What the visual aid should be:
The actual work of assembling and constructing the visual aids then began. To guide it in its work, the committee followed these basic rules concerning visual aids.

1. The Visual Aid should be directly relevant to a specific teaching objective and should be identified by the lesson with which it is to be used.
2. The Visual Aid should be a convincing representation of the actual object.
   Inaccuracies or poor representations lead to misunderstandings and false starts by instructors and students. The key phrase in this rule is “convincing representation.” Visual aids need not be minutely accurate or artistically flawless, but they do need to be convincing enough to enlighten the students. When magazines and other materials available do not provide suitable pictures for mounting, teachers or students can draw simple pictures to represent the objects desired.
3. The Visual Aid should be of suitable size for teaching.
   The aid must be large and clear enough to be easily visible to all students in the teaching situation for which it is designed.
4. The Visual Aid should conform to some agreed-upon standard for size.
   Keeping to some standard size facilitates reproduction and storage of aids.
5. There should be provision for storage or protection of Visual Aids when they are not in use.
6. The Visual Aid should be simple, graphic, and easy to use or manipulate.
   Visual aids that require a great deal of manipulation or complicated explanations are of little value, as they take up more class time than they are worth

The blackboard
The basic and indispensable—and probably the most misused—visual aid is the blackboard, or chalkboard, as some like to call it. Under certain conditions, the blackboard may be the only visual aid the beginner teacher has to work with. Experienced teachers as well as beginners often misuse the blackboard because they fail to understand its full potential or do not properly exploit the simple techniques involved in its most effective use. The teacher can develop desirable blackboard techniques by following these simple suggestions:

1. Write large enough so that all your students can read it easily.
2. Stand to one side as you explain, so the students can see what you are talking about. A pointer comes in handy at this time.
3. when you have finished with the material, erase it. Present one idea at a time.
4. Use colored chalk for emphasis and not for beautiful effects.
5. Draw simple sketches instead of elaborate pictures. Stick figures, carefully drawn, convey as much meaning as detailed drawings of people.
6. Keep your work neat, clear, and orderly.

The flip chart
Before starting their work, the committee I have been referring to built and assembled these items:

1. Easels (can be made and their size is determined by the size of the classroom
2. Poster board size 20” x 30” x ¼” thick
3. Mechanical lettering set
4. Felt markers
5. Scissors
6. Protractor and 18” ruler
7. Strong, quick-setting glue

The committee then went through each textbook used in the English classes and listed the items that exemplified the central ideas in each lesson. Some lessons needed only one picture (the geography of the United States, for example) while others required more pictures (such as the eating habits of Americans). The best source of pictures proved to be magazines. Some pictures for the flip charts were drawn by teachers and students.

An Example. A reading selection dealt with the geography of the United States. After studying the selection, the committee decided to obtain standard maps of the United States for each classroom as well as standard maps of their own country. They secured for this purpose maps of about the same size. To supplement the maps, they provided for the flip charts scenes of each country showing various features of the terrain of each, for purposes of comparison and contrast.

Another Example.
A particular dialogue dealt with the eating habits of Americans. The committee prepared two charts for this dialogue, one depicting the most common foods eaten by Americans and the other the most common eating utensils. Eating habits of Americans. The committee prepared two charts for this dialogue, one depicting the most common foods eaten by Americans and the other the most common eating utensils.

Slip charts
Slip charts are simple to construct and extremely useful in drill work. The frame can be made of heavy poster board throughout, with the right edge left open to receive the slip charts (you “slip” them in). Inserts are made of lightweight poster board on which are printed the sentences, phrases, and key words for use with specific lessons. The size of the frame is the teacher’s choice: a 17” x 22” frame with a 2” border has been found to work well in many situations.

Mock-ups
Realism is one of the most important considerations in language training. The mock-up helps to familiarize the student with cultural situations in the countries in which the language he is studying is used. The object of a mockup is to duplicate as accurately as possible an object found in a common setting in order that it may be used in the teaching-learning situation. The three mock-ups that, because of their extreme value to the student, should be standard equipment in every school that teaches English are the telephone, the clock, and the menu. Dummy telephones may sometimes be obtained from the telephone company. The companies can be very co-operative once they understand the nature of the request. Clocks can be constructed out of plywood and should have movable hands for classroom use. The size of the clock depends on the size of the classroom. It is better to have a large clock than to have one that cannot be easily seen from the back row. Menus can be made of lightweight poster board or heavy paper. Make them simple and easy to read. Remember that the selection of foods in the menu should correspond with foods found in the average British or American restaurant. Teach the student the names of that he would be likely to eat if he visited England or the United States.

Catalogs and magazines
Catalogs serve as convenient illustrated dictionaries, and magazines can keep the class abreast of the latest cultural trends. Pictures from these same catalogs and magazines can be cut out, mounted, and used as teaching aids. The simpler pictures can be used with beginner classes, and the more complex pictures can be used in advanced classes. The stories in the magazines, properly selected by the teacher, can be used as supplementary reading for intermediate and advanced students.

**Language films**

Language films are admittedly harder to secure and perhaps to use than the other teaching aids discussed. But they can bring to the students activities that they could not otherwise observe or become involved with. The tendency of those who view films to identify themselves with the actors and the situations makes films highly valuable for image forming and language learning. I have used English language films with considerable success in quite varied situations. In addition to their value for actual language learning, they break the monotony of classroom and laboratory work and provide variety to the curriculum. In one situation, we mounted a large frosted window-pane on an indoor window. Used as a screen, it gave a television effect to films projected onto it. The indoor window was part of a small adjacent room that housed the master tape console. We used the so-called rear-screen projection method, which involves—to avoid reversing the image—projecting the picture onto a mirror at a 45-degree angle, which in turn throws the picture onto the back of the window-screen. The films were projected from behind the pane and the soundtrack of the films was connected into the master console. This permitted the students to listen, repeat, and even record the filmed lesson. Films for this purpose, of course, must be carefully chosen, so they will reinforce rather than interfere with the regular language material.

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