

“DIMITRIE CANTEMIR” CHRISTIAN UNIVERSITY

FACULTY OF FOREIGN LANGUAGES AND LITERATURES

ANNALS OF “DIMITRIE CANTEMIR” CHRISTIAN UNIVERSITY

LINGUISTICS, LITERATURE AND METHODOLOGY OF TEACHING

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Notes on the Volume from the Editors

As language teaching strategies, programs, and procedures are continually experiencing reassessment, new ideas keep surfacing. This issue of Annals of “Dimitrie Cantemir” Christian University. Linguistics, Literature and Methodology of Teaching is meant both to disseminate the Erasmus+ Project VIR_TEACH: A VIRTUAL Solution for a comprehensive and coordinated training for foreign language TEACHERs in Europe (Ref. 2018-1-ES01-KA203-050045) and to carry the modern teaching methods’ review forward to address the contemporary age of digital communication in the twenty-first century. The expanding complexity of the means of communication and the openings created by technology put language skills to new applications. In addition, the challenges of intercultural communication have opened new perspectives on the central role that foreign languages have come to play in the advancement of contemporary societies and thus impact on foreign language learning and teaching. The Erasmus+ Project VIR_TEACH project is devoted to the creation of a digital tool to improve the postgraduate certificates on Masters on Education (Foreign Languages) and provide teachers and researchers with open-source tools and resources. In bringing together contributions on the ESP teaching in various fields and Multicultural Approaches in teaching foreign languages in the current era of globalized creation, we seek to stress the importance of improving and adapting teaching methods to nowadays challenges.

Norms of Assessment and Easing Inhibition in Learners

Paula Alice BĂLOIU¹

Abstract. *The evaluation of the accomplished work by each student represents the understanding reached with the teaching method used by the teacher. School performance is underlined by the success or failure of the learners concerned. These two elements are balanced with quality teaching methods, training of teachers, teaching and learning resources, and the structure of a lesson, learner's motivation or quality assessment of acquired knowledge. Functions of evaluation are ranked by several criteria defining: performing in preparing students classification in terms of value in a group study, highlighting the level of each student with graphics, optimizing the teaching-learning experience and learning efficiency in a social context. In this study, I will rely on using Traditional Didactics, which is represented by various evaluation techniques such as: listening or testing for each lesson taught, semester final testing or testing at the end of the academic year. As a perfecting direction, it is necessary to grant them a higher degree in formative assessment, the educational exchange between teacher-student in class and the ability to be further improved. In the end, there needs to be a technique to reduce the effects that harm or hinder the development of the educational process and increased the ability for self-learning including students of all ages.*

Keywords: Teacher-Student Ratio; Education; Formative Assessment; Traditional Teaching.

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1. Introduction

It is clear that in a teacher's job the most important issue is how to assess the students' work or progress in learning.

Firstly, in order to deliberate the conditions, it depends on the teachers' knowledge: if they studied Child Psychology, they would know that every student learns and understands things in different ways, thus it is their duty as reliable guides in the world of literature and sciences to find a suitable approach method for each individual.

There is specified in various papers, regarding the previous statement, that *"grades aren't everything"* and that there are two classifications of this spectrum:

- The ones that did not reach the requirements for passing, thus it is a great opportunity for them to learn from this experience to achieve success in the future.

- The ones that did well accomplishing their goal, thus having no problems in the near future as they continue to grow and flourish in the professional aspect.

But both categories need to accept the fact that marks are not to be the ones that represent a person's true capabilities. They are not to be seen as a reflection of one's intelligence, but the mirror image of hard work.

For example, 2017 VCE¹ student Daniel Hu received an ATAR² of 99.85 and he insists on the fact that this mark was not easy to achieve.

"One important lesson I learnt through these 13 years of schooling is that success doesn't necessarily belong to those who are naturally talented, or those from wealthy family backgrounds. It belongs to those who work hard."

¹ The Victorian Certificate of Education or VCE is one credential available to secondary school students who successfully complete year 11 and 12 in the Australian state of Victoria. The VCE is the predominant choice for students wishing to pursue tertiary education.

² Australian Tertiary Admission Rank is the primary criterion for entry into most undergraduate-entry university programs in Australia. It is a percentile score given between "less than 30" up to 99.95 (in a minimum increment of 0.05) which denotes a student's ranking relative to their peers upon completion of their secondary education.

I took it upon myself to study as hard as possible for the HSC¹... I worked assiduously, trying to maximize my potential in every subject. I am not an intelligent kid. In terms of intelligence, I'm probably below average. Yet, that never fazed me."

2. Balancing Intelligence and Testing Students

Referring primarily to students, any grade (mark) they receive is everything in terms of their position in front of colleagues and in front of their parents. The teacher is the one who must take into account the mental state of the student, the degree of timidity, the happenings in their life or the living conditions of their family.

The mark should not be influenced by other factors that are not strictly related to the knowledge material itself and it should reflect only the result of knowledge acquired by each individual.

Generally on the wide web there is a quote which can be traced to a well-established parable involving animals and their ability to do a series of impossible actions – the main highlighted idea is the misconception of judging someone for something that they are incapable of doing or do not acquire the skill to perform it: *"Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."*

Howard Earl Gardner² discussed in his book "Frames of Mind. The theory of multiple intelligences," that the term intelligence is a finite entity that derives from only one factor and can only be measured via IQ tests.

There is a list of seven different notions of astuteness which can be further grouped into three main categories: the first two are representative and dealt with extra care in the educational system; the next three are usually linked with children that have the genius genes of the arts and abstract; the last two however are correspondent with the "personal intelligence" classification known as Emotional Intelligence (EQ).

The initial multiple intelligence theory assessment is as follows:

¹ The Higher Secondary Certificate, also known as HSC or Intermediate or +2 examination, is a public examination taken by students of intermediate college.

² An American developmental psychologist and the John H. and Elisabeth A. Hobbs Research Professor of Cognition and Education at the Harvard Graduate School of Education at Harvard University.

- a. **Linguistic** – extra sensitivity to spoken and written language, fluency and ease in learning a new dialect then using that notion to accomplish certain goals.
- b. **Logical-mathematical** - the capacity to analyse problems logically, given the task they may mainly solve it mathematical operations, and investigate issues that might arise from a scientifically point of view.
- c. **Musical** – it involves having definite skills ranging between performance, composition, and appreciation of musical patterns.
- d. **Bodily-kinaesthetic** - entails the possibility of making use of one’s whole body or parts of the body to solve problems.
- e. **Spatial** - involves the recognition and use of different patterns of the wide space or a more confined area that they find themselves into.
- f. **Interpersonal** - is mainly concerned with the ability to understand or sense the intentions, motivations and desires of other people.
- g. **Intrapersonal** - entails the capacity to understand oneself, to appreciate one’s feelings, fears and motivations.

So if institutes decide to test students only by the first two criteria out of seven other possible elements, then they are declaring a huge number of people mentally challenged. In addition, if by assessing a certain group of children to this narrow way of testing they may spend their whole life thinking that their mental capabilities are not enough for the general imposed standards that is expected of them by society, friends or family.

“Education is that which remains, if one has forgotten everything he learned in school.” This precise quote was clarified by Editor Alice Calaprice in “The Ultimate Quotable Einstein,” saying that the great physicist Einstein agreed with this statement, but did not actually say it. In fact, he was citing an excerpt by an anonymous “wit” in a chapter he wrote on education, included in his book *Out of My Later Years*.

In a 2014 article, “The High-Stakes Testing Culture: How We Got Here, How We Get Out,” Monty Neill, the executive director of FairTest, the National Center for Fair and Open Testing, spoke to NEA Today about today’s testing culture:

“A recent survey of the Colorado Education Association found that teachers spend 30 percent of their time on prep and testing,” Neill said. “It’s not uncommon for districts to test their students ten times a year. Some districts have more than 30 tests a year in one grade. Pittsburgh has 35 tests in grade four, with nearly as many in some other grades. Chicago

had 14 mandated tests for kindergarteners, and nearly as many in grades one and two.”

When presented with this situation of statistics and alarming results many fellow teachers including parents were left speechless. Because of the sheer volume of information the situation today in many school is focusing on learning and the testing the acquired knowledge, something that differs from the time when: there were snack breaks or story time included in the lesson, leisure with fellow classmates in order for them to strengthen their social skills (which are even today necessary for a correct emotional development).

In the article there is specified that there are 14 different authorized tests for kindergarteners which arises indignation between educators - Ginger Rose Fox, an art teacher based in Los Angeles, said in another NEA Today article “*Shouldn’t these early grades be a time to discover, play, and explore?*” and she is definitely right about that even going further in expressing her point of view “*We talk all the time about making our kids ‘college and career ready’ – even at such a young age. Let’s make them ‘life ready’ first. But I guess that doesn’t fit into our testing obsession.*”

Furthermore, **The No Child Left behind Act**¹ (NCLB) spawned more teaching using a very specific plan, more testing of new data so that it can be analyzed and later on processed and if the end results are not satisfactory, strict punishments are put in place for those students that did not meet certain standards of proficiency. An update on this law concerns the aspect of rising up the federal role in holding schools accountable for students’ outcome.

Basically each institution that is under this law states children should be tested in *reading skills and mathematics* in grade 3 throughout 8, then another time when in high school. Results are delivered in final reports and structured in such a way that divides students into particular groups or subgroups, for example English-learners and special education pupils; racial minorities or children that have a low-family income background.

Schools are kept in line and rigorously supervised through a mechanism known as “*adequate yearly progress*” or AYP. If that educational establishment does not reach the annual achievement bar then it will result in various prohibitions according to their level of testing:

¹ The No Child Left behind Act of 2002 (NCLB) was a U.S. Act of Congress that reauthorized the Elementary and Secondary Education Act; it included Title I provisions applying to disadvantaged students. Its replacement, the Every Student Succeeds Act, turned the remnants over to the states.

a. A school that misses AYP two years in a row has to allow students to transfer to a better-performing public school in the same district.

b. A school misses AYP for three years in a row, it must offer free tutoring.

c. If schools continue to miss achievement targets, it could face state intervention. Meaning that the state can choose to shut down or turn them into charter schools, rearrange their inner structure or use another, significant turnaround strategy.

d. Schools that don't make AYP have to set aside a portion of their federal Title I dollars for tutoring and school choice. By reaching this point on at the school's choice must hold back 10 percent of their Title I¹ money.

States are required to bring all of their students to the "proficient level," although each one of them can make the decision individually what level of proficiency are we taking into account. As example, in 2015, the imposed deadline was passed by not one of the states mentioned, because they could not get all 100 percent of its students over the proficiency bar.

Also the teachers need to be "*highly qualified*," which means that they must have a bachelor's degree in the subject they are teaching and state certification. For example, in the school year 2002-2003, all instructors hired with federal Title I money had to be highly qualified and by the end of 2005-2006 school year, they must have a complete 2 years of college, an obtained associate's degree or higher or they had to have a passing score in evaluation of demonstrating their teaching skills.

As a conclusion, by 2010 a great number of schools were not going to achieve the NCLB's requirements - 38 percent of schools were failing to make adequate yearly progress, up from 29 percent in 2006. In the year 2011, U.S. Secretary of Education Arne Duncan, as part of his campaign to get Congress to rewrite the law, issued and I quote "*dire warnings that 82 percent of schools would be labeled "failing" that year.*" In the end the numbers were not that high, but several states had a more than 50 percent failing rate.

Neill also highlighted the fact that "States and districts conducted more tests to use as test preparation and predictors. If students didn't do well on the predictor local tests, schools would intervene with more prep

¹ The section of the law providing federal funding to school districts to educate disadvantaged children. The Title I program was initially created under the Elementary and Secondary Education Act of 1965 and is now part of the No Child Left behind Act, the most recent reauthorization of that law.

and more practice tests to raise the scores of mandated federal test. Test prep has become a very large part of the school year, especially in low-income communities where many students perform poorly on the tests.”

Generally speaking, in a more basic situation the teacher must have a notebook where all the names of the students are written and they record the classes daily participation in discussions or highlighted topics of that day, their opinion on a certain subject, if they can make plausible remarks regarding class discussions, or if they can keep up a conversation not only with the teacher but also with the whole classroom.

The oral evaluation mark should be granted after several tests are done because the teacher has to take into account that one day a student might not feel well, or he/she might have trouble in the family and cannot concentrate fully on the task at hand.

Some children are very bold and sometimes it can happen that they do not allow other people to speak (question/response rule of discourse), in this case the teacher must keep their calm and try to explain to that student that they must respect those around him and when someone speaks they should not interrupt them. In this way the teacher can remind the class basic rules of dialogue between people and even develop a better relationship between peers in that respective class.

There are children that are shy and hardly dare to “speak out” answers; they should be encouraged by the teacher using “*the small steps method*”: the student will always be asked to participate in the conversation, bringing up certain things to express their honest opinion on certain issues, which require further elaboration.

This interaction between teacher - student, student - groups in its classroom is the foundation for the child's future attitude and their beliefs about their own success or failure, which lead to a healthy self-image.

Adopting a positive attitude towards children will bring them success in the future, as they are often responsible for it. In addition, success brings a sense of self-confidence, so by encouraging, teachers give the students a higher school performance, giving a future socio-professional integration, an opportunity for a productive personality – in order for them to be able to take quick decisions and adapt to complex and new situations.

Over testing, can affect the children on psychological level, in the same article, Neill said that “Parents see kids who are bored, frustrated, and stressed. At the dinner table, they ask their kids what they did that day, and hear, ‘We had another test. It was really boring.’ Parents don’t want their kids educated in this manner.”

Also Chad Donohue’s 2015 article, entitled “Our Children Are Being Tampered With’: A Teacher Speaks Out on Emotional Effects of High-

Stakes Testing,” it is emphasized on the fact that abusing the child with tests has a negative effect on their emotional state.

As a middle school English and social studies teacher, Donohue observes the impact over testing has on the classroom (high level of strain, stress and exhaustion): “As a teacher of twelve and thirteen year olds, I am far more interested in my students’ well-being than their national ranking, and their body language alone tells me something is wrong. They look overwhelmed and exhausted. More than ever, I see this disappointment in students. More than ever, I see kids showing signs of depression and anxiety in school.”

According to Donohue, children are showing signs of depression and repressed anxiety. These extreme testing methods affect 20 percent of school-aged children and 18 percent may experience milder forms of it.

Moreover, The Anxiety and Depression Association of America¹ states that “*feelings of disappointment, anger, helplessness and fear are typical reactions to test anxiety.*”

“Standardized tests seem to ignore the reality that kids are at various stages in their emotional development and maturity,” Donohue said. “They are sensitive to what happens in school. Middle school students, for example, experience an epidemic of psychological and emotional changes that manifest themselves in a wide range of behaviors and thoughts. Things often do not feel ‘normal’ to them. More than anything else, kids want to feel accepted; they want to belong.”

By aspiring to have perfect grades, children are decreasing the optimal level for their mental state; this is shown in a US study which implies that “80 per cent of surveyed students based their sense of self-worth on their grades.” Meaning that if the grades are low so is their level of self-esteem and the grading system keeps on changing for a better representation of the learning assessments not their psychological state of mind.

An Australian study “revealed that 70 per cent of respondents rated their health as ‘fair’ or ‘poor’.”

- i. 79 per cent of students suffered from anxiety
- ii. 75.8 per cent suffered from low moods
- iii. 59.2 per cent experienced feelings of hopelessness and worthlessness

¹ The Anxiety and Depression Association of America (ADAA) is a U.S. nonprofit organization dedicated to increasing awareness and improving the diagnosis, treatment, and cure of anxiety disorders in children and adults.

Adding to their unbalanced emotional state and the stress of growing up, the students are facing each and every day negative media response where *failure* is a term that must not exist in the process of evolving into a successful member of the society, but it can be a heavy label that should be worn by those who fail to succeed. We can see this idea being represented in such phrases that children say: “I suck at all these tests” or “I always fail these tests.”

Many online studies have declared that 82.1 per cent of students had suffered from lack of energy and motivation; 55 per cent had trouble sleeping and 52.7 per cent had experienced panic attacks.

Lack of sleep is important for self-regulation of the whole body, so if this is unstable then the child will lose the ability to control their emotions, cognitive functions and general behavior. If the child is sleep deprived there is an increased rank for anxiety – more likely they will not be able to concentrate and study in the classroom.

Apprehension is also known to affect the working memory and we can sense the increased level of this in the exam period, where every learner is trying to attain as much information as they can in order to receive a passing grade, not taking into account that they may skip certain basic needs, for example sleep, food, breaks etc.

All of these elements are increasing the pressure on the already vulnerable state of mind for each student and in today’s society; they are faced with additional requirements that need to be achieved in order to pass to the next level of formative assessment. But by reviving creative or social teachings, the students will not be left to idle in class - the teacher is the mobilizer, they are the engine that start each student to love learning new concepts in a more fun way rather than having a strict lesson planning that they need to solve in a timed manner.

3. Self-Consciousness in Learners and How to Structure a Lesson Plan

According to Cambridge English Dictionary, “Inhibition or inhibitory control is the ability to inhibit or control impulsive (or automatic) responses, and create responses by using attention and reasoning.” It is a cognitive ability that is linked to anticipation, planning and goal setting functions deep within our body. Inhibitory control focuses on blocking the negative behavior and stops automatic reactions by changing them for a better and thought-out response according to the situation the individual is in.

Dr. Russell Barkley¹ suggested a model of behavioral self-regulation, where inhibitory control was the basis of the proper functioning of the rest of the executive functions, as presented on the website CogniFit, article on Inhibition.

“Inhibitory control is necessary for shifting, controlling impulsivity or interferences, working memory, regulating affectation or emotions, etc. Poor inhibition is one of the main problems of ADHD.”

Any deficiency present in inhibition may manifest itself in three ways, as presented in the same article mentioned above:

a. **Motor level:** means having poor control over their motor behavior which manifests in hyperactivity.

For example, when a child is in class, they may not be able to control themselves from getting up when they get bored sitting.

b. **Attentional level:** Manifests itself in distractibility and difficulty paying attention.

For example, if a child is reading a book and they get distracted by a sound outside.

c. **Behavioral level:** Manifests itself in impulsive behavior that cannot be inhibited.

For example, honking your horn when you get frustrated at the driver in front of you.

Dr. Russell Barkley also specifies that “the frontal structures of the brain are the last ones to mature during development, which is why it's common to see young children have trouble controlling their behavior and managing unexpected changes or events.” Therefore children that have trouble controlling themselves and are not helped in correcting their conduct, as they grow there will be a significantly increase in bad demeanor.

Examples that sustain these ideas are presented on the same website specified above as follows:

1. *If you are studying and check your phone, chat with your friends, or go to the kitchen to get a study snack, your inhibition levels are lower than they might be during moments when you are studying*

¹ Russell A. Barkley is a clinical psychologist who is a clinical professor of psychiatry at the Medical University of South Carolina and an author of books on ADHD.

hard and avoiding distractions. A successful student will be able to inhibit these actions and likely perform better academically.

2. *It is common to see similar situations in the office, for example. Many employees will find themselves automatically doing things that are distracting them from their job, like looking at their phone, talking to colleagues, or investing time in worrying about personal activities. If an employee has good inhibitory control, they will be more efficient in their respective work field.*

3. *In the situation of getting bitten by a mosquito, it is common in most cases to want to scratch yourself to relieve the itch. People with good inhibitory control will be able to keep themselves from scratching the bug bite, even though it itches. Poor inhibitory control may make it difficult to resist scratching the itch, causing the bug bite to bleed and scab.*

4. *Taken the circumstances where a group of people are having a conversation, if there is a person with poor inhibitory control they will tend to interrupt everyone, making it difficult to maintain a fluid dialog. It's common for someone with poor inhibition to speak or answer a question without having fully thought about it, causing them to frequently make mistakes.*

Behavioral inhibition is according to the Psychology fields a form of temperament that has been linked to development of social anxiety disorder. The acronym B.I. relates to the tendency to experience distress and to withdraw from unfamiliar situations, people, or environments.

Mostly, this problem appears during childhood years and has as main characteristic feature an excess of inhibition. In this case, a child diagnosed with behavioral inhibition will have difficulties exploring new places, meeting various people or interacting with objects in their line of vision; they will exhibit intense anxiety towards the unknown and avoid social situations at all costs.

In addition to the problem stated above there is another disorder linked with poor inhibition skills commonly known as ADHD¹ or OCD².

¹ Attention deficit hyperactivity disorder (ADHD) is a mental disorder of the neurodevelopmental type. It is characterized by difficulty paying attention, excessive activity and acting without regards to consequences, which are otherwise not appropriate for a person's age.

² Obsessive–compulsive disorder (OCD) is a mental disorder in which a person feels the need to perform certain routines repeatedly (called “compulsions”), or has certain thoughts repeatedly (called “obsessions”).

Attention deficit hyperactivity disorder may be the cause for both behavioral and cognitive disinhibition. Dr. Russell Barkley specifies that “*Behavioral disinhibition generally causes a child to be impulsive and reject an activity or idea if they don’t like it or makes them getting up and walk around when they’re bored.*”

On a cognitive level, it is rather difficult or even impossible to inhibit the distracting stimuli in order for the person to pay attention.

However, people with Obsessive–compulsive disorder “*are unable to inhibit or control their catastrophizing thoughts that make them anxious, focusing their attention on what they’re worried about.*”

There are a series of assessments that can measure the reticence in one or a designated group of people.

For example;

i. In the *academic field* the instructor has to determine if a child is showing signs of major distraction or is having anger or behavior problems in the classroom;

ii. In the *medical area* the clinician has to determine if the patient has suicidal tendencies which are linked to poor inhibition capability;

iii. In the *personal zone* the specifically well-trained members such as police officers, soldiers or general professionals who handle dangerous substances and weaponry tools must have excellent inhibition skills in order to avoid any unwanted accidents.

On the CogniFit website, there are a series of tests that can help in defining the level of inhibition in a person; the common known ones are Test of Variables of Attention¹ and the Stroop Test² (Stroop, 1935). Taking aside the inhibition measurements, these exercises also indicate response time in every situation, processing speed of the persons answering pattern,

The person is unable to control either the thoughts or activities for more than a short period of time.

¹ T.O.V.A. is a neuropsychological assessment that measures a person’s attention while screening for attention deficit hyperactivity disorder. The test is used to measure a number of variables involving the test takers response to either a visual or auditory stimulus.

² The Stroop Color and Word Test (SCWT) is a neuropsychological test extensively used to assess the ability to inhibit cognitive interference that occurs when the processing of a specific stimulus feature impedes the simultaneous processing of a second stimulus attribute, well-known as the Stroop Effect

shifting of body, hand-eye coordination, and updating to various situations.

Other tests imply such elements stated above and are also illustrated on the website:

Processing Test REST-INH: Blocks of numbers and different shapes will appear on the screen. At first, the user will have to pay attention to the size of the shape and indicate which is bigger. The user will then have to indicate which block has a higher number.

Equivalencies Test INH-REST: Names of colors will appear on the screen, and the user will have to give a response as quickly as possible when the word corresponds to the color in which it is written. If they do not correspond, the user will not give any response.

Inattention Test FOCU-SHIF: A light will appear in each corner on the screen. The user will have to click on the yellow lights as quickly as possible and avoid clicking on red lights.

In terms of mental inhibition, both in oral and reading examination, it is due to several phenomena characteristic for students in different age groups. In primary school classes, the teacher can see the student's emotions in correspondence with each classmate: ability to express concepts and even general knowledge topics that are spoken in class.

On inhibition during reading the teacher has to pay attention whether the student has mastered the lesson taught entirely or has gaps in knowledge (forgetful of certain letters, difficulty in forming words, sentences, or phrases that are rather too complex for them).

In both cases, teachers have a duty to help the child by showing tact and determination.

Students will receive permanent emotional attention from the teacher and at the same time, they will seek the class involvement in discussions by always assigning a task, a word of praise, thus obtaining amazing results during future classes.

The teacher must always be calm, careful with his students, know how to smile, distinguish to always search for eye-to-eye connection, to speak friendly and never say unscrupulous words.

Reading lessons with the whole class is one of the most effective methods for lessening self-consciousness. In this case, the teacher should be among the students, listening to each one of them, keeping them attentive in order to participate in the reading lesson.

If the teacher knows how to approach the students, they will consider him their friend, the person who explains useful information in life, thus their shyness will not hinder learning.

There are children who come from families that are already intimidated, left unsupervised and without help they do not know how to solve their problems correctly, in this case if the student did not work on their assigned homework, the teacher is the one who must repair these deficiencies by replying: *“You have not done your homework today! There is no problem, you can do it tomorrow.”*

If there is divergence between students (quarrels and misunderstandings or a troubled atmosphere), the teacher must schedule Music as the last class of the day. Children will play something they like most and thus will go home happy, forgetting the quarrels in class.

However, once at the age of 13-14 years, pupils change their behavior, become more innovative and seek to hide their non-participation in class or doing their homework by citing various reasons. In these circumstances, the teacher must be indulgent, friendly, even pretending that they believe the reasons given.

Whatever the operating cycle of education, the teacher is the one who prepares the theme for each hour or class he taught that day.

Preparation consists of designing a plan, in the form of a summary; each point will include activities that will take place from stepping into that class until the end of the lesson:

- ✓ Greeting students
- ✓ Check the presence of people in the classroom
- ✓ Checking the homework assigned
- ✓ Check withheld previous knowledge

If the lesson was not acquired by the students is better not to teach a new lesson the next day.

- ✓ Announcing the subject to be taught (title of the lesson)

The lesson for the class will be explained using teaching material (depending on the lesson they teach) – the lesson must be explained to the smallest detail to be understood by the students.

- ✓ Check fresh concepts assimilated
- ✓ Following the presentation of the course, students may have questions about the lesson taught and the teacher will further check their understanding.

- ✓ Giving the homework
- ✓ Wishing the children a good day

4. Conclusion

Unless teachers increase their learners' goal-oriented curriculum and make it relevant for them they will struggle with a classroom that has a lack of cohesiveness. In the book *Understanding second language acquisition* R. Ellis specifies that "... unless we know for certain that the teacher's scheme of things really does match the learner's way of going about things, we cannot be sure that the teaching content will contribute directly to language learning."

In the volume, "Classroom control" there is a very important structure that is essential for each teacher to understand and further develop:

"The teacher has to first assess the psychology level of each student, so Needs Analysis is paramount. Sometimes it is not bad for a teacher to deliberately make mistakes in order for them to forge some room for tolerance, therefore Self-monitoring and automaticity should be promulgated."

Students need to acquire sufficient data in order for them to grow their analytical skills in prioritizing, categorizing and storing new pieces of information. In this case, individual motivation needs to be a priority for the teacher.

Also in the same volume, there are certain aspects that a teacher has to take into consideration when giving a lecture:

"Teachers should foster the belief that competence is a changeable aspect of development; Students must be allowed to contribute in the class tasks; A teacher can reduce classroom anxiety by making the learning context less stressful; A teacher should promote attributions to effort rather than to ability; Teachers must provide motivational feedback to arouse refractory students; A teacher can increase learner satisfaction; Teachers should endeavor not to quiet the rebel, but to rebel the quiet, and to draw the students out rather than quiet them down."

It is preferred that instructors manage their time artfully and not activity based, by balancing the intellectual and emotional components in creating the perfect lesson plan. For example, sharing their feelings or general thought concerning certain aspects that need further discussions, mentor not just teach, respect each of the students inhibitions and try to make the children feel as if they were in their own home.

When grading or taking tests it is important how the teacher announces it: do not use the method "*If you do not listen and quiet down I will give you a pop quiz!*" because that will only give more tension for the duration of the next hours.

All in all, this article is meant to dwell with the less visible aspect of Pedagogy and Didactics (what is inside the mind and soul of a learner?), a teacher has to take into account the affective variables and differencing inhibitions that are present in children in order for the lesson to be transmitted in perfect shape. As an ending statement, Ernest Boyer's¹ metaphoric notion can summarize all mentioned above: "*A poor surgeon hurts one person, a poor teacher hurts 130.*"

Working with a class of students is very difficult and requires a lot of patience, a teacher must be wise and regardless of a family's situation or different happenings, they should keep on changing themselves to rise the next future generation.

The teachers are as actors on stage playing their role, cheerful or sad, forgetting the hardships of their life. If the teacher knows how to give students the best teachings, taking into account how much knowledge they have accumulated in time, then it will turn to a fair assessment of students.

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