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CREATIVE TASKS FOR MULTILINGUAL STUDENTS

Abstract

In this article are given definitions to such concepts as “the multilingual student” and “creative tasks” and also is considered the classification of creative tasks for students of multilingual groups. Further according to classification each of its point has been described, are given the examples of concrete creative tasks for teaching a foreign language, which in details describe instructions for their application.

***Keywords:** multilingual student, creative task, language skills, oral language development, listening practice, process of writing, process of reading.*

1. Introduction.

Multilingual students are often broadly defined as individuals or groups of people who obtain the knowledge and use of more than one language.

Creative tasks are types of working connected with activity that cause something qualitatively new, original, inimitable, and unique.

Analyzing the classification of tasks it was difficult to compose special tasks according to them for multilingual students. As we tried to invent new creative tasks for students who already know two languages we have decided to sort all of new exercises according to skills. There are a lot of advantages using this classification. Every activity has three stages, for all stages we attempt to prepare proper creative task. Our classification looks like following:

Classification of creative tasks according to skills:

- 1) Speaking
- 2) Writing
- 3) Reading
- 4) Listening

2. Materials and Methods.

We completed creative exercises especially for multilingual students. Our first object was to use the Kazakh language in spite of students study in the Russian language.

Ideally, all lessons will provide students with the opportunity to practice all four areas of literacy in a safe and secure environment (Nanun, 2007).

Speaking

The production of language encourages learners to process language more deeply than is required with listening (Gibbons, 2002). Speaking is much easier for students if they are in a classroom with a positive and nurturing environment, where students will not be criticized or corrected for imperfections in their English usage. It is best to progress from pairs to groups to whole-class

speaking activities to give students practice using the terminology associated with the topic and to allow them to build confidence (Jameson, 1998).

In a classroom where students have the opportunity to work in groups regularly and where speaking is necessary to accomplish a task, students are more likely to be comfortable with the oral aspects of the material. Such tasks should require, not simply encourage, speaking.

Teacher should remember, it may take time for ELLs to be comfortable speaking in front of others, so be encouraging, yet patient.

Listening

Listening skills are often assumed to just “happen” in the process of the teaching of speaking. Listening, however, is a skill that needs to be actively taught to both native speakers and to second language learners alike. Listening is a key to language development: understanding what is said in a particular situation helps to provide important models for language use (Breen, 2007).

Listening to the teacher talk can provide excellent listening practice for students, as long as the teacher is making the input comprehensible by speaking slowly and clearly, paraphrasing often, and avoiding the use of pronouns when possible. Listening to other students talk (especially in paired activities) can also be beneficial because then the other student can respond directly to the listener’s comprehension needs.

Writing

It is important that students be given the opportunity to practice writing regularly in many forms. Proper scaffolding with writing begins with the class exploring what they will be expected to write about, and then completing a writing task as a whole group (on the overhead, for example, while each student copies it down). It then progresses to group writing, pair writing, and, finally, independent writing. This process is known as: building the field, modeling the text type, joint construction, and independent writing (Skehan, 2011). All of these activities rarely take place during one class period, and could take as much time as a few weeks. We should remember that assessments that include writing sections should focus on whether or not the student is able to demonstrate acquisition of the concepts learned, rather than appropriate language and grammar usage, unless the purpose of the assessment is to assess acquisition of language objectives as well as content objectives.

Reading

All students will be at different stages of their reading development, regardless of their native languages. Teacher should never assume that just because a student cannot read in English, that the student cannot read at all.

The student may be able to read very well in his or her native language. This ability will generally transfer to the student’s ability to read in English. The time it will take for the student to read in English will vary, however, depending upon multiple factors such as: exposure to English, comfort in the classroom setting, and literacy support at home (Booth, 2010).

3. Results and Discussion.

Creative tasks to promote oral language development

Picture sequencing: for this activity, teacher will need a set of picture cards that tell a simple and predictable story or illustrate a predictable sequence. He gives each student in the group one card. Teacher should tell the students not to show the others in their group their card. Each student describes his/her card (it doesn’t matter who starts), and when they have all finished, the group decides on the basis of the descriptions which card should come first, which second, and so on. This activity can lead to writing a story based on the pictures, or writing a description of the sequence of events.

Jigsaw (this activity can be used for any of the four areas of literacy): in this type of activity, students take an active role in their learning as they teach other students what they have learned. Step 1 is to divide the material to be learned into sections. Step 2, teacher has students form “home” groups with as many students per group as sections of material. Step 3, asks each “home” group to send one member to an “expert” group where one section of the material will be read, dis-

cussed and learned by each member. Step 4, once the students have each learned the material, teacher has them return to their “home” group and report to those students what they have learned. Step 5, after all students he has taught the other members of their original group the material in which they are expert, has students do an activity individually in which they demonstrate that they have learned all the material.

Questionnaires: students can ask their classmates, other students in the school, teachers, or community members to complete questionnaires about a range of topics. They can use the information as a basis for further class work.

I’m thinking of...: teacher uses a set of pictures or objects related to a particular topic being studied, such as sets of dinosaur pictures, animals, food, or forms of transportation. One student in the group says “I’m thinking of something that is...” and then proceeds to describe the object. Whoever guesses the object then takes the next turn.

Describe and Draw: students work in pairs, and each has a blank sheet of paper and drawing materials. Student A describes to Student B what she or he is drawing, and Student B reproduces the drawing according to A’s description. This is a barrier game – they should not be able to see each other’s work.

Creative tasks for developing listening skills

Sound Bingo: teacher needs to make a selection of Bingo cards with the names of sounds on them, such as footsteps, someone laughing, a dog barking, a baby crying, the sound of rain, the sounds of traffic, glass breaking, etc. Alternatively, he should draw pictures to illustrate what makes the sounds. Teacher will also need a “sound tape” of these sounds. As students hear a sound, they cover the word or picture on their card. The first person to have all the pictures covered is the winner.

Sound Stories: using a sound tape, teacher plays three different sounds to the students. In groups they make up a story in which all three sounds are significant. This activity can be connected to books on tape.

Map Games: teacher gives students identical maps, but with some road and building names removed. Map A should have the information that is not on Map B and vice versa. Collaboratively, but without showing each other their maps, the students must find out the missing names using questions like: What’s the name of the road opposite the post office? What building is on the left of the post office?

Split Dictation: teacher makes two gapped versions of a text, with each text having different gaps. In pairs, students must complete the text by reading to each other the parts they have, and filling in the blanks for the parts they don’t have, so that collaboratively they complete the whole text. Students can take turns reading sentence by sentence. They should not show each other their papers until the end.

Picture Dictation: students have a number of jumbled pictures that tell a story or give a recount. Teacher reads a text that tells the story in its correct sequence. As he reads the text, students put the pictures in order.

Creative tasks for developing writing skills

Mailbox Game: the Mailbox Game gives a real-life context for the students’ natural desire to write each other notes in class. Letter writing provides an opportunity for the students to write for a genuine purpose to a specific audience. When used in a second language context, students are able to work at their individual levels of proficiency. Steps for the mailbox game: teacher introduces students to the concept and format of letters; read books with letter writing themes; then he explains to the students that they can write each other letters or notes when they have some free time. They should “mail” them in a large mailbox (created by you and/or the students). Teacher should also write notes and letters; nominate one or two students as mail carriers; allow students to pick up their mail without disrupting other activities, for instance, after lunch or at snack time.

Interactive Journal/Dialogue Journal: this type of journaling involves a direct interaction between the teacher and the student. First, the student writes a few sentences to the teacher in a

journal. The teacher responds to these sentences (not correcting) but modeling correct grammar and vocabulary, and prompts the student to respond. This interaction or dialogue can take place on the spot or over a period of days. The focus is on authentic communication, not on correct grammatical structures from the student.

Write (or draw) Three Things You Learned Today: asking students to reflect immediately about what they learned during a class increases their level of awareness about content and language objectives and encourages metacognition (thinking about thinking). Since the writing process is one way that students can better process information, reflecting in writing about what was learned during a given lesson can have many benefits.

Flashcards: teacher has his students make flashcards of things that they see, and then tapes them to objects that match the words. He can also print out pictures of the words or cut pictures out of magazines. Teacher goes through the flashcards, says the words aloud and has the students repeat after you. If a student is ready, teacher can point to a word and ask her, “What is this?” Students can use the flashcards when completing the sentence: “This is a _____” for various objects.

Make a Picture Dictionary: teacher need to staple pieces of construction paper together to create a booklet, using as many pages as you would like the dictionary to be. Teacher should use categories instead of letters to enable students to find the words easily. He must make a “food” page where students can find pictures of different foods and write the names of them in different languages. Then teacher make a “toy” page, a “nature” page and a “household items” page to include words with which the students are probably already familiar. Students can add to their dictionaries whenever they want to, making them more meaningful.

Creative tasks that promote reading development

Word cards: the Word Cards approach helps the students understand the sound-symbol connection of words. Words initiated by the students are used to learn decoding skills. Teacher prepares strong cardboard or index cards. Every day each student gives a word. As teacher writes the word on the card, he sounds out the word and lets the student watch as he writes. He gives the cards to the students, and let them read them aloud and on their own (have Kindergarten students trace the letters with their fingers). Teacher keeps a file box in which to place the cards. Every day, teacher has the students find their own words, sit with a classmate (or the teacher) and reads their words to each other. Once students have between 10 and 30 words, uses the cards for follow-up activities, such as spreading the cards on the floor, reading one word, and having the student locate it, or using them for spelling tests.

Shared Reading: teacher chooses stories with repetitive patterns, songs or poems (try “big books” with enlarged print for large groups). He models the reading process by reading the story (song) aloud while students listen. Teacher uses “think aloud” to model the comprehension strategies mentioned above. Then reads the story from the book or transparency, using a pointer to show where you are reading. Teacher reads with fluency and expression. Following the first, he completes reading, re-read the book inviting students to join in. Then he repeats this procedure as many times as is needed. Teacher lets individual students read to the class also using the pointer. Teacher has small versions of the original available for students to borrow or take home. He uses the reading to do different types of exercises such as looking for specific words, letters, rhymes, etc. He has students develop their own books using an original story as a pattern.

Predicting from a Key Illustration: teacher needs to photocopy a key illustration from the book and give students time in pairs or groups to say what they think the topic is about, or what the story will be.

Word Masking: once a Big Book has been read several times, teacher masks some of the words with small pieces of paper. Then he asks students to predict what the word is. He allows time to discuss alternative choices. For example, if the word is “replied” and someone guesses “said”, respond positively to this and use it as a basis for discussion. Among the words teacher masks, includes not only “content” words, but also “functional” words such as pronouns and conjunctions.

Jumbled Sentences: for beginning readers, teacher should take a sentence from the text and write it on a sentence strip. Then he cuts up the sentence into words. Students must reconstruct the sentence by putting the words into the right order. For very early readers, teacher should make this a simpler task by providing the model sentence on a separate strip.

4. Conclusions.

In conclusion, we can say that creative exercise is used for solving complex tasks, digestion of knowledge, creativity development, and more over for forming the skills. The usage of creative tasks helps forming friendly collective, to educate a responsibility and a mutual aid. Multilingual students have more possibilities to get language quicker, and creative exercises motivate them in the studying and act as one of the most important tool in teaching.

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КӨПТІЛДІК БӨЛІМДЕРДЕ БІЛІМ АЛУШЫ СТУДЕНТТЕРГЕ АРНАЛҒАН КРЕАТИВТІ ТАПСЫРМАЛАР

Мақалада «көп тіл білетін студент», «креативті тапсырмалар» ұғымдарына анықтама беріледі, сондай-ақ көптілдік білім беру топтарында білім алушы студенттер үшін креативті тапсырмалардың жіктелуі қарастырылады. Креативті тапсырмалардың жіктелуіне сәйкес оның әрбір тармағына сипаттама берілді, шетел тілінде сабақ өткізу үшін нақты креативті тапсырмалардың мысалдары және оларды қолдану жөніндегі нұсқаулық келтірілген.

Мақаланың мәнін ашатын сөздер: көп тіл білетін студенттер, креативті тапсырмалар, тілдік дағдылар, ауызекі тілді дамыту, тыңдалым дағдысы, жазу барысы, оқу барысы.

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КРЕАТИВНЫЕ ЗАДАНИЯ ДЛЯ ПОЛИАЗЫЧНЫХ СТУДЕНТОВ

В данной статье даются определения таким понятиям как «полиязычный студент» и «креативные задания», а также рассматривается классификация креативных заданий для студентов полиязычных групп. Далее в соответствии с классификацией был описан каждый её пункт, даны примеры конкретных креативных заданий для проведения занятий на иностранном языке, которые подробно описывают инструкции по их применению.

Ключевые слова: полиязычный студент, креативное задание, языковые навыки, устное языковое развитие, практика аудирования, процесс письма, процесс чтения.