



**ՀԵՐԹՎԱԿԱՆ ԱՏԵՍԱՎՈՐՄԱՆ ԵՆԹԱԿԱ ՈՒՍՈՒՑԻՉՆԵՐԻ  
ՎԵՐԱՊԱՏՐԱՍՏՄԱՆ ԴԱՍԸՆԹԱՑՆԵՐ**

**ՀԵՏԱԶՈՏԱԿԱՆ ԱԾԽԱՏԱԼՔ**

Մասնագիտություն անգլերեն

Թեմա Այլընտրանքային ուսուցողական աղբյուրների/սյուլթերի ընտրությունը

Կատարող Քոչարյան Արմինե Արամի  
Ազգանուն, անուն, հայրանուն

Ղեկավար Միքայելյան Տիգրան Բորիսի,  
բանասիրական գիտությունների թեկնածու, դոցենտ  
Ազգանուն, անուն, գիտական աստիճան, կոչում

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## **Introduction**

My research paper is about alternative teaching/learning sources, materials. It consists of two chapters.

The purpose of this research work is to explore the role of alternative teaching, learning materials in the subject of English.

The first chapter is a theoretical part. The first chapter is about the alternative materials, their types, the advantages of using them. I also speak about the role of the coursebook which provides teachers and learners with a structure and a syllabus for a program.

The second part is a practical part. It is about the peculiarities of the use of alternative materials and of course I analyze the textbook and connect it with my topic. I represent the usage of different alternative materials during the lesson.

## Part 1: The role of ATLM in learning English

Teaching is an art, which includes knowledge, presentation, an art of dissemination. Teaching demands broad knowledge of subject in all horizons, complete curriculum with standards, positive and caring attitude with enthusiasm, and a desire to make a difference in the lives of young people.

A teacher is an aid and the activities used by the teachers are materials in the classroom.

Teaching materials are the materials, which the teacher can use to help pupils learn a foreign language through visual or audio perception. Good teaching materials will be helpful to reinforce the pupils' initial desire to learn the language.

All English teachers use specific additional materials in order to systematize and organize the learning process. It can be methodical plans, specialized textbooks, electronic programs, video and audio materials, special comprehensive textbooks.

There are several types of teaching materials. English textbooks, textbooks with dictionaries, grammar textbooks. In addition, we can use audio and video materials.

The teacher can use the teaching materials to help pupils learn a foreign language through visual or audio perception.

The modern textbooks for teaching a foreign language should meet the following requirements.

1. Textbooks should provide pupils with the knowledge of the language sufficient for developing language skills, i.e., they must include the fundamentals of the target language.
2. They ensure pupils activity in speaking, reading and writing, i.e. They must correspond to the aims of foreign language teaching in schools.
3. The textbooks must extend pupils' educational horizon, i.e., the material of textbooks should be of educational value.
4. The textbooks must arouse pupils' interest and excite their curiosity.

Teaching materials obtain aims, in this connection, it is necessity to mention the qualities teaching materials should possess.

### 4.1Authenticity

#### 4.2 Clarity

#### 4.3 Practicality

#### 4.4 Appropriateness

It has been 10 years since Armenia make a transition to standards-based education, the teaching at schools remains grounded in the prevalence of the textbooks.

The essence of the standard based education is to give teachers the freedom to use various sources and materials outside the textbook.<sup>i</sup>

According to Armenian National Standards the following books are recommended for secondary schools: English (G.Gasparyan, N. Hovhannisyanyan, H. Kachberuny), English (L. Grigoryan). We can use alternative textbooks such as: English (I.N Vereshchagina, Ov. Afanasyeva) English (O.V Afanasyeva, I.V Mikhieva) with work book; Reader; Audio material.

Some teachers choose to work with textbooks whereas others work with alternative materials in the English classroom. The third group of teachers prefer a combination of alternative material and a course.

As a teacher I prefer the combination of the coursebook and alternative material. It makes learning more effective, interesting and creative.

Some of the goals of the syllabus for English that pupils should be able to use various types of materials and sources of information in their learning.

The purpose of teaching materials is not to usurp the role the teacher, nor even to make his work easier. Their main purpose is to make it possible for the teacher to teach more effectively, more interestingly and more economically. It is equally important that the material should help the pupil to learn more easily and more rapidly.

Teaching aids used in various combinations allow the teacher to develop his pupils oral-aural skills. These materials are valuable for presentation, exercised, revision, testing. Visual materials have an important role to play in the development of hearing and speaking skills.

Here are the types of teaching learning material.

#### 5. Types of Teaching – Learning Materials<sup>ii</sup>

Teaching materials:

- Pictures, posters, charts

- Objects
- Films, videos
- PPT, Canvas
- Print materials
- Models
- Puppets, masks, cutouts
- ICTs

#### Learning materials

- Worksheets
- Activity sheets
- Reference material
- Self-study units
- Games
- Classroom display

#### Types

- Textbooks
- Workbooks
- Labs & library
- CD's
- Community
- Resources

Teacher's skills: Visual drawing skills, communicative skills, hand writing, photography, graphics, video recordings.

6. Visual Aids: Blackboard, Posters, Flashcards, Presentations, Printed textbooks

Audio Aids: Radio, Tape-recorder, CDs

Audio Visual Aids: Videos, video recordings, Films and Documentaries, Virtual Classrooms

Language Laboratory

Computer Assisted Learning: Pre-recorded DVDs, CDs, online quizzes, eBooks, podcasts and blogs

The followings are the samples of teaching materials which are useful for every class.

Wall charts: A wall-chart is a bid shut of paper with drawing or words to be hung in the classroom and used for revision or generalization of some linguistic phenomenon, such as “English Tenses”, “Passive Voice”, “Rules of Reading” and so on Posters or series of illustrations portraying a story.

#### Pictures

- a) Object pictures (a bed cat, a table)
- b) Situational pictures (the picture of a boy lying in bed)
- c) Topical picture (a picture of a bedroom)

Films – provides with examples of English used in “real” situations outside the classroom, particularly interactive language – the language of real life

Videos – is an effective way to engage students in their education. Learners actually get to see and hear the concept being taught.

Teaching learning materials are important for the teachers in teaching his/her lesson effectively as it help him/her to a bitter interpretation and appreciation of the concept, contents as well as the subject matter.

In my own experience as a teacher, most of the time I used the course book but I sometimes? Complemented the coursebook with a video, a song, a role play, or an interactive activity. Coursebooks can help a lot, but using them all the time the pupils will get bored. Using different alterative materials will motivate them to learn.

## Part 2

There has been a movement to make learners rather than teachers the center of the language learning. According to this approach to teaching, learners are more important than teachers, materials, curriculum, methods, or evaluation. It is the teacher's responsibility to check to see whether all of the elements of the learning process are working well for learners and to adapt them if they are not. The curriculum is a statement of the goals of learning.

The role of teachers is to help learners to learn. Teachers have to follow the curriculum and provide, make or choose materials. They may adapt, elaborate on those materials and also monitor the progress and needs of the students and finally evaluate students.

According to our National standards secondary school pupils should be able to communicate in different situations using suitable linguistic skills to discuss the existing problems, should develop the ability of learning based on a previous achievements and mistakes. They should develop linguistic knowledge corresponding to a certain educational level.

In order to develop above mentioned abilities and make the lesson more entertaining, creative, effective I use the following alternative sources during my lessons: Worksheets, Games, videos, posters, films etc.

Materials include textbook, video and audio tapes, computer software, and visual aids.

Though students should be the center of instruction, in many cases, teachers and students rely on materials, and the materials become the center of instruction. It is important for teachers to know how to choose the best material for instruction, how to make supplementary materials for the class, and how to adapt materials.

"Materials" include anything which can be used to facilitate the learning of languages. They can be linguistic, visual, auditory or kinesthetic, and they can be presented in print, through live performance or display, or on CD or the Internet.

Types of teaching learning materials can be classified into 3 types ie. Audio aids, visual aids and audio-visual aids.

Teaching and learning resources

Text books

Novels



Films

Plays

Radio programs

Multimedia

Digital learning resources including video, audio, text, animations and images

There is a substantial research promotion the use of video in the classroom as a dynamic resource for supporting curricula. Video is clearly an instructions medium that generates a much greater amount of interest. Using right and sound, video is the perfect medium for pupils who are auditory or visual learners. Video stimulates and engages students creating interest and maintain that interest for longer periods of time.

The more interested and engaged students are, and the more interactive each learning session is, the more students will enjoy. Video provides a means of interactive instruction and is a very flexible medium.<sup>iii</sup>

#### 5 benefits of using video in class

- Videos engage students of all ages and abilities
- Videos motivate with authentic content
- Videos provoke context to help understanding
- Videos expose students to a variety of language and cultures
- Videos introduce culture and new ideas

Benefits of using posters in class poster help to focus and motivate children to learn. It's an effective way to catch and hold the attention of children, as well as helps to maintain their interest in a particular area. They are convenient both for children and teachers, as they help them to absorb the information much faster.

Games – according to research, using games in teaching can help increase student participation, foster social and emotional learning, and motivate students to take risks.

Students acquire basic skills such as problem solving, analytic thinking, collaboration and creativity when playing games, also developing communication skills.

Worksheets – help children in exploring multiple concept and ideas. They develop fine motor skills, logical thinking, and learn things on their own.

Films – can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping pupils to develop all four communicative skills. For example, a whole film can be used to practice listening and reading, and as a model for speaking and writing.

Videos – create a more engaging sensory experience. Learners actually get to see and hear the concept being taught, and they can process it in the same way they process their everyday interactions

Word Search Puzzles – help to develop word recognition, introduce and renew Vocabulary, spelling.

I will illustrate alternative teaching learning sources based on the following topics: Weather, Climate, Pollution.

English VI (Afanasyeva O., Mikhaeva I.)

8 hours	Passive Vocabulary	Active Vocabulary	Grammar	Reading	Auding	Songs Poems Tongue-Twisters
Weather	Rainbow	Forecast	Pr. Simple	“The weather Forecast”	“Why does it rain on the road”	Short poems about weather
Climate	Rainstorm Barometer Shower	Daily Expect Mist Calm	Past Simple Pr. Cont.			
Pollution	Climate Sunlight Sunshine Effect Ecology	Chargeable To ruin Heat Greenhouse Pollution Environment	Pr. Perf Pr. Perf. Cont. 2. If/when clauses	“Climate”	“How climate can influence meals”	

This lesson consists of a series of activities to help pupils to talk about weather and climate.

English textbook VII (O.V. Afanasyeva, I.V. Mikheeva)

Topic: Weather and Climate Units 2;3;4;5

Aims- To learn and revise vocabulary relating to weather, climate, seasons

- To develop reading and comprehension skills
- To develop speaking skills/discussing ecological problems

Materials – Worksheets, videos, a film, colouring page, games, a textbook, pencils

Objectives – By the end of the lessons the students

- will be able to talk about climate, weather
- will be able to use the new vocabulary

Motivation – The teacher starts the lesson with the question:

“What weather do you like?”

Using “popcorn” method the pupils answer the question. They revised the topical Vocabulary. (sunny, windy, frosty, rainy, misty)

The teacher gives the pupils worksheets “Weather match”.  
([www.pinterest.com](http://www.pinterest.com))

Reading – The pupils read the text “This Fragile Planet” (Unit 4 p. 58). The text is about “Air Pollution” “Water Pollution” “Greenhouse effect”.

With the help of the game the teacher explains the greenhouse effect.  
([climatekids.nasa.gov/carbon](http://climatekids.nasa.gov/carbon))

The girls are rays of the sun. They warm the earth. The boys are carbon dioxide. The number of hours increase because of air pollution (transport, factories, ...)

the rays want to go back, the boys (carbon dioxide) don't let them go back. So in this way the pupils understand the greenhouse effect.

The teacher asks questions (ex. 22 p. 61) to see if the pupils understand the text.

The next alternative material is a film (or a cartoon).

After watching the film, the cartoon the teacher divided the class into 4 groups for the group task (20 min)

- The first group should write  
“What we should do to protect the environment”
- The 2nd groups  
“What we shouldn't do”

- The 3<sup>rd</sup> group should draw a poster a poster of a “Sad Planet”
- The 4<sup>rd</sup> group should draw a poster of a “Green Planet”

Then the groups represent the results of their work and discuss ecological problems.

By the end of the lesson, the pupils will be able to talk about climate, ecological problems using topical vocabulary.

Grammar – unit 4

If/when clauses

Complete the sentences using if/when clause, topical vocabulary

1. If they forecast weather ...
2. If it is misty tomorrow ...
3. When the temperature is below 0 ...
4. When people can influence the climate ...
5. If we solve ecological problems ...
6. We will take long walks in the forest if ...
7. I'll see the sunrise ...
8. We will watch wildlife ...
9. People will be healthy if ...
10. We will survive if ...

The pupils revise the grammar material using topical vocabulary.

We use several alternative teaching materials: a game, a film, a cartoon, a poster, a video.

These materials develop: logical thinking, communicative skills, problem solving skills, listening skills, reading skills, discussion skills.

## **Conclusion**

The combination of the coursebook and alternative material makes learning more effective, creative and motivating.

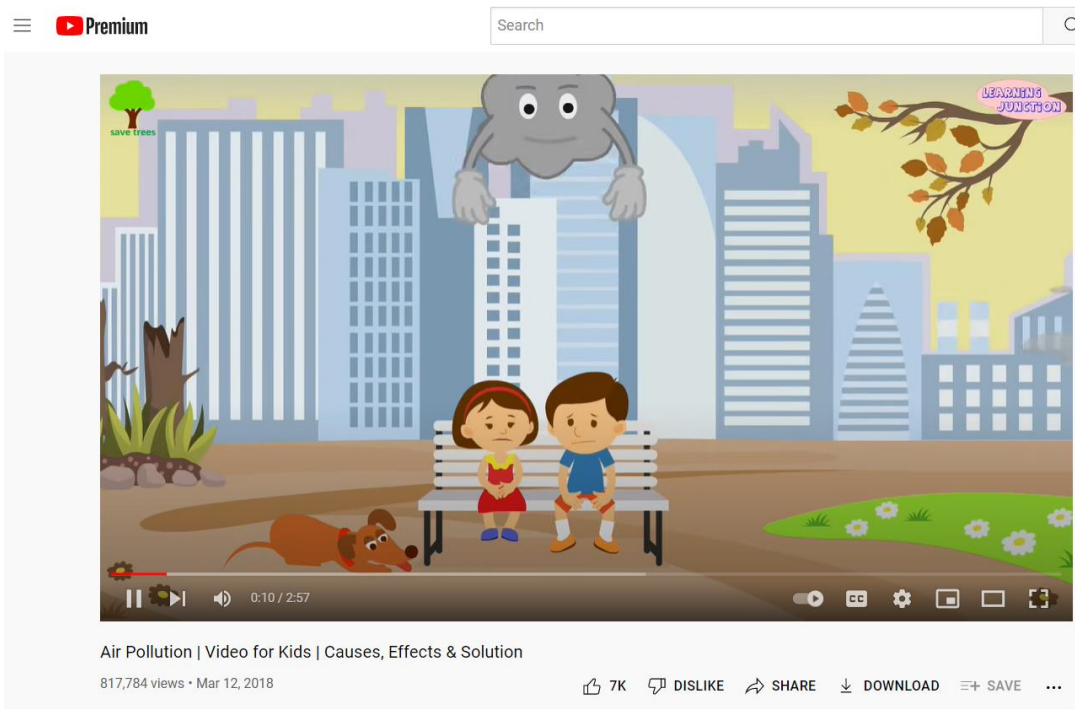
Teaching/learning materials come in many shapes and sizes, but they all have in common the ability to support learning.

It gives the teacher an opportunity to motivate pupils to learn, to enlarge their mental outlook.

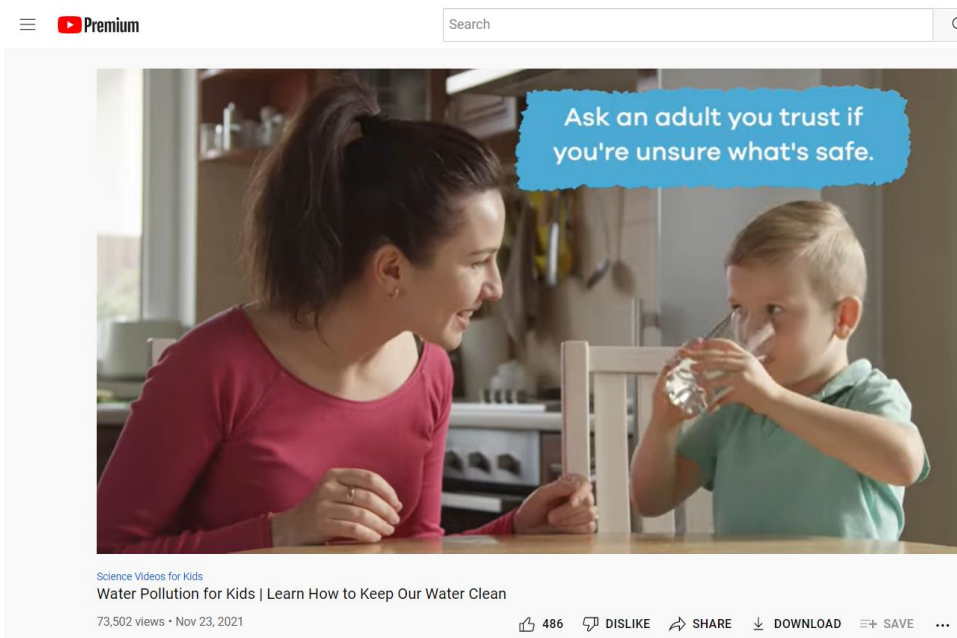
It is very important for the pupil to be able to use alternative sources, which will give the learner an opportunity to build, to obtain his knowledge in future.

# Appendix

Some examples of visual materials.



[https://www.youtube.com/watch?v=t7Q7y\\_xiR5E](https://www.youtube.com/watch?v=t7Q7y_xiR5E)



<https://www.youtube.com/watch?v=A3rLfriUzY4>

Weather Match

Name \_\_\_\_\_ TeachersMag.com 

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>

- |               |              |               |
|---------------|--------------|---------------|
| <b>Rainy</b>  | <b>Sunny</b> | <b>Cloudy</b> |
| <b>Stormy</b> | <b>Snowy</b> | <b>Windy</b>  |

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