DOI: 10.17117/na.2016.03.02.044

<http://ucom.ru/doc/na.2016.03.02.044.pdf>

Поступила (Received): 31.03.2016

Байджанова И.А. Эффективные методы обучения иностранного языка

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Effective ways of teaching foreign languages

Статья содержит информацию об обучении студентов иностранному языку. Есть много методов обучения иностранных языков. В статье даны некоторые из них. В каждом методе есть индивидуальный подход к изучающим иностранных языков

Ключевые слова: методы обучения иностранного языка

The article includes in itself different information about methods of teaching foreign languages. There are a lot of methods of teaching foreign languages. In the article there are given some of them. Each method has individual way for learners of foreign languages

Key words: methods of teaching foreign languages

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Being an English language teacher always makes me think deeply of how to gain set goals in teaching the language to our students. There have been lots of approaches and ways of teaching here are given some of them:

Comparing different approaches Hattie et al use 'effect sizes' to compare the effectiveness of hundreds of different study skills teaching programmes. In outline, the best way of telling how well a teaching strategy works is to try it out with real teachers and students, and to have a control group. You can then compare learning 'with' and 'without' the strategy being tested. How much more the experimental group learns than the control group is the 'effect size'.

– An effect size of 1.0 is analogous to a **two** grade leap at GCSE

– An effect size of **0.5** is analogous to a **one** grade leap.

There is more on effect sizes at the end of this handout.

The main findings of the study skills meta-study were:

– Most study skills teaching has a positive effect, but some works much better than others. The mean effect size of studies was about 0.45. Study skills teaching improved attitude more than it did the students' study skills (0.48). Perhaps it makes students feel less stressed!

– Although other strategies can work well, the best strategy is to teach study skills **in context**. Only exceptionally will students 'transfer' strategies learned in one context, into another. So if an economics teacher teaches essay planning, the students

benefit and their essays get at least a grade better, but they need to be taught by their history teacher to transfer these skills to, say, history essay planning which otherwise will not improve!

- It's best to use tasks that are real, embedded, and subject specific. E.g. Teach essay planning while they are writing a real essay for their course; or teach note taking by looking at the notes they have made in a real lesson.

- Its best to integrate study skills teaching into the scheme of work.

- Students must be active while they are learning study skills. Giving notes on how best to study doesn't work.

- Meta-cognition is a notable feature of all the successful (high effect size) studies that they found. Meta-cognition is students thinking about their learning, and self-regulating their own learning. For example, students reflecting about the way they work, and so setting themselves goals for improvement, then evaluating how this went.

Which study skills should we teach?

As mentioned before, you need to identify the study skills and sub-skills crucial for success in your subject. However, 'Attribution' and 'structural aids' are worth including in any study skills programme as they have the largest effect sizes of all study skills topics.

These are strategies that show the structure of what is being learned. It involves interacting with content to develop ideas on its meaning, for example extracting the key points from the content being studied. Such strategies include: 'Concept mapping' (or mind mapping, spider diagrams etc); 'advanced organisers' where students are told in advance what they will learn in a lesson or unit; note taking skills; summary writing etc. Teaching students to work up the Biggs SOLO heirarchy may also help. See separate handout on this. Also see my 'Analysis' handout.

Effect sizes are additive, so if students learned 'attribution' and 'structural aids' effectively this would add three grades to each student's academic performance! In practice it is hard to implement strategies as rigorously as on educational research programmes. However, the very large effect sizes for these strategies show that there is plenty of opportunity to improve student learning.

Memory Aids such as Mnemonics (Mean effect size 1.09)

For example Richard of York Gained Battle In Vain to remember the colours of the rainbow: Red Orange etc. The high effect size is partly due to the limited measure of success (rote recall).

A Coda on Conventional Study Skills Teaching (**Mean effect size 0.45**)

This is common but is not the best way. It involves teaching directly, a range of skills such as underlining, skimming, and essay planning etc, but not using all these skills together, or learning how to choose the skill that is most appropriate on a given task. Students are not taught how to integrate their use of the different skills or techniques. They are not taught to work with a sense of purpose choosing the most appropriate skill depending on context.

As you can see this strategy doesn't work as well as the relational approach described earlier. However, it is 'considerably better than nothing' adding nearly a grade to students' academic performance.

Some of the weaknesses of this approach may be overcome if students are required to use the skills and techniques they are being taught within their subject learning, and reflect on their experience of using them. For example, a tutor could do 'note taking' with students, and ask them to try the technique in a forthcoming lecture. They could then offer opportunities for students to review their note taking experiences at the next tutorial and set themselves targets and so on. This would considerably improve on the effect size of 0.45 which is already above average for educational research, showing that study skills teaching works, and is important.

What are effect sizes?

As mentioned earlier, the best way of telling whether a strategy works or not is to try it out with real teachers and real students, and to have a control group. You can then compare learning 'with' and 'without' the strategy. How much more the experimental group learns than the control group is the 'effect size'.

– An effect size of **1.0** is analogous to a **two** grade leap

– An effect size of **0.5** is analogous to a **one** grade leap.

As a comparison, a teacher in front of a class has an effect size of 0.25. An effect size greater than 0.4 is above average for educational research and means the strategy is very effective. An average effect size of 1.0 is enormous and puts the strategy amongst the most powerful discovered by research.

Averaged effect sizes give us the best evidence of whether strategies work or not, they are much better evidence than correlations, and crucially they allow us to compare one strategy with another. The one with the highest effect size being 'best'. The effect sizes quoted in this paper are those for 'performance' unless otherwise stated, that is, how much better the students did in their academic study due to learning study skills.

Список используемых источников:

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