

Title: From Controlled Practice to Free Use: Supplementary Activities for First Year Russian

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Textbooks often provide the necessary structure for first year language learners, yet it is the role of the instructor to create an eclectic assortment of exercises drawing on various methodologies. This presentation aims to arm instructors with creative supplementary exercises for a framework that roughly corresponds to presentation, practice, use (PPU).

Many researchers feel that instructors should adapt to the students' learning styles while others point to a lack of evidence in outcome (Martin, 2010). The first part of this presentation is in favor of adapting to the students' learning styles. The presenter will introduce the use of visual aids, i.e. laminated photographs. These pictures serve many purposes: they address the concrete, visual and kinesthetic learning styles; begin to stimulate communicative language production; and require cognitive judgment. At the same time, they build schemata before a new cultural topic as well as reinforce cultural material previously studied. The presenter will focus in detail on how to use these pictures at the "practice" stage of PPU.

The next portion of the presentation is meant to stimulate free use of language by building on the vocabulary and grammar learned in the previous activity. The objective is to facilitate a learner-centered discussion of a textbook reading through careful scaffolding. While the task may seem daunting for first year students to create their own discussion questions, it can be accomplished in a step-by-step manner (Kayi-Aydar, 2013). Suggestions on how to integrate this activity will be provided, including a list of grammatical constructions and necessary chunks of language for discourse strategies. This approach is meant to be implemented at the "use" stage of PPU.

Martin, S (2010). Teachers using learning styles: Torn between research and accountability? *Teaching and Teacher Education*, 26 (8), 1583–1591.

Kayi-Aydar, H (2013). Scaffolding language learning in an academic ESL classroom. *ELT Journal*, 67 (3), 324–335.