

PREPARATION FOR ACTIVITY SKILLS IN ESL

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Graffiti- street art

Modern graffiti began in big cities in the United States in the 1970s. In New York, young people wrote their names, or ‘tags’, in pen on walls around the city.

One of the first ‘taggers’ was a teenager called Demetrius. His tag was TAKI183. He wrote his tag on walls and in stations in New York. Other teenagers saw Demetrius’s tag on walls and in stations in New York. Other teenagers saw Demetrius’s tag and started writing their tags too. Soon, there were tags on walls, buses and trains all over New York.

Then, some teenagers started writing their tags with aerosol paint. Their tags were bigger and more colourful. Aerosol paint graffiti became very popular. Aerosol 1970s and 1980s. It appeared on trains, buses and walls around the world.

In the 1990s and 2000s, a lot of graffiti artists started painting pictures. Some artists’ pictures were about politics. Other artists wanted to make cities beautiful and painted big and colourful pictures on the wall.

Robin Newton

About the text. This text is copied from the Textbook of “Teens’ English 7” (Khan, S. et al., 2019), published in Tashkent “O’qituvchi” publishing house collaborating with Ministry of Education of Uzbekistan. Although the title is Home reading, according to the syllabus the text “ Graffiti-street art” by Robin Newton must be conducted at school. Consisting of 437 words, text was retrieved from the web site <https://learnenglishteens.britishcouncil.org/topics/graffiti>; the original text is extracted. Even though the text is given to be learnt at school there is no pre or

post stage of the lesson. Therefore, I am going to suggest pre-reading stage which is likely to be handy while teaching Reading class at public school.

Bottom up activity. Creating word map.

Aim of the activity is to develop comprehension of difficult vocabulary students might come across while reading text.

Length of time is 15 minutes.

Target students are from 13 up to 16 elementary students, aged 12-13 in a public school, precisely, the students of secondary classes.

Required materials can be suggested for two different types of class: well-equipped with technological devices and Internet provided or the classes where no extra facilities are available. For the former internet, projector or a SmartBoard (interactive board), iPads (tablets) or smart phones are essential tools. Also, teacher is required to prepare set of words related to the topic for both type of classes. For the latter, you need posters, markers and set of words and word collocations.

Here are suggested list of the words from the text: modern (adj.), tag(n), soon(adv), aerosol(n), paint (n,v), graffiti (n), artist (n), zone (n) , exhibition (n), famous (for) (adj.), homeless (adj.), appear (adj.), discuss (v), castle (n), teenager (n), certain (adv), crime (n), building(n).

Extra ideas: If class is strong enough, teacher can hand the words without identifying its part of speech, so that students may find out about it themselves.

Procedure can be sequenced as followingly:

1. Divide the class into three or four small groups. It is suggested to mix the students strong in English mix with the ones whose English seems to be weaker in one group rather than all the

strong in one group and the weak into another group. Tell them according to the topic “Street art” we are going to look through the Vocabulary in order to understand the text better.

2. Give each group 4 or five words to make up a map of the word. (Suggested option: let the students pick the words by themselves).

3. a) Ask them to open the website www.coggle.it from their tablets or smart phones and make a diagram of the word giving synonym, antonym, part of speech and example or word collocation or build another word adding suffixes. Remind them they are allowed to use their dictionaries.

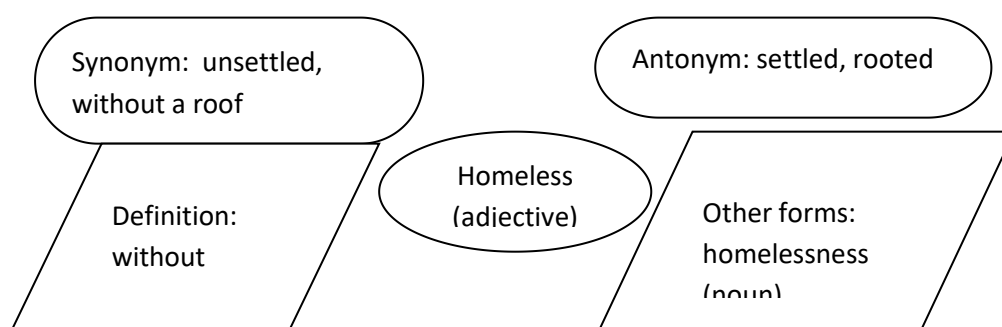
b) If class is out of technological facilities, provide them poster and markers and ask to make a word map as it is explained above.

4. Before asking students to start, provide an example.

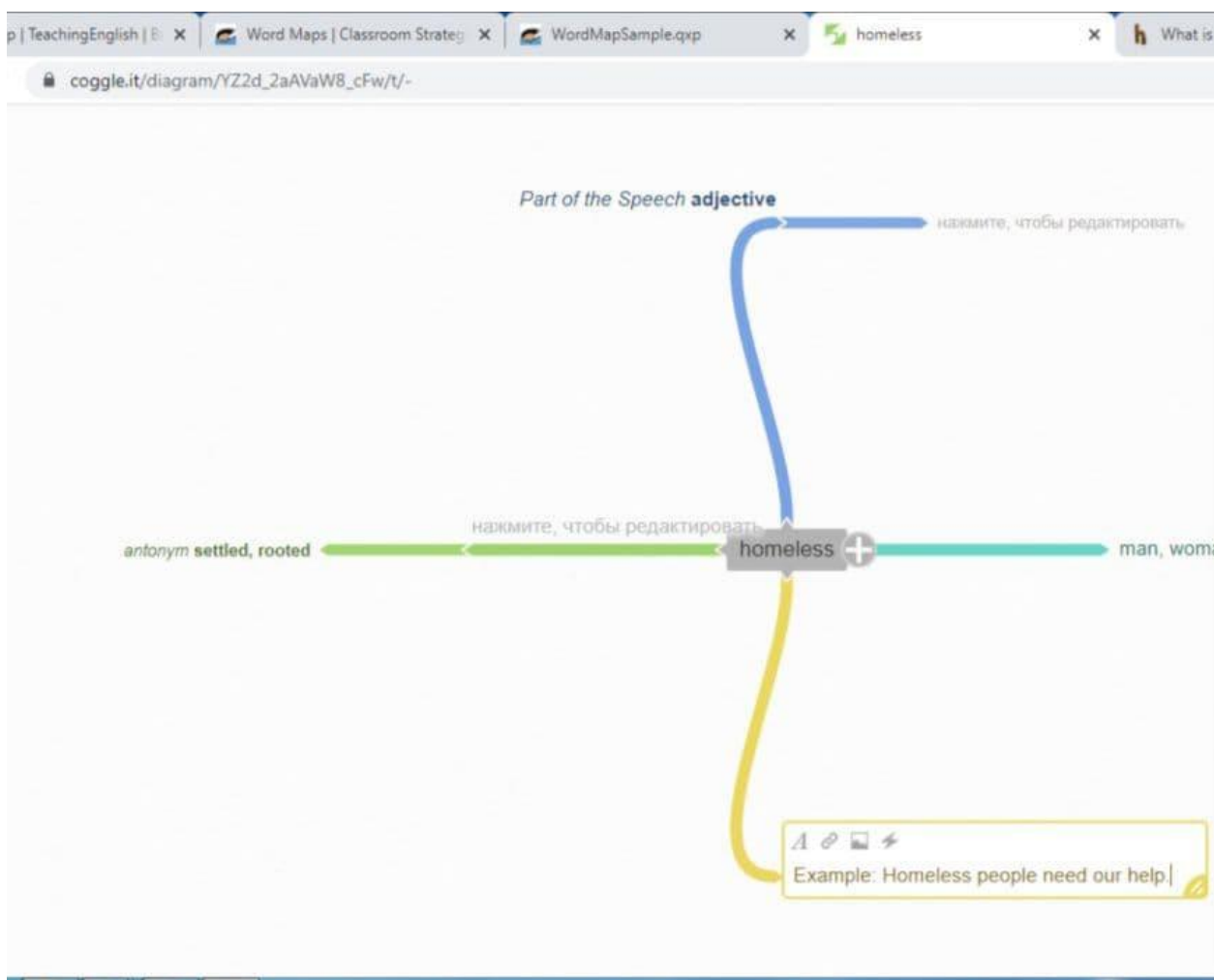
5. Tell Ss you are fixing the time and they are given 5 minutes to finish their maps. After 5 minutes ask Ss to come to the board and demonstrate their maps.

7. After each group’s demonstration correct them and give extra information on the expression. Provide constructive feedback, motivating students to work hard on their language learning process.

Possible answer (or this map can be considered as an example of a teacher):



Example: Homeless people have to survive outside in different conditions of weather.



Top –down activity. Activating schemata.

Aim of the activity is to help students focus their attention on the topic and relate their background knowledge to predict what is going to be discussed.

Duration of the activity is 10 minutes.

Target students are from 13 up to 16 elementary students, aged 12-13 in a public school, precisely, the students of secondary classes.

Required materials are set of pictures and photos or paintings. Activity can be held either with the help of technological devices (projector, Smart Board, laptop) or with set of printed pictures, board is used to stick them on. (Suggested pictures for the activity are given in the Appendix).

Procedure is suggested to be conducted as follows:

1. Ask students what they understand from the word “art”

Possible answers: Art is painting, statues . Art is something that people made beautifully. Art is something artists make or compose.

2. Ask students who can draw pictures well and where do they draw their pictures?

Possible answers: I can. I usually draw on my sketch book. I always draw on sheets of paper and then throw them away.

3. Draw students' attention to the paintings which have been demonstrated on the screen (on the board if the screen is not available).

4. Ask students if they think that the pictures on the screen can be art.

5. Draw their attention to the picture painted on the street wall and ask again if they think this painting can be considered a piece of art. Why yes and why no?

Extra idea: Students being divided into small groups can ask the question each other. Meanwhile, teacher walks around the class listening to their conversation.

Possible answers : I think the first one and second one can be art but when it comes to the third I don't think it is art. I think all of them art because all of them drawn beautifully.

6. Elicit students answer and remark that Street art is also one of the branches of contemporary art which is discussed in the text. And include a piece of information about paintings. For example, Van gogh's painting "Starry night " is one of his the most famous masterpieces. The second one Pablo Picasso's painting named " Guernica" describes the terror of facisim in Spain. And ,at the end, provide brief information about street art.

Conclusion. Effective reading process is likely to be connected with getting students ready for the reading classes. For this purpose two different strategies can be related to the reading activities effectively. As Edigar (2006) stated out that both bottom up and top down activities take main role in building fluent reading skills. She also mentions that language units such as

letters, sounds, words , phrases and sentences can be learnt by bottom up knowledge. Obviously, vocabulary building is tend to be one of the most appropriate ways of students to avoid difficulties while reading the text, the activity “Word map” seems to be better solution for pre-teaching process of this selected reading material. Thus, as August (2006) noted that “ knowing the word means knowing a lot about it” because students have a chance to work with their synonyms , antonyms and other forms of it as well as applying the word into speech. Secondly, according to Birch (2007) our background knowledge : world and cultural knowledge considered to be top model which is one of the essential element of fluent reading process. Connecting the pictures and art, namely, street art with students drawing skills might be sophisticated decision to guide students into reading process. In both activities students are advised to be divided into sub groups which may provide student-centered lesson rather than teacher centered classes . As to conduct learner methodists the activities can be a successful sample for pre-activity teaching. Furthermore, both top down and bottom up activities are suggested to be involved with technological devices as moderen technological era supports teachers with facilities as number of tools, gadgets and devices which beneficial while providing activities. However , as contingency plans , traditional ways of conducting activities are also described clearly. All considered concepts and analysis of the activities leads into conclusion that mainly Communicative Language Teaching is applied with the help of aproaches as MALL and CALL (Mobile Applied Language Teaching and Computer Aplied language Teaching).

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Appendix



Vincent Van Gogh. "Starry night"



Pablo Picasso ." Guernica"



Unknown artist.

