WAYS OF USING MOTIVATIONAL GAMES IN A TEACHING PROCESS

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Abstract: *This scientific article provides information on the use of motivational game methods in teaching English to secondary school students, motivational games*

Key words: *dictogloss classroo, graphic organizers, language experience approach, process writing*

Dictogloss classroom

Dictogloss students listen twice a short talk or a reading on appropriate content. The first time through, students listen for the main idea, and then the second time they listen for details. Next, students write down what they have remembered from the talk or reading. Some teachers have their students take notes while listening. The students then use their notes to reformulate what has been read. Students get practice in note-taking in this way. Next, they work with a partner or in a small group to construct togeth//er the best version of what they have heard. What they write is shared with the whole class for a peer-editing session.

Through these processes, students become familiar with the organization of avariety of texts within a content area.

Graphic Organizers

Graphic organizers are visual displays that help students to organize and remembernew information. They involve drawing or writing down ideas and making connections. They combine words and phrases, symbols, and arrows to map knowledge. They include diagrams, tables, columns, and webs. Through the use ofgraphic organizers, students can understand text organization, which helps them learn to read academic texts and to complete academic tasks, such as writing a summary of what they have read. A key rationale for the use of graphic organizers in CBI is that they facilitate recall of cognitively demanding content, enabling students to process the content material at a deeper level and then be able to use it for language practice.

Language Experience Approach

Students take turns dictating a story about their life experiences to the teacher who writes it down in the target language. Each student then practices reading his or herstory with the teacher's assistance. The Language Experience Approach applies the principles of WL: The text is about content that is significant to the students, it iscollaboratively produced, it is whole, and since

it is the student's story, the link between text and meaning is facilitated.

Process Writing

Traditionally, when teachers teach writing, they assign topics for students to writeon; perhaps they do a bit of brainstorming about the topic during a pre-writing phase, and then have students write about the topic without interruption.

Subsequently, teachers collect and evaluate what students have written. Such instruction is very 'product-oriented;' there is no involvement of the teacher in the act or 'process' of writing. In process writing, on the other hand, students may initially brainstorm ideas about a topic and begin writing, but then they have repeated conferences with the teacher and the other students, during which they receive feedback on their writing up to that point, make revisions, based on the feedback they receive, and carry on writing. In this way, students learn to view theirwriting as someone else's reading and to improve both the expression of meaningand the form of their writing as they draft and redraft. Process writing shifts the emphasis in teaching writing from evaluation to revision.

Dialogue Journals

Another way to work on literacy skills is to have students keep dialogue journals. The particular way that journals are used varies, but it essentially involves students writing in their journals in class or for homework regularly, perhaps after each classor once a week. There may be a particular focus for the writing, such as the students' expressing their feelings toward how and what they are learning, or the writing focus could be on anything that the student wishes to communicate to the teacher. Usually it is the teacher who 'dialogues' with the student is the audience for the journal. The teacher reads the student's journal entry and writes a response to it, but does not correct its form.

In a CBI (content-based instruction) class, teachers want the students to master both language and content. The content can be themes of general interest to students, such as current events or theirhobbies, or it can be an academic subject, which provides natural content for the study of language. Teachers do not want to delay students' academic study or language study, so teachers encourage the development of both simultaneously.

The teacher needs to set clear learning objectives for both content and language. The teacher then creates activities to teach both, scaffolding the language neededfor study of the content. The students' role is to engage actively with both contentand language, using each to learn the other.

Teachers must help learners understand authentic texts. Teachers make meaning clear through the use of visuals, realia, repeating, and by giving a lot of examples, building on students' previous experiences. Teachers also design activities that address both language and content, and the discourse

organization of the content, with specific language activities highlighting how language is used in a particularsubject—the language of mathematics differs from thelanguage for history according to Schleppegrell, Achugar, and Oteiza [10, p 122].

Students are actively involved in learning language and content, often through interaction with other students. Thinking skills are also taught in order to help students undertake academic tasks. Graphic organizers are one tool used to assistthis process.

The teacher guides student learning. She supports them by having students pay attention to how language is used to deliver content and by scaffolding their language development. Students often work collaboratively to understand contentwhile actively using the language they are studying.

It is assumed that learning content and language together keeps students interested and motivated. They understand the relevance of what they are studying and that language is a means to an end.

Language is meaningful and a medium through which content is conveyed. Cultureis addressed in teaching to the extent that it is present in the content area being studied.

The content determines what language is worked on. The language includes not only vocabulary items and grammar structures, but also how these contribute to thediscourse organization of texts. All four skills are integrated in authentic contexts. There is no overt role for the students' native language.

-Students are evaluated on their knowledge of content and their language ability.

-The teacher corrects student errors by giving students the correct form or allowingstudents to self-correct. She notes the errors, and recycles content to ensure that students are learning to use language they will need in a school context.

Content-Based Instruction inspires questions about appropriate teacher preparation. Clearly teachers need to have content and language knowledge and teaching skills. Teacher preparation can also help teachers to understand the rationale for integrated instruction and givethem practice designing lessons with language and content objectives, and interesting, stimulating content material. One well-known resource is the Content-based Instruction Observation Protocol according to Content, which helps teachers by describing effective practices. Sheltered-language instruction, such as in the lesson we observed, supports students through the use of particular instructional techniques and materials such as specialized vocabulary-building activities, graphic organizers, and cloze activities. In some settings, team teaching has been adopted, with one teacher in the class focusing on content and another

language support. At the university level, sometimes an adjunct model is used. In the adjunct model for university students, students enroll in a regular academic course. In addition, they take a language course that is linked to the academic course. During the language class, the language teacher's focus is on helping students process the language in order to understand the academic content presented by the content teacher. The language teacher also helps students to complete academic tasks such as writing term papers, improving their note-taking abilities, and reading academic textbooks assigned by the content teacher.

What all Content-Based Instruction models have in common is learning both specific content and related language skills. 'In content-based language teaching, the claim in a sense is that students get 'two for one'—both content knowledge and increased language proficiency.

Content-based language instruction is not really new to English language teaching. It has been used in tertiary programs in English for Specific Purposes or in secondary or tertiary programs which teach English for Academic Purposes; in adult programs which teach Vocational English while teaching related job skills and even in programs to train foreign teaching assistants at the university. Traces of its origins can also be found in efforts to teach writing across the curriculum or reading skills in the content areas according to Crandall [3, p 312]. However, the scope has increased dramatically in the current integrated language and content instructional programs, with instruction provided by language teachers, content teachers, or teams of both.

Foreign language teachers have implemented content-based language instruction in a number of programs. These include partial or total immersion programs, where a part of the child's academic instruction is received through the medium of a foreign language, the delivery of an academic course often history or related social studies through the foreign language, and innovative two-way interlocking or bilingual immersion programs in which students of two or more ethno linguistic backgrounds are brought together to receive part of their instruction in each of the two languages according to Crandall [12,p 228].

Integrated language and content programs can be found in the elementary, secondary, and tertiary levels in the United States. These programs may be the purview of the language teacher, the content teacher, or both. In a content-based language program, the language teacher usually with assistance from a colleague who teaches another content area for example: a math teacher, science teacher, or social studies teacher develops a special language class which uses concepts, texts, and tasks from the content area to teach the language. The class might be English for Specific Purposes course which teaches the English language skills required for mathematical problem solving or a history course taught through the

medium of English or other language. Both of these seek to enable students to acquire academic language skills in that language, but the degree to which the language teacher is responsible for the actual subject matter instruction varies from only providing skills to enable the students to participate in another content course to actually providing the content instruction according to Short, Crandall and Christian, Crandall, Spanos, Christian, Simich-Dudgeon and Willetts [6, p 45].

Conversely, subject matter teachers often with the assistance of the language teacher may adapt their instruction to accommodate different levels of langauge proficiency in their classes. These classes, knot n variously as sheltered English or language sensitive content classes are increasingly provided in schools in which language minority students constitute a large population. Here the language teacher acts as a resource to other teachers, helping them to increase the means by which linguistically different students can learn the academic concepts and skills.

These techniques might include the use of demonstrations, visuals and or other objects to establish meaning; the use of interaction and communication activities in the classroom to enable students to 7 communicate effectively in the register or language of the subject area; and often the use of adapted or simplified texts and materials according to Short, Crandall and Christian [6, p 48]. Some programs have parallel instructional designs, sometimes referred to as paired or adjunct courses according to Snow and Brinton. In these, students receive instruction from two teachers, a language teacher who may focus on the reading or writing skills required for a history or psychology course, while the history or psychology instructor focuses on concept development. These paired programs are often found at the tertiary level. An example of a program which uses all three approaches, with integrated instruction offered by the language teacher, the content teacher, and in parallel courses, is the program provided by CAL to Schools pupils in Tegucigalpa preparing for university study in the United States.

In that program, math and science classes are taught by bilingual instructors, who integrate progressively more English language in their instruction during the three trimesters, beginning with English medium textbooks and instruction and then switch to sheltered English instruction, ending with English as the medium for texts and instruction. At the same time, English teachers are introducing progressively more content into their instruction, using both content-based and parallel instruction. The program is particularly fortunate to have one science instructor who is also a qualified English language instructor, but the majority of the program design has emerged from cooperation across the disciplines. At the elementary level, a two-way bilingual or interlocking immersion model may be employed, whereby students from two different language rind ethnic groups are 6 or 8 brought together in one class to receive some of their academic instruction in

one language and the remainder in the other. In these programs, all instruction must be sheltered or integrated with language development, since at any time at least some of the students in the class will not be proficient in the language of instruction.

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