



Khachatur Abovian Armenian State Pedagogical University

**Teacher-training
(professional development/enhancement) session**

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Research / Report

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Contents

Introduction	page 3
Chapter I.....	page 4
Chapter II.....	page ????
Conclusions.....	page ????
References.....	page ????
Appendix.....	page ???

Introduction

[The outline of your research-report]

Continuing Professional Development of EFL teachers.

What is professional development?

The term *Professional development* usually refers to the process of tracking and documenting the skills, knowledge and experience to enhance an individual's current work practice and future career. It encourages teachers to look forward and identify opportunities to learn something new, refresh their knowledge and improve their skills to be able to keep up to date with the latest developments within their profession. In practice, it could mean everything, from taking a new qualification to learning new aspects of a job or taking a professional training course to refresh the existing knowledge. Professional development isn't just a qualification, but an ongoing process of continually improving an individual's skills and competencies to enhance workplace performance and future career prospects. It works best when it's relevant, collaborative, recognized and personal.

Professional growth of a teacher

Gaining success in teaching requires ongoing training and education, and it is here that professional development, also known as continuing education and professional learning, comes into play. It aims at developing teachers' skills needed to succeed in their respective career.

Professional teachers need to develop their skills throughout their career. When a graduate gets a diploma and is qualified as a teacher, it doesn't mean that his/her education ends there, education is a learning cycle without an end. All the teachers need to be professionally developed, this process refers to teachers who develop and improve their skills to better meet the needs of their students, student achievement being the ultimate goal of any teacher professional development activity. When a teacher wants to have professional development, he/she should have access to continuous learning opportunities and relevant resources, different kinds of tools, as well as attend training sessions to improve teaching quality. In this case the teachers will be better

equipped to cope with their students' learning needs. Those willing to enhance specialized skills including technical, quantitative and analytical ones should continually work on themselves. Schools may offer training sessions to further teach their teachers, but teachers typically work on their own professional development independently. There are many ways that teachers can work on their professional development, such as taking classes, going to workshops or teaching themselves new skills. Professional development can also refer to staying up to date on new trends within their field and applying new practices to the current methods. It's no secret that a teacher's job requires different skills. Even if a teacher currently has the necessary skills for teaching, he/she may need additional skills in the future. Many fields require professionals to participate in continuing education and ongoing learning, sometimes as a prerequisite for keeping their job or to maintain their license, designation, or certification. In these cases, the field likely has specific continuing education (CE) or continuing professional education (CPE) requirements which must be completed through an approved continuing education provider.

Beyond continuing education, professional development can refer to many different types of educational or training opportunities relevant to the professional's work. Even when not required, many professionals who want to excel in their career will voluntarily seek out professional development and learning opportunities. Nowadays because of drastic changes in all the walks of life teachers should go updating their skills relating to teaching. There are various factors that force teachers to have professional development. A teacher should be a psychologist and all the time update his knowledge related to child growth and development. The teacher should have the ability to catch the changes in the attitude of the students of different eras if the teacher cant do this, he will be thrown out of the stream. Because of new information technology many changes take place in the field of education. Teachers can be labeled illiterate if they are not able to use technology in classrooms. Even the little children have become better users of technology. A modern teacher should be flexible and manage group activities and brainstorming sessions effectively.

Teaching must be based upon a person's life experience and the teacher must use reflection on past experiences to guide future learning and practice. In general, continuing professional development offers coherence between theory and practice, centers on the pedagogical content knowledge of teachers, emphasizes collaborative interaction. Professional development becomes

doubly effective if teachers work collaboratively in teams. When teams of teachers focus on the needs of their students, they learn and solve problems together in order to ensure all students achieve success. This process helps teachers shape career-long learning. On the whole, it's one way the teachers can improve their skills and in turn boost student outcome.

Chapter I [Professional Development of an English Language Teacher

[The theoretical background of your research-report: TEFL theory books, online sources, articles, National Standards/Framework, textbooks of English]

Why it is important to have a professional development for a teacher?

Professional development of a teacher, in our case English Language teacher, is an important part of one's career and a vital element in maintaining his/her growth in the English language teaching profession. Resources for professional development are organized by professional practice using the British Council's Continuing Professional development frameworks for teachers and teacher educators, which address the skills and knowledge English professionals need in their day to day working lives and through their career.

The logo for professional development adopted by British Council "Teaching for success" reflects their approach to teaching and provides flexibility to meet the needs and specific requirements of teachers in their classrooms. Teaching for success has a special focus on English language teaching and includes development resources for English language teachers and helps them perform better in the classroom get better results and, consequently, a positive feedback from their learners.

Teachers should constantly improve their skills and become more proficient at their job through continuing education. School administration plays a great role encouraging teachers to pursue professional development not only to ensure the best learning outcomes for their students but also to be more effective and satisfied in various other aspects of their work. The teachers have to be professionally developed because nowadays we can see that curriculum standards, as well as educational technology are changing, which make challenging for teachers to keep up with trends and best practices in the field. There has been a lot of research concerning this process and the conclusion is that professional development transforms teachers into better and more appropriate educators by giving

them a chance to create relevant and fitted course instructions for today's students. Student achievement can improve as a result of teacher's participation in well-designed professional development programs. Teachers try to find better ways to teach and when they discover new teaching strategies through professional development they can go back to their classroom and make changes to their teaching style and curricula to better suit the needs of their students.

Types of CPD for teachers

There are several types of CPD:

1. ***Structured or Active*** - it involves seminars, conferences, e-learning courses, training courses. CPD active learning also applies when professionals take career oriented exams and assessments.
2. ***Accredited*** - which means you should study for an official qualification, degree that improves educator's sets of skills and allows them to progress their careers.
3. ***Work-based learning*** - the learning process takes place in the teaching environment which demands three different methodologies.

Also there are several techniques applied to CPD, among them:

1. ***Mentoring*** – a relationship between two people with the goal of professional and personal development that should be based on mutual trust and respect and it offers personal and professional advantages. The mentor is usually an experienced person who shares his/her experience and advice with a less experienced person, supporting and encouraging their mentees who learn new perspectives which can help them in career advancement.
2. ***Shadowing*** – this technique helps the beginners understand how a schoolwork and the beginners follow other, more experienced teachers for a period of time.
3. ***Peer Observation*** - is about teachers observing each others' practice and learning from one another. It is a wonderful way of learning new ideas and getting feedback on their teaching, it's a kind of skill which has to be developed. There are two types of observation: *evaluative* observation and *development* observation. Evaluation of teaching involves collecting evidence for the purpose of improving the effectiveness of the teaching/learning process. A successful evaluation generates outcomes that are reliable, valid and indicate directions and action for teachers' development. Educators give feedback to one another and share best practices.

4. Self-directed - the teacher use this technique to monitor and regulate their own behavior, they set themselves clear goals, take initiative are open to learning, they try to get involved in various activities such as listening to podcasts, attending webinars, keeping up with news about teaching, researching and keeping track of the work of teaching experts, reading publications, journals and magazines.

5. International exchange – it provides opportunities for teaching professionals with a qualifying degree to teach in partner accredited educational institutions abroad. Once they return to their home countries, teachers put what they have learned to work in their own classrooms and schools. International experience will provide them with cultural intelligence and professional competence, which will directly improve their teaching abilities.

Each teacher should create his/her own CPD plan

In order to come up with an effective plan it is advisable for educators to follow a series of steps: educational needs of a teacher and the needs of the teaching environment. Since it is in the teacher's hands to manage his/her CPD journey-even if the school may be organizing activities - a structured plan is essential to ensure all learning materials are logged accurately. The purposeful teacher must identify skills that are lacking, competences that need to be developed, personal career goals and what works effectively in the classroom.

Ways to make CPD effective

Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. To be effective PD requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educator's learning needs. PD is not effective unless it causes teachers to improve their instruction. Here are some ways that make CPD effective:

Using online tools - One of the ways to make CPD effective is to make it specific, to begin use tools like Google Forms where you can collect information on what teachers want to learn more about and feedback on the effectiveness of past sessions.

Interdisciplinary teaching activities are very effective when two teachers work collaboratively, they use out-of-box thinking to create a dynamic learning experience for their students.

Engagement in the lesson - this is a good way to get teachers involved in class like their students. teachers learn in different ways and respond differently to Auditory, written or visual learning methods.

Confidence - Uncertainty, unanswered questions and lack of confidence don't allow the teacher to try new techniques in their classroom.

Getting authorities' support - For the teacher it is very important to be sure if he approaches the school staff with any question or concern they will support him

Chapter II [Practical Considerations in Teaching English at High School (An Interdisciplinary Approach)

[Your own practical findings, experiment and/or in-class observations, etc.: Lesson plan, practical analysis of a textbook, syllabus, detailed lesson-conduct split-up (timing, activities, materials, etc.)]

Despite the doubts in terms of success or failure of teaching a foreign language (English) at high school, teachers quickly acquire new experience, reflecting on the quality of their work. However, the fact remains that today more than ever, state schools in Armenia are in need of innovative directions to keep up with the times.

We believe that implementing new strategies and finding alternative methods of teaching is a crucial skill for high school teachers to motivate the students. The novelty in approaches can truly enhance the learning process.

Interdisciplinary correlation is an ideal method for the teaching and learning of 21st Century Skills. An interdisciplinary curriculum combines several school subjects into one active project or is organized to cut across subject-matter lines, bringing together various aspects of the curriculum into meaningful association.

I made a report at school on the topic Interdisciplinary teaching. This method of teaching is very cordial for me and I think that it enables learners to recognize brain based skills, think critically. Introducing an interdisciplinary element into a curriculum encourages all involved to develop meaningful links among the fields in ways that intrigue and motivate both teacher and students.

I often apply an interdisciplinary approach to teaching English in collaboration with teachers of other subjects, namely, Physics, History, etc. Integration focuses on making connections for students, allowing them to engage in relevant, meaningful activities that can be connected to real life. Co-teaching allows the two colleagues to spend a common planning time together to create student-centered lesson plans that will benefit all students within the classroom. Co-teaching can also set an example for our students to see how people must work together in a respectful manner. It is not a new practice, as educators have been using it to share the responsibilities of planning and instructing their students. One of the main aims of education is to prepare students for future life.

Here are examples of some practical integrated lessons:

At the lesson held in grade 10/7, in collaboration with our Physics teacher, I correlated English and Physics examining the topic “The Theory of Relativity”, the students benefitted in two ways: on the one hand they got information about the theory of relativity, gained an insight into the problem expanding their general knowledge, on the other hand they learned new words and expressions in English, enriching their vocabulary. The students were also interested in the glossary of Math-Physics terms related to the topic researched.

During another integrated lesson in grade 11/3 (History & Law stream), again in collaboration with the History teacher, I used a topic related to history: The Hundred Years’ War (1337-1453). It was designed to motivate students, to make them experience high school specialities, they were involved in the integrated learning environment.

The students analyzed the geographical position of Great Britain and its relationships with France. Relations between the UK and France are often portrayed as a history of at best mutual suspicion and at worst open hostility. They focused on the Hundred Years’ War and its impact on Great Britain and France.

In Grade 11-3 (History-Law stream) we used online platforms and they also proved effective. We can state that both teachers and students gained positive experience in terms of educational opportunities. Recent events prompted teachers to give students more flexibility and choice. Though remote learning has received so much bad press, teachers upgrade their qualifications to get used to blended or hybrid learning in times of emergency. Shifting to teaching online has become very common nowadays. To meet demands of the time educators, reorganize learning process in the way

that fosters productive functioning in the continually changing and highly demanding environment. Moving some classes online is a temporary measure.

The students of grade 10/3 History-Law stream have gone online but they are fully engaged into studies. They use online platforms for open discussions and appealing projects that boost their further professional skills. In this lesson they research Crimes at Workplaces. They identify strategies for handling interpersonal conflict in the workplace, define and understand common workplace issues, like wage theft, discrimination, harassment and many others.

Another integrated lesson is designed within the project INDIVIDUAL & SOCIETY. We investigated the topic “People who changed the course of History”

The students of grade 10/4 started the lesson by brainstorming events that changed the course of history dramatically. They used pictures for this of famous people or inventions. This works better if the brainstorm is directed to personalize to include events relating directly to the students. They compared ideas and discuss together. By studying the historical development of the society students made the essential connection between the past, present and future.

A number of integrated lessons have been designed to motivate our students. To avoid superficial correlation the teachers- N. Gevorgyan and D. Hakobyan directed by mentor teacher Piruza Sargsyan worked out the lesson objectives to meet the following requirements. It is necessary...

- To select an appropriate learning material
- To ensure the common ground between the disciplines of the research.
- To instill and activate specific vocabulary of the partner subject (e.g. English and World History)
- To organize the process of dual comprehension in an accessible way
- To differentiate instruction.
- To implement co-teaching if necessary

In a lesson in Grade 10/4 I did my best to maintain warm, attractive and stimulating classroom environment, promote good order, discipline and respect for others amongst students, promote the school’s values and rules and build good relationship amongst students.

I organized parent -consulting meetings in order to provide them with information about students’ efforts and prospects.

I contributed to the M/U performance by designing a number of interdisciplinary lessons on History in grade 11/3 (History-Law stream).

As an English teacher I am eager to continue my professional development and very often I organize open lessons .And one of my lessons that I have had recently was the insert Strategy in English Classroom. Using INSERT(Interactive Notation to Effective Reading and Thinking)students make connections between prior knowledge and the text content. Insert is a strategy that students can

use during the Guided Reading phase of class work. It employs a set of symbols that help them to monitor and comprehend a new text easier. During reading the students constantly make decisions about their reactions to the text. Marks can be erased periodically after completing study of reading or use a strip of paper folded over the margin and then numbers the lines of the reading for students to match their marks to the line of the text. The INSERT symbols to make an excellent basis for class discussion following the reading. I get my students to think about the text and their understanding about the topic and the new information they are learning in class.

Professional Development during Holiday Break

The teachers are encouraged to develop a learning habit by planning their own growth by taking Professional Development courses (workshops, seminars, meetings, etc.) during their holidays at least four times a year to enhance their teaching techniques. They learn new instructions and strategies and acquire new skills. A question arises: Why should they dedicate a vacation to professional development? Here are several reasons for this:

- Because there won't be a better time—you're away from the office, or your office is quiet.
- As the new year approaches, it's a great time to start a new learning habit, like dedicating time each week to professional development.
- Professional development is an investment in yourself.
- You have goals for the new year. What do you need to start learning to achieve them?

Many educational institutions engage teachers during their holiday break, as does the British Council. Introduction to Core Skills for Teachers course introduces the six core skills that research shows are essential for supporting teachers.

Professional development and Teacher training in Armenia

Teacher training in Armenia is considered as the main component of professional development. The National Institute of Education, which has branches in all regions of Armenia, is responsible for the trainings carried out by the state under the Ministry of Education.

International experience proves that collaboration of teachers within the school is an effective means of professional development. In this approach, teams of teachers are created to jointly develop lesson plans, conduct and observe lessons, and then conduct lesson analyses. In such cases, teachers receive suggestions and comments from their colleagues and have the opportunity to improve their work. This kind of approach has a significant role in rooting the intra-school culture of professional

development. The latter can perform the most important work of uniting teachers in schools, conducting joint group discussions and lectures, supporting novice teachers, and ensuring the connection of schools with trainers. In the development of the in-school culture of professional development, those teachers who have successfully mastered various programs in recent years and apply effective teaching methods in their classes can have a significant role. Sharing the experience of such successful teachers will be very useful for those teachers who are currently not working effectively. For a large number of trained teachers, it is very difficult to transfer what they have learned to the classroom environment. In this case, seeing the classroom experience of another teacher, its application will be much more realistic.

Reflections on my personal experience as a trainee at ASPU teacher training session

I am continually working on my professional growth and obtain new techniques and strategies that boost my proficiency.

Teacher learning or training is a continuous never-ending process that promotes teacher's skills master novel knowledge ,develop better proficiency ,which in return assists in improving student's learning. Training sessions are needed to help the teachers learn or create new teaching strategies that will bring back the interest of their students in the classrooms and encourage learning. Training sessions also help teachers the art of expressing themselves.

Recently I participated in teacher training sessions as part of professional development program which was organized by Khachatur Abovian Armenian State Pedagogical University, which lasted from the 18th of August to 23rd of August. It was a very wonderful and useful session which was conducted in a free-and-easy and positive atmosphere by Tigran Mikayelyan PhD, Associate professor. It was a great opportunity for me as an English Language Teacher to continue my professional growth. I learned many valuable things from this session and it was an absolute pleasure to work with Dr. Mikayelyan. As a result, I learnt a lot of innovative teaching methods and techniques, developed new skills, expanded and deepened my knowledge of English. I feel that I am now better prepared for my future classes and have acquired better skills to organize my English lessons. During our sessions we used lots of activities, held discussions on various themes which helped me to improve my speaking skills and develop professionally. Dr. Mikayelyan created a warm and friendly atmosphere during the sessions. I am really proud to say that I am thankful for his efforts taken for my professional development .Excellent session ,thanks him for his wisdom, experience and personal presentations.

Conclusions

[The point that cover the main assumptions/inferences of your own: your experience (success stories), recommendations, grounding, etc.]

While job training is an essential part of professional development, this concept encompasses an extremely broad range of topics and formats and relates to an array of specialized training, formal education, or advanced professional learning. Learning activities include professional development courses, conferences, workshops, e-learning programs, and training courses. However, it can also occur in informal contexts such as discussions among work colleagues, independent reading and research, observations of a colleague's work, or learning from a peer.

Every professional who wants to advance in his/her career should by all means seek out professional development and learning opportunities and the teachers are not an exception in this respect. Nowadays, because of drastic changes in all the spheres of life, and especially the advancement of technologies, it has become a must for teachers to go update their skills relating to teaching.

This goal can be achieved only if education is correlated with life. Therefore, teaching of various subjects should be correlated with various aspects of life. So, the present research focused on the importance of interdisciplinary teaching, which presupposes teaching one subject (English) interconnected with some other (Physics, History, etc.). Such an approach described above proved to be effective and meaningful.

There are a number of factors favoring effective Professional development, among them *collaboration between teachers, authorities' approach toward the teaching/learning process, peer observation, self-development, international experience exchange, etc.*

We firmly believe that professional development programs help teachers to become better and more appropriate educators by giving them a chance to create relevant and fitted course instructions for today's students. As a result of a teacher's participation in well-designed professional development programs his/her students' performance can improve.

Having participated in the Professional development training session organized by ASPU Foreign Language Department, I came to realize much deeply the importance of such like courses in terms of a teacher's personal and professional growth. These courses helped me to improve my teaching skills, gain deeper knowledge, learn new teaching methods, become more organized and, what is the most important, gain confidence.

References

[All the sources used in the research-report]

British Council CPD Framework

CPD.coach /resources/ cpd for –teachers

Jack G Richards Thomas SC Farrell -Professional Development for Language Teachers

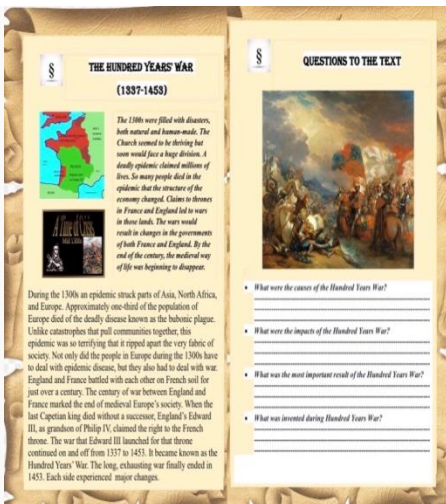
Queens University of Charlotte -Why is it important to have a professional development?

Rose J and Reynold –Teachers’ continuing professional development

Serob Khachatryan ,Silva Khachatryan Gajane Terzyan -Assessment of teachers Professional Development

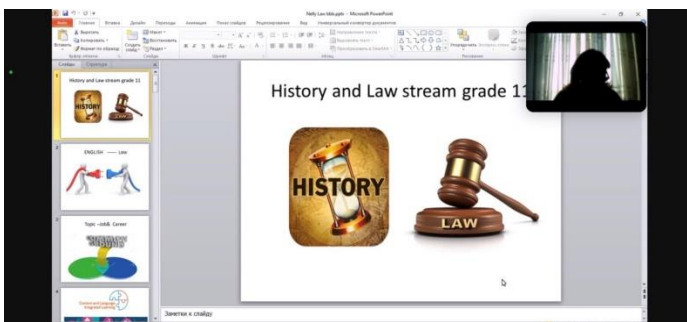
Appendix

[Any documented bases of your research-report, tables of statistics, glossaries, additional text-book materials, photos, images etc.]



The implementation of some strategies in high school proves to be highly effective. The students of grade 10-4 are trying out a new activity that provides opportunities for reflection a critical thinking.

Online platforms for effective teaching



Lesson Plan

Jane Eyre/ Bloom Taxonomy lesson Grade 10

Materials used.

Learning Objectives for the Lesson


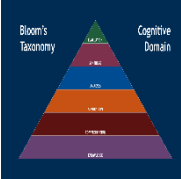



Objective 1	To deepen students' understanding of the key events in Jane Eyre' childhood
Objective 2	To provide students with the activities that will boost their understanding of the content in general and the main issues in particular
Objective 3	To develop critical thinking and problem -solving skills using Bloom Taxonomy
Objective 4	Provide a smooth transition from Unit Personality to Unit Education (according to the Thematic Plan -Grade 10), focusing on the concept of Education and the role of Lowood school in Jane's Life




Learning outcomes: By the end of the lesson the student will be able

- To identify characters and describe the central conflict
- Analyze the characters of Jane Eyre and Helen Burns
- Define and explain the way children were perceived in the society described in the book
- Value Literature as a possible source of reflection about personality, relationships, gender and education issues

Breakdown of Lesson

Section	Time	Details	
<i>Warm up</i>		<p>The teacher presents a brief summary of Jane Eyre, and asks the students to do a simple exercise where they have to match some key words from the text they are going to discuss and their definitions. It can be made in pairs.</p> <p><i>Jane Eyre is alone in the world. Disliked by her aunt she is sent away to school. There she learns that a young girl, with neither money nor a family to support her, can expect little help from the world. She survives, but she wants more from life than simply to survive</i></p>	
Introduction		<p>Recap of previous experience and prior knowledge</p> <hr/> <p>This lesson plan assumes that students have read the first six chapters of <i>Jane Eyre</i> concerning her childhood. (see attachment 1 with listening activities https://www.youtube.com/watch?v=XFpdM1RPD94 and the exact period of time mentioned for listening comprehension)</p>	
<i>Listening activity</i>		<p>Chapter 6 Starting point 32.04 https://www.youtube.com/watch?v=kBGdRXxZF-s</p>	

		<p>The students listen to the text, and realize how comprehension changes when listening to the text read by a native speaker. (the teacher can skip this stage by sending the listening form beforehand as their previous homework)</p>																													
<p>Bloom Taxonomy in Use</p> 		<p>Bearing in mind Bloom's taxonomy we have activities for students that support all the stages of and provide purposeful learning.</p>																													
		<p>By the end of this stage, the student will be able to name main heroes of the chapter, recall settings as the story elements, give definition of the boarding school, recognize minor characters through listening activities</p> <p>Get students to split into groups and ask them to give definition of boarding school of those days.</p> <p>Activity -brainstorming; What is BOARDNG SCHOOL? Working in pairs/groups/with the whole class</p>																													
		<p>By the end of this stage, the student will be able to describe the severe conditions of boarding school, interpret the teachers' excessive control over the students giving original examples from the text; they will be able to paraphrase the sentences and describe Jane's character in her/his own words</p> <p>Tick (V) the correct answer. The text or passage is about:</p> <table border="1" data-bbox="511 1243 1351 1648"> <tr> <td>a)</td> <td>Miss Temple is full of goodness.</td> <td>T</td> <td>F</td> </tr> <tr> <td>b)</td> <td>the Bible tells us to do good, even if other people hurt us.</td> <td></td> <td></td> </tr> <tr> <td>c)</td> <td>Miss Scatcherd is laid -back and she never punishes her pupils.</td> <td></td> <td></td> </tr> <tr> <td>d)</td> <td>Helen is disobedient and aggressive girl</td> <td></td> <td></td> </tr> <tr> <td>e)</td> <td>Jane is a fighter who cannot tolerate injustice.</td> <td></td> <td></td> </tr> <tr> <td>f)</td> <td>Mrs Reed didn't treat Jane badly</td> <td></td> <td></td> </tr> <tr> <td>g)</td> <td>Helen considers life unfair</td> <td></td> <td></td> </tr> </table> <p>Ask them to find sentences from the text that support their answers.</p>	a)	Miss Temple is full of goodness.	T	F	b)	the Bible tells us to do good, even if other people hurt us.			c)	Miss Scatcherd is laid -back and she never punishes her pupils.			d)	Helen is disobedient and aggressive girl			e)	Jane is a fighter who cannot tolerate injustice.			f)	Mrs Reed didn't treat Jane badly			g)	Helen considers life unfair			
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		<p>By the end of this stage, the student will be able to demonstrate their comprehension of the material by performing the dialogue between Jane and Helen. They will use the key words to model the presentation and explain her rebellious behaviour at school.</p> <p>Activity Complete the following sentences (Helen) Sometimes you have to put up with -----</p>																													

	<p>(Jane) I could not understand her ideas but ----- (Jane) If she hit me with a stick, ----- (Helen)It's true she has been unkind to you, because ----- (Helen)I was sent to school here, so I must -----</p> <p>Activity (Consequences) Split in group (It can be run in different ways when students put down their responses on the top quarter of a piece of a- A4paper and fold the paper so that the others couldn't see what is written) The sentence they have to speculate on can be written on the whiteboard. Sometimes you have to put up with some hard things in life.</p> <p>Activity -Effective questioning (Start questions beginning with WHY-WHAT IF Sample -Why do we have to put up with some hard things in life? What if we can't put up with hard things in life? Etc</p>	
	<p>By the end of this stage, the student will be able to analyze the roots of Jane's disobedience. (flashback to The Red Room); They will illustrate Helen's point of view by criticizing Jane's attitude to the concept of REVENGE. They will be able to analyze Jane's reaction to Hellen's words and demonstrate how her character is changing during their conversation</p> <p>Activity- Write adjectives describing the girls' personality using Venn Diagram Activity- Quotation gathering exercise -Ask the students to continue the diagram by selecting quotations. (Helen /Jane) Example –</p> <ul style="list-style-type: none"> ● <i>The Bible tells us to do good, even if other people hurt us</i> ● <i>people who believe in God should love their enemies</i> ● <i>I love those who love me, and I hate those who punish me unfairly</i> <p>They should then share their findings with the group as a quotation gathering exercise.</p>	
	<p>By the end of this stage, the student will be able to determine whether taking revenge and living with hate would be more appropriate for solving the problem. They will be able to compare the two girls and their life priorities. They can hold debates and argue on the subject of religious coloring in the text. They will be able to convince others defending either Jane' or Helen's point of view</p> <p>Activity-Corners (Debate strategies in class) Ask your students to set ground rules to hold debates and follow them during their argument.</p>	
	<p>By the end of this stage, the student will be able to design a model of teenage behaviour that will boost their progress as a learner; they will be able to generate new ideas by composing letters to Jane and giving her some useful advice; They will be</p>	

		<p>able to speculate on the concept of Feminism as well and value Literature as a possible source of reflection about gender issues in terms of Education. (Here we pave the ground to smooth transition to the topic Education)</p> <p>They will be able to write a short text describing a woman's professional career.</p>	
Homework		<p>Using Case Study Method ask students</p> <ul style="list-style-type: none"> ● to make a research project on the screen versions of teenage Jane Eyre; they can make a video clip to choose the best actress. ● to make a research on <i>How the text is still being received by readers?</i> 	

List of topics / Հետազոտական աշխատանքի թեմաների ցանկը

- 1. Assessment Methods and Tools in EFL classes. / Անգլերենի դասընթացների գնահատման մեթոդաբանությունը և գործիքակազմը**
- 2. Teaching Communicative Grammar. / Հաղորդակցական քերականության դասավանդում**
- 3. Teaching Topic-based Vocabulary. / Թեմատիկ բառապաշարի դասավանդում**
- 4. Teaching/Learning Challenges in EFL classes. / Դասավանդման/ուսումնառության մարտահրավերները անգլերենի դասընթացներում**
- 5. Activities for Enhancing Learners' Autonomy. / Սովորողի ինքնուրույնության զարգացմանը միտված կրթական գործունեություն**
- 6. Group Work in EFL classes. / Խմբային աշխատանքը անգլերենի դասերին**
- 7. Project-based Teaching/Learning. / Պրոյեկտային ուսուցումը / ուսումնառությունը**
- 8. Instructive Material Design/development. / Ուսուցողական նյութերի մշակում**
- 9. Learning Outcomes in EFL classroom. / Կրթական վերջնարդյունքներն անգլերենի դասընթացներում**
- 10. cc / Անգլերենի ուսուցիչների շարունակական մասնագիտական կատարելագործումը**
- 11. Developing Soft Skills in EFL classes. / «Փափուկ» հմտությունների զարգացումը անգլերենի դասերին**
- 12. Developing Critical Thinking in EFL classes. / Թննադատական մտածողության զարգացումը անգլերենի դասընթացներում**
- 13. Communicative Language Teaching: My Priorities. / Հաղորդակցական ՕԼԴ. սեփական առաջնայնությունները**
- 14. Developing Linguocultural Competence in EFL classes. / Լեզվամշակութային կոմպետենցիայի զարգացումը անգլերենի դասերին**
- 15. Choosing Alternative Teaching /Learning Sources/Materials. / Այլընտրանքային ուսուցողական աղբյուրների/նյութերի ընտրությունը**