

ACTIVITY PORTFOLIO ON METHODOLOGY

Makhamadjanova Nozima Rustamovna

IT-school named after Mukhamed al-Kwarezmi. Tashkent

ABSTRACT

Particular article describes the necessity of materials adaption, such as: improving the ability to integrate multiple skills into classroom, meet every pupils' learning styles and their needs. One of the purposes is to bring diverse methodology, create low-effective atmosphere in the classroom. Moreover, teach pupils to work collaboratively. Demonstrated activity modifications are mostly appropriate for school context, as it builds strong background and motivational force to learn target language. Required skills and learning outcomes are given in each activity modification.

Keywords: Activity modification, learner-centeredness, diversity in the classroom, different levels of language proficiency, collaborative team work, scaffolding, fluency and accuracy improvement.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Provided activities as samples are directed basically to learner-centeredness, where pupils are asked to work independently or to be involved in pair or group-work. Target audience is of 5, 7 graders, where learners' ages are about 11 – 13. The participants can be different nationalities; have different educational and social background. Besides that, there are different proficiency level leaners in all classes.

Lessons are based on the “New Fly High” textbook topics; however, video lessons, listening tasks, extra materials are provided, presentations with visual support are included. Various technological applications, such as: You Tube, Wikipedia and other educational sites are used for extra materials. Activities suit all learning styles. Unfortunately, the implementation of Mobile Apps, social Networking sites and interactive games are not allowed, because school administration does not permit pupils to use any kind of mobile phones or technology.

According to Fleming and Baume (2006) it is very important that teaching activities suit every learning style; and Activity, 1 is modified version of Running dictation, is proper one. The role of messenger can be chosen by kinesthetic and visuals (they are keen on moving, analyzing details, reading), scribes can be auditory ones (they are good at acquiring information through listening). Particular activity is chosen for grade5 (elementary level), however can be modified according to age and proficiency level of the students and it will be fun activity for youngsters and adults.

Memorization, attentiveness in listening, fluency, accurate speech, following instruction are include in required skills. As Johnson, D.W. (1991) describes the importance of group-collaboration in his book I thought that this activity encourages participants to be more eager in participation. Besides that, it encourages to recall vocabulary, follow instructions, be accurate and creative in making words from given counters.

Activity, 2: The vocabulary house is taken from Hess, N. (2001) *Teaching large multilevel classes*. Cambridge University Press.

Modified version is called House or flat?

Students will learn alternative question through answering questions. Then they are asked to tell about their preferences. Next stage is dividing into pairs. One of them describes, the partner draws. Then they exchange with the partner and repeat procedure.

They should also include several things, interior or decoration that describes Russian, Uzbek or other cultures. It is useful to implement scaffolding by asking participants to present their work in a group of four or five, first. Then the best drawing from each group is considered to present construction in front of the whole class.

Particular activity is appropriate to be held with participants at elementary level. With practice learner will improve their skills, such as: giving clear description, fluency and accuracy in speech, listening attentively. The task teaches grammar through interaction; enriches vocabulary, widens imagination, creativity.

Assessment is summative: owners of the best house or flat construction will be marked at the end of the activity.

Original activity: The Messenger and the Scribe. Wink, J. (2004, 3rd edition, p.136. *Critical Pedagogy: Notes for the REAL WORLD*. Boston MA: Allyn & Bacon.

- Before the activity, the instructor chooses one piece of text
- Makes copies and tapes them in multiple places on the walls of the classroom
- Place the students in pairs; one is the messenger, and one is the scribe
- When the activity begins all the messengers run to the wall and, read the text, return to the scribe, and repeat the text exactly. The scribe writes down what the messenger says.
- Throughout activity, the instructor can change the roles of the scribes and messengers
- The instructor needs to stay out of the way.
- When one pair finishes, the activity stops while this pair reads exactly what is written on their paper. If there are any errors, the activity begins again.

Modified version:

- Before the activity, teacher gives particular amount of colorful counters
- The written description of particular word (room in the house where people cook) is taped in the corridor

Instructions for pupils:

- Participants are asked to work in the group of three or four; one of them is the messenger, others are scribe.
- The messengers are asked to run out of the classroom
- He gets back and tells his group the description of particular word
- The scribes are expected to find the word (kitchen) and draw exact word from given counters
- The first two groups that finish will get a point.

Teacher's role is:

- To divide groups according to participants' language proficiency levels
- To give fluent and exact instruction
- To control pupils at some points. However participants are expected to work independently.
- To create low-effective atmosphere

Target group: all levels.

Required skills: memorization, attentiveness in listening, fluent, accurate speech, following instruction and group-collaboration. The task encourages participants to recall vocabulary, follow instructions, be accurate and creative in making words from given counters.

Learning outcomes: with practice pupils will be able to improve fluent and accurate speech, listening.

Considering that this is one of the activities in a lesson all members of the two groups will get a particular amount of points at the end of the activity.

Teacher can also share a video lesson on You Tube Messenger and Scribe (Running Dictation), where the class includes participants of totally diverse nationalities, cultures, age, social and educational backgrounds.

Activity,2. The vocabulary house. Hess, N. (2001) *Teaching large multilevel classes*. Cambridge University Press.

Procedure:

- Students draw a floor plan of the house, apartment or room where they live now.
- The job of the student to put as many words from the list into places in their house and to know and be able to explain why they have to put each word into a particular place.
- Teacher gives an example by using key words.
- Students stand out and mingle. They meet classmates and tell them where they placed one of their words and why. Then they can move to another classmate and repeat procedure.

Modified version: House or flat?

- Students need to tell where they live whether in a house or flat.
- Then teacher asks where they would like to live and why. Participants share with their thoughts.
- Pupils are divided into pairs. One of them describes, the partner draws. Then they exchange with the partner and repeat procedure.
- They should also include several things, interior or decoration that describes Russian, Uzbek or other culture
- Then they are asked to present their work in a group of four or five.
- The best constructed house or flat in a group is considered to be presented in front of the whole class.

Teacher's role:

- To control learner's involvement by walking through peers. To keep time management
- To help in acquiring new vocabulary, adding new words.
- To divide pairs, so they work with different proficiency level learner.
- To encourage for active participation.

Target audience: participants with elementary and pre-intermediate level

Required skills: giving clear description, fluency and accuracy in speech, listening attentively.

This activity enriches vocabulary, widens imagination, creativity.

Assessment is summative: owners of the best house or flat construction will be marked at the end of the activity.

REFERENCES

1. Brown, D. (2001) *Principles of language learning and teaching*. Pearson Education.
2. Carlisle, K. E., & Murphy, S. E. (1996). *Practical motivation handbook*. New Jersey: Wiley.
3. Fleming, N., & Baume, D. (2006). *Learning Styles Again: VARKing up the Right Tree!* Educational Developments.
4. http://www.johnsilverio.com/EDUI6702/Fleming_VARK_learningstyles.pdf
5. Hess, N. (2001) *Teaching large multilevel classes*. Cambridge University Press.
6. Jones, R. H., & Richards, J. C. (Eds.). (2016). *Creativity in language teaching: Perspectives from research and practice*. New York: Routledge.
7. Johnson, D.W., Johnson, R. T. (1991) *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning*
8. Richards, J.C. & Farrell, T. (2011). *Practice Teaching: a Reflective Approach*. New York: Cambridge University Press.
9. Richards, J. C. & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. 3rd edition. Cambridge University Press.
10. Wink, J. (2004, 3rd edition, p.136. *Critical Pedagogy: Notes for the REAL WORLD*. Boston: Allyn & Bacon