

## Problems:

- Fear of teacher's expectations
- Need of immediate results
- Difficulties in memorization (for personal deficiency and/or psychological blocks)
- Needs of grammar structures before starting speaking the target language, need of seeing the whole or the logic in something
- Fear to make mistakes - fear of failure - feeling of being judged - embarrassment
- Peer pressure (from class mates)
- They don't know how to learn – it requires techniques
- In language teaching it is hard to 'force' them to use the target language, they feel safer in their mother tongue
- Impatient (smarter) students say the answers before letting others think about it
- Time pressure due to the scheduled programs
- Language teaching: Sense of loyalty towards own native language and culture  
Not seeing the real life importance of what they learn
- Lack of self confidence
- The problem of 45 minutes lessons, not long enough
- Lack of discipline
- The completely rigid curricula block flexible methodology, simply rearranging the classroom can be a problem
- I think the biggest problem for my students is that they don't see the learning process as something that needs a lot of hard work. When they don't manage to achieve something immediately, they lose patience or they think that something is wrong with them. They can't just click on a button when they want to memorise the material like in a computer game - and unfortunately this is what they are used to. So they get frustrated and become stressed out by the fact that 'they don't manage' and they others can see that they don't manage. It's the teacher's task and responsibility to make them understand that the learning process is a long process, and means a lot of hard work, and it's completely natural. The teacher has to do his best to make them understand it because this is what helps students to reduce stress, have more self-confidence and make their learning a more pleasant experience.

Our own ways to solve this – teachers ideas:

My “tricks” are not groundbreaking tricks just minor ones and they usually come up spontaneously. Here's one of them: Students are usually afraid of making mistakes, so they don't want to speak in front of others. When they make a mistake, I make it look as an opportunity to fix something. I put the sentence with the mistake on the blackboard and say, ‘It’s very good that it has come up. Thank you. Now we can discuss ....(something).’ Then, there are usually loads of questions like 'Miss, and what happens if I say ....?' 'And if I want to say .... , how do I change the sentence?' 'Can I say ....?'

If somebody asks a question, the others often start laughing at him/her if it is something trivial for them. My reaction is again: ‘Thank you for asking that question. It’s very good that you have asked that. It will help us a lot to .....’ This is not a “big trick” but I can see that they have become more relaxed, even about asking questions. I like it, because when they do so, they do some thinking, so “they are there in the lesson”.

**I mentioned in the case study form that I recently started learning a new language and I often talk to my students about me learning German, or my homework, and I talk to them about my difficulties, so they can see me as a language learner, too. I think it also makes them feel less inhibited to ask for my help.**

**I make them work in groups or pairs, this is being responsible for the other student(s). Also, peer pressure can be solved and children and teens enjoy each other’s company more than adults, they are more open to learn from each other.**

I ask groups to make a mini research, then one of them makes a presentation on it, then I distribute them and all of them pick up a pen and a their copy-book and makes an interview in the classroom. In my language lessons, ‘interviews’ are great for practising how to make a question in the target language.

**Without informing the students, play the sound without video of the commercial and ask them to make hypothesis about it: message, product advertised, idiomatic expressions, location and so on. □ The students are then asked to see a stop-motion version of it and predict what the characters are going to do and what the main message is going to be. Lower levels can simply describe the people, colours, objects. Post-intermediate students can choose a product and prepare a similar advertisement for it, acting as actors.**

**□ Students work in pairs: one is sitting in front of the video and the other one is back turned. Play the video without a sound and the student who can see the screen describe what (s)he is seeing without mentioning the advertised product; the student back turned has to guess what product it is about. Higher levels give more detailed description.**

**□ Play the whole video**

**□ Students work in group and are required to choose a product and prepare an advertisement acting as actors. For lower levels a slogan will be enough and the group leader can report it to the class.**

**Students were asked to prepare a test for the others on a short topic they have learnt before. They worked in groups of three on Survey Monkey. Then – as homework- they answered others’ survey-tests and then assessed their own tests to see how well others learnt. They enjoyed it a lot!**

Once I made them write a test in pairs. This was unannounced and it really worked! Not because the grades were higher but because how enthusiastically they were working!

Cup song:

<https://www.youtube.com/watch?v=nFtfk0bZVRM>

Interesting ideas, exercises, sites to help teachers:

To help project work in the classroom:

<http://www.worldenough.net/picture/>