**A comparison between CBL and non CBL class**

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Teaching aids Design is a course offered by the Educational Sciences collage for the English Language and Literature majors. The course aims at providing students with the tools needed to adopt, adapt and create teaching aids that can either be used or supplement educational materials.

This semester students had the choice between two sections for this course. One of those sections was chosen to be part of the CBL project while the other one was taught as it has been done in the previous semesters. The two sections were offered on the same days of the week, one of them at 1 o’clock followed by the other section at 2 o’clock. During the registrations period for the semester students had no idea that by making the choice whether to sign up for the 1 o’clock class or the 2 o’clock that they were actually making the choice between the CBL and non CBL class. Which they have realized a week into the course.

The course plan for both courses was designed to offer students the same theoretical background needed to design and produce teaching aids as well as some fundamentals in EFL teaching and learning. However, due to the needs of community based learning the CBL class was given extra material that dealt with topics like conducting semi-structured interviews, observing language classrooms, as well as analyzing textbooks. Moreover, the ILOs for both sections were designed to give students the necessary skills needed to effectively design teaching aids and use them in teaching EFL. Based on which assessment procedure for both sections was designed to be as close as possible.

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| CBL CLASS | NON-CBL CLASS |
| Needs analysis report | **First hour exam** |
| Design and production of teaching aids | **Design and production of teaching aids** |
| Micro-teaching | **Micro teaching** |
| Reflection report | **Reflection report** |
| Final exam | **Final exam** |

As shown in the above table, the point of difference in assessment was basically the needs analysis report for the CBL class, instead of which the non-cbl class had to set for a first exam. The needs analysis report came as a result to students direct experience and involvement in the target community (the schools). Students were required to go to schools, interview English teachers, observe English lessons, analyze the English for Palestine textbooks and find out the needs of the community to produce teaching aids. During the same time, the non-cbl section was setting in the classroom, being told about how teaching and learning should be like through the use of various techniques all of which did not involve any direct contact with the community. As a result, differences in students progress, achievements and the other elements of the assessment procedure was noticed.

This presentation will discuss the main differences in the above mentioned areas between the two sections of the Course Teaching aids design, followed by students experiences in both classes.