

The Role of Handouts in Development of English in ESL Classes

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Abstract: The implementation of handouts in the classroom is crucial, and creating them takes time, creativity, and skill from the teacher. In this article highlights the role of handouts in the development of English in ESL (English as a Second Language) classes. They can considerably aid in the process of acquiring a language and are valuable resources for language learners.

Keywords: ESL classes, handouts, pedagogue, type of handout, TESOL International Association and the British Council, activities, worksheets.

Handouts play a significant role in the development of English in ESL (English as a Second Language) classes. They serve as important tools for facilitating language learning and can greatly support the language acquisition process.

It is known that the effective use of handouts in classes is very important, and their preparation requires patience, creative approach and skill from the pedagogue. Assignments given as handouts allow learners to work individually, in pairs or in groups in the course of the lesson, to complete the assignments in harmony, and to use time effectively. Also, hearing and seeing the question and information discussed at the same time with the help of handouts will undoubtedly help learners to gain thorough knowledge and, in turn, this acquired knowledge will remain in their memory for a long time.

Various researchers and educators have likely contributed to the body of knowledge on this topic. Some commonly cited researchers in the field of ESL education include Stephen Krashen, Diane Larsen-Freeman, and James Cummins. Additionally, organizations such as TESOL International Association and the British Council may have also conducted research on this subject.

Today, the use of handouts is increasingly widely used in classes, and the effective and positive aspects of this are clearly visible. A great skill is required from the pedagogue to simultaneously form the knowledge, skills and abilities of the students in the lesson. In this case, the delivery of information on the topic, grammatical rules, given texts as handouts plays an important role.

Type of handout

First of all, you need to choose the type of handout you would like to create. You can make your own handouts to teach or practice any type of material.

Also, you need to bear in mind the age of your students and the goal for the activity. These factors will determine whether you add decorations to your handouts, if you provide space for them to complete the handout, or if you would like them to just use the handout for an oral task in class; in which case you can just create it in card stock and collect it at the end of the lesson.

Nowadays, if you have the means in your classroom, very often you can create virtual handouts that can be posted on a wiki or your class' website. This will save you time and resources, as well as reducing paper waste in your class. If the handout you are creating contains a theory you

would like your students to study or review, later on, make sure to offset this clearly and highlight the important information there.¹

Handouts are any visual aids, such as diagrams, drawings, tables, photos, presentation slides, etc. It is advisable to pay special attention to the following rules when preparing and using handouts:

- text font should not be smaller than 12;
- write titles with capital letters;
- not to use more than 80 characters (letters, brackets, exclamation marks, etc.) on one page;
- texts should be clear, short and simple;
- page design attracts attention;
- not to forget the norm during distribution, etc.

With the help of handouts, it is possible to give the main content of the subject, to independently discuss the obtained information with students during and outside of the lesson, to focus their attention on independent thinking, creative research, to actively involve them in the lesson, to control and test their acquired knowledge. Distributed materials conditionally in terms of purpose and content:

- informant;
- assignor;
- knowledge can be divided into controlling types.

The use of handouts in the course of the lesson has its own disadvantages. Preparation of handouts requires a lot of effort and time, money and high skill from the pedagogue. It is advisable to provide one handout to each learner as much as possible. This requires additional material costs.

The mutual discussion on the basis of the handout may be prolonged and may lead to less attention to other parts of the topic and questions.

Despite some disadvantages, the advantage of using handouts in classes is great, and handouts can be widely used in teaching based on all methods. One of the key benefits of handouts is that they offer a structured, organized way of presenting information. This can be especially helpful for ESL learners who may struggle with processing and retaining new language concepts. Handouts can provide clear definitions, examples, and exercises that allow students to engage with the material in a more systematic way. Moreover, handouts can cater to various learning styles and abilities. Visual learners can benefit from diagrams, charts, and illustrations included in handouts, while kinesthetic learners may find value in completing hands-on activities or worksheets. By providing a range of materials and exercises, handouts can accommodate diverse learning preferences and needs. Additionally, handouts can serve as a valuable resource for independent study and review. Students can refer back to handouts as a reference when practicing English outside of the classroom, reinforcing their understanding and retention of the language. This self-directed learning can enhance students' language skills and confidence in using English. Furthermore, handouts can be tailored to address specific language objectives and areas of difficulty. Teachers can create custom handouts that focus on particular grammar rules, vocabulary themes, or communication skills that students need to improve. This targeted approach can accelerate language development and address the individual learning needs of students.

¹ <https://ontesol.com/blog/how-to-teach-english/authentic-material/creating-handouts/>

Key findings from the analysis of the creation of handouts in English classes have been identified. First of all, in recent years, handouts have become more interactive and visually appealing. This is a reaction to the growing realization of how crucial it is to accommodate different learning preferences and include students in the educational process.

Additionally, the importance of offering handouts that are in line with certain learning objectives and student needs is rising. As a result, more specialized and customized handouts have been created with the intention of assisting in a deeper comprehension of the English language and its numerous components.

Technology has also been a major factor in the creation of English class handouts. The use of digital handouts—which may include multimedia components like audio samples, movies, and interactive quizzes—is becoming more and more popular. This illustrates how education is changing and how technology is being used in classrooms more and more.

All things considered, the examination of how English class handouts have evolved suggests a shift toward more focused, interactive, and technologically advanced materials. This demonstrates the continuous attempts to improve the educational experience for students in English lessons and is in line with the larger trends in education.

Overall, handouts are indispensable tools in ESL classes for their ability to organize information, accommodate various learning styles, support independent study, and address specific language objectives. By incorporating handouts into their teaching practices, ESL instructors can provide valuable support for their students' English language development.

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