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Թեմա Ուսուցողական նյութերի մշակում

Կատարող Կչեյան Քրիստինե Ղազարոսի
Ազգանուն, անուն, հայրանուն

Ղեկավար Միքաելյան Տիգրան ք.գ.թ.դոցենտ
Ազգանուն, անուն, գիտական աստիճան, կոչում



Khachatur Abovian Armenian State Pedagogical University

Teacher-training

(professional development/enhancement) session

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Research / Report

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Instructional Material Design/development.

Introduction

The purpose of this research is to determine the teachers' choices of instructional materials in teaching English, to design new instructional materials based on the school curriculum: presentation, practice, and production for EFL students. This developmental research consists of need analysis, design, development, implementation, evaluation, and creation. The descriptive results revealed that most of the teachers were encouraged to use many of the highly beneficial materials due to reasons including overcrowded classes, limited technological knowledge, lack of time for preparation, curricular time constraints, overloaded work-hours, burnout etc. The study suggests that apart from textbooks and course-books teachers should be stimulated to use other instructional materials to motivate learners and offer an interactive foreign language teaching atmosphere.

The need analysis through deep research was held at our school and teaching centre to shape appropriate and perfect instructional materials. Instructional materials with various strategies and effective materials improve the achievement of the students. Therefore, the present research aims to design English instructional materials to improve the students' English proficiency.

It consists of 4 chapters:

Instructional materials which are inherent for the students.

Technology in teaching.

Enhancing Learning Using Visualization Techniques

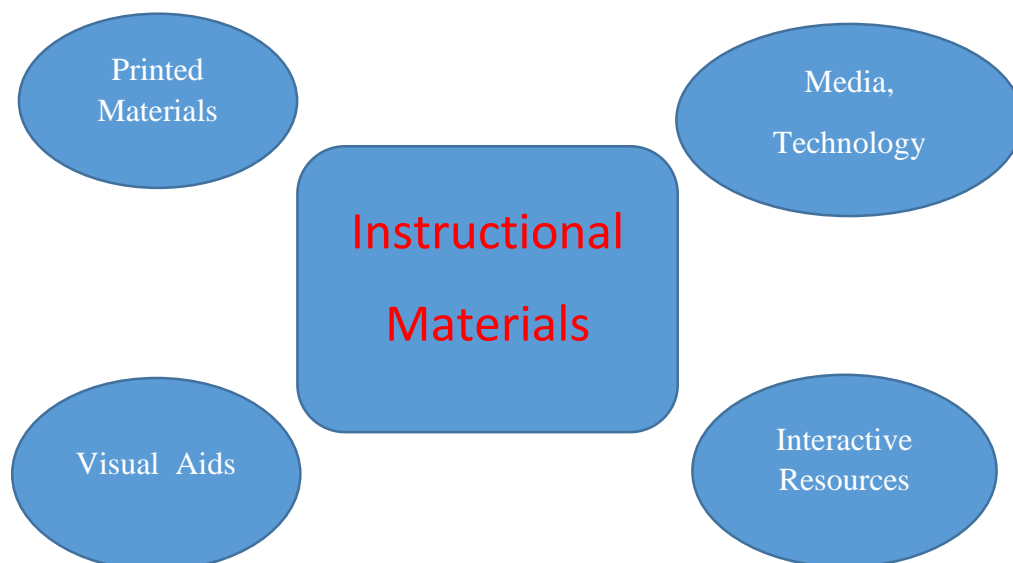
Creating Interactive Educational Materials.

Chapter 1

Instructional materials which are inherent for the students

Background

There are four basic types of instructional materials:



(Concept map N 1)

Traditional instructional materials include: textbooks, coursebooks, workbooks, reference books, lesson plans, flashcards, charts and supplemental reading materials.

Innovative materials include: objects, photographs, images, illustrations, charts, graphs, maps, multimedia, movies and games.

Presentations: Lectures, slideshows applications.¹

1. Understanding textbook bias

A textbook is the teacher's basic tool, which is very essential. Textbooks can support the teachers in the teaching process, but they should not be the only focus. Teachers come across many problems when teaching via textbooks, because they can be out of date, dull, they can have lack of creativity. However, textbooks are helpful, as they provide an overview of the content which should be learnt, teachers don't have to photocopy the needed material, there is consistency between lessons. If the textbook is well-written, nicely shaped, you can use them.

b. Problem Statement

Unfortunately there are textbooks which do not provide much information, nor are effective for our students. In such cases we should use other sources, extra materials. The lack of textbooks is one of the problems in many regional schools. This is stressful either for teachers or for students. We should ask them to share the books in such cases or use special methods during the teaching process, such as "Jigsaw" or "Snowball".

c. Research Questions

1. What instructional materials meet the secondary school and high school students' needs in learning English?
2. Are the instructional materials effective to improve the students' English achievements?

d. The Objective of the Research

1. To find out well-shaped instructional materials that meet the students' needs in learning English.
2. To find out the effectiveness of the well designed instructional materials.
3. To find out the students' perceptions of the use of instructional materials.
4. To find out the teachers' perception toward the use of the instructional materials.²

e. Significance of the Research

The students complain, they do not find the textbooks to be interesting or relevant. This will have a negative effect. We should give the students an opportunity to personalize and contextualize textbook content. Thus, textbooks should be modern, they should motivate and develop the student's critical thinking skills. Creativity is a relevant part of the teaching process. Textbooks do not promote communicative skills.

So the aim of my research is to explore new ways in which we can make textbooks and other resources better for our teaching and learning processes via means of cognitive science. However, we sometimes deal with the problems which come from the influence of textbook publishers who appear to have an influence on government policy. I will offer that textbooks be used occasionally, and concentrate on providing reasonable suggestions for textbook design to maximise the opportunities of effective teaching and learning.

¹<https://theclassroomstore.com/blog/the-different-kinds-of-instructional-materials/>

² https://drive.google.com/file/d/1-51P_RIG2UzvtgQJUMEWBmltPWP8Aq/view

What makes a great textbook? Problem Solution according to my research.

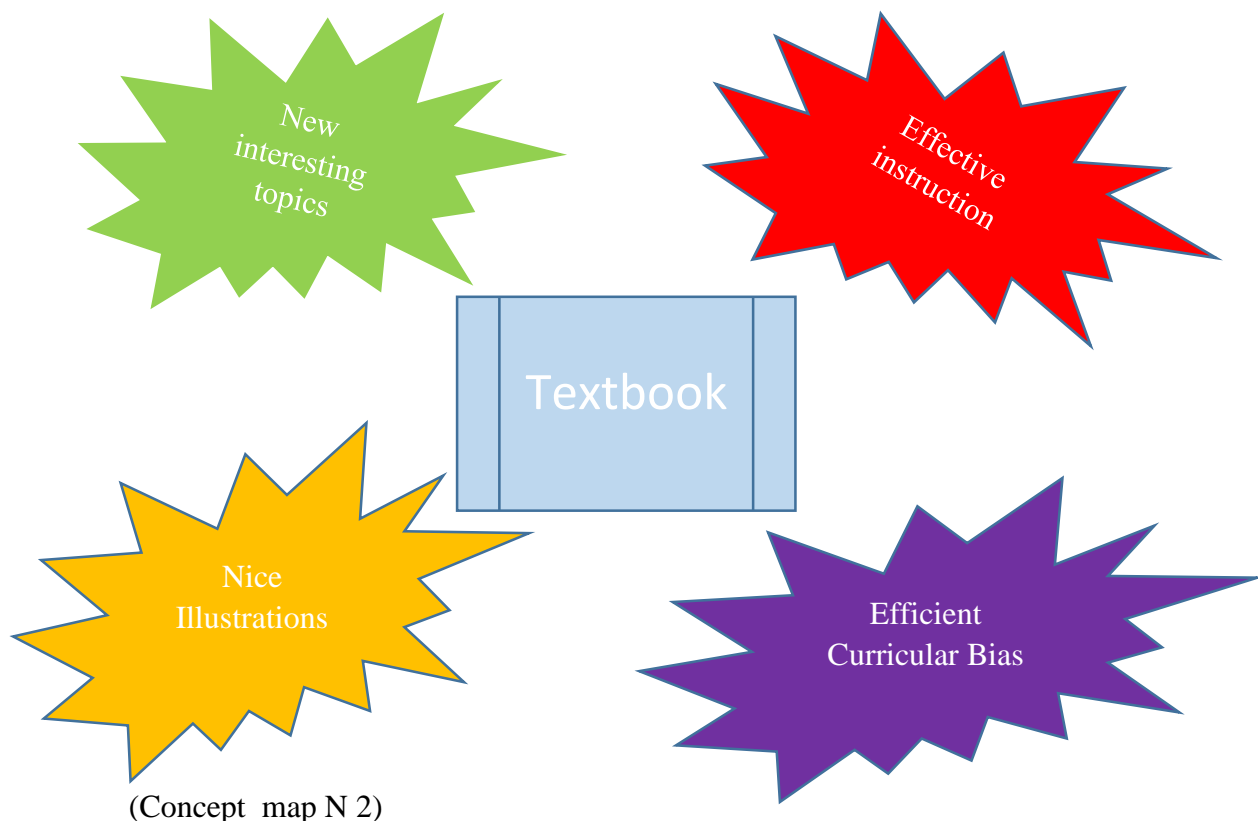
These are my suggestions for improving the efficiency of textbooks which are based on teaching and learning strategies that have been shown to improve outcomes for students.

a. Introduce new topics

Many textbooks provide new topics aiming to learn objectives and then plunge into the new topic that the chapter introduces. Since research shows that better learning is provided when students build on basic knowledge, my first suggestions would be to start chapters with feedback in order to activate prior knowledge, thus reinforcing the connections between the given knowledge and the new concepts to be learnt. Such kind of activities help the learners to have connections between the learnt concepts and every new topic. Careful linking to previous content, exercises or vocabulary tests are all easily included in innovative resources to support this concept. Textbooks must have good qualified learning materials and the content should be easy to comprehend. Good quality binding provide the book to last long.³

b. Nice illustrations

My suggestion is to select a good illustrator with a great imagination. The illustrator should be able to clearly express ideas with good examples of proper illustration styles, should be a co-author to introduce the author's vision. Combination of both of them will create a nice textbook with extraordinary illustrations. They should emphasize stylistic inspiration, have a storyboard with a connected feedback in order to create the final text with artwork.



c. Pairing graphics with text

My suggestion would be to focus on pairing text with graphics which will support the learners by presenting examples with charts or graphics which highlight the ideas or concepts to be easily remembered. Well designed graphics help them learn easily, to understand language concepts more clearly to make further deep studies. Nowadays we can provide them with new technologies, animations, video clips which they can open with QR codes.

d. Interleaving different concepts and skills

My research shows that the students enlarge their knowledge and study better when they interleave different but related topics or skills, rather than focusing on one topic or skill. Better learning is achieved by studying different materials in blocks.

Practical Ideas for efficient Curricular Bias

Textbooks and course books have lesson plans so that teachers are not necessary to design syllabus and lesson plans. Most teachers use other manuals which do not match with the school curriculum. This is a real situation that happens nearly at all schools. The perfectly designed instructional materials may contribute the main source of learning skills. Effective instructional materials or course books based on the school curriculum are expected to improve students' proficiencies. Every teacher is expected to develop instructional materials based on the school-based curriculum.

The writers of the textbooks have their own biases. The textbooks should not be created for particular groups. The most useful and oldest form of bias in instructional materials is the complete or relative exclusion of a group. Many of current textbooks are improved, but far from perfect. One of the demands of a perfect instructional material is based on "Seven types of bias"; that is to dismiss unpleasant facts and events, neglecting prejudice, racism, discrimination, oppression, sexism, minority groups and inter-group conflict, stereotyping, imbalance/selectivity, unreality, fragmentation/isolation, linguistic bias, cosmetic bias. They should be carefully and equally designed for everyone. Teachers, learners, schools should agree with textbook bias.⁴

The solution is to try to understand the views of schoolboard, leadership. Express your opinion about textbook bias, give advice concerning the changes, discuss with colleagues, other teachers to lead to positive changes.⁵

1. Lesson plans Lesson plans should be available in English as well as in Armenian, to be detailed for everyone and with simplified structure to be easily applied in the classroom by teachers. Below is an example of a simple lesson plan.⁶

2. Reference books:

⁴ [Chris Sowton \(Cambridge University Press 2021\) Teaching in Challenging Circumstances](#)

⁵ <https://www.josepicardo.com/education/a-textbook-problem-seven-suggestions-to-improve-the-quality-of-published-resources/>

⁶ www.britishcouncil.org (p.13) RMT (Remote Language Teaching)

The teachers should provide the students with a variety of up-to-date reference materials in their classroom. By teaching children how to look up vocabulary information, read maps and interpret reference details, you'll direct them for a research and discovery.

3. Workbooks:

Your students will enjoy and develop their skills while having fun using workbooks.

Technology in teaching.

Some teachers think that using technology during English classes will be an automatically followed action. Videos, clips, reels, slideshows, presentations can provide educational material. Though, they will have no value if they are badly designed or if they have negative influence. Nowadays technology helps learning and even is a must especially when learning English. Technology is one of the major phenomena of progressing the teaching/learning process in the schools and universities especially for the English language teaching. It can give aid to the teacher to present a better lesson to students. Technology is very relevant in the field of education because there are too many innovative things that the teachers can do: such as playing videos in English language or a song, films and even a theatre show. Many teachers introduce technologies for training purposes since they can serve as powerful means for efficient student participatory learning. The technology-aided learning environment encourages learning outcomes in language acquisition and motivates the implementation of quality learning. It is very common to use technology in the world; however, there are many public schools which do not use any technology in their classes, especially in Africa and in many other poor countries except the private schools. Most countries seek to use the technology to finish the school year because of pandemic and they successfully finished their school year by using "Meet" and "Online Zoom" or "Google Classroom", even other resources to enrich the learning process. Unfortunately there are many students and teachers who are not familiar with the online systems and online learning because their government does not provide such valuable recourses in their schools. That's why this year many of them have encountered a lot of problems of finishing the school year because their students did not know how to use and access them easily. In this research my goal is to find out the advantages and disadvantages of using technology in the educational system and what are the reasons for not using technology in other schools nowadays.⁷

What Are Learning Technologies?

Fundamental Learning Technologies are as follows:

- Mobile phones, tablets;
- Web pages;
- CALL (Computer Aided Language Learning) software;
- Office applications (Word, Power Point, etc.);
- The Internet;
- CD-ROMs that come with course books;
- Interactive whiteboards, LCD projectors;
- Platforms, new software and hardware;

⁷ <https://www.igi-global.com/chapter/the-role-and-implementation-of-new-technologies-in-the-elt-english-language-teaching/233087>

- DVD Players;
- Multimedia integration;
- Web board

Generally, learning technologies aid learning process. It involves designing,changing the style, applying and improving the learning-teaching process.

a.Mobile Phones in the teaching process.

Mobile phones are widespread around the world.Nowadays every student can obtain them,but they should use them properly. Information is more important and up to date,mainly by smart phones.

b.Using websites in the classroom

There are a great variety of websites which are useful for EFL ,which you can find for free, only the advanced levels are payable.The students can use “Mentimeter”, ”Quizlet”.⁸

Enhancing Learning Using Visualization Techniques

The use of visualization to give information is not a new activity. It has been used in maps,pictures,and drawings for many years. One famous example is Ptolemy's world map.(see Figure 1) that has been created somewhere in the second century BC.



Figure 1

Today, the field of visualization has become quite a bit more various, with scientific applications and knowledge visualization.

Nowadays, there is a great variety of available data and information on the Web. However, we should accept the data, understand it which will become valuable. Information visualization is an acceptable means of making sense of data which has emerged from research in human-computer interaction, graphics, visual design, and quantitative data analysis. The aim of this section is to assist the teachers who are new to English teaching activities and it is useful for them to provide the teaching process with information visualization.

The main aim of information visualization is to represent an abstract information space in a dynamic way, so as to facilitate human interaction for exploration and better understanding.

Finding Learning Materials

High quality learning materials such as graphical illustrations, interactive

demonstrations, audio and video presentations are essential for students to fully grasp and understand the meaning of a certain topic. To locate these materials for their classes, teachers often turn to conventional Web search engines such as Google, “You tube” and others, or to Globe “www.globe-info.org”, an international network that connects networks. Here you can find useful educational metadata such as intended target audience, learning time, that can help to quickly find instructional materials.

Photos

Inferential Images

Use photos to teach students about how we make inferences. Divide the students into small groups to make observations, give them background knowledge and then ask them to make inferences. Then invite students to bring in or find photos to use in your next inference session.

Explain This Photo

Photos make fantastic prompts. Find photos online and give each student a photo. You can hang the photos from a rope which can be attached to the blackboard. Have them write a descriptive, narrative or persuasive essay based on their image or they can describe the photo orally.

Diagrams, charts, or graphs

A bar chart is the most common type of diagram. A bar chart is particularly useful when one or two categories 'dominate' results. It can be very clear and easy to explain. Most people understand what is presented without having detailed statistical knowledge. It can represent data expressed as actual numbers, percentages and frequencies. Charts can represent either concrete or continuous data.

Plots and Graphs

Plots and graphs are visual learning diagrams that visually represent a relationship between sets of numbers. Venn diagrams, bar graphs, offer students multiple ways to visualize and investigate data. They ask meaningful questions and go deeper to solve problems. Building data literacy makes for a richer, more meaningful experience and it improves memorizing skills.

- **Venn Plots** - I would recommend a Venn plot which is a powerful means of describing and comparing attributes by separating objects into groups based on their peculiarities. During my teaching process I use Venn plots to show relationships between two objects or to identify the commonalities and differences between things, people, places.

Teens classroom rules posters - Funky pink

You can download vibrant blue classroom rules posters for your secondary classroom. Posters are available in four colourful themes, all featuring the emoticon characters from⁹ British Council sites.

Creating Interactive Educational Materials

There are various free interactive tools to guide you to create engaging educational experiences for your students. Interactivity engages students with your mission, actions and message, while educational content actually helps you to realize that mission. Online interactivity is great for students, so it's an ideal choice for educational groups. Here are a few materials according to my

⁹ [https://www.teachingenglish.org.uk/resources/secondary/teaching-tools\(British Council\)](https://www.teachingenglish.org.uk/resources/secondary/teaching-tools(British Council))

research. Choice of tools will depend, to a large degree, upon your specific goals, the ages of your learners, and the complexity of your topics.

RLT(Remote Language Teaching) materials in context: materials design for students

Videoconferencing equipment which is used in remote lesson. The materials should be digital, accessed by a learning system and available for all the students which can be on their laptops or on notebooks. Teaching quality is risen by a number of remote teaching standards. The students and teachers can be well qualified when they record their success stories, which are shown on the monitor or on the wall. They can even record their voice and then analyse it, in order to improve their pronunciation.¹⁰

Polls, Quizzes and Surveys

The very simplest way to engage anyone is to ask them a question about a situation that interests them. Then, provide an answer. For example polls are a simple and pleasant activities, but if they are appropriately used. They can interest the learners, involve, and even motivate. Once I've created a poll or survey, I provided follow up links or opportunities to users. Quizzes are very interesting and competitive, they encourage the students. Once I organized an English quiz dedicated to all the school subjects of the world. (See the photos below) They were eager to participate and even the group which didn't win didn't get annoyed. The students were active, all of them were engaged in the quiz. They were 40,20 students in each team.

Slideshows & Videos

Slideshows are simply a tool for turning your Power Point presentations into online slide shows, so that your students can take a look at the presentations you've been sharing with board members, or so that they can see an interactive presentation describing their topic and its outcomes. YouTube of course, is an online location where you can create your own channel and publish your own videos, clips, etc. YouTube has become a popular destination for the teachers and learners.

Use of slides

Most lecturers and professors use slides in teaching. This is an interesting option for teaching process and I also do the board work and then share my photocopied lecture notes with the students. From my personal experience, I feel that the slides are a better way of teaching. Slides can be great to force you structure your lectures before class and actually show them on the walls, and they are always more convenient than writing on a board (plus less messy if you have to deal with chalk).

Use of television

One of the best ways of teaching skills is via the means of television. While many teachers and parents think that their child or student is not learning much when watching TV, in the right circumstances a TV show or a news bulletin can provide a fun means of teaching to regular classroom activities. They can watch real conversations and listen to dialogues which aid listening skills by offering a diverse variety of accents for the students to hear. Another advantage is that the majority of TV programs use quite simple language; otherwise they provide the viewers with a clear explanation. Some of the TV programs are any news bulletin from BBC, CNN or Fox News.

Webinars

¹⁰<https://www.teachingenglish.org.uk/sites/teacheng/files/B127c%20A1%20TE%20Staff%20Room%20Posters%201.pdf>

Webinars are virtual meetings during which attendees are able to see whatever is on the meeting leader's computer screen while the leader talks about the visuals which he or she is going to present. This is a "real time" tool, convenient for a group of people who are in different locations and need to share information, discussions, or learn together. It's a great way to train volunteers, teach groups of students, classes, courses or simply present your case.

Interactive Timelines

If you want to acquaint your students with your organizational history, teaching centre, teaching skills, art form, or event you could create an interactive timeline, complete with images and videos, to tell your story. "Timeglider" is one of the free websites where you can build and then publish interactive timelines that offer much more information than you can imagine: a static brochure or a web page.

Interactive Comic Strips

If your message is relatively humorous (English lessons, for example, or your target audience is for starter level students), you might want to use one of several tools to create interactive comic strip stories. You can create with [GoAnimate!](#) include not just images, photos and words but also motion pictures, sound effects, and a huge range of art assets.

Learning From Social Interactions

- [Group - work learning](#) Experiment with several kinds of students who collaborate with one another
- [Service-Learning to Enhance Your Curriculum](#) Information on practices and implementation of service - learning projects for students, including case studies.
- [Adult Mentors](#) Mentor relationships give young people valuable educational and social support that helps them achieve their goals, enlarge their knowledge, evaluate them and create.
- [Cooperative Learning](#) Learn the peculiarities of successfully teaching your class with the cooperative learning method. Group projects are an excellent way to motivate your students build important communication and teamwork skills. New teachers and students will find this resource particularly valuable. Cooperative learning is a successful teaching strategy in which small teams, each with students of different ability levels, use a variety of learning activities to improve their understanding of a subject. By this method, each of your students will feel that he or she is a relevant member of the class. They can share their roles.

Teaching Centers

Teaching Centres offer many resources to support you in efficiently planning community-based courses that have a high impact on students and the community. Each course and community project can be unique, well-organized and intentional. However, I also offer workshops on community engaged teaching and we host a working group on these pedagogies for experienced faculty. Here at my Teaching Centre "Christina Lingua+" the staff has extensive experience with every phase of course planning and thus can help to make our community-based teaching successful. (You can see the photos of the Teaching Centre below.)

Chapter II

My Success Stories/A dictionary created by me/Achievements/Lesson Plans/Presentations/Teaching Centre Photos/Open Lesson Photos/Quizzes Photos.

- Create an area where students can access specific essentials like a children's dictionary and a thematic dictionary. In my research I created a vocabulary material to help students enlarge their vocabulary and prepare for standardized tests. Such an example is a dictionary created by me : "A Wordstock of 60 Topics" by Kristine Kcheyan. The design is based on the school curriculum.It comprises various learning strategies.

Preface of the dictionary

Wordbank of 60 topics is a modern English-Armenian dictionary. The vocabulary units are topic-based. It covers 60 topics which is for children, adults and for everyone who studies English for different purposes.It includes different topics such as family members, shopping, house, flowers, animals, health, education, geography, politics and etc.The Wordbank is appropriate to elementary,intermediate and advanced levels.After each topic the student can review the words and practice speaking skills.Each topic contains a wide variety of communicative practical words.Words presented in the vocabulary all belong to a particular word field.There are important criteria for the inclusion of words in the vocabulary.There are words which learner should acquire in order to communicate successfully in a number of social and transactional situations. The teaching principle is an activity which allows learners to focus on each topic, learning the words which are relevant to them.This involves grouping of words in 60 topics according to various categories.The Wordbank in this book encourages students to store the words they need in categories which are relevant to them. The tasks based on this thematic dictionary are below.

- Find an interesting topic from the dictionary,write down 20 words and make up a conversation with your pair student.They will be given 20 minutes for it.
- Describe your garden or orchard using the words from the wordstock.
- Learn the following words by the " Brainstorming method".
- Compare or find the differences using "Ven's diagram" and write an essay (150 words) using one of the Thematic Units.

Kristine Kcheyan

WORDBANK of

60

Topics

- ❖ Comprehensive presentation
- ❖ Learn quickly and easily
- ❖ Practical words

Conifers and Deciduous Trees

spruce –եղևնի
pine-սոճի



fir-եղևիկ
oak-կաղնի



plane-սոսի



beech-հաճարենի



ash-հացենի



birch/willow-ուռենի

maple-թխկի

Tropical and Subtropical trees



palm-արմավենի

acacia-ակացիա

cactus-կակտուս

rubber- plant-ֆիկուս

cypress-նոճի

dead-tree-չորացած

ծառ



bamboo-

հնդկեղեգ



eucalyptus-

նվենի

bush-թփուս



shrub-թուփ

Wild flowers

bellflower-զանգակածաղիկ
bluebottle –տերեփուկ



daisy-մարգարտածաղիկ
clover-երեքնուկ
lily of the valley-հովտաշուշան
ox-eye daisy-երիցուկ
gentian-օձախտոր
pansy-եռագույն մանուշակ
snapdragon-արշուճաբերան

rockrose-ժայռի վարդ



primula-զնարբուկ
violet-մանուշակ
dogwood-հոնի ծաղիկ
waterlily-ջրաշուշան



passion-flower-
անվածաղիկ

Garden flowers

rose-վարդ
chinarose-չինական վարդ



lilac-յասաման, եղրևանի
lily-շուշան
aster-աստղածաղիկ
chrysanthemum- քրիզանտեմ



iris-հիրիկ

sunflower-արևածաղիկ
pink-մեխակ
gladiolus-թրաշուշան



geranium-խորդենի



Household goods

cooker -գազօջախ



iron-արդուկ

microwave oven -միկրոալիքային



coffee-grinder-սրճադագ
fan-օդափոխիչ

վառարան



air conditioner-օդորակիչ
television-հեռուստացույց

mixer-հարիչ



gas stove -ջեռոց
blender- էլեկտրական խառնիչ



blender-



radio-ռադիո
stereo-ստերեո
CD player-լազերային սկավառակի
նվագարկիչ
VCR(video cassette recorder)-
տեսաձայնագրիչ
DVD(digital video disc)-տեսա-սկավառակ



lamp-լամպ



digital camera-
ֆոտոխցիկ
video camera-տեսախցիկ/տեսա-գրիչ
calculator-հաշվիչ

թվային

torch -լապտեր
fridge/refrigerator-սառնարան
freezer-սառցարան



heater-ջեռուցիչ
hair dryer-վարսահարդարիչ
vacuum cleaner-փոշեկուլ



toaster-տոսստեր



clock-ժամացույց

fan-օդափոխիչ

washing machine-լվացքի մեքենա



coat hanger-կախիչ

potato-peeler-կարտոֆիլ կեղևահանիչ

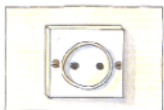


sewing machine-կարի մեքենա

light bulb – էլեկտրական լամպ



plug-խրոցակ



socket -վարդակ

broom-ավել

egg-slicer- ձու շերտահանիչ



carpet beater-գորգ ծեծիչ

scrubbing brush- խոզանակ

bottle opener/tin opener-բացիչ

doorbell-դռան զանգ

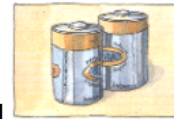


dustbin- աղբարկղ

briefcase-ճամպրուկ



shelf-դարակ



battery-մարտկոց

Precious and Semiprecious Stones



amethyst-մեղեխիկ
marble -մարմար



amber/agate-ագաթ

gem topaz- տոպազ

ceramic-կերամիկա



ruby –սուտակ

diamond-ադամանդ

cat's eye/tiger's eye - կատվի աչք

gold sand-ոսկե ավազ

black star-սև աստղ

lapis lazuli-լաջվարդ

sapphire-շափյուղա



turquoise- փիրուզ

pearl-մարգարիտ

garnet-նռնաքար

emerald-զմրուխտ

aquamarine-ծովակն



beryl-կապույտ զմրուխտ

carbuncle-կարբունկուլ

carnelian-սարդիոն

chrysolit-խրիզոլիտ

coral-մարջան



crystal-բյուրեղապակի

garnet-նռնաքար

hyacinth-հակինթ/հիացինտ

jasper-հասափս



jet-սև սաթ

moonstone-լուսնաքար

onyx-օնիքս



sardonix-սարդօնիքս

tourmaline-տուրմալին

opal-արևաքար/ծիածանաքար

porcelain-ճենապակի

LESSON PLAN

(Seventh Grade, English Textbook by L. Grigoryan, Unit 4)

Topic: Alan and the Alien

Time: 45 minutes

Number of students: 28

Activities: Story in Pictures

Methodology: Ven's Diagram

Skills: Reading comprehension, discussion, speaking and team working

Objectives:

- To give practice in reading for main ideas
- To improve students' speaking, discussion and team working skills
- To work with the new vocabulary

Materials: textbook, A4 paper, markers, dictionaries.

Procedures:

Warm-up:

Teacher draws a crossword on the board and learners answering teacher's questions, guess the word '*alien*'.

1. Teacher breaks up learners into groups of three or four and divides the text into sections so that every group will have only one section to read. Teacher tells learners which section of the text each group is going to read, gives each group a sheet of A4 paper and if possible, distributes as many coloured pencils and crayons as there are students.
2. Groups read their section, decide on the best picture to show the meaning of their section and draw it. This is the main part of the activity but should not take more than twenty minutes. Teacher tells learners to use the whole sheet so that other students can see it. They should also add a short title or a short extract from the story to make their picture clear.
3. Display the pictures in the correct order. Ideally this should be done on the wall, or could be on desks or even the floor.
4. Students stand next to , or show, their pictures and retell the story to the whole class. Allow no more than one minute for each reconstruction. In this way, they will have transferred their story to a picture and then transferred back the story from picture to spoken text – a useful speaking activity.

5. **Notes:** They compare Alan and The Alien using Ven;s diagram and find the differences.
6. Students in the groups decide who will draw which section, who will do the vocabulary work, who will prepare the presentation, but make sure that students know that each of them must be ready to present.

**A Split-up Painting
The Birth of Venus
Painting by Sandro Botticelli**

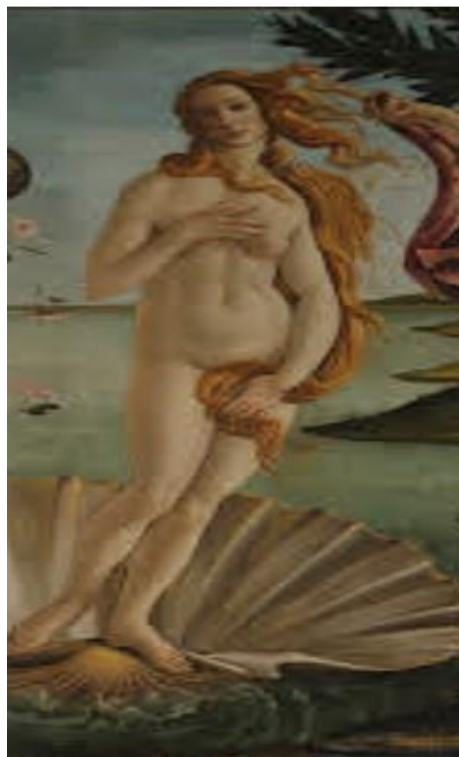
**(1483-1485)
Renaissance Style**



Known as the “Birth of Venus”, the composition actually shows the goddess of love and beauty arriving on land, on the island of Cyprus, born of the sea spray and blown there by the winds, Zephyr and, perhaps, Aura. The goddess is standing on a giant scallop shell, as pure and as perfect as a pearl. She is met by a young woman, who is sometimes identified as one of the Graces or as the Hora of spring, and who holds out a cloak covered in flowers. Even the roses, blown in by the wind are a reminder of spring. The subject of the painting, which celebrates Venus as symbol of love and beauty, was perhaps suggested by the poet Agnolo Poliziano. It is highly probable that the work was commissioned by a member of the Medici family, although there is nothing written about the painting before 1550, when Giorgio Vasari describes it in the Medici’s Villa of Castello, owned by the cadet branch of the Medici family since the mid-15th century. This hypothesis would seem to be born out by the orange trees in the painting, which are considered an emblem of the Medici dynasty, on account of the assonance between the family name and the name of the orange tree, which at the time was ‘mala medica’. Unlike

the “Allegory of Spring”, which is painted on wood, the “Birth of Venus” was painted on canvas, a support that was widely used throughout the 15th century for decorative works destined to noble houses. Botticelli takes his inspiration from classical statues for Venus’ modest pose, as she covers her nakedness with long, blond hair, which has reflections of light from the fact that it has been gilded; even the Winds, the pair flying in one another’s embrace, is based on an ancient work, a gem from the Hellenistic period, owned by Lorenzo the Magnificent.

Task 1 *Choose your preferred half of the picture, describe it .*

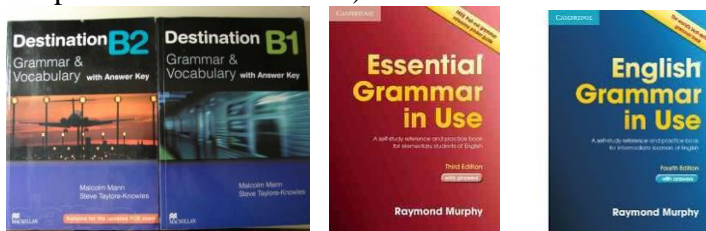


Task 2 *Match the following lines with the pictures.*

- a) - Oh my God,my nakedness is my isolation,but I can cover it with my blond,long hair.
- b) -We can fly safely together. We can announce about the good news together.We will save the world by our innocence.
- c) – Oh, don’t worry,I have brought you a cloak covered with flowers.You will save the world by your love,beauty and purity.

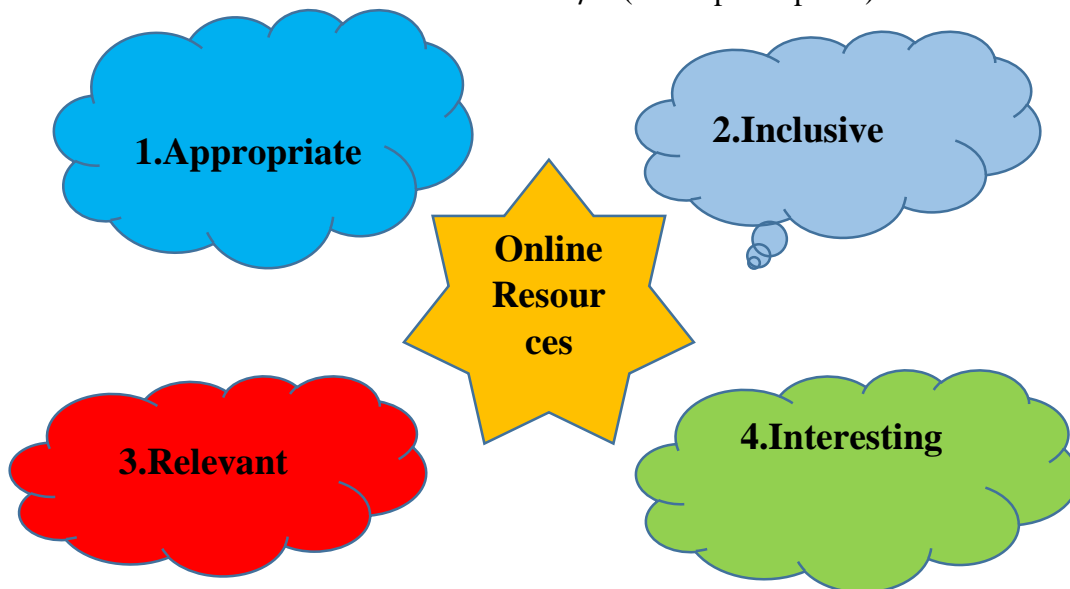
● **Practice sets:**

Suppliment your curriculum daily with various exercises,which are proper to use in the classroom and at home, practice sets build students’ language, reading, writing, grammar and listening skills every day for the entire school year.Use various printed textbooks and supplemental books concentrated on English fundamentals, problem-solving, skills practice, student activities and different kinds of instruction,for example Cambridge English coursebooks,such as “Straightforward”, ”Success”, ”English in Mind”,”More””Move Ahead”,”Smart” and so on.. These books speed up your course planning — many of them include time-saving step-by-step lesson plans, worksheets, testing and assessment materials.(See the photos of books below)



Solutions of the problems

a.As for my research I find it easy and interesting to find materials online,design them,photocopy them in case of lack of materials and if there is no electricity.¹¹ (Concept map N 3)



¹¹ [https://www.teachingenglish.org.uk/resources/secondary/teaching-tools\(British Council\)](https://www.teachingenglish.org.uk/resources/secondary/teaching-tools(British Council))

b. Thus, we can maximize motivation and can do our lessons by mobile phones using “Google Classroom”, “U-Tube videos”, clip art or so on. Via mobile phones we can involve nearly all the students and we should trust them. Students can listen to a song, then write down the words, they can find nouns, verbs, numerals, pronouns and group them in 15 minutes. They can record each other’s speech and then listen and criticize them, check the pronunciation.

The main aim of the development of modern society connected with globalization and computerization is to find direct reflection in the educational system. The use of IT gives new opportunities for the educational environment. Using IT opens the door for accessing, storing, sharing, processing, editing, selecting, presenting and communicating, evolving information through a various sources of media. Educators are supposed to integrate innovative approaches and teaching methods to educational system. IT improves student performance in English.

- IT is learner-centered
- Connects educational standards and higher thinking to real-world context
- Activates critical thinking and problem-solving;
- Enhances collaborative and self-directed learning
- Motivates students and provides engagement .

Hence, IT supports learning and improves the effectiveness and productivity of the teaching process. Educational technology involves many forms of teaching and learning that makes use of technology. Therefore, the research aims to study the efficiency of the use of ITs in teaching English as a Second Language .

Conclusions

To sum up, I would like to enhance that all these Instructional Materials carefully monitor your students’ teaching process. All the teachers will have to select these tools which facilitate the collaborative production of classroom materials, which are relevant to learners’ needs. They should choose the material with an awareness, managing the resources, providing clear criteria for the selection of proper materials, which are based on school syllabus. The Instructional Materials should be professional, attractive, accessible, culturally appropriate for every student. Using materials effectively in the classroom with appropriate pedagogical strategies, the teachers can share and collaborate with colleagues. Via using these tools we can make the teaching process effective, supporting the learner’s teaching process with new equipments, technology. Hence, some students will love them, others may find it distracting or confusing. Though, I think that the learners will evaluate the effectiveness of new, developed materials, as we promote autonomous learning by exploiting digital content and new technologies inside and outside of the learning environment. The teachers and learners will use online communities, tools and platforms as well. Thus, promoting 21-st century skills: critical thinking, problem solving, collaboration, creativity and imagination, digital literacy.¹² Selection of appropriate methods and resources for introducing, developing and evaluating our learner’s skills during the English language teaching process we will succeed and develop our learners’ proficiency . Little by little, though, the magic choice of all those new materials will win the world over!

¹²https://www.teachingenglish.org.uk/sites/teacheng/files/CPD%20framework%20for%20teachers_WEB.PDF?_ga=2.17465658.2025594301.1662566293-556058659.1662472296

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Appendix

1. Photos 1 and 2 are taken during the quiz dedicated to the U.S. A. and the U.K. cultures, economics, parliament, cities, traditions, habits and history. They were divided into two groups: the questions were in a transparent jar. Each group had a monitor who chose the question from the jar. Two groups were active and eager to play the quiz. Both groups had equal points at the end of the quiz. The jury assessed them with me. They got certificates after the quiz.



1.



2.



3.

2. Third photo was taken during an open lesson during the lesson of 11 th form which was about the U.S.A. All those items are related to the U.S.A.



4.



5.

3. Photos 4 and 5 were taken during a party dedicated to “March 8”. You can see a role-play on the 4 th photo. The learners were 4 form pupils. One of them was Mummy, the others her children. They were going to help their mother by actions. They used every - day common actional verbs during that conversation. (to wash, to clean, to do the dishes, to make breakfast, to clean, to make the bed, to make tea/coffee).



6.



7.

4. You can see the photos of an open lesson ,which is called ” A Day at Exhibition”.The students had made their posters about their favourite countries,cities,places of interests and so on.Each student and me had brought an item dedicated to their topic.Each of them represented their chosen topic orally pointing to the pictures or by slides.



8.



9.

5. You can see photos of a party named "Spring". The 6th form students recited poems, sang songs in 6 languages. They were active, creative and enthusiastic.



10.



11.



12.



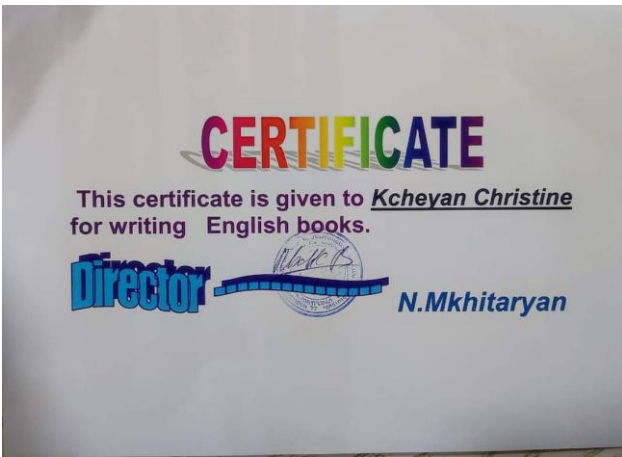
13.



14.



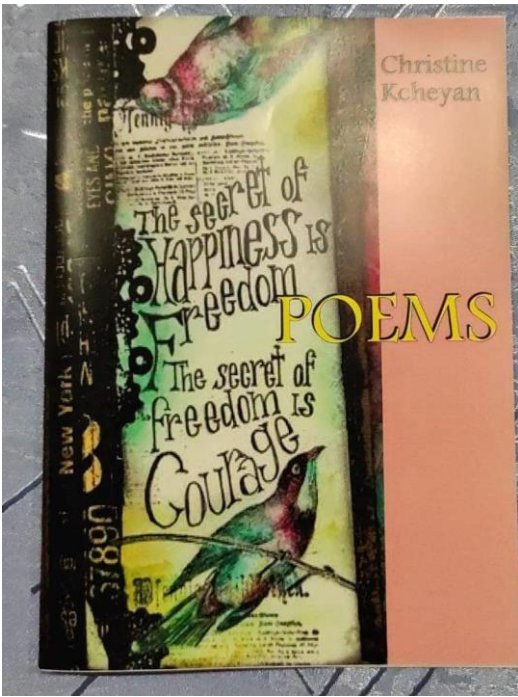
15.



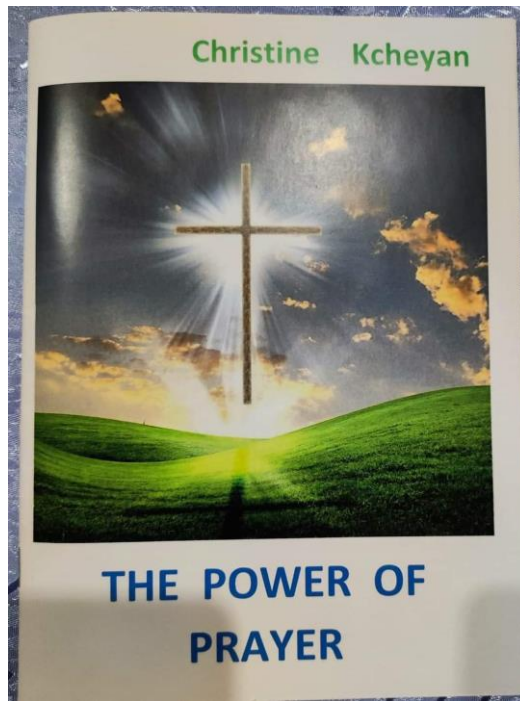
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16.

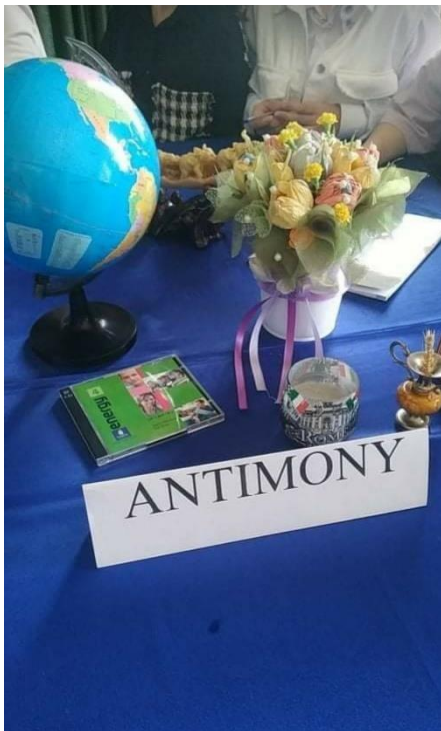


17.



18.

6. On the photos above you can see “Book Presentation Day”. My third form students have translated 7 Oxford story-books into English and printed them. I joined them and presented my written three books (“Prayers”, “Poems” and “Wordbank of 60 Topics”).



19.



20.



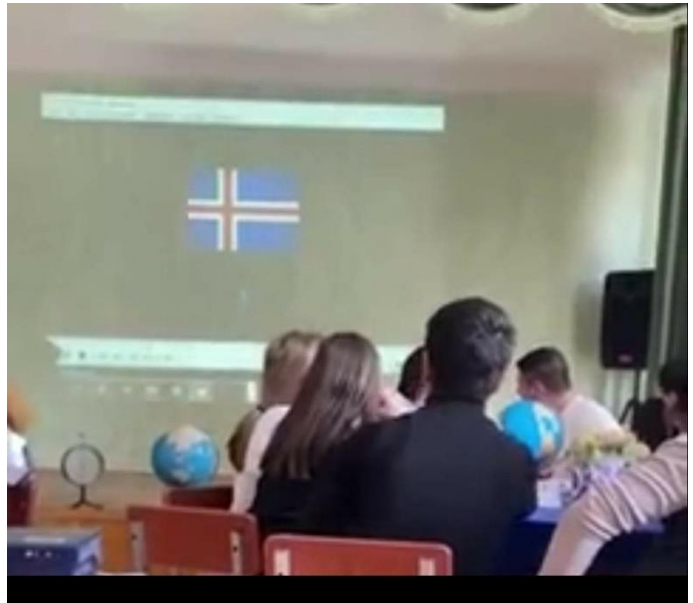
21.



22.



23.



24.

7. You can see the photos of a quiz dedicated to different spheres (Chemistry, Biology, Physics, English, Russian Maths, Geography, Art, Literature and so on.) The participants were 10 a and 10 b form students. The winning class got a certificate. The members of jury discussed the quiz, analysed the advantages and disadvantages of their involvement.



25.



26.



27.



28.

8."Christina Lingua+" Teaching Centre's photos .The center was founded by me and I am the CEO of it. Here students study with interactive methods,with "Cambridge" and "Oxford" publication textbooks and coursebooks.