

# Selection and Use of Teaching Aids

by

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## Part 2

### Selecting and Using Teaching Aids: the Practice Model

#### Designed Activity Model 1

Aims	to review teaching aid glossary terms to share ideas for using aids in class
Interaction pattern	Team game for whole class
Timing	25 minutes
Materials/Media needed	One set of prompt cards for each group Large sheets of paper and pencils or markers for sketching

This simple activity based on the popular drawing guessing game is used to elicit and review glossary terms relating to teaching aids.

#### Instructions

1. Demonstrate the activity: pick up a prompt card, then turn to face the board. Draw the item on the prompt card and have trainees guess what it is. Remember not to speak at all at this stage – visually demonstrate sealing your lips to make this clear!
2. Divide the class into groups of four or five.
3. Hand out a pile of scrap paper and a selection of markers or pencils for sketching to each group. Explain that you are going to play a guessing game about

#### Follow up

Shuffle the prompt cards and deal one to each team. Have each group brainstorm five different teaching purposes (applications) of that aid (e.g. *to present vocabulary*, and as *a prop in a speaking activity* are two applications of realia).

When they have counted off five purposes on their fingers, the group raises their hands. Listen and check, awarding a point for each set of five purposes. Then pass the group another card for brainstorming.

teaching aids where fast drawing is needed.

4. Explain to the trainees that they should take it in turns to draw. The trainee who guesses correctly keeps the card, and the winner of the game is the one in the group with the most cards at the end.
5. Monitor the groups' progress and police the game. If a team calls out something close to the prompt word, e.g. exercise papers instead of worksheets, or uses L1, gesture that a similar / more exact term in English is required. In other cases, you may judge the guess to be close enough.
6. Conduct feedback at the end of the game to clarify any confusion about terms. Point out that trainees could easily adapt and use the game in their lessons as a warmer and for reviewing many different lexical sets.

### **Variation**

Play as a whole class with teams competing against each other. Players in each team take it in turns to be the artist. For each round, call the teams' artists to the front of the class and show them one card at the same time. They return to their groups, draw the picture and the first team to shout out the answer gets a point.

(Adapted from Joanne, W. (2009) *The TKT Course Training Activities*. Cambridge:CUP)

### Prompt Cards

OHTs (Overhead transparencies)	Leaflet / Brochure
Board game	OHP (Overhead projector)
Cassette player / CD player / MP3 player	Puppets
Chart / Diagram / Graph / Grid	Realia
Computer / Laptop	Role cards / Prompt cards

Crossword puzzle	Tapescript / Audioscript / Transcript
Dressing-up props (hats, scarfs, bags, etc.)	The teacher
Dice	Video player / DVD player
Flash cards / Visual aids	Video clip / Film clip
Flip chart	Whiteboard / Blackboard / Interactive Whiteboard
Ball	Masks

Photocopiable (Adapted from Joanne, W. (2009) The TKT Course Training Activities. Cambridge:CUP)

## **Designed Activity Model 2**

### **Newspaper Pictures**

Focus/Aims	Conversing about pictures, expressing likes/dislikes, comparing and contrasting, general fluency
Interaction pattern	In pairs
Level	Pre-Intermediate
Timing	5-20 minutes
Materials/Media needed	A class set of pictures from newspapers or magazines
Skills	Speaking

In this activity students each speak to a partner about a picture. It is the instructions which you can call out at intervals that make this an especially dependable way of generating conversation which is on task.

## Preparation

1. Cut out enough pictures from newspapers or magazines for each learner to have one. Aim for a mix of news pictures and adverts.
2. Pre-sort the pictures and ask the students to look at them in silence for a few moments.

## Procedure

1. Distribute the pictures and ask the students to look at them in silence for a few moments.
2. Say that shortly you will be giving them some topic instructions concerning their pictures. Add that each time you specify a topic, everyone should say something about it to their partner and that they should each begin by speaking about their own picture. Each time you announce a topic, let the exchanges run out before announcing the next one.

## Follow up

In pairs, they write a paragraph which links the two original pictures in detail.

(1) Everyone gets up and finds a partner/some partners who has/have a similar picture. (2) Ask pairs/groups to tell the rest of the class why they are together (e.g. We're together because we both/all have pictures which show

- a. Say something factual about your picture, e.g. This is a picture of a big red American car.
- b. Say something you like and/or do not like about it and why, e.g. I like the house just next to the beach, because it looks old and interesting.
- c. Say something it reminds you of, e.g. This restaurant is like the one I went to on holiday in Spain last year.
- d. Talk about something in your picture which is related to something in your partner's, e.g. The apples in my picture were grown in the garden in yours.
- e. Each of you say one way in which the two pictures are different, e.g. My picture was taken in the city and yours in the country.
- f. Say something about what is on the back, e.g. There is part of an article about politics in Australia, and part of an advert for some kind of new mobile phone.

places with water in them. (3) Anyone who is on their own gives a reason why they have no partners, and the rest of the class can suggest who else they can join.

(Adapted from Lindstromberg, S. (2004). Language Activities for Teenagers. Cambridge:CUP)

### **Activity Model 3**

Can I call you back?

Aims	to make and take calls successfully, to take and leave messages
Interaction pattern	Individually, in pairs
Timing	30-45 minutes
Materials/Media needed	Students' worksheet on topic, recorded listening
Skills	Speaking and Listening

### **Procedure**

1. Teacher (T) introduces the lesson by asking students how often they use telephone to do some activities (I). Students answer the question by ticking the answers on the worksheet distributed to the students.
2. Then, the students still do the task on the same worksheet. Here, the students are asked to write *Do* or *Don't* for each phrase (II).
3. In the subsequent of class period, the teacher introduces the topic
5. Students are then asked to have a formal conversation by listening some parts of the conversation and after listening to them, the students say the response (VI.1-2). But before the students do this activity, they should do another exercise to show the steps before leaving a message in a call- i.e. numbering the steps in telephoning (V).

of telephoning.

4. After a brief introduction to the topic, the students listen to the first call conversations (III). As necessary, difficult vocabulary is discussed. Depending on class level, the students may listen to the conversations more than once and may also work on answering prepared questions in groups (IV.1-5).

## Materials

(I)

**Get ready to listen and speak**

How often do you use the telephone to do these things?  
Tick ✓ your answers.

	Often	Sometimes	Hardly ever
arrange a meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
deal with complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
take an order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
place an order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
find out information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ask someone for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
promote your company's services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
apply for a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
answer customers' queries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(II)

Write *Do* or *Don't* for each phrase below.

Good Telephone Manners

..... sound relaxed

..... eat while you speak

..... be polite

..... use slang words

..... speak quickly

..... speak clearly

..... rush the conversation

..... sound friendly

..... speak naturally

..... continue to work while talking

(III) Audioscript 1

Conversation 1

A: Hello, Smart Finance Limited.  
 B: Hello. This is Norman Silvers from Highgate Investments. Would it be possible to speak to Mr Fredericks, please?  
 A: I'm afraid he's in meetings all morning.  
 B: I see. Will he be available this afternoon?  
 A: Yes. He should be free after lunch.  
 B: Could you ask him to call me? It's very important.  
 A: Certainly. Norman Silvers, wasn't it?  
 B: Yes, from Highgate Investments. He has my contact details.  
 A: Very good. I'll make sure he gets the message.  
 B: Thanks very much. Goodbye.

Conversation 2

A: Hello, Accounts.  
 B: Hi, it's Charlie. I need to check some figures from the sales report. Is Sharon there?  
 A: Nope. She's out of the office at the moment.  
 B: Do you know when she'll be back?  
 A: No, I'm afraid not.  
 B: Well, when she gets in can you say I called?  
 A: Sure. No problem.  
 B: Thanks a lot. Bye.

IV.1-4

IV.1. Listen to two conversations in the telephone. Then answer the questions based on each conversation. Number one is done for you.

Conversation 1

1. What company is Norman Silvers from?  
 Highgate Investment
2. Why can't he speak to Mr Fredericks?  
 -----
3. When should Mr Fredericks be free?  
 -----
4. What message does he leave?  
 -----

Conversation 2

5. What department does Charlie call?  
 -----
6. Why does he ask to speak to Sharon?  
 -----
7. Why isn't Sharon available?  
 -----
8. What message does she leave?  
 -----

IV.2. Listen again to Conversation 1, and complete each expression you hear.

- a. Hello. This is Norman Silver.
- b. -----possible to -----Mr Fredericks, please?
- c. Will he ----- this afternoon?



- d. Could ----- to call me?
- e. -----much. Goodbye.

IV.3. Now match the expression (a-e) with a function (1-5)

- 1. Asking to speak to someone (b)
- 2. Ending a call ( )
- 3. Introducing yourself ( )
- 4. Leaving a message ( )
- 5. Asking when someone will be available ( )

IV.4. Listen again to Conversation 2. Write a suitable expression for each function.

- 1. Introducing yourself.  
Hi, it's Charlie.
  
- 2. Asking to speak to someone  
-----
  
- 3. Asking when someone will be available  
-----
  
- 4. Leaving a message  
-----
  
- 5. Ending a call  
-----

V. Speaking Strategy: Leaving a message

When the person you want to speak to is not available, you can leave a message.

Number the steps below (a-f) in order (1-6).

- a. Repeat your name/company ( )
- b. End the call ( )
- c. Introduce yourself (1)
- d. Ask when the person will be available ( )
- e. Ask to speak to the person you want ( )
- f. Leave a message ( )

VI.1-2

VI.1. Imagine you work for Suntours International. You phone an important client at Richmond Travel Ltd. Use the ideas below to have a formal conversation with the receptionist and leave a message.

*Example*

*You hear: Hello, Richmond Travel Ltd.*

*You say: Hello. This is (your name) from Suntours International. Would be possible to speak with Catherine Simmons, please?*

- a. You are (your name) from Suntours International. You want to speak to Catherine Simmons.
- b. available this afternoon?
- c. can she call you asap?
- d. Repeat your name and company. Give your mobile number: 07967 324094
- e. end call

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

### **Activity Model 4**

#### **Mind-Map the Text**

Focus	The study skill of organized note-taking
Level	Pre-intermediate – advanced
Time	30 minutes
Material	A text that covers various aspects of a single topic
Skill	Reading

#### **Preparation**

Make a class set of a reading text, or use one from your course-book.

#### **Procedure**

1. Tell your class the topic of the text.
2. Introduce the method of mind-mapping by eliciting information relating to the topic and incorporating it into a mind-map
5. Bring the class together to pool ideas. As ideas come, add them to the mind-map on the board.
6. Ask the pairs to get back

on the board.

3. Divide the class into pairs and ask them to copy and extend the mind-map.
4. Combine pairs into fours. They compare the mind-maps.

together.

7. Hand out copies of the text. Each pair should read the text and add what they learn from it to their mind-map.
8. Bring the class together and discuss their additions.

(Adapted from Natalie, H. (2004)  
*Teaching Large Multilevel Classes*.  
Cambridge: CUP)

### **Activity Model 5**

Celebrity dinner party

Focus/Aim	Finding out about famous people
Level	Lower intermediate and above
Time	60 minutes
Material/Media	<a href="http://www.celebsites.com">http://www.celebsites.com</a> <a href="http://www.yahoo.com">http://www.yahoo.com</a>
Skill/Language	Past tenses, ordering and prioritising, supporting decisions and giving reasons

Note: current celebrities can be found at the CelebSites website. For older famous people, dead ones of the scientist/politician/writer fringe, use Yahoo! Sections. This can also be adapted for business English classes, using appropriate figures from the world of business, finance, etc.

### **Preparation**

For this activity you'll need some pictures of famous men and women (living or dead). Try to find a selection of scientists, pop stars, actors, writers, etc. display the pictures and elicit any information the class knows about the people. If you lack the time or resources to prepare an activity like this, simply provide the names of celebrities, or perhaps have a quick quiz, with you providing surnames

Explain that for this activity they should imagine that the class has won the competition to host a celebrity dinner party and that they can invite four of the people shown.

and the class providing the first names as you write them on the board.

### **Procedure**

#### *On line*

Use the sites listed or give students a chance to practice their search skills. In pairs, they have thirty minutes to find out about the people they are not familiar with, and make some notes on their achievements and reasons for being famous. When they have finished, they should in a position to decide who to invite.

#### *Offline*

Give everyone a seating plan and give each pair a chance to arrange their guests around the table in such a way that everyone will have somebody interesting to talk. Then put pairs together to discuss their arrangements. They should explain:

- Who they have invited and why;
- Why they have people sitting next to each other;
- Where they themselves should sit;
- What they would like to ask their guests.

### **Follow-ups / Variations**

There are plenty of opportunities to adapt and extend this activity. Students might like to plan the menu for the evening (are any of the celebrity guests vegetarian?), or perhaps arrange an interview with their favourite guest. The interview can then be written up.

(Adapted from Dudeney, G. (2001) *The Internet and the Language Classroom*, Cambridge: CUP)

### ***Designed Activity Model 6***

#### **Draw the text**

Focus/Aim	Reading and writing spatial description
Level	Elementary – Advanced
Time	15 – 25minutes
Material/Media	Copies of a text which describes a place, crayons or felt-tip pens, blank A4 paper

## Preparation

1. Find and make a class set of copies of a text which describes a place.
2. Collect enough blank A4 paper and coloured markers or crayons for the whole class.

## Procedure

1. Hand out copies of the text, sheets of blank paper and crayons or felt-tip pens.
2. Tell the students to read the text and draw what it describes in detail.
3. Bring the class together. Tell them to close their books.
4. Ask pairs to swap their drawings.
5. Using the drawings as prompts to memory, students each write a version of the text that is factually detailed and accurate but necessarily in the original wording.
6. They compare what they have written with the original.

## Follow- up/Variations

Working individually, students each draw (for example) a plan of their kitchen. Students then swap drawings and everyone writes, or orally produces, a description from someone else's drawing.

### Variations

- Allow students to work individually or in pairs, as they like.
- For a relatively small class or well-motivated learners: if you have Cuisenaire rods or small coloured building blocks, give each pair about ten and tell them to represent the text by creating some kind of arrangement. Students wander around and look at other students creations. If puzzled by someone else's representation, students can ask them for an explanation. Students can go back to their seats and take apart their representation of the text (i.e. remove the rods or blocks).
- Use suitable song lyrics or a poem.

(Adapted from Lindstromberg, S. (2004). Language Activities for Teenagers. Cambridge: CUP)

## *Designed Activity Model 7*

### **What's your number?**

Focus/Aim	Reading, speaking, listening, exchanging opinions, a cohesive and cooperative classroom community
Level	All levels
Time	20 -30 minutes
Material/Media	Self-stick notes or tapes
Skill/Language	Reading, Speaking, Listening

### **Preparation**

Write a set of statements about a topic that your class has recently discussed. The statement should express varying opinions on the topic. Number each topic. Make several copies of your list and post these lists on the walls of your classroom.

### **Procedure**

1. Students stand and go to the lists.
2. They choose two sentences they agree with and write the numbers of these topics on a self-stick note or a piece of paper that they pin on a visible place on themselves.
3. Students mingle, finding someone who has chosen at least one topic number which is the same as theirs.
4. Students stand together and talk about their topic. They explain to one another why they agree with the sentences they have chosen.
5. The procedure is repeated with another partner.
6. Students find someone who has completely different numbers. They explain their opinion to each other and try to convince each other.
7. The procedure is repeated.
8. Students return to seats and volunteers explain which sentences they chose and why they might have changed their opinion.

### Note

Since students might not remember what their sentence is once they have written down their number, they will return to the posted lists together with

their partner, thus creating another reading opportunity.

- Topics
1. Cars make troubles.
  2. We must save some animals.
  3. We need clean water.
  4. Buses and trains are better than cars.
  5. There are too many big cities.
  6. There should be a place to throw things away on every street.
  7. Cars are the best way to get somewhere.
  8. Don't throw trash in the street.
  9. Take good care of animals.
  10. Walk or ride a bike to school.
  11. It is good to have clean air and water.
  12. Some animals are bad for people.
  13. We like a clean school.
  14. Life in big cities are good.

(Adapted from Natalie, H. (2004) *Teaching Large Multilevel Classes*. Cambridge: CUP)

**Designed Activity Model 8**

**What's the number?**

Focus/Aim	Writing phrases or sentences, awareness of how word meanings can be exemplified
Level	Elementary – Advanced
Time	15 minutes
Material/Media	Sheets of paper, bilingual dictionaries
Skill/Language	Writing

**Preparation**

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**Procedure**

1. Divide students into small groups and
5. To show they have correctly

give out one sheet of paper per group. Suggest they get their dictionaries ready.

2. Tell the groups each to choose a number between 0 and 10 and keep it a secret.
3. On their sheets, group members write a total of three riddle-like phrases or sentences which hint at the number they have chosen. For example, if they have chosen 4, they might write:

*A dog has this number of legs.*

*The number of instruments in a quartet.*

*..... wheels on a car.*

Make sure no group writes the actual number on their sheet.

4. Each group passes its sheet to another group, one of whose members reads out what is written on it. They all then try to agree (in whispers) what the secret number is.

recognized the number, students add two more similar hinting phrases onto the list they have received.

6. The sheets are passed to new groups and the procedure is repeated (and repeated) until each sheet returns to the group that began it.
7. Each group chooses their favourite riddles.
8. Groups read their favourite riddles out to the rest of the class.

### **Follow on**

Place the finished lists in a self-access corner of the class, or exhibit them on the wall. (But first correct them, even perhaps type them up.)

### **Variation**

- In step 2, allocate numbers to groups, if you want to avoid different groups sharing the same number.
- Instead of passing on their sheets to another group, each group in turn calls out their three riddles. Every other group confers and prepares a phrase that hints at the number in question. For example, if the number was 4 and a group's phrases were:

*Legs a dog has.*

*The number of instruments in a quartet.*

*Wheels on a car.*

Then other groups read out their just-written hints for the same number:

*The number of legs of a typical table.*

*The ..... corners of a square.*



*An octopus that has lost four tentacles.*

For this variation students need to cooperate within their teams. Add an element of competition *among* teams by awarding teams points for a riddle that is factually correct (1 point) and grammatically correct (1point).

- Instead of numbers, start with nouns or adjectives, for example dog.

Then students might write :

*It's man's best friend. It has four legs. It doesn't like cats.*

Or, if the word is blue:

*The colour of the sky. The colour of the sea on a fine day.*

Or, if it is spaghetti:

*It's long. It's white. They eat it in Italy.*

(Adapted from Lindstromberg, S. (2004).Language Activities for Teenagers. Cambridge:CUP)

### *Designed Activity Model 9*

#### **Fake biography**

Focus/Aim	Writing biographies
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Level	Elementary – Intermediate
Time	15 – 20 minutes
Material/Media	A sheet of blank A4 paper for each student
Skill/Language	Writing

## Preparation

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## Procedure

1. Set the students in circles of eight each. Give each student a sheet of paper.
2. Ask everyone to write *My name is .....* followed by their real name at the top of the sheet. They then fold what they have written back behind the sheet twice, so that it cannot be seen.
3. Collect the sheet from Group A and swap them with those from Group B, and so on, so that everyone has someone else's paper. They *must not* look to see whose sheet they have got.
4. Tell them:
  - to write *i was born in ...* and add a place name
  - that this answer and the ones to follow later can be an unusual as they like (and it is better if they are unusual!)
  - to fold the sheet back, when they have finished writing, and pass it left.
5. Continue dictating what they should write, and leave them to fill in the details. (After each sentence, students fold the sheet back once and pass it left.) you should dictate some or all of the following:
  - a. *My birthday is ...*  
(They add the date)
  - b. *I have ... brothers and ... sisters.*  
(They add numbers, in words)
  - c. *I live in ...*  
(They add a place name)
  - d. *I go to school and my favourite subject is ...*  
(They add a subject)
  - e. *When I am at home I like to ...*  
(They add an activity)
  - f. *I love music and my favourite group/singer is ...* (They add a group/singer)
  - g. *My favourite TV programme is ...*  
(They add a programme)
  - h. *Last summer I went to ...*  
(They add a place)
  - i. *When I was there I met ...*  
(They add a person)
  - j. *One other thing about me is that I ...*  
(open)
6. Collect in the sheets, open hem

up and hand them to the person whose name is at the top. They should read them, and enjoy them!

### **Follow on**

Students react to the false biographies by writing correcting answers, e.g. *I wasn't born in Africa. I was born in Italy. My favourite singer isn't Britney Spears. It's Madonna.* Or they acknowledge statements that have coincidentally turned out to be true.

(Adapted from Lindstromberg, S. (2004). *Language Activities for Teenagers*. Cambridge: CUP)

### **Task 4**

Choose two of designed activity models provided in the previous part. In group of 3 plan to demonstrate them in the class.

### **Task 5**

1. Collect real objects that you have around your household and design an activity grid to train students ( in the level of elementary) in speaking focusing on conversing in asking for information.
2. Choose a website or a software package that focuses on Education language learning. Based on your understanding of good educational practices, list at least three things that you would improve the website or package.
3. You should produce a kit of teaching media/ aids in groups of 4 or 5. Each kit should contain the media themselves and the manual. The manual should contain the following:
  - a. Preface
  - b. Introduction: aims (purposes), methods, parts
  - c. Description of the kit (what it contains)
  - d. Explanation about the use of each medium contained in the kit
  - e. Procedure of using each set
  - f. What the user should do after using the kit
  - g. Evaluation sheets: a form to be fill out by the user, concerning the degree of relevance, usability, practicality, the level of difficulty, and degree of attractiveness
  - h. Student worksheets: containing tasks to be finished.

The media kit should be submitted in a case or box or whatever container to ensure that all its components are kept well.

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