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ACTIVE LEARNING METHODS IN GENDER BASED EDUCATION

Аннотация: в данной статье рассмотрены ценность и способы внедрения активного обучения на уроке. Отмечено, что больше внимания стоит уделять особенностям развития мальчиков. Авторы предлагают формы и методы обучения английскому языку, основанные на гендерных признаках.

Ключевые слова: методы активного обучения, гендерное образование, особенности развития мальчиков, достижение успехов, однополые классы.

Abstract: the article discusses the value of active learning and ways can be incorporated into the classroom, paying attention to the differences in males in teaching. The author offers forms and methods of gender-based English language teaching.

Keywords: active learning methods, gender education, differences in males, gain in achievement, single-gender all-boys class.

«What I hear, I forget. What I see,

I remember. What I do, I understand.»

(Old Chinese proverb, sometimes attributed to Confucius)

Over the last several years, pedagogical research into the effectiveness of active and collaborative learning in the undergraduate classroom has demonstrated that across all disciplines active learning, relative to traditional lecture format classes, increase student test scores, comprehension, and/or self-efficacy relative to traditional lecture format classes.

Active learning is a student centered approach in which the responsibility for learning is placed upon the student, often working in collaboration with classmates.

In active learning teachers are facilitators rather than one way providers of information.

Active learning activities *help promote higher order thinking skills* such as application of knowledge, analysis, and synthesis. Also they *engage students in deep rather than surface learning*, and enable students to apply and transfer knowledge better.

Active learning activities can be used to:

- get student attention and increase motivation;
- assess students' prior knowledge;
- promote problem solving and application, and deepen student understanding;
- help students review materials for an exam;
- prepare students for a major assignment;
- explore the relevance of the course material in student's professional or everyday lives.

According to academic research, linguists have demonstrated that there is *not one single best method for everyone* in all contexts, and that no one teaching method is inherently superior to the others.

Also, it is not always possible – or appropriate – to apply the same methodology to all learners, who have different objectives, environments and learning needs.

Methods of teaching English have developed rapidly, especially in the previous 40 years. As a language learner, training manager, or teacher, it is important to understand the various methods and techniques so that you are able to navigate the market, make educated choices, and boost your enjoyment of learning a language.

Each teaching method is based on a particular vision of understanding the language or the learning process, often using specific techniques and materials used in a set sequence.

Examples of Active Learning Techniques:

Think Pair Share: students ponder the answer to a question and then share their thoughts with a neighbor.

Think Aloud: the teacher verbalizes what she is thinking as she reads or figures out a problem. In turn, students get a glimpse into the mind of a skilled reader or problem solver.

Role Playing: students look at the topic from the perspective of a character, who will affect and be affected by a chosen topic.

Telegram: very brief entry. Briefly write the most important thing that grasped the lesson with the wishes of a neighbor's party and send.

Discovering Plate Boundaries (more info): this is a group discussion method employing many aspects of cooperative learning. Students use the «Jigsaw» technique to learn more about the topic.

Peer Review: students review and comment on materials written by their classmates.

Discussion: promoting a successful discussion depends on correctly framing questions. Discover tips for framing discussion questions to promote higher order thinking.

Problem solving using real data: students use a variety of data to explore scientific questions.

Just in Time Teaching: students read assigned material outside of class, respond to short questions online, then participate in collaborative exercises the following class period.

The *Quescussion* strategy represents a shift from making statements to starting to wonder and ask questions. The participants make points as in a normal discussion, but the use of statements is forbidden.

Game Based Learning: uses competitive exercises, either pitting the students against each other or through computer simulations.

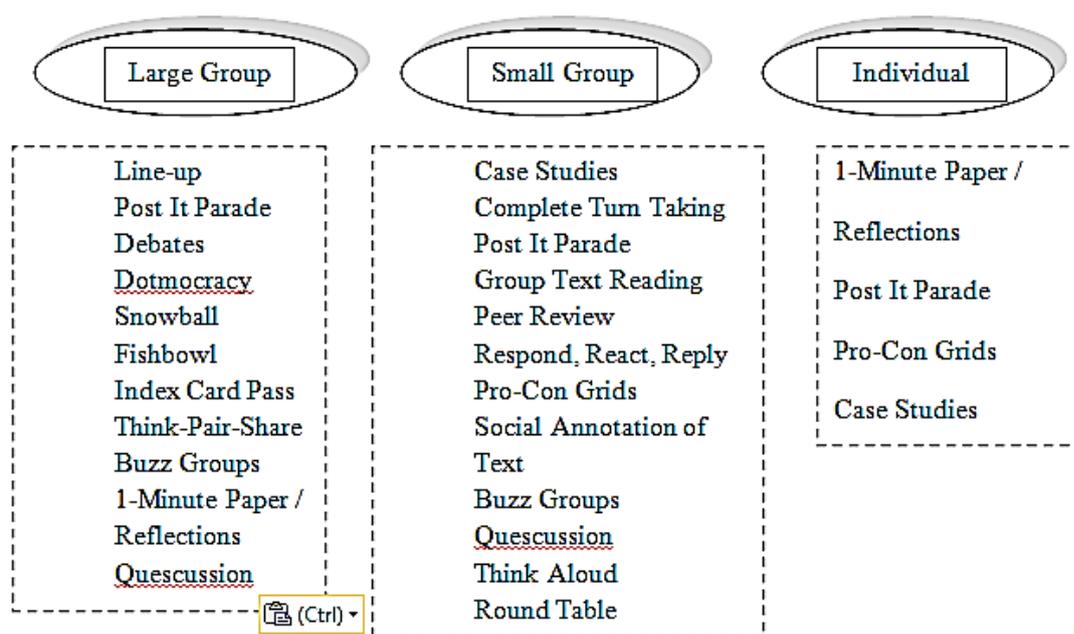
1-Minute Papers/Reflections: a «one-minute paper» may be defined as a very short, in-class writing activity (taking one-minute or less to complete) in response to an instructor-posed question, which prompts students to reflect on the day's lesson and provides the instructor with useful feedback.

«Backpack»: reflection method is used most often in the classroom after studying a large section. The point – to fix the progress in studying, as well as, possibly, in their relations with others. Backpack moves from one student to another. One does not just fix success, but also results in a concrete example. If you want to gather your thoughts, you can say «miss turn». *Example.* I have learned to make the plan of the text. I have understood the certain topic.

Dotmocracy. The term «Dotmocracy» has been used to describe two different types of meeting facilitation tools and techniques:

1) sticker dot voting; 2) idea rating sheets. Both are fun group activities used to help participants recognize their collective opinions. Although idea rating sheets have some features in common with dot voting (also known as «multi-voting») there are some important differences that make rating sheets a better choice for reliably helping large groups to find agreement among many suggestions. *Fishbowl:* The method is named after the seating arrangement: it looks like a goldfish bowl, two circles of participants sitting around each other. Each participant in the discussion group is allowed to leave it at any time. If «tapped» a participant, he can finish his thought, and then leaves the discussion group. Blank spaces in the discussion group can – but need not – be filled by each participant.

Examples of Active Learning Techniques for using in large and small classes.



Pic. 1

Each method has a different focus or priority, so let's look at what this means in practical terms in the classroom.

Table 1

<i>Method</i>	<i>Focus</i>	<i>Characteristics</i>
Grammar Translation	Written literary texts	Translate from English into your native language
Respond, React, Reply Think-Pair-Share Think Aloud Round Table	Everyday spoken language What is being communicated, not structure of English	Student learns by associating meaning directly in English Understanding of English through active student interaction; role play, games, information gaps
<i>Audio-Lingual Method</i>	Sentence and sound patterns	Listening and speaking drills and pattern practice only in English
<i>I-Minute Paper / Reflections</i> Quescussion Case Studies	Grammar rules. How to learn.	English grammar rules deduced and then understood in context. Teach learning strategies, cooperation; activities vary according to different intelligences
Case Studies Complete Turn Taking Post It Parade Group Text Reading Quescussion Think Aloud Round Table Debates	Student interaction rather than teacher What is being communicated, not structure of English	Teacher is silent to allow student awareness of how English works. Understanding of English through active student interaction; role play, games, information gaps
Peer Review Respond, React, Reply Pro-Con Grids Social Annotation of Text	Student interaction	Understanding of English through active student interaction
Think Aloud Round Table Debates	Listening comprehension	English speaking delayed until students are ready; meaning clarified through actions and visuals

Students will perform better if they need to produce something as part of active learning and are accountable for their work (for example, ask students to hand in a solution to a problem, submit three questions about a topic for the exam, create a model for X and draw it, share examples they discussed in their group, or post their group solution online).

Think back to when you were in middle school and high school. Do you remember the boys generally being better in some subjects, while the girls were typi-

cally better in others? This difference in gender-based learning can be attributed to cognitive and social factors in an adolescent's life.

Typically, boys are more restless than girls, and learn better through spatial activities, while girls usually learn better using their literacy skills. Boys have shorter attention spans so activities need to be broken down into 10 -15 minutes with structure. Boys need to have fewer words to follow directions so directions need to be clear and to the point. Boys do well in assignments that have clear time limits, specific directions and a structured time format. Discipline incidents are reduced in boys' classrooms if there are clear expectations, structure, and time limits. Boys are motivated by competition and time limits, girls are not. Boys compete with each other for teacher's attention. Boys interrupt class to gain credibility in eyes of peers.

Here are some of the strategies:

1) we encourage each of the boy to move; 2) we increase opportunities for boys to work in pairs; 3) we give simple instructions (less than 4) and a deadline to complete work; 4) we use signals and a strong voice to get attention; 5) we encourage activities that build or create a product.

And some class activities for boys we use:

Agree/Disagree.

Movement/Timed.

Relays.

Debate.

Prove a statement false.

Active games – relays, ball toss.

Engage in active competition.

Small increments of instruction.

Create and build a product.

If we can find a way as teachers to include as many types of learning as we can, then we give all of our students, regardless of gender, the best opportunity for learning. I do not have a magic answer for what this looks like, but I know that if we are

attentive about what works in the classroom, and what does not work for that matter, then we will figure it out as we go.

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