

MAIN ASPECTS OF MODIFICATION OF ACTIVITIES IN ESOL (ENGLISH TO SPEAKERS OF OTHER LANGUAGES) METHODS

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Abstract

As we know that modification of activities can be crucial in terms of learners' level, age and learning styles. Considering all aspects of activity modification can lead to better results and development. As it can be stated, that integration of technologies can be another factor, which can be helpful in terms of task achievement as most of the learners are interested in technologies.

It can also be mentioned that correlation of all language skills can be so important as students can prefer different language skills in different way. This paper discuss all issues related to aspects of activity modification, which stated above.

Activity modification is also highly relevant and important in the context of teaching English to speakers of other languages (ESOL). In this paper, it will answer why activity modification is significant in ESOL methods.

Key words: *technology, English as a foreign language (EFL), video materials, differentiated instruction*

ОСНОВНЫЕ АСПЕКТЫ МОДИФИКАЦИИ ДЕЯТЕЛЬНОСТИ МЕТОДАМИ ESOL

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Аннотация

Как мы знаем, изменение видов деятельности может иметь решающее значение с точки зрения уровня, возраста и стиля обучения учащихся. Учет всех аспектов модификации деятельности может привести к лучшим результатам и развитию. Можно констатировать, что интеграция технологий может быть еще одним фактором, который может быть полезен с точки зрения достижения задач, поскольку большинство учащихся интересуются технологиями.

Можно также отметить, что соотношение всех языковых навыков может быть настолько важным, поскольку студенты могут по-разному отдавать предпочтение различным языковым навыкам. В данной статье рассмотрены все вопросы, связанные с аспектами модификации деятельности, изложенными выше.

Модификация деятельности также весьма актуальна и важна в контексте преподавания английского языка носителям других языков (ESOL). В этой статье будет дано ответ, почему модификация активности важна в методах ESOL.

Ключевые слова: *технологии, английский как иностранный (EFL), видеоматериалы, дифференцированное обучение*

Introduction

Activity modification is also highly relevant and important in the context of teaching English to speakers of other languages (ESOL). Here's why activity modification is significant in ESOL methods:

Differentiated instruction: Activity modification allows teachers to differentiate their instruction based on the diverse needs, abilities, and learning styles of ESOL learners. By modifying activities, teachers can provide appropriate and meaningful learning experiences that cater to individual students' language proficiency levels, cultural backgrounds, and prior knowledge.

Language scaffolding: Activity modification helps teachers scaffold language learning by breaking down complex tasks into smaller, manageable steps. By modifying activities to provide additional support, such as visual aids, simplified instructions, or sentence frames, teachers can facilitate comprehension, language production, and overall language acquisition.

Accessibility and inclusivity: Activity modification ensures that English language learning activities are accessible and inclusive for all students, including those with learning disabilities or language-related challenges. By adapting activities to accommodate different learning styles, abilities, and needs, teachers create an inclusive classroom environment that fosters equal participation and engagement.

Authentic and meaningful learning experiences: Activity modification allows teachers to design activities that are authentic and meaningful to ESOL learners. By tailoring activities to students' interests, cultural backgrounds, and real-world contexts, teachers can enhance motivation, engagement, and the application of language skills in practical situations.

Different language domains: Activity modification facilitates the development of various language domains, including listening, speaking, reading, and writing. Teachers can modify activities to focus on specific language skills, provide opportunities for practice and reinforcement, and gradually increase the complexity and challenge level as students progress in their language proficiency.

Assessment and feedback: Activity modification enables teachers to design assessment tasks and provide targeted feedback that align with students' language development goals. By adapting assessment activities to match students' proficiency levels, teachers can accurately gauge their progress, identify areas for improvement, and provide constructive feedback for further language development.

Incorporating activity modification techniques in ESOL methods acknowledges the individuality of learners and promotes a learner-centered approach to language instruction. By adapting activities to meet the specific needs of ESOL learners, teachers can create a supportive and engaging learning environment that maximizes language acquisition and overall student success.

Modification of Activity 1

According to the requirement of the ESOL methods course, we are supposed to modify three original activities and I decided to modify these activities in different way for different reasons. The activity is called “Make- up a story” and the focus of this activity is to improve learners’ speaking skills. The activity is interesting, but it does not have any specific purpose that it only focus on developing speaking. That’s why I decided to integrate writing and listening skills and correlate it with speaking skills. According to Oxford (2001), integrating different language skills into activities can be beneficial, because an activity can practice all language skill in a natural and communicative way than one skill dominated activities. In addition, she adds that integrating language skills in one skill dominated activities can give learners “a true vision how English language is

rich and complex for communication”. In addition, I also consider that use of technology into activity, which make it more effective and engage learner to learning process. As Berdarrain (2006) stated that utilization of technology in teaching process can provide opportunity for interaction of teacher-student, student- student and increase interests of learners to learning process. Therefore, I added a video material (without voice and subtitle) to the activity. I think that utilization of video material in the activity can give learners a brief vision about the plot of story and help learner to predict and create their own story. Wang (2015) stated that usage of video material in the tasks could hold students` attention and support them with much information about the topic. He also adds that the process of watching video can hold language input and memorization at the same time, which means that learner gets information and process it in mind. Moreover, I tried to take into consideration that importance of differentiated instruction. Grouping can be considered as an example of differentiated instruction that`s why I divided the group into small groups. Tomlinson (2001) stated that learners could be different as they are unique with their abilities and lack of knowledge that by grouping can help them to support each other. The reason for that is to create comfortable atmosphere for students to work and interact with each other. In addition, the original version of the activity was lower-order thinking (L.O.T) activity, because learners do not have to think or create something logically and I change it into higher-order thinking (H.O.T) activity, because learners have to predict the plot of the story from the video and create new story.

Modification of Activity 2

The second activity is called “Class quiz activity” and it is listening activity. According to Krashen (1989), “listening activities is very helpful to draw learners` attention to the new forms in the language” and he adds that the listening comprehension is basis skill among other skills. Because it can provide learners with right condition to acquire input and it also support other language skills. The

original version of the activity does not have specific purpose that teaches something in learning process. It can only check and improve learners' memory in listening. I decided to modify in order to increase effectiveness of the activity. One of the most important thing in teaching is to know about students' learning style that each learner is unique that's why I decided to integrate audio material into activity. Because, utilizing listening material can lead learners to get information and process the gained knowledge and present it in productive way. That's why I integrated technology into the activity. As Draude and Brace (1999) stated that usage of technology can improve "learning through organization and clarity and it also motivate learners to study and participate". Moreover, I also change the focus of the activity to make it more specific that I aimed to improve learners' note-taking skills, which is the most important sub-skill in listening. Because, it is very useful for learners to take notes because learners could not remember all information that they get. Ferris and Tagg (1996) stated that lack of note-taking skills or listening skills could be reason of weaknesses of other language skills. Moreover, I also integrated speaking skills to the activity in order to checking the gained knowledge. As speaking is considered as a productive skill and utilization of speaking in listening activity can give an opportunity for learners to present or demonstrate their knowledge in practical way. In addition, I modified some features of the activity in order to change it from top-down listening to bottom-up listening which leads to improvement of learners' listening skills. As Woottipong (2014) stated that "grammar structure or meaning, impact of listeners' expectations, learners' background knowledge or particular situations which is core elements of knowledge on specific features of language can affect to listening in input processing". I think that all these features of activity, which are modified, can make it increase effectiveness of the activity.

Modification of Activity 3

The third activity is called “Comparing pictures” and the focus of the activity is to practice discussion and speaking skills. Discussion activities always motivate learners to share ideas and justify their ideas. According to Oradee (2012), communicative activities such as discussion can be effective in the language classroom. She adds that this kind of communicative activity always focus on student-centeredness. In order to make the activity more effective and encourage learners to participate, I integrated reading skills by adding a text in order to give learners a vision about the topic. Because skills need to be contextualized, that it is very helpful in learning process. Krashen and Terrell (1989) stated that, “reading skills help learners to comprehend which is essential in language learning”. Moreover, I also decided to use picture illustrations to give students a clear vision on topic. According to Fedorinova and Sharayeva (2016), “language is a complex process so using visual aids, especially pictures have huge impact to simulating language learning”.

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