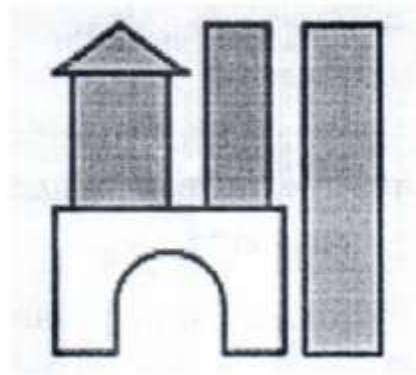


ՀՀ ԿՐԹՈՒԹՅԱՆ, ԳԻՏՈՒԹՅԱՆ, ՄՇԱԿՈՒՅԹԻ ԵՎ ՍՊՈՐՏԻ  
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ԴՊՐՈՑ>> ՊՈԱԿ ՎԵՐԱՊԱՏՐԱՍՏՈՂ ԿԱԶՄԱԿԵՐՊՈՒԹՅՈՒՆ:



Երևանի N99 միջնակարգ դպրոցի անգլերեն լեզվի ուսուցիչ՝

Կարինե Հայկազի Սարգսյան

Ուսուցչի համագործակցությունը գործընկերների հետ փորձի  
փոխանակման և մասնագիտական գործունեության բարձրացման  
նպատակով

Հետազոտական աշխատանք՝

<<Օտար լեզու >> առարկայի առանձնահատկությունները և ուսուցման  
նպատակները

Երևան 2022թ.

## Aims, content and Principles of foreign language teaching

Aims are three fold

Practical	Educational	Cultural
<p>Pupils acquire habits and skills in using foreign language.</p> <p>The practical aims are 4 in numbers.</p> <p>1.hearing</p> <p>2.speaking</p> <p>3.reading</p> <p>4.writing</p>	<p>They develop their mental abilities and intelligence in the process of learning the foreign language.</p> <p>Educational aim develops the pupils voluntary and involuntary memory, imaginative abilities and will power scientific outlook and so on.</p>	<p>Pupils extend their knowledge of the world which they live in.</p> <p>Cultural aims imply the following tasks.</p> <p>A) Widening the pupils' general and philological outlook, developing their powers of abstract thinking cultivating their sense of beauty and their appreciation of art.</p>

## Content of foreign language teaching

A) 1<sup>st</sup>=component of 'what to teach' (content) is habits and skills which pupils should acquire while learning a foreign language. Habits are series of connected acts-they are result of repetitions. Skills are combination of specific useful habits serving a definite purpose and requiring the application of definite knowledge. B) The second component of 'what to teach' is a linguistic one. It includes language material (sentence patterns, pattern - dialogues, texts)

# Things Students Don't Like in the ESL Classroom

## What's wrong in the ESL Classroom—From the Students' Point of View

When analyzing the ESL classroom situation and the procedures used in the teaching, it is vital to think about how the students perceive the class. There are three categories:

- What students don't like doing
- What students like doing
- What students are willing to do in certain circumstances

I will also explain how I think teachers can gain the respect of their students.

I suggest you look at the list below and discuss it with your colleagues. Are you surprised or have you already seen evidence of these reactions? Do these reactions remind you about how "you" felt as a student?

### Students don't like...

1. Listening to a teacher who is speaking all the time.
2. Listening to a teacher without understanding what he or she is saying.
3. Listening to a recording without understanding what is being said.
4. Being called on when they don't know the answer.
5. Being asked a personal question or a question they don't understand.
6. Having to put up their hands all the time.
7. Having to speak/recite in front of everyone especially when not prepared.
8. Receiving loose photocopies that have to be filed.
9. Receiving odd-shaped photocopies that have to be filed.
10. Carrying around a heavy textbook the teacher uses only for 10 min.
11. Being corrected several times in a row in front of the other students.

12. Being told the answer they gave is "not at all right".
13. Being laughed at by the teacher.
14. Feeling stressed in class because they speak or work too slowly.
15. Feeling too nervous to ask a question for fear of appearing stupid.
16. Not having enough time to finish an exercise.
17. Having a surprise test because the class is noisy or inattentive.
18. Having to sit all the time and never being able to stand up.
19. Receiving a bad grade or an unfair grade.
20. Not being able to hear what other students are saying.

#### **My suggestion**

I suggest you look at the above list before preparing a class or perhaps a whole curriculum. There is no point in wasting your time getting materials or thinking up procedure in the classroom, if you are bound to meet with dissatisfaction on the part of the students.

## **Things Students Like Doing in the ESL Classroom**

#### **Students like...**

1. Working in pairs.
2. Working in small groups.
3. Speaking on a subject they have prepared—preferably in small groups.
4. Listening in the lab.
5. Listening to a song with the lyrics or a gap filling exercise.

6. Being able to stop or rewind the recording.
7. Having a one-to-one session with the teacher alone. ✓
8. Having a one-to-one session with the teacher together with a partner.
9. Seeing the teacher laugh at himself or herself.
10. Being tested on an exercise by a partner and not the teacher.
11. Correcting homework in pair work using a key.
12. Being helped by a partner during pair or group work.
13. Asking the teacher a question without the other students listening.
14. Preparing a talk when guidelines are clear and the vocabulary is given.
16. Working in a team on a project.
17. Having an oral test where the teacher gives immediate feedback.
18. Getting positive feedback from the teacher.
19. Being allowed to get up and walk around during certain exercises.
20. Being allowed to leave the classroom in case of a personal emergency.

### Laughter

And let me add "laughing" in the classroom when it isn't making fun of someone. Students doing pair work will often be laughing at their own mistakes or appreciating in a "nice way" the slip ups of a partner. When the laughter is a way of bonding, sharing difficulties, trying to cope with a problem, explaining what they have written or imitating a speaker together with a friend, the laughter is positive, relaxing and even invigorating.



# What ESL Students are Willing to Do Provided...

## 1. Students are willing to do homework regularly ...

- if all of them (and all the groups) have the same amount of work.
- if the homework is corrected or exploited on the day it is assigned for.
- if doing homework gives extra credit or at least a better participation grade.
- if they understand the reason for the work and what they will get out of it.

## 2. Students are willing to work seriously in class ...

- if they see it helps them to improve.
- if they know they'll get a good participation grade.
- if the task is not too difficult for them.
- if they are working in two's or three's and can get help from the others.

## 3. Students are willing to speak in class...

- if they are doing PW or working in threes.
- if they have been given time to prepare outside of class.
- if they know exactly when they will be presenting the class.
- if the teacher doesn't correct them in front of everyone else.
- if the others do not laugh behind their backs.

## 4. Students are willing to show respect towards the teacher ...

- if the teacher shows them the same respect.
- if the teacher comes on time and has prepared the lesson well.
- if the teacher gives fair grades.
- if the teacher doesn't have a teacher's pet (favorite student).
- if the teacher is friendly and understanding with everyone.
- if the teacher finishes the class on time.
- if the teacher doesn't give surprise tests as "punishment".

#### 5. Students are willing to learn texts, dialogues or poems by heart ...

- if you start with short texts, dialogues or poems.
- if everyone has to learn the same texts, dialogues or poems.
- if the teacher explains why it is important to learn these texts by heart.
- if they don't have to recite in front of the whole class.
- if they recite in front of a partner, two classmates or the teacher alone.
- if no one makes fun of them in case of difficulties remembering the lines.
- if a partner can help them if they get stuck and can't remember a line.

#### Conclusion

In brief the more you expect from your students, the harder they will work. If you expect next to nothing, they will not contribute much to the class. It's just part of human nature. So the solution is to assign substantial homework that is either relatively easy and/or requires some creativity. Language learning can develop through exercises—either written or oral—and speaking skills can be honed through oral presentations that will spark their creativity.

What learners want is simple: rewards for work that is well done. So give achievement tests frequently, assign short essays every other week, and have students give short presentations several times during the term. And above all give them as often as possible positive feedback and grades that will encourage them. A little compliment can go a very long way. If students are only tested once a term and told they are mediocre, of course they will be bored and never participate spontaneously. So be a coach that really wants all the students to get ahead and benefit from the teaching—even if you have to remain silent during most of the class time!

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## The Principle of activity

The main sources of activity are motivation, desire and interest in reading interesting and useful books written in English, corresponding with English schoolchildren, conversing with foreign guests to our republic, perhaps visiting or being sent on mission to one of countries of the English - speaking nations.

### Literature list

1. Anderson J.C. Assessing - Reading Cambridge University Press 2000.
2. Buck G. – Assessing – Listening Cambridge University Press 2001.
3. Luoma A. Assessing – Speaking Cambridge University Press 2004.
4. Weigle S.C. Assessing - Writing Cambridge University Press 2002.