

TEACHERS' BEHAVIOUR THAT BUILD A POSITIVE ATMOSPHERE IN INTERMEDIATE ELT CLASSES

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Аннотация

Это исследование основано на взаимопонимании эффективных отношений между учителем и студентом на уроке английского языка, что может послужить улучшению социальных отношений и научных знаний студентов. Исследования проводились на основе взаимоотношений учителей Английского языка и их студентов в Казахстане, г. Алматы, Университете им. Сулейман Демиреля. Данный проект предлагает разделить учителей на 3 группы: понимающие учителя, строгие учителя и нейтральные учителя. По данным исследования можно выяснить насколько серьезно влияние поведения и настроения учителя на его студентов и на получение знания ими.

Abstract

The theory of the study is based on belief that the successful relationships between the teacher and a student in the classroom may help to improve either social and education knowledge of students. The researches case study is based on interaction of English teachers behavior and students fluency in English in Kazakhstan, Almaty, Suleyman Demirel University. The study suggests to divide teachers into 3 main groups : empathetic teachers, non-empathetic teachers and uncommitted teachers. There were few findings in the interactions between teachers and students, the strongest one is believed to be personal characteristics. It seems to be a strong indicator of the personality traits on the one hand and teachers do practice another. These results seemed to bear no relation to the size of the class and type of educational institution that is the basis of the entire education system.

Research aims and participants

Problem: the main questions of this study are:

- Does English Language teachers' behavior influence on students' gaining knowledge?
- Is it possible to English teachers attempt to manage their mood?
- What is positive mood in the classroom for students?

Significance of the study: the topic is very important in nowadays English Language teaching. Teacher behavior can affect a lot of different situations including the classroom environment, the way that staff and students respond to you and the overall behavior management within your classroom. When a teacher effectively has a balance between discipline and cooperation and all of these goals have been considered then positive relationships should occur. These positive relationships will provide trust, and caring relationships within the whole class community. It's has significance because today teacher plays a major role in children's receiving knowledge. In my point view teachers' behavior has an influence on every student's learning but in different ways. In my research paper I want to investigate how teacher's mood effect on learning process, is it possible to teachers to manage their mood.

Population and sample: the study involved 6 teachers who teach English Language to intermediate-level students (not only for them) and 30 students from Suleyman Demirel University in Almaty, Kazakhstan.

The goals of the study are:

- To find out ways of managing behavior for teacher in order to provide lesson with positive atmosphere
- To provide lessons with the positive atmosphere

Theoretical Findings

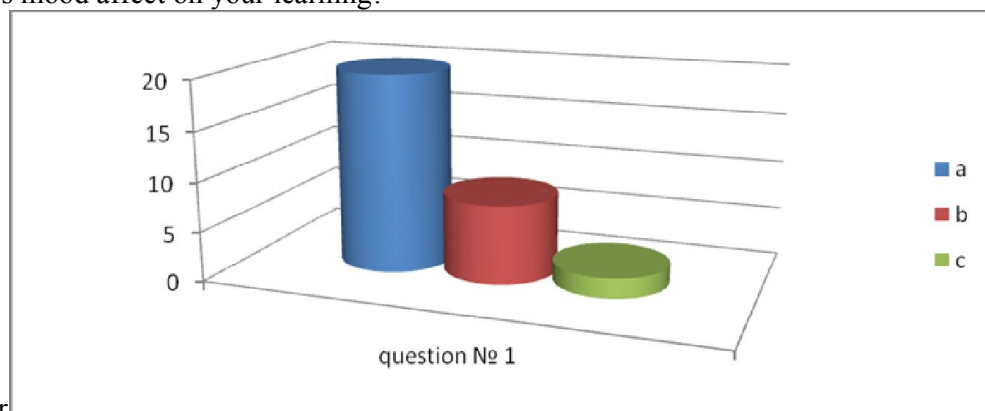
Several research studies have provided information about teacher–pupil interaction in the classroom. In the UK, Cooper & McIntyre (1996) found that factors connected with students’ moods, attitudes and interests are the most prominent kinds of circumstantial factors to which teachers attend. Teachers in their study found it desirable to be open to students’ influences and to incorporate these influences in their teaching. Some of the outcomes sought by teachers tended to relate to the affective rather than the cognitive realm, in that they represented the need to build a classroom atmosphere that considered students’ feelings and orientations. These factors were found to motivate and give an inspiration students to engage actively in the learning process and to cooperate with others. These findings are consistent with Bruner’s (1987) model of learning as a transactional process. However, other research on classroom interaction has yielded different results. Alexander’s (1992) findings, for example, indicate that teachers are not aware of the ways in which interaction may influence learning. In his study, conducted in the UK, teachers often spent a large proportion of their time in class cooperating with students, but two-thirds of these interactions were routine in nature. One-to-one teacher–student interaction was brief (three per minute) and, for most of the children, it occurred infrequently. Alexander’s findings represent a vivid picture of intensely busy teachers who emphasize the need to approach many students in each lesson, but one student at a time.

Teachers can, to some extent, be unaware of the complex details of the elements of interaction that constantly unfold in front of them: The aspects of things that are most important for us are hidden because of their simplicity and familiarity. And this means: we fail to be struck by what, once seen, is most striking and powerful. Either intentionally or unintentionally, teachers may send messages that create distance. For example, a teacher may physically edge away from a student who wishes to discuss personal concerns or a teacher can be physically near a student without being psychologically available. The quality of one’s approach to other people ‘attending’ influences the quality of one’s perceptiveness. Attending is now considered to be a basic and important helping skill.

Results and findings

Here are results obtained from collected data:

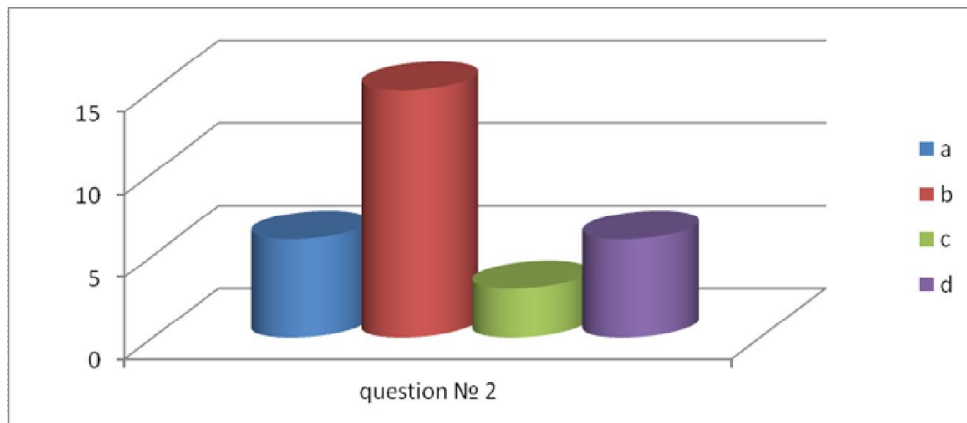
1. Does the teacher’s mood affect on your learning?



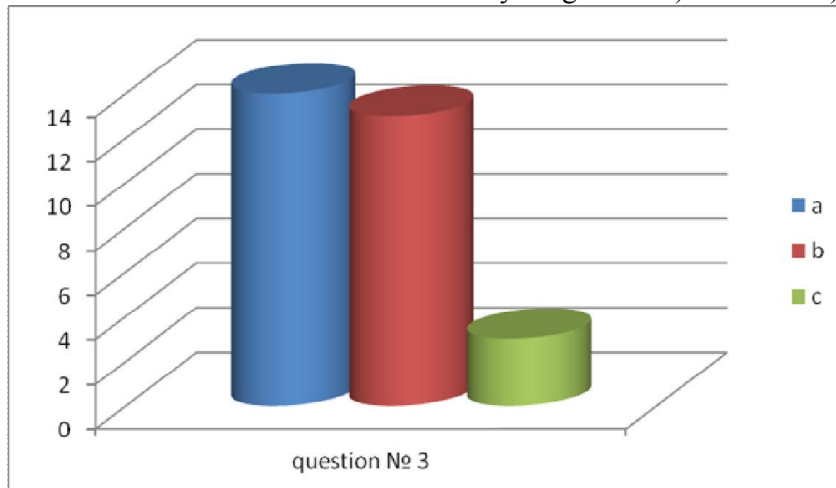
a)Yes b)No c)Other

2. It’s possible to learn something when your teacher in bad (negative) mood.

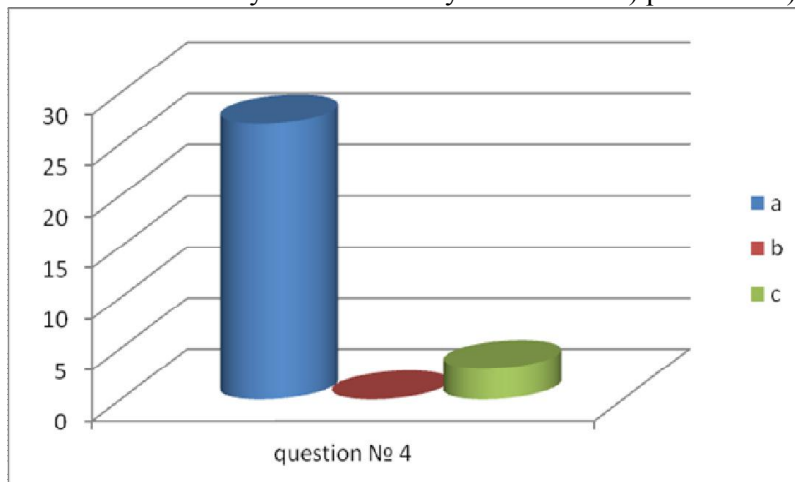
a) agree b) partly agree c) partly disagree d) disagree



3. Does the teacher's mood influence on your grades? a) Yes b) No c) Other



4. In what mood do you want to see your teacher? a) positive b) negative c) it doesn't matter



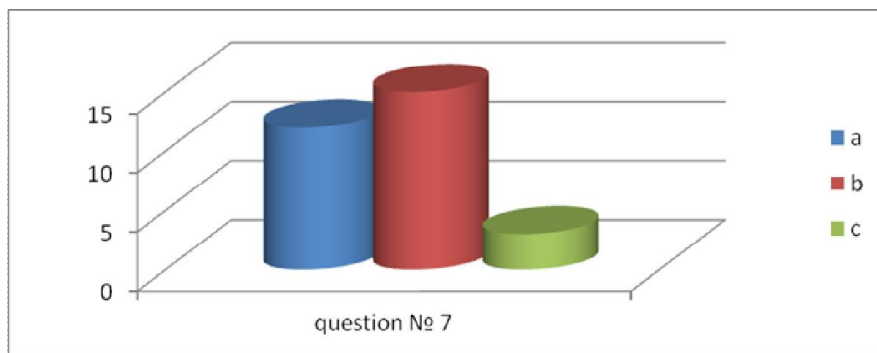
5. Would you avoid or miss the lessons when you see that your teacher in negative mood? a) Yes b) No c) Other

6. Teacher's good (positive) mood motivates me: a) agree b) partly agree c) partly disagree d) disagree

What does teachers' mood affect?

a) your emotions b) your motivations c) (your answer)

7.



And the last two questions were open-ended:

8. When your teachers have a positive mood what do they usually do?

9. How can you describe positive mood?

For eight question students answered that their teachers give extra points, teach in interesting ways, joke, smile, try to make everyone laugh, tell stories from their own life, bring sweets, provide the lessons with different activities, and also motivate them.

According to students' answers positive mood is when they are active, having fun and smile on their faces, feeling happiness; when everybody is relaxed and satisfied, and engaged to the lessons, and when they take pleasure from what they are doing.

The teachers were interviewed by these questions:

1) What do you do in order to make positive atmosphere during the lesson?

2) How do you get your students participated in lessons?

3) Do you attempt to manage your mood?

4) Do you think your students are able to be active in lessons no matter in what mood you are?

For the first question from Interview most of the teachers said that they use jokes, smiles, tell short funny stories (sometimes from their lives). But other teachers' don't focus on it at all and they don't think that there is negative atmosphere in the classroom. And one of those teacher said that he uses one of the old classical methods of teaching – PPP approach which stands for Presentation – Practice – Production. Presentation is the beginning or introduction to learning language, and Production is the climax in the learning process, where learner has become a “user” of the language as opposed to a student. Practice is the process that facilitates progress from the initial stage through to the final one. So the presentation should be nice and interesting to raise students' attention, to motivate them. Answering to the second question most of teachers said that they try to motivate them, give bonuses, show them what advantages they'll have after completing task, personalize language, do activities, praise them. And one teacher said that students participate by themselves, she don't make them participate.

“We are people exactly, sometimes we have problems with the life, but classroom – it's different thing. Classroom is our stage as for the actors and actresses. When we go to the stage we have to leave the problems behind. If you don't bring the problems to the stage, to the classroom than you'll be successful.” – answered one of the teachers to the third question mentioning that its possible to manage mood. Other teachers attempt to manage their mood when it is negative (when they are stressed, bored, sad). They try not to show when they in bad mood. Some teachers can come to the lesson in bad mood without trying to manage it, and it's not influential to students' grades, but their performance goes badly.

Conclusion:

English Teachers should promote a good atmosphere, act in a professional manner and be seen as role models by learners. The teacher is an integral figure in the overall running and management of the classroom. Teacher achieves this sense of positive order by teaching and developing positive social skills. Students do well when they believe that they can depend on the teacher and their classmates. This comfort is achieved by rules and regulations in the classroom that are sensible and consistently enforced. Teachers build a trusting relationship by helping and encouraging students and by stopping inappropriate behavior, such as racial and gender harassment.

References

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USING TECHNOLOGY TO ENHANCE READING SKILLS IN THE DIGITAL AGE

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By the late 20th century, an explosion of excellent children's literature worked its way into the classroom. Now, at the beginning of the 21st century, electronic books are beginning to compete with or potentially replace paper-based forms of text.

Throughout history each of these reading materials has somehow led to readers comprehending text. Thus when considering any new materials that should be adopted in reading instruction, such as electronic reading devices, comprehension should be considered a primary factor. If electronic reading devices are to be adopted, they should lead to better comprehension than the previous paper-based text materials used.

With advancements in technology, the format and style of reading text is in the process of evolving. One form of multimedia—the e-book— allows readers to use different modes such as listening, speaking, and viewing to comprehend what they are reading [1]. The era of digital text is upon us, which means the materials being used to read and comprehend are evolving.

New 21st century technology reading devices now have the capability to engage readers through multimodalities. Progressive changes are beginning to take place within classrooms. Electronic devices such as computers, laptops, Smart Boards, electronic-books, Kindles, and iPods are being introduced to students and in many cases teachers as well. They may allow students to more efficiently and effectively read a piece of text that they may not have been able to understand if not for these quick convenient applications. The introduction of handheld e-book readers such as the Kindle or iPad suggest that the approach to reading is changing; because of technology readers are coming to comprehend through engaging new and multiple modalities [2].

Therefore education needs to assess reading materials and their effectiveness, and if necessary, adapt new materials in order to progress. In order to meet the needs of literacy development for today's children, several researchers and educational authorities argue that traditional classroom teaching styles must be modified. Schools need to act on this notion and, instead of continuing traditional means of teaching, need to utilize technology within the classroom as a foundation to reinforce the interest and motivation of literacy engagement. Several teachers and researchers argue that by adopting technology into the classroom, educators will provide more efficient and relevant education to their students. Teachers are increasingly encouraged to use various forms of technology within the classroom which the newly revised National Educational Standards for teachers provide a framework for transitioning schools from industrial to digital places of learning [3].

Such technologies include PowerPoint presentations, online communication systems, online research, electronic discussion boards, and multimedia teaching techniques within the classroom. Teachers are encouraged to download e-books, use digitally interactive reading activities, and learn to how to best utilize these sources for literacy development. Although most schools currently do not have the financial means to purchase tablets or other hand-held electronics, most schools offer computers that teachers may use for classroom lessons. Schools may either have a room or hallway designated for