

ESOL methods

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Activity portfolio and summary description

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## Activity 1

“Paper plane” ( <https://kidsactivitiesblog.com-paper-airplane>)

**Original version.** The activity is designed to break the ice and lasts 15 minutes. It is appropriate for all levels of learners. When there is a new course or numerous new students in the class, this is one of the most effective activities. The instructor should give each student a sheet of paper and ask them to write three adjectives that characterize their personalities with their names. The processes for building a "paper plane" are then shown on the screen (appendix 1). After they have completed planes, they fly their paper planes and pick one of them. The next phase is for them to read the descriptors, locate the owner of the plane, and communicate with one another.

**Modified version.** This practice is designed for B1(CEFR standarts) students who want to enhance their speaking abilities as well as review previously mastered grammatical structure of passive voices. Furthermore, students should only write a single word from passive voice. They should then provide a description of themselves rather than their name. They stroll across the class after receiving the paper planes, speak with one another, give an example for the word that written, and look for the plane's owner. The teacher observes the pupils' use of grammar and vocabulary in the dialogue while they are conversing.

**Objectives. SWAT :**

- learn the correct usage of adjectives for people;
- improve their speaking skills ( with question and answers);
- express their opinions and listen to other students;
- give oral feedback to each other.

**Context description.** The activity is primarily held in high school for pre-intermediate to intermediate-level ( A2- B1) adolescent learners. A class size of 15-18 participants is ideal. Because students are aimed in this level to communicate a lot.

**Target skills.** This activity assists learners in reducing anxiety when speaking, repeating grammar structure, and avoiding communication barriers.

**Methods.** The CLT and The structural approach are mainly included. Because the activity encourages student participation and the usage of grammar structure that communicative language teaching (CLT) is the best fit.

**Direction for students:**

1. Follow the instruction of making a “paper plane” (appendix 1).
2. Find the owner of the plane and work together;
3. Try to use related grammar structure and vocabulary;
4. Communicate during 3-5 minutes;
5. Provide constructive feedback to each other.

**Direction for teachers:**

1. Give a clear explanation for students;
2. Observe the students If they do correctly or not;
3. Analyze their usage of structure and vocabulary;
4. Check their feedback which given to each other;
5. Motivate the learners to be fluent in the conversation.

**Assessment.** The teacher provides students with corrective constructive feedback that is supportive of their thoughts. After completing the activity, they will be able to recognize and fix their mistakes.

**Answer key:**

Student1: I am someone who speaks a lot; --- done

Student2 : I am someone who is fun of BTS---- By

Student3: I am someone who goes out a lot during the lesson ----broken

Student4: I am someone who is on red clothes----- sent

Student 5: I am someone who comes to the lesson without learning the words----- I am being done.

### **Rationale:**

Creating a successful classroom environment is significant for all instructors, and some spend dedicated time to each of the four skills. Successful teaching strategies, according to Marzano's 9 effective strategies, include finding parallels and contrasts, summarizing and taking notes, homework and practice, cooperative learning, setting objectives, and giving suggestions. A teacher should focus on the quality of all skills at the same time, which includes incorporating the skills into audio exercises, interactive classroom activities, stop checks, progress testing, and group work.

The original version of the activity is designed to reduce anxiety and assess students' ability to regulate their speaking abilities. So far, I have used the original version of the activity twice for the start of new classes, which was mostly useful for testing new students' speaking skills. Then It took a little longer, and I spent 20 minutes of my class just doing ice-breakers. However, I have discovered that pupils should complete the exercise not only for speaking but also for organizing their spoken grammar. As a result, I adapted the activity for my intermediate-level students.

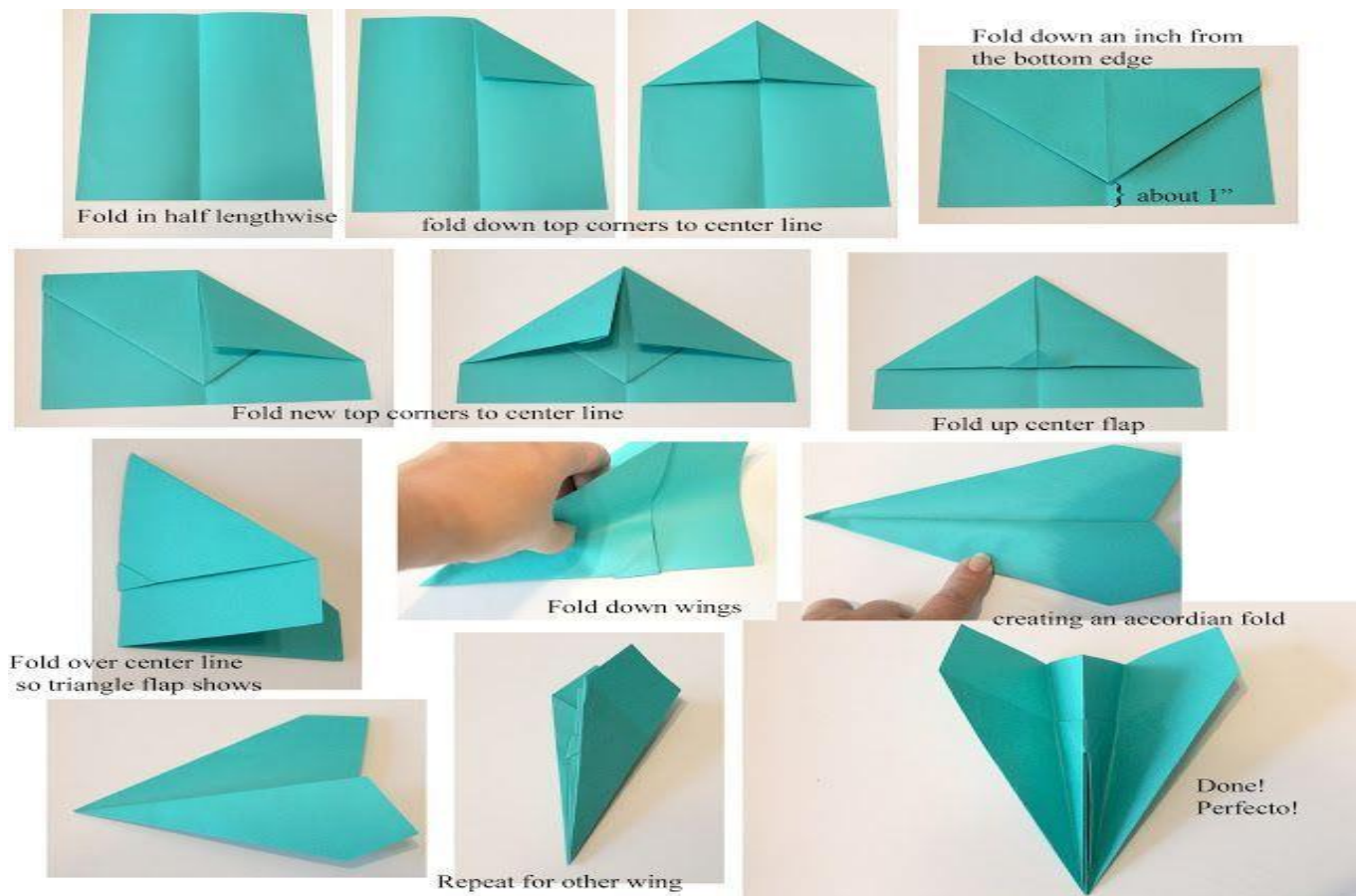
In my teaching experience, I had seen a difference between spoken and written grammatical structures that I changed the task. In contrast, many students make more mistakes in their spoken language than in their written grammar. According to McCarthy and Carter (2006), spoken language may alter in conversation by moving in chunks of language step by step. Furthermore, linguistics can easily distinguish between variations in written and spoken grammar. As an example of spoken language grammar, I gonna do it later= I am going to do it later; hesitation marks uh, umm, eh, ssh, and so on; discourse markers oh, btw, cos, well, etc. If there is a formal register, we do not utilize these examples in writing.

One of the meaningful techniques of In SLA is communicative competence, which is accomplished through oral communication. According to Nunan (1989), when it comes to communicative teaching, instructors are generally a facilitator of communication, whereas students are a negotiator as well as an interactor. They practice using authentic and content-based materials. As a result, I adjusted the task and included grammatical principles from our previous lesson. Many students forget to use the word "to be" in their

speech. Nevertheless, after participating in "paper plane" activities including the use of "passive voice," they improved in communication.

In summary, I would like to utilize the exercise to assess learners' listening skills at the elementary level. According to CEFR standards, learners' intentions frequently increase receptive abilities, and I hope I can assist my students with this practice.

### Appendix 1.



## Activity 2

“Show and tell” ( We were experienced it in ESOL course; <https://en.wikipedia.org>. )

**Original version.** The exercise was first published in 1954 in the magazine "Childhood education," which is widely utilized in the United Kingdom, North America, New Zealand, and Australia. It takes at least 10 minutes, depending on how many students are in the classroom. This project is appropriate for students of all levels who are familiar with the theme. The students should bring any sort of thing from home to class and then demonstrate and explain what it is, why it is, and how it functions. In addition, the teacher displays a presentation or a series of photos that students must explain using terminology they have learnt.

**Modified version.** This activity was designed for students at the pre-intermediate level ( A2, CEFR standarts) who would like to enhance their writing, reading, and speaking skills. It takes 20 minutes to experience all three skills simultaneously. First, the instructor hangs six different photographs (appendix 2) in each corner of the classroom that should be hidden from view by the students. Second, students should be divided into three different small groups and instructed to carry their pens and copy books with them. The groups should next write at least 5-6 sentences of their narrative story the hung photographs as a guide. After that, they should share their stories on the whiteboard and give each one a "appropriate title." After then, they ask the story's creators relevant answers.

**Objectives. SWAT:**

- improve their writing skills, especially descriptive writing;
- gain experience with narrative;
- increase their reading skills of skimming and scanning;
- experience with other students and express their thoughts;
- provide one another with feedback under the each other's writing.

**Context description.** This activity is designed for A2 and B1 (pre-intermediate to intermediate) high school students. Aim for a class size of 15-20 students who work in small groups. Because they will be able to share their ideas with one other afterwards.

**Target skills.** Learners are encouraged to employ descriptive words in entire phrases in this activity, which also helps them articulate their views in front of their classmates. It aids in the development of learners' overthinking strengths to construct sentences. They may also develop their speaking abilities by participating in a question-and-answer segment.

**Methods.** During the activity, students practice CLT as well as TBLT, such as communicating, overthinking, and completing the task independently. Furthermore, dealing with various images is linked to the Lexical approach that pictures are authentic resources.

**Direction for students:**

1. Take your pen and copybooks;
2. Plan your time and collaborate with others;
3. Try to adhere to the narrative tale framework (as taught in the previous lesson);
4. Give the stories appropriate titles;
5. Provide feedback on the writing of each group.

**Direction for teachers:**

1. Form small groups of pupils, each with an elbow partner;
2. Place the sample sizes in the corners;
3. Do not expose the pictures to the class (appendix 2);
4. Analyze the students' speeches as they work in pairs;
5. Point out their spelling and grammatical errors in writing.

**Assessment.** For this activity, the teacher uses formative assessment to observe the students' actions while performing the task, to see how they can create an engaging story, and to assess their writing skills.



**Answer key:**

1. Last summer, my family and I went to the beach and played on the sand. It was the most amazing vacation I had ever experienced. There were several photographers present, and my particular photo session was taken by one of them. I was requested to play on the sand and swim at a beach with a photogenic view of the beach. The most memorable moment, though, occurred when dolphins were involved. I had been dreaming about them for almost a decade when I suddenly yelled. For the first time, I had the opportunity to swim with them. The shot was a gift to me, and it was taken with a dolphin. The stewardess spoke to me in my mother tongue as I was flying back to my hometown, and I realized how much I missed it. Now New Year is coming to my life and I hope there will be given many moments for the upcoming summer.

2. Titles on offer include:

- I will never forget ;
- Unforgetful holiday ;
- My last summer holiday.

3. Related questions:

1. Why was the writer so emotional?
2. Do you imagine to swim with dolphins? Why especially dolphins?
3. What do you think about relationship with animals, nature and humans? Is it important? Why\ why not?

**Rationale:**

The function of knowing the subject is frequently linked to the teaching techniques. Working in a group is a popular method among teachers for connecting with students in the classroom. Group or pair work is a simple approach to observe a large numbers of students at once. Quantity is not the most important aspect of the interactive classroom activities, regardless of how many people are in a group. The quality of group work, on the other hand, is far more helpful to both instructor and students since they may collaborate, have face-to-face contact, acquire new vocabulary, evaluate one other's work, discuss ideas, and adhere to time management. In other words, they can rehearse together in a friendly atmosphere for a time ( Jones, 2017, p.2).

The exact original form of the exercise is for an opportunity to get up in front of others and narrate a story or anything that interests the learner. The activity's goal is to increase speaking abilities, lower speaking barriers, and encourage learners to overthink the item or picture. It aids in the development of good communication. Furthermore, due to the restricted time, some of the students are unable to express their ideas during class, thus I have modified the activity. I changed it to a group activity that took more than 10 minutes to complete. Students, on the other hand, gain experience not only in speaking but also in writing and reading.

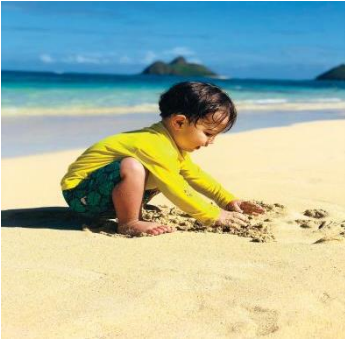
Many students, in my experience, become apprehensive when the task involves writing skills. When I ask my students to describe locations, people, or events in detail, they become nervous about speaking with me face to face, even if they are brilliant students. As a result, at the start of the class, I adjusted the exercise to practice **bottom-up activity**. According to (Pham 2013), when students collaborate and exchange ideas, vocabulary, and experience, they produce superior writing.

It is evident that the majority of the activity is focused on collaborative writing. Collaborative writing is a sort of written product in which several collectors collaborate on a single product, such as a narrative story ( Inglehort, et al, 2003). Learners can be far more involved among their peers, according to the Zone

of Proximal Development. As Foley and Thompson (2003) pointed out, one of the most successful elements of learning L2 is collaborative learning of all four abilities, which can be demonstrated readily with pairs.

In brief, whether students work in groups for bottom-up or top-down activities, they have the opportunity to adequately enrich the new issue since they have previously done brainstorming with their groupmates and exchanged their thoughts. Even though some teachers believe that utilizing L1 in group work is one of the most significant drawbacks of group work, I have seen the positive effects of collaborative skills in the classroom. I will continue to utilize the activity in my classroom in the future.

**Appendix 2.**



### Activity 3

“**Riddle for listening**” ([www.riddles.com](http://www.riddles.com)).

**Original version.** The original version of the task was designed to help students improve their overthinking and locate the audio's main idea. Furthermore, it develops students' metalinguistic awareness of the language, allowing them to learn the language outside of the classroom. It takes ten minutes to complete and is appropriate for all skill levels. While listening to the audio exercises, the main objectives of the activity is to practice finding solutions, learn new vocabulary, and catching up with the meaning. Students should listen to the questions and identify the answers, as well as come up with a fun way to finish the listening assignment.

**Modified version.** The activity is chosen version is for increasing listening skills and introducing new vocabulary related to the topic, as well as repeating adjectives and practicing speaking skills in pairs. The activity is designed for students studying at the B1 (intermediate) level in higher education or private language centers. The activity takes 15 minutes in a classroom with 15-20 participants. Students should be separated into small groups by numbering " optimists, pessimists, responsible, and stubborn" and the teacher should provide each learner a piece of paper with the transcript of the listening (appendix 3). They must read and summarize the material in their own words. The transcript of the recording should then be split into three-four sentences on a sheet of paper, and learners should follow to the listening sequence. First and foremost, the group will serve as a facilitator, checking the students' vocabulary and give their evaluation by telling " well-done, good, not bad".

**Objectives.** SWAT:

- listen for central concepts;
- take notes while listening;
- listen for central concepts; take notes while listening.

**Context description.** The activity is generally held in high school learners at the pre-intermediate to intermediate level (A2- B1). A class size of 16 to 20 people is excellent. Because students should work with peers in groups.

**Target skills.** The activity contributes to the expansion of sub-skills in listening for overall relevance and important details, as well as accuracy in speaking and taking notes.

**Methods.** The CLT and CALL are used in the activity. Because students learn to ask for and follow directions via experience, communicative language education is employed in this activity.

**Direction for students:**

1. Students should follow the time management;
2. Be active listener;
3. Read the transcript of the listening activity;
4. Try to memorize the new words from the text;
5. Summarize the listening with your imaginary;
6. Be careful with the sequence of the audio.

**Direction for teacher:**

1. Give the guideline fully;
2. Provide all materials before the listening activity;
3. Divide the students into group;
4. Observe the students while they are working in groups;
5. Give suggestion if there any groups which can not do the task correctly.

**Assessment.** After students have completed their group activities, the teacher delivers corrective constructive feedback and selectively corrects students' weak points.

**Answer key:**

(<https://etc.usf.edu>)

<https://etc.usf.edu/lit2go/audio/mp3/grimms-fairy-tales-040-the-turnip.3116.mp3>

### Appendix 3

(Transcription of the listening)

*There were two brothers who were both soldiers; the one was rich and the other poor. The poor man thought he would try to better himself; so, pulling off his red coat, he became a gardener, and dug his ground well, and sowed turnips.*

*When the seed came up, there was one plant bigger than all the rest; and it kept getting larger and larger, and seemed as if it would never cease growing; so that it might have been called the prince of turnips for there never was such a one seen before, and never will again. At last it was so big that it filled a cart, and two oxen could hardly draw it; and the gardener knew not what in the world to do with it, nor whether it would be a blessing or a curse to him. One day he said to himself, 'What shall I do with it? if I sell it, it will bring no more than another; and for eating, the little turnips are better than this; the best thing perhaps is to carry it and give it to the king as a mark of respect.'*

*Then he yoked his oxen, and drew the turnip to the court, and gave it to the king. 'What a wonderful thing!' said the king; 'I have seen many strange things, but such a monster as this I never saw. Where did you get the seed? or is it only your good luck? If so, you are a true child of fortune.' 'Ah, no!' answered the gardener, 'I am no child of fortune; I am a poor soldier, who never could get enough to live upon; so I laid aside my red coat, and set to work, tilling the ground. I have a brother, who is rich, and your majesty knows him well, and all the world knows him; but because I am poor, everybody forgets me.'*

*The king then took pity on him, and said, 'You shall be poor no longer. I will give you so much that you shall be even richer than your brother.' Then he gave him gold and lands and flocks, and made him so rich that his brother's fortune could not at all be compared with his.*

*When the brother heard of all this, and how a turnip had made the gardener so rich, he envied him sorely, and bethought himself how he could contrive to get the same good fortune for himself. However, he determined to manage more cleverly than his brother, and got together a rich present of gold and fine horses for the king; and thought he must have a much larger gift in return; for if his brother had received so much for only a turnip, what must his present be worth?*

*The king took the gift very graciously, and said he knew not what to give in return more valuable and wonderful than the great turnip; so the soldier was forced to put it into a cart, and drag it home with him. When he reached home, he knew not upon whom to vent his rage and spite; and at length wicked thoughts came into his head, and he resolved to kill his brother. So he hired some villains to murder him; and having shown them where to lie in ambush, he went to his brother, and said, 'Dear brother, I have found a hidden treasure; let us go and dig it up, and share it between us.' The other had no suspicions of his roguery: so they went out*

*together, and as they were travelling along, the murderers rushed out upon him, bound him, and were going to hang him on a tree.*

*But whilst they were getting all ready, they heard the trampling of a horse at a distance, which so frightened them that they pushed their prisoner neck and shoulders together into a sack, and swung him up by a cord to the tree, where they left him dangling, and ran away. Meantime he worked and worked away, till he made a hole large enough to put out his head.*

*When the horseman came up, he proved to be a student, a merry fellow, who was journeying along on his nag, and singing as he went. As soon as the man in the sack saw him passing under the tree, he cried out, 'Good morning! good morning to thee, my friend!' The student looked about everywhere; and seeing no one, and not knowing where the voice came from, cried out, 'Who calls me?'*

*Then the man in the tree answered, 'Lift up thine eyes, for behold here I sit in the sack of wisdom; here have I, in a short time, learned great and wondrous things. Compared to this seat, all the learning of the schools is as empty air. A little longer, and I shall know all that man can know, and shall come forth wiser than the wisest of mankind. Here I discern the signs and motions of the heavens and the stars; the laws that control the winds; the number of the sands on the seashore; the healing of the sick; the virtues of all simples, of birds, and of precious stones. Wert thou but once here, my friend, though wouldst feel and own the power of knowledge. The student listened to all this and wondered much; at last he said, 'Blessed be the day and hour when I found you; cannot you contrive to let me into the sack for a little while?' Then the other answered, as if very unwillingly, 'A little space I may allow thee to sit here, if thou wilt reward me well and entreat me kindly; but thou must tarry yet an hour below, till I have learnt some little matters that are yet unknown to me.'*

## **Rationale.**

This activity has been updated since many students believe that listening skills are difficult to get right.

However, I would like to demonstrate that listening habits are related to how and why you listen.

Nevertheless, the instructor must do all four abilities in an engaging manner in order to engage the students.

Effective teaching creates a welcoming environment in the classroom and boosts student enthusiasm. To overcome the demands, challenges, and hindrances in the teaching process,



argued that good teachers should focus on a flexible and inventive approach. In this example, a teacher considers classroom conduct, desire for learning, certain beneficial exercises, as well as technology use and applications. Furthermore, any engaging activity is critical to the proper delivery of the lesson.

Reading, listening, and speaking skills are included in the modified version of the exercise. Students can work on more genuine materials than the original in this project. This activity also requires all participants to measure how long and interact with one another.

Furthermore, visual aids are a crucial part of the process since it is more effective to retain knowledge in the memory. Intentionally and subconsciously listening meets numerous language contributions in one's everyday life, according to Peterson (2012), and it is usual to adopt before conversing in second language learning. Because listening is a cognitive activity that occurs within people's minds, it should be evaluated before speaking ability.

However, I have discovered that activity may be used as a post- or pre-activity in the classroom. After seeing the modified version, I conducted a poll of the students' thoughts on the exercise in which they discovered listening skills while working collaboratively in the classroom.

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