

## SYSTEM OF EXERCISES FOR TEACHING ENGLISH

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World globalization has sparked a growing interest in the teaching of English as a Foreign Language (EFL) to young learners all over the world. In the last few years there has been an explosion of English classes for young learners both in state systems- as part of the school curriculum- and in private language schools all over the world. This surge of interest in the area has led to the publication of methodology books and theoretical research as well as teaching programs. Many of these programs emphasize the importance of using exercises, experiential, motivating and cognitively appropriate language activities.

The main form of activity organization at the lesson is an exercise as repetition of the same typical operations and actions many times. Using exercises at the lesson demands understanding the types and kinds of exercises and their purpose, what place an exercise occurs in the system of exercises and what results can be achieved doing a certain exercise. Some training specialists think that the content of FLT includes: a) exercises of different types; b) texts for oral and written work; c) laboratory exercises; d) topical selection of material. The term of 'exercise' is usually used with the aim to master language sub-skills and communicative skills in all speech activities. Exercises are organized as a system or complex directed to development of language sub-skills and skills. Exercises are usually shaped with the language material and task performing to achieve the practical goal. Therefore materials for exercises are taken from the content of teaching. Thus content of teaching is the foundation, source and object of exercises.

Exercises must be created as a system. By the system of exercises we understand organization of teaching actions in algorithm (logical consecutive) in accordance with increasing of language and operational difficulties.

Different classifications of exercises have been worked out in methodology. In our opinion, the more effective system of exercises was suggested by V.A.Buhbinder. The appointed requirements to the system of exercises are:

- 1) Actions must correspond to the given goal and nature of phenomenon.
- 2) Consecution of exercises must correspond to stages of skills formation (from imitative exercises to production in accordance with one stimulus). They all provide acquiring language, speech acts or operations and speech activity in PL.



### System of exercises by V. A. Buhbinder

Types of exercises	Aim of exercises	Kinds of exercises	Interpretation
Informative	Understanding and fixing knowledge about language units	Comparing; pronunciation of sounds, words, phrases; grouping, matching, transformation, etc.	Language learning
Optional	Developing subskills for language units usage and speech automatisms. This type of exercises is used to train operational mechanisms of speech organization on the basis of language units.	Practicing lexical and grammar combinations; filling the gaps, transformation, reorganization, conversion.	Skills getting (obtaining)
Motivational	Developing or improving communicative skills in text production and reception in the real condition and situation of oral and written speech. The stimulus is presented in all kinds of these exercises	Question-answering, situations, drama, role-play, retelling the text, extending the idea, text compression, control, etc.	Skills using

Language exercises (skills getting/obtaining) are used as training and preparatory operations. The material for this type of exercises is language units. During doing this type of exercises the following operations are sprung into action: 1) observation; 2) analysis; 3) comparison; 4) choosing; 5) transformation; 6) substitution and omitting; 7) generalization or finding analogues.

The next type of exercises is communicative ones (skills using), with the help of which communicative skills in listening, speaking, reading and writing are developed. They have a communicative task directed at the content of the speech, to practice, reception and production of speech. There different material is used. During doing these types of exercises the following operations are sprung into action: 1) statement; 2) asking; 3) confirmation; 4) agreement or disagreement; 5) disclaimer; 6) clarification. Stimulus for utterance is a communicative goal. It is necessary to follow from intention to selection of language units. For example: Say what you are going to

do in the evening. The result of doing this type of exercises is production of the whole text according to the topic or situation. Communicative exercises are simulations and situations. The kinds of such exercises are: 1) question-answer; 2) situation; 3) reproduction; 4) discussion; 5) description; 6) initiation; 7) game; 8) translation.

The following requirements are put to communicative exercises:

- Tasks to exercises must have communicative character as possible.
- Exercises must deal with a situation and stimulus,
- Exercises must be created to provide unmistakable and quick fulfillment of them.

The mentioned task-based language teaching considers exercises as giving learners direct and immediate experience of language use in communication. Focused tasks, pre-tasks and feedback on tasks enable learners to notice language forms, to use them under real operating conditions and to receive feedback on their language use. Priority is given to getting something done through language rather than practicing predetermined language items. The language of the task therefore is not being predictable. Attention is paid to the task outcome or product and not to whether the learners used a particular language form to complete the task.

It is necessary during the pre-tasks and tasks activities check the understanding of tasks by learners what they have to do. While the tasks are being done a teacher assists them with any problems and input language items if the help is requested. After learners have done a task a teacher gives a feedback to: 1) whether the learners successfully accomplished a task; 2) examine input language that they needed but didn't use; 3) point out significant errors; 4) tell learners what they did well.

Authentic tasks are those that require the learners to use the target language in a way that simulates its use in real life outside the language classroom. When learners are asked to fill in the blanks, change verbs from Simple Past to Simple Present, give the correct forms of adjectives or adverbs complete substitution tables, they are not therefore performing authentic tasks. Examples of authentic tasks would be writing a complaint about any abnormality around somebody (e.g. the wanton cutting down trees in the city or village, etc.).

Authentic text is a text which is not written or spoken for language teaching purposes. Examples of authentic text are newspaper articles, popular songs, novels, radio interviews, traditional fairy tales, myths and legends, different conversational talk which organized by native-speakers. A story that is written to exemplify the use of reported speech, a dialogue scripted to exemplify ways of inviting and linguistically simplified version of a novel are not authentic texts.

### Exercises considering language learning skills

Criteria for classification of communicative exercises	Kinds of exercises
1. Types of speech activity	<p>Speaking: situational, descriptive, problem-solving, story-telling, game-playing, etc.,</p> <p>Listening: listening with wandering gaps; ticking lexical items; listening and labeling; guessing from the text; listening and matching; completing gaps in the text; ticking true or false statements; transferring information to a table; commenting on the text.</p> <p>Reading: scanning, skimming, jig-saw reading, reading two or more texts and find one problem, retelling the text, etc.</p> <p>Writing: paragraph writing, dictation, essay, report, annotation, etc.</p>
2. Character of speech activity:	<p>Productive and receptive.</p> <p>Prepared and spontaneous (unprepared). Oral and written.</p>

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