

## CHAPTER 8

# TEACHING LEARNING MATERIALS

*In previous CTET exams, 2 questions in 2011, 2 questions in 2013, 2 questions in 2014, 1 question in 2015 and 2016 have been asked.*

Learning and teaching is an ongoing process in which teachers try to find out ways to make the teaching process effective and interesting. The language teaching is a dynamic process and the teacher is well versed with the objectives of teaching English. Teaching materials should be selected keeping in mind the objectives of English so that skills of reading, understanding, listening and speaking can be developed.

## 8.1 Teaching Aids and Supporting Materials or Teaching Learning Materials

Teachers should design appropriate learning activities in line with the focus of teaching. On the basis of low starting point, small steps, diversified activities and instant feedback, teachers should encourage pupils to participate actively during the learning process to help master the skills and methods of collaborative learning. Diversified teaching activities such as situational teaching, competitions, collation of information, discussion, oral reporting, games, topical research, production of graphs/figures/models, role play, recording, visit and experiments may help pupils to enhance their interest in learning, stimulate their thinking and reinforce the effectiveness of teaching.

Teachers should exercise their discretion in the appropriate use of teaching aids. Appropriate teaching aids not only help to enhance pupils' interest in learning, but will also

consolidate the knowledge they learned, thus achieving the objective of teaching. Common teaching aids are concrete objects, figures, models, word cards, number cards and audio-visual equipments such as tape recorder, headset, wire free induction loop system and multimedia teaching aids etc.

When designing and using teaching aids, teachers should first consider their practical use and assess whether the aim of remedial teaching can be attained.

The design and organisation of teaching materials should be pupil-oriented. They should be selected and collated systematically to serve the purpose. Teaching materials provided by the Education Department or other academic institutions may also serve as a reference for teachers.

### 8.1.1 Characteristics of Teaching Aids

Some of the characteristics of teaching aids are given below

- These aids help to understand and comprehend difficult ideas and concepts.
- They help to develop interest of the learners and make them curious.
- They make learners active participants in the learning process.
- They help in retaining the learnt material for a long time.
- They provide reinforcement for better learning.
- They develop the perception of the learner towards the content.

### 8.1.2 Objectives of Using Teaching Aids

Some of the objectives of using teaching aids in teaching learning process are given below

Audio-visual aids make the teaching learning process activity very effective. The objectives of using audio-visual aids in the field of education can be listed as follows

- To make learning interesting and long lasting.
- To motivate students to learn by arousing their interest in the subject.
- To save time, energy and burden of the teacher.
- To show application of theoretical knowledge.
- To increase sensory stimuli and cater to other senses besides mundane reading notes or just listening.
- In language classes for correct pronunciation audio with simultaneous lip movement.
- To interpret data, or to explain complex concepts.
- To explain objects that have no physical existence.

Teaching aids can be classified into three types i.e. audio, video and audio-visual aids.

### 8.1.3 Audio Aids

Audio aids facilitate learning by using the sense of hearing. Audio aids help the teachers specially in language teaching. Some examples of the audio aids are radio, tape-recorder, linguaphone, audio cassette player and language laboratory.

1. **Radio** With the help of radio, a learner gets acquainted with the correct pronunciation drill. The learner can improve comprehension through listening.
2. **Tape Recorder** Corrects the learner's speech and also improves reading skills of the learner. It also helps learner in understanding phonetic sounds of words.
3. **Linguaphone** It is very helpful in learning a foreign language. Through linguaphone we learn proper speech pattern.
4. **Language Laboratory** It is a place where the learners put on headphones and listen to a particular language piece. These labs are set-up with a view to provide listening activities specially for English language. The learning materials are recorded on audio-tapes which are played back by teacher and it is to be drilled in the learners under the supervision of the teacher.

## 8.2 Visual Aids

These types of aids appeal to the learner's visual organs. They help in the attainment of the cognitive, affective and psychomotor objectives of teaching. Some of the visual tools are chalk board, soft boards, charts, maps, pictures and drawings, static and working models, film strips, slide projector, over head projector.

1. **Chalk Board or Soft Board** It is used to teach sentence structure, new words and grammatical examples. Also complex topics can be explained with the help of diagrams and figures.
2. **Pictures and Charts** These can be used to introduce a new topic or tell a story or teach new vocabulary.
3. **Flannel Board** These are used to paste inspirational thoughts and ideas of scholars. Headlines of news are also displayed on these boards.
4. **Narrative Charts** These are used for arrangement of facts and ideas for expressing the events in the process or development of a significant issue to its point of resolution and improvement over a period of years.
5. **Flash Cards** These are useful at elementary or secondary stage and can be used for small groups or group discussion. It can also be used for drill and

practice or to apply information already gained by students to new situations.

6. **Maps and Models** These can be used to present geographical facts, or to relate complex concepts to students or enhance logical audio ability in students.

### Audio-Visual Aids

These aids appeal to both the audio organs and visual organs of the learners. They facilitate in attaining the cognitive, affective and psychomotor objectives of teaching. Some of the prominent audio-visual aids are television, films and computers.

1. **Television** Watching employs both visual and hearing sensors. It is very effective to develop comprehension ability of the learner, it can provide better quality instructions. Some educational programmes, quizzes and news bulletins can help a learner in understanding concepts, enrich their vocabulary and pronunciation.
2. **Cinema or Motion Pictures** Helps in stimulating the imagination and mental imagery can be used as a vehicle of thoughts and as a means of clarifying ideas. Learning can be sped up by using movies and pictorial material to supplement text books.
3. **Computer Assisted Language Learning** It means to present teaching material through computer. The use of computer in teaching learning process is an innovation in education circle. The educational programmes are developed with all kinds of media available for presentation.

In this, we can make use of graphics, texts, audios and videos. The teachers can prepare content in the form of soft copy and present it before the class. Information can also be stored in files in computers for future use.

4. **Film Strip and Slide Projector** Film strips are sequence of transparent still pictures with individual frames supplemented with recordings. It is an inexpensive tool when quantity reproduction is required. Slide projector is a small piece of transparent material on which a single pictorial image or scene of graphic image has been photographed or reproduced otherwise.

## 8.3 Textbook

Textbook is one of the most common teaching material used by the English language teachers in teaching learning process.

Textbook is the area in which the language material is presented and prescribed for teaching and learning English. The different states have different criteria for the selection of a good text book. While selecting a text book, certain criterias or points should be kept in mind

- Textbooks should be selected keeping in mind the age, interest and individual differences of learners.



- Textbooks should cover the objectives of English teaching.
- The text books should be free from spelling errors and printing mistakes. It should be attractive and illustrative.
- Textbooks cover should be attractive and qualitative.
- Each chapter must contain exercises and practical work pertaining to its content in a text book.
- Textbook chapter should be related to experiences which could enlighten us and provide some values.
- Language should be used according to the age and interest of the students.

A good textbook not only teaches but it also tests. A few essential characteristics of a good text book are given below

- Size of the textbook should be handy for the students.
- The binding should be good and paper used should be of good quality.
- Heading and sub-heading should be printed on title page in bold form.
- Illustrations should be attractive. Textbook of young learners should have pictures which should be well-drawn and realistically coloured.

- Instructions should be clearly provided alongside the test and practise exercises.
- The subject matter of the textbook should provide new information, so that students learn new knowledge.
- A list of related books should be given at the end of the lesson for further study.
- Text book must cover the whole syllabus.

### Text Media

Modern technology has brought textbooks in the form of e-books and e-journals also. In today's world of technology revolution e-books are available in digital form consisting of text, images or both and it can be read on the flat-panel display of computers or other electronic devices.

The e-books offer students, teachers and schools an additional medium or tool of instruction that can support or enhance the learning process. e-books benefit the students physically, academically and psychologically.

Using e-books has some constraints like lack of teachers proficient in using skills required for e-books, the technology is not readily available and shelf life of e-books is not much.

## CHAPTER EXERCISE

- Which of the following organisations is working for the improvement of school education, especially through the use of audio visual aids?  
(1) NCET (2) NAAC  
(3) NCERT (4) CBSE
- Teaching aids are used for making a lesson  
A. interesting B. effective  
C. stimulating D. exciting  
(1) A, B and C  
(2) A and D  
(3) B and C  
(4) All of the above
- Which of the following is not true in the context of teaching learning materials?  
(1) a blackboard can be used for putting the cut outs of newspapers and magazines  
(2) teaching can be effective through the use of audio-visual aids  
(3) audio visual aids help comprehend difficult or monotonous content  
(4) Text books are one of the main teaching learning materials used in classrooms
- Which of the following is/are essential characteristics of a good text book?  
A. The introduction at the beginning and conclusion at the end of the chapter should be given in the text book.  
B. There should be both practice and test exercises at the end of the chapter.  
C. The binding should be proper and strong.  
D. No difficult words and new words are given in a good text book.  
(1) Both A and B  
(2) Both A and C  
(3) Only A  
(4) None of the above
- Teaching learning materials should be selected according to .....  
(1) their availability in respective areas  
(2) the objectives of teaching  
(3) their cost  
(4) None of the above
- Teaching learning materials make an English lesson interesting for learners if  
(1) It is according to their age and level of understanding  
(2) only costly materials are used  
(3) they are in their mother tongue  
(4) used very regularly in the learning process
- Visual aids used in teaching/learning process help in the attainment of which of the following objective/objectives of teaching?  
(1) Cognitive, affective and psychomotor  
(2) Cognitive and affective  
(3) Only cognitive  
(4) Only affective
- A teacher is reading a lesson about wild life in class V when suddenly a child, Vineet, gets up and says that tigers should not be killed as they are becoming extinct. The learner's reaction to the lesson can be described as  
(1) seeking attention of the whole class  
(2) interrupting the lesson  
(3) relating text content with his own knowledge about wild life  
(4) trying to show his superiority of knowledge

9. Some qualities of a good English text book are  
 (1) good printing with no spelling mistakes  
 (2) suitable font size  
 (3) Realistic and interesting subject matter  
 (4) All of the above
10. Language lab is more helpful for the  
 (1) pronunciation correction  
 (2) understanding spoken English  
 (3) innovative teaching  
 (4) All of the above
11. According to an old Chinese proverb, 'A ..... is worth ten thousand words'  
 (1) computer (2) picture  
 (3) radio (4) map
12. One of the following qualities is not expected of a good teacher  
 (1) communicating freely with students  
 (2) teaching without using any audio-visual aids  
 (3) acquiring knowledge about student's background  
 (4) sharing warmth, enthusiasm and caring
13. Motivation is an important factor in language learning. For example in class VI, ..... may be done.  
 (1) memorisation and use of necessary vocabulary  
 (2) systematic analysis and use of structures  
 (3) use of visual devices and game like exercises  
 (4) use of the mother tongue as the medium
14. Which of the following aids help a student to hear the correct pronunciation, get the latest news and develop his/her comprehension ability?  
 (1) Chalk-board (2) Text-books  
 (3) Radio (4) Flash cards

### Previous Years' Questions

15. A textbook describes a domestic scene which shows the father cooking in the kitchen, the mother coming home from work and their son sewing. What is the concept conveyed? [CTET June 2011]  
 (1) Division of labour among sexes  
 (2) Work is worship  
 (3) Removing gender bias  
 (4) Dignity of labour
16. The use of dictionary does not help learners to [CTET June 2011]  
 (1) find out how to say a word  
 (2) be proficient in oral communication  
 (3) find the meaning of words  
 (4) check the part of speech of a word
17. The learning experiences that offer a vicarious experience to learners are [CTET July 2013]  
 (1) field trips, observations  
 (2) real objects and specimens  
 (3) abstract words, case study  
 (4) display boards, film clips
18. In Computer Aided Instruction (CAI), the 'simulation mode' is where learners [CTET July 2013]  
 (1) get problems which are solved by a process for trial and error  
 (2) experience real life systems and phenomena  
 (3) receive bits of information followed by questions with immediate feedback  
 (4) a series of exercises with repetition practice
19. An activity that requires a class to design and present a Power Point on the importance of water conservation in a target language is a ... activity. [CTET Feb 2014]  
 (1) multidisciplinary  
 (2) science project  
 (3) group  
 (4) language practice

20. The teacher's role is shifting from 'sage on the stage' to 'guide on the side'. Technology integration helps this process when [CTET Sept 2014]  
 (1) systems store more data and administer tests individually to students  
 (2) students actively search for and explore answers instead of receiving standard inputs  
 (3) easy retrieval of large quantities of stored data is used to facilitate preparation of notes  
 (4) assessment of students' online inputs is done quickly without supervision at any time
21. Which one of the following is not true in relation to the use of children's literature? [CTET Sept 2015]  
 (1) It makes them understand and respect diverse cultures  
 (2) Their reading proficiency deteriorates and gets worse  
 (3) It helps in developing learners' imagination  
 (4) It broadens their mental horizon
22. A good teaching-learning material (TLM) can best [CTET Sept 2016]  
 (1) be a source of entertainment  
 (2) help the teacher to transact material without any modification  
 (3) help the learners acquire a language  
 (4) facilitate the teaching-learning process

### Answers

1. (3) 2. (4) 3. (1) 4. (1) 5. (2)  
 6. (1) 7. (1) 8. (3) 9. (4) 10. (4)  
 11. (2) 12. (2) 13. (3) 14. (3) 15. (3)  
 16. (2) 17. (4) 18. (2) 19. (1) 20. (2)  
 21. (2) 22. (4)