



MODIFYING ACTIVITIES TO MEET TARGET STUDENTS' NEEDS

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Abstract: *this article is written for describing activity modification. As it was written, modification process involves only mild changes, but not totally changing the existent activity. Before implementing the activities into teaching atmosphere, the LP planner paid attention to several factors such as, learners' needs, age, number, lesson objectives and target skills. Totally, there are three types of activities which were modified and each of them written with descriptions. Not only this procedure prepares instructors how to change activities to meet their students' needs but also lead them to teach effective lessons.*

Key vocabulary: *Modify, Context, Content, Target Skills, Objectives, Students' Needs.*

Activity 1

Listen and compose (Marianne Celce-Murcia, Donna M. Briton, Marguerite Ann Snow "Teaching English as a second or foreign language" 2014 Unit 11, p 82, Table 1)

Original version. This activity is One-Way (Nonparticipatory) listening and composing activity for intermediate level learners and it takes 20 minutes. The teacher distributes handouts for every participant in which written a text with the omission of conclusion part. Students listen to the text in pairs or in small groups and they discuss general meaning of the text and find out omitted part according to their comprehension. They write missed part and one of the participants read the part aloud to the rest of class.

Modified version

Activity adaptation is utilized for elementary level learners and teacher implements short story version of the activity into study atmosphere. It takes 20 minutes and participants have to work individually and in groups as well. The leader distributes handouts and there are given a short story about friendship and topic related «Adjective» vocabulary. Students read the text individually then teacher divides the group into 3 groups by telling ABCD and every student should find his/her letter and join the group. The groups discuss missed: introduction part of the story and predict the part with the help of given vocabulary and existing sentences. After finishing discussion, group leaders tell what is about the missed part. When they finish presenting ideas teacher puts on audio player and they listen whole story and get know about the story and their mistakes. At the end they compare the original story with theirs and make conclusion about their predicting ability.

Objectives

Students will be able to:

- develop critical thinking ability while predicting the missed part of the story
- develop predicting ability by focusing on topic related vocabulary
- improve knowledge of adjective related vocabulary
- learn giving ideas and justifying them by leaning on vocabulary and reading comprehension
- achieve communication competence strategies while discussing

Context description. The modified activity is implemented into school and suitable for school learners whose level is elementary and ages differ from 10 to 11. The group members consist of 12 or 13 students.

Content description. English is used in school for academic and general purposes only in English lessons and this activity is for school learners of English language learners.

Target skills. This activity aimed at improving learners listening for comparing and contrasting ability and global understanding and speaking for exchanging ideas. In addition they have to think highly rather than original activity.

Methods. The learners try to communicate with each other and share ideas while discussing, this is because teacher uses communicative language teaching method (CLT). In addition, the activity is based on the use of tasks and learners learn by interacting with each other because of task-based teaching.

Teacher instructions and student directions

- Teacher distributes handouts written conclusion part of story and topic related vocabulary
- Students should get acquainted with the story and vocabulary
- Teacher divides the students into groups by counting ABCD and every student according to the letter should find its group
- Students in groups discuss the story and create introduction part of the story by paying attention to vocabulary and conclusion
- Group leaders present created part of the story
- Teacher switches on audio player and learners listen to the whole story
- Students check their answers in groups by comparing original version

Type of assessment. Teacher gives oral positive feed-forward and negative feed-forward feedback about their predicted introduction part and informs the effective strategies of predicting and comparing ideas.

Answer

Students check their answers by listening below given whole story

The Goose that laid Golden Eggs

There once was a very poor farmer and his wife. So poor he lived in an old broken down house. He was going to sell his one and only goose that hadn't laid any eggs for some time. The poor farmer and his wife went to bed.

The next morning the poor couple woke up to a glittering dawn. It was so bright that they had to cover their eyes. But it wasn't the sunlight shining, they could hardly believe what they saw, it was a gigantic, glorious...Golden Egg! 'You clever girl! Ha! Ha! Ho! Ho! We'll be rich! Rich beyond our dreams!' said the poor farmer to his wife.

So off he went to market pushing the egg in an old wheelbarrow... and back he came with a barrowful of meat to cook, chicken feed for his goose and a huge bag of coins. Every day the same thing happened and every day they counted their money and wished for more and more.

Soon the farmer and his wife became a very rich

but as they grew rich, they grew greedier – and still they wanted more. And then he had an idea.

The farmer said to his wife "Our goose has all those golden eggs inside her, Why not get them all at once?" He grabbed the goose and killed her. But there were no eggs inside her! "Why did I do that?" the man cried! "Now there will be no more golden eggs."



Activity 2

“Fill in the Blanks” (Yu Galitsinskiy and N Galitsinskiy. “Grammar” 2010. Task based activities for grammar teaching p 203, activity 249)

Original version

This activity is decontextualized one for intermediate level learners aimed at consolidating learners' grammar knowledge about tenses. It takes 10 minutes to fill the sentences with appropriate verb tenses. Students work individually and teacher distributes sheet of papers in which written unfilled sentences so that students fill them or learners carry out the task in their own books. There are given exact tenses: Past, Present, Future simple, Present, Past continuous, Present and Past perfect to check students' comprehension.

Modified version

The original activity is based on old methods and grammar only. Because students produce grammar but they do not produce it in meaningful way and it is not applicable in real life because of the same content. Modified activity needs 25

minutes for fulfillment and it is carried out by upper intermediate level learners. Learners should write a narrative essay about their memorable days individually by focusing on verb tenses.

At the post stage, students do online activity in which they should match suitable definitions of the tenses in pairs for revision of tenses by discussing them.

Objectives

Students will be able to:

- ✓ Learn how to use tenses effectively in meaningful way
- ✓ Consolidate previous knowledge about tenses
- ✓ Develop creativity skills while writing
- ✓ Improve essay writing ability

Context description. This activity is useful and suitable for higher level university students and private learners with instructors. The group should include 10-12 students.

Content description. This activity is more suitable for academic purposes since it requires higher-order thinking.

Target skills. Students will improve grammar knowledge and use them in meaningful way. They will improve essay writing skills.

Methods employed. While completing the tasks teacher uses natural approach because tasks request comprehensible and meaningful way of thinking and rejects decontextualized teaching. In addition he/she utilizes Kumaravadivelu's strategies like promote learn autonomy, ensure social relevance, contextualize linguistic input, and activate intuitive heuristics.

Teacher instructions and student directions

- Teacher distributes handouts to write narrative essay
- Teacher informs learners to write narrative essay about memorable things by using verb tenses
- Students write essay individually

- Teacher sends the online game link and asks to match tenses with definitions
- Students works in pairs and answer the questions by discussing
- Students are marked according to correct answers

Type of assessment. Teacher gives corrective constructive feedback for learners' essays in order not to repeat mistakes and ways to correct and make more effective. Learners inform their online task mistakes and teacher asks learners themselves to correct each other's mistakes because the themes had already taught.

Answers

Present simple- a) to express facts, general statements of truth and common sense ideas and to state habits, customs, and events that happen periodically.

Past simple- d) Situations and activities that began in the past and finished in the past

Future simple- e) it is used when we plan or make a decision to do something that nothing is said about the time

Present perfect- b) the events happened in the past and the impact of the events is now continuing

Past perfect- c) it is used to describe an event happened before another action happened

Present continuous – g) an action is on-going

Past continuous- f) the action was ongoing till a certain time in the past

Present perfect continuous-i) something started in the past and continues until now

Past perfect continuous- h) an action started in the past continued up until another time in the past.

Activity 3

“Listen and tick” (Fly High English 9. 2014. p 20, activity 4a)

Original version.

This activity is for elementary level learners who are studying at school in 9th grade and it takes 10 minutes for completing. This activity is good while carrying out transmission aims and nonparticipatory task. Pupils listen to the interview individually and tick the qualities people need for their job. For example: be smart, be strong, be pleasant, be polite, be interested in fashion and beauty etc. After ticking teacher asks them which quality is suitable for which job.

Modified version.

Modified version is suitable for intermediate language learners and it is participatory, transactional activity. Students do the activity in 20 minutes individually and in groups. Students listen to the audio about spreading disease and take notes about the means of spreading illness. Then they are divided into only two big groups and make role-play in which they show how the disease spread quickly according to listened information. Teacher gives information about how to write instruction and at the end learners write instruction about preventing from disease by adding new ways in peers and one of them present it.

Objectives. Students will be able to:

- Improve the ability of listening for details
- Take some notes while listening
- Learn how to write instruction for preventing from disease
- Express their points while doing role-play

Context description. This activity is more handfult for college students with intermediate level learners. This is why college is suitable place with 13-15 learners in a group.

Content description. This activity is preferable for English specific purposes classes since it mostly provides information about medicine.

Target skills. This activity helps learners improve their listening ability for details, communicating ability and writing instruction in suitable form.

Methods. Teacher uses Communicative language teaching because while doing presentation learners communicate with each other. Teacher uses instructed language teaching for writing Instruction of disease preventing instruction (Third principle of ILL)

Teacher instruction and student directions

- ✓ Teacher asks learners to listen to the report and take notes of main details
- ✓ Students are divided into groups and make role-play
- ✓ Teacher explains the rules of writing instruction
- ✓ Learners write instruction with adding new ideas
- ✓ One of the peers present it

Type of assessment. Teacher gives feedback learners for their role-play and checks learners' instructions and corrects them if necessary.

Answer key. The tasks are checked according to learners' varied answers.

Reference

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