

Министерство образования и науки Республики Казахстан

Восточно-Казахстанский университет имени Сарсена Аманжолова

Дискурсивный анализ концепта «ethics of care» в работах
Нел Ноддингс и его применение в обучении английскому языку

Discourse analysis of the concept of «ethics of care» in the works of
Nel Noddings and its application in English language teaching

Выполнила: Қабитханова Ә. Е.

Научный руководитель: Мухамеджанова

Д.Р.

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Content

1. Research problem
2. Research purpose
3. Research questions
4. Literature review
5. Methodology 1
6. Methodology 2
7. Findings+conclusion+recommendation 1
8. Application 1
- 9 .Findings+conclusion+recommendation 2
- 10 . Application 2
11. Findings+conclusion+recommendation 3\
12. Application 3

RESEARCH PURPOSE

The main aim is to identify how the concept of "ethics of care" might help future English language teachers build a learning environment that combines the new approaches of facilitating the education process and genuinely caring for students.

RESEARCH PROBLEM



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graph TD; A[RESEARCH PROBLEM] --> B[1. Teacher as a facilitator:]; A --> C[2. Students need motivation:]; A --> D[Teachers' status:];
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1. Teacher as a facilitator:

- 1) Learning subject independently;
- 2) Lack of attention from teachers;
- 3) Misunderstanding of new topics.

2. Students need motivation:

- 1) Studying for the sake of grades;
- 2) Plagiarism, cheating;
- 3) Thoughtless attitude to the subject.

Teachers' status:

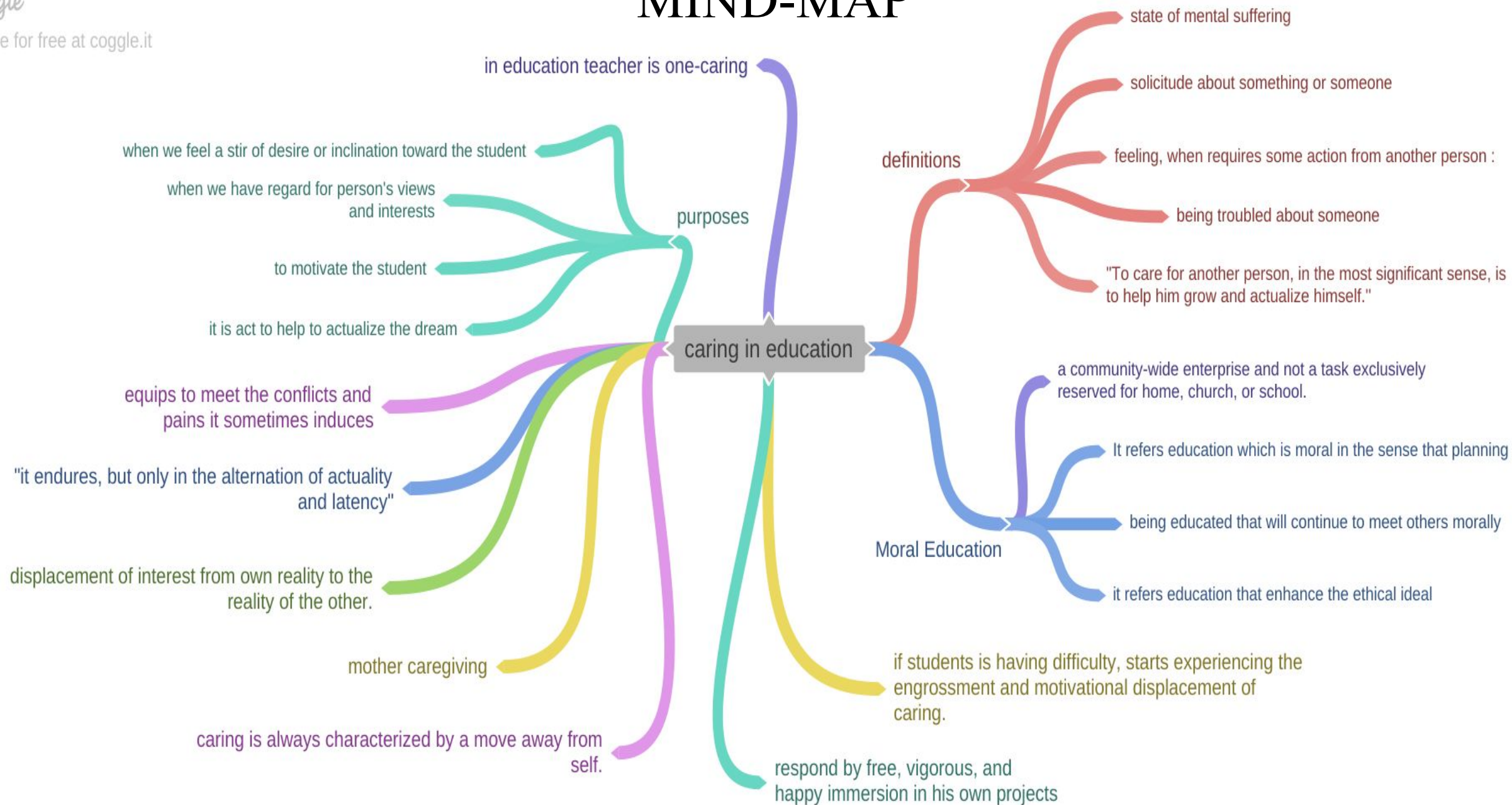
- 1) Teachers also need motivation;
- 2) Support for teachers;
- 3) Reduction of the teaching load

RESEARCH QUESTIONS

guiding this study are as follows:

1. How is the concept of «ethics of care» considered in the works of Nel Noddings?
2. How does the concept of «ethics of care» inform English language teachers about their role and status in the classroom?
3. How can the concept of «ethics of care» be used in the English language classroom to promote genuine care of teachers towards their students?

MIND-MAP



METHODOLOGY

Discourse analysis

- It consists of talk, text or media;
- It is an analytical study;
- It is the study of social life, understanding through analysis;
- It can take form of written texts, conversations.

Theme

- Defining features when it recurs several times in the data set;
- It consists of codes similar to each with meanings and with written ideas.

Code

- The name of the sentence that reveals its essence;
- It can be a sentence, a paragraph or a whole page

HOW WE DID THE ANALYSIS OF THE DISCOURSE?

Stage 1. Choosing a discourse that will be analyzed.

Stage 2. Looking for the sources and finding the articles.

Stage 3. Reading articles, coding articles, connecting and giving the themes.

Stage 4. Analyzing themes with the concept of "ethics of care" by Nel Noddings.

Stage 5. Analyzing similar opinions in the selected articles.

Stage 6. Analyzing all the themes, all the sources. Developing my own positions.

Findings+conclusion+recommendation

1

- Students need genuine care during English classes;
- Students need to be taken care of not only with moral principles, but in their academic success;
- In teaching students English, to better understand their learning problems or recommendations, conduct questionnaires among students.

<p>Questionnaire 1</p> <ol style="list-style-type: none"> Do you find English a difficult language to learn? <ol style="list-style-type: none"> Yes No If yes, why do you think so? <ol style="list-style-type: none"> Complex language structure Problems in learning English in the classroom What is the most difficult part of learning English? <ol style="list-style-type: none"> Class works Home works Working in pairs What is the most difficult language skill in learning? <ol style="list-style-type: none"> Listening Speaking Reading Writing What difficulties in speaking in the English language? <ol style="list-style-type: none"> Small vocabulary Ignorance of grammar What is more difficult to learn: grammar or vocabulary? <ol style="list-style-type: none"> Grammar Vocabulary What do you want the teacher to pay more attention to when learning a language? <ol style="list-style-type: none"> To explain a new topic To explain new words and to use them To explain the mistakes in the tasks For an explanation of how to do your homework 	<p>Questionnaire 2</p> <ol style="list-style-type: none"> While learning English, what difficulties did you encounter? What aspects of learning the language did you like best? Would you like to work more on mistakes and get more feedback? Did the teacher give you enough attention and time to check your tasks in class? Did you enjoy working in a group or in pair? What difficulties did you encounter? What skills did you develop while studying the language in this quarter? Do you think that there was enough motivation for learning the language from the teacher to you? What do you think the teacher should do to do course design better? Do you think that there was enough motivation for learning the language from the teacher to you? What do you think the teacher should do to do course design better?
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Findings+conclusion+recommendation

2

- Encouraging genuine care and striving to improve the quality of teaching is an important part of education;
- The special approach in studies makes the quality of education better;
- I recommend that at first, for six months, teachers keep a diary about how they conduct classes, after each lesson, answer these questions, this will help the teacher to develop their own method.

Application 2

After lesson	
1. How do I plan to show act of caring?	Assessment - how am I planning to check learners' progress? Discussing and explaining students' mistakes; Recommendations to improve their English Improving motivation.
2. How can be given more support to weaker learners by giving them support	-through observations of activities of groups -through individual tasks -through support and care from teacher -through emotionally care
3. My questions to students and to me	What did the students learn? What did/didn't you like? What was difficult?

Findings+conclusion+recommendation

3

- The using of the concept of "ethics of care" in education helps to solve many problems in learning.
- Students need care and attention, using "care" affects students' academic performance;
- To improve the quality of lessons, English teachers can create a table to track the progress of each student.

Application 3

Table to track student's progress

No	Name	Points earned for homework				Test scores and quizzes				Essay grades				Speaking tasks				Vocabulary tasks		
1																				
2																				
3																				
4																				
5																				

THANK YOU FOR YOUR ATTENTION!