**Lecture 3**

**Teaching Aids and Teaching Materials**

1. Teaching Aids
2. Teaching Materials
3. The foreign language syllabus

This wisdom can be best summarized as that people remember:

* 10 percent of what they READ
* 20 percent of what they HEAR
* 30 percent of what they SEE
* 50 percent of what they SEE and HEAR
* 70 percent of what they SAY and WRITE
* 90 percent of what they DO.

This is wisdom that we, as learning professionals, ought to integrate into our learning designs.

An old Chinese proverb also explains the same view: I hear and forget. I see and remember I do and I understand. It seems important that for better teaching process, a teacher should arrange different aids with the help of which he should make learning easy, enjoyable and stable. As Goethe said “knowing is not enough we must apply, willing is not enough we must do.”

Nor can the teacher ensure pupils learning a foreign language if he uses only a textbook, a piece of chalk, and a blackboard. To achieve effective classroom learning under the conditions of compulsory secondary education, the teacher must use all the accessories he has at his disposal in order to arouse the interest of his pupils and retain it throughout the lesson which is possible only if the pupils are actively involved in the very process of classroom learning. To teach a foreign language effectively the teacher needs teaching aids and teaching materials. During the last few years important developments have taken place in this field. As a result there is a great variety of teaching aids and teaching materials at the teacher’s disposal.

1. **TEACHING AIDS**

By teaching aids we mean various devices which can help the foreign language teacher in presenting linguistic material to his pupils and fixing it in their memory; Teaching aids which are at teachers’ disposal in contemporary schools may be grouped into (1) non-mechanical aids and (2) mechanical aids.

N o n - m e c h a n i c a l a i d s are:

a blackboard, the oldest aid in the classroom; the teacher turns to the blackboard whenever he needs to write something while explaining some new linguistic material to his pupils, correcting pupils’ mistakes, or arranging the class to work at some words and sentence patterns, etc.; the blackboard can also be used for quick drawing to supply pupils with “objects” to speak about;

a flannelboard (a board covered with flannel or other soft fabric for sticking pictures on its surface), it is used for creating vivid situations which would stimulate pupils’ oral language; the teacher can have a flannelboard made in a workshop or buy one in a specialized shop; the use of a flannelboard with cut-outs prepared by the teacher or pupils leads to active participation in the use of the target language, as each pupil makes his contribution to working out “a scene” on the flannelboard;

a magnet board (a board which has the properties of a magnet, i.e., can attract special cards with letters, words, phrases or pictures on it) used with the same purpose as a flannelboard;

a lantern which is used for throwing pictures onto a screen.

M e c h a n i c a l a i d s are:

tape recorders (ordinary and twin-track); the same tape may be played back as many times as is necessary, the twin-track tape recorder allows the pupil to play back the tape listening to the speaker’s voice and recording his own on the second track, the lower one, without erasing the first track with the voice of the speaker, the tape recorder is considered to be the most important aid in teaching and learning a foreign language;

a gramophone or record player is also an audio equipment available in every school; the record player is an indispensable supplement to contemporary textbooks and other teaching materials as they are designed to be used with the long-playing records which accompany them;

an opaque projector or epidiascope used for projection of illustrations and photographs;

a filmstrip projector which can be used in a partially darkened room (the Soviet filmstrip projector ЛЭТИ does not require a darkened room);

an overhead projector used for projection of a table, a scheme, a chart, a plan, a map or a text for everyone to see on a screen;

television and radio equipment: television would make it possible to demonstrate the language in increasingly varied everyday situations; pupils are invited to look, listen, and speak; television and radio programmes are broadcast, but it is not always easy for teachers using these programmes to synchronize their lesson time with the time of the television or radio transmissions;

a language laboratory, this is a special classroom designed for language learning. It is equipped with individual private or semi-private stalls or booths. They are connected with a network of audio wiring, the nerve centre of which is the monitoring console which has a switch board and tapedecks, making it possible to play tapes and send the programme to all or any combination of booths. The teacher at the monitoring console can listen in, or can have a two way conversation with any pupil.

There are two main types of language laboratories — library and broadcast systems. The library system is suitable for students capable of independent study; each student selects his own material and uses it as he wishes. The broadcast system is suitable for classwork when the same material is presented at the same time to a whole group of students, and a class works together under a teacher’s direction.

The language laboratory is often used for exercises and tests in oral comprehension.

Tape recorders fulfil all the functions required for this use of the language laboratory. Tape programmes can be associated with visual aids for individual work or work in pairs. The language laboratory keeps a full class of pupils working and learning for the entire period, and thus enables the teacher to teach the foreign language more effectively.

In conclusion, he must know about each aid described above, be able to operate it, and train pupils to use it. He should also know what preparations must be made for classroom use of each of these teaching aids, and what teaching materials he has at his disposal.

1. **TEACHING MATERIALS**

By teaching materials we mean the materials which the teacher can use to help pupils learn a foreign language through visual or audio perception. They must be capable of contributing to the achievement of the practical, cultural, and educational aims of learning a foreign language.

The following teaching materials are in use nowadays: teacher’s books, pupil’s books, visual materials, audio materials, and audio-visual materials.

**A teacher’s book** must be comprehensive enough to be a help to the teacher. This book should provide all the recorded material; summaries of the aims and new teaching points of each lesson; a summary of all audio and visual materials required; suggestions for the conduct of the lesson and examples of how the teaching points can be developed.

**Pupil’s books** must include textbooks, manuals, supplementary readers, dictionaries, programmed materials.

**Textbooks**. The textbook is one of the most important sources for obtaining knowledge. It contains the material at which pupils work both during class-periods under the teacher’s supervision and at home independently. The textbook also determines the ways and the techniques pupils should use in learning the material to be able to apply it when hearing, speaking, reading, and writing.

The modern textbooks for teaching a foreign language should meet the following requirements:

1. The textbooks should provide pupils with the knowledge of the language sufficient for developing language skills, i. e., they must include the fundamentals of the target language.

2. They should ensure pupils’ activity in speaking, reading, and writing, i.e., they must correspond to the aims of foreign language teaching in school.

3. The textbooks must extend pupils’ educational horizon, i.e., the material of the textbooks should be of educational value.

4. The textbooks must arouse pupils’ interest and excite their curiosity.

5. They should have illustrations to help pupils in comprehension and in speaking.

6. The textbooks must reflect the life and culture of the people whose language pupils study.

Each textbook consists of lessons or units, the amount of the material being determined by the stage of instruction, and the material itself. The lessons may be of different structure. In all cases, however, they should assist pupils in making progress in speaking, reading, and writing.

Every textbook for learning a foreign language should contain exercises and texts. Exercises of the textbook may be subdivided: (1) according to the activity they require on the part of the learners (drill and speech); (2) according to the place they are performed at (class exercises and home exercises); (3) according to the form (whether they are oral or written). Exercises for developing pronunciation should help pupils to acquire correct pronunciation habits. Special exercises should be provided for the purpose, among them those designed for developing pupils’ skills in discriminating sounds, stress, or melody. It is necessary that records and tape-recordings should be applied, and they should form an inseparable part of the textbook.

The textbook should provide pupils with exercises for developing both forms of speech

— dialogue and monologue. As far as dialogue is concerned pupils should have exercises which require: (1) learning a pattern dialogue; the pattern dialogues should be short enough for pupils to memorize them as a pattern, and they must be different in structure: question — response; question — question; statement — question; statement — statement; (2) substitutions within the pattern dialogue; (3) making up dialogues of their own (various situational pictures may be helpful).

As to monologue pupils should have exercises which help them: (1) to make statements, different in structure (statement level); (2) to express their thoughts or to speak about an object, a subject, using different sentence patterns, combining them in a logical sequence (utterance level); (3) to speak on the object, subject, film, filmstrip, story read or heard, situations offered (discourse level). The textbook should include exercises which prepare pupils for reciting the texts, making oral reproductions, etc.

**Manuals**. The manual is a handbook which may be used in addition to the textbook, for example, English Grammar for Secondary School by E. P. Shubinand, V. V. Sitel, in which pupils can find useful information about various items of English grammar described in a traditional way.

**Visual materials**.

*Objects*. There are a lot of things in the classroom such as pens and pencils of different sizes and colours, books, desks and many other articles which the teacher to utilize the words denoting objects they can see, touch, point to, give, take, atc. Toys and puppets may be widely used in teaching children of primary schools, which is the case in the specialized schools.

*Flashcards*. A flashcard is a card with a letter, a sound symbol or a word to be used for quick showing to pupils and in this way for developing pupils’ skills in reading and pronunciation. Flashcards are usually made by the teacher or by the pupils under the teacher’s direction, though there are some ready-made flashcards.

*Sentence cards*. They bear sentences or sentence patterns which can be used with different aims, e.g., These cards are prepared by the teacher and distributed among the pupils for individual work during the lesson. The teacher checks his pupils’ work afterwards.

*Wall-charts*. A wall-chart is a big sheet of paper with drawings or words to be hung in the classroom and used for revision or generalization of some linguistic phenomenon. Such as “English Tenses”, “Passive Voice”, “Ing-Forms”, “Rules of Reading”. For example: The letter C

[k] [s]

cat pencil music face

Though there are printed wall-charts, the teacher should prepare his own wall-charts because he needs more than he can get for his work.

*Posters* or series of illustrations portraying a story. They are used as “props” in retelling a story read or heard. The teacher himself, or a pupil who can draw or paint, prepares such posters.

*Pictures*. There are at least three types of pictures which are used in teaching a foreign language: object pictures (e. g., the picture of a bed), situational pictures (e. g., the picture of a boy lying in bed), topical pictures (e. g., the picture of a bedroom).

*Photographs*. They are of two kinds: black-and-white and coloured. “Views of Moscow” or have them taken, e. g., “We are going on a hike”, or “Our family”.

*Albums*. An album is a book of pictures or photographs which is used for developing pupils’ language skills. It usually contains textual material to supply pupils with necessary information, and in this way make their work easier in describing these pictures.

*Maps and plans*. In teaching English the maps of Great Britain, the USA, and other countries where English is spoken may be used.

*Slides*. A slide is a glass or plastic plate bearing a picture. Slides are usually coloured and used in sets to illustrate a story; the teacher can utilize slides for developing hearing and speaking skills.

*Filmstrips*. A filmstrip 3 represents a series of pictures, as a rule, situational pictures in certain sequence which a learner sees while listening to a story from the teacher or the tape to reproduce it later. Special filmstrips are available. They last about 5—10 minutes and can be used with synchronized tapes. When a picture appears on the screen, the tape is heard. See, for example, “Great Britain”, “London”.

**Audio materials**. Tapes and records or discs belong to audio materials. Tapes are usually prepared by the teacher (he selects the material and the speaker for recording). Tapes and records are used for teaching listening comprehension, speaking, and reading aloud.

**Audio-visual materials**. Sound film loops and films are examples of audio-visual materials:

*Sound film loops* are becoming popular with the teachers. They are short (each lasts 1.5— 1.7 min.) and the teacher can play the film loop back as many times as necessary for the pupils to grasp the material and memorize it.

*Films*. Specially prepared educational films for language teaching have appeared.

**3**. **The** **foreign language syllabus** is the main document which lays down the aims and the content of teaching foreign languages in schools. A school, like any other educational institution, has a curriculum which states the subjects to be studied, the number of hours (periods) allotted to the study of each’ subject, the sequence in which the subjects are introduced.

Another characteristic of the syllabus is that it is a **public document.** It is available for scrutiny not only by the teachers who are expected to implement it, but also by the consumers (the learners or their parents or employers), by representatives of the relevant authorities (inspectors, school boards), by other interested members of the public (researchers, teacher trainers or textbook writers).

Different types of language syllabus

A number of different kinds of syllabuses are used in foreign language teaching.

1. Grammatical

A list of grammatical structures, such as the present tense, comparison of adjectives, relative clauses, usually divided into sections graded according to difficulty and/or importance.

2. Lexical

A list of lexical items *(girl, boy, go away…)* with associated collocations and idioms, usually divided into graded sections.

3. Grammatical-lexical

A very common kind of syllabus: both structures and lexis are specified: either together, in sections that correspond to the units of a course, or in two separate lists.

4. Situational

These syllabuses take the real-life contexts of language uses as their basis: sections would be headed by names of situations or locations such as 'Eating meal' or 'In the street'.

5. Topic-based

This is rather like the situational syllabus, except that the headings are broad topic-based, including things like 'Food' or 'The family'; these usually indicate fairly clear set of vocabulary items, which may be specified.

6. Functional

Functions are things you can **do** with language, (examples are ‘identifying’, ‘denying’, ‘promising’

7. Mixed or 'multi-strand'

Increasingly, modern syllabuses are combining different aspects in order to be maximally comprehensive and helpful to teachers and learners; in these you may find specification of topics, tasks, functions and notions, as well as grammar and vocabulary.

8. Procedural

These syllabuses specify the learning tasks to be done rather than the language itself or even its meanings. Examples of tasks might be: map reading, doing scientific experiments, story=writing.

**9. Process**

This is the only syllabus which is not pre-set. The content of the course is negotiated with the learners at the beginning of the course and during it, and actually listed only retrospectively.