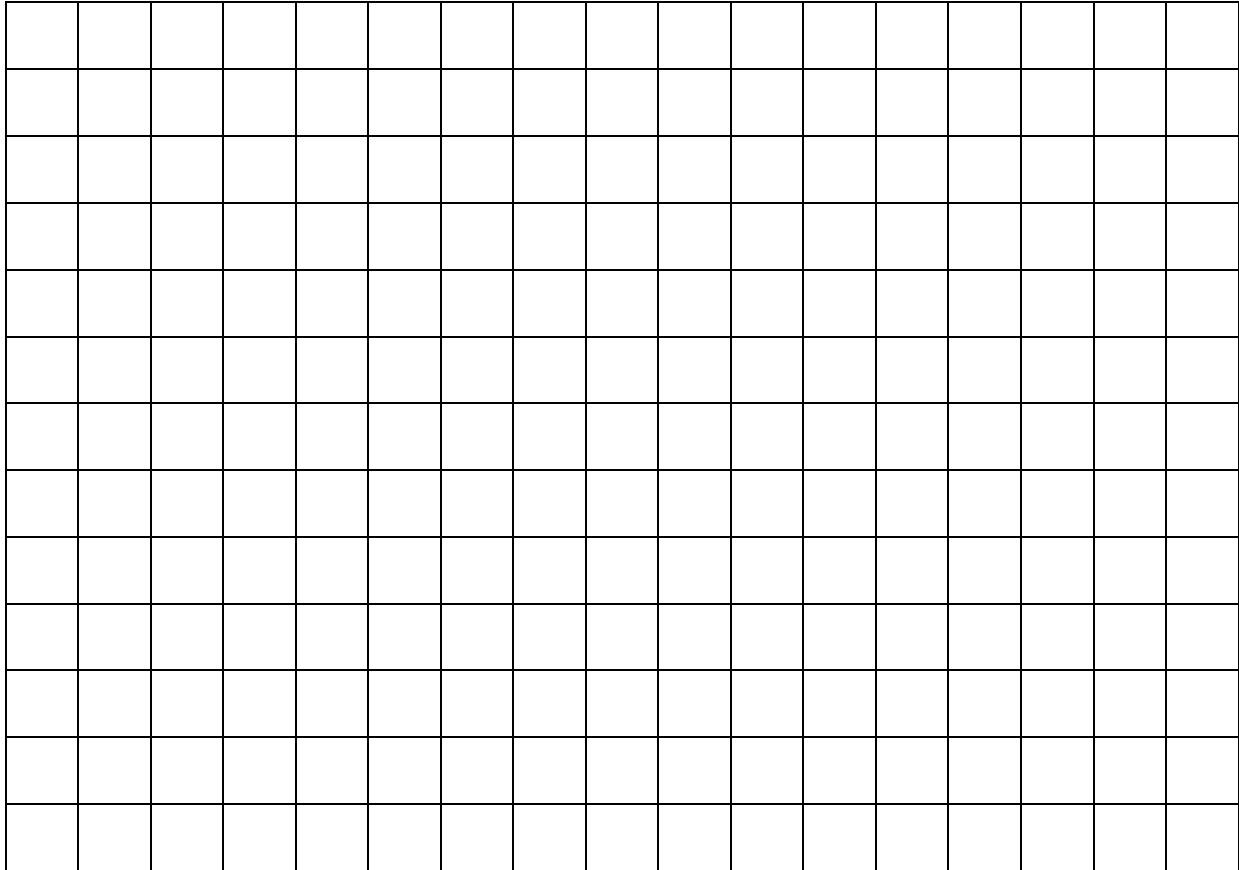
Black cards of which the size is the same as that of the box or a number of boxes are to be made, with double-face adhesive tape being attached at the back side.

3. Separate Letters

Five sets of separate letters (A-Z) are to be cut from the ready-for-use colour letters created through a computer program, or those available in the market, with a double-face adhesive tape being attached on the back side of each letter card. Vocal letters can be doubled because more of them than

consonant letters are needed to create words. A box should be made for each set of letters.

Blank boxes on a board



(Madya, S. 2006. *Making Media Kits for Teaching: Project Description*. Unpublished handout: Yogyakarta)

Search Word Puzzles

The search-word puzzles are good for reviewing vocabulary items. For secondary school students, answering the puzzles through group competition will be motivating. The pattern of searching can be horizontal, vertical, diagonal, or

combination of these. If the students are slow, it will be desirable to provide a clue, for example by using a bold-face letter to mark the beginning of a word. But if the students are fast learners, no clues are needed because these students need bigger challenge. The absence of the clue makes the challenge bigger and it can be motivating for them. So the decision whether or not to give a clue depends on the level of students' ability.

A medium for the search-word puzzles can be created for classical use. In this case a big sheet of paper containing a block of blank boxes (each of 6 x 6 cm size) should be made. Sets of separate letters are certainly needed as in the case of cross-word puzzles. For the key answers, the words should be written separately in different colours from the puzzles. To help students in searching for the answers, the words should be related to a certain topic. For example, if the chosen topic is tourism, the words to be searched include: tour, tourist, travel agent, guide, book, ticket, hotel, fly, flight, luggage, baggage, check-in, check-out, depart, arrive, see, see off, and welcome.

G	U	I	D	E	H	K	F	X	B	A	G	G	A	G	E	N	R	F	T
J	W	F	G	B	V	M	C	L	D	C	V	W	R	N	M	D	E	L	O
H	X	T	O	U	R	B	H	J	I	C	L	E	A	V	E	F	S	J	U
O	S	C	E	N	E	R	Y	X	C	G	L	C	A	B	I	N	O	Z	R
T	V	P	A	S	S	P	O	R	T	F	H	W	H	Y	Q	Y	R	S	I
E	B	B	E	A	C	H	G	L	A	K	E	T	W	D	T	R	T	K	S
L	X		A	R	R	I	V	E		T	R	A	V	E	L	W		H	T

Note: The words to be found are in the boxes which are not shadowed.

(Madya, S. 2006. *Making Media Kits for Teaching: Project Description*. Unpublished handout: Yogyakarta)

Audio Text Forms

The audio material should consist of the following components: (1) an introductory paragraph, and (2) the reading of the story, (3) the direction of the task. The introductory paragraph is to introduce what will be presented, together with a direction of what the students should do in using materials. The reading of the story should be done in such a way that the story becomes lively, with clear yet natural intonation. The direction of the task should tell what the students should do after listening.

Get ready to listen and speak

- What do you know about these international companies? Match each company (1-7) with its area of business activity (a-g).
 - a oil and gas exploration
 - b banking and finance
 - c automotive manufacturing
 - d retail
 - e computer technology
 - f Internet search and advertising
 - g electronics manufacturing
- In your view, is it better to work for a large or a small company?



Did you know ...?

Google came top of Fortune magazine's '100 Best Companies to Work For'. The company receives over 1,300 curriculum vitae (CVs) every day.

go to Useful language p. 80

A Listening - Getting an overview

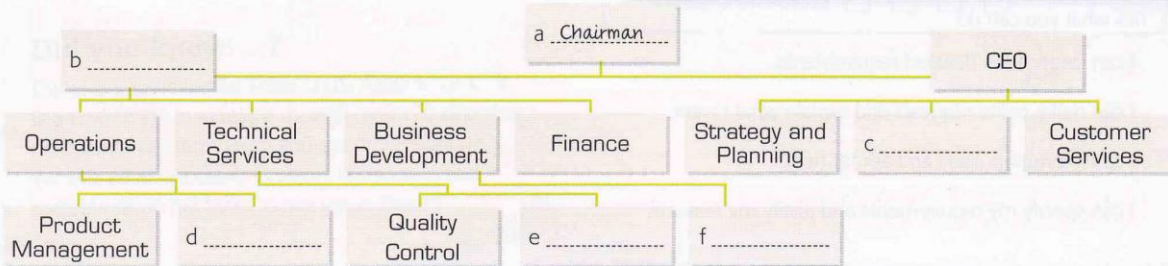
- Colin Vickerstaff is a company director. He is speaking to a group of new graduate trainees. Listen and complete the company profile.
- Now listen as Colin outlines the company's Mission Statement. Which slogan (a-d) best describes the values of the company?
 - a Committed to continuous improvement
 - b Quality, Price and Speed
 - c The Customer is King
 - d Investment in People
- Listen as Colin describes the management organization of his company. Complete the chart.

Company profile

Name: AGM Industries
 Established: _____
 Main activity: _____
 Headquarters: _____
 Turnover: _____
 No. of employees: _____
 Current market share: _____

Learning tip

When listening for the main idea, focus on the overall message rather than individual words and phrases. Take a mental 'step back' and try not to be distracted by small details.



Audioscripts (the audio media):



(Speaker = Australian)

First I'd like to welcome all of you to AGM Industries. As you know, we're fast becoming one of the leading hi-tech companies in the world. Nobody could have foreseen back in 1989 when the company was founded that we would grow so quickly, and so successfully. Today from our home here in Cambridge, AGM Industries controls a multi-million pound business, providing microchip technology to computer manufacturers all around the world. Last year our turnover was in excess of £250 million. We have a total workforce of over 1100 people worldwide, and with your help we aim to grow our 15% share of the market and become even stronger.



(Speaker = Australian)

At AGM Industries, we pride ourselves on delivering the best products at the most competitive prices ... and in the quickest time frame to our customers. I know all of you will take on board these values, and work with me to achieve our goals.



(Speaker = Australian)

Our company structure here at HQ is fairly traditional. We are headed by the company Chairman, and under him are the President, and the CEO. The CEO is in charge of three divisions; Strategy and Planning, Human Resources and Customer Services. The President has control of four divisions. Operations, which is made up of the Product Management and R and D departments; Technical Services which includes the Quality Control and Technical Support departments ... the Business Development division, which includes Sales and Marketing, and finally there is my division, Finance, which stands by itself.

(Adapted from Craven, M. (2008). *Real Listening & Speaking*. Cambridge: CUP)

The teacher

The teacher can use hand gestures, facial expressions, and mime to elicit vocabulary items, clarify meaning and create context. We can also build up a set of signals, such as finger correction, which learners recognise as prompts to correct their own mistakes.

Some key concepts in selecting and using teaching aids

1. Prepare aids in advance to make sure that lesson procedures match the aims. You can also save aids, such as charts, flashcards, and transparencies for the overhead projector and reuse them in future lessons.
2. Make sure that you check any equipment before the lesson. Use the counters on cassette recorders and video recorders to make a note of where recordings to begin, so the place can be easily found when rewind it.
3. If you use computers or the language laboratory, advance preparation is essential. You need to plan all your instructions very carefully, as well as the sequence of activities for the lesson.

4. Use a variety of teaching aids that will help:
 - a. maintain the interest of students
 - b. involve various sensory channels such as seeing, hearing, or touching so that learning takes place, and
 - c. create a change of pace in the lesson.
5. In deciding what teaching aids should be selected and used, consider the following:
 - a. the interest, ability, proficiency level and socio-cultural background of your students,
 - b. the number of students (small or big class)
 - c. the size of the classroom,
 - d. the content of the lesson to be taught, and
 - e. the availability, cost, and effectiveness of the media

Task 1

Which aids do you think these teachers are talking about?

- a. I can prepare lots of material in advance, and I don't have to make lots of photocopies.
- b. It gives me a chance to listen to all the learners individually.
- c. Whenever I travel abroad, I collect all kinds of things to use in class.
- d. I use them as prompts for a dialogue with the whole class, then give them out to pairs so they can practice.
- e. I always use one part of it as a kind of notework for new words.
- f. It gives learners the most realistic kind of listening practice.
- g. This helps with tests, grammar and vocabulary exercises, dictionary work, research-just about everything.

Task 2

For questions a- g, match the teaching purposes with the aids listed A-H.
There is one extra option which you do not need to use.

Aids

- | |
|-------------------------|
| A realia |
| B OHP |
| C puppets |
| D video |
| E self-access centre |
| F computer |
| G phonemic chart |
| H blackboard/whiteboard |

Teaching purposes

- a. to show learners pictures or answers to tasks prepared before the lesson
- b. to remind learners about pronunciation
- c. for learners to work by themselves and improve their performance
- d. to give learners listening practice with visual context
- e. to note down new vocabulary items throughout the lesson
- f. to bring small things from the world outside into the classroom
- g. to ask learners to find information for project work independently

Task 3

Select three kinds of visual media and three kinds of audio/video media that you are likely to use in the classroom. Draw up a list of the advantages and disadvantages of each.