4.01. Teaching Techniques

Techniques of teaching are the day to day activities which the teacher may design for a particular lesson. They may include group discussions, projects, the use of a textbook or field trip. A strategy is the organization of coordination of the techniques to practice the method which would achieve the desired goals. (Dhand 1990) Technique refers to what actually takes place in the classroom. For example, drills, role plays, sentence completion, etc. (Venkateswaran 1995). To quote Anthony (1963): “It is a particular trick, strategy or contrivance used to accomplish an immediate objective. It must be consistent with a method and therefore in harmony with an approach as well.”

A teaching technique highly affects the learner’s encoding process, i.e., how a learner learn the desired ideas, concept, generalization, skills, etc. Since different students learn in different ways, the introduction of a new technique helps a student overcome a learning problem (Allen and Valette 1972). Technique can be teacher-centred (the lecture) or learner-centred (report / project) or they can be active or passive, depending on how they are used. The teacher should be familiar with a variety of techniques. He/she should be conscious and alert enough to the appropriateness of technique to the topic. At the same time, it should be flexible to accommodate unrelated high interest topics during teaching. The teacher, equipped with a specific purpose in mind, should judiciously establish the criteria on which to base his/her choices for using specific techniques. The techniques to be used should have potential enough to enrich and enhance the learners’
experience. It is mandatory to use a variety of techniques to avoid monotony in the classroom. A teacher may be successful in using the techniques of role-playing and simulation exclusively; but teaching experience may ascertain that there is no one single technique that always seems to ‘work’. Some techniques, however, seem to be more suitable to achieve particular objectives in a particular class at a particular time (Dhand 1990). The teacher must use his/her best professional judgement to decide which technique will work best for a particular situation. Finding an appropriate technique for a particular situation requires careful planning, awareness of one’s strengths and weaknesses, knowledge about the student, school, community, and the availability of instructional materials and equipments.

There are a lot of techniques associated with teaching English. For time constraint and space limitations, only a few which are most commonly used and relevant to the area under study are discussed here:

**Motivation**

One reason for some L2 learners doing better than others is undoubtedly because they are better motivated (Cook 2006). Motivation and attitude have often been cited by language learning theorists as well as practising language teachers to account for variation in attainment among individuals learning a second language under the same set of conditions. The two are generally seen as related since it seems logical that a positive attitude towards the target language is one factor that motivates the learner to expend the effort required to learn a second language (Chandrasegaran 1981). Motivation in learning L2 has mostly been used to refer to long-term stable attitudes in the learner’s mind. To a
teacher, motivation in the learners usually indicates the interest that something generates in the learners. Learning a second language without motivation will be very difficult for learners. To put Cook (ibid.): “Motivation also goes in both directions. High motivation is one factor that causes successful learning; in reverse, successful learning causes high motivation. … The choice of teaching materials and the information content of the lesson, for example, should correspond to the motivations of the students.” Burden (2000) presents a number of ways to motivate learners:

- Make sure the difficulty of the work is matched to ability levels. Assignments should not be too easy or too difficult.
- Provide useful structure. Include clear expectations and realistic goals.
- Captivate learner interest. Content should be presented in an interesting way relating to their lives. The learners should visualize the clear connection between what is being taught and what they want.
- Provide support as needed. The teacher should monitor the progress of the learners carefully. Individual supports such as tutoring, peer help, and parent involvement can bring magic in motivating the learners.
- Show a lot of caring which is very crucial. Students want teachers who care about them (Kottler et al 2005). Students should be encouraged much and their successes should be reinforced.
- Reinforce student effort and provide recognition.
Dialogue and Role Play

Dialogues are a very useful teaching technique once an initial set of vocabulary is understood. The purpose of using a dialogue is to present a situation of real language in which the learner role plays in a safe environment before being met by the real thing. By using role-playing dialogues, the learners come to own the language - to internalize the phrases used so they become a part of their repertoire of English. For this reason, dialogues should be performed with books closed so that the learners’ total attention is focused on the oral language presented. They should be short, easily repeatable, and everyday language with a wide application. A “real” situation should be created with “realia” or pictures to give all the contextual clues possible. Repetitions must be fun, well-paced, varied and interesting. Each conversation should first be modelled by the teacher performing both (oral) parts of the conversation, but changing position or voice tone to indicate the different parts. (Puppets are helpful in these situations, or a simple costume such as a hat.) Each new step should be non-threatening, and repeated sufficiently so that everyone feels very comfortable before going on to a higher level of difficulty. Once the teacher has modelled the same 2-3 times or more, if necessary, the learners can begin to speak. The whole conversation should be repeated 3 times as a group. Then the teachers should move up the pace as it becomes more comfortable to keep it from getting dull.

Pair and Group Work

Group work or pair work is an obvious source of rich and rewarding learning encounters. Language acquisition research (Long and Porter 1985, Pica and Doughty
1985) has also shown that it is in small group interaction that rich opportunities for negotiating meanings become available. Some classrooms make it difficult to oraganise group work. Group work requires larger space besides suitable furniture and seating arrangement. Where rooms are small, student numbers large, benches fixed to the ground, putting learners into groups may not work. (Tickoo 2007)

**Questions**

Questions are a basic instructional tool in the hands of every teacher. In language teaching, they rightly occupy a central place. Teachers use questions for purposes like:

- to illicit learner responses,
- to provide opportunities for learner-teacher and learner-learner interaction,
- to serve as starting points for explanations,
- to assist in classroom management, and
- for seeking confirmation that something presented / taught has been understood.

To sustain learner interest, questions serve pivotal functions giving the class opportunities to participate by responding to or asking questions seeking clarifications or raising doubts. Teachers’ questions may be – display or genuine / referential, closed or open-ended, and factual or evaluative. (Tickoo 2007)
Classroom Management

The matters of classroom management fall into two categories – maximizing available class time and maintaining discipline (Allen and Valette). Every teacher should set up a routine in order to minimize the wastage of time. The class timing can be judiciously divided into – the beginning of the hour, presentation, assignment, meeting learners’ questions, feedback, the end of the hour.

The teacher’s mental set-up and class activities are two factors that can create discipline problem. If learners remain actively busy in their activities, discipline will, in large measure, takes care of itself. But the environment of the classroom, the presentation of the teacher, use of various suitable-related techniques and aids by the teacher will definitely help in maintaining discipline inside the classroom.

Homework

The primary purpose of assigning homework is to provide the learner with additional practice in developing his/her language competence. The forty to fifty minutes allotted in the daily school routine is not sufficient to learn a language. But before assigning the task, the teacher should look into its usefulness, difficulty level, and relationship with the lesson. At the same time, the particular assignment should enable the learner to attain the objectives of teaching the content.

The teacher as a model – as teaching aid

The best model before the learners is the teacher who possesses a fluent command of the target language. The reading aloud of a particular exciting or interesting excerpt
can be extremely motivating and enjoyable for a class. For teaching stress, intonation, etc. the teachers can read aloud the text. He/she can vary the tempo of the sentence to be repeated, uttering it more slowly at first and then gradually faster. He can break the sentence into component parts and then reassemble it. Poems are also very engaging for many learners when teachers read them to the class.

One of the things that a teacher is uniquely able to perform in the classroom is to use gesture, mime and expression to convey meaning and atmosphere. Words like ‘happy’ or ‘sad’, ‘big’ or ‘small’, ‘tall’ or ‘short’ etc. can easily be indicated with the help of gestures, while various states such as ‘frightened’, ‘old’ etc. are very easily conveyable to the learners using mime.

**Textbook and Workbook**

The textbook, one of the most popular and one of the most abused techniques, can prove to be an enriching part of the curriculum despite any errors or biases, if dealt with thorough and thoughtful evaluation by the teacher and learners. The teacher must carefully read and evaluate the text before using it. Moreover, he/she should be ready to supplement the contents of the textbook with other activities, written materials and supplementary lectures.

Again, workbook, i.e., a booklet of questions and activities which may or may not accompany a textbook, can help the learners in strengthening various skills such as – reading, writing, critical thinking, inquiry, mathematics, and map reading. This can be used as a primary activity, for remedial work or as an enrichment activity. (Dhand 1990)
Discussion

Dhand (1990) puts: “Discussion involves the exchange of ideas between people on a given topic or topics. Discussion, whether it be formal or informal, large group or small group, can be effective teaching technique which promotes the sharing of information / ideas and student involvement.” It is an immediate means to take advantage of a teachable moment. The teacher will have to decide whether discussion will take place in small groups or involve the whole class. For a discussion to be effective and fruitful, all participants must take part in the process and it must have a purpose and a focus. For better response from the learners, it should take place in a stress-free environment and the teacher must be supportive, cooperative and non-dominant.

Storytelling

Students, teachers and guests can take the role of storyteller. It promotes interest in area of the curriculum. This technique helps in developing an appreciation for and enjoyment of literature, listening skills etc. of the learners. At the same time, it motivates learners to read. Learners should be encouraged to share short stories, memorable event, amusing anecdotes, their hobbies etc. in an informal setting as a precursor to a more comprehensive storytelling experiences. The storyteller should keep in mind that body language, gestures, facial expressions, story pace, delivery and atmosphere are significant factors on which the success of storytelling is dependent (Wason-Ellam 1987).
It is worthwhile to throw light here on the specific techniques associated with some of the popular methods of teaching English:

4.02. Techniques associated with ELT methods

The Grammar Translation Method

Diane Larsen-Freeman (2000) provides some common/typical techniques closely associated with the Grammar Translation Method:

- Translation of a Literary Passage (Translating target language to native language). Students translate a passage from the target language into their native language. The passage provides the focus for several classes: vocabulary and grammatical structures in the passage are studied in the following lessons.

- Reading Comprehension Questions (Finding information in a passage, making inferences and relating to personal experience). Students answer questions in the target language based on their understanding of the reading passage. First, they answer information questions whose answers they can find in the passage. Second, they answer inference questions based on their comprehension of the passage although the answer cannot be found in the passage directly in the passage. Third, they answer questions that require students to relate the passage to their own experience.

- Antonyms/Synonyms (Finding antonyms and synonyms for words or sets of words). Students are given one set of words and are asked to
find antonyms in the reading passage. A similar exercise could be done by asking students to find synonyms for a particular set of words.

- Cognates (Learning spelling/sound patterns that correspond between L1 and the target language). Students are taught to recognise cognates by learning the spelling or sound patterns that correspond between the languages. Students should be aware of “true cognates” (i.e., theatre-tiyatro) and “false cognates” (i.e., apartment-apartman).

- Deductive Application of Rule (Understanding grammar rules and their exceptions, then applying them to new examples). Grammar rules are presented with examples. Exceptions to each rule are also noted. Once students understand a rule, they are asked to apply it to some different examples.

- Fill-in-the-blanks (Filling in gaps in sentences with new words or items of a particular grammar type). Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or necessary items of grammatical features.

- Memorization (Memorizing vocabulary lists, grammatical rules and grammatical paradigms). Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorise them. Students are also required to memorise grammatical rules and grammatical paradigms such as verb conjugations.
- Use Words in Sentences (Students create sentences to illustrate they know the meaning and use of new words). In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.

- Composition (Students write about a topic using the target language). The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Sometimes, instead of creating a composition, students are asked to prepare a précis (pronounced as /preɪs/).

**The Direct Method**

Reading aloud, Question and answer exercise, self correction, conversation practice, fill-in-the-blank exercise, dictation, drawing (for listening comprehension), and paragraph writing are some of the techniques associated with the direct method.

**The Audio-lingual Method**

Larsen-Freeman (ibid.) some typical techniques closely associated with the Audio-lingual Method:

- Dialogue Memorization: Students memorize an opening dialogue using mimicry and applied role-playing.

- Backward Build-up (Expansion Drill): Teacher breaks a line into several parts. Students repeat each part starting at the end of the sentence and “expanding” backwards through the sentence, adding each part in sequence.
- Repetition Drill: Students repeat teacher’s model as quickly and accurately as possible.

- Chain Drill: Students ask and answer each other one-by-one in a circular chain around the classroom.

- Single Slot Substitution Drill: Teacher states a line from the dialogue, and then uses a word or a phrase as a “cue” that students, when repeating the line, must substitute into the sentence in the correct place.

- Multiple-slot Substitution Drill: Same as the Single Slot drill, except that there are multiple cues to be substituted into the line.

- Transformation Drill: Teacher provides a sentence that must be turned into something else, for example, a question to be turned into a statement, an active sentence to be turned into a negative statement, etc.

- Question-and-Answer Drill: Students should answer or ask questions very quickly.

- Use of Minimal Pairs: Using contrastive analysis, teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners; students are to pronounce and differentiate the two words.

- Complete the Dialogue: Selected words are erased from a line in the dialogue; students must find and insert.
Grammar Games: Various games designed to practise a grammar point in context, using lots of repetition.

**Total Physical Response**

Larsen-Freeman, in her book *Techniques and Principles in Language Teaching* (1986:118-120) provides expanded descriptions of some common / typical techniques closely associated with Total Physical Response:

- Using Commands to Direct Behavior: Use of commands is the major technique. Teachers give commands to students to perform an action; because actions make meaning clear.
- Role Reversal: Students command their teacher and classmates to perform actions. Students speak after the silent period. Students should not be forced before they feel ready.

Action Sequence: Teacher gives interconnected directions which create a sequence of actions, also called an “operation”. The teacher may give three connected commands (e.g. “Point to the door, walk to the door, and touch the door”). As students progress in proficiency, more and more commands are added to the action sequence.

**The Silent Way**

Some of the teaching techniques associated with this method are:

- Teaching pronunciation with “sound colour charts”,
- Cognitive coding with colour rods,
- Peer correction to improve co-operative manner,
- Self correction gestures,
- Teacher’s silence,
- Structured feedback: Students are invited to talk about the day’s instruction - what they have learnt that day during classes. Students learn to take responsibility for their own learning by becoming aware of themselves, and by controlling and applying their own learning strategies.
- Fidel Charts: They are used to teach sound spelling association.
- Word Charts are used to teach and recycle vocabulary. The words are written in different colours so that students can learn basic pronunciation patterns.

**Suggestopedia**

Some of the teaching techniques associated with this method are:

- Classroom set up: dim lights, soft music, cushioned armchairs, and posters on the walls.
- Positive Suggestion:

  ⇒ Direct Suggestion: The teacher tells students that they are going to be successful to create self-confidence.

  ⇒ Indirect Suggestion: This is provided by music and comfortable physical conditions of the classroom.

- Peripheral Learning: Posters, lists, charts, texts, paintings, and graphs are hung on the walls of the classroom. Students learn from these although their attentions are not directly on these materials.
- Visualisation: Students are asked to close their eyes and concentrate on their breathing. Then the teacher describes a scene or an event in detail so that students think they are really there. When the scene is complete, the teacher asks students to slowly open their eyes and return to the present. This can be done just before students write a composition in order to activate their creativity.

- Choose a New Identity: Students can be asked to write about their fictional new identity, new home town, family, etc.

- First Concert: Music is played. The teacher begins a slow, dramatic reading, synchronised in intonation with the music. The music is classical. Teacher's voice is usually hushed, but rises and falls with the music.

- Second Concert: Students put their scripts aside. Students close their eyes and listen as the teacher reads with musical accompaniment. This time the content that is read by the teacher is emphasised by the way the teacher reads the text. Music is secondarily important. At the end of the concert, the class ends for the day.

- Primary Activation: Primary activation and secondary activation are the components of the active phase of the lesson. Students read the dialogue in the target language aloud as individuals or groups. They read it sadly, angrily, and amorously.

- Secondary Activation: Students engage in various activities such as singing, dancing, dramatising, and playing games. Linguistic forms are
not important. Communication is important. In order to make students focus on communication, activities are varied.

**Community Language Learning**

Some of the teaching techniques associated with this method are:

- **Transcription**: The teacher writes the L1 equivalent of the text in the target language on the board or a poster-sized paper in order to be able to refer later. Students copy them in their notebooks.

- **Reflection on Experience**: Students tell about their feelings about language learning experience.

- **Reflective Listening**: Students relax and listen to their own voices speaking the target language on the tape. The teacher may also read the transcript while students are listening.

- **Human Computer**: The teacher repeats the correct form as many times as the students need. The teacher never corrects the student's error. Only repeats the correct form.

- **Small Group Tasks**: Students learn from each other. Also small groups can let students know each other well.

**Communicative Language Teaching**

Some of the teaching techniques associated with this method are:

- **Authentic Materials**: Genuine materials from newspapers, magazines, videos from real English TV channels, menus, time tables, etc is used.

- **Scrambled Sentences**: for cohesion and coherence.
- Language Games: In order to provide valuable communicative practice of the target language.

- Picture Strip Story: This activity provides opinion gaps. Students discuss which activity should come first.

- Role Play: this technique provides the opportunity to practise the target language in various social contexts. If the role plays is unprepared improvisation it also provides genuine communication (i.e., information gap natural unpredictability of what each participant will say to each other).

### 4.03 Teaching Aids

Teaching aids play an important role in making teaching-learning effective. They reinforce the spoken or written words with concrete images thereby providing the rich perceptual images which are the bases to learning. When these aids are used in an interrelated way, they make learning concrete, effective as well as permanent. They provide for a great variety of methods. Such aids bring the outside realistic world into the classroom and make us teach efficiently. But proper utilization of such aids on the part of the teacher is very important. To derive the advantages of using teaching aids, a teacher should have the knowledge of different types of teaching aids available. At the same time, s/he should know their place in the teaching-learning process and the methods of their evaluation. Teaching aids do not supplant the teacher; rather they are only supplementary. The aids alone cannot accomplish the task of education; they only prove to be instrumental in the teaching-learning process. The teacher always remains the main pivot of all teaching. Moreover, the teacher should be judicious enough to use the right
material at the right place and at the right time. S/he should be able to visualize the objects of instruction.

Any material, programme or machine used to help the teacher to explain the lesson better can be called a teaching aid. Language learning can be dull, especially if the learners do not feel a real need to catch and rivet their attention. The learning process itself must be exciting and enjoyable. It can be easily achieved by frequent changes of activity and a diversity of materials. ‘Aids’ becomes an addition to our ‘armoury’. They allow us to explain a word or concept simply, by showing a picture or pointing to an object. Abstractions can often be expressed in this way where mime or words are insufficient. The manoeuvrability of objects or pictures is a great advantage. Time can be saved by passing pictures or objects around the class and getting group work going; tempo can be accelerated because showing or pointing is a more rapid process than speaking or explaining (Venkateswaran 1995). According to Krishnan (1987), one can use aids during instruction, “to transmit to learners skills, attitudes, knowledge, facts, understanding and appreciation” (p 87). Teaching aids supplement instruction and enhance instructional capabilities. They brighten up the classroom and bring more variety and interest into language lessons, thereby motivating the learners. They also light up the meaning of the utterances by providing situations. Use of aids stimulates learners to speak, read and write the language. Teaching aids are designed to save the teachers’ time and effort, thereby helping them to devote time for creative tasks. They have a psychological value as well; they encourage learners to participate and bring the class closer to real life (Saraswathi 2005).
4.3.1 Advantages of using Teaching Aids: Effective use of teaching aids:

They add interest and involvement on the part of the students. They make the learners more active and draw their attention.

- Being attentive, the learners can easily retain the teaching. Thus, they make learning permanent.
- Such use reduces verbalism on the part of the teachers. With a little explanation, s/he can enable the learners to grasp the matter in an easy and quick way.
- They develop greater understanding in learners. The realistic world comes in front of them and as a result they can easily comprehend the taught matter.
- Use of teaching aids acts as a booster in the process making the learners very active and alert. The subject matter becomes very interesting to them. As a result, they like to engage in self-activity.
- Teaching aids stimulates interest of the learners, engaging them in relentless activity. They keep their minds fixed in the study matter. Hence, the continuity of thought on the part of the learners is reflected in the process.
- Proper utilization of teaching aids helps the teachers a lot making teaching effective and an enjoyable activity.
- They help in overcoming language barriers. In some contexts, language stands as an obstacle in the process. Teaching aids act as a panacea in this regard, breaking the ice of language problem.
- Teaching aids translate the classroom into a real world. They make the subject matter more authentic and concrete.

In the words of Lee and Cooper (1964), teaching aids have the following advantages:

- They can brighten up the classroom and bring variety and interest into the lessons.
- They can help to provide the situations which may be used to illustrate linguistic items.
- Aural aids can give the students the opportunity of listening and imitating native speakers.
- They can stimulate both children and adults to speak the language not only to read it and write it.
- Aural aids can help the teacher to improve his grasp of the language he is teaching.

According to Baruah (1984, reprint 2001), teaching aids can serve a variety of purposes. For example:

- They can be used to create situations to make the meaning of a word or a structure clear, and to practise them in meaningful situations. In some cases situations contrived with the help of teaching aids would be found even more advantageous than actual physical situations.
- Aids can dispel the monotony of practice work by creating variety. They can introduce a play element in serious work and make lessons
lively. Even the introduction of a readymade substitution table at the right moment in a grammar class can enliven the class. Display of various charts, tables, pictures, models, etc. on classroom walls will lend an atmosphere of gaiety to the room and at the same time help the pupils to learn a troublesome item. Such visual aids can be systematically put up to focus attention on a particular item and changed periodically to present other items.

- The use of aids to teach word-meaning is obvious. The meanings of some words can be taught only with the help of visual aids. This should be apparent from the extensive use of sketches in dictionaries.

- Audio-aids like the radio and tape-recorder can be used by the teacher to improve his own command of the language; and where practicable, they can also be used in teaching. The BBC and the All India Radio put out regular programmes on English language. Commercial cassettes and discs are available in the market on almost all the aspects of English and its teaching. The Central Institute of English and Foreign Languages, Hyderabad (now, The English and Foreign Languages University), and the units of the British Council in India also supply copies of recorded material.

- ... for a mastery of a foreign language, an understanding of the culture of the native speakers of the language is essential. Pictures and films on the daily life and the different facets of socio-cultural life of the English people will help the pupils to develop such an understanding.
This will in turn develop in the pupils a favourable attitude to the language. The teacher should encourage the pupils to decorate their classroom with such pictures.

4.3.2 Classification of Teaching Aids

According to Saraswathi (2005), teaching aids may be broadly classified as follows:

<table>
<thead>
<tr>
<th>Non-projected Visual</th>
<th>Audio</th>
<th>Audiovisual</th>
<th>Projected</th>
<th>Computers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphs</td>
<td>Radio</td>
<td>Films</td>
<td>Slides</td>
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<tr>
<td>Charts</td>
<td>Records</td>
<td>Video</td>
<td>Silent Films</td>
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<tr>
<td>Posters</td>
<td>Tapes</td>
<td>Television</td>
<td>Film Strips</td>
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<tr>
<td>Models</td>
<td>*</td>
<td>*</td>
<td>Overhead Projection</td>
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<tr>
<td>Bulletin Boards</td>
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<td>Opaque Projection</td>
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<tr>
<td>Cartoons</td>
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<td>Books</td>
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<td>Photographs</td>
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<tr>
<td>Chalk and Blackboards</td>
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</tbody>
</table>
For time and space limitations only a few relevant aids are discussed below:

**Non-Projected Aids – Models**

On certain occasions, while teaching, first hand learning experiences do not lend themselves for better learning. For example, the operation of certain things like a pump, generator or an engine or certain abstract concepts cannot be seen from the outside or by providing first hand experiences. One way of solving this issue is by using models, charts, objects, films etc. Of these, models play a vital role in teaching-learning process in accomplishing the goals of education. For example, in linguistics, many models can be used; in phonetics oral cavity, lungs, tongue, teeth, etc. can be shown with the help of models.

**Poster and Charts:**

Posters and charts are usually made of tag board, available from any arts and crafts supply store. It may be defined ‘as combinations of graphic and pictorial media designed for orderly and logical visualizing of relationships between key facts or ideas’. This heavy cardboard can be supported on the ledge of the chalkboard or propped on desk. It comes in a variety of bright colours. Lines should be broad enough and words large enough to be easily visible from the back of the classroom. The indelible felt marker … is the best writing tool available. The darker colours are the most visible (Allen and Valette 1972). There are various types of charts such as Tree Charts, Flow Charts, and Table Charts etc.
**BlackBoard / Chalk Board**

The blackboard is probably the most widely used and versatile tool of instruction. It provides a very convenient surface where the teacher can develop subject-matter visually in a manner that suits the subject and the learners. According to Baruah (ibid.), the teacher, before writing anything on the blackboard, should mentally divide the blackboard space into two parts – (i) a ‘reference area’ for developing the blackboard summary, and (ii) a ‘working area’ for writing or for drawing sketches, etc., which need not stay long on the board. A teacher can use the blackboard in a very effective way by using the following the techniques:

- Blackboard should not be loaded with too much information. A few important points make a vivid impression.
- Blackboard summary should be planned in advance.
- Colour techniques like template pattern, over head projection techniques for effective display should be used.
- The required amenities such as chalk, ruler, eraser etc. should be collected needed before the class meets.
- Handwriting should be legible and bold on the blackboard.

The magnetic chalk board, a steel based porcelain-surface chalk board, adds a new dimension and increased flexibility to class room presentations. Again, a flannel board is a piece of rigid material covered with cotton, flannel, felt or wool. When objects like pictures, drawings, symbols are backed with strips of paper they will adhere to the flannel board.
**The Overhead Projector**

From the name of the equipment itself, it would be evident that in overhead transparency projector, the projected image is obtained behind and over the head of the instructor. The projector reflects images coming from a powerful light that shines through a transparency on a screen by means of tilted, highly polished mirror and lens assembly. The screen image is bright enough to be seen even in a lighted room. The projector area ranges from $3'' \times 3''$ to $10'' \times 10''$. Normally overhead projectors are compared to a projection lamp, to act as a source of light, condensing lenses to concentrate all the light into usable beam, a polished mirror and lens assembly and a blower for cooling the system. The advantages of an overhead projector can be cited as:

- A large image in a minimum projection distance is obtainable.
- Permits the instructor to face the class as he writes or indicates points of importance on the transparency.
- Projected images obtained could be seen even in a lighted room.
- Simple and convenient to operate the equipment.
- Low cost, homemade materials could be used in minimum time.

**Film-Strip Projector**

Film-strips are otherwise called ‘still films, strip films, or slide films’. It is a related sequence of transparent still pictures or images on a strip of 35 mm film. The picture may be in colour or black and white. Film strips are easy and convenient to use. It takes up little space and can be stored easily in container. The picture or images in film-strips are sequential in order. It can be used at any desired place while teaching. It
can be used effectively even in semi-darkened room. Some film-strips are accompanied by records carrying appropriate music and sound effects.

**Diagrams and Graphs**

A diagram is a simplified drawing to show interrelationships primarily by means of lines and symbols. A graph is a visual representation of a numerical data, presented in a quick and an effective manner. A good graph requires little explanation and conveys information at a glance. The most commonly used graphs are the line, bar, circle or pie and the pictorial graph.

**Maps and Display Boards**

A map is an accurate representation in the form of a diagram of the surface of the earth or some part of it, drawn to scale. Maps are universal visual aids.

A variety of display boards are available for education, to make an attractive display of information to be communicated.

It has been observed that there are a wide variety of teaching techniques and aids that can well be implemented inside the English language classroom. But over-emphasis on them may hamper the very process of teaching-learning. It is apt to mention Harmer (2007) here: “The resources that are currently available are truly amazing. As we shall see, they offer an amazing variety of routes for learning and discovery. Yet we should not see them as methodologies for learning, but rather as tools to help us in whatever approaches and techniques we have chosen to use. And we need to remind ourselves constantly of the fact that many classrooms both in the ‘developing’ and ‘developed’
world do not have access to very modern technology. Yet this does not prevent students – and has never prevented them – from learning English successfully.” Again, Venkateswaran (1995) warns us: “… you must not be intoxicated with visual aids. It will be advisable to combine them with other teaching techniques to fulfill immediate and long term aims.” Hence, the role of teacher again plays an important factor in judicious selection and application of available techniques and aids. He/she should apply such techniques and aids only when the situation demands. Excessive dependence on them and their overdose may result in total failure of the very process of teaching-learning.