



UNIT

8

CLASSROOM TECHNIQUES

Introduction

One of the aspects of effective teaching is adopting appropriate techniques for the language learners. A teacher needs to plan her lesson and organize group work and pair work, and engage students in role play and language games. The teacher must know how to prepare her own teaching aids and make the lesson interesting. This unit gives an overview of various classroom techniques that language teachers must know and use in class.

LESSON**1****Classroom Techniques**

Objective:

After reading this lesson you will be able to–

- discuss the importance of teaching techniques and
- raise awareness about the responsibility of the teacher.

1.1. Importance of Teaching Techniques

The classroom is the place where the teacher and students meet together. Students with different social and cultural background meet in the classroom. They are also different in respect of their learning ability and attitude. The teacher works in the midst of this situation. The teacher has to manage, control and supervise the activities in the classroom. S/he needs different techniques in order to do her/his work successfully in the classroom and deal with the situation. A teacher may be a very learned person. But if she does not know different techniques she cannot teach successfully. So techniques are important for every teacher of language.

Task 1

Why are techniques important in the classroom? Write your answer in several points.

1.2. What is Technique?

Technique may be defined as a strategy or a way of teaching, or as any kind of activity that actually takes place in the classroom in order to fulfill lesson objectives. Examples of techniques are drills, dialogues, role plays, mimes, gestures, group work, pair work, sentence completion, etc. A teacher makes his/her lesson easy and attractive by using various techniques.

In keeping with the needs of language teaching, many techniques have been developed. The language teacher should know them. The teacher cannot depend on one particular technique even for teaching the same lesson. She will also have to consider the ability and needs of individual students. Thus she will apply one or more techniques according to her classroom situation. Techniques vary from teacher to teacher. Every teacher has her own way of dealing with a classroom situation. The learner will be inspired and

encouraged only when s/he sees that her/his teacher can do the right thing at the right moment. S/he should know which technique will work and which will not.

Task 2

What do you understand by the term technique?

Task 3

A. Choose the best answer.

1. In the classroom students are different in respect of–
 - a) learning
 - b) ability
 - c) attitude
 - d) learning ability and attitude.
 2. A teacher has to–
 - a) manage activities
 - b) control activities
 - c) supervise activities
 - d) all three above.
 3. In keeping with the needs of language teaching many techniques–
 - a) have been constructed
 - b) have been composed
 - c) have been developed
 - d) have been recorded.
- B. What are the things that a teacher should have in mind in applying the techniques and how would s/he use them in the classroom?

REVIEW

For a successful teaching a teacher needs to use various techniques such as group work, pair work, mime, gestures, role play, sentence completion etc. In applying them in the classroom a teacher should consider the ability and needs of individual student. So a language teacher should know the appropriate use of different teaching techniques and apply them according to his or her classroom situation. Thus s/he would make his/her lesson easy and attractive.



Lesson Planning

Objectives:

After reading this lesson you will be able to–

- discuss the importance of lesson planning
- prepare lesson plans
- use lesson plans.

2.1. Importance of Lesson Plan

A lesson contains a number of things. There are the aims and objectives, different steps, and vocabulary items. There may be different structures. The language teacher has to understand all these things. She should have a clear idea about the lesson she is going to teach. This means she should understand every aspect of the lesson fully before presenting it to the learners. The language teacher should have clearly in her mind what she is going to do during a classroom session lasting only for 40 minutes. This calls for planning. The language teacher should plan her lesson and arrange different elements of the lesson for effective teaching. So, planning the lesson is important for the teacher.

Task 1

Why is planning a lesson important for a teacher? Explain.

2.2. Lesson Preparation

The purpose of planning a lesson in such a way is primarily to help the students by making the process of learning easier for them. So the language teacher should know what s/he is going to do at each stage of the lesson. The main stages of a lesson plan are Preparation, Presentation, Practice and Production or Evaluation. Before preparing a lesson the teacher should find out the aims and objectives of the lesson. The stages of the lesson are discussed below.

Stages of the Lesson

2.2.1. Preparation:

In the classroom, before entering into the lesson a teacher needs to do something to focus students attention on his/her teaching point. This is the 'Preparation' stage which is sometimes referred to as the 'Warm Up' stage. It should not take too much time. Three or Four minutes should be enough to spare for this stage.

2.2.2. Presentation:

The teacher presents new vocabulary, structures, dialogues and also the text.

2.2.3. Practice:

In this stage students practice language items in a controlled way. Practice may be oral or written.

2.2.4. Production or Evaluation

In this stage students use language more freely which they have learnt by controlled practice. Here they use the language a little more independently, e.g. to talk or write about their interest, lives etc. The teacher can assess his or her students' achievement through their performance. So it is also referred to as Evaluation stage.

Task 2

Write a lesson plan on any topic from the book **English For Today** for Class Three.

2.3. The Usefulness of Lesson Plan

Lesson planning helps the teacher greatly. While planning the lesson the teacher has to study the text seriously. She learns everything in detail. She may even consult her colleagues for additional information on the lesson, if necessary. Lesson planning helps the teacher in teaching the lesson for during a classroom session the teacher might forget one or two points. Lesson plan is there to help her. Lesson planning is helpful in class management. With the lesson plan around the teacher can organize class and maintain order. She will also be in a position to lead the class through activities she thinks is necessary.

Task 3**A. Choose the best answer:**

1. A language teacher has to understand the
 - a) vocabulary items of the lesson
 - b) structures of the lesson
 - c) aims of the lesson
 - d) all of the above.

2. Which of the following is not a stage?
 - a) Preparation
 - b) Production
 - c) Pronunciation
 - d) Presentation.

B. Answer the following question:

1. What does a teacher do when she does not plan her lesson?

REVIEW

The best teacher is she who thinks carefully about what she is going to do in class and plan how to organize the teaching and learning. A lesson plan helps a teacher to *execute the lesson* in an effective way. The main stages of a lesson are Preparation, Presentation, Practice and Production or Evaluation. Good lesson planning is the art of mixing techniques, activities and materials in such a way that an ideal balance is created for the class.

Execute the
Lesson— পাঠদান করা

LESSON**3****Group Work**

Objectives:

After reading this lesson you will be able to–

- explain the importance of group work
- use group work in the classroom.

3.1. Group Work

In group work students work in groups of three or more. The teacher divides the class into various groups with the aim of making everyone active and interested in language learning. It is generally task oriented, that is the students have to complete a task, and present it to the class when they have completed it. Usually it takes longer time than pair work. This is a teaching technique which a teacher applies for effective teaching.

Task 1

What is group work? Explain.

3.2. Importance of Group Work

Group work can help learning in different ways. It exposes learners to language which they use and understand. It also exposes them to new language items and language functions. It helps the learner to achieve fluency in that they can express themselves freely and without fear. In group work the teacher gets learners talking to each other. As learners talk to each other they also learn how to check information, *seek clarification* and develop their language ability.

Seek Clarification–
বাখ্যা চাওয়া

Task 2

How does group work help learning? Write a few points on this.

3.3. Organization of Group Work

Group work depends on certain things. One such thing is the seating arrangement. It depends on the space available and the size of the class. It can be done in different ways. Students might sit in a circle.

They might sit face to face with each other. The teacher decides what the size of a group should be. Group work is undoubtedly effective in language teaching. But it is noisy as everyone has the opportunity to speak and argue. However, if the teacher can handle it effectively, it makes learning enjoyable.

Task 3

A. Choose the best answer:

1. In a group work every student is
 - a) free to do his/her own work
 - b) involved in the task given
 - c) involved, interested and active in the group
 - d) not involved in the work.

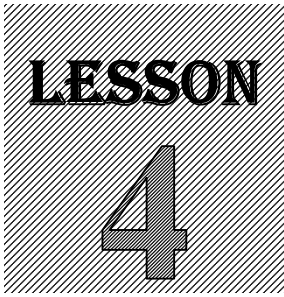
2. Group work helps the learner to
 - a) achieve fluency
 - b) become independent
 - c) avoid work
 - d) gain fluency and overcome shyness.

B. Answer the following question.

1. How should group work be arranged in the classroom?
Write a paragraph.

REVIEW

In group work students work in groups of three or more. It is a good teaching technique. The teacher gets the students into different groups and get them practise the different language skills. As learners talk to each other in groups, they can express themselves freely and without fear. It helps the learner to achieve fluency. In getting the students into different groups the teacher should consider the size and space of the class. Then s/he decides the size of a group. Group work is effective in language teaching. But it is noisy as everyone gets involve in talking. However, if the teacher can handle it effectively, it makes learning enjoyable.



Pair work

Objectives:

After reading this lesson you will be able to–

- discuss the importance of pair work
- use pair work in the classroom.

4.1. Importance of Pair Work

The language teacher frequently makes use of pair work in classroom teaching. Like group work the teacher divides the class into pairs. Students form as many pairs as possible. When, however, the class has an odd number of students the last pair will consist of three students. Any drill work based on pictures or exercises in a textbook may be done in pairs. Pair work is particularly important for students who need more speaking practice. There are students who are naturally shy and are unwilling to speak. For such students this technique is of great help. The language teacher can successfully engage such students in language activities. There are also students, who, in spite of good speaking ability, are unwilling to speak. Pair work creates the situation in which they feel easy. Pair work encourages learners to share and exchange ideas with each other. They learn to co-operate. Thus pair work leads to better understanding and increases learning among students.

Task 1

Why is pair work important in language teaching? Explain.

4.2. Problem and Solution

Pair work has its problems. It creates noise, especially in large classes. It needs to be operated carefully. At times discipline may break down. As all students get involved, they often forget the use of English and go back to their mother tongue. The teacher experiences difficulty in having the class come under control since the class becomes divided into so many units or pairs.

Although there is noise in pair work this noise is productive. Students benefit from it as they remain engaged in learning activity. The teacher should give clear instructions to the students about their activity. Students

should know exactly what they are going to do before being divided into pairs. It is often a good idea to make one pair demonstrate while the rest of the class watches. The teacher cannot correct the mistakes which the students make during pair work. S/he can correct them afterwards. The teacher should go around checking the activities of the learners and thereby ensure discipline and effective pair work.

Task 2

A. Choose the best answer:

1. Pair work is important for students who need
 - a) more writing practice
 - b) more reading practice
 - c) speaking practice
 - d) pronunciation practice.

2. Pair work encourages students
 - a) to share ideas
 - b) to exchange ideas
 - c) to divide ideas
 - d) to share and exchange ideas.

3. In large classes pair work creates
 - a) sound
 - b) noise
 - c) cry
 - d) shouts.

B. Answer the following questions.

1. How do students benefit from pair work?

REVIEW

In pair work students work simultaneously in pairs. It can be used for an enormous number of activities whether speaking, writing or reading followed by discussion. Pair work creates the situation in which they feel easy. They can share and exchange ideas through pair work. Certain problems may arise with pair work, however. Teachers sometimes worry about noise and discipline. Students can be asked to speak quietly to each other. The teacher should give clear instructions to the students about their activity. S/he should not be worried about the mistakes of the students while doing pair work. S/he can correct their mistakes afterwards. The teacher should go around checking the activities of the learners and thereby ensure discipline and effective pair work.


 LESSON

5

Individual Practice

Objective:

After reading this lesson you will be able to–

- discuss the importance of individual practice and
- help learners in individual practice.

5.1. Importance of Individual Practice

Practice is very important in the matter of language learning. In order to be proficient in the language the learner needs to go through a lot of practice on different language skills. All students do not possess the same natural ability. Differences among students are often very striking. This calls for individualization of learning activity.

In large classes many students do not get the attention of the teacher. Naturally, these students are not exposed to the language properly. For *want of adequate practice* their weakness in the language does not go. Individual practice provides an answer for that. Teachers have a tendency to remain satisfied with the bright few. That prevents many students from being exposed to language. There are also shy students who escape the notice of the teacher, and consequently remain weak. Individual practice gives the teacher a clear idea about the ability of the students in language.

Want of Adequate
Practice– যথেষ্ট
অনুশীলনের অভাব

Task 1

Why is individual practice important in language learning?

5.2. Effects of Individual Practice

Individual practice enables the learner to reduce his dependence on others. It is important to recognize the learner, no matter what the quality of his work is. Individual practice brings the learner closer to the teacher. He learns to improve himself and his ability. Individual practice makes learners more motivated towards learning tasks. As they remain exposed before their friends and classmates, they become more responsible. Another benefit is building confidence. The learner learns to believe that he can do his work like anyone else.

Individual practice makes great demands on the teacher, on her ability and energies. In large classes it is difficult to practice it. However, the teacher can apply it successfully and meaningfully in small classes.

Task 2

A. Choose the best answer:

1. The learner needs to go through
 - a) some practice
 - b) little practice
 - c) a lot of practice
 - d) enough practice.

2. Differences among students are often very
 - a) striking
 - b) amazing
 - c) big
 - d) little.

3. Teachers have a tendency to remain satisfied with the
 - a) talkative students
 - b) advanced students
 - c) backward students
 - d) bright students.

B. Answer the following questions:

1. Explain the importance of individual practice.
2. What are the benefits of individual practice?

REVIEW

Some students learn language better than others. The success of learning may vary from individual to individual. This is because the students are of different abilities. Individual practice makes a learner more responsive as well as more motivated towards language learning. Thus learners can improve themselves and become more confident. The teacher also gets a clear idea about her students.

LESSON**6****Role Play**

Objective:

After reading this lesson will you will be able to–

- discuss the meaning and importance of role play
- organize role play in class.

6.1. What is Role Play?

Fictitious-
অবাস্তব, Not Real

Role play means giving or assigning the learner an imaginary or *fictitious* character. The learner does something that he does not really do. He assumes the character of another person. While doing this the learner invents things from his imagination. Role play is not a new thing in language teaching. These days it is being increasingly considered important in the matter of language teaching.

Children are always fond of imitating other people. They want to behave, talk and speak like other people. They imitate their parents and relatives, and they enjoy it very much. It is a natural tendency which children often demonstrate in different activities. In language teaching it is possible to make use of this natural quality of children. The teacher can provide necessary guidance to children and help them in acting out different roles.

It is important that the roles which learners will act out are consistent with their ability and imagination. The teacher will explain the situation, supply linguistic information such as vocabulary items, phrases, and other expressions, so that role play really serves the purpose of teaching.

Task 1

What do you understand by the term 'Role Play' in language teaching? Discuss.

6.2. Importance of Role Play

Role play has a special effect on language teaching. It involves the learner totally. By playing different characters or roles the learner

learns to understand which expressions are appropriate and necessary at particular moments and situations. It creates deep impression on the mind of the learner. So role play is a useful technique for language teaching.

Task 2

A. Answer the following questions writing T for true or F for false.

1. Children do not imitate their parents.
2. The teacher can help children in acting out different roles.
3. Role play has no special effect on teaching language.
4. Role play involves the learner totally.

B. Answer the following questions

1. Why is role play a useful technique in language teaching?

REVIEW

Role play means giving or assigning the learner an imaginary or fictitious character. The learner assumes the character of another person. It is a useful technique in language teaching. By playing different roles or characters the learner understands and learns the different uses of language in different situations. This helps the learner in gaining fluency, appropriacy and accuracy of language use.

LESSON**7****Language Games**

Objective:

After finishing this lesson you will be able to–

- explain the importance of language games
- use language games in teaching.

7.1. Importance of Games in Teaching

Language learning should be enjoyable. If it is enjoyable it becomes easy to learn and at the same time effective. By excluding enjoyment we cannot make language learning interesting to the learner. There is no doubt that games are enjoyable and interesting to all children. It is for this reason that language games have been developed.

Language learning involves many things. The learner has to learn many rules of grammar, many vocabulary items, phrases, structures and so on. Besides being dull, dry and uninteresting sometimes, they constitute a burden on the memory of children. Even experienced teachers cannot make these things enjoyable and interesting. When this happens learning cannot take place. The learner needs to get out of the boredom and monotony from which s/he suffers. Language teaching games take away the monotony of the learner. They create an enjoyable atmosphere in the classroom in which learning becomes effective.

Task 1

What are the reasons that justify the use of games in language teaching?

Explain.

7.2. Language Games

Different types of language games have been developed to make classroom activities joyful and lively. There are vocabulary games, structure games, spelling games, pronunciation games, etc. to practise all different language skills. Games can be used at different stages of the lesson. A game practising one skill will probably overlap with

another skill or structure. Look at the following well-known examples.

(a) Memory Games

The basic idea of this game is that the teacher displays some real objects or, a wall chart for one or two minutes and then hides them from students view. The students have to remember what they have seen. This game can be used for teaching several structures.

e.g. For teaching : I have seen/There are/There were/There was etc.

(b) Noughts and Crosses/Tic-Tac-Toe

This proper children game can easily be adapted for language class. The class is divided into two teams: one represents noughts (o) and the other crosses (x). The teacher puts the following on the board:

lives	play	are
went	can	many
have	run	didn't

The team chooses the square it wishes to play for, and a member of the team has to produce a sentence using the word on that square. If it is correct the square is filled with a nought or a cross according to his or her respective team.

(c) Guessing Games

i. Mime

The teacher calls one student to the front and asks him/her to do a simple activity which is written on a piece of paper. S/he gives it to that student only hiding from others. Then the student mimes the activity and the other students try to guess the situation.

Examples:

You are cutting the plants.

You are carrying a heavy suitcase.

ii. Guess the Sentence

The teacher secretly writes a sentence on a piece of paper or card. S/he then asks students to guess the sentence but gives the basic structure on the board. e. g.

I went (somewhere) to (do something).

Students should guess the exact sentence by asking questions, e. g:

Did you go to the club?

Did you go to the station?

Did you go to market?

Did you go to school?

etc.

I went to a grocer's shop to buy my groceries.

(d) Matching Games

In this game students are asked to match words to pictures.

(e) Bingo Games

One way of playing it is for each student to have a card with some words on it that the teacher wants to practise. The teacher reads out definitions of the words and if the student has the word on his card, he covers it up. The first student to have covered up all his words is the winner. Phonetic bingo can be made for pronunciation games.

(f) Odd one Out

Students have to pick out the word which does not fit.

e.g. Cat, dog, horse, elephant, table. The word table should be crossed out for it does not match with the other words, which are names of animals.

(g) Crossword Puzzle

Students have to find out letters and put them in the blank boxes, thus the first or the first and the last letters of both *horizontal* and vertical lines make words.

Horizontal– দিগন্তের
সাথে সমান্তরাল

S	O	
	N	
N		T

The language teacher can make use of these games to ensure productive teaching. He can engage the learners in different types of language games

according to the needs of the situation and thus make his teaching effective and enjoyable.

Task 2

Give two examples of different sorts of games to practise the present continuous.

Task 3

A. Choose the best answer for the following questions:

1. By excluding enjoyment we cannot make language learning
 - a) interested
 - b) interesting
 - c) interest
 - d) effect.

 2. Language learning should be
 - a) enjoyable
 - b) enjoyed
 - c) enjoyable
 - d) engaging.

 3. The learner needs to get out of the boredom and monotony from which s/he
 - a) suffer
 - b) suffering
 - c) suffered
 - d) suffers.
- B. Can you think of a way in which a guessing game can be used to practise *some/any*?

REVIEW

The teacher can make his/her lesson more interesting by using language games. Different language games such as memory games, guessing games, matching games, bingo games, odd one out, cross word puzzles etc. are developed for practising vocabulary, structure, spelling, and pronunciation and so on. They add a variety to language teaching and take away the monotony of the learners. They can be used at all stages of language practice from controlled to freer practice. The teacher uses the games according to the needs of the situation and thus makes the teaching lively and effective.

LESSON**8****Dramatization**

Objective:

At the end of this lesson you will be able to–

- discuss the role of dramatization in language teaching.

8.1. Role of Dramatization

Communication is the goal of language learning. By learning a foreign language we learn to communicate with other people. We need to understand the thoughts and feelings of other people. In our day-to-day life we have hundreds of situations where this exchange takes place informally. The learning of the foreign language should enable us to meet such situations properly. So in language teaching different situations should be put into the form of dramas. This calls for the inclusion of dramatization in language teaching materials.

The ability to communicate with other people should be developed at the early stage of language learning. Even highly educated people cannot express themselves. They fail to participate in informal conversations. They cannot do so because they did not practise it. They can make long speeches but cannot talk about simple things.

The foreign language textbook should provide for conversational practice. If this is not done the students are deprived of a very important thing. Dramatization stimulates the learner and arouses his/her interest in speaking the foreign language. The material for conversation or dialogue should be according to the level of the learner. Dialogue sentences should be short and easy for the student to remember. Long sentences should be avoided in dialogues. As Rivers Says, "A well written dialogue falls into short, self contained segments, usually three or four utterances." Dramatization makes language learning attractive and life like. The learner gets touch of the real life.

Task 1**A. Choose the best answer for the following questions:**

1. In language learning dramatization should be included because
 - a) it gives the writer fame
 - b) different situations of life are brought into the classroom
 - c) it gives birth to future artist's
 - d) it is a good source of entertainment.

2. Dialogues teach learners
 - a) how to debate
 - b) how to write plays
 - c) how to organize dramas in school.
 - d) how to participate in informal conversations.

B. Answer the following questions:

1. What do you understand by dramatization? Why should you use it in language teaching? Explain.
2. Why should dialogue sentences be short?

REVIEW

Language is viewed as a vehicle for communicating meanings and messages. So the learners have to know the functions and use of the target language. In language teaching different language items can be taught through presenting situation or dramatization. Then language learning would be natural, effective and interesting. Long sentences should be avoided in dialogues. Short and easy dialogues should be used for the students to remember. The teacher uses dramatization according to the levels of the learners.



Songs

Objective:

At the end of the lesson you will be able to–

- explain the use of songs in the classroom.

9.1. Importance of Songs

Songs have an appeal which is universal. Learners are particularly moved by songs and music. Songs create a deep impression on the listener. With the help of songs we can make language teaching more appealing and more pleasant. As a teaching technique songs have a special position. Learners are easily attracted by the harmony, the rhythm, the sweetness of voice, and characteristics of any musical composition. Songs constitute an important part of language teaching in different countries.

There are lots of songs intended for language teaching. They not only divert the learner, but also have many teaching points. Songs can create necessary motivation for language lessons which are different, and need a lot of explanation. Songs help memorization. It is much less likely that students will forget the song and therefore the language practised in it, whereas language practised in even a well constructed drill is usually very quickly forgotten. For well motivated learning there is hardly any alternative to songs.

The language teacher can use songs as an effective technique for language teaching. In the classroom the language teacher has students who are indifferent and inattentive to things s/he teaches. S/he also finds students who cannot cope with the difficult things of language learning. Again, S/he may have some students with very poor language ability. In such cases s/he can turn to songs and use them for the improvement of the learners. Then they feel a real sense of achievement when they have been able to learn a song. Using songs may be a break from the usual routine. Songs like structure drills, give students intensive practice in selected pattern but without boredom.

Task 1**A. Choose the best answer for the following questions:**

1. Songs have an appeal which is
 - a) local
 - b) national
 - c) universal
 - d) international.

2. Learners are attracted by the
 - a) harmony
 - b) rhythms
 - c) sweetness of voice
 - d) all three.

3. Songs constitute an important part of language teaching because
 - a) they motivate learners
 - b) different countries teach them
 - c) they reduce the teacher's load
 - d) they are good fillers.

B. Answer the following questions:

1. Why are songs important in language learning?
2. In which cases are songs particularly useful?

REVIEW

Songs can increase motivation to learn the language as students, especially weaker ones, feel a real sense of achievement when they have been able to learn a song. A well constructed drill may be forgotten quicker than a song. Songs help memorization. So it is useful in teaching vocabulary, structures, pronunciation and other language items.

LESSON**10****Indigenous Teaching Aids**

Objectives:

By the end of this lesson you will be able to–

- demonstrate the importance of low-cost indigenous teaching aids
- produce indigenous teaching aids.

10.1. Teaching Aids

Teaching aids are now-a-days considered indispensable for language teaching. They make lessons interesting to the learner. The learner understands things better when the teacher presents a lesson with the help of teaching aids.

Task 1

Why are teaching aids used in language classes?

10.2. Indigenous Teaching Aids

Teaching aids are often costly. So, we need low cost teaching aids which are produced in our country. Imported teaching aids are expensive and are beyond our reach. We cannot afford much money for buying teaching aids from abroad. It is possible to produce the teaching aids we need. We should depend on ourselves. By using low cost indigenous teaching aids we can reduce our dependence on others, and at the same time save many. If we use these aids we can our lessons interesting.

Task 2

What is the necessity of low cost teaching aids?

10.3. Preparation of Indigenous Teaching Aids

We have enough resources around us. We should make proper use of these resources. Teachers and students can jointly produce teaching aids from locally available materials. They can thus show their talent and inventive ability. Many students have that talent. But they will

not come forward on their own. They should be encouraged and motivated. We can make language teaching effective if we have plenty of low cost indigenous teaching aids in our learning situations.

Task 3

A. Choose the best answer of the following questions:

1. Teaching aids are now-a-days considered important for
 - a) speaking English
 - b) language teaching
 - c) teaching grammar
 - d) punctuation.

2. Teaching aids are often
 - a) cheap
 - b) costly
 - c) costless
 - d) scarce.

3. Teachers and students can jointly produce teaching aids from
 - a) locally available matter
 - b) locally available material
 - c) locally available materials
 - d) locally available goods.

B. Answer the following questions:

1. What is the importance of low cost teaching aids?
2. How can we produce low cost teaching aids?

REVIEW

Use of teaching aids makes lessons easy and interesting to the learners. But imported teaching aids are expensive. We can reduce the expense by producing teaching aids in our country by locally available materials. Teachers and students can jointly produce indigenous teaching aids. Thus students can show their creativity as well as get interest. The teacher also discovers students' talents and makes the lesson effective by using indigenous teaching aids.

LESSON

11

Flash Cards

Objectives:

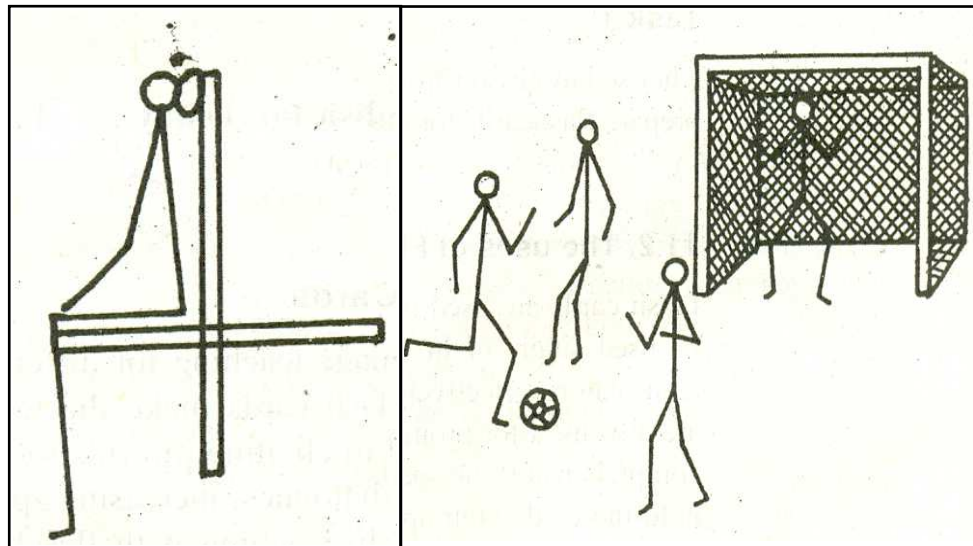
After reading this lesson you will be able to–

- prepare flash cards
- use flashcards in the classroom.

11.1. Flash Cards and its Preparation

Flash cards are used as teaching aids. Flash cards are simple drawings of different objects, either on a piece of card, or on a piece of paper which is afterwards pasted on a piece of card. They are very easy to make. A few things are necessary for making flashcards. These are paper or card, coloured pens, scissors and glue.

A teacher doesn't need to be a good artist, she can draw 'stick figures' or 'pin-men'. See the examples below:



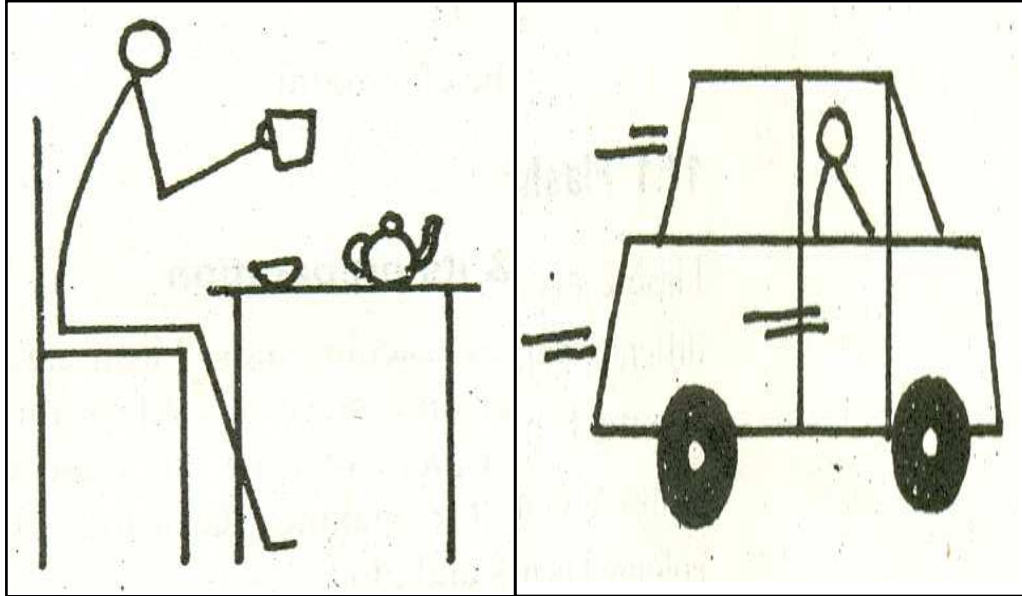
a. Resting

b. Playing football

Picture 1: a, b.

Other types of flashcards have vocabulary items, numbers, phrases, sentences or structures on them, which are used as cues for language

activities. The writing on the flashcard should be big enough so that it is visible to everybody in the class. Otherwise, it will not serve the purpose. It is possible to use both the sides of the flashcards for the sake of economy. Other examples of flashcards are given below:



a. Enjoying tea

b. Driving

Picture 2: a, b

Task 1

Choose any lesson from **English for Today** for class one to class five and prepare flashcards for that lesson.

11.2. The uses of Flash Cards

Flash cards are used in language teaching for different purposes. They can be used singly or in sets. Flash cards make the learner responsive. Flash cards can be effectively used in eliciting information from the learner. They are also used for prompting dialogues, increasing speed in reading, writing, comprehension, or spelling. In teaching with flashcards a teacher should hold the cards high up to make sure that all the students can see them. An imaginative teacher can use flashcards effectively and creatively.

As flashcards are easy to make, and do not need much planning and imagination, teachers should prepare them and use them in language

teaching. Thus the use of flashcards makes the lesson easy and interesting.

Task 2

A. Choose the best answer:

1. Flash cards make the learners
 - a) dutiful
 - b) responsible
 - c) responsive
 - d) effective.

2. Which of the following is needed for making flash cards?
 - a) glue
 - b) pin
 - c) stapler
 - d) paper weight.

B. Answer the following questions:

1. What are the uses of flash cards?
2. How can you make flash cards?

REVIEW

Flashcards are simple drawings on a piece of card or on a piece of paper which is afterwards pasted on a piece of card. In preparing flashcards card or paper, coloured pens, scissors and glue are necessary. Different language items such as numbers, phrases, sentences or structures can be taught effectively with the help of flashcards. The writings on the flashcards should be visible to everyone in the class. An imaginative teacher can make and use flashcards in a creative way and thus make the lesson effective.

LESSON**12****Stickman Drawing**

Objective:

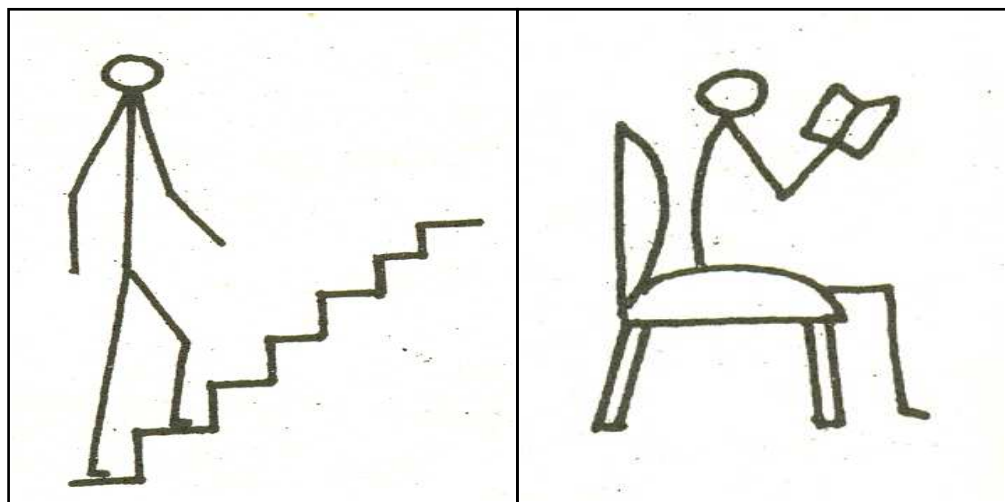
This lesson will help you to–

- discuss the use and importance of stickman drawing and
- do some stickman drawing.

12.1. Importance of Stickman Drawing

Pictures constitute an important part of language teaching. A language text book has no appeal to the learner if there are no pictures in it. But those in the textbook are not enough for the language teacher. The teacher needs to draw the pictures on the board herself. As all teachers are not artists they cannot use pictorial aids to their fullest advantage. But it is possible to overcome this difficulty. The English teacher or the language teacher does not have to be a good artist. However simple stickman or stick figures are easy to draw, even for the most hopeless artists and, with a little practice, every teacher can learn enough to draw simple pictures for drills or picture compositions. Stickman drawing lies in the fact that without being an artist a teacher can effectively use pictorial aids in classroom teaching.

Examples:



a. Going upstairs

b. Reading a book

Picture 3: a, b.

Task 1

What is the importance of stickman drawing?

12.2. Advantages

Stickman drawing is done on the spot that is in the classroom. The language teacher does it in two seconds. She does not need anything other than chalk and chalkboard. She does not need any preparation. It is so simple. Commercially produced pictures lack many things. They may not provide the meaningful context which the teacher needs. They are often inappropriate and confusing. In such pictures the students often get lost in the details they have. These pictures do not isolate the teaching point required by the teacher. With the help of Stickman drawing the teacher can emphasize the particular teaching point.

Stickman drawing is an invaluable aid for the language lesson. Stickman drawing can be done while the lesson is in progress. It makes language teaching very effective as students focus attention on a drawing made readily. It is not the artistic value, but the teaching value of stickman drawing which is important. The great advantage of stickman drawing is that each picture is original, and can easily be rubbed or erased. Students can also join the teacher in producing Stickman drawing which might lead to highly motivated learning.

Task 2**A. Choose the best answer:**

1. The language teacher does not have to be-
 - a) an art
 - b) an artist
 - c) an artistic
 - d) an artful.

2. The teacher needs to draw the pictures on the board
 - a) myself
 - b) yourself
 - c) oneself
 - d) herself.

3. Stickman drawing is done
 - a) on the spot
 - b) in the place
 - c) on the spot
 - d) on the place.

4. It is not the artistic value, but the teaching value of Stickman drawing which is
 - a) important
 - b) importance
 - c) importantly
 - d) significant.

B. Answer the following question:

1. What are the advantages of Stickman drawing?

REVIEW

In language teaching sometimes a teacher needs to draw pictures on the board himself or herself required by the teaching point. All teachers are not good artists but they can overcome this difficulty through stickman drawing. It is easy to draw and with a little practice a teacher can learn enough to draw simple pictures for drills, picture compositions etc. The language teacher does it in two seconds with chalk and chalkboard instantly in the classroom which can easily be rubbed. Stickman drawing can be done while the lesson is in progress and students' attention can be focused with it. Then it makes language teaching highly motivated and effective.

LESSON**13****Jute Boards**

Objective:

After reading this lesson you will be able to–

- use Jute boards for language teaching.

13.1. The uses of Juteboards

Juteboards are useful teaching aids. Juteboards can be used for a variety of purposes in language teaching. Every teacher needs a chalkboard or blackboard. But chalkboard or blackboard cannot do anything. For that Jute boards are needed. The uses of a juteboard are different from those of a blackboard. Compared to flannelboards which serve the same purpose, jute boards are cheaper, and can be made easily available.

The language teacher makes use of flashboards, pictures, diagrams, maps and charts in the classroom. These teaching aids need to be hung some where in order to make them visible to the learner. This cannot be done on a blackboard. The juteboard serves the purpose. The language teacher can easily hang these teaching aids on the juteboard. There is no problem of rubbing or erasing.

Juteboards are easy to make. We need mainly jute fabric for making juteboards. Even teachers can make them. They are portable and easily movable. The teacher can conveniently put them in the classroom. Juteboards are really important for the language teacher. Juteboards are particularly useful when teaching points need to be focussed. The teacher can easily repeat the process according to the needs of the learners.

Task 1

A. Choose the best answer:

1. Jute boards can be used for
 - a. hanging objects
 - b. writing on them
 - c. displaying jute products
 - d. drawing pictures.

2. But chalkboard or blackboard cannot do
 - a. something
 - b. anything
 - c. everything
 - d. nothing.

B. Answer the following questions:

1. Why does the language teacher need a juteboard?
2. What are the uses of a juteboard?