

METHODS OF TEACHING AVIATION TERMS TO THE STUDENTS USING INTERACTIVE ACTIVITIES

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Abstract

The article focuses on an assumption of using interactive methods, which can be applied for ESP students. Therefore, the researcher discusses outcomes of interactive methods, conducted lessons, and offers not only suggestions for organizing effective classes, but also presents a variety of activities for success of teaching special terms to ESP students.

Keywords: Lecture method, Delivery methods, Guided discussion method, Demonstration-performance method.

The instructor's skill is determined to a large degree by the ability to organize material and to select and utilize a teaching method appropriate to a particular lesson. Of the various teaching methods in common use, only the lecture method, the guided discussion and the demonstration-performance method will be covered here. There is no definite line of division between these methods; some material requires the use of more than one method or a combination of methods. For example, a demonstration of how to use the aircraft radio, followed by a thorough explanation, is essentially a lecture.

The use of programmed instruction will also be discussed, as many organizations employ the principles of this type of instruction, primarily through computers when it is known as Computer-Based Training (CBT).

Organizing material

Regardless of the teaching method used, you must organize the material in a logical sequence. One effective way to organize the lesson, and the simplest, is:

- Introduction
- Development
- Conclusion

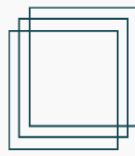
Introduction

The introduction serves several purposes:

- To establish common ground between you and the students
- To capture and hold the attention of the student or group
- To establish the objectives of the lesson
- To indicate what material is to be covered and how this relates to the entire course
- To point out why the student should learn the material and what benefits the student can expect

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- To establish a receptive attitude toward the lesson
- To lead into the lesson development.

The introduction should be free of stories or incidents that do not help the students focus their attention on the lesson objective. Also, a long or apologetic introduction should be avoided, as it will dampen student interest in the lesson. The introduction sets the stage for learning by gaining the student's attention, providing motivation and giving an overview of the material to be covered and its relevance to the course goals.

Attention

For information to be perceived, it first must be attended to. Gaining and maintaining the student's attention, therefore, is of prime importance to you. One of the most effective methods is novelty. For example, a lesson on aircraft weight and balance might start with two students, of obviously different weights, being asked to balance out a see-saw. Or you might make an unexpected or surprising statement, eg, "for most aircraft a rearward C of G increases airspeed!" and then inviting debate by asking why. Or you might begin by telling a true story of an incident that relates to the subject and thereby establishes a background or reason for learning. No matter how you introduce the lesson, the main concern should be to gain the student's attention and focus it on the subject.

Motivation

The introduction should offer the students specific reasons for needing to be familiar with, to know, to understand, to apply or to be able to perform whatever they are about to learn. This motivation should appeal to each student personally.

Overview

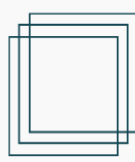
Every lesson introduction should contain an overview that tells the student or group what is to be covered during the lesson. A clear, concise presentation of the objective and the key ideas is absolutely critical, for it gives the student a road map of the route to be followed.

Development

The development of the lesson is the main part. Here you develop the subject matter in a manner that helps the students achieve the desired outcome or objective.

You must organize the material logically to show the relationships of the main points³⁴. Usually these primary relationships are shown by developing the main points in one of the following ways:

- from past to present
- from simple to complex
- from known to unknown
- from most to least frequently used.



From past to present

In development from past to present, the subject matter is arranged chronologically. This is most suitable when history is an important consideration, eg, when tracing the development of GPS (Global Positioning System).

From simple to complex

The simple to complex pattern helps you lead the student from simple facts or ideas to an understanding of complex concepts. In studying lift, for example, the student might begin by considering the action of a river as it enters and leaves a narrow gorge – and finish with the lift formula.

From known to unknown

By using something the student already knows you can develop concepts. For example, in discussing the properties of the magnetic compass you could revise the previously learned properties of a simple bar magnet.

From most to least frequently used

Some information or concepts are common to all who use the material. This pattern starts with the most common use before progressing to rarer ones. For example, dead-reckoning techniques for navigation are learnt before applying them to lost procedures.

Under each main point in a lesson the subordinate points should lead naturally from one to another. With this arrangement, each point leads logically into, and serves as a reminder of, the next. Meaningful transitions keep the students oriented, aware of what they have covered and what is to come.

Organizing a lesson so that the students will grasp the logical relationships of ideas is not an easy task. The use of a lesson plan provides guidance on how to link ideas in a logical sequence. This type of organization is necessary if the students are to learn.

Poorly organized information is of little or no value to the student.

Conclusion

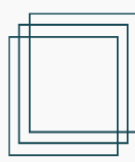
An effective conclusion retraces the important elements of the lesson and relates them to the objective. This review and wrap-up of ideas reinforces the student's learning and improves retention. It will generally include some assessment of whether or not the learning has been achieved.

No new ideas should be introduced in the conclusion.

Lecture method

You should know how to prepare and present a lecture and should understand the advantages and limitations of this teaching method.

The lecture is used primarily to introduce students to a new subject, but it is also a valuable method for summarizing ideas, showing relationships between theory and practice, and re-emphasizing main points. The lecture method is adaptable and has several advantages.



Lectures may be given to either small or large groups, they may be used to introduce a complete training program or a single unit of instruction, and they may be combined with other teaching methods to give added meaning and direction.

The success of a lecture depends on your ability to communicate effectively as well as the ability to plan, develop and review the lesson.

In other methods of teaching (demonstration-performance, guided discussion) the instructor receives direct reaction from the students in the form of verbal or motor activity. During a lecture, however, feedback is not as direct and is therefore harder to interpret. You must develop a keen perception for subtle responses from the class (facial expressions, apparent interest or disinterest) and be able to interpret the meaning of these reactions and adjust the lesson accordingly.

Delivery Methods

You can deliver a lecture in one of four ways, by:

- reading written notes
- reciting memorised material
- speaking without notes from an outline
- speaking impromptu without preparation.

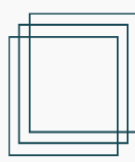
The lecture is probably best delivered by speaking without notes from an outline. You speak from a mental or written outline but do not read or memorize the material to be presented. Because the exact words with which to express an idea are left to the moment, the lecture is more personalized and provides more opportunity for enthusiasm, than one which is read or spoken from memory. Since you talk directly to the students, rather than head down reading from notes, the reactions of the students can be readily observed, and adjustments can be made to their responses.

You have better control of the situation, can change the approach to deal with any situation as it arises, and can tailor each idea to suit the individual responses of the students. For example, if you realize from their puzzled expressions that a number of students fail to grasp an idea, that point can be elaborated upon until the reactions of the students indicate that they understand.

Overall, this method reflects your personal enthusiasm and is more flexible than other methods. For these reasons it is likely to hold the interest of the students.

Guided Discussion Method

In contrast to the lecture, where you provide information, the guided discussion relies on the students to provide ideas, experiences, opinions and information. An instructor may use this method after the students have gained some knowledge and experience, during classroom periods or pre-flight and post-flight briefings. This method is particularly applicable to CPL and your own instructor training.



Fundamentally, the guided discussion is the reverse of the lecture method. You should aim to draw out what the students know, rather than telling them. You must remember that the more intense the discussion and the greater the participation, the more effective the learning will be. You must be sure that all members of the group follow the discussion, and that all are treated impartially. You must encourage questions, exercise patience and tact, redirect questions to other members of the group where possible, and comment on all responses.

Demonstration-Performance Method

The demonstration-performance method is used extensively in flight instruction during the air exercise and is based on the principle that we learn by doing. Students learn physical or mental skills by performing those skills under supervision. An individual learns to write by writing, to weld by welding, and to fly an aircraft by performing flight maneuvers.

Great care must be taken in using this method, to ensure that the demonstration follows the correct steps, in the proper order, so that the student gets a clear picture of each part of the operation. The demonstration-performance method has five essential phases:

- Explanation
- Demonstration
- Instructor supervision
- Student performance
- Evaluation.

Explanation

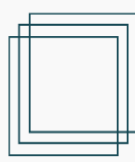
"If telling was the same as teaching we would all be so smart we could hardly stand it." In flight training, the explanation phase is served by the pre-flight briefing. Explanations must be clear, pertinent to the objectives of the lesson, and based on the known experience and knowledge of the students.

You must convey to the student the precise actions they are to perform, the expected result of those actions, and the possible effects of those actions on the student.

Before leaving this phase, you should ask questions so as to determine if there is understanding of the procedure to be followed.

Demonstration

Before the demonstration, you direct the attention of the student to no more than two items to be closely observed during the demonstration. These are the one or two items you consider vital for the execution of the skill. For example, in the steep turn, "note the aircraft nose attitude and bank angle in relation to the horizon". Then you must show the student the actions necessary to perform the skill.



As little unrelated activity as possible should be included in the demonstration if the student is to clearly understand that you are accurately performing the actions previously explained. Therefore, there is no verbal patter during this phase. The demonstration serves as a physical restatement of the objective, "here is what you will be able to do at the end of this lesson".

If, because of unanticipated circumstances, the demonstration does not closely conform to the explanation, the discrepancy should be immediately acknowledged and explained.

Instructor supervision, student performance

Instructor supervision and student performance involve separate actions, but they are performed concurrently, so they are discussed here under a single heading.

During the first phase of instructor supervision, you guide the student through the various components required to perform the skill through the use of patter and follow-me-through. Immediately thereafter you should give the student an opportunity to perform the skill, coaching as necessary.

The second phase of student performance requires the student to practise in order to learn the skills. Therefore, adequate time must be allocated for this student activity. During this phase, feedback should be gradually reduced and finally eliminated⁴⁰.

Where the demonstration-performance method is used in group instruction (weight-and-balance computations, or use of the navigation computer, for example), before terminating the performance phase, opportunity should be given for the operation to be completed at least once independently, with supervision on an as-needed basis.

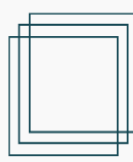
Evaluation

In this phase you judge student performance. The student displays whatever competence has been attained, and you discover how well the skill has been learned. From this measurement you determine the effectiveness of the instruction provided.

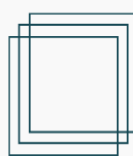
To measure each student's ability to perform, you require the students to work independently. Therefore, throughout this phase, you must not ride the controls nor offer verbal or body language cues. Any comment as to how well any individual performed the skill must be in relation to the stated objective for the lesson, not necessarily on perfection of the skill or flight test parameters.

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