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Branch of English Studies



**Developing English Language Learners' Learning Strategies via
Pedagogical Aids and Official Textbooks**

A case study of 1st year L.M.D. Students at the Branch of English at
Mohamed Kheider University of Biskra

A Dissertation Submitted for the Partial Fulfillment of the Master Degree
in Sciences of Languages.

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In the Name of God the Merciful the Graceful

DEDICATION

*To the pearl of my heart, my mother and father whose love
overwhelms me heartily*

And whose prayers brought every success to my life.

*To my tender brother and sisters: Aymene good luck in
your BEM, Amira and Imene*

To my beloved husband: Redha.

*A profound gratitude and appreciation to my darling
teacher who was really beside me in my hard times:*

*Mr. Bashar Ahmed. I wish to him a happy and successful
life.*

*For my closest friends and loved ones: Houda, Kawther,
Lamia, Faten, Khadidja and Gualia and Khawla.*

*A special thanks and profound gratitude to my lovely
partner and friend Wafa who was bravely with me in my
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Abstract

The present study is about “Developing English Language Learners’ (ELLs’) Learning Strategies via Pedagogical Aids and Official Textbooks”. There are many challenges in which both student and teachers face in language teaching and learning, when the main problem and the most important is the lack of using technologies in classroom and lack of motivation in class. Those challenges will be met if teachers create the teaching strategies as an affective learning, then rate of motivation will be improved. Thus, how can technology involve reluctant learners in classroom practices? What is the effective use of pedagogical aids in classroom? Is a good strategy related to the teacher capacity or classroom motivation? Is good strategy based on the multimedia? What are the factors that teachers need to consider while preparing a lesson and collecting corresponding Pedagogical Aids? The purpose of our descriptive study is to propose teaching strategies and the use of pedagogical aids at Biskra University where we have chosen randomly our sample which consists of students of 1st year L.M.D.system, and teachers of Oral expression and Grammar Modules. Administering questionnaire to gather data and have access to the respondents’ attitudes and opinions. What is good learning? That may be a subjective question. But it’s likely that many educators would give answers that fall in the same ballpark...students collaborating and discussing ideas, possible solutions... project-based learning, designed around real world contexts.....connecting with other students around the world, on topics of study... immersing students in a learning experience that allows them to grapple with a problem, gaining higher-order thinking skills from pursuing the solution...

Our newest generation – currently in K-12 – is demonstrating for us the impact of having developed under the digital wave. These youth have been completely normalized by digital technologies—it is a fully integrated aspect of their lives (Green & Hannon, 2007). Many students in this group are using new media and technologies to create new things in new ways, learn new things in new ways, and communicate in new ways with new people— behaviors that have become hardwired in their ways of thinking and operating in the world. (Green and Hannon) give an excellent example of this, “Children are establishing a relationship to knowledge gathering which is alien to their parents and teachers” (2007, p. 38).

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List of Abbreviations

ELL= English Language Learner.

TNG =The next generation

U.S=United States of America

USSR= the Soviet Union

AAAS= American Academy of Arts and Sciences.

ACSFA= Advisory Committee on Student Financial Assistance

ZDP = Zone of Proximal Development

P.A= Pedagogical Aids.

General Introduction

Language teaching has played an important role in an educational program and language teaching and learning in expanding the knowledge and developing the students' educations and growth. Our study will tackle specifically with the developing teaching strategies in language as and the use of technology in classroom in teaching language in English Branch at Biskra University.

1. Statment of the Problem

This modest investigation is held for bringing out certain reasons of using technology in the classroom and overlaged them by the teachers. For instance, the lack of motivation in making tests which prevent the student to show their performance and proficiency, moreover, the lack of pedagogical aids, and the overuse of using textbook ad lesson plan. These faced problems lead to the student's boredom, dissatisfaction of taking courses procedures, and decline of their level which reflects low of motivation. This work tends to develop those pedagogical aids and vary their content and format in language teaching at Biskra University. Consequently, we will draw up from the analysis of the teachers' and students' questionnaire suitable solutions for our principle problem the use of pedagogical aids.

2.Hypothesis

To achieve the above mentioned aims, the following major hypothesis was proposed; If teachers using the pedagogical aids inside the classroom they should make the classroom motivate. And develop new teaching and learning strategies. Through this major hypothesis other minor ones which support the first:

3. Research quetions

- How can technology involve reluctant learners in classroom practices?
- What is the effective use of pedagogical aids in classroom?
- Is a good strategy related to the teacher capacity or classroom motivation?
- Is good strategy based on the multimedia?
- What are the factors that teachers need to consider while preparing a lesson and collecting corresponding Pedagogical Aids?

4.Research Methodology

Since the nature of our study needs to apply the developing good strategies of the teaching and learning in order to reinforce the student' level, this investigation would rather have been designed for an experimental approach as a basic step. Because of the huge number of students we try to choose a few members, then to draw up solutions for such problems.

5. Population

The population of the present study consists of teachers of Oral Expression and Grammar. There are only six teachers have chosen males and females. We have chosen randomly the students of 1st year L.M.D. of English, as a sample for our investigation. We gathered only ten students to ask them a set of questions. The reason of choosing only fifteen students and six teachers is the big number of groups which hinder us to deal with a huge number of participants.

6. Data Gathering tools

Administering questionnaire to gather data and have access to the respondents attitudes and opinions comes to be the most useful and effective tool. Two questionnaires have been handed out one to the teacher, and the other to the students about the investigated subject.

We have designed a group of questions for six teachers. These questions based on the techniques of using technologies and textbook that teachers applied in their lessons. Their responses have been analyzed and discussed through a form of tables and pie charts followed by comments for each.

We have asked ten students about the way they have been learned by their teachers, and their preferences of pedagogical aids. The answers have also analyzed and discussed through a form of tables and pie charts followed by comments for each item.

7. The Structure of the study

Our investigation has been structured into three chapters: The first chapter is devoted to Classroom Technology which identify the kinds of pedagogical aids, the use of textbook and even the use of pedagogical aids. The second is devoted to Classroom Innovation: Evolution and Revolution it is show the technology of new technology new learning and the importance of fun in learning. The last but not least, the analysis of teachers' and students' questionnaires of the case of first year students of English in L.M.D. system at Biskra University has been dealt in chapter three.

Chapter one:
Classroom Technology

Introduction

According to Eric Ashby, education witnessed four revolutions: (1) education from home to school, (2) written words as tools of education, (3) invention of printing and use of books, and lastly; (4) the fourth revolution is the use of electronic media (radio, TV, tape recorder, and computer in education) (qtd in Bagulia, 2005:2). The 21st Century witnesses a wealth of resources to be used in the classrooms to enhance learner's interests, meaningful involvement, motivation, and meeting learner's expectations, needs, styles, and wants. The call to the judicious and effective utilization of technology is more pressing than ever. Communication technology can offer an exceptional opportunity to provide quality teaching and learning to 21st century students at all levels. Edgar Dale argues that "audio-visual materials supply concrete basis for conceptual thinking, they give rise to meaningful concepts, enriched by meaningful association, hence they offer the best antidote for the disease of verbalism" Through this period the education was developed and progressed until the using of the technologies. (Bashar .A); the English lecture of Pedagogical aids; 1st year master; (2012) at Biskra university.

I.1. Definition of the Pedagogical Aids

What are pedagogical aids?

Pedagogical Aids or a pedagogical tool is anything that a person uses to learn or teach. Some pedagogical tools such as textbooks are considered "traditional," but as the needs of students and teachers change, less-traditional items are becoming pedagogical aids. Exactly what a person considers a pedagogical tool varies by age and education level, but virtually anything can be a pedagogical tool in the right circumstances. It is normal for the amount of training required to use different tools to vary, but manufacturers put professional research into the designs they develop.

Traditionally, pedagogical tools include items such as worksheets, textbooks, handouts and hands-on models. As people have learned more about the way individuals learn, however, educators and students have branched out to other types of pedagogical tools. Technology has played a major role in this advancement, with students and teachers now using tools such as websites or mobile device applications.

I.2.Types of Pedagogical Aids

The Pedagogical aids have a lot of kinds:

I.2.1. Audio- visual Aids

The term "audio-visual aids" is commonly misapplied. The aids themselves must be something either audible or visual, or both. The common types of audible aids are the spoken word, recognizable sound effects, and music. The most frequently used visual aids are people, pictures, cartoons, graphics, maps, the printed word, and three-dimensional models. When we talk about a motion picture projector or a blackboard, we are talking about the means of presenting the aids, and not the aids themselves.

Audio-visual materials can be divided into those which present the aids in their original form, and those which reproduce the original form.

Audio-visual Aids are materials using sight or sound to present information such as” language tapes ; videocassette;...etc”

The term audio-visual aid refers to anything that an extension agent uses to help to convey the message when communicating with farmers. The spoken word is the agent's main communication tool, but, whether the agent is speaking to a large village meeting or discussing a problem in a field with a group of farmers, its impact and effectiveness can be greatly increased by the use of suitable audio-visual aids. When selected and used properly, audio-visual aids can help in the following ways:

- The interest of the audience can be maintained if the agent varies the mode of presentation. It is difficult to concentrate for long on what someone is saying; but if the agent refers to a wall chart, or illustrates a point with some slides, his audience's attention can be maintained.
- When information is presented to more than one sense (sight and touch, for example, as well as hearing), more is taken in and it is better understood and remembered.
- Processes and concepts that are difficult to express in words alone can be explained. The procedure for applying for a loan, for example, may sound confusing, but a simple chart or diagram can make the process clearer. Again, the life cycle of a crop pest can be explained by showing a series of slides or drawings.
- The effects of decisions and actions that farmers might take can be shown. Photographs of a

cattle dip or a model of a cooperative store can give farmers a clear idea of just what it is they might be considering.

- Pictures can have a more immediate impact on our emotions than words. Photographs of a heavy crop, for example, are likely to arouse interest more effectively than details of yields read out by an extension agent.(Valerie Strauss, June4,2010).

I.2.1.1.The range of audio-visual aids

Extension agents often use sophisticated audio-visual aids which require electricity and complex machinery such as projectors or television sets. But there are many simple aids that the agent can make locally, and these have several advantages. They do not require a power source or heavy equipment, they do not cost much to produce and they can be made to suit the precise needs of the agent. Between these two extremes lies a wide range of more or less sophisticated aids. The distinction between a mass medium and an audio-visual aid lies only in the way it is used. All the mass media described earlier can be used as audio-visual aids. A film is a mass medium, in that it is shown to large audiences in many different places; but for an individual extension agent who uses it to increase the impact of a talk, it is an audio-visual aid. Many of the principles of media use discussed earlier also apply to audio-visual aids. The audio-visual aids available to the extension agent can now be examined.(Valerie Strauss, June4,2010).11 :19am.

I.2.1.2.Objects

A real object is often the most effective aid. It enables the audience to understand exactly what the extension agent is talking about. Equipment and tools can be shown, samples of diseased plants and insect pests displayed and different seed varieties and fertilizers handled by farmers.

Where an object is too large to be shown, a model of it can sometimes be used as a teaching aid. This applies particularly to buildings and other fixed structures. The construction of a poultry shed, for example, or the installation of a dip tank can be demonstrated by using a model, which can be taken to pieces in front of the audience.

Photographs offer another substitute for real objects. They can be passed around an audience or displayed by the agent. If a photograph is being taken to use as a visual aid, just the right amount of detail should be included for the audience to recognize it. Too much detail confuses and distracts, while too little prevents recognition. Photographs of people doing things are more likely to interest the audience than photographs of objects alone.(Ibid)

I.2.1.3. Chalkboards

Blackboards are widely available in schools, rural training institutes and extension offices. They may be fixed to an inside wall or supported on a freestanding easel which can be moved around. They are useful for setting down the main headings of a talk, for sketching simple drawings and diagrams, and for noting points raised in questions and discussion.

If using a blackboard, the agent should practice writing on it, if necessary by drawing horizontal chalk lines for guidance. He should make sure that the writing is large enough for someone at the back of the audience to see clearly and that the headings and phrases are kept short. There is not much space on blackboards and the agent will lose the audience's attention if he spends a lot of time with his back to them while writing. (Gray,Tracy) .12 ;2004 Alexendria ;journal artical.

Whiteboards have a smooth, shiny surface on which coloured felt pens can be used, but it is important to use only pens with water-soluble ink. Whiteboards are easier to use than blackboards from both the agent's and the audience's point of view. The pens flow smoothly over the surface and the colours are much clearer than chalk on a blackboard.

Newsprint, which is an inexpensive paper, can be obtained in large sheets and fixed to a blackboard or to the walls of a building. It can be used in the same way as a blackboard but it is more versatile. Text and drawings can be prepared on several sheets, before a meeting, to avoid having to write while speaking. Paper and pens can be given to small discussion groups to note their conclusions. These conclusions can then be displayed around the meeting-place and discussed by others. Suggestions and ideas from the audience can be added to enable farmers to see their decisions taking shape. Used sheets can be kept for future reference. At a planning meeting with a group of farmers, for example, the agent can take away the sheets to guide him in preparing a written record of the decisions taken. (Gray,Tracy) .12 ;2004 Alexendria ;journal artical.

I .2.1.4.Posters

Posters are useful for highlighting the main theme of a talk and wall charts can be used to show complex processes. Although they are used mainly in class-room teaching where they can be left on the wall for future reference, they can also be carried by the extension agent to help him to convey ideas to farmers.(ibid)

I.2.1.5.Flip charts

Flip charts contain a series of pictures, with or without words, fastened along one edge between two sheets of thin wood or thick cardboard. The two covers can be opened and folded back so that the flip chart stands in front of the audience. Each picture illustrates one point in the extension agent's talk and he simply turns over each one when he moves on to the next point. As well as helping the audience to understand and remember they remind the agent of the structure of his talk without the need to refer constantly to his written notes. (Valerie Strauss, June4,2010)

Many extension agents will already have access to printed posters, wall charts and flip charts, but they can also be made locally with large sheets of paper and coloured pens. When making flip charts, the following points should be noted.

- Lettering should be large.
- Diagrams should be simple.
- Information on each sheet should be limited.
- Pictures from posters and magazines can be cut out and stuck on by those who cannot draw.
- Pre-testing is important for all home-made visual aids.

I.2.1.6.Flannelgraphs

A flannelgraph is made from rough textured cloth, such as flannel or a blanket, which is hung or supported almost vertically. Figures, words, and symbols cut from cardboard, which are backed with similar cloth or sandpaper, are attached to it. A cheaper backing is obtained by putting glue on the back of the cut-out and then dipping it into fine sand. The backing holds the cut-outs firmly on the cloth surface. The cut-outs are prepared beforehand and can be used repeatedly.(Valerie Strauss, June4,2010)

The flannelgraph can be used very effectively to build up a story or an explanation. Unlike a wall chart, which can confuse an audience by presenting a finished diagram at the start of a talk, a flannelgraph can be used to present in turn each part of the diagram until it is complete.

The cut-outs can be placed in different positions to show alternative outcomes. After showing the process of wind erosion, for example, the effect of wind-breaks can be demonstrated by placing cut-outs of trees between the wind direction and a field. Arrows representing the wind can then be deflected, and the general effect shown by putting back soil symbols on the surface of the field.

A modern alternative to flannelgraphs is the magnetic board. Cutouts are backed by a magnetic strip, that holds them firmly to a metal board. They can be used in windy conditions when flannelgraph cut-outs would blow away, but they are cumbersome to transport. On the other hand, flannelgraphs, which can be made in a variety of sizes and designs can be folded into an agent's bag or rolled up and tied to a bicycle. (Valerie Strauss, June4,2010)

I.2.1.7. Projected aids

Films, colour slides, filmstrips and overhead projector transparencies are useful as teaching aids, bringing colour, variety and interest to an extension talk. However, they all require specific equipment and electricity. Extension agents are, therefore, more likely to use them in training centres and schools, although some slide projectors can be adapted to work from a 12-volt car battery. Films, filmstrips and slides are best used at night or in a room with curtains drawn or shutters closed. Daylight screens can be used for small groups. Overhead projectors can be used in daylight, provided the sun is not shining directly on the screen or wall on which the image is projected.

Colour slides can be selected and put in a suitable sequence by the extension agent. He can produce his own slides to suit his purposes, provided he has access to a camera, film and film processing facilities. A slide set can easily be modified or updated by replacing one or more slides. If they are kept dry and free from dust and fingerprints, they will remain in good condition for many years. An agent can either provide his own spoken comments on the slides, or a commentary can be recorded on an audio cassette. With synchronized equipment, the tape can be modified so that slides automatically change at the appropriate point.

Filmstrips contain a sequence of slides in a single continuous strip of film. They are shown on a slide-projector fitted with a filmstrip carrier between the projector body and the lens. They cannot be modified easily and the sequence is fixed, but individual frames cannot fall out or be put into the projector the wrong way round. They are useful when a fixed message has to be presented many times.

Overhead projectors are usually only found in class-rooms. Diagrams and texts are put on to a sheet of transparent acetate with special felt pens; the acetate is then placed on a flat glass platform through which a light shines, projecting the contents on to a vertical screen. The agent can write on the acetate while facing his audience, or he can prepare it beforehand. If he covers different parts of a sheet with paper, he can gradually reveal the sections of a diagram, thus achieving an effect similar to the flannelgraph.

I.3. Using audio-visual aids

Audio-visual aids are only effective if they are appropriate to the situation and are used properly by the agent. Unsuitable aids or ones that are not used properly can at best distract and at worst mislead the audience. When selecting suitable audio-visual aids, the agent will be limited to what is readily available or can be made. Within that range, some aids are more suited to a particular objective than others. For example, if accurate detail is needed, a photograph, slides or a careful drawing may be more appropriate. If, on the other hand, the agent simply wants to highlight the structure of a talk or the main conclusions of a discussion, a blackboard or newsprint will be suitable. The agent should also consider where the aids will be used: indoors or outdoors, with or without electricity, at a large meeting or with a small group. All these factors will influence the choice of audio-visual aids.

Proficiency in using audio-visual aids cannot be learned from a book; it comes only with practice. The following principles may, however, be useful, whatever audio-visual aids an extension agent may use.

Select the aids most in accordance with your objective, the composition and size of the audience where the aids will be used.

Use the aids to reinforce your message. They are there for support, to complement and supplement the spoken word, and should not be expected to communicate their contents without explanation. Refer to them, explain them and ask questions about them.

Make sure that the audience will be able to see and hear clearly. Audio cassettes that cannot be heard or lettering that is too small to be seen can make the audience restless and inattentive.

Practise using the aids beforehand. Where projected aids are used, it is important to be completely accustomed to the equipment. For example, there are seven incorrect ways of loading a slide into a projector but only one correct way. (Gray, Tracy; 12/2004) journal

I.3. 1-The Opaque Projector

Handbook for use of opaque projector, including special techniques and procedures for care and maintenance. Write or Visual Instruction Bureau, Division of extension. (Boweres; 1960)

I.3.2. Brandon Films; Rentol Catalog

Suppliment No.2 listing of international films for rent to nontheatrical,nonprofit users in the United Stated of America.

I.2.2.Visaul Aids

An instructional device (as a chart, map, or model) that appeals chiefly to vision; *especially*: an educational motion picture or filmstrip

Visual aids are an important tool because different people respond to different learning modalities. Visual aids also add interest to a discussion. In order to effectively use visual aids, one must learn from experience what will and won't work for an audience or group of students. Visual aids can take many forms and be presented in many formats. They may be used in different settings, from classrooms to board rooms, and anywhere that information is relayed to audiences on a regular basis.

Exciting visual aids to help teachers is available at our outlet. It is great to use the stimulation method to teach children. Little minds are sharp and ready to absorb. They love color and shapes and find the Cutouts in a similar style very interesting. Looking at the opportunities we have created for you, it will be indeed a pleasure for us in serving you. There are several types of visual aids that are getting very popular now. Do visit us to know more about our concepts. The visual aids add more registration and take away the routine activity. Many preschools are making it fun for the children with the help of visual aids.(G.Punjabi) .journal

I.2.2.1. PowerPoint (or equivalent)

Microsoft PowerPoint is probably now the most commonly used form of visual aid. Used well, it can really help you in your presentation; used badly, however, it can have the opposite effect. The general principles are:

Do	Do not
use a big enough font (minimum 20pt)	make it so small you can't read it
keep the background simple	use a fussy background image
use animations <i>when appropriate</i>	but don't over-do the animation - it gets distracting
make things visual	use endless slides of bulleted lists that all look the same

I.2.2. 2. White or black board

White or black boards can be very useful to help explain the sequence of ideas or routines, particularly in the sciences. Use them to clarify your title or to record your key points as you introduce your presentation (this will give you a fixed list to help you recap as you go along). Rather than expecting the audience to follow your spoken description of an experiment or process, write each stage on the board, including any complex terminology or precise references to help your audience take accurate notes. However, once you have written something on the board you will either have to leave it there or rub it off - both can be distracting to your audience. Check to make sure your audience has taken down a reference before rubbing it off - there is nothing more frustrating than not being given enough time! Avoid leaving out of date material from an earlier point of your presentation on the board as this might confuse your audience. If you do need to write 'live', check that your audience can read your writing.(Valerie.S)

I.2.2.3. Paper handouts

Handouts are incredibly useful. Use a handout if your information is too detailed to fit on a slide or if you want your audience to have a full record of your findings. Consider the merits of passing round your handouts at the beginning, middle and end of a presentation. Given too early and they may prove a distraction. Given too late and your audience may have taken too many unnecessary notes. Given out in the middle and your audience will inevitably read rather than listen. One powerful way of avoiding these pitfalls is to give out incomplete handouts at key stages during your presentation. You can then highlight the missing details vocally, encouraging your audience to fill in the gaps.(Euline.C.Schmid)2008 p.1553/1568 .

I .3. Social Network

A social network is a social structure made up of a set of actors (such as individuals or organizations) and a complex set of the dyadic ties between these actors. The social network perspective provides a clear way of analyzing the structure of whole social entities The study of these structures uses social network analysis to identify local and global patterns, locate influential entities, and examine network dynamics.(Klopher et al ,2008).

Social networking could be seen as a technology with fewer evangelists for its use as an instructional tool, but it shouldn't be, given the number of subscribers to this technology. Beating out Google in terms of traffic, the social networking site MySpace logged almost 46 million

users in (June 2006 Albanese, 2006). Just to emphasize, that was just the site MySpace alone. These sites allow the user to do it all: post a profile, photos, videos, chat, blog, and connect with their peers through individual bulletin boards, private groups and forums. These numbers reflect all users, from all demographics and age ranges. It is highly likely that the 'tween' and teen group (nine- to 17-year-olds) are the heaviest users of this technology. A recent report published by the National School Board Association (2007) found that 96 percent of youth in this age range have used social networking tools at some time, with their average engagement with them rivaling time spent watching TV at 9 hours a week. Yet perhaps the most stunning statistic of their study is that the topic of most conversation at these sites is education—60 percent of the students' surveys said they use the sites to talk about education topics and more than 50 percent use it to talk about specific schoolwork. What are the critical aspects that define a social networking technology? Traditionally, traits of these tools include creating a login on the site, which provides you with a profile page where you often can add pictures and other content. You can then connect with other people you know, or may have met through this site, by becoming their “friend”—a designation to the site that you two are connected in some way. This affords you the ability to receive updates on your “friends’ ” pages, communicate with them via in-site email/comments/chat, and create specific groups on the site around themes or content. Culturally popular sites like MySpace, Facebook, and Bebo however, have received intense backlash from schools which are fearful for the online safety of students using these sites, as well as the concern that students will misuse them during what is supposed to be instructional time.(Ibid)

I.3.1.Digital games

Digital games encompass much more than your computer's Solitaire or Nintendo's Super Mario Bros. Over the last decade, the genre of digital games has exploded to include numerous platforms and designs. Digital games, whether computer-, game console-, or handheld-based, are characterized by rules, goals & objectives, outcomes & feedback, conflict/competition/challenge/opposition, interaction, and representation of story (Prenksy, 2001) or more simply, “Purposeful, goal-oriented, rule-based activity that the players perceive as fun” (Klopfer, 2008). They are distinguished by two key elements:

- (1) an interactive virtual playing environment, and
- (2) the struggle of the player against some kind of opposition.

Gaming is already a widespread activity in our culture —more than 45 million homes have video-game consoles (Feller, 2006). Over 154 million Americans play video games (that's about half of the country's population) (Emrich, 2005). In a given week, the average eighth-grade boy

will play video games for about 23 hours, while the average girl will play about 12—that’s even more time than they spend watching TV (Dawley, 2006). Therefore, one of the most obvious benefits to using these technologies for learning is that students are often already familiar with these interfaces and the “language” of interacting with and utilizing them. Both inside and outside the classroom, some strong examples of powerfully engaging gaming models have emerged. Some have been used quite a bit in the educational setting, while others have mainly garnered popularity in pop culture. We outline some examples of both below.

I.4. Simulations

Although analogous to digital games and often included in the gaming spectrum, simulations are “analog[ies] of a real world situation[s]” (Prensky, 2001 p.128), as they recreate a modeled or modified version of a real world situation. One essential aspect that separates digital games from simulations is the lack of game dynamics or the “win state” that exists in digital games. Some examples of simulations include:

Molecular workbench As technology has improved, so has the quality of simulations developed for education. Developed by the Concord Consortium in Concord, Massachusetts, Molecular workbench provides interactive, visual simulations to aide in teaching simple and complex science concepts, such as dynamic molecular structures(Tinker & Xie, 2008 p24-27).

Molecular workbench also has a unique additional instrument — a reporting and assessment system — which can be used by teachers to can collect data and measure learning with models and simulations.

I.4.1.STARLOGO: THE NEXT GENERATION (STARLOGO TNG)

Simulations do a great job of helping learners to visualize and conceptualize complex phenomena. However, the learning can be even more powerful when the student is creating and altering a simulation they themselves are building. StarLogo tng is an open-ended tool that allows the user to do just that. A3D modeling and simulation software, StarLogo TNG is a user-friendly programming language represented by colored blocks that fit together like puzzle pieces. The programming possibilities are seemingly endless, and numerous teachers in math and science have created an array of applications with it—including a model of a health epidemic to a simulation of the dynamics between fish and plankton (Klopfer, Scheintaub, Huang, & Wendel, 2009; Klopfer & Scheintaub, 2008a & 2008b).

I.4.2.SIMCITY

One of the first, and biggest, COTS simulation games to come onto the market was *Simcity*—where the objective is to design and create a thriving, sustainable city. Players designate which land is residential, industrial, or commercial, and as the mayor of their city they are forced to confront issues of pollution, crime, waste management, transportation, and so on. By building their own city, they are in control of the various parts that make up a city system, helping to underscore concepts of system dynamics. The scenario that this presents allows for direct connections to economics, math and science. *Simcity* also comes with built in scenarios—real world cities with the occurrence of a fictional event (although a few scenarios are based on actual events in history)—such as “Boston 2010” where there is a nuclear meltdown in the city and the mayor must contain toxic areas and rebuild, and “Hamburg, Germany, 1944” where bombing from WWII has destroyed much of the using the technology of today, in the classroom today city and the mayor must guide the city through the end of the war. These scenarios serve as excellent jumping-off points for your instructional endeavors and curricular needs.

For simulations to be successful at whatever their goal, they need structural elements to give them shape, and this often comes from the rules of game-play and/or digital enhancement (Prensky, 2001). Many of the same benefits and skills previously detailed around digital games are also true for simulations. For simulations to be effective instructionally in the classroom, they, like most instructional tools, need guided facilitation from the teacher. However, the beauty of simulations is that they create learning opportunities and experiences that might otherwise never be able to be created in the traditional classroom—learning experiences that are authentic models of real world situations, allowing for strong transfer of understanding to real world situations. Truly, creating authentic learning experiences is perhaps the most critical aspect and benefit to digital games and simulations—bridging the all-too-well-known gap between the classroom and the real world. The learning has meaning and relates to the real world because it is modeled on the systems of the real world—not broken down, compartmentalized, and stripped from context as many lessons must be in order to be compacted into a 45- minute period. The majesty of well-designed learning games and simulations is that through technology they present a scaffolded, simulated world in a manner that makes it more digestible and engaging for students. Shaffer explains, “computers...let us work with simulations of the world around us... and these simulations let us play with reality by creating imaginary worlds where we can do things that we otherwise couldn’t do at all” (2006, p. 9). Not only is this highly motivating and engaging for students, it allows students to retain, connect and transfer learning from these experiences to future learning and experiences.

I.5. Textbook

A textbook or coursebook is a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions. Although most textbooks are only published in printed format, many are now available as online electronic books and increasingly, although illegally, in scanned format on file sharing networks.

I.5.1. Student online marketplaces

Online marketplaces are one of the two major types of online websites students can use to sell used textbooks. Online marketplaces may have an online auction format or may allow the student to list their books for a fixed price. In either case, the student must create the listing for each book themselves and wait for a buyer to order, making the use of marketplaces a more passive way of selling used textbooks. Unlike campus buyback and online book, students are unlikely to sell all their books to one buyer using online marketplaces, and will likely have to send out multiple books individually. (Flat Word knowledge; February 24).

I.5.2. Online book buyers

Online book buyers buy textbooks, and sometimes other types of books, with the aim of reselling them for a profit. Like online marketplaces, online book buyers operate year-round, giving students the opportunity to sell their books even when campus "buyback" periods are not in effect. Students enter the ISBN numbers of the books they wish to sell and receive a price quote or offer. These online book buyers often offer "free shipping" (which in actuality is built into the offer for the book), and allow students to sell multiple books to the same source. Because online book buyers are buying books for resale, the prices they offer may be lower than students can get on online marketplaces. However, their prices are competitive, and they tend to focus on the convenience of their service. Some even claim that buying used textbooks online and selling them to online book buyers has a lower total cost than even textbook rental services.

I.5.3. Textbook exchanges

In response to escalating textbook prices, limited competition, and to provide a more efficient system to connect buyers and sellers together, online textbook exchanges were developed. Most of today's sites handle buyer and seller payments, and usually deduct a small commission only after the sale is completed.

According to textbook author Henry L. Roediger (and Wadsworth Publishing Company senior editor Vicki Knight), the used textbook market is illegitimate, and entirely to blame for the rising costs of textbooks. As methods of "dealing with this problem", he recommends making previous editions of textbooks obsolete, binding the textbook with other materials, and passing laws to

prevent the sale of used books. The concept is not unlike the limited licensing approach for computer software, which places rigid restrictions on resale and reproduction. The intent is to make users understand that the content of any textbook is the intellectual property of the author and/or the publisher, and that as such, subject to copyright. Obviously, this idea is completely opposed to the millennia-old tradition of the sale of used books, and would make that entire industry illegal.

I.5.4.Rental programs

In-store rentals are processed by either using a kiosk and ordering books online with a third party facilitator or renting directly from the store's inventory. Some stores use a hybrid of both methods, opting for in-store selections of the most popular books and the online option for more obscure titles or books they consider too risky to put in the rental system.

I.5.1.5.Open textbooks:

The latest trend in textbooks is "open textbooks." An open textbook is a free, openly licensed textbook offered online by its author(s). According to PIRG, a number of textbooks already exist, and are being used at schools such as the MIT and Harvard. A 2010 study published found that open textbooks offer a viable and attractive means to meet faculty and student needs while offering savings of approximately 80% compared to traditional textbook options.

Although the largest question seems to be who is going to pay to write them, several state policies suggest that public investment in open textbooks might make sense. To offer another perspective¹ any jurisdiction might find itself challenged to find sufficient numbers of credible academics who would be willing to undertake the effort of creating an open textbook without realistic compensation, in order to make such a proposal work.

The other challenge involves the reality of publishing, which is that textbooks with good sales and profitability subsidize the creation and publication of low demand but believed to be necessary textbooks¹ Subsidies skew markets and the elimination of subsidies is disruptive; in the case of low demand textbooks the possibilities following subsidy removal include any or all of the following: higher retail prices, a switch to open textbooks, a reduction of the number of titles published.

On the other hand, independent open textbook authoring and publishing models are developing. Most notably, the startup publisher Flat World Knowledge already has dozens of college-level open textbooks that are used by more than 900 institutions in 44 countries. Their innovative business model is to offer the open textbook free online, and then sell ancillary products that students are likely to buy if prices are reasonable - print copies, study guides, ePub,

.Mobi (Kindle), pdf download, etc. Flat World Knowledge compensates its authors with royalties on these sales. Generated revenue is also used to fund high-quality publishing activities, making the Flat World financial model sustainable. Flat World Knowledge intends to have open textbooks available for the 125 highest-enrolled courses on college campuses within the next few years.

I.5.6. K-12 Textbook

In most U.S. K-12 public schools, a local school board votes on which textbooks to purchase from a selection of books that have been approved by the state Department of Education. Teachers receive the books to give to the students for each subject. Teachers are usually not required to use textbooks, however, and many prefer to use other materials instead. Textbook publishing in the U.S. is a business primarily aimed at large states. This is due to state purchasing controls over the books. The Texas State Board of Education spends in excess of \$600 million annually on its central purchasing of textbooks¹

I.5.7. Higher school

In recent years, high school textbooks of United States history have come under increasing criticism. Authors such as Howard Zinn (*A People's History of the United States*), Gilbert T. Sewall (*Textbooks: Where the Curriculum Meets the Child*) and James W. Loewen (*Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*), make the claim that U.S. history textbooks contain mythical untruths and omissions, which paint a whitewashed picture that bears little resemblance to what most students learn in universities. Inaccurately retelling history, through textbooks or other literature, has been practiced in many societies, from ancient Rome to the Soviet Union (USSR) and the People's Republic of China. The content of history textbooks is often determined by the political forces of state adoption boards and ideological pressure groups. Science textbooks have been the source of ongoing debates and have come under scrutiny from several organizations. The presentation or inclusion of controversial scientific material has been debated in several court cases. Poorly designed textbooks have been cited as contributing to declining grades in mathematics and science in the United States and organizations such as the American Academy of Arts and Sciences (AAAS) have criticized the layout, presentation, and amount of material given in textbooks. Discussions of textbooks have been included on creation and evolution in the public education debate. The *Smith v. Board of School Commissioners of Mobile County* case brought forward a debate about scientific fact being presented in textbooks. In his book, *Surely You're Joking, Mr. Feynman!*, the late physics Nobel Prize laureate Richard P. Feynman described his experiences as a member of a committee that evaluated science textbooks. At some instances, there were

nonsensical examples to illustrate physical phenomena; then a company sent — for reasons of timing — a textbook that contained blank pages, which even got good critiques. Feynman himself experienced attempts at bribery.

I.5 .2 .1. Wikibooks

In the U.S., college and university textbooks are chosen by the professor teaching the course, or by the department as a whole. Students are typically responsible for obtaining their own copies of the books used in their courses, although alternatives to owning textbooks, such as textbook rental services and library reserve copies of texts, are available in some instances.

In some European countries, such as Sweden or Spain, students attending institutions of higher education pay for textbooks themselves, although higher education is free of charge otherwise. With higher education costs on the rise, many students are becoming sensitive to every aspect of college pricing, including textbooks, and in many cases amount to one tenth of tuition costs. The 2005 Government Accountability Office report on college textbooks said that since the 1980s, textbook and supply prices have risen twice the rate of inflation in the past two decades. A 2005 PIRG study found that textbooks cost students \$900 per year, and that prices increased four times the rate of inflation over the past decade. A June 2007 Advisory Committee on Student Financial Assistance (ACSFA) report, “Turn the Page,” reported that the average U.S. student spends \$700–\$1000 per year on textbooks. While many groups have assigned blame to publishers, bookstores or faculty, the ACSFA also found that assigning blame to any one party—faculty, colleges, bookstores or publishers—for current textbook costs is unproductive and without merit. The report called on all parties within the industry to work together to find productive solutions, which included a movement toward open textbooks and other lower-cost digital solutions. Textbook prices are considerably higher in Law School. Students ordinarily pay close to \$200 for case books consisting of cases available free online.

Conclusion

In this foregoing chapter, we have tried to provide the today’s technologies in today’s classroom and their objective in our educational and daily life. If the teachers read this chapter and the other ones or just have a look about the kinds of pedagogical aids and the process the text book and try to work with those practical rules (lookout the next chapter) he can easily utilize the textbook and treat the students motivating. We wish that we have pointed out thorough analysis of the technology of today in classroom of today a spot slight about the content and help in some ambiguous things in learning or in the teaching strategies needed in classroom.

Chapter two:
Classroom Innovations: Evolution & Revolution

Introduction

Technology can have a reciprocal relationship with teaching. The emergence of new technologies pushes educators to understanding and leveraging these technologies for classroom use; at the same time, the on-the-ground implementation of these technologies in the classroom can (and does) directly impact how these technologies continue to take shape.

While many new technologies have emerged throughout history, so has the cry for educators to find meaningful ways to incorporate these technologies into the classroom – be it the typewriter, the television, the calculator, or the computer. And while some professional educators may have become numb to this unwavering ‘call’ – and for good reason – it is crucial to consider that the excitement over games and social networking isn’t just business and industry “crying wolf.” Indeed, those previous technologies have a powerful place in instruction and the classroom; but without them, strong lessons and learning objectives can still be achieved. With these more recent technologies, we think educators should take the call, even if only on a trial basis.

II. 1. New Technology ...New Learning

Why digital gaming, simulations, and social networking? Simply put, these technologies afford us the ability to convey concepts in new ways that would otherwise not be possible, efficient, or effective, with other instructional methods. In other words, these technologies don’t just help us teach the old stuff in new ways – they can also help us teach new stuff in new ways. Below we provide a brief description of these technologies; popular educational and non-educational examples of each, and what researchers and practitioners are finding about their potential and impact on teaching and learning.

II. 1.1. Other Sides of Evolutions

Throughout the past few decades, the emergence of new technologies has been paralleled by the evolution of theories on cognition and learning. Where learning and the mind were once viewed as “filling of the bucket,” the “social mind” is now a much more prevalent model. Of course, educators have long been aware that learning is a social activity, where learners construct their understanding not just through interaction with the material, but also through collaboratively constructing new knowledge with their peers. This collaborative learning process, where children’s cognitive development is supported through the interaction and coordination of different perspectives amongst peers (Bearison & Dorval, 2002p117-121), plays out in pedagogical terms as Social Constructivism. Familiar aspects of Social Constructivism include situated learning, where students engage in activities directly relevant and applicable to

the concepts and context in which the learning will be applied (Brown et al, 1989p 32-41), and cognitive apprenticeship, where students learn through carefully scaffolded projects where expert behavior is modeled and mediated through peer interaction. Why are strategies like these important? Because these pedagogies are the on ramps to deep learning. Simple learning can be accessed through various methods, but acquiring complex skills requires“social interactions in situated contexts, which allows them to see how the various parts of the process fit together” (Trent, et al, 1998p23). Ill-structured domains, such as history, are particularly well-suited for the Social Constructivist approach, where language and co-construction of concepts is central. The collaborative, communicative, interrelated nature of the Web makes it an especially ideal tool for supporting Social Constructivism in the classroom(McMahan, 1997). This may seem apparent with social networking technologies, but the powerful learning attributes of digital games and simulations are can also be enhanced when they occur online, in a networked fashion (as described in our discussion of world of warcraft). With all of these technologies, they demonstrate their ability to be excellent tools for supporting social constructivism in the classroom—not only through the real time interaction amongst classmates around the technology, but those synchronous and asynchronous interactions that occur virtually with classmates and other peer learners.(p. 285)

II.2. Learning Theory = Teaching Practice

Our innate beliefs about things like how we think people learn are often unstated, but serve as the “operating system” upon which we base our instructional decisions in the classroom. These technologies align strongly with the constructivist and social constructivist theories of learning, and therefore will also fit well into classrooms where these theories of learning are embraced. As new technologies push instruction in the classroom in new ways, so to does our ability as professional educators push the evolution of educational technologies. With the recent tide of Web 2.0 technologies (web services which center around user-provided content, like flickr, YouTube, or Facebook), one can only speculate where things go from here.

II.2.1.Pedagogical Aids and Lesson Preparation

Pedagogical Aids are usually tailored to the objectives of the lesson in question. They need to be collected or designed beforehand and mentioned in the lesson worksheet.It is preferable that Pedagogical Aids of one lesson should not be used in the next lesson with the view avoiding confusion and unwanted associations.When Iwas teaching in the high school, Iused confusion ti display some pictures already seen by thestudents in previous lessons to convey a new

message. Some of the students could not help associating these pictures with the previous information. They grew more confused, and less sure of the new input.

Pedagogical Aids are not planned only for the sake of making the lesson appear interesting. They need to contribute to the intellectual growth of the students. Besides; they ought to be introduced to lead the students to the next Zone of Proximal Development (ZDP), to put in Vygotsky's terms; (Das, p 160. 1985) observes "The aids must be adapted to the intellectual maturity and previous experiences of the pupils."

What is more, it is worth of note to mention that Pedagogical Aids planning needs to take into consideration the availability, practicality, and respect of the cultural, racial, and social values of the class. Pedagogical Aids that may conjure up thoughts and memories offending the values cherished by a learning class are counter – productive. (Bashar .A. lecture of Pedagogical aids M1 .2012.)

II. 3. Moving Forwards

“What aren't these technologies used more in education?”

If you are – or have ever been – a classroom teacher, you probably already understand much of the answer to that question. As Ed Tech pioneers have begun test-bedding these technologies in the classroom, we've learned a lot about the issues educators are likely to face in implementing these innovations. Overcoming Barriers to Innovation Groff and Mouza (2008) discuss six central factors, each with its own critical variables, that interact with one another to produce barriers to implementing technological innovations in the classroom: (a) Research & Policy factors, (b) District/School factors, (c) factors associated with the Teacher, (d) factors associated with the Technology Enhanced Project, (e) factors associated with the Students, and (f) factors inherent to Technology itself.

While all dimensions are undoubtedly important, not all of them have the ability to be manipulated or accounted for by individual teachers. Research & Policy factors exist outside the district or school boundaries and, therefore, cannot be easily manipulated by individual teachers. The same is true for factors inherent to Technology itself. Although the characteristics of various types of technologies can facilitate or hinder efforts to use technology, teachers cannot (in many cases) directly influence or alter those characteristics. For these reasons, Groff et al. have focused on the remaining four factors, those capable of being influenced by the teacher's actions, upon which they have developed the i5 Framework—a tool to help educators successfully integrate new technologies into their teaching practices. By reviewing the i5 prior to initiating a

specific technology-based project in mind, educators have the opportunity to identify and address concerns so that they might achieve greater success. Each of these four factor areas are discussed below:

The context (School): school and district culture

-What is your Organizational Culture like? Do your colleagues, peers, and administrators discuss or collaborate with you on projects and lessons? Do they support this type of instruction?

-What kind of Human Infrastructure does your school have? Are there technical and pedagogical support people in your building or district to support you in this endeavor? Is your administrator able to support your project by acquiring unforeseen components?

-What kind of Technology Infrastructure does your school have? Does the technology within the school itself exist to support your project (i.e. access to computers, high-speed Internet, access to other necessary peripherals)?

The inventor(Teacher): your beliefs, methods, experiences, etc

-How Technologically Proficient are you? Are you familiar with the technologies in this project?

- What are your beliefs about a Tech-Integrated Pedagogy? Researchers have established a good pedagogical mindset that often accompanies good technology-based instruction, where the learning is constructivist and student-centered...how close is your teaching style to this? Using thecnology of today , i n the classroom of today 15.

- What is your Knowledge of Resources? Do you know what outside resources (other people, websites, books, etc.) that are available to guide you in your work? to contact if you get stuck?

The innovation (Project or Tool): the technology, as well as the project design for it

-How distant from the School Culture is the project or innovation? Does the tool support the curricular and pedagogical goals of the school?

-How distant from School Resources is the project or tool? Can the technology and other resources in your school support this tomorrow, or do you need upgrades/modifications/additions?

- How distant is the innovation from your Current Practice? Will using this instructional tool be similar to your current methods of teaching? Have you done something similar in the past to draw from?

THE OPERATOR (Students): how your students operate in the role of a student; what are their beliefs/attitudes; the actual role in the classroom with which they are comfortable

- How Technologically Proficient are your students? Are your students familiar with the hardware you will use? How fluent are they with the software, especially the social concepts and practical applications associated with it?

- How familiar with the Project Style are your students? Does the innovation use experiences and pedagogies your students have seen before? Will it place them in a role with which they are comfortable?

-What are the Attitudes and Beliefs of your students toward the innovation and its use for educational purposes? What is the general attitude of the class towards the innovation? Does this vary when the innovation is used in the classroom setting?

II.4. Add Funn to Learning

Ever wish your students were more motivated? If you're like most of us, you have tried an array of rewards and punishments to motivate kids. There's only one problem: it doesn't work. At least it doesn't work well enough. People (yes, even students) aren't motivated from the outside so rewards and punishments only work to a point. We are internally motivated. That's why it's essential to engage and inspire students to be motivated to succeed in school (and life.)

If you're ready to move beyond the reward/punishment model and embrace a whole new way to understand motivation, I encourage you to come back regularly. It's time to challenge the status quo and create schools and classrooms based on what really motivates behavior.

Fun To Learn offer high quality, embroidered educational cloth books for children and infants. Each of our products offer a wide range of activities which will keep your child stimulated and entertained for hours. All our books are hand-made to the highest European standards and are suitable for infants and children of all ages. Our books have all been designed in consultation with experts in children's education to ensure your child is always learning at a pace which challenges and entertains them. Children are taught the necessary skills of life such as counting, spelling, reading, telling the time, tying their laces and colours.

II.4.1. Learning English by playing games

Do you get tired of memorizing English vocabulary and reviewing grammatical rules? Why not try playing some games in English to make learning more fun? We play games in every language

to break the ice in social situations, build trust between members of a group, and have a few laughs. We've prepared instructions for common games that are familiar to English speakers that you can play to strengthen your language skills. You will find plenty of fellow English students in our community to practice these games with, or play them with your friends. If you find that games are very useful for improving your English skills, you may also consider searching for more complex English games online that you can play with native speakers.

II.4.2.The importance of fun in learning

Why Fun is important in Teaching and in Learning?:

By Valerie Strauss

My guest is Sean Slade, director of Healthy School Communities, a program of the ASCD, an educational leadership organization.

By Sean Slade

Why do we assume that learning only occurs when kids are serious and quiet?

This anti-fun vein evident in education editorials and discussion boards highlights a fundamental issue in education today and, in fact, has been with us for centuries.

The belief remains strong that learning can only take place when kids are quiet and the work laborious, that any activities where engaged kids seem to be enjoying themselves must be superfluous, and that teachers who make learning fun run the risk of being declared unprofessional.

This thinking is having an adverse effect on what kids learn and how they are taught.

Let's look at the responses of readers to recent education articles and blogs:

...you made an interesting point about students learning physics by visiting nuclear power plants. The custodial staff at these plants gets a tour every day, yet do they turn into physicists? Engineers? Or even Technicians? Hardly. They remain custodians.

More touchy feely nonsense that gives kids a FALSE sense of the real world. This is just like NOT keeping score in kiddie soccer and giving everyone a trophy.

Comfortable Students Leads to Engaged Students, Whole Child Blog

Almost everything a school assigns these days requires the internet— don't teachers and administrators understand that kids cannot stay focused with the world (literally) at their fingertips?

TV, games, iPods vs. school, Washington Post, 01/21/10

Is there any evidence to back up the notion that learning can and should be fun, or is this a deviation of our Protestant and Puritan heritage that declares that fun is the work of the devil and so anything worthwhile cannot be also fun?

Brain research suggests that fun is not just beneficial to learning but, by many reports, required for authentic learning and long-term memory.

Neurologist and educator Judy Willis's book "Research-Based Strategies to Ignite Student Learning: Insights from a Neurologist and Classroom Teacher" (ASCD, 2006) is one of many that have highlighted the learning benefits of fun. Here are just a few excerpts:

The truth is that when the joy and comfort are scrubbed from the classroom and replaced with homogeneity, and when spontaneity is replaced with conformity, students' brains are distanced from effective information processing and long-term memory storage.

The highest-level executive thinking, making of connections, and "aha" moments are more likely to occur in an atmosphere of "exuberant discovery," where students of all ages retain that kindergarten enthusiasm of embracing each day with the joy of learning. So fun actually seems to promote learning. It increases dopamine, endorphins, and oxygen! The human brain and body respond positively to laughter with the release of endorphin, epinephrine (adrenaline), and dopamine, and with increased breathing volume (more oxygen). When a lesson starts with humor, there is more alerting, and the subsequent information is attached to the positive emotional event as an event or flashbulb memory.

II. 5. More expect on the brain and engagement

Optimal brain activation occurs when subjects are in positive emotional states or when the material holds personal meaning, connects to their interests, is presented with elements of novelty, or evokes wonder. This is why attentiveness is so closely linked to positive emotional cueing and personal meaning. When there is connection to prior knowledge or positive emotional experience, new information passage through the limbic system will be enhanced. The thalamus will then "decide" to pay attention to the information.

What happens if students aren't just bored, but afraid or hungry or in pain? They are not only 'not having fun, but they are in varying states of discomfort and anxiety.' Laura Erlauer, in her book *The Compatible Classroom* (ASCD, 2003), explains that stress affects student attention as well and their learning:

High levels of cortisol produced by long-term stress caused shrinkage of the hippocampus, resulting in memory impairment.

Eric Jensen, another noted author in the field of brain-based learning, echoed this link between engagement, dopamine, and learning, but stressed that learning worked best when the activity was intrinsically meaningful to the individual. He notes in his book *Teaching with the Brain in Mind* (ASCD, 2005):

The task has to be behaviorally relevant to the learner, which is why the brain will not adapt to senseless tasks.

So if fun actually leads to engagement, meaning and purpose, and, yes, learning, what is the answer for education? Should we create courses based only around what is deemed enjoyable by today's generation?

No, but we should look at the process of how current courses are taught and delivered. Ultimately, we should resist the knee-jerk urge to declare something that is fun to be educationally inferior.

Fun means engagement, doing and learning what has meaning and purpose, and it means being challenged. Embracing this belief should have a profound effect on what and how we teach.

II.6. Now and near future

Many agree that games, simulations, and social networking technologies have much to offer education. Yet while the benefits of these offerings are still making themselves apparent, a growing number of educators are making sure they are on the front-end of the wave. By appreciating that the students filling their classroom chairs have a different perspective on the world, these teachers are able to experiment with new ways to connect with kids through these technologies. Moreover, the research is supporting this work, showing that “multimedia education improves both comprehension of the lesson material and students’ interest in the lesson topic” (Brady, 2004). Where is this work headed? And what does the future look like? While no one can say for sure, it is clear that the strong academic examples and applications of these technologies are growing exponentially. And others offer us a glimpse at where the front-runners of the field are headed. At the Institute of Play—a non-profit led by professor and game designer Katie Salen—big plans are in the offing for creating a new type of school. This school is in its developmental phase, pushing on the very ideas of this paper. For the past several years, this research-based, youth-oriented organization designs game-based learning environments,

curriculum, and professional development programs centered on helping teachers gain fluency in the effective use of digital media and games for learning. Will use game design and game-inspired methods to teach critical 21st century skills and literacies as well as content in traditional subjects. Salen is looking at the future of learning, and believes that the creation and use of games can be a foundation for learning and innovation in our ever-accelerating world. Seem extreme? As we begin to truly examine games and what they offer, we get a deeper sense about their educational power. As Salen explains, One of the powerful ideas undergirding games is the fact that games work as rule-based learning systems, creating worlds in which players actively participate, use strategic thinking to make choices, solve complex" problems, seek content knowledge, receive constant feedback, and consider the point of view of others. As is the case with many of the games played by young people today, the school I am working on is designed to enable students to "take on" the identities and behaviors of explorers, mathematicians, historians, writers, and evolutionary biologists as they work through a dynamic, challenge-based curriculum with content-rich questing to learn at its core. It's important to note that it is not a school where whose curriculum is made up of the play of commercial videogames, but rather a school that uses the underlying design principles of games to create highly immersive, game-like learning experiences. Games and other forms of digital media serve another useful purpose: they serve to exemplify the complexity and promise of "systems." Understanding and accounting for this complexity is a fundamental literacy of the 21st century." Certainly, the work of Salen's group seems like it is so far beyond the conventional that it must be the distant, if ever, future of mainstream practice. Yet at the same time, the world we are preparing our students for is so rapidly changing that we have little idea of the knowledge, skills, and experiences students will need in their young adult and adult lives. We need to be conceptualizing and experimenting with new methods in education, so that we are better able to adapt to the dynamics of our changing world. Games, simulations, and social networking are already permeating the workplace as productivity and development tools—we may be doing our students a large disservice by not integrating these tools into their education. At the same time, we must acknowledge that there is a reason these tools have been adopted so pervasively in the workforce—these groups are identifying the advantages of these tools and are leveraging them to enhance their work. If they are able to see many of the advantages of these tools in their productivity, what might educators find in student performance?

Where are we headed with the use digital games, simulations, and social networking technologies in educational practice? While we cannot say for certain, we can say that the capacity for digital games, simulations and social networking technologies to facilitate and

leverage deep learning is evident enough to warrant further exploration and the development of new best practices. But we don't need to wait for the distant future to understand if and how we can implement these technologies. Students today are using these technologies now, and if you look around, it is highly likely that there is a Ross, a John, or even a tag-team like Hal and Kali right down the hall from you. And while, Ross, John, Hal, and Kali may not have all the answers, they are indeed finding strong results. Through every day explorations like these in the classroom, it is teachers who are building the steps towards the future.

II.7.Strategies for success

As educators continue to explore and expand these technologies, the educational community as a whole will grow its collective body of knowledge of best practices with them. Anecdotal stories like those of Ross, Hal and Kali, and John illuminate for us some common principles as a starting point for any educator. popular video game. Create a FACEBOOK account or try surfing NING to see how other schools are using it (they're free!). Many simulation tools, like Molecular Workbench and StarLogo TNG, are free downloads as well. Since so many of these technologies are delivered via the Internet, they are easily accessible—getting familiar with them is just an “open mind“ and a click-away. Partner with a colleague. Whether a long-time colleague and friend, or a new teacher on campus who teaches in a different department, great benefits can be had in all types of collaborations. Strike up a conversation at lunch about a particular technology that interests you and see what fellow colleagues chime in with. Find ways to try things together or share notes on things you've done independently—it's a great way to bounce ideas off of someone and learn from their successes and challenges. Can't find anyone at your school? Attend a session at a conference, or search the Internet for teachers who use them. Remember the class you that you thought looked good? Contact the teacher managing that site to ask questions and get ideas. Building relationships with fellow educators around a new instructional tool is a great way to build a support network, and today's technologies make it easy to communicate with colleagues near and far. Find additional supports. Express your interest to the Academic Technologist at your school. They'll likely be able to put you in touch with several resources to support your work, and help you get started. Many resources exist via the Web; for example, StarLogo TNG has a listserv where members are educators just like Hal who have questions, and insights, about using this tool in the classroom. Oftentimes you can get support from the tool designers themselves – feel free to ask!

Conclusion

We conclude that use of pedagogical aids have largely new technology and new learning;such as, moving forwards, ,adding fun to learning ;and the other sides of evolution. In addition to,the importance of fun in learning . Students should be trained hard and effectively on such these types and items in order to make easy performance, relevant, meaningful, and give the same chance for all participants to do better in their classrooms to motivate the class.

Chapter Three :

The Field Work

A Case Study of 1st Year L.M.D. Students

Introduction:

Since the nature of our study implies the necessity to opt an advanced learner, we have chosen the students of 1st year L.M.D. at English Branch as a sample at Biskra University for the following objectives:

- To identify the pedagogical aids used in classroom;
- To prove the effectiveness of the pedagogical aids;
- To discover suitable treatments of the students' problems ;
- To indicate the use of textbook and its kinds;
- To find out solutions for the negative washback effects which hinder the learners to enhance their performance and proficiency during the course and the test.

For these objectives, we are going to compare the theoretical features of pedagogical aids, with its practical field. This research is a descriptive where six teachers chosen and students from the classes of the first year L.M.D. system.

IV. 1- The Analysis of Teachers' Questionnaire

Section one: Background Information

The first item of the teachers' questionnaire aims to clarify our teachers of Oral expression and Grammar qualification and diplomas teachers' qualification as it denotes in the below table:

The grade	Number of the respondents	Percentage%
License	2	33,33%
Magister	3	55,55%
Doctorate	0	0
Mster	1	11,11 %
Total	6	99,99%

Table one: The diplomas of teachers

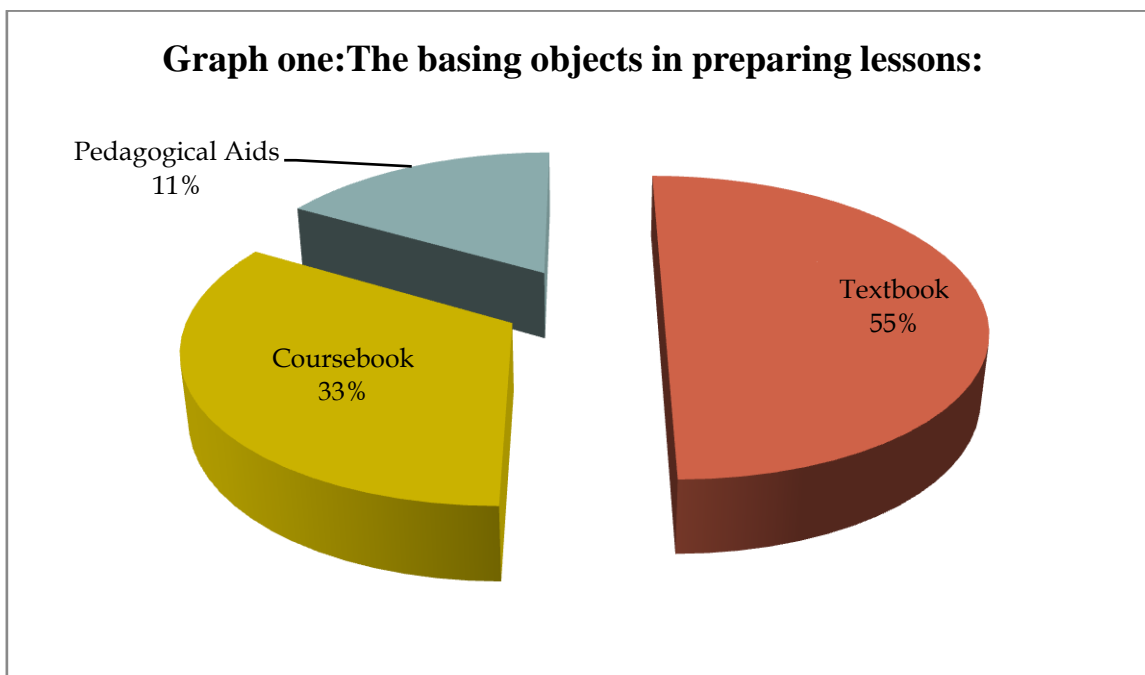
Section two: Classroom Technology.

Item one: The objects you base yourself on preparing lessons for your students:

Responses	Number of participants	Percentage%
Textbook	03	55,55%
Coursebook	02	33,33%
Pedagogical aids	01	11,11
Total	6	99,99%

Table two: the basing objects in preparing a lessons

Comments:



The above result indicates that three respondents out of three which make (55.55%) claim that they rely on preparing lessons on the textbook, while two respondents (33.33%) claim that they based on the coursebook.

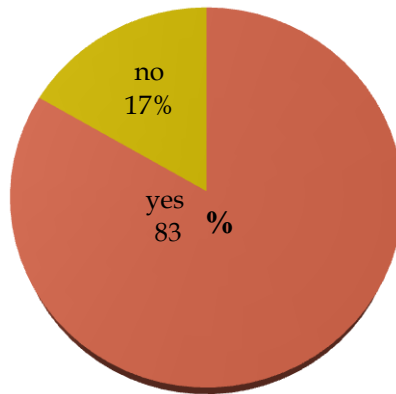
This denotes that most of teachers do prefer to apply the textbook.

Item two: the students' motivation

Responses	Number of participants	Percentage%
Negatively	1	17%
Positively	5	83,33%
Total	6	100%

Table three: The lessons of grammar motivated

graph three: The lessons of grammar motivated



Comments:

Through the table and the pie chart, we notice that most of teachers (83.33%) agree that the grammar lessons are motivated.

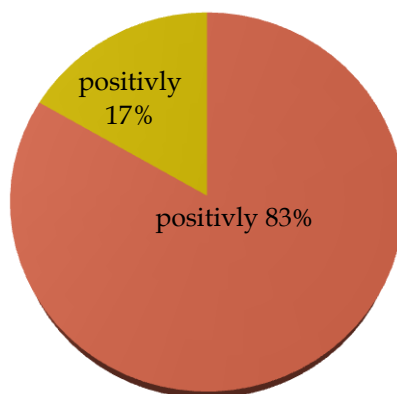
Whereas one respondent out of six (17%) argues the using affect negatively because these materials hinder the students to use brightly their minds, so that, teachers can not gain the real level of their explanation.

Item three:the use of pedagogical aids

Responses	Number of participants	Percentage%
Negatively	5	83,33%
Positively	1	17%
Total	6	100%

Table four: the object of using the pedagogica

Graph four :The objects of use of pedagogical aids



aids:

Through the table and the pie chart, we notice that most of teachers (83. 33%) disagree that the pedagogical aids affect the level of the students.

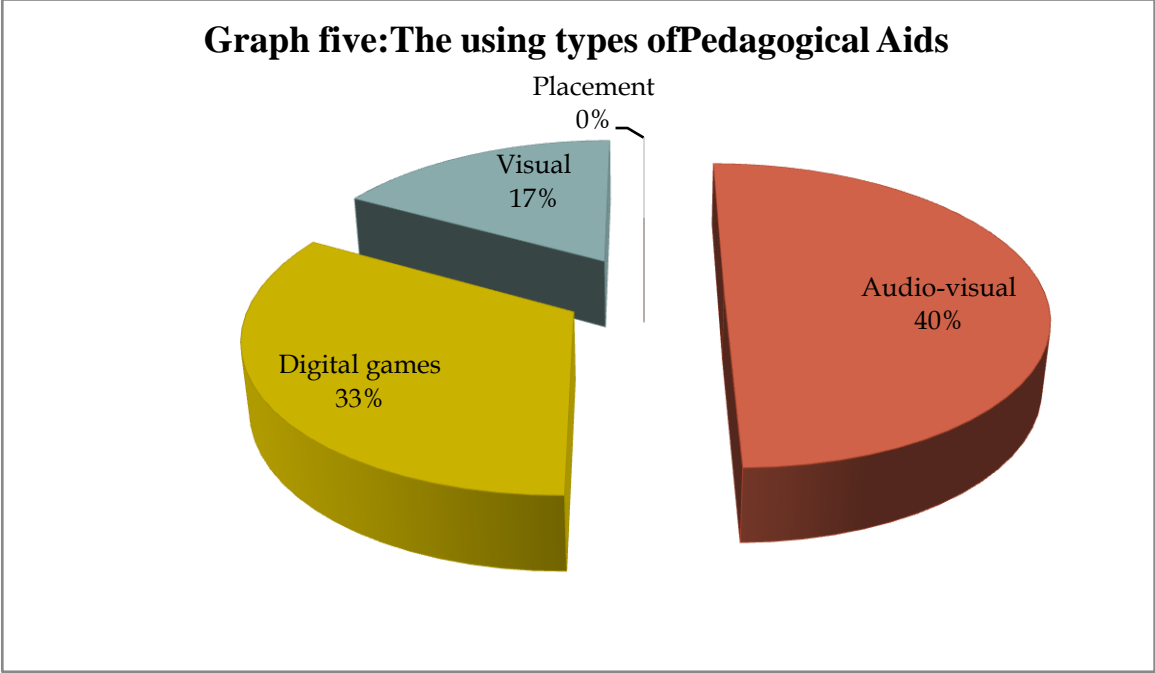
Whereas one respondent out of six (17%) argues the using affect positivly because these materials hinder the students to use brightly their minds, so that, teachers can gain the real level of their explanation. .

Section Three : Classroom Innovation:Evolution and Revolution:

Item four:The type you consider on praparing lessons:

Responses	Number of participants	percentage
Audio-visual	3	40%
Visual	1	20%
Digital games	2	33,33%
Total	6	100%

Table five: The using types of Pedagogical aids



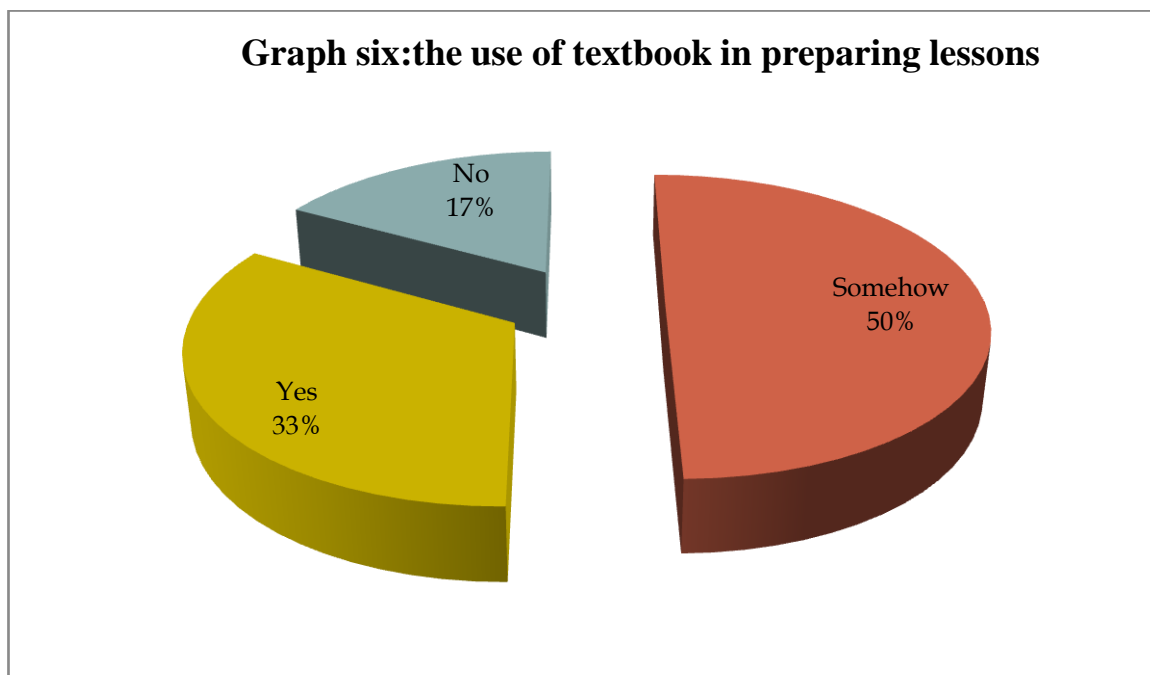
Comments:

The noticeable thing is three respondents out of six (40%) using of Audio-Visual Aids, while two respondents (33. 33%) consider the use of digital gaming. One of these respondents claims that Visual aids will be better if teachers use them. However, no respondent works with placement tests at all, which means that teachers try to check the student’s capacities in learning and their lessons preparation and classroom atmosphere in dealing with producing new strategies of teaching.

Item five: the teacher’s use of textbook:

Responses	Number of participants	Percentage%
Yes	2	33,33%
No	1	17%
Somehow	3	50%
Total	6	100%

Table six: use of textbook in preparing lessons



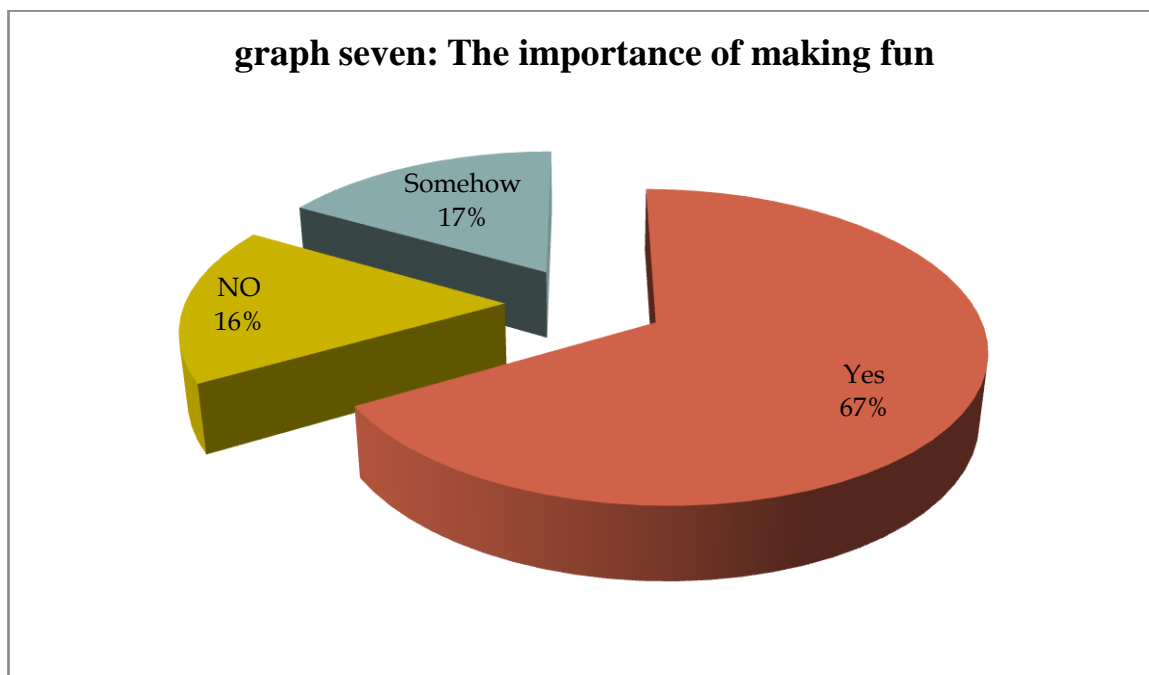
Comments:

As seen above, three respondents out of six (50%) think, in some way, that the the textbook is not sufficient toto prepare lessons . According to their justifications this textbook does not complete the level of the lessons because of certain pedagogical reasons such as, coursebook and check list. In this way, only one respondent (17%) who shows his totally dissatisfaction about this textbook by mentioning an obvious reason which is teachers cannot judge their students’ understanding through it. In contrast, two participants (33. 33%) agree that the textbook can deal with the lesson because we, as teachers, we teach them whatmake them satisfying.

Item six: your opinion about the importance of fun

Responses	Number of participants	Percentage%
Yes	4	67%
No	1	16%
somehow	1	17%
Total	6	100%

Table seven: the importance of fun



Comments:

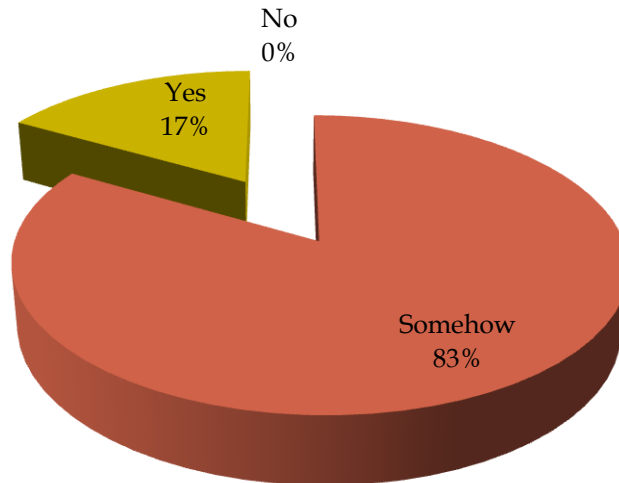
As observed from the table and the pie chart, most of respondents (67, %) rely on the importance of fun to refranche the class., according to teachers arguments in the question, that fun makes teaching more vital ,enjoyable and meinly ess boring. In the other hand, only one respondent (16%) who disagree completely with this idea, and another one (17%) responds with somehow.

Item seven: The effectiveness of taking English language of1st year students at Biskra University:

Responses	Number of participants	Percentage%
Yes	1	17%
No	00	00
Somehow	5	83, 33%
Total	6	100%

Table eight: The effectiveness of taking English language of1st year students

Graph eight: The effectiveness of taking English language



Comments:

As shown in the pie chart above, the highest majority of six respondents (83, 33%) believe that the giving of English language of 1st year students at Biskra University is affective. Whereas, only one respondent (17%) considers the in affectiveness of English language taking . No respondent admits thatis not affect .

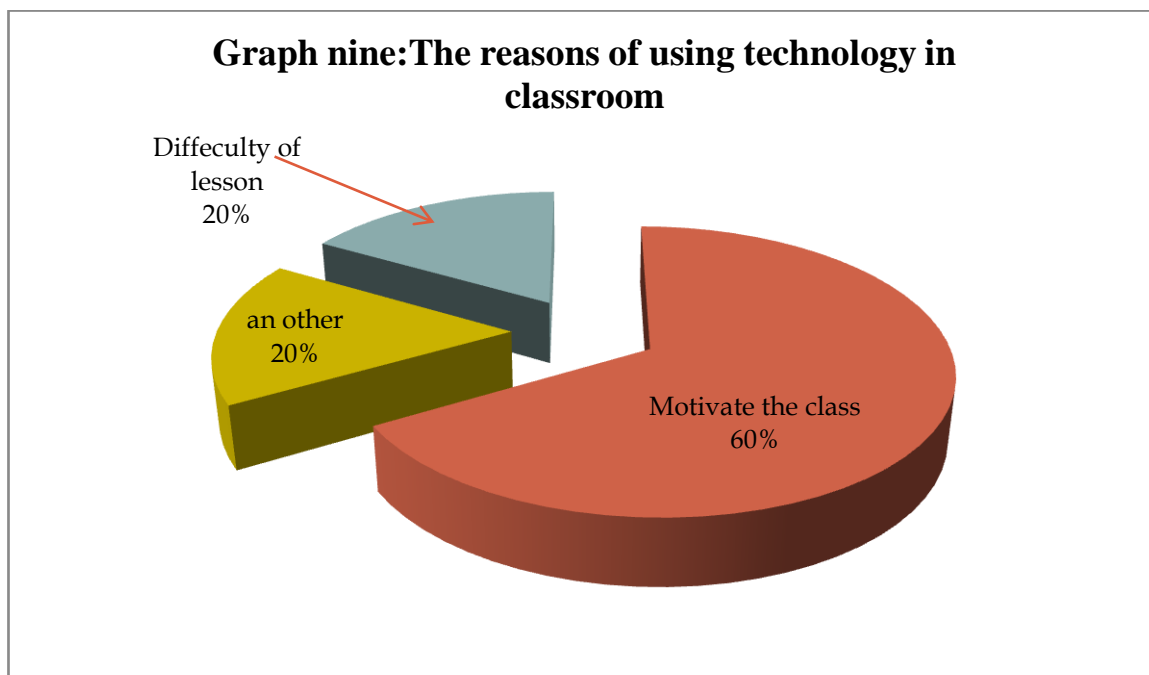
Item eight: The reasons of using technology in classrooms

Responses	Number of participants	Percentage%
Motivation the lesson	04	60%
Diffeculty of lesson	01	20%
another	01	20%
Total	6	100%

Table nine : Reasons of using technologies in classrooms

Comments:

The majority of respondant four out of six (60%)from the previous question, agree strongly that the reasons of using technology are for motivating the class .Whereas , the two of them(20%)argue that the reasons is the difuculty of lessons and the last (20%) take other reasons to use them.



IV. 2. The Analysis of Students' Questionnaire:

This investigation study developed the usez of technology in classrooms;it is a case study of 1st year L.M.D.Student at biskra university . in this research we choose four groups as a case study each group chosen ten students males and other ten females from each group (40students).The study develop the Oral expression and Grammar modeules.

IV .2-1 Section one: Background Information

It namely represents the students' profile. It attempts to give a general overview about the students' gender, streaming, and their choice to study English; as well as, their reasons underlying their choice.

Item one: the gender

We have chosen our sample twenty male and twenty female

Item two: type of baccalaureate

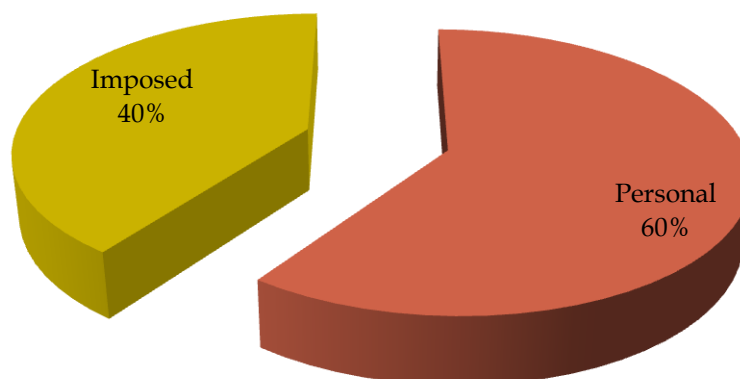
1. The result obtained denotes that all the participants (80%) hold a Literal baccalaureate.

Item three: 1-Their choices of English were as follow:

Choices	Number of participants	Percentage%
personal	6	60%
imposed	4	40%
Total	10	100%

Table ten: The choice of studying English language.

Graph ten: The participants' choice of studying English language



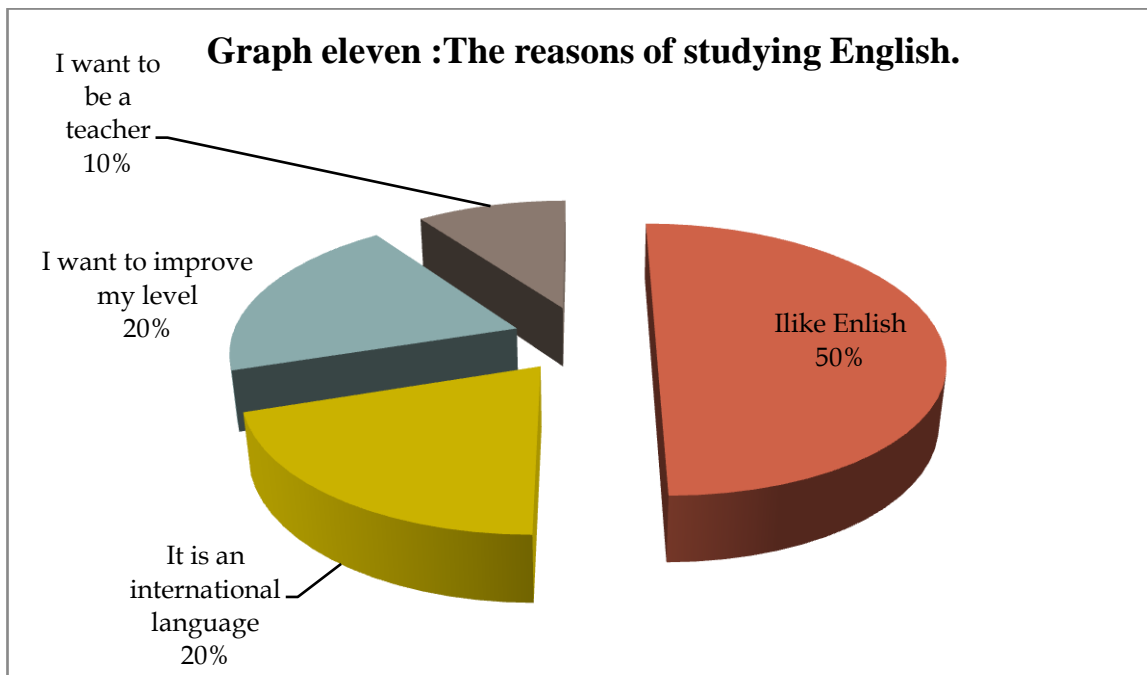
Comments:

The highest rate (60%) represented in the pie chart and table number (8) is of participants who chose studying the English language personally. (40%) of the participants who were imposed in studying English language.

2-Their their reasons of choosing English

The reason of studying English	Number of responses	Percentage
I like English	5	50%
It is an international language	2	20%
I want to improve my level	2	20%
I want to be a teacher	1	10%
Total	10	100%

Table eleven: The reasons of Studying English.



Comments:

Through the above pie chart, we notice that five out of ten responses which make (50%) that the participants were choosing studying English because they like The English language. while, there are an equally responses by the participants in the desire of improving their levels and the internationality of the language(20%). In the other hand, only one response which makes (10%) by one participant who wants to be a teacher.

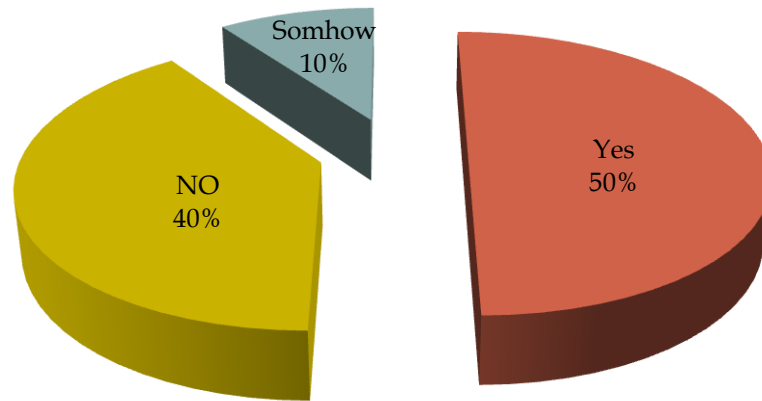
IV. 2-2 Section Two: Classroom Technology

Item one:the use of Pedagogical Aids in classroom on oral expression and grammar modules are effective in learning:

Responses	Number of participants	Percentage
yes	5	50%
No	4	40%
somhow	1	10%
Total	10	100%

Table twelve: the use of pedagogical aids in classroom

Graph twelve: The effectiveness of pedagogical aids



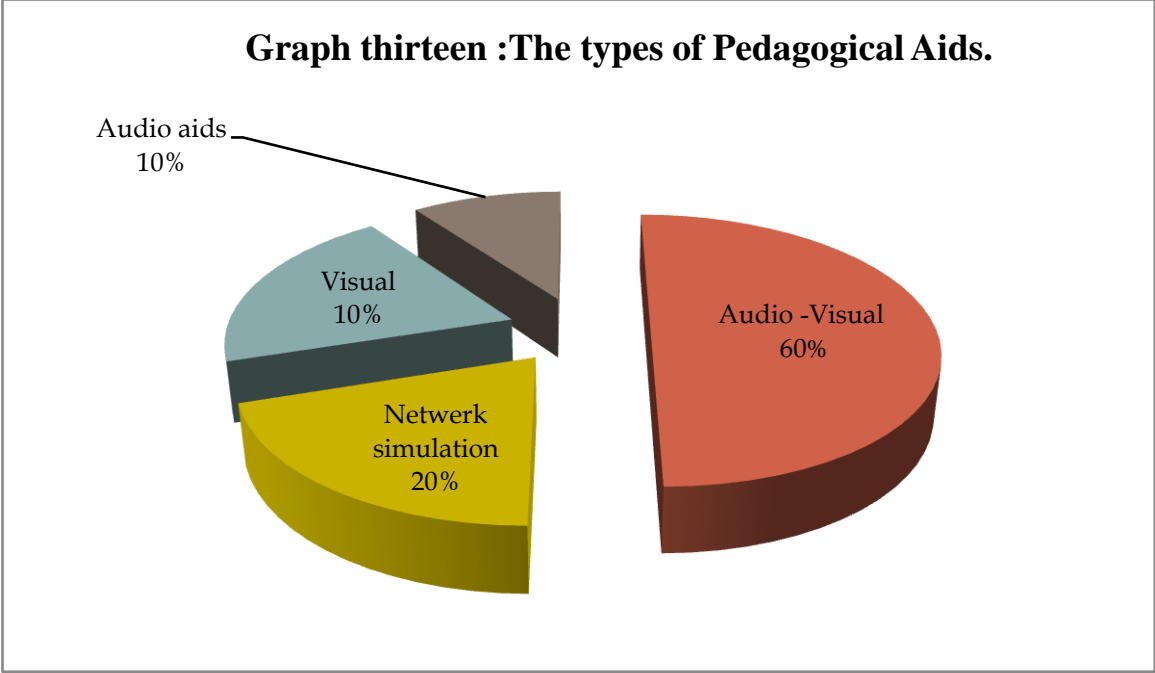
Comments:

Through the above pie chart, five participants out of ten which makes (50%) claim that the use of pedagogical aids is effective in learning, while (40%) of the other participants show that those pedagogical aids are not effective . However, one respondent that makes (10%) argues on somehow. We can infer that use pedagogical aids in classroom are lacked of a good strategy.

Item two: types of pedagogical aids preferre by the student:

Responses	Number of participants	Percentage
Audio-Visual	6	60%
Visual	1	10%
Audio	1	10%
Netwerk simulation	2	20%
total	10	100%

Table thirteen: Thetypes of pedagogical aids.



Comments:

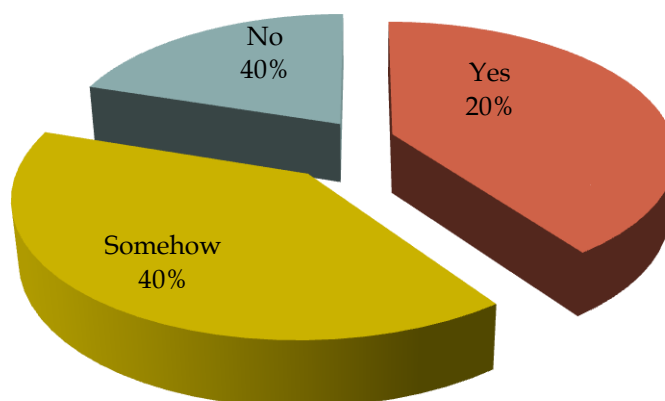
The noticeable thing from the pie chart is the highest majority of six participants which makes (60%) are gathered in one point that they prefer using the audio-visual aids in classroom. Meanwhile, two participants (20%) argue that are on then network simulation. Differently, with the other (20%) divided in two opinions one (10%)who indicate the use of visual and one other responndent(10%) focus on the Audio Aids may be because of the lack of headphones' laboratories, or the dishonor of these responses.

Item three: The focusing of technology in classroom by teacher

Responses	Number of respondents	Percentage
Yes	2	20%
No	4	40%
Somehow	4	40%
Total	10	100%

Table fourteen: the teacher focuse of technology in classroom.

Graph Fourteen: The Use of pedagogical aids in classroom



Comments:

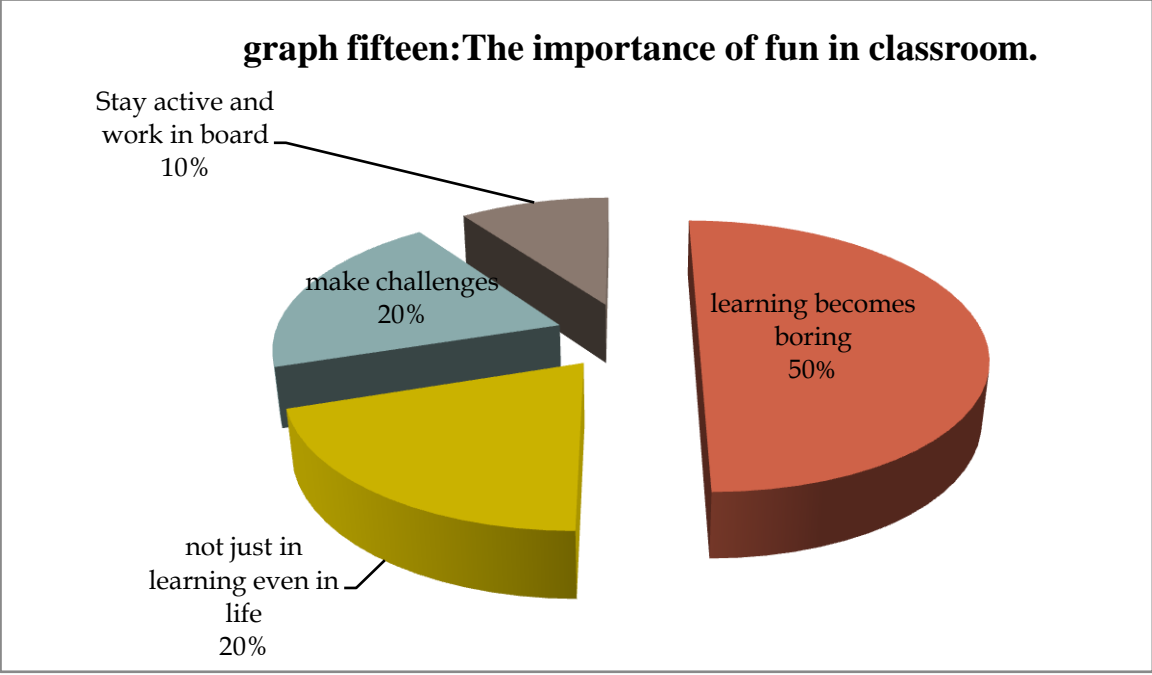
According to the pie chart, we notice equal responses which make (40%) between the participants agreements that their teachers don't use the technology in classroom and between somehow; while, the other two respondents out of ten (20%) occur that their teachers use the technologies in classroom.

IV. 2- 3 Section Three: Classroom Innovation: Evolution and Revolution

Item four: The importance of fun in learning :

Responses	Number of participants	Percentage%
Not just in learning even in life	2	20%
Learning becomes boring	5	50%
Stay active and work in a board way	1	10%
Make challanges	2	20%
total	10	100%

Table fifteen: The importance of fun .



Comments:

As shown through the above pie chart, five out of ten participants which makes (50%) who answered that the importance of fun because learning is boring. They give the following justifications:

- Sometimes student get borred;
- Don't be borred.

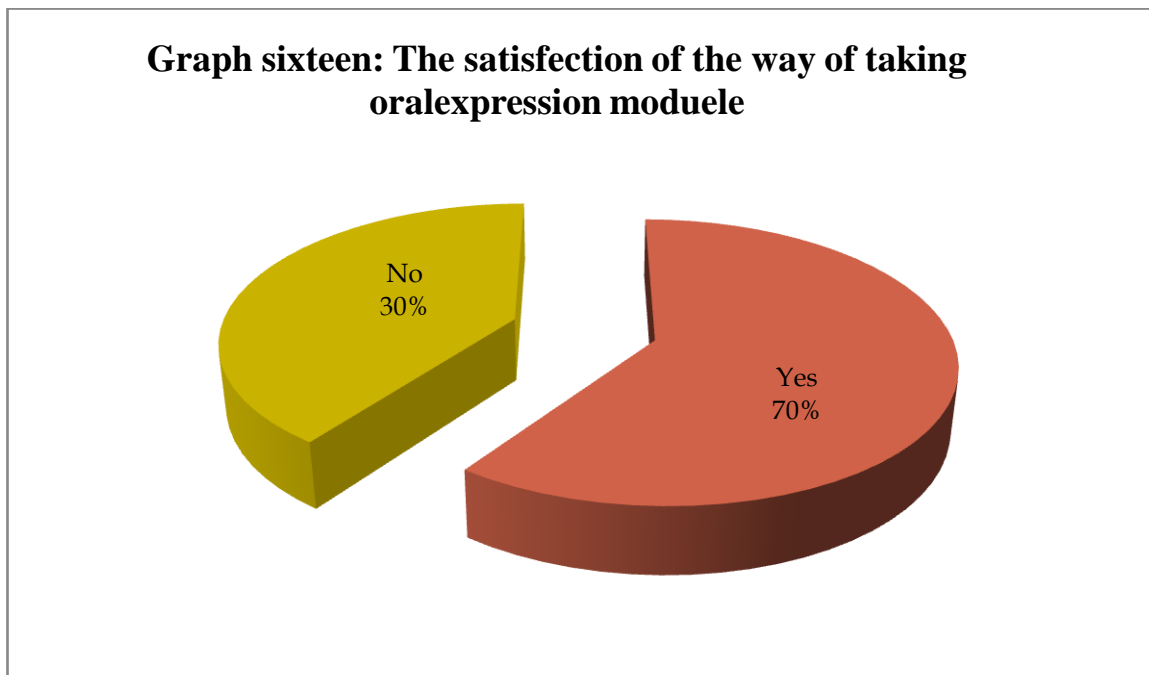
However, the (40%) of the respondents is divided into two parts, (20%) for those who answered that fun is important not just in learning but also in life, according to their justifications. Whereas, (20%) of the respondents thought that answer that fun makes challenge in classroom. One res^pondents out of ten makes (10%) mentioned that the importance of fun let them active and work in board.

Item five: the satisfaction about the way of taking oral expression

Responses	Number of respondents	Percentage%
Yes	7	70%
No	3	30%
Total	10	100%

Table sixteen: The satisfaction of the way of taking the oral expression module

Graph sixteen: The satisfaction of the way of taking oralexpression modulee



Comments:

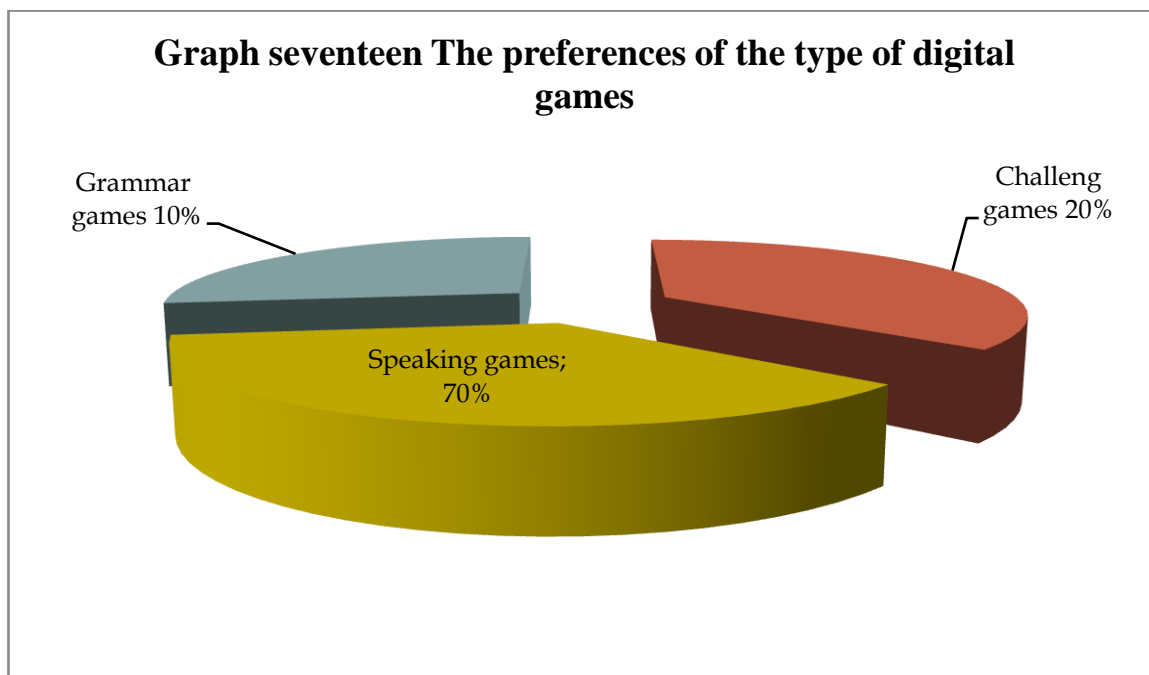
The noticeable thing through the above table and pie chart that the results approximate to each other (30%) represents the respondents that are not satisfied of the way of taking the oral expression modulee. However, there are (70%) responses yes answers among the respondents which demonstrate a clear point which is the need of the way of taking oral ewpression modulee; through those justifications mentioned by the respondents by yes and no :

- I know how to speak and how to pronouncaite and spell;
- It is the way how to do a con versation by the students alone;
- It doesn't let the choise for to choose our subjects;
- The session is cute.

Item six: The type of digital games that are supposed to use in classroom:

Responses	Number of responses	Percentage%
Grammar games	1	10%
Speaking games	7	70%
Challenge games	2	20%
Total	10	100%

Table seventeen: The types of digital games supposed to bein classroom.



Comments:

As shown in the above pie chart the results also approximate preferences in the respondents' responses (20%) of the respondents who prefer challenge games. while, (10%) of the participants who like true and the grammar games. seven out of 10 of the responses which makes (70%) of the respondents' answers who like speaking games rather than the other types. Acceptingly, a respondent out of ten likes both of speaking and challenge games answer with any justifications . The noticeable thing here is the respondents share the same justifications of their preferences of the type's digital games:

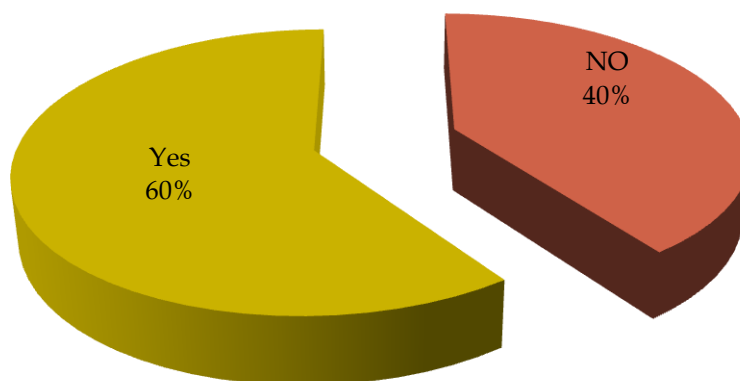
- The easiness of the type matter;
- It is more challenging ;
- Thereach the prononciation;
- The only area where the students use their knowledge and background and language baggage ;
- Those types complete and bring out what the students should learn.

Item seven:making fun in classroom by the kinds of pedagogical aids refreshing study.

Responses	Number of respondents	Percentage%
Yes	6	60%
No	4	40%
Total	10	100%

Table eighteteen: the fun made by the types of pedagogical aids motivate the classroom.

Graph eighteen:the motivation of clsroom by the kinds of peadagogical aids



Comments:

A large number of the respondents from the above pie chart which makes (60%) are satisfied about the kinds of pedagogical aids used during the session are enough for mke the classroom refreshed by their following strong justifications:

- Theparticipation of every member of the class;
- Make the lesson easy and understandable;
- Lead to love the moduele.

In the other hand,(40%) of the respondents who argue that the those kins are not enough to make fun for them for the following weak justification:

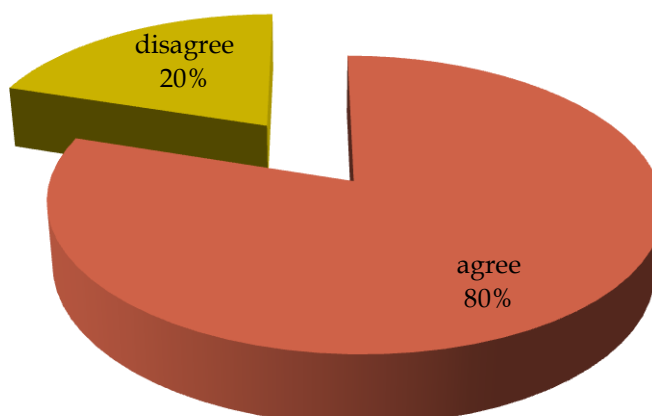
- They do not do that at all.

Item eight: the opinions of using tehnologies in classroom:

Responses	Number of respondents	Percentage%
agree	8	80%
disagree	2	20%
Total	10	100%

Table nineteen: The reliability of the teacher.

Graph nineteen: The opinions of using technology in universities.



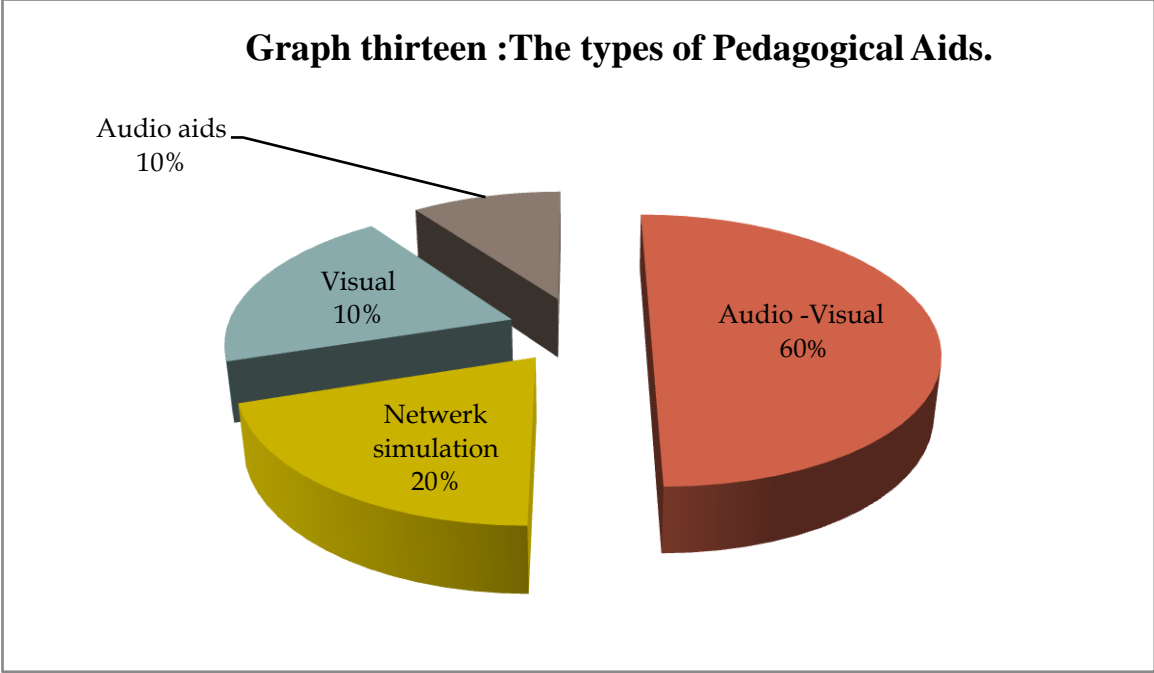
Comments:

The highest majority of ten respondents which makes (80%) reveal that they are agree only on using the technology in universities. The other fewest of ten which makes (20%) disagree that they are not prefer to use the technology in universities.

Item nine:the preferable form of the classroom in oral expression and grammar modeules :

Responses	Number of the respondents	Percentage%
Fom of circle	6	60%
Form of ranges	4	40%
Total	10	100%

Table twenty: The forms of classroom in oral expression and grammar modueles.



Comments:

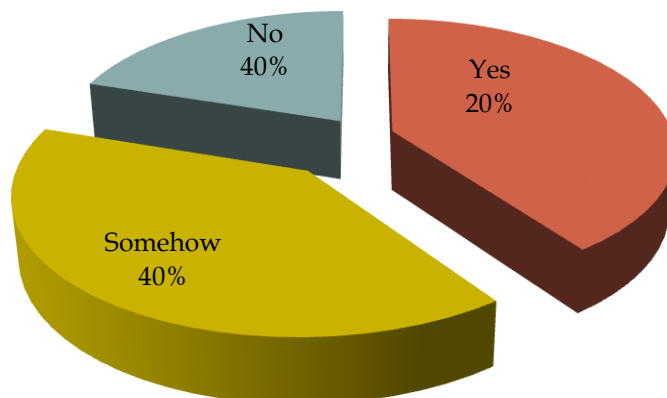
The noticeable thing from the pie chart is the highest majority of six participants which makes (60%) are gathered in one point that they prefer using the audio-visual aids in classroom. Meanwhile, two participants (20%) argue that are on then network simulation. Differently, with the other (20%) divided in two opinions one (10%)who indicate the use of visual and one other responndent(10%) focus on the Audio Aids may be because of the lack of headphones' laboratories, or the dishonor of these responses.

Item three: The focusing of technology in classroom by teacher

Responses	Number of respondents	Percentage
Yes	2	20%
No	4	40%
Somehow	4	40%
Total	10	100%

Table fifteen: the teachersse of technology in classroom.

Graph Fourteen: The Use of pedagogical aids in classroom



Comments:

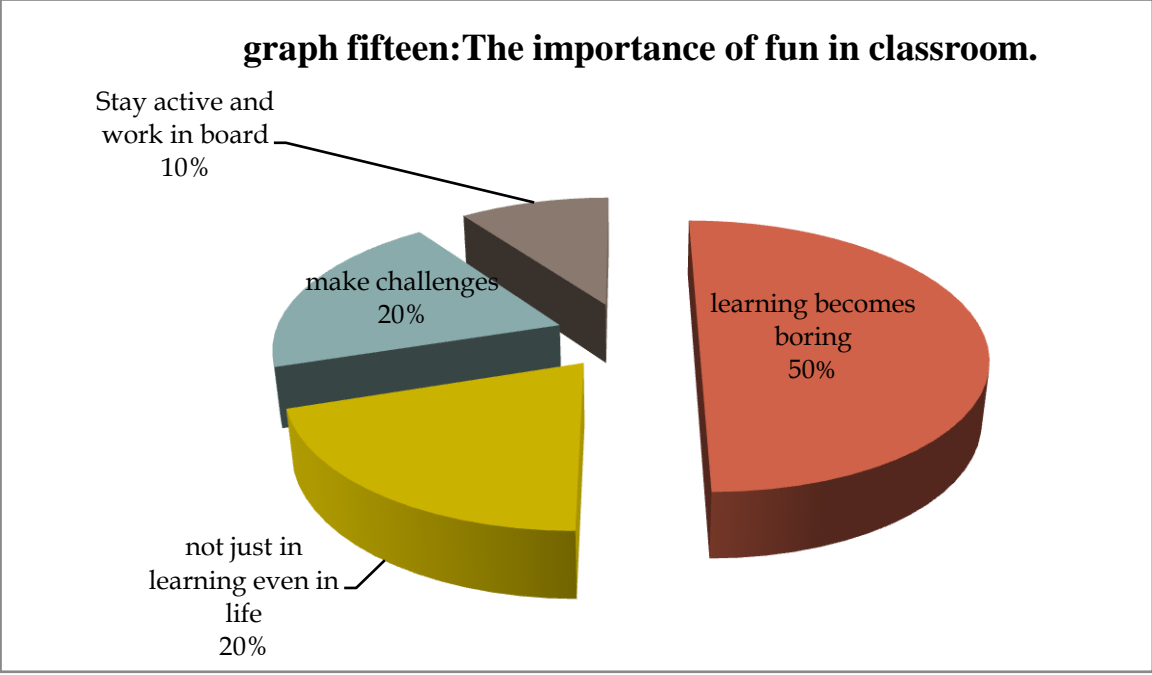
According to the pie chart, we notice equal responses which make (40%) between the participants agreements that their teachers don't use the technology in classroom and between somehow; while, the other two respondents out of ten (20%) occur that their teachers use the technologies in classroom.

IV. 2- 3 Section Three: Classroom Innovation: Evolution and Revolution

Item four: The importance of fun in learning :

Responses	Number of participants	Percentage%
Not just in learning even in life	2	20%
Learning becomes boring	5	50%
Stay active and work in a board way	1	10%
Make challanges	2	20%
total	10	100%

Table sixteen: The importance of fun .



Comments:

As shown through the above pie chart, five out of ten participants which makes (50%) who answered that the importance of fun because learning is boring. They give the following justifications:

- Sometimes student get borred;
- Don't be borred.

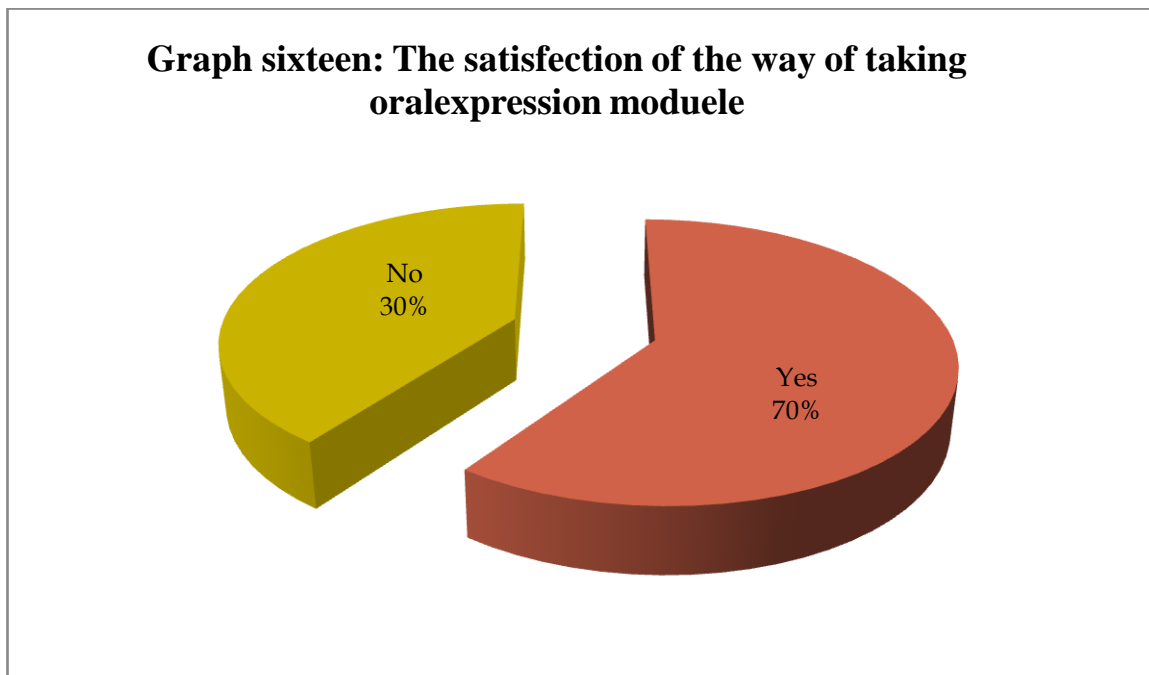
However, the (40%) of the respondents is divided into two parts, (20%) for those who answered that fun is important not just in learning but also in life, according to their justifications. Whereas, (20%) of the respondents thought that answer that fun makes challenge in classroom. One res^pondents out of ten makes (10%) mentioned that the importance of fun let them active and work in board.

Item five: the satisfaction about the way of taking oral expression

Responses	Number of respondents	Percentage%
Yes	7	70%
No	3	30%
Total	10	100%

Table seventeen: The satisfaction of the way of taking the oral expression module

Graph sixteen: The satisfaction of the way of taking oralexpression modulee



Comments:

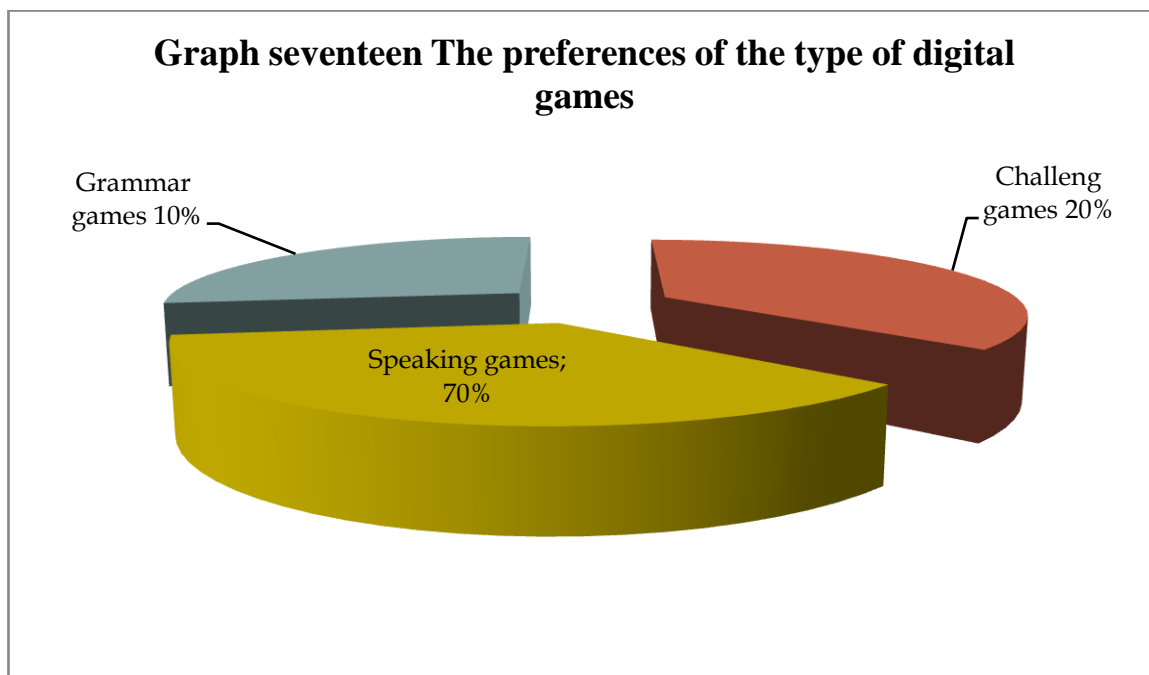
The noticeable thing through the above table and pie chart that the results approximate to each other (30%) represents the respondents that are not satisfied of the way of taking the oral expression modulee. However, there are (70%) responses yes answers among the respondents which demonstrate a clear point which is the need of the way of taking oral ewpression modulee; through those justifications mentioned by the respondents by yes and no :

- I know how to speak and how to pronouncaite and spell;
- It is the way how to do a con versation by the students alone;
- It doesn't let the choise for to choose our subjects;
- The session is cute.

Item six: The type of digital games that are supposed to use in classroom:

Responses	Number of responses	Percentage%
Grammar games	1	10%
Speaking games	7	70%
Challenge games	2	20%
Total	10	100%

Table eighteen: The types of digital games supposed to bein classroom.



Comments:

As shown in the above pie chart the results also approximate preferences in the respondents' responses (20%) of the respondents who prefer challenge games. while, (10%) of the participants who like true and the grammar games. seven out of 10 of the responses which makes (70%) of the respondents' answers who like speaking games rather than the other types. Acceptingly, a respondent out of ten likes both of speaking and challenge games answer with any justifications . The noticeable thing here is the respondents share the same justifications of their preferences of the type's digital games:

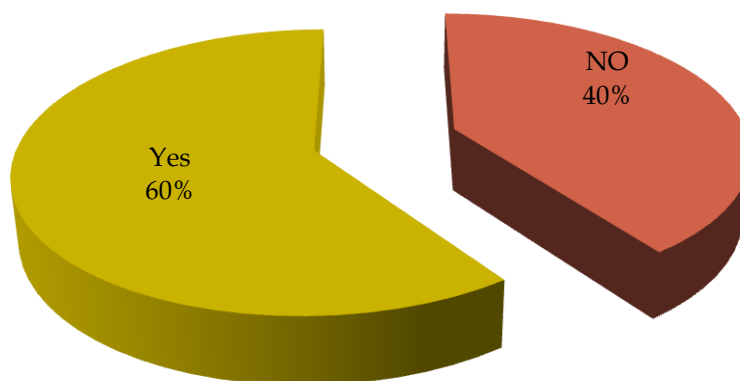
- The easiness of the type matter;
- It is more challenging ;
- Thereach the prononciation;
- The only area where the students use their knowledge and background and language baggage ;
- Those types complete and bring out what the students should learn.

Item seven:making fun in classroom by the kinds of pedagogical aids refreshing study.

Responses	Number of respondents	Percentage%
Yes	6	60%
No	4	40%
Total	10	100%

Table nineteen: the fun made by the types of pedagogical aids motivate the classroom.

Graph eighteen:the motivation of classroom by the kinds of peadagogical aids



Comments:

A large number of the respondents from the above pie chart which makes (60%) are satisfied about the kinds of pedagogical aids used during the session are enough for mke the classroom refreshed by their following strong justifications:

- Theparticipation of every member of the class;
- Make the lesson easy and understandable;
- Lead to love the moduele.

In the other hand,(40%) of the respondents who argue that the those kins are not enough to make fun for them for the following weak justification:

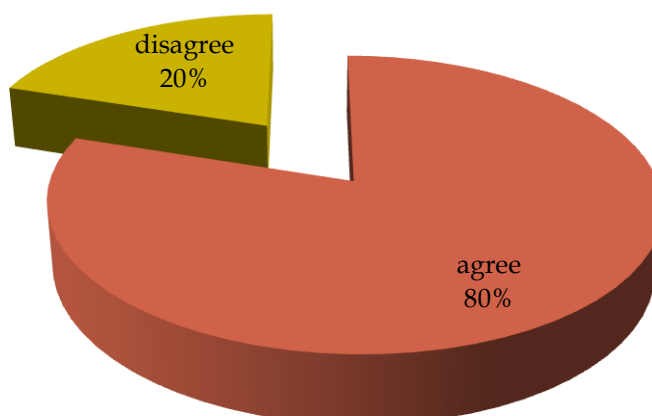
- They do not do that at all.

Item eight: the opinions of using tehnologies in classroom:

Responses	Number of respondents	Percentage%
agree	8	80%
disagree	2	20%
Total	10	100%

Table twenty:the.motivation of classroom by the types of P.A

Graph nineteen: The opinions of using technology in universities.



Comments:

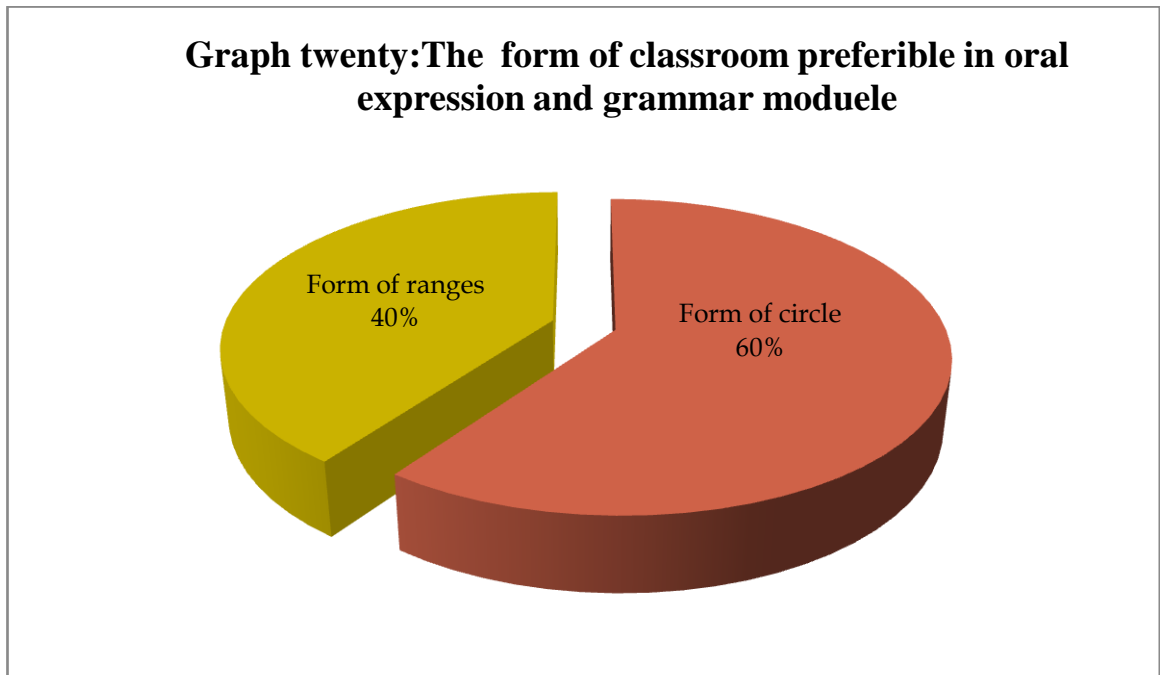
The highest majority of ten respondents which makes (80%) reveal that they are agree only on using the technology in universities. The other fewest of ten which makes (20%) disagree that they are not prefer to use the technology in universities.

Item nine:the preferable form of the classroom in oral expression and grammar modeules :

Responses	Number of the respondents	Percentage%
Fom of circle	6	60%
Form of ranges	4	40%
Total	10	100%

Table twenty - one: The forms of classroom in oral expression and grammar modeules.

Graph twenty: The form of classroom preferable in oral expression and grammar module



Comments:

Through the above pie chart, we notice that six respondents which makes (60%) of the participants claim that prefer the form of circle in classroom in oral expression and grammar module. The (40%) of the rest respondents claims that they prefer the form of ranges .

Conclusion:

Through the above analysis of the different items in both questionnaires, we conclude that there are some negative points need to appropriate treatments in order to achieve and enhance the use of Pedagogical aids in the classroom, such as:

- Most of teachers' should focus on the use of technology in classroom .
- The procedure of the using Pedagogical aids at Biskra University prevents the students to use their capacities in oral expression modules and in grammar to prevent the performance and improve their levels.
- The lack of technologies leads to refresh the classroom.
- The lack of the characteristics of a good teaching.
- The lack of practice, and training.
- The lack of concentration, background, and willing

The classroom observation

The investigation study is tackle with developing ELLs' learning strategies via pedagogical aids and official textbooks within the 1st year L.M.D.system students of English branch at Biskra University. The sample of our study is four classes of 1st year in English departement; the students are chosen randomly from each group we choose ten males and ten females in oral expression..

And the grammar modeule; we observe that the lack use pedagogical aids inside classroom...

In oral expression session the students are looks like sleeping, no motivation, no action, they just listen to the teacher and the remarkable that the teacher who speak in oral expression module all the time. The important thing we observed is that the teacher- in the two first sessions- does not using any kind of technology while he/she uses the black board. The secnd session we observed that students from the third year use the theoretical part of their memoire on attending the course using the Datashow just datashow. It is the only kind of audio visual aid uses in class.

The form of classroom is designed by the students ;they prefer use them in the form of circle ;inorder to discuss to each other .Otther session we attend it in headhones laboratory listening to a piece of writing or to a telles and here the students move ,and they are very active and motivated the majority of them like the session because in the first session just 17 students out of 45 whom attend.

The grammar session; we observed that the teacher does not use the classroom technology at all because of the time allowed and the program chosen.

Solutions and Recommendations

- Teachers should be aware of use of Pedagogical aids.
- We think that if students have a chance to practice on pedagogical aids types.
- We think also that if students perceive the lesson as relevant to their needs; they are going to engage themselves more actively in the process of dealing with it.
- Students should build a strong background.
- Students should perceive the importance of Fun in learning.
- Teachers should motivate their students and guide them to reach a good level through practice within classroom technologies.
- Teachers have to train the students in how to succeed when taking oral expression modules by familiarizing them with different types of pedagogical aids that they can encounter.
- Teachers should use the white board that is supposed to clarify the lesson in order to enable the students to challenge themselves and think seriously.
- Reconsideration of classroom technology types through finding suitable aids types to evaluate perfectly student's level.
- Students need new strategies of learning with more practice according to their levels.
- Students must concentrate on the classroom with the teacher and ask questions about what they do not understand.
- Teachers should apply, in designing tests, the characteristics of a good test: validity, reliability, practicality, and authenticity.
- Teachers should teach their students what they need to build their knowledge.
- The format and contents of the public examination should be reorganized every year.
- Teachers should make balance between the textbook objectives and coursebook objectives in order not to neglect another important skill.
- Teachers should not neglect the use of the blackboard because it is the traditional and the common way of teaching.
- Reconsideration of the educational role of the L.M.D. system because the participants reported that both of teachers and students do not understand anything about it which affects negatively their learning and performance in their studying.

General conclusion:

Through this research, we found that new strategies in language teaching face some problems which caused by many factors. The main four factors are:

First of all, the factor of teacher, teachers can affect negatively the teaching and learning process when they do not motivate and train their students with suitable pedagogical aids' types. In the other hand, they teach their students what is in the exam rather than what they really need in building their knowledge, and then give them a using tests which prevent them using their minds. Consequently, teachers neglect, in designing tests, the characteristics of a good test.

The second factor is devoted for the student when the lack of concentration, background, practices, and willing influence the procedure of learning and teaching.

The third one is related to the deep gap between the teacher and the student at English branch that they do not know how to deal or apply the educational L.M.D. system, which is a big obstacle for them.

The fourth is related to the social and psychological factors

To solve those problems, there must be a complete collaboration between teachers, students; and administration at English branch. There also must be strong willing to change for better situation. Specifically targeted to classroom teachers, this paper, researched by Jennifer Groff with assistance from Jason Haas, provides classroom teachers with compelling reasons to incorporate new technologies like games, simulations, and social networking into their classroom and strategies to overcome potential barriers. We introduce specific examples of these technologies being used to successfully enhance classroom learning, and they use case studies with specific teachers to illustrate some best practices in classroom learning with technology. The present study also introduced the i5 framework, which provides specific strategies for overcoming the many potential problems that come with introducing new and complicated tools into schools.

Résumé

La présente étude porte sur les "stratégies d'apprentissage ELL développement de VIA Aids Pedagogical et manuels officiels". Il ya beaucoup de défis dans lequel les deux étudiants et les enseignants font face dans l'enseignement et l'apprentissage des langues, orsque le principal problème annonce la plus importante est le manque d'utilisation des technologies en salle de classe et le manque de motivation en classe. Ces défis seront relevés si les enseignants créent les stratégies d'enseignement comme l'apprentissage affectif, alors le taux de motivation sera améliorée. Ainsi, comment la technologie peut impliquer les apprenants réticents dans les pratiques de classe? Quelle est l'utilisation efficace des aides pédagogiques en salle de classe? Est-ce une bonne stratégie liée à la capacité de l'enseignant ou de motivation en classe? Est-ce une bonne stratégie basée sur le multimédia? Quels sont les facteurs que les enseignants doivent prendre en considération lors de la préparation d'une leçon et la collecte des aides pédagogiques correspondants? Le but de notre étude descriptive est de proposer des stratégies d'enseignement et l'utilisation des supports pédagogiques à l'université de Biskra où nous avons choisi au hasard de notre échantillon qui se compose d'étudiants de 1ère année LMDsystem et des enseignants de l'expression orale et les modules de grammaire. Administration questionnaire pour recueillir des données et avoir accès à des répondants attitudes et opinions. Ce qui est bon apprentissage? C'est peut-être une question subjective. Mais il est probable que de nombreux éducateurs se donner des réponses qui se situent dans le même ordre de grandeur ... élèves collaborateurs et discuter des idées, des solutions possibles ... apprentissage par projet, conçu autour de contextes du monde reel... connexion avec d'autres étudiants du monde entier, sur des sujets d'étude ... immergeant les étudiants dans une expérience d'apprentissage qui leur permet de s'attaquer à un problème, l'acquisition de compétences de pensée d'ordre supérieur de la poursuite de la solution

Notre nouvelle génération - actuellement en K-12 - démontre pour nous l'impact d'avoir développé sous la vague numérique. Ces jeunes ont été complètement normalisé par les technologies numériques, il est un aspect totalement intégrée de leur vie (Green & Hannon, 2007). Beaucoup d'étudiants de ce groupe utilisent les nouvelles technologies des médias et à la CRE-mangé de nouvelles choses dans de nouveaux moyens, apprendre de nouvelles choses dans de nouveaux moyens et de nouvelles façons de communiquer avec de nouvelles personnes-comportements qui se sont câblés dans leurs façons de penser et de fonctionner en le monde. (Green et Hannon) donnent un excellent exemple de cette «Les enfants établissent une relation à l'acquisition de connaissances qui est étranger à leurs parents et enseignants» (2007, p. 38).

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Appendices

Appendix one:
Teachers' Questionnaire

QUESTIONNAIRE FOR TEACHERS

Dear Teachers,

We are currently conducting an investigation on "**The Use of Pedagogical Aids and Textbook in classroom in Teaching and Learning English Language and New Learning Strategies**» in Oral expression and Grammar modules. We should be; therefore, very grateful to you if you take part in this questionnaire by answering the following questions.

Please, tick the appropriate box and answer whenever necessary

Section one: Background Information

- Please complete this part of questionnaire first

1- **Gender:**

a- Male b- Female

2- **Grade:**

a- License b- Magister c- Doctorate

Section Two: Technology of Today ... in Classroom of Today.

Question one:

- On what do you base in preparing lessons for your students?

- a- The textbook
- b- The course book
- c- The pedagogical aids

Question two:

- Are your lessons of Grammar and oral expression for motivate your students?

- a- yes
- b- no

Question three:

-- How can the using the pedagogical aids affect the level of students?

- a- Negatively
- b- Positively

Why?.....
.....
.....
.....
.....

Section three: Evolution... Revolution.

Question four:

-On which type do you consider the Pedagogical Aids in preparing lessons?

- a- audio -visual
- b- Visual
- c- Digital games

Question five:

-Is the text book more effective in preparing courses?

a- Yes

b- No

c- Somehow

how?.....
.....
.....
.....

Question six:

How do you use the text book in classroom? And what are the techniques of using it?

Question seven:

- Is the use of technology in teaching language to 1st year students at Biskra University valid?

a- Yes

b- No

c- Somehow

Question eight:

- As a teachers of grammar and oral expression are the pedagogical aids such as the Digital games change the students view of teaching?

a- yes

b-no

-And which kind of pedagogical aids do you prefer to use in your class?

a-Audio visual aids

b- Social network

c- Visual aids

how?.....
.....
.....

- Your personal suggestions:

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.....
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.....
.....
.....

**THANK YOU SO MUCH FOR YOUR TIME
YOUR STUDENTS**

Appendix two:
Students' Questionnaire

Questionnaire for Students

Dear students,

We are currently conducting an investigation on "**The Use of Pedagogical Aids and Textbook in classroom in Teaching and Learning English Language and New Learning Strategies**" in Oral and Grammar module. We shall be; therefore, very grateful to you if you take a part in this questionnaire by answering the following questions

Please tick the appropriate box and answer whenever necessary.

Section one: Background Information

Please complete this part of the questionnaire first:

1-Gender

a- Male

b- Female

2-The type of baccalaureate you hold?

a- Literal

b- Scientific

c- Technical

3- Your choice on English was:

a- Personal

b- Imposed?

4-If you it is your personal choice, why did you choose it?

.....

5- Are you satisfied to the method of teaching English in our University?

.....

.....

.....

Section two: Technology of today ... in classroom of today

Question one:

- Do you think that the use of Pedagogical Aids in classroom on oral expression and grammar modules are effective in learning?

a- Yes

b- No

c- Somehow

Question two:-

-which kind of Pedagogical Aids you prefer and seen it the suitable in your class?

a- the Audio- Visuals

b- The Visuals

c- The Audios

d-The Network Simulation

- Why?

Question three:

- Does your teacher focus on technology in classroom ?

a- Yes

b- No

c- Somehow

Section three: Evolution... Revolution

Question four:

-Why fun is important in your learning?

.....
.....
.....
.....

Question five:

- Are you satisfied to the way of taking the oral expression module?

a- Yes

b- No

Why?.....
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.....
.....

Question six:

- What are the types of digital games supposed to use in classrooms?

a- grammar games

b- Speaking games

c- Challenge games

Why?.....

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.....
.....
Question seven:

-Think with me, are those kinds of Pedagogical aids make some fun and some refresh in classrooms ?

a- Yes

b- No

How?.....
.....
.....

Question eight:

-As a language learner are you agree with the use of technology in schools and universities?

a-agree

b- disagree

Which one do you personally prefer; and why?

.....
.....

Question nine:

-How is the form of the oral expression and grammar modules in your class?

a- Form of circle

b- Form of ranges

Any suggestions:

.....
.....
.....
.....

**THANK YOU SO MUCH FOR YOUR
COLLABORATION**

