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CONTENT AND LANGUAGE BASED ACTIVITIES IN ENGLISH LESSONS

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English language learning in the school context is acquiring more and more importance in schools of Kazakhstan because of implementation of trilingual education, where the consequences of globalization have showed the need to educate multilingual and intercultural citizens.

Content and language integrated learning (CLIL) is a new approach which integrates the teaching of subject content in English language. In that way knowledge of the language becomes the means of learning concept.

According to Mehisto, Marsh and Dale. Comparing the two terms of 'language teacher' and 'subject teacher' implies that the language teacher does not teach content at all. In reality, however, the only difference between the content and language subjects is that content-rich subjects place most emphasis on the material or 'content' that needs to be learned, whereas the language subject [1].

English teachers can use different authentic materials related to lexical themes: videos, documentary films, articles, magazines and realia.

There are different activities about moral issues and they can also exercise critical thinking while at the same time practicing language production and comprehension. For example, some suggested topics which can be brought to life with the help of activating short videos about personal identity or social relationships.

Below I will describe some content-based activities that can be used in English classes.

Pyramid discussion. This is a negotiating activity where learners work together to select a set of items from a list. The activity develops oral communication, collaboration and production of content vocabulary.

Procedure: Choose items from a subject area you have taught, e.g. famous paintings. Display pictures of the ten paintings or their titles on the board. Explain that the school is going to hang copies of them in the corridors. However, they can only hang five of them. Individually, learners choose the five they would like the school to display. Each learner then pairs up with another learner and they agree on the five paintings they want to hang. The pairs then form groups, agree again on which five to hang. Groups give feedback on their choices and the paintings which are chosen most often are displayed. Then, students could search in the internet the names of the paintings to find out more information about them [2].

Pyramid discussion activity improves oral communication, collaboration production of subject-specific vocabulary and ability to interact with peers.

HOTS and LOTS. Many teachers state that questioning is a crucial part of a learning. 'Questioning is the heart of learning and teaching' [3].

Questions can be HOTS (higher-order thinking skills) and LOTS (lower-order thinking skills). LOTS for remembering, understanding and applying the knowledge. HOTS for analyzing, creating and evaluating the knowledge. In that way we need to choose right questions for right tasks. In English classes we can mix these types of questions. Here are some examples of HOTS and LOTS questions in reading:

- What did Cinderella want?
- Do you think the stepsisters loved Cinderella?
- If the prince broke the glass slipper, how else could find Cinderella?
- Who made Cinderella's dress?
- Why was the glass slipper important?
- Did Cinderella like the ball?
- Who wanted to find Cinderella after the ball?
- Do you think that everyone who marries a prince will be happy? Why and why not?

In LOTS answers are given in the reading, students state and recite answers. Lower-order thinking skills are used to understand the basic story or literal meaning of a story.

In HOTS answers are not provided, students use information from the reading to find out answers. Higher-order thinking skills are used to interpret a text on a more abstract level, manipulate information and ideas in ways that transform their meaning and implications.

These types of questions develop students' cognitive and critical thinking skills. And also, it creates a meaningful discussion.

Identification keys. As well as being visual organizers, keys can be used as activities to identify, categorize and compare objects, people, places. Keys involve reading and writing activities which develop higher order thinking skills and content accuracy. They are often used in topics about science, for example to identify types of plants and animals, but they can be used in most subjects. Keys can be binary (they involve a progression of questions which have only two possible answers) or lateral (they are used for comparing features). Students can create keys either from their own knowledge, or by reading information from text and then transferring that information onto the keys.

Frayer model. It is a strategy that uses a graphic organizer for vocabulary building. This technique requires students to define the target vocabulary words or concepts, and apply this information by generating examples and non-examples. This information is placed on a chart that is divided into four sections to provide a visual representation for students [4].

Divide a table into 4 columns. In the first column write a word, for example, a pentagon. In the second column write definition: Pentagon is a polygon of five angles and five sides, in the third column draw its picture, then give example of word in the context: The pentagon that I drew is perfectly straight, and it has the five angles and five sides it needs

This instructional strategy promotes critical thinking and helps students to identify and understand unfamiliar vocabulary. The Frayer Model can be used with the entire class, small groups, or for individual work. The Frayer Model draws on a student's prior knowledge to build connections among new concepts and creates a visual reference by which students learn to compare attributes and examples.

Short videos about lexical themes. English lessons have different lexical themes. While teaching them we can use different videos about lexical themes. It could be extract from documentaries, National geographic or BBC videos. There is a website Twig-Bilim.kz. There are thousands of films related to different lexical themes, interactive assignments, and multimedia materials.

Hot seat. The Hot Seat teaching strategy helps students to understand better a novel or topic that they are currently studying. If students are reading a novel, they would basically take on the role of a character from that book, then they would take on questions from their peers. For example, if students were taking on the role of the character Harry Potter from the book "Harry Potter," then they would take turns being in the hot seat answering questions as if they were that character. If students were studying a topic such as mammals, then each student would choose one specific mammal to research and study, then be in the hot seat pretending to be their animal and answer any questions from their peers about their characteristics, adaptations, or how they can survive in the wild. This strategy is meant to be a fun way for students to form their own opinions about a character or specific topic [5].

The Hot seat strategy is beneficial to students because the structure provides them the ability to dig deeper and think about what they are currently learning. Here we'll take a closer look at what the

Hot Seat teaching strategy is all about, as well as how you can implement this effective strategy into your classroom.

Language in the cultural context. In British Council website, you can find different magazine articles. For example, an article about World water day [6]. Firstly, students read article and find out information about the problems facing communities without water. Then students analyze language use in article with the help of guiding questions, which helps them to determine the audience of the newspapers. Afterwards, students give their own solutions to the given problems. This exercise activates prior knowledge, requires input and output, guides understanding, the 'content' of this lesson covers the different types of newspapers and culture.

Loop or domino games. These can be used to revisit content vocabulary. They develop accuracy and intensive listening skills.

Share out a set of dominoes. One reader reads the definition on the first domino, the others look for the word it defines. The leader who has the domino with the word which matches the definition, calls out the word. The second learner then reads the definition on their domino. Whoever has the word which matches the definition reads it out. The activity continues until all the dominoes have been used. The final definition matches the word at the top of the first domino.

A few practical examples of activities were given to demonstrate that content and language based activities also can be used in English lessons.

Above mentioned activities develop students' production of the language about different topics, it also improves students overall and specific language and intercultural competence.

English teachers can use these activities in different stages of lesson and while teaching productive and receptive skills. These activities help to improve meaningful communication skills, because content and language based activities cover subject-specific vocabulary.

Literature

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