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АНГЛИС ТИЛИ САБАГЫНДА KWL СТРАТЕГИЯСЫ
СТРАТЕГИЯ KWL НА УРОКЕ АНГЛИЙСКОГО ЯЗЫКА
KWL STRATEGY AT AN ENGLISH LESSON

Аннотация: Бул макалада деталдуу сабак планы жана мугалимдер үчүн пикирлер камтылган. Бул сабак KWL (Билүү / Билгиси келет / Үйрөнөт) стратегиясына негизделген. Сабак чыгаан педагог-реформатор И.Арабаевге арналат.

Негизги сөздөр: сабак планы, графикалык уюштуруучу, KWL стратегиясы, И. Арабаев.

Аннотация: Данная статья содержит подробный план урока и комментарии для учителей. Этот урок разработан на основе стратегии KWL (Знаю / Хочу узнать / Узнал). Урок посвящён выдающемуся просветителю-реформатору И. Арабаеву.

Ключевые слова: план урока, графический организатор, стратегия ЗХУ, И. Арабаев

Annotation: This article contains a detailed lesson plan and teachers' notes. This lesson was elaborated on the basis of KWL strategy (Know / Want to know / Learned). The lesson is devoted to a prominent educator-reformer I. Arabaev.

Keywords: lesson plan, graphical organizer, KWL strategy, I. Arabaev

Being a teacher of English, I always try to use some texts, pictures and videos related to the English-speaking countries at my lessons. But about seven years ago I made up a detailed lesson plan including handouts and a Power Point presentation devoted to the outstanding people of Kyrgyzstan. I use this material quite often and I have to update these lessons from time to time due to some reasons. But I still believed that information about English speaking countries was much more important than that. Then, one day I heard one of the Americans said that our students could describe Washington or London in details, as though they lived there, but they could say nothing about Bishkek or monuments in this city. Only then it became clear to me why it is so important to use information about our republic at English lessons. It is still very difficult to find information of this kind, especially in English. That is why I'd like to share this lesson plan. As the lesson aims and objectives in TEFL and our schools can differ, both sets are provided. Depending on your pupils' level you can skip or add some activities.

It is important to introduce the theme of the text before we ask students to read it. This serves two purposes: to help students in their reading, giving them some idea what to expect; to increase

their interest and so make them *want* to read the text. The teacher should not say *too much* when introducing a text, or they will kill the students' interest instead arousing it. One way to introduce the text is just to give a simple sentence: We are going to read about ... The text tells us how... Another way is to have a short discussion - Do you know anything about ... ? Do you know how ... ? During this discussion students can say everything that they know about the theme or some fact, and then check their ideas while reading the text. At this stage KWL (Know, Want to Know, Learned) reading strategy can be very useful. A KWL table, or KWL chart, is a graphical organizer designed to help in learning. Teachers activate students' prior knowledge by asking them what they already **Know**; then students (collaborating as a classroom unit or within small groups) set goals specifying what they **Want** to learn; and after reading students discuss what they have **Learned**.

Lesson Plan.

Lesson theme: Prominent People: Ishenaly Arabaev

Level Intermediate, Upper-Intermediate

The aim and objectives of the lesson:

Aim: By the end of the session, students should be able to speak about Ishenaly Arabaev, a great educator-reformer and linguist.

Objectives: In order to achieve this, students will be able to:

- Practise scanning (looking *only* for a specific fact or piece of information without reading everything)

- Explain why Ishenaly Arabaev is referred to as *reformer* making their own conclusions based on the information given in the text.

Aims:

Educational:

To give less-controlled practice of a language point

To enrich pupils' vocabulary on the given theme

To improve students' ability to talk about the topic by introducing lexical set

Developmental

To develop students' ability to identify the main ideas in a reading text

Developing reading skills - prediction/scanning

Developing speaking skills - fluency practice

To enrich students' outlook

Up-bringing

To promote interest in their Motherland history and culture.

Materials needed: KWL charts, cards, pictures (I. Arabaev portrait, the front cover of one of his books)

Stage 1. Introducing the topic for discussion. Ask the pupils to look at the portrait.

(The portrait can be obtained from www.foto.kg/galereya/3110-istoricheskie-lichnosti-ishenaly-arabaev.html, the picture of the book can be obtained from <https://www.twirpx.com/file/275447/>)

T. Look at this person. Do you know his name?

Wait for students' answers. If they don't know who he is ask them to look at the picture of the book. If they still cannot answer tell them his name.

T. Look at this picture of a book. Do you know what book it is?

Wait for students' answers.

Stage 2. Brainstorming ideas about Ishenaly Arabaev. The teacher should create a chart on the blackboard.

K

What I **KNOW**

W

What I **WANT** to Know

L

What I **LEARNED**

In addition, the students should have their own chart on which to record information, so ask students to create their own chart. Ask students to brainstorm words, terms, or phrases they associate with the topic.

T.: What do you know about him? Let's write it down.

The teacher and students record these associations in the **K** column of their charts. This is done until students run out of ideas.

Sometimes students need more prompting than, "Tell me everything you know about Ishenaly Arabaev" to get them started. If it is too difficult for them to express their own ideas about this person, write down the following words on the blackboard, or distribute them on the cards.

T.: Which of these words do you think can be written in the K column?

an archeologist, a folklore collector, a geographer, an educator-reformer, a linguist, a mathematician, a statesman, a teacher, a translator, a researcher.

The Key I. Arabaev is an educator-reformer, a linguist, a folklore collector, a teacher, a statesman, a translator, a researcher. He is not a mathematician, a geographer, an archeologist.

Stage 3. Introducing the theme of the text. Ask students what they want to learn about I. Arabaev. The teacher and students record these questions in the **W** column of their charts. This is done until students run out of ideas for questions. If students respond with statements, turn them into questions before recording them in the **W** column.

If, in response to "What do you want to learn about Ishenaly Arabaev?" your students are either having trouble coming up with ideas, or are saying, "nothing," try asking the following question instead:

T.: "What do you think you will learn about Ishenaly Arabaev from the text you will be reading?" This is done until students run out of ideas.

Stage 4. Scanning. Ask the students to scan or read the text quickly and mark or underline all numbers and dates mentioned there. Then ask them to fill in the gaps in **Ex. 1**. The sentences are not in the same order as they are in the text, so students will have to re-read the text several times. While doing this they will get familiar with the text and remember the facts mentioned there. This activity can be done individually or in pairs.

T.: Read the text quickly. Mark or underline all numbers and dates. *Wait till the pupils finish.*

T.: Fill in the gaps in **Exercise. 1**. Remember, the sentences are not in the same order as they are in the text. *Wait till the pupils finish. Peer correction.* Compare your answers. (in pairs or with another pair of students)

Ex. 1. The key.

- (1) Ishenaly Arabaev was born in **1882**.
- (2) On **May 11, 1933** he was arrested on political accusations and died in prison on **June 7, 1933**.
- (3) The first Kyrgyz primer (ABC book) was published on **February 15, 1911** in Ufa.
- (4) This primer was based on the Arabic script, **25** letters were used.
- (5) There were **52** pages in this book.
- (6) He worked as a teacher in primary schools from **1900** to **1910**.
- (7) In **1910** he went to study to Orenburg, then to Ufa and Kazan.
- (8) Ishenaly Arabaev worked out **11** detailed lesson plans explaining how to teach with the help of his textbook.
- (9) His other textbooks are Jazuu ornekteri (Orenburg, **1912**), Kyrgyz Alippe (Moscow, **1925**), Saamalyk (Moscow, **1928**) and others.

Stage 5. Comprehension check. Before doing Comprehension check assignment (Ex. 2.), you might want to pre-teach/ check some words. Depending on your pupils' level you may either ask your students what some of these words mean or ask them to match the words and their definitions. Do not use all of these words; just choose the ones that you think are the most useful or the ones that your students do not know.

Glossary.

- An educator is a person distinguished for his/her educational work (просветитель).
- A reformer is someone who tries to change and improve something
- A linguist is a person who studies languages.
- A folklore collector is a person who collects and writes down the traditional stories, customs, and habits.
- A primary school is a school usually including the first three or four grades of elementary school.
- A primer (ABC book) is an elementary textbook that is used for teaching children to read.
- The Arabic script is the Arabic system of writing.
- An extract is a part of a book or a poem.
- The Koran sura is a chapter or section of the Koran.
- To suggest means to express an idea or plan for someone to consider.
- For practical purposes means for real situations.
- To support an idea means to help to show that it is true or correct.
- Statehood is the status of being a recognized independent nation.
- A founder is a person who gets something started.
- Linguistics is the scientific study of language and its structure.
- A statesman is an important and experienced politician, especially one who is widely known and respected.
- The Chair is someone who controls a meeting or organization.
- An accusation is a statement that a particular person has committed a crime, although this has not yet been proved.

Ask the pupils to read the text again and do the assignment (Ex. 2):

T.: Read the text again and find the sentences proving that I. Arabaev is: an educator-reformer, a linguist, a folklore collector, a teacher, a statesman, a translator, a researcher. (Some of the statements cannot be proven with the help of the text.)

The Key.

- an educator-reformer: These methods and techniques were quite different from traditional ones. Arabaev was one of the first reformers who suggested using Arabic script for wide practical purposes.
- a linguist: Arabaev was not only the founder of the Kyrgyz linguistics...
- a folklore collector -
- a teacher: worked as a teacher in primary schools (1900-1910).
- a statesman: ...he was a statesman too. He was the Chair of the Academic Center at the Department of the People's Education.
- a translator, Ishenaly Arabaev translated several extracts from Leo Tolstoy's, Konstantin Ushinskiy's and Ivan Krylov's works for children and used them as reading texts for his ABC book.
- a researcher. He was the Chair of the Academic Center at the Department of the People's Education. The Center was created with the purpose of coordination of research activities of the Department of the People's Education and supporting its educational activities.

Though the topic sentence says that I. Arabaev is *a folklore collector*, the text does not mention what kind of folklore he collected. *Wikipedia* says that he was a team leader for the collection and recording of the epic "Manas".

The text also does not mention what kind of research I. Arabaev performed. But he was the Chair of the Academic Center, so he could perform some research too.

Stage 6. Post reading activities. Have students fill out the *L* column of their charts. Students should look for the answers to the questions in their *W* column. Students can fill out their *L* columns either during or after reading. In addition to answering the *W* column questions, encourage

students to write in the *L* column anything they found especially interesting. Possible answers are mentioned in the following *Homework* section. Discuss the information that students recorded in the *L* column. If they didn't find all the answers finding them in other sources it can be set as homework.

Homework. Ex. 3. Find sentences describing I. Arabaev's life. Find sentences describing the life of some other person. Do you know the name of this person?

The Key:

Ishenaly Arabaev (1882 -1933) (2) (3) (5) (7) (9) (10) (12) (13)

Kasym Tynystanov (1901-1938) (1) (4) (6) (8) (11) (14) (15)

A teacher has many reasons for using KWL charts in the classroom. First, a KWL chart activates students' prior knowledge of the text or topic to be studied, students are thinking about prior experiences or knowledge about the topic. Next, KWL charts set a purpose for the unit. Students are able to add their input to the topic, they have a purpose for participating and engaging in the topic. Also, using a KWL chart allows students to expand their ideas beyond the text used in the classroom. By being aware of students' interests, the teacher has the ability to create projects and assignments that the students will enjoy. A KWL chart is a great tool that can be used to drive instruction.

Materials.

The text.

Ishenaly Arabaev (1882 -1933) is a great educator-reformer, linguist and folklore collector.

Ishenaly Arabaev was educated by mullah, and then worked as a teacher in primary schools (1900-1910). In 1910 he went to study to Orenburg, then to Ufa and Kazan. Ishenaly Arabaev created the first Kyrgyz primer (ABC book) *Alippe jana toto okuu* (The ABC and Easy reading), which was published on February 15, 1911 in Ufa. This primer was based on the Arabic script, 25 letters were used. There were 52 pages in this book. Ishenaly Arabaev translated several extracts from Leo Tolstoy's, Konstantin Ushinskiy's and Ivan Krylov's works for children and used them as reading texts for his ABC book. Apart from that he worked out 11 detailed lesson plans and described several methods and techniques that explained how to teach with the help of this textbook. These methods and techniques were quite different from traditional ones. At that time pupils just learned the Koran suras by heart, and Arabaev was one of the first reformers who suggested using Arabic script for wide practical purposes.

His other textbooks are *Jazuu ornekteri* (Orenburg, 1912), *Kyrgyz Alippe* (Moscow, 1925), *Saamalyk* (Moscow, 1928) and others.

He supported the idea of Kyrgyz statehood. Arabaev was not only the founder of the Kyrgyz linguistics, he was a statesman too. He was the Chair of the Academic Center at the Department of the People's Education. The Center was created with the purpose of coordination of research activities of the Department of the People's Education and supporting its educational activities. On May 11, 1933 he was arrested on political accusations and died in prison on June 7, 1933.

Ex. 1. Read the text quickly. Mark or underline all numbers and dates. Fill in the gaps.

1. Ishenaly Arabaev was born in.....
2. On he was arrested on political accusations and died in prison on
3. The first Kyrgyz primer (ABC book) was published on in Ufa.
4. This primer was based on the Arabic script, letters were used.
5. There were pages in this book.
6. He worked as a teacher in primary schools from to.....
7. In he went to study to Orenburg, then to Ufa and Kazan.
8. Ishenaly Arabaev worked out detailed lesson plans explaining how to teach with the help of his textbook.

9. His other textbooks are *Jazuu ornekteri* (Orenburg), *Kyrgyz Alippe* (Moscow,.....), *Saamalyk* (Moscow,.....) and others.

Ex. 2. Read the text again and find the sentences proving that I. Arabaev is:

- an educator-reformer,
- a linguist,
- a folklore collector,
- a teacher,
- a statesman,
- a translator,
- a researcher.

(Some of the statements cannot be proven with the help of the text.)

Ex. 3. Find sentences describing I. Arabaev's life. Find sentences describing the life of some other person. Do you know the name of this person?

1. He came to a conclusion that the Cyrillic or the Latin based alphabet would have been be more adequate than Arabic one.
2. He is a great educator-reformer, linguist and folklore collector.
3. He created the first Kyrgyz primer (ABC book) *Alippe jana toto okuu* (The ABC and Easy reading).
4. He created the first Communist Party newspaper in Kyrgyzstan *Erkin Too*.
5. He translated several extracts from Leo Tolstoy's, Konstantin Ushinskiy's and Ivan Krylov's works for children and used them as reading texts for his ABC book.
6. He published the first textbook *Ene Tilibiz* (*Our language*) in new Latin based script.
7. He worked out 11 detailed lesson plans and described several methods and techniques that explained how to teach with the help of his textbook.
8. He was actively involved in creating Kyrgyz terminology and contributed to the development of Kyrgyz soil science, botany, zoology, economics, agriculture, etc.
9. The methods and techniques, suggested by him, were quite different from traditional ones.
10. He was one of the first reformers who suggested using Arabic script for wide practical purposes.
11. He created first Kyrgyz reading books for primary schools, the *Grammar of the Kyrgyz Language*, covering the primer (the ABC book), phonetics, morphology, and syntaxes.
12. He was the founder of the Kyrgyz linguistics.
13. On May 11, 1933 he was arrested on political accusations and died in prison on June 7, 1933.
14. He created a very successful terminology for the Kyrgyz grammar. Some 90 percent of the whole terminology, created by him is still in use.
15. He wrote that *Manas* is the source of original Kyrgyz oral poetry and should be considered a part of the world cultural heritage.

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