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## **The Importance of Communication in the Classroom:**

### **The Impact of Effective Communication Skills on Student Enthusiasm**

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## **Abstract**

The paper is a mixed-method research study which targets the investigation between teacher-student communication and its effect on students' level of enthusiasm to learn at high school classrooms in Armenia. The purpose of the study was to distinguish whether teacher-student communication had an influence on students' enthusiasm for learning.

The study was carried out in three classrooms at an Armenian public high school. The qualitative data was collected through class observations and interviews with teachers and the principal. The quantitative data was collected with the help of student surveys.

The outcome of the data analysis uncovered that the level of teacher-student communication and relationships have a great impact on the student's level of enthusiasm in the classrooms. Based on the results, it can also be concluded that students feel more insecure communicating with the teachers outside of school. Teacher-student communication is mainly available in the classroom but not outside of the classroom, where students need the support and psychological help.

*Keywords: communication, enthusiasm, relationship, classroom, pedagogy*

## **Section 1: Introduction**

Effective communication is vital in education. Whether a educator is teaching a student, a colleague, parent, or vice versa, effective communication is required to guarantee the success of our learners. Although it may seem that there is always communication between the learner and the educator, communication does not always occur. Occasionally the absence of time, shortage of resources, and lack of knowing how to exchange information can lead to ineffective communication. Once communication amongst the teacher and student is effective, both would benefit: the level of the students' enthusiasm would grow and the teacher would be a major influence for the child's learning. Effective communication helps people learn easier, strengthens the relationship between the teacher and the learner, and creates a positive atmosphere in the learning environment.

Communication differs from culture to culture and so does teaching styles. A drastic difference can be seen in Eastern (Soviet Union, Caucasus) and Western (North America in this case) styles of teaching. It can be easily noticed that the importance of communication is stressed more in Western cultures and not in Eastern cultures. Compared to Eastern cultures, students from Western societies do not have as many difficulties expressing their thoughts or communicating with their teacher. Effective communication can help the level of learning grow in a significant manner, since communication and education are interconnected. The standard philosophy in Western classrooms is more student-centered and gives importance to every form of communication; verbal, non-verbal, teacher-student, student-student and more. The Eastern

philosophy is focused on the memorization of information and facts, and does not give much importance to communication. Their understanding of “learning” is different.

Since the Republic of Armenia used to be a part of the Soviet Union, the Eastern way of teaching has heavily influenced the current teaching style and the way of communication in Armenian classrooms. Armenia has adapted to many changes in the country, yet the style of educating and communicating has stayed the same.

Everywhere teachers take a strong leadership role in motivating and enthusing the use of pedagogically grounded teaching practices that make sure all students feel involved. This research provides new understandings and methods on effective communication in Armenian classrooms, concentrating on communication amongst the teachers and students. This study shows how communication can affect the student’s level of enthusiasm for school. Understanding the cultural aspects of effective communication helps understand which communication specifics and tactics Armenian students are more tolerant towards, and which of these techniques benefit the student’s level of enthusiasm.

## **Section 2: Literature Review**

In one way or the other, all educators are concerned with the development and importance of communication. The development of communication can directly influence an educator’s style and approach of teaching. According to M. Lewis in *Communication and*

*Education*, the issues in education are the issues in communication. Lewis states that educators “appear to be working in a peculiarly stringent isolation”. (Lewis, 1952, p. 28) Teachers tend to miscommunicate, which later leads to the failure of dealing with miscommunication effectively and unproductive student learning outcome.

Communication and pedagogy are indeed connected with one another. Pat Petrie proves in *Communication Skills for Working with Children and Young People: Introducing Social Pedagogy*, that communication is an important factor in the best pedagogical practices and both communications and pedagogy are actually intertwined. (Petrie, 2011) Sophisticated communication can take place between children and elders, mainly because operative communication with young beings actually has a link with building relationships with them first. Also, communication with younger children includes inspiring them and helping them develop intellectually. This is why communication takes an essential role in the students’ learning level outcome. Petrie states that the child and their relationship with an adult, in this case their educator, actually is the foundation on which definite communication can be made. (Petrie, 2011) A strong relationship leads to effective communication which leads to enthusiastic students eager to learn. All aspects of communication, including non-verbal communication, attentive listening, and communicating in groups have a crucial part in effective communication with young learners. (Petrie, 2011)

Communication is often times misunderstood with exchanging fixed expressions. In *Communication in the Language Classroom*, Tony Lynch presents the usual pattern of

communication amongst the teacher and learner as a part of classroom interaction: the cycle of Initiation—Response—Feedback. (Lynch, 1996) At the Initiation stage the teacher asks a polar question whose expected answer is either "yes" or "no". It is during the Response stage when the student provides the fixed answer. The feedback stage concludes with the teacher's approval when the correct answer is provided and if not, the teacher simply provides the correct answer. Many class observers may understand this cycle as communication between the educator and learner, yet this is an illusion of communication.

Communication is much more than simply speaking and providing information. Communication takes place when "someone sends a message and the other person receives it". (Petrie, 2011, p. 18) In this particular case the teacher-student conversation cannot be considered as efficient communication amongst the two. Learner-learner communication has a vital role in the classroom as well. Lynch mentions that students tend to understand their peers' statements as personal attacks. Face to face communication with each other helps accept feedback as a normal and essential part of learning. (Lynch, 1996)

A new relationship between the teacher, student and society are proposed in Paulo Freire's *Pedagogy of the Oppressed*. Freire explores how education is actually "suffering from narration sickness". (Freire, 1968, p. 71) Teaching has become dehumanizing according to Freire, yet it should be empowering for both the students and the teacher. Learners are in the role of an empty "piggy bank" and the teacher simply fills them with information. This approach does not have a positive impact on the learner's knowledge hence "authentic thinking, thinking that is

concerned about reality, does not take place in ivory tower isolation, but only in communication.” (Freire, 1968, p. 77)

The teacher and the learner should work together and the student should have the chance to be creative in the learning process because the teacher does not know what and how the learner thinks. “Only dialogue, which requires critical thinking, is also capable of generating critical thinking. Without dialogue there is no communication, and without communication there can be no true education.” (Freire, 1968, p. 92-93) Communication has a key role in the learning process as it gives a chance for students to escape being viewed as objects and promote development. Referring to students as objects and not as human beings who have equal or more stake in their education harms the outcome of their enthusiasm for learning. A student’s level of learning depends on both the teacher, how they view the students and vice versa.

As David Mitchel states in *What Really Works in Special and Inclusive Education: Using evidence-based teaching strategies*, student learning outcome mainly depends on the individual students (50% of learning outcome) and teachers (30% of learning outcome). (Mitchell, 2014) The teacher is the second most vital source that can have influence on the student’s enthusiasm to learn and on the learner’s development. Mitchel shows that the effectiveness of learning can be evaluated by the following points:

- The value [the teacher] adds to learners’ store of information, concepts, skills, and values;
- The degree of independence [the teacher’s] learners are able to exercise in managing their own learning now and in the future; and

- The extent to which [the teacher] develop a sense of well-being in learners. (Mitchell, 2014)

Communication has an important role in all three points, mainly because students can store the information which is communicated properly and can be later on shared in other settings and cultures. Yet, while sharing it in different cultural contexts, one should be aware about the cultural differences and barriers that may come between.

Communication is socially applicable and linguistically precise. Discourse analysis has its importance in communication, since it understands its social and linguistic context of communication. Some statements can have different meanings in different cultures. This is an issue in the Armenian society. Armenian educators tend to use western or eastern communication techniques, and not adapt it to their culture and learners. In *Discourse and Language Education*, Evelyn Hatch presents a classroom scenario and later on discusses the communication devices which were used in two different cultures – American and Indian. The classroom script presents that the communication techniques that teachers use in American schools that have a positive response from students, Indian learners often time feel uncomfortable with those. (Hatch, 1992) One word or expression can be interpreted differently in diverse cultures or contexts which is why it is important for the teacher to fully understand the communication specifics of the culture they are teaching in. In the classroom, communication has its own important role and should be used for the benefit of the students hence it is crucial for effective class management and student enthusiasm.

In many eastern cultures, Armenian and Russian, education and teachers have a different role in society, which is why the communication tactics chosen by the teacher must be well thought out for the benefit of the learner. For the benefit and rise of communication, a Soviet campaign removed illiteracy among adults in the 1920s–30s. Up to 51 percent of the population older than nine years old was considered illiterate. (Glushchenko, 2016) In *The Soviet Educational Project: The Eradication of Adult Illiteracy in the 1920s–1930s*, Glushchenko states that during the campaign process, entire groups of the population not only learned how to read and write, but also mastered a new “Soviet language” for communication with the Soviet authorities. The teaching methods were mainly based on an entire army of volunteers who created and organized methods to combat illiteracy. Teachers were not trained on such aspects of proper communication in the classroom.

Like the eastern style of teaching, first the Russian volunteers were trained in how to use teaching aids as well as appropriate educational literature and alphabet books that were specially designed for education. Yet, in western style of teaching, as shown before, teachers also concentrate on the relationship building process with the student. In the Soviet period, education was based around the teachers, communication, and alphabet books. (Glushchenko, 2016) The entire idea of how the population of the Soviet Union created its unique way of communicating, and created its own educational system and teaching methods shows how this can have its direct influence on a post-soviet country, such as Armenia. This is a reason why Armenia and Armenia’s teaching methods are more alike the Soviet Union’s, hence it used to be a part of it. This is the reason the educational style and system have already outdated itself based on the

collapse of the Soviet Union and did not adapt to the current and modern Republic of Armenia. These methods used to be successful in the 1920-1930's, yet now they are not as successful due to many cultural factors.

Knowing the main ways, keys and tactics of communication of a specific culture is essential when an educator is in a culturally rich setting. *The Impact of Teacher-Student Interaction on Students' Motivation*, the Master's Degree thesis of Gayane Geghamyan, discusses about the impact of the teacher-student interaction and provides examples in an Armenian setting.

Geghamyan divides classrooms into two types which are often seen and observed: teacher centered and student centered. The level of motivation provided from the teacher influences the learning outcome of students. The communication between the teacher and student inside as well as outside of the classroom has a major effect on the student's enthusiasm to learn. (Geghamyan, 2015)

Geghamyan's research conducted among Armenian students shows the importance of communication in the classroom, yet these factors are mentioned and not stressed. The students were asked what they like about their teacher the most, and the answers were the students admired their teachers smile, artistic teaching ways and jokes. (Geghamyan, 2015) In other words, they liked their teacher's non-verbal communication attributes. The study mentions the research, yet it does not consider this a part of communication and a key for effective learning. Communication techniques do have a heavy influence on student enthusiasm, and communication is one of the factors that affects the outcome of knowledge and information.

In any culture, teaching directors and teachers need to take a strong leadership role in inspiring the use of pedagogically based teaching practices in all schoolrooms to guarantee that every student is involved, challenged and learning effectively. Active teachers set high opportunities across the classroom where effective teaching strategies and communication is used. This paper provides some new insights and approaches on communication in Armenian classrooms, by not only focusing on interaction amongst the teacher and students, but also the ways of interaction and means of communication between them. Stressing the cultural aspects of effective communication can help us understand which communication specifics and tactics are Armenian students more tolerate towards, and which of these techniques benefit the student's enthusiasm to learn.

### **Section 3: Statement of Central Research Question**

The subject of this study is to investigate if the communication amongst the teacher and students have an impact on students' behavior, participation in class and attitudes toward learning. This aims to answer the following research questions/hypothesis:

- What type of communication is mainly used in these classrooms?
- How can teacher-student communication impact students' enthusiasm for school?
- Are teachers more influenced by Eastern or Western pedagogical practices and are they aware of effective communication techniques?

## **Section 4: Methodology**

### Design of Research

The study used a mixed research method which is a “combination of qualitative and quantitative methods within a single research project”. (Dörnyei, 2007, p. 44). This specific research method has been selected in order to have a profounder insight and attain a complete understanding of the phenomena. Besides being reliable and valid, it allows us to look at the phenomena from diverse viewpoints by joining results found through different methods.

### Sampling Procedure

The population for this research was drawn from number 43 public high school named after Grigor Zohrap in Yerevan, Armenia. The participants (teachers/students) were chosen using Convenience sampling as I have access to that school being familiar with the headmaster and teachers in this school. The students were selected according to the main criteria which was as follows:

- a. High School students,
- b. Armenological (Armenian studies) classroom students

Hence I am focusing on their communication styles and techniques, I concentrated on the classes where their native language was used.

## Participants

The participants of the current study were students and teachers. The total number of participants were 69 from which 63 participants were high school students, 5 participants were teachers and 1 participant was the principal of the high school. The age of students ranged from 14-16 years old. The number of classrooms that were observed were three. The teachers of these classrooms were different in order to see whether different teachers had different teaching styles or the teaching styles are also imposed on teachers from the headmaster or the Ministry of Education.

## Instrumentation

Three instruments were designed to collect information relevant to this study.

- a) **Observations** were carried out in order to obtain thorough and in-depth information about student-teacher relationships, the overall classroom atmosphere, interaction between teachers and students and the communication techniques that were used to motivate students during the learning process. During the observations notes were taken in order to identify the degree of the interactivity and level of communication, and communication types, of the classroom. The total number of observations were 36. The observations were carried out in three different classrooms. Three different subjects were observed in each class.
- b) **Questionnaire** for students was designed in order to understand what they like in their

school, classrooms and classes or whether the teacher-student interaction promoted their passion for school or not. The questionnaire included both yes/no and open-ended questions. The reason why I paid attention to this particular information was to help evaluate the students' level of learning based on the communication happening in the classroom.

- c) *Semi-structured interviews* with teachers helped provide a great opportunity to listen to the teachers' opinions, viewpoints about the importance of communication in the classroom and helped gain an understanding about the strategies and techniques they use to boost student enthusiasm. The interview questions included questions about their style of teaching, knowledge of effective communication techniques, any restrictions teachers may have from the schools or the Ministry of Education, and more.

#### The Management of Confidentiality and Anonymity

Anonymity and confidentiality of participants are vital in social research. Moreover, this project did not collect identifying information (names, address, email, etc.). During data collection all the participants were assured that no information would be revealed to a third party.

#### Data Collection and Analysis

As mentioned, the data was collected in a public high school in Yerevan, Armenia. As the instrumentation had a questionnaire containing yes/no questions, and personal interviews and observations, therefore two methods will be used to analyze the data—quantitative and qualitative. Firstly, the data was analyzed quantitatively with the help of Microsoft Excel and

then qualitatively using coding/indexing.

### **Section 5: Research Findings and Analysis**

This Section reports on the findings of the research on whether the teacher-student communication has an influence on student's level of enthusiasm.

- What type of communication is mainly used in these classrooms?
- How can teacher-student communication impact students' enthusiasm for school?
- Are teachers more influenced by Eastern or Western pedagogical practices and are they aware of effective communication techniques?

#### Class Observations

Since this study concentrates on teacher-student communication styles and techniques, the observations were held at Armenological studies classes, where their native language was used. Partial data collection was accomplished through observations. Total number of the observations was 36, 12 observations in each classroom. The observations were carried out with the aim of understanding the level of teacher-student interaction in the classroom and comparing the results with the interviews and student questionnaire.

Throughout the class observations the teachers mainly interacted only with those students who showed interest in the subject and participated. Mainly 4-6 students who were sitting in the front rows took part in answering the teachers' questions. The rest of the class did not participate and speak whatsoever. The teachers did not try to integrate those students in the class process and continued the lesson only asking yes and no questions to the front row students.

During the interviews the teachers said that students often do group and pair work. Yet during the class observations no pair or group work was done. Only teacher-student interaction was heavily noticed in the observed classrooms. Teachers would ask yes or no questions to students, the students would provide fixed answers and this would be the end of the discussed topic. As stated in Section 2, communication is often times misunderstood with exchanging fixed expressions. As Lynch describes the usual pattern of communication amongst the teacher and learner as a part of classroom interaction: the cycle of Initiation—Response—Feedback, can be applied to these three classrooms. (Lynch, 1996) Many class observers understand this cycle as communication between the educator and learner even though it is an illusion of communication. Communication takes place when “someone sends a message and the other person receives it”. (Petrie, 2011, p.18) In these classrooms the teacher-student conversation cannot be considered as efficient communication amongst the two.

The teachers provided feedback to all the students, in the form of grades. When a student would participate throughout the class, the teacher would assign them a grade, but they still did not give any feedback about the grade and on what standard the student was graded. This type of grading is instantaneous verbal feedback. The students also did not ask why they received that particular grade and not higher or lower. No feedback or criticism was presented to the students to help them understand how they were evaluated.

Teachers explained topics to students in a lecture format and no two-way communication occurred during that time. The teachers came into the classroom, asked questions about the last class, revised the topic and moved on to explaining the new subject. The teachers were the ones

asking questions and students were providing fixed answers. The students only asked questions during the Sociology class and the teacher encouraged them to ask more. The Sociology subject teacher was one of the most favored teachers as seen in the questionnaire results of the students. The most favored attributes were connected with the teacher's ability to explain and listen. When students had the chance to communicate with their teacher, they also felt free during their class.

In the observed classrooms, no activities, exercises, or materials were available to enthuse students or encourage them to interconnect and communicate. The only material used was the textbook. The textbook only consisted of reading and writing materials, and no speaking or listening activities. Considering these facts, the teachers should try to add speaking and listening activities to their class syllabus. Since there is not much time and few activities allowed the students to express their ideas, a very small number of students participated. The classroom atmosphere was neither discouraging nor encouraging for the student's participation. The teachers' character was neutral. No activities were used in order to create a positive atmosphere. As mentioned, teachers simply explained and lectured the class and did not try to encourage the students to participate.

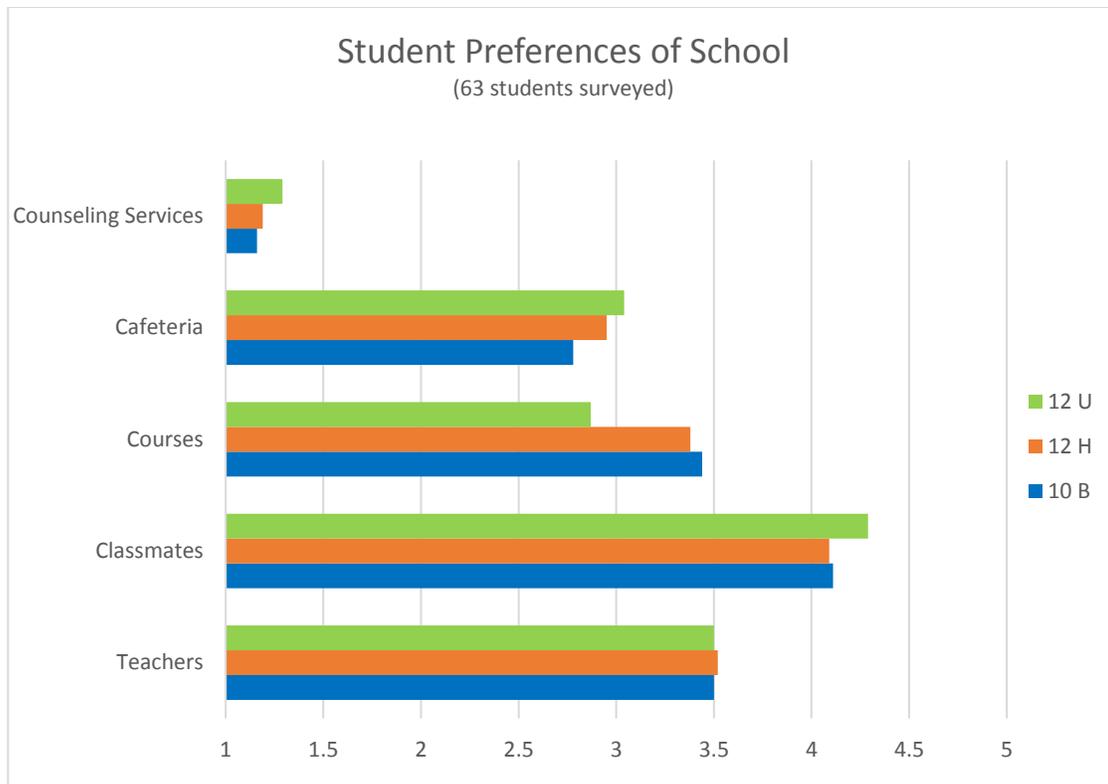
According to the results, student-teacher communication had an impact on those students who were interested in the class as it enthused them to participate more. On the contrary, nothing motivated the students who did not care for the class. The students did not feel free and express themselves in the classroom yet only answered yes or no questions. As part of my observation, I also spoke with students at class breaks and in their responses they mentioned they want to learn the subjects which have nice and talkative teachers. I conclude that that teacher-student

communication impacted students' enthusiasm to learn. Most of the students were very sociable and enjoyed being in positive relationships with their teachers.

### Questionnaire for Students

Teacher-student communication in Armenian classrooms can impact the level of enthusiasm students have for school. As mentioned in Section 4, a questionnaire was designed for the students which included both yes/no and open-ended questions. It was managed in 3 classrooms at number 43 high school after Grigor Zohrap and the results are presented below.

To the question *what do you like most about school*, students were given the chance to rank what they like about school the most from 1 (least) to 5 (most). The question was designed to understand whether *teachers* or *courses* are ranked highly from students and see if students come to school because they are enthusiastic about their classes or teachers. The results showed that *teachers* were ranked 0.5 point higher than average at 3.5 in all 3 classrooms. Courses, were also ranked near the average of a number 3.28. (See Figure 1) The results showed that the first factor that motivates students to come to class are their classmates, teachers are the second encouraging factor, followed by courses, cafeteria and counseling services. This shows that teachers take part in being a partially enthusing factor for students, yet not as motivating as their classmates.



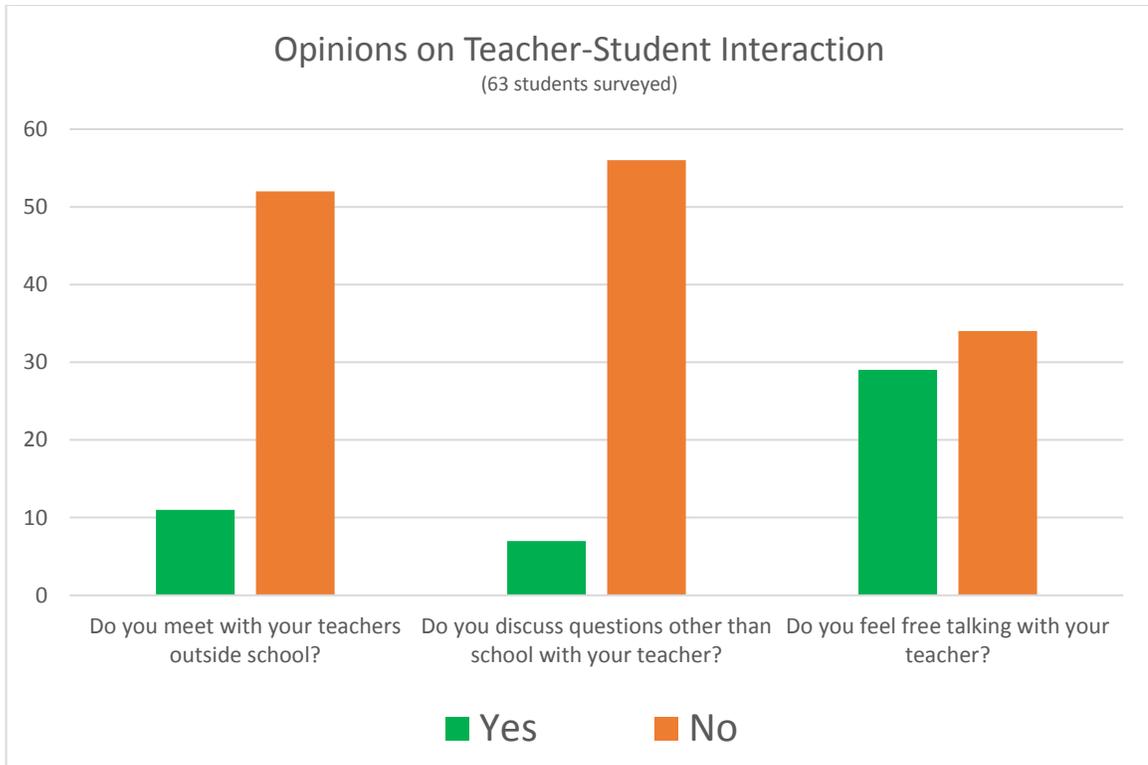
**Figure 1**

The following question aims to understand *which courses the students like the most*. This question was rated from one to five. If students had more than one favorite course they had the possibility to rate all of their answers with their desired rate. This question was designed to understand which courses are the most favored courses of the students. The classes with the highest rates were the Armenological studies courses (the ones I observed) alongside English and Russian Language, and Physical Education courses. The highest ranked courses were Armenian Language (4.0) and Literature (4.0), Armenian History (3.65), Armenian Church History (3.9) and Sociology (3.7). (see Appendix 1) The most favored class in 10B is Armenian Literature (4.28), in 12H is Sociology (4.05) and in 12U is Physical Education (4.29). This question was

designed to understand whether students enjoy classes where they are required to communicate with their teachers or classmates or they prefer classes where they concentrate on science. As seen in the results, the highest ranked classes the students enjoy and are enthusiastic about are classes from the Armenological studies. (see Appendix 1)

Open ended questions were asked in order to give students to express their ideas explicitly and in details. *Who is your favorite teacher* and *what do you like about her* were asked in an open ended format in order to collect data about the information what students fancy about their teachers the most, personal or professional attributes. The answers varied from way of speaking, to professionalism, to humaneness, knowledge and kindness. (see Appendix 2) The answers of the questions show that students pay attention to both professional and personal attributes of their teacher. The answers of the most favored teachers are kept anonymous since anonymity and confidentiality of the participants, students and teachers, are vital in social research.

The last three questions were targeted at seeing the students' thoughts on teacher-student interaction. The questions were asked in a yes/no format. To the questions *do you meet with your teacher outside of school*, *do you discuss questions other than school with your teacher* and *do you feel free talking to your teacher* students in all classrooms gave similar answers. The majority of all 63 students answered *no* to all of the questions. (see Figure 2) The first question has 41 more negative answers, question number two has 49 more negative answers and question number three has 5 more negative answers.



**Figure 2**

The answers of these questions show that students do not feel completely comfortable and honest with their teachers. As mentioned ‘communication is an important factor in the best pedagogical practices and both communications and pedagogy are actually intertwined.’ (Petrie, 2011) Pedagogy cannot be separated from communication, so if there is no communication between the teachers and students, it means that the best pedagogical practices are not being used.

### Interviews

Five teachers were interviewed and their answers had a similar pattern. Every teacher responded that healthy relationships and a positive atmosphere actually motivate and enthuse

students to do well in class. During class observations, teachers were not observed creating very energetic atmospheres, as they would simply lecture about the topic and not leave much space for communication. They waited for the students to be active and participate based on their mood and desire. The interviewed teachers stated that there are also other factors, such as continuing their studies at a university and getting a degree, that motivate students to learn. One of the interviewees said that not only being in good relationships with the students encourages them to learn, yet interesting activities and materials are also used to motivate students. This point was not noticeable during the class observations as the only material which was used was the book. No multi-media clips, informative recordings or games were used to inspire the learners.

The principal of the school stressed honesty during her interview. She continuously repeated that effective communication could only take place during an honest conversation, which is why teachers should be honest at all times. Even though the principal is stressing honesty as the main philosophy in teaching, by the results of the questionnaire, students do not feel comfortable communicating with their teachers. Honesty is a crucial characteristic of a good teacher, yet cannot be directly connected with successful communication. Teachers also mentioned that honesty is one of the many positive characteristics good students share alongside creativity, independence and more. Teachers stated that these features encourage them to work harder with students. The results can show students cannot be honest if they feel uncomfortable communicating with their teachers. As mentioned in the interviews, the most common characteristics and qualities that teachers believe they should have are being *encouraging, patient, objective, persistent, creative*. They believe that students pay attention to these features

the most.

In order for positive teacher-student communication, some teachers created after school group meetings available for the students where they examine different subjects about education, customs and any other topic. The number of students who participate are very low. The interviewed teacher does not know and understand what the reason of such low participation could be. Even though it is a chance for more communication between the teachers and students, students do not feel comfortable speaking with their teachers in general which shows why they would not be interested in the after school program.

Teachers mentioned that any type of interaction including communication between the students is important in the classroom and it increases students' enthusiasm for school. As it was seen during the observations, student-student communication is not very extensive in the classroom. The people present in class were only exchanging fixed expressions. The only classroom interaction was the cycle of Initiation—Response—Feedback. The interaction was kept between one student and the teacher. No moments of student-student interaction were noticed and observed.

## **Section 6: Conclusion and Recommendations**

During the interview process of my research I understood that teachers have general knowledge about the proper and useful way of communication. As they mentioned during their interviews, they also understand the importance of communication in the classroom. The class observations showed that even though teachers may know the theory of communication, they lag behind in practice. The research shows that teacher-student communication has much space to grow. The outcome of the data analyzed uncovered that the level of teacher-student communication has much space for improvement. Schools should organize special trainings for the teachers every few years and present what the latest generation enjoys doing. By the help of understanding the student's mindset, teachers would be able to communicate and share their messages properly. Teachers should be able to adapt to each coming generation, since the student's way of thinking and communicating changes, but the teachers' way of thinking does not.

Communication and relationships have a great impact on the student's level of enthusiasm in the classrooms. Based on the results, students feel more insecure communicating with the teachers outside of school. Teacher-student communication is mainly available in the classroom but not outside of the classroom, where students need the support and psychological help.

## **Section 7: Limitations and Avenues for Further Research**

Because of the limitation of time and resources, this research project was not able to include other schools. The limitation of time was the reason for only three classrooms being chosen and observed.

To understand whether communication issues are a pattern in all Armenian classrooms further research must be conducted in more schools and classrooms across Armenia. Examining this framework in a new context and location would give a chance to make broader claims.

Examining and observing other classes besides Armenological studies classrooms would help understand the methods of communication teachers use there. In the questionnaire provided to the students, pupils rated other classes, such as Biology, English Language and Literature and Psychology, high as well. Observing these classes would support the claims and see if the teachers' communication has any connection with the students' enthusiasm for the class.

Further research would help understand the complications if Armenian teachers do move towards a westernized way of teaching. This would help understand if students would have cultural communicative complications if teachers move towards a westernized way of teaching.

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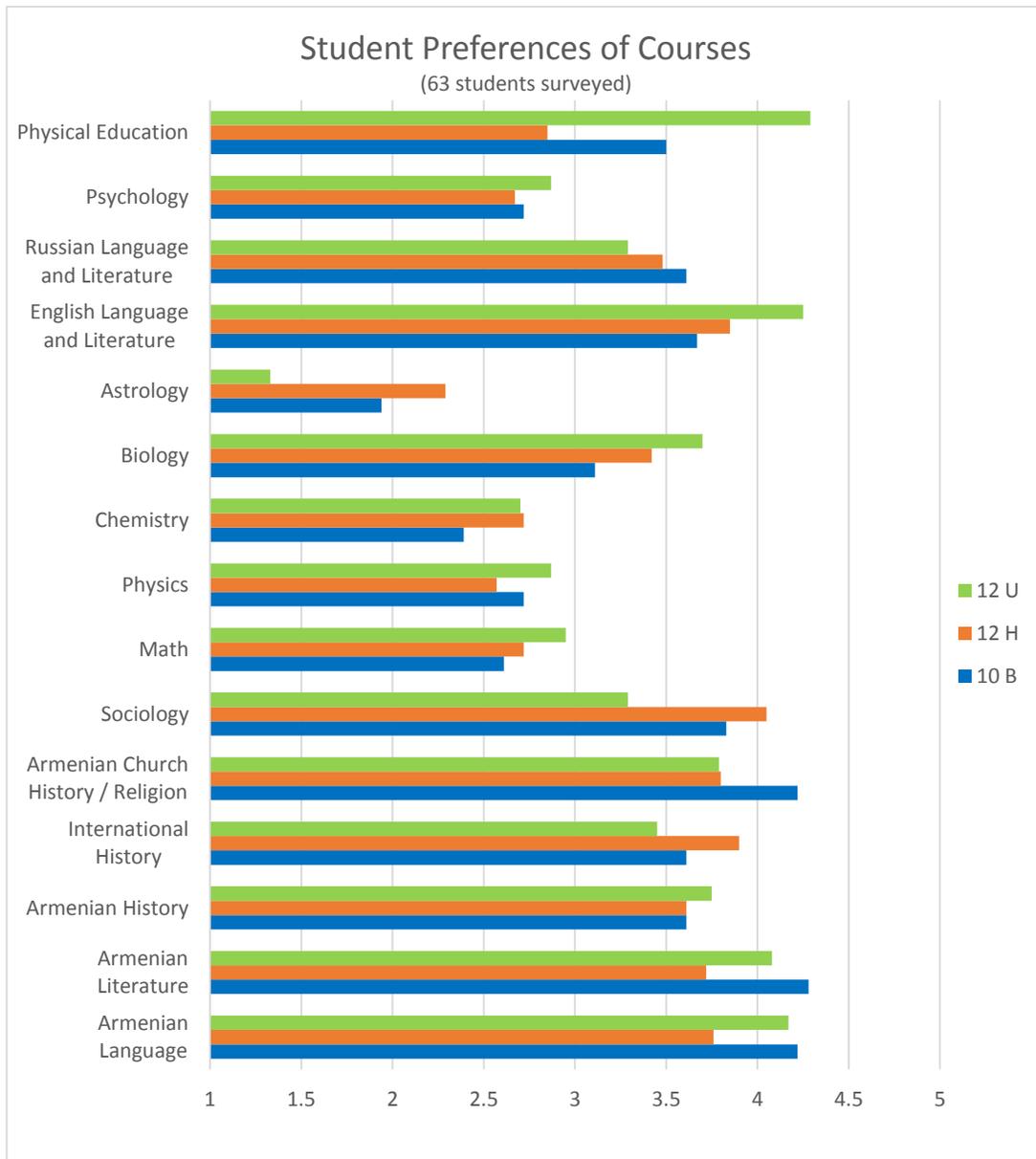
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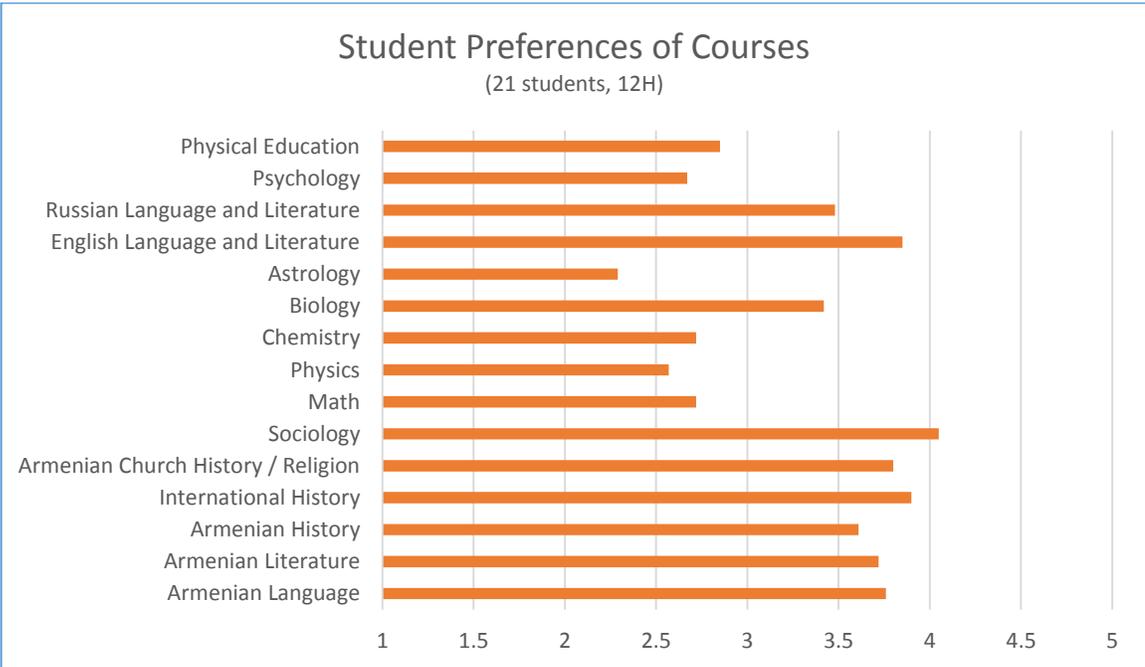
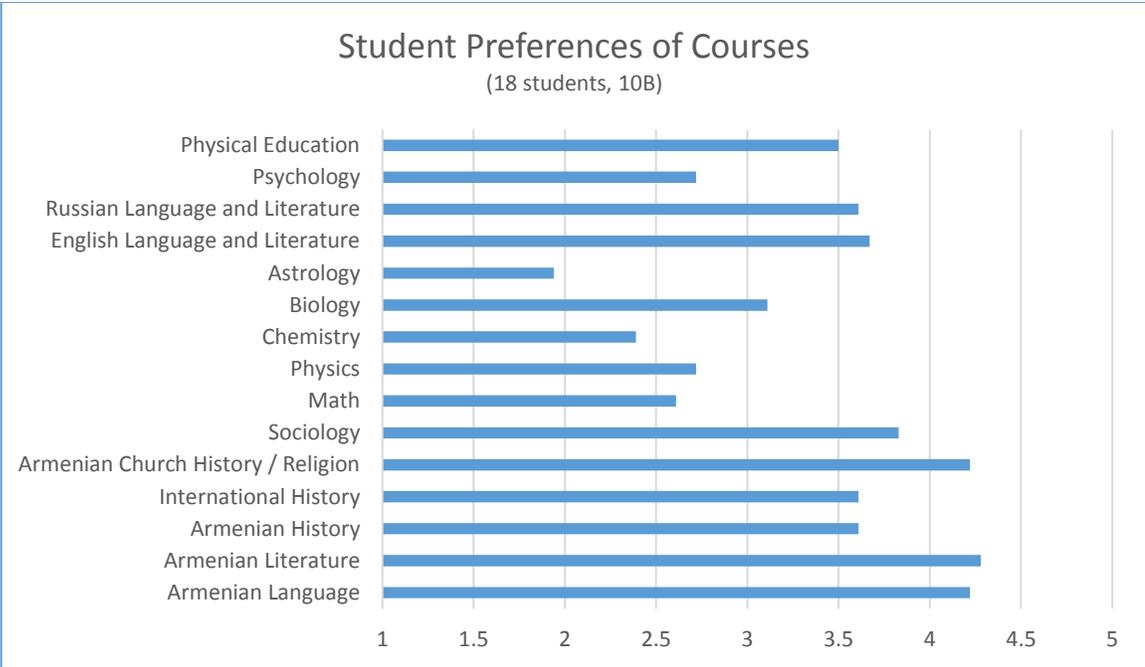
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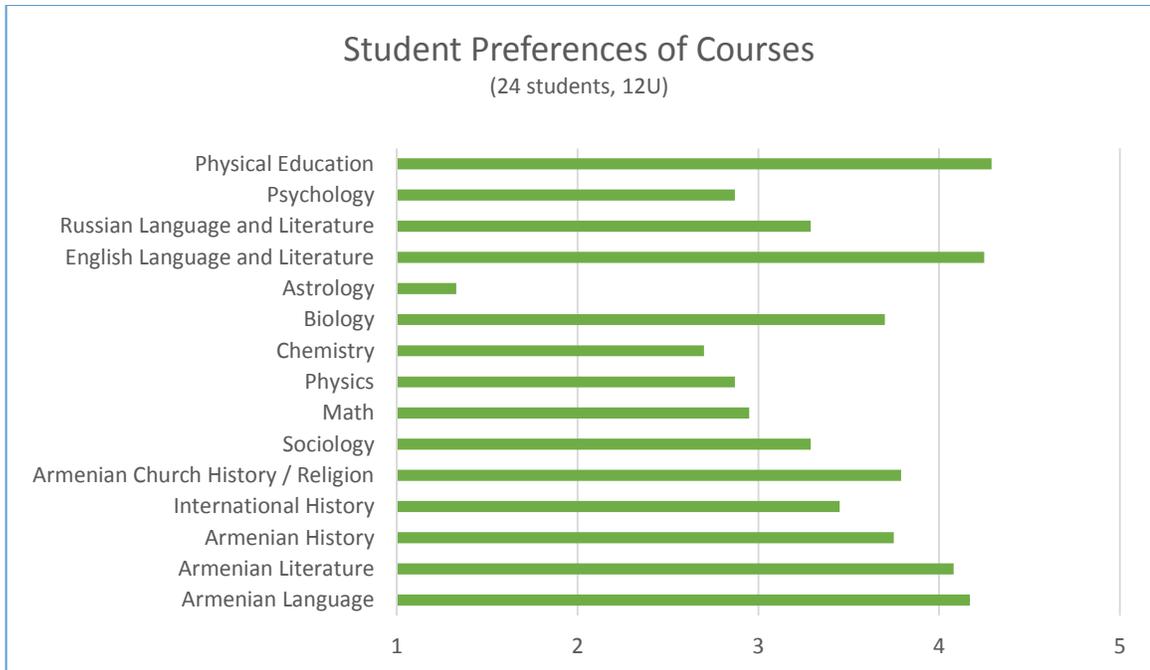
## Appendices

### Appendix 1

#### Students' Course Preferences







## Appendix 2

### Students' most favored values in teachers

	<b>Which values do you cherish the most in your teacher(s)?</b>
<b>10B</b>	language skills / communication skills
	general knowledge
	smile, way of speaking
	way of speaking
	smile
	ways of teaching
	way of speaking
	composure
	way of speaking
	fair judgement
	belief
	stories they tell
	humaneness

	composure
	N/A
	everything
	smile
	everything
<b>12H</b>	composure
	professionalism
	fair judgement
	don't know N/A
	N/A
	N/A
	ways of explaining
	composure
	kindness
	N/A
	professionalism
	humaneness
	stories they tell
	knowledge
	kindness
	informative stories
	honesty and attentiveness
	kindness
	ways of explaining
	kindness
kindness	
<b>12U</b>	humour
	professionalism
	kindness
	humaneness
	language skills / communication skills
	pedagogical skills
	friendliness
	pedagogical skills
	composure
	sociability
everything	

nothing
smile
honesty
humaneness
general knowledge
kindness
honesty
humour
high level of literacy
looks
confidence
kindness
tastes

### Appendix 3

#### Questionnaire provided to students

Questionnaire for Students	
<b>1.</b>	<b>What do you like about school? (rank 1-lowest, 5-highest)</b>
<input type="checkbox"/>	<b>Teachers</b>
<input type="checkbox"/>	<b>Classes</b>
<input type="checkbox"/>	<b>Friends</b>
<input type="checkbox"/>	<b>Cafeteria</b>
<input type="checkbox"/>	<b>Counseling Services</b>

<p><b>2. What are your favorite subjects? (rank 1-lowest, 5-highest)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Armenian Language</li> <li><input type="checkbox"/> Armenian Literature</li> <li><input type="checkbox"/> Armenian History</li> <li><input type="checkbox"/> International History</li> <li><input type="checkbox"/> Armenian Church History/Religion</li> <li><input type="checkbox"/> Sociology</li> <li><input type="checkbox"/> Math</li> <li><input type="checkbox"/> Physics</li> <li><input type="checkbox"/> Chemistry</li> <li><input type="checkbox"/> Biology</li> <li><input type="checkbox"/> Astrology</li> <li><input type="checkbox"/> English Language and Literature</li> <li><input type="checkbox"/> Russian Language and Literature</li> <li><input type="checkbox"/> Psychology</li> <li><input type="checkbox"/> Physical Education</li> </ul>
<p><b>3. Who is your favorite teacher and what subject does she/he teach?</b></p>
<p><b>4. What do you like about her/him?</b></p>
<p><b>5. Do you meet with your teachers outside of school?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No</li> </ul>
<p><b>6. Do you discuss questions other than school with your teacher(s)?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No</li> </ul>
<p><b>7. Do you feel free when talking to your teacher(s)?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No</li> </ul>

**Appendix 4**

**Interview questions asked to the teachers and principal**

<b>Interview Questions Asked to Teachers</b>
<b>1. How would you describe the relationship between students and teachers?</b>
<b>2. What traits of a student would encourage you to work harder with them?</b>
<b>3. What communication techniques do you use to help students learn?</b>
<b>4. In the class syllabus, are there any points that endorse S-S and T-S</b>
<b>5. Does communication in the classroom help them learn easier or does it distract them?</b>