

**IMPLEMENTING EFL MODIFICATIONS FOR LESSON PLANS THAT SUPPORTS
PRODUCTIVITY OF LEARNING PROCESS**

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Annotation: This article describes modifying the activities, materials and choosing appropriate modifications, accommodations in order to make the content more accessible to the learners and increase the quality of teacher instructions that make teaching process to be productive and efficient.

Keywords: Modification, teaching, learning, activities, materials, skills, sub skills, process, learners, abilities, language, method, productive, teachers, communicative.

Teaching a second language requires experienced teacher with good lesson plan, effective activities and motivation in order to increase learners' productive and receptive skills and critical thinking abilities. If the teachers of EFL and ESL classroom want learners to reach higher results in learning process, they should include learners' needs, interests, and expectations in order to support their communicative skills and usage in communications with native speakers and others. There are three activities are included in this portfolio that assist to improve learners background knowledge and their importance in order to comprehend their content. All activities were taken from various original resources and suits to EFL classrooms.

The name of the first activity is "Picture description" (Hess, N. 2001, "Teaching large multilevel classes"). The main aim of this activity is to increase productive skills and vocabulary that support to identify how to improve writing through speaking. I tried to modify this activity related to writing with speaking and listening, because of progress their knowledge and awareness about writing sub skills their importance and usage in writing process. In original process, learners describe the picture and give their opinions and point of views.

The first modification is brainstorming that support to collect some general information and increase their critical thinking abilities. Through this stage, they know how to gain common ideas about topics. In modified version, I added writing process with some phrasal verbs related to the picture to improve their writing skill in order to be aware of the structures that how to write stories.

Schachter and Celce-Murcia (1977) mentioned that checking only grammatical rules could not develop writing fluency. Teacher should give correct and oriented structures to write good writing tasks and to progress their fluency and accuracy in writing. In original version learners do speaking task individually, and in modified version of while stage, they can learn to work with others in collaborative tasks. In post stage, they can discuss other group's sentences and try to find mistakes in groups, in order to develop their critical thinking abilities. According to Ferris (2011) stated that if teacher does not pay attention to errors, mistakes and explicit instruction, adult learners cannot increase their improvement of correcting errors in L2 writing. Then teacher always check learners mistakes, because mistakes are not to turn into errors. I modified lower order thinking to higher order thinking in order to develop their activeness. Moreover, learners can make progress on coherence and cohesion in writing. During the observation process, my pair was agree with me and supported my analyzing and creating activities process.

The name of the second activity is about “Ideal day” (Friederike Klippel. 1985, “Communicative fluency activities for language teaching” p. 95, activity 85). This aim of the activity is to develop speaking through writing and usage them in communication. I tried to modify this activity from individual work to pair work and mind mapping to pre-stage, because through gathering general ideas and opinions, learners can progress their critical thinking abilities.

In while stage of the second modification, students write about ideal day by choosing memorable events or place and do role-play with pair in order to enlarge their sub skills such as intonation, appropriateness, pronunciation, pausing and conversation management of speaking skills and to perform their artistic abilities in front of the audience. By preforming role-play, students can practice their speaking and give their expressions and feelings. This modification is to increase speaking practice to listening practice. They should pay attention to sub skills of listening such as listen to details, listen for main ideas, listen selectively, and listen for global understanding while others giving their opinions about the topic. According to Vandergrift and Goh (2012) described six core skills that connected to listening process. Moreover, they should take notes when other groups speak about summer plans and by this way, students can correct other groups’ mistakes.

The third activity is about “Summer destinations” (Clare Lavery, Teacher trainer and materials writer, British Council). The main aim of this activity is to increase students’ listening skills through completing activities related to speaking and using sub skills of listening in order to support learners to be aware of their importance. In addition to this, students improve their critical thinking abilities, which are helpful for learners to be active in logical and thinking situations. Students talk about their plans by using pictures related to the summer destinations in groups.

The third modification is that students can participate in discussion that support them to reach the practice from written form to spoken practice. Furthermore, H.D. Brown (2007) suggested many concrete principles for teaching speaking skills. Teacher can teach speaking with authentic language in contexts, providing suitable feedback, giving students opportunities to begin oral communication, improve development of speaking strategies. It is significant because student can develop proficiency, accuracy, fluency, coherence, and cohesion by participating in discussions. I can say without any hesitation that sub skills are valuable part of communicate skills and play a substantial role in my teaching career in order to teach learners in an effective way. Intensive and imitative are also crucial in teaching speaking skill. This modification is about answering the questions about travelling that support recognizing of the content and understand the meaning of the questions. Through this way, students can develop their listening and speaking skills. Moreover, Crawford Camiciottoli (2007) pointed about teaching skills, practices, promote critical thinking and encourage a positive attitude towards learning. Moreover, communicative language skills and their sub skills are vital in teaching process and inspire learners to present their hidden abilities.

Activity 1.

Original version: The name of the activity is “Picture description” (Hess, N. 2001, “Teaching large multilevel classes”)

This activity is appropriate for all levels of learners, especially for intermediate and upper-intermediate learners. The major aim of this activity support learners to increase their integrated

skills and vocabulary reinforcements. Moreover, it assists to improve creativity and critical thinking ability of learners. Teacher provides an interesting picture with learners. The meaning of the picture based on the story. Pairs look through the picture, and they describe them with their sentences via making story. All learners do the task and begin to speak about the picture. Teacher listen their speech and identify whose story is the best and interesting. Through listening their story teacher correct their mistakes in speaking and explain them. It is an individual work. It takes 10-12 minutes. There are 12 learners in class.

Modified version: This activity is significant to increase speaking and listening skills, thinking ability, creativity and prediction of learners. However, I want to modify some parts of this activity with the aim of enhancing their vocabulary, writing skills.

For pre-stage, brainstorming is suitable for learners to gain their opinions together about travelling. In this part, the first modification is that learners practice macro skills, predicting while writing.

For while stage, I want learners to write interesting short story related to pictures by using phrasal verbs depended on their levels. It is small group work. After writing short story, they read loud their stories for the class. In this part, the second modification is that learners can learn cooperative and collaborative tasks rather than an individual task.

For post-stage, learners discuss their sentences and try to find grammar mistakes and share their opinions and talk about other groups' short stories. In my point of view, this way will support learners to progress writing and reading skills, and expanding their vocabulary. Furthermore, by doing the activity they will able to think creatively and predicting process. In this part, I modified original L.O.T. activity to H.O.T. activity in order to achieve the aim of the lesson and support them to work actively. It takes 20-25 minutes.

Objectives: Learners will be able to

- enhance learners' writing and reading skills, vocabulary;
- connect phrasal verbs with their ideas and making stories by creating interesting events and to write accurately;
- develop thinking ability that support them to make story attractive and meaningful.

Context description: This activity is appropriate for all levels of learners. It makes good atmosphere in class, especially appropriate for learners in intermediate level. In addition to this, teenagers enjoy through this activity, therefore, this kind of activities inspire them to learn more vocabulary and writing skill related to their level. It is suitable for teenager learners who are from 17 to 19 years old.

Content description: This activity used in writing courses and subjects in order to develop learners' writing skill and reading skill in teaching EFL classroom. It helps to write stories by using phrasal verbs and increase their accuracy in writing.

Target skills: After completing the activity, they will achieve to realize how to use phrasal verbs in writing, to use tenses, and to write accurately without mistakes. In reading part, they will be able to pronounce the words correctly and with stress.

Methods employed: This activity is oriented to teach with CLT and GTM in order to improve learners' writing skills and knowledge of how to write and describe the picture in a written form.

It leads to increase writing descriptions, short stories, and reflections by using phrasal verbs without mistakes. Learners learn to write accurately and considering grammar rules.

Teacher Instructions and Student Directions:

- Teacher chooses pictures with phrasal verbs for learners related to their levels;
- Teacher divides learners into small groups with 3 people.
- Learner is given pictures to write short stories with the help of phrasal verbs.
- Teacher asks learners instruction-checking questions (ICQ) in order to make sure that they have understood the instructions or not.
- Learners look through the picture and begin to make sentences to the picture with phrasal verbs;
- Learners read sentences one by one should use phrasal verbs in writing related to pictures.
- Teacher checks their sentences according to grammar rules and the content of the sentences and their connection to each other.

Types of Assessment: Formative assessment is used in this activity. Teacher assesses this activity in order to explain their mistakes, weak sides and strong sides in their stories and pronouncing words by signposting. This assists to recognize their mistakes and not to repeat them in next lessons. Teacher gives recommendations to learners to increase their weaknesses and to describe the picture.

Answer keys: Learners answers may different and start writing like as examples and continue to make sentences. Suggested answers:

Tomorrow is ideal for me to get away for one week. Because I do not want to hold up my holiday. I would like to set off for London by 10 o'clock tomorrow morning. My plane will take off at 10.30 p.m. and land on at 5.00 a.m. Appendix (B).

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