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Մասնագիտություն անգլերեն

Թեմա “DEVRLOPING SOFT SKILLS IN EFL CLASSES”

Կատարող Երեմյան Ժանետ Արտակի

Ազգանուն, անուն, հայրանուն

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Introduction

My research paper is about Developing Soft Skills in EFL CLASSES

The aim of this research is to investigate the strategies of EFL teachers in applying the 21st century skills.

Foreign language education in the 21st century ought to respond to the changing

*and growing needs of students, so that they are fully prepared for effective functioning in the modern world. In the 21st century skills are very broad concepts and may be related to thinking processes such as **creativity, problem-solving, decision making, critical thinking**, accessing, and analyzing information.*

Soft skills are an important factor when considering people's employability and job prospects. The concepts of soft skill has become increasingly popular in the literature about language teaching and learning.

*Developed **Communication skills** represent an essential characteristic for 21st century for EFL teachers. They are also used to build relationship with students, to give effective solutions of their problems.*

“Communication skills are the key to teaching, the number one skill.”

Communication helps people to express their ideas and feelings, at the same time, helps up to understand emotions and thoughts of the others.

Communication helps to spread knowledge and information among people.

For example. Authors write books to impart knowledge to the world, and teachers share their experience with their students.

Critical thinking is the ability to think clearly and rationally about what to do or what to believe. It includes the ability to engage in reflective and independent thinking. In the 21st century people have the higher-order thinking skills called 21st century learning skills to solve new problems of the modern world.

<https://dergipark.org.tr/tr/download/article-file/104721>

Chapter I **IMPORTANCE OF SOFT SKILLS**

‘The mark of higher education isn’t the knowledge you accumulate in your head. It’s the skills you gain about how to learn’

Adam Grant

Soft skills play an important role for achieving professional growth and employment. The most common traits asked by every prospective employer are positive work ethics, good attitude, and desire to learn and be trained.

***Soft skills**, also known as **common skills**, **core skills**, and **people skills** are useful in all aspects of life whether it is **personal or professional**.*

***Critical thinking, problem –solving**, public speaking, **teamwork**, **leadership**, professional attitude, **work ethic**, [career management](#), and [intercultural fluency](#) are some examples of soft skills. This contrasts with technical skills, which are unique in each profession.*

The demands of the 21st century brought EFL classroom challenging tasks for language teachers and performing these tasks requires developing many new skills. They are necessary and important for everyday life.

Soft Skills among the students will be two types, to produce quality human capital and to develop their knowledge, understand skills as well. Our aim as teachers shouldn't be to coach them for exams, better to teach lessons that will be useful in their life.

Soft Skills include:

- **COMMUNICATION ABILITIES**
- **CRITICAL THINKING**
- **TEAMWORK**
- **LEADERSHIP**
- **TIME MANAGEMENT**

These skills are supposed to be used in every other situation.

Soft skills refer to both character traits and interpersonal skills that will influence how well a person can work or interact with others.

1.1 Communication Skills will be helpful through the interview process and to present in your career. You will also need to present clearly and politely to another person.

For example. When you are working with a group on a project, you may need to communicate when you believe an idea is ineffective. Finding a way to explain politely disagree with others on the job without creating conflict which is an important skill.

Being both a good speaker and good listener.

You also need to understand how to face people who are aggressive and how to talk people who can be sensitive. Students understand and explain written and spoken language on a variety of topics. Students engage in conversations, obtain information express feelings and emotions and change opinions. They present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Developing strong communication skills is important when it comes to build a successful career. But your communication skills play a key role in your private life too.

With strong communication skills, you can easily improve communication in the workplace.

What is Effective Communication? Its means being able to both actively listen and clearly express yourself to those around you. There is no skill or technique that will make you better communicator.

Effective communication requires a diverse skillset that covers both verbal and nonverbal communication cues, as well as close listening.

Why is Communication important? Effective communication makes you a more productive worker and cuts down on unintended consequences that arise as a result of miscommunication. Developing an effective communication process helps you understand what others are saying and makes you a better collaborator and team member. Clear communication starts with active listening. They play close attention to what's being said and make others feel heard and considered. Communication means sharing of thoughts or ideas.

“Oxford Dictionary communication as the transfer or conveying of meaning”

1.2 Read, Think, repeat: Developing critical thinking skills in the English classroom.

Critical thinking and problem solving, in this case can understand problems, think critically and devise solution.

Every student should have an effective skill of critical thinking, who make sense of information analyze, contrast, and generate higher order thinking skills.

As teachers, we need to reflect on what our subject area values as critical thinking skills. We teachers, perceive as the demonstration of critical thinking are reading practices?

First of all, it is important that the student need to possess the language and reading strategies to engage with a text and to approach it critically.

We will look at these strategies below.

Argument

self-awareness

analysis

proof

Comparison

problem-solving

classification

questioning

*By giving students strategies to work with texts critically, we help them to become well-informed and confident readers and thinkers. At the same time, vocabulary, grammar, and syntax from an equally important parts of our comprehension of a text. As a teacher, you are doing a lot to develop your students **critical thinking** and reading skill. By the various reading and writing activities you carry out in class. You ask students to understand, analyze, interpret and find evidence in reading comprehension tasks. When you prepare them for writing tasks, they need to follow clear instructions and produce arguments and stories with details. We can always improve our **critical thinking** by regularly engaging our mind in solving puzzles or in activities that employ strategies.*

CHAPTER II THE LINK BETWEEN SOFT SKILLS AND LANGUAGE TEACHING

1.1 Soft skills represent a basic skill set in the world of education. It is also to increase the effectiveness of language teaching methods. Help your students understand the importance of soft skills and learn why soft skills are important in an education. In my practical analysis I found that soft skills have the power to build powerful relationships. If you made a mistake, learn how to apologize appropriately. If you want to build relationships with your students, learn what a relationship means and what it takes to build one, the more work you put in, the more take out.

How to build great soft skills:

How to strengthen your communication skills:

First, to become an active listener and concentrate on the other as they are talking. During speaking activities, students are often encouraged to react to the person speaking and asking questions to keep the conversation moving, both of which are useful active listening techniques. Foreign language does not only allow you to practice grammar but also to test your listening skills and group work.

- ***Look at your body language.***
- ***Always keep eye contact.***
- ***How to strengthen your relationship skills:***
- *Don't gossip.*
- *Be sociable and appropriate.*
- *Build your conflict resolution strategies.*
- ***How to build your creativity and motivation skills:***
- *Work together as a team.*
- *Take upon challenges*
- *Take initiative.*

How to work on social emotional development in children.

Kids Cry what to do when kids cry in class.

Social emotional development is the process, and it's just important as learning, reading, and writing. Students learn to recognize what's happening inside them, which helps them deal with strong emotions. This is important in the classroom students learn to solve problems in peaceful ways and communicate assertively about what they want.

When a child is crying, they are trying to tell you something. They don't have the words to express the emotion, they are feeling and therefore cry.

It's important to note that you should never tell child to stop crying. Get child excited about school and activities that will be done, allow parents to stay in the classroom to help the child. Let them know that you are there for them and check in with them every few minutes. Care helps them settle down faster and begin to learn.

1.2 My practical analysis of a textbook.

A textbook is the teacher's tool. Textbooks are found in most learning environments, and therefore very important. Textbooks are not the same things as a curriculum or a syllabus. Textbooks can be very helpful to teachers. It is also very important if you don't enjoy the book which you use every day, this will have a negative effect on how you perform in the classroom. If the content isn't

Immediately interesting to students, ask general introductory questions like:
1. Do you think that this topic is important? or why do you think this topic is in your book?

If your textbooks are out of date, use this as a learning opportunity to develop your student's critical thinking skills. Ask them questions like:

What do you think about this information why is it incorrect?

Don't be afraid to change the focus of a textbook activity to make it more communicative, while keeping the same content. This will be longer, but the learning will be deeper and more effective. To give some examples

Students work in pairs to answer the questions by themselves. They read the text and then perform it as a short play. Students read out the sentence in the book listen and say what is the missing word is. If you involve them in the process, they will be focused.

If it's difficult to do this ask them to translate these texts, they will be motivated to do this already like the content. Many students may not have books and they will be unable to fully participate in the lesson.

Solutions:

1. You can divide the class into groups and that each group has a book.

2. Read the text aloud, get students to also act the story, this will help students understand what is happening.

Get students to copy out the text for homework so that there are more copies.

1.3 LISTENING AND READING COMPREHENSION SKILLS

Developing reading and listening skills is much more effective when students have a clear focus. It is the ability to receive, understand, interpret, and respond to verbal and non-verbal messages from the speaker. Listening comprehension is part of the communication skills such as the development of reading and writing comprehension. It's important that students are exposed to different accents, so when they talk to other speakers of English, they better understand them. They can even read transcript before listening. When planning a listening lesson, think about what preparation is required to make the lesson a success. for ex. ensuring you the audio transcript in case it is needed. In large classrooms where there is a noise, it might simply be impossible for all students to hear the audio properly. If you try and do this listening comprehension in these conditions, students are likely to complain and there may be disruption. One solution is to stand in the middle of the room and read the text out in a loud voice. Give them tasks to do before, while and after the reading. After-reading and listening tasks show what they have understood.

1.Explain them the meaning of keywords, they can read and listen more fluently.

2.Get students to predict what will happen, and they think more about the text, and are motivated to discover if they are right.

3.Get students to check their predictions to see if they were right and they are learning from their mistakes.

4.Get students to say what they think happens next after the end and why, to create a role play where they play characters from the story.

It's important to note worry it if doesn't go well. Try to understand their mistakes, so that you can do it better next time.

Reading comprehension skills and strategies help students think about what they are reading. The process of comprehension is both interactive and strategic. Readers must analyze it and make it their own. A person with great reading comprehension thinks about their own feelings and opinions while reading text. Reading comprehension strategy instruction has come to the fore in reading instruction at all age and grade levels. By helping students understand how these flexible tools work.

The core Reading Comprehension Strategies are:

- 1. Making a connection**
- 2. Questioning**
- 3. Determining importance**
- 4. Noticing the author's craft**
- 5. Creating mental images.**
- 6. Summarizing**

1. Asking and answering questions about text is another strategy, that helps students focus on the meaning of text. Asking good questions is a way for students to monitor their own comprehension while reading. They might ask questions like:

1. Why did they say that?
2. What do they mean by that?
3. Why am I reading this?
4. How did she do that?

When taught how to ask questions, students learn that they can increase their comprehension.

2. Making connections is a critical reading comprehension strategy that helps students make meaning of what they are reading. There are three ways to make connections with a book.

- **the text and themselves connecting** the story to your life and experiences.

- **the text another text** where students connect what they are reading to other books that they have read before.
- **the text and the world around them** where students connect what they are reading to real events, social issues, other people and happening going on in the world.

3. **Determining importance** is a strategy that readers use to distinguish between what information in a text is most important. They are monitoring their own thinking about the text. It's important to teach students to pay attention to the problem and solution in fiction story, these are foundation of the story.

When we teach this strategy to students in grades 4-6, we tell them to search for the most important points of the text. To help students, build their skill and confidence in this strategy.

4. **Noticing the author's crafts** consists of the skills and techniques that an author uses to tell a story. It's all about thinking about why they wrote it, the way they did. Why study author's craft?

1. Conveys deeper meaning.
2. Help students develop.
3. Helps readers develop comprehension strategies.

5. **Creating mental images.** It's mind pictures, is when a reader creates a movie in their mind. It's very important as it helps you engage with the text by making you feel like you are a part of the story. When we visualize, we are using our imagination to fill in missing information or pictures. When a picture is provided, study it, and imagine what could be happening in the story.

6. **Summarizing** is a general description of the main idea of the text. It is also finding the supporting details of the main idea.

When we think critically, we think about and reflect on our reading we can help them to become well informed and confident readers and thinkers. At the same time, grammar, vocabulary, and syntax from an equally important part of our comprehension of a text. When our students improve their English and get more vocabulary, they'll become better readers and will be able to integrate different strategies.

- **Make a reading plan**
- **Understand text structure**
- **Make summarizes**
- **Ask questions that help them reflect on the topic and story line.**
- **Guess new words**
- **Discuss and reflect on their reading experience.**

As a language teacher, you are already doing a lot to develop your student's critical thinking and reading skills. You ask them to understand, analyze interpret and find evidence in reading comprehension tasks. Here are some questions to help your students approach texts critically. Remind them that critical reading always has a purpose. They can start by asking why this author trying to tell you something?

- ✓ Who wrote the text?
- ✓ When and where was it written?
- ✓ Can you evaluate the source?
- ✓ What points of view are presented in the text?
- ✓ When are they reading a story?
- ✓ Remind them to pay attention to all the details.

When you think in another language, you use reference points, ask questions, and form opinions in a more conscious way good readers will be good learners and thinkers.

Be patient Give your students time to think. If they have time to think they will think and read more confidently.

Character interview and analysis.

Choose a character from a story and ask her/him questions.

For respective skills(reading/listening) you need to consider vocabulary, problems, content of the text the degree of difficulty, your students abilities, any cultural problems the text might produce etc. For productive skills (writing and speaking) you will need to consider whether they'll be interested in the topic, problems with grouping you students, again once you have thought of your problems, work and the solutions.

1.4 The lesson plan

A lesson plan is a teacher's daily guide. Building a plan is a process that's equally creative and critical, as teachers include a wide range of strategies to engage students, and to support learning and understanding, all while thinking about the students on the receiving end. Without planning, you may not have time to teach everything you meant to. The first thing for setting a lesson plan is to create an objective. It is very important that all teachers take the time to think through their lesson before they enter the classroom.

The most effective lesson plan consists of six parts.

1. Lesson objectives = what your students will be able to do after completing the lesson. These let us easily tell if the lesson has effectively taught our students new concepts and skills.

2. Related requirements = These are national state, or school standards. Every lesson you teach should help you hit those requirements. Listing them in your plan helps you satisfy those requirements while focusing on the end goal of your class.

3. Lesson materials= Common types of lesson materials include:

- ✓ Student handouts
- ✓ textbooks
- ✓ Visual aids
- ✓ Grading rubrics
- ✓ Activity packets
- ✓ Computer /Tablets

4. Lesson Procedure= It's the body of your lesson plan, and explanation of how the lesson will progress in the classroom. When we are writing a lesson procedure, you need to choose the type of activities that will help students meet the lesson objectives.

5. Assessment Method = An Assessment is a test for understanding as a teacher, you will need to include assessment in your lesson plan not only at the end, but also during the lesson. Some of the most common assessment options include

- ✓ Quizzes
- ✓ hand-on activities
- ✓ writing assignments
- ✓ Group presentations

When choosing your assessment method, it's important to incorporate your lesson objectives. If an objective was for students to demonstrate a skill, design an assessment to confirm they can do that skill.

7. Time Requirements = It's helpful to pair learning activity with a timeline to help keep the class on schedule. It's also a great way to figure out of the lesson in realistic- given the class time available. Start by estimating, how many minutes will be spent on each learning activity and include that information alongside the description.

8. Anticipated Problems and Solutions = What could prevent you from achieving the lesson aim?

What could create stress for you or your learners? With answers to these questions and some planning, you can then respond confidently to problems during the lesson and avoid wasting class time.

| LESSON PLAN | |
|---|---|
| <i>Subject</i> | English 9 |
| <i>Grade</i> | |
| <i>The theme of the lesson</i> | Unit1 C The Past Continuous Tense When /While |
| <i>Lesson objectives</i> | 1.By the end of the lesson the pupils should know the usage of when /while and for with past continuous 2. They should differ past continuous from past simple |
| <i>Lesson Materials</i> | A book, blackboard, copybooks, signal word cards |
| <i>Lesson Procedure</i> | <ol style="list-style-type: none"> 1.Introduction of past Continuous 2. The usage of past Continuous tense 3.The difference between Past Continuous and past simple 4. a task based on past continuous tense 5.the formation of the tense form |
| <i>Time Requirements</i> | Stage-1-5minutes Stage2-10 minutes Stage3-10 minutes Stage4- 10minutes Stage 5-10minutes |
| <i>Anticipated Problems and Solutions</i> | The Pupils may not remember the formation of the tense Solution- They will be given the formation forms as stickers to have in the copybooks Pupils may confuse past continuous with past simple Solution-They will be given signal words of two tenses in the form of a small poster. |
| <i>Assessment</i> | The pupils will be given 5 sentences and asked to fill in the past continuous from the verbs in brackets and 5 more sentences to choose between when while |

| | |
|---|---|
| <i>Evaluation and Reflection</i> | Most of the pupils were able to form past continuous tense Sentences easily, few of them needed extra guidance |
|---|---|

CONCLUSION

Summarizing the topic of my research paper I concluded that it's important to be aware of your own soft skills and value them. Soft skills are increasingly becoming the hard skills of today's work force. It's not enough to be highly trained skills, without developing the softer, interpersonal and relationship – building skills that help people to communicate and collaborate effectively. Teamwork, leadership, and communication are underpinned by soft skills development. The ability to think critically helps people in both their personal and professional lives. Critical thinking allows a person to analyze information and makes an objective judgment. Using the mode of teaching with Critical thinking, the class will start with a given topic. Discussion and dialogue can be started up among students and the teacher may raise some questions in between, derive the students with different solution and justify them accordingly. It's very important for both the students and teachers to recognize and made decisions based upon their current frames of reference. And when the lesson is productive, it not only refers to everything going according to a plan, but it also ensures that students and teachers learn from each other. Though lesson planning teachers can understand their objectives. When the teacher is not properly prepared, she/he will create the impression of being unprofessional and incompetent among peers, administrative staff, and students.

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Appendix



Lesson planing

