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Young Learners' Experience and Interaction in a Three-way Partial Immersion Program

A thesis project submitted in
partial fulfillment of the requirements for the degree
Master of Arts in Teaching English as a Foreign Language

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TABLE OF CONTENTS

List of Tables	viii
Abstract.....	ix
Chapter One: Introduction	01
1.1. Background of the Study.....	01
1.2. Purpose of the Study.....	02
1.3. Research Questions.....	02
1.4. Significance of the Study.....	03
Chapter Two: Literature Review	04
2.1. First language Acquisition	04
2.2. Second Language Acquisition	05
2.3. Jean Piaget: Stages of Development.....	06
2.4. Age Factors for Language Acquisition and Critical Period Hypothesis	10
2.5. Early Bilingualism	11
2.5.1. Immersion	11
2.5.2. Early Immersion Programs.....	12
2.5.2.1. Program Implementation.	13
2.5.2.2. Effective Strategies for Effective Language Development.....	15
2.5.3. Partial Immersion.....	15
2.6. The role of Interaction.....	17
2.7. Comprehensible Input.....	17
2.8. Negotiation of Meaning.....	19
2.9. Comprehensible Output.....	21

Chapter Three: Methodology	23
3.1. Design.....	23
3.2. Setting.....	24
3.3. Participants.....	24
3.4. Data Collection.....	25
3.5. Data Analysis.....	25
Chapter Four: Results	26
4.1. Observation Form, Audio Recordings and Interviews.....	26
4.2. One-on-one Interviews.....	37
Chapter Five: Discussion and Conclusion	43
5.1. Discussion of Findings.....	43
5.2. Pedagogical Implications.....	46
5.3. Limitations and Delimitations of the Study.....	47
5.4. Suggestions for Further Research.....	48
References	49
Appendices	56
Appendix A.....	56
Appendix B	58
Appendix C.....	60
Appendix D.....	61

LIST OF TABLES

Table 2.1. Piagetian Stages of Development	07
Table 4.1. Teacher-Student Interaction	31
Table 4.2. Teacher-Student Interaction.....	33
Table 4.3. Teacher-Student Interaction.....	34
Table 4.4. Teacher-Student Interaction.....	34
Table 4.5.a. Compensation Strategies between the Teacher and the Students	35
Table 4.5.b. Compensation Strategies between the Teacher and the Students	35

Abstract

The purpose of the study is to investigate and find out how effective the communication is in the three-way partial immersion program in a child development centre in Yerevan, Armenia.

Consequently, to provide answers to the research questions, the qualitative method was chosen and the teacher-student, student-student interactions, scaffolding, negotiation of meaning have been observed and investigated for two months. It also aimed to answer the teachers' and parents' attitudes towards early child language acquisition/learning. To answer the second research question, both parents and the program teachers have been interviewed based on semi-structured interview guidelines.

The findings suggest that the communication is mostly successful and effective for students at the ages of 4-6, as the teachers can use the L2 or the FL most of the time. The 3-4 aged students still have difficulties with understanding the foreign languages. The study also lends support on the empirical studies according to which students at this age still acquire their mother tongue and have relatively limited vocabulary as compared to relatively older children (Kent & Miolo, 1995; Singleton, 2004; Ortega, 2009; Pinter, 2006). It can be inferred from the teachers' interviews that the students' language acquisition depends on various factors, particularly, *the age, the mother tongue acquisition, the individual differences*. Meanwhile, the parents' interview findings suggest that their attitudes are mostly positive and they believe that the earlier the foreign language learning the better.

Chapter One: Introduction

This chapter outlines the main focus of the study and gives a brief overview. It comprises of the background of the study, the aim, the guiding research questions, and the significance of the study.

1.1 The Background of the Study

Schools, pre-school administrations choose a method(s) to build their programs on. The teachers should follow the program rules or build their own methods to conduct successful and effective lessons. Parents follow the programs to decide which program is more relevant, appropriate. They also decide where to enroll their children. Immersion programs, particularly, originated in Canada in 1960s and later established in the US, are very well known in different parts of the world.

Immersion programs vary greatly in structure, such as the instruction of the language(s) in different immersion programs (total or partial), the grade level when the programs starts (early or late). The term *total* refers to the language instruction in the minority language. Later, the language of the state is introduced to the learners and they are exposed to both of the languages for fifty percent of the instruction. In contrast, *partial immersion* starts with fifty-fifty percent of instruction from the very beginning of the program. For the grade level at which the immersion experience begins, *early immersion* term is used to refer to programs for Kindergarten or grade one learners and delayed or late immersion which usually start after Grade Four or Five and Grade Seven respectively (Thomas, Collier, Abbott, 1993).

Immersion programs design is drawn from theoretical and empirical work in second language acquisition (SLA), which centralizes the input-interaction-output model for language

learning (Gass & Selinker, 2001; Block, 2003; Mackey, 2007). According to this model, the interaction between the learners and “native speakers” promotes language learning through negotiation for meaning, modified, comprehensible input, and opportunities for comprehensible output (Gass & McDonough 2000, as cited in Beltran, 2010). Several empirical studies have found that interactions enhance learners’ language development (Keck, Iberri-Shea, Tracy-Ventura, & Wa-Mbaleka, 2006).

1.2 The Purpose of the Study

The purpose of the study is to investigate and find out how effective the communication is in the three-way partial immersion program in a child development centre in Yerevan, Armenia. Consequently, to provide answers to the research questions, the teacher-student, student-student interactions, scaffolding, negotiation of meaning have been observed and investigated. To answer the second research question, both parents and the program teachers have been interviewed.

1.3 Research Questions

These are the following research questions:

1. How successful/effective is communication in a three-way partial immersion program in a context of a child development centre in terms of:

- *Teacher-Student interactions, Student-Student interactions*
- *Opportunities for comprehensible input and output*
- *Negotiation for meaning between teacher-student and student-student interactions (compensation strategies, scaffolding, clarification and confirmation etc.).*

2. *What are the parents' and the teachers' attitudes towards early childhood language learning/acquisition?*

1.4 The Significance of the Study

The study sheds light on the well-known immersion program in a child development centre in Armenian context. The study also aims at revealing the effectiveness of the program in terms of the communication in the two immersion languages the students are exposed to. The current study will be helpful for researchers, educators and parents to be aware of the existing early immersion program and the ways the program can enable students get additive bi- and/or multilingualism and the best age the students can be enrolled for effective outcomes.

Chapter Two: Literature Review

2.1. First Language Acquisition

According to Karmiloff-Smith (2001) the field that investigates monolingual language acquisition is known as language acquisition or first language acquisition.

Children acquire their first language quite effortlessly provided that necessary input and chances for interaction are available. Without the input and the interaction children cannot produce output. The reason is that children have the 'inborn capacity' to utter baby talk and this might also happen with older children talk to their siblings (Pinter, 2006). As Snow's research study (1972), mother's speech was actually slower and more repetitive as compared to that of adults. The result of this talk was that it enabled easy comprehension to children.

Children who grow up as monolinguals are very likely to acquire some part of the language between 18 months and three to four years of age. In particular, children in their first months start matching themselves in the phonological and the prosodic makeup of the language by which they are surrounded. During the 1-2 months, they start cooing or producing vocalization. Within the 2-6 months, children start having vocal plays with supralaryngeal articulatory behavior. Within 6 months and above, they start babbling repetitive and reduplicated sounds. From 9 to 12 months they learn to handle one-word utterances (mummy, daddy). During the second year, two-word utterances (mummy go) and their vocabulary is gradually increasing. During the third year of their life syntactical and morphological development is obvious (e.g. where mummy gone). Their language increases syntactically by five to six years of age. Children language is syntactically developed by the age of four and it is mostly complete for other 'basics' of

language by the age of five or six. (Kent & Miolo, 1995; Singleton, 2004; Ortega, 2009; Pinter, 2006). It is noteworthy that even if their language is more or less acquired, they still have some difficulties to communicate outside of their environment at the age of five (Pinter, 2006).

During these early years, children start toying with the language making new words in terms of word forms and semantics, even though their language is not fully developed. Some examples of a child's creativity are to call a cactus a 'hedgehog flower' or a particular type of dog as 'a dog with chicken pox'. In addition, Pinter (2006) notes that the same may occur in case children's 'willingness' to play with the second or foreign languages.

Knowing how a five-year-old child can use his or her mother tongue, can help teachers and educators to find efficient ways to understand what is more appropriate for that particular group of kids in the context of L2 or FL acquisition.

2.2. Second Language Acquisition

The field that investigates language development and the learning process is called second language acquisition. It studies human ability and the capacity to acquire languages other than their first or mother tongue. SLA began in the late 1960s as the field of language teaching, linguistics, child language acquisition and psychology and methodology. Furthermore, by the end of the 20th century, it has become an 'autonomous discipline' (Larsen-Freeman, 2000).

Second language acquisition is also inferred as foreign language acquisition. Generally, second or foreign language acquisition happens at different stages of life: during early or late childhood, adolescence or adulthood. Very often the L2 or FLs are

learned when children are still very young (3 or 4 years of age) (Ortega, 2006; Darsen-Freeman, 2000). SLA is a part of applied linguistics which studies the language and society relationship, education and cognition and also is sometimes overlapped with bilingualism (Schmitt, 2002). For several years, different researchers have tried to understand how people acquire L2 and other non-native languages. However, recent studies tend to differentiate between bilingual and multilingual speakers and state that those are speakers of L1 and L2 and speakers of L1, L2 and another additional (foreign) language (Gessica, 2007).

2.3. Jean Piaget: Stages of Development

According to the well-known child psychologist Jean Piaget (1896-1980) and his constructivist theory, children construct knowledge by making sense of their environment. When young children generalize their knowledge about birds and animals about all being hatched from eggs, is called “assimilation” by Piaget. But when children are explained that piglets are not hatched from eggs, they start adapting or changing their ‘way of thinking’. This particular process is named “accommodation” by Piaget. These two are necessary for interaction which actually enable the learning process. In short, children are “active constructors of their knowledge of the world” (Piaget, 1973; Pinther, 2006).

Even though all children are very unique in the way they learn, still they show some features and behaviors in common. Parents and teachers can give examples of when similar-aged children tend to talk to their peers resembling each other in different situations, use similar arguments or enjoy very similar games, jokes activities etc. (Pinther, 2006). Thus, Piaget suggests that there are four universal stages of development that all children undergo.

Each child follows these stages in the same order which is highly dependent on the biological process of growth and the brain development. The importance of the developmental stages are highly important for teachers who teach different age group students. They should know that teaching a class of 5-year-olds requires different methods, materials, teaching style from that of a 12 year-olds. The table summarizes the main characteristics of children's development within each stage.

Table 1: *Piagetian Stages of Development*

Developmental Phenomena	Description of Stage	Typical Age Range
Interaction with the environment Object permanence	Sensori-motor	from birth to 2 years of age
Pretend play Egocentrism Language development	Pre-operational	from 2 to 7 years of age
Conservations Mathematical Transformations Logical reasoning	Concrete operational	from 7 to 11 years of age
Abstract logic Potential for mature moral reasoning	Formal Operational	from 11 years onwards

2.2.1. Age Factors for Language Acquisition and Critical Period Hypothesis

Throughout the whole SLA investigations and research Critical Period Hypothesis (CPH) has been debated and considered. It is the biological factor of language learning.

CPH is considered to be a biological time period for language acquisition when human brain has a huge capacity to develop the language spoken in their environment (at home, at school etc.). Originally, Lenneberg proposed CPH (1967), according to which 'brain plasticity' was able to acquire language until puberty. Similarly, different studies suggest that the larger amount of language input and interaction are in the environment, the

better children develop their language during the CPH period which is considered to be earlier than the ages of 11 or 12. Correspondingly, they differentiate critical and sensitive periods of language development (Harley & Wang, 1997; Knudsen, 2004).

One of the previous research conducted by Johnson and Newport (1989) which aimed at revealing whether age and morphosyntactic attainment are systematically related, was carried out among 46 L1 Chinese and Korean adult speakers of English, college graduated and had been living in the US for at least 5 years took a 276-item grammaticality judgment task. There was a significant negative correlation between the age and the grammaticality judgment. According to the results, the correlation was larger in case of 3-15 age group and it changed for the 17-39 age group. In short, those who began acquiring the L2 around puberty were likely to use their intuitions (close to native speaker range), while the late learners who started acquiring the language after puberty were not likely to show high results (only one late arrival at the age of 23 scored 92 % correct answers). Similar research has been conducted by DeKeyser (2000) which showed almost close findings as the above mentioned. On the other hand, Birdsong and Molis' (2001) findings on 240 Korean permanent residents in the US suggest that grammatical intuitions tend to decrease all ages beyond puberty.

Furthermore, some researchers conclude that age-related differences are by and large obvious when a particular skill is learned. Correspondingly they note "[that] age is an index of the state of development of the L1 system. The more fully developed the L1 system is when L2 learning commences, the more strongly the L1 will influence the L2" (Piske et al., 2001, p. 196).

On the other hand, there is also a view about critical and sensitive periods of language learning and the socio-educational and motivational factors of SLA or foreign language acquisition for adult learners as compared to children, so the result can vary accordingly (Marinov-Todd et al., 2000). Others strongly accepting the sensitive or critical period(s) argue that there is some vague but biologically determined issues for adult learners which makes their language learning more complicated by contrast to younger learners (Hyltenstam & Abrahamsson, 2003). As Fundamental Difference Hypothesis posits, unlike children, who use their intuition and innate ability during language acquisition, adults do not have that ability anymore and they need other external skills ('problem solving, conscious attention') to success in L2/FL (Bley-Vroman, 1990). Accordingly, Blondin (1998) mentions in the summary of European Union's recommendations that language learners after their maturation period use special language learning strategies and they approach language learning more analytically. SLA history and previous research also have examples of some 'exceptional' cases of adults speaking foreign languages near natives or with no or slight differences (Ioup et al., 1994; Singleton, 2001). SLA theory and research studies on child language acquisition have proved the need of language programs and instruction earlier in their life (Lally, 2001). This is a trend in the world where English seems to be the rapidly growing default foreign language (Nunan, 2003). Furthermore, it is also mentioned by Birdsong (1999) that exceptional language learners who start language learning later in adulthood are only 5 percent to 25 percent of the most successful cases. However, Ortega (2003) analyzing multiple investigations conducted in the field notes "age effects on L2 learning are pervasive and undisrupted, but satisfactory explanations, biological or otherwise, for the observed effects are yet to be conclusively produced" (p. 25). According

to Cummin (2000), young learners can enhance their cognitive and meta-cognitive skills through bilingual instruction. But he stresses that children's first language development is crucial before or during the second or foreign language immersion.

2.4. Early Bilingualism

Bilingualism is rather a topic of controversies for researchers, parents and educators. Kendall & Alison (2007) claim that children who are early bilinguals are likely to have high level of creativity, it is also likely that bilingualism will stimulate cross-cultural understanding, cognitive and metacognitive awareness to differentiate linguistic ambiguities such as grammaticality, word polysemy, in short "cognitive awareness of language as a system that can be analyzed or played with" (p. 5). Likewise, Bialystok (2001) has carried out research examining 120 children, aged five to nine, to judge which of the three sentences are grammatically acceptable (*In which bed does the baby sleep? In which bed does baby the sleep? and In which bed does the spoon sleep?*). The findings show that bilinguals easily infer the grammatical sentence regardless the semantics of the sentence. Whereas monolinguals failed in choosing *In which bed does the spoon sleep?* as a correct answer.

Differentiating individual differences in language learning such as gender differences, Goodwin (2001) found out in his longitudinal research study that girls generally start talking earlier than boys and their vocabulary grow quicker than boys' do. The researcher also notes that girls also have comprehension advantages over boys. Another study by Bauer et al. (2002) also tried to find differences between girls' and boys' comprehension and vocabulary outcomes. In the scope of the research study 26 English speaking children (1.5-2 years of age) were observed and the following study also speculated slight advantage for girls in vocabulary comprehension and production.

2.5. Types of Early Programs

A review of European countries found that time devoted to language learning programs differ from one another. Respectively, Johnstone (2009) brings about four models of language learning programs. Accordingly, programs which choose more general topics for teaching languages (e.g. colors, body parts etc.), others which borrow content from other curricular areas (e.g. animals and their habitat) and the third one tries to sensitize children to languages. And the fourth program is called immersion in which some time of the curriculum is taught through the medium of the additional language.

The National Research Council (2000) has a report on early child programs where three skill areas are separated: cognitive skills, school readiness, and social and emotional development.

2.5.1. Immersion.

Originally, Immersion programs have been designed to increase language learning opportunities for both majority and minority-language students by helping them to use the language in different everyday and academic contexts.

Immersion programs vary greatly in structure, as the instruction of the language(s) in different immersion programs (total or partial), the grade level when the programs starts (early or late). The term *total* refers to the language instruction in the minority language. Later, the language of the state is introduced to the learners and they are exposed to both of the languages for fifty percent of the instruction. In contrast, *partial immersion* starts with fifty-fifty percent of instruction from the very beginning of the program. For the grade level at which the immersion experience begins, *early immersion* term is used to refer to programs for Kindergarten or grade one learners and delayed or late immersion which

usually start after Grade Four or Five and Grade Seven respectively (Thomas, Collier, Abbott, 1993).

Immersion programs design is drawn from theoretical and empirical work in second language acquisition (SLA), which centralizes the input-interaction-output model for language learning (Gass & Selinker, 2001; Block, 2003; Mackey, 2007). According to this model, the interaction between the learners and “native speakers” promotes language learning through negotiation of meaning, modified, comprehensible input, and opportunities for comprehensible output (Gass & McDonough 2000, as cited in Beltran, 2010). Several empirical studies have found that interactions enhance learners’ language development (Keck, Iberri-Shea, Tracy-ventura, & Wa-Mbaleka, 2006).

Some scholars note in their studies that dual immersion program is based on the assumption that student-student interactions are highly crucial for the learning process, although very little is known whether students actually interact meaningfully or not (Valdes, 1997; Saunders & O’Brien, 2006). Even though there is less research about students’ everyday interactions between language learners and the classroom contexts, a number of researchers have already confirmed in their studies the success of immersion programs in terms of high academic achievement (Alanis, 2000; Christian, Howard, & Loeb, 2000, Lindholm-Leary, 2004). As Hayes (2005) notes, many studies have focused on the program design rather than the processes of language learning.

2.5.2. Early Immersion Programs:

The studies also find evidence for greater cognitive flexibility, non-verbal problem solving abilities as compared to monolingual or non-immersion students (Lazuruk, 2007, Soderman, 2010). Soderman et al., 2007; Soderman & Oshio, 2007 posit in their studies

that children in early immersion programs highly benefit from bilingualism and multiculturalism. Moreover, provided that the learners exposed to early immersion programs experience well-structured and engaging program, will also attain high level of proficiency in the target language. Besides, children become more aware of meta-linguistic structures of language. As dual immersion students in the early programs attain some competence at both languages, they tend to “reflect on the unique structures and features of each language and to manipulate them verbally....” (Soderman, 2010, p. 57). It is also said by some researchers that young language learners are more likely to develop natural prosody and they often sound like native speakers with their pronunciation, and they can feel better the rhythm and the music ‘unique to particular languages’ (Freeman and Freeman, 2006; Howard and Sugarman, 2007).

According to Petitto and Kovelman (2003) longitudinal research findings, young learners are able to manage bilingualism without ‘becoming developmentally delayed in language or ‘language confused’. It is mentioned in the study that children acquired two languages ‘on the same developmental schedule’ in each language. Relatively weaker students at grammar competence, accent, pronunciation and the other language aspects were those who had received restricted instruction.

2.5.2.1. Program Implementation.

First of all, the researchers (Cloud et al., 2000 & Freeman, 2005) support the idea that it is highly crucial to keep the language instruction through that language in order to help them realize how the language actually works. They note that the ‘systematic translation of information is ineffective’ for several reasons: first, students may lean on their stronger language and keep translating whenever they have difficulties with expressing

themselves, second, teachers who tend to translate during the lesson more likely do not simplify the language to the level of the students' proficiency; third, the translation may reduce the time for the target language of instruction.

On the other hand, some researchers Agust, Claderon & Carlo, 2002, Carlo et al., 2004 (as cited in Howard et al., 20) mention that some translation in the immersion languages, particularly comparisons between the languages, vocabulary discussions can be helpful for the learners. They can promote their development in both languages. Furthermore, the Key Elementary Immersion program in Arlington, Public Schools, does not accept the use of translation in their program. Their teachers believe that in this case their students can be able to develop in the two languages.

To answer the question of how long it actually takes for students to start producing output in the program languages, Howard et al. (20..) notes that it mainly depends on the age, gender and personality. Moreover, there are other factors which may play a role in the language acquisition, such as the socioeconomic factor and also the actual language use in the community itself. For example, in School District 54 in Schaumburg, IL the students are able to comprehend the fixed classroom routines after some weeks. But they also state that their language acquisition seem to be different from group to group, from student to student. And by the end of the year many students seem to have overcome the language comprehension problems. In Arlington immersion program the students are exposed to commands and some fixed routines at the beginning of the year so that the students can easily grasp the message. And consequently, some students understand it earlier while others adapt the environment and comprehend the message relatively late.

Some researchers are concerned about the possible language delay that the students in the programs may have. Roseberry-McKibbin (2002) suggests that the students' performance in both the native language and the target language should be observed. After observations the students lacks (if any) in the native language will be revealed. The latter means that the student faces language delay.

2.5.2.2. Effective Strategies for Effective Language Development.

Cloud et al. (2000) separate various methods, ways and strategies to promote students' effective language development in the immersion program. For example, they suggest TPR (total physical response), role play, storytelling, simulations, experiments, songs, cooperative learning and other ways of the kind. Howard et al. (200) add to the above mentioned that activities and the strategies should be authentic to contribute to the development and the easy understanding of the materials and the communication. The input can be facilitated by realia, flashcards, visuals and graphic organizer to provide non-verbal support.

In addition, the Key Elementary immersion program implements some strategies which are helpful for the immersion classes at their school. For example, they separate the vocabulary of the lesson and teach it beforehand, identify the objectives of the lesson, simplify the speech, illustrate the lesson with a lot of visuals, use songs, implement the TPR method, plan both individual and group work for the students, role play, drama, dance etc. in their classes.

2.5.3. Partial Immersion.

This program is a mixture of both immersion and FLES. Some part of the curriculum is taught in the foreign language and some portion is given to formal language

instruction respectively. Actually, partial immersion program is 50/50 language instruction from the first year of the program. But recent approaches reveal that it is not fixed and it depend much on the program, curriculum and the students' needs. There are some examples where the target language is taught during a 70-minute language instruction, when only the target language is spoken (Campbell, et al. 1985).

The distribution of languages of instruction varies from program to program. The languages are mainly taught in these three possible ways: a) by content area; b) by time (the instruction is in each language on separate days); c) by person (by teachers) (Christian, 1996).

Some previous research studies involve bilingual students learning another language. For example, young bilingual learners of Catalan and Spanish (Munos, 2006), Basque and Spanish (Garicia Mayo & Garcia Lecumberri, 2003) conclude that the learners three language enhance in harmony and there is no impact on the learners' first language. On the other hand, another recent study refuted on early language learning concluding that there is an impact on the learners' L1 and L2 development. They also posit that students with average language skills do not seem to benefit as compared to the beginner students at the ages of 4 and above (Goorhuis-Brouwer & de Bot, 2010).

Some researchers also state that same-aged monolinguals and bilinguals have the approximately equal size vocabulary considering the word stock of both languages (Pearson & Fernandez, 1994; Petito et al. 2001; Paradis & Nicoladis, 2008). In contrast, de Houwer et al. (2008) has found that bilinguals exceed in vocabularies as compared to their monolingual peers.

Various empirical studies have revealed that immersion programs can really be very beneficial for the learners in various ways. Students immersed in the programs tend achieve high level of academic proficiency in the immersion language as compared to non-immersion students (Genesee, 2004; Krueger, 2001; Turnbull, Lapkin & Hart, 2001).

2.6. The role of Interaction

The prominent Russian psychologist Vigotsky, who was a contemporary of Piaget, shared some of his beliefs about child development. But he also posits that the social context is of paramount importance in children's development. He gives an example of children aged 4 who can count stars, for instance, up to about 15 but beyond that they may get confused, stop counting not knowing how to figure out the situation. But when parents or anybody older can prompt them by eliciting the next number or simply giving a visual clue, by pronouncing the next number, they can continue (Vigotsky, 1978 as cited in Pinther 2006).

2.7. Comprehensible Input

“...The adult world is more complex than the world of a child...and comprehensible input is responsible for language acquisition”. (Krashen, 1982, p. 61).

The environment where learners can get enough ‘linguistic data’, in other words comprehensible input (CI), is very crucial for language acquisition. Krashen (1985) proposed Comprehensible Input Hypothesis for second language acquisition. Krashen (1970, best formulated in 1985) posits that the linguistic data for meaning which possess something to be learned should be slightly above their level at the moment of teaching. Learners get CI through listening by other competent users of the L2 and via visually reading materials (written texts, books, signs) that surround them. Krashen also mentions if the

message is relevant to their age level and they can personally understand them, ‘grammar learning will naturally occur’. The scholar also notes in his work that the SLA similar to L1 acquisition in the sense that L1 acquisition occurs when children are surrounded by interlocutors (parents or caretakers) and are regularly exposed to L1.

However, many other researchers also claim that little grammatical development is documented in their studies, even with young learners attending immersion programs and regular English-medium schools (Schmidt, 1983; Swain, 1985; Sato, 1990). As a result they conclude that CI is necessary without doubt, but it is only supplementary. Accordingly, some other scholars as well as Krashen outline some other factors for SLA. They particularly mention that motivation to learn, less anxiety level in the classroom, which is also called affective filter by Krashen (1985), the lovely environment which is very engaging and unforgettable, also have their effect on language learning/acquisition (Cummins, 1986; Trueba, 1989). Moreover, some recent scholars (Mohan et al., 2001; Valde’s, 2001; Schlepppegrell, 2004) also conclude that the optimal schooling conditions and the goals and the learning content are nicely balanced for SLA.

According to Krashen, the input is comprehensible when the teacher educators a) slow down the pace of speech and articulates words and sentences clearly b) use high frequency words more and avoids slang and idioms c) use simplified sentences and syntax. The extra-linguistic support, such as the use of realia, visuals, pictures are encouraged in the classroom for the comprehensible input and the acquisition of messages which are little beyond them ($i+1$). Besides, the message should be as interesting and relevant that the language acquirers do not even feel that it is ‘encoded in a foreign language’. The teacher also should revise and recycle the rules and the structures with the students, remind the

already ‘internalized’ materials making sure that there is enough of it. The input also requires a lot of examples (Krashen, 1982).

2.8. Negotiation of Meaning

In the linguistic environment, in the natural communication settings, which can also include modern classrooms, “comes to learners in the midst of oral interaction with one or more interlocutors, rather than as exposure to monologic spoken or written discourse”(Ortega, 2009; p 60). The originator of Interaction hypothesis Long (1980, reviewed and updated in 1996) agreed with Krashen (1985) that learning happens through comprehension, and that the more one comprehends, the more one learns. However, he also believes that the best kind of comprehensible input for learners is the input which is gained through interaction. He also notes that this input is received through the interaction where the interlocutors facilitate the process of fully understanding the message.

By negotiation for meaning, we refer to “a process in which a listener requests message clarification and confirmation and a speaker follows up these requests, often through repeating, elaborating, or simplifying the original message” (Pica, 1994, p. 497). Interlocutors strive to make the input (the message) more comprehensible for each other, that is, to negotiate for meaning. Typically, negotiation episodes begin with clarification requests if misunderstanding is a cause of communication breakdown (whaddya mean? uh? pardon me?), confirmation checks when interlocutor wants to make sure he/she understands what the speaker really means (e.g. you mean X? X and Y, right?).

“Confirmation checks are the complete or partial repetition of the previous speaker’s utterance and serve either to elicit confirmation that the speaker had used and/or understand the previous speaker’s utterance correctly or to dispel the meaning”(Kanno, 1999,p 36).

Example 1: Dave: G

Anna: G?

Example 2: D: Three people are standing in front of the car.

A: In the car?

And comprehension checks if one interlocutor is uncertain whether the other speaker understands the message sent (you know what I mean? do you want me to repeat?). Following the signals of a need to negotiate something, the other interlocutor may confirm understanding or admit his/her misunderstanding, ask for help, repeat the words, try to paraphrase the information (Pica, 1994). This can also be seen in the following dialogue (Gass and Varonis, 1994, p. 296):

Jane: Alright now [reading from the script], above the sun place the squirrel. he's right on top of the sun.

Hiroshi: What is... the word?

Jane: Ok, The sun.

Hiroshi: Yeah, sun, but

Jane: Do you know what the sun is?

Hiroshi: Yes, of course. Wh-what the

Jane: Squirrel. Do you know what a squirrel is?

Hiroshi: No.

Jane: Ok. You've seen them running around on campus. They're little furry animals.

They're short and brown and they eat nuts like crazy.

The previous research studies (Foster, 1998; Gass, Mackey, & Ross-Feldman, 2005; Loewen, 2005) have tried to answer the question whether or not the learners engage in

negotiation for meaning in the classroom, whether or not negotiation happens in learner-learner interaction (Adams, 2007), and whether or not negotiation for meaning results in L2 development in classroom context (Loewen, 2005). Many of them have concluded that negotiation occurs in the L2 classrooms (Gass, Mackey & Ross-Feldman, 2005), and that learners actually benefit from the negotiation for meaning (Loewen, 2005). However, Lyster and Ranta (1997) also pointed out that learners may not perceive the interactional feedback the way it was intended. According to Gass, Mackey, & McDonough (2000), this may be the case for at least a portion of the feedback provided to learners by their interlocutors.

2.9. Comprehensible Output

“The comprehensible output hypothesis states that we acquire language when we attempt to transmit a message but fail and have to try again. Eventually, we arrive at the correct form of our utterance, our conversational partner finally understands, and we acquire the new form we have produced” (Krashen, 1998, p. 1)

A study (Ellis et al., 1994) revealed that comprehensible output was very rare when 42 learners were being examined under three conditions, tasks of vocabulary acquisition. They heard 1) ‘pre-modified’ input (input recorded from a task performed with a native speaker and non-native speaker who could request clarification), 2) interactionally modified input (the non-native speaker could interact with the native speaker student), 3) unmodified input (input recorded from native speaker doing the task with another native speaker student) And only seven of them were engaged in negotiation for meaning, the others were simply following and listening (p. 211).

In response to that Pica (1988) concluded that instances of comprehensible output were "relatively infrequent" (p. 45). In her study of ten one-hour interactions between SLA acquirers, only 87 cases of CO were found, out of which, only 44 cases were found when the non-native ESL learners modified his/her output.

Chapter Three: Methodology

The following chapter discusses the methodology applied in the current research study, i.e. the educational context of the study, the instruments for the data collection procedure and the data analysis. This chapter is based on the following research questions:

1. How successful/effective is communication in a three-way partial immersion program in a context of a child development centre in terms of:

- *Teacher-Student interactions*
- *Opportunities for comprehensible input and output*
- *Negotiation for meaning between teacher-student and student-student interactions (compensation strategies, scaffolding, clarification and confirmation etc.)*

2. What are the parents' and the teachers' attitudes towards early childhood language learning/acquisition?

3.1. Design

Qualitative research methods derive from the social and behavioural sciences. The qualitative methods are used for interviews, discussions, text-analysis, direct observations, diary and journal writings (Dörnyei, 2007). The following study applies the qualitative method because the aim of the research study is to find out the experience of students in the three-way partial immersion program and the teachers and parents' attitudes, and perceptions of the above mentioned program. Consequently, in-context observations were carried out in a development centre, field notes were taken, semi-structured interviews were conducted with the program teachers and the student parents.

3.2. Setting

The research was conducted at a child development centre. The centre offers a child development program for young children at the ages of 3-6. Each day is devoted to one language (Armenian, Russian, and English). The students attend the classes three times a week, and the sessions last three hours a day. There are maximum 8 students in each group. Currently there are 22 students in 4 groups.

3.3. Participants

The following research is a qualitative study. For this reason purposive sampling was chosen where the participants are specially chosen according to common experiences and common characteristics for the study. Therefore, the participants are 3-6 year old children (n=22) attending the development centre. All students are fluent in Armenian, the majority of them is bilingual (Armenian and Russian). Only one student comes from the USA and is fluent in English. There are also teachers (n=3) who teach in the three-way immersion program at the centre. Among participants are also parents (n=20) whose children attend this development centre.

3.4. Data Collection

For the purpose of the current study only qualitative data was collected, consequently, the following instruments were used for the data collection in this setting: observation checklists, one-on-one interview guidelines, audio-recording transcripts.

3.3.1. Observation checklists. Observation checklist was designed to collect qualitative data for the current research study (see Appendix A). The groups were observed according to the content of the checklist.

3.3.2. Interview guidelines. The semi-structured interviews, which are pre-prepared guiding questions were designed for the parents, which contain seven structured questions (see Appendix B) and the teachers who had the opportunity to elaborate on the issues raised in an exploratory manner (Dörnyei, 2007) (see Appendix C). The data collected from the interviews were helpful to answer the second research question and also clarify some patterns found in the observations and the field notes.

3.3.3. Audio recording transcripts. Finally, the third instrument was audio recording transcripts (n=8) which were mainly aimed at increasing the validity of the study and revealing the teacher-student, student-student interactions, negotiation of meaning, and comprehensible input/output.

3.5. Data Analysis. The data were carried out through qualitative methods only. The data was analyzed through identifying the themes in the observation checklists and categorizing the responses of the teachers' and the parents' interviews. The responses were analyzed by comparing/contrasting the answers. Besides, the classroom observations were validated with the audio recordings transcripts. The audio recording transcripts were analyzed according to the checklist.

Chapter Four: Results

This chapter is comprised of the main results drawn from the qualitative and analysis of the collected data, which will try to answer the proposed research questions.

Thus, the observations and the audio recordings were collected to provide answer to the following research question:

How successful/effective is communication in a three-way partial immersion program in a context of a child development centre in terms of:

- *Teacher-Student interactions, Student-Student interactions*
- *Opportunities for comprehensible input and output*
- *Negotiation for meaning between teacher-student and student-student interactions (compensation strategies, scaffolding, clarification and confirmation etc.).*

Both the observations and the audio recordings were analyzed qualitatively. The lessons were audio recorded during the observations to help answer the above mentioned research question.

4.1. Observation Form, Audio Recordings and Interviews

The twenty observations have been conducted in 4 different groups, each group being observed for three times. The lessons have been recorded for 8 times, each group 2 times. One of the recordings is the Russian lesson, the other one is the English lesson. The observation forms consist of 5 identified categories with separate questions which aimed at revealing patterns for the first research question of *how successful/effective is communication in a three-way partial immersion program in a context of a child development centre.*

4.1.1. Teacher-Student Interactions. The teachers interact with children both individually and as a whole group. Depending on the situation, the teacher chooses how to interact with them. For instance, when at the beginning of the lesson, the teachers want to activate the students' prior knowledge or revise the previous material, they mainly interact as a whole group. The interaction mainly takes place through answering the questions in chorus, singing songs etc., whereas, the individual interactions mostly take place during the presentation/practice stage when they learn something new. The teachers approach each student and check whether they need any help. They sometimes ask questions, help them finish the activity, choose the correct materials. Interestingly, the individual interaction mostly takes place during the English and Russian part of the day. As Vygotsky notes (as cited in Pinther, 2005) the teachers prompt them by eliciting the next number or simply giving a visual clue, by pronouncing the next number so that they can continue.

As Armenian is their native language (NL), they grasp the activities and the instructions very well. Consequently, the teachers mostly interact as a group during the first part of the day (when the students are exposed to the Armenian language). The teacher-student interactions are also fostered by the natural setting the teachers themselves create in the classroom.

It is noteworthy that the classes during the second language (L2) and the foreign language (FL) (Russian and English respectively) are conducted mostly in those languages. The NL is very rare during these languages. However, during the classes of very young students (aged 3-4, 3-4.5) Armenian is used to keep them on topic or to control the group.

4.1.2. Student-Student Interactions. Student-student interactions take place very frequently as they do activities which include pair work or group work, student-student

collaboration and they interact with each other. However, while the teacher is monitoring, she can notice that the students interact in their mother tongue at this stage. They use their NL to communicate with each other to finish the activity. As Saunders & O'Brien (2006) also conclude that still it is not very much investigated as to what extent students interact meaningfully in the immersion languages. On the other hand, some evidence shows some students who are already quite fluent in the L2 or FL motivate others to interact with each other. Similarly, Fortune (2001) found out that interaction among those students improves students' target language use.

Besides, some students seem to be comprehension facilitators in the groups of relatively older ones (aged 5-6). In other words, they translate the teacher's instructions into their NL to help their peers understand better.

The students also interact in small group work, pair work activities, collaboration and cooperation activities.

4.1.3. Comprehensible input. As the students are young learners the teachers simplify their language to make the message understandable and comprehensible. They give the instructions step-by-step, sometimes even using L1. But most of the time, the L2 and the FL are used as the activities are also a part of their curriculum and the students are used to doing similar tasks. Therefore, the instructions are received well.

The teachers also implement a lot of visuals and authentic materials to support their comprehension. The teachers also facilitate the students' understanding of the material with body language, particularly gestures and movement and modeling. The technological gadgets are also part of facilitating the students' comprehension. The material use is described below in 4.1.4 Scaffolding.

4.1.4. Scaffolding. To know how effective the communication is between the teacher and the students, the process of scaffolding by the immersion teachers at the following child development centre have been carefully observed. Thus, the teachers' use *verbal* (for language development), *instructional* (instructions for grouping and activity structures) and *procedural* (tools which support learning: realia, visuals, flashcards etc.) scaffolding (Echevarria et al. (2004) & Fortune (2004)). As a result of the observations, we found out that the teachers *provide clear directions*: they give step by step instructions, individual help to each student.

The teachers *clarify the purpose of the activity* that they are doing to raise their consciousness about the actual content. When the topic of the week is the nature, they learn about flora and fauna, how to keep their surrounding neat and clean, how to plant trees or plants and so forth, the teachers explain the reason of doing the particular activity. As the students may not understand the content in the L2 and the FL the explanation part is conducted in their NL.

The teachers *keep the students on task* by calling their names, approaching them individually, helping them to use the language etc. They have their own way of keeping them on task. One of the teachers simply increases her voice pitch, the other teacher does it with her emotions, i.e., trying to stir some interest in the activity first of all, the other teacher tends to count up to five to have the group back.

The teachers *offer assessment to clarify their expectations*. It is notable that this is rather a rare case in this context. However, some of the activities foster assessment as well. For example, the students should finish the activity in order to rescue the princess. When each student finishes his/her part gets a key to the door. When the whole group finish, they

have a pile of keys as their points. The game is already a part of their routine. Therefore, students know the steps very well, and they enjoy the whole process.

The teachers *point out to worthy sources*. They facilitate the students' understanding of the task or the activity by also implementing flashcards, realia, toys and puzzles, didactic games, and also the art and craft that they prepare with the students. The teachers also use the internet to point to the topic or the objects they cannot find at hand.

In all the classes of the four groups the classes are conducted in low anxiety atmosphere. The teachers *reduce the uncertainty, surprise and disappointment* in the lessons. As most of the time their learning happens through didactic games, songs, cartoon watching sessions etc. the students do not feel stressed or any tension during the lessons. However, a few students seem not to like the language changes and they start to misbehave. They usually stay in the hall and do not want to participate in the lesson. The teachers or the parents help them overcome the situation and the students may feel at ease later. In the long run, the lessons are conducted in a friendly atmosphere.

4.1.5. Negotiation of meaning. To begin with, the students negotiate of meaning in the L2 and the FL very frequently during the sessions. Even though some activities are already familiar to them and they know what to do and when, the clarification part is always a part of their lessons. It is worth mentioning that during the Armenian part of the day the students ask content based questions, whereas during the L2 and the FL parts the students negotiate of meaning to clarify something, to comprehend the message, to confirm or compensate the misunderstanding with the teacher or the peers. Moreover, majority of the students already either speak Russian (as a second language) or understand it very well. And

only some students can express themselves in English fluently. The reasons are discussed in the findings revealed from the teacher and parents' interviews.

4.1.5.1. Clarification requests.

In the following part the three languages are separated for the analysis. In other words, the classes in the three languages have been carefully observed to find out the ways the students negotiate for meaning. Therefore, Armenian, Russian and English lessons are analyzed as follows.

According to the observations and the recordings, the students request clarifications in the three languages. For example, in Armenian their requests are not very frequent but they are mostly used to clarify the activities and the teacher instructions. However, in Russian and English, the students want to clarify both the instructions and their misunderstanding. The students seem to be more comfortable with Russian and, moreover, there are more students who are bilinguals. They speak both Armenian and Russian. S: Это? [This?] S: Извините? [Sorry?] S: Я? [me?] and so on. Unlike English lessons, the students mostly grasp the answer in Russian and there is no need to translate into Armenian.

Table 1: *Teacher-Student Interaction*

T/S	<i>Text exchange in English</i>	<i>English translation</i>
T	What pets do you like?	
S	Uh?	
T	What animal?	
S	Aryuts	lion

When the English lessons are concerned, the majority of the students can clarify their misunderstanding on the word level or by showing the objects using body language, however, they also tend to ask clarification requests in Armenian. This is quite common during the lessons. It is worth mentioning that the teachers answer in English with simplified language.

4.1.5.2. Comprehension checks.

Comprehensions checks are requested to confirm whether the students understand the steps of the activities or the tasks they are supposed to finish or the message which they get from songs, cartoons, as well as from the teacher. All the three teachers use comprehension checks during the lessons. As the instructions to the activities are given step-by-step, the teachers ask the question for the steps separately. Consequently, the language of the day is widely used for comprehension checks. The students seem to comprehend the message. The observations indicate that the students answer the questions in the native language (“Arman, what are we doing?” asks the teacher, “Վազում ենք, գտնում ենք թվերը [we are running to find the numbers]” “ok, the numbers”). The teacher infers that they understand. They do not answer in Armenian but keep speaking in English or Russian depending on the language of instruction for the particular day.

On the other hand, there are some situations, especially for the younger ones (3-4 years of age), that the teachers cannot but translate or give the instruction in Armenian not to have any breakdown in the actual lesson. Otherwise, the students start misbehaving as they do not understand what is going on in the classroom.

4.1.5.3. Confirmation checks.

To begin with, the interaction patterns show that the students request for modifications more in Armenian rather than in the foreign languages. The students exchange information mostly with the teacher than with their peers. However, student-student interactions also occur and mostly in Armenian. In some cases, the students competent in the language tend to translate the word or the sentence in their mother tongue to help their peers understand better.

During Armenian part of the day, confirmation checks do not occur or occur but very rarely as they can grasp their native language very well. However, they request confirmation checks in Armenian during the English and Russian parts of the day. In other words, they might utter the word in Armenian and request the teacher to confirm it.

Table 2: *Teacher-Student Interaction*

	<i>English interactions</i>	<i>English translation</i>
T	Which one is big which one is small?	
S	Փոքր?	small?
T	Yes.	
S	big [shows] and small [shows].	

The same way they ask the interlocutor (in this case the teacher) for modifications repeating the complete utterance in Armenian.

Table 3: *Teacher-Student Interaction*

	<i>English interaction</i>	<i>English translation</i>
T	Artur, what animal do you like?	
S	Կենդանիներից ինչ եմ սիրում:	What animal do I like?

Some students also facilitate their peer's understanding again translating into Armenian.

Table 4: *Teacher-Student Interaction*

	<i>English interaction</i>	<i>English translation</i>
T	What color is the fish?	
S	Ասում է ինչ գույնի է ձուկը:	She says what color the fish is.

4.1.5.4. Self-repetition.

In this case both the teachers and the students use self-repetitions to facilitate each others' understanding. This is especially used when the students hesitate to answer or interact during the communication. Consequently, there are two trends according to the observations. The teachers tend to repeat and paraphrase the information and/or they repeat and translate for the students. The students tend to repeat and translate for the teacher or the group.

4.1.5.5. Compensation strategies.

The way that the teachers and the students find ways to compensate their misunderstanding is revealed through the observations, the field notes, the recordings as well as the teacher interviews. According to the above mentioned instruments, the teachers

widely use gestures, visuals, realia to avoid any communication breakdown. They also give the instructions in Armenian at times in case the students have difficulties with comprehending the message. During the interactions, both individual and as a whole class, the teachers tend to ask the question and wait for the answer. Whenever they do not get the answer, they try to say the first letter (Table 5a) or the first syllable of the word (Table 5b) so as to enable the students to grasp the message.

Table 5a: *Compensation Strategies between the Teacher (T) and the Students (S)*

T/S	<i>English Interactions</i>	<i>Compensation Strategy</i>
T	What's this?	
S	Bird	
T	D...	the first letter of the word
S	Dog	

As can be seen above, the student immediately comprehends and answers the teacher's question.

Table 5b: *Compensation Strategies between the Teacher (T) and the Students (S)*

<i>T/S</i>	<i>Russian Interactions</i>	<i>Compensation Strategy</i>	<i>T/S</i>	<i>English translation</i>
T	И бор..., Армен,		T	And da..., Armen
S	бордовый.		S	dark red.
T	а каково цвета твой верблюду? Че...	the first syllable	T	what color is your camel? bl...

S	че, черный.		S	bl..., black
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The teachers also model the conversation or the answer they expect from the students. They give the first example: either word; or the sound of the animal; the expression or simply providing nonverbal support.

4.1.6. Comprehensible output. The students tend to mix languages. During the Armenian sessions, the students tend to mix the other two languages and answer in English or Russian instead of Armenian. The same also happens during Russian and English parts of the day. They are usually words which they are learning in three different languages within the same week. ‘Ես *черепаха*-ի մուլտ եմ տեսել’ [I have seen a *cherepaxa* cartoon](Armenian-Russian); ‘Ես չեմ սիրում акула-ին [I don’t like *akula*]; ‘Т: А это что? [What’s this?] S: *Թռչափ* [Parrot](English-Armenian); it’s a *жираф* (English-Russian); ‘Գնա՛նք *спасать* անենք թագուհուն [let’s go and *rescue* the princess](Armenian-Russian); ‘Մի հատ *триугольник* մնաց [there is one triangle remaining] (Armenian-Russian).

According to the observations, the younger students (3-4) usually take commands and follow the teacher’s instructions. They complete the activities which are already a part of their routine and they know the steps very well. They rarely produce language output. The students are also mostly silent during their native language sessions. Whereas the older students (5-6) are more active and they do produce language competence on the word level ‘Т: Who am I? S: Dentist’, ‘Т: А это? S: Коза’; expressions: T: How do you swim? S: Like a fish; on the sentence level: S: Может я могу тебя помочь?, S: I like dog.

On the other hand, some students are relatively stronger in these languages than others which sometimes inspire the weaker students to utter some words or even sentences in the SL or FL. For example, the student speaks in English and the others are following. Then, suddenly, some of them join the conversation and start talking using some words or expressions trying to express themselves.

To sum up, judging from the observations, the fieldnotes, and the recording transcripts, the overall pictures indicates that communications is effective in the early three-way partial immersion program. But it is worth mentioning that the very young students are still acquiring their first language and they seem to be in the silent period at this stage, consequently we can hardly see effective communication in the L2 and the FL. On the other hand, the interactions are successful in the groups of students from the ages of 4-6. The teachers and the students have their own strategies for negotiation of meaning. The findings suggest that NL (Armenian) is also used for multiple reasons during the languages in instruction and the L2 and the FL are mainly used for on-task topics.

4.2. One-on-one Interviews.

The interviews have been conducted with the teachers (n=3) and the parents (n=30) to provide answers to the second research question of *What are the parents' and teachers' attitudes towards early childhood language learning/acquisition?*

The parent interviews also provide answers to the first research question in terms of *comprehensible output*.

4.2.1 Teacher Interviews. According to the interviews with the teachers, even though children have some common features, each of them is different in a way and their language

learning/acquisition depends on many factors, particularly, *the age, the mother tongue acquisition, the individual differences.*

The teachers mention that age plays a great role on the language acquisition as they can find difference between students who are a few months older from each other. The age difference is mainly about the students willingness to participate in the classes and be on task, that is why most of the time it is difficult to conduct the lessons with very young kids (3-4 years of age).

“There is a huge difference between 3 to 6 year old children and even a lot of differences within some month’s older/younger students.” (Teacher A, Int. #1)

They also note in their interviews that students should have already acquired their mother tongue before being exposed to other languages.

“Children can learn and acquire any foreign language at an early age provided they have already acquired their native language, and they can make sentences and express themselves, in case the child has developed language thinking”. (Teacher C, Int. #3)

The teachers find another factor very important in the acquisition and the language learning process. They note that every child is an individual and they have different attitudes toward languages. Besides they differ from their language learning capacities.

“My experience shows that young children can acquire even three languages simultaneously. But it also depends on individual differences. Some children acquire languages easily, some find it difficult”. (Teacher C, Int. # 3)

All three teachers think that acquiring three languages simultaneously can be both beneficial and problematic for the students. They mention that it is an advantage for young students as they have an opportunity to interact with their peers at an early age, explore different

cultures, look at things from different angles, acquire additive multilingualism, and produce language output and so forth. On the other hand, the teachers note that the students tend to mix the languages.

“[...] Learning three languages can be problematic for them as they can mix the languages. Every word they hear is associated with something. That’s why it’s better learn one language first and reach some level, then start another one”. (Teacher A, Int. # 1)

4.2.2. Parent Interviews. The one-on-one interviews were conducted with the parents to find out more about the students language output and language use outside the centre. Particularly, the interviews were used to provide answer for the both the first and the second research questions. The findings revealed from the parents’ interviews are described as follows. The basic trends are:

- the earlier the better,
- technology and SLA,
- mixing the languages,
- comprehensible output,
- playing with the language.

First of all, quite surprisingly, all the parents who were interviewed mentioned that *the earlier children start acquiring languages, the better for them*. They note some reasons why children should start language learning earlier. Some of them think that children are able to learn languages better at an early age than later in life and they can acquire a lot of information and learn a lot of things due to their capacity to learn foreign languages.

“My child uses mainly Russian at home. But he also watches cartoons in English. I think that at an early age they can absorb a lot of information and that’s why the earlier they start the better for them”. (Parent 2, Int. # 2)

The parents were also asked about their attitudes towards the particular immersion program that their children attend. The majority of the parents find the program beneficial for their children.

“Our child is a monolingual. But after attending the program and after interacting with his group-mates, he has started using some words and expressions in Russian and he sings songs in English. He also catches the meaning when I speak with my sister in English”. (Parent 19, Int. # 19)

The parents widely note in the interviews that *technologies* are a part of their children’s life and they spend some time surfing the Internet and listening to songs, watching cartoons on YouTube, playing games using different applications on their devices and so on. Although some students have restrictions in terms of computer use, the majority of them play with the devices during the day. One parent also mentioned that her child has got a special way of exploring the YouTube.

“She knows the right sequence of the pages on YouTube, and she never forgets it. Every time she follows the sequence of the video pages to find what she is looking for”. (Parent 21, Int. # 21)

Furthermore, there are some views on the devices and the students’ use of technologies and their outcomes on their language acquisition. As it has been mentioned above, the majority of the student participants mostly use iPads or computers at home or outside the centre. One of the parents note:

“I can say from my own experience that my child has learnt a lot from simply watching YouTube videos in English. She has learnt a lot from simply listening”. (Parent 16, Int. # 16)

Some parents give some evidence when their children also *mix the languages*. They note that their children use Russian or Russian words or expressions while speaking Armenian.

“They [the children] mix the languages. She [her child] confuses Russian with English. I can also say that they learn something too”. (Parent 4, Int. #4)

As some students are already bilingual (mostly Armenian and Russian) and multilingual (Armenian, Russian and English), they also tend to code switch during their speech. In this case the child tends to use English words in his regular Armenian speech outside the centre. As it can be seen in this example:

“[...] Our child used to say “Ուզում եմ քելլրիկի finger-ները պաշիկ անել” (“I want to kiss my sister’s fingers”). (Parent 14, Int. # 14)

As it has been mentioned before, there are some students who are already bi- or multilingual and they produce language competence both in the centre and outside. Some students use either Armenian or Russian at home. Besides, some parents state that English is more dominant in their house than Russian as they watch movies, cartoons or songs and other programs in English.

“He uses Russian in general. [...] But he speaks some English when he watches English cartoons”. (Parent 2, Int. # 2)

On the other hand, because some students are still acquiring their NL, they are mainly speaking their mother tongue. The other parents note that their children use words or expressions in English, but they can speak Russian quite fluently as Russian is more dominant at home. It is worth mentioning that they are all fluent Armenian as it is their

native language and they are in an Armenian speaking environment (the kindergarten, the development centre, the parks etc.).

In conclusion, the teachers pay attention to the age of the students, their mother tongue and the individual differences in each child. They try to entertain the younger students (3-4) more as compared to relatively older students (4-6). They make the classroom an authentic setting in order to engage the students in more real life situations. Furthermore, every child is treated individually taking into account their character and some other background characteristics.

One of the teachers believes that she can help students comprehend the material by actually translating into their mother tongue to facilitate their understanding, whereas others do not support this belief.

As to parents' interviews, we found out that some students are already bi- or multi-lingual. They speak either Armenian or Russian, or Armenian and English and one of the languages is more dominant at home. The following statements can be inferred from conversations with parents and teachers:

- starting learning a L2 and FL earlier is better,
- using technologies may speed up SLA,
- children tend to mix the languages,
- children produce some language competence,
 - children play with the languages

Chapter Five: Discussion And Conclusion

The aim of the current chapter is to discuss and summarize the findings of the following qualitative study in order to answer the prior guiding research questions:

1. How successful/effective is communication in a three-way partial immersion program in a context of a child development centre in terms of:

- *Teacher-Student interactions*
- *Opportunities for comprehensible input and output*
- *Negotiation of meaning between teacher-student and student-student interactions*

(compensation strategies, scaffolding, clarification and confirmation etc.)

2. What are the parents' and the teachers' attitudes towards early childhood language learning/acquisition?

5.1 Discussion of Findings

To answer the research questions of the study we tried to find out how effective/successful the communication was in a three-way partial immersion program. The methodology of the study was designed to answer the research questions mentioned above. Observations and the audio-recordings of the lessons and the teacher/parent interviews were carried out to reveal the effectiveness of communication in a three-way partial immersion program. According to the findings, the communication is mostly successful and effective for students at the ages of 4-6, as the teachers can use the L2 or the FL most of the time. The 3-4 aged students still have difficulties with understanding the foreign languages and this particular finding corresponds with the different empirical studies according to which

students at this age still acquire their mother tongue and have relatively limited vocabulary as compared to relatively older children (Kent & Miolo, 1995; Singleton, 2004; Ortega, 2009; Pinter, 2006). Teacher-students interactions are comparatively more frequent than student-student interactions.

The L2 and the FL are mainly used for on-topic tasks. The evidence also indicates that the teachers play a central role in the interactions. They monitor and modify the conversations asking questions, simplifying the speech, creating special strategies to facilitate the students' understanding.

The interactions are mostly as a whole group rather than individual but the teachers have individual interactions to ask questions, negotiate meaning, and provide nonverbal support. In some cases the teachers also use the native language especially during the English sessions when the conversation is not about the actual lesson but concern the behavior of the students or other classroom management issues. Last but not the least, the native language is used more with the younger students (3-4.5 years of age) rather than with the older ones (4.5-6).

Unlike teacher-student interaction, student-student interactions in the L2 or FL are relatively few in number during the lessons. The students are more likely to use their native language to communicate during the foreign language sessions. Besides, some students seem to be comprehension facilitators in the groups of relatively older ones (aged 5-6). In other words, they translate the teacher's instructions into their NL to help their peers understand better.

The teachers use step-by-step instructions, simplified language, fixed routines, and a lot of visuals and realia as comprehensible input. The input is transferred in the way to

facilitate the comprehension. Moreover, the environment is very friendly. The anxiety level is less or almost absent during the classes.

The students negotiate meaning with the teachers in the L2 and the FL very frequently during the sessions. Even though some activities are already familiar to them and they know what to do and when, the clarification part is always a part of their lessons. It is worth mentioning that during the Armenian part of the day the students ask content based questions, whereas during the L2 and the FL parts the students negotiate of meaning to clarify something, to comprehend the message, to confirm or compensate the misunderstanding with the teacher or the peers. Wherever the students have difficulties with understanding something, they tend to ask their questions in their native language. However, the teachers continue speaking in the L2 or FL using simplified language, non-verbal support or the NL in some cases.

The students seem to be more comfortable with Russian and, moreover, there are more students who are bilinguals. They speak both Armenian and Russian. S: Это? [This?] S: Извините? [Sorry?] S: Я? [me?] and so on. Unlike English lessons, the students mostly grasp the answer in Russian and there is no need to translate into Armenian.

The teachers widely use gestures, visuals, realia to avoid any communication breakdown. They also give the instructions in Armenian at times in case the students have difficulties with understanding the message. During the interactions, both individual and as a whole class, the teachers tend to ask the question and wait for the answer. Whenever they do not get the answer, they try to say the first letter or the first syllable of the word so as to enable the students to grasp the answer.

According to the observations and filed notes some students are fluent in Russian and English and they can easily express themselves in those languages. To triangulate the validity of the findings, the parents were asked the question whether their children use L2 and FL outside the centre. According to the answers, many students speak Russian at home, use technologies, such as electronic devices, the Internet (particularly YouTube). Only one student came from the US and is fluent in Armenian and English. As indicated during the interviews, the students tend to use English words in their speech outside the centre, but, unlike Russian, they do not speak English outside the centre.

The teacher/parent interviews also served to find out more about the teachers' and the parents' attitudes towards early childhood language learning/acquisition. It is noteworthy that almost all the parents approve of the program and note that the earlier children start acquiring language the better for them. It can also be inferred that parents intuitively or intentionally agree with some scholar's views about starting language learning 'the earlier the better' (Lally, 2001; Kendall & Alison, 2007). The teachers share their experience and the possible challenges the teachers and the students face. In other words, very young learners are still acquiring their native language and they have speech difficulties in the three languages. But in a nutshell the students' language acquisition depends on various factors, particularly, *the age, the mother tongue acquisition, the individual differences*.

5.2 Pedagogical Implications

This study fills a gap in educational research by examining the effectiveness of communication in an immersion program where students study more than one foreign languages simultaneously. It analyzes the effectiveness of teacher/student, student-student interactions, comprehensible input and the actual output the students produce. It also

investigates the negotiation of meaning between the teachers and the students. It also offers teachers and parents a lens to think about the ways students develop the three languages simultaneously, the age factor and the possible challenges and the opportunities they can have in the program.

As a result of the findings of the study, we can have the following recommendations to the child development centre and to other researchers and educators who are interested in the early partial three-way immersion programs:

- Decrease the NL use during the L2 and FL sessions for younger students (3-4.5).
- Give the students more opportunities to interact meaningfully with each other.
- Decrease the NL use for negotiation of meaning during the L2 and FL sessions.
- Use more didactic games for the students from 5-6 years of age.

5.3 Limitations and Delimitations

There were some restrictions in the current study which were beyond my control. First of all, the program only exists one year and there are few groups and few children enrolled in the program (the maximum number of students is five in each group). There were two groups of children aged 3-4.5 and two groups of children aged 4.5-6 whereas the larger group size might have influenced on the results and help us generalize the outcomes. Besides, the lessons were not allowed to be video-recorded and we were obliged to choose audio-recordings. Finally, some of the recordings were not full lessons because of some classroom management issues.

There were also delimitations which set a boundary on the findings. The delimitations of the study are the following: the particular early immersion program was chosen because it was new and had never been investigated for a research study in Armenia. And the results of

the study could be generalized to population enrolled in early immersion programs studying two or more languages simultaneously in kindergarten or child development centers.

5.4 Suggestions for Further research

As the following qualitative study was carried out in a short period of time (two months), it was not possible to know how the students will grow in terms of the competence in the three languages. This study might generate a new idea for further longitudinal research study to find out more about the comprehensible output, the students language acquisition and the changes over time.

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Appendices

Appendix A

COMMENTS	CRITERIA
	<p>Scaffolding: provides clear directions</p> <p>clarifies purpose</p> <p>keeps students on task</p> <p>offers assessment to clarify expectations</p> <p>points students to worthy sources</p> <p>reduces uncertainty, surprise and disappointment</p> <p>delivers efficiency.</p>
	<p>Negotiation of Meaning between T/S and S/S</p> <p>Clarification requests</p> <p>Confirmation checks</p> <p>Comprehension checks</p> <p>Self-repetition</p> <p>Other repetition</p> <p>Compensation strategies</p>
	<p>Materials for Comprehensible input</p> <p>Visuals/Printables (Computer use)</p> <p>Realea</p>
	<p>Opportunities for Comprehensible Output</p>
	<p>T/S interactions</p>

	<p>Pseudo-interactions between T/Ss</p> <p>T/S interaction individually</p> <p>S/S interactions</p>
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Appendix B

Location: Child development centre

One-on-one interview with the teachers

Questions referring to the language of the students.

- Can young learners acquire languages at an early age [3-6]?
- Can young learners acquire languages simultaneously [learning three languages at the same time]?

Questions referring to the partial three-way immersion program

- Is exposure to three languages simultaneously challenging for the children?
Explain why and how?

Questions referring to the teaching methods

- What do you do when you do not understand your students or they don't understand you?
- How do the students negotiate meaning with you?
- What strategies do you use to avoid communication breakdown?

Questions referring to T/S and S/S interaction

- How important are the T/S and S/S interactions in the classroom for young learners?
- How much interaction takes place between you and your students [at the child development centre with the young learners]?
- How do you interact with your students? Individually or as a whole class?

Questions referring to comprehensible input / comprehensible output

- How do you provide opportunities for the students to receive comprehensible input? What materials do you use?
- Do the students produce any comprehensible output at this age [3-6]? Is there any difference among students ranging from 3 to 6 in terms of producing CO?

Appendix C

One-on one interview with parents

- How old is your child?
- How many children have you got? What are their age?
- What programs do they attend? Why?
- Do you think children can acquire languages at an early age?
- Do you think ‘the earlier the better’ is the right choice for young learners?
- What is your opinion of the three-way immersion program where students are exposed to three languages and the majority of the day is conducted in the target language?
- Do you have any evidence of your child using any languages outside the centre?
can you explain the reason (the child is bi/multilingual/ it is the outcome of the program(s))?

Appendix D

Transcript 1 English

Number of kids: 5

Age: 4.5- 6

	Content	Interact.	Dur.
T	What's your name?	T/S	10 sec.
S1	My name's Narek.	T/S	
S2	Hello.	T/S	
T	No. What's your name?	T/S	7 sec.
S2	Anna	T/S	
T	How old are you?	T/S	
S2	I'm five.	T/S	
S1	How are you?	T/S	
S2	I'm fine.	T/S	
T	Hello.	T/S	
S3	Hello.	T/S	
T	What's YOUR name?	T/S	15 sec.
S3	My name's Davit.	T/S	
T	How are you?	T/S	
S3	I'm fine.	T/S	
T	Now ask her.	T/S	10 sec.
T	How are you?	T/S	
T/ S3	How are you?	T/S	
S4	I'm fine.	T/S	
T	Ask Ann.	T/S	
S4	Hello.	T/S	8 sec.
S4	How are you?	T/S	
S5	I'm fine.	T/S	
T	How old are you?	T/S	
T	How old are you?	T/S	
S2	I'm five.	T/S	
T	Now ask Arman.	T/S	17 sec.
S2	How are you, Anna?	T/S	
S1	I'm five.	T/S	
T	No. I'm fine.	T/S	
S1	I'm fine.	T/S	

T	Ok. Let's revise the animals. Are you ready?	All	8 sec.
Ss	Yees.	All	
T	What is this?	All	
Ss	Cat	All	
T	No. It's a cow.	All	
S	Cow	All	
T	This?	All	
Ss	Cat, puppy, dog	All	
S	I love dog.	All	
T	What animal do you like? Do you like dog?	All	11 sec.
S	Giraffe.	All	
T	Ok	All	
T	Marie, what do YOU like?	T/S	
S	I like dog.	T/S	
T	Arman, what do you like?	T/S	
S2	Kendanineric inch em sirum?	T/S	
T	Yes.	T/S	
S2	Tiger	T/S	
T	This is a ...	T/S	3 sec.
Ss	Cow	All	
T	What voice does it make?	All	3 sec.
T/ S	Muuu	All	
T	What's this?	All	15 sec.
S	Sheep.	All	
T	Right. What's this? This is a ...	All	
Ss	Pig.	All	
T	What voice...[the Ss shout]	All	
Ss	Oink, oink	All	
T	What's this?	All	
S	It's a cat.	All	
T	And these?	All	
S	Kittens	All	
T	Ok, children. Now we are doing the actions. Are you ready?	All	1.03 min.
Ss	Yees.	All	
T	Fly like a bird! Swim like a fish! Up and down! Yes. Up and down! Hop! Hop like a rabbit!	All	
S	[do the actions]	All	
T	[plays the music]	All	
S	[Sing the song, and do the actions]	All	
S	We love pets. We love pets. Big and small, yes, we love them all. We love pets	All	

T	Aro, menk inch enk xosel ancats dasin? Du xostumd petq e pahes. [Aro, what did you promise last time? You need to keep your word.]	All	7 sec.
S	Uhum.	All	
T	Arman, go back, please.	All	2 sec.
T	Thank you everyone. Now can you stand in a circle now? Ok. Well done.	All	
T	Arman, go back please.	T/S	
S	Big dog, little dog... yellow. Orange, blue and green.	All	1.05 min.
T	No we are gonna watch the cartoon guys. Come here, please. Arman, Anna, come here. Could you please bring your chairs with you. Ok, thank you. Now put them near the screen. Ok. Well, nos sit down, guys. Thanks. We are watching the cartoon. Are you ready?		66 sec.
Ss	Yeees. Nayum enk?		
T	Yes, we are watching now. 1, 2, 3. Here we go!		

Transcript 2 English

Number of kids: 5

Age: 4.5-6

	Content	Interact.	Dur.
T	Let's see how many of the animals you remember. Let's go, Dav.	T/S	17 sec.
T	It's a.. [k]	T/S	
S1	cat	T/S	1 sec.
T	Cat, m, mon...	T/S	
S1	monkey	T/S	1 sec.
S1	horse	T/S	
T	Horse, right and...	T/S	2 sec.
S1	Giraffe.	T/S	
S1	Zebra, rabbit	T/S	2 sec.
T	Zebra. Is it big or small? Is it big or small?	T/S	8 sec.
Ss	It's big.	T/S	
T	Ok. Collect all the cards. Collect all the crads.	T/S	
S1	Es havakum em.	T/S	3 sec.
S2	Es havakeci.	T/S	
T	Bring it please. Thank you. That's all? Ok, now come here. Oook. Can you find here a circle? In this classroom. What is circle in this classroom? Davit, what is circle in this classroom?	All	30 sec.

S3	Indz card chtvecik?	S/T	3 sec.
S4	Hima havakum enk.	S/T	3 sec.
T	Ok, thank you. Right. What else is circle? What else is circle? Yes, the sign is circle. The clock is circle. What else is circle?	All	20 sec.
S	Ays kloraky.	All	
T	Yes, table is circle. What else is circle? What else is circle?	All	
S	This	All	1 sec.
T	No, it's not a circle. What else? Ok, The desk is circle.	All	
T	Ok, now five things which are rectangle. Rectangle. What is rectangle? The board is rectangle. The board. What else is rectangle? No, it's not. It's a	All	24 sec.
S	Square	All	1 sec.
T	It's a square. Fine. What else is rectangle? Right. The heating system's a rectangle.	All	20 sec.
	Rectangle.	All	
S	The door.	All	
T	Yes, the door is rectangle. Look! Arman's glasses are rectangle. Ok, look at the TV.	All	
Ss	TV, TV. Rectangle.	S/S	
T	Now find. Davit, stand up. Now find squares. Squares. What is a square? Right, it's a square. What else is a square? Right. What else? No, it's a rectangle, Arman. The box is square. What else? Yes, right, it's a square. Um,well, it's a square. Well, this is a square. What else? Well. No, the TV is	All	63 sec
S1	Rectangle.	All	
S	Es?	S/T	
T	Yes! This is square. Ok, well, can you find five things which are rectangle.	All	13 sec.
S	This?	S/T	
T	Yes, it's a rectangle. I wanted to say a triangle, sorry guys. Can you find triangles? Right, here you are.	All	16 sec.
S	Es et Erankyun a.	S/T	
T	Yes, Arman, this is a triangle.	T/S	
T	This is a triangle, this is a rectangle, this is a square, this is a circle	All	11 sec.
Ss	Triangle, rectangle, square, circle.	All	4 sec.
T	What's this, Dav?	T/S	
S2	It's a triangle.	All	3 sec.
T/ S	No, it's a rectangle.	All	
S	Rectangle.	All	1 sec.
T	What is this?	All	3 sec.
Ss	Circle.	All	
T	What is this, Anna?	All	3 sec.
T	This?	All	

S	Square [Ss shout]	All	1 sec.
T	Ok, thank you. Now come here. Come here.	All	7 sec.
S	Dzuk.	S1	
T	Yes, it's a fish.	T, S1	3 sec.
S	That's snake.	S2, S3	
T	Tomato is a ? Is it a square?	All	4 sec.
S	Pomidor.	S4	
T	Tomato. Ok, is it a square? It is a ... cir	All	4 sec.
Ss	Circle [shouting]	All	
T	Circle. What about the nest?	All	
S	The nest.	S5	1 sec.
T	The nest is	All	
Ss	Circle.	All	1 sec.
T	What is the next?	All	3 sec.
S	Cherry	S1, 2	
T	Yes, the cherry is	All	3 sec.
Ss	Circle	All	1 sec.
T	Ok, What about the watermelon?	All	
S	It's circle.	All	2 sec.
T	Watermelon is oval.	All	
S	Pingvin a.	S3	1 sec.
S	Es kamac a kaylum getnin. Senc a kaylum.	S4	10 sec.
T	Oh, look, we have	All	
S	Triangle	S2, S3	1 sec.
T	The shells are	All	
S	Triangle.	All	1 sec.
T	Ok, look again, we have a triangle. What about the beak?	All	
S	Miss. Anna	S3	
T	Yes	T	4 sec.
S	Ba es inch kendani a?	S3	
T	It's a lizard.	T	4 sec.
S	Lizard. Ka, amen guyni el ka	S3, S4	7 sec.
T	Yes.	T	
S	Inchi vra kangni ir guyny kpoxi.	S4	
T	Ok, well, let's go on. Porky pie.	All	8 sec.
S	Motikanum a...	S3, S4	
T	Ok, what are these?	All	5 sec.
S	Dog.	All	
T	Yes	All	
Ss	Sobaka. Sobaka	S4, S5	2 sec.
T	Dog. It's a dog.	All	
S	Spider.	All	
S	Spider, en vor trnum a saghin ktsum a en mardun dra hamar	S1	10

	spanum en.		sec.
T	Well. It's a. It's a bat. bat	All	
S	[Ss speak in chorus. In Armenian]	All	
T	Bolord xosum ek miazhamanak. Erb vor meky xosum e, Arman, myusnery lsum en, lav? Lav? Lsi, mi asa ha, lsi, meky verjacum e, nor myusn e xosum. Heto du es xosum Arman, lav?	All	39 sec.
S	Lav. Asum ei vor sardy gnum a ktsum a e mardun.	S/T	
T	Haskacank, Arman. Lsecinq. Ok? Ok. Let's go on. Look!, We have a star	T/S	15 sec.
S	Star	S3, S4	
T	Uhu, it's again a star	All	
S	Spider is a star	All	
T	Yeah, spider has a shape of star. And the sunflower has a shape of star. The flower has a shape of star. Well, ok. What are these?	All	15 sec.
S	Circle. Circle	All	2 sec.
T	Look again	All	
S	Lizard.	S1	1 sec.
S	Miss Anna. What's this?	S/T	5 sec.
S	Snake.	T, S1	
T	This? It's a... it's a goat, I think. Well. Look! This is a deer.	All	10 sec.
S	Eghnik.	All	
T	What color are they?	All	4 sec.
S	Red and black.	S3, S4	
T	Right, the spots are black. It's a...	All	4 sec.
S	Vagr	S1	
T	Ti...	All	1 sec.
S	Tiger [shouting]	All	
S	It's black and	S2	3 sec.
T	What color? Yellow and	All	4 sec.
S	Tigery gites inch e anum?	S1, S2	
T	Wow. Ok, look, this is a	All	4 sec.
S	Snake.	All	
T	What color is the snake.	All	4 sec.
S	Black and yellow.	All	
S	Brown	All	1 sec.
S	What's this?	All	
T	I don't know.	All	2 sec.
S	Pigh a	S5	
T	noo	T/S	1 sec.
S	Ba es?	S/T	
T	It's a snake. It's a zebra,	All	5 sec.
S	Papugay.	All	
T	Hmm. Butterfly. Butterfly. Look, it's a frog. Ok, well, let's go	All	11

	on. Look we have a		sec.
S	Cow	S1, S2, S3	
T	Cow	All	
S	Butterfly.	All	
T	Yeah, they are nice. You like butterfly? Yes. Lilit, what's your favorite animal? You like butterfly? It is your favourite one? What else do you like? What animals do you like?	All	30 sec.
S	Cats and dog.	All	
T	Artur, what animals do you like?	All	7 sec.
S	Ummm. Odz.	All	
T	You love snake.	All	2 sec.
S	Snake.	S1, S2	
T	Only snake, Artur?	T, S1	3 sec.
S	I hate snake.	S2	
T	Really? You hate snakes? What about you? Only snakes? Well. Manan, what animal do you like? You don't know? No?	T/S	13 sec.
S	Dog	All	
T	Do you like dog? You like or not? Davit, do you like or not?	All	10 sec.
S	Uhum	All	
T	You like it.	All	2 sec.
S	Pingvin, Pingvin.	All	
T	Yeah, penguin. Penguin. And a, and a ?	All	6 sec.
S	Rabbit.	All	
T	Yes	All	1 sec.
S	Panda	All	
T	Yes, let's go on. It's a hippo. Again lizard.	All	7 sec.
S	Hippo, Lizard.	All	
S	[Ss are speaking over each other]	All	
S	Miss Anna, Miss Anna, entegh odz er nkarats.	S/T	6 sec.
T	Arman, did you hear that she was talking?	T/S	
T	In English Lilit. Yesterday...	T/S4	5 sec.
S	Yesterday, herustacuycov kendaniner ein cuyc talis.	S4/T	
T	Yesterday, you watched animal program? Yes.	T/S4	7 sec.
S	Yes, with play station.	S4, T	
T	With play station? You watched a program or you played a game?	T, S4	10 sec.
S	[The student continues in Armenian] ...program	All	
T	Ok, Davit, where do hippos live?	S3	5 sec.
S	In water	All	
T	Only in water? Also live in, it also lives in, on the land, right? It lives both in water and on the land. OK.	All	13 sec.
S	Puzzle!	All	
T	Yes, it's a puzzle. Ok, Artur, listen to me.	All	6 sec.

S	Es puzzle chem karughanum xagham.	All	
T	You can. Here we have some shapes. You have a circle, a triangle, a rectangle and a square. And we have objects. You need to match, match objects with the shapes. For example, it's a cone. We make ice cream with a cone. Ok? So, I. Arman. Sit, please. You are gonna work as a group. Yes. When I say start, you will start working. One, two, three, Start. Arman, please sit in a way so that others can see. Lilit, you should turn it to see the objects and the figures. Start, do it.	All	63 sec.
S	Group?	All	
S	Miss Anna	S2,T	1 sec.
S	Circle	S3, T	
T	Yes, it's a circle.	T, S3	3 sec.
S	Miss Anna.	S2, T	
T	Now you are working in a group. Finish it, we will check it together.	All	10 sec.
S	Miss Anna, es chem karum.	S4, T	
T	You can. Ok, go on. Ok, great. Artur, yes, yes, it is. Uhu, right.	All	10 sec.
T	Miss Anna, it's a star.	T, S	
S	Triangle	Ss	
S	Yes. That's an oval.	S1, S2	
T	Aha, right, Artur. What shape is this? Rec...	T, S	7 sec.
S	Rectangle.	All	
T	This one?	All	1 sec.
S	Cricle.	All	
T	Ok, great, wonderful. Good job, Lilit. Ok, well. What else?	All	9 sec.
S	Miss Anna, snake and cow.	S1, T	
T	Right, it's a cow	T, S1	3 sec.
S	Miss Anna, I made it again.	S2, T	
T	Well done. What shape is that, Lilit?	T, S2	5 sec.
S	Square	S2	
T	Right.	All	1 sec.
T	It's a di... diamond.	All	
S	Anna	S3	
T	Great job, Artur. It's a lion, Try to find out the other part, Arman.	T, S5, S4	12 sec.
S	Dimond.	S4, T	
T	Great, it's a diamond. Right. It's a kite. It has the shape of a diamond.	All	13 sec.
T	Great job, go on. Yes, lightning. It has a shape of	All	
S	Circle	All	1 sec.
T	Circle? Noo, can you find the shape? No, no.	All	8 sec.
S	Es hastate s.	All	
T	Rectangle. Hima ktam lav, Dav? Artur, go on.	All	8 sec.

S	Imn em uzum. Es.		
T	Right, Artur, what shape is this? Right. It's a rectangle.		7 sec.
S	Rectangle.	All	
T	The aquarium is a rectangle. Now, let's look at davit's shapes, so kite is a diamond, this is circle, this is a cone, ice cream is a cone. It has a shape of cone. Star, What about this?	All	27 sec.
S	Nayi, Astgh, Astgh.	S2, S3	3 sec.
S	Star.	All	
T	This is a diamond.	All	2 sec.
S	[Ss talk to each other in Armenian]	All	
T	Now let's look at Artur's pictures. So, this is...then	All	8 sec.
S	Circle, oval, triangle	All	
T	It's not a triangle	All	3 sec.
S	Triangle.	All	
T	It's not a triangle. Rec...	All	4 sec.
S	Rectangle.	All	
T	And... O	All	2 sec.
S	Oval	All	
T	Ok, wonderful! Come here. Ok, you go there, please.		10 sec.
S	Havakvum enk?	S1	
T	No. Go there davit, stand up and go there. Come here Artur.	T	10 sec.
S	Gnum enk.	S1	
T	No. What does Lilit have? Rec...	All	6 sec.
S	Rectangle.	All	
T	What is this?	All	2 sec.
S	Acquarium.	S5	
T	What is this?	T, S5	2 sec.
S	Snake, lion, square,	S5,T	
T	Ok, thank you everyone. Now collect the cards, please. Collect the puzzles, please.	All	14 sec.
S	Gnum enk?	S1	
T	No, not yet.	T, S1	2 sec.
S	Tesar inchkan havaqeci, Ba es? Es el havakeci,	All	
T	Collect them all, please. Artur bring it to me, please. Can you bring the book? Thank you. Now let's ...	All	17 sec.
S	Thank you.	All	
T	Now let's sing little bit, then we'll continue. No, without chairs.	All	12 sec.
S	With this?	All	
T	No, without chairs. Thank you.	All	4 sec.

Transcript 3

Number of kids: 5

Age: 4-6

	Content	Interact.	Dur.
T	Можно я посмотрю? Очень хорошо.	All	6 sec.
S	Es im@ chi. Aha. Aro, Aro...	S1	
S	Я не могу это сделать.	S2, T	5 sec.
T	Ты же можешь это сделать. Ты можешь.	T, S2	
S	А так можно?	S4, T	3 sec
T	Да. Давай Аревик.	T, S4	
S	Mi hat indz el ogni.	S5, T	5 sec.
T	Что это, Арам?	T, S4	
S	Я не могу.	S5, T	2 sec.
T	А почему не можешь? Ты можешь с карандашом.	T, S5	7 sec.
S	Estegh srich ka?	All	
T	Да. Какого цвета? Каково цвета? ...О...	All	7 sec.
S	Оранжевый.	All	
T	Арам, какого цвета твой верблюд?	T, S1	5 sec.
S	Красный.	S1	
T	Красный, молодец. Каково цвета твой верблюд?	T, S1	6 sec.
S	Фиолетовый.	S1, T	
T	Молодец. А каково цвета твой верблюд?	T, S2	6 sec.
S	Фиолетовый.	S2	
T	Фиолетовый о пять? Это фиолетовый? Неет. Это красный и И чер...	T, S2	13 sec.
S	Черный.	S2	
T	Каково цвета твой верблюд? Каково цвета?	S3	6 sec.
S	Asuma inch guyn a.	S4	
T	О...	T, S3	
S	Оранжевый.	S3	1 sec.
T	А каково цвета твой верблюд?	T, S5	5 sec.
S	Фиолетовый.	S5	
T	И бор..., бордовый. Армен, а каково цвета твой верблюд? Че...	T, S5	11 sec.
S	че, черный.	S5	
T	Хорошо, черного цвета. Хорошо. Давай, опять, каково цвета твой верблюд?	T, S1	13 sec.
S	Красный.	S1	
T	Только красного цвета? Красный и	T, S1	5 sec.
S	Красный и сиреновый. И голубой.	S1	
T	И голубой.	T, S1	1 sec.
S	и зеленый.	T, S1	

T	И зеленоый.	All	1 sec.
T	Нет, только не с маркером, пожалуйста. Бери карандаш у раскрасивай с карандашом. А какого цвета твой верблюд? Красный, Оранжевый, Фиолетовый. Нет. Нет. Нет.	All	
S	сиреновый.	S2	1sec.
T	Молодец, Арам. Армине, а какого цвета твой верблюд?	All	6 sec.
S	Красный,	S2	
T	Красный и...	T, S2	1 sec.
S	черный.	S2	
S	Miss Alla, es es, Miss Alla, nayi...	S4	3 sec.
T	Подажди пожалуйста.	T, S4	
S	Isk tun tanelu enq?	S4	3 sec.
T	Потому что я	T, S4	
S	Isk inchi tun chenk tanelu?	S4	3 sec.
T	Потому что я...	T, S2	
S	Ha bayc inchi chek talu rapakan?	S4	4 sec.
T	нет папка должна остатса здесь.	All	
T	А какого цвета твой верблюд?	T, S3	3 sec.
S	Sa tun chenk tanelu.	S1	
S	Оранжевый	S3	1 sec.
T	Молодец. А какого цвета твой верблюд? Алекс.	S4	
S	А как то это что?	All	2 sec.
T	У вас всех есть папки, знаете? Я потом я покажу ваши папки. Хорошо? Давайте, сейчас раскрасиваем. Мы немножко поиграем сегодня. Хорошо?	All	13 sec.
S	Да.	All	
T	А сейчас, давайте, раскрасиваете, Армен. Я считаю до десяти, бы должен все раскрасивать. Хорошо? Раз, два, три, Армен какого цвета твой верблюд?	All	13 sec.
T	Синий? Си...	All	
S	Сиреновый.	All	1 sec.
T	Сиреновый.	All	
T	А твой верблюд? какого цвета твой верблюд? О... Оро	All	6 sec.
S	Оранжевый.	All	
T	Хорошо. Я считаю до десяти, бы должен все раскрасивать. Хорошо? Один, два, три, раскрасибай. 4, 5, 6, 7, 8, и половина, 9 и 10. Уже 10.	All	15 sec.
S	Один, два, три, четыре, пять, шесть, семь, восемь...	All	
T	Кто закончил?	All	1 sec.
S	Я. Я.	All	
T	Ладно. Сейчас, давай вспомним. Анна, отпусти. Положили ручки, положили ручки на стол.	All	8 sec.
S	Гнум ем	T	
T	Куда? Ааа, хорошо. Жначит положили ручки на стол. Анна, содис пожалуйста, Алекс, цодис, содис, Арам, содис,	S1	43 sec.

	положи это. Алекс, nstecir. Положи карандаш сюда. Спасибо большое. Алекс, положи карандаш. Вот так. Армен, положи карандаш. Спасибо большое. Аро, положи карандаш, положи. Вот смотри я положу.		
S	Et im mot er?	All	
S	Es chem. Drel,	All	2 sec.
T	Ничего, ничего	All	
S	Es estegh nerkel em.	S2	3 sec.
T	Давайте вспомним. Армен, шшшш. Кто это? Это...	All	
S	Лев, Леев.	All	2 sec.
T	Где живет лев?	All	
S	Лев? В Африке.в Африке живет.	S1, S2, S3	5 sec.
S	Ba es?	All	
T	А это?	All	1 sec.
S	Горилла.	S3	
T	Это горилла или, Армен. Или... Обезьяна. Что?	All	4 sec.
S	Обезьяна. Обезана.	All	
T	Что это?	All	1 sec.
S	Обезана.	S3	
T	Обезьяна. Анна? Обезьяна. Арам, садись. Это касается тебе? Нет. А это? Кто это? Вы знаете.	All	7 sec.
S	Зайчик	All	
T	Заяц, или, кро... кро... кролик	All	3 sec.
S	кролик	All	
T	Арам? Анна? Армен? Алекс? Аро?	All	4 sec.
S	Заяц.	All	
T	Кролик.	All	1 sec.
S	Зайчик.	All	
S	Заяц.	All	1 sec.
T	Армен? Кро...	All	
S	Кролик.	All	1 sec.
T	А это?	All	
S	Собака.	All	1 sec.
T	Анна, кто?	All	
S	Собака.	All	1 sec.
T	Армен?	All	
S	Шобака.	All	1 sec.
T	Собака.	All	
S	Шобака, шобака, собака.	All	2 sec.
T	Молодец. А это?	All	
S	Собака .	All	1 sec.
T	Собака или?	All	
S	Кошка. Кошка боится с собакой.	All	3 sec.
T	Провильно. Анна.	S1	

S	Кошка. Кошка, Кошка, Кошка,	All	3 sec.
T	Алекс?	S1	
S	Кошка,	All	1 sec.
T	Молодцы, хорошо. А кто это?	All	
S	Dzi.	All	1 sec.
T	Дзи на армянском, а на русском? Ло...	S2	
S	Лошадь.	All	1 sec.
T	Лошадь. Правильно.	S2	
S	Лошадь. Лошадь. Лошадь. Лошадь.	All	4 sec.
T	Молодцы.	All	
S	А это?	All	1 sec.
T	Крыса.	All	
S	Крыса?	All	1 sec.
S	Нет, это лиса.	All	
T	Правильно Арам, это лиса. А где живет лиса.	All	4 sec.
S	Лису.	All	
T	В лису, правильно. Хорошо. Кто это?	All	3 sec.
S	Лиса. Лиса. Лиса. Лиса.	All	
T	А это?	All	1 sec.
S	Черепаха. Черепаха. Черепаха. Черепаха. Черепаха.	All	
S	Черепашки ниндзя.	S4	2 sec.
T	Да. Черепаха. Давайте вспомним какие животные здесь есть.	All	4 sec.
S	Черепаха. Лев, горилла,	All	3 sec.
T	потом	All	
S	Лев	All	1 sec.
T	Лев, молодец	All	
S	Черепаха, собака, кролик, лиса, кошка, лиса,	All	4 sec.
T	Молодец, потом?	All	
S	aghves	All	1 sec.
T	Я уже сняла лису. Лиса, потом?	S4	
S	Обезана.	All	1 sec.
T	Обезьяна. Анна, ты посмотрела. Обезьяна, хорошо. Еще?	All	
S	Заяц. Заяц.	All	2 sec.
T	Все?	All	
S	Лев.	All	1 sec.
T	Молодец.	All	
T	И еще? Ло...	All	2 sec.
S	Лошадь.	All	
T	Давайте сейчас посмотрим.	All	1 sec.
T	Анна, давай, твоя очередь.	All	
S	Черепаха, обезьяна	All	2 sec.
T	Молодчина, потом?	All	
S	Заяц, aghves.	All	2 sec.
T	Кто живет в лесу?	All	

S	Лиса.	All	1 sec.
S	Ba es chasesi.	T	
T	Kases. Не твоя очередь.	S1	3 sec.
S	Лев	All	
T	Все, Анна?	S1	1 sec.
S	Да.	T	
T	Еще собака, кошка. А теперь твоя очередь. Арам.	All	7 sec.
S	Лошадь, лиса, черепаха, кошка, собака,	All	
T	Лошадь, лиса, молодец, не твоя очередь. Подожди, пожалуйста. Это лошадь, это обезьяна.	All	11 sec.
S	Черепаха,	All	
T	Хорошо. Мяу, Мяу.	All	2 sec.
S	Кошка.	S1, S2, S3	
T	Подожди, это не твоя очередь. Кошка. Правильно. Молодец, собака. Хорошо. О токой большой.	S4	14 sec.
T	А на русском? О...	All	
S	Обезьяна. Обезьяна.	All	2 sec.
T	Молодец. А это?	All	
S	Лев.	All	1 sec.
T	Молодец. Арам, твоя очередь.	S3, S4	
S	Черепаха, лев, зайчик	All	3 sec.
T	Молодец, потом.	All	
S	Аса. Горилла.	S1, S2	2 sec.
T	Не твоя очередь.	T, S1	
S	Горелла.	S2	1 sec.
T	Что горелла. Горилла	T, S2	
S	Горилла.	S2	1 sec.
T	Потом.	All	
S	Кошка.	S4	1 sec.
T	Кошка боится...	All	
S1	Собакой.	All	1 sec.
S 2	Ba es chasesi.	T	
S 3	Горилла, лев.	All	2 sec.
T	Сейчас твоя очередь.	S3	
S	Лошадь	All	1 sec.
T	потом	All	
S	Черепаха	All	
T	Анна. Черепаха, потом. Черепаха, потом, молодец. Анна это не твоя очередь. Подожди.	S4	9 sec.
S1	Обезьяна. Кошка. Собака.	All	
S2	Заяц.	All	2 sec.
T	Анна, не твоя же очередь.	All	
S3	Солнце?	All	1 sec.
T	Ли, Ли...	All	

S	Лиса.	All	1 sec.
S	Карік.	All	
T	Обезьяна у л...	All	2 sec.
S	Лев.	All	
T	Молодец. Алекс, твоя очередь.	S3	3 sec.
S	Черепаха.	All	
T	Потом.	S3	1 sec.
S	Лошадь.	All	
T	Потом.	S3	1 sec.
S	Обезьянка.	All	
T	Правильно. Обезьяна.	S3	2 sec.
S	Мяу.	All	
T	Ко...	All	
S	Кошка	All	1 sec.
S	k-ov a sksvum.	S4	1 sec,
T	Еще?	All	
S2	Лиса	S4	1 sec.
S4	Haf-haf.	All	
T	Со...	All	
S	собака	All	1 sec.
T	И... и... ле...	All	
S	Кролик, лев.	All	1 sec.
T	Молодец. Очень умные.	All	
S	И я? И я?	All	1 sec.
T	Все умные. Все умные.	All	
S	Обезьяна. лев. собака, кролик, кошка	All	4 sec.
T	Ко..., еще? Потом? Ло...	All	
S	Лошадь	All	1 sec.
T	Спасибо. Теперь принесите стуля, пожалуйста.	All	
S	Arman, atory tar mi koghm, es el nstem. Cavacnum es. Miss Alla, khangarum a Annan. Es uzum em	All	10 sec.
T	Подажите. Устали, Устали. Алекс, подажди. Иди сюда. Иди сюда. Вот так. садись сюда. Иди сюда Арман. Теперь будет удобно?	All	13 sec.
S	Нет.	All	
T	А здесь? Иди сюда. Алекс, подажди, садись сюда. садись сюда, от сюда будет видно. Алекс, садись сюда, пожалуйста. Alex, nstir aystegh ha, khndrum em. Да, сейчац будем смотреть черепаха. И будем петь песеньку, ладно?	All	26 sec.
S	Ладно.	All	
S	Chem tesnum es. Es el chem tesnum. Es el chem tesnum.	All	8 sec.
T	А вы помните, какие животные у нас есть в мультфильме? А вы помните?	All	
S	Черепаха	All	1 sec.
T	Черепаха и?	All	

S	И лев. Лев	All	
T	Встань и немножко иди назад. Mi qich het gna, An.		6 sec.
S	Es el chem tesnum. Es tesnum em. Es che tenum.	S1, S2, S3	
T	А здесь хорошо?	All	2 sec.
S	Es el karam gam etegh.	All	
S	Я не вижу.	All	2 sec.
T	Почвму не видиш Арам? Все же видно.	All	
T	Вы слышали где живет львенок? Где живет львенок?	All	8 sec.
S	Черепаха?	All	
T	А? Вы не слышали? Дажайте еще раз усышем. Еще раз усышем.	All	10 sec.
S	В Африке.	All	
T	В Африке. Молодцы. В Африке.	All	3 sec.
S	Мяу.	All	
T	Кого он видел?	All	2 sec.
S	Черепаху.	All	
T	Большую черепаху. Маленькую черепаху или большую черепаху?	All	10 sec.
S	Большую. Большую.	All	
T	Ваус inqy ira aghjikn er.	All	2 sec.
S	Черепаха. Я на солнышке лежу. Все лежу.	All	
T	Давайте послушаем, хорошо? Анна, давайте послушаем. Что сделает черепаха?	All	11 sec.
S	Поет.	All	
T	Черепаха лежал и?	All	2 sec.
S	Поет.	All	
T	Пел песенку.	All	
S	Я на солнышке сию, Я на солнышко гляжу...Все сию и сию-у И на солнышко гляжу. -Не "сию", а "лежу"...-Это ты лежишь, а я сию!Носорог-рог-рог идет, Крокодил-дил-дил плывет. Только я все сию И на солнышко гляжу...-И всетаки надо петь - "лежу"! -И-и-и рааз...Я на солнышке лежу, Я на солнышко гляжу... Все лежу и лежу И на солнышко гляжу.	All	60
T	Что любит львенок? Лежать?	All	3 sec.
S	Неет.	All	
T	А что любит? Петь?	All	2 sec.
S	Нет.	All	
T	А что любит?	All	2 sec.
S	Он любит бегать.	All	
T	Правильно, и еще?	All	2 sec.
S	И еще...сидеть.	All	
T	Правильно, сидеть и бегать, да?	All	3 sec.
S	Даа.	All	

T	Давайте еще раз.	All	
S	Я на солнышке сижу, Я на солнышко гляжу...Все сижу и сижу-у И на солнышко гляжу. -Не "сижу", а "лежу"...-Это ты лежишь, а я сижу! Носорог-рог-рог идет, Крокодил-дил-дил плывет. Только я все сижу И на солнышко гляжу...-И все таки надо петь - "лежу"! -И-и-и рааз...Я на солнышке лежу, Я на солнышко гляжу... Все лежу и лежу. И на солнышко гляжу.	All	60 sec.
T	Давайте.	All	
S	Носорог-рог-рог идет, Крокодил-дил-дил плывет. Только я все сижу И на солнышко гляжу...-И все таки надо петь - "лежу"! -И-и-и рааз...Я на солнышке лежу, Я на солнышко гляжу... Все лежу и лежу. И на солнышко гляжу.	All	55 sec.
T	Nayi inch em anut.	All	
S	А когда они растались?	All	3 sec.
T	В ночью.	All	
S	Хорошо. Молодец.	All	
T	Носорог-рог-рог идет, Крокодил-дил-дил плывет. Только я все сижу И на солнышко гляжу...-И все таки надо петь - "лежу"! -И-и-и рааз...Я на солнышке лежу, Я на солнышко гляжу... Все лежу и лежу. И на солнышко гляжу.	All	55 sec.
S	Молодцы. Хорошо. Давайте сейчас	All	
T	Es khmbum amenakhelokn ov a?	All	3 sec.
S	Скажем потом, хорошо?	All	
T	Es?	All	1 sec.
S	Кто это? Давайте сделаем круг. Армен садись сюда. Иди сюда.	All	
T	Армен	All	1 sec.
S	Армен и Арман. Анна, иди ко мне, пожалуйста. Армен, иди сюда. Кто это, знаете?	All	
T	Kov.	All	1 sec.
S	Ко...	All	
T	Корова.	All	1 sec.
S	Корова, молодцы.	All	
T	Что дает корова. И он любит...	All	3 sec.
S	Значит что это?	All	
T	Корова. Корова.	All	2 sec.
S	Давайте вместе скажем. Корова. Корова. Корова. Корова.	All	
T	Алекс. Корова. Корова дает...	All	3 sec.
S	молоко	All	
T	А это?	All	1 sec.
S	Коза.	All	
T	Арман	All	1 sec.

T	Коза.	All	
S	Алекс.	All	1 sec.
T	Коза.	All	
S	Анна	All	1 sec.
T	Коза.	All	
S	Армен.	All	1 sec.
T	Коза.	All	
S	Это? Ов...	All	1 sec.
T	Овца. Овца, Овца.	All	
S	Это?	All	1 sec.
T	Badik.	All	
S	Гусь.	All	1 sec.
T	Гусь.	All	
S	Это?	All	1 sec.
T	Aklog.	All	
S	Нет. Это на армянском. Ку...	All	3 sec.
T	Курица.	All	
S	Арман, Алекс, Арам, Амен, Анна.	All	3 sec.
T	Это?	All	
S	Свинья.	All	1 sec.
T	Mi hat indz lsi, heto du kases, ha? Свинья.	All	
S	Свинья.	All	1 sec.
T	Хорошо.	All	
S	Hima verjасnum enk Armen.	All	3 sec.
T	Сейчас поиграем игру.	All	
S	Арам, давай, вставай. Вставай. Армен бери карту. Кто это?	All	7 sec.
T	Овца.	All	
S	Бери одну карту. Бери одну карту. Армен. Аа. Кто это?	All	7 sec.
T	Корова.	All	
S	Карова, молодец. Кто это, кто помнит?	All	5 sec.
T	Носорог-рог-рог...	All	
S	Овца.	All	1 sec.
T	Овца? Овца? Или?	All	
S	Коза.	All	1 sec.
T	Арман твоя очередь. Кто это? Корова?	All	
S	Гусь.	All	1 sec.
T	Армен, кто это?	All	
S	Гусь.	All	1 sec.
T	Хорошо.	All	
S	Носорог-рог-рог...	All	1 sec.
T	Кто это?	All	
S	Овца.	All	1 sec.
T	Давай посмотри. Свинь...	All	
S	Свинья.	All	1 sec.
T	Давайте пойдем спосем принцессу. Давайте пойдем спосем	All	

	принцессу. Алекс, Армен. Да?		
S	Да...	All	
T	Скорей. Скорей.	All	2 sec.
S	Скорей. Скорей.	All	
T	Стали в очередь.	All	2 sec.
S	Arman, dir estegh.	All	
T	Стали в очередь.	All	2 sec.
S	Стали в очередь.	All	
T	Иди сюда.	All	1 sec.
S	Спасем принцессу.	All	
T	Арман, хочешь пойти первый?	All	
S	Да. Подожди. Подожди. Армен, мы должны стать в очередь. Когда идет твоя очередь, потом пойдешь, хорошо? Давай, иди сюда. Иди сюда. Вот так. Нет это. Это. Хорошо. Молодец. Хорошо. Ов...	All	27 sec.
T	Коза, Курица. Гусь.Свинья, Корова. Овца.	All	
S	Gna het. Inch?	All	2 sec.
T	Es chem aselu.	All	
S	Почему, Армен? Ты должны освободить принцессу. Знаешь? А для этого нам нужно ключ. А для этого нам нужно ключ. Хорошо. Потом.	All	20 sec.
T	Коза, Курица. Гусь.Свинья, Корова. И Овца.	All	
S	Иди Армен, твоя очередь.	All	3 sec.
T	Ches haskanum ay tgha jan, sa princesan a, piti gnang azatenk.	All	
S	Ba iranq ovqer en.	All	
T	Menk bolors el piti azatenk. Miss Allain piti azatenk. Banalinern a talis.	All	8 sec.
S	Miss Alla. Miss Alla. А у меня нету.	T	
T	А у тебя нету? Вот.	S1	3 sec.
S	Освободитесь. Спаситесь. Спасибо большое.	All	
T	У меня нету.	All	2 sec.
S	Я тебя дала. Я всем дала.	All	
T	Сейчас собрали карты пожалуйста. Стали. Хорошо.	All	5 sec.

Transcript 4

Number of kids:

Age: 3-4.5

	Content	Interact.	Dur./ sec.
T	А что это?		
S	Чайник.		
S	Миска		
T	А все вместе...посуда.		
S	Посуда.		
T	Принеси со стола ложку.		
S	Dzer mi tur.		
T	А что я попросила? Чайник положи на стол.		
S	Да.		
T	Ты что положила?		
S	Сахар.		
T	Положите стул, пожалуйста.		
S	Я хочу зеленый стул.		
S	А здесь очень много место.		
S	Может я могу вам помочь?		
T	Спасибо. А теперь давайте спасать принцессу.		
S	Gnanq sprasats anenq princesiain.		
S	Ты будешь принцессу?		
T	Да, я буду принцессу.		
T	Спасибо, вы меня спасли.		
S	Незачто.		
S	А где же Профедора?		
T	А она бежала.		
S	Зачем?		
T	Потому что она...		
T	Можешь достать?		
S	Могу, могу.		
S	Я тоже хочу достать.		
T	А это кто?		
S	Бабушка Федора.		
T	Вот смотрите все грязные.		
S	Фу, фу.		
S	Дай твой руку.		
S	Я хочу немножко спать.		
T	Видите теперь как чисто?		
S	Vonc maqur dardzav?		
T	Sa inch patker e?		

S	Курица.		
S	Karogha питух lini.		
T	Sa inch patker e?		
S	Roboti e nman.		
S	Mi hat тригольник mнас.		

Transcript 5

Number of kids:

Age: 3-4.5

	Content	Interact.	Dur./ sec.
T	Вот так звезда	All	6
S	звезда	All	1
T	Артур, что это? Что это?	All	3
S	звезда	All	1
S	Звезда, 3, 3... звезда	All	2
T	Аро, что это? Все вместе	All	4
S	Звезда, звезда, звезда, звезда	All	6
T	Что это?	All	1
S	звезда	All	1
T	Arman, vonc es arel, keghtotel es sa?	All	5
S	Es chem arel.	All	2
T	Это луна. Что это?	All	1
S	Луна. (5x)	All	
T/ S	Все вместе. Луна. Луна. Луна. Луна.	All	6
T	А это что?	All	2
S	Звезда.	All	1
T	Молодец, Анна. А это что?	All	4
S	Луна.	All	1
T	Молодец. А сейчас только Арман. А это что?	All	7
S	Луна.	All	1
T	Арман, что это?	All	2
S	Звезда.	All	1
T	А это?	All	1
S	Луна.	All	1
T	Что это?	All	1
S	Звезда.	All	
T	Только Армен.	All	2
S	Звезда.	All	
T	А это что, Давид.	All	2
S	Луна.	All	
T	А это что?	All	2
S	Звезда.	All	
T	Молодец. А что уже. Кто знает?	All	4
S	Солнце.	All	
T	Молодец, Тигран.	All	4
S	Es el aseci. Es el aseci.	All	

T	Да я знаю. Молодец. Какого цвета солнце?	All	8
S	Красный.	All	
T	Красного цвета? Нет. О..	All	6
S	Оранжевый.	All	
T	Да, Оранжевого цвета. Оранжевая солнце, оранжевая луна, оранжевая море. Оранжевый верблюд. Помнили?	All	14
S	Да.	All	
T	Это солнце, а это что?	All	4
S	Луна	All	
T	А это что?	All	2
S	Звезда.	All	
T	А это?	All	1
S	Солнце.	All	
T	Арман, не сделай. Что это? Только Лилит. Давай Лилит. Что это?	All	2
S	Звезда. Луна. Солнце.	All	
T	Солн-це. Солн-це.	All	5
S	Солнце.	All	
T	Молодец. А сейчас Тигран. Тигран, что это?	All	8
S	Звезда.	All	
T	А это что?	All	4
S	Луна.	All	
T	Луна?	All	1
S	Солнце.	All	
T	Солнце. А это что?	All	5
S	Луна.	All	
T	Молодчина. Арман, что это?	All	6
S	Луна. Звезда. Солнце.	All	
T	Молодец. Очень хорошо. Армен, что это?	All	6
S	Звезда. Луна.	All	
T	Солн	All	1
S	Солнце.	All	
T	Хорошо. Анна, сейчас ты. Ан, что это?	All	6
S	Солнце.	All	
T	А это? З...	All	3
S	Звезда. Луна. Ba solnce chasesi.	All	
T	Сказала.	All	1
S	Солнце.	All	
T	А сейчас. Вы знаете что это? Никто не знает что это?	All	9
S	Барабан.	All	
T	А ну ка посмотри, что это Арман?	All	5
S	Ба...	All	
T	Нет. Это река. Река. Река.	All	4
S	Grum a, vor senc es anum grum a. inch mets a dzuky.	All	
T	Baci,	All	1

S	Ha, senc petk a anem nor?	All	
T	Лилит, садись.	All	2
S	Садись.	All	
S	Inchov ases grum a.	All	4
T	Shh. Это что?	All	
S	Луна.	All	1
T	Река.	All	
S	Река.	All	1
T	Что это? Что?	All	
S	Река. (5)	All	1
T	Молодчина.	All	
T	Лилит, что это? Лу...	S1	3
S	Луна,		
T	А это? Ре...		2
S	Река.	S1	
T	Со		1
S	Солнце.		
T	З...		1
S	Звезда.		
T	Молодец.	S2	1
S	Арман.	S4	
S	Звезда, луна, река, солнце.	All	4
T	Молодчина. Армен, что это?	S3	
S	Луна, свезда, река, солнце.	All	4
T	Очень хорошо, даже очень, очень хорошо. Сейчас ты.	S4,S5	
S	Луна, солнце, река,	All	2
S	А это? з	S4	
T	Звезда. Арман. Хорошо. А сейчас пойдём на озеро. Озеро. Кто нибуд бывал в озере Севан?	S4	4
S	Севан?	T	
T	Да.	S3	
S	Sevan mi angam em gnacel mer ynkneri het.	All	5
S	Es chem. gnacel	All	
S	Es el em gnacel.	All	2
T	Ой, очень хорошая. Это мама купила?	All	5
S	Да.	All	1
T	Очень хорошая.	All	
S	Salfetka ka?	All	2
S	Salfetka chi andzerocik	S1, S2	
T	Duk hima indz khangarum ek.	All	4
S	Es chem. Khosum.	All	
S	Khangarum?	All	1
S	Aha. Anna, gna Shushanic uzi.	S	
T	Armen, vonc en andzerocik khndrum?	S3	5
S	Asum en Shushanik jan mi hat andzerocik ktas? Ktaq? Mi hat	S3	15

	andzerocik ktak?		
S	Armen, motd pahi, qitd eli kga.	S3	
T	Armen, du arden indz khangarum es, aragacru.	S3	7
S	Aghby entegh er.	All	
T	Entegh cher, myus pati tak nayir. Etegh che.	S3	8
S	Es e.	All	
S	Astegh.	All	1
T	Что это?	All	
S	Река.	All	1
T	Нет, это озеро.	All	
S	Озеро	All	1
T	Озеро.	All	
S	Армен, что это?	All	1
T	Озеро.	All	
S	Анна, что это?	All	1
T	Озеро.	All	
S	Арман, что это?	All	1
T	Озеро.	All	
S	Лилит , что это?	All	1
T	Озеро.	All	
S	Тигран, что это?	All	1
T	Озеро.	All	
S	А это что?	All	1
T	Река.	All	
S	А это что?	All	1
T	Солнце.	All	
S	А это что?	All	1
T	Луна.	All	
S	А это что?	All	1
T	Звезда.	All	
S	Молодцы, очень хорошо.	All	3
T	А это уже? Кто знает это это? Это океан.	All	
S	Океан?	All	1
T	Да. Давайте садитесь.	All	
S	Du khi es tac? Khi es tac, Arman? Ari estegh. Shogum es?	All	6
T	Okean es gnacel em.	All	
S	Ira payusaki mej knayem.	All	4
T	Анна, садись. Арман. Арман. А это что?	All	
S	Океан.	All	6
T	Океан.	All	
S	Океан gnacel em.	All	2
S	Tsov?	All	
T	Нет, океан очень большой.	All	4
S	Я не был.	All	

T	Анна, что это?	S1	2
S	Океан.	All	
T	Что это, Лилит.	S2	2
S	Океан.	All	
T	Армен, что это?	S3	2
S	Океан,	All	
T	А это что? Ре...	All	2
S	Река.	All	
T	Река. А это?	All	2
S	Океан.	All	
T	Нет это, о...	All	1
S	Озеро.	All	
T	А это что?	All	2
S	Луна, луна.	All	
T	А это что?	All	2
S	Солнце.	All	
T	Молодцы. А сейчас вы готовы пойти освободить принцессу?	All	11
S	Да.	All	
T	Но, у нас другие сейчас правила. Я показываю картинки у вы говорите, хорошо?	All	16
S	Да.	All	
T	Начинаем. Лилит. Что это? Что это?	S2	4
S	Солнце.	All	
T	Лу	All	1
S	Луна.	All	
T	Озе...	All	1
S	Озеро.	All	
T	Океан.	All	1
S	Арман.	All	
T	Звезда, океан, луна, озеро. Река.	All	3
S	Океан.	All	
T	Молодец, хорошо.	All	2
S	Луна, солнце,	All	
T	Ре...	All	1
S	река	All	
T	О...	All	1
S	Озеро.	All	
T	Озеро. Озеро.	All	2
S	О...	All	
T	Океан.	All	1
S	Тигран. Лу...	All	
T	Луна, солнце,	All	2
S	Ре... Тиграан.	All	
T	Река.	All	1

S	Река.	All	
T	Озеро,	All	1
S	Озеро, и?	All	
T	Океан.	All	1
S	Анна. Ре...	All	
T	Река, Луна, солнце, звезда.	All	3
S	О...	All	
T	озеро	All	1
S	Океан.	All	
T	Не, это не океан.	All	2
S	Асел ем.	All	
T	Ты сказала океан?	All	2
S	Да.	All	
T	Следующая.	All	1
S	[Мультфильм]	All	
T	Что это?	All	1
S	Ежик.	All	
T	Науеген а?	All	1
S	Нет.	All	
T	Ruseren?	All	1
S	Да. Смотрите, цветок. Где она? Где она? Она в лесу. Смотрите, миллионов звезд. Лягушка. Где лягушка? Кто это?	All	16
T	Лягушка.	All	
S	Бабочка, смотрите. Смотрите, он полибает цветы. Смотрите, моленькое озеро. Бабочка. Смотрите, они поливают цветы, они поливают вес лес. Ой, улитка. А это насикомое. Где они?	All	33
T	Они в лесу.	All	
S	Они в лесу.	All	1
T	Они поливают лес. А кто помог торка? Тигран, кто помог торка? Как его завут. Ба...	All	17
S	Батарейка.	All	
T	Да, Батарейка. Хорошо.	All	2
S	Что это?	All	
T	Лунаа.	All	1
S	Правильно. В ночью появляется луна.	All	
T	Кто эти.	All	1
S	Звезда.	All	
T	Звезды.	All	1
S	Подождите. Khaghum enk?	All	
T	Будем петь.	All	1
S	Hima inch enk anelu?	All	
T	Садись Ан.	All	1
S	В траве сидел кузнечик, Цовсем как огуречик, Зеленый	All	1.52

	он был. Предсатвьте себе, совсем как огуречик. Предсравте себе как огуречик. Зелененькуй был. Он ел одну лушь травку, не трогал и козявку и с мухами дружил. Предсавьте себе, не трогал и козявку. Предсавьте себе, и смухами дружил. Но вот пришла лягушку, прожорливое брюшко. Предсавьте себе, и съела кузнеца. Не думал, ни гадал он, никак не ожидал он такого вот конца.		
S/ T	В траве сидел кузнечик, Цовсем как огуречик, Зеленый он был. Предсатвьте себе, совсем как огуречик. Предсравте себе как огуречик. Зелененькуй был. Он ел одну лушь травку, не трогал и козявку и с мухами дружил. Предсавьте себе, не трогал и козявку. Предсавьте себе, и смухами дружил. Но вот пришла лягушку, прожорливое брюшко. Предсавьте себе, и съела кузнеца. Не думал, ни гадал он, никак не ожидал он такого вот конца.	All	1.52
S	От улыбки хмурый день светлей, От улыбки в небе радуга проснется, Поделись улыбкою своей И она к тебе не раз еще вернется И тогда наверняка вдруг запляшут облака И кузнечик запиликает на скрипке. С голубого ручейка начинается река Ну а дружба начинается с улыбки С голубого ручейка начинается река. Ну а дружба начинается с улыбки. От улыбки солнечной одной Перестанет плакать самый грустный дождик. Сонный лес простится с тишиной. И захлопает в зеленые ладоши. И тогда наверняка вдруг запляшут облака. И кузнечик запиликает на скрипке. С голубого ручейка начинается река. Ну а дружба начинается с улыбки. С голубого ручейка начинается река. Ну а дружба начинается с улыбки	All	2.16
	Et khaghaliky tveq, es miss Annain tam. Duq tesnum ek u daje chek lsum.	All	17
S	Облака. [Песня]	All	
T	Давайте послушаем еще раз. Просто слушаете, да?	All	8
S	Да.	All	
S	О облака.	All	1
T	Хорошо. Сейчас, лилит иди ко мне. Что это?	All	
S	Звезда.	All	1
T	Смотри, у тебя тоже есть звезда. В маечки у тебя есть звезда.	All	10
S	Sra degghinn el unem.	All	

T	Иди Арман. Иди ко мне. Это звездочка. Это очень очень большая, смотрите, это луна, это звезда	All	14
S	Это тоже большая.	All	
T	Да, это большая.	All	2
S	Es sirum em.	All	
T	А это что?	All	2
S	Земля.	All	
T	Да. Вот здесь мы живем.	All	3
S	А это что?	All	
T	Это?	All	1
S	Да.	All	
T	Это... М...	All	1
S	Это луна.	All	
T	Луна? Да, это луна.	All	2
S	Ваус sa kanach guyni a.	All	
T	Kanach? Нет, это не зеленая. А что это?	All	1
S	Земля.	All	1
T	Это луна, а это земля. А это что? Как вы думаете?	All	
S	Это солнце.	All	9
T	Правильно, Тигран.	All	
S	А это что?	All	2
T	Эти планеты. Сколько планеты есть?	All	
S	Четыре.	All	1
S	Нет, смотрите. Один, два, три, четыре, пять, шесть, семь, восемь, девять, десять.	All	15
T	Один, два, три, четыре, пять, шесть, семь, восемь, девять, десять.	All	
T	На какой планете мы живем?	All	5
S	Здесь?	All	
S	Здесь?	All	1
T	Да, вот здесь.	All	
S	Kapuyt guyni e?	All	2
T	Да.	All	
T	А как это называется?	All	2
S	Земля.	All	
S	Да.	All	1
T	Солнце очень большое.	All	
S	Arevy shat shat mets a.	All	4
S	Vor arevy gnum alusinn a galis.	All	

T	Солнце заходит, появляется что?	S4, S5	4
S	Луна.	T	
S	Это солнце.	T	1
T	Да, это солнце, это очень большая. И очень жарко. А это что?	All	8
S	Планета Земля.	T	
S	А это тоже Земля.	T	4
S	Es el a Zemlya.	T	
S	А это луна. Очень большая.	T	4
T	Правильно.	All	
T	А когда появляется Луна? Утром?	All	7
S	Нет. Появляется что значит?	All	
T	Вот смотри. Когда появляется Луна?	All	7
S	Ночью.	All	
T	Когда появляется Солнце? Утром.	All	7
S	Утром.	All	
T	Луна появляется ночью. А солнце появляется утром.	All	8
S	А земля?	All	
T	Земля всегда там.	All	1
S	Ba es inch a?	All	
T	Это?	All	2
S	Луна. Спроси 'что это'? Спроси.	All	
T	Что это?	All	7
S	Один, два, три...	All	
T	Когда появляется Солнце? Ут...	All	5
S	Утром.	All	
T	Когда появляется Луна?	All	3
S	Утром.	All	
T	Неет. Утром появляется Солнце.	All	4
S	Ba es inch a?	All	
T	Луна.	All	1
S	Армен, когда появляется Солнце?	All	
T	Луна.	All	4
S	Нет. Утром.	All	
T	Лилит, когда появляется Солнце? Когда появляется Луна?	All	11
S	Утром. Ночью.	All	
T	Bauc mery es a yndhameny. Es prosto asum em menk enk sa arel.	All	16

S	Che, srank bolory nuyn en, ughaki tarber tegheric en arel. Tra hamar mi qich tarber en.	All	
T	А эти что? З...	All	2
S	Звезды.	All	
T	А это что что?	All	2
S	Эти?	All	
T	Да.	All	1
S	Звезды.	All	
T	Что это?	All	1
S	Земля.	All	
T	Земля, правильно.	All	1
S	Хорошо.	All	
T	Звезда, луна, океан, река, звезда, солнце, Земля.	All	11
S	Tstesutyun.	All	
T	Chenk gnum hima.	All	2
S	Chenk gnum hima?	T	
T	Давайте собрали вещи.	All	3
S	Идите назад. Кто должен поставить стулья на место? Поставьте стулья на место, потом идите. Поставь вот сюда.	All	10
T	Ага.	All	
S	Спасибо большое. Лилит, спасибо.	S2	3
T	Пока.	T	
S	До свидания.	All	1

Transcript 6

Number of kids: 6

Age: 4.5-5

	Content	Interact.	Dur./ sec.
T	How are you David? I am...	S1	6
S	I'm fine.		
T	Gor, asa vor hima harnelu es Gevorgin. I am fine. Es harnem gevorgin?	S1	8
S	Uhum.		
T	Gevorg, how are you?	S2	5
S	I'm fine.		
T	Can you ask Martik?	S2	5
S	How are you?	S2, S3	
T	Now you ask Gor.	S3	5
S	How are you?	S3, S1	
T	I'm fine. Well, ok. Don't get serious. Ok, fine. What animals do you remember?	All	5
S	Penguin.	All	
T	What else?	All	1
S	Zebra,	All	
S	Bayc es [not understood] chem gnum.	All	5
T	[laughing]	All	
S	Tiger, dog,	All	2
T	What else? Wonderful.	All	
S	Cat	All	1
T	Right. What else?	All	
S	Monkey.	All	1
S	Черепахи.	All	
T	Черепахи. Vonc er angleren?	All	3
S	Turtle.	S4	
S	Es tenc el gitei	S3	2
T	Turtle, right, wonderful. What else?	All	
T	That's it, right. So what is it?	All	4
S	Turtle.	All	
T	Is it a turtle?	All	2
S	Pig.	All	
T	Don't sway please, Alex. Sona, what is it?	S5	3
S	Pig.	All	
T	Simon, what is it?	S6	2

S	Pig.	All	
T	Wonderful. What color is it?	All	4
S	Pig.	All	
T	What color is it? Is it green? Maybe red or...pi...	All	7
S	Pink.	All	
T	Right. What is it?	All	3
S	Monkey. Monkey.	All	
T	What color is it?	All	3
S	Brown.	All	
T	What does it like? Ba...	All	5
S	Banana.	All	
T	Right.	All	1
T	What is it?	All	
S	Dog.	All	1
T	Sona, what is it? Gor.	All	
S	Dog, Dog	All	2
T	What color is our dog?	All	
S	White and black.	All	2
S	Bayc es tesel em.	All	
T	Yes, you saw. So, what is it?	All	7
S	Cat.	All	
T	What noise does it make? Meaw	All	9
S	Meaw.	All	
T	What does it like eating.	All	6
S	Fish.	All	
T	Right.	All	1
S	Who swims?	All	
T	Fish.	All	1
S	Right.	All	
T	What is it?	All	1
S	Черепаха.	All	
T	It is in Russian.	All	2
S	Turtle	S3, S2	
T	What color is it?	All	
S	Green.	All	1
T	Green, it's right. Is it fast or slow?	All	
S	It's slow.	All	2
S	Inky kamac a kaylum [Armenian]	All	
T	Right, it's very slow. Slow.	All	3
S	Napastakner kan.	All	
T	Ok, what is it?	All	3
S	Turtle,	All	
S	Черепаха [Russian]	All	1
T	It's Russian.	All	
S	Turtle.	All	1

T	Right. What is it?	All	
S	Giraffe.	All	1
T	Great. Is it short or tall?	All	
S	Tall.	All	1
T	Very tall.	All	
T	What is it?	All	
S	It's a giraffe. It's a giraffe. Giraffe. Giraffe.	S1, S2, S3, S4	6
T	What is it, Gor?	S5	3
S	Giraffe.	All	
T	I can't hear you.	S5	3
S	Giraffe.	All	
T	It's very tall. Tall.	All	4
S	Shat mets a eli [Armenian]	All	
T	Penguin. Alex, don't do it.	S6	5
S	Penguin.	All	
T	What color is our penguin?	All	3
S	White and black.	All	
S	Es aseci.	T	1
T	Yes you said. Now count one, two	S2	
S	One, two, three.	All	
T	No, one, two, one, two. One, two, one. Simon, Gor and Mane go there. Gevorg, Alex and Martik go there.	All	24
S	Kangnum enk, ayo ayo. Erek hogi enk.	All	
T	Gor, come here. Now I'm gonna put the crads in different places. Martik, listen to me. So. Martik. So, I'm gonna put the cards in different places. Each of you should go and bring one card. Es asum em bary duq vazum ek, gnum gtum ek. Ok?	All	45
S	Yes.	All	
T	So.	All	
S	Inky es kamandum a khaghum. Menk enk che haghtelu, che?	All	12
T	Alex, lsum es indz? Es khmbum arajiny gnum en Sonan u Simony. Erkrordy, Gorn u Martiky, errordy Alexn u Gevorgy. Let's start. One, two and three. Go and find Giraffe.	All	31
S	Giraffe, giraffe, giraffe.	S	
	Wonderful, great job! Come back. Come Gor and martik. One two, three, Go and find Dog. [Laughing]	T	
S	Dog, dog.	All	2
T	Wonderful. Gor, is it a dog?	S3, S4	
S	Dog.	All	1
T	No it's not a dog. It's a turtle. Simon. No, it's a turtle.	S4, S1	
S	Du gna.	All	1
T	One, two, three, go and find cat.	All	
S	Yeeeeee.	All	1
T	Ok. Gevorg, one point to you. Vochinch, tesel ei.	All	

S	Haghtel a, haghtel a, es el em haghtel.	All	5
T	Simon. It's your turn. One, two, three. Go and find monkey.	All	
S	[Screaming]	All	
T	Great job. Come Gor. One, two, three, Turtle.	All	8
S	Turtle. Turtle, Turtle. Ari, estegh a. Arag, arag.	All	
T	Noo. Right. What is it?	All	3
S	Turtle.	All	
S	Gor, what is it?	All	2
S	Turtle.	All	
T	Right. Come here. Uremn espes, ete hima aghmkelu ek, el chenk khaghalu. Come here Gevorg, Sona. Gor, come to your place. One, two, three. Go and find penguin. Right.	All	33
S	[Screaming]	All	
T	That's ok. Come back. Sona, Simon, come back. One, two, three. Go and find...what is it, Simon? What is it?	All	45
S	Pig.	All	
T	Bring it. So what is it?	All	3
s	Pig.	All	
T	This is for you. Ok, let's count how many cards you have. Alex.	All	15
S	Menk haghtel enk.	All	
T	Sona, in English. One...	All	3
S	Say how many cards you have.	All	
T	One, two, three, four. Simon.	All	4
S	One, two, three.	All	
T	So this group is the winner.	All	4
S	Eeee.	All	
T	Simon, vochinch, myus angam el duk khaghtek.	All	5
S	Menk enk haghtel, menk enk haghtel. Yaaas.	All	
S	Duk eik meghavor, duq arag cheik gnum. Stoop.	All	9
S	Nayek, miss Sonan inch e grel.	All	
T	Gor, Alex, Simon, stand there.	All	5
S	Gevorg, qo jury ur a?	All	
S	Estegh a.	All	1
T	Ok, stand up, come here. Let's make a circle.	All	
S	We love pets, we love pets, big and small hey, we love them all. I see a rabbit, I see a cat, I see a turtle, hey look at that. I see a fish swimming in a bowl, I see a dog digging in a hole. We love pets.	All	53
T	Ok, let's go on.	All	
T	It's a triangle chant. Triangle. Triangle. I see a triangle. Look a triangle. Clap, clap, clap	All	23
S	It's a triangle chant. Triangle. Triangle. I see a triangle. Look a triangle. Clap, clap, clap	All	
T	This is a big dog.	All	3
S	This is a little dog. Big, big, big,	All	

T	Little.	All	1
S	Little, Little [Screaming].	All	
T	Now show me a big dog. Who can show me a big dog?	All	7
S	Big dooog.	All	
T	Big dog.	All	2
S	Big dog, dog.	All	
T	Alex, stand up, Simon, stand up. And listen to me please. Show me a big dog. Very big dog. Now show me a very little dog. Big dog, Simon.	All	13
S	Big, Big.	All	
T	And small.	All	2
S	Small.	All	
S	Little little, little	All	1
T	Ok, wonderful.	All	
	Sona, why are you here? Ok, we have blue, we have	All	14
S	Green, blue, yellow, orange.	All	
T	Colors.	All	1
S	Yellow, orange, blue and green. Es yellow em. Yes blue.	All	
T	You want to be yellow? Ok.	All	5
S	Blue.	All	
T	Ok, take blue.	All	2
S	Blue.	All	
T	You also blue. Yellow. You are orange.	All	7
S	Yellow, orange, blue and green, blue and green. [Screaming]	All	
T	Stand here, Gevorg.	All	2
S	Yellow, orange, blue and green, blue and green. Yellow, orange, blue and green, Colors. Colors. Colors.	All	23
T	Who is yellow? You are yellow. What color are you? You are orange. What color are you.	All	23
S	Blue.	All	
T	Ok. Chem lsum qez. Noric.[Armenian] You are green. You are yellow. Show me your yellow. Once more.	S3, S4, S5,S6	56
S	Yellow, orange, blue and green, blue and green. Yellow, orange, blue and green, Colors. Colors. Colors. Yellow, orange, blue and green, blue and green. Yellow, orange, blue and green, Colors. Colors. Colors.	All	
T	What color are you?	All	
S	Yellow. Orange. Blue. Green. Green. Blue.	All	7
T	Ok. Give them to me.	All	
S	Fly like a bird.	All	3
T	Let me see you fly. Fly like a bird.	All	
S	Let me see you fly.	All	5
T	Fly, fly, fly like a bird.	All	
S	Let me see you fly. Let me see you hop.	All	14
T	Hop, hop, hop, like a rabbit.	All	

S	Hop, hop. Let me see you hop. Let me see you swim.	All	16
T	Swim, swim, swim, like a fish. Swim, swim, swim like a fish.	All	
S	Let me see you swim. Ok.	All	6
T	Amenasiruny es ergeci.	All	
S	Ok [laughing]. What shape is this?	All	7
T	Triangle.	All	
S	What shape is this?	All	4
T	Triangle.	All	
S	Simon?	S2	1
T	Triangle.	All	
S	What shape is this?	S3	4
T	Rectangle.	All	
S	What shape is this?	S4	4
T	Rectangle.	All	
S	What shape is this?	S5	4
T	Rectangle.	All	
S	What shape is this?	S6	4
S	Rectangle.	All	
T	Rec-tangle	All	1
S	Rectangle.	All	
S	Wonderful. Ok. Take your sits. One, two, three, four.	All	8
T	One, two, three, four. Six. Take your sit. Alex, take your sit, please, Well.	All	
S	Oh, yes, A, b, g, d, e,z	All	4
T	Son, is it English?	S2	
S	Es, duq nor asecik English.	All	4
T	Bayc da hayeren a?	All	
S	Ha.	T	1
T	Vonc ha?	All	
S	Che che, hayereni.	S2	3
T	Hayereni tarern en. Srank anglereni tarern en che? What letter is this?		
S	A	All	1
T	Gor, what letter is this?	All	1
S	A	All	1
T	Wonderful. What letter is this?	All	1
S	B	All	1
T	Is this B?	All	1
S	D	All	1
T	Davit, D.	All	1
S	What word do you know?	All	1
T	Ashot.	All	1
S	Haf...	All	1
T	Doog.	All	1
S	Yes.	All	1

T	What letter is this?	All	1
S	D	All	1
T	Whose letter is this? What letter is this?	All	1
S	S	All	
T	Whose letter is this?	All	3
S	Sona, S.	All	
T	Wonderful.	All	1
T	What letter is this?	All	
S	B	All	3
T	Great, Wonderful.	All	
S	B B B B B B	All	5
T	Ok	All	
T	What letter is this? Meaw	All	4
S	Cat	All	
S	[K]	All	9
T	Ok, well. We have a new letter here. You have to wait.	All	
S	Es durs em uzum gnam.	All	5
S	Inchpes piti harcnes? Dzerkd bardzracnum es u harcnum es May I go out?	All	
T	Well. This is letter G. Gor. Whose letter is this? Gor's letter.	All	11
S	G G G G	All	
T	Ok, Wonderful. Now I will give you your copybooks.	All	10
S	Hooray! Grum enk.	All	
S	One, two, three, four, six, seven, eight, nine, ten.	All	13
S	Gory, uzum a gnat un.	All	
S	Qani tarekna a Gory?	All	3
S	4.	All	
S	Isk es mi tari mets em.	All	5
S	Isk es gnalu em Yerevan mall.	All	
S	Asek Alexn iran vat a pahum.	All	5
S	Inch?	All	
S	Iran aysenc glxi vra pahum en.	All	5
T	Well, take your sits. Take out your pencils or pens	All	
S	Isk es matit chunem. Es el chunem.	All	4
ST	One, two, three, four, six, seven, eight...	All	
	Take this pencil, Alex. Don't you have pencils, Gevorg? Matit chunes gevorg?	All	7
S	Che.	All	
T	Take your pencils.	All	2
S	Es el.	All	
T	Son, nstir, Dra hamar em asum berek dzer matitnern u grichnery. Myus angam kberek.	All	11
S	Maman chi talis mez matit.	All	
T	Take it and write.	All	3
S	Gjvel es?	All	

S	Maman indz matit chi talis.	All	6
T	Alex, stop talking.	All	
T	The wheels on the bus go round and round...	All	7
S	The wheels on the bus go round and round...	All	
S	Mommy on the bus	All	3
S	Verjacreci.	All	
T	Say I am done.	All	2
S	I am done.	All	
T	What about you, lady.	All	3
S	Miss Sona, look,	All	
T	Oh, great, dear. Well done!	All	4
S	Sona, take your sit.	All	
S	Es areci.	All	1
S	Tesak, miss Sonan asec apri Alexy.	All	
S	Ha inch amenasiruny martikn a anum.	All	7
S	Simon, apres, es kesy chem tesel après du, Apri Simony.	All	
S	I am done.	All	2
T	Great. Are you done?	All	
S	Yes.	All	1
T	Hello, Please, listen to me, Sona, Alex, Gevorg, Look at me. Put your paper into your bags. Put into your beg. Don't touch it, please.	All	17
S	Arden verjacrink?	All	
T	Not yet. Gevorg, don't touch it. Don't touch. Chenk kpnum der. Go and take your sit, Sona. Listen to me. Take your sits. Listen to me [Clap]. Mi rope es asaci dzerk chenk talis che vochinchi. Lsek, erb kasem, nor dzerk ktak. Now take two sticks.	All	51
S	Red sticks?	All	
T	Put them in front of you. And add three green sticks. Put on the table. Take two red sticks. Take three yellow sticks, not red, sorry. Put next to the red sticks. No, no, no, put next to the red sticks. Now, Sona, how many sticks do you have.	All	54
S	Four.	All	
T	Four?	All	1
S	One, two, three, four, five, five sticks.	All	
T	Yes, wonderful! How many sticks do you have?	All	9
S	Five sticks.	All	
T	Take three blue sticks	All	3
S	Du petq a menak kapuytnery dnes.	All	
T	Now plus three green sticks, Sona. Add three green sticks.	S4	8
S	Miss Sona chisht a?	T	
T	Yes, that's right. How many sticks do you have?	All	6
S	Six.	All	
S	One, two, three	All	
T	Four	All	1

S	Five, six. Six.	All	
T	Six, right. How many stricks do you have?	All	5
S	Mek, erku, erek,	All	
T	No English.	All	1
S	One, two, three, four, five, six, seven, eight, nine. Nine.	All	
T	Really? So many sticks.	All	3
S	One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.	All	
S	Atory dnenk, gnum enk?	T	3
T	Yes, ok. Now put the chairs back.	All	
S	[sing a goodbye song] chem lsum.	All	60
S	Goodbye.	All	
T	Goodbye dear. Goodbye, guys.	All	2