

## ADAPTING TEXTBOOK ACTIVITIES FOR INCREASING CLASSROOM INTERACTION

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### Annotation:

In this article adapting textbook activities for increasing students interaction is being discussed with the examples from English classroom.

**Keywords:** textbook materials, adapting, modifying, rearranging, critical and creative thinking, integrated skills, collaborative work.

In Uzbekistan the government is taking measurements to improve the education system and create more opportunities for teachers to update their teaching skills and stay tuned with the innovative ways of teaching. So, there's a program called ESN, the English-Speaking Nation: Secondary Teacher Training program, launched in November 2019, by the U.S. Embassy in Tashkent and the Uzbekistan Ministry of Public Education which started the teacher to teacher professional development and training cascade phase of the program.

Andijan In-Service Teacher Training Institute is beneficial from ESN program as it hosts Coaches from the USA and the coaches support secondary teachers strengthen teacher-training practices and build local language teachers' English skills and teaching competencies.

In addition to attending weekly trainings, ESN participants had the opportunity to be observed by, and receive feedback from ESN coaches and Core Trainers. The workshops, observations, and feedback were designed to help ESN participants create more student-centered lessons. In this article being a part of ESN program and one of the seven Core trainers for Andijan Region we'd like to share our findings from the program, especially for the issue of most secondary school teachers with their textbook materials.

Students' interaction with each other is crucial for the EFL secondary school teachers in Uzbekistan. When teachers open a page in a textbook, they need to find answers to these questions: "Is the language at the right level? Is the topic/content suitable for the students? Is the sequence of the lesson logical?" (Harmer, 1998, 111). However, secondary school English teachers in Uzbekistan are required to follow



their textbooks, which do not always meet learners' needs and interests. In this work, we'd like to share our findings from methodology courses including TESOL Core Certificate Program (TCCP) and Teaching English Through English (TETE) which adapts materials by Modifying, Simplifying, Deleting, and Rearranging textbook activities. When we see long and difficult reading or listening passages in our teaching resource, we can adapt them into shorter, digestible parts. For example, long reading or listening passages can be cut up or divided into parts that can each be distributed to small groups. It's like a jigsaw puzzle, and each group gets one piece of the puzzle. After each group learns the information in their short passage, they can exchange information from their part with other groups or the whole class. As we can see, jigsaw activities are a great way to lessen the load while promoting communication. Also, we can give tasks according the learning styles of our learners, for example visual learners can be encouraged to draw or use images such as storyboards or graphic organizers. For auditory learner preferences, students can be paired up and read a text together or to each other with their partners. For kinesthetic learners, they can perform role plays or mini dramas. In fact, integrating and using all of these strategies will support all learners, so when adapting textbooks, modify the tasks by adding visual, auditory and kinesthetic supports. As these examples show, adding pair work and small group work can be used to effectively adapt an activity based on learning preferences and create an interactive learning environment. Another technique is adapting our teaching materials to be culturally appropriate or culturally relevant to our local context.



### LESSON 3 What genre is this picture?

**1 Work in pairs. Answer the questions.**

**2a Work in pairs. Look up the new words.**  
Listen and repeat.  
still life (plural: still lifes), religious

**2b Work in pairs. Look, read and match. (Find the texts E and F on page 65.)**

'A still life' by Robert Seldon Duncanson (1848)

'At the Market Stall' by Louise Moillon (1630)

'Shichiri Beach in Sagami Province' by Hokusai (1830)

'Mona Lisa' by Leonardo da Vinci (1503)

'The Starry Night' by Vincent van Gogh (1889)

'Early painting' by Rembrandt (1626)

**A History painting**  
A history painting shows a scene from a well-known story. Traditionally, history paintings show scenes from legends, religious texts or battles that really happened. History paintings are often painted on large canvases and usually show a lot of people.

**B Portrait**  
A portrait is a painting of a person, often of their head and shoulders. Unlike a history painting, the person in a portrait is not participating in a particular story.

**C Genre painting**  
A genre painting shows scenes from everyday life, such as dancing people or a woman sewing by the window. People doing something at home or in the street.

**D Modern painting**  
The Modern movement is a period from the 1860s to the 1970s. Artists from Salvador Dali to Claude Monet, Vincent van Gogh, Pablo Picasso and Frida Kahlo had a way of showing the usual things in new ways with fresh ideas about the nature of materials and functions of art. Art after the 1970s is called postmodernist (or contemporary) art.

**3 Work in pairs. Ask and answer about the pictures.**

1) Which picture do you like?  
2) Who was it painted by?/When was it painted?

**3a Work in pairs. Listen to the dialogue and write about favourite art style, artist or picture.**

**3b What genre is this picture? Why do you like it?**

**4a Work in pairs. Say who says the sentences. e.g. 1 Abror**

1) I like traditional genre painting.  
2) I like young and not famous artists too.  
3) My favourite is modern art.  
4) Traditional genre painting is my favourite.  
5) My dream is to look at original 'Mona Lisa' by Leonardo da Vinci.

**4b Listen one more time and write about the museums.**

6) When I go to other places, I always visit a museum or an art gallery there.  
7) I'd like to visit the Museum of Modern Art or MoMA in New York.  
8) I think we'll be able to visit these museums one day.

64 UNIT 8 PAINTING AND SCULPTURES

If we close look at the lesson 3 What Genre is it? on page 64 which is taken from Grade 8 textbook, we can see in all four exercises pupils are asked to work in pairs. Complicating the challenges of an outdated textbook is the problem that many teachers lack knowledge on how to adapt textbook materials. In addition, many Uzbek teachers are not familiar with the latest teaching methods. Teachers in inclusive classrooms must adapt textbooks so that students with different reading and comprehension levels can learn classroom content. (Paula Kluth, 2003). Thus, textbook activities should be extended because some of them do not suit students' interests, level, and needs. For that lesson we can adapt Ex 3 Work in Pairs with mingling activity which is called "Find the Author". In this activity students are asked to write their answers to the given four questions on a piece of a paper. Then they make a plane from that piece of paper and close their eyes and make their planes fly. After that they open their eyes and take a plane which is near to them and find the author of the plane by mingling and asking questions and check the answers by looking at the answers. In a such kind of interaction with many students in a short time the learners can interact with different learners and use the English as much as possible.

## LESSON 2 Sports at school

### 1a Look and match.

- 1 football
- 2 swimming
- 3 tennis
- 4 kurash
- 5 volleyball
- 6 running
- 7 high jump
- 8 long jump
- 9 skating
- 10 skiing
- 11 boxing
- 12 snowboarding
- 13 roller skating
- 14 skateboarding
- 15 gymnastics



### 1b Play I like/I don't like.

e.g. I like snowboarding but I don't like boxing.

### 1c Complete the posters.

### 2a Draw and complete the table for Uzbekistan.

Country	How many PI lessons a week?	How long is PI lesson?	Where do you have your PI lessons?	What do you do at PI lessons?
Uzbekistan				
The UK				
The USA				

### 2b Listen and complete the table for the UK and the USA.

### 3 Work in groups of 4. Compare PI lessons in Uzbekistan, the UK and the USA.



**Remember:**  
I play basketball.  
I swim.  
I do boxing.

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Ex 1 b can be adapted. Instead of playing I like/I don't like students do the activity "Find Someone who..." (Students go around and ask questions from each other to find someone who plays/goes/does any given sports. In this way we students can have a good practice of using play/go/do with sport activities).



**Find Someone who....**

**play/do/go**

1. Swimming Ex: Do you go swimming?  Name: _____	2. Tennis _____  Name: _____	3. Boxing _____  Name: _____
4. Judo _____  Name: _____	5. Gymnastics _____  Name: _____	6. Football _____  Name: _____
7. Basketball _____  Name: _____	8. Use your own sport _____  Name: _____	9. High jumping _____  Name: _____

Mingling activities like “Find the Author” or “Find Someone Who...” activities can increase classroom interaction and can involve all students in language learning process and also, they are fun and engaging for the learners. I hope these techniques and approaches can enable our secondary school teachers to work effectively with their textbook materials and create student-centered classroom.

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