It

Action Research

Research Work on «The role of technology in EFL classroom»

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**Abstract**

The use of technology has become vital part of the learning process in the class. Technology helps teachers to facilitate language learning for their learners. This study focuses on the role of using new technologies in learning English as a second/foreign language. English language learners increase their learning skills through using technologies. Technologies assist learners in improving their learning skills. Technology has changed the method of learning and teaching. There is a close relationship between technology and constructivism.

Technology focuses on the settings and programs which make learners be involved in. This action research aims at investigating. (a) benefits of the technology into the classroom (b) successful technology integration into the classroom (c) learning with technology: this research focuses on technological tools, especially google forms.

**INTRODUCTION**

Technology opens up new opportunities for the styles of learning, student-oriented education and stimulates deeper levels of thinking, the teachers‟ mind-sets and beliefs. Many factors urge teachers to use computer technology in their classrooms.

Technology is the means and atmospheres that engage students. Constructivism and technology both focus on the formation of learning situations and atmospheres. The learning settings are like atmospheres where tools of knowledge- building are provided to produce and influence the art of understanding through which students have a team work and support one another as they utilize different tools and learning resources in their search for learning aims and activities for solving problems.

Language learning has the opportunities to infuse technology into its learning strategies. How can this be done? Here are some ways.

1. Making learning visible

Using technology to connect to foreign lands and display how natives of that country live allows students to see and experience the language they are learning in an interactive and real life manner.

1. Differentiating

Technology tools give teachers additional resources to reach learners with different strengths and needs.

1. Engaging learners

It is definitely a way to engage learners because of its interactive nature

1. Applying language

It gives learners numerous chances to use the language with others to be able to apply using the language.

What exactly are the benefits of using technology in foreign language teaching?

1. Remote Access to Language Education

Technology gives the ability to reach audiences all over the world. It allows teachers to be hired locally and learners can access courses that are taught by native language speakers to ensure immersion.

Technology has also opened the doors for endless and limitless resources to be accessible regardless of the learner’s location, language fluency or economic status.

1. Blended Language Learning Courses

Blended learning means combining online and face-to-face learning. In this set up, the learner completes online courses and the teacher supplements these with classroom teaching that is more focused on actual needs of learners rather than just focusing on the rules that can already be discussed in the online course.

1. Interactive and Collaborative Learning

According to Dexway, the best way to learn something is through an interactive learning environment created by technological tools and resources. The same is true for language learning, the application of the language has to be present and it for the learning experience to be better, make it more interactive and engaging.

Tools that promote collaboration are also a great way to learn the language and develop collaborative skills as well.

1. Real World Problem Solving Made Possible

Language learning apps are regularly updated and even feature current events and news as a way to teach the new language. This allows learners to learn in the real world with true-to-life scenarios amidst a virtual learning environment.

1. The best complementary tool for teachers in the classroom

Traditional education is not so effective anymore. Teachers need to motivate their learners more than ever when presenting something in the learning environment. Technology helps the teacher complement traditional methods and enhance the learning experience.

1. Ease in managing and monitoring learner progress

Managing courses, keeping track of learners progress and other administrative tasks is now easier with the birth of online educational platforms that provide numerous functionalities tailored to educational centers’ needs.

Below are 4 Useful Tech-based Tools that can be used for Foreign Language teaching.

1. Music and videos

Audio listening exercises can be good for testing what learners can identify on their own. The combination of pictures, intonations and gestures provides learners context clues that can help them understand the language even better.

1. Educational Websites

Educational websites like Quizlet and FluentU can help enhance the learning experience by providing meaningful and fun activities that are focused on grammar and current events respectively.

1. Collaborative Tools

Tools such as Facebook, Classting, Google classrooms can help learners use the language they are learning and engage in collaborative activities as well.

1. Smartphone and Tablets Apps

So many apps on smartphones and tablets such as Duolingo, FluentU and Memrise give learners an interactive and fun way to learn a language by using their phones and tablets.

Technology has permeated every aspect of our lives, not immune to that is the way we learn new concepts. It has completely enhanced the language learning experience for both teachers and learners.

**The objective of the research**

To reveal the importance of integrating the technologies in EFL classroom, to make it apparent that technological tools can give you the opportunity to make lesson more interesting and efficient thus engaging the students in it. To reveal one of the easiest and best ways of instant assessment and instant feedback on it. To make sure that technology develops many skills in the students and in the teachers as well.The method of learning for the new generation is centered on group work, multitasking activities, and using the technology. For the new generation of learners, technology is regarded as an integral part of their daily lives in their environments.

The problem of the research 1 In order to find out whether my students conceived the issue I .make a quiz on google forms , 2. Briefly test **the level of the knowledge 3. To see whether they have understood it or do they have gaps 3.To see if there is any progress 4.after assessment to do instant feedback 5. To decide.to carry out a plan in order to fill the gaps and to make further improvements**

**There are lots of technology tools to use in the EFL classroom**

1. Quizz
2. Ka hoot
3. 3.Microsoft forms
4. Google forms
5. Google classroom
6. Socrative
7. Padlet

**Google Forms**

Google Forms started life as a Google Sheets feature in 2008, two years after Sheets' original launch. You could add a form to a spreadsheet, format it in a separate sheet, and see your form responses in another sheet.

Google Forms is now a full-featured forms tool that comes free with your Google account. You can add standard question types, drag-and-drop questions in the order you like, customize the form with simple photo or color themes, and gather responses in Forms or save them to a Google Sheets spreadsheet. Forms are among the internet's most versatile tools. Whether you need a contact form or a checkout page, a survey or a student directory, a form is all you need to easily gather that information. With Google Forms, it only takes a few minutes to make one for free.

Google Forms is a web-based app used to create forms for data collection purposes. Students and teachers can use Google Forms to make surveys, quizzes, or event registration sheets. The form is web-based and can be shared with respondents by sending a link, emailing a message, or embedding it into a web page or blog post. Data gathered using the form is typically stored in a spreadsheet.

Google Forms is a free online tool from Google which allows users to create forms, surveys, and quizzes as well as to collaboratively edit and share the forms with other people. Educators can use Google forms to assess their students at the beginning of the class and gauge pre-existing knowledge. Furthermore, Google forms can be used to give feedback to and receive feedback from students and parents. Similarly, students can use Google forms to assess their own learning and set the learning goals as well as to collect data for their research projects.

**Using Google Forms**

You need to sign in to Google to be able to create, access and share content on Google Forms. Google provides tons of pre-designed templates for users, including RSVP, party invitation, event feedback, and course evaluation. If you want to design your own Google form, you can select the blank template. There are many types of questions you can include in a Google Form, including short answer, paragraph response, multiple choice, checkboxes, dropdown, linear scale, and multiple choice grid. You can embed images and video directly into a form, which is a great way to assess what students think and learn immediately after viewing the image or video. You can also include an upload feature for students to upload their work.

The data from Google Forms is collected in a Google Spreadsheet, which allows for further analysis. Google Forms also offers a “summary of responses” feature that creates visual representation of close-ended questions (e.g., multiple choice, checkbox). Google allows users to embed, link, and email Google forms, so that you can easily share the results with others

Accessibility: Google apps supports screen reader, TalkBack, full page zoom, high contrast settings, and chrome accessibility extensions to increase accessibility (see Google Accessibility).

**Google Forms Overview**

Google Forms is a survey software solution that makes it easy for you to collect valuable information, opinions, and other data. Forms can be customized according to your specifications, giving you the opportunity to gather accurate data.The web-based product comes as part of the Google Workspace suite that includes messaging, calendar management, and slideshow presentation solutions. Google Forms can benefit organizations of every size operating within any business sector.

**Advantages of using Google forms**

When used in English lessons it is quite a perfect tool for both learning and assessment.Mostly google quizzes are used for making different tasks through multiple choice and thus check the knowledge gained and do instant assessment.It gives the chance to see the score and do instant feedback on it. Not only teacher can make the task for students but also students can make it as a task and check their knowledge on the materials they studied and this will be self-assessment.There are also students that make pairs and make quizzes as homework and send to other students from their class and check each other work. Google forms are widely used to create surveys easily and quickly since they allow you to plan events, ask questions to your employees or clients and collect diverse type of information in a simple and efficient way. Google forms allow us to include different types of questions such as short answers, paragraphs, multiple selection, verification boxes, pull-down, linear scale, grid of several options, among others.The primary benefit of Google Forms is that you gain the ability to quickly survey many users with ease. The drag-and-drop application lets you concentrate on writing efficient questions instead of making complicated tasks.

1. It is a free online tool, that allows you to collect information easily and efficiently.

2. With Google forms you can create surveys in few minutes to ask your clients or collaborators information about your products or service.

3.To start using this tool, you only need a Google account, the same one you need to access Gmail, YouTube or Google Drive.

4.The interface is very easy to use. Any user with an average Internet knowledge can create forms using this tool.

5. At the design level it is possible to choose between a palette of colors, as well as own images as a background.

6. Google forms stores the feedback received so we can analyze it in detail.

7. The forms are integrated with Google spreadsheets therefore we can access to a spreadsheet view of the collected data.

8. The general configuration of forms or surveys allows you to collect the recipient’s email address and limit the answers.

9. For advanced users, the type of data that can be inserted into a field can be customized using regular expressions. This helps customize the form even more.

10. Google forms allows us to see how the survey will look before sending it over to the recipients.

11. We can send the form by email, integrate it into our website or send the link via social networks or any other means.

12. With this tool, you can get unlimited questions and answers at no cost, while other survey tools require a payment depending on the number of questions and recipients.

**Disadvantages of using Google forms**

It is necessary to have internet to be able to use this tool.

The design customization is very limited. Advanced users can change the design to use the tool with a greater number of purposes.

There are some security concerns. The user has to create a good password and protects it to increase the level of security.

There are certain limitations regarding the capabilities of this tool. It accepts texts up to 500 Kb; images up to 2 Mb; and for spreadsheets the limit is 256 cells or 40 sheets.

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**Accessibility:** Google apps supports screen reader, TalkBack, full page zoom, high contrast settings, and chrome accessibility extensions to increase accessibility (see Google Accessibility).

**Privacy:** People are required to create an account on Google to take advantage of all Google’s services. Google Apps ask for your personal information (e.g., name, G+ profile, photos, videos, browsing history, map searches, docs, or other Google-hosted content) and wants you to make your profile publicly visible. Google uses cookies to identify your browser and device and to present appropriate ads, remember search preferences, and offer options based on user data. In addition, they also use people’s information like Gmail messages, photos, videos, browsing history, map searches, docs, or other Google-hosted content to maintain and develop Google services, and protect both users and Google from malware and spam (see Google Privacy Policy).

**Google Forms & the SAMR**

It encourage s you to use this model as an analytic tool.

Here is an example of how Google Forms might fit within the SAMR model:

Substitution: Students can fill out the forms online (instead of using paper and pen).

Augmentation: Teachers can curate the students’ responses on the spreadsheet automatically. Moreover, absent students also can complete the Google form out of school. Teachers can design self-grading quizzes the offer students instant feedback.

Modification: Teachers and students can collaboratively analyze, contrast, and compare results immediately after individuals fill out the form.

Redefinition: Teachers can reach unlimited learners all around the world and can share the results with them. Likewise, students can collect data from individuals all around the world for their research projects. Both teachers and students can reach thousands of people in their country and across the world.

**Learning Activities**

**Math:** Teachers can create quick quizzes using basic Math concepts such as equations, graphs, and statistical display for their students at all levels. In addition, g(Maths) add-ons button provides users to insert equations easily into their forms.

**Science:** Science teachers can embed an experiment video into the forms and prepare several comprehension questions based on the video.

**English/Language Arts & Social Studies:** Teachers can collect ideas from all students in the class through Google forms. Then students can write a short story based on the opinions which are accumulated from the Google forms. (characters, places, times, and challenges characters face). Similarly, teachers can write an incomplete story and want students to end the story.

**Google Forms Reviews:** Google Forms is widely used and was positively reviewed online. The prevailing opinion is that it is easy to use and well-integrated with other Google software products. A lot of reviewers enjoyed that the system could be used right from their browsers. Many people also appreciated that it streamlined their data analysis work experiences by presenting results in comprehensive charts and graphs

**CONCLUSION AND SUGGESTION**

This study reveals the positive characteristics and the limitations of Google Forms as an EFL assessment tool. The description of the use of Google Forms presented in this study are that it gives many benefits to the students in terms of efficiency in time and energy, , less cost, detail result, and useful features. In other words, the main idea is that the use of Google Forms as an assessment tool can alleviate the lecturer’s workload. They deal with scoring and tools issues. Furthermore, the types of tests employed in this study are short answer, paragraph, multiple-choice, and file upload in which the language skills assessed are listening, reading, and writing skills. Hence, it is suggested to explore the other types of tests to enrich the data for further research.

**Reference**

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###### Հավելված

###### Դասապլան

**Ուսուցիչ՝. Gayane Karapetyan**

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| Առարկա՝ English |  | **Ամսաթիվ՝** |  | | **Կիսամյակ՝ I** |  | **Դասարան՝ 10** |  | **Դասաժամ՝** |  |
| **Խմբի կազմը՝** | Աղջիկ` 8 Տղա` 8 ՈՒՀԿ՝ | | | | | | | | | |
| **Թեմա՝** | *Religion* | | | | | | | | | |
| **Օգտագործվող նյութեր՝** | [*https://youtu.be/OUigk1ULy7Y*](https://youtu.be/OUigk1ULy7Y)*, books, computer, projector, slides* | | | | | | | | | |
| **Ամբողջական պատկեր՝** | *The students were given the types of religion, they should introduce them and speak over their minds, the next step will be debating .* | | | | | | | | | |
| **Դասի նպատակը՝** | *To introduce the concept of religion*  *To introduce the religions of the world,*  *• To enrich the vocabulary on the topic*  *• To develop reading skills, speaking skills*  *To develop. Analytical thinking*  *To develop discussion skills on religion*  *To form respect towards other religions* | | | | | | | | | |
| **Կապը առարկայի չափորոշչային վերջնարդյունքների հետ** | * *To speak openly and express their opinions* * *To discuss the topic and while speaking over their minds justify them* | | | | | | | | | |
| **Կապը հանրակրթության պետական չափորոշիչի հետ** | *Մ2, Մ7, Մ11, Մ12, Մ13, Մ14, Մ15, Մ16, Մ17, Մ18, Մ23, Մ24, Մ28, Մ29, Մ40, Մ41, Մ42* | | | | | | | | | |
| **Վերջնարդյունք**  **ները՝** | **Ուսուցանման արդյունքներ, որոնք կփաստեն, որ ուսուցումը տեղի ունեցավ** | | | | | | | | | |
| *The student will be able to*  *To speak about the role of religion in the modern world expressing own opinion and support it*  *To listen and understand the content covering religion, traditions and customs represented by media broadcast or other recorded materials , videos etc.*  *To discuss the similarities and differences among superior religions in the world bringing. Certain examples and. Reacting to others opinions* | | | | | | | | | |
| **Խաչվող հասկացություններ** | *The relationships among people , beliefs , attitudes* | | | | | | | | | |
| **Միջառարկայական կապեր** | *History, Literature, IT, Foreign Languages* | | | | | | | | | |
| **Ուսուցչի զարգացման ընթացիկ նպատակները**  **To engage the students in the thinking process thus developing critical thinking** | | | | **Նպատակներին հասնելու ռազմավարությունը**  **Collaborative learning**  **Tasks are carefully designed for working within pairs/groups**  **Positive interdependence is provided**  **Case creation and replies**  **Teacher becomes more of a guide in the learning process** | | | | | | |

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| Գործողություններ **(ժամ/տևողություն)** | **Ուսումնական գործունեություն**  ***Աշակերտներ*** | **Պլանավորած տարբերակում և ՈւՆԳ ռազմավարություններ**  ***Ուսուցիչ*** | **Առանցքային հարցեր**  **Հիմնական ստուգումներ**  **(հանձնարարության վերջնարդյունքը նպաստում է դասի նպատակին)**  **Կապը չափորոշիչային վերջնարդյունքների հետ** |
| **2 min**  **3 min**  **15 min**  **5**  **10 min**  **10 min** | *Greeting and setting the mood for the productive lesson.*  *Watch a short informative video about superior religions in the world*  *4 Groups discussing advantages and disadvantages of the religions in the modern world*  *Groups present the results of their brainstorming noted down by 1 member of each group.*  *Plan for introducing the superior religions and their role in the modern world based on the actions mentioned above*  *Start representing* | *Asking questions about their well-being, academic workload and their opinions about religions*   * *Make sure students take notes about the main idea.*   *Class is divided into 4 groups (randomly) ; 1st group is to come up with advantages , 2nd group – disadvantages, 3rd- both advantages and disadvantages. , 4th group-the role of religions in the world*  *The group member, who also collected the arguments, presents a full picture of this or that side.*  *Students are instructed to use*  *Fish bone diagram that gives the opportunity to reveal good. And bad sides of. the religions*  *Represent the theme using the points discussed during the lesson.* | *This information will help them for the next stage of the lesson. During this activity their listening comprehension skills are checked.*  *The data collected during and after the group brainstorming will serve as the basis for conceiving religions and their role. This stage helps students to analyze and express their opinions individually.*  *Each group takes notes of the opposing ideas to use it in the final stage.*  *This process helps to come up with main ideas/ supporting details , revealing similarities and differences and holding discussions on the topic taking into account others opinions.*  *Students come up with logical connections to make the flow of thoughts smooth.* |
| **Աջակցություն** |  | | |
| **Գնահատում** | *Diagnostic and formative assessment .* | | |
| **Տնային աշխատանք** | *Search for information about the religions of the world using the necessary websites, and make slide on the topic , also make quizzes on Google forms on the topic and check their knowledge* | | |
| **Անդրադարձ դասին** | *The lesson went well for it was well organised*  *It was student centred*  *I should have used more diagrams on the issue*  *Next time I will take into account to give more time for discussion* | | |

**Խմբի մասին տեղեկույթ**

**ՈՒՀԿ (ուսումնական հատուկ կարիքներ)**

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| **Անուն** | **Խնդիրներ** | **Նպատակային հաջողություններ** | **Պլանավորված ռազմավարություն** |
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**Այլ աշակերտներ, որոնք մոտիվացիայի և առաջադիմության խնդիրներ ունեն**

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| **Անուն** | **Խնդիր** | **Պլանավորված ռազմավարություն** |
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###### Հավելված

###### Դասապլան

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| Առարկա՝ English |  | **Ամսաթիվ՝** |  | | **Կիսամյակ՝ I** |  | **Դասարան՝ 10** |  | **Դասաժամ՝** |  |
| **Խմբի կազմը՝** | Աղջիկ` 8 Տղա` 8 ՈՒՀԿ՝ | | | | | | | | | |
| **Թեմա՝** | *The world’s religions, their founders and Holy books* | | | | | | | | | |
| **Օգտագործվող նյութեր՝** | [*https://youtu.be/OUigk1ULy7Y*](https://youtu.be/OUigk1ULy7Y)*, books, computer, projector, flip chart* | | | | | | | | | |
| **Ամբողջական պատկեր՝** | *The students were to find information about the founders of 4 religions of the world, and Holy books, , they should introduce them and tell what main ideas all these books bring about,they should speak over their minds, the next step will be debating .with classmates* | | | | | | | | | |
| **Դասի նպատակը՝** | *To introduce the names of the founders of the religions*  *To introduce the Holy books with their names and focus on main ideas which show the concept and focus on the. Similarities that the Holy books represent ,*  *• To enrich the vocabulary on the topic*  *• To develop reading skills, speaking skills*  *To develop. Analytical thinking*  *To develop discussion skills on religion*  *To form respect towards other religions and their customs and holidays* | | | | | | | | | |
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| **Կապը հանրակրթության պետական չափորոշիչի հետ** | *Մ2, Մ7, Մ11, Մ12, Մ13, Մ14, Մ15, Մ16, Մ17, Մ18, Մ23, Մ24, Մ28, Մ29, Մ40, Մ41, Մ42* | | | | | | | | | |
| **Վերջնարդյունք**  **ները՝** | **Ուսուցանման արդյունքներ, որոնք կփաստեն, որ ուսուցումը տեղի ունեցավ** | | | | | | | | | |
| *The student will be able to*  *To speak about the role of Holy books in the modern world expressing own opinion and support it*  *To listen and understand the content covering 4 main religions, traditions and customs represented by videos or other recorded materials*  *To discuss the similarities and differences among Holy books, customs ,holidays bringing. Certain examples and. Reacting to others opinions* | | | | | | | | | |
| **Խաչվող հասկացություններ** | *The relationships among people , beliefs , attitudes* | | | | | | | | | |
| **Միջառարկայական կապեր** | *History, Literature, IT, Foreign Languages* | | | | | | | | | |
| **Ուսուցչի զարգացման ընթացիկ նպատակները**  **To engage the students in the thinking process thus developing critical thinking** | | | | **Նպատակներին հասնելու ռազմավարությունը**  **Collaborative learning**  **Tasks are carefully designed for working within pairs/groups**  **Positive interdependence is provided**  **Case creation and replies**  **Teacher becomes more of a guide in the learning process** | | | | | | |

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| Գործողություններ **(ժամ/տևողություն)** | **Ուսումնական գործունեություն**  ***Աշակերտներ*** | **Պլանավորած տարբերակում և ՈւՆԳ ռազմավարություններ**  ***Ուսուցիչ*** | **Առանցքային հարցեր**  **Հիմնական ստուգումներ**  **(հանձնարարության վերջնարդյունքը նպաստում է դասի նպատակին)**  **Կապը չափորոշիչային վերջնարդյունքների հետ** |
| **2 min**  **3 min**  **15 min**  **5**  **10 min**  **10 min** | *Greeting and setting the mood for the productive lesson.*  *Watch a short informative video about superior religions in the world , their customs, traditions, holidays*  *4 Groups discussing advantages and disadvantages of the religions in the modern world , traditions, customs, holidays*  *Groups present the results of their brainstorming noted down by 1 member of each group.*  *Plan for introducing the superior religions , Holy books, traditions, customs, and their role in the modern world based on the actions mentioned above*  *Start representing* | *Asking questions about their well-being, the stuff that they worked on and their opinions about Holy books, customs, holidays*   * *Make sure students take notes about the main idea., key words*   *Class is divided into 4 groups (randomly) ; 1st group is to come up with advantages , 2nd group – disadvantages, 3rd- both advantages and disadvantages. , 4th group-the role of Holy books in the world*  *The group member, who also collected the arguments, presents a full picture of this or that side.*  *Students are instructed to use*  *Web diagram that gives the opportunity to reveal the similarities of the concepts of Holy books, customs, traditions*  *Represent the theme using the points discussed during the lesson.* | *This information will help them for the next stage of the lesson. During this activity their listening comprehension skills are checked. Speaking skills as well*  *The data collected during and after the group brainstorming will serve as the basis for conceiving religious books and their role., customs , traditions This stage helps students to analyze and express their opinions individually.*  *Each group takes notes of the opposing ideas to use it in the final stage.*  *This process helps to come up with main ideas/ supporting details , revealing similarities and differences and holding discussions on the topic taking into account others opinions.*  *Students come up with logical connections to make the flow of thoughts smooth.* |
| **Աջակցություն** |  | | |
| **Գնահատում** | *Diagnostic and formative assessment .* | | |
| **Տնային աշխատանք** | *Search for information about the founders of the religions and Holy books using the necessary websites, and make slide on the topic , also make posters with proper photos on it* | | |
| **Անդրադարձ դասին** | *The lesson went well for it was well organised*  *It was student centred*  *I noticed that flipped classroom helps the students develop many skills like problem solving and critical thinking* | | |

**Խմբի մասին տեղեկույթ**

**ՈՒՀԿ (ուսումնական հատուկ կարիքներ)**

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| **Անուն** | **Խնդիրներ** | **Նպատակային հաջողություններ** | **Պլանավորված ռազմավարություն** |
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**Այլ աշակերտներ, որոնք մոտիվացիայի և առաջադիմության խնդիրներ ունեն**

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| **Անուն** | **Խնդիր** | **Պլանավորված ռազմավարություն** |
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###### Դասապլան

**Ուսուցիչ՝ Gayane Karapetyan**

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| Առարկա՝ English |  | **Ամսաթիվ՝**  **17.10.22** |  | | **Կիսամյակ՝ I** |  | **Դասարան՝ 11** |  | **Դասաժամ՝ 5** |  |
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| **Թեմա՝** | *Ecology* | | | | | | | | | |
| **Օգտագործվող նյութեր՝** | [*https://youtu.be/OfV3VNgjpvw*](https://youtu.be/OfV3VNgjpvw)*, computer, flip chart,markers* | | | | | | | | | |
| **Ամբողջական պատկեր՝** | *The students were given questions and vocabulary on the topic previously and now are Getting ready to talk about the environment and make a dialogue using the vocabulary* | | | | | | | | | |
| **Դասի նպատակը՝** | *Develop speaking skills*  *To improve vocabulary skills*  *To develop analytical thinking*  *To develop the consciousness of ecology as it’s crucial for human wellbeing and prosperity.* | | | | | | | | | |
| **Կապը հանրակրթության պետական չափորոշիչի հետ** | *Մ2, Մ8, Մ9, Մ10, Մ12, Մ13, Մ14, Մ15, Մ23, Մ24, Մ25, Մ26, Մ27, Մ28, Մ29, Մ30* | | | | | | | | | |
| **Վերջնարդյունք**  **ները՝** | **Ուսուցանման արդյունքներ, որոնք կփաստեն, որ ուսուցումը տեղի ունեցավ** | | | | | | | | | |
| *The student must know*  *•The vocabulary connected to the topic*  *•The grammatical material on the topic*  *•Information and facts about the human influence on the environment*  *•The interaction between the environment and the human beings*  *The student will be able to*  *•Conceive the interaction between the environment and the human beings*  *•To read and understand the key idea of the text, to separate the facts from the •opinion , realizing the author’s point of view.*  *•To discuss ecological problems*  *•To support a point of view.* | | | | | | | | | |
| **Խաչվող հասկացություններ** | *The relation between people and environment* | | | | | | | | | |
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| **Միջառարկայական կապեր** | *Geography, Biology,Chemistry,Physics,* | | | | | | | | | |
| **Ուսուցչի զարգացման ընթացիկ նպատակները** | | | | **Նպատակներին հասնելու ռազմավարությունը** | | | | | | |
| **To engage all the students in thinking process and give the opportunity to speak over their minds .** | | | | ***Collaborative learning.(including everyone is important, everyone should feel they can speak openly and contribute their ideas for goals).*** | | | | | | |

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| **Գործողություններ**  **(ժամ/տևողություն)** | **Ուսումնական գործունեություն**      ***Աշակերտներ*** | **Պլանավորած տարբերակում ևՈւՆԳռազմավարություններ**    ***Ուսուցիչ*** | **Առանցքայինհարցեր**    **Հիմնական ստուգումներ**    **(հանձնարարության վերջնարդյունքը նպաստում է դասի նպատակին)**  **Կապը չափորոշիչային վերջնարդյունքների հետ** |
| **2 min**              **3 min**            **15 min**                      **5**          **10 min**                    **10 min** | *Greeting and setting the mood for the productive lesson.*            *Watch a short informative video about the environment and its protection*        Students are divided into groups.                *Groups present the results of their brainstorming noted down by 1 member of each group.*        *Plan for introducing  ecology , it’s being essential and  its role in the modern world  based on the actions mentioned above*              *Start representing* | *Asking questions about their well-being, academic workload and their opinions about ecology*        -  - *Make sure students  take notes about the main idea.*  Key words          *Class is divided into groups(randomly) ; 1st group is to come up with advantages ,   2ndgroup – disadvantages, 3rd- both advantages and disadvantages. , 4th group-the environmental protection problems*          *The group member, who also collected the arguments, presents a full picture of this or that side.*    *Students are instructed to use*  *Different diagrams to show the ecology system*              *Represent the theme using the points discussed during the lesson.* | *This information will help them for the next stage of the lesson. During this activity their listening comprehension skills are checked.*    *The data collected during and after the group brainstorming will serveas the basis for conceiving ecology and its vital role.This stage helps students to analyze and express their opinions.*      *Each group takes notes of the opposing ideas to use it in the final stage.*    *This process helps to come up with main ideas/ supporting details ,revealing similarities and differences and  holding discussions on the topic taking into account others opinions.*  *Students come up with logical connections to make the flow of thoughts smooth.* |
| **Աջակցություն** |  | | |
| **Գնահատում** | *Diagnostic and formative assessment .* | | |
| **Տնային աշխատանք** | *Search for information about  the ecology and its importance in the world using the necessary websites,  , also make quizzes on Google forms  on the topic and  check their knowledge , enter Google classroom and do tasks made by the teacher on the topic and watch the corresponding video lesson* | | |
| **Անդրադարձդասին** | *The lesson went well  for it was  well organised*  *It was student centred*  *It was based mostly on technological tools*  *I should have given more technical vocabulary on the issue*  *Next time I  will  take into account to use more video lessons* | | |

**Խմբի մասին տեղեկույթ**

**ՈՒՀԿ (ուսումնական հատուկ կարիքներ)**

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| **Անուն** | **Խնդիրներ** | **Նպատակային հաջողություններ** | **Պլանավորված ռազմավարություն** |
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**Այլ աշակերտներ, որոնք մոտիվացիայի և առաջադիմության խնդիրներ ունեն**

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| **Անուն** | **Խնդիր** | **Պլանավորված ռազմավարություն** |
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