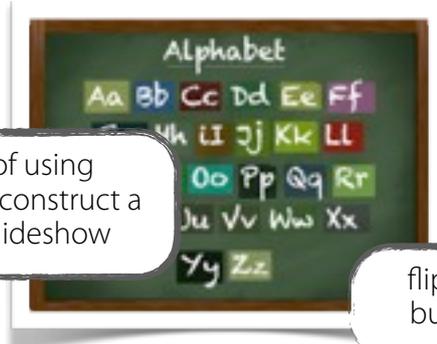


Displays and Presentation Slideshows

Objectives

discuss pros and cons of using displays and slideshows; construct a pedagogically-sound slideshow



Vocabulary

flip chart, whiteboard, felt board, bulletin board, PPT, Keynote, Prezi



Pedagogical Implications

As education seemingly becomes more visual and media-centric, teachers should consider how educational displays and slideshows can be appropriately utilized within the EFL classroom. The traditional or standard practice of a teacher leading students through a lesson with little more than a textbook has quickly been supplemented or even replaced by a bevy of educational displays and digital slideshows that can allow for more educational, interesting, or interactive experiences for the students.

To clarify some terminology, a display is any medium (ex. flip chart, whiteboard, felt board, bulletin board) that allows the teacher to show visuals such as photographs, drawings, adhesive flash cards with text, posters, or charts. How the teacher showcases such visuals depends on several factors, including the educational setting, the objectives of the lesson, and the nature of the students.

Task 1: The Educational Use of Displays

With a classmate, consider what kinds of EFL content would be useful to exhibit on the following displays:



posters



felt board



flip chart



pocket chart

Whiteboard: is perhaps the most common display medium found in an EFL classroom. A whiteboard offers many uses and advantages such as to:

- brainstorm new vocabulary or ideas; explain concepts via simple drawings
- use for ‘teachable moments’ such as modifying grammar or explanations
- display correct answers for student work; display instructions for in-class tasks
- display useful communicative expressions for interactive tasks

Felt Board: is an interactive display medium that is primarily used to move adhesive flash cards or cloth objects around. A felt board can be excellent for:

- student use when organizing content into categories
- student practice on prepositions of place, or describing appearances

Flip Chart: is a useful display medium that is typically used in small groups (ex. either teacher to student, or student to student interaction). A flip chart can be used to:

- teach young learners basic concepts
- showcase sketches of key vocabulary with titles/definitions (in lieu of flashcards)

Wall Poster: is useful for presentations in whole class routines or as a resource of previously learnt language. A poster can be used to

- present and provide controlled practice of vocabulary and grammar
- display vocabulary or expressions covered in previous lessons

Pocket Chart: is useful to display whole class routines, or instances with interchangeable information. For instance, a pocket chart can be used:

- to manipulate or practice vocabulary and expressions associated with daily routines, such as days of the week, class schedules, weather, time, student duties

Bulletin Board: is useful both in the classroom or in the hallways of a school. A bulletin board is an excellent display surface to:

- showcase student work or projects (ex. reports, biographies, student newsletters)
- display useful communicative expressions that students can use on frequently

Task 2: Use Displays to Practice Language

Let’s see how displays can be used to practice language. Within your small group, you will be given either a poster, felt board, flip chart, or pocket chart, along with some learning materials. Discuss how you could use the display given to your group to address the following:

Language/Skills Practice:

Student interactivity: _____

Presentation Slideshows

Let's turn our attention to the use of presentation slideshows within EFL study. For starters, there are numerous types of software available for creating presentation slideshows. For instance ...

	 Microsoft's PowerPoint	 Apple's Keynote	 OpenOffice's Impress	 Prezi
Pros	offers standard options found on most PCs	advanced options easy-to-use; cheap	free download decent interface	visually stunning beautiful animations
Cons	expensive difficult to customize	Mac/iPad use only	not found on most PCs no support	visual overload subscription service

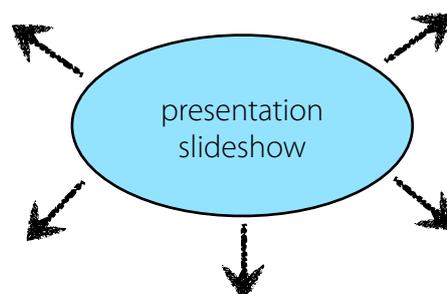
Pedagogical Implications

Perhaps the most popular teaching tool for displaying multimedia, presentation slideshows seem to have a mixed record as an instructional tool. On the one hand, presentation slideshows offer the ability to easily show text, images, audio, and video that can be useful to language teachers in teaching a lesson to students. However, on the other hand, presentation slideshows can also take the focus off students and discourage active learning. For instance, have you ever sat through a language lesson as a student where the teacher used the slideshow to basically read lecture notes? How about a presentation slideshow where you never got an opportunity to interact with the teacher or your classmates? Evidently, there are several pros and cons of using presentation slideshows in EFL study.

Task 3: Educational Use of Presentation Slideshows

With a classmate, consider some effective EFL purposes of using a ...

Interesting content (websites/
audio/ video_



Task 4: Presentation Slideshow Techniques

1. **Vocabulary:** typical teaching strategy includes giving an informative description of key terms; ask students comprehension questions on them or have them do term-usage exercises; consider using mostly high-frequency terms that are common in discourse; use appropriate definitions or images; use a word bank at bottom or side of slide; be careful not to do a 'vocabulary dump' where students simply recite definitions of key terms or repeat sentences.
2. **Grammar:** typical teaching strategy includes giving a brief description or example of grammar point; ask students comprehension questions, then display fill-in-the-blank (cloze) exercises as students do either an individual, pair or group activity as grammar rules and examples are displayed for language support at top of slide; alternatively, display examples of grammar and have students figure out grammar rules themselves (inductive learning)
3. **Four Language Skills:** typical teaching strategy includes utilizing various learning activities (S, L, R, W) to show multiple representations of similar content/grammar; attempt to integrate the use of the 4-skills where possible (ex. have students do a grammar exercise (R, W), then watch a video or listen to an audio clip (L), then do pair or small group discussions (S, L); though not all lessons need include practice of all 4-skills, try to employ a whole language approach.
4. **Communication:** typical teaching strategy includes encouraging students to interact with each other and use target language when appropriate/possible; use speech bubbles to display discussion questions, discourse structures, sentence starters, or useful expressions and phrases to support students when they have difficulty finding the right expressions or words in conversation with one another.
5. **Content:** typical teaching strategy includes providing interesting and educational topics that are appropriate for students' age and English level; though some content can be sensational in nature to create a 'wow' factor (or hook) for students, most content should be either practical or relevant to students' lives so that it can be personalized (create student ownership); provide clear instructions, as well as sequence/scaffold content throughout the exercises naturally.

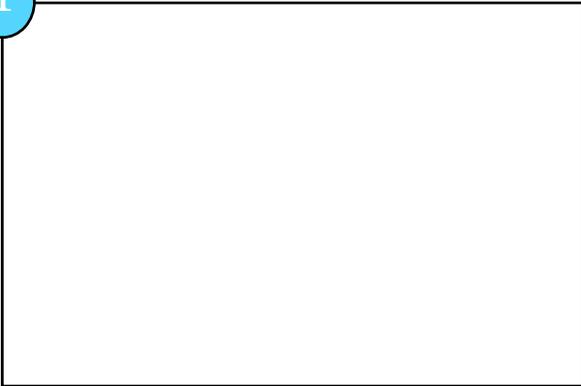
speech bubble grammar example word bank
 video/audio clip instructions cloze exercise

The image shows two presentation slides side-by-side, each with arrows pointing up and down from its top and bottom edges. The left slide is titled "Heroes and their Attributes" and contains a video player showing a globe with the word "HEROES" overlaid. To the right of the video are two speech bubbles: a blue one for "Giving Opinions" and a green one for "Offering Different Opinions". The right slide is titled "Heroes and their Characteristics" and features a "Relative Clauses" section with a definition, an example sentence about Tony Fox, and a cloze exercise with a word bank at the bottom.

Task 5: Brainstorm Your Own Slideshow

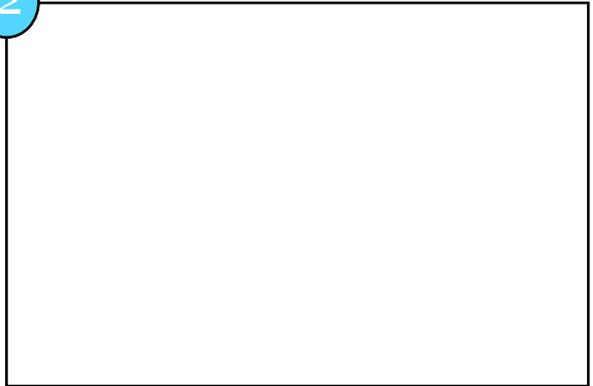
In our next class, we will start creating our own 6 slides. Consider how you wish to sequence them below so that they adhere to the presentation guidelines and tips that we have learned.

1



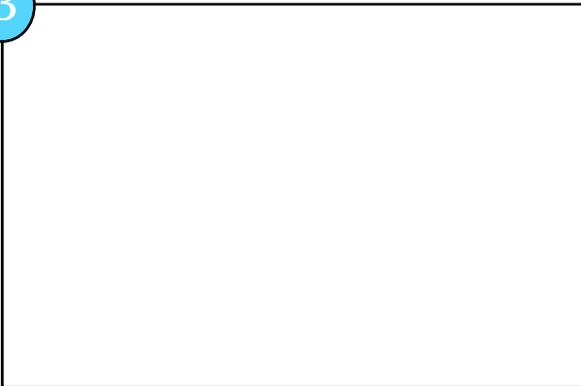
Rationale/Strategy: _____

2



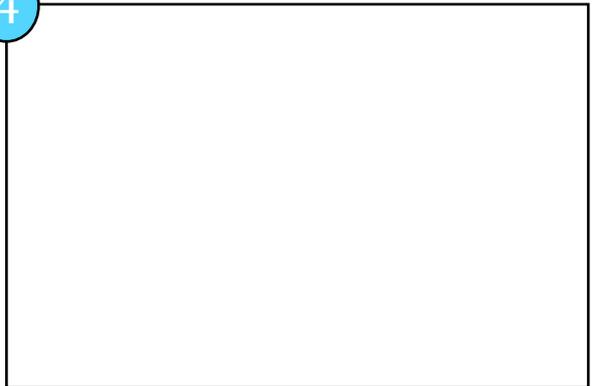
Rationale/Strategy: _____

3



Rationale/Strategy: _____

4



Rationale/Strategy: _____

5



Rationale/Strategy: _____

6



Rationale/Strategy: _____

Task 6: Presentation Slideshows in Action

With a classmate, look at the following presentation slides, and identify potential weaknesses of each. Discuss possible solutions for improvement:

- 'missing examples' - grammar support needed
- 'information dump' - too much content
- 'no interaction' - lack of student discussion
- 'design distraction' - poor fonts/choices; no consistency
- 'no instructions' - lack of clear purpose or guidelines
- 'vocabulary dump' - no description, context or use



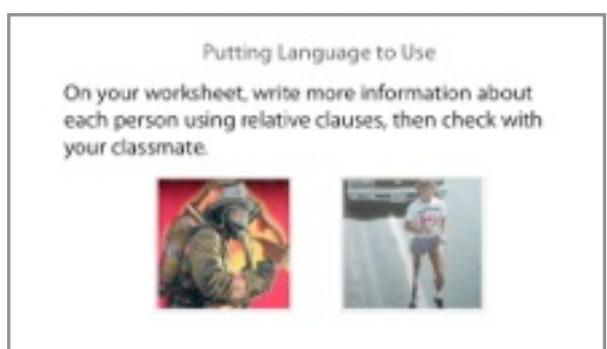
Weakness: _____



Weakness: _____



Weakness: _____



Weakness: _____



Weakness: _____



Weakness: _____

Now let's examine the reasons why the previous slides were not as effective as they could be. Compare how the previous slides can be redone below to be more instructionally effective:



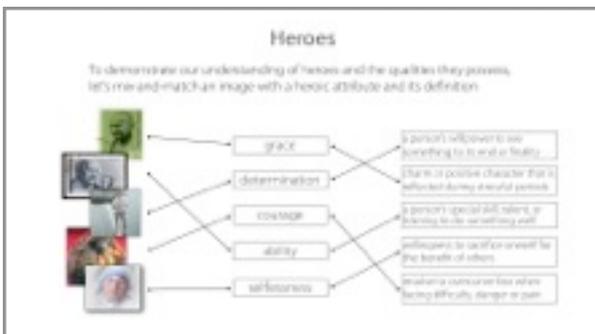
Tip 1: have students use vocabulary in context

- have Q&A or discussion activities so students can practice using new terms



Tip 2: present content in manageable chunks

- depending on English level, use point form or short sentences to introduce content



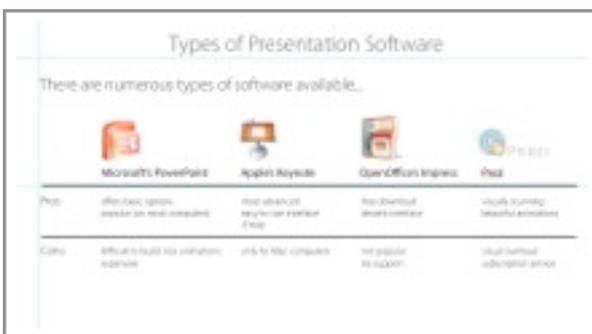
Tip 3: give clear purpose and instructions

- ensure there is an educational purpose, with progressive steps/instructions displayed



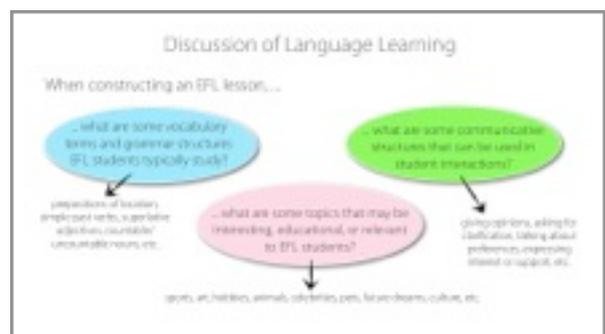
Tip 4: give clear examples of language use

- students are better able to model examples; provide a variety of examples



Tip 5: use good, consistent design sense

- use font size 24-30 for most text; use colorful, clear, relevant images; avoid sensory overload



Tip 6: encourage interaction where possible

- have students problem-solve, discuss issues, or check answers with each other

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Free Clip Art	Description of Website
 office.microsoft.com/en-us/images	<p>This website is run by Microsoft, and offers thousands of images of clipart that can be used in PowerPoint (and alternative slideshows). The website also offers slideshow tutorials</p>
 free-clipart.net	
 art.phillipmartin.info/index.htm	<p>This website has a number of useful images that are designed for teacher use. All clipart on this website has been created by artist Phillip Martin.</p>

Free Photograph Websites	Description of Website
 sxc.hu	<p>This is a huge web site for free stock photography (over 350,000 quality images; also includes a lightbox to save your personal selections for future use.</p>
 everystockphoto.com	
 morguefile.com	<p>This website contains stock photos for free use (be sure to check the FAQ for terms). Many creative professionals (ex. photographers, illustrators) use this service to store their images.</p>