

Use of "Learning a Foreign Language at Stations" in Foreign Language Classes

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Annotation:

The article discusses the use of the learning at stations method in English lessons. The stages of application, advantages and disadvantages are explained.

Keywords: the learning at stations, problem, discussion, learning, teaching, conversation, developing creative thinking.

Introduction

Since the 1950s, physical education classes in European schools have been held at the stations for a certain period of time to develop skills and abilities in various sports. In such classes, the teacher acts as a counselor and assistant. The idea of using this method of learning in other disciplines, which has a playful, negotiable and creative nature of learning, has also entered the foreign language classes, and from the 80s of the last century, the method of learning at stations began to be used successfully. This method came to our country after the 2000s.

Main part

In this method, as well as the project method, the lesson is planned, implemented and summarized by the students themselves.

In the method of learning at the stations, the teacher first prepares instructions on various tasks based on a specific topic. Each task can also consist of several stages. Before the start of the lesson, the teacher should arrange the classroom in such a way that it is convenient to work in groups, so that the teacher can easily control around the groups. The teacher divides the students into groups based on a specific method and explains the rule of working at the stations. For example, work at each station should move clockwise, work at each station should last a certain minute, tasks at stations should be done in an orderly manner, only written tasks should be done and hung on the walls, special board or window sills. and that they should read the written results of the other groups at the end of their work at the stations.

In groups, pupils / students can define social forms themselves. For example, individually, in pairs, or in a group (but in most cases, students are observed to work only in groups at stations). When studying at stations, the teacher should take into account the level of knowledge of the pupil / students, their experience, interests or age in the subject. At the stations, the teacher prepares the learning exercises in a creative way as an alternative to the literary or simple text exercises given in the textbooks.

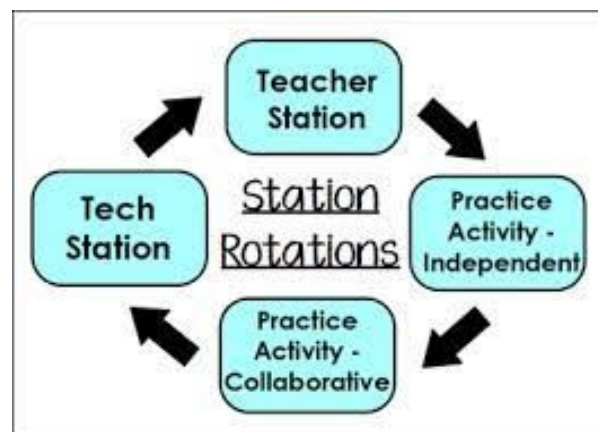
Numbering stations or placing a specific symbol makes it easier to switch stations clockwise after a set time. The method of learning at the stations may not continue within a single session, but over several training sessions. The teacher can call a particular station a "rest station" and plan games on a topic that is of interest to the student. At this "rest station", students complete assignments faster and easier than at other stations. Before completing the assignments at the stations, the teacher explains the assignments at each station in detail to the student.

ISSN 2792-3983 (online), Published under Volume: 1 Issue: 6 in November-2021

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In traditional foreign language classes, the teacher is central as a distributor, supervisor, and error corrector, while in the station study method, the teacher is at the forefront in terms of organization and function. The teacher acts only as a moderator, facilitator and observer of the learning process. The teacher's error-correcting task changes completely, and this task only becomes apparent when help is requested by the student.

Learning stations involve a set of different tasks or activities that small groups of students rotate through. The station rotation model does require some front-loading to effectively design the learning tasks, but when it comes time for class, it's one of those lessons that seems to magically "run itself." This frees up your time, thus allowing you to circulate around the room, interacting with students and providing extra guidance to struggling groups or asking enrichment questions to advanced learners. You also can integrate a teacher conference or check-in station so that you can have meaningful one-on-one interaction with each student. Learning stations can enhance learning in ways that traditional whole-class instruction often can't. If you want to make your content more engaging and accessible and reach ALL of your learners in one class period, then learning stations are for you.



Picture 1. Describing station rotations

Discussion

Using my classroom as an example, a typical station rotation structure could include different stations where students:

- Interact with academic vocabulary
- Read a document related to our current project and add notes to a graphic organizer
- Discuss our current class novel with peers and add notes to a shared document
- Meet with me in a group that's formed around a specific need

In this model, students have fifteen minutes at each station. Often, that does not feel like enough time, so I split the stations over two days.

Not every brain can focus on a single topic for an entire class period, and the station rotation model allows for smaller units of focus. While teachers may assign groups to follow a particular pattern, I often allow students or teams to choose their focus for the day and let them cycle through the stations at their own pace. This simple choice alone flexes some critical thinking muscles, asking students to prioritize tasks.

Conclusion

Now that I think more carefully about what students *can* accomplish independently while I work with a small group, my stations feel more beneficial and less frustrating for students. Stations work in my classroom as long as I pay attention to the *students* in my classroom and then design stations according to those needs.

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